

Spring 4-3-2018

A Descriptive Case Study of the Impact of Leadership Style on Teacher Retention in a Title I School Campus in Texas

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Concordia University–Portland
College of Education
Doctorate of Education Program

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A Descriptive Case Study of the Impact of Leadership Style on Teacher Retention
in a Title I School Campus in Texas

Twanna Lynn Mead

Concordia

College of Education

Dissertation submitted to the Faculty of the College of Education in partial fulfillment of the
requirements for the degree of
Doctor of Education in
Transformational Leadership

K. Candis Best, Ph.D, Faculty Chair Dissertation Committee

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Concordia University–Portland

2018

Abstract

This dissertation is intended to complement the conversation in the social sciences about the challenging role of campus principals and the influence they have on teacher retention and job satisfaction. School principals are held accountable for creating positive change within the campus, therefore they supervise the operational and instructional supervision of the faculty and staff.

This study explores the distinct role of principal leadership and its requirements. Leadership in a Title I school, involves demands that related to the school's success. Leadership style has the power to arouse or impeded teacher success. School leaders must know how to operate the campus effectively, while simultaneously acting as an instructional leader. Retaining successful teachers will help meet campus expectations and all state and federal accountability requirements. In order to do so, school leaders must exhibit leadership skills and adopt practices that support the attainment of goals set by education guidelines set by legislature. Studies have shown an association of a principal's leadership style to collaboration, working relationships, student achievement, and teacher retention. This study investigates the perceptions of teachers working at Title I campuses and the factors that determine how they feel about their working relationships, job satisfaction, and retention.

Keywords: Title I, Transformational Leadership, Transactional Leadership, attrition, Academic Excellence Indicator System Report (AEIS).

Dedication

In memory of my mother, Bertha Jenkins. Your fingerprints of determination and tenacity have and will forever be an impact on my life. You will never be forgotten. This is for you.

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Chapter 1: Introduction

Principal leadership is a very distinct role. School leadership involves making decisions about operations, development, curriculum, safety, procuring the right teachers and staff, and having positive relationships with the community and other stakeholders. The school principal is responsible for producing change in a manner that leads to a shared goal. Campus principals are mainly accountable for the effective supervision of the campus and its efficacy of edification and instruction (Leithwood & Jantzi, 2006). Other studies have shown an association of a principal's leadership style to collaboration, working relationships, student achievement, and teacher retention. Effective schools have been known to have strong principals that create a cohesive school culture and climate (Sheahan, 2014). In the wake of school reform during the last decade, the principal's duties have changed. The required standards of a principal necessitate him or her to be regarded as the exclusive manager on the campus. In reality, principals are expected to maintain student success, include community stakeholders in the educational process, and influence productivity. Principals should acknowledge the leadership capacities in others and encourage them to aid in guiding the campus through a concerted effort towards a cohesive faculty rapport. The principal is considered a mentor of future educational leaders (Crow & Glascock, 1995). This type of leadership is known as transformational leadership. In 2013, Calik et al. (2013) asserted that today's education front-runners are embracing the transformational leadership or transactional leadership styles.

Principals that use transformational strategies "build strong working relationships, faculty independence, and nurture the mission of the school" (Geijsel, 2003, p. 245). This style of leadership requires charisma, style, and relationship-building. It allows them to promote the

mission and vision, influence the campus environment, and foster successful teachers and students. Relationships nurtured by principals are more often impactful on teachers, therefore improving teacher retention and ultimately, student achievement. Productive leaders must create and uphold policies, procedures, and relationships that are supportive and conducive to the school's culture (Sheahan, 2014). In essence, principals must play a more dynamic role in educational leadership.

Background, Context, History, and Conceptual Framework for the Problem

The results of the study's inquiry will have suggestions for action by educational institutions and policy makers. The courses of action may require strategic and intentional changes to school leadership, culture, and retention efforts. In order to have an effective culture and climate, a school must have a strong leader that employees are willing to work hard for and those who are eager to return each year. The campus principal's management style has an effect on the job satisfaction and attrition of teachers (Sheahan, 2014). Subsequently, this study is intended to use its findings to bring awareness to the ever-evolving trend so students in this country are receiving the highest quality of education possible. This cannot be done without knowledgeable teachers who are insistent and willing to take the necessary steps to bring the action plan to fruition. This study hopes to provide a wealth of new knowledge on teacher retention through the exhaustion of the Transformational and Transactional Leadership theories. In particular, Title I school campuses are the campuses that are mostly impacted by teacher attrition, therefore the researcher will explore the phenomena by applying theory and a descriptive case study design to describe the general characteristics of the teachers and leaders as a means of demonstrating how leadership style influences teacher retention.

Transformational Leadership

Transformational leadership is classified as a form of management where the supervisor has the ability to transform people for the better and improvement of an organization. The leader collaborates with followers to assess the need for change, formulate an ideology that will channel that change, and execute the transformation in concert with the dedicated followers (Odumeru & Ifeanyi, 2013). Transformational leadership involves the ethical actions of the leader, the followers, and the goals of the organization. Transformative leaders motivate followers, impact the work environment, and influence the job-performance of those followers through an assortment of procedures. In 2013, Northouse explained that transformational leaders influence by connecting to the followers and their identity within the organization. Transformational leadership also includes the manner where a person interacts with the collaborative efforts of others in a way that exemplifies enthusiasm and integrity. Transformative leaders are attentive, charismatic, influential, and considerate. This type of leader is commended for being a role model for those they supervise. This kind of leader inspires followers through challenging their job performance, knowing followers' strengths and weaknesses, and placing them in the roles that are most fitting of their skill sets. Northouse (2013) affirmed that, "an authentic transformational leader is positively associated with group ethical climate, decision making, and moral action" (p. 187). As for the followers of transformational leaders, they trust the leader's ideology, beliefs, and goals. Followers are more often affectionate towards the leader and are obedient to his or her expectations. Transformational leaders "help followers gain self-confidence and self-efficacy because it ties the followers to the concepts of the organization" (Bass, 1990, p.20).

To generate change, transformational leaders must be influential and committed to the organization and the followers. They must have high expectations that are supported by morals and values. This caliber of leader has strong ideals and is competent, which builds trust and collegiality. Under transformational leadership, the organization should have a vision that develops from the combined concerns of those within the establishment (Northouse, 2013). The leaders are out front in shaping the organization, however they do not work in isolation. He or she works through shared meaning and cohesive goal-oriented action.

Transformational leadership behavior is distinguishable because of its ability to improve the job performance of employees and their capabilities. These leaders often have internal values that add value to the success of the organization (Avolio, 1999).

Transformational leaders have been instrumental in helping create and maintain a cohesive and proficient school climate, while assisting with the growth and development of teachers (Avolio, 1999; Leithwood, 1992). Transformational leadership is an intentional process of leaders developing followers “and the leader has a development plan in her or his head for each follower” (Avolio, 1999, p. 4). The author shared, “leaders mobilize people to tackle tough problems” (p. 15). These clarifications demonstrated leadership as being actions carried out by an individual while working towards specific goals, which are conducive to transformational leaders in school settings. Bass and Avolio (1994) generated four key skills for campus leaders, known as the 4I’s, that assist with the troubles of the 21st century. Intellectual stimulation, inspirational motivation, idealized influence, and individualized consideration, are the skill factors that motivate followers. Bass and Avolio’s (1994) 4I’s allow leaders to promote performance beyond what is required. Followers of transformational leaders go above expectations and have the internal fortitude to set and meet organization goals.

Idealized influence is the emotional factor that transformative leaders possess. They serve as role models that are revered, trusted, and admired. Their followers often attempt to mimic their behavior because of their moral and ethical conduct. “These are people who see the good in others first...” (Northouse, 2013, p. 191). The idealized factor also yields leaders that are open to sacrifice for the betterment of the people and organization.

The second factor, inspirational motivation, is used to attract followers towards the vision and mission of the organization. Their effective communication skills increase confidence, optimism, interest, and enthusiasm. Inspirational motivation is about encouraging workers through the use of emotion and team spirit. Transformational leaders are successful at conveying a prediction for the organization’s future, communicate the task at hand, and gain commitment from others that are apprehensive of change. Making a clear appeal for organizational change is beyond difficult, however transformational leaders can do so in a manner that offers followers an opportunity to take ownership of their work, while also challenging them to uphold high standards. “They encourage followers to become part of the overall organizational culture and environment” (Stone, Russell, & Patterson, 2003, p. 3).

Intellectual stimulation, the third factor, prompts followers to be inventive and creative. When done, this motivates the followers to challenge their own worldviews and values. This factor involves transforming the awareness and independence of the followers. They are more prone to try new ideals and approaches to problem-solving. Intellectual stimulation requires persuasion by the leader, and it is done in a manner that does not evoke fear or punishment (Stone, Russell, & Patterson, 2003). Fear is often used by managers and leaders as a way of yielding control and compliance. Fortunately, research has shown that dictators have not been

successful or lasting (Sheahan, 2014). The goal of transformational leadership is to transform others into independent, forward-thinking individuals that accomplish organizational tasks without leader intervention.

Lastly, individualized consideration assists leaders tend to the needs and growth of the followers. Transformational leaders are considerate in that they understand the value of a supportive climate, the need for advisors and mentors, and follower achievement. This factor also aids the leader in being attentive and caring. Empathy keeps communication lines open and demands that the leader has intrinsic motivation so he or she can continue to motivate individuals in the organization.

When combined, the main factors of transformational leadership must be synchronized to be effective. Transformational leaders that seek to increase productivity, build and nurture positive working relationships, and improve follower commitment must possess the 4I's: inspirational motivation, intellectual stimulation, and individualized consideration. The 4I's abet more satisfied followers that are willing to perform at the highest level of productivity. Recent studies, like Badla and Nawaz's (2010) have shown that the factors of transformational leadership have a direct correlation to employee satisfaction and improved job performance. According to researchers such as Yukl (1998), Leithwood (2006), and Northouse (2013), transformational leaders generate meaningful change in organizations. Since Burns's (1978) introduction of the concept, transformational leadership has and continues to be studied and debated, but one aspect that remains constant are the 4I's. Unlike transactional leadership, transformational involves committed relationships between the leader and the followers, thereby inviting impactful change that is both effective and accepted.

Transactional Leadership

Transactional Leadership is a form of supervision that is known as managerial leadership. Managerial leadership focuses on the role of management and collaborative productivity. Transactional leadership was first coined by Max Weber in 1947 and later by Bass in 1981. The class of leadership promotes employee compliance through the use of rewards and punishments. In contrast of transformational leadership, supervisors using the transactional approach are only concerned with routines. These leaders manage followers' work as a way of finding faults and deviations (Odumeru & Ifeanyi, 2013). Transactional leadership is most applicable and useful in emergency situations where duties should be completed in a systematic manner.

Transactional leaders aim towards managing and supervising employees and the facilitation of their job performance. A leader such as this is able to create intentional protocols, whereby the instructions are clear, and what the rewards will be for following the directives. Transactional leaders normally use management by exception, which is the notion that if something is operating properly and effectively, it needs no attention. “The role of a transactional leader is primarily passive, because it works best with a set of policy and assessment criteria” (Odumeru & Ifeanyi, 2013, p. 356). There is intervention applied when there are performance problems or need for improved expectations. Transactional leaders are good at maintaining compliance within existing goals, expectations, and current organizational culture.

Transactional leaders tend to establish tasks through directives given to employees by the supervisor. The organization has policies that determine how the employee completes tasks. This allows the supervisor to have greater control of a project. It also ensures continuity

of the development of tasks between different employees (Odumeru & Ifeanyi, 2013). The supervisor relays information, and the employee follows precisely, without modification. A known criticism of transactional leadership is that it does not allow change to occur. Supporters of the leadership style advocates that it leads to greater efficiency. Protocol and company standards are indispensable when maintaining a transactional approach to leadership. Employees of transactional leaders are not urged to be creative, nor are they allowed to establish new solutions to organizational dilemmas. Transactional leadership is most effective with issues that are unpretentious and simple (Odumeru & Ifeanyi, 2013). While effective with simple issues, transactional leadership is considered an insufficient manner for generating employee and company success. Neither does it incite full performance potential from the leader nor his or her followers. A transactional leader motivates the followers through an exchange system of rewards and consequences. If an employee performs as desired, a reward will be given, but if he does not, a consequence will ensue. Once the structure and requirements are learned and accepted by the employee, it is easy for them to successfully complete given tasks.

Transactional leadership is simplistic and needs no extensive training. It has been described by Odumeru & Ifeanyi (2013) as an approach that is easily comprehended and is applicable across most of the organization. The exchange between the leader and follower is necessary to achieve customary performance goals. The trade involves the four leadership tenets defined by Bass (2000) and Howell and Avolio (1993). They characterized the facets of transactional leadership as: contingent reward - setting expectations and rewarding workers that follow through as instructed, passive- management-by exception - where a supervisor or manager does not hinder normal operation unless an issue occurs, and active management-by-

exception – occurrences where the manager foresees a problem, monitors change efforts, and then issue corrective actions.

For several years, companies have been attracted to the maturity of transactional leadership and the effect it has on job satisfaction. Although there are various leadership styles that can impact the job satisfaction for employees, transactional leadership has received more attention than the other leadership styles. According Howell and Avolio (1993), leadership has the most influential role in job satisfaction. A transactional leader uses incentives and benefits to reduce work pressure and increase employee morale. By doing so, employees are more satisfied with their job, which improves organizational productivity. In addition, transactional leaders move followers to be high achieving, thus, ultimately increasing their spirit and ownership for their position, which ultimately benefits the organization. It has been argued that transactional leadership should be practice due to its ability to decrease employee turnover. As in this study, the proclamation that transactional leadership has the ability to reduce turnover will be tested.

Title I Campuses

Title 1 is the longest-standing federally funded school program in the United States. Title 1 campuses are inundated with issues that hinder student growth and teacher retention. “Title I schools have a high population of students that endure societal, economic, and family dynamic adversities and low teacher success and retention rates” (Boyd et al., 2011, p. 307), which supports the need for this qualitative study. The aim of this study is to add to existing literature that explores the principal’s leadership style in the retention of teachers within Title I school campuses. The study’s findings will also contribute to research on how leadership practices of principals may lead to the retention of teachers.

Annually, the U.S. Department of Education grants more than \$14 billion to districts within the country for students that live at or below poverty level and at risk of academic failure (Furtick & Snell, 2014). Federal funding through the Title I program has been allocated and benefited 56,000 public school campuses. The funds were intended to help students who may be struggling academically meet state-mandated criteria in various core subject areas. Title I was legislated as part of the Elementary and Secondary Education Act in 1965, which aimed at narrowing the achievement disparity between low-income and economically sound students. Title I policy was reshaped in 1994 so at-risk students could reach their academic potential. No Child Left Behind, educational policy that was enacted in 2001, sought to mandate that schools make adequate yearly progress (AYP). Annual yearly progress focuses on using standardized testing to measure the quality of instruction and best teaching practices implemented on a campus in order for a school to continue receiving Title I funds. This legislation, in conjunction with the Race to the Top initiative, implemented during Barack Obama's presidency, has placed additional pressure on public school administrators and teachers. Educators are being challenged to achieve more rigorous standards, therefore they are consistently finding ways to improve student academic progress.

In 2015, the U.S. Department of Education described the intent of Title I funding as a way "to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at minimum, proficiency on challenging state academic achievement standards and state academic assessments" (Ronfeldt et al., 2013). The tenets of Title I funding claims that campuses serving large numbers of low-income students will be awarded additional monies to help in meeting the educational goals of their students. Title I school campuses are ascertained by the number of students that receive free and/or reduced

lunch. Students that are served by Title I funds are usually homeless students, have disabilities, have limited English proficiency (LEP), at-risk, or migrant students (Furtick & Snell, 2014). Students that are classified as at-risk are done so for many reasons, but the most common are low academic performance, retention for one or more years, and/or being homeless.

In order to qualify for Title I funds, a school must have 40% of its students enrolled in the free or reduced lunch program for a full school year (Ronfeldt et al., 2013). The funds awarded to Title I campuses are often used as a way of measuring student needs and as a way to devise and plan appropriate reading and math curricula programs for learners that may be experiencing academic struggles. As stated by Seymour (2016), Title I-inspired programs "must use instructional strategies based on scientifically based research and implement parental involvement activities"

(p. 13). Monies awarded from Title I also help campuses pay for supplementary resources and educators. The funds also support after-school, early childhood, and summer school programs that assist with educating low-income students. The funds are often exhausted each year due to the number of students and schools that are considered at-risk. This reality places a more critical emphasis on student performance, which demands campus leaders to promote learning environments that foster annual yearly progress (AYP). Leithwood & Jantz (2006) formulated an argument that transformational leaders were the most effective leaders in educational organizations. The authors claim that transformational leaders provide clear focus goals that unite the organization and encourages commitment from faculty and students. When a principal utilizes transformational leadership practices and behaviors, he or she demonstrates that there is an understanding of the need for empowerment and change.

Statement of the Problem

The number of teachers that leave the profession before getting much experience is one of the biggest problems in America's education system. Almost a fourth of new teachers quit the education field within the first three years of service, according to a 2007 survey of teachers conducted by the U.S. Department of Education. This turnover rate mimics the turnover rate for rookie police officers (Zhu et al., 2011). Teacher retention issues along with a dire need for suitable campus leadership are major concerns emerging across the country. Various initiatives have been sparked to aimed at ensuring a quality education for students, however the need for effectual strategies that positively improve the recruitment and retention of quality teachers has never more urgent.

Teacher attrition has been increasing over the past 15 years according to the National Commission on Teaching and America's Future (NCTAF). This study shows that teachers accomplish more after working in a classroom setting for five years. It also revealed that 14% of teachers in America leave the career field after one year, and another 46% quit before their fifth year. "This constant cycling in and out of new teachers is a costly phenomenon" (Prather-Jones, 2011, p. 2). This causes students to miss instruction from experienced teachers, and schools in the U.S. are spending nearly \$2.2 billion annually recruiting and training replacements for those teachers. The reasons teachers leave the profession vary. Some retire, leave for better pay or for family reasons, but the most common reason is dissatisfaction with working conditions. Ingersoll and Merrill (2010) reported that 42% of all teachers surveyed that were leaving the profession reported that they were leaving as a result of job dissatisfaction. When asked the reasons for the dissatisfaction, teachers stated the following reasons: lack of administrative support, meager salaries, and lack of student discipline. The

researchers also discovered that a lack of on-the-job training and poor working conditions were other reasons why teachers left education within five years.

The “shortage” issue may be best understood as a problem of teacher desirability, job distribution, and employee retention. Mainly, the “shortages” that exist are due to a scarcity of people willing to labor for the salaries of teachers and under the taxing working conditions offered (Prather-Jones, 2011). Realistically, states who pose higher wages along with policies that are supportive of the teaching craft, have fewer struggles with hiring teachers. Within the 50 United States, wealthy districts have an overage of teachers, while poorer districts have difficulty hiring quality teachers because of they can only offer lower wages and have unattractive working conditions. In essence, hiring and retention concerns are more prevalent in campuses within inner cities and at Title I campuses, where researchers, Naureen et. Al., (2016) and Burhauser (2016) agree they are needed most.

Given that the turnover rates of teachers vary from year to year, it is apparent that teacher turnover data indicates a steady increase. There has been an overall increase in the teacher turnover rate within the United States since the early 1990s. The turnover rate increased 13.2% between 1991 and 1992, an increase of 16.9% took place between 2004 and 2005 (Ingersoll & Merrill, 2010). In Texas, it was reported that an attrition rate of 10.34% took place during the 2015-2016 school year, indicating that this phenomenon is relevant and applicable to this case study.

Purpose of the Study

The objective of this qualitative investigation was to examine whether there is an impact on teacher retention rates in Title I school campuses based on the leadership style of the campus administrator. The examination was done through a descriptive case study to ascertain

and analyze the conditions and behaviors associated with transformational and transactional leaders and whether they have any bearing on the retention rates of teacher in these schools. Bass (1985) established that transformative leaders are motivating and inspiring, which makes them able to communicate the school's vision effectively and create a stable school culture and climate. Miller (2013) and Seymour (2016) agree that transformational approaches to developing and retaining quality teachers aided in accomplishing a common goal. A transformative leader's readiness to confront notions and take risks were vital influences in developing employee enthusiasm, cooperation, and satisfaction. On the contrary, transactional leaders also have an encouraging influence on teacher retention. Transactional leaders are known to reward and praise employees when job-related tasks are accomplished. Tangible rewards are believed to be motivating for employees, therefore assists in the effectiveness and efficiency of the organization (Odumeru & Ifeanyi, 2013). So, the proposition is made that transformational and transactional governance practices can foster teacher effectiveness and the retention of those teachers.

Furthermore, the secondary intent of this examination was to add value to existing literature that explores the responsibilities of principals and any influences that may impact the retention of teachers on Title I campuses. The aim of this case study was to investigate whether leadership style guides teachers' ability to be effective in their craft despite variables that are beyond their control. It also aimed to determine if principal behaviors influence teacher retention rates and if the behaviors are associated with job satisfaction. In order to answer the research questions, the researcher collected information from multiple sources on transformational and transactional leaders of two charter schools, identify their dispositions, and if then use the data to determine if any impact affects teacher retention.

This qualitative exploration will allow the researcher to provide an in-depth inquiry on leadership dispositions and be the key to finding specific characteristics and behaviors of both leader types.

Research Questions

Primary Research Question:

1. How does principal leadership style influence teacher retention outcomes in Title I school campuses?

Secondary Research Questions

1. How does principal leadership style influence teacher retention?
2. What are the relationships between transactional and transformational leader qualities and teacher retention?
3. How does transactional or transformational leadership practices best support job satisfaction and teacher efficacy?

Problem Statement: It is not known whether leadership style impacts teacher retention outcomes at Title I school campuses.

Rationale, Relevance, and Significance of the Study

Teacher retention in this country is a concern for all states, but primarily for Title I campuses. These schools have a large population of at-risk students, which comes with issues that other schools do not experience (Burkhauser, 2016; DuBrin, 2013; Rinke, 2011). Teachers at Title I campuses are often underpaid and deal with a plethora of matters that affect student achievement such as student homelessness, student hunger, parental unemployment, and lack of educational resources. Underpaid and/or overworked educators are often ill-prepared and unequipped as they attempt to “confront lower levels of resources, poorer working conditions,

and the stresses of working with students and families who have a wide range of needs” (Ingersoll, 2002, p. 18). Novice teachers are normally susceptible because they are more often assigned roles in low-performing schools where the learners are classified as low-income students. In addition to the challenges that accompany teaching students on Title I campuses, novice teachers are not provided with professional support from veteran teachers or administrators, immediate feedback, or best practice demonstrations of what is necessary to help the students succeed (Ladd, 2011). In the end, novice teachers are the ones most likely to leave the field of education. Previous research by Ingersoll (2002) on teacher attrition reveals that 14% of new teachers abort the profession by the end of their first year, 33% abandon their roles within the first three years, and nearly 50% leave within a five-year time span. Research conducted by Howder (2013) exposes statistical information that discloses that teachers leave high-poverty, low-performing, at-risk schools at a faster rate because they have not been effectively trained to teach in such taxing climates. Novice teachers also lack support from administrators, which is critical to teacher attrition (Laine, 2008). High attrition rates indicate that students often face inexperienced teachers, the campus faces higher economic costs brought on due to the need to continually hire and train new teachers, and it interrupts the planning and implementation of curriculum and instruction (Howder, 2013).

Policies enacted and directed at the causes of high turnover on Title I campuses must begin by addressing the three main factors that have a strong impact on teacher retention. The three factors (low wages, lack of teacher preparedness, and little to no mentoring) must be acknowledged and remedied if decreasing retention rates on these campuses is desired. Researchers such as Ingersoll (2002), Northouse (2013), and Leithwood (2003) suggests schools would be more successful at recruiting and retaining high-quality teachers if school

leaders promoted increased pay, improved work environments and more relationship-building. When teachers give their reasons for leaving the field, most are non-salary-related frustrations, extensive workloads, standardized testing, student misconduct, poor administrative practices, and disengaged school leaders. When surveyed, novice and veteran teachers state they prefer principals who are skillful instructional leaders, share similar goals, privy to 21st century teaching conditions and are readily available, knowledgeable of pertinent instructional resources, and aware of and encourage the use of learning supports that enable teachers to be effective (Leithwood et al., 1996).

Definition of Terms

Title I. This term is defined as The Elementary and Secondary Education Act (1965) which provides financial assistance to educational agencies and campuses with high percentages of students from low-income families. The act was created to help ensure that all students who meet state academic standards are provided with the same resources students in other school districts have access to.

Transformational Leadership. This term is a style of governance that is concerned with values and ethics where the leader works to change and transform employees and culture for the betterment of an organization. The leader collaborates with others to create a mission and vision that aims to execute change.

Transactional Leadership. This term is defined as a form of supervision that is primarily associated with the role of management and employee performance. It is a style of supervision where the leader encourages compliance from employees through rewards and consequences.

Attrition. This term is defined as the reduction of the workforce due to resignations, retirement, or death.

Academic Excellence Indicator System Report (AEIS). This term is defined as an annual report that details district and campus academic performance. It includes financial reports, information about federal and state programs, and demographic information on students and faculty.

Assumptions, Delimitations, and Limitations

This case study involves assumptions, delimitations, and limitations that are beliefs that must be considered when conducting the research for this study (Lincoln et al., 2011). The assumptions are: 1) participants will answer the interview questions in an honest and candid manner, 2) the criteria for participant inclusion is suitable and ensures that the sample is comprised of participants that have had experiences similar to the phenomenon of the study, and 3) all participants have a direct interest in participating transparently without any ulterior motives.

The delimitations stem from the choices made by the researcher. The first delimitation that arose was linked to the behavior of a small group of school administrators and teachers within two Title I campuses. This unit of inquiry may or may not represent the behavior of similar Title I campuses. Case studies have the potential to be suggestive of what may be found in resembling organizations, but continued research is essential to determining whether the findings from this examination would generalize elsewhere.

One particular limitation is that this study does not reflect the actual actions principals in the different schools took towards teacher retention. A second limitation is that all participants are employees within the same school district. The experiences of the participants

normally provide a limited outlook on the factors affecting their decisions to remain in the teaching field than research inquiries that consider the experiences of participants from a variety of schools. To diminish this effect, the sample of participants will come from participants that have various years of experience, are representative of both genders, and from different ethnicities.

Lastly, this study reveals whether leadership style impact teacher retention rates in two Title I school campuses in Northeast Texas. This is a qualitative study, so the results could not be generated from a cause and effect relationship. Secondly, this study was confined to gathering the perceptions of principal and teachers from elementary and middle schools. Data were not collected from any parents or students, thereby making it not comparable to quantitative studies on the correlation of leadership style to teacher turnover.

Summary

Teaching has and continues to be a very noble and honorable profession. In the past few years, there has been an increase in legislation and social changes that have inflicted a major change on the profession and schools' ability to retain the most qualified teachers. In particular, Title I campuses are suffering the most because they have a high population of students from low income families (Seymour, 2016). Teacher retention is a grave concern for school districts around the United States. Title I campuses have lower retention rates because teachers are responsible for educating students despite the lack of resources and high stress levels. These schools very seldom employ experienced teachers because they choose to work in more affluent schools. Reasons for leaving these schools vary from low wages, insufficient benefits, and stressful working conditions (Seymour, 2016).

Teacher retention affects a school's annual report card, funding, and enrollment. School administrators and stakeholders struggle with retaining experienced teachers yearly, but more so in schools that service low income families. In 2015, President Barack Obama's educational initiative, the Every Student Succeeds Act (ESSA), reformed and replaced the No Child Left Behind Act (NCLB). ESSA promotes student success for all American children through high academic standards that would prepare them to succeed in college and their future careers. Obama's new initiative mimicked NCLB's intent to promote success for all learners despite their family's economic status. So, in 2012, his administration gave states the autonomy to modify the previous requirements of NCLB, therefore preparing them for the 2015 enactment of ESSA. In exchange, ESSA opted for more rigorous plans designed to increase equity, close achievement gaps, enhance instruction quality, and increase the educational outcomes for all students.

This study's intent is to understand whether teacher retention rates can be impacted by leadership style. Transformational and transactional leadership styles have been researched extensively, however there is minimal research on leadership style and the retention of teachers in Title I school campuses. To support the researcher's aim, Boyd et al. (2011) and Chaing et al. (2016) agree that leadership directly influences an employee's decision to stay or seek other employment. Specifically, in the field of education, teachers desire a supportive, fair, solution-based, and goal-oriented principal that considers their craft. Teachers want to know that their skill and efforts are appreciated and worthwhile. Teachers that feel undervalued and unsatisfied often seek satisfaction elsewhere, leaving students with inexperienced teachers, thereby affecting student success (Calik, et al., 2012).

For this investigation, the transformational leadership theory and the transactional leadership theory will be the foci used to explore teacher retention in this descriptive case study. Each theory will be investigated to provide an analytic premise for the study's intent. Multiple forms of data were collected and analyzed to discover themes that may unearth resolves to the research questions. The information acquired from this study may assist policy makers, school leaders and other researchers in identifying approaches that will decrease the numbers of teachers leaving Title I school campuses or the career field all together.

Chapter 2: Literature Review

The past two decades have indicated convergence among organizational behavior scholars such as Eyal and Rath (2011) and Geisel et al., (2003) and their findings in educational research. These researchers are just a small representation of others who have investigated the dynamics that are related to leadership. Leadership has been studied by experts such as Barling et al. (1998), Bodla et al. (2010), DuBrin (2013), and Fullan (2011), who all agree that leadership has the ability to guide employee productivity and job satisfaction. The Transformational Leadership Theory was originally described by Weber (1974) but was refined and compared to transactional leadership by Bass (1985). This chapter will serve as a methodological analysis of the theories and how they impact leadership, especially in educational institutions. The history of both theories will be reviewed, then compared and contrasted in a manner that will explicate practices and behaviors of educational leaders that partake in the approaches. A further examination of the leadership styles, actions, advantages, and disadvantages will also be dissected and then probed to find their effects on teacher retention in Title I schools.

Previous research on both leadership theories by Burns (1978) and Bass (1985) have yielded a plethora of information on the leadership styles and how they impact student success, but limited research has been done to expose any effects on teacher retention, particularly on Title I campuses. An historical account of Title I campuses will serve as the basis for the study's purpose. Title I campuses are often inundated by socially and economically disadvantaged children, which to no fault of their own, experience hardships that interfere with the learning environment. A very distinct problem that is often seen on Title I campuses is teacher retention. Retention rates are lower in these schools due to reasons such as low wages,

minimal parental support, and lack of resources. The goal of this investigation is to provide a detailed examination of such campuses and determine if the leader's style influence retention rates of teachers serving in them.

Conceptual Framework

Transactional and transformational leadership are the two types of workplace guidance that have been researched the most. Transformational leadership, where the leader operates as an example that motivates and encourages employees to love their work instead of tangible rewards. The transformational leader "encourages his followers to love their craft and value their own input, making a positive change towards being future leaders" (Northouse, 2013, p. 189). This style of leader is an inspiration to followers, knows the employees' skill set so they may be assigned to the right role, and encourages them to maintain a professional and productive etiquette in their field of expertise.

Burns (1985) differentiated between the two leadership types by describing that: transactional leaders exchange incentives and rewards for the work completed by followers. Transformational leaders focus on the intrinsic needs of the company and engage with followers. They also raise awareness about the company's desired outcomes and the ways wherein those outcomes may be attained. When compared, transactional leaders are prone to be more passive whereas transformational leaders exhibit enthusiastic behaviors that yields a sense of mission.

Transactional leaders make use of influential goal-setting, clarification of preferred performance outcomes, progressive feedback, and bonuses or incentives for job responsibility accomplishments (Ladd, 2011). Transformational leaders "exert additional influence by broadening and elevating followers' goals and providing them with confidence to perform

beyond the expectations specified in the implicit or explicit exchange agreement” (Chiang et al., 2016, p. 285). Transformational leaders display charming behaviors, implements inspirational routines that transform followers in a way that results in the success of the organization. This type of leader also helps followers reach their full potential by generating a high level of job performance. Transactional leaders are known to be successful in leading operational decisions intended to reducing company costs and improving employee productivity. This type of leader does well with giving directives and supervising employee performance, yet their relationships with followers is often temporary and not grounded in emotional ties. The transactional theory contends that employees can be encouraged by basic rewards or incentives. The transactions between leader and follower are rooted in money, which the follower receives for on-the-job compliance and effort. Both leadership styles have been proven beneficial for guiding an organization by researchers such as Leithwood and Jantzi (2000), Boyd et al. (2011), Sheahan (2014), which is why both theories will be employed in this study.

Transactional leaders have marked advantages when handling small operational details. This is because of their ability to address concerns quickly while maintaining the health of the organization. Transactional leaders are able to manage all particulars that build a positive reputation for the organization, while sustaining employee productivity. Transactional leadership differs from transformational leadership given that a transactional leader does not consider the necessities of the followers (Chiang et al., 2016). Transactional leaders barter valuables with their followers as a means of advancing the organization’s agendas. The use of contingent rewards is utilized during the exchange process. Follower efforts are exchanged for rewards, which is short-term behavior and cannot be a lasting characteristic of the follower.

Transactional leaders monitor employees directly for performance errors or policy violations that may warrant corrective action. This reactive leadership entices corrective criticism and negative feedback and reinforcement (Northouse, 2013). Transactional leadership practices are geared towards maintaining a normal course of operations. This type of leadership can be depicted as "keeping the ship afloat." This style of leader uses discipline and incentives to get employees to perform at their best. Naureen et al., (2015) expressed that the expression "transactional" denotes that a leader prods personnel by exchanging incentives for job performance, so this type of leader is only concerned with making sure the organization functions properly each day.

According to Duyar et al. (2013), transactional and transformational leadership display crucial differences that support use in educational organizations.

The differentiated factors of the two theories are: 1. transactional leadership reacts to problems as they arise, whereas transformational addresses issues before they become problematic, 2. transactional leaders work within an existing organizational culture, while transformational emphasizes new ideas, 3. transactional leaders reward and punish in traditional ways, but transformational attempt to achieve positive results from employees, keeping them invested in projects and ending with a high-order reward system, 4. transactional leaders appeal to the self-interest of employees, yet transformational leaders appeal to group interests and notions, and 5. transactional leadership is more akin to the common notions of management, whereas transformational adheres closely to what is referred to as leadership. (p. 711)

The benefit of transactional leadership is that it openly outlines the duties and expectations of the organizational leader and the followers. This style also sustains the culture within an

organization is upheld, through rule adherence (Northouse, 2013). Contrarily, the transactional style contends that an inability to produce the expected performance can result in reprimand, reduction of compensation, absence of bonuses, and or dismissal from role. In essence, “this leadership style is a very direct, in-your-face approach, with the leader expecting results from his followers who in turn must deliver unless they want to suffer the consequences” (Duyar et al., 2013, p. 702).

Review of Research Literature and Methodological Literature

A substantial amount of literature was derived from research that explored the phenomenon of leadership styles in schools, much less has gone to understanding the linkage between leadership styles and teacher retention. Many teachers choose to leave schools for varied reasons, but even more leave schools serving low socio-economic populations, which are prominently Title I campuses. Teacher turnover is costly and detrimental to quality instruction, especially in public schools. When teachers choose to leave a school, the students and the school loses greatly, leaving a path of loss that carries over into subsequent years. Until administrators begin investing in their leadership approach, the loss in Title I school campuses will only widen the gap between them and higher performing schools. Recent studies by Ladd (2011) and Duyar et al. (2013) indicate there is a demand for more exploration on the characteristics of leadership styles because leadership has been a factor that contributes to the increase of teacher attrition in the United States. Lynch (2012) argues that teacher attrition is vastly affected by the amount of administrative support given to teachers. Leadership is not of the teacher’s control however it impacts every aspect of the learning institution. Lack of effective leadership tends to cause teachers to feel dissatisfied with their job, therefore they begin to seek support from other leaders. Teachers desire to work with

administrators that are collaborative, problem solvers, and have an interest in teachers' roles in the school. They also want administrators who will hear their concerns and encourage their efforts. In order to understand the importance of administrator effectiveness, a deeper examination of the characteristics of transactional and transformational leaders is warranted.

According to Burns (1978), transformational leadership is visible when leaders and their employees affect the way each other advance to higher ethical and moral levels. Due to their strength of vision and personality, transformational leaders are able to inspire their followers to change perceptions, expectations, and motivations so the work is aimed towards achieving common goals. Burns (1978) employees abet each other so their morale and motivation are improved. He also contends there is a difference between leadership and management. The difference is comprised of the characteristics and behaviors of the leader. Unlike the transactional style of leadership, transformational leadership is not dependent on an action and reaction-type relationship, but more on the leader's persona and his or her ability to change things within the organization through modeling and articulation (Kotter, 2014). Transforming leaders are ethical models for operating towards the goal of the team, organization and/or community. Burns (1978) theorized that transformational and transactional leadership styles were reciprocally exclusive designs. Later, Bass (1985) expounded upon Burns' original concepts to develop what's nowadays mentioned as Bass's Transformational Leadership Theory. Per the author, transformational leadership is best outlined by the impact it has on its followers. As a result, the leader gains respect, trust, and appreciation from their followers.

Bass (1985), further extended the work of Burns (1978) by detailing the psychological mechanisms that encompasses transforming and transactional leadership. Bass introduced the

term "transformational" instead of "transforming". Bass (1990) added to Burns' (1978) work to explain how transformational leadership could be measured, as well as how it impacts follower motivation and performance. These results occur because the transformational leader supply followers with inspiration that upholds the organization's mission and vision. The leader motivates followers through his or her idealized influence (charisma), intellectual stimulation, and individual consideration. This leader encourages followers to create new and unique ways to challenge normalcy and alter the environment. Finally, in contrast to Burns (1978), Bass (1985) suggested that leadership can simultaneously display both transformational and transactional leadership. While there are varieties of transformational leadership practices, most theorists agree with and accept Bass's position on what a productive transformative leader does.

Transactional leadership is a popular style of management that was first termed by Weber in 1947 and later by Bass in 1981. Transactional leadership is often used by managers and is applied to the management process of controlling, organizing, and short-term planning within an organization (Eyal & Roth, 2011). The influence of transactional leadership practices stem from the leader's responsibility and authority within the organization. The follower's main goal is to comply with the directives coming from the leader. This leader believes in motivating followers through the application of rewards and consequences. Early research purports that if an employee does what is required, an incentive will be exchanged, but if he does not follow the instructions of the leader, a punishment will follow (Yukl, 1998). In this case, the barter between the leader and staff member occurs in a manner that will promote achievement of simple routine performances. Recent research agrees with Yukl (1998), however more emphasis is being placed on inciting employee motivation within the

realm of transactional leadership practice by Eyal and Roth (2011). The transactional leader overemphasizes goals along with rules and procedures. They do not make attempts to enhance followers' new ideas or creativity (Yukl & Van Fleet, 1982). Transactional leadership is a style that works well where the concerns within the organization are simple, yet vital to the success of it. This style of leader often ignores ideas that do not fit with existing plans and goals, which leaves employees stifled.

Transactional leaders are known to be effective in guiding decisions of the organization, which are aimed at improving productivity and cutting costs. Unfortunately, transactional leaders are known to be highly directive and action-oriented, leaving their relationship with followers transitory and lacking emotional bonds. The theory assumes that subordinates can be motivated by simple rewards. "The only 'transaction' between the leader and the followers is the money which the followers receive for their compliance and effort" (Eyal & Roth, 2011, p. 258).

Theoretical Foundations

Value has been placed on both transactional and transformational leadership theories. Earlier research by Stone (1992) asserted the same claim. Stone (1992) declared that research on campus administrators and transformational leadership, exposed that principals who demonstrate both leadership styles are successful at elevating staff morale, improving performance and increasing school-wide productivity. Stone (1992) also indicates that a principal can increase positive exchanges with teachers by decreasing the number of reprimands used with teachers. Recent research by Chiang et al. (2016) and Odumeru and Ogbonna (2013) assert that improvements are needed in some of the transactional and transformational leadership traits. When done properly, evaluations created by teachers for the

two leadership practices could improve relationships between leaders and followers.

Acknowledgement of the necessary improvements promotes the significance of studies on the leadership approaches.

Retaining teachers in needy schools is an extremely challenging feat for districts.

Researchers such as Rinke (2011), Prather-Jones (2011), and Lynch (2012) studied educational leadership and agree that valuable principals are responsible for launching school-wide initiatives that will heighten the leader's vision and harbor the commitment of the faculty towards high standards and student success. Knauer (2014) stated, "A broad and longstanding consensus in leadership theory holds that leaders in all walks of life and all kinds of organizations, public and private, need to depend on others to accomplish the group's purpose and need to encourage the development of leadership across the organization" (p. 67).

Leithwood and Jantzi (1990) discovered that campuses where teachers are self-governing and isolated prevented them from working towards a united school vision or mission. In contrast, campus leaders who build trusting relationships and support teachers through action may be critically important to improving schools (Lynch, 2012). Dauksas & White (2010) affirmed that principals who lead schools by communicating expectations, gaining vision buy-in, maintaining order, and establishing a positive culture have teachers with improved job satisfaction and higher retention rates. Acknowledging teacher performance and demonstrating gratitude for their work are additional ways that campus leaders can be supportive. Leaders who allow teachers an opportunity to formulate shared, positive relationships with administrators will directly support the retention of teachers in schools (Dauksas & White, 2010).

Historical Overview of Transactional Leadership Theory. The past 20 years have indicated a merge among scholars that have explored organizational behavior. A new leadership theory, referred to as transactional leadership is opposite of transformational leadership because it was conceived from the fundamental theories of management and incentive. The transactional leadership theory was first depicted by Weber (1947) and later honed by Bass (1981). This theory depicts the basic management process of short-term planning, organizing, and controlling of employees, which resulted in a correlation between teacher success, retention, and rewards. The theory is relevant to this study because it entails encouraging and guiding followers mainly by appealing to their interests. In education, teachers are intelligent beings, however they may need prompting to perform better in various roles and responsibilities. When necessary, the principal's goal is to gain buy-in and interest from the teacher so his or her instructions are carried out and guidelines are adhered to.

The transactional leadership theory is relevant to this study because it employs influence by goal-setting, providing immediate feedback, expounding on desired outcomes, and bartering rewards for job-related accomplishments. This theory also substantiates this study due to the fact that transactional leaders are productive in guiding efficiency decisions. Subordinates can be motivated by simple rewards. Both theories can guide steer an organization in the direction towards success, however transactional leaders are able to address small operational details quickly, and contribute distinct advantages through their abilities, whereas transformational requires a great deal of time and personal investment. Transactional leaders manage the particulars that aid in building a strong reputation within the workplace, while ensuring employee productivity on the front line.

Historical overview of transformational leadership theory. Transformational leadership has become one of the most popular approaches to leadership in recent years. The concept of transformational leadership was initially introduced by Downton in 1973. He was the first to use the term "transformational leadership", an ideology further developed by Burns – a leadership/management expert and presidential biographer (Northouse, 2013). The historical account of transformational leadership has been explored by researchers such as Burns (1978), Bass (1985), and Avolio (1994). These researchers have various opinions on transformational leadership and how it produces change in an organization. Recent studies by Pepper (2010), and Smollin (2011) have noted eminent relationships between the practices of transformational leadership and the organizational health. Transformational leadership is associated with various outcomes, such as employee productivity and their organizational commitment (Barling, Weber, & Kelloway, 1996). In 1992, Bryman revealed that transformational leadership is directly related to numerous organizational outcomes such as employee productivity, job satisfaction, and employee citizenship behaviors. Consistent with Trice and Beyer (1993), leadership can modify and maintain the organization's culture by creating new values, principles, norms, and attitudes within the organization. Trust is an additional product that is created by the organization's leaders (Creed & Miles, 1996). Literature expounding on trust in organizations suggests that it is a critically important relationship component that transformational leaders have with new and existing followers and the retention of them each year (Gillespie & Mann, 2000; Podsakoff, MacKenzie, & Bommer, 1996).

In the field of leadership, studies have been conducted to assess whether a leader's style has any impression on his or her followers. The transformational leadership theory has

caught the attention of scholars in recent years (Hughes, Ginnet, & Curphy, 2009). It was developed by James Burns in 1978, who uncovered that transformational leadership took place when a leader interacted with a high degree of motivation with individuals of the organization. This theory has been used in studies that established connections between leadership and organization success. The transformational leadership theory indicates that this caliber of leader inspires all stakeholders, is successful at team-building, and improves employee performance by upholding high expectations (Sheahan, 2014). Educational studies have recently found that transformational leadership is a result of higher teacher retention rates, job satisfaction, and increased motivation and performance of followers in educational settings, therefore, as applied to this study, it holds that transformational leaders toil to generate organizational, human, and economic transformations to the organization. This is because they cultivate missions, visions, goals, and cultures that inspire individuals, groups, individuals, and the organization as a whole to “practice its values and serve its purpose” (Hickman, 1997, p. 9). The theory also contends that transformational leaders are dependable because they empower others, which produces committed followers, therefore resulting in a consensus of shared purpose within educational settings (Leithwood & Jantzi, 2000). Lastly, the theory holds that leadership style influences the retention rates of teachers serving in Title I institutions. This is because school leaders must have the ability to inspire, motivate, and foster commitment from the employees beyond what is expected in relation to their job descriptions.

Seminal works and authors. An examination of literature on leadership exposes an ever-changing cycle of theories associated with leadership. While early theories focused on qualities and actions of successful leaders, later notions began to take into account the jobs of

followers and the complexities of leadership. The situational, contingency, and servant leadership theories provide a framework for leadership, however they are not realistic or suitable for educational organizations. Once formalized and implemented, these theoretical practices become easy to diminish and could potentially become self-gratifying and stagnant. As with any continuous improvement method, the promotion and detection of talented leadership needs to continue to be intentional and current, therefore the transformational and transactional theories are most fitting for this study. Effective leadership needs to advance and mature in phases as a means of encouraging ingenuity and diversification, especially in schools.

Core Themes

Burns (1985) differentiated between transactional and transformational leadership styles by clarifying that transactional leaders reward workers with rewards for their work, commitment, and productivity. Transformational leaders pride themselves by engaging with employees during the completion of work. They focus on providing training that improves the outcomes of job performance and establish new means for continuing the progression of improvement. Transformational leaders also cater to the intrinsic needs of employees. (Northhouse, 2013).

Transactional leaders are often passive, whereas transformational leaders display active behaviors that are targeted towards upholding the organization's mission. Since Burns (1985), researchers have used these theories and adapted them to educational settings to demonstrate how the application and synthesis of them are influential to transforming an educational institution and its people. Transactional leaders are effective in orchestrating organizational decisions, that target improving productivity and reducing operation costs. This leader tends to

be demanding and task-driven, so their relationship with followers can be short-term and free of emotional bonds. The transactional theory proclaims that followers within an organization can be motivated by tangible incentives or rewards. Transactions between the leader and follower is the reward or money that the follower receives for their compliance and effort shown towards their role or responsibilities.

Transactional and transformational theories have been compared among leadership scholars for the past decade. Transformational leadership is when the leader functions as a prototype that inspires the followers to love their work instead of just working to receive tangible rewards. A transformational leader “encourages his followers to love their craft and value their own input, making a positive change towards being future leaders” (Northouse, 2013, p. 189). This style of leader motivates followers; is privy of the follower’s strengths and weakness so he or she may be assigned the right job; and the leader challenges the follower to continuously hone their craft in their field of expertise.

Research on Teacher Retention and Educational Leadership

Throughout the 1900s, educators and education were valued by most Americans. Teachers were thought of as professionals that had the ability to impact the future of this country, but the mandate of the No Child Left Behind Act (2001), has placed more emphasis on closing achievement gaps of diverse student populations through new curriculum performance standards, and teacher accountability. Lynch (2012) declared that teacher retention is becoming more critical in schools due to educational reform. Prior to NCLB, educational research focused on special education, student discipline, instructional practices, and the teaching practices that yielded positive results. Since NCLB, research has primarily sought to explore best practices that would help meet the standards of educational reform. As

the researcher attempts to connect teacher retention to leadership technique, it is critical to the quality of the study to examine whether leadership styles have any bearing on the retention of teachers.

Bass (2000) found that teacher job satisfaction increases when principals are perceived as transformational. The researcher also discovered that transformational leaders influence teacher job satisfaction, which led to Leithwood and Jantzi's (2006) discovery that transformational leadership results in higher student achievement, improved teacher performance, and positive culture. The transformational leadership theory came about due to the short-coming of traditional leadership theories. It alludes that effective leaders are capable of producing and promoting a desirable vision or image of the organization or institution. Transformational leaders often encourage their institutions to accept change. Leithwood and Jantzi's (2006) also argued that transformational leadership focuses on diverse kinds of leaders and how they influence and inspire followers to become leaders themselves. They craftily create opportunities in which followers can acquire their own leadership capabilities. Instead of solely focusing on the control and supervision of followers, transformational leaders seek to foster the organization's election of purpose and advocate for the necessary changes that will positively impact practices of education. Studies done by Leithwood et al. (1996) give strong evidence to support the ideology that transformational leadership is a major component in facilitating positive school culture.

Often termed the "traditional form of leadership", transactional leadership trails the conventional configuration of leader-follower rapports and is built on an exchange of gifts or incentives involving employees and leaders (Gray, 2006). Transactional leaders may steer away from followers when problems arise, which yields a reactive approach to interventions

and resolutions. “In this instance transactional leadership is termed management-by-exception” (Gray, 2006, p. 3). Management-by-exception is characterized as either docile or active. When active, leadership encompasses continuous observing of employee performance with the intention of foreseeing errors before they take place and become a significant problem. For transactional leadership, the leader develops, clarifies, and inspect performance standards and expectations. They also establish the conditions for assessing and supervising job performance at the onset of a task. This form of corrective action may become instantaneous as the leader continually assesses employee work as a way to determine digressions in advance. Howell and Avolio (1993) noted:

It is hard to conceive of an effective leader who would not monitor performance and take corrective action when such action was required. At the very least, contingent negative, or aversive, reinforcement serves to clarify roles for followers and, in that sense, represents an important feature of leadership. (p. 892)

Transactional leadership can be considered a valuable tool used that results in productivity (Gray, 2006). However, there could also be claim that transactional leadership practices are not as successful as transformational practices in cultivating long term outcomes. The use of prior research arguments and the distinction of the two theories will help the researcher link leadership style discovery to teacher retention, which will thereby reveal the significance and rationale of the study. The integration of the theories is hoped to support and validate this study and its findings.

Review of Methodological Issues

One of the biggest problems in America’s education system is the vast number of

teachers that leave the profession. The U.S. Department of Education conducted a survey in 2007 that yielded results that revealed that one fourth of new teachers leave the profession within 3 to 5 years. This trend is placing a dire need for effective leadership, therefore numerous initiatives have been started as a way of combating the high teacher turnover rates in this country. Teachers are leaving for various reasons, but the most prevalent is lack of effective leadership and/or job dissatisfaction (Calik, et. al, 2012). Past literature on teacher retention mainly focuses on new-teacher incentive programs that are designed to raise retention rates and on initiatives intended to increase teacher satisfaction and fulfillment. Because of this phenomenon's rapid growth, there is a need for more investigations aimed at addressing the problem and how it is impacted by leadership.

Recent studies by Ingersoll & May (2011), Kaiser (2011), Prather-Jones (2011) and Howder (2013) investigated teacher retention and attrition as a growing concern, but varying delineation of the origins of the problem have distorted the meanings of their findings. Eyal & Roth, (2011) defined teacher attrition as a teacher's leaving the education profession completely, not a change or transfer to a new grade level or campus. Earlier studies conducted prior by Guarino et. al (2006) and Cemaloglu (2007) mainly focused on retaining teachers through initiatives, funding, mentoring, and leadership opportunity incentives. Teacher retention is complex because there is a gap in literature specifically pertaining to retention data and campus leadership. To address this phenomenon fully, retention research should include leadership influences and job satisfaction, not reforms and initiatives. Researchers are now focusing on methods to improve retention rates of new teachers, but there is still a need for inquiry dedicated to the factors that influence teachers' decisions to remain in the profession. The intent of this study is to help fill some of the gaps in literature with respect to teacher

retention and the role leadership has in a teacher's desire and decision to stay.

Over the past decade, the number of teachers leaving the education profession has surpassed the number of those entering the field by up to 20% (Calik, et. al, 2012). Prior to 2000, few studies addressed teacher attrition and the impact campus leadership had on those rates, especially in Title 1 schools. Since that time, there has been an increase in research that explicitly addresses the problem and the impact it has on Title 1 schools. Those studies by Lynch (2012) and Rinke (2011). support the idea that schools with low academic achievement and more minority students have higher teacher attrition rates, however there is a need for more quantitative or mixed methods studies that address the growing trend and how those factors sway teacher attrition.

Title 1 schools experience more instances of staff absenteeism, student behavior difficulties, ineffective leadership practices, lack of administrative support, low salary, and low morale. A qualitative study conducted by Morris in 2007 details these factors and why teachers endure the challenges despite the effects they have on them. The study's findings revealed that teachers remained on the challenging campuses because of: (a) the gratification of overcoming challenges (b) exciting instructional initiatives, (c) intrinsic rewards from parental and student relationships, (d) collegial working relationships with peers, (e) an internal need of being needed and appreciated, and (f) meaningful relationships with students and community. Although the study revealed that all educators are not leaving the profession, it afforded the researcher the opportunity to corroborate the factors that mostly impact teacher retention, no matter positive or negative. Morris's (2007) research identified internal and external factors that influence teachers to remain in an urban educational setting, however a principal's leadership style and supervisory practices were not considered, which is a limitation of the

study. The investigation was limited to teacher perceptions and why they persevered despite the negative factors that are common to Title 1 schools, making it unfeasible to this study's intent.

Thompson (2007) and Goldring et. al (2014) also conducted qualitative studies that associated teacher attrition to external factors like student misconduct, lack of resources, and ineffective leadership. The researchers surveyed teachers and discovered that negative external factors in conjunction with ineffective leadership, can cause teachers to become frustrated, and ultimately end in their decision to leave the campus and/or profession. In particular, ineffective leaders that do not understand the challenges that urban campuses face, nor the students and families that it serves, experience an inflation of teachers choosing to leave. This is especially true if the teachers do not feel valued, supported, or motivated by their leaders.

In 2010, Grizzle explored positive connections between teacher dedication and the degree of support received from campus administration. The researcher aimed to explore teacher job satisfaction and its ability to motivate teachers to remain in the career field. Grizzle (2010) used a case study design to discover the reasons teachers have for becoming an educator and whether they have any intentions to leave the profession. The study exposed additional internal and external factors such as salary, community commitment, and love of children as positive influences that encouraged a teachers' decision to remain at a Title 1 campus. Grizzle's (2010) execution of a case study design and its findings helped the researcher finalize the decision to use this study's design. The researcher wanted a design approach that would be most suitable for producing clarifying information about the influences of teacher retention and one that has the potential to impact future studies on the phenomenon.

The knowledge gained from the previously mentioned literature proved to be validation

for this study, as it confirmed the benefits of utilizing a qualitative methodology and the appropriateness of a case study design. The researcher made the decision to conduct a qualitative study because qualitative approaches are best for answering “how” and “why” questions. The literature also helped the researcher ascertain the most beneficial data tools and how they would best serve the study, its problem, and purpose. Quantitative techniques use numerical data whereas qualitative approaches employ textual or visual data aimed at exploring and understanding experiences, beliefs or ideas (Patton, 2002). The researcher does not intend to answer “what” questions based on the fact that the study is to explore teacher opinions, which are best extracted through interviews, observations, and surveys. There will be no quantifying data considered in this study.

Analysis of Research Patterns

Transactional leadership methods are often compared to those of transformational leadership because both styles promote organization and individual success. Transactional leadership thrives in an organization made up of self-motivated followers who perform best in an organized and systematic environment such as teachers. Transformational leadership aims to arouse workers where the leader chooses to influence others rather than dictate and command performance (Miller, 2013). Transactional leadership is centered around results, adapts to the organization’s pre-existing configuration, and measures success by the organization’s structure of rewards and consequences. In education, transactional leaders possess roles of authority and responsibility, which teachers often seek. In Title I campuses especially, school leaders are tasked with sustaining routines by supervising teachers’ performance and effectiveness despite economic and social ills the plague them. Burkhauser (2016) affirms this ideology by stating, “Public schools in the United States, especially those

serving the poorest and lowest performing students struggle with teacher retention” (p. 15). Title 1 campuses are bombarded with unending hinderances, therefore a consistent, fair, and goal-oriented leader will be able to promote teacher success through pay increases, professional development, and leadership roles throughout the institution (Burkhauser, 2016). Generating opportunities for leadership and monetary incentives help deter teacher turnover on Title I campuses.

This type of leader arranges the criteria for teachers according to formerly defined local, state, and federal mandates. Performance reviews or evaluations are the best way to assess employee job performance, but reviews are not the only factor considered when retaining teachers in Title I campuses (Naureen et al., 2015). Teachers working under a transactional leader at a Title I campus performs best with employees who are confident in their jobs and are motivated by the reward system. This works because transactional leadership is simple to learn and does not require extensive training, according to Fullan (2011). Naureen et al. (2015) further agreed that the transactional approach is relatively easy to apply in a school because principals are in the best position to influence teacher job satisfaction and retention. Given that retention rates of teachers vary from year to year, it is apparent there is an appeal for continued research that will assist in closing the literature gap on the topic. Since the early 1990s, there has been an overall increase in the teacher turnover rates. The turnover rate increased 13.2% between 1991 and 1992, and an increase of 16.9% took place between 2004 and 2005, solidifying researchers’ claims that teacher retention rates are on the rise. (Ingersoll & Merrill, 2010).

Novice teachers are vulnerable because they are normally the first to be assigned low-performing students in these schools. Regardless of the added challenges that accompany

teaching students with higher needs, novice teachers are not given feedback, professional support, or a demonstration of what it takes to help their students succeed (Ingersoll, 2002). In the end, novice teachers are more likely to leave the education career field. Prior research has consistently shown that teachers leave low-performing, high-poverty, at-risk schools because they have not been prepared to teach in these environments and do not receive support from the administrators (Sheahan, 2014). These high attrition levels result in students having to continually face inexperienced teachers, and schools face the costs of continually hiring and training new teachers, which interrupts the planning and implementation of curriculum and instruction.

Policies that tackle the causes of teacher attrition in Title I school campuses must concentrate on the four factors that are most influential to teacher retention. Working conditions, teacher preparation, low compensation, and the absence of mentoring must be acknowledged and remedied if decreasing retention rates in these schools is deemed significant to school success (Boyd et al., 2011). Researchers such as Geijssel (2003), Goldring et al (2014) and Leithwood (2003) declares that schools will be able to recruit and retain more high-quality teachers if school leaders promoted increased pay, improved working conditions and more relationship-building. When teachers give their reasons for leaving their job, most involve non-salary-related dissatisfaction, excessive workloads, high-stakes testing, disruptive student behavior, poor leadership, and detached administration (Ingersoll, 2002). When surveyed, both novice and experienced teachers state they are typically attracted to leaders that are good instructional leaders regardless of novice or experienced (Leithwood et al., 1996). Teachers are also favorable of working with colleagues who are committed to the same goals,

to teaching conditions and readily available, relevant instructional materials, and to learning supports that enable them to be effective (Chiang et al., 2016).

In 2004, Mintzberg claimed that proficient and reliable leadership inspires people to make impactful decisions and remain fearless when making changes in the organization. “Effective leadership inspires more than it empowers; it connects more than it controls; it demonstrates more than it decides” (Mintzberg, 2004, p. 143). In 2013, Duyar and Bellibas concluded that teachers who are encouraged to participate in making decisions, they must have the proper school environment that will support their work. The blending of both transformational and transactional leadership styles, creates opportunities for campus leaders to invite the faculty and staff to openly and freely share their expertise in making decisions which will aim at improving teacher happiness and success (Pepper, 2010). This shared opportunity will allow teachers the opportunities to accept and own the proposed changes and it simultaneously builds employee commitment and creates a positive campus culture. In addition, the environment will be positive and disciplined, student and teacher expectations will be high, and the stage will be set to ensure organizational success, which equates to higher retention of quality teachers.

Critique of Previous Research and Research Patterns

Limited research exists that investigates the relationship between transformative leaders, transactional leaders and retaining teachers. Title I campuses are plagued with low teacher efficacy, lack of teacher commitment, excessive absenteeism, poor culture and climate, and minimal teacher collaboration, which demonstrates a need for more research studies that entail specific and relational information. Beauchamp & Parsons (2012) expressed the idea that Title I campuses are in need of leaders that utilize leadership best practices and have a

style that builds and fosters increasing faculty performance. Limited research in this area exposes a need for social change in educational institutions. This study intends to reveal the relationship between this ever-growing issue and to gauge whether transformative leadership correlates to teacher retention. If education administrators are trained on transformational leadership practices and how it affects teacher retention, it may lead to positive changes in professional practices. Doing so will impact positive change for educational leadership, school productivity, student success, and teacher efficacy.

Research on Teacher Retention in Title I Campuses. Research on leadership style in Title I campuses has been in short supply. Early research provided evidence of the most impactful practices on teacher job satisfactions such as managing student behavioral issues, supporting teachers and acknowledging teachers. Few studies exist that delve into the influence of a leader's style has on teacher retention, especially in Title I school locations. A large majority of current research only confirms the correlation between transformational leaders and employee productivity. The transformational factors are more interrelated to the results of job effectiveness and satisfaction than contingent reward. According to DuBrin (2014), contingent reward is more substantially related to outcomes than managing-by-exception, especially passive managing- by-exception. Historically, there has been limited research done on the theoretical models that express the associations proposed by Bass (1985) which explains how transformational leadership operates in educational organizations.

Recent contributions by Burkhauser (2016), Duyar et al. (2013), and Pepper. (2010) have begun to delve into transformational leaders and employee efficacy. These authors propose that transactional leaders concentrate on the rational paths towards organizational goals, whereas transformational leaders generate a higher: (1) consistency of self-awareness

and the actions of the leader and; (2) degree of self-esteem and self-worth; (3) perception of efficacy; and (4) level of devotion in their work and personal lives. Ultimately, attainment of these goals leads to increased dedication to the organization's mission and vision.

New approaches need to be established for assessing transformational and transactional leadership. Transactional leaders often generate more brainstorming ideas, whereas transformational leaders generate a better quality of ideas and propositions (DuBrin, 2014). Due to this, there is still the need to learn more about how discernments vary between transformational and transactional leadership and how they affect schools. Although the notions of the two leadership styles vary, they are general, so more studies are needed to glean whether transformational leadership or transactional leadership impact retention of teachers. Lastly, a great deal more clarification is needed on the ideology of transformational leadership and how its followers are progressed from compliance to the internalization and adoption of the leader's ideals and beliefs.

Synthesis of Findings

This qualitative study is valuable because it lends itself to previous educational research on transformational leadership and the impact it has on educational institutions that may have interest in restructuring. This study may also provide information regarding transformational leadership practices, principal leadership ideologies, and teacher retention influences as they relate to Title I campuses. Qualitative research findings ascertain that transformational leaders in schools increase teacher job satisfaction, improve student achievement, foster strong school climates and cultures, and build collaborative working relationships. Other suggestions propose that prior research does not uphold the ideology that campus leadership has an undeniable effect on student achievement (Marzano, 2005). Research by Fullan (2005)

advocated the belief that “schools that make a difference in students’ learning and teacher efficacy are led by principals who make a significant and measurable contributions to the culture and climate of the school” (p. 35). With continuing pressure from reforms, such as the No Child Left Behind Act (2001), a greater emphasis on accountability has been instilled in the educational leadership context because today’s school leadership is the critical key to overall school improvement. In this era of accountability, school leaders must be drivers of collegiality and cooperation, for, they “...are fully and practically engaged within the organization” (Fullan, 2011, p. 108). These leaders are confident in their approach, however “their work involves purposeful, focused work that gets results because it motivates the masses to innovate and commit to improvement” (Geijsel, 2003, p. 241). Prior researchers agree that transformational leaders have characteristics that harbor collaboration and effective restructuring of schools, but the research does not include Title I campuses.

Title I campuses are educational institutions that are held to same accountability as all other educational entities in this country, however little consideration has been given to the potential and confirmed ills that plague them. Rinke (2011) stressed that low socio-economic schools deal with matters such as excessive student and teacher absenteeism, limited financial resources, little parental support, low teacher retention rates, and unmotivated students. According to research by Fullan (2005), Ingersoll (2002), and Cemaloglu (2007), transformational leaders possess the skills and behaviors that can decrease or eliminate Title I school troubles. If maintaining federal reform standards is difficult in high performing schools, it is even more difficult in Title I institutions where funds are too few to create significant impact in them (Ronfeldt et al., 2013). In support of this finding, the analysis of new data in 2011 by the U.S. Department of Education discloses that low socio-economic schools receive

fewer state and local funds, leaving the students in those high-poverty schools with insufficient resources and scarce student motivation when compared to wealthier schools.

The data also revealed that more than 40% of schools receiving Title I funds who served disadvantaged students, spent few funds on teachers and other personnel. In comparison with schools that don't receive the federal money, the Title I campuses could not afford to use the funds on personnel as other campuses with the same grade levels and in the same district (U.S. Department of Education, 2011). Educators across the U.S. recognize and acknowledge that low-income scholars need continuous backing and access to research-based resources to succeed, but too many of them focus on policy for appointing teachers rather than recruiting and retaining them. This practice perpetuates the problem rather than solving it.

Several studies delve into the advantages of transformational leaders, but there is a disparity in the correlation of leadership style and teacher retention within Title I schools. Research addressing facets of organizational culture and climate indicate an importance of transformational behaviors, which are often the cause of positive occurrences encountered by employees (Geijsel, 2003). Qualitative research conducted by Cemaloglu (2007) contends that associations were discovered among the leadership practices of principals and the commitment, dedication, and job satisfaction occurrences of their educators. The author also declared that the “leadership acts of managers have an impact on employees’ attitudes and behaviors towards innovation and that certain leadership acts improve the performance of the organization” (Cemaloglu, 2007, p. 173). The intended goal of this study is to contribute credible information on transformative practices and narrow the gap on the existing research on transformational leaders in Title I organizations. Past research sustains the correlation of transformational leadership and its effectiveness in educational settings - proving that leaders

who are both transformational and transactional are the best (Pearce, 2010).

Summary

In wake of an ever-increasing school-aged population, schools must toil to maintain teaching quality standards, yet continuously recruit new teachers and seek to retain their most effective existing ones that can assist in improving the quality standards. Recent research inquiries have revealed that the behavior of the leader has a large and steady impact on employee performance. Empirical studies further determined that job contentment is directly linked to transformational leadership. This connection indicates that “transformational leadership is positively associated with organizational commitment and success” (Miller, 2013, p. 65). Furthermore, the studies revealed that employees of transformational leaders experience more achievement and motivation, which have been proven to be beneficial to Title I campuses.

It is evident that Title I organizations have a high population of minority and low socio-economic students. These schools are hard to staff, and the teachers are more prone to leave the campus when more attractive opportunities become available. In conjunction with other social ills, Title I campuses are impacted by low teacher retention rates. Students in these schools cannot afford the deprived academic achievement that is associated with teacher turnover. High teacher attrition only serves to broaden the achievement gap between students attending Title I schools and those attending non-Title I schools. Prior research findings by Miller (2013) and Beauchamp & Parsons (2012) support the ideology that campuses and entire districts can influence their attractiveness to existing and potential teachers, however it is best done through the practices of transformational leadership. As this study focuses on how leadership style influences teacher retention outcomes, it will be based on this review of

literature. The researcher will develop a framework using transformational leadership and transactional leadership theories, previous literature concepts, and qualitative findings to understand whether leadership style yields new findings. The researcher can therefore, assert that the literature review has substantiated cause for pursuing this case study to answer the research question of whether leadership style impacts teacher retention outcomes on Title I campuses. This study proposes that there is an undeniable association among campus principal behaviors, transformational leadership practices, and the retention rates of teacher in schools.

Chapter 3: Methodology

This chapter provides the methodology used in determining whether leadership style influences teacher retention rates on Title I school campuses. It provides explicit details about the research design, instrumentation, sample selection, qualitative analysis, and study limitations. Through a qualitative research method that employs a descriptive case study approach, evidence was sought to reveal any associations between leadership style and whether that relationship influences teachers' decisions to continue working in Title I school campuses. Information in the sections of this chapter will reveal the purpose of this descriptive case study, the participants, and methodology. Interviews, archival records, and leadership surveys were used to collect data.

Research Questions

The research findings of this study will answer the following research questions:

Primary Research Question:

1. How does principal leadership style influence teacher retention outcomes in Title I school campuses?

Secondary Research Questions

1. How does principal leadership style influence teacher retention?
2. What are the relationships between transactional and transformational leader qualities and teacher retention?
3. How does transactional or transformational leadership practices best support job satisfaction and teacher efficacy?

Purpose and Design of the Study

The objective of this study was to build on existing literature that examines the role of principals and the influences they may have on the retention of teachers in Title I campuses. To explore and find answers to the research questions, the researcher collected information from transformational and transactional leaders of two charter schools, identified their dispositions, and related it to how they impact teacher retention on their campuses. This study required detailed analysis of leadership dispositions and acted as the foci to finding specific characteristics and behaviors of both leader types. The researcher chose to perform a qualitative study to investigate the ever-growing problem of low teacher retention, because the approach provided a way of conveying detailed views of participants and could be carried out in the normal setting, thus the holistic telling of a story. Glesne (2006) proposes that qualitative analysis takes into account more phenomena, rather than restrictive quantitative data approaches solely. In support of this claim, Creswell (2014) expressed that the qualitative approach requires a more revealing and comprehensive picture of a particular topic, hence the aim of the researcher.

To explore the teacher retention crisis in Title I educational organizations, the researcher decided that a descriptive case study methodology was most appropriate for explicating implications and details of the participants through the employment of multiple data forms. Yin (2009) declared that case studies allow researchers opportunities to explore individuals and organizations through the close collaboration between participants and the researcher, as in the case of the two campuses selected for this study. The examiner served as the primary researcher working within the organization as to enable participant comfort and have a first-hand account of the participants' experiences.

Qualitative research focuses on humans and their ethical issues where the researcher's goal is to gain deeper understanding of the subjects' behaviors, interactions, relationships, or organizational functioning. Qualitative research is also known for producing understandable findings that are reflective of the reality of a phenomenon without the use of statistical or quantifying measures. The researcher felt that qualitative research would be more accurate when reflecting human views and attitudes (Creswell, 2009). In 2009, Yin emphasized that a researcher who aims to comprehend human experiences is best achieved through qualitative research. As the researcher, I chose to utilize the qualitative case study approach to discover Title 1 school teachers' perceptions of principal leadership behaviors and its impact on teacher retention, which could only be explored if the research was conducted in the environment where it occurred. Furthermore, the researcher decided that a descriptive case study would be more conducive because it explores a phenomenon through the use of various forms of data. The researcher decided on a case study design because it is intentional and suitable for answering "how" and "why" questions and when the researcher wants to investigate a circumstantial situation, as in the case of the two Title 1 campuses chosen for this study. Specifically, the descriptive case study is the design that will clarify the details and experiences of the participants. Case studies, which are customary in education, provide an explicit protocol that will allow the researcher to probe in a way that results in data saturation. The information gathered through case studies grant an abundance of information that is feasible and interpretive.

The participants were principals and teachers within two Northeast Texas Title I charter schools within the same district. The multiple campuses provided perspectives that were suitable for establishing themes that presented themselves throughout the data analysis process.

The case study design further enabled the researcher to answer “how” and “why” questions. In particular, this study focused on whether leadership style affected teacher retention and efficacy, and if so, how. In 1994, Yin stated, “a case study design is best used when the behavior of the participants cannot be manipulated, the researcher wants to cover contextual conditions because their relevance to the phenomenon, or the boundaries are not clear between the phenomenon and context” (p. 545). Collecting data from principals produced information that helps the researcher understand the behavior of a leader and how his or her style impact teachers’ willingness to stay or leave a campus, and it revealed the impact leadership style imposed on school success and teacher job satisfaction.

Specifically, a descriptive study is known to be the most beneficial in discovering social issues and problems like low teacher retention rates in Title I campuses (Scheirer (2012). According to May (2011), case studies are often debated, but enable the researcher an opportunity to better understand the actions of the participants. A descriptive case study was utilized to analyze theory and evidence in a manner that constructs a sound study that includes relevance and validity. This design was used because it was more suitable and applicable to the researcher’s questions and could contribute to the solution of educational problems regarding teacher retention. The researcher wanted to examine the participants within their campus environment for the benefit of connecting any associations of that environment to theory and findings. Furthermore, the choice of utilizing a descriptive case study design would provide information about the attitudes or behaviors of each participant.

Research Population and Sampling Method

Participant Selection and Procedures

The participants were selected from a district that has two charter school campuses. There are 142 teachers within the district: 76 at the Early Childhood campus and 66 at the Intermediate campus. All of the teachers were sent an email that advised the participants of the study, its intent, and how confidentiality would be upheld. The email also instructed teachers to complete a brief survey online within a week of receiving the notice. The appropriate link to the tool was detailed in the email. The survey let the researcher know who was interested in the study, the campus in which they served, and their years of service on the assigned campus. The selection criteria for the screener process included participants with three or more years of service within the district. Thirty teachers responded, but only 20 met the experience criteria. The respondents that met the criteria were asked to participate in a screener questionnaire. Seventeen teachers agreed to do so. They were given the screener questionnaire via Qualtrics, an internet-based survey tool provided by Concordia University-Portland. Those that responded with a high level of interest, demonstrated curiosity, and met the three-year experience minimum, were given a recruitment notice. The notice detailed how confidentiality would be maintained and it requested the teachers' participation in the study. All 17 respondents were guaranteed confidentiality and anonymity via an introductory letter and research consent form.

Of those recruited, purposive sampling was employed to reach the final sample size of 17 teacher participants. According to Patton (2002), purposive sampling is a non-probability technique that entails the selection of certain people to include in a study. Participants were selected by the researcher, because they had particular characteristics that were of interest to

the researcher and study's intent. This method of sampling involved identification and selection of individuals that were willing to provide truthful, unbiased information. The importance of availability, willingness to participate, and ability to communicate experiences and opinions were necessary to obtain the type of rich information needed from the participants (Palinkas & Soydan, 2012). Teachers with at least three years of experience provided unique information that would be valuable to the study. Purposive sampling was most suitable for this qualitative study.

Methodology

Data for this study was obtained from teachers who work or previously worked within the district at one of its two Title I campuses. This sampled population was suitable for the study because both campuses meet federal Title I standards, have various tenured faculty members, and have individual leaders serving on each campus. Targeted respondents were Pre-Kindergarten through 8th grade teachers. Each campus was comprised of a lead principal, an assistant principal, and certified teachers. All lead and assistant principals from both campuses consented to take part in the study, totaling four. The principals were asked to complete the Multifactor Leadership Questionnaire-Form 6S (MLQ). The survey asked leaders to report their own attitudes and behaviors using the descriptors of three leadership styles. The reports allowed a comparison of leaders that are not on the same campus and multiple principal participants were able to respond to the report at the same time. MLQ surveys were completed by all four leader-participants, so there was 100% participation by school leaders.

Prior to completing the questionnaires and interviews, potential principal-respondents were contacted by the researcher either via written communication or face-to-face. The study's

approach and participation guidelines were specified in the written communiques. Leader-participants were given instructions for the completion of the MLQ and a two-week window to respond.

Teacher-participants were notified by the researcher via written communication and asked to participate in an interview in-person or via Zoom - a video conferencing site. The purpose of the study, participation guidelines, and confidentiality assurance were specified in the written communique (Appendix B). Interviews were selected, for they would allow the researcher the opportunity to assess faculty members' views of their campus principal's leadership style. Thirty teachers met the selection criteria and were asked to participate, however 17 agreed to do so. To maximize the number of participants, confidentiality and anonymity were expressed in the introductory letter.

Instrumentation

An open-ended interview framework and the MLQ were elected as the data collection instruments, because they are known to provide precise data that would identify conclusions derived from participant behavior or interactions. Using multiple tools was decided because they decrease opportunities for researcher bias, which can impact the study's trustworthiness (Adams & Lawrence, 2015). Baxter and Jack (2008) further supports this ideology stating, "[multiple] techniques can be exceptionally valuable for giving insight into a particular facet of what is being studied" (p. 547).

Interview Protocol

The researcher made an effort to grasp the teachers' opinions of their principal's leadership style practices and whether it had any effect on their decision to remain at the campus each year. To gather the information, the researcher created seven open-ended

questions. The questions were generated in a manner that would allow probing and supplemental inquiry by the researcher. “Open-ended questions allow free-form answers” (Glense, 2006, p. 83). This form of questioning is prone to inducing participant sharing that reveal intimate experiences and perceptions, which is what was intentionally sought by the researcher. During each semi-structured interview, a framework of questions was followed with all participants, because it would provide an informal grouping of topics that would be beneficial to coding and extracting themes. The interview guide was used to maintain focus and helped avoid persuasion or insinuation by the participant or researcher. The framework also helped tailor probing questions to meet the interview context. When further explanation was necessary, the semi-structured interview protocol created a framework for probing and comprehension questioning. The interview questions (see Appendix C) provided a plethora of descriptive information that led to perception penetration, thus an opportunity for note-taking.

The questions were designed in a way that would promote communication from teachers about the reasons for their actions through their own words. Teacher thinking is best understood when they are allowed to explain themselves in detail and as they comprehend and expose their own experiences (Rinke, 2011). Each interview lasted an average of 45 minutes. The interview approach allowed the researcher time to build a rapport with the participant, examine their story, and take notes that would assist with developing themes across participant stories.

Multifactor Leadership Questionnaire-Form 6S (MLQ)

The researcher elected to use the MLQ Short-form 6S (Bass & Avolio, 1995), a leadership self-assessment, because all seven factors of leadership are represented in the survey, therefore providing a rich and in-depth representation of the three leadership styles.

Campus administrators from both campuses completed the Multifactor Leadership Questionnaire-6S (MLQ), which provided quantitative information about each principal's leadership style derived from the Likert scale-constructed form. A written letter was submitted to Mind Garden Incorporated to request permission and a license to reproduce the Multifactor Leadership Questionnaire. Mind Garden is an independent publishing company of leadership assessments and developmental materials. The MLQ was originally designed by Avolio and Bass (1995) and has been utilized at length in doctoral dissertations, organizational research, and other scholarly literature. Four leaders, two principals and two assistant principals, completed the questionnaire by answering each question by choosing a number (1 to 5) on the scale that best represented their behavior and actions as a leader.

The survey allowed school administrators the opportunity to gauge how they see themselves and their leadership behaviors and practices. Having the principal-participants complete the assessment provided genuine, untainted information that would assist with ensuring the study's credibility. The MLQ 6S short form was employed because it has 21 items, therefore making it relatively easy to implement. A group of 21 statements on the self-report reflect various attributes and skills for each factor. The rating scale provided five choices: 0 = not at all, 1 = once in a while, 2 = sometimes, 3 = fairly often, and 4 = frequently, if not always (Avolio & Bass, 2004). The report assesses the seven components of transactional, transformational, and laissez-faire leadership:

1. idealized influence (II)
2. inspirational (charismatic) motivation (IM)
3. intellectual stimulation (IS)
4. individual consideration (IC)

5. contingent reward leadership (CR)
6. management-by-exception leadership (MR)
7. laissez faire (LF).

The data implicated from the self-report was used to prove or repudiate the research questions.

Data Collection

Data was collected from multiple tools: semi-structured interview questions, the MLQ leadership questionnaires, and the district's AEIS report. Multiple data tools were exercised, as the investigator aimed to comprehend the retention phenomenon in the context of the setting in which it was being studied.

Semi-Structured Interviews

Semi-structured interviews were selected because they provided an unrestricted structure of open-ended questions that explored experiences and attitudes of the teacher participants. Interviews began with an introduction to the researcher, the aim of the study, an explanation of the research procedures, and guarantees of confidentiality. Participants were informed that their names or other identifying information would not be included in any reports of the findings and all identifying information would be coded to safeguard them and the school's identities. The process was implemented to build trust with participants.

Once the researcher was granted approval from Concordia University–Portland's Institution Review Board (IRB) and the district's Superintendent, each administrator was contacted to provide an explanation of the study's purpose and to inform him or her that teachers would be interviewed off campus. Next, the researcher contacted the teacher-participants to describe the study and advise them of the protocol that would take place within the specified time. An information packet that contained the teacher consent letter were

delivered to the respondents in person by the sole researcher. In order to guarantee credibility, semi-structured questions were asked and none of the codes were placed on the interview forms. This procedure “reduces the potential or researcher bias” (Admas & Lawrence, 2015, p. 108). Questions were not made accessible to the participants in advance; but, a general guide on the topic was emailed prior to the interviews.

The interview times and locations were arranged with participants via e-mail, in person, or phone. The purpose for doing so was to find convenient times and places for the participants that would allow uninterrupted conversation with minimal interruptions. Each interview took approximately 45 minutes and were conducted in a tranquil setting away from the campuses, where the researcher and participants were not affected by distractions or other influences. All of the participant identities were kept confidential and the interview transcripts were destroyed after the data was analyzed, which ensured confidentiality. Interview questions were devised after a review of existing literature and permission granted by Concordia University–Portland’s IRB. A pilot interview was done to improve the study’s inquiries and processes. The data collected from the pilot interviews gave the researcher ideas about how to manage the interviews. Additionally, it provided ideas for adjusting questions that were asked during the actual interviews.

Leadership Questionnaire

The MLQ (Appendix E) was disseminated to each campus principal and assistant principal by the researcher. The questionnaire was distributed either electronically or via interoffice mail. The instrument was accompanied by a cover letter that detailed the investigator’s intent and the instructions on how to complete and return the questionnaire. A return envelope was provided so the participants could submit the self-report privately, thereby

ensuring confidentiality. Upon completion, the reports were to be placed in the return envelope provided by the researcher and then returned in a marked box within the office of each campus. This was utilized to help establish confidentiality and anonymity. As a means of ensuring that the maximum number of questionnaires were completed and returned, the participants were promised a summary of the findings after the study was concluded.

Archival Documents

In order to obtain teacher retention data for the district, the researcher obtained the district's AEIS reports from the Texas Education Agency. The reports are open records published by the state's education agency. The AEIS reports involved the study of historical documents that provide access to annual campus personnel data and academic performance statistics. The information is placed into the annual AEIS report, which is made available to the public.

The district's AEIS reports were used to extract personnel data over an academic four-year time span (2012-2016). Archival materials were decided on because they identify relational ties that link elements of a given structure together. The researcher sought to answer the research questions by triangulating the multiple data tools to demonstrate a connection to the performance indicator statistics of the AEIS report. Campus profile indicators within the reports were disaggregated by teacher years of service, certification type, salary range, and retention rate (State Accountability Manual, 2015). The reports also provided an abundance of data on school and district staff, school finances, and campus programs. The level of detail in the AEIS report is possible due to the extensive amount of school data collected in Texas (State Accountability Manual, 2015).

Using the existing information saved time and allowed more opportunity to examine patterns and trends. It also assisted with avoiding instances of unethical behavior. The AEIS report provides a vast amount of information on the yearly performance of Texas school districts and their individual campuses. The data included facts on campus and district accountability, students and faculty demographics, and program information. For this study, the researcher used the faculty demographic and campus profile information, particularly the teacher turnover rates. Many different kinds of conclusions can be determined from archival data, thus the aim of the researcher. Total staff count, gender, teacher years of experience, and race were used in the development of trends. Records indicating staffing statistics were examined for a comparison between those details and the retention rates for each campus during the four-year time period. The advantages of using the AEIS records are that they save the researcher time, they span a large time frame, and they signify the pattern of retention rates for each campus. Secondly, school archival records were used because the data had already been collection and reported by the Texas Education Agency, therefore making data analysis less cumbersome.

Identification of Variables

The MLQ helps to measure participants' viewpoints of their own leadership style and the degree to which they embody or exhibit the scopes of leadership. The data collected by the MLQ was utilized to answer all research questions. Specifically, the data was used to determine whether transformational and transactional leaders influence the retention of teachers.

Eight variables were assessed using the MLQ. According to Bass & Avolio (2000), there are four variables indicative of transformational leadership:

1. idealized influence,
2. inspirational motivation,
3. intellectual stimulation, and
4. individual consideration

In addition, there are three aspects that were employed through the transactional leadership scale

1. Contingent reward provides others with rewards in exchange for their performance efforts.
2. Management-by-exception is considered as active or passive.
3. Active management-by-exception happens when leaders closely and consistently monitor workers' performance, however passive management-by-exception occurs when leaders neglect to monitor workers' performance. This type of management does not interfere until the problem becomes serious.

The subscales and their definitions according to Avolio and Bass (2004) are as follows:

1. Idealized influence is the emotional factor of transformational leadership. Such leaders are known as role models because they are valued and trusted by their followers.
2. Inspirational leadership, which is measured by five questionnaire items, is recognized as leadership that gives followers a well-defined purpose, while acting as a role model for ethical behavior.
3. Intellectual stimulation, also measured by five items, is understood as leadership that aids in involving followers in solving problems. It also motivates followers

to improve the practices and methods used during work.

4. Individual consideration leadership, is measured by several items and is defined as management that focuses on empathy and considers the needs of employees, yet it is a means of getting them to grow into their full potential. The higher the total score, the more likely the person is considered transformational.

Transactional characteristics will also be assessed using the following criteria:

1. Contingent reward leadership, also measured by five items, is management that solidifies and supports employee expectations, and by doing so, they are more likely to meet performance expectations.
2. Active management-by-exception leadership is noted as leadership that emphasizes task execution. As problems arise, this form of management is responsive to those problems as to also uphold performance levels.
3. Passive laissez-faire leadership, again, measured by five items, is defined as leadership that is reactive only after serious problems have occurred and corrective action is necessary. Responses will be measured on a three-point Likert scale. The same is true in this case, the larger the score, the more a person is recognized as being transactional.

Data Analysis Procedure

Qualitative analysis was orchestrated inductively, by sorting and summarizing data from each tool, so recognition, examination, and interpretation of themes could be later conducted. The initial step of data analysis was to collect and organize interview data and researcher notes that detailed the participant responses to each research question.

Interviews. All interviews were transcribed using Google Voice, a voice transcription

software. Member checking was also conducted to ensure each participant approved their transcriptions prior to coding. All 17 teacher participants approved their transcriptions. Once transcribed and approved, the information was reviewed for the purpose of extracting frequently used words, phrases, or synonyms that teacher-participants used most. Word repetitions indicated important ideas or opinions of the teachers. Next, the transcripts and researcher notes were imported into NVivo, a qualitative research software that allowed analysis and organization of the data extracted from interviews. The researcher used NVivo to consolidate the lengthy transcripts and researcher notes, so the data could be labeled to identify each participant. The frequently used words and phrases were also placed into a word map in Nvivo. Once the data was imported into NVivo, the researcher could determine how the patterns would aid in formulating themes, which would assist with answering the research questions.

Thematic analysis was also conducted by comparing and contrasting interview data, codes and themes extracted from the MLQ results and the district archival retention data. Using a comparison of the various participant perspectives enabled conclusions to be made about the findings, ending in answering the research question.

MLQ surveys. The researcher conducted an analysis of all MLQs to verify the findings. Each of the 21 questions were answered using a Likert scale. The MLQ was calculated for each factor representing the leadership styles: transactional, transformational, and laissez faire. The seven factor totals were tallied, which rated the leader in each category. The factor with the highest total was then assigned a leadership style. Factors one through four indicated a transformational leader, factors five and six were indicative of a transactional leader, and factor seven was the only identifier of a laissez faire leader. Leaders were rated

according to the highest factor category, assigned their leadership style, and imported the results into Nvivo. All leader survey answers and factor totals were placed into the software using a description that identified them by the campus in which they served. This was done so charts and tables could be created for triangulation. Lastly, the survey data was examined for patterns, so the information could be compared and contrasted with the codes derived from interviews and the AEIS reports.

AEIS reports. The AEIS reports yielded quantitative data that was used to link to the qualitative data from the MLQ surveys and interviews. The reports were published and aggregated into profile categories. The researcher extracted yearly data on total staff count, teacher demographics, years of experience, and turnover rates. The information was taken from the reports and placed in Nvivo chronologically. Details from the reports covered the time span of 2012/2013 to 2015/2016. The researcher categorized the reports by the academic year, similar to that of the AEIS report. Once imported, the data was linked to the principal serving on the campus and his or her MLQ results.

Limitations of Research Design

Despite statistical data linking administrator leadership style to teacher turnover, there are limitations, which may affect the credibility and transferability of the study (Adams & Lawrence, 2015). The following are limitations of the research design:

1. This case study involves the behavior of a small group within two organizations, hence the actions of this group of participants may or may not represent the behavior of similar groups, thus the interpretation of the findings is judgmental. The findings determined by qualitative research with a small group could be susceptible to interpreter bias.

2. This study does not consider the leadership practices that principals took in the different schools.
3. All participants were employees within the same school district. Their experiences provided a limited view of circumstances affecting their decisions to remain in teaching than the experiences of participants from a broader range of schools. As a way to minimize this effect, a variety of ethnicities, teaching experience, and genders were represented in the sample of participants. Although the focus on a small number of participants afforded opportunities for concerted interviewing, it also served as a limitation for this study.
4. This study would reveal whether leadership style impacts teacher retention rates in only two Title I campuses. The participants could be limited in their feedback and may not elaborate on each question. This study was limited to surveying the perceptions of principals and teachers from two Title I schools within the same district. Data was not collected from any students or parents, which would make it untrustworthy to quantitative studies on the correlation of leadership style to teacher turnover.
5. This researcher did not collect data on demographic factors related to the administrators or teachers in these schools. Teacher years of experience was considered.

Credibility

In the effort to present a credible study - one that is accurate and reliable, data triangulation and member-checking were used to increase the possibility of trustworthiness. Since the themes were explicated through the data, a predetermined process of triangulation

was used to organize the datasets. Triangulation entailed combining multiple data sources from multiple perspectives to increase reliability. Triangulation enables investigators the ability to check the validity of the data, thus making the findings more credible. Member checking involved taking data and researcher interpretations back to the study participants so that they could verify the truthfulness and accuracy of the information and narrative account. Lincoln and Guba (1985) described member checking as a necessary practice for determining credibility within a research study.

Triangulation. When presenting a study that is able to be believed, triangulation is recommended for use. The researcher decided on using a rotation process that included the initial identification of data, inclusion and review of new data findings, and interpretations from the new findings. This required the researcher to cycle back through the data collection and analysis steps to uncover any new themes. The following triangulation steps were used:

1. Identified research questions
2. Identified data sources
3. Gathered data and imported into Nvivo
4. Made observations and extracted themes or trends from each data set
5. Hypothesized trends
6. Summarized findings and drew conclusions

Member-Checking. Member checking, is a technique for exploring the credibility of data results. To help ensure credibility, the researcher provided each interview participant a copy of their transcribed interview, so they could view the data and comment on accuracy or misrepresentations. Each teacher participant was provided the copy in person or via email and were asked to review the document and then accept the transcript or communicate any

discrepancies. During this process, the researcher asked participants if the themes or categories derived from the researcher's notes were clear, developed with adequate evidence, and whether the overall perceptions were realistic and accurate. In turn, the researcher could include the participants' perceptions into the overall study. Doing so, adds credibility to the study and gives the researcher an opportunity to respond to the data and the final narrative. This method also challenged any assumptions made by the researcher and provided an opportunity to analyze the data a second time as a means of ensuring the collection was authentic and trustworthy.

Validity

The methods of acquiring data in this qualitative study were surveys, interviews, and archival records. Research validity was a primary responsibility of the researcher and could lead to valid conclusions or inferences. The investigator could not work with the entire population of teachers within the district, so the decision to study a smaller sample of the teacher population was made. An insufficient sample size would produce inconsistent results, hence the researcher used 17 teachers and four campus leaders. Other methods used to increase validity were the collection of data from multiple participants from multiple locations, and continued data comparison. Data from the interviews, MLQ survey, and archival documents were triangulated, therefore the study was not conducted using one, isolated form of data. Comparing multiple data sets required the researcher to treat the data as a whole, which helped develop themes and produce a valid study.

Although bias in research can never be completely eliminated, the researcher attempted to drastically reduced any instances. Adams and Lawrence (2015) expressed that measurement bias encompasses errors that occur while collecting data. This can occur due to leading

questions during interviews that may favor one response over another and because of social desirability- when people want to present themselves in a favorable light, and therefore, will not respond honestly to interview questions (Bennett & Elman, 2010). To reduce the possibility of measurement bias, coupled with member checking, the researcher exercised anonymity of responses and neutrally worded interview questions to help reduce the occurrences. Additionally, open-ended questions were formulated for the interviews, which promoted sincere, unguarded answers that depicted the participant's true thoughts or feelings. The researcher also included and explained the confidentiality protocol in the consent form. The participants were also given the autonomy to skip any question they chose not to answer without penalty and could leave the study at any time.

As each individual responded to interview questions, the researcher made a preliminary analysis of their responses for relevance to the study's intent. To increase validity, the researcher provided transcripts to each participant, which is known as member checking – a way to be sure participants agreed with the information that would be used by the researcher. Member checking is critically important to the study's credibility and trustworthiness, so each participant had the opportunity to review their own transcript to confirm their remarks to each question.

Transferability

The results from this study have potential policy implications for U.S. schools that serve the poorest performing students. Title I campuses deal with low teacher retention more often than other campuses (Goldring et al., 2014). Schools struggling with low teacher retention may consider this study's findings if consideration for assessing teachers' perceptions of leadership style is needed. If retention rates fluctuate after changes in leadership, the district

may consider the principal as a vital factor in decreasing teacher turnover. This study also lends itself to districts interested in teaching principals how leadership style impacts teacher job satisfaction and ways to potentially extract the teachers' leadership skills. The results of this study may help districts recruit principals with a proven record of improving work conditions and climate, ultimately reducing teacher mobility.

Expected Findings

The association of transformational leadership, transactional leadership, and personal outcomes has become well known within the past ten years. Bass (1985) originally affirmed that transformational leaders encourage employees to exceed expectations for the sake and betterment of the organization. This study intended to corroborate or negate that transformative principal behaviors can enhance employees' optimism, and their overall level of job satisfaction for those employees. The researcher assumed the findings would reveal transformational leaders positively influence the retention of quality teachers within the school. Research conducted by Koh et al., (1995) concluded that a principal can develop and foster positive teacher feelings and attitudes towards their job. Thus, principals have a direct influence on the environment in which teachers are more likely to remain year after year.

The researcher expected to find evidence that upheld the idea that transformational leadership has a longer lasting effect on followers' empowerment than that of transactional leadership. Asserting the belief did not yield the most profound results for teacher retention at Title I campuses, however the secondary research questions verified that transactional leadership is less effective than transformational leadership. Zhu et al. (2012) supports this suggestion by stating, "Transactional leaders are considered to concentrate on compromise, intrigue, and control; therefore, they are more likely to be seen as more inflexible, detached,

and manipulative than transformational leaders” (p. 198). Previous research studies revealed that transformational leadership is more optimistic and has a positive impact on leadership outcomes, which led the researcher to expect to discover that transformational leaders retained more teachers each year. The findings of this study revealed that followers of transformational leaders have more instances of job satisfaction and are self-motivated. This style of leadership has a profound influence on the organizational and personnel outcomes for the institution. Ultimately, other studies revealed that leadership behavior has a continuous and positive influence on employee job satisfaction, which supports the researcher’s presumption that teacher attrition rates are higher on campuses that are led by transformational leaders.

Ethical Issues

Each possible respondent approached was given the autonomy to withdraw from participating in the study. This was elected to ensure that any data collected involved only those who were genuinely willing to participate and were willing to offer data without coercion. The researcher clearly expressed that participants have the autonomy to withdraw from the study any time they chose and were not asked to provide any explanation to the researcher.

Conflict of Interest Assessment

The researcher perceives no conflict of interest in this research. The researcher has no affiliations or involvements with any organization or entity with any financial interest, or non-financial interest in the subject matter or materials discussed in this research.

Researcher Position

In this study, the sole researcher assumed the role of research–observer. This position is known and recognized by the participants, and they in turn know the researcher’s goals.

There was interaction with the participants, but the interaction was limited to avoid violations of confidentiality and objectivity. The researcher's aim was to play a neutral role as to avoid misunderstandings about how the participants interact with others and how they cope with the challenges they face often. As the researcher and employee of the institution being studied, a form of bias presents itself in this study. The business connection between the researcher and participants is an ethical issue that could taint the study's validity and credibility, therefore the researcher intentionally disconnected from collecting the MLQ surveys. "Assuming the role of primary researcher during the process would minimize ethical concerns" (Sanjari, et.al., 2014, p. 3). Choosing to do so presented potential advantages and disadvantages of positions associated with the role. Maintaining the role of statistician allowed participants to feel free to honestly complete the surveys without influence from the researcher or school leaders. The implication was that social research could benefit from this study based on the interactions between the researcher and the participants. Sanjari, et al., (2014) affirmed that true and accurate data assists in circumventing deception and unethical trepidations.

Ethical Issues in the Study

There are a number of ethical protections that research has to protect the rights of their research participants. Several steps were taken to minimize the risks encountered in this study to minimize ethical concerns. All efforts chosen by this researcher focused on protecting participants. This study utilized ethical efforts mandated by Concordia University–Portland to ensure ethical issues were reduced. Consent, assurance, and recruitment forms assisted in conducting a reliable study that was ethical and mindful of the participants. Research precautions minimize risk and help in reducing harm to occasional unethical occurrences.

Additionally, voluntary participation was implemented. None of the participants were

not coerced into participating in the study. The details of participation and confidentiality were explained in the assurance and recruitment forms disbursed to all potential participants. The forms also help assure participants by fully informing them of the procedures and risks involved in the study. This insisted participant consent to participate before the study began (May, 2011). Ethical standards also require the researcher to encrypt any identifiable data such as names or initials on any documents, notes, or software. Use of study codes on data documents was utilized to protect any participant's interview transcripts or MLQ survey results, making them unidentifiable if data is compromised. Lastly, data documents were secured in a locked filing drawer and the security code for Nvivo was never shared nor written down. This further protected the computerized records, therefore ensuring confidentiality.

Summary

The goal of this case study was to explore and investigate whether transactional leadership or transformational leadership practices are more influential on teacher retention. A qualitative methodology was used to prove or disprove the primary research question through the employment of three instruments – semi-structured interviews, leadership surveys, and archival records. The results were explored to establish conclusions between principal leadership and teacher retention and job satisfaction.

A descriptive case study was used to target two Title I campuses at a Northeast Texas charter school where the sample population included principals, assistant principals, and teachers. The lead and assistant principals completed the MLQ survey, teachers provided qualitative information through interviews led by the researcher, and the archival records were analyzed by the researcher. These instruments were chosen because they are known to provide insight on how leaders see themselves, how teachers perceive their leader, and they “allow

examination of historical patterns and trends” (Adams & Lawrence, 2015, p. 113). The instruments also minimize researcher bias, because it can impact the study’s validity, reliability, and credibility. The information gathered from this study may assist school leaders and other researchers in identifying strategies to reduce teacher attrition. The information also has the ability to help identify principal characteristics and practices that can assist in improving leadership and employee relations within Title I campuses.

Chapter 4: Data Analysis and Results

The researcher's approach this study was to determine whether transformational and transactional leaders influence teacher retention rates at Title I campuses. To conduct this study properly, it was imperative that the data was analyzed in a way that would answer the research questions. This chapter comprises the sample description, research methodology, analysis of collected data, and the presentation of the findings that were revealed in this study. Analysis and interpretation of data was conducted in two phases. The first phase was based on the interview results and was associated with a qualitative exploration of data. The second phase of analysis was conducted using the results of the MLQ and AEIS report, which required a quantitative interpretation.

Description of Sample

Data was collected from administrators and teachers at two Title I charter schools in Northeast Texas. The researcher gathered data using a qualitative case study design that ultimately aimed at answering the research question. The sampled population was suitable for the study because the campuses met federal Title I standards, have various tenured faculty members, and have different leaders serving on the campuses. Each campus has a lead principal and an assistant principal serving as the campus leaders.

The targeted teacher-respondents were from Pre-Kindergarten through 8th Grade who worked at either the Intermediate (IC) or Early Childhood (EC) campuses three or more years (see Table 1). Leader - respondents were Assistant principals and principals working at either of the Title I campuses (see Table 2). A total of 17 teachers, two assistant principals, and two principals were eligible and volunteered to take part in the study. The gender composition of the teacher sample was strongly partial to females at 65% and male participants were 35%.

The leadership sample was comprised of three female and one male principal. Their administrative roles and service years varied from four to nine years. The racial composition of the teachers was highly skewed towards African Americans at 59%, with Caucasian following with 29% and the leader participants were at 75% African American and 25% Caucasian. Table 1 summarizes the biographical facets of the sample types.

Table 1

Teacher Participant Demographics

		Population <i>N</i> = 17	Percentage	Total
<hr/>				
Gender				
	Male	6	35%	6/17
	Female	11	65%	11/17
Ethnicity/Race				
	African American	10	59%	10/17
	Caucasian	5	29%	5/17
	Latino/Hispanic	2	12%	2/17
	Other	0	n/a	n/a
Age				
	21–31	6	35%	6/17
	32–42	9	53%	9/17
	53–63	2	12%	2/17
<hr/>				

Table 2

Principal Participant Demographics

	Principal 1	Asst. Principal 1	Principal 2	Asst. Principal 2
Campus Assignment	Intermediate	Intermediate	Early Childhood	Early Childhood
Gender	Male	Female	Female	Female
Years at Campus	9	6	7	4
Ethnicity	African American	African American	Caucasian	African American

Table 3

Interview Participant Campus and Participant Identification

Campus	Participant	Gender	Ethnicity	Years at Campus	Currently at Campus
EC	T3	Female	Caucasian	4	Yes
EC	T5	Female	AA	5	Yes
EC	T6	Male	Hispanic	8	Yes
EC	T7	Female	AA	6	Yes
EC	T10	Female	AA	7	Yes
EC	T15	Female	Caucasian	3	Yes
EC	T16	Male	AA	7	No
IC	T4	Female	AA	5	No
IC	T8	Male	Caucasian	7	No
IC	T9	Female	AA	3	No
IC	T1	Male	AA	6	Yes
IC	T2	Male	AA	5	Yes
IC	T11	Female	AA	5	No
IC	T12	Female	AA	4	Yes
IC	T13	Female	AA	5	No
IC	T14	Male	Caucasian	6	Yes
IC	T17	Female	Hispanic	8	Yes

Research Methodology and Analysis

A qualitative case study approach was the most suitable methodology for this study because qualitative data is descriptive and provides rich details that help establish contextual data. The researcher's intent was to establish whether a leader's style and behaviors affected a teacher's decision to return to the campus. Each year, approximately 500,000 educators leave their schools (Boyd et al., 2010) at an astounding cost to the nation. Among the most affected institutions are high-poverty, Title I schools, so the researcher wanted to explore this movement through a qualitative methodology. A qualitative study was appropriate because this method requires opportunities for participants to relay their views and reflect on their personal experiences without input or manipulation from others. This methodology is supported by Yin's (1994) suggestion that qualitative studies do not utilize or prescribe treatments, nor does it manipulate variables. Secondly, it does not intrude on the researcher's use of definitions or variables. Moreover, it allows the meaning to emerge from the study's participants as in this study. The methodology and analysis of this qualitative study helped get a better understanding of teacher retention through first-hand teacher accounts, credible reporting, and quotations extracted from actual interview conversations. It sought to discover how the participants obtained meaning from their experiences, and how that meaning influences their behavior, thus the reasoning for the employment of semi-structured interviews and the MLQ surveys in this study. The qualitative approach was elected because the researcher wanted to explore educational leaders' behaviors and how they influence the problem of teacher efficacy on campuses that are known for high teacher turnover. Qualitative research would best illuminate any revelations that may occur between leadership and teacher turnover by going directly to the source - the teachers themselves.

A qualitative methodology was used to gain an understanding of the underlying reasons, opinions, and motivations of the teachers at the two Title I campuses in this study. It also provided insights into the problem and helped develop ideas that could answer the research questions. Unlike quantitative research, a qualitative approach helped uncover trends in the thoughts and opinions of the teacher-participants and permitted the investigator the opportunity to dive deeper into the problem of teacher turnover (Bennet & Elman, 2010). It also granted the researcher the ability to investigate the meanings that teacher-participants attributed to their own behavior, actions, and interactions with their campus principal. While quantitative research is useful for drawing conclusions between variables, it would not lend focus on the everyday life and experiences of teachers. Quantitative research was not suitable for this study because the examination of principals and their influence on teachers required the formulation of theory through the investigation of people, not fixed responses such as numbers or statistics. Quantitative design was not proper, for it would not allow a story to be told.

Data Analysis Procedures

In the effort of answering the research questions, the researcher analyzed data from multiple sources. Semi-structured interviews were held, leadership styles were determined from the MLQ, and archival data was extracted from the pre-existing AEIS report. The data was used to determine if leadership style impacted teacher retention rates for Title I campuses. In order to make the determination, the collected data had to be analyzed in a manner that would yield detailed and meaningful units of information. The researcher used a qualitative method - thematic analysis, to evaluate the data in a strategic and exhaustive way.

Qualitative Analysis

The researcher chose to use a thematic approach towards analyzing the data sets in this case study. The development of themes involves the systematic search for patterns via qualitative data analysis. Thematic analysis supports the generation of comprehensive descriptions that reveal an abundance of information on the phenomenon under inquiry. In this case study, data was gathered via semi-structured interviews, the MLQ, and district archival records. Interviews provided a plethora of qualitative data that revealed teacher perceptions and opinions of their personal experiences working with the school leader at their assigned Title I campus. Participant interviews were transcribed using Google Voice, a voice transcription software. Once transcribed, the information was reviewed for the purpose of extracting frequently used words, phrases, or synonyms that teacher-participants used most. These repetitions indicated that these ideas were important, thus worthy of noting for theme development. In order to understand the participant's responses, the researcher was required to examine the transcripts for words they used most frequently. Words that occurred often were relevant in the minds of respondents, so the researcher had to capitalize on the expressions and opinions shared from the interviews. Transcript data and researcher notes were then labeled and organized by participant number and campus. The remarks of each participant were organized according to the most common premises present.

Table 4

Participant Key Words Used in Interview

Campus	Participant	Key Words or Phrases Used to Describe Leadership and Retention
IC	T1	Incentive, salary, teacher support, availability, dedication to mission, vision, and students, faith in leader, problem-solver
IC	T2	Parental support, improper student conduct, drive of administrator, impact on students, academic needs of students
EC	T3	Compassion, inclusion on campus decisions, principles and foundation of education, teacher support, flexibility
IC	T4	Change, commitment to learning, commitment, school climate and culture, curriculum challenges, career advancement, high-stakes testing, consideration of teacher ideas, inconsistent protocol, teacher support
EC	T5	Availability of leader, incentive, student misconduct, lack of teacher support, salary, morale
EC	T6	Dedication to students, career goals, challenges with curriculum, inconsistencies within leadership
EC	T7	Job responsibilities, morale, camaraderie of staff, leader expectations, leadership retaliation,

(continued)

Campus	Participant	Key Words or Phrases Used to Describe Leadership and Retention
IC	T8	Familiarity with principal, fairness, teacher support, inclusion on campus decisions, campus morale, responsibility to students, belief in school vision, absent leadership, administrative support
IC	T9	School culture, dedication to students, staff collaboration, democratic leadership style, teacher support
EC	T10	Dedication to students, Need for effective teachers, Title I, professional goals, teacher resources
IC	T11	Family atmosphere, collegiality among faculty, transparency, leader favoritism for certain teachers,
IC	T12	Salary, administrator support and visibility, teamwork, inclusion in site-based decision-making, work requirements and demands, campus culture, camaraderie, student misconduct
IC	T13	Team player, teacher commitment, job satisfaction, camaraderie
IC	T14	Leadership transparency, leadership availability, student dedication, parental support, curriculum changes
EC	T15	Collegiality, teaching is rewarding, collaborative environment, Underserved population, collegiality, criticism of teachers, STAAR Testing, staffing inconsistencies
EC	T16	Title I population, low academic achievement of students, support for teachers, ample resources, lack of parental support,
IC	T17	Fairness, tenure, insightful leaders, job satisfaction, salary

The researcher requested that the four principal respondents complete the Multifactor Leadership Questionnaire-Form 6S (MLQ), where they reported their own leadership attitudes towards behaviors using the descriptors of three common leadership styles: Transactional, Transformational, and Laissez Faire. The MLQ Form 6S consisted of 21 factor statements that the principals used to reflect their own leadership skills. Each statement required the principal to rate themselves using a five-point Likert scale. The five-point scale choices were: 0 = not at all, 1 = once in a while, 2 = sometimes, 3 = fairly often, and 4 = frequently, if not always (Avolio and Bass, 2004). Prior to analyzing the MLQ data, a brief data review occurred to help formulate an overall picture of the questionnaire results. Each questionnaire and respondent were assigned an identification number.

Once the MLQ data was calculated and placed into a Microsoft Excel matrix, the researcher reviewed the spreadsheet to ensure all data placed in it was accurate. Next, the researcher manually calculated how many participants selected each response option. To verify the researcher's calculations, a filter was added to each question, so calculations could be done within the spreadsheet. The cumulative percentage of each response equaled 100%, which is an indication that the results were accurate. Afterward, an item analysis table was created in Nvivo to display the respondent data (see Table 4). The researcher had to draw conclusions from the story the data was telling from the item analysis table. The conclusions were then examined to determine what the analyses meant in reference to the research questions.

Coding. Coding was the way the researcher labeled, compiled, and organized collected data for thematic analysis. Coding was essential, for it was used for grouping interviewees'

responses into categories that brought together similar ideas and concepts. Coding was also applied to the MLQ results, so themes could be extracted from the quantitative data.

Interview Transcripts. In order to dissect the data gathered from the interview transcripts, codes had to be extracted from them, which detailed the thoughts and feelings of the teachers. The researcher examined 93 pages of transcripts to understand the data holistically - from the perspective of the research questions so themes could be later derived. Initially, as each participant addressed a question, the researcher highlighted the responses on the transcript and added the word, phrases, or sentences to the question's document file.

Secondly, the researcher used a line-by-line coding system to analyze the highlighted data on the transcripts. In 2013, Saldana stated, "A code in qualitative inquiry is most often a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and or evocative attribute for a portion of language based or visual data" (p. 3). An inductive analysis approach was used where the highlighted segments of text from each transcript were grouped by likenesses. The groups were developed by the researcher using a color-coded identification method and were placed into a tree map within Nvivo.

Thirdly, a code matrix was created in Nvivo. Word repetitions were informally and formally analyzed. A more formal analysis was done by generating a list of all the recurrent terms or phrases and counting the number of times each occurred. All highlighted data was assigned a code word that denoted a representation of the highlighted remarks on the transcripts. The researcher developed the codes by creating labels that mimicked or was as close to the language of the participants as possible. The code word or phrase was documented at the end of each sentence. Afterward, the codes were grouped into conceptual categories based on their common properties.

Lastly, the codes within the matrix were regarded as units of meaning that could be used to develop themes. Along with the code matrix, a frequent word list and researcher notes were also imported into NVivo for safe storage and organization for further analysis. Importing the charts into Nvivo made manipulating the list an efficient way to begin translating codes into themes. The codes became the foundation for the themes that were used by the researcher.

MLQ data. The quantitative data from the MLQ had to be coded after being placed into a data matrix, but prior to analysis. Since the participants used a paper version of the questionnaire, question responses and total scores had to be manually transferred from the questionnaires into an Excel spreadsheet. Each respondent was designated a column heading, and each row contained the participant's answers. This matrix was constructed as a means of being helpful when computing summary statistics and exploring correlations in the data.

Next, each possible answer was assigned a number code. The codes for the rating scale choices were: 0 = not at all, 1 = once in a while, 2 = sometimes, 3 = fairly often, and 4 = frequently, if not always. Once the codes were established, the researcher reviewed each respondent's questionnaire adding in the codes. This new information was entered into a separate question response analysis spreadsheet. A mode analysis was also conducted on each question to determine the most frequently chosen answers for each question (see Table 5).

Table 5

Multifactor Leadership Questionnaire – Leader Responses Mode Analysis

Participant Campus	Principal 1 Intermediate	Asst. Principal 1 Intermediate	Principal 2 Early Childhood	Asst. Principal 2 Early Childhood	Question Response Mode
Q1	4	4	3	4	4
Q2	4	4	3	4	4
Q3	4	4	4	4	4
Q4	4	4	3	4	4
Q5	4	4	2	4	4
Q6	4	4	3	4	4
Q7	0	4	0	1	0
Q8	4	4	3	4	4
Q9	4	4	3	4	4
Q10	4	4	3	4	4
Q11	4	4	3	4	4
Q12	4	4	4	4	4
Q13	2	3	2	3	2
Q14	0	0	0	0	0
Q15	3	3	3	3	3
Q16	4	3	3	3	3
Q17	2	3	2	3	n/a
Q18	3	2	2	2	2
Q19	3	2	2	0	n/a
Q20	3	3	2	3	3
Q21	0	3	1	2	n/a

The MLQ-6S measures the seven leadership tenets associated with transformational leadership. The score for each factor was generated by adding three items on the questionnaire (Avolio and Bass, 2004). Idealized influence (items 1, 8, and 15) Inspirational motivation (items 2, 9, and 16) Intellectual stimulation (items 3, 10, and 17) Individual consideration (items 4, 11, and 18) Contingent reward (items 5, 12, and 19) Management-by-exception (items 6, 13, and 20) Laissez-faire leadership (items 7, 14, and 21) (Avolio and Bass, 2004). The researcher tallied the factor scores on the paper version of each respondent's questionnaire. Table 6 delineates the factor score results.

Table 6

MLQ Factor Scoring for Leadership Style

Respondent	P 1	AP 1	P 2	AP 2
Campus	Intermediate	Intermediate	Early Childhood	Early Childhood
Factor 1 Items 1, 8, and 15 Idealized Influence	11	11	2	11
Factor 2 Items 2, 9, and 16 Inspirational Motivation	12	11	2	11
Factor 3 Items 3, 10, and 17 Intellectual Stimulation	19	11	4	10
Factor 4 Items 4, 11, and 18 Individual Consideration	11	10	5	10
Factor 5 Items 5, 12, and 19 Contingent Reward	11	10	8	11
Factor 6 Items 6, 13, and 20 Management by Exception	9	10	7	10
Factor 7 Items 7, 14, and 21 Laissez-faire Leadership	0	7	1	3
Leadership Style	Transformational	Transformational	Transactional	Transformational

The codes that derived from the MLQ mirrored the seven factor descriptions taken from the questionnaire's scoring interpretations (see Appendix E). The codes were then grouped by leadership style. Transformational leaders possessed a high score in factors 1, 2, 3, and 4. Transactional leaders scored higher in factors five and six. Laisses-faire leaders scored higher in factor seven. Respondents P1, AP1, and AP2 scored highest in the Transformational leadership category, and P2 scored highest in the Transactional Leadership category. None of the respondents ranked in the Laissez-faire leadership category.

Table 7

Leadership Style Based on Factor Scoring Results

Respondent	P 1	AP 1	P 2	AP 2
Campus	Intermediate	Intermediate	Early Childhood	Early Childhood
Factors 1, 2, 3, and 4 Transformational Leadership	44	43	13	42
Factors 5 and 6 Transactional Leadership	20	20	15	21
Factor 7 Laissez-faire Leadership	0	7	1	3

Thematic Analysis

Thematic analysis was selected for this case study. Thematic analysis is a well-known systematic approach to categorizing and organizing qualitative data (Huberman & Saldaña, 2014). The purpose of the inductive method was to allow the findings to emerge from the frequent and dominant codes explicated from the raw data. After all data had been coded and sorted, a list of the different codes identified across the data set was created. This process involved organizing and classifying all potentially relevant coded nodes into themes. The

nodes were read and reread to identify significant patterns of meaning, which could potentially become the finalized themes. The researcher had to combine, divide, and discard some of the coding categories before looking for repeating ideas that connected the list of codes.

Initial themes were extracted from the coded raw data and classified using the coding feature within the Nvivo software. There was a total of nine initial themes derived from the transcript codes. A color-coded option within Nvivo was used for each theme so organizing would be efficient, yet effective. Next, the themes were grouped according to premise as a means of ensuring that a deeper understanding of subunits and participant perspectives were acquired. The newly grouped theme categories revealed sub-themes that were determined by the patterns that developed from the coded data.

A deeper review of the theme categories and sub-themes was necessary, therefore the researcher had to determine whether to combine, separate, or discard any initial themes. This decision was made because there was a need to refine the set of themes into specific and identifiable distinctions that would capture the ideas of each theme so finalized themes could be established. After performing a deeper review of the nine initial themes, three conclusive themes emerged that required naming and definitions that would summarize the core of each theme. The nine initial themes were reduced into a more simplified number of themes that would explicitly summarize the meanings of the final themes. Once complete, a theme map was generated in Nvivo. The researcher finalized the name of three final themes, created a description, and illustrated each with a few quotes from the original transcripts to help communicate meaning.

Thematic analysis helped the researcher discover patterns that aligned with the researcher's intent and the study's purpose. Constructing and comparing the themes from the

interviews proved to be vital making valid judgments about the findings. Doing so revealed biases and contradictions in the data. Comparing themes also helped solidify the findings and was essential to proving or disproving the expected results of the study.

Themes

Themes were derived from code translation. The codes were extracted from the interview transcripts and the perceptions of the teachers, which detailed the principal's MLQ results. An inductive analysis approach was used where segments of text from each transcript were highlighted and group by likenesses. The groups were developed by the researcher using a color-coded identification method and were placed into a tree map within Nvivo. The researcher developed the codes by creating labels that mimicked or was as close to the language of the participants as possible. Next, the transcript codes were combined into conceptual categories based on their common properties. The codes within the matrix were regarded as units of meaning that could be used to develop the themes. Each transcript code was then placed into a matrix for further analysis and code translation.

Codes derived from the MLQ survey were extracted from the seven factor descriptions used to interpret scores resulting from each respondent's questionnaire. The themes were idealized influence, inspirational motivation, intellectual stimulation, individual consideration, contingent reward, management-by-exception, and laissez-faire leadership (Avolio & Bass, 2004). The score for each factor was calculated by summing three specific characteristics on the respondent's questionnaire. The researcher tallied each respondent's factor score and placed him or her into a leadership category (theme). The data was placed into a theme map within Nvivo. The theme categories were Transformational, Transactional, and Laissez-faire. Respondents were then assigned a theme based on the category where he or she scored highest.

The analysis of transcript and MLQ data yielded a total of 12 general themes: nine from interview transcripts analysis and three from the MLQ analysis. Initially, the codes were too broad, so the researcher created subcategories of all codes. The aim was to reduce the data into smaller categories, so they would be more manageable. While doing so, the researcher began to conclude across the categories. This process also revealed patterns of interaction among the data sets. Next, the researcher developed a summary of the data results. The summaries became the 3 key themes that surfaced from the interviews and MLQ results. In the end, the researcher synthesized the findings across the data sources in a manner that developed the final themes and answered the research question. The final themes were teacher desire for administrative support, leadership and faculty camaraderie, and dedication to school and students.

Theme 1: administrative support desired by teachers. Of the teacher participants, the experiences and perceptions of administrator support revealed that educators desire support from administrators. Teachers from both campuses were polled and were able to verbalize their perceptions of their campus administrator's support. The interview questions were the catalyst for teachers to share personal experiences with administrative support inside and outside the classroom. Some of the remarks included:

Teacher 3, from the Early Childhood campus stated, "Believe it or not, teachers want approval and praise from their administrator. Teachers want school administrators that are supportive of teachers' needs, concerns, and professional growth."

Teacher 11, who has served on the Intermediate campus for five years remarked, "A supportive administrator is visible, democratic, a trustworthy problem solver, and empathetic.

Teachers want to work with administrators that are fair and consistent and willing to work beside us.”

Teacher 9 said:

I believe in the principles in which this school was founded and our mission is not just academic in nature. Our campus administrator supports the mission and vision because she is visible and asks us how our day is going. I personally feel that she is approachable and have asked for the teachers’ input on different initiatives and curriculum programs.

Teacher 17 from the Intermediate campus expressed:

I enjoy working for my principals. Both express an interest in the needs of the teachers and are often available to hear any concerns we may have. This has been very helpful to me because I have students in my class that have behavioral challenges and parents that are not partnering with me to educate their child. I expressed my concern to the principals and they helped me with both problems. I felt good about what they did for me. This is my fourth year at this campus and will return next year because I enjoy working for leaders like them.

Teacher 7 responded by saying:

I have been teaching here for six years and I have been working with the current principal for the past few years. Prior to her coming to our campus, we had leaders who were a combination of democratic and autocratic. Now, our current principal, in my opinion, is autocratic. She is only concerned about teacher job performance. She barks orders at us, but never ask for our opinions about changes she make. There has been a total of three teachers that resigned this

year because they did not feel valued or supported. As a department chairperson, teachers confide in me, but I do not know what to tell them without appearing biased. I do my best to encourage them, but I know their feelings are valid.

Teacher 10, from the Early Childhood campus stated:

When I first began working here, the former principal was approachable and supportive. Just that alone made me feel comfortable, therefore I did not think about leaving the school. Now, our current leader is motivated by the annual daily attendance rate, which determines the amount of money a school receives from the state. Although important, money does not motivate everyone. She encourages teachers by having contests and challenges, but most teachers participate because the prize is often something tangible. I often wonder about the teachers who work hard because of dedication and their belief in education.

Teacher 14 declared:

My administrator is out-of-touch. She is not connected with the faculty but is great at incentives. In my opinion, she focuses on the management of people solely, rather than the entire organization. She has not been successful at connecting with the staff members to create a family atmosphere. She has great ideas for the campus, which includes incentives to encourage compliance, but she has not built relationships with faculty members.

Burns (1978) explained that transformational leadership is practice of where administrators and their followers assist each other. Working with a supportive principal is very beneficial for a teacher. In 2016, Meador stated, "Teachers want to know that their

principal has their best interests in mind. One of the responsibilities of a principal is to provide continuous, collaborative teacher support. The relationship between a teacher and a principal has to be built on a foundation of trust” (para. 1). This caliber of relationship takes a lot of time to develop, so principals must cultivate them while taking the time to get to know each teacher's strength and weaknesses.

In essence, transformational leaders are creative, collaborative, and encouraging to those they supervise. This type of leader is desired in education more than transactional because of their connection with followers. On the contrary, transactional leaders are recommended for organizations and followers that measure success by productivity. Transformational leaders are goal-oriented and have a primary focus on meeting quotas, whereas transformational leaders focus on positive change.

Theme 2: leadership and faculty camaraderie. Teachers were asked whether their principal has an impact on their decision to return each year. Of the interviewees, 82% responded and affirmed that the administrator has the ability to influence the decision to return to the campus each year. In particular, the following remarks were made from teachers on the Intermediate campus about their perceptions on administrator influence on camaraderie:

Teacher 13 said:

I trust the principal. “She is transparent and has a servant-leader style to her leadership. She also shows that she is appreciative of the work we do. Sometimes she comes around with a cart full of treats to show us how much she appreciates us. She lets us know during monthly staff meetings and I personally need to know I am appreciated.

Teacher 8 affirmed:

There is focus on the entire faculty, the students, and their academic needs. Our campus is small, so everyone knows each other. We are a family here. Part of the school's mission and is to create a learning environment where teachers feel safe and free to teach and students feel safe and motivated to learn. Our incidents of bullying are low because we are teaching character and relationship-building with our students. This could not happen if there was no collegiality and camaraderie among the staff.

"I would be willing to return in the future because of the calm family atmosphere and the direction the school is heading," said Teacher 1.

Teacher 4 remarked, "There is a sense of community on this campus. The principals birthed this idea and we enjoy it greatly. I enjoy getting up and coming to work each day because it is stress-free".

In contrast, respondents from the early childhood campus had opposite responses about the impact the leader had on camaraderie. The perceptions and experiences of some of these teachers are:

Teacher 16 asserted:

I almost did not return this year because I did not agree with some of the practices of our principal. She was not visible around the campus, which led faculty members to create their own rules. I do not think this is conducive to the school's mission and vision.

Teacher 12 said:

There is a sense of us against them here. I mean teachers against administrators. We have been told that we can be replaced, which really

affected the morale. As a small community, we talk amongst ourselves and most of us felt disrespected and undervalued by this remark from our principal. I used to like teaching, but not under this leadership.

Teacher 15 declared, “I don’t feel like I belong here. I am just trying to get through the rest of the year, so I can find another teaching position at another campus.”

The importance of understanding an administrator’s impact on collegiality in comparison to the leader’s management style has the ability to impact future teacher retention rates in all schools, not just Title I campuses. It also explains the reasons why teachers stay or depart from the campus. Hirsh and Emerick (2007) stated, “teachers with positive perceptions about their leader and working conditions are much more likely to stay at their current school than educators who are more negative about their conditions of work, particularly in the areas of leadership and empowerment” (p. 14). Administrators who lead their organization using ineffective leadership behavior, such as competition or tangible prizes, inconsistency, or bullying were not successful in their schools.

Theme 3: dedication to school and students. Many teachers were passionate about their levels of dedication to the school and its students. Dedication was a topic where teachers expounded on their personal opinions and experiences with commitment.

“I am passionate about what I do. I love the drive that the administration has. It resonates throughout the campus and makes both the teachers and scholars want to be the best and strive to be the best,” said Teacher 2.

Teacher 10 explained, “We want a leader that is open to our ideas and one who values our craft. This kind of leader can get more from teachers. A teacher that is valued is willing to go the extra mile for the principal.”

“Administrators need to be flexible in understanding that teachers have a wealth of knowledge and are dedicated to what we do. If we know the principal is dedicated, so are we. Dedicated teachers empower the students in their classrooms,” stated Teacher 8.

Teacher 16 expressed, “It is hard to remain dedicated to something or someone who shows no interest in what you do. If the principal is in the trenches with the teachers, the teachers will go above and beyond for the students and the school.”

“I love my students. Although there are some students that are harder to reach, I come each day to give my best because they depend on me. I depend on my principal. This relationship chain will suffer if it is ever broken,” responded Teacher 12.

Teacher 4 responded, “I believe in this mission of this school. We are a Title I campus, so what. Our belief in the school and its students can beat any obstacle that comes our way. Our students deserve and depend on committed educators.”

Presentation of the Data and Results

Through the collection and analysis of data, the study found that teachers under transformational leaders remained on the campus at a higher rate than transactional leaders. Teacher turnover, a teacher’s intention to stay at an assigned school, was found to be higher for teachers on the Intermediate Campus. The Intermediate campus retained 10% more teachers each year when compared to the Early Childhood campus. Through the screener questionnaire, the researcher found that 76.47% of the teachers had been educators within the district for five or more years. Of those screened, 23.53% had been serving the district three years or less. The survey also revealed that 47.06% of those screened felt that school administrators have an impact on their decision to return, whereas 35.29% felt that administrators have a slight influence, and 17.65% felt they had no impact on teacher decisions. The findings from the

qualitative analyses coincided with the theoretical framework that portrayed higher satisfaction and higher intentions to stay under transformational leaders when compared to those working for transactional or laissez-faire leaders. Teachers under transactional leaders had lower satisfaction in comparison to transformational leaders.

MLQ Leader Responses

Scoring of the MLQ-6S entailed summing three scores of specified items (factors). Summing scores of factors one, two, three, and four equal the total score of transformational leadership. The total score for the transformational leadership factors equate to the composite average score of Transformational Leadership. A total score of factor five associates the total score of Transactional Leadership. Total Score of Transactional Leadership equates to the composite average score of Transactional Leadership. Lastly, the summing score of factors six and seven are linked to the total score of Passive /Avoidant Behavior. A total score of Passive /Avoidant Behavior indicates a composite average score of Passive /Avoidant Behavior.

Table 8 outlines the factor results for the four leader-participants that completed the MLQ. According to the results of the self-assessment, both principals on the Intermediate campus scored as transformational. The Early Childhood campus had a combination of a transactional and a transformational leader. The lead principal was rated as transactional and the assistant principal was transformational. Neither principal was scored as laissez faire, however the principal on the Early Childhood campus scored 11 for laissez faire, which was the highest of all leader participants.

Table 8

Factor Scoring Results from the MLQ

Campus	Intermediate	Intermediate	Early Childhood	Early Childhood
MLQ Factors	Principal 1	Asst. Principal 1	Principal 2	Asst. Principal 2
F1 (II)	11	11	2	11
F2 (IM)	12	11	2	11
F3 (IS)	10	11	4	10
F4 (IC)	11	10	5	10
Transformational Factors Total	44	43	13	42
F5 (CR)	11	10	8	11
F6 (ME)	9	10	9	10
Transactional Factors Total	20	20	15	21
F7 (LF)	0	7	11	3
Laissez Faire Factor Total	0	7	11	3
Leadership Style Results	Transformational	Transformational	Transactional	Transformational

Analysis of the data provided enough evidence that supported the researcher's intent to describe and clarify the teachers' experiences working in Title I campuses. Interview responses resulted in the extraction of the ideas and thoughts of the teacher participants and the development of three thematic categories. Interviewees provided a plethora of information that contributed to the themes that comprised the narrative for this study. Some of the teacher-

participants spoke on one or two themes and others made contributions to all three themes. Moreover, participants' replies to the interview questions often addressed more than one theme. In those cases, data from the interviews were reviewed and placed where they fit most logically.

Summary of the Findings

The findings of this study provided enough data for a qualitative analysis, which yielded evidence that sought to answer the research questions. The results revealed that leadership style does influence a teacher's decision to continue working in Title I schools, teacher job satisfaction, and efficacy. Leader self-surveys, interviews, and archival records yielded data that was used to develop a qualitative analysis. Based on the MLQ results, the Intermediate Campus principal and assistant principal were identified as Transformational. The Early Childhood Campus principal was categorized as Transactional and the assistant principal was Transformational. Table 9 delineates the comparison of the MLQ results and the AEIS archival data. The results suggest that transformational leadership behaviors demonstrated that leaders influence teacher retention rates.

The data gathered from the interviews revealed that teachers were more responsive to leaders that provided on-going support, were visible, accessible, fair, and consistent. This study found, in the case of the Early Childhood campus, there was a difference in teacher retention rates when compared to the Intermediate campus. The Intermediate campus retained more teachers each year when compared to the Early Childhood campus. The Intermediate campus retained 10% more of its teachers on average. Based on the triangulation of the data, the study found that the Early Childhood campus did not retain teachers at the same rate as the Intermediate campus, yet it made consistent improvement each year. In 2012-2013, the Early

Childhood campus retained 77% and 81.9% in 2015-2016.

Data extracted from the AEIS report presented quantitative data for each campus that would be compared with qualitative information to identifying trends. The intermediate experienced teacher retention rates that varied each year. There was no steady progression of retention. In fact, 2012-2013 yielded the highest retention rate for the four-year time span. The Early Childhood campus began with a retention rate of 77% in 2012-2013 and declined to 75.8% the following year. Upon concluding the 2015-2016 school year, the retention rate increased by 3.9% from 75.8% to 79%, indicating improvement. The campus maintained the trend and retained 81.9% teachers in 2015 - 2016.

Table 9

Presentation and Comparison of Leadership Style and Teacher Retention Rates

Campus	Intermediate		Early Childhood	
Teacher Total	66		76	
Leaders	Principal 1	Asst. Principal 1	Principal 2	Asst. Principal 2
Leaders' Style	Transformational	Transformational	Transactional	Transformational
	% = number retained		% = number retained	
Teacher retention rate per campus for 2012–2013	93.7% = 61.8		77% = 58.52	
Teacher retention rate per campus for 2013–2014	87.6% = 57.81		75.8% = 57.6	
Teacher retention rate per campus for 2014–2015	89.3% = 58.9		79% = 60	
Teacher retention rate per campus for 2015–2016	84.2% = 55.57		81.9% = 62.2	

Secondary Question 1: How do teacher perceptions of administrative leadership style influence their decision to stay or leave?

Few teacher participants voiced dissatisfaction with students, parents, teaching autonomy, testing, or district policies and procedures as their main reason for leaving a campus. Over 40% of the study's participants expressed dissatisfaction with the administrators

as one of the most important factors that influenced their decision to stay or leave a campus. In general, regardless of campus location, teachers desire to work for leaders that are wise, supportive, and knowledgeable.

Secondary Question 2: What is the role of administrators in teacher job satisfaction?

The Intermediate Campus was led by the transformational leader and had a lower turnover rate. Transformational leadership has an array of outcomes that result from its implementation. Instances of teacher retention were higher for the campus with a transformational leader than the campus that had a transactional leader. The table also delineates a consistent rise in the percentage of teachers that left the district between 2013 and 2016, however the intermediate campus retained almost 50% more teachers than the early childhood campus each year.

Secondary Question 3: How does transactional or transformational leadership practices best support job satisfaction and teacher efficacy?

A comparison of information gathered from the data tools was performed, and it was evident that teachers under the leadership of the transactional administrator left the district or career field more often than those of a transformational leader. The researcher used quantitative data taken from the school's state report card, the AEIS report, because the data provides a variety of information and perspectives. It also enabled the investigator a chance to check the legitimacy of the data, thereby making the findings more credible. Data taken from the district's AEIS reports revealed the early childhood campus, which was led by the transactional leader, had a higher turnover rate than the intermediate campus (see Figure 1).

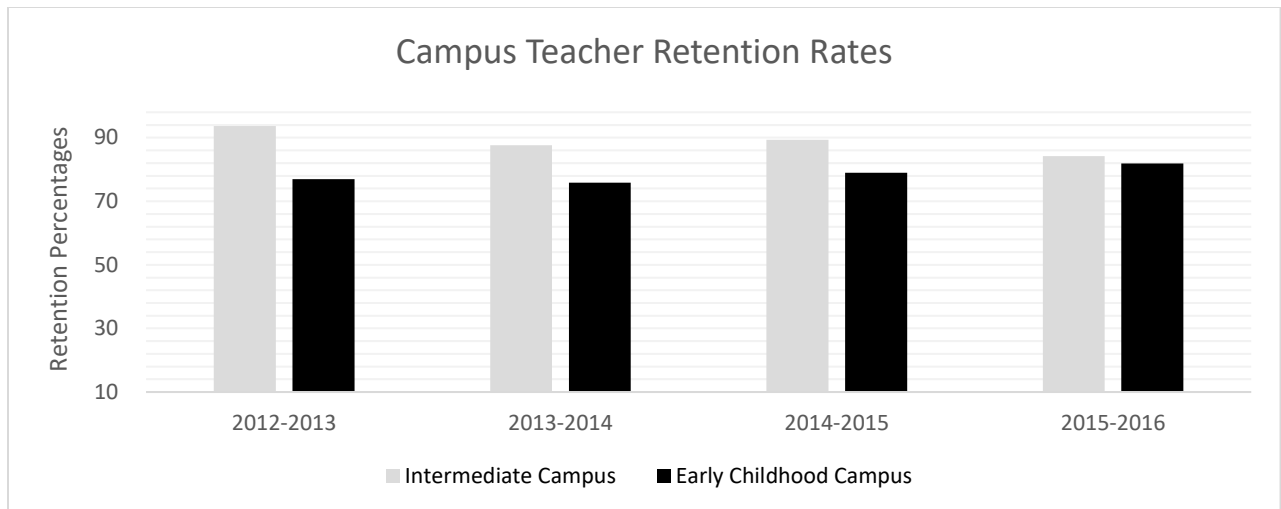


Figure 1. The yearly teacher retention rates for each Title I campus.

Summary

This chapter reveals the investigation results from this case study, where the goal was to determine whether transactional leadership or transformational leadership practices are more influential on teacher retention. A qualitative methodology was used in conjunction with the employment of three appropriate data collection instruments. Structured interviews, leadership surveys, and archival records were explored to establish conclusions taken from a comparison of principal leadership style, teacher retention, and job satisfaction at Title I campuses.

The descriptive case study model helped target the two Title I campuses within a Northeast Texas charter district where the sample population included, two lead principals, 2 assistant principals, and 17 teachers. The principals and assistant principals completed the MLQ-Form 6S self-survey, teachers provided qualitative information through interviews, and the archival records (AEIS Reports) were analyzed solely by the researcher. The instruments were chosen because they are supportive of the descriptive design and assists in minimizing researcher bias, which could have impacted the study's validity, credibility, and reliability, however triangulation was employed to alleviate any ethical concerns. The three units of data

aided in developing themes that revealed the teachers' perceptions of administrators and their influence on retention. The themes identified through coding were 1. administrative support, 2. camaraderie between leaders and faculty, and 3. dedication to school and students. Analysis of the data revealed that teacher retention is significantly related to leadership practices and style. It was strikingly clear that teachers are most comfortable and successful working for transformational leaders. As suggested by researchers such as Avolio and Bass (2011), Chiang, Lipscomb, and Gill (2016), Fullan (2011), and Sheahan (2016), transformational leaders are more successful at retaining quality teachers. The information gleaned in this study is pivotal in supporting the ideology that campus leaders have the ability to decrease the numbers of teachers leaving the campus or career field all together.

Chapter 5: Discussion and Conclusion

In 2015, Naureen, Awan and Noshaba proposed that the school principal has the most influential effect on and responsibility for the culture of a school. Effective principals advocate and advance positive school culture and have an adverse impact on teacher job happiness and productivity. Principals also have the ability to create a safe environment that is conducive to learning for staff and the students. The intent of this case study was to investigate the perceptions of teachers concerning campus administrators and their decisions to return to their Title I campuses each year as a teacher. In order to test the hypothesis, the researcher conducted a qualitative case study where data would be collected from teachers and principals at two Title I charter schools within the same district in Northeast Texas.

Data was compiled and analyzed to discover the answer the primary and secondary research questions; How does principal leadership style influence teacher retention outcomes in Title I campuses? Additionally, the following secondary questions directed this investigative inquiry:

1. How does principal leadership style influence teacher retention?
2. What are the relationships between transactional and transformational leader qualities and teacher retention?
3. How does transactional or transformational leadership practices best support job satisfaction and teacher efficacy?

The research questions directed the methodology procedures for collecting and dissecting the data, analysis, and synthesis of those findings. The secondary research questions were best addressed by research previously conducted by Goldring et al., (2014) and Naureen et al., (2015). They believe the paradigm of transformational leadership is to expand the potential of

employees, so they may become future leaders. The secondary questions led the researcher into formulating a secondary purpose for this study. The secondary purpose was to build on existing literature that examines the role of principals and any influences that may impact the retention of teachers in Title I campuses. The researcher wanted to determine whether leadership style guide teachers' ability to be effective in their craft despite variables that are beyond their control. It also aimed to determine if principal behaviors affected teacher retention rates, and if those behaviors are associated with job satisfaction.

Three instruments were selected to gather data: interviews, MLQ 6S, and the district's annual AEIS report. A total of 17 teachers and four administrators from two charter schools were selected to take part in the study. Educators from both campuses openly and eagerly participated in semi-structured interviews and the principals completed the leadership questionnaire, resulting in a return rate of 100%. The Multifactor Leadership Questionnaire Form 6S encompassed 21 questions that measures a principal's style of leadership and categorizing it as transformational, transactional, or laissez-faire. The self-survey assesses five factors that illustrate the transformational leadership style: idealized attributes, idealized behaviors, inspirational motivation, intellectual stimulation, and individualized consideration. Three other factors: contingent reward, active management-by-exception, and passive management-by-exception are indicative of a transactional leadership style (Avolio & Bass, 2004).

The aim of this chapter was to determine what the findings reveal about teacher retention rates for Title I campuses, particularly those with transactional and transformational leaders. Information was comprised of personal interpretation and understanding of the results, revelations of what the data indicated, how that information apprised existing literature, and

how it added authentication and new knowledge to pedagogical research. The researcher applied use of data analysis categories, which helped condense the information. This chapter coagulates the dissertation by adapting and granting an understanding of the rationale within the research on leadership styles in education.

Summary of the Results

This case study embodied data that paralleled with the analysis of routines related to transformational and transactional leaders and whether the routines and behaviors have any bearing on the retention rates of teacher in Title I campuses. Bass (1985) established the thought that transactional leaders exert influence on their followers by establishing goals, divulging outcome expectations, and exchanging rewards for accomplishments (Ladd, 2011). He also asserted that transformational leaders are influential and elevate followers by imparting confidence, so they go beyond the expectations. Semi-structured interviews were used because they provided participants with the opportunity to expound on their perceptions of leadership and its influence on teachers' decision to remain on their Title I campus.

Chapter 4 included data that sculpted three themes that surfaced from the semi-structured interviews and MLQ self-survey. Theme 1 derived from the respondents' understandings and perceptions of principal support. The data revealed that a supportive principal can positively impact a teacher's productivity and is a factor that influences a teacher's desire to return to a campus each year. In order to do so, principals must develop relationships that support and cultivate teachers in a manner that will cause them to remain on the campus from year to year. The relationship and rapport between a teacher and principal must be anchored in trust because it takes time to get to know each other. Transformational leaders are able to form these appropriate relationships and connect with teachers, which

makes them sought after in education. It became evident from the interviews that teachers are enthused and responsive to internal motivators conveyed by principals through transformative leadership practices. That responsiveness is a reflection of the leader and his or her management methods.

Theme 2 addressed the participants' perceptions of how leadership impacts faculty camaraderie. Teachers with positive opinions of their leader are more likely to remain at their campus assignment. In this study, the data revealed that 82% of teachers responded to and affirmed that an administrator has the ability to affect teachers' decisions to return to the campus each year. Ultimately, a transformative leader may directly induce the campus's annual retention rates. School leaders are one of the key factors that directly and indirectly guide a teacher's perception of their worth, skill advancement, and overall job performance (Prather-Jones, 2011).

Theme 3, teacher dedication to school and students, exposed the beliefs that teacher participants had about their own devotion to the campus's mission, leader, and students. Teachers expressed the need for impactful leaders and the bearing they have on teacher commitment. Data revealed that campuses with a transformational leader have higher retention rates when compared to those with a transactional leader. It became evident from the interviews that teachers are enthused and responsive to internal motivators conveyed by principals through transformative leadership practices.

Discussion of the Results

Reviewing the data of this study revealed that teachers significantly responded that leaders should be collaborative, have good communication and interpersonal skills, and utilize flexibility. Administrators equally articulated a belief that those in leadership should exhibit

problem-solving skills and have a change-agent mindset. Overall, teachers and administrators were very similar in their perception of administrators' impact on teacher retention. Teacher retention appears to be a high priority in U.S because of the federal mandates, No Child Left Behind and Race to the Top. Along with the support of state and federal initiatives, administrators should assess their teachers to determine what they need from campus administrators, so they desire to remain at their school.

Teacher information was gathered through the teachers' own interpretations expressed during interviews. Data was collected through an interview protocol that was created by the researcher, and contained semi-structured questions, and provided participants the freedom to expound on their experiences with their campus principal. During the interviews, the job of the researcher was to adhere to directional inquiry in an unbiased way. The researcher posed scripted interview questions that investigated the teachers' previous and present interactions with campus principals and their perceptions of the leader and how they affect decisions to return to the campus each year. As teachers reflected upon their experiences with campus administrators, each freely reflected upon and shared their relationships with those principals. They expressed the type of leader thought to be beneficial to their craft and success as an educator. It was evident that teachers working within the district had similar expectations for campus leaders and were eager to share their opinions. Although perceptions varied, all the teachers had high expectations of the principal and his or her influence on their decisions to return to the campus each year. The researcher used highlighted notes and audio recordings taken during the interviews to generate transcription reports later. Once the transcripts were generated, the interview reports were shared with participants, which is known as member checking. Member checking greatly affects the credibility and validity of the study's findings,

therefore giving the respondents an opportunity to verify any information that did not embody their intent.

Table 8 presents the leadership factor scores reported by the 4 campus leaders. Each assistant principal and principal completed the MLQ self-survey, which revealed their leadership style as transactional, transformational, or laissez faire. This data provided evidence that both principals on the Intermediate campus possessed a transformational leadership style. The Early Childhood campus was being led by a transactional principal and a transformational assistant principal. After further exploration, the researcher discovered patterns and trends associated with the campus leader's style and the campus's annual teacher retention rates. It was also discovered that the Early Childhood campus did not retain teachers at the same rate as the Intermediate campus. Although the retention rates were less than the Intermediate campus's, there was continuous improvement each year. Both campuses within the district were classified as Title I, therefore the data collected was applicable to and parallel with the study's aim. The data collection instruments helped increase the study's credibility and made triangulation efforts seamless. In the end, the researcher was able to identify associations between leadership style and teacher retention rates.

The survey results were triangulated with data extracted from the district's 2012, 2013, 2014, and 2015 AEIS reports. From analysis, the researcher found that transformational leaders can positively influence teachers' decisions to remain at their campus. This finding supports Burns' (1978) claim that transformational leaders inspire followers, facilitate team efforts, and create high performance expectations. Educational studies conducted by Leithwood & Jantzi (2000), Gray (2006), and Porter et al. (2010) discovered that

transformational leadership practices directly influence teacher job gratification, retention rates, and self-motivation of followers within an educational setting.

Discussion of the Results in Relation to the Literature

The literature review for this qualitative study has substantial implications for transformational and transactional leadership theories and their practices. From a theoretical frame of reference, the literature review affirmed claims of the transactional and transformational leadership theories (Badla & Nawaz, 2010). Prior literature provides practical evidence of the influence of leader style and it encompasses the ideology that transformational leadership practices specifically encourage positive and impactful outcomes for organizations (Zhu et al., 2012). Avolio and Bass's (1988) earlier research demonstrates a historical research connection between contingent rewards and increased self-sufficiency of teachers. This is accomplished through the implementation of frequent feedback, rewards, and incentives. Leadership style in education has been studied by experts such as Barling et al. (1998), DuBrin (2013), and Fullan (2011), who all agree that leadership has the ability to guide employee productivity and job satisfaction. The findings corroborate previous studies conducted by these researchers confirming there is a connection amid a principal's leadership style and the job happiness of teachers, therefore causing an impact on teachers' decision to stay at an assigned campus. The study's results proved that increased levels of transformational leadership improved levels of teacher retention. These results were also consistent with Miller's (2013) examination of leadership practices and school principals which revealed that the most effective style of leadership was transformational leadership.

Effective leaders are successful at creating a shared mission and vision, while simultaneously introducing and upholding commitment from all stakeholders. Research by Eyal and Roth (2011) explained that transformational leaders effectively create and implement organizational objectives to followers. Bass (1999) expressed that transformational leaders are capable of encouraging their followers to achieve the mission and vision much better than a transactional leader can. This study further solidifies the findings of previous researchers who have studied transformational leadership. According to interview data, the teachers at the Intermediate campus expressed their happiness with the current principal, which was proven through the analysis of retention data from the district's AEIS reports from 2012 to 2016. Teachers at the Early Childhood campus, where the principal was found to be transactional, were not as pleased with the principal's style as those on the Intermediate campus. This too was indicative from the AEIS data. The variances between campus leaders provided understanding into why the correlation between transformational factors and teacher retention were more robust than that of the transactional leadership factors in this study.

The researcher aimed at contributing to existing literature that examines the role of the principal's leadership style at schools serving disadvantaged students. Limited research has been conducted to expose the effects of leadership approaches to teacher retention in Title I school campuses. These schools are often inundated with socially and economically disadvantaged children, making it even more difficulty to retain quality teachers and promote academic success for those students. Teacher retention is a very distinct problem that is often seen in Title I campuses. Historically, retention rates have been menial in these schools. Researchers such as Ingersoll (2002), Northouse (2013), and Leithwood (2003) indicated that these schools would be able to recruit and retain more competent and dedicated teachers if

campus leaders promoted relationship-building and provided encouraging job support. As a way of contributing to the limited research on this issue, the researcher conducted this study to add to existing literature, but to also provide a resolution for it. Although teacher retention is a concern in United States, it is even more concerning for Title I campuses, where quality teachers, transformative leaders, and resources are in need most. The setting and participants selected for this study proved to be most appropriate, because both provided an optimal opportunity to carry out a detailed examination of such campuses and the leaders that serve them.

The findings of this qualitative study established the connection between the transformational leadership behaviors of principals and the factors of teacher retention, specifically at Title I educational institutions. Additionally, these relationships provide backing from past research on leadership, teacher efficacy, and teacher retention. Prior research shows that the fundamental necessity in molding teacher job satisfaction and campus culture deeds is the leadership style of the principal (Burkhauser, 2016, Grizzle, 2010, and Miller, 2013). It is critical that campus principals are mindful of how their leadership actions have a bearing on school and student productivity, teacher retention, and campus climate. This allows leaders opportunity to shape and sustain productive schools.

This study will also contribute to the scholarly research aimed at determining if, and how, the leadership practices of campus principals lead to the retention of teachers. When surveyed, teacher-participants stated they are drawn to principals who are instructional leaders, committed to campus goals, and readily available, hence, making them suitable for determining whether leadership style influences retention rates of teachers serving in Title I campuses. The findings in this study contribute to other research that is relevant to teacher viewpoints of

leadership style. Even though the range of this study was confined to two elementary campuses in a Northeast Texas charter school district, the conclusions may be befitting to other educational institutions within the United States. This study also has the potential to impact future studies geared towards principal and faculty recruitment, campus funding and teacher resources for Title I campuses.

Limitations

In this section, research design and methodology limitations are discussed fully, regardless of whether they were expected or not. The limitations of this investigation and its design include (a) researcher disposition, (b) the time selected for interviews, and (c) sample size. These limitations are potential deficiencies in the study, but measures were taken to decrease them through careful implementation planning and outcome consideration.

The possibility of bias existed because the researcher was an employee of the district under study and served as the sole interviewer. Serving as the primary researcher while working within the organization helped establish participant comfort, but it could also hinder full disclosure by participants. As a means of deterring participant hesitation or reservation, all participants were provided the study's purpose, participation guidelines, and confidentiality assurance via written communiqué. Those who took part in the qualitative study were requested to sign a consent form. The form detailed participant expectations and emphasized their ability to withdraw from the study. The participants were also made aware that the signed forms would be stored in a secure location no longer than three years, which would then be destroyed. The interviews were audio-recorded and transcribed verbatim. The transcripts included descriptions of the participant's facial expressions, intonation, and body language. The notations were included to help the researcher remember frustration, confusion, and

emphasis within participant responses. Participants were notified that all notes, transcripts, and identifying information would be destroyed by shredding.

As a way of extracting detailed experiences, the researcher probed participants during the interviews. This was a way of confirming the hypothesis and building a rapport with the participants. Elaborating on a respondent's answers can be thought of as leading or influencing the participant's response. To minimize bias, the researcher asked the same semi-structured interview questions that mimicked the respondents' language, which helps keep participants comfortable with sharing their thoughts and ideas. Researcher notes were used to remember participant body language and expressions, which are key to telling the participant's story. Respondents remarks were summarized as a means of protecting the relationship between researcher and participants. Lastly, member checking was implemented to ensure the data collected during the interviews were an accurate reflection of the participants' thoughts, therefore aiding in the credibility of the research project.

The limitation of the investigator being a part-time doctoral student and a full-time employee of the district under study, the semi-structured interviews were held within a short period of time. Interviews were conducted within two weeks and each interview lasted an average of 45 minutes. There was little time for transcription between interviews. More time between interviews would have afforded an opportunity to read and analyze the data in a more fluid manner. Transcription provided an opportunity for insight and reflection, but if it had been conducted after each interview, the amount of time spent on the organizing the 93 pages of data may have decreased. Transcribing after each interview would have also provided an occasion for a more systematic comparison of findings from the three data tools.

A descriptive case study was the chosen design, because it was appropriate for explicating the implications and details of the participants. On the contrary, case studies are difficult to generalize because the results are centered around one specific group and are not relevant to a wider population. The small sample size was consistent with a case study, however a higher number of interviews would have presented the chance to examine more organizations. Studying more than one organization would have given the researcher the cause to generalize making the findings greater. There is no way to be sure whether the conclusions drawn from a case study are applicable elsewhere. This means the data and results are only valid for the teachers and principals of Title I campuses.

Implication of the Results for Practice, Policy, and Theory

The results of this qualitative inquiry have implications for potential positive social change to leadership practice, policy, and theory. Education reform in the United States has demanded that schools must maintain teaching quality standards, all while recruiting and supervising teachers. Principals are challenged with retaining their most effective teachers, especially those that can assist in improving the quality standards for their assigned campus. Recent studies by Dauksas and White (2010) and Lynch (2012) have exposed the fact that leadership behavior has a tremendous impact on employee performance. In relation to education, empirical studies by Rinke (2011), Naureen and Noshaba (2015), and Seymour (2016) proclaimed that teacher job happiness and retention is linked to leadership style, particularly transformational leadership. The literature review for this study has implications for both transformational and transactional leadership practices. The review specifically substantiates the allegations of the transformational leadership theory. It discloses practical

evidence that proves a transformational leader who harbors the facets of transformational leadership practices yield positive results for any organization.

The role of the principal requires charisma, style, and relationship-building. The findings revealed that associations existed between a principal's leadership style, teacher efficacy, and teacher retention. In support, the data collected revealed a positive relationship amid the transformational leadership style of school principals that oversee Title I campuses. In the age of accountability, teachers are required to grasp and implement a variety of teaching tactics and pedagogical execution, however it is difficult to implement change if the teachers do not feel supported or valued by their campus leader.

Implications for Practice

This study has explored the perceptions of teachers working within Title I campuses. Through the use of semi-structured interviews, qualitative data was gathered, compiled, and analyzed to gain understanding in regard to teacher perceptions of a principal's impact on job satisfaction and the retention rates of teachers. The findings imply that a favorable relationship existed between the four transformational leadership factors: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration and had an unmistakable effect on teacher retention rates at the Intermediate campus.

An implication for professional relationships between transformational leaders and teacher retention indicate there is a need for transformational administrators in Title I campuses. Principals that lead these schools experience situations that affect the school culture and climate. These principals cannot disregard the issues, so possessing the factors of transformational leadership will not be enough. Title I principals should possess and utilize transformational practices in order to address inevitable hindrances that come with the

population of its students. Transformational leaders are able to influence students, teachers, and stakeholders in a manner that generates success for all persons it serves. Creating and facilitating change are most influential through the demonstration of the four factors of transformational leadership.

Idealized Influence occurs when a leader acts as a role model and has the ability to influence others to want to become a leader. The concept of idealized influence helps the leader build and maintain trust with teachers and staff. Inspirational Motivation derives from the leader's ability to promote self-confidence and goal attainment throughout the organization. Educators, especially those working in Title I campuses experience burn-out more quickly than teachers in other educational organizations. The Inspirational Motivation factor could be beneficial to the leader and teacher when this occurs, for teachers need and desire a leader that is encouraging and willing to support them during challenging times that occur throughout the school year. The factor Internal Motivation generates a sense of purpose in teachers. Transformational leadership requires positive, encouraging, and on-going communication. Individualized Motivation occurs when a transformational leader values a follower's creativity and independence. The school leader supports his teachers by including them in site-based decision-making instances and that fulfill the campus's mission and vision. Doing so stimulates teachers' efforts to be creative and innovative. Additionally, the leader's vision helps teachers take ownership of their jobs or roles, ending in successful teachers that can be retained each year. Individualized Consideration is evident in a leader that is transformational because that leader is skilled at recognizing what motivates each teacher. The transformational leader is strong in Individualized Consideration because opportunities for growth will be

encouraged and provided by the leader. This will be positively impactful to teachers as they fulfill their duties.

Another implication for principals leading Title I campuses is that they should embrace increased job responsibilities for teachers, particularly regarding leadership. When working with teachers, principals have the opportunity to develop a faculty that delivers effective instruction, thus providing students with a quality education. Embracing shared responsibilities assists with maintaining a positive and productive culture. The Intermediate campus may want to consider implementation of professional learning communities (PLC). Professional learning communities help uphold the campus's mission and vision. Leaders must be able to bring this learning community together often to promote and engage in purposeful dialogue. This helps teachers grow in confidence and capacity, ultimately increasing the odds of retaining productive teachers.

Implications for Policy

Several studies have examined the role of principals and the effect they have on individual and organizational success. The results of this study unveiled an implication for policy amendments for school leadership. Campus administrators, no matter if they supervise a Title I campus or not, should consider creating a working environment that empowers teachers through engaging professional development that is relevant to their role, communicates high expectations, imparts accountability, guides teacher productivity, and accomplishes the fulfillment of the organization's mission and vision.

Building a plan for policy guidelines requires principals to support teachers through career guidance, mentorship assistance, and building teachers' capacities through learning communities. A study conducted by Calik, et al. (2012), determined that campus leader's

influence has a direct impact on a teacher's worth and job satisfaction. It is important for the entire faculty to continue learning from each other as a means of improving their individual craft. Ongoing professional development keeps teachers current on the latest research-based strategies and builds professional unity and collegiality. In this study, teachers shared their perceptions of the principal's influence on their decision to stay at the campus year after year. The conclusions drawn from their thoughts is that teachers desire leaders that are positively impactful and are interested in their professional needs

Implications for Theory

Transformational leadership is referenced as a popular approach to organizational management. The theory contends that transformational leaders are skillful in management and are dependable because they produce commitment from followers, which makes them productive and goal-oriented. Recently, Pepper (2010) and Smollin (2011) documented important associations between transformational leadership and employee performance. Theory established by Downton (1973) and Burns (1985) steered the theoretical framework of this study. Burns (1973) noted that the success of a leader is dependent on various means and variables. Burns also proposed that self-efficacy is a result of blending factors like practical knowledge, confidence-building, experience empowerment, and external motivation. Subsequently, there are implications for the Intermediate and Early Childhood campuses targeted in this study.

A theoretical implication of Burns' theory is that the campus climate and culture must allow principals to revise organizational procedures, so a solid support framework is integrated into the organization and made readily available for teachers, if retaining them is a goal. According to the findings of this study, the leaders of the Intermediate and Early Childhood

campuses must assist in this reform effort by assessing the campus needs and then provide on-going teacher support structures and teacher learning opportunities. The Transformational Leadership Theory suggests that leaders who possess the factors of a transformational leader can have an unequivocal effect on campus culture. Maintaining a positive school culture where teachers feel valued, are encouraged, and receive intellectually stimulating professional development opportunities breed a climate where teachers want to be. According to the MLQ self-survey results, the Intermediate campus has a transformational assistant principal and principal. These findings showed that the Intermediate campus retained more teachers over the four-year time period, corroborating the theory's principles.

Another implication is the Early Childhood campus could benefit from a transformational leader. Title I campuses such as this, experience societal and financial woes that could be improved through transformational practices in ways that are unparalleled. A transformational leader would be constructive in handling the problems because he or she would create progressive change to the point where the issues could not taint the campus's culture and climate. Adding a transformational principal to the Early Childhood campus could help it retain more teachers if the campus's culture and climate were reformed through transformational leadership practices.

Recommendations for Further Research

This study will contribute to research that focuses on teacher perceptions of campus leaders and those teachers' decisions to return to the campus each year. Since the reach of this study spanned to only two elementary charter schools in Northeast Texas, the outcomes may be pertinent to other educational institutions within the United States. To increase the awareness of these notions, the following serve as recommendations for future research studies.

The following are suggestions for invoking the results of this study for those who seek additional examination of the association between leadership styles and teacher efficacy and retention:

1. Creating a positive school climate and culture commands teacher collaboration, therefore, teacher learning groups is recommended. School leaders can incorporate common planning times and include them in school schedules, so teachers are allotted time to share ideas and engage in constructive dialogue. Teachers will be comfortable and willing to share dialogue in a climate that is attentive and supportive of their roles. Implementing teacher learning groups would be a good way of assessing and monitoring teacher efficacy and job happiness.
2. District leaders and their continued education programs should provide targeted training on both transactional and transformational leadership styles. Title I campus principals learn how to employ different leadership style practices that could aid in directing environmental ambiance throughout the organization.
3. District-level administrators should collect data regularly on school culture and the leadership styles of principals. Administrators would be able to evaluate the needs of the campuses and appropriately assign principals based on the school's needs.
4. The campus leaders of the schools in this study should continue collecting data on leadership styles and the annual retention rates of teachers. The yearly information could be collected and explored which will assist in making decisions related to teacher efficacy and retention. This could also provide valuable data

about the culture of the school. Data such as this could provide school districts with valuable information that can be used to evaluate the needs of the school and make organizational decisions.

5. A qualitative methodology was used in this explorative study. There should be quantitative studies conducted in the future that aim to associate the number of years teachers are retained with transactional and transformational leaders. This could demonstrate whether leaders are capable of effectively demonstrating transactional or transformational leadership behaviors and how long teachers are willing to commit to the leader and campus.

Conclusion

Principal leadership is a very distinct role. The role requirements for school leaders are increasing each day. Leadership in schools involves a host of demands directly and indirectly related to the school's success. The leadership style of the principal has the ability to inspire or hinder student and teacher success, lead the charge of positively or negatively implementing change, and become the inspector or deterrent of expectations and motivations. Successful leaders must know how to run the school effectively, while simultaneously acting as an instructional leader. Retaining successful teachers will help meet campus, state, and federal accountability requirements.

In addition, school leaders must continuously exhibit improvement in the schools they lead. For the results of this study indicate that there is a connection between the campus leader's style and teacher retention. The findings also revealed the transformational leader is significantly and directly associated with the retention of satisfied and qualified teachers. If retaining quality teachers is one of the principal's goals, the characteristics and qualities

described in the Transformational Leadership Theory should be employed when making site-based decisions and implementing school reform mandates. This is also recommended for principals wanting to create or shape a positive school culture and climate.

This study investigated the perceptions of teachers working at Title I campuses. This chapter presented information about the findings in relation to previous literature, implications, limitations, and suggestions for further research. The results of the study unmistakably align with the review of literature on the topic of leadership style and the influences it has on an organization. Burns (1985) differentiated between transactional and transformational leaders by clarifying that transactional leaders barter rewards for the work and loyalty of followers. Transformational leaders interact and collaborate with followers while focusing on their innate needs. They also exert influence by exhibiting four factors of transformational leadership: charisma, inspirational motivation, intellectual stimulation and individualized consideration. The leader's behavior can alter the followers by helping them reach their full potential, improve collegiality, and generate elevated levels of job performance.

The study revealed three thematic categories regarding the mental perceptions of the teachers. The final themes were: teacher desire for administrative support, leadership and faculty camaraderie, and dedication to school and students. Theme 1, teachers' desire for administrative support revealed that educators desire continuous support from administrators. Teachers from both campuses were polled through semi-structured interviews and were able to verbalize their perceptions of their campus administrator and their desires for support. Theme 2, leader and faculty camaraderie addressed the participants' perceptions of the faculty and leadership camaraderie. Of all interviewees, 82% responded and affirmed that the administrator has the ability to influence their decision to return to the campus each year. Majority of those

polled expressed that they enjoy working with an administrator that is fair, consistent, and understanding of their roles and responsibilities as a teacher. Lastly, Theme 3, teacher dedication discussed a teacher's desire to work with a leader that is open to their ideas and values their craft. Teachers that are led by that kind of leader can get more from teachers. A teacher that is valued is eager to carry out tasks for the principal, students, and campus. Administrators that are interested in teachers will quickly realize that most teachers have a wealth of knowledge and are dedicated to what they do. If the principal is committed, encouraging and supportive of the teachers, the teachers will be dedicated to every aspect of the educational organization. Dedicated teachers empower themselves and enjoy their job, which in turn begets a positive school environment where teachers are willing to return each year.

Finally, school districts that have Title I campuses and are experiencing teacher attrition, should assess the campus's climate and culture. When considering the appropriate placement of principals, district administrators must realize transformational leaders are more suitable for schools, especially Title I campuses. Unfortunately, the ills that plague Title I campuses may never be rectified, however legislation along with district and campus leadership can minimize and alter the effect of those ills as they serve students and communities. One way to begin healing is by acknowledging the various characteristics and skill set of leadership styles. Strategically placing principals at campuses that are promotive of their leadership style can alleviate some of the pressures schools experience. Deliberate care should be exercised when assigning principals to Title I campuses, especially if improving campus culture, teacher efficacy, and retention are identified as goals.

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Appendix A: Participant Consent Form

Research Study Title: A Descriptive Case Study of the Impact of Leadership Style on Teacher Retention in a Title I Campus in Texas

Principal Investigator: Twanna Mead

Research Institution: Early Childhood and Intermediate Campuses in North Texas

Faculty Advisor: Dr. Candis Best

Purpose and what you will be doing:

The purpose of this survey is to ask the leaders to report on their own attitudes and behaviors using the descriptors of three leadership styles. The reports allow a comparison of the leaders that are not on the same campus and multiple participants can respond at the same time. The researcher expects approximately 176 volunteers. No one will be paid to be in the study. Enrollment will begin approximately January 16, 2017 and enrollment will end approximately January 30, 2017. To be in the study, you (teacher) will be asked to:

1. participate in one-on-one interviews with the researcher via phone or in-person, which is used to assess faculty members' perceptions of the principal's leadership style. Prior to completing the surveys or interviews, each potential respondent will be contacted by the researcher either face-to-face or via written communications.

Administrative participants will be invited to complete the Multifactor Leadership Questionnaire (MLQ). In this communication, administrators will be provided information about:

1. the specific change and the change leader's leadership style being studied
2. the research nature of the study
3. participation guidelines
4. the directions for completion of the MLQ and a 2-week window in which to respond.

Doing these things should take less than thirty minutes of your time.

Risks:

There are no risks to participating in this study other than providing your information. However, we will protect your information. Any personal information you provide will be coded so it cannot be linked to you. Any name or identifying information you give will be kept securely via electronic encryption or locked inside the file cabinet within the researcher's home office. When we or any of our investigators look at the data, none of the data will have your name or identifying information. We will only use a secret code to analyze the data. We will not identify you in any publication or report. Your information will be kept private at all times and then all study documents will be destroyed 3 years after we conclude this study.

Benefits:

Information you provide will help further expose potential policy implications for U.S. schools that serve the poorest and lowest performing students. School districts may begin to look closer at the principal as an important factor in improving teacher turnover. This study also lends itself to districts interested in informing principals about how leadership style impacts teacher job satisfaction and ways to potentially improve their leadership skills. The findings of this study may help districts recruit principals with a proven record of improving work conditions and climate, ultimately reducing teacher mobility. You could benefit this by having the perspective of teachers heard, which could change leadership practices in schools, especially those serving low socioeconomic communities and students.

Confidentiality:

This information will not be distributed to any other agency and will be kept private and confidential. The only exception to this is if you tell us abuse or neglect that makes us seriously concerned for your immediate health and safety.

Right to Withdraw:

Your participation is greatly appreciated, but we acknowledge that the questions we are asking are personal in nature. You are free at any point to choose not to engage with or stop the study. You may skip any questions you do not wish to answer. This study is not required and there is no penalty for not participating. If at any time you experience a negative emotion from answering the questions, we will stop asking you questions.

Contact Information:

You will receive a copy of this consent form. If you have questions you can talk to or write the principal investigator, Twanna Mead at email [Researcher email redacted]. If you want to talk with a participant advocate other than the investigator, you can write or call the director of our institutional review board, Dr. OraLee Branch (email: obranche@cu-portland.edu or call 503-493-6390).

Your Statement of Consent:

I have read the above information. I asked questions if I had them, and my questions were answered. I volunteer my consent for this study.

Participant Name

Date

Participant Signature

Date

Twanna Mead

February 16, 2017

Investigator Name

Date



Twanna Mead

February 16 2017

Investigator Signature

Date

Investigator: Twanna Mead email: [Researcher email redacted]

c/o: Professor Dr. Candis Best

Concordia University – Portland

2811 NE Holman Street

Portland, Oregon 97221

Appendix B: Transformational Model Components

1. Individualized consideration. Transformational leaders display individualized consideration: they listen actively; they identify individuals' personal concerns, needs, and abilities; they provide matching challenges and opportunities to learn in a supportive environment; they delegate to them as a way of developing them; they give developmental feedback; and they coach him or her. Transformational leaders practice MBWA - "Management By Wandering Around."

2. Intellectual stimulation. Transformational leaders use intellectual stimulation. They question the status quo. They present new ideas to followers and challenge them to think. They encourage imagination and creativity in rethinking assumptions and old ways of doing things. Plus, they do not publicly criticize errors, mistakes, or failure or ideas or approaches that differ from their own. Such leaders use and encourage intuition as well as logic. Knowledge-based organizations require leaders who can create and maintain an environment in which innovation thrives.

3. Inspirational motivation. Transformational leaders display inspirational motivation. They communicate a clear vision of the possible future; they align organizational goals and personal goals so that people can achieve their personal goals by achieving organizational goals; and they treat threats and problems as opportunities to learn. They provide meaning and challenge to the work of their followers and provide encouragement and meaning for what needs to be done.

4. Charismatic Leadership, or Idealized Influence (Charisma). Transformational leaders are role models; they are respected and admired by their followers. Followers identify with leaders and want to emulate them. Leaders have a clear vision and sense of purpose and are willing to take risks. These leaders provide a role model for high ethical behavior, instill pride, and gain respect and trust.

Note. From "Individual consideration viewed at multiple levels of analysis: A multi-level framework for examining the diffusion of transformational leadership," by B. J. Avolio & B. M. Bass, 1995, *The Leadership Quarterly*, 6, pp. 199-218.

Appendix C: Screener Questionnaire

1. How long have you been an educator?
2. How many years have you served as an educator on this campus?
3. Does your administration have an impact on your decision to return each year?
4. Are you currently employed in this school? If yes, skip to question 5. If not, complete 4a – 4d.
 - 4a. Why did you choose to leave?
 - 4b. Are you currently working in the education field? If so, where?
 - 4c. How many years were you employed at this school?
 - 4d. What was your role while working at this school?
5. Would you be willing to participate in a phone interview or video-conference?

Appendix D: Interview Questions

1. What is your current teaching position?
2. How many years have you served as an educator on this campus?
3. What motivates or encourages you to continue teaching? (...at this school?)
4. Have you ever considered leaving teaching? Why or why not?
5. How has working here influenced you professionally?
6. What type of leader do you prefer working with?
7. Do you plan to return to this campus next year?

Appendix E: License to Reproduce Multi-factor Leadership Questionnaire

For use by Twanna Mead only. Received from Mind Garden, Inc.



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To Whom It May Concern,

The above-named person has made a license purchase from Mind Garden, Inc. and has permission to administer the following copyrighted instrument up to that quantity purchased:

Multifactor Leadership Questionnaire Form 6S

The three sample items only from this instrument as specified below may be included in your thesis or dissertation. Any other use must receive prior written permission from Mind Garden. The entire instrument may not be included or reproduced at any time in any other published material.

**Citation of the instrument must include the applicable copyright statement listed below.
Sample Items:**

As a leader

I talk optimistically about the future. I spend time teaching and coaching. I avoid making decisions.

The person I am rating....

Talks optimistically about the future. Spends time teaching and coaching. Avoids making decisions

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Sincerely,

Robert Most
Mind Garden, Inc. www.mindgarden.com

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Appendix F: Multifactor Leadership Questionnaire (MLQ) Form 6S

INSTRUCTIONS: This questionnaire provides a description of your leadership style. Twenty-one descriptive statements are listed below. Judge how frequently each statement fits you. The word others may mean your followers, clients, or group members.

KEY: 0 - Not at all 1 - Once in a while 2 – Sometimes 3 - Fairly often 4 - Frequently, if not always

1. I make others feel good to be around me.....0 1 2 3 4
2. I express with a few simple words what we could and should do.0 1 2 3 4
3. I enable others to think about old problems in new ways.....0 1 2 3 4
4. I help others develop themselves.0 1 2 3 4
5. I tell others what to do if they want to be rewarded for their work.0 1 2 3 4
6. I am satisfied when others meet agreed-upon standards.....0 1 2 3 4
7. I am content to let others continue working in the same ways always.....0 1 2 3 4
8. Others have complete faith in me.....0 1 2 3 4
9. I provide appealing images about what we can do.....0 1 2 3 4
10. I provide others with new ways of looking at puzzling things.0 1 2 3 4
11. I let others know how I think they are doing.0 1 2 3 4
12. I provide recognition/rewards when others reach their goals.0 1 2 3 4
13. As long as things are working, I do not try to change anything.0 1 2 3 4
14. Whatever others want to do is OK with me0 1 2 3 4

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15. Others are proud to be associated with me.0 1 2 3 4
16. I help others find meaning in their work.0 1 2 3 4
17. I get others to rethink ideas that they had never questioned before.....0 1 2 3 4
18. I give personal attention to others who seem rejected..... 0 1 2 3 4
19. I call attention to what others can get for what they accomplish.....0 1 2 3 4
20. I tell others the standards they have to know to carry-out their work.....0 1 2 3 4
21. I ask no more of others than what is absolutely essential.....0 1 2 3 4

SCORING

The MLQ-6S measures your leadership on seven factors related to transformational leadership. Your score for each factor is determined by summing three specified items on the questionnaire. For example, to determine your score for factor 1, Idealized influence, sum your responses for items 1, 8, and 15. Complete this procedure for all seven factors.

Idealized influence (items 1, 8, and 15) Inspirational motivation (items 2, 9, and 16)

Intellectual stimulation (items 3, 10, and 17) Individual consideration (items 4, 11, and 18)

Contingent reward (items 5, 12, and 19) Management-by-exception (items 6, 13, and 20)

Laissez-faire leadership (items 7, 14, and 21)

Score range: HIGH = 9-12, MODERATE = 5-8, LOW = 0-4

TOTAL

Factor 1 _____ Factor 2 _____ Factor 3 _____ Factor 4 _____

Factor 5 _____ Factor 6 _____ Factor 7 _____

Multifactor Leadership Questionnaire (MLQ) Form 6S SCORING

Factor 1 – IDEALIZED INFLUENCE indicates whether you hold subordinates’ trust, maintain their faith and respect, show dedication to them, appeal to their hopes and dreams, and act as their role model.

Factor 2 – INSPIRATIONAL MOTIVATION measures the degree to which you provide a vision, use appropriate symbols and images to help others focus on their work, and try to make others feel their work is significant.

Factor 3 – INTELLECTUAL STIMULATION shows the degree to which you encourage others to be creative in looking at old problems in new ways, create an environment that is tolerant of seemingly extreme positions, and nurture people to question their own values and beliefs of those of the organization.

Factor 4 – INDIVIDUALIZED CONSIDERATION indicates the degree to which you show interest in others’ well-being, assign projects individually, and pay attention to those who seem less involved in the group.

Factor 5 – CONTINGENT REWARD shows the degree to which you tell others what to do in order to be rewarded, emphasize what you expect from them, and recognize their accomplishments.

Factor 6 – MANAGEMENT-BY-EXCEPTION assesses whether you tell others the job requirements, are content with standard performance, and are a believer in “if it ain’t broke, don’t fix it.”

Factor 7 – LAISSEZ-FAIRE measures whether you require little of others, are content to let things ride, and let others do their own thing.

Appendix G: Statement of Original Work

The Concordia University Doctorate of Education Program is a collaborative community of scholar-practitioners, who seek to transform society by pursuing ethically-informed, rigorously- researched, inquiry-based projects that benefit professional, institutional, and local educational contexts. Each member of the community affirms throughout their program of study, adherence to the principles and standards outlined in the Concordia University Academic Integrity Policy. This policy states the following:

Statement of academic integrity.

As a member of the Concordia University community, I will neither engage in fraudulent or unauthorized behaviors in the presentation and completion of my work, nor will I provide unauthorized assistance to others.

Explanations:

What does “fraudulent” mean?

“Fraudulent” work is any material submitted for evaluation that is falsely or improperly presented as one’s own. This includes, but is not limited to texts, graphics and other multi-media files appropriated from any source, including another individual, that are intentionally presented as all or part of a candidate’s final work without full and complete documentation.

What is “unauthorized” assistance?

“Unauthorized assistance” refers to any support candidates solicit in the completion of their work, that has not been either explicitly specified as appropriate by the instructor, or any assistance that is understood in the class context as inappropriate. This can include, but is not limited to:

- Use of unauthorized notes or another’s work during an online test
- Use of unauthorized notes or personal assistance in an online exam setting
- Inappropriate collaboration in preparation and/or completion of a project
- Unauthorized solicitation of professional resources for the completion of the work.

Statement of Original Work (Continued)

I attest that:

1. I have read, understood, and complied with all aspects of the Concordia University–Portland Academic Integrity Policy during the development and writing of this dissertation.
2. Where information and/or materials from outside sources has been used in the production of this dissertation, all information and/or materials from outside sources has been properly referenced and all permissions required for use of the information and/or materials have been obtained, in accordance with research standards outlined in the *Publication Manual of The American Psychological Association*

Twanna L. Mead

Digital Signature

Twanna L. Mead

Name (Typed)

June 8, 2018

Date