Walden Dissertations and Doctoral Studies

Walden Dissertations and Doctoral Studies Collection

2023

Principals' Perceptions of Their Role in Novice Teacher Retention in Title 1 Schools

Kassia Sutton
Walden University

Walden University

College of Education and Human Sciences

This is to certify that the doctoral dissertation by

Kassia Sutton

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

Review Committee
Dr. Felicia Blacher-Wilson, Committee Chairperson, Education Faculty
Dr. Eilene Edejer, Committee Member, Education Faculty
Dr. Estelle Jorgensen, University Reviewer, Education Faculty

Chief Academic Officer and Provost
Sue Subocz, Ph.D.

Walden University
2023

Abstract

Principals' Perceptions of Their Role in Novice Teacher Retention in Title 1 Schools

by

Kassia Sutton

MA, University of South Florida, 2005

BS, University of South Florida, 1994

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Education

Walden University

May 2023

Abstract

Current research suggests that retaining novice teachers, teachers with less than 5 years of teaching experience, in Title 1 elementary schools in the Southeastern United States is a problem for principals. Prior research on Title 1 elementary principal's perceptions of their role in retaining novice teachers is limited. The purpose of this basic qualitative study was to examine six Title 1 elementary school principals' perceptions of their role in retaining novice teachers in the Southeastern United States. The conceptual framework for this study was the job demands-resources theory, which defined working conditions through job demands and job resources. Purposeful random sampling was used to recruit six Title 1 elementary school principals to participate in semistructured interviews. Thematic analysis was used to inductively analyze the data to identify themes related to principals' perceptions of their roles in retaining novice teachers. The results from the study indicated that providing support opportunities, creating a positive culture and climate, displaying empathy, and hiring are key roles for principals in retaining novice teachers. Although not found in previous literature, demonstrating empathy was determined to be a key aspect of a principal's role in retaining novice teachers. This study contributes to positive social change by identifying effective strategies to retain novice teachers and by identifying continued challenges that may lead to strategic principal professional learning and development to improve novice teacher retention.

Principals' Perceptions of Their Role in Novice Teacher Retention in Title 1 Schools

by

Kassia Sutton

MA, University of South Florida, 2005

BS, University of South Florida, 1994

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Education

Walden University

May 2023

Dedication

Thank you to my husband, Leroy Sutton, and my daughter, Erika Sutton for their encouragement throughout the process. Thank you to my mother, Vivien Morris, for her thoughtfulness and constantly checking on me during the process.

To my late grandmother, Helen Martin Thomas, for modeling hard work, persistence, and the importance of always learning.

Acknowledgments

Some days I did not think it was possible. A special thank you to my amazing committee members. I am thankful for your patience and grace. To my chair, Dr. Felecia Blacher-Wilson, also known as Dr. BW, your knowledge, and words of encouragement kept me motivated. I would not have reached the finish line if not for your unwavering support and guidance. To my second chair Dr. Eilene Edejer, for filling the gap and joining midstream getting me back on course. Thank you to my URR, Estelle Jorgensen, for the constructive feedback to hep reach the end goal. Thank you to my family and friends for the support and the check ins. Finally, thank you to my colleagues, who are doing the important work of leading and supporting novice teachers and all teachers.

Table of Contents

List of Tables

List of Figures

Chapter 1: Introduction

Teacher attrition and retention is an issue for Title 1 schools. Attrition results in the loss of instructional and organizational knowledge, and the continual sense of starting over to rebuild from the loss (Ronfeldt et al., 2013). Research suggests that the loss of instructional and organizational knowledge can negatively impact a school's performance and student learning (Carver-Thomas & Darling-Hammond, 2019; Holme et al., 2018). According to Robinson (2018) and Green and Munoz (2016), urban schools are losing about half of their teachers every 5 years. Prior to the COVID pandemic, the media and researchers identified novice teacher retention as a crisis, and there are implications that COVID further impacts teacher attrition (Goldhaber & Theobald, 2022). As a result, teacher retention worldwide is being examined by researchers to understand better the retention of novice teachers (Geiger & Pivovarova, 2018; Whalen et al., 2019). There is a gap in the literature on principals' perceptions of their role in novice teacher retention in Title 1 schools in the Southeastern United States. The educational problem is novice teachers are leaving the teaching profession within the first 5 years causing a "revolving door" of teachers in schools (Ingersoll, 2001).

There were two reasons I focused this study on principals. First, principals and school leaders are influential factors in teachers' decisions to stay or leave (du Plessis et al., 2019; Perrone et al., 2019). Secondly, most of the current research examines teachers' perceptions and experiences (du Plessis et al., 2019), creating a dearth of information about principal perceptions.

According to the research, school principals play a pivotal role in retaining novice teachers (Holmes et al., 2019; Kim, 2019). Novice teachers enter the profession with varying preservice experiences, which influence teacher preparedness and teacher performance (Kuriloff et al., 2019). Principals have the role of supporting novice teachers in applying the theoretical knowledge learned in college into the classroom (Kuriloff et al., 2019). As upon employment, novice teachers, like their veteran contemporaries, are expected to perform a variety of instructional and noninstructional tasks while simultaneously adjusting to the new role and environment (Al Seyabi, 2020). In some situations, principals have the role of supporting novice teachers in understanding the impact of poverty and immigration on students, creating inclusive classrooms, and providing resources, all of which impact a school's working conditions (Kuriloff et al., 2019). As such, in a study, 72% of novice teachers reported being unprepared to work in an urban classroom, and 62% of novice teachers reported feeling unprepared to teach at Title 1 schools with a culturally diverse student population (Kuriloff et al., 2019). Based on the statistics, principal support is needed to build the capacity of and provide job resources for novice teachers that enable them to do the job effectively.

Principals have a direct role in workplace conditions, which is cited as the most predictive reason of teacher attrition (Carver-Thomas & Darling-Hammond, 2019; Holmes et al., 2019) and the initial supports a principal provides to novice teachers influences novice teachers' self-efficacy, the belief in oneself to do a job (Wilhelm & Kara, 2019). Research also suggests that principals are in the optimal position to impact working conditions, which include administrative support, administrative

communication, shared leadership in decision making, professional learning

opportunities, collaboration, time, student behavior, school facilities, school resources,

school culture, and community involvement (Burkhauser, 2017). Lack of administrative

support is a major factor in novice teacher attrition (Carver-Thomas & Darling-

Hammond, 2019; Ingersoll, 2001; Kim, 2019; Wilhelm & Kara, 2019), and novice

teachers require administrative support to experience success (Bettini & Park, 2021).

However, novice teachers in high-poverty schools, such as Title 1 schools, the context for

the research, report receiving limited administrative support (Bettini & Park, 2021).

Ingersoll (2001) identified the administrative level of support as important to a school's

organizational conditions. Additionally, recognition, support, and appreciation, related to

positive school cultures and working conditions, are novice teacher retention factors, and

school principals have a meaningful role in implementing the factors (Holmes et al.,

2019). The initial supports a principal provides to novice teachers influences novice

teachers' self-efficacy (Wilhelm & Kara, 2019). When working conditions and school

cultures are favorable, retention is likely (Ansley et al., 2019; Hughes et al., 2015).

Furthermore, Ingersoll and Smith (2003) suggested that the root cause of attrition is due

to work conditions, and schools and districts can influence the work conditions. Ingersoll

(2001) also espoused that teacher retention problems will not be solved until how schools

and teachers are managed is resolved and the management is tied to the school principal.

Effective school principals have the most substantial influence on teacher retention, and

using strategies and resources specific to retention, is critical (Kim, 2019). Thus, because

principals have a critical role in novice teacher retention, understanding their perceptions related to their roles is critical to understanding novice teacher retention.

The existing research suggests that attrition or turnover rates of novice teachers are higher at Title 1 schools, the setting for the research, that traditionally serve students of color (Holme et al., 2018). Ingersoll (2001) reported that high poverty schools have more turnover than low poverty schools. More recent data suggests that the turnover rates for Title 1 schools are about 50% greater than non-Title 1 schools (Carver-Thomas & Darling-Hammond, 2019; Robinson, 2018). Also, teachers with more experience leave Title 1 schools at higher rates than non-Title 1 schools (Carver-Thomas & Darling-Hammond, 2019).

Ingersoll (2001) referred to novice teacher attrition as a "revolving door" as novice teachers left the profession for reasons other than retirement. According to the research, there are several reasons novice teacher retention at Title 1 schools is a problem. Johnson et al. (2012) espoused that novice teachers leave schools with high minority and low-income populations because of poor work environments. Similarly, Burkhauser (2017) suggested that schools like Title 1 schools have less desirable working conditions. In a study by Kuriloff et al. (2019), novice teachers reported feeling unprepared to meet the challenges of high-poverty schools and not having adequate resources. The teachers also reported a lack of organizational stability and structure (Kuriloff et al., 2019). In a study that examined the attrition of novice music teachers in an urban school in the mid-south United States, about 20% of the schools experienced high or chronic turnover (Robinson, 2018). School culture, principal leadership, and

collegial relationship, which have a profound effect on teaching and learning, are work conditions that may retain novice teachers in low income, high minority schools (Johnson et al., 2012). Thus, the onus of supporting and preparing novice teachers coupled with mitigating the challenges and demands novice teachers report falls on the school principal.

Attrition impacts the local school, the school district, and the state and the attrition results in school instability (Glazer, 2018; Holme et al., 2018; Holmes et al., 2019; Ingersoll, 2001). From the local school perspective, instability affects school effectiveness, organizational functioning, institutional knowledge, and student learning (see Carver-Thomas & Darling-Hammond, 2019; Holme et al., 2018). Instability affects the overall school performance, and Title 1 schools may experience poorer performance (Ingersoll, 2001; Smith & Ingersoll, 2004). Instability also impacts student learning as the schools' response results in hiring inexperienced or unqualified teachers (Carver-Thomas & Darling-Hammond, 2019). Furthermore, research suggests that teacher turnover and instability negatively affects the reading and math achievement of elementary students (Ronfeldt & McQueen, 2017). The impacts of instability due to attrition are far-reaching at the local school level and impedes the progress student learning (see Ronfeldt & McQueen, 2017). From a school district perspective, instability results in billions of dollars each year for recruiting teachers to replace those who are not retained (Reitman & Karge, 2019). From a state perspective, attrition has resulted in changing the qualifications to recruit more teachers (Ingersoll & Smith, 2003). Though some attrition is necessary for the organization, high levels of attrition may suggest problems with the

work conditions and organization conditions or may cause problems with the work conditions and organizational conditions if not addressed (Green & Munoz, 2016; Ingersoll, 2001; Ingersoll & Smith, 2003). Nonetheless, instability due to attrition is costly to school districts, negatively impacts students' future success, and may influence principals' ability to move their schools forward. Thus, understanding principals' perceptions of their role is pertinent to understanding the research problem.

Understanding principals' perceptions of their roles in novice teacher retention in Title 1 schools is important for two reasons. First, the most important determinant of student achievement and future professional outcomes is having a quality teacher (Holme et al., 2018; Nguyen, 2021; See, Morris, Gorard, Kokotsaki & Abdi, 2020). Second, retaining novice teachers may increase the overall teaching quality (Green & Munoz, 2016; Kim, 2019). However, when teachers are not retained or leave the profession, teacher quality decreases (Holme et al., 2018; Klimek, 2019). The lack of teacher quality has a more severe impact on Title 1 schools that serve more students of color and economically disadvantaged students (Kim, 2019; Lampert et al., 2020; Sutcher et al., 2019). Title 1 schools experience more attrition and teacher shortages and are reported to have less experienced teachers (Ansley et al., 2019; Ingersoll et al., 2019; National Center for Education Statistics, 2018; Sutcher et al., 2019). Principals, in their roles, have an obligation to ensure students' learning and achievement. Thus, the topic of the study was understanding novice teacher retention by exploring the perceptions of Title 1 elementary school principals concerned with retaining novice teachers.

The potential social implication of this study is a better understanding of the perceptions of Title 1 elementary school principals of their role in novice teacher retention at Title 1 schools in the Southeastern United States. This study's results may identify barriers and strategies principals report in novice teacher retention that will aid other principals and district leadership in teacher retention. In Chapter 1, the background of the problem, problem statement, the purpose of the study, research questions, and conceptual framework are presented. Chapter 1 also includes the nature of the study, definitions, assumptions, scope and delimitations, limitations, and significance.

Background

In this study, I focused on novice teacher retention in Title 1 schools and principals' perceptions of novice teacher retention as teacher attrition is a growing concern nationally for educational stakeholders (see Whalen et al., 2019). Researchers have examined the reasons teachers leave and stay in qualitative, quantitative, and mixed-method studies. The research suggested that working conditions and principal leadership were salient factors in novice teacher retention. Nonetheless, the research on principals' perceptions of novice teacher retention at Title 1 elementary schools is limited as it mostly focuses on the teachers' perceptions not school leaders. While teacher attrition is an issue for school principals in general, teacher attrition is exacerbated for disadvantaged schools, like Title 1 schools.

This study was conducted because school principals struggle with retaining novice teachers, especially in hard-to-staff schools, such as Title 1 schools (see Carver-Thomas & Darling-Hammond, 2019). Studies specific to Title 1 elementary school

principals' perceptions of their role in retaining novice teachers are lacking. Keeping novice teachers is critical to address the teaching shortage and ensure students receive a quality teacher resulting in positive student achievement in hard-to-staff schools (see Carver-Thomas & Darling-Hammond, 2019). This study could contribute to social change by providing suggestions to help to improve student achievement and success and helping to retain novice teachers in the education profession.

Problem Statement

Retaining novice teachers, teachers with less than 5 years of teaching experience, in Title 1 elementary schools in the Southeastern United States is a problem for principals (see Carver-Thomas & Darling-Hammond, 2017; Carver-Thomas & Darling-Hammond, 2019; Ingersoll, 2001; Redding & Nguyen, 2020). Retaining novice teachers may reduce principals' school staffing challenges each year (Kim, 2019; Redding & Nguyen, 2020). Retaining novice teachers may also reduce equity concerns raised with the unequal distribution of novice teachers hired at Title 1 schools, schools with 50% or more of the students eligible for free or reduced-price lunch (Redding & Nguyen, 2020). While there is some research on the importance of Title 1 elementary school principals' perceptions of their role in retaining novice teachers in the Southeastern United States, few peer-reviewed studies within the last 5 years specific only to principals' perceptions exist. Furthermore, the existing studies may use principals and teachers or other educational stakeholders in the same study to explore perceptions on novice teacher retention.

Nationally, teacher attrition rates range from 5-8% each year (Carver-Thomas & Darling-Hammond, 2019; National Center for Education Statistics, n.d.). Specific to Title

I schools, the teacher attrition rate is 50% higher than in non-Title 1 schools, equaling 10-16% each year (Carver-Thomas & Darling-Hammond, 2019). When the teacher workforce is about 4 million, the attrition rate may not seem high (Carver-Thomas & Darling-Hammond, 2019). However, when novice teachers leave the teaching profession, there is an increase in the number of available teaching positions to be filled each year, creating a teacher shortage. Novice teachers who leave the teaching profession create a need for approximately an additional 7,500 to 10,000 teaching positions to be filled (Carver-Thomas & Darling-Hammond, 2019). The number is significant because there is declining enrollment in teaching programs that will not fill the gap from attrition (Carothers et al., 2019; Sulit, 2020). This decline in student enrollment in teaching programs leaves school principals struggling to fill positions because there are limited teachers available for hiring (Carver-Thomas & Darling-Hammond, 2019). Moreover, teacher attrition is exacerbated for Title 1 schools that generally serve students of color and economically disadvantaged students (Kim, 2019). The candidate pool of teachers for Title 1 schools typically consists of novice teachers who have yet to become proficient in their careers (Carver-Thomas & Darling-Hammond, 2019; Kamrath & Bradford, 2020). Overall, for K–12 public schools, 30% to 44% of teachers leave the profession by the fifth year (Dell'Angelo & Richardson, 2019; Kim, 2019). In the Southeastern United States, about 45 % of novice teachers are leaving the profession by their fifth year in one state in an urban school district (Owens, 2015). According to Kamrath and Bradford (2020), 70% of novice teachers leave urban and Title 1 schools by the fifth year.

Purpose of the Study

The purpose of this qualitative study was to examine six Title 1 elementary school principals' perceptions of their roles in the retention of novice teachers in Title 1 elementary schools in the Southeastern United States. As measured by Title 1 status, high poverty schools are likely to have more novice teachers and have difficulty retaining teachers than low poverty schools (Professional Association of Georgia Educators, 2019). Furthermore, Southern states experience more attrition than Northeastern states (Carver-Thomas & Darling-Hammond, 2019). Because teacher attrition is typically high at Title 1 schools, understanding Title 1 elementary school principals' perceptions of their roles provided insight into how the Title 1 elementary school principal's role may influence novice teachers to remain or leave the profession in the Southeastern United States.

Research Question

The principal's role in novice teacher retention is critical. Thus, understanding their perceptions in their roles is important to understand the phenomenon and add to the current research. One research question (RQ) guided this research to examine the issue of novice teacher retention from six principals' perceptions of their roles in retaining novice teachers:

RQ: What are Title 1 elementary school principals' perceptions of their roles in retaining novice teachers in elementary Title 1 schools in the Southeastern United States?

Conceptual Framework

Principals who understand the job demands can possibly provide job resources that buffer the effects of job demands and that help shape positive perceptions of the

work environment (Kaiser & Thompson, 2021). In a study related to the values and dispositions of novice teachers, principals reported that novice teachers complained about the job demands and expressed discontentment with working conditions (Al Seyabi, 2020). For the reasons expressed above, using the job demands-resources theory provided valuable information and added to the limited research on Title 1 elementary principals' perceptions of their role in novice teacher retention.

Thus, the conceptual framework that guided the study was the job demands-resources (JD-R) theory by Demerouti et al. (2001). In the JD-R theory, working conditions are defined through job demands and job resources. As noted in the introduction and background of Chapter 1, work conditions play an important role in novice teacher retention. Job demands may include work pressures and interactions with stakeholders, and job resources may consist of opportunities for growth, feedback, and autonomy (Bakker & Demerouti, 2017). One of the roles of Title 1 elementary school principals is supporting the growth and development of novice teachers, and with the proper supports and resources novice teachers are likely to remain in the profession (Grissom & Bartanen, 2019). According to the JD-R theory, unreasonable job demands may result in strain, burnout, or exhaustion, resulting in employees leaving a job (Bakker & Demerouti, 2017). In their role, Title 1 elementary school principal influence some of the demands placed on novice teachers. Bakker and Demerouti (2017) posited that appropriate job resources could be a remedy to offset job demands and increase motivation. In their role, Title 1 elementary school principals influence the resources provided to novice teachers. Supportive school leadership and timely supervisor support

are examples of job resources (Collie et al., 2018). In this study, Title 1 elementary school principals' perceptions of their role in novice teacher retention was examined to determine how Title 1 elementary school principals identify demands and resources that may influence the retention of novice teachers in the Southeastern United States. The JD-R theory was a critical lens to view Title 1 elementary school principals' perceptions of their role because the theory addresses work conditions and climate affecting novice teachers staying or leaving the teaching profession (see Bakker & Demerouti, 2017).

There are strengths and limitations related to the JD-R theory, which has been empirically tested. The JD-R theory is described as an open model and allows for flexibility in applying to different work contexts, which is a strength (Schaufeli & Taris, 2014). The flexibility allows for researchers using the theory to identify job demands and resources specifically related to an organization. Nonetheless, as an open model, the job demands and job resources are not clearly defined, which could be a limitation (Schaufeli & Taris, 2014). Furthermore, the theory states that certain job demands promote work engagement (Bakker & Demerouti, 2017). However, the term job demands may have a negative connotation. A noted limitation of the theory is that it focuses on the what of the job demands and job resources and the influence on psychological outcomes but does not provide a mechanism to understand why the job resources and demands have an impact on work performance and psychological outcomes. (Schaufeli & Taris, 2014). According to Schaufeli and Taris (2014), a possible solution is to add an additional framework to examine the why.

Furthermore, the JD-R theory aligned with the research topic and question because I aimed to identify Title 1 elementary school principals' perceptions of their role in novice teacher retention and principals have a direct role in many of the job resources and job demands that influence the retention or attrition of novice teachers. According to Tummers and Bakker (2021), leaders influence job resources and job demands and are a facilitative link between job resources and motivation, and job demands and strain. Leaders influence job crafting and self-undermining, two concepts explored in the theory. The JD-R theory has implications on employees remaining on a job (Perrone et al., 2019). Thus, the JD-R theory is an important framework for exploring novice teacher retention from the perceptions of Title 1 elementary school principals. Chapter 2 provides a more detailed account of the JD-R theory.

Nature of the Study

There are many types of qualitative studies. For this study, the following qualitative approaches were considered: phenomenological, ethnography, grounded theory, narrative inquiry, case studies, and the basic qualitative study. Phenomenological research focuses on the lived experiences of participants with common characteristics and are suited to study the emotions and affective states (Starks & Trinidad, 2007). Ethnography requires researchers to immerse themselves in a group's culture and observe to provide rich description on the culture (Reeves et al., 2013). Grounded theory results in theory being derived from the data collected (Starks & Trinidad, 2007). Narrative inquiry uses the participants' stories about their lives as data (Channa, 2015). Case studies are bounded to one or few instances of a social phenomenon (Starman, 2013). The

basic qualitative study seeks to understand how people make sense of their lives and experiences (Merriam & Tisdell, 2016). In addition, I considered quantitative research, which relies on numbers as data and analyzed using statistical methods.

To that end, the purposes of the phenomenological, ethnography, grounded theory, narrative inquiry, case studies, and the quantitative study were not aligned with my research's purposes and goals. While a viable option, phenomenology was not selected because it focuses on what and how people experience a phenomenon and uses bracketing to remove the researcher's assumptions about a phenomenon (see Farina, 2014). I did not select ethnography as the research goals were not focused on direct observation to learn more about the culture of a particular group (see Reeves et al., 2013). Grounded theory was not selected as developing a new theory was not my research goal (see Starks & Trinidad, 2007). Narrative inquiry was not aligned because deriving meaning from participant stories would not have answered the research question (see Channa, 2015). Case studies require multiple data sources, and for this study semistructured interviews were the identified data source (see Starman, 2013). Finally, because numerical data was not collected, a quantitative study was not appropriate.

Based on the purpose and the research questions for the study, the basic qualitative study was most appropriate. The basic qualitative approach was appropriate for the investigation to understand how Title 1 elementary school principals' perceptions on retaining novice teachers in the Southeastern United principals interpret their experiences and role, and the meaning attributed to the experiences. One goal of a basic qualitative study is to know how people interpret and make meaning of their experiences

(Merriam & Tisdell, 2016). Furthermore, according to Merriam and Tisdell (2016), the qualitative approach is exploratory and seeks to understand the perceptions of the participants involved in the study. Thus, I made fewer assumptions by focusing on the experiences and perceptions of those in the study. To complete the study and gain insight, the data from individual semistructured interviews of six Title 1 elementary school principals was transcribed and analyzed through coding. Thematic analysis, through an inductive process, was used to identify recurring themes and patterns. Because the study's purpose was to understand novice teacher retention examining the perceptions of Title 1 elementary school principals provided insight into the roles they have in retaining novice teachers. Studying and understanding the experiences may also provide principals and district leaders with relevant strategies and other information in retaining novice teachers.

Definitions

Throughout the research, the following terms were used in the study:

High poverty schools: Schools with 50% or more of its students live in poverty (Ingersoll, 2001).

Novice teacher: Teachers with 5 years or less teaching experience (Kamrath & Bradford, 2020; Kim, 2019; Smith & Ingersoll, 2004).

Organizational conditions: Include supportive school administration, minimal student discipline problems, shared leadership in decision making, and salary increases (Ingersoll, 2001).

Teacher attrition: The act of teachers leaving the profession (Carver-Thomas & Darling-Hammond, 2019; Elyashiv, 2019).

Teacher retention: The act o*f* teachers staying or remaining in the profession (Dell'Angelo & Richardson, 2019).

Title 1 Schools: Schools with students who quality for free and reduced-priced meals (Ingersoll, 2001).

Turnover: Teachers leaving teaching or moving schools (Carver-Thomas & Darling-Hammond, 2019; Holme et al., 2018).

Working conditions: Like organizational conditions include student discipline problems, supportive school administration, lack of student motivation, and lack of shared leadership on school-wide and classroom decisions (Ingersoll & Smith, 2003).

Assumptions

Assumptions are parts of the study that are believed but cannot be demonstrated to be true (Johnson, 2012). Assumptions can also be explained as an unexamined belief that the researcher or other readers may have about the study. Addressing the assumptions are critical to the meaningfulness of this study, and critical to the data analysis and interpretation as inferences and conclusions are being made about the data (Johnson, 2012). For this study, I had five assumptions which are addressed in the paragraphs below.

First, I assumed that the six participants were truthful and honest in their responses to the interview questions. Truthfulness and honesty were essential to the study because the participants identified and provided meaningful information related to the

research question. Throughout the process, participants were reminded that their identity would be kept confidential, and their names not used to encourage the truthfulness and honesty of the responses. In addition to further limit the recognition of participants, the school location of the participants was kept confidential.

Second, I assumed the six participants deemed novice teacher retention as a problem. This assumption was critical to the study to ensure participants addressed the interview questions from the perspective of novice teacher retention being a problem. Thus, to address this assumption, the criteria to participate in the study included the following: experienced novice teacher attrition or had success with novice teacher retention and concerned with retaining novice teachers. In addition, as part of the criteria to participate, participants were explicitly asked if novice teacher retention was a problem or concern.

My third assumption was that the six participants were familiar with retention strategies or job resources to retain novice teachers. In the research, there are specific strategies or job resources that support the likelihood on novice teacher retention. Autonomy, leadership, opportunities for professional development, participation in decision making, performance feedback, and positive relationship with colleagues and supervisors are some of the identified strategies or job resources that are supported by research in supporting teacher retention (Nguyen, 2021). Though participants may not be familiar with the particulars of the JR-D theory, the conceptual framework for the study, knowledge of job resources, or strategies to support novice teacher retention were included in the interview questions asked of the study's participants.

The fourth assumption I made was that the six participants were familiar with actions and job demands that influence novice teacher attrition. The fourth assumption was meaningful because, like job resources, job demands are an important concept of conceptual framework. Some of the job demands of novice teachers as identified in the research are workload, unfavorable work conditions, and work overload (Ingersoll, 2001). Thus, principals having an awareness of job demands or actions that influence attrition were part of the interview protocol.

Fifth, I assumed participants believed their role includes retaining novice teachers. The assumption was necessary because much of the research suggests school principals play a vital role in novice teacher retention and the research for this project was to examine the perceptions of elementary Title 1 principals in their role in novice teacher retention. There was the possibility that the participants may believe novice teacher retention was not in their control. Nonetheless, the research suggests that administrative support, shared leadership, teacher autonomy, effective communication, and teacher collaboration are factors indicative of novice teacher retention and within the principal's control (Ansley et al., 2019). The factors are within their control at the local school level. However, in some instances, there may be circumstances in which principals believe were out of their control. Salary and compensation, often mentioned as a factor in attrition, are not determined be principals, not part of their role, and thus out of their control (Shuls & Flores, 2020).

Scope and Delimitations

I focused my study on the perceptions of Title 1 elementary school principals in the Southeastern United States. The participants for the study were elementary school principals and not teachers or other stakeholders because there is a limited body of research specific to principals' perceptions. Considering the principals' perceptions may add value to the current body of research and to policy as there is a gap in the literature.

Title 1 schools in the Southeastern United States were selected because the research suggests novice teacher attrition is higher than non-Title schools (see Bettini & Park, 2021). Title 1 schools were selected because the schools are more likely to be impacted by novice teachers leaving and because of the propensity to have more inexperienced novice teachers assigned to Title 1 schools (Redding & Henry, 2019). The attrition at Title 1 schools creates staffing challenges for principals, and organizational and instructional knowledge challenges for the school. Both challenges may result in schools being unsuccessful in supporting student achievement. Furthermore, the region, Southeastern United States, was selected because attrition is higher in diverse urban, southern regions (Carver-Thomas & Darling-Hammond, 2019).

Because this study was specific to Title 1 elementary principals in the Southeast, this limited the data collection from other principals at other school levels. It also limited data collection in other regions of the United States. To address potential transferability, I provided rich descriptions to ensure transferability to other settings. In addition, during the research process I kept a reflexive journal. Transferability is achieved through rich descriptions and reflexive journals (Lincoln & Guba, 1985). Transferability also adds to

trustworthiness in qualitative studies (Lincoln & Guba, 1985), which is addressed in

Chapter 3.

Limitations

The qualitative study by design allows for a smaller sampling of participants to

create rich thick descriptions to detail the study's process (Merriam & Tisdell, 2016).

Yet, due to this study's design and methods, there were weaknesses and limitations

related to dependability. First, because the information and data were collected through

individual semistructured interviews, I relied on the participants to provide me with the

most accurate information regarding their experiences and perceptions. So as a researcher

during the process, I needed to be an active listener and be prepared to ask follow-up

questions that required participants to provide specific examples of the practices used in

their roles. Thus, during the interview process, it was key for me to use reflexive

journaling to capture my thoughts and my initial perceptions regarding the similarities

and differences in the participants' responses. The reflexive journaling allowed for

possible follow-up questions and validation of the participant's initial responses after the

initial interviews. To further support the study's dependability, the interviews were

recorded.

This research was limited to elementary principals only. Middle and high school

principals were not selected to participate because the research question was focused on

elementary schools. Furthermore, assistant principals were not selected because the

research question focused on elementary principals. The other justification for the focus

on principals is that the research suggests that principals, specifically, have a pivotal role

in novice teacher retention (Kim, 2019). Nonetheless, the small sample I used did not represent the larger population of principals in the Southeast United States, and thus generalizing the results was limited.

Another possible limitation of the research study was related to transferability. The specific geographical location of this study was limited to the Southeastern United States. Principals in the northeast, who have better retention rates as espoused by the research (Carver-Thomas & Darling-Hammond, 2019), may respond differently regarding their perceptions of their roles in novice teacher retention, thus, impacting transferability. Likewise, the selection of Title 1 elementary principals, may limit transferability to non-Title 1 elementary principals. Though the specificity of the location and selection of participants limited transferability, other researchers could use the research study to their specific contexts and interests.

For this research study, participants were recruited from my school district. Yet my initial goal was to also include other school districts in the Southeastern United States. A limitation in using principals from my school district was reluctance and apprehension in answering the questions. Furthermore, including principals from my school district allowed for a diverse pool of participants and could yield beneficial in interpreting and analyzing the results. However, the reason for considering principals from my district was that could have been a reluctance from principals outside of the district to participate due to not having an established connection with me and being suspicious of motives, even with confidentiality assurances. So, keeping the pool of candidates open was important to ensure enough participants for the research goals.

Another challenge was researcher bias. I am a Title 1 elementary school principal and familiar with the role of the principal; being mindful of the biases and documenting the biases by reflexive journaling and creating memos throughout the study was necessary for bias management. In addition, peer debriefing and member checks were used to ensure credibility (see Ravitch & Carl, 2016).

Significance

Recent research suggested that understanding principals' perceptions of their role in the retention of novice teachers may provide a different perspective on the issue of teacher retention (see du Plessis et al., 2019). While there is some research on the importance of Title 1 elementary school principals' perceptions of their role in retaining novice teachers in the Southeastern United States, the current peer-reviewed literature within the last 5 years on principals' perceptions is limited or combined with teachers' perceptions and perspectives on remaining or leaving the teaching profession. So, this study may add to the current research on effective educational leadership practices in novice teacher retention based on the perceptions of principals.

First, effective leadership is key to teacher retention (Sulit, 2020). The findings from this study may highlight additional strategies or job resources (opportunities for growth, feedback, autonomy) that support the retention of novice teachers. Likewise, the findings may also bring attention to job demands (work pressures and interactions) that have not been considered or job demands that are prevalent. Most importantly, because the statistics on novice teacher retention is a concern globally, the study may further highlight and validate the importance of supporting novice teachers. Support by school

principals in providing mentoring, feedback, professional learning, collaboration, and creating collegial work environments for the support to occur. The research from this study may be a catalyst for principal self-reflection on how they perceive their roles in novice retention and the possible alignment that may or may not exist in their actions and perceptions. This study may fill the identified gap by providing insight into Title 1 elementary principals' perceptions of their role in retaining novice teachers in the Southeastern United States.

Second, school district human resources and management departments play an important role in teacher recruitment, hiring, and retention (Sulit, 2020). The results from the study may suggest retention as a common area for support for principals. So, there is the opportunity for human resources to be provide meaningful, strategic professional learning opportunities to build principal capacity related to novice teacher retention and the specific needs of novice teachers. Thus, the findings from the study may also suggest a need for districts to review and examine the ways principals are supported in novice teacher retention. Additionally, the findings from the research may result in the confirmation of current practices, improved practices or new practices, and long-term solutions, which in turn may result in less time and money spent in recruitment and hiring due to the attrition of novice teachers.

There are several opportunities for social change as a result of this study. The study may highlight the need to focus on specific job resources that support teacher retention, thus reducing attrition. Thus, alleviating the "revolving door" (Ingersoll, 2001) and reducing taxpayer money spent to replace teachers who leave the profession.

Subsequently, reducing the staffing challenges principals experience as a result of novice teacher attrition. Most importantly, the findings from this study may lead to positive social change by ensuring Title 1 elementary schools retain novice teachers who will eventually become proficient with the right supports, including principal support, and who will influence student learning positively and meaningfully in the Southeastern United States.

Summary

Chapter 1 provided information on the topic of study, Title 1 elementary school principals perceptions of their role in novice teacher retention in the Southeastern United States. The conceptual framework, JD-R theory was introduced. This chapter also discussed the rationale for the basic qualitative study and the potential for social change. Operational definitions, assumptions, limitations, and delimitations related to the research are presented in Chapter 1. In Chapter 2, I review the literature on principals' perceptions of novice teacher retention is presented through key concepts which include teacher salaries, working conditions, workload, interactions with colleagues, and mentoring and induction opportunities. The key concepts are identified as factors that lead to novice teacher attrition or novice teacher retention. Information on Title 1 Schools and principal actions are also provided in Chapter 2. Additionally, current research that focuses on principals' perceptions on novice teacher retention are included. In Chapter 2, an in-depth explanation of the JD-R theory is presented.

Chapter 2: Literature Review

In Chapter 2, the literature review, the problem, and the purpose are restated. A concise synopsis of the current literature to establish the relevance of the problem is provided. An overview of the literature search strategy is provided. The JD-R theory, the conceptual framework, is explained in detail and its benefits to this study are described. A literature review of the related concepts to the research study are included. Finally, a summary and conclusion to recap the information in the chapter conclude the chapter.

Retaining novice teachers, teachers with less than 5 years of teaching experience, in Title 1 elementary schools in the Southeastern United States is a problem for Title1 elementary school principals who are identified as a critical to retaining novice teachers (Carver-Thomas & Darling-Hammond, 2017; Carver-Thomas & Darling-Hammond, 2019; Redding & Nguyen, 2020). Thus, the purpose of this qualitative study was to examine Title 1 elementary school principals' perceptions of their roles in retaining novice teachers in Title 1 elementary schools in the Southeastern United States. Current research suggests that school principals play a critical role in retaining novice teachers (Harju & Niemi, 2020; Zavelevsky et al., 2021). While there is some research on the perceptions of Title 1 elementary school principals, the research is limited. The goal of this research was to add to the currently available research. In a preliminary search to identify the gap in research, seven of the 12 studies focused on teachers and pre-service teachers. Four of the studies used teachers and principals as participants, and in one study, the participants consisted of teachers, school leaders, and parents. Thus, of those 12 studies, none focused specifically on the principal. Nonetheless, the studies used were

qualitative, quantitative, or mixed methods to examine teacher retention. Working conditions, school climate, leadership styles, and providing teachers with professional learning were the general concepts examined in the studies, all of which have implications on principal leadership and teacher retention. During the more extensive search for the literature review within the last five years, fewer than five studies focused on principal's perceptions of novice teacher retention.

In this chapter, peer-reviewed articles and books were used to explore the topic of Title 1 elementary school principals' perceptions on novice teacher retention. The major sections of the literature review detail the following: (a) the literature search strategy; (b) JD-R theory; (c) the literature review related to data and statistics on novice teacher attrition, reasons novice teacher leave, impacts of novice teacher attrition, principal leadership styles, and the principals' role in novice teacher retention; and (d) summary and conclusions from the literature review.

Literature Search Strategy

The literature search was conducted through Walden University's library and the EBSCO search engine. Through EBSCO, I accessed ERIC, Education Source, Google Scholar, Proquest, SAGE Journals, APA PsycINFO, SocINDEX with full text, and Teachers Reference Center. The iterative search process focused on selecting peer-reviewed literature within the last 5 years except seminal works related to the research topic and the conceptual framework. Reference lists from other dissertations related to the topic were used to widen the search scope.

The terms principals, perceptions, role, influence, novice teacher, teacher retention, and Title 1 schools were used as concepts to search for literature. I used related words and similar terms for some key concepts. For the concept of principals, school leaders and school administrators were used. In addition to novice teacher, new teachers, early career teachers, and beginning teachers were used. For teacher retention, attrition and turnover were alternate terms. For the concept of role, influence was used as a choice. For perceptions, experiences was used. Urban schools, high poverty schools, and hard-to-staff schools were alternatives used for Title 1 schools. I also searched articles on the conceptual framework, the JD-R theory. For data and statistics related to teacher attrition I used, the National Center for Education Statistics, a website, and information from the reviewed literature. As I learned more about the topic through the search, the terms work conditions, workload, and teacher salary and related words were used in subsequent searches.

Conceptual Framework

This section provides information related to the JD-R theory. The key terms job demands, and job resources are defined. The eight propositions the theory espouses are included. Also included in this section is the relevance and connection the JD-R theory has to leadership, which is key because the principal's role is the focal point of this study. Six recent studies specific to teacher retention and how the JD-R theory was used to understand the influence of demands and resources on teachers are included.

The conceptual framework for this study is the Job Demands-Resources (JD-R) theory by Demerouti et al. (2001). The JD-R theory has eight principles. First, the theory

suggests that working conditions fall into two categories, job demands and job resources (Bakker & Demerouti, 2007; Demerouti et al., 2001). "Job demands refer to the physical, psychological, social, or organizational aspects of the job that require sustained physical and/or psychological effort or skills and are therefore associated with certain physiological and/or psychological costs" (Demerouti et al., 2001, p. 501). Job demands may result in exhaustion and burnout (Bakker & Demerouti, 2007; Demerouti et al., 2001). Examples of job demands are stressful work environments, lack of clarity in expectations, and unreasonable work expectations (Bakker & Demerouti, 2007; Demerouti et al., 2001; Tummers & Bakker, 2021). Job resources are

> The physical, psychological, social or organizational aspects of the job that may do the following: (a) be functional in achieving work goals, (b) reduce job demands at the associated and physiological and psychological costs, and (c) stimulate personal growth and development. (Demerouti et al., 2001, p. 501)

Examples of job resources are support from supervisors and colleagues, actionable feedback, and clear expectations (Bakker & Demerouti, 2007; Demerouti et al., 2001). Job resources may result in employee motivation and engagement (Bakker & Demerouti, 2007).

Figure 1, adapted from Demerouti et al. (2001), illustrates the relationship between the school principal's role, the job demands, and the job resources novice teachers receive. The purpose of the models is to illustrate how the school principal directly influences most job demands and job resources that may impact retaining novice teachers. In following the arrows, if the job demands emphasized by principals are

unrealistic, novice teacher attrition may result. Contrarily, if appropriate job resources are

available to the novice teacher, retention may be the outcome. In this study, the Title 1

elementary principals identified job resources and job demands related to their roles in

retaining novice teachers. Discussed more fully in Chapters 4 and 5 of this study, the

Title 1 elementary school principals identified support as a job resource and the many

demands placed on novice teachers as a job demand.

Figure 1

Proposed Model of School Principal's Role Based on the Job Demands-Resources Theory
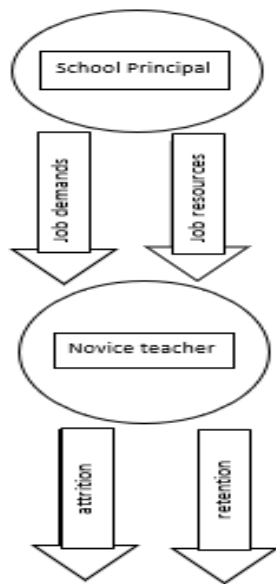
Note. Adapted from "The Job Demands-Resources Model of Burnout," by E. Demerouti,

A. Bakker, F. Nachreiner, and W. Schaufeli, 2001, *Journal of Applied Psychology, 86*(3),

p. 502. https://doi.org/10.1037/0021-9010.86.3.499

Job demands and job resources are two different processes resulting in different outcomes (Bakker & Demerouti, 2007, 2017; Demerouti et al., 2001). According to the model, job demands predict exhaustion, and job resources predict engagement (Proposition 2: Bakker & Demerouti, 2017). Proposition 3 suggests that job resources may minimize the effects of job demands (Bakker & Demerouti, 2007, 2017). Proposition 3 is also referred to as the buffering effect (Bakker & Demerouti, 2017). Like Proposition 3, Proposition 4 states that when job demands are high, job resources can motivate task completion (Bakker & Demerouti, 2007, 2017). According to Proposition 5, optimism and self-efficacy, personal resources, have a role like job resources and may help buffer job demands (Bakker & Demerouti, 2017). Proposition 6 indicates that motivation and job strain can influence job performance, resulting in, positive, or negative outcomes (Bakker & Demerouti, 2017). The seventh proposition states that motivation may result in job crafting, which is when an employee actively interprets the tasks of the job to make it meaningful, thus, leading to higher levels of satisfaction (Bakker & Demerouti, 2017). Proposition 8 suggests that self-undermining behaviors may be the effect of job strain, increasing job demands and job strain (Bakker & Demerouti, 2017).

In a study, Tummers and Bakker (2021) examined the connection between leadership and Job Demands-Resources theory. The study identified three ways leadership influences the JD-R theory. First, job demands, job resources, and personal resources are directly impacted by leadership. Second, leadership is a conduit between job resources, personal resources, and motivation. Leadership can also be a conduit

between job demands and strain. Third, job crafting and self-undermining are influenced by leadership. Using the JD-R theory as the conceptual framework for this study yielded valuable information related to Title 1 elementary school principals' perceptions of their roles in novice teachers' job demands and job resources.

While the JD-R theory was a viable option to frame and understand principals' perceptions of their role in retaining novice teachers, there were limitations to using the theory. The first limitation was the flexibility in identifying the job demands and job resources. There are not a finite set of job demands and job resources, so the theory is widely applicable to multiple occupations and researchers using the theory have the flexibility to identify job demands and job resources based on the research goals (Schaufeli & Taris, 2014). Another important limitation is that though the theory states a job demand is not always negative because challenges, which are demands can result in engagement. The word demand may present as negative. Thus, depending on the research goals, the researcher must be cognizant of the nuance of job demands. A final limitation is that the theory is general, and researchers have applied other theories in conjunction with the JD-R theory. However, the theory is useful for researchers and practitioners who want a simple framework to make meaning of assumptions in a particular setting.

In my literature search I found six studies that used the JD-R theory as a framework to understand the influences of job demands and job resources on teacher retention. The studies are significant to this research as the studies highlight specific drivers in the form of job demands and resources of attrition and retention. In each of the studies, though there is not a focus on the principals' perception of their roles in novice

teacher retention, there is the suggestion that the principal's role is pivotal in novice teacher retention.

In a study involving novice teachers, the direct association between administrative climate, burnout, and mobility was the focus. Perrone et al. (2019) identified administrator-teacher relationships as a job resource and administrative climate (administrative duty, workload, and time) as job demand. The results suggested that both administrator-teacher relationships and administrative climate predict burnout, but administrative climate had a more significant impact. Hence, burnout may result in novice teacher attrition. The study by Perrone et al. highlighted the importance of the principal's role in teacher retention through relationships and administrative climates.

Collie et al. (2018) identified that when teachers feel supported by school leaders, have autonomy, and receive feedback, they are less likely to disengage from the work. Additionally, the findings from the study suggested that the principal is important to teachers' ability to adapt and respond to change and the ambiguity of the job. Though the study is not specific to novice teacher retention, the findings from the study identified job resources, autonomy and support, that may influence novice teacher retention. Finally, the study has implications for the principal's role in novice teacher retention and specific resources, listening to teachers' perspectives, inviting input from teachers, and providing feedback that principals can implement.

Thomas et al. (2020) focused on transformational leadership, first-year teachers, professional collegial support, and the JD-R theory. According to the study, transformational leaders consistently provide support through professional collegial

support, which is a job resource that builds teachers' capacity and self-efficacy, leading

to engagement and motivation. The authors further suggested that new teachers felt

professionally supported by having access to multiple colleagues. According to the study

by Thomas et al., principals have a role in creating and shaping a school culture that

allows for the collegial support of new teachers. They emphasized the importance of the

principal's role in creating positive conditions supportive of novice teachers that

positively influence retention.

The JD-R theory was used to conceptualize stress causes, induction, and stress

responses of new teachers (Harmsen et al., 2019). The induction program included

workload reduction, supporting effective teacher behavior, school enculturation, and

professional development. The induction program and the four components were

considered job resources. The authors suggested that workload reduction, an induction

program component, to ease job demands may result in new teachers' perceiving lowered

psychological task demands. The findings showed that reducing the stress of new

teachers is important. Examples of workload reduction included no mentor tasks and

fewer teaching hours. Another component of the induction program, school enculturation,

may decrease discontentment. Supporting effective teacher behavior, a component of the

induction program, may result in fewer negative emotions. The final component of the

induction program, professional development, did not influence stress, a job demand. The

study has implications for the principal creating induction programs for novice teachers.

Dicke et al. (2018) tested all propositions of the JD-R theory to ascertain the

occupational well-being of novice teachers. The personal resource of self-efficacy is the

teacher's belief in their ability to maintain structure and order in the classroom. The authors suggested that teacher high self-efficacy (a personal resource) buffers the effects of classroom disturbances (job demand), resulting in engagement and less exhaustion. The principal's role in supporting novice teachers in classroom management is important to building self-efficacy.

In Bjork et al.'s (2019) study, the job resources included decision authority, social support, role clarity, empowering leadership, and recognition. The job demands included psychological demands, emotional demands, and threats of violence. The cluster analysis of the job demands and resources suggested that novice teachers' experiences differ depending on demands and resources. Teachers with perceived favorable conditions due to appropriate resources experienced self-efficacy, satisfaction, and willingness to stay in the profession. The implications for the role of the leader are important as leaders can directly influence decision authority, social support, role clarity, empowering leadership, and recognition of novice teachers through the conditions created in the local school.

One of the JD-R theory's goals is to improve employee well-being and performance (Bakker & Demerouti, 2007; Tummers & Bakker, 2021). Improved employee well-being and performance are hallmarks of teacher retention. Researchers have used the JD-R theory to examine the job demands and job resources that influence novice teacher well-being and performance, and thus retention. Published research has shown the importance of the role of the principal and identifies job demands and job resources that influence novice teachers' decision to stay or leave the teaching profession. Similarly, I examined principals' perceptions of their role in novice teacher retention to

the extent that job demands and job resources are identified. I used the JD-R theory to develop the interview questions to allow elementary school principals of Title 1 schools to reflect on and evaluate their roles and the types of supports and job resources provided to novice teachers. The questions allowed principals to reflect on their roles as it relates to barriers, challenges, and job demands that negatively influence novice teacher retention. The JD-R theory was a critical lens that I viewed Title1 elementary school principals' perceptions on the retention of novice teachers. School principals have a direct role in novice teacher development and retention, and in the job resources and demands of novice teachers (Holme et al., 2018; Kutsyuruba et al., 2020; Nguyen, 2021; Tran & Smith, 2020; Whipp & Geronime, 2017; Wronowski, 2018). Studying the perceptions of Title 1 elementary school principals through the lens of job demands and job resources will provide greater insight into novice teacher retention.

Literature Review Related to Key Concepts

The literature review related to the fundamental concepts was based on the research problem statement, purpose, and question. As a result of the research, key concepts, key themes and ideas consistently emerged. In this section, concepts related to the retention of novice teachers and elementary Title 1 principals' perceptions were explored. Data and statistics on teacher attrition and the impact of novice teacher attrition were provided. The information is essential to understanding the research problem. I also focused on factors that influence novice teachers' decisions to leave or stay in the profession. A section on Title 1 schools, the context for the research, was included to

understand the problem as it relates to Title 1 schools. Lastly, I focused on the role of the principal in novice teacher retention.

Data and Statistics on Teacher Attrition

Novice teacher attrition rates are a concern and may have lasting effects on public education (see Geiger & Pivovarova, 2018). The attrition rates reported in the literature vary. Tran and Smith (2020) espoused that 12% of teachers in the United States left within the first three years. Other studies reported that as many as 30% of teachers leave within the first five years (Dell'Angelo & Richardson, 2019; Weldon, 2018). As reported by Uribe-Zarain et al. (2019), 40% to 50% of teachers left the profession within the first five years. Specific to urban schools, which serve students of color and economically disadvantaged students, 70% of novice teachers may leave the teaching profession within the first five years (Kamrath & Bradford, 2020). The impact of novice teacher attrition on students of color and economically disadvantaged students has been significant (Carver-Thomas & Darling-Hammond, 2019; Holme et al., 2018). Nonetheless, the first five years of teaching are important because of significant pedagogy growth and skill development (Bettini & Park, 2021; Tran & Smith, 2020). Teacher attrition has been referred to as a national crisis (Geiger & Pivovarova, 2018). Policymakers and educators at all levels have focused on the problem and have sought ways to reduce attrition to improve the educational outcomes for students being supported by public education (Bettini & Park, 2021; Carver-Thomas & Darling-Hammond, 2019; Holme et al., 2018; Ronfeldt & McQueen, 2017).

Impacts of Novice Teacher Attrition

Retaining novice teachers is essential for three reasons. First, the primary goal of education is to provide an equitable education to all children (Adler-Greene, 2019). To meet the primary goal, having a proficient teacher in every classroom to influence positive student learning outcomes is necessary for student achievement (Kim, 2019; Ovenden-Hope et al., 2018). Retaining novice teachers increases the likelihood of teacher proficiency, which has a positive correlation with years of experience (Ingle et al., 2021; Kamrath & Bradford, 2020;). Teacher proficiency is a critical lever in providing an equitable education to students of color and economically disadvantaged students (Kamrath & Bradford, 2020; Kim, 2019). Often, the replacements in Title 1 schools that support students of color or economically disadvantaged students are inexperienced and lack teacher proficiency (Kamrath & Bradford, 2020; Nguyen, 2021). In a study by Ronfeldt et al. (2013), the research suggested that in fourth and fifth graders student achievement in math and English Language Arts was negatively impacted by teacher turnover. Second, the cost to hire replacements due to attrition ranges from $8,000 to $20,000 per teacher (Carver-Thomas & Darling-Hammond, 2019; Ford et al., 2019; Hammonds, 2017; Kamrath & Bradford, 2020; Papay et al., 2017; Sutcher et al., 2019; Watson, 2018). The cost results in billions of dollars spent each year in the United States (Martinez, 2019; Reitman & Karge, 2019; Ronfeldt et al., 2013; Watson, 2018). Finally, novice teacher retention is important in sustaining the implementation of school improvement efforts, which improve student performance, and sustaining institutional and organizational knowledge (Ford & Forsyth, 2021; Ford et al., 2019; Holme et al.,

2018; Kim, 2019; Maready et al., 2021). Thus, because the school principal is responsible for leading and managing schools' instructional and organizational details to increase student achievement, understanding Title 1 elementary school principals' perceptions in the Southeastern United States may provide beneficial information for novice teacher retention.

Reasons Novice Teachers Leave or Stay

Novice teachers leave the teaching profession for various reasons. Some of the reasons are within a school principal's influence, and others are not within a principal's influence. Reasons cited for attrition include (a) low teacher salaries, (b) poor working conditions, (c) overwhelming workload, (d) unsupportive interactions with colleagues and school administrators, and (e) limited mentoring and induction opportunities (Bettini & Park, 2021; Elyashiv, 2019; Geiger & Pivovarova, 2018; Holmes et al., 2019). To that end, better salaries, good working conditions, reasonable workload, collegial interactions with colleagues, and access to mentoring and induction programs are retention factors. In some instances, novice teachers cite student interactions as a contributing factor for leaving the teaching profession (Bettini & Park, 2021). While many additional factors lead to novice teacher attrition, the research is poignant that decisions to leave the teaching profession are often layered. The school leader is a predictor of attrition and retention (du Plessis et al., 2019; Zavelevsky et al., 2021). Working conditions, reasonable workload, collegial interactions with colleagues, and mentoring and induction programs may be classified as job demands and job resources that school principals have significant autonomy to control. Thus, principal perceptions of their role in retaining

novice teachers in elementary Title 1 schools are critical to understand their roles and the phenomenon of novice teacher retention. The sections below give information on the school principals' role in teacher salaries, working conditions, workload, collegial interactions, and mentoring and induction.

Teacher Salaries

Teacher salaries compared to other prestigious professions, such as medical doctors and lawyers, are not as high and are often mentioned as a reason novice teachers leave the profession (Geiger & Pivovarova, 2018). While a livable salary to prevent working a second job is necessary to recruit and retain teachers, the issue of a low salary is often coupled with other work conditions that result in novice teachers leaving the profession (Tran & Smith, 2020). Teacher compensation can affect recruitment and retention (Sutcher et al., 2019). Furthermore, it could be argued that novice teachers were aware of the salary before entering the field and entered the profession despite the knowledge.

According to a study by the Organisation for Economic Co-operation and Development (OECD), elementary school teachers in OECD countries earned about 80% of the salary of other educated professionals (Han et al., 2018). The United States is an OECD country (Han et al., 2018). Furthermore, novice teachers in the United States earn 20% less than their contemporaries (Farber, 2010; Morgan, 2020; Podolsky et al., 2019). Novice teachers earning less than $40,000 were more likely to leave the profession than novice teachers earning more than $40,000 (Podolsky et al., 2019). The research suggested that most teacher's salaries are not in the middle-class range.

There were also suggestions that the low wage makes the profession less prestigious when compared to other professions, such as a medical doctor or lawyer (Coffey et al., 2019; Farber, 2010; Geiger & Pivovarova, 2018; Han et al., 2018). One researcher alluded to the marginalization of teaching by society (Al Seyabi, 2020). Hence, the lack of prestige may negatively influence novice teacher retention (Geiger & Pivovarova, 2018). As mentioned in the problem statement section, there is an enrollment decline in teaching programs, and research suggested the decline can be attributed to esteem perceptions of teaching (Klimek, 2019).

Nonetheless, salary increases have a marginal impact on teacher attrition as other influencing factors, like work conditions, increase the likelihood of novice teacher attrition (Harris et al., 2019; Shuls & Flores, 2020; Zavelevsky et al., 2021). For example, in one study, 13% of teachers left because of the need for a higher salary, and the top reason was for personal life factors at 37% (Podolsky et al., 2019). Immediately following the top reason were factors related to work conditions, including accountability measures, dissatisfaction with administration, dissatisfaction with teaching, too many classroom interruptions, student discipline problems, and lack of autonomy. Equally important to note on the issue of salary was that school principals have no control over salaries (Shuls & Flores, 2020). Thus, focusing on job demands and resources, school principals have direct control over was of value to this current study.

Working Conditions

Working conditions were identified as a critical factor in teacher retention (Geiger & Pivovarova, 2018; Gunther, 2019; Mullen et al., 2021; Stronge et al., 2006; Sutcher et

al., 2019). The literature suggested that poor working conditions, conditions not

supportive or conducive to teaching and learning, are more likely to occur in high poverty

and high minority schools, like Title 1 Schools (Bettini & Park, 2021; Holmes et al.,

2019; Redding & Nguyen, 2020). Poor working conditions included lack of administrator

and parental support, lack of adequate resources, lack of safety, and deteriorating

facilities (Hanushek & Rivkin, 2007). Grissom (2011) characterized principal

effectiveness as a working condition. Furthermore, poor working conditions or demands,

may include extracurricular responsibilities and unclear school organizational structures

and process (McCarthy et al., 2020). In the literature, many characteristics defined

working conditions and there were variations of working condition depending on the

study (Hanushek & Rivkin, 2007). However, consistently espoused in the literature as

working conditions that support novice teacher retention are school leader support,

positive school culture, collegial support, professional learning, mentoring, and induction

programs (Berry et al., 2021; Bettini & Park, 2021; Elyashiv, 2019; Geiger &

Pivovarova, 2018; Holmes et al., 2019; Shuls & Flores, 2020). In addition, student

behavior is identified as a working condition that impacts novice teacher retention (Kim,

2019). Furthermore, a mixed-methods study focused on principals' views of teacher

attrition, and a stressful work environment and poor work conditions were identified as

the main reasons for teacher attrition (Elyashiv, 2019). The working conditions are job

resources that may increase engagement and motivation, resulting in teacher retention in

elementary Title 1 schools. Also, pay increases may not be needed or substantial with

improved working conditions (Hanushek & Rivkin, 2007; See, Morris, Gorard & El

Soufi, 2020; See, Morris, Gorard, Kokotsaki & Abdi, 2020). Principals directly influence

school leader support, positive school culture, student behavior, collegial support,

professional learning, mentoring, and induction programs, the working conditions

consistently mentioned in the literature. Thus, examining the principals' perceptions of

novice teacher working conditions through the context of the JD-R theory helped with

understanding the complexities of novice teacher retention.

Overwhelming Workload

Another important factor in the attrition of novice teachers was the workload.

Novice teachers cited overwhelming, overdemanding, or heavy workloads as a

determining factor in leaving (Bettini & Park, 2021; du Plessis et al., 2019; Perryman &

Calvert, 2020; Uribe-Zarain et al., 2019; Zavelevsky et al., 2021). The workload can be

defined as too many competing responsibilities and demands in relation to a lack of

resources (Schaack et al., 2020). According to the research, long work hours and large

class sizes are examples of a heavy workload (Elyashiv, 2019; Leithwood & McAdie,

2007). Though not required or mandated, long work hours may consist of working after

the school day and on weekends to complete the many tasks (Gaikhorst et al., 2017;

Perryman & Calvert, 2020). Considered off contract, teachers are often not compensated

for this time. Additionally, large classes may increase the opportunity for novice teachers

to struggle with classroom management and behaviors. One study suggested that novice

teachers receiving the same workload as veteran teachers is inequitable (du Plessis et al.,

2019). The perceived heavy workload by novice teachers lead to stress (du Plessis et al.,

2019; Gaikhorst et al., 2017). In a study, 71% of recent graduates left due to the workload

(Perryman & Calvert, 2020). Administrative support was cited as a possible solution to a demanding workload (Learning Policy Institute, 2017; Perryman & Calvert, 2020). Research suggested that school leaders should support novice teachers with workload management (Bettini et al., 2018). Thus, school cultures of collective responsibility where experienced teachers support novice teachers, collaborate instructionally with colleagues to create lessons, share resources, and learn the curriculum were suggested strategies school principals can implement to manage the workload. Thus, in the JD-R theory, the workload would be considered a job demand, and principals have some leverage on the workload of novice teachers in Title 1 elementary schools.

Interactions with Colleagues and School Administrators

Interactions between novice teachers and their colleagues, including the school administration, were another factor in novice teachers' decision to stay or leave the profession (Hagie, 2012; Nguyen, 2021; Wang et al., 2020). Collaboration with other teachers who provide support was a predictor of retention (Bruno et al., 2020; Holmes et al., 2019; Kamrath & Bradford, 2020; Nguyen, 2021; Qin, 2019; Shen et al., 2012). The interactions with other colleagues were related to the school culture (Bettini & Park, 2021; Kutsyuruba, 2020; Leithwood & McAdie, 2007). Novice teachers who reported minimal interactions with colleagues felt isolated compared to novice teachers with interactions who felt a sense of belonging (Bettini & Park, 2021; Uribe-Zarain et al., 2019). The feeling of belonging contributed to teacher retention (Redding & Henry, 2019; Schaefer et al., 2021; Uribe-Zarain et al., 2019). Important to note that novice teachers in high-poverty schools, like Title 1 Schools, were less likely to interact with

colleagues than novice teachers in low-poverty schools (Bettini & Park, 2021). Creating

opportunities for novice teachers to collaborate with their peers is a job resource that

school principals can use to support the retention of novice teachers. Furthermore,

positive workplace relationships result in job satisfaction (Ansley et al., 2019). The

positive interactions could minimize the job demands, which is proposition 3 of the JD-R

theory.

Induction and Mentoring Opportunities

New teacher induction is an initiative to support novice teachers in acclimating to

teaching and a school's organizational structure and culture (Aktas, 2018; Gaikhorst et

al., 2017; Kutsyuruba, 2020; Shuls & Flores, 2020; Sorensen & Ladd, 2020; Wang et al.,

2020; Whalen et al., 2019; Wiens, et al., 2019). As of 2012, more than half of the states

in the United States had an induction program (Ronfeldt & McQueen, 2017). More than

90% of teachers reported participating in an induction program. Some research suggested

that mentoring and induction programs result in retention, but the results were

inconclusive (Keese et al., 2022; Maready et al., 2021; Ronfeldt & McQueen, 2017; See,

Morris, Gorard, Kokotsaki & Abdi, 2020). However, one study suggested that the

following induction supports: attending seminars, supportive communication from school

leaders, and having a mentor increased retention chances respectively by 9%, 1%, and

15% (Ronfeldt & McQueen, 2017). Implementing new teacher induction programs

varied, and novice teachers received different experiences based on a school's novice

teacher program implementation (Doran, 2020; Kutsyuruba, 2020; Smith & Ingersoll,

2004). Furthermore, induction programs must serve teachers in their first five years (Luft

& Dubois, 2015). The literature on novice teacher induction suggests that quality induction programs result in effective teaching, job satisfaction, student learning, and retention (Harmsen et al., 2019; Kutsyuruba, 2020). Additionally, research suggested new teacher induction programs contribute to novice teacher well-being and self-efficacy, a personal resource in the JD-R theory (Fitchett et al., 2018). New teacher induction programs typically consisted of mentors, ongoing professional development often related to instruction and classroom management, modeling, coaching, observations, and feedback (Kutsyuruba, 2020; Reitman & Karge, 2019; Sutcher et al., 2019). Specific to novice teachers at Title 1 schools, lower levels of induction and mentor support were likely, and novice teachers were less likely to receive consistent administrative support than peers in less racially diverse schools (Bettini & Park, 2021; Redding & Nguyen, 2020). In a study on a novice teacher retention program in disadvantaged schools in England, professional learning, coaching, collaboration, and a focus on quality teaching resulted in novice teachers increased self-efficacy and retention (Ovenden-Hope et al., 2018). Nonetheless, the principal's level of involvement varied depending on the school context and expectations (Kutsyuruba, 2020; Kutsyuruba et al., 2020). However, principal engagement was viable to the success of induction programs, and their commitment to induction programs can support novice teacher retention (Kutsyuruba et al., 2020; Warsame & Valles, 2018). New teacher induction programs are a job resource that principals in elementary Title 1 schools can provide to aid in novice teacher retention.

Title 1 Schools

This study focused on principals' perceptions of novice teacher retention at Title 1 schools. According to the research, Title 1 schools have difficulty retaining novice teachers compared to non-Title 1 schools (Bettini & Park, 2021; Holme et al., 2018; Qin, 2019; Ronfeldt & McQueen, 2017). Grissom (2011) espoused a consistent finding in the literature that teachers are likely to leave schools with high numbers of disadvantage students, like those served at Title 1 schools. The frequent turnover resulted in decreased student achievement (Maready et al., 2021). Retaining novice teachers at Title 1 schools is key for reforming and making positive changes at Title 1 schools (Maready et al., 2021; Viano, et al., 2021). Many new teachers begin their careers serving students identified as economically disadvantaged and students of color (Redding & Henry, 2019; Redding & Nguyen, 2020; Stronge et al., 2006; Sutcher et al., 2019; Watson, 2018). A school's Title 1 status is based on the number of students who receive free or reduced-priced meals indicative of a students' low socioeconomic status (Ingersoll et al., 2019). Title 1 schools are often characterized as racially diverse and low achieving (Redding & Nguyen, 2020; Tran & Smith, 2020). Title 1 schools, according to the literature, are referred to as hard to staff schools, underserved schools, high needs schools, or urban schools (Bettini & Park, 2021; Geiger & Pivovarova, 2018; Kamrath & Bradford, 2020; Kim, 2019; Redding & Henry, 2019; Tran & Smith, 2020; Whipp & Geronime, 2017). Though much of the literature suggested novice teachers leave Title 1 schools at higher rates than non-Title 1 schools, two studies suggested there was no statistical difference in teacher attrition rates (Bettini & Park, 2021; Geiger & Pivovarova, 2018). Title 1 schools

were also characterized as having difficult working conditions (Bettini & Park, 2021; Redding & Henry, 2019).

The difficult work conditions included less effective or experienced principals lacking a strong academic background (Podolsky et al., 2019). In hard-to-staff schools, principal effectiveness was strongly related to teacher attrition (Bruno et al., 2020; Podolsky et al., 2019). Teacher's perceptions of the principal's effectiveness were a significant factor in a teacher's retention or attrition decision (Podolsky et al., 2019). In high poverty schools, like Title 1 schools, the following are characteristic of effective leadership: (a) effective managers of resources, communication, and budgets; (b) effective instructional leaders providing fair evaluations, growth opportunities, and strategic hiring; and (c) effective decisions makers by engaging teachers in decision making and providing autonomy (Gunther, 2019; Podolsky et al., 2019).

The study was specific to Title 1 schools, which support more students of color and economically disadvantaged students, as attrition rates were reported to be higher than non-Title 1 schools. Additionally, equitable education concerns are raised at Title 1 Schools because of the high attrition rates of novice teachers resulting in Title 1 students being taught by less experienced teachers. Thus, focusing on the demands, productive and counterproductive, and resources from Title 1 elementary school principals' perceptions added to the existing research and yielded information to support retention of novice teachers in elementary Title 1 schools.

Principal Leadership

The school principal has many competing job duties and responsibilities to manage and lead schools. One of those duties is recruiting, hiring, and retaining teachers. Principal leadership is critical and is often identified as the primary factor in retaining novice teachers (du Plessis et al., 2019; Elyashiv, 2019; Harju & Niemi, 2020; Harris et al., 2019; Holmes et al., 2019; Kamrath & Bradford, 2020; Kim, 2019; Redding & Nguyen, 2020; See, Morris, Gorard, Kokotsaki & Abdi, 2020; Uribe-Zarain et al., 2019; Van der Vyver et al., 2020; Whipp & Geronime, 2017; Wronowski, 2018; Zavelevsky et al., 2021). In addition, the research suggested principal leadership is especially critical in schools with diverse student populations, like those of Title 1 schools, that experience high attrition rates (Carver-Thomas & Darling-Hammond, 2019; Kim, 2019). Also, the principals' supportive leadership results in teachers' leadership behaviors (Cemaloğlu & Savaş, 2018). Thus, exploring the existing research on principals' perceptions of retaining novice teachers aided the development of the interview protocol (see Appendix A). Identifying and analyzing specific leader behaviors and actions in the existing research provided information on how principals leveraged job demands and job resources to retain novice teachers.

Principals' Perceptions in Retaining Novice Teachers

Five studies relevant to principals, often referred to as school leaders, highlight principals' perceptions of teacher retention. One mixed methods study focused on school and district leaders. The principals identified the work environment and job conditions as reasons for novice teacher attrition (Elyashiv, 2019). Furthermore, the principals

suggested improved salaries and reduced work hours as solutions. To improve the work environment, the principals suggested reduced class sizes, more autonomy, and professional learning as strategies to minimize attrition. In some situations, principals have autonomy with classes sizes and professional learning, so that these job resources could support retention. The principals did not mention mentoring and support of novice teachers as frequently as work environment and job conditions.

A group of researchers, du Plessis et al. (2019), focused on novice teachers' and school leaders' perceptions. Though not clearly defined, support was identified by teachers and school leaders as critical to novice teachers, but there were differences in how teachers and school leaders perceive support (du Plessis et al., 2019). School leaders perceived that engagement with novice teachers and taking responsibility for their development were part of their roles and responsibilities. However, regular communication, a component to supporting novice teachers, was limited, as reported by the school leaders. School leaders also perceived professional learning as an effective strategy in retaining novice teachers more than administrative support. The principals' perceived impact of work conditions on turnover was lower than the perceived impact on novice teachers reported.

Harris et al. (2019) conducted a study on the perceptions of teachers, principals, and parents. The study focused on the work conditions of novice teachers. The work conditions included: a trusting and supportive environment, reasonable teacher expectations, a clear vision for improving learning articulated by leaders, quality professional development opportunities, and adequate compensation for working (Harris

et al., 2019). There was a difference in the perceptions of novice teachers as the

principals believed that the work conditions were better than novice teachers reported like

the study by du Pleiss et al.

Principals identified organizational practices, policy and working conditions,

principal traits, and community as paramount to novice teacher retention (Zavelevsky et

al., 2021). The most important aspect to principals was organizational practices including

new teacher induction and mentoring, collaboration with other teachers, and

administrator support. Work conditions and policies focused on teachers' and mentors'

compensation and new teacher integration policies were the second most important to

principals. The study also recognized a gap between reality and the ideal conditions

principals report (Zavelevsky et al., 2021).

Frahm and Cianca (2021) focused on retaining novice teachers in a rural context

from the perspectives of superintendents, principals, and aspiring leaders. The

information from the study was useful to the context for this study. The study

acknowledged that the principal's role has changed from management-based to

instructional leadership focused. To retain novice teachers, building meaningful

relationships and acknowledging accomplishments, making retention initiatives a shared

responsibility, creating supportive environments, providing resources, and voice equity

were mentioned as retention levers principals could use.

The information from the five studies suggested that work conditions and support

were key to novice teacher retention. Though the five studies were not specific to Title 1

Schools, in this research study, the Title 1 elementary school principals acknowledged

that work conditions and support were important in their roles in retaining novice teachers. In the context of the Job Demands and Resources theory, this study's framework, work conditions, and support can be either a job demand or job resource depending on how the principal leverages school processes and initiatives.

Principal Behaviors and Actions

There are critical principal leadership actions and supports vital for retaining novice teachers (Harju & Niemi, 2020; Kim, 2019). The behaviors and actions demonstrate principal effectiveness, resulting in lower attrition rates and increased job satisfaction for teachers (Grissom & Bartanen, 2019). The actions vary within the existing research. However, the actions can be assigned to the following categories: instructional leadership, student behavior leadership, and supportive school culture management (Grissom & Bartanen, 2019; Harju & Niemi, 2020; Kim, 2019). Instructional leadership actions include providing ongoing professional learning at the school level (Liebowitz & Porter, 2019; Watson, 2018), professional learning communities and collaboration (Park et al., 2019), feedback from classroom observations (Daniels et al., 2020; Grissom & Bartanen, 2019; Liebowitz & Porter, 2019; Uribe-Zarain et al., 2019), and the principal being knowledgeable of curriculum, instruction, and assessment (Baptiste, 2019). Principal actions that demonstrate student behavior leadership include modeling how to deal with challenging behaviors (Kim, 2019), supporting teachers in establishing rules and procedures (Uribe-Zarain et al., 2019), and providing coaching and feedback on classroom management plans (Kim, 2019). Principals play a major role in creating a positive school climate (Baptiste, 2019; Ingle et

al., 2021; Uribe-Zarain et al., 2019). The climate includes actively engaging and interacting with staff, students, and the community (Bukko et al., 2021; Liebowitz & Porter, 2019); creating positive relationships (Kamrath & Bradford, 2020); treating staff with respect and recognizing staff (Daniels, et al., 2020; Dos Santos, 2020; Grissom & Bartanen, 2019; Kamrath & Bradford, 2020); open communication (Baptiste, 2019); and shared leadership (Baptiste, 2019; Brezicha et al., 2020; Kamrath & Bradford, 2020). According to Ansley et al. (2019), building and maintaining positive relationships with staff was one of the most salient actions a principal can do to aid in teacher retention, especially at high needs schools. The principal's actions could be demands or resources and leveraged to improve novice teacher retention.

Principal leadership is influential in retention and may mitigate the need for salary increases (Learning Policy Institute, 2017; Urick, 2020). Principal leadership that includes teacher leadership and shared leadership may also prove instrumental in teacher retention (Learning Policy Institute, 2017; Sulit, 2020; Urick, 2020). Shared leadership empowers and engages teachers in the school's vision and work enabling teachers to be resourceful (Brezicha et al., 2020; Urick, 2020). The research suggests that principals who meet teachers' needs may retain more teachers (Urick, 2020). Teacher retention can positively effect student achievement. Yet, principal leadership varies based on school context and a principal's background. Furthermore, in the existing research, teacher perceptions are often used as a metric to determine principal leadership and effectiveness (Urick, 2020).

Principal leadership was identified as the most important work condition impacting retention (Sulit, 2020). Thus, ineffective leadership leads to attrition. Grissom (2011) characterized principal effectiveness as a work condition. In the context for this study, Title 1 schools, the research suggests that less effective principals lead high poverty schools (Learning Policy Institute, 2017). Furthermore, teachers at high poverty schools perceived their principals to be less effective. The research described effective leaders in high poverty schools, like Title 1 schools, as effective school managers, effective instructional leaders, and inclusive decision-makers.

Summary

This chapter aims to provide a background of the literature on the existing research related understanding principals' perceptions of their role in retaining novice teachers in elementary Title 1 schools. The chapter provided background information on the JD-R theory, the conceptual framework for the study. This chapter includes information on the problem of novice teacher retention by providing current data and statistics and the impacts of novice teacher attrition. The literature review also gave reasons novice teachers stay or leave the teaching profession by examining the factors that can be considered job demands or job resources. This chapter highlights the effects of teacher attrition on Title 1 Schools to show the impact on schools identified as Title 1 schools. Lastly, the role of the school principal is included, and the specific actions principals should use in increasing the likelihood of retaining novice teachers.

The research supports the principal's role in retaining novice teachers. The principal's interactions with novice teachers can determine attrition or retention. Factors

such as teacher salary are not in the principals' control. However, the research has identified strategies and actions in which the principal has autonomy and control. Work conditions are cited consistently in the literature as a factor in novice teachers' decisions to stay or leave the teaching profession. School principals influence the work conditions through their actions and behaviors, and there are, according to the research, specific actions and behaviors that improve the likelihood of retaining novice teachers. Furthermore, principal support has been linked to teacher job satisfaction (Olsen & Huang, 2019).

While the research has identified strategies and actions that support novice teacher retention, retaining novice teachers continues to be a challenge for Title 1 school principals. The principal's role in retaining novice teachers is critical for student achievement and the school's culture. Thus, examining the principal's role through the JD-R theory lens expands the body of knowledge and contributes to school leaders, school districts, and principal training programs understanding of novice teacher retention.

Chapter 3 focuses on key components of the research methodology. The role of the researcher and relationships to participants are explained. The participant selection, recruitment procedures, and the selection of semi-structured interviews to collect data are discussed. To ensure the study is reliable, strategies to ensure the study is trustworthy are explained.

Chapter 3: Research Method

The purpose of this basic qualitative study was to examine Title 1 elementary school principals' perceptions of their roles in the retention of novice teachers. Chapter 3 includes an explanation for the research design and rationale. I describe my role as the researcher. I also describe the methodology which includes participant selection and the interview approach. The data analysis plan is also provided. Trustworthiness and ethical procedures are addressed. I conclude the chapter by providing a summary of the information covered in the chapter.

Research Design and Rationale

The research design and rationale were based to answer the research question about retaining novice teachers at a Title 1 schools and to add to the body of knowledge, addressing the gap in the literature in this area. The following research question was used for this basic qualitative study:

RQ: What are Title 1 elementary school principals' perceptions of their roles in retaining novice teachers in elementary Title 1 schools in the Southeastern United States?

For this study, I selected a basic qualitative research design to examine and analyze Title 1 elementary school principals' perceptions of their roles in novice teacher retention. A key attribute in qualitative research is the recursive nature that allows researchers to be responsive to the information throughout the process while holding true to the systematic way of collecting data (Ravitch & Carl, 2016). Using the qualitative study to answer the research question allowed me flexibility to adjust, based on the

participants' responses. Furthermore, the qualitative study allowed me to focus on the participants' experiences and perceptions.

Before deciding on a specific qualitative approach, I narrowed my options to the basic qualitative study, phenomenology, and a case study. I did not select phenomenology. Phenomenology involves exploring the lived experiences of a phenomenon and how one processes the phenomenon (Starks & Trinidad, 2007), which did not align with my research question. I was interested in commonalities and differences related to the individual experiences of the participants as it relates to novice teacher retention. A case study was not selected because interviews were to be the only data source for this study and case studies involve multiple data sources (see Dooley, 2002). After researching the various qualitative studies, consultation with my chair, and consideration of the goals of this research, I determined the basic qualitative study was appropriate. Furthermore, basic qualitative was selected because it was a challenge to align my purpose and design to one of the other specific qualitative approaches.

According to Merriam and Tisdell (2016), a basic qualitative study has three purposes. First, is to understand how people interpret their experiences (Kahlke, 2014; Merriam & Tisdell, 2016). I aimed to interpret and understand principals' perceptions through their direct experiences and their roles in novice teacher retention and to understand the job demands and job resources principals identify relating to novice to retention and attrition. The second purpose of a basic qualitative study is to understand how participants construct meaning through their experiences (Kahlke, 2014; Merriam & Tisdell, 2016). In this study, examining the participants' responses and how they

constructed meaning related to their roles through the interactions and experiences with novice teachers yielded valuable information to understand the phenomena of novice teacher retention and attrition. The third purpose of a basic qualitative study is to understand the meaning participants attribute to the experiences (Kahlke, 2014; Merriam & Tisdell, 2016). In this study, understanding how the principals made meaning of the experiences in retention and attrition and their roles were critical to the findings and results. The other types of qualitative research (phenomenology, ethnography, grounded theory, and narrative inquire) were not appropriate because those studies necessitate an added component, such as a focus on the culture of a group, the essence of an experience, to build theory, or an in-depth analysis of a bonded system (see Merriam & Tisdell, 2016).

Role of the Researcher

Positionality is a critical concept to acknowledge in qualitative research (Ravitch & Carl, 2016). Positionality includes the role of the researcher and social identity. I was the researcher and responsible for all aspects in this study, including data collection, analysis, and interpretation. I have 28 years in education. I have served as a Title 1 elementary school principal in a school district in the Southeastern United States for the past 6 years.

The participant pool for the research included principals from my school district. I recruited a total of six participants from my school district. My school district has a total of 41 Title 1 elementary schools. The goal was to recruit principals with whom I did not have a personal or close working relationship, and I was successful in accomplishing the

goal. I do not have a supervisory or mentoring role with the potential participants. I did not offer any incentives to participants.

For this research there were two potential biases. First, there was a direct relation between my position and the research topic, and thus, the potential for researcher bias. The bias existed because I am familiar with the role of the principal in a Title 1 elementary school. Second, I recruited participants from my school district. As mentioned in Chapter 1, including principals from my school district allowed for a diverse pool of participants and could yield beneficial in interpreting and analyzing the results. Another reason for including principals from my district was there could have been a reluctance from principals outside of the district to participate due to not having an established connection with me and being suspicious of motives, even with confidentiality assurances. Nonetheless, in qualitative research, managing biases and subjectivities is important (Ravitch & Carl, 2016). The biases, assumptions, and beliefs can directly affect a researcher's decisions so acknowledging and being aware is critical to trustworthiness of a study. One way that I managed biases was through peer debriefing. Peer debriefing is discussing the study's content with others not involved in the study (Lincoln & Guba, 1985). Peer debriefing is also referred to as collaboration and dialogic engagement with thought partners (Ravitch & Carl, 2016). Member checks were also offered to participants. Member checks involve the participants verifying the data collected, data analysis, and data interpretations are reflected accurately (Lincoln & Guba, 1985; Merriam & Tisdell, 2016). In addition to peer debriefing and member checks, reflexive journaling was used during the research process.

Methodology

In this section, I discuss the design of this basic qualitative study, which included six participants. I also discuss the logic for participant selection and recruitment. The instruments that were used in the data collection are explained. The process for data collection and analysis are also discussed in the methodology section.

Participant Selection Logic

I aimed to examine the perceptions of six Title 1 elementary school principals in the Southeastern United States on novice teacher retention. Purposeful sampling was used to recruit participants. According to Ravitch and Carl (2016), purposeful sampling is intentional about participant selection to acquire the information needed to answer the research questions. Purposeful random sampling was the specific strategy I used in this study to recruit six participants. The strategy was selected because it can be perceived to minimize biases (see Ravitch & Carl, 2016). For the study, the following criteria was required to participate in the study:

- Title 1 elementary school principal in the Southeastern United States

- 3 or more years of experience

- Experienced novice teacher attrition or experienced success in retaining novice teachers, and have concerns about novice teacher retention

The criteria were based on the purpose and research questions for the study. The criterion of Title 1 elementary school principal in the Southeastern United States was important to me because that is my current setting as a school principal. As part of the data analysis, I captured similarities and differences in the experiences of my geographical location. The

second criterion, 3 or more years of experience, was important because it takes time to learn and fully understand the principal's role. The final criterion, experienced novice teacher attrition or experienced success in novice teacher retention, was important because the research was based on the participant's experiences and having experienced retention, attrition, or both are key to the research. To determine the participants' eligibility to participate in the study, the pool of candidates acknowledged through email meeting the criteria.

For the study, saturation was the goal. Saturation in research occurs when new information or themes are no longer observed in the data (Guest et al., 2006). There is not an exact number for when saturation occurs, but research suggests that after about 12 interviews saturation occurs. According to Guest et al. (2006), meta themes evolve at six interviews. However, for this study, there was a limited number of participants to ensure I could secure participants based on the criteria. For this study, I emailed 19 Title 1 elementary school principals and six principals agreed to participate in the study. Six participants were selected because based on the information from the literature review on saturation, repeated themes and trends may be present by the sixth interview. To confirm the principals' years of experience, I was able to check their school's website which lists the start year at their schools. To confirm retention or attrition at their schools, principals were asked this information during the interview. In some instances, when the information was not readily available during the interview, the principals emailed me with the information later.

Upon receiving approval from Walden University's IRB (Number 08-30-22-1013396), I completed the school district's approval process to conduct the research. Potential participants were contacted through Walden University email and invited to participate in the study. I used the school district's website to acquire information to confirm Title 1 status and emailed principals directly to participate in the study.

Instrumentation

Qualitative interviews were used to collect data for the study. Interviews are a component of most qualitative studies (Merriam & Tisdell, 2016; Ravitch & Carl, 2016) and are appropriate for this basic qualitative study. For this research project, I developed the interview protocol. The interview protocol included before, during, and after processes to support the integrity and fidelity of the research. The research interviews were based on the research question of principals' perceptions of their role in retaining novice teachers. I also used information from the literature review to formulate questions. While I had predetermined open-ended questions, I had follow-up question stems, such as provide an example, tell about a specific instance, why do you think that, to probe to get in depth responses and information. Semistructured interviews were conducted to collect data from the participants. Semistructured interviews were used to acquire a complete account of the perceptions and experiences of the participants. Semistructured interviews include specific questions to ask but give the researcher flexibility and the ability to respond to the situation (Merriam & Tisdell, 2016). Hence, the importance of having follow-up question stems mentioned above. In-person interviews were conducted at the participants school to accommodate busy schedules. An audio recorder was used to

record the interviews. Participant consent was obtained prior to recording and in the

introductory information of interview protocol, I shared that audio recording would

occur, the purpose of the recording, and the procedures for securing the recording.

Follow-up interviews were not needed for clarification of responses.

Procedures for Recruitment, Participation, and Data Collection

Participants in this study were Title 1 elementary school principals in the

Southeastern United States. I recruited six participants who volunteered to participate in

the study. To recruit participants, I used school websites to contact and solicit

participation through email. The email included the school district's approval letter and

an overview of the dissertation's background, purpose, and research question. The

participant criteria were included in the email. The consent form was also provided. If I

did not hear from potential participants within three days, I sent a follow-up email to ask

about their intent to participate. Information for scheduling the interview was included in

the email. I anticipated that interviews would last 45 to 60 minutes. I also informed

participants as part of the closing procedures in the interview protocol that a follow-up

interview phone call would be scheduled if needed for confirmation of the responses and

to ask any additional follow-up questions.

I collected the data for the semistructured interviews. In addition to keeping notes

in the reflexive journal during the interview, the interviews were audio recorded after

consent from the participants. I reminded participants of the confidentiality of the

research project. Each participant was interviewed individually. The interviews were

transcribed. The interview transcripts were critical to the qualitative data collection and

analysis process. Participants were given the opportunity to review transcripts of their interviews. The process is referred to as member checks or participant validations strategies (Ravitch & Carl, 2016). At the end of each interview, I thanked the participants and reminded them of confidentiality. I also reminded them of steps to keep information secured for the next five years, an expectation by Walden's Institutional Review Board.

Data Analysis Plan

The qualitative research process is iterative and recursive (Ravitch & Carl, 2016). Essential to the qualitative data analysis process is to begin analyzing data upon collecting the data and continuing analysis throughout the entire process (Merriam & Tisdell, 2016; Ravitch & Carl, 2016). The ongoing analysis is a formative and summative process (Ravitch & Carl, 2016). Though the summative process to complete the study's findings is important, the formative process is equally important because it allows the researcher to make adjustments and corrections during the process. The formative process allows the researcher to begin making meaning of the data. For this research, I used summative and formative data analysis processes. For my research, the formative data were my journal notes I took during and after the interview regarding themes, patterns, and connections, and my summative data was the analyzing of the information I collected from the participants. Nonetheless, data analysis aims to answer the research questions (Braun & Clarke, 2006; Merriam & Tisdell, 2016). Ravitch and Carl (2016) describe the aim of data analysis as making sense of the data. Data analysis allows the researcher to interpret and describe the data collected in a qualitative study (Braun & Clarke, 2006; Ravitch & Carl, 2016).

The purpose of this qualitative research study was to understand Title 1 elementary school principals' perceptions of their role in retaining novice teachers in the Southeastern United States. I conducted semistructured interviews with questions that aligned to the research questions to collect data from the participants. During the data analysis, I searched for and was cognizant of job demands and job resources that emerged from the school principals' interview. This was important because I selected the JD-R theory as the conceptual framework for the study. In addition to the coding of transcribed interview data, I used the analytical memos and reflexive journals written during the data collection process to support the analysis process.

I used thematic analysis to identify themes for this research study. Thematic analysis is flexible and can be used with a variety of conceptual frameworks, study questions, designs, and sample sizes (Braun & Clarke, 2006; Kiger & Varpio, 2020). Thematic analysis is also suggested for novice qualitative researchers which I am (see Kiger & Varpio, 2020). Furthermore, thematic analysis is useful for understanding a set of experiences, thoughts, or behaviors related to a set of data (Kiger & Varpio, 2020). Though the thematic coding process is the approach, the themes may not reflect patterns and commonalities as part of the goal of the data analysis for the research study is to address the research questions with fidelity to the participants' responses (Ravitch & Carl, 2016). In this study, I was interested in understanding the perceptions of Title 1 elementary school principals in their role in retaining novice teachers. I used the following steps by Braun and Clarke (2006):

- Step 1: I became familiar with the data, including the transcripts from the interview recordings and my journal notes.

- Step 2: I generated initial codes. Coding makes meaning of the data by using words or phrases that describe the data (Ravitch & Carl, 2016; Saldana, 2016). The coding could take several rounds.

- Step 3: I searched for themes using the codes in Step 2. According to Braun and Clarke (2006), theme identification should address data in relation to the research questions.

- Step 4: I reviewed the themes to ensure there was adequate data to support identified themes.

- Step 5: I defined and named the themes creating a narrative description.

- Step 6: I wrote the final analysis and findings, which are included in Chapter 4 and 5 of this research.

Discrepant cases were not present in this study. Discrepant cases can be considered the outliers in the research (Ravitch & Carl, 2016). Discrepant cases can challenge the researchers thinking and assumptions which can add value to the interpretation of the research.

Issues of Trustworthiness

Establishing trustworthiness in qualitative research is vital to the credibility of the study's findings (Ravitch & Carl, 2016). Though trustworthiness or validity, an alternate term for trustworthiness, cannot be guaranteed, there are techniques and strategies researchers can use to ensure the study uses a rigorous process. Credibility,

transferability, dependability, and confirmability are criteria to support the

trustworthiness of a qualitative study (Merriam & Tisdell, 2016; Ravitch & Carl, 2016).

Credibility refers to reality aligning with the findings (Abdalla et al., 2018; Merriam & Tisdell, 2016; Ravitch & Carl, 2016). Credibility asks the question, "do the findings accurately reflect reality as seen by participants?" (Laureate Education, 2016). To establish credibility, I used member checks and peer debriefing (see Abdalla et al., 2018). Member checks involve the research participants providing the researcher with feedback on various aspects of the research (Merriam & Tisdell, 2016; Ravitch & Carl, 2016). Member checks help to ensure the researcher has captured the information as shared and the accuracy of interpretations. Peer debriefing involves a colleague not involved in the research to review the research and critically engage in discussions about the researcher's biases, assumptions, and interpretations compared to the data (Ravitch & Carl, 2016).

Transferability relates to a study being transferable to other situations (Abdalla et al., 2018; Ravitch & Carl, 2016). A major tenet of transferability is thick descriptions to engage those reading and using the research (Merriam & Tisdell, 2016; Ravitch & Carl, 2016). Thick descriptions provide detailed information on the setting, the participants, and findings so that others can use various aspects from the thick descriptions to their specific contexts (Merriam & Tisdell, 2016; Ravitch & Carl, 2016). Thick descriptions are also a strategy used to establish credibility mentioned above. Thus, to establish credibility and transferability I used thick descriptions. I also used reflexive journaling to

support thinking and self-reflection throughout the data collection and data analysis process (see Merriam & Tisdell, 2016).

Dependability refers to the consistency of the study's findings with the data presented (Houghton et al., 2013; Merriam & Tisdell, 2016). Dependability of a study suggests that another researcher with the same data would make similar interpretations (Merriam & Tisdell, 2016). Dependability strategies I used were peer debriefing, a strategy used for credibility, and the audit trail. The audit trail is a detailed account of the data collection, the development of categories during coding, and decision making throughout the research process (Houghton et al., 2013; Merriam & Tisdell, 2016). The audit trail includes reflexive notes from journaling and analytical memos (Laureate Education, 2016; Ravitch & Carl, 2016).

Confirmability considers how researcher's biases and prejudices influence data interpretations (Carcary, 2009; Ravitch & Carl, 2016). As the researcher, I strived to accurately detail and provide an accurate interpretation of the data that is consistent with the participants intent. The audit trail was used to confirm the study's finding and interpretations (Laureate Education, 2016). The audit trail is an account of the researcher's decisions and activities during the study (Carcary, 2009). According to Carcary (2009), the documents in the audit trail could include the researcher's journal, memos and emails, documentation of the procedures during data collection and the analysis. For this research study, I kept a reflexive journal and maintained all memos and emails.

Ethical Procedures

Ethical procedures are paramount to the research participants and the study's trustworthiness (Houghton et al., 2013; Ravitch & Carl, 2016). Thus, researchers must be aware of ethical issues that may arise and be responsive. I adhered to Walden University's Institutional Review Board (IRB) policies for this study. I followed the ethical treatment of participants throughout the research process.

The participants for the study held the same position, elementary Title 1 school principal, as me. Having the same position eliminated concerns of power as none of the participants were under my supervision. The potential breadth of the pool was wide as the study targeted principals in the Southeastern United States. However, I solicited the volunteers from my school district. There are 41 potential participants in my school district. I have personal relationships with six of the potential participants and these principals were not invited to participate in the study. The other relationships were professional. The consent form included that participation was voluntary, and participants could decline or discontinue participation at any point during the study. The participants for this study were not considered vulnerable.

Upon IRB approval, I began the data collection process. I adhered to the expectations of Walden University's policies. I maintained confidentiality throughout the study. Participant names and school districts were kept confidential. A number was used to identify the participants. Walden University requires all raw data to be stored in a safe location for five years after completing the dissertation. After five years, all information will be deleted or shredded.

Summary

Chapter 3 focused on the methodology for the study to examine Title 1 elementary school principals' perceptions of their roles in novice teacher retention in the Southeast United States. The chapter addressed the research tradition, which is a basic qualitative study, and the rationale for the selection of the research tradition. The instrumentation, semistructured interviews, was also discussed. My role and possible conflicts with the participants was discussed. Participant selection and criteria were outlined. The method to collect the data and analyze the data were presented. Finally, strategies to establish trustworthiness and ethical procedures were presented. In Chapter 4, data collection, data analysis, evidence of trustworthiness, and the results will be presented.

Chapter 4: Results

The purpose of this basic qualitative study was to examine six Title 1 elementary principals' perceptions of their roles in novice teacher retention in the Southeastern United States. The following research question guided this study:

RQ: What are Title 1 elementary school principals' perceptions of their roles in retaining novice teachers in elementary Title 1 Schools in the Southeastern United States. In this chapter, I provide information on the setting, participant demographics, the data collection process, data analysis, evidence to establish the trustworthiness of this basic qualitative study, and results. I conclude the chapter with a summary of the information from Chapter 4 and a transition to Chapter 5.

Setting

This study occurred in an urban school district in the Southeastern United States. The participants are from the largest school district in the state with about 12,000 teachers and 180,000 students. The participants for the study were elementary principals in Title 1 schools with more than 50% of students receiving free or reduced priced meals (see Redding & Nguyen, 2020). The in-person, semistructured interviews took place at each of the participant's school after the school day ended. The interviews were conducted in each principal's office with the door closed for privacy. Prior to their appointment as a principal or immediately following their appointment as principal, the principals in this study participated in a yearlong principal leadership training program.

In this school district, about 13% of teachers left the district or moved schools from 2019 to 2022 (Reyes, 2023). The percent who left the district is higher than the state

and the national average. Also, in the Title 1 schools in this district approximately 21% of teachers left. In this school district, 40% of teachers hired during the 2018-2019 school year left by the third year (Reyes, 2023). While the turnover rates are not specific to novice teachers, knowing more about the district and the challenges principals face as it relates to retention provides additional context for this study. For this study, no personal or organizational conditions influenced participants or their experience at the time of the study that may influence the interpretation of the study results.

Demographics

Six Title 1 elementary school principals consented to participation in this study. The average years as a Title 1 elementary school principal experience was 6.3 years. The range of experience as a Title 1 elementary school principal was 3 to 12 years. The principals in this study have served as an assistant principal, and now principal in this school district. Except for one principal, the principals have only worked at the current Title 1 school. The principals are from different schools but are employed by the same school district. The recruitment criteria were as follows:

- Title 1 elementary school principal in the Southeastern United States

- 3 or more years of experience

- Experienced novice teacher attrition or experienced success in retaining novice teachers, and have concerns about novice teacher retention

All six participants met the criteria. In Table 1, the participants were identified using pseudonyms. Table 1 provides the principals' demographics including gender, race, total years of experience as a Title 1 principal, and total years of experience as a principal.

Participant Profile

In the participant profile, I highlight key characteristics of the principals and their schools. The participants have been assigned pseudonyms to protect their identity. The information includes the number of students and the percent of the students receiving free and reduced-price meals, thus allowing for the designation of a Title 1 school. In addition, the percent of English Language Learners each schools supports is also shared. The information is provided to share the similarities and differences in the schools where the Title 1 elementary school principals lead.

Sally is a Title 1 elementary school principal with about 650 students. Approximately 66% of the students in attendance at her school are eligible for free and reduced priced meals and about 10% of the students are English Language Learners. She holds a doctorate degree, has worked in her district's leadership development office, and has experience at the high school level. Her school received recognition as a high performing school among the top 5% of Title 1 schools in her state and a Beating the Odds School, performing better than similar schools. All her principal experience has been at the same Title 1 school for 7 years.

Tom leads a school that supports about 900 students. About 72% of the students are eligible for free and reduced priced meals and 55% of his students are English Language Learners. During the interview, Tom shared that prior to his career in education he did missionary work which has prepared him to work with diverse student populations. Tom, who also has a doctorate degree, builds his staff's capacity in financial

literacy and preparing for retirement. He has been a principal at his Title 1 school for 7 years.

Supporting over 1,100 students, John has one of the larger elementary schools in his district. 70% of his students are English Language Learners and approximately 83% of the students receive free and reduced priced meals. He is bilingual and has the least amount of experience, 3 years, as a principal. He is currently pursuing his doctorate degree.

Carol is a principal with 5 years of principal experience, and she leads a school with approximately 600 students. About 70% of her students are eligible for free and reduced priced meals. About 20% of her students are English Language Learners. Her school was a Beating the Odds school, which means student performance was better than similar schools. Carol has served at her Title 1 school as principal for 5 years.

Pete has the most experience as a principal and as a Title 1 Principal, and he has served at the same school for 12 years. Pete has a doctorate degree and has served as a mentor to other principals. Approximately 900 students attend his school and about 68% of the students receive free and reduced priced meals. About 40% of the students are English Language Learners. Pete's school was also identified as a Beating the Odds school.

Amber leads a Title 1 school with about 750 students. She is the only principal who participated in the research that has been a principal at both a Title 1 school and non-Title 1 school, respectively 4 years and 3 years. About 66% of her students are eligible

for free and reduced priced meals and 30% of the students are English Language

Learners.

In Table 1, the participants were identified using pseudonyms. Table 1 provides

the principals' demographics including gender, race, total years of experience as a Title 1

principal, and total years of experience as a principal. In addition, school demographic

information is shared. Furthermore, as it relates to the number of years of experience of

the principals, during my literature review, there was not a set number of years of

experience in which a principal was deemed effective. However, the literature suggested

that Title 1 schools may have less effective principals or principals lacking a strong

academic and instructional background as compared to non-Title 1 schools (Grissom,

2011; Learning Policy Institute, 2017). In the district in which the principal participants

were recruited, a mentor is assigned during the first year. After the first year, support is

provided as needed. In this district, an assumption is made that by the third year the

principal is experienced.

Table 1

Demographics of Participants

Participants	Gender	Race	Total years of principal experience in a Title 1 School	Total years of experience as a principal	Number of students	Percent of students eligible for free/reduced price meals	Percent of English Language Learners
Sally	Female	White	7	7	650	66%	10%
Tom	Male	White	7	7	900	72%	55%
John	Male	Hispanic	3	3	1100	83%	70%
Carol	Female	White	5	5	600	70%	20%
Pete	Male	Black	12	12	900	68%	40%
Amber	Female	Black	4	7	750	66%	30%

Table 2 provides the number of novice teachers at each school over a 2-year period as a limited reference frame as to the number of novice teachers, teachers with 5 years or less experience at each of the schools.

Table 2

Number of Novice Teachers Reported by Participants

Participants	Number of novice teachers during the 2021-2022 school year	Number of novice teachers who returned during the 2022-2023 school year
Sally	5	5
Tom	20+	20+
John	9	8
Carol	8	8
Pete	9	8
Amber	3	3

Data Collection

After receiving Walden IRB approval and IRB approval from a school district in the Southeastern United States, I started collecting data. I conducted six in-person interviews. In addition to recording the interviews with a voice-recorder, I also took notes on the participants' responses on the interview protocol document created for this research study. After each interview, I made notes of my observations, downloaded the recording, and saved on a secure, password protected computer.

The transcriptions were created using MS Office 365 Word. After uploading the recording into Word's transcription feature, a transcript was created. I listened to each audio recording with a printed copy of the transcript to make corrections and fix errors.

Though the process took me some time, it helped me to become familiar with the

participants' responses. During the transcription process, I also made notes of

commonalities and patterns in the participants' responses. There were no variations in the

data collection as presented in Chapter 3 and there were no unusual circumstances

encountered during data collection.

Data Analysis

To analyze the data for this qualitative study, I used a thematic analysis process

by Braun and Clarke (2006). Step 1 of the thematic analysis process is to become familiar

with the data, transcripts, and journal notes (Braun & Clarke, 2006). For this research

project, I used the Microsoft transcription tool to transcribe the recordings. I corrected the

errors as well. After the transcripts were corrected for errors and the participants had the

opportunity to provide feedback, I read the data several times and listened to the

recordings to become familiar with the information. Additionally, transcribing the data

and making the edits on my own helped me become familiar with the data. After

completing Step 1, I moved to Step 2 which involved generating the codes for the first

coding cycle. To organize the data for Step 2, I created an Excel spreadsheet for each

participant. The sheet included the transcribed responses from each interview question

and then key words and phrases that were meaningful to the research were identified for

each of the participants' responses. Thus, I had a row for each question, the participant's

response verbatim, and key words and phrases. For the second coding cycle, a sheet was

created for each question. Each sheet included the interview question, each participants'

response for the specific interview question and the salient key words and phrases that

were identified. The second coding cycle is part of Step 2 of Braun and Clarke's (2006) thematic analysis process involves several iterations of coding. According to Saldana (2016), initial coding, identifying key words and phrases, is in vivo coding. Additionally, during the process of identifying codes, as trends and patterns surfaced, I made note of this in my journal. Coding was based on Interview Questions 11, 12, 13, 17, 18, 20, 21, and 22 (see Appendix A).

After the two iterations of coding, I printed the Excel spreadsheets for Interview Questions 11, 12, 13, 17, 18, 20, 21, and 22 which included the participants' responses by question and the codes. I then used highlighters to color code similar information. For example, a pink highlighter was used for key words and phrases related to the environment. Next, the keywords and phrases were grouped by color and themes were identified. Shortly thereafter, themes were reviewed and revised. The aforementioned information includes Steps 3 and 4 of Braun and Clarke's (2006) thematic analysis process. Support, culture and climate, empathy, hiring, and challenges and opportunities in education were the themes identified for this study for which there were no discrepant cases. In the sections that follow, I provide a brief overview of the process for generating each of themes. In the results section of this chapter, I provide more detail of how the themes emerges.

Generating the Themes

To generate the support theme, words and phrases having to do with supporting and coaching the novice teacher form the participants' responses a list of the key words and phrases, such as support, use instructional coach, and new teacher program were

generated. For the second cycle of coding, I came up with a specific category in which the first cycle of coding words could be grouped. The categories were support, coaching, and development. Participant responses also centered on the hiring of novice teachers. The terms *hiring* and *fit* were used to categorize the words and phrases in the first coding cycle. Hiring was chosen as the theme because it clearly communicated the participants' thoughts. One of the principals in this study seemed concerned about the upcoming hiring season and worth noting he has at least 20 novice teachers (see Table 2). The theme *challenges and opportunities* was generated from the interview question, "What other thoughts do you have regarding your role in novice teacher retention?"

According to some of the literature related to novice teacher retention, a positive culture and climate may influence a teacher's decision to stay (Holmes et al., 2019). At first, I developed the code of school environment but expanded it to include culture, balance, and climate. The second theme was finalized as culture and climate. In generating the theme empathy, throughout the first coding cycle, listening continuously surfaced. During the process of narrowing down in the second cycle, listening and communication were prevalent but there were the undertones of patience and understanding. Treating staff with respect, recognizing contributions, and open communication were actions participants leveraged to demonstrate empathy to retain novice teachers. In addition, empathy is one of the strategic priorities for the principals' school district and so empathy is a topic on the minds of the principals. Therefore, empathy was selected as a theme.

Evidence of Trustworthiness

To establish trustworthiness of this basic qualitative study, credibility, transferability, dependability, and confirmability strategies were used. According to Ravitch and Carl (2016), establishing trustworthiness is important to the study being deemed as reliable. Thus, following a rigorous process with fidelity is salient (Ravitch & Carl, 2016). In Chapter 3, specific strategies were identified to establish trustworthiness. In the following paragraphs, I detail how trustworthiness was established during the data collection and data analysis processes.

"Do the findings accurately reflect reality as seen by the participants?" was the question posed to help define the meaning of credibility (Laureate Education, 2016). Credibility is one area to establish trustworthiness of a study. For this study, member checks and peer debriefing were used. Upon completion of the interviews, the recordings were transcribed using MS Office 365; the Word program has a transcribing feature. The participants' responses were transcribed verbatim. For the member check, participants were provided with a copy of their transcript for review. In all instances, no additional feedback or comments were given. For peer debriefing, a colleague, who works with teacher recruitment, reviewed the research project, and encouraged me to focus on what was not spoken to or said by the participants. Not mentioned in Chapter 3, prior to starting the interviews, I conducted a practice interview with a principal colleague which helped me to refine the organization of the interview resources, the interview questions, and practice asking probing questions.

"How can one determine the degree to which the findings of an inquiry may have applicability in other contexts or with other respondents?" was a question posed to help understand the concept of transferability (Lincoln & Guba, 1985, p. 218). To achieve transferability for this study, thick descriptions and reflexive journaling were used throughout the study. I provided detailed descriptions of the research problem, design, and participants. The thick descriptions will allow other researchers interested in novice teacher retention to consider using this study and its design in their specific contexts of interest (Merriam & Tisdell, 2016). During all stages of the research, I journaled. The journal topics included comparing my experiences to the participants, the emergence of themes after several interviews, and the relevance of the conceptual framework to the study. The reflexive journal was a valuable resource in supporting the thick descriptions for the data analysis and interpretation. Using thick descriptions and reflexive journal supports transferability (Merriam & Tisdell, 2016).

To establish dependability of the data, peer debriefing, also used with credibility, and an audit trail were used. Dependability relates to how the data is collected to answer the research question and refers to the stability of the data (Ravitch & Carl, 2016). In addition to peer debriefing, an audit trail was used. The data collection process, code and theme development, and decisions and activities during the research process are included in the audit trail.

Confirmability supports the ability of the findings of a qualitative study to be confirmed (Ravitch & Carl, 2016). Confirmability considers researcher bias and prejudice in the data interpretation process (Ravitch & Carl, 2016). The strategies used to aid in

confirmability ensures the researcher fully holds true to the participants' responses

possible (Ravitch & Carl, 2016). Thus, minimizing researcher bias. For this research

study, I used the audit trail and reflexive journaling strategies described in the preceding

sections for dependability and transferability.

<div align="center">**Results**</div>

In this section, the results and findings of this study are discussed to address the

research question, what are Title 1 elementary school principals' perceptions of their role

in retaining novice teachers in elementary Title 1 schools in the Southeastern United

States. The discussion addressed how the themes align to the research question. To

address the research question for this study, the information was organized by the five

themes identified during the data analysis. The themes include support, culture and

climate, empathy, hiring, and educational challenges and opportunities. To support the

results to answer the research question, direct quotes from the participants and a summary

of the participants responses were used. Thus, the goal for this section is to share the

results and in the subsequent and final chapter, I interpret the findings. As mentioned in

Chapter 1, a novice teacher for this study is defined as a teacher with less than five years

of teaching experience (Kamrath & Bradford, 2020; Kim, 2019; Smith & Ingersoll,

2004).

Theme 1: Support

After several iterations of coding and theme development, support was identified

as a theme for this research study. During the initial iterations, development and coaching

were words considered for theme as the words were used by the participants. However,

providing support to novice teachers was the common theme expressed in the participants' responses. In defining her role in novice teacher retention, Sally stated, "I think it is one of support, serving as a resource for them. I think our job is to build and develop, grow, and develop our folks." Sally further added, "We have to be willing to help develop their skills in the classroom." Tom described how support staff was leveraged as part of his role in novice teacher retention. He said, "So I have two instructional coaches and we set them [novice teacher] up with specific coaching cycles. Those that need additional support will be sent through additional cycles." In general, all the participants mentioned using and leveraging other people in the schools to support novice teachers. Assistant principals, instructional coaches, and mentors were the other support people identified, in addition to the principal, to support novice teachers. Equally important to note, all the participants implemented a form of a new teacher induction program to support novice teachers. Pete described his support and how other stakeholders are used as follows:

> Well of course we have our new teacher induction program that's led by one of
> our teacher leaders. Someone whose been with us for a while but works with the
> teachers on a regular. In addition to that, those teachers do have a mentor to
> support them instructionally and with anything building wide for the school.

To answer the interview question, what do you believe is your role as principal to retain novice teachers, John stated, "It is my primary role, it rises and falls on leadership. So, I think keeping it a priority of novice teachers, making sure they have the support that they need." Equally important to note, five of the six participants, specifically mentioned the

district's professional learning in creating and modeling their new teacher induction program after at their local schools as a salient lever. In addressing the research question, what are Title 1 principals' perceptions of their role in retaining novice teachers in elementary Title 1 schools in the Southeastern United States, each participant identified supports that were offered and available to novice teachers and described how the support was delivered in their schools.

The participants were asked about the monitoring and evaluating of the supports provided to novice teachers. Five of the six participants used walkthroughs or frequent classroom visits to observe how teachers respond to the supports like instructional coaching. Following the classrooms visits, the participants reported providing actionable feedback to the novice teachers. Two of the six participants, Carol and Amber, monitored the engagement of novice teachers during weekly collaborative team meetings or grade level planning. Two of the six participants, John and Pete, discussed the progress of new teachers during weekly administrative teams in conjunction with the instructional coaches who support novice teachers. Amber was specific in her response on the monitoring as she does classroom walkthroughs and stated:

> If we see something that is not consistent, we may need to take them to another classroom to see a model. Then we will schedule time for them to push in or observe or someone to come in and model."

Amber provided an example of the supports provided to novice teachers, the monitoring, and then the response when improvement is needed.

Theme 2: Culture and Climate

Culture can be described as the way a school operates and climate can be described as the feel of a school or the mood (Kafele, 2013). Tom stated, "You gotta provide that environment where they can feel like they're going to be successful" when asked about his role in retaining novice teachers. Sally stated, "We set the tone in our buildings and so I want to create an environment where people want to come because then that keeps them here." The participants in this study reported celebrations, recognitions, and short-term incentives were provided to novice teachers to create a positive culture and climate. For example, Sally reported using celebrations as a strategy to retain novice teachers; specifically, during December by connecting the novice teachers with their mentors to celebrate instructional and academic learning milestones. A culture of collaboration was identified as a strategy and support used to retain novice teachers. Collaborative Learning Teams, a group of teachers on the same grade level planning for curriculum, instruction, assessment, was a strategy in which all participants embed in their schools. To provide a positive school climate, Sally and Carol espouse that it is unreasonable to expect perfection from novice teachers. Carol stated:

> So, it's making sure that we offer lots of staff training and give them the
> opportunity to learn and practice and give them that opportunity to forgive
> themselves. They don't have it just perfect on the first try because nobody ever
> has it perfect on the first. It's giving them that opportunity to work with others and
> plan with others and talk with others and have others come in their classroom to
> talk to them and give them feedback that's not administrative and what feels like

punitive; it's giving them that opportunity to really to do what they do best and to

learn from others because we have so many people with so many different skills.

The purpose in sharing Carol's experience was to give the reader a feel for how learning

and supporting novice teachers was approached and embraced as part of a positive school

culture. Nonetheless, the participants in this study directly and indirectly referred to

creating a positive climate and culture as an important role in retaining novice teachers at

their schools.

Aligned to the culture and climate of a school are the work conditions. Seminal

work by Ingersoll and Perda (2010) state that working conditions are important and

identified the following as work conditions that result in attrition: too little prep time, too

heavy teaching load, poor salary or benefits, class sizes too large, student behavioral

problems, lack of faculty influence, too little parental support, no opportunities for

professional advancement, and too little collaboration. In this study, the principals

identified several work conditions that influence the culture and climate of their schools.

Tom and Pete believe student behaviors are a challenge for novice teachers. Sally, Pete,

and Amber mentioned parent meetings and navigating parent conversations as a work

challenge. All the principals referenced job demands, such as lack of time, grading,

planning, and safety as some of the greatest challenges novice teachers encounter.

Specifically, Sally stated, "There is not enough time in the elementary day to properly

prepare." The job demands have a direct tie to the culture and climate. Sally mentioned

COVID, a health pandemic causing modifications in education, as a great challenge for

novice teachers to "monitor and maintain the safety of 20 plus little people. She was the

only principal that mentioned COVID without prompting. However, when specifically asked about the influence of COVID on novice teacher retention, question 20 of interview protocol, the participants responded.

Theme 3: Empathy

Aligned with having a positive culture and climate, demonstrating empathy was the third theme that emerged during the data analysis process. Pete said, "I think my role is to make sure that I'm exercising empathy. I don't forget what it's like to be a new teacher." Tom shared an instance in which a novice teacher was struggling professionally because of home issues. Instead of being punitive, Tom took a different approach and stated:

> So, I think building those relationships and understanding really what's going on in folk's lives helps you to support them here at school. Because if you don't understand that, then your approach as a principal maybe say hey, you know, your learning environment is not so good and here's your needs development rather than understanding. You know, you're a person and I think that conversation, just let her relax and say, OK, this, this is home as well, and I haven't seen that. So that helped her to improve because it's not a secret. Now you know what I'm going through, I don't have to hide, and that removes a layer of the stress that she's going through.

Tom's approach demonstrated the importance of conversations and acquiring information before making assumptions and demonstrated his ability to empathize. Tom also

mentioned relationship building to support novice teachers. All the participants stressed the importance of listening to novice teachers and being responsive to their feedback.

Additionally, all participants had empathy for the novice teachers regarding the "many hats" and expectations of novice teachers. Sally was aware that understanding that teaching is "A lot at one time; expecting them to master curriculum, instruction, assessment, and monitor and maintain the safety of 20 plus little people for elementary school." Tom in referring to novice teacher's student training and actual teaching, "You go to school, you get the training, you get to dabble in it here and there, but actually feeling the weight of it all when it all comes crashing down and it's every day." John focused on the work and life balance of novice teachers, "understanding the balance of work life and then prioritization of what needs to get done and what has to get done", as a challenge for novice teachers. Carol expressed similar thoughts as Tom, "What you learned well, perception versus reality, what you think teaching is and what teaching actually is." Carol further added, "How to write a 20-page lesson plan is not what you actually have to do so it is that disconnect between what you have to do and what you have to do at education school." Pete acknowledged "the multitude of tasks novice teachers are required outside of just teaching." Amber captured the sentiments expressed by all participants and said, "I think the realities of now having a classroom, that's all yours, you're kind of in a bubble when you're student teaching." The participants acknowledged the challenges novice teachers experience and empathized with them because of the many responsibilities. In the quotes shared above, the principals understand and value the experiences of the novice teacher and acknowledge there is a

gap in what novice teachers learned while in college as compared to teaching. The principals respond to this knowing and doing gap by providing the support (Theme 1) novice teachers require to experience success. Thus, the principals in this study perceived their role in retaining novice teachers was to demonstrate an understanding, a hallmark of empathy, of the challenges novice teachers face through listening and responding. Hence, demonstrating empathy was key to principals in their role in retaining novice teachers.

The participants were asked about their own leadership traits that may result in retention, and the participants' responses centered around empathy, understanding, valuing, and appreciating others. Sally described herself as approachable and being able to make professional and personal connections. Tom said he was empathetic but mentioned it can be "tiring and exhausting." John identified listening and not being quick to respond as characteristic of his leadership. Tolerance, forgiveness, and grace were words Carol related to her leadership traits that demonstrated empathy. Pete acknowledged the importance of listening and creating "collective voice" as characteristic of his empathetic leadership. Amber expressed the importance of coaching conversations, which requires understanding, with novice teachers as characteristic of her leadership style. While the participants identified different leadership traits, the participants recognized the importance of their actions in the success of novice teachers.

Theme 4: Hiring

Hiring is one the most important decisions a principal can make (Gunther, 2019). Carol described her role in retaining novice teachers:

Well, first and foremost is picking great teachers. It's finding the people that fit in our school that have the work ethic, the drive, and the interest to work with the students that we have. So that's the first and foremost is picking the right, getting the right people and then from there or if they're not the right people encouraging them to go find a better spot for them.

Sally shared "I have heard that there are principals that do not want to hire novice teachers and I love a novice teacher." Tom stated novice teachers "bring a fresh perspective" and were "open to being coached and molded into really strong teachers." Sally also shared that hiring student teachers who have student taught in her school was a hiring strategy. John said:

So, you know, as we're taking people in are they willing? are they committed? and that starts with the hiring process, making sure they are a good fit for our school. Are they committed to our community? That's what I look for in interviewing. are you committed to our community? This is what we stand for, and it will be tough work, but we will do it together.

The participants in this study acknowledged and recognized that hiring was important to their roles. As the participants hire, the search is for teachers who love children and who love children that typically make up Title 1 schools including economically disadvantaged students and students of color. The principals' want to hire teachers who are also coachable, open to feedback, and form great relationships with students. Tom was the only principal who expressed concern with retaining novice teachers in his Title 1 school as he noted when teachers earn tenure at his school, they often transfer to a non-

Title 1 school. As noted in the literature review, Title 1 schools have difficulty retaining novice teachers as compared to non-Title 1 schools (Bettini & Park, 2021; Holme et al., 2018; Qin, 2019; Ronfeldt & McQueen, 2017).

Aligned to hiring was teacher salary and compensation. Carol and Tom were the only two principals who referenced compensation. In referring to the next steps to continue to retain teachers, Carol stated, "I think the biggest next step is just making sure we're paying, we're helping them see their value, and we're helping them get paid for their value, especially in Title 1 schools." Tom discussed a possibility bonus of $1,000. Tom in his interview stated, "but if there was $1,000 that was sitting there for me [novice teachers] to stay, maybe that would help me [novice teacher] get through the emotion of a particular week." The other four participants did not make reference to teacher salary and compensation.

Theme 5: Challenges and Opportunities in Education

While the theme, challenges and opportunities, did not directly answer the research question, the challenges impact the principals' ability to retain novice teachers and the opportunities may be a way to retain. In the interviews, the participants identified opportunities and challenges in education related to novice teacher retention. Sally viewed the hiring of new teachers as an opportunity as they bring a "fresh perspective" and the declining enrollment in teacher education programs was identified as a challenge for her as that decreased the number of teachers available for hire. Novice teacher retention was a challenge for Tom, and he expressed his concerns to human resources and district leadership. Tom espoused that financial incentives may encourage retention, and

this was his opportunity to advocate for incentives to increase retention in Tile 1 schools.

Similarly, Carol espoused novice teachers, and teachers in general, "getting paid for their

value." All the participants expressed in some form that pre-service teaching experience

did not adequately prepare novice teachers for the realities of the classroom. Thus, the

principals suggested that college programs bridge the gap in the programs between their

curriculum and the realities of school life and teaching to ensure novice teachers were

prepared. Amber expressed her thoughts on career changers, whose original career was

not education. As school districts grapple with filling teaching positions, requirements for

certifications have changed, and most states are providing alternate certification routes

for non-education majors. Amber wanted to be sure the career changers are clear on the

expectations and the demands of teaching. Amber viewed career changers as an

opportunity and a challenge. Furthermore, Amber added career changers need to have "a

very clear understanding of what they want to do and what it is going to look like." John

viewed engagement on school committees as an opportunity for novice teachers to make

contributions "so everyone has a piece of the school, not just the principal." Pete like

John believed engagement was key to retention and engaged his staff by "soliciting

feedback" and using the feedback to support shared decision making.

Finally, COVID, which has had an impact on schools since March 2020 to the

present, presented challenges and opportunities to the principals in this study and the

challenges and opportunities may or may not directly influence retaining novice teachers.

The principals stated having more conversations with novice about the importance of

work life balance. The principals have also focused more on student and staff well-being,

further demonstrating the importance of empathy as important to their role in retaining novice teachers. The challenges include veteran teachers deciding to leave the profession. Tom stated, "Some [referring to teachers] were unhappy with our district that made us come in and work while other districts were staying out. They [the teachers] viewed that as you [the school district] don't care about me." John stated, "it's hard to quantify how much of an impact COVID specifically had" because as a three-year principal he was making organizational changes during COVID, and not sure if any attrition was due to COVID or the organizational changes. While she was not certain, Carol had seven retirements during the 2021-2022 school, and knows of four for the 2022-2023, and she believes COVID may have influenced the decisions. Pete stated, "we are experiencing "lingering effects of a pandemic." Pete discussed "children coming with more behavioral things, more emotional areas or behaviors that are impacting their performance." Pete also notably shared that in "some cases you have some first grade and kindergarten teachers who have children who maybe didn't experience being in a physical building" during the pandemic. Furthermore, Pete added though teachers in his school are currently being trained in social emotional learning to support students, teachers are not equipped yet to handle the behavior demands. Amber noticed a variation in how student teachers were trained as it depended on the college's COVID protocols. She shared some novice teachers only experienced virtual student teaching and had limited contact with students. The opportunities and challenges presented are areas Title 1 elementary school principals should consider in their roles as they work to retain novice teachers as there are direct

implications related to continued hiring and the possible revolving door of novice

Ingersoll (2001) referenced.

Job Demands and Resources Results Categorized

After each individual interview, in a T-Chart in my reflexive journal, I

categorized the information the Title 1 elementary principals in this study identified into

one of the following categories: job resources, job demands, or other. The purpose for the

categorization was to support me in making connections to the conceptual framework of

this study and to help in addressing the research question. This was part of the formative

process to begin making meaning of the data addressed in Chapter 3 of this research

study (see Ravitch & Carl, 2016). In Figure 2, job resources are in column 1. Job

resources promote growth and development (Bakker & Demerouti, 2007). Job resources

support employee motivation and engagement which may result in retention. The job

demands, in column 2, require sustained effort and skill that may influence physical and

psychological well-being, which may result in exhaustion and burnout leading to attrition

(see Bakker & Demerouti, 2007). In this study, while there was not a specific question

related to the Job Demands and Resources theory, the participants influence many of the

job resources and job demands of novice teachers.

Figure 2

Job Resources and Job Demands Formative Data

Job Resources	Job Demands
Novice teacher induction programs	Many responsibilities of teaching
Mentors	Work life balance
Collaborative planning	Expecting perfection
Instructional coaching	Time
Positive environment	Preparation
Initial reduction in job responsibilities	College prep programs not preparing pre-service teachers for current reality
Building relationships/connections	
Feedback	

Summary

The purpose of this basic qualitative study was to examine the research question, what are Title 1 elementary school principals' perceptions of their role in retaining novice teachers in Title 1 elementary schools in the Southeastern United States. After analyzing the data, five themes were identified using data from six Title 1 elementary school principals who participated in the semi-structured interviews. In the first theme, support, participants identified providing support as one of their roles in retaining novice teachers. The supports include, coaching, development, new teacher induction programs, assigning mentors and instructional coaches as strategies identified to retain novice teachers. The second theme, culture and climate, was identified by principals as key to their role in retaining novice teachers. Creating a positive culture and climate, another theme, may include leveraging the use collaborative learning teams and celebrations to retain novice teachers. Principals espoused listening, communicating, being patient and understanding, examples of the third theme, empathy, as key actions in their role as principal to retain

novice teachers. The fourth theme, hiring, was identified as important to the role of

principals. Hiring novice teachers who love students and develop relationships with

students and who are committed to Title 1 schools is identified as important to the

principals' role in retaining novice teachers. The fifth theme, challenges and

opportunities, addresses issues and trends that may influence a principal's ability to retain

novice teachers. In Chapter 5, I interpret the findings in context of the conceptual

framework of this study and to the peer-reviewed literature, address limitations of the

study, and provide recommendations for further research. Also, the implications for

positive social change are discussed.

Chapter 5: Discussion, Conclusions, and Recommendations

The purpose of this basic qualitative study was to examine Title 1 elementary school principals' perceptions of their role in novice teacher retention in Title 1 elementary schools in the Southeastern United States. In this study my goal was to answer the following research question:

RQ: What are Title 1 elementary school principals' perceptions of their roles in retaining novice teachers in elementary Title 1 schools in the Southeastern United States?

Five key themes emerged from this study. Support, Theme 1, was recognized as paramount to the success of novice teachers. The principals also identified Theme 2, culture and climate, as important to retaining novice teachers. Displaying and exercising empathy, Theme 3, which included listening and consistent communication, were important to principals in their roles. Hiring, Theme 4, was also identified as a theme as the principals believed it is one the most important decisions, they can make related to their roles. The fifth theme, challenges and opportunities in education, was identified as principals reflected upon their role beyond the scope of their school buildings and possible implications on the future of education.

In this chapter, I interpret the findings by confirming, disconfirming, or extending knowledge compared to the literature review. In addition, I interpret and analyze the findings in relation to the conceptual framework, the JD-R theory. I describe the limitations to trustworthiness that arose when conducting the study. Then I provide

recommendations for future research and describe the potential impact for positive social change.

Interpretation of the Findings

In this section, I describe the findings confirm, disconfirm, or extend knowledge in the discipline by comparing the findings to the information and previous research shared in the peer-reviewed literature in Chapter 2. I also analyze and interpret the findings in the context of the conceptual framework for this study. The conceptual framework used in this study was the JD-R theory. The theory defined working conditions through job demands and job resources (Demerouti et al., 2001). According to the theory, job demands may include work pressures and strained interactions with stakeholders and job resources include opportunities for growth, feedback, and autonomy (Bakker & Demerouti, 2017).

Theme 1: Support

As mentioned in Chapter 4, all the participants in the study identified support as one of their roles in retaining novice teachers in their Title 1 elementary schools. In this study, language synonymous with support included coaching and development. While the supports varied among the participants, support included new teacher induction programs, assigned mentors, and working with instructional coaches, administrators, and veteran teachers.

The previous findings on new teacher induction programs suggested that the programs increased the chances for retention (Ronfeldt & McQueen, 2017). According to the research by Ronfeldt and McQueen (2017), about 90% of teachers reported

participating in induction programs. Induction programs may result in effective teaching, job satisfaction, student learning and retention (Harmsen et al., 2019; Kutsyuruba, 2020). Furthermore, seminal research on the topic by Ingersoll and Strong (2011) suggested that teacher induction programs positively influenced teacher commitment and retention, teacher classroom instructional practices, and student achievement. All participants in this study had a form of a new teacher induction program using a district program and district resources that provides professional learning for those responsible for leading the induction program at the local school. These findings confirm the previous research in the importance of having induction program to improve novice teacher retention rates (Fitchett et al., 2018). For this study, the principals' level of engagement in their new teacher induction program was not measured or assessed. However, all acknowledged having a program lead by a person other than themselves. These findings confirm the previous research that a principal's involvement level varies but their commitment and support of induction programs matter in novice teacher retention (Kutsyuruba, 2020; Kutsyuruba et al., 2020). Nonetheless, new teacher induction programs are job resources based on their purpose and intent. The JD-R theory defined job resources as

> The physical, psychological, social or organizational aspects of the job that may
>
> do the following: (a) be functional in achieving work goals, (b) reduce job
>
> demands at the associated and physiological and psychological costs, and (c)
>
> stimulate personal growth and development. (Demerouti et al., 2001, p. 501)

The new teacher induction program as a job resource may support novice teachers in achieving work goals, such as a positive impact on instructional practices and student

achievement (Ingersoll & Strong, 2011). Furthermore, positively impacting teacher commitment and retention, new teacher induction programs stimulate growth and development, which is part of the definition of job resources (Bakker & Demerouti, 2017). The findings from the study neither confirm nor disconfirm the influence of novice teacher induction programs on growth stimulation and development of novice teachers.

Collaboration with other teachers and assigning a mentor to novice teachers are strategies principals in this study support novice teachers. As mentioned in Chapter 4, five of the six participants specifically mentioned assigning mentors to novice teachers. The findings from this study confirm the research that mentor teachers are important for novice teachers. However, the research from this study does not confirm if having a mentor resulted in retaining novice teachers. The research related to novice teacher retention suggests that having a mentor increases retention rates and some research estimates having a mentor increased retention rates by 15% (Ronfeldt & McQueen, 2017). In addition, all participants mentioned grade level teams, instructional coaches, and administrators (assistant principals) as people in the building who support novice teachers. These findings confirm the previous findings of other researchers that interactions with colleagues and school administrators also influence novice teacher retention (Nguyen, 2021; Wang et al., 2020). Interaction with other colleagues creates a sense of belonging contributing to teacher retention (Redding & Henry, 2019; Schaefer et al., 2021; Uribe-Zarain et al., 2019). According to Bettini and Park (2021), the interaction with other colleagues is less likely to occur in high-poverty schools, like Title 1 schools.

Yet, the actions of the participants, as it related to the involvement of others in supporting

novice teachers, disconfirmed the research by Bettini and Park. Based on the principals'

responses, a culture and climate (Theme 2) that supports (Theme 1) novice teachers

through collegial interactions is evident in the schools the Title 1 principals in this study

lead. Novice teachers being supported by others in the building is a job resource that is

supportive of novice teachers and is a predictor of retention (Bruno et al., 2020; Holmes

et al., 2019; Kamrath & Bradford, 2020; Nguyen, 2021; Qin, 2019; Shen et al., 2012).

Theme 2: Culture and Climate

In this study, the participants acknowledged that part of their role in retaining

novice teachers is to create a positive culture and climate. While the participants did not

explicitly identify if their culture and climate was negative or positive, the general

understanding was that it was positive. All schools have a culture and climate influencing

novice teacher retention or attrition. A positive school culture and climate is a novice

teacher retention factor (Holmes et al., 2019). Likewise, a negative school culture and

climate may be an attrition factor. The culture and climate of a school, also referred to as

the environment, is influenced by the working conditions. In the literature there is not a

concise definition of working conditions (Hanushek & Rivkin, 2007). However, the

following working conditions are integral to novice teacher retention: school leader

support, positive school climate, collegial support, professional learning, mentoring and

induction programs (Berry et al., 2021; Bettini & Park, 2021; Elyashiv, 2019; Geiger &

Pivovarova, 2018; Holmes et al., 2019; Shuls & Flores, 2020). In their responses, the

participants in the study confirmed that using school leader support, collegial support,

professional learning, mentoring and induction programs as strategies that are identified in the research to support novice teachers.

All six participants in some form mentioned the overwhelming workload of novice teachers and grappling with balancing all the duties and responsibilities as one of the greatest challenges novice teachers face. Thus, these findings confirm previous research. Seminal work by Ingersoll and Perda (2010) stated that working conditions are important and identified the following as work conditions that result in attrition: too little prep time, too heavy teaching load, poor salary or benefits, class sizes too large, student behavioral problems, lack of faculty influence, too little parental support, no opportunities for professional advancement, and too little collaboration. In the context of the JD-R theory, the working conditions identified by Ingersol and Perda are job demands. Furthermore, in the literature review in Chapter 2, working conditions and overwhelming workload were key concepts identified for teacher retention and attrition. To mitigate the challenge of an overwhelming workload, support with lesson planning, not assigning additional duties and responsibilities, and giving grace were job resources the participants in this study used to address the job demand of an overwhelming workload. Mitigating and minimizing the challenges to create a positive culture and climate ties back to Theme 1, support. Thus, confirming the findings for this study as the research espouses that principals should support teachers with managing the workload and create cultures of collective responsibility (Bettini et al., 2018). The participants realize novice teachers' job demands and make concessions where possible. The participants also acknowledge that teaching is a lot. Additionally, some job demands are

not in their direct control and are mandates from the district because of state and federal guidelines. Nonetheless, in creating a positive culture and climate, support, a job resource identified as Theme 1, of novice teachers seems to be a lever all the principals in this study use.

Theme 3: Demonstrate Empathy

All the participants in this study demonstrated empathy for novice teachers. Empathy is the action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings, thoughts, and experience of another of either the past or present without having the feelings, thoughts, and experience communicated in an objectively explicit manner (Merriam-Webster, n.d.). The participants demonstrate empathy by listening, involving novice teachers in decision making and feedback processes, consistent communication, meeting teachers where they are, being patient, understanding, and building relationships. While demonstrating empathy was not specifically identified in the literature review as a role of principals, the principal behaviors and actions identified in the literature review are aligned to demonstrating empathy. Creating positive relationships (Kamrath & Bradford, 2020), open communication (Baptiste, 2019), and shared leadership (Baptiste, 2019; Brezicha et al., 2020; Kamrath & Bradford, 2020) are examples of empathy in action and are job resources principals in this study use to leverage to engage and retain novice teachers. Addressing empathy extends the research findings because it complements Theme 1, support, and Theme 2, culture and climate in creating workplaces that promote engagement and employee satisfaction which are keys to retention.

Theme 4: Hiring

Sally, John, and Carol specifically mentioned hiring as important in their roles as principals. In the literature review, while important, hiring was not highlighted as a salient role of principals in retaining novice teachers. Nonetheless, the research espouses that inexperienced, novice teachers are typically hired in Title 1 schools (Redding & Henry, 2019; Redding & Nguyen, 2020; Sutcher et al., 2019; Watson, 2018). Thus, strategic hiring is mentioned as an important role of effective principals (Gunther, 2019; Podolsky et al., 2019). A strategy that Sally mentioned that has helped her in filling available positions was hiring student teachers who complete their internship at her specific school. The strategy Sally uses confirms the research that Title 1 schools often hire inexperienced teachers. However, the principal noted the benefits are that the novice teacher has built connections and relationships with the staff and administrative team and has foundational knowledge of the school's processes and systems, which are part of the learning curve for novice teachers. As it relates to hiring, John stated making sure novice teachers are a "good fit" for the school. John hires and recruits those who are committed to his community. When interviewing teacher candidates, John explains to candidates what the school stands for and "how tough and messy the work" may be. John acknowledged the importance of engaging new hires in the work as paramount to retention. According to the research by Bakker and Demerouti (2007), employee engagement is a job resource that may positively impact on employee retention. Furthermore, John engages novice teachers by including them on a principal advisory committees and other school committees to provide novice teachers with a voice. Tom

has expanded the engagement at his opportunities to involve, empower, and give voice to teachers.

Two of the principals, Tom and Carol, mentioned teacher compensation and salary, which is loosely coupled with hiring. Tom and Carol believe that Title 1 novice teachers should receive pay that shows their work is valued. The research related to teacher pay being a factor in teacher retention is mixed. There is some literature that espouses that if teachers were paid more, they would stay (Sutcher et al., 2019). Yet, there is also literature to suggest that salary increases have a small impact on novice teacher retention and that work conditions, discussed in the culture and climate theme, influences retention decisions (Harris et al., 2019; Shuls & Flores, 2020; Zavelevsky et al., 2021). In one research study, respectively, personal reasons, work conditions, and salary were the reasons provided by novice teacher for leaving (Podolsky et al., 2019). The other four principals did not mention of teacher salary or compensation, and it may have been because teacher salary is not in their locus of control.

Theme 5: Challenges and Opportunities in Education

As mentioned in Chapter 4, the participants in this study identified hiring new teachers, declining enrollment in education college programs, career changers, engagement, and advocating for Title 1 schools as some of the challenges and opportunities in education. Several participants mentioned declining enrollment and college of education programs shutting down as concerns. Declining enrollment in teaching programs is noted in the current peer-reviewed literature as a concern in the future of education (Carothers et al., 2019; Sulit, 2020). Thus, the findings from this

study aligns with the research on declining enrollment. College of Education programs shutting down, mentioned in this study, was not confirmed by the literature. Novice teacher retention is a concern for all the participants in this study, but one principal was more vocal than the others, as shared in Chapter 4. The findings from this study confirms the research on novice teacher retention at Title 1 schools. As the research suggests that Title 1 schools are referred to hard-to-staff schools in the literature (Bettini & Park, 2021; Geiger & Pivovarova, 2018; Kamrath & Bradford, 2020; Kim, 2019; Redding & Henry, 2019; Tran & Smith, 2020; Whipp & Geronime, 2017) and as of the interview all the participants had teacher vacancies. There is also some research that suggests that attrition rates at Title 1 schools are higher than those at non-Title 1 schools for novice (Bettini & Park, 2021). However, the scope of this study does not address attrition rates between the types of schools. The participants expressed in some form that pre-service teaching experience do not adequately prepare novice teachers for the realities of the classroom. In a study by Kuriloff et al. (2019), on average 67% of novice teachers reported being unprepared to work in urban classrooms and felt unprepared to teach culturally diverse students. Urban and culturally diverse students are characteristic of Title 1 schools. Also, espoused in the results by Carol was teachers being adequately compensated. This confirms the research that teacher salaries compared to medical doctors and lawyers, other prestigious professions, are not as high (Geiger & Pivovarova, 2018). There is research to suggest that elementary school teachers earn approximately 80% of the salary of other educated professionals (Han et al., 2018). On the other hand, there is research that suggests that salary increases have a marginal impact on teacher retention as

compared to working conditions (Harris et al., 2019; Shuls & Flores, 2020; Zavelevsky et al., 2021). Amber views career changers as an opportunity and a challenge and the only principal to do so. Amber's view confirms the research on the alternate certification routes to attract more teachers. With the teacher shortage, states have revised teacher certification expectations (Ingersoll & Smith, 2003). In some instances, the qualifications have been lowered to attract more teachers. To minimize what Ingersoll (2001) refers to as the "revolving door", states and school districts have changed teaching certification requirements to provide opportunities for non-traditional and alternative type certifications to meet need. John and Pete discussed teacher engagement as an opportunity to retain novice teachers and this confirms the research. According to the research, shared leadership and teacher leadership engages and empowers teachers (Brezicha et al., 2020; Urick, 2020). COVID was identified as a challenge and an opportunity in the Chapter 4. The literature review for this study does not include research on COVID and the impact on novice teacher retention.

Limitations of the Study

The study included limitations to the transferability of the findings. Ravitch and Carl (2016) described transferability in qualitative research as being transferred or applied to other, broader contexts from the thick descriptions based on the audiences' interpretations. First, addressed in Chapter 1 of this study, Title 1 elementary school principals were the only participants for this study. As a result, this may, restrict the transferability of the findings to middle and high schools. Second, the goal was to recruit from various school districts across the Southeastern United States. However, after

learning that each school district had different processes and different timelines for research approval, I selected one school district from which to recruit participants. Thus, multiple perspectives and perceptions across the Southeastern United States were not garnered. As previously mentioned, one school district, which is where I am employed, was only used in this study. Thus, the participants and I work in the same school district but do not have a close working relationship. Nonetheless, I was familiar with their experiences and thus had to be mindful of research bias and making assumptions.

Another limitation of this research study was the sample size not previously mentioned as limitation. My study involved six Title 1 elementary school principals in a school district of about 80 elementary school principals. Also, the principals did not follow-up on the opportunity to provide feedback on the transcripts or debrief. The interviews were conducted in September, which is the beginning of the school year and the principals in the school district were experiencing organizational changes and new leadership. Nonetheless, the small number of participants may impact the transferability of the study.

Recommendations

Principals have been identified as influential factors in novice teacher retention (Holmes et al., 2019; Kim, 2019). My research study addressed a gap to understand better Title 1 elementary school principals' perceptions of their role in novice teacher retention. Using the JD-R theory, practices and strategies that emerged as levers to support job resources were identified: (a) support, (b) culture and climate, and (c) empathy. I recommend that these findings be included in principals' leadership development and

professional learning programs. I also recommend that those who support novice teachers, such as assistant principals, principal supervisors, and district level leadership, consider the information in their professional learning and development as it relates to novice teacher retention in elementary Title 1 school settings to support school principals in the critical role of retaining novice teacher.

Recommendations for further research aligned to understanding Title 1 elementary principals' perceptions of their role in novice teacher retention would include additional data sources. First, I recommend conducting semistructured interviews with novice teachers and principals from the same schools to identify possible gaps in perceptions and experiences. As in the research, teachers' perceptions of their principals are a retention factor (Podolsky et al., 2019). In some instances, teachers at Title 1 schools perceive their principals to be less effective (Learning Policy Institute, 2017). Second, I recommend conducting a study with more than six participants that includes quantitative data on the number of novice teachers retained over a six-year period. Including the data on the retention of novice teachers can be a way to support the strategies used and the effectiveness of principals on retention. Third, I recommend conducting a study that includes Title 1 middle and high schools to garner different principals' perceptions from a K-12 perspective to compare trends and patterns that are similar and different. Fourth, I recommend conducting and including non-Title 1 elementary school principals in the study as there is research to suggest there is not a statistical difference in attrition between Title and non-Title schools (Bettini & Park, 2021; Geiger & Pivovarova, 2018). Fifth, I would recommend replicating the research

study in other school districts to determine if similar findings would result. For each of the above recommendations, I would recommend including survey data related to employee engagement and school climate and culture.

Implications for Positive Social Change

The purpose of this basic qualitative study was to examine Title 1 elementary school principals' perceptions of their roles in the retention of novice teachers in Title 1 elementary schools in the Southeastern United States. The focus on principals as the participants for this study was because the research suggested that principals play a pivotal role in novice teacher retention (see Kim, 2019). Understanding how principals perceive their roles in novice teacher retention is central to understanding the problem. In this study, creating multiple supports, a positive climate and culture, displaying empathy, and hiring were leadership actions the participants identified as important to their role in retaining novice teachers. In addition, challenges and opportunities in education were also acknowledged by the participants.

Student achievement and future professional outcomes is determined by teacher quality (Holme et al., 2018; Nguyen, 2021; See, Morris, Gorard, Kokotsaki & Abdi, 2020). Thus, retaining novice teachers beyond five years is critical to students' success. Principals at Title 1 school need to retain novice teachers to sustain school improvement efforts and initiatives that improve student performance (see Carver-Thomas & Darling-Hammond, 2019). Additionally, principals need to retain novice teachers to sustain institutional and organization knowledge, which are tenants of school climates and cultures identified as a theme in this study (see Holme et al., 2018). In their roles as

principals, principals at schools need to have knowledge of and understand the importance of climate and culture on schools (Ingersoll, 2001).

Principals who understand their roles in novice teacher retention can make leadership moves that increase the likelihood of novice teacher retention. The strategies the participants shared are positive levers that would benefit other leaders desiring to improve the retention of teachers, thus, impact positive student achievement.

Conclusion

Retaining novice teachers in Title 1 elementary schools is paramount to having experienced, quality teachers that can meet the needs of diverse learners. Principals have many roles and one of the most important roles is retaining teachers, but specific to this study is retaining novice teachers. The lack of novice teacher retention impacts the school district, the local school, the teachers, and the student. Thus, understanding principals' perceptions of their roles in retention is key to addressing the phenomena of novice teacher retention. The results of my research study provide viable information related to strategies and behaviors that principals believe are key to novice teacher retention in Title 1 elementary schools. The strategies and behaviors identified include (a) providing supports to novice teachers, (b) creating a positive climate and culture, (c) displaying empathy (d) hiring those who are committed, and (e) being aware of challenges and opportunities.

To support students, it is necessary that schools are staffed with quality teachers. Therefore, principals are responsible for ensuring job resources are maximized and job demands are minimized within their scope and range of influence. While this study does

not solve or even address the complexities related to novice teacher retention, focusing on

the strategies and behaviors within the scope of the principals' control may positively

impact the students and staff in Title 1 schools.

References

Abdalla, M. M., Oliveira, L. G. L., Azevedo, C. E. F., & Gonzalez, R. K. (2018). Quality in qualitative organizational research: Types of triangulation as a methodological alternative. *Administração: Ensino e Pesquisa*, *19*(1), 66–98. https://doi.org/10.13058/raep.2018.v19n1.578

Adler-Greene, L. (2019). Every student succeeds act: Are schools making sure every student succeeds? *Touro Law Review, 35*(1), 11.

Aktas, B. Ç. (2018). Assessment of induction to teaching program: Opinions of novice teachers, mentors, school administrators. *Universal Journal of Educational Research, 6*(10), 2101–2114. https://doi.org/10.13189/ujer.2018.061007

Al Seyabi, F. (2020). Values and Dispositions of Omani Novice Teachers as Perceived by School Principals and Assistant Principals. *Higher Education Studies*, *10*(4), 25–35. https://doi.org/10.5539/hes.v10n4p25

Ansley, B. M., Houchins, D., & Varjas, K. (2019). Cultivating positive work contexts that promote teacher job satisfaction and retention in high-need schools. *Journal of Special Education Leadership, 32*(1), 3–16.

Bakker, A. B., & Demerouti, E. (2007). The job demands-resources model: State of the art. *Journal of Managerial Psychology, 22*(3), 309–328. https://doi.org/10.1108/02683940710733115

Bakker, A. B., & Demerouti, E. (2017). Job demands-resources theory: Taking tock and looking forward. *Journal of Occupational Health Psychology, 22*(3), 273–285. https://doi.org/10.1037/ocp0000056

Baptiste, M. (2019). No teacher left behind: The impact of principal leadership styles on

    teacher job satisfaction and student success. *Journal of International Education*

    and Leadership, 9(1).

Berry, B., Bastian, K. C., Darling-Hammond, L., & Kini, T. (2021). The importance of

    teaching and learning conditions: Influences on teacher retention and school

    performance in North Carolina. Learning Policy Institute.

    https://files.eric.ed.gov/fulltext/ED611108.pdf

Bettini, E. A., Jones, N. D., Brownell, M. T., Conroy, M. A., & Leite, W. L. (2018).

    Relationships between novice teachers' social resources and workload

    manageability. *Journal of Special Education, 52*(2), 113–126.

    https://doi.org/10.1177/0022466918775432

Bettini, E. A., & Park, Y. (2021). Novice teachers' experiences in high-poverty schools:

    An integrative literature review. *Urban Education, 56*(1), 3–31.

    http://dx.doi.org/10.1177/0042085916685763

Bjork, L., Stengard, J., Soderberg, M., Andersson, E., & Wastensson, G. (2019).

    Beginning teachers' work satisfaction, self-efficacy and willingness to stay in the

    profession: A question of job demands-resources balance? *Teachers and*

    Teaching: Theory and Practice, 25(8), 955–971.

    http://dx.doi.org/10.1080/13540602.2019.1688288

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative*

Research in Psychology, 3, 77-101. https://doi.org/10.1191/1478088706qp063oa

Brezicha, K., Ikoma, S., Park, H., & LeTendre, G. (2020). The ownership perception gap: Exploring teacher job satisfaction and its relationship to teachers' and principals' perception of decision-making opportunities. *International Journal of Leadership in Education*, *23*(4), 428-456. https://doi.org/10.1080/13603124.2018.1562098

Bruno, P., Rabovsky, S. J., & Strunk, K. O. (2020). Taking their first steps: The distribution of new teachers in school and classroom contexts and implications for teacher effectiveness. *American Educational Research Journal, 57*(4), 1688–1729. https://doi.org/10.3102/0002831219882008

Bukko, D., Liu, K., & Johnson, A. H. (2021). Principal practices that build and sustain trust: Recommendations from teachers in a high-trust school. *Planning & Changing, 50*(1/2), 58–74.

Burkhauser, S. (2017). How much do school principals matter when it comes to teacher working conditions? *Educational Evaluation and Policy Analysis*, *39*(1), 126–145. http://dx.doi.org/10.3102/0162373716668028

Carcary, M. (2009). The research audit trial: Enhancing trustworthiness in qualitative inquiry. *Electronic Journal of Business Research Methods*, *7*(1), 11–23.

Carothers, D., Aydin, H., & Houdyshell, M. (2019). Teacher shortages and cultural mismatch: District and university collaboration for recruiting. *Journal of Social Studies Education Research, 10*(3), 39–63.

Carver-Thomas, D., & Darling-Hammond, L. (2017). Teacher turnover: Why it matters and what we can do about it. Learning Policy Institute. https://doi.org/10.54300/454.278

Carver-Thomas, D., & Darling-Hammond, L. (2019). The trouble with teacher turnover: How teacher attrition affects students and schools. *Education Policy Analysis Archives, 27*(36). https://doi.org/10.14507/epaa.27.3699

Cemaloğlu, N., & Savaş, G. (2018). Examining the relationship between supportive behaviors of school principals and teacher leadership. *International Online Journal of Educational Sciences, 10*(1), 244–258. https://doi.org/10.15345/iojes.2018.01.018

Channa, L. A. (2015). Narrative inquiry: A research tradition in qualitative research. *Kashmir Journal of Language Research*, *18*(1), 1–17.

Coffey, H., Putman, S. M., Handler, L. K., & Leach, W. (2019). Growing them early: recruiting and preparing future urban teachers through an early college collaboration between a college of education and an urban school district. *Teacher Education Quarterly, 46*(1), 35–54.

Collie, R. J., Granziera, H., & Martin, A. J. (2018). Teachers' perceived autonomy support and adaptability: An investigation employing the job demands-resources model as relevant to workplace exhaustion, disengagement, and commitment. *Teaching and Teacher Education, 74*, 125–136. https://doi.org/10.1016/j.tate.2018.04.015

Daniels, E., Hondeghem, A., & Heystek, J. (2020). School leaders' and teachers' leadership perceptions: differences and similarities. *Journal of Educational Administration, 58*(6), 645–660. https://doi.org/10.1108/JEA-11-2019-0199

Dell'Angelo, T., & Richardson, L. (2019). Retaining teachers: It's not how many, but who stays, that matters. *Kappa Delta Pi Record, 55*(4), 174-180, https://doi.org/10.1080/00228958.2019.1659073

Demerouti, E., Bakker, A. B., Nachreiner, F., & Schaufeli, W. B. (2001). The job demands–resources model of burnout. *Journal of Applied Psychology, 86*(3), 499–512. https://doi.org/10.1037/0021-9010.86.3.499

Dicke, T., Linninger, C., Kunter, M., Stebner, F., & Leutner, D. (2018). A longitudinal study of teachers' occupational well-being: Applying the job demands-resources model. *Journal of Occupational Health Psychology, 23*(2), 262–277. https://doi.org/10.1037/ocp0000070

Dooley, L. M. (2002). Case study research and theory building. *Advances in Developing Human Resources, 1*(4), 3. https://doi.org/10.1177/15222302004003007

Doran, P. R. (2020). What They Didn't Teach Us: New Teachers Reflect on Their Preparation Experiences. *Professional Educator, 43*(1), 59–69.

Dos Santos, L. M. (2020). The relationship between teachers and school professional staff's retention and managerial styles. *Journal of Education and E-Learning Research,* 7(1), 42–48. https://doi.org/10.20448/journal.509.2020.71.42.48

du Plessis, A. E., Wang, J., Hoang, N. T. H., Schmidt, A., Mertens, L., Cullinan, M., & Cameron, V. (2019). New lenses to understand beginning teacher workforce concerns: Developing and justifying scale items for measuring beginning teachers' and school leaders' perceptions. *International Journal of Educational Research, 98, 206-223.* https://doi.org/10.1016/j.ijer.2019.08.017

Elyashiv, R. A. (2019). School and district leaders talk about teacher attrition. *Journal of Curriculum and Teaching, 8*(3), 160–170. https://doi.org/10.5430/jct.v8n3p160

Farber, K. (2010). *Why great teachers quit: And how we might stop the exodus*. Corwin.

Farina, G. (2014). Some reflections on the phenomenological method. *Dialogues in Philosophy, Mental & Neuro Sciences*, *7*(2), 50–62

Fitchett, P. G., McCarthy, C. J., Lambert, R. G., & Boyle, L. (2018). An examination of US first-year teachers' risk for occupational stress: Associations with professional preparation and occupational health. *Teachers and Teaching: Theory and Practice, 24*(2), 99–118. https://doi.org/10.1080/13540602.2017.1386648

Ford, T. G., & Forsyth, P. B. (2021). Teacher corps stability: Articulating the social capital enabled when teachers stay. *Journal of Educational Administration, 59*(2), 233–252. http://dx.doi.org/10.1108/JEA-02-2020-0036

Ford, T. G., Olsen, J., Khojasteh, J., Ware, J., & Urick, A. (2019). The effects of leader support for teacher psychological needs on teacher burnout, commitment, and intent to leave. *Journal of Educational Administration, 57*(6), 615–634. http://dx.doi.org/10.1108/JEA-09-2018-0185

Frahm, M., & Cianca, M. (2021). Will they stay or will they go? Leadership behaviors that increase teacher retention in rural schools. *Rural Educator, 42*(3), 1–13. https://doi.org/10.35608/ruraled.v42i3.1151

Gaikhorst, L., Beishuizen, J., Roosenboom, B., & Volman, M. (2017). The challenges of beginning teachers in urban primary schools. *European Journal of Teacher*

Education, 40(1), 46–61. https://doi.org/10.1080/02619768.2016.1251900

Geiger, T., & Pivovarova, M. (2018). The effects of working conditions on teacher

retention. *Teachers AND Teaching, 24*(6), 604–625.

https://doi.org/10.1080/13540602.2018.1457524

Glazer, J. (2018). Learning from those who no longer teach: Viewing teacher attrition

through a resistance lens. *Teaching and Teacher Education*, *74*, 62–71.

https://doi.org/10.1016/j.tate.2018.04.011

Goldhaber, D., & Theobald, R. (2022). Teacher Attrition and Mobility in the Pandemic.

CALDER Policy Brief No. 30-0322. In *National Center for Analysis of*

Longitudinal Data in Education Research (CALDER). National Center for

Analysis of Longitudinal Data in Education Research (CALDER).

https://doi.org/10.3102/01623737221139285

Green, A. M., & Munoz, M. A. (2016). Predictors of new teacher satisfaction in urban

schools: Effects of personal characteristics, general job facets, and teacher-

specific job facets. *Journal of School Leadership*, *26*(1), 92.

https://doi.org/10.1177/105268461602600104

Grissom, J. A. (2011). Can good principals keep teachers in disadvantaged schools?

Linking principal effectiveness to teacher satisfaction and turnover in hard-to staff

environments. Teachers College Record, 113(11), 2552-2585.

https://doi.org/10.1177/016146811111301102

Grissom, J. A., & Bartanen, B. (2019). Strategic retention: Principal effectiveness and

teacher turnover in multiple-measure teacher evaluation systems. *American*

Educational Research Journal, 56(2), 514–555.

http://dx.doi.org/10.3102/0002831218797931

Guest, G., Bunce, A., & Johnson, L. (2006). How many interviews are enough? An experiment with data saturation and variability. *Field Methods, 18*(1), 59–82. https://doi.org/10.1177/1525822X05279903

Gunther, J. (2019). Quantifying the value teachers place on non-monetary factors when evaluating job opportunities. *Education Policy Analysis Archives, 27*(45). https://doi.org/10.14507/epaa.27.4276

Hagie, C. (2012). *Teacher Retention and Peer Mentoring: A Model for Success*. Corwin Press, Inc.

Hammonds, T. (2017). High teacher turnover: Strategies school leaders implement to retain teachers in urban elementary schools. *National Teacher Education Journal*, *10*(2), 63–72.

Han, S. W., Borgonovi, F., & Guerriero, S. (2018). What motivates high school students to want to be teachers? The role of salary, working conditions, and societal evaluations about occupations in a comparative perspective. *American Educational Research Journal, 55*(1), 3– 39. https://doi.org/10.3102/0002831217729875

Hanushek, E. A., & Rivkin, S. G. (2007). Pay, working conditions, and teacher quality. *Future of Children, 17*(1), 69–86. https://doi.org/10.1353/foc.2007.0002

Harju, V., & Niemi, H. (2020). Newly qualified teachers' support needs in developing professional competences: The principal's viewpoint. *Teacher Development,*

24(1), 52–70. https://doi.org/10.1080/13664530.2019.1685588

Harmsen, R., Helms-Lorenz, M., Maulana, R., & van Veen, K. (2019). The longitudinal effects of induction on beginning teachers' stress. *The British Journal of Educational Psychology, 89*(2), 259–287. https://doi.org/10.1111/bjep.12238

Harris, S. P., Davies, R. S., Christensen, S. S., Hanks, J., & Bowles, B. (2019). Teacher attrition: Differences in stakeholder perceptions of teacher work conditions. *Education Sciences, 9.* https://doi.org/10.3390/educsci9040300

Holme, J. J., Jabbar, H., Germain, E., & Dinning, J. (2018). Rethinking teacher turnover: Longitudinal measures of instability in schools. *Educational Researcher*, *47*(1), 62–75. http://dx.doi.org/10.3102/0013189X17735813

Holmes, B., Parker, D., & Gibson, J. (2019). Rethinking teacher retention in hard-to-staff schools. *Contemporary Issues in Education Research, 12*(1), 27–30. https://doi.org/10.19030/cier.v12i1.10260

Houghton, C., Casey, D., Shaw, D., & Murphy, K. (2013). Rigour in qualitative case-study research. *Nurse Researcher*, *20*(4), 12–17. https://doi.org/10.7748/nr2013.03.20.4.12.e326

Hughes, A. L., Matt, J. J., & O'Reilly, F. L. (2015). Principal support is imperative to the retention of teachers in hard-to-staff schools. *Journal of Education and Training Studies*, *3*(1), 129–134. https://doi.org/10.11114/jets.v3i1.622

Ingersoll, R. (2001). Teacher turnover and teacher Shortages: An organizational analysis. *American Educational Research Journal*, *38*(3), 499–534. https://doi.org/10.3102/00028312038003499

Ingersoll, R., May, H., & Collins, G. (2019). Recruitment, employment, retention and the

    minority teacher shortage. *Education Policy Analysis Archives, 27*(37).

    https://doi.org/10.14507/epaa.27.3714

Ingersoll, R., & Smith, T. M. (2003). The wrong solution to the teacher

    shortage. *Educational Leadership*, *60*(8), 30.

Ingersoll, R. M., & Perda, D. (2010). Is the Supply of Mathematics and Science Teachers

    Sufficient? *American Educational Research Journal*, *47*(3), 563–594.

    https://doi.org/10.3102/0002831210370711

Ingersoll, R. M., & Strong, M. (2011). The Impact of Induction and Mentoring Programs

    for Beginning Teachers: A Critical Review of the Research. *Review of*

    Educational Research, *81*(2), 201–233.

    https://doi.org/10.3102/0034654311403323

Ingle, W., Choi, N., & Munoz, M. (2021). School leaders' preferences for teacher

    applicant characteristics in a large urban school district. *Journal of Educational*

    Administration, 59(5), 615–633. https://doi.org/10.1108/JEA-10-2020-0213

Johnson, J. (2012, April 23). Assumption junction, what's your function? Making sense

    of assumptions, limitations, and delimitations. Walden University.

    waldenwritingcenter.blogspot.com/2012/04/assumption-junction-whats-your-

    function.html

Johnson, S. M., Kraft, M. A., & Papay, J. P. (2012). How context matters in high-need

    schools: The effects of teachers' working conditions on their professional

    satisfaction and their students' achievement. *Teachers College Record*, *114*(10).

http://www.tcrecord.org/Content.asp?ContentId=16685

Kafele, B. K. (2013). *Closing the attitude gap: How to fire up your students to strive for success*. ASCD.

Kahlke, R. (2014). Generic qualitative approaches: Pitfalls and benefits of methodological mixology. *International Journal of Qualitative Methods, (13),* 37-52. https://doi.org/10.1177/16094069140130019

Kaiser, F., & Thompson, R. (2021). Slowing the burn: Principal leadership supports to reduce attrition. *School Leadership Review 16*(1).

Kamrath, B., & Bradford, K. R. (2020). A case study of teacher turnover and retention in an urban elementary school. *Educational Considerations, 45*(3), 1–18. https://doi.org/10.4148/0146-9282.2181

Keese, J., Waxman, H., Asadi, L., & Graham, M. (2022). Retention intention: Modeling the relationships between structures of preparation and support and novice teacher decisions to stay. *Teaching and Teacher Education, 110*. https://doi.org/10.1016/j.tate.2021.103594

Kiger, M., & Varpio, L. (2020). Thematic analysis of qualitative data: AMEE Guide No. 131. *Medical Teacher, 42*(8), 846-854. https://doi.org/10.1080/0142159X.2020.1755030

Kim, J. (2019). How principal leadership seems to affect early career teacher turnover. *American Journal of Education, 126*(1), 101–137. https://doi.org/10.1086/705533

Klimek, S. G. (2019). Prestige, Status, and Esteem and the Teacher Shortage. *Journal of Education and Learning, 8*(4), 185–213. https://doi.org/10.5539/jel.v8n4p185

Kuriloff, P., Jordan, W., Sutherland, D., & Ponnock, A. (2019). Teacher preparation and performance in high-needs urban schools: What matters to teachers. *Teaching and Teacher Education*, *83*, 54–63. https://doi.org/10.1016/j.tate.2019.04.001

Kutsyuruba, B. (2020). School administrator engagement in teacher induction and mentoring: Findings from statewide and district-wide programs. *International Journal of Education Policy & Leadership, 16*(18), 1–36. https://doi.org/10.22230/ijepl.2020v16n18a1019

Kutsyuruba, B., Godden, L., & Walker, K. (2020). The Effect of contextual factors on school leaders' involvement in early-career teacher mentoring: A review of the international research literature. *Research in Educational Administration & Leadership, 5*(3), 682–720. https://doi.org/10.30828/real/2020.3.3

Lampert, J., Ball, A., Garcia-Carrion, R., & Burnett, B. (2020). Poverty and schooling: Three cases from Australia, the United States, and Spain. *Asia-Pacific Journal of Teacher Education*, *48*(1), 60–78. https://doi.org/10.1080/1359866X.2019.1602863

Laureate Education. (2016). Trustworthiness [Document].

Learning Policy Institute. (2017). The role of principals in addressing teacher shortages. Research Brief. In Learning Policy Institute. Learning Policy Institute. https://learningpolicyinstitute.org/product/role-principals-addressing-teacher-shortages-brief

Leithwood, K., & McAdie, P. (2007). Teacher working conditions that matter. *Education Canada*, *47*(2), 42–45. http://www.cea-ace.ca/pub.cfm?subsection=edu&page=arc&subpage=spr07

Liebowitz, D. D., & Porter, L. (2019). The effect of principal behaviors on student, teacher, and school outcomes: A systematic review and meta-analysis of the empirical literature. *Review of Educational Research, 89*(5), 785–827. http://dx.doi.org/10.3102/0034654319866133

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry.* Sage.

Luft, J. A., & Dubois, S. L. (2015). *Newly hired teachers of science: A better beginning.* Sense Publishers.

Maready, B., Cheng, Q., & Bunch, D. (2021). Exploring mentoring practices contributing to new teacher retention: An analysis of the beginning teacher longitudinal study. *International Journal of Evidence Based Coaching and Mentoring, 19*(2), 88–99. https://doi.org/10.24384/rgm9-sa56

Martinez, J. A. (2019). Early career teacher struggles: An administrator's influence on retention. *Journal of Cases in Educational Leadership, 22*(3), 43–56. http://dx.doi.org/10.1177/1555458919849453

McCarthy, C. J., Fitchett, P. G., Lambert, R. G., & Boyle, L. (2020). Stress vulnerability in the first year of teaching. *Teaching Education, 31*(4), 424–443. http://dx.doi.org/10.1080/10476210.2019.1635108

Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: a guide to design and implementation* (Fourth edition.). Jossey-Bass, a Wiley Brand.

Merriam-Webster. (n.d.). Empathy. In *Merriam-Webster's collegiate dictionary.*

Retrieved December 22, 2022, from, http://www.merriam-

webster.com/dictionary/empathy

Morgan, H. (2020). Making America #1 in education with three reforms. Clearing House:

A Journal of Educational Strategies, Issues and Ideas, 93(1), 5–11.

https://doi.org/10.1080/00098655.2019.1685847

Mullen, C. A., Shields, L. B., & Tienken, C. H. (2021). Developing teacher resilience and

resilient school cultures. *AASA Journal of Scholarship & Practice, 18*(1), 8–24.

National Center for Education Statistics. (n.d.). Digest of education statistics. Retrieved

January 3, 2022, from https://www.nces.ed.gov

National Center for Education Statistics (ED). (2018). SLDS issue brief: Addressing

teacher labor and teacher quality questions. In National Center for Education

Statistics. National Center for Education Statistics.

Nguyen, T. D. (2021). Linking school organizational characteristics and teacher

retention: Evidence from repeated cross-sectional national data. *Teaching and

Teacher Education, 97*. https://doi.org/10.1016/j.tate.2020.103220

Olsen, A. A., & Huang, F. L. (2019). Teacher job satisfaction by principal support and

teacher cooperation: Results from the schools and staffing survey. Education

Policy Analysis Archives, 27(11). https://doi.org/10.14507/epaa.27.4174

Ovenden-Hope, T., Blandford, S., Cain, T., & Maxwell, B. (2018). Retain early career

teacher retention programme: Evaluating the role of research informed continuing

professional development for a high quality, sustainable 21st century teaching

profession. *Journal of Education for Teaching, 44*(5), 590–607.

https://doi.org/10.1080/02607476.2018.1516349

Owens, J. (2015). Georgia's teacher dropout crisis: A look at why nearly half of Georgia

public school teachers are leaving the profession.

https://www.gadoe.org/External-Affairs-and-

Policy/communications/Documents/Teacher%20Survey%20Results.pdf

Papay, J. P., Bacher-Hicks, A., Page, L. C., & Marinell, W. H. (2017). The challenge of

teacher retention in urban schools: Evidence of variation from a cross-site

analysis. *Educational Researcher, 46*(8), 434–448.

http://dx.doi.org/10.3102/0013189X17735812

Park, J.-H., Lee, I. H., & Cooc, N. (2019). The Role of school-level mechanisms: How

principal support, professional learning communities, collective responsibility,

and group-level teacher expectations affect student achievement. *Educational*

Administration Quarterly, 55(5), 742–780.

http://dx.doi.org/10.1177/0013161X18821355

Perrone, F., Player, D., & Youngs, P. (2019). Administrative climate, early career teacher

burnout, and turnover. *Journal of School Leadership, 29*(3), 191–209.

https://doi.org/10.1177/1052684619836823

Perryman, J., & Calvert, G. (2020). What motivates people to teach, and why do they

leave? Accountability, performativity and teacher retention. *British Journal of*

Educational Studies, 68(1), 3–23.

http://dx.doi.org/10.1080/00071005.2019.1589417

Podolsky, A., Kini, T., Darling-Hammond, L., & Bishop, J. (2019). Strategies for

    attracting and retaining educators: What does the evidence say? *Education Policy*

    Analysis Archives, 27(38). https://doi.org/10.14507/epaa.27.3722

Professional Association of Georgia Educators. (2019). *Senate study committee on*

    educational outcomes of African American children in Georgia, November 7,

    2019.

    https://senate.ga.gov/committees/Documents/PagePresentationtoSenateStudyCom

    mitte

Qin, L. (2019). Factors relating to teachers' intention to change school: A multilevel

    perspective. *Policy Futures in Education, 17*(3), 318–338.

    http://dx.doi.org/10.1177/1478210318822184

Ravitch, S. M., & Carl, N. M. (2016). *Qualitative Research: Bridging the conceptual,*

    theoretical, and methodological. Sage.

Redding, C., & Henry, G. T. (2019). Leaving school early: An examination of novice

    teachers' within- and end-of-year turnover. *American Educational Research*

    Journal, 56(1), 204–236. https://doi.org/10.3102/0002831218790542

Redding, C., & Nguyen, T. (2020). Recent Trends in the Characteristics of New

    Teachers, the Schools in Which They Teach, and Their Turnover Rates. *Teachers*

    College Record, 122(7). https://doi.org/10.1177/016146812012200711

Reeves, S., Peller, J., Goldman, J., & Kitto, S. (2013). Ethnography in qualitative

    educational research: AMEE Guide No. 80. *Medical Teacher*, *35*(8), 1365 – 1379.

    https://doi.org/10.3109/0142159X.2013.804977

Reitman, G. C., & Karge, B. D. (2019). Investing in teacher support leads to teacher

    retention: Six supports administrators should consider for new

    teachers. *Multicultural Education*, *27*(1), 7–18.

Reyes, J. (2023, January 3). Georgia's largest school district in multiyear effort to

    improve staffing. The Atlanta Journal Constitution.

    https://www.ajc.com/education/gwinnett-teacher-turnover-rate-outpaces-state-

    national-average/IEPXKXE52VALRFPITZ2HVNNTWM/

Robinson, N. R. (2018). Correlations between teacher turnover and specific non-

    pecuniary school characteristics among secondary band and choral programs in a

    large urban district. *International Journal of Music Education*, *36*(2), 270–282.

    http://dx.doi.org/10.1177/0255761417729547

Ronfeldt, M., Loeb, S., & Wyckoff, J. (2013). How teacher turnover harms student

    achievement. *American Educational Research Journal*, *50*(1), 4–36.

    https://doi.org/10.3102/0002831212463813

Ronfeldt, M., & McQueen, K. (2017). Does new teacher induction really improve

    retention? *Journal of Teacher Education*, *68*(4), 394.

    https://doi.org/10.1177/0022487117702583

Saldana, J. (2016). *The coding manual for qualitative researchers.* Sage.

Schaack, D. D., Le, V.-N., & Stedron, J. (2020). When fulfillment is not enough: Early

    childhood teacher occupational burnout and turnover intentions from a job

    demands and resources perspective. *Early Education and Development, 31*(7),

    1011–1030. http://dx.doi.org/10.1080/10409289.2020.1791648

Schaefer, L., Hennig, L., & Clandinin, J. (2021). Intentions of early career teachers:

    Should we stay or should we go now? *Teaching Education, 32*(3), 309–322.

    https://doi.org/10.1080/10476210.2020.1730317

Schaufeli, W. B., & Taris, T. W. (2014). A critical review of the job demands-resources

    model: Implications for improving work and health. In G. F. Bauer & O. Hämmig

    (Eds.), *Bridging occupational, organizational and public health: A*

    transdisciplinary approach (pp. 43–68). Springer. https://doi.org/10.1007/978-94-

    007-5640-3_4

See, B. H., Morris, R., Gorard, S., & El Soufi, N. (2020). What works in attracting and

    retaining teachers in challenging schools and areas? *Oxford Review of*

    Education, 46(6), 678–697. http://dx.doi.org/10.1080/03054985.2020.1775566

See, B. H., Morris, R., Gorard, S., Kokotsaki, D., & Abdi, S. (2020). Teacher recruitment

    and retention: A critical review of international evidence of most promising

    interventions. *Education Sciences, 10.* https://doi.org/10.3390/educsci10100262

Shen, J., Leslie, J. M., Spybrook, J. K., & Ma, X. (2012). Are principal background and

    school processes related to teacher job satisfaction? A multilevel study using

    schools and staffing survey 2003-04. *American Educational Research*

    Journal, *49*(2), 200–230. https://doi.org/10.3102/0002831211419949

Shuls, J. V., & Flores, J. M. (2020). Improving teacher retention through support and

    development. *Journal of Educational Leadership and Policy Studies, 4*(1).

Smith, T. M., & Ingersoll, R. M. (2004). What are the effects of induction and mentoring

    on beginning teacher turnover? *American Educational Research Journal*, *41*(3),

681–714.

http://www.aera.net/publications/?id=459

Sorensen, L. C., & Ladd, H. F. (2020). The hidden costs of teacher turnover. *AERA Open,
6*(1). https://doi.org/10.1177/2332858420905812

Starks, H., & Trinidad, S. (2007). Choose your method: A comparison of
phenomenology, discourse analysis, and grounded theory. *Qualitative Health
Research, 17*(10), 1372 – 1380. https://doi.org/10.1177/1049732307307031

Starman, A. B. (2013). The case study as a type of qualitative research. *Journal of
Contemporary Educational Studies / Sodobna Pedagogika*, *64*(1), 28–43.
https://doi.org/10.1177/1362168815572747

Stronge, J. H., Gareis, C., & Little, C. A. (2006). *Teacher pay and teacher Quality:
Attracting, developing, and retaining the best teachers*. Corwin.

Sulit, A. (2020). Leadership can't stand alone: Why school districts need policy to
increase teacher retention. *EJournal of Education Policy, 21*(2), 1–22.
https://doi.org/10.37803/ejepF2008

Sutcher, L., Darling-Hammond, L., & Carver-Thomas, D. (2019). Understanding teacher
shortages: An analysis of teacher supply and demand in the United
States. *Education Policy Analysis Archives, 27*(35).
https://doi.org/10.14507/epaa.27.3696

Thomas, L., Tuytens, M., Devos, G., Kelchtermans, G., & Vanderlinde, R. (2020).
Transformational school leadership as a key factor for teachers' job attitudes
during their first year in the profession. *Educational Management Administration*

& Leadership, 48(1), 106–132. http://dx.doi.org/10.1177/1741143218781064

Tran, H., & Smith, D. A. (2020). Designing an employee experience approach to Teacher

retention in hard-to-staff schools. *NASSP Bulletin, 104*(2), 85–109.

http://dx.doi.org/10.1177/0192636520927092

Tummers, L., & Bakker, A. (2021). Leadership and job demands-resources theory: A

systematic review. *Frontiers in Psychology, 12*.

https://doi.org/10.3389/fpsyg.2021.722080

Uribe-Zarain, X., Liang, J., Sottile, J., & Watson, G. R. (2019). Differences in perceived

issues in teacher preparation between first- year teachers and their

principals. *Mid-Western Educational Researcher, 31*(4), 407–433.

Urick, A. (2020). What type of school leadership makes teachers want to stay? *NASSP

Bulletin, 104*(3), 145–176. http://dx.doi.org/10.1177/0192636520949682

Van der Vyver, C. P., Kok, T., & Conley, L. N. (2020). The relationship between

teachers' professional wellbeing and principals' Leadership Behaviour to Improve

Teacher Retention. *Perspectives in Education, 38*(2), 86–102.

https://doi.org/10.18820/2519593X/pie.v38.i2.06

Viano, S., Pham, L. D., Henry, G. T., Kho, A., & Zimmer, R. (2021). What teachers

want: school factors predicting teachers' decisions to work in low-performing

schools. *American Educational Research Journal, 58*(1), 201–233.

http://dx.doi.org/10.3102/0002831220930199

Wang, J., Straubhaar, R., & Ong, C. (2020). Teacher and administrator experiences with

teacher recruitment, retention and support in a California charter-led turnaround

school. *Inquiry in Education*, *12*(1).

Warsame, K., & Valles, J. (2018). An analysis of effective support structures for novice teachers. *Journal of Teacher Education and Educators, 7*(1), 17–42.

Watson, J. M. (2018). Job embeddedness may hold the key to the retention of novice talent in schools. *Educational Leadership and Administration: Teaching and Program Development*, *29*(1), 26–43.

Weldon, P. (2018). Early career teacher attrition in Australia: evidence, definition, classification and measurement. *Australian Journal OF Education*, *62*(1), 61–78. https://doi.org/10.1177/0004944117752478

Whalen, C., Majocha, E., & Van Nuland, S. (2019). Novice teacher challenges and promoting novice teacher retention in Canada. *European Journal of Teacher Education, 42*(5), 591–607. https://doi.org/10.1080/02619768.2019.1652906

Whipp, J. L., & Geronime, L. (2017). Experiences that predict early career teacher commitment to and retention in high-poverty urban schools. *Urban Education, 52*(7), 799–828. http://dx.doi.org/10.1177/0042085915574531

Wiens, P. D., Chou, A., Vallett, D., & Beck, J. S. (2019). New teacher mentoring and teacher retention: Examining the peer assistance and review program. *Educational Research: Theory and Practice, 30*(2), 103–110.

Wilhelm, A., & Kara, Y. (2019, April 5). School leader instructional support and change in novice teachers' efficacy [Paper Presentation]. 2019 annual meeting of the American Educational Research Association, Toronto, Canada. https://doi.org/10.3102/1432901

Wronowski, M. L. (2018). Filling the void: A grounded theory approach to addressing

    teacher recruitment and retention in urban schools. *Education AND Urban*

    Society, 50(6), 548–574. https://doi.org/10.1177/0013124517713608

Zavelevsky, E., Shapira-Lishchinsky, O., Benoliel, P., Klein, J., & Schechter, C. (2021).

    Ecological school culture for novice teachers' retention: Principals' perceptions.

    Leadership & Policy in Schools, 1–16.

    https://doi.org/10.1080/15700763.2021.1879170

Appendix A: Interview Protocol

Principals' Perceptions of Their Role in Novice Teacher Retention in Title 1 Schools
Date:
Time
Interviewee Pseudonym/Code:

Interview Protocol

Introduction

My name is Kassia Sutton, and I will be conducting the interview for my research project which will examine Title 1 elementary school principals' perceptions of their roles in retaining novice teachers in elementary Title 1 schools in the Southeastern United States. The data collected from this interview may add to the current research on the principal's perceptions of their role in novice teacher retention. The study may identify specific strategies principals use that support novice teacher retention. The interview is in partial fulfillment of the Doctor of Education degree from Walden University and data collected will be used for that purpose only. I appreciate your time and you agreeing to volunteer for this study.

Recording Instructions

This interview will be recorded. The purpose of the recording is to capture all the information you share during the interview. I will also take notes as well.

General information

The interview time is approximately 60 minutes. Because this study is voluntary study, you may withdraw your consent at any time without consequence. Data collected will be confidential and a pseudonym will be used to protect your identity. After the interview, a transcript of the recording will be shared for your review to make corrections or clarify information. The data from the interview will be stored safely for five years upon completion of this study and then destroyed.

Research Question:

What are Title 1 elementary school principals' perceptions of their roles in retaining novice teachers in elementary Title 1 schools in the Southeastern United States?

Definitions

For this study, novice teachers are defined as teachers with less than five years of teaching experience.

Criteria

For the study, the following criteria will be required to participate in the study:
- Title 1 elementary school principal in the Southeastern United States
- Three or more years of principal experience, and
- Experienced novice teacher attrition or experienced success in retaining novice teachers and have concerns about novice teacher retention.

I am interested in hearing about your experiences and perceptions as it relates to your role in novice teacher retention. There are no right or wrong answers this is about your experience. Throughout the interview, I will probe further by ask "tell me more," or "could you explain or give me an example."

Do you have any questions?

We will begin the interview.

Interview Questions

1. How many years of experience do you have as an elementary Title 1 school principal?
2. How long have you been an elementary principal at this Title 1 School?
3. For the 2021-2022 school year, how many novice teachers did you have?
4. How many novice teachers are staying?
5. What reasons were provided for staying?
6. Why do you perceive the novice teachers are staying?
7. How many novice teachers are leaving?
8. What reasons were provided for leaving?
9. Why do you perceive the novice teachers are leaving?
10. In years prior to 2021-2022, how would you describe novice teacher retention at your school?
11. What do you believe is your role as principal in retaining novice teachers?
12. In your school, what specific strategies and supports are used to retain novice teachers?
13. In your school, how do you use other stakeholders to support to novice teacher retention?
14. How do you monitor and evaluate the implementation of strategies and support for novice teachers?
15. What feedback have you received from your immediate supervisor on the retention or attrition of novice teachers at your school?
16. What support has district level leadership provided in the retention of teachers?
17. What do you think are the greatest challenges novice teachers face?
18. What have you done to remove or minimize barriers and challenges of new teachers?
19. What leadership traits do you possess that result in retention?

20. How do you think the COVID pandemic influenced teacher retention at your school?

21. In your opinion, what are the next steps for you to improve teacher retention at your school?

22. What other thoughts do you have regarding your role in novice teacher retention?

Closing

Thank you for your time today.

Appendix B: Codes and Themes

Table B1

Codes and Themes for Support

First Coding Cycle	Second Coding Cycle	Theme
Support, resource, build, and develop	Support	Support
Use other people to provide support	Support	
Use instructional coach	Coaching	
Supports	Support	
Provide monitors and models	Support	
Give them support	Support	
Biggest supporter	Support	
Biggest coach	Coaching	
Challenge but support	Support	
Advocate	Support	
Supports and programs are in place	Support	
Coaching and support	Coaching and support	
Open to coaching and molding into strong teachers	Coaching	
Put new teachers in place with support	Support	
I can teach you the other parts	Coaching	
Making sure admin and coaches are supporting	Supporting	
Primary job to retain great talent and support	Support	
Not give up on teachers	Support	
Supporting them	Support	
Develop skills in the classroom	Development	
If not finding their spot	Development	
Learn about the people	Development	
Develop core	Development	
Build them to quality leader in the classroom	Development	

First Coding Cycle	Second Coding Cycle	Theme
Being in tune to their needs	Development	
Grooming teacher to feel comfortable with coaching and support	Coaching	
Right seat to help them shine	Development	
New teacher program	Support, Development	

Table B2

Codes and Theme for Culture and Climate

First Coding Cycle	Second Coding Cycle	Theme
Unreasonable to expect perfection	Culture	Culture and Climate
Create an environment where people want to come to work	Environment	
We set the tone in our buildings	Climate	
Create an environment where people want to come	Environment	
Environment that allows success	Environment	
Short term incentives	Culture	
Sense of accomplishment and success	Culture	
Celebration with novice teachers	Climate	
Hard to do	Climate	
Shared responsibility		
Build community with teams	Culture	

Table B3

Codes and Theme for Empathy

First Coding Cycle	Second Coding Cycle	Theme
Listening and involving in decision making	Listening	Empathy
Feedback	Communication	
Ear to listen	Listening	
Adjust program based on feedback	Listening	
Listening	Listening	
Consistent with communication and follow-up	Communication	
Exercising empathy	Empathy	
Don't forget what it's like to be a teacher	Empathy	
Better attune to needs	Awareness	
Patience and understanding	Empathy	

Table B4

Codes and Theme for Hiring

First Coding Cycle	Second Coding Cycle	Theme
Starts with the hiring process	Hiring	Hiring
Making sure they are a good fit	Fit	
Committed to our community	Fit	
Hiring the right people	Hiring	
Finding folks that really want to be teachers	Hiring	
Picking great teachers	Hiring	
Work ethic, drive, interest to work with the students we have	Fit	

Table B5

Codes and Theme for Challenges and Opportunities in Education

First Coding Cycle	Second Coding Cycle	Theme
Some principals do not want novice teachers	Experience preferred	Challenges and opportunities in education
New teachers bring a fresh perspective	Novice preferred	
Programs at the college level shutting down	College programs	
Don't have teachers enrolling in the program	College programs	
Need good teachers who form great relationships with kids	Relationship building	
Hard to lose someone with less than five years	Attrition	
We need teachers for a long time	Longevity	
Give new teachers a chance with supports	Opportunity with support	
People enter for passion	Passion	
Advocating for the profession	Advocacy	
Advocating for Title 1 schools	Advocacy	
Teachers leaving to go to non-Title schools	Attrition	
Advocating for incentives at Title schools	Incentivize	
Tough in title school to retain teachers	Retention	
Career changers	Career changers	
Clear understanding of what they want to do; the profession is demanding	Clear expectations	
Keeping novice teachers engaged	Engagement	

First Coding Cycle	Second Coding Cycle	Theme
Help teachers see their why	Purpose	
Getting Paid for their value	Incentivize	
So it's everyone's piece of the school not just the principal	Engagement	
Covid	Covid Pandemic	