

# THE RELATIONSHIP BETWEEN SERVANT LEADERSHIP OF PRINCIPALS AND BEGINNING TEACHER JOB SATISFACTION AND INTENT TO STAY

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## ABSTRACT

There has been an ever increasing percentage of beginning teachers who leave the teaching profession within the first five years. The overall purpose of this study was to gain insight into servant leadership characteristics and the impact on new teacher retention. The researcher implemented quantitative research methods to investigate the relationship between servant leadership of principals and beginning teacher's job satisfaction and intent to stay.

Data was gathered via two surveys to collect data on beginning teacher perception of servant leadership characteristics displayed by their principal and servant leadership traits which contribute to beginning teacher job satisfaction and intent to stay. Participants included beginning teachers currently employed in south-central Missouri. For this study, a random sample was collected from beginning teachers with five years teaching experience or less. The participants included Missouri certified teachers at various grade levels and areas of certification.

The study yielded a high rate of response from survey participants. Data analysis revealed a positive perception by beginning teachers of their principals' servant leadership characteristics. Correlations showed a statistically significant, positive relationship between servant leadership and beginning teacher job satisfaction. In addition, correlations showed a statistically significant, positive relationship between servant leadership and beginning teacher intent to stay. This study has implications for public school administration by highlighting servant leadership characteristics including empowerment, vision, agapao love, and humility.