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A Study On What Factors Influence Teachers To Remain In The Teaching Profession

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A STUDY ON WHAT FACTORS INFLUENCE TEACHERS TO REMAIN IN THE TEACHING PROFESSION

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ABSTRACT

The purpose of this study was to examine the employment factors that schools have control over and how teachers and administrators perceive these factors to have the most effect in influencing teachers to remain in the profession. This study was conducted by administering a survey to public school building administrators and public school teachers in Indiana. Teachers' and administrators' perceptions were measured on what reasons a teacher (hypothetically) might leave the profession. A total of 2,219 teachers and 208 building administrators submitted complete responses to the Teacher Retention Survey. The Teacher Retention Survey was developed by this researcher to quantitatively measure the perceptions of teachers and administrators on how the external and employment factors influence teachers to remain in the teaching profession. The list of external employment factors and reasons why a teacher might leave the profession was developed from the review of literature from similar research studies. Data were analyzed through one-way ANOVA testing and the null hypotheses were tested at the .05 probability level or better. The data analysis showed that a supportive school administration was an important factor that influences teachers to remain in the profession. Based on the perception that a supportive school administration keeps teachers in the profession, the following conclusion is proposed: School corporations need to offer a comprehensive induction program conducted over a three- to five-year period. An effective induction program consists of the following five: on-going professional development, time to collaborate with peers, administrative

support through empowerment, a high quality mentoring program, and effective feedback on teacher observations and evaluations.

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CHAPTER 1

INTRODUCTION

The Problem

As America enters the second decade of the 21st century, the state of public education is still a major concern of many Americans. Over the last decade, the federal government has taken a more active role in mandating many changes in public education. The permeation of the federal legislation No Child Left Behind in 2002, the support of offering vouchers to parents that allows their children to attend private schools, and states discussing the option of adopting College Career Readiness State Standards are just a few of the more aggressive mandates supported by our federal government. These issues have caused concern among educators and parents alike to want a quality education for all children. The need for the most qualified teacher at every grade level has never been greater. In recent years, a growing consensus among researchers and educators is that the most important factor that determines student academic performance is the quality of the teacher providing the instruction. "One study in Dallas in the mid-1990s for example, showed that children assigned to effective teachers for three years in a row scored an average of 49 percentile points higher on a standardized reading assessment than children assigned to three ineffective teachers in a row" (National Partnership for Teaching in At-Risk Schools, 2005, p. 3). Although the concern of parents wanting a qualified teacher for their child has not changed since the first school was established in 1692 in the colony of

Massachusetts, the stakes are much higher today (Elsbree, 1939). "Therefore, if the national goal of providing an equitable education to all students is to be met, it is critical that efforts be concentrated on developing and retaining high-quality teachers in every school district at all grade levels" (Shakrani, 2008, p. 2).

A review of the literature shows that as the school year comes to a close each year, more and more teachers are leaving the profession. It is estimated that nationally over 12% of the teachers will not return to school the next year (Kopkowski, 2008). Shakrani (2008) reported, "Nearly 1,000 teachers leave the field of teaching every school day and another 1,000 change schools in pursuit of better working conditions. This deluge of teacher turnover is over and above the tens of thousands who retire each year" (p. 1). Teacher attrition in this country has been a problem for many years. In fact, many research studies show that the occupation of teacher has been identified as having a higher-than-normal attrition rate compared to other occupations (Shakrani, 2008). In June 2007, the National Commission on Teaching and America's Future (NCTAF) reported that 33% of teachers leave within three years (NCTAF, 2007). As teachers start to leave the profession early in their tenure, the task of finding experienced teachers in the classroom is getting more difficult. The NCTAF reported that in 1987 the most common level of experience in the nation's public schools was 14 years in the classroom. By the year 2007-08, students were most likely to encounter a teacher with less than two years teaching experience (NCTAF, 2007).

An examination of national databases on school staffing revealed that finding qualified teachers is not based on a teacher shortage, but to a large extent as a result of a *revolving door*. This revolving door is in reference to teachers entering the profession and leaving within the first three to five years. Tom Carroll, President of the NCTAF, in 2008 stated the problem the best.

He said, “There is this idea that we can solve the teacher shortage with recruitment. What we have is a retention crisis” (as cited in Kopkowski, 2008, p. 2).

Teachers who leave the profession each year and others who transfer to *better* schools has created a cost issue with many of the school districts across America. Student achievement suffers in schools with high teacher turnover. The low-performing schools are trapped in a revolving door cycle as the teacher exodus drains their resources that would be better spent on improving teacher quality and student achievement (Shakrani, 2008).

In an effort to reduce the teacher attrition rate, the Bush administration passed the Teacher Recruitment and Retention Act in 2003. This federal law increased loan forgiveness from $5,000 to $17,500 for mathematics, science, and special education teachers who teach in schools of poverty. The law also forgave loans in those subject areas that were designated to have teacher shortages (Teacher Recruitment and Retention Act of 2003).

Over the past decades, researchers, state, and federal governments have looked for ways to solve the teacher retention crisis. No school factor has a greater impact on student achievement than having effective teachers in the classroom. Sustainable student achievement will be possible only when school corporations solve the retention crisis (New Teacher Project, 2012). By solving the retention crisis, school administrators can then begin to focus on the quality of teaching instruction.

Statement of the Problem

In 1996, the NCTAF reported “the single most important strategy for achieving America’s educational goals is a blueprint for recruiting, preparing, and supporting excellent teachers in all of America’s schools” (as cited in Martinez-Garcia & Slate, 2009, p. 3). The key to developing a high-achieving school starts with forming a highly effective teaching faculty.

Current school corporations are faced each year with the loss of quality teachers who will leave their schools after teaching just a very short time and through retirement. Many experts believe that over a million and a half veteran teachers will retire during the next eight years. This will prompt the need to hire between 2.9 and 5.1 million teachers by 2020 (NCTAF, 2010). Teacher turnover has a measurable impact on student achievement, teacher quality and accountability. In 2003, the NCTAF reported "the most serious consequence and direct disadvantage of high teacher turnover is that it erodes teaching quality and student achievement" (as cited in Martinez-Garcia & Slate, 2009, p. 2). At a time in education where the demand for quality and effective instruction is needed, schools must find a way to retain teachers. When schools are successful in retaining teachers, student achievement and teacher quality not only improve, school corporations will reduce unnecessary spending. In 2004, researchers priced attrition at $13,000 to $50,000 per teacher when accounting for losses in teacher quality and student achievement (Alliance for Excellence in Education, 2004). In 2007, the NCTAF piloted a study on the real costs of teacher turnover in five school districts. This study reported that the average cost of a teacher leaving a small corporation was just under $10,000 and a large corporation average cost was estimated to be $17,872 (NCTAF, 2007). As a result of this study, the NCTAF created a Teacher Turnover Cost Calculator that school corporations can use to estimate the costs they incur each year when teachers leave. In 2010, NCTAF reported that the nation's school districts spent at least $7.2 billion a year on teacher attrition (NCTAF, 2010).

Purpose of the Study

If the most important factor that determines student academic performance is the quality of the teacher providing the instruction, schools must first find what factors influence teachers to remain in the teaching profession. Through the literature review there were three major

categories that influenced teacher retention: external factors, employment factors, and personal factors. The external factors consisted of retirement incentives, opportunities outside of teaching, change in teaching positions, and teaching salaries. Examples of employment factors are working conditions, professional development, administrative support, and teaching induction programs. Personal factors consisted of teacher burnout, personal demographics and personal health issues (Recruitment and Retention Project, 2001). The purpose of this study was to examine the employment factors that schools have control over and how teachers and administrators perceive these factors to have the most effect in influencing teachers to remain in the profession. The development of these factors must be highest priority in school corporations.

Significance of the Study

As the result of this study, schools corporations will be able to identify those employment factors that have the most influence on teachers to remain in the profession and use this information to develop an effective comprehensive teacher induction program that will stop the revolving door of teacher attrition in their school district. By providing this information on how to retain teachers in schools, the acceleration of student achievement may occur, and unnecessary expenses to school corporations may be reduced. In turn, this will also lead to schools keeping their irreplaceable master teachers thus resulting in higher student achievement.

Research Questions

This quantitative study sought answers to these relevant questions:

1. What are teachers' perceptions of the different external and employment factors that influence teachers to remain in the profession?
2. What are administrators' perceptions of the different external and employment factors that influence teachers to remain in the profession?

3. What are teachers' perceptions of factors that might lead to teachers leaving the teacher profession?
4. What are administrators' perceptions of factors that might lead to teachers leaving the teacher profession?
5. Are there significant differences on teachers' perceptions of the external factors that influence teachers to remain in the profession based on years of experience in teaching?
6. Are there significant differences on teachers' perceptions of the external factors that influence teachers to remain in the profession based on the building grade level configuration in which the teacher is assigned to teach?
7. Are there significant differences on teachers' perceptions of the employment factors that influence teachers to remain in the profession based on years of experience of teaching?
8. Are there significant differences on teachers' perceptions of the employment factors that influence teachers to remain in the profession based on the building grade level configuration in which the teacher is assigned to teach?

Null hypotheses were formulated and tested for Research Questions 5-8.

Definition of Terms

The following terms are defined for clarification in understanding this study:

Administrator is defined as a state-licensed building-level principal, assistant principal, or a person identified by the superintendent to conduct administrative functions.

Beginning teacher is an individual in the first through fifth year of employment as a teacher in an Indiana public school.

Building grade level configuration for this study consists of three levels. Elementary school Grades K-5, middle school Grades 6-8, and high school Grades 9-12.

Career teacher is an individual in the 16th year and/or beyond of employment as a teacher in an Indiana public school.

Collaboration is the period of time set aside for teachers to talk to other teachers about teaching strategies, new ways of doing things, and develop a collected shared vision on the learning targets for students in their classes (DuFour, DuFour, Eaker, & Karhanek, 2010).

Effective evaluation feedback is the result of a series of observations conducted by an evaluator. After each observation, the evaluator has a face-to-face conference with the beginning teacher to discuss how to improve teacher performance (Alliance for Excellence in Education, 2004).

Employment factors are job-specific factors controlled by the school corporations. Examples would be working conditions (class size, subject taught, workload), administrative support, time provided to collaborate with peers, and teacher induction program.

Established teacher is an individual in the sixth through 10th year of employment as a teacher in an Indiana public school.

External factors consist of retirement incentives, opportunities outside of teaching, change in teaching positions, type of student demographics served by the school, and teaching salaries.

Induction program is the process of systematically training and supporting new teachers, beginning the first day of school and continuing through the first to fifth years of teaching, or longer, depending on the program.

Leavers are teachers who leave classroom teaching (National Center for Education

Statistics [NCES], 2008).

Mentoring is the professional practice that occurred in the context of teaching whenever an experienced teacher supported, challenged, and guided a novice teacher in his or her teaching practice (Wong, 2004).

Mentor is an individual whose basic function was to help a new teacher (Wong, 2004).

Movers are teachers who leave their classrooms for another by moving to a different school or school corporation (NCES, 2008).

Qualified teacher is a teacher who is able to consistently assist his or her students in making significant academic progress. The teacher is fully certified, has command of the subject area, has a broad repertoire of teaching methods, and meets all diverse needs of the students assigned.

Personal factors are specifically related to the individual. Examples of personal factors are teacher burnout, personal demographics, and personal health and family issues.

Professional development is curriculum or skills delivered to teachers through university coursework, professional seminars, or a school corporation-developed programs.

School corporations are defined as the schools and central office that exist to educate students in Kindergarten through Grade 12.

Stayers are teachers who remain in the same school from one year to the next (NCES, 2008).

Student achievement is defined as performance on the state standardized achievement test.

Teacher is defined as a state certified instructor for students in Kindergarten through Grade 12.

Veteran teacher is an individual in the 11th through 15th year of employment as a teacher in an Indiana public school.

Limitations of the Study

1. This study was limited to the number of participants who responded to the survey. All public school teachers and administrators in Indiana were selected for this study. Teachers and administrators in private schools were not given an opportunity to participate in this study.
2. This study was limited on how the participants who were surveyed interpreted the influence of the external and employment factors that were identified in the survey. The external and employment factors selected to be surveyed were based on the literature review for this study. Participants may not fully understand the meaning of an external or employment factor.

Delimitations of the Study

1. This study was limited to public schools in the state of Indiana. This prohibited the ability to make generalizations about teacher retention in private schools in Indiana.
2. This study surveyed teachers and administrators who are still in the profession at the time of the study. The perceptions of teachers and administrators who have already left the profession were not included in this study.
3. This study was limited based on the sample. The sample might not be a true representation of the population of teachers and administrators in the state of Indiana. Therefore, the ability to make generalizations about teacher retention in Indiana and in other states was inhibited.

Summary and Organization of the Study

The goal of providing an equitable education to all students is an extremely challenging task for school corporations. The key is to develop and retain teachers in every school corporation at every grade level. By eliminating the revolving door in the teaching profession, student achievement will be impacted and revenue of school corporations will be freed up to be spent on necessary expenditures instead of teacher recruitment. Attention should be given to what supports beginning teachers need in order to be successful in becoming a quality teacher. These supports are to be provided by school corporations and schools in order to insure teachers are prepared to face the day-to-day challenges of teaching in the 21st century. Chapter 1 provided an introduction, statement of the problem, purpose of the study, research questions, and definition of terms. Chapter 2 presents a current literature review and topical research. Chapter 3 provides information regarding study methodology, the population sample, survey development and administration, and methods of statistical analysis. Chapter 4 presents study findings and addresses the study's research questions. Chapter 5 provides a summary of the findings, results, discussion of the findings, and recommendations for further study.

CHAPTER 2

REVIEW OF RELATED LITERATURE

The need for dedicated teachers who know their subject areas and are effectively trained and want to remain in the teaching profession is becoming a daunting task for school districts across America. The No Child Left Behind (NCLB) requirement that every student will be proficient by 2014 (NCTAF, 2010) and state legislatures discussing the implementation of College and Career Readiness State Standards (CCRSS) in 2015 are just two examples of educational initiatives that require a highly skilled workforce (NCTAF, 2010). More and more educators are agreeing that the single most important factor in student achievement is the quality of the teacher (Alliance for Excellent Education, 2004). With so many issues and obstacles teachers face in today's schools, why do teachers remain in the profession? Why do some teachers stay when 50% have left the profession in the first five years, and most who left teaching have fewer than 10 years teaching experience (Ingersoll, 2002; Inman & Marlow, 2003; Wilkinson, 1994)? To compound the problem of losing teaching talent at the beginning of the career, NCTAF (2010) reported we are about to lose a quality veteran teaching force at the end of their careers as the baby boomers begin to retire from teaching (NCTAF, 2010). According to a recent study by the NCTAF (2010), "the teacher career pipeline is collapsing at both ends" (p. 4).

This review of literature examined research in seven areas. The first area of study examined a historical perspective on teacher attrition. The second area of study reviewed statistical data on teacher retention. The third area reviewed current research on why teachers leave the profession of teaching by specifically identifying categories of teacher turnover and a description of factors that are attributed to teacher attrition. The fourth area of study focused on why teachers remain in the profession of teaching. The fifth area of study reviewed the findings of a Beginning Teacher Longitudinal Study (BTLS) of public school teachers who began teaching in 2007 or 2008 sponsored by the NCES. The sixth area of study reviewed the recommendations for supporting and retaining effective teachers submitted by the Equity and Excellence Commission to the Secretary of the U.S. Department of Education, Arne Duncan, in February 2011. The final area of study reviewed several solutions on how to address the problem of teacher retention.

Historical Perspective on Teacher Attrition

Teachers who leave the profession is not a new trend in the United States. Local school communities have struggled with retaining teachers since the beginning of offering education to youth in this country. Elsbree (1939) stated the colonies experienced issues of teacher retention and finding quality teachers. As this country expanded and developed, many researchers cited that teacher retention and shortage of quality teachers were linked to the current state of the country's economy. Carter and Savoca (1992) showed that turnover rates of teachers were very high during the great depression. They noted this was very evident among female teachers and teachers who taught in rural communities. In the mid-1960s, the nation's attention regarding education was heightened by a study conducted by James Coleman (Equality of Educational Opportunity or more commonly known as the Coleman Study). Coleman's team of researchers

concluded, “Student achievement could not be significantly elevated until conditions governed by race, class, and income inequality were rearranged to strengthen the positive role of families” (as cited in Alliance for Excellence in Education, 2004, p. iii). Coleman’s findings were confirmed by Christopher Jencks in 1972 when he concluded, “The character of a school’s output depends largely on a single input, namely the characteristics of the entering children—the school budget, its policies, the characteristics of teachers—is either secondary or completely irrelevant” (as cited in Alliance for Excellence in Education, 2004, p. iii). In essence, these researchers basically concluded that when it comes to student achievement, teaching does not matter very much (Alliance for Excellence in Education, 2004). Despite the conclusion of the analysis by Coleman and Jencks (1972), educators were very concerned about attracting new teachers and keeping them in the profession. By the mid-1970s, education experts began looking at implementing successful induction programs in school systems. By 1979, induction programs had expanded enough that the Educational Testing Service (ETS) completed an evaluation of the orientation programs for beginning teachers. The report stated that most induction programs were small, incomplete, and locally designed and funded (Alliance for Excellence in Education, 2004).

By the 1980s, many state legislatures were requiring induction programs (Alliance for Excellence in Education, 2004). A few states went as far as to list specifically the content, skills, and delivery design each induction program would offer to its beginning teachers. Because of the lack of research in teacher induction programs, most of the programs were not comprehensive in content or skill development and lasted less than four months on professional development (Alliance for Excellence in Education, 2004).

In 1983, the publication of *A Nation at Risk* drew widespread attention on the state of American schools (National Commission on Excellence in Education, 1983). This document claimed that teachers were not prepared and lacked the teaching strategies to teach high-level thinking in math and science courses. Immediately, retention of teachers became a source of concern among school districts across America. Researchers spent time looking at a host of factors that influenced teachers to stay in the profession but ignored induction programs. Instead, researchers focused on teacher salaries and the school quality to explain and address the teacher attrition issue (Alliance for Excellence in Education, 2004).

In 1986, *A Nation Prepared* was published, calling for a national board to establish standards for what teachers need to know and the skills needed in order to earn a license to teach (Carnegie Corporation, 1986). This report concluded that *lead teachers* should play an important role in working with beginning teachers. Beginning teachers need to be paired with a mentor in order to receive invaluable guidance to be successful in the classroom. Many of the report's recommendations can be found in today's more successful induction programs (Alliance for Excellence in Education, 2004).

As the 1980s came to an end, many school administrators and teachers concluded that beginning teachers who struggled in the classroom lacked experience and that the student teacher experience was not sufficient. It became clear that for beginning teachers to be successful they needed education in clinical practices that went well beyond a student teaching experience. Researchers soon discovered induction programs that provided guidance on teaching strategies, classroom management, and how to balance personal and professional time were the most effective. It was at this time school districts began to expand induction programs and added a mentoring component for beginning teachers (Alliance for Excellence in Education, 2004). In

addition to dealing with teacher shortages and teacher quality problems, many states began to offer alternative routes to obtain teacher certification licenses (Martinez-Garcia & Slate, 2009). An alternative teacher certification path is any other path toward certification than the traditional four-year bachelor degree from an approved college or university's teacher certification program. An alternative teacher certification path varies from emergency certification to a well-defined program that focuses on the best practices in teaching for individuals who already have a bachelor's degree (Martinez-Garcia & Slate, 2009).

In the early 1990s, it became evident that school districts needed to provide some type of quality induction program. "Researchers found retention more positively related to the quality of the first year teaching experience than to prior academic performance or the adequacy of teacher preparation education courses" (Alliance for Excellence in Education, 2004, p. iv). In 1996, the NCTAF suggested that the first few years of teaching be structured like a medical residency. The goal would be for beginning teachers to meet regularly with an expert teacher to receive feedback on instructional strategies and classroom supervision (Alliance for Excellence in Education, 2004).

In the first decade of the 21st century, researchers have found evidence that refuted Coleman's and Jencks's earlier findings. It is not the characteristics of the student entering the school that has the most impact on the success of student achievement, but it is the quality of the teacher that is the most important factor in producing student achievement gain (Alliance for Excellence in Education, 2004). Darling-Hammond reported "that the effects of well-prepared teachers on student achievement can be stronger than the influences of student background factors, such as poverty, language background, and minority status" (as cited in Martinez-Garcia & Slate, 2009, p. 2). As a result of these findings, more states are requiring induction programs

for all new teachers. In 2003, 79% of beginning teachers reported they participated in a teacher induction program compared to only 17% of the beginning teachers in 1974 (Alliance for Excellence in Education, 2004). An effective teacher induction program can improve the retention of teachers and lead the development of quality teachers. This is what educators have been calling for since the early 1970s.

During the late 1960s and throughout the 1970s, *baby boomers* (people born between 1944 and 1964) began to enter the teaching profession in large numbers. In 1976, the average age of a teacher was 36 years old (NCES, 2008). In 2008, the NCES reported that over half of the teacher workforce is made up of baby boomers who are at or near the age of retirement. At the time of the release of these statistics, the United States had the oldest teaching workforce in more than half a century with the average age at 42 compared to 36 in 1976. Many experts believe that over a million and a half veteran teachers will retire during the next eight years. This will prompt the need to hire between 2.9 and 5.1 million teachers by 2020 (NCTAF, 2010). This need for the employment of teachers is supported by the U.S. Bureau of Labor Statistics in its report that employment of teachers will grow by 13% between 2008 and 2018 (U.S. Bureau of Labor Statistics, 2007). With the loss of veteran teachers and the high rate of attrition with beginning teachers, the depth of teacher experience among the teacher workforce will be decreasing dramatically.

In the past, teacher preparation, recruiting, credentialing, hiring, and the working conditions of K-12 education remained within the powers of state and local governments. However, in response to these growing concerns of the quality and quantity of the teacher workforce, the federal government enacted the No Child Left Behind Act (NCLB) in 2001 (Martinez-Garcia & Slate, 2009). A major objective of NCLB is to ensure that all students have

the best teachers possible. The NCLB legislation defined the qualifications needed by teachers and established the goal that all teachers within core academic subjects be highly qualified by the end of the 2005-06 school year (Martinez-Garcia & Slate, 2009). Unfortunately, many school corporations throughout the United States have teachers who are not highly qualified, according to NCLB standards, teaching core academic subjects (Martinez-Garcia & Slate, 2009).

In the last decade, concerns with the qualifications and quality of teachers have resulted in reformers in many states pushing for tougher teacher education and certification standards along with requiring school corporations to offer induction programs for all new teachers (Martinez-Garcia & Slate, 2009). Although the push by reformers is to make teacher preparation programs tougher, many states are also looking at increasing the alternative pathways for teachers to become licensed in an effort to relieve the teacher shortage and attrition crisis. In 1983, there were only eight states that offered an alternative pathway to certification and now there are 48 states including the District of Columbia (Martinez-Garcia & Slate, 2009). The state of Indiana, where this research study was conducted, is in the process of revising its education licensing requirements. Indiana's Rules for Educator Preparation and Accountability (REPA) is proposing an alternative pathway where an individual with a four-year degree can earn a five-year "adjunct" teacher license (Indiana Department of Education, 2013).

Throughout history, the United States has struggled with recruiting, preparing and retaining teachers in the profession. Many state and federal legislative reforms have tried to address the issue of teacher retention / attrition, but the crisis still exists. In 1996, the NCTAF reported "the single most important strategy for achieving America's educational goals is a blueprint for recruiting, preparing and supporting excellent teachers in all of America's schools (as cited in Martinez-Garcia & Slate, 2009, p. 11). Until then, the crisis will continue to exist.

Statistical Data on Teacher Attrition

According to the National Education Association (NEA, 2009), the number of teachers leaving the profession is increasing every year. In fact, it was estimated that over 8% of the teacher workforce will not be returning to teaching each year (NCES, 2008). The NEA reported that the percentage of teachers leaving is greatest among males and minorities. This is very alarming due to the fact that male teachers and minority teachers are needed to serve as role models for students today (NEA, 2009).

Research supports that teacher attrition is most evident among beginning teachers and that the probability of a teacher leaving decreases significantly after the teacher has been in the classroom for more than five years (Education Commission of the States, 2005). On a national level, approximately 12% of new teachers fail to make it through the first year of teaching (Gagen & Bowie, 2005). Thirty-three percent leave within three years (Alliance for Excellence in Education, 2004). Fifty-one percent are found to leave the teaching profession within five years (Inman & Marlow, 2003; NCES, 2008; Wilkinson, 1994).

Further research showed that one out of every two teachers hired quit within five years. Research suggests that it takes three to seven years (an average of five years) for a teacher to become effective and have an impact on student achievement (Alliance for Excellence in Education, 2004; Martinez-Garcia & Slate, 2009). This statistic suggests that teacher attrition can negatively impact student learning (Alliance for Excellence in Education, 2004). Further research conducted by Stronge, Richard and Catano in 2008 confirmed teacher attrition hurts student learning and increases school district costs. A study conducted in 2009 by Haung and Moon, “found that additional years of experience at the same grade level add to direct positive

impact on student achievement for up to 20 years of teaching experience" (as cited in NCTAF, 2010, p. 12).

More importantly, teacher attrition has a greater impact on poor and urban schools where quality teachers are needed the most. The NCTAF reported that urban school districts have a much higher turnover of beginning teachers at 17% compared to the overall national average turnover at 12% (Kopkowski, 2008). Smith and Ingersoll (2004) reported that high-poverty schools as compared to affluent schools have more teachers with less than three years of experience. A more alarming statistic is that high-poverty schools have more teachers on emergency waivers than affluent schools. "In mathematics, for example 43% of the teachers in high-poverty schools lacked a major or minor in their field compared with 27% in more affluent schools" (National Partnership for Teaching in At-Risk Schools, 2005, p. 3). This is in spite of the NCLB requirement that every teacher be highly qualified in the grade level/subject area he or she is teaching (Alliance for Excellence in Education, 2004).

Researchers have studied the impact of the years of experience teaching and the building grade level configuration may have on teacher attrition. The number of years a teacher has taught does have an impact on employment decisions but not as clearly as other factors of teacher attrition that have been studied (Hirsch, 2006). Hirsch (2006) reported that teachers between their seventh and 10th years of teaching were most at risk for leaving their schools. In addition, he reported that elementary teachers were most likely to move schools and that middle school teachers were more likely to quit the profession.

'Teachers who depart the profession" is what researchers refer to as the revolving door and it is spinning faster each year. The NCTAF (2010) estimates teacher attrition has grown by 50% over the past 15 years. (NCTAF 2010) This costs roughly seven billion dollars a year as

school districts spend money to recruit, hire, and train new teachers (NCES, 2008). "The NCTAF Commission estimates that for every teacher who leaves, the district spends approximately $12,500. Other researchers price attrition at $13,000 to $50,000 per teacher when accounting for losses in teacher quality and student achievement" (Alliance for Excellence in Education, 2004, p. 7). When teachers with five years teaching experience leave a district, taxpayers end up paying more due to the investment in teacher professional development than they would if quality teachers remained in the district in the first place (Alliance for Excellence in Education, 2004). "There is this idea that we can solve the teacher shortage with recruitment," said commission president Tom Carroll. "What we have is a retention crisis" (Kopkowski, 2008, p. 2). The NCTAF (2010) recommended school corporations focus on teacher retention.

Why Teachers Leave the Profession of Teaching

The NCES (2010) reported that teaching is one of the largest professions in the United States employing over 3.7 million people in 2011. This number has risen 7% since 2001. However, teachers have one of the highest attrition rates of any profession (Heller, 2004). Ingersoll (2001b) reported that teachers change jobs 4% more often than professionals in other careers. So why are teachers leaving? For years, researchers have studied teacher turnover and the factors causing teachers to leave the profession. Through this literature review, descriptions for categories of teacher turnover and factors that cause teachers to leave the profession have been identified.

Categories of Teacher Turnover

In 2004, Ingersoll and Smith reported that there are three categories of teacher turnover. One type of teacher turnover is retirement. This turnover is inevitable. Another type of teacher turnover is when teachers leave (leavers) the profession. The final type of teacher turnover is

when teachers move (movers) to another school or school corporation. The last two types of teacher turnover have many experts in the field of education very concerned. A high level of teacher turnover implies that a school corporation has major problems, one of which is instability among its staff. In a profession where it is important for the staff to have extensive interaction and cohesiveness, this disruption of continuity can lead to more problems that will be costly to school corporations and impact student achievement (Martinez-Garcia & Slate, 2009). Ingersoll and Smith concluded in their report that movers are not a loss to the profession, but it does create recruitment problems for a school corporation that ultimately leads to an expenditure issue. They argued that it is the leavers rather than the retirees who are contributing to teacher shortages (as cited in Martinez-Garcia & Slate, 2009).

External, Employment, and Personal Factors

In 2001, the Recruitment and Retention Project identified three major classes that influenced teacher retention: external factors, employment factors, and personal factors. The external factors consist of retirement incentives, opportunities outside of teaching, type of student (demographics) served by the school, change in teaching positions, and teaching salaries (Recruitment and Retention Project, 2001). "The public believes teachers leave because of low salaries" (Patton & Kritsonis, 2006, p. 2). Teacher salaries do play a role in why teachers leave the profession. Research studies conducted by Joftus, Maddox-Dolan, Martinez-Garcia, Slate, and Tejeda-Delgado showed that salary did influence teacher attrition (as cited in Martinez-Garcia & Slate, 2009).

The employment factors that influence a teacher to leave the profession are those factors that can be controlled by the school and or the school corporation in which the teacher is employed. Examples of some of the employment factors under schools' control are working

conditions (class size, subject taught, workload), administrative support, time provided to collaborate with peers, and teacher induction program (Recruitment and Retention Project, 2001).

The personal landscape that a teacher lives outside the school can play an important part in teacher attrition (Schaefer, Long, & Clandinin, 2012). "Personal reasons, such as departures for pregnancy, child rearing, health problems, and family are more often report as reasons for turnover than either retirement or staffing actions" (Ingersoll, 2001a, p. 522).

This review of literature has identified three different studies that examine the factors identified by the Recruitment and Retention Project (2001) that lead to teacher attrition. In addition, research studies on the academic competency of the teacher and teacher preparation programs were reviewed.

In 2001, the Southern Regional Education Board (SREB) conducted a study to learn why teachers were leaving the profession. In its report, the SREB cited the following reasons for teachers' leaving:

- Lack of help with problem solving during critical periods.
- Difficult teaching assignment with expectations to perform like an experienced teacher.
- Balancing several responsibilities (lesson planning, grading papers, faculty meetings, finding instructional resources, handling paper work, and maintaining classroom appearance) that required multitasking skills.
- Extensive time commitment to a career that encroaches on home and social life.
- High stress that leads to self-doubt about abilities.

- Inability to meet daily demands (e.g., managing differing ability level of students, communicating with parents, disciplining students, controlling and sequencing the flow of a lesson).
- Frustration from being assigned to teach difficult students or subject areas without preparation. (Southern Regional Education Board, 2001, pp. 4-6)

Kopkowski (2008) examined the 2008 report from the NCES, which noted why teachers were leaving the teaching profession. This report conducted over 7,000 interviews with current and former teachers. Kopkowski (2008) summarized the following reasons why teachers leave the profession.

- The implementation of the No Child Left Behind act that requires a heavy testing component focusing on teacher accountability and is not fully funded by the federal government.
- School districts did not provide induction and mentor programs for new teachers in order to provide support in the classrooms.
- Unmanageable discipline problems in the classroom. No pre-service training or support provided to help with this issue.
- Teachers feeling underfunded and underpaid. This leads to a feeling of lack of respect.
- Lack of influence and respect. Teachers not allowed to give input into key decisions in their building. (pp. 2-10)

Patton and Kritsonis (2006) found three major factors why teachers leave the profession.

1. New teachers report little guidance. The Harvard Education Letter (2001) entitled "Retaining the Next Generation of Teachers" found that new teachers received

limited support from their school administration about how to teach and what they should be teaching" (Patton & Kritsonis, 2006, p. 3).

2. Teachers value principals who support them. Patton and Kritsonis (2006) cited two studies conducted 15 years apart by Dr. Jan Richards. The data from Richards' research suggested that teachers over the years needed and valued the support from administrators to make them feel encouraged. Teachers who felt less supported tended to leave the profession.
3. Distributed leadership. Patton and Kritsonis (2006) reported many school level factors contributed to teacher turnover including student discipline, lack of faculty input into decision making, and low salaries. Teachers tend to stay in schools that had more of a distribution of leadership.

There has been very little research done on the impact of the academic competency of a person and whether or not he or she remained in the teaching profession due to this factor. Podgursky, Monroe, and Watson (2004) investigated the relationship between a person's high school ACT scores and the probability of leaving the teacher profession. They concluded that teachers with higher ACT scores were more likely to leave than those with lower ACT scores.

In a different way of determining academic competency of a teacher and his or her decision to remain in the profession, Weiss (1999) examined the impact of advanced degrees. She found teachers with master's degrees were just as committed to remain in the teaching profession compared with those with bachelor's degrees (Cochran-Smith et al., 2010-11). Defining a specific academic competency among teachers is very difficult. Therefore, there is little evidence that shows the more academically able teachers are more likely to leave the profession (Cochran-Smith et al., 2010-11).

In the United States, there is currently controversy on how teachers should be prepared, certified, and licensed. Many educators and policymakers question if there should be any formal teacher preparation at all (Cochran-Smith et al., 2010-11). But more importantly, does how a teacher becomes licensed have an impact on teacher retention? One alternative pathway to teacher licensing that has been studied in several states is the Teach for America program. Research studies on individuals who have been prepared by Teach for America compared to the traditional teacher preparation pathway and teacher retention have been conducted by Kane, Rockoff, and Saiger (2008) in New York City and Darling-Hammond, Holtzman, Gatlin, & Heilig, (2005) in Texas. Both studies had the same conclusion. Teachers who were prepared by the Teach for America program were more likely to remain in the classroom initially, but the rate of attrition increases dramatically compared to those teachers who were trained in a university teacher preparation program (Cochran-Smith et al., 2010-11).

The research on this subject of why teachers leave the profession showed the reasons teachers provided were less often due to insufficient salaries but more in the areas of lack of professionalism, collegiality, and administrative support (Recruitment and Retention Project, 2001). Today's teachers face an increasing variety of classroom conditions, including non-English speakers, inclusion, state mandated programs, NCLB requirements, as well as a need for increased knowledge and skills in the areas of rigorous unit design, technology, and instructional strategies. It is imperative that school corporations find a way to keep teachers in the profession (Potter, Swenk, Shrump, Smith, & Weekly, 2001).

Why Teachers Remain in the Teaching Profession

Through this research study a common question has been raised: why is there a the need for quality teachers to remain in the teaching profession? As noted earlier, the latest research

suggests that a quality teacher in the classroom has the greatest impact on student achievement. Hattie (2009) cited 31 meta-analysis studies that showed that the contribution of the teacher on student achievement had an effect size of .49. Any effect size above .40 is considered to be significant (Hattie, 2009). The power of the teacher to have a major impact on student achievement is the teacher's ability to use effective teaching methods (effect size = .44), having high expectations for all students (effect size = .43) and the ability to develop a rapport with students (effect size = .72). All of these characteristics are what make up a quality teacher (Hattie, 2009). Over the years there has been more research done on why teachers leave and not on why teachers remain in the profession. In answering the question why teachers remain in the profession, most of the literature contains recommendations on what school corporations should be doing to keep teachers in their school corporations. The review of literature identified three different studies on what keeps teachers in the profession.

Inman and Marlow (2003) conducted an extensive research study for the state of Georgia searching for answers to the question why teachers remain in teaching. They created a 10-item personality attitude survey and asked over 500 beginning teachers across 50 counties in Georgia. A beginning teacher was defined as those teachers with 10 or fewer years of experience. They further identified this group of teachers into two phases. Phase 1 was made up of 0-3 years teaching experience, and Phase 2 was 4-9 years teaching experience. The 10-item survey focused on the external factors (retirement incentives, opportunities outside of teaching, teacher salaries) and employment factors (working conditions, job security, and collegiality) that were identified by the Recruitment and Retention Project in 2001 (Inman & Marlow, 2003).

They found on the impact of external factors

> salary was the only external factor identified by beginning teachers as a reason for remaining in the teaching profession. A higher percentage of Phase 2 teachers indicated that salaries contributed to the decision to stay more than Phase I teachers. (Inman & Marlow, 2003 p. 614)

In addition, 23% of the beginning teachers did not identify any external factors as a reason to stay in teaching (Inman & Marlow, 2003).

Inman and Marlow (2003) created three categories to address the employment factors (Table 1). The three categories are working conditions (teacher roles, administrative support, paper work, class size, availability), job security (tenure, qualifications of teachers), and collegiality (similar teaching ideology, expectation of intrinsic rewards). These factors played a major role in decisions to remain in the profession. Phase 2 teachers indicated that employment factors played a greater role in determining if they will continue teaching compared to the responses of Phase 1 teachers. It also appeared that teachers newer to the profession "tend to be less sure of how their ideology compares with that of others and whether or not the working conditions are compatible with their expectations for life's work" (Inman & Marlow, 2003, p. 611).

Table 1

Employment Factors

Response	Phase 1	Phase 2	Not Indicated
Collegiality	13%	57%	30%
Working conditions	33%	50%	17%
Job security	53%	57%	0%

Inman and Marlow (2003) concluded that perceived job security is the highest ranking employment factor among both phases of teachers and "it is important for beginning teachers to have colleagues with whom they can share ideas, make plans, and attempt to solve problems" (p. 610). Inman and Marlow further stated when beginning teachers are mentored they express fewer feelings of isolation and gain feelings of empowerment that will lead to positive self-esteem. Teachers who develop this positive self-esteem tend to stay in the teaching profession (Inman & Marlow, 2003).

Most of the research suggested the answer to keeping quality new teachers in the profession is for school corporations to provide a comprehensive induction program which has shown to reduce attrition rates in half (Alliance for Excellence in Education, 2004). Effective teacher induction programs have shown to create a payoff of $1.37 for every $1 invested (Villar & Strong, 2007). A comprehensive induction program consists of the following components: a mentoring program, professional development, support from the administration, and a formal assessment of a new teacher's performance at least during their first two years of teaching. These programs have been proven to be very effective in keeping teachers in the profession and identifying teachers who are not quality teachers (National Partnership for Teaching in At-Risk Schools, 2005). Unfortunately, research shows about 1% of beginning teachers receive this kind of support from a comprehensive induction program (Smith & Ingersoll, 2004).

Alliance for Excellence in Education (2004) showed that there are a number of components that must be part of an effective comprehensive induction program. Listed below are some of the common components mentioned by researchers to be effective:

- High-quality mentoring: Administrators must spend time to pair the right mentor from the same content/grade level as the beginning teachers. Training must be

provided for the mentor to be an effective coach on teaching and learning. The mentoring program must be structured to provide ongoing opportunities for the mentor to observe the beginning teacher's classroom in order to provide feedback on instructional strategies, develop units of instruction, lesson plans, test writing, classroom management, and how to use student data to improve instruction.

- Common planning time: A beginning teacher needs to have a common planning time with his/her mentor and with teachers in the same content/grade level of instruction.
- Ongoing professional development: These activities need to focus on improving and developing skills to increase student learning. The activities also need to address how to engage the diverse learner in the classroom. Opportunities for professional development need to be offered monthly and continue for a minimum of two years.
- An external network of teachers: School administrators need to create a network of educators outside the local school to allow the beginning teachers the opportunity to collaborate with peers in their field. This network of teachers will serve as a support group so that the beginning teacher does not feel isolated.
- Standards-based evaluation: The evaluation serves as tool to coach teachers to improve their craft linked to the standards of effective teaching. The evaluation is the result of a series of observations conducted by an evaluator. After each observation, the evaluator has a face-to-face conference with the beginning teacher to discuss how to improve teacher performance. The standards based

> evaluation will also be used to determine if a beginning teacher should remain in the profession. (Alliance for Excellence in Education, 2004, pp. 2-4)

School corporations must ensure that essential elements are in place to create an effective comprehensive induction program. These essential elements include alignment between the induction and classroom needs, strong principal leadership, and adequate funding to support the induction program. Many educators and researchers agree and have stated the following:

> In general, new teachers need from three to seven years in the field to reach proficiency and maximize their students' performance. A comprehensive induction can minimize the time it takes for new teachers to perform at the same level as an experienced teacher. (Alliance for Excellence in Education, 2004, p. 2)

Patton and Kritsonis (2006) conducted a research study examining the reasons for the teacher turnover in the state of Texas. As a result of their study, Patton and Kritsonsis came up with five laws (recommendations) that will help reduce teacher attrition. According to Patton and Kritsonsis (2006), the five laws are

> Law #1: Recruit teachers who are passionate about teaching and who love students. The researchers suggest that great principals are always out scouting and looking for quality people to work in their schools. They suggested to interview candidates multiple times and actually ask the teacher being interviewed to teach a mini-lesson. This will give the principal the opportunity to see how the teacher prepares and the knowledge of the candidate's curriculum and teaching strategies. In addition, the school principal's vision should play a key part in the interview and hiring process.
>
> Law #2: Provide new teachers with a highly qualified mentor. Assigning a mentor is just one component of the induction process of a beginning teacher. The mentor should be

assigned immediately upon hiring a beginning teacher. The mentor's teaching assignment should be the same as the new teacher's. The mentors assist the new teachers with understanding curriculum, developing lessons, and becoming familiar with school procedures and policies. The key is for the mentors to develop a rapport with the new teachers so that they will not feel isolated when coming to a new school.

Law #3: Support teachers with classroom and school concerns. One of the principal's most important roles in the school is to retain teachers and develop them into effective teachers. This can only be done with the creation of a supportive working environment. The researchers cited an article, "*Why do new teachers cry*?" written by Johannessen and McCann, as a focus for principals to review as they develop and support new teachers. The authors of the article stress that principals need to alleviate a potential demoralizing workload and stress the importance of developing positive relationships with their students.

Law #4: Train new teachers on curriculum and teaching strategies. To provide this training, principals need to create an environment where staff can engage in action research and work collaboratively with other teachers. Each staff development opportunity can come from experienced presenters that follow up with action research projects that allow teachers to meet together and discuss the results of the implementation of what they have learned. To show support toward a commitment to professional development, the principal should participate in all professional development opportunities.

Law #5: Empower new teachers. Patton and Kritsonis (2006) claim that by empowering new teachers as part of the decision-making team, they are more likely to remain in the

> teaching profession. They suggest schools should allow all practitioners to move to different kinds of work that best utilizes their strengths and not just let the veteran teachers have these opportunities. Principals need to delegate decision-making responsibilities to all teachers. This builds leadership capacity and promotes the idea of shared leadership. Patton and Kritsonis (2006) stressed the following, "When teachers assume leadership positions in effecting school change, they assert their roles as experts on the school's culture. Teachers, who claim a voice in moving toward organizational goals, increase commitment to the district and enhance job satisfaction" (p. 8).

Beginning Teacher Longitudinal Study

The NCES has been conducting surveys of attrition and mobility among school teachers for the past two decades. However, little research has been conducted on the early career patterns of beginning teachers to inform discussion and decisions among policymakers and researchers. In 2007, the NCES partnered with the U.S. Department of Education to conduct a study known as the Beginning Teacher Longitudinal Study (BTLS) of public school teachers who began teaching in 2007 or 2008 (Kaiser, 2011).

The BTLS released its third wave of preliminary data in 2011. The BTLS is expected to continue for a minimum of five waves.

> The purpose of the BTLS is to obtain a better understanding of the career paths of beginning teachers. The BTLS examines the characteristics and attitudes (e.g., teacher satisfaction) of those who stay in the teaching profession and those who leave. (Kaiser, 2011, p. 1)

In 2007, the U.S. Census Bureau collected data through the Schools and Staffing Survey (SASS). Approximately 1,990 first-year public school teachers completed the SASS starting in

August of 2007 and ending in June 2008. This group of teachers are the cohort the BTLS is following to conduct the study. "The overall base-weighted response rate for SASS teachers with 1-3 years of experience in 2007-08 was 73%. The individual second- and third-wave base-weighted response rates for the cohort were 84% and 86% respectively" (Kaiser, 2011, p. 1). In this report, the BTLS identified teachers in four categories: stayers, movers, returners and leavers.

> Stayers are teachers who were teaching in the same school in the year of data collection as in the previous year. Movers are teachers who were teaching at a different school in the year of data collection from the previous year. Returners are teachers who were teaching in the year of data collection, but were not teaching in the previous school year. Leavers are also called former teachers, are teachers who were not teaching in the year of data collection. (Kaiser, 2011, p. 2)

The purpose of the BTLS report was to introduce new NCES data that had not been previously collected. Listed below are the selected significant findings from the BLTS study:

- Of the teachers who began teaching in public schools in 2007 or 2008, about 10% were not teaching in 2008-09, and 12% were not teaching in 2009-10.
- Among beginning public school teachers who were assigned a mentor in 2007-08, about 8% were not teaching in 2008-09 and 10% were not teaching 2009-10. In contrast, among the beginning public school teachers who were not assigned a mentor in 2007-08, about 16% were not teaching in 2008-09 and 23% were not teaching 2009-10.
- Approximately 93% of beginning public school teachers who were earning less than $40,000 in 2008-09 remained teachers in 2009-10, and 96% of beginning

public school teachers who were earning $40,000 or more in 2008-09 remained teachers in 2009-2010.

- Of the beginning public school teachers, about 74% were teaching in the same school in 2009-10 as in the previous school year (stayers), about 10% were teaching in a different school in 2009-10 than the previous school year (movers), about 3% had returned to teaching in 2009-10 after a year of not teaching (returners), and about 12% were not teaching in 2009-10.
- Approximately 21% of 2008-09 movers and 27% of 2009-10 movers moved across schools because their contract was not renewed. About 31% of 2008-09 leavers and 35% of the 2009-10 leavers left the teaching profession because their contract was not renewed. (Kasier, 2011, p. 3)

Recommendations for Supporting and Retaining Effective Teachers

In 2011, the Equity and Excellence Commission chartered by Congress submitted a report the U.S. Secretary of Education Arne Duncan outlining disparities in meaningful education opportunities that create an increase to the achievement gap. This report suggested recommendations in which federal policies should address to reduce such disparities in the achievement gap. In Part II of this report the Commission recommended six areas that will support and retain effective teachers (Equity and Excellence Commission, 2011). The following are the six recommendations of the commission:

1. Professional Development: Educators today must face the fact that we have raised the expectations of our student performance. The implementation of the Common Core State Standards and ensuring that all students learn have raise the bar of what is expected from our teachers. Despite the fact that classrooms are changing with more

diverse students that include more special education students and English-language learners our teachers must meet these challenges. The Commission recommends "professional development be embedded in the workday, deepen and broaden teacher knowledge, be rooted in best practice, allow for collaboration efforts, to be aligned to the Common Core State Standards and time and resources to enable teachers to master new content." (Equity and Excellence Commission, 2011, p. 23)

2. Collaboration: Teachers no longer work in isolation. School corporations must find time for teachers to collaborate so that they can share best practices and develop effective instructional strategies and assessments. This will require school corporations to examine their current school day schedules and calendars as well as look at technology to come up with time so that teachers can collaborate.
3. Time: To meet the needs of struggling students, more time is needed for both teachers and students. School corporations must expand the traditional school day schedule to find time for teachers to work with struggling students and to give time for teachers to collaborate on addressing the needs of struggling students.
4. Resources: To assist all student learners, teachers need curricular materials and access to the latest technologies that will support learning in the classrooms. All curricular materials and technology must be aligned with Common Core State Standards. "Teachers don't learn to teach; they learn to teach something." (Equity and Excellence Commission, 2011, p. 24) Teachers should have access to a variety of resources, such as curricular materials, rigorous units of instruction, sample assignments and assessments that are support by technology that will allow them to make their subject area relevant to the lives of their students.

5. School Culture: Developing a school culture that is conducive to student learning is paramount for school corporations. In this type of environment, teachers are respected their voices are heard and their professional development needs are met. "Class size must be manageable, facilities clean and up-to-date, and discipline policies in place that are administered fairly and that encourage and support courteous behavior and learning" (Equity and Excellence Commission, 2011, p. 24).
6. Teacher Evaluations: Many of the teacher evaluation used by school corporations today are ineffective. The Commission recommended two central purposes of a teacher evaluation.
    a. Teacher evaluations must identify strengths and weaknesses so that administrators can help support teachers to improve their practices.
    b. Teacher evaluations must help administrators to identify those teachers who are ineffective. When support is provided and the teacher does not improve, then the teacher will be removed from the classroom.

A good evaluation tool must be based on best practices, and the assessment of teachers must include several components including classroom observations, areas of academic growth, contribution to colleagues, leadership positions, and involvement with the school community. The evaluation system must include the process of providing feedback to teachers both verbally and in written form that is meaningful and actionable. The evaluation system must require several observations and conferences during a school year (Equity and Excellence Commission, 2011).

Addressing the Teacher Retention Problem: Possible Solutions

Through the literature review for this study, there have been several studies conducted examining possible solutions to the current teacher retention problem. Three possible solutions are examined in this review. Margolis (2008) conducted an intensive study reviewing literature on retention/attrition and an exploratory study of seven teachers with 4-6 years teaching experience. He concluded there are three potential areas that school corporations should explore to improve teacher retention:

> Merit Pay: School corporations should structure compensation models that reward teachers for problem-solving, collaboration with colleagues as well as in-classroom success.
>
> Differentiated Jobs: Over time, teachers seek opportunities to create change and impact instructional practice on multiple levels. Whether it is in their classroom, school, or in their profession, they are looking for more leadership capacity in their teaching position. School corporations should develop hybrid positions where one is half-time teacher and half-time mentor to new teachers, curriculum consultants, or community liaison is one possible path to create differentiated jobs.
>
> University-School Partnerships: School corporations should seek out partnerships with universities where teachers share jobs of research, invention and dissemination of knowledge about teaching. By creating these cross-institutional opportunities, teachers can engage in meaningful conversations about teaching that will foster the professional growth of teachers. (Margolis, 2008, pp. 185-187)

In addition, Cochran-Smith (2004) concluded,

> To stay in teaching, today's and tomorrow's teachers need school conditions where they are supported, opportunities to work with other educators in professional learning communities rather than in isolation, differentiated leadership and advancement prospects during the course of the career, and good pay for what they do. (p. 391)

In 2012, The New Teacher Project (TNTP) reported "the real teacher retention crisis is not simply the failure to retain enough teachers, it is the failure to retain the right teachers" (p. 4). The TNTP (2012) referred to the right teachers as the irreplaceables. The irreplaceables are the school corporation's very best teachers. According to the TNTP study, only about 20% of the teachers fall in this category. An irreplaceable teacher is a teacher who on average improves students' learning of math and reading two to three additional months compared to an average teacher (TNTP, 2012). TNTP estimated that over 10,000 irreplaceable teachers left the 50 largest school districts in 2012. "When an Irreplaceable leaves a low-performing school, it can take 11 hires to find one teacher of comparable quality" (TNTP, 2012, p. 4).

TNTP concluded from its research that there are eight strategies that help boost teacher retention:

- Provide teachers with regular, positive feedback.
- Help teachers to identify areas of development.
- Give teachers critical feedback about teacher performance informally.
- Recognize accomplishments of teachers publicly.
- Inform teachers that are high performing.
- Identify opportunities or paths for teacher leadership roles.
- Put teachers in charge of something important.

- Provide teachers with access to additional resources for their classrooms. (TNTP, 2012, p. 16)

"Irreplaceables who experience two (or more) of these strategies planned to remain at their schools up to six years longer than those who didn't" (TNTP, 2012, p. 16). In addition, good teachers do not leave schools that have high expectations for teacher performance. They leave schools that are not serious about teaching (TNTP, 2012). The priority of school corporations to help solve the teacher retention crisis is to make retention of the Irreplaceables a top priority and hold all teachers to high expectations of teaching (TNTP, 2012).

Finally, a widely accepted explanation for high levels of new teacher attrition is that teaching, unlike many other professions, does not have a structured initiation or induction program to help guide and support beginning teachers during their first years of teaching (Kapedia, Coca, & Easton, 2007). Wilkinson (1994) reported 80% of new teachers who received support through the form of an induction program remained in the profession after five years. The purpose of an effective induction program is to train new teachers, support new teachers, and retain new teachers (Wong, 2004).

An effective induction program must be a structured training process aligned with an ongoing process of support from school site administrators, staff developers, mentors, and teachers (Wong, 2004). There are many current effective induction programs throughout the United States. These induction programs, although different because each program focuses on the school cultures and communities they serve, all have some common components. An effective induction program consists of

- an initial four to five days of orientation prior to start of the school year.
- a continuum of professional development over a period of 2- 3 years.

- a strong sense of support from the site administrators, staff developers, mentors, and teachers.
- a mentor, who has been trained in the mentoring process, is provided and meets on a regular basis with his/her assigned new teacher.
- a focus on teaching effective classroom procedures and routines.
- a focus on teaching effective instructional practices.
- an opportunity to model effective teaching during in-services and mentoring.
- an opportunity for the new teachers to visit other classrooms to observe best practices.
- an opportunity to receive constructive feedback after each observation from the inductee's assigned evaluator. (Wong, 2004)

There have been many research studies on current teacher induction programs throughout the United States. In 2005, the Consortium on Chicago School Research (CCSR) conducted an intensive study on the Chicago Public Schools' GOLDEN Teachers Program (Kapedia, Coca, & Eaton, 2007). The GOLDEN (Guidance, Orientation, Leadership, Development, Empowering New Teachers) Teachers program is the Chicago public schools' required teacher induction program that all first- and second-year teachers must complete. One of the goals of this study was to gain insight on how the support of the GOLDEN teachers program affect the quality of beginning teachers' experience and their intentions to continue to teach and/or remain in the same school (Kapedia et al., 2007). Some of the key findings from this study were

- a welcoming faculty that assists new teachers and the strength of school leadership are the two school-level factors that have the greatest influence on

beginning teachers' reports of good teaching experiences and intentions to continue teaching, and

- the quality and perceived helpfulness of various induction activities, such as mentoring and support of schedule collaborations, release time to observe other teachers, and feedback from teacher observations had an impact on beginning teachers reporting having a good teaching experience and were planning to continue to teach the following year (Kapedia et al., 2007).

Summary

The quality of education has become a major concern among all Americans in recent years based on the mandates placed upon local school corporations by both federal and state governments. The review of literature showed that the revolving door of frequent newcomers to the profession and teachers leaving within the first five years creates a non-cohesive environment that can be a major inhibitor to school efficiency in student achievement and attainment (Schaefer et al., 2012). School corporations must focus on teacher retention and maintaining high quality teachers in order to improve student achievement and reduce unnecessary expenditures in teacher recruitment. The goal of school corporations would be to improve beginning teachers' working environments by providing professional development in areas that would support teaching and learning, provide support through mentoring and teacher induction programs, and create time during the week for teachers to collaborate with their peers.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

This chapter contains the research methodology: null hypotheses, data sources, population of the study, the data collection process, and the instrument used. The purpose of this quantitative study was to examine what external and employment factors influence teachers to remain in the profession and what factors might be reasons (hypothetically) for teachers to leave the profession. As mentioned in Chapters 1 and 2 of this study, a growing amount of research that supports the quality of the teacher and what the teacher knows and then implements in the classroom impacts student achievement more than had been originally thought by educators (Hattie, 2009; Marzano, Pickering, & Pollock, 2001). The recent mandate by the federal government, NCLB, and the push for states to implement CCRSS make it now more important than ever to keep teachers in the profession. The literature review for this encourages school corporations to stop the revolving door involving teacher retention. School corporations must find ways that will influence teachers to remain in their corporation, thus saving the corporations thousands of dollars and at the same time, increases student achievement (Shakrani, 2008).

Design

According to Creswell (1994), a quantitative design utilizes a survey or experimental instrument to gain information as compared to a qualitative design looks at reality more subjectively and wants to be closer to the participants of the study. For quantitative designs, the

researcher is independent of what is being studied and reality is looked at as objective, singular, and apart from the researcher. In qualitative designs, the researcher interacts with the participants who are being studied and defines reality as seen by the participants in the study.

In this study through the use of survey data (Appendix A) obtained on the *Qualtrics* website, the perceptions of teachers and administrators of the external and employment factors that influence teachers to remain in the teaching professional were examined. The external factors consisted of retirement incentives, opportunities outside of teaching, changes in one's teaching position, types of student demographics served by the school, and teaching salaries. Examples of employment factors were teacher working conditions (class size, subject taught, workload), professional development, administrative support, and teaching induction programs (Recruitment and Retention Project, 2001). Additionally, this study also examined teacher and administrator perceptions of the factors that a teacher may leave the profession.

Research Questions

This quantitative study sought answers to the following relevant questions:

1. What are teachers' perceptions of the different external and employment factors that influence teachers to remain in the profession?
2. What are administrators' perceptions of the different external and employment factors that influence teachers to remain in the profession?
3. What are teachers' perceptions of factors that might lead to teachers leaving the teacher profession?
4. What are administrators' perceptions of factors that might lead to teachers leaving the teacher profession?

5. Are there significant differences on teachers' perceptions of the external factors that influence teachers to remain in the profession based on years of experience of teaching?
6. Are there significant differences on teachers' perceptions of the external factors that influence teachers to remain in the profession based on the building grade level configuration in which the teacher is assigned to teach?
7. Are there significant differences on teachers' perceptions of the employment factors that influence teachers to remain in the profession based on years of experience of teaching?
8. Are there significant differences on teachers' perceptions of the employment factors that influence teachers to remain in the profession based on the building grade level configuration in which the teacher is assigned to teach?

The first four questions were answered through descriptive analysis. Null hypotheses were formulated and tested for each of the remaining questions.

Null Hypotheses

The null hypotheses for the following research questions are:

Research Question 5. H_0 = There are no significant differences on teachers' perceptions of the external factors that influence teachers to remain in the profession based on years of experience.

Research Question 6. H_0 = There are no significant differences on teachers' perceptions of the external factors that influence teachers to remain in the profession based on the building grade level configuration in which the teacher is assigned to teach.

Research Question 7. H_0 = There are no significant differences on teachers' perceptions of the employment factors that influence teachers to remain in the profession based on years of experience of teaching.

Research Question 8. H_0 = There are no significant differences in teachers' perceptions of the employment factors that influence teachers to remain in the profession based on the building grade level configuration in which the teacher is assigned to teach.

Population

In the state of Indiana, there are 288 public school corporations as assigned by the Indiana Department of Education (2013; http://www.doe.in.gov). The survey was offered to all teachers and building administrators in K-12 in the public school corporations for this study.

Study Variables

For the purpose of this study, there were four variable types. The independent variables were teacher and administrative experience and the building grade level configuration in which the teacher was assigned to teach. The independent teacher and administrator experience variable had four levels. The levels are 0-5 years of experience, 6-10 years of experience, 11-15 years of experience and 16-plus years of experience. The building grade level configuration had three levels. The levels were elementary school Grades K-5, middle school Grades 6-8 and high school Grades 9-12. The dependent variables for this study were the external factors and employment factors that influence teachers to remain in the profession.

Data Collection Process

All the building administrators and teacher in the 288 Indiana public schools were contacted to participate in this survey in the spring of 2014. The Indiana Department of Education was contacted to obtain the list-serve of all the principals in Indiana public schools. A

letter (Appendix B) outlining this study and the Informal Consent process was approved by the Indiana State University Institutional Review Board emailed to each of the building principals. As a professional courtesy, all building principals were notified that I would be contacting their assistant principals and teachers to participate in this study. The email addresses of the assistant principals were obtained from the IASP. The email addresses of all the teachers employed in the public schools were obtained from the Indiana Department of Education. An email with a cover letter (Appendix C) linking the Qualtrics website was sent to all the teachers and assistant principals selected to participate in this study. The letter explained the purpose of the study, outlined the informed consent process, and contained directions about how to access the survey via the Qualtrics website. The letter further explained that the respondent's identity would be kept confidential. No record of a teacher's internet protocol address was kept.

The results were used to examine the descriptive information about the external and employment factors that influence teachers to remain in the profession. In addition, the results were examined to see what teachers and administrators perceived to be important external and employment factors that influence teachers to remain in the profession. The results were also examined to determine what impact the teacher experience level and the building grade level configuration in which assigned to teach have on the perception of these external and employment factors.

Instrumentation

The instrument selected was a survey created based on the review of the literature amassed in preparation for this study. The survey, Teacher Retention Survey (Appendix A), was developed to examine the perceptions of teachers and administrator on how the external factors and employment factors influence teachers to remain in the profession. In addition, this study

examined what teacher and administrator perceptions are on what factors that might cause a teacher to leave the teaching profession.

Teacher Retention Survey

The Teacher Retention Survey was administered to teachers and administrators to determine what their perceptions of the external and employment factors have on influencing teachers to remain in the profession. The Teacher Retention Survey was developed after reviewing the current literature and establishing content validity. The instrument consisted of a 40-item survey developed to measure teacher and administrator perceptions of the influence that the aforementioned external and employment factors had on keeping teachers in the teaching profession. The survey also measured what teacher and administrator perceptions are on what reasons may cause a teacher to leave the profession. The list of external factors, employment factors, and reasons why a teacher might leave the profession to be surveyed were developed from the review of literature from previous similar research studies including a survey developed by Eric Hirsch in February 2006.

Teachers and administrators took the same Teacher Retention Survey. The survey was organized into four parts. Part I asked demographic questions of the participants. Part II examined perceptions of external factors and the influence on teachers to remain in the profession. Part III examined perceptions of the employment factors and the influence on teachers to remain in the profession. Part IV examined perceptions of what factors might be a reason a teacher left the profession. For each external factor, employment factor, and factors that might be reasons to leave, teachers and administrators were asked to mark the level of significance on a Likert scale of 1-5. A mark of a 1 on the Likert scale reflected the survey participant did not feel that the factor had an influence on him or her to remain and or leave the

teaching profession. A mark of a 5 on the Likert scale reflected the survey participant did feel the factor did have a strong influence on him or her to remain and or leave teaching profession.

Survey Validity

The survey's ability to accurately assess the importance of each external and employment factor was validated by multiple means. Creswell (1994) recommended several ways to establish validity. Face validity is simply the fact that the instrument appears on its face to measure what the instrument is designed to measure. Content validity is the ability to measure the content that if was intended to accomplish (Creswell, 1994). Face validity and content validity were established for this study by using several samplings (focus groups) of administrators from the New Albany Floyd County School Corporation who were not invited to participate in this study. These focus groups of administrators reviewed the questions from the Teacher Retention Survey to see if they linked to the various external, employment factors, and factors for leaving the profession that were intended to be researched by this study.

Survey Reliability

Survey reliability is used to describe the overall consistency of the measure of research instrument. A survey is said to be high in reliability if it produces similar results under consistent conditions (Creswell, 1994). The Teacher Retention Survey was analyzed for reliability using a Cronbach's alpha test.

Data Analysis

This study's descriptive analysis relied extensively on the survey instrument used in the study. The survey was conducted in the spring semester of 2014. Research Question 1 was tested by descriptive analysis. Means and standard deviations were determined for each external and employment from the perception of teachers. Research Question 2 was tested by descriptive

analysis. Means and standard deviations were determined for each external and employment from the perception of administrators. Research Question 3 was tested by descriptive analysis. Means and standard deviations were determined for each factor why a teacher may leave the profession from the perception of teachers. Research Question 4 was tested by descriptive analysis. Means and standard deviations were determined for each factor why a teacher may leave the profession from the perception of administrators. Research Question 5 used a one-way ANOVA to measure the significant differences on teachers' perceptions of the external factors that influence teachers to remain in the profession based on years of experience in teaching. Research Question 6 used a one-way ANOVA to measure the significant differences on teachers' perceptions of the external factors that influence teachers to remain in the profession based on the building grade level configuration in which the teacher is assigned to teach. Research Question 7 used a one-way ANOVA to measure the significant differences on teachers' perceptions of the employment factors that influence teachers to remain in the profession based on years of experience in teaching. Research Question 8 used a one-way ANOVA to measure the significant differences on teachers' perceptions of the employment factors that influence teachers to remain in the profession based on the building grade level configuration in which the teacher is assigned to teach. In Chapter 4, Research Questions 5 through 8 had the file for each question split into teachers and administrators in order to analyze the perceptions of each group.

Summary

This chapter outlined the design components consisting of the hypothesis, the data source including the population, and the instrument that was used. The main purpose of this study was to determine what teachers' and administrators' perceptions were on the external and employment factors influencing teachers to remain in the teaching profession based on years of

experience and the building grade level configuration assigned to teach. Chapter 4 discusses the results of the data collected from the surveys including a descriptive and inferential analysis of the influence external factors, employment factors, and factors why teachers might leave the profession. Chapter 5 contains the results that demonstrate the impact of the study and possible future implications and studies.

CHAPTER 4

ANALYSIS OF DATA

The main purpose of this quantitative study was to determine teacher and administrator perceptions on the external and employment factors that influence teachers to remain in the profession. The external factors consisted of retirement incentives, types of student demographics served by the school, opportunities outside of teaching, changes in teaching positions, and salaries of teachers. Examples of employment factors were working conditions, professional development, administrative support, and teaching induction programs (Recruitment and Retention Project, 2001). The NCTAF reported that 33% of teachers left within three years and 50% leaves within five years (NCTAF, 2010). As teachers leave the profession early in their tenure, the task of keeping experienced teachers in the classroom is more difficult. Decades of research show that no factor has a greater impact on student achievement than having effective teachers in the classroom (Alliance for Excellence in Education, 2004; Martinez-Garcia & Slate, 2009). Sustainable student achievement will be possible only when school corporations solve the retention crisis.

This study used survey methodology to gather data from teachers and building administrators working in public school corporations in the state of Indiana. Teachers and building administrators were asked what their perceptions were on how the external and employment factors influence teachers to remain in the profession. In addition, teachers and

administrators were asked hypothetically what factors would influence their decision if they were to make a change in their employment or leave the profession altogether.

I developed the Teacher Retention Survey to quantitatively measure the perceptions of teachers and administrators on how the external and employment factors influence teachers to remain in the teaching profession. The list of external employment factors—and reasons why a teacher might leave the profession to be surveyed—were developed from the review of literature from previous similar research studies including a survey developed by Eric Hirsch in February, 2006.

The Teacher Retention Survey consisted of 40 items and was organized into four parts. Part I asked respondents to identify if they were teachers or administrators, the number of years of experience in education, the building types in which they worked, and the student enrollment of their school. Part II asked respondents their perceptions of eight external factors and the influence of these factors on teachers to remain in the profession. Part III asked respondents their perceptions of 15 employment factors and the influence of these factors on teachers to remain in the profession. Part IV asked respondents their perceptions of 13 factors that might be a reason why a teacher would leave the profession. For each external factor, employment factor, and hypothetical factor that might be a reason to leave, respondents were asked to mark the level of significance on a Likert scale of 1-5. A mark of a 1 on the Likert scale reflected the survey participant did not feel that the factor had an influence on him or her to remain in or leave the teaching profession. A mark of a 5 on the Likert scale reflected the survey participant felt the factor did have a strong influence on him or her to remain in or leave the teaching profession.

The sampling protocol was followed as described in Chapter 3. I attempted to email every teacher and building administrator in all public schools in the state of Indiana. The emails

of public school teachers and building administrators were obtained from the Indiana Department of Education. A total of 2,428 surveys were completed utilizing the online survey created in the Qualtrics software.

Descriptive Analysis

Demographic Data for Whole Sample

Demographic data were entered into SPSS software and data were collected to report the whole sample's current employment position of the respondent, number of years teaching experience in education, building level type, and student enrollment at current school. For the sampling population for this study, the data analysis showed that 2,219 (91.4%) respondents were teachers, 208 (8.6%) were administrators, 1 (> .1%) was missing. For years of experience, 312 (12.9%) reported 1-5 years, 435 (17.9%) 6-10 years, 413 (17%) 11-15 years, and 1,268 (52.2%) had 16 or more years. For building level type, 854 (35.2%) reported elementary, 521 (21.5%) reported middle school, 1,048 (43.2%) reported high school, and 5 (.2%) reported missing. For student enrollment at the school where they were employed, 87 (3.6%) reported 0-200, 493 (20.3%) reported 201-400, 655 (27%) reported 401-600, 1,187 (48.9%) reported 601 or more students, and 6 (.2%) reported missing.

Whole Sample Population Frequency / Descriptive Data

Respondents had five choices to select from when responding to each question. The choices were 1 = *no influence*, 2 = *little influence*, 3 = *somewhat influence*, 4 = *influence*, and 5 = *strong influence*. In Table 2, the frequency data for the whole sample are listed in response to the question, "Which of the following external factors do you believe have influenced teachers to remain in the teaching profession?"

An analysis of the whole sample descriptive data was conducted to determine which of the following external factors had the most influence. The top three whole sample responses were the teacher's family supports him or her being a teacher, $M = 3.58$, $SD = 1.05$; the type of students (demographic make-up) served by the school, $M = 3.54$, $SD = 1.10$; and the physical community or setting where the teacher lives, $M = 3.32$, $SD = 1.11$.

Table 2

Frequency Data External Factors Whole Population

External Factors	No Influence	Little Influence	Somewhat influence	Influence	Strong Influence
Salary and benefits	7.4%	25.2%	28.2%	25.7%	13.6%
Teacher's family supports him/her being a teacher	4.2%	10.8%	26.7%	39.1%	19.2%
The physical community/setting where the teacher lives	7.5%	15.4%	26.7%	38.2%	12.2%
Type of students (demographic make-up) served by the school	5.2%	12.3%	26.2%	36.4%	19.9%
Community respects the teaching profession	10.9%	26.3%	25.4%	27.0%	10.4%
Retirement benefits offered by the school corporation	11.0%	27.7%	26.8%	24.7%	9.8%
Pension plan offered by the State of Indiana	11.8%	27.1%	27.3%	23.6%	10.3%
Length of teacher day	15.1%	29.0%	25.9%	23.4%	6.6%

Table 3 contains the frequency data for the whole sample in response to the question, "Which of the following employment factors do you believe have influenced teachers to remain in the teaching profession?" An analysis of the whole sample descriptive data was conducted to determine which of the following employment factors had the most influence. The top four whole sample responses were supportive of school administrator leadership, $M = 3.72$, $SD = 1.27$; teacher assignment (class size, subject, workload), $M = 3.55$, $SD = 1.29$; school provides access to additional resources (equipment, technology, manipulatives), $M = 3.19$, $SD = 1.12$; and the teacher is given the opportunity to provide input about important curricular and policy issues, $M = 3.17$, $SD = 1.24$.

Table 3

Frequency Data Employment Factors Whole Population

Employment Factors	No Influence	Little Influence	Somewhat influence	Influence	Strong Influence
School corporation offers leadership career pathways for teachers to move into	23.7%	35.4%	24.0%	14.7%	2.2%
Building administrators provide meaningful feedback on each teacher observation	17.8%	28.4%	23.4%	23.1%	7.4%
Teacher assignment (class size, subject, workload)	8.9%	14.9%	17.6%	29.2%	29.4%
School corporation's curriculum and instructional support	12.1%	21.1%	24.1%	30.1%	12.7%
Supportive school administrator leadership	8.1%	10.9%	16.3%	29.9%	34.8%
Teachers are recognized for accomplishments publicly	21.3%	32.2%	23.0%	18.3%	5.3%

Table 3 (continued)

Employment Factors	No Influence	Little Influence	Somewhat influence	Influence	Strong Influence
Sufficient time to plan and teach during the day	16.6%	18.8%	18.5%	24.5%	21.6%
Quality of school building facilities	10.9%	20.1%	31.3%	30.3%	7.5%
School provides access to additional resources (equipment, technology, manipulatives)	9.4%	16.3%	30.3%	33.5%	10.5%
Time is provided to collaborate with colleagues	12.7%	22.3%	27.7%	26.3%	11.1%
Teacher is given the opportunity to provide input about important curricular and policy issues	12.2%	18.7%	24.3%	29.8%	15.0%
Participation in a teacher induction program	29.9%	31.5%	24.6%	11.8%	2.2%
Teacher has been provided a mentor	27.9%	26.6%	23.7%	16.5%	5.4%
Teacher is given the opportunity to meet with a mentor on a regular basis	29.0%	25.8%	23.8%	16.1%	5.3%
Professional development opportunities	13.7%	23.4%	28.2%	25.4%	9.3%

Table 4 contains the frequency data for the whole sample in response to the question, "Hypothetically, if you were planning to make a change in your current employment or leave the

profession altogether, please indicate the importance of the following in influencing your decision."

An analysis of the whole sample descriptive data was conducted to determine which of the following reasons would most influence a teacher to make a change in his or her current employment or leave the profession. The top three whole sample responses were too much focus on testing and accountability, $M = 4.34$, $SD = .90$; state legislative mandates, $M = 4.18$, $SD = 1.0$; and inadequate support from school leadership, $M = 3.90$, $SD = 1.18$.

Table 4

Frequency Data of the Hypothetical Reasons for Leaving Whole Population

Hypothetical Reasons	No Influence	Little Influence	Somewhat influence	Influence	Strong Influence
Too much focus on testing and accountability	1.0%	4.4%	10.2%	27.9%	56.4%
Student discipline problems	4.4%	14.1%	17.0%	27.8%	36.1%
Inadequate support from school leadership	4.3%	11.0%	16.1%	27.2%	41.4%
Inadequate salary	4.0%	10.8%	19.1%	29.7%	36.4%
Teacher assignment (class, size, subject, students)	4.8%	12.8%	20.3%	32.7%	29.4%
Lack of empowerment to make decisions that affect my school and / or classroom	2.2%	10.0%	19.7%	33.1%	35.1%
Insufficient time during the work day	3.7%	12.6%	19.3%	32.5%	31.9%
Lack of collaboration with my peers	10.5%	26.3%	28.1%	24.1%	10.9%

Table 4 (continued)

Hypothetical Reasons	No Influence	Little Influence	Somewhat influence	Influence	Strong Influence
Personal reasons (health, family, etc.)	18.1%	19.6%	19.7%	22.6%	20.1%
Eligible for retirement	23.7%	13.9%	14.7%	22.7%	25.0%
Inadequate facilities or resources	13.6%	26.2%	28.6%	23.1%	8.5%
State legislative mandates	2.2%	6.4%	14.4%	25.2%	51.8%
Lack of effectiveness with students I teach	15.4%	18.9%	23.6%	27.0%	15.1%

Research Questions 1 and 2

The first four research questions were answered using descriptive analysis. Research Questions 1 and 2 examined teachers' and administrators' perceptions on how the different external and employment factors influenced teachers to remain in the profession. Respondents had five choices to select from when responding to a question. The choices were 1 = *no influence*, 2 = *little influence*, 3 = *somewhat influence*, 4 = *influence*, and 5 = *strong influence*. In Table 5 the descriptive data for the teacher sample were analyzed in response to the question, "Which of the following external factors do you believe have influenced teachers to remain in the teaching profession?"

Table 5

Descriptive Data External Factors Teacher Population

External Factors	Mean	SD
Salary and benefits	3.11	1.16
Teacher's family supports him/her being a teacher	3.57	1.06
The physical community / setting where the teacher lives	3.29	1.12
Type of students (demographic make-up) served by the school	3.52	1.11
Community respects the teaching profession	2.96	1.18
Retirement benefits offered by the school corporation	2.95	1.17
Pension plan offered by the State of Indiana	2.93	1.19
Length of teacher day	2.76	1.16

In Table 6 the descriptive data for the administrator sample were analyzed in response to the question, "Which of the following external factors do you believe have influenced teachers to remain in the teaching profession?"

Table 6

Descriptive Data External Factors Administrator Population

External Factors	Mean	*SD*
Salary and benefits	3.31	1.04
Teacher's family supports him/her being a teacher	3.70	.88
The physical community / setting where the teacher lives	3.65	.91
Type of students (demographic make-up) served by the school	3.72	.91
Community respects the teaching profession	3.35	1.03
Retirement benefits offered by the school corporation	2.97	1.09
Pension plan offered by the State of Indiana	3.03	1.09
Length of teacher day	2.88	1.08

Descriptive Analysis of External Factors and Years of Experience

An analysis of the independent variable, years of experience in the teaching profession, was conducted on which of the external factors had the most influence on teachers to remain in the profession. The top three whole population sample responses involving 1-5 years of experience were type of students (demographic make-up) served by the school, $M = 3.54$, $SD = 1.06$; the teacher's family supports him or her being a teacher, $M = 3.56$, $SD = 1.07$; and the physical community or setting where the teacher lives, $M = 3.37$, $SD = 1.06$. The top three whole population sample responses involving 6-10 years of experience were type of students (demographic make-up) served by the school, $M = 3.64$, $SD = 1.09$; the teacher's family supports him/her being a teacher, $M = 3.49$, $SD = 1.06$; and the physical community or setting where the teacher lives, $M = 3.28$, $SD = 1.11$. The top three whole population sample responses involving

11-15 years of experience were the teacher's family supports him/her being a teacher, *M* = 3.64, *SD* = .97; type of students (demographic make-up) served by the school, *M* = 3.55, *SD* = 1.21; and the physical community or setting where the teacher lives, *M* = 3.34, *SD* = 1.13. The top three whole population sample responses involving 16 years of experience and beyond were the teacher's family supports him or her being a teacher, *M* = 3.60, *SD* = 1.06; type of students (demographic make-up) served by the school, *M* = 3.50, *SD* = 1.10; and the physical community or setting where the teacher lives, *M* = 3.32, *SD* = 1.10.

Descriptive Analysis of External Factors and Building Level Type

An analysis of the independent variable, type of building level, was conducted on which of the external factors had the most influence on why teachers remain in the profession. The top three whole population sample responses working at a kindergarten through Grade 5 (elementary) building were the teacher's family supports him or her being a teacher, *M* = 3.61, *SD* = 1.06; type of students (demographic make-up) served by the school, *M* = 3.39, *SD* = 1.13; and the physical community or setting where the teacher lives, *M* = 3.19, *SD* = 1.17. The top three whole population sample responses working at a Grade 6 through Grade 8 (middle school) building were type of students (demographic make-up) served by the school, *M* = 3.52, *SD* = 1.16; the teacher's family supports him or her being a teacher, *M* = 3.49, *SD* = 1.02; and the physical community or setting where the teacher lives, *M* = 3.32, *SD* = 1.09. The top three whole population sample responses working at a Grade 9 through Grade 12 (high school) building were type of students (demographic make-up) served by the school, *M* = 3.66, *SD* = 1.03; the teacher's family supports him/her being a teacher, *M* = 3.60, *SD* = 1.05; and the physical community or setting where the teacher lives *M* = 3.66, *SD* = 1.03.

In Table 7, the descriptive data for the teacher sample were analyzed in response to the question, “Which of the following employment factors do you believe have influenced teachers to remain in the teaching profession?” In Table 8 the descriptive data for the administrator sample were analyzed in response to the question, “Which of the following employment factors do you believe have influenced teachers to remain in the teaching profession?”

Table 7

Descriptive Data Employment Factors Teacher Population

Employment Factors	Mean	*SD*
School corporation offers leadership career pathways for teachers to move into	2.32	1.06
Building administrators provide meaningful feedback on each teacher observation	2.69	1.22
Teacher assignment (class size, subject, workload)	3.53	1.32
School corporation's curriculum and instructional support	3.07	1.24
Supportive school administrator leadership	3.68	1.29
Teachers are recognized for accomplishments publicly	2.48	1.16
Sufficient time to plan and teach during the day	3.13	1.41
Quality of school building facilities	3.01	1.12
School provides access to additional resources (equipment, technology, manipulatives)	3.16	1.14
Time is provided to collaborate with colleagues	2.96	1.20
Teacher is given the opportunity to provide input about important curricular and policy issues	3.13	1.26
Participation in a teacher induction program	2.21	1.07
Teacher has been provided a mentor	2.40	1.21
Teacher is given the opportunity to meet with a mentor on a regular basis	2.39	1.26
Professional development opportunities	2.88	1.19

Table 8

Descriptive Data Employment Factors Administrator Population

Employment Factors	Mean	*SD*
School corporation offers leadership career pathways for teachers to move into	2.83	1.05
Building administrators provide meaningful feedback on each teacher observation	3.29	.95
Teacher assignment (class size, subject, workload)	3.75	.98
School corporation's curriculum and instructional support	3.41	.98
Supportive school administrator leadership	4.19	.79
Teachers are recognized for accomplishments publicly	3.18	1.03
Sufficient time to plan and teach during the day	3.41	1.10
Quality of school building facilities	3.29	.95
School provides access to additional resources (equipment, technology, manipulatives)	3.52	.87
Time is provided to collaborate with colleagues	3.53	1.02
Teacher is given the opportunity to provide input about important curricular and policy issues	3.55	.97
Participation in a teacher induction program	2.68	1.02
Teacher has been provided a mentor	2.96	1.09
Teacher is given the opportunity to meet with a mentor on a regular basis	2.83	1.06
Professional development opportunities	3.53	1.01

Descriptive Analysis of Employment Factors and Years of Experience

An analysis of the independent variable, years of experience in the teaching profession, was conducted on which of the employment factors had the most influence on teachers to remain in the profession. The top four whole population sample responses involving 1-5 years of experience were supportive school administrator leadership, *M* = 3.99, *SD* = 1.7; teacher assignment (class size, subject, workload), *M* = 3.75, *SD* = 1.23; school provides access to additional resources (equipment, technology, manipulatives), *M* = 3.38, *SD* = 109; and sufficient time to plan and teach during the work day, *M* = 3.36, *SD* = 1.36. The top four whole population sample responses involving 6-10 years of experience were, supportive school administrator leadership, *M* = 3.77, *SD* = 1.26; teacher assignment (class size, subject, workload), *M* = 3.56, *SD* = 1.36; sufficient time to plan and teach during the work day, *M* = 3.21, *SD* = 1.47; and the school corporation's curriculum and instructional support, *M* = 3.20, *SD* = 1.25. The top four whole population sample responses involving 11-15 years of experience were supportive school administrator leadership, *M* = 3.75, *SD* = 1.29; teacher assignment (class size, subject, workload), *M* = 3.54, *SD* = 1.30; the teacher is given the opportunity to provide input about important curricular and policy issues, *M* = 3.27, *SD* = 1.27; and tying for the fourth top response was sufficient time to plan and teach during the work day, *M* = 3.25, *SD* = 1.38; and school provides access to additional resources (equipment, technology, manipulatives), *M* = 3.25, *SD* = 1.09. The top four whole population sample responses involving 16 years of experience and beyond were supportive school administrator leadership, *M* = 3.63, *SD* = 1.27; teacher assignment (class size, subject, workload), *M* = 3.51, *SD* = 1.28; school provides access to additional resources (equipment, technology, manipulatives), *M* = 3.14, *SD* = 1.12; and the

teacher is given the opportunity to provide input about important curricular and policy issues, *M* = 3.12, *SD* = 1.24.

Descriptive Analysis of Employment Factors and Building Level Type

An analysis of the independent variable, building level type, was conducted on which of the external factors had the most influence on teachers to remain in the profession. The top four whole population sample responses working at a kindergarten through Grade 5 (elementary) building were supportive school administrator leadership, *M* = 3.71, *SD* = 1.32; teacher assignment (class size, subject, workload), *M* = 3.38, *SD* = 1.38; school provides access to additional resources (equipment, technology, manipulatives), *M* = 3.14, *SD* = 1.19; and tying for the fourth top response was the teacher is given the opportunity to provide input about important curricular and policy issues, *M* = 3.10, *SD* = 1.27; and time is provided to collaborate with colleagues, *M* = 3.10, *SD* = 1.24. The top four whole population sample responses working at a Grade 6 through Grade 8 (middle school) building were supportive school administrator leadership, *M* = 3.77, *SD* = 1.23; teacher assignment (class size, subject, workload), *M* = 3.59, *SD* = 1.27; the teacher is given the opportunity to provide input about important curricular and policy issues, *M* = 3.22, *SD* = 1.24; and sufficient time to plan and teach during the work day, *M* = 3.19, *SD* = 1.39. The top four whole population sample responses for working at a Grade 9 through Grade 12 (high school) building were supportive school administrator leadership, *M* = 3.72, *SD* = 1.23; teacher assignment (class size, subject, workload), *M* = 3.68, *SD* = 1.21; sufficient time to plan and teach during the work day, *M* = 3.26, *SD* = 1.37; and the teacher is given the opportunity to provide input about important curricular and policy issues, *M* = 3.25, *SD* = 1.07.

Research Questions 3 and 4

For Research Questions 3 and 4 both teachers and administrators (whole population sample) were asked hypothetically if they were planning to make a change in their current employment or leave the profession altogether, what factors would be important in influencing this decision. Respondents had five choices to select from when responding to each question. The choices were 1= *no influence*, 2= *little influence*, 3= *somewhat influence*, 4= *influence*, and 5 = *strong influence*. In Table 9 the descriptive data for the teacher sample were analyzed in response to what factors most influence a teacher to change his or her current employment or leave the teaching profession.

Table 9

Descriptive Data of the Hypothetical Reasons for Leaving Teacher Sample

Hypothetical Reasons for Leaving	Mean	*SD*
Too much focus on testing and accountability	4.37	.88
Student discipline problems	3.82	1.19
Inadequate support from school leadership	3.94	1.17
Inadequate salary	3.86	1.15
Teacher assignment (class, size, subject, students)	3.73	1.16
Lack of empowerment to make decisions that affect my school and / or classroom	3.91	1.06
Insufficient time during the work day	3.80	1.14
Lack of collaboration with my peers	2.98	1.17
Personal reasons (health, family, etc.)	3.04	1.40
Eligible for retirement	3.08	1.53
Inadequate facilities or resources	2.88	1.17
State legislative mandates	4.19	1.04
Lack of effectiveness with students I teach	3.08	1.30

Descriptive Analysis of Hypothetical Factors and Years of Experience

An analysis of the independent variable, years of experience in the teaching profession, was conducted hypothetically if they were planning to make a change in their current employment or leave the profession altogether, what factors would be important in influencing this decision. The top three whole population sample responses involving 1-5 years of

experience were too much focus on testing and accountability, *M* = 4.29, *SD* = .89; inadequate salary, *M* = 4.02, *SD* = 1.09; and inadequate support from school leadership school, *M* = 3.88, *SD* = 1.21. The top three whole population sample responses involving 6-10 years of experience were, too much focus on testing and accountability, *M* = 4.30, *SD* = .92; state legislative mandates, *M* = 4.02, *SD* = 1.15; and inadequate salary, *M* = 3.97, *SD* = 1.10. The top three whole population sample responses involving 11-15 years of experience were too much focus on testing and accountability, *M* = 4.30, *SD* = .90; state legislative mandates, *M* = 4.16, *SD* = 1.04; and inadequate salary, *M* = 3.99, *SD* = 1.15. The top three whole population sample responses involving 16 years and beyond were too much focus on testing and accountability, *M* = 4.39, *SD* = .90; state legislative mandates, *M* = 4.32, *SD* = .96; and lack of empowerment to make decisions that affect my school and or classroom, *M* = 3.94, *SD* = 1.03.

Descriptive Analysis of Hypothetical Factors and Building Level Type

An analysis of the independent variable, building level type, was conducted hypothetically if they were planning to make a change in their current employment or leave the profession altogether, what factors would be important in influencing this decision. The top three whole population sample responses working at a kindergarten through Grade 5 (elementary) building were too much focus on testing and accountability, *M* = 4.51, *SD* = .82; state legislative mandates, *M* = 4.20, *SD* = 1.05; and lack of empowerment to make decisions that affect my school and/or classroom, *M* = 3.99, *SD* = 1.03. The top three whole population sample responses working at a Grade 6 through Grade 8 (middle school) building were too much focus on testing and accountability, *M* = 4.39, *SD* = .85; state legislative mandates, *M* = 4.15, *SD* = 1.08; and student discipline problems, *M* = 3.90, *SD* = 1.20. The top three whole population sample responses working at a Grade 9 through Grade 12 (high school) building were too much

focus on testing and accountability, $M = 4.19$, $SD = .96$; state legislative mandates, $M = 4.17$, $SD = 1.02$' and inadequate salaries, $M = 3.91$, $SD = 1.15$.

Inferential Test Results

For Research Questions 5 through 8, a one-way ANOVA test was used to measure the significant differences of teacher perceptions of the external and employment factors that influence teachers to remain in the profession. The one-way ANOVA test was selected because there was one dependent variable and the independent variables have more than two levels for each of the null hypothesis. For Research Questions 5 and 7, the independent variable was years of experience in the teaching. This independent variable had four levels. The levels were 0-5 years of experience, 6-10 years of experience, 11-15 years of experience and 16-plus years of experience. For Research Questions 6 and 8, the independent variable was building level (grade level configuration) type in which the person worked. This independent variable had three levels. The levels were elementary school grades K through 5, middle school Grades 6 through 8, and high school Grades 9 through 12.

The dependent variable for Research Questions 5 and 7 was, what are teachers' perceptions of the external factors that influence teachers to remain in the profession? The dependent variable for Research Questions 6 and 8 was, What are teachers' perceptions of the employment factors that influence teachers to remain in the profession?

Research Question 5

The null hypothesis for Research Question 5 was, "There were no significant differences on teachers' perceptions of the external factors that influence teachers to remain in the profession based on years of experience in teaching." A one-way ANOVA using SPSS was used to test for significance difference and the assumptions were tested to insure the validity of the results.

Dependent variable (external factors) scores were examined to determine if potential outliers existed in the model. Box plots were used to identify any potential outlier within the model. There were no data points on the dependent variable scores among the different groups that fell outside of 1.5 standard deviations from the edge of the box, thus concluding there were no outliers in the model. The assumption of normality was examined using Shapiro-Wilk's test to determine if the scores on the dependent variable were normally distributed for all groups. This assumption was met as the significance value was greater than .05. The assumption of homogeneity of variance was examined using a Levene's test of equality of variances to insure that all variances on the dependent variable were equal for all groups. This assumption was met as the significance level was greater than .05.

Significant difference on external factor scores based on experience level for teacher respondents was not present. The results of the one-way ANOVA demonstrated this lack of significant differences, $F(3, 2, 215) = .521$, $p = .668$. The null hypothesis was retained. Any differences found among the groups could be contributed to chance.

Research Question 6

The null hypothesis for this research question was, "There were no significant differences on teachers' perceptions of the external factors that influence teachers to remain in the profession based on the building level (grade configuration) type the teacher currently was teaching." A one-way ANOVA using SPSS was used to test for significance difference and the assumptions were tested to insure the validity of the results.

Dependent variable (external factors) scores were examined to determine if potential outliers existed in the model. Box plots were used to identify any potential outlier within the model. There were no data points on the dependent variable scores among the different groups

that fell outside of 1.5 standard deviations from the edge of the box, thus concluding there were no outliers in the model. The assumption of normality was examined using Shapiro-Wilk's test to determine if the scores on the dependent variable were normally distributed for all groups. This assumption was met as the significance value was greater than .05. The assumption of homogeneity of variance was examined using a Levene's test of equality of variances to insure that all variances on the dependent variable were equal for all groups. This assumption was met as the significance level was greater than .05.

Significant difference on external factor scores based on building level (grade configuration) type for teacher respondents was present. The results of the one-way ANOVA demonstrated a significant difference, $F(2, 2, 212) = 10.19$, $p < .001$. The null hypothesis was rejected, thus indicating significant difference lies somewhere in the model.

To determine where the significance difference lies, a Tukey HSD was conducted. The Tukey HSD test detected significant difference among elementary and high school teachers. Elementary teachers rated the influence of external factors that led to teacher retention significantly lower than high school teachers. There was no evidence of significant difference among any of the other groups.

Research Question 7

The null hypothesis for this research question was, "There were no significant differences on teachers' perceptions of the employment factors that influence teachers to remain in the profession based on years of experience in teaching." A one-way ANOVA using SPSS was used to test for significance difference and the assumptions were tested to insure the validity of the results.

Dependent variable (employment factors) scores were examined to determine if potential outliers existed in the model. Box plots were used to identify any potential outlier within the model. There were no data points on the dependent variable scores among the different groups that fell outside of 1.5 standard deviations from the edge of the box, thus concluding there were no outliers in the model. The assumption of normality was examined using Shapiro-Wilk's test to determine if the scores on the dependent variable were normally distributed for all groups. This assumption was met as the significance value was greater than .05. The assumption of homogeneity of variance was examined using a Levene's test of equality of variances to insure that all variances on the dependent variable were equal for all groups. This assumption was met as the significance level was greater than .05.

A significant difference on employment factor scores based on years of experience for teacher respondents was present. The results of the one-way ANOVA demonstrated a significant difference, $F(3,2,215) = 11.885$, $p < .001$. The null hypothesis was rejected, thus indicating a significant difference lies within the model.

To determine where the significance difference lies, a Tukey HSD was conducted. The Tukey HSD test detected significant difference among teachers from 1-5 years and all other experience groups. The years of experience group 1-5 demonstrated that employment factors have a significantly higher level of influence on teacher retention than the other three experience groups.

A significance difference was also found among the 6-10 years of teacher experience involving employments factors compared to the 16 years and beyond group. The years of experienced group demonstrated that employment factors have a significantly higher level of influence on teacher retention than the 16 years and beyond group.

Research Question 8

The null hypothesis for this research question was, There were no significant differences on teachers' perceptions of the employment factors that influence teachers to remain in the profession based on the building level (grade configuration) type the teacher currently was teaching." A one-way ANOVA using SPSS was used to test for significance difference and the assumptions were tested to insure the validity of the results.

Dependent variable (employment factors) scores were examined to determine if potential outliers existed in the model. Box plots were used to identify any potential outlier within the model. There were no data points on the dependent variable scores among the different groups that fell outside of 1.5 standard deviations from the edge of the box, thus concluding there were no outliers in the model. The assumption of normality was examined using Shapiro-Wilk's test to determine if the scores on the dependent variable were normally distributed for all groups. This assumption was met as the significance value was greater than .05. The assumption of homogeneity of variance was examined using a Levene's test of equality of variances to insure that all variances on the dependent variable were equal for all groups. This assumption was met as the significance level was greater than .05.

Significant difference on employment factor scores based on building level type for teacher respondents was not present. The results of the one-way ANOVA demonstrated no significant difference, $F(2,2,212) = 1.27$, $p = .281$. The null hypothesis was retained. Any differences found among the groups could be contributed to chance.

Summary

The four null hypotheses were tested conducting one-way ANOVAs through SPSS. The one-way ANOVA test was used to determine if there were any significance differences of

teachers' perceptions involving the independent variables of years of experience and building level (grade configuration) type on which external and employment factors influence teachers to remain in the profession. Two of the null hypotheses were rejected. There was a significant difference that elementary teachers rated the influence of external factors that led to teacher retention significantly lower than high school teachers. The 1-5 years of experienced group demonstrated that employment factors have a significantly higher level of influence on teacher retention than the other three levels of experienced teacher groups. A significance difference was also found among the 6-10 years of teacher experience involving employment factors compared to the 16 years and beyond group. The 6-10 years of experienced group demonstrated that employment factors have a significantly higher level of influence on teacher retention than the 16 years and beyond group.

Two of the null hypotheses were retained. There were no significant differences on external factors scores based on experience level for teacher respondents and there were no significant difference on employment factors based on building level type.

The descriptive data showed the top three whole sample responses on the influence of external factors were the teacher's family supports him/her being a teacher, the type of students (demographic makeup) served by the school, and the physical community or setting where the teacher lives. The descriptive data showed that the top four whole sample responses on the influence of employment factors were, supportive school administrator leadership, teacher assignment (class size, subject, workload), school provides access to additional resources (equipment, technology, manipulatives) and the teacher is given the opportunity to provide input about important curricular and policy issues. The descriptive data showed that the top three whole sample responses on which reasons were most important in influencing a teacher to make

a change in current employment or leave the profession were too much focus on testing and accountability, state legislative mandates, and inadequate support from school leaders.

CHAPTER 5

RESULTS, IMPLICATIONS, AND RECOMMENDATIONS

Chapter 5 is divided into five sections: introduction, results, discussion, conclusions, and recommendations for further research. The presentation of data was provided in the last chapter and the conclusions of the study are presented in more detail in this chapter.

As America approaches midpoint in the second decade of the 21st century, the expectations of the job performance of a public school teacher have changed substantially compared to just 15 years ago. The creation of NCLB in 2002, the support for offering vouchers that allow children to attend private schools, and states discussing the option of adopting CCRSS are just a few of the more aggressive mandates supported by the federal government. All of these initiatives claim to have a similar purpose, that is, to raise the bar of expectations for public school teachers. The need for the most qualified teacher at every grade level has never been greater. "In recent years, a growing consensus among researchers and educators that the single most important factor in determining a student's performance is the quality of his or her teachers" (Schaefer et al., 2012, p. 106). The actual percentage of teachers who leave teaching the first five years may vary from 15% to 50% depending on the researcher. But one thing is clear: the attrition rate for beginning teachers is high (Schaefer et al., 2012). A more alarmingly statistic is that researchers are reporting that those that are leaving the teaching profession are the best and the brightest (Smith & Ingersoll, 2004). At a time in education where the demand for

quality and effective instruction is needed, schools must find a way to retain teachers. School corporations must find a way to stop this revolving door of teachers leaving the profession within the first three to five years.

Through the literature review, there are three major categories that influenced teacher retention: external factors, employment factors, and personal factors. The external factors consist of retirement incentives, opportunities outside of teaching, student demographics served by the school, change in teaching positions, and teaching salaries. An example of employment factors are working conditions, professional development, administrative support, and teaching induction programs. Personal factors consist of teacher burnout, personal demographics, and personal health issues (Recruitment and Retention Project, 2001).

The purpose of this study was to examine the employment factors that schools have control over and how teachers and administrators perceive these factors to have the most effect in influencing teachers to remain in the profession. The development of these factors must be highest priority in school corporations.

This study was conducted by administering a survey to public school building administrators and public school teachers in Indiana. The survey was developed for this study to quantitatively measure the perceptions of teachers and administrators on how the external and employment factors influence teachers to remain in the teaching profession. Included teachers' and administrators' perceptions were measured on what reasons a teacher (hypothetically) might leave the profession. The survey asked each respondent to rate his or her perception on how each factor (external, employment and reasons for leaving) may influence a teacher to remain in the profession. This rating was completed using a 5-point Likert scale with a range of 1 = *no influence* to 5 = *strong influence*. The ratings for each factor were summed and averaged, thus

creating a mean for each factor that was surveyed.

Results

The findings of this study were presented in Chapter 4 as were the results of the statistical analysis. The examination of the findings is presented in three categories: (a) the influence of external factors, (b) the influence of employment factors, and (c) what reasons (hypothetically) would influence teachers to leave the profession.

The Influence of External Factors

The Teacher Retention Survey asked teachers and administrators their perceptions of the influence of eight external factors for teachers to remain in the profession. The teacher respondents reported the top three factors were the teacher's family supported him or her being a teacher, type of students (demographic make-up) served by the school, and the physical community/setting where the teacher lives. The administrator respondents reported the same top three factors but in different order. Administrators listed their first choice as type of students (demographic make-up) served by the school and their second choice as the teacher's family supported him or her being a teacher. This perception suggested that school corporations that have a large population of at-risk students have a difficult time retaining teachers. This perception was also supported by the literature review that was conducted for this study. The external factor salary and benefits was listed as a fourth choice by teacher respondents and as a fifth choice by administrators on what influences teachers to leave the profession. This perception is interesting given the fact that the "public believes teachers leave because of low salaries" (Patton & Kritsonis, 2006, p. 2). Teacher salaries do play a role in why teachers leave the profession, but this study indicates that it is not at the level of influence that most of the public believes.

Years of experience. A one-way ANOVA test was used to determine if there were any significant differences in teachers' perceptions involving the independent variable of years of experience and the influence of the external factors on teachers staying in the profession. There was no significant difference on external factor scores based on the experience level of the teachers. This finding suggested that any differences within the responses could be contributed to chance.

An analysis of the descriptive data showed that all four levels of the independent variable teaching experience (0-5 years, 6-10 years, 11-15 years and 16-plus years of experience) had the same top three responses but not in the same order. The top three responses for experience levels of 0-5 years and 6-10 years were type of students (demographic make-up) served by the school, teacher's family supported him or her being a teacher, and the physical community or setting where the teacher lives. The top three responses for experience levels of 11-15 years and 16 years or more experience were teacher's family supports him or her being a teacher, type of students (demographic make-up) served by the school, and the physical community/setting where the teacher lived. This perception suggested that younger teachers (0-10 years of experience) place a higher value in the type of students their school serves as to whether they remain in the profession compared to older teachers (11 years and beyond). A potential reason for this perception could be teachers with less years of experience are still trying to master the skills of classroom management unlike most experienced teachers. Therefore, the inexperienced teachers prefer to teach in a building where the student demographics (not as many at-risk students) not present themselves to be a problem.

Building level type. A one-way ANOVA test was used to determine if there were any significant differences in teachers' perceptions involving the independent variable of building

level (grade configuration) type and the influence of the external factors for teachers staying in the profession. There was a significant difference found among elementary and high school teachers. Elementary teachers (Grades K to 5) rated the influence of external factors that led to teacher retention significantly lower than high school teachers (Grades 9 to 12).

An analysis of the descriptive data showed that all three levels of the independent variable building level type (elementary, middle and high school) had the same top three responses but not in the same order. The elementary (Grades K to 5) respondents reported their top three responses were teacher's family supports him or her being a teacher, type of students (demographic make-up) served by the school, and the physical community/setting where the teacher lives. The middle (Grades 6 through 8) and high school (Grades 9 through 12) respondents reported their top three were type of students (demographic make-up) served by the school, teacher's family supports him or her being a teacher, and the physical community/setting where the teacher lives. This perception suggested that middle school and high school respondents placed a higher value on the type of students their school serves as to whether they remain in the profession when compared to elementary respondents. A potential reason for this perception could be middle school and high school teachers experience more discipline problems than elementary school teachers. Therefore, middle and high school teachers prefer to teach in a building where the student demographics do not have as many at-risk students.

The Influence of Employment Factors

The Teacher Retention Survey asked teachers and administrators their perceptions of the influence of 15 employment factors that influence teachers to remain in the profession. The teacher respondents reported the top four employment factors were supportive school administrator leadership, teacher assignment (class size, subject and work load), school provides

access to additional resources (equipment, technology, manipulatives), and the teacher is given the opportunity to provide input about important curricular and policy issues. The administrator respondents reported their top four employment factors were supportive school administrator leadership, teacher assignment (class size, subject and work load), teacher is given the opportunity to provide input about important curricular and policy issues, and time is provided to collaborate with colleagues. This perception suggests that both teachers and administrators agree that a supportive school administration and the focus on teacher workload play a key role in keeping teachers in the profession.

Years of experience. A one-way ANOVA test was used to determine if there were any significant differences in teachers' perceptions involving the independent variable of years of experience and the influence of the employment factors on teachers staying in the profession. The years of experience group (1-5) demonstrated that employment factors had a significantly higher level of influence on teacher retention than the other three levels of experience groups. This finding suggests the importance of the employment factors that building administrators have control over and the influence these factors have on beginning teachers in the profession. It was also found through the ANOVA testing that the 6-10 years of experience group demonstrated that employment factors have a significantly higher level of influence on teacher retention than the experience group of 16 years and beyond.

An analysis of the descriptive data showed that all four levels of the independent variable teaching experience (0-5 years, 6-10 years, 11-15 years, and 16-plus years of experience) had the same top two responses. The top two responses were supportive school administrator leadership and teacher assignment (class size, subject and work load). The experience groups 0-5 years and 6-10 years reported their third and fourth choices were access to additional resources (equipment,

technology, manipulatives) and sufficient time to plan and teach during the day. The years of experience group 11-15 years reported its third and fourth choices were the teacher is given the opportunity to provide input about important curricular and policy issues and sufficient time to plan and teach during the day. The 16 years of experience and beyond group reported its third and fourth choices were access to additional resources (equipment, technology, manipulatives) and the teacher is given the opportunity to provide input about important curricular and policy issues. This perception suggested that the lesser experienced teachers valued time to teach and access to resources compared to the more experienced teachers value having input into building decisions involving curriculum and polices. A potential reason for this perception could be inexperienced teachers are still working on honing their craft. They have not mastered the craft of creating engaging lessons or managing their time in preparing for school. Experienced teachers are more comfortable with preparing to teach each day. Therefore, experienced teachers would prefer to be more involved in the decision making process on the curriculum and polices for their schools.

Building level type. A one-way ANOVA test was used to determine if there were any significant differences of teachers' perceptions involving the independent variable of building-level (grade configuration) type and the influence of the employment factors on teachers staying in the profession. There was no significant difference on employment factor scores based on the experience level of the teachers. This finding suggested that any differences within the responses could be contributed to chance.

An analysis of the descriptive data showed that all three levels of the independent variable building level type (elementary, middle, and high school) had four very similar responses but not in the same order. The elementary (Grades K through 5) respondents reported

their top four responses (including a tie for the fourth spot) were supportive school administrator leadership, teacher assignment (class size, subject, and work load), school provided access to additional resources (equipment, technology, manipulatives), and the teacher is given the opportunity to provide input about important curricular and policy issues. Time is provided to collaborate with colleagues was tied with provide the opportunity for input. The middle school (Grades 6 to 8) respondents reported their top four responses were supportive school administrator leadership, teacher assignment (class size, subject, and work load), teachers are given the opportunity to provide input about important curricular and policy issues, and sufficient time to plan and teach during the day. The high school (Grades 9 to 12) respondents reported their top four responses were supportive school administrator leadership, teacher assignment (class size, subject, and work load), sufficient time to plan and teach during the day, and the teacher is given the opportunity to provide input about important curricular and policy issues. This perception suggested that all building-level types value a supportive school administration and the focus on keeping class size, teacher workload, and what subjects teachers teach. These attributes play a role in keeping teachers in the profession.

Hypothetical Reasons for Leaving

The Teacher Retention Survey asked teachers and administrators their perceptions of the influence of 15 hypothetical reasons why a teacher might leave the profession. The teacher respondents reported their top three reasons were too much focus on testing and accountability, state legislative mandates, and inadequate support from school leadership. The administrator respondents reported the same top two reasons (in different order) but differed on their third choice. The administrator respondents listed lack of empowerment to make decisions that affect his or her school and or classroom. The significance of this perception notes that the first two

reasons are out of the control of school corporations and building leaders. A potential solution could be for teachers and administrators use their professional organizations to lobby their respective state legislators.

The teacher respondents listed as their third choice inadequate support from school leadership, and the administrators listed this as their sixth choice. One interesting finding was that inadequate salary and teacher assignment (class size, subject, and students) were not in the top three choices for either teachers or administrators for why a teacher might want to leave the profession. The factor of lack of support or inadequate support from the school building administration has become a common theme for what influences teachers to remaining or leave the profession. Throughout the literature review for this study, research studies (Kopkowski, 2008; Southern Regional Education Board, 2001) reported teachers leave the profession when school administrators do not provide adequate support.

Years of experience. An analysis of the descriptive data showed that all four levels of the independent variable teaching experience (0-5 years, 6-10 years, 11-15 years, and 16-plus years of experience) had the same top two reasons why teachers might leave the profession. The top two responses were too much focus on testing and accountability and state legislative mandates. The years of experience group 0-5 years reported their third as inadequate support from school leadership. The 6-10 years and 11-15 years groups reported inadequate salary. The 16 years and beyond group reported lack of empowerment to make decisions that affect my school and/or classroom. A potential reason for teachers who have 16 years of experience and more feel this way might be due to the fact that the Indiana General Assembly recently stripped many of the teachers' bargaining rights (Loughlin, 2011).

Building level type. An analysis of the descriptive data showed that all three levels of the independent variable building level type (elementary, middle and high school) had the same top two reasons why a teacher may leave the profession. The top two responses were too much focus on testing and accountability and state legislative mandate. The elementary (Grades K through 5) respondents reported their third choice as lack of empowerment to make decisions that affect his or her school and/or classroom. The middle school (Grades 6 through 8) respondents reported their third choice as student discipline problems. The high school (Grades 9 through 12) respondents reported their third choice as inadequate salaries. A potential reason for a different perception at each building level is that at each building level teaching experiences are considerably different. Therefore, respondents answered based on what they perceived to be the most important needs in order to be successful in their building.

Discussion

The literature review for this study showed that lack of administrator support caused many teachers to leave the profession. Patton and Kritsonis (2006) reported that "new teachers received limited support from their school administration about how to teach and what they should be teaching" (p. 3). Two studies conducted 15 years apart by Dr. Jan Richards showed that teachers over the years needed and valued the support from administrators (Patton & Kritsonis, 2006). Teachers who felt less supported tended to leave the profession (Patton & Kritsonis, 2006). Finally, Kopkowski (2008) reported that school corporations did not provide the necessary programs for new teachers in order to provide support in the classrooms.

The importance of the various ways school administration can provide support to teachers to help influence them is well documented in the literature. Inman and Marlow (2003) reported that employment factors (teacher roles, administrative support, paper work, class size,

availability), job security (tenure, qualifications of teachers), and collegiality (similar teaching ideology, expectation of intrinsic rewards) played a major role in decisions to remain in the profession. Patton and Kritsonis (2006) reported the keys for school building administrators to retain teachers in the profession is to support teachers with classroom and school concerns, train teachers on curriculum and teaching strategies, and empower them by placing in leadership positions.

As this research study determined, the impact of administrative support especially at the building level has a strong impact on influencing teachers to remain in the profession. More importantly this study showed the years of experience group of 1-5 years demonstrated that employment factors have a significantly higher level of influence on teacher retention than the other three levels of experience groups that were studied. Research has shown that over 50% of teachers will leave with in the first five years of teaching (NCES, 2008). School building administers must come to the realization that the employment factors play a significant role in teachers remaining in the profession. Employment factors are what school building administrators have control over. School building administrators must focus on improving these employment factors to help influence teachers to stay in the profession.

Conclusion

As a result of the research and subsequent data analysis, the following conclusions are proposed. The data analysis showed that a supportive school administration (number one employment factor), $M = 3.68$, $SD = 1.29$, was an important factor that influences teachers to remain in the profession. I suggest that a component of this support would be to provide a comprehensive induction program. The research from the literature review and this dissertation study suggests that a comprehensive induction program should be conducted over a 3- to 5-year

period (Inman & Marlow, 2003). I suggest there are five components that must be part of an effective comprehensive induction program.

The first component is professional development (teacher respondents rated this employment factor ninth) $M = 2.88$, $SD = 1.19$. Educators today must face the fact that expectations of student performance have been raised. The implementation of the CCRSS and ensuring that all students learn have raised the bar of what is expected from our teachers. Despite the fact that classrooms are changing with more diverse students that include more special education students and English-language learners, teachers must meet these challenges. The NCTAF recommends that

> professional development be embedded in the workday, deepen and broaden teacher knowledge, be rooted in best practice, allow for collaboration efforts, to aligned to the College and Career Readiness Standard, and time and resources must be provided to enable teachers to master new content. (Equity and Excellence Commission, 2011, p. 23)

The professional development should be ongoing and not in the "sit and get" model. Teachers need to be actively engaged and teacher participation should be the goal of every professional development opportunity.

The second component is collaboration (teacher respondents rated this employment factor eighth, $M = 2.96$, $SD = 1.20$. Teachers no longer work in isolation. School corporations must find time for teachers to collaborate so that they can share best practices and develop effective instructional strategies and assessments. This will require school districts to examine their current school day schedules and calendars as well as look at technology to find time so that teachers can collaborate. Many school districts in Indiana have reduced the student day to build in teacher collaboration on contract time. The state of Indiana no longer requires school

corporations to negotiate contractual hours. This change in the bargaining law allows school corporations the flexibility to build in collaboration time for teachers.

The third component is administrative support (teacher respondents rated this employment factor first, $M = 3.68$, $SD = 1.29$. Developing a school culture that is conducive to student learning is paramount for school corporations. In this type of environment, teachers are respected, their voices heard, and their professional development needs are met. "Class size must be manageable, facilities clean and up-to-date, and discipline policies in place that are administered fairly and that encourage and support courteous behavior and learning" (Equity and Excellence Commission, 2011, p. 24). All of these components are evidence of strong administrative support.

The fourth component is high-quality mentoring (teacher respondents rated this employment factor twelfth, $M = 2.40$, $SD = 1.21$. Administrators must spend time to pair the right mentor from the same content / grade level as the beginning teachers. Training must be provided for the mentor to be an effective coach on teaching and learning. The mentoring program must be structured to provide ongoing opportunities for the mentor to observe the beginning teacher's classroom in order to provide feedback on instructional strategies, to develop units of instruction, lesson plans, test writing, classroom management, and to learn how to use student data to improve instruction.

The fifth component is teacher evaluations (teacher respondents rated this employment factor tenth, $M = 2.69$, $SD = 1.22$. Many of the teacher evaluations used by school corporations today are ineffective. The NCATF (2010) recommended two central purposes of a teacher evaluation:

1. Evaluations must identify strengths and weaknesses so that administrators can help support teachers in order to improve their practices.
2. Teacher evaluations must help administrators to identify those teachers who are ineffective even when support is provided.

A good evaluation tool must be based on best practices, and the assessment of teachers must include several components including classroom observations, areas of academic growth, contribution to colleagues, leadership positions, and involvement with the school community. The evaluation system must include the process of providing feedback to teachers both verbally and in written form that is meaningful and actionable. The evaluation system must require several observations and conferences during a school year (Equity and Excellence Commission, 2011). The state of Indiana now requires all teachers to observed and evaluated on an annual basis. Many Indiana school districts are using the RISE teacher evaluation model. One concern about the RISE teacher model is the length of the document and is it evaluating teachers on the work they are specifically performing for the school corporation? One potential solution is for school corporations to create their own teacher evaluation model that would evaluate the work they are asking of their teachers. Regardless of the evaluation device, building administrators should provide face to face feedback whenever possible after an observation.

A possible suggestion on how to implement an effective teacher induction program would be for building administrators to schedule monthly meetings before or after school to meet with all new teachers. Regardless of the number of years of experience in teaching, a new hire to a school should participate in the induction program to become familiar with the school climate and expectations. On an average this induction should last a minimum of two to three years. The meetings would last no longer than an hour and would have two goals for each meeting.

These goals would be to cover best practices in the classroom and each meeting would review a school procedure or policy as part of the purposeful redundancy concept. An example of some of the topics for best practices in the classroom could be classroom management, differentiation instruction, test writing, formative assessment, questioning techniques, and problem-based learning.

In addition, to observe best practices in the classroom, building administrators should arrange for their new hires to observe classrooms of their school's master teachers at least once per semester. As a closure to the induction process, a celebration should be held along with having all participants complete an evaluation on the components of the induction program. This will provide feedback to building administrators on possible changes they would make for the next induction process.

Recommendations for Researchers

Based on the findings of this study and my research reflections, I recommend the following opportunities for future research and practice.

- This research provides general evidence that the support of building administration has a strong influence on why teachers remain in the profession. A possible study could be on the types of various administrative supports that exist and how effective these supports are in retaining teachers in the profession. A researcher might want to conduct a qualitative study focusing on the different components of administrative support (induction programs and/or mentoring programs) and their effectiveness to retain teachers.

- Since the expansion of charter schools and the implementation of vouchers in Indiana, one could conduct a comparison study of the retention of teachers in public schools compared to charter/private schools.
- Each state currently experiences teacher retention issues. This study should be replicated in every state to see if there are commonalities among the states on what keeps teachers in the profession.
- The federal government is proposing to ask for public input about teacher preparation programs. The goal would be to learn about what is needed to strengthen a future pipeline of teachers. A possible study could be on what impact a teacher preparation program has on keeping teachers in the profession. A study could examine what the foundations of a strong teacher preparation program are in multiple states in order to gain a national perspective.

Summary

As school corporations look for ways to retain teachers, their focus should be on the employment factors that they can control. The employee factor that is perceived to have the most influence is a supportive school building administration. It is interesting to note that of the external factors, salary and benefits are not perceived to have as much influence as the external factor of the family supporting a person to be a teacher. A further study would extend this research to investigate what types of various administrative supports exist and how effective are these supports in retaining teachers in the profession.

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APPENDIX A: SURVEY

My name is Louie Jensen and I am a doctoral candidate at Indiana State University. For my dissertation study, I have chosen to study what factors influences teachers to stay in the teaching profession through the perceptions of teachers and administrators. I am requesting your participation in this research study. Your participation is voluntary and there is no consequence if you do not participate. No one will be able to identify you as a participant. At any time you have the right to refuse to participate by simply closing the browser and exiting the program

Section I: Experience in education and school corporation information

Directions: Please answer each question as it pertains to your current employment status.

1) I am currently a:
   Teacher Administrator

2) This current school year will mark _____ years I have been in education.
   1-5 years 6-10 years 11- 15 16 or more years

3) In this school year, my primary teaching / administrator assignment has been at the following grade configurations:
   K-5 grades 6-8 grades 9-12 grades

4) At the school corporation you are employed, what is the student enrollment?
   0- 200 201- 400 401- 600 601 and above

Section II: External Factors:

Directions: The following are phrases and descriptions that influence teachers to remain in the teaching profession that are outside of the control of the school corporation. Please use the scale below to describe how you feel that specific external factor has influenced teachers to remain in the profession. Please read each statement carefully and then identify the number from the strongest influence being the highest number to the lowest influence being the lowest number. You will only identify one number for each factor.

Which of the following external factors do you believe have influenced teachers to remain in the teaching profession?

External factors

A) The salary and benefits

1 2 3 4 5

No influence Strong influence

B) The teacher's family supports him/her being a teacher

1 2 3 4 5

No influence Strong influence

C) The physical community / setting where the teacher lives

1 2 3 4 5

No influence Strong influence

D) Type of students (demographic make-up) served by the school

1 2 3 4 5

No influence Strong influence

E) Community respects the teaching profession

1 2 3 4 5

No influence Strong influence

F) Retirement benefits offered by your school corporation

1 2 3 4 5

No influence Strong influence

G) Pension plan offered by the state of Indiana

1 2 3 4 5

No influence Strong influence

H) Length of teacher day

1 2 3 4 5

No influence Strong influence

Section III: Employment Factors:

Directions: The following are phrases and descriptions that influence teachers to remain in the teaching profession that are of the control of a school corporation. Please use the scale below to describe how you feel that specific employment factor has influenced teachers to remain in the profession. Please read each statement carefully and then identify the number from the strongest influence being the highest number to the lowest influence being the lowest number. You will only identify one number for each factor. (Eric Hirsch's survey)

Which of the following employment factors do you believe have influenced teachers to remain in the teaching profession?

Employment factors

A) The school corporation offers a school leadership career pathway for teachers to move into

1 2 3 4 5

No influence Strong influence

B) Building administrators provide meaningful feedback on each teacher observation

1 2 3 4 5

No influence Strong influence

C) Teacher assignment (class size, subject, workload)

1 2 3 4 5

No influence Strong influence

D) The school corporation's curriculum and instructional support

1 2 3 4 5

No influence Strong influence

E) Supportive school administrator leadership

1 2 3 4 5

No influence Strong influence

F) Teachers are recognized for accomplishments publicly

1 2 3 4 5

No influence Strong influence

G) Sufficient time to plan and teach during the work day

1 2 3 4 5

No influence Strong influence

H) Quality of school building facilities

1 2 3 4 5

No influence Strong influence

I) School provides access to additional resources (equipment, technology, manipulatives)

1 2 3 4 5

No influence Strong influence

J) Time is provided to collaborate with colleagues

1 2 3 4 5

No influence Strong influence

K) Teacher is given the opportunity to provide input about important curricular and policy issues

1 2 3 4 5

No influence Strong influence

L) Participation in a teacher induction program

1 2 3 4 5

No influence Strong influence

M) Teacher has been provided a mentor

1 2 3 4 5

No influence Strong influence

N) Teacher is given the opportunity to meet with mentor on a regular basis

1 2 3 4 5

No influence Strong influence

O) Professional development opportunities

1 2 3 4 5

No influence Strong influence

Section IV: Reasons for leaving:

Directions: The following are phrases and descriptions of reasons teachers leave the profession. Please use the scale below to describe if you were to make changes in your employment or leave the profession, how would that specific reason influence your decision? Please read each statement carefully and then identify the number from the strongest influence being the highest number to the lowest influence being the lowest number. You will only identify one number for each factor.

Hypothetically, if you were planning to make changes in your employment or leave the profession, please indicate the importance of the following in influencing your decision. (Eric Hirsch's survey)

A) Too much focus on testing and accountability

1	2	3	4	5
No influence				Strong influence

B) Student discipline problems

1	2	3	4	5
No influence				Strong influence

C) Inadequate support from school leadership

1	2	3	4	5
No influence				Strong influence

D) Inadequate salary

1	2	3	4	5
No influence				Strong influence

E) Teacher assignment (class size, subject, students)

1	2	3	4	5
No influence				Strong influence

F) Lack of empowerment to make decisions that affect my school and/or classroom

1	2	3	4	5
No influence				Strong influence

G) Insufficient time during the work day

1	2	3	4	5
No influence				Strong influence

H) Lack of collaboration with my peers

1	2	3	4	5
No influence				Strong influence

I) Personal reasons (health, family, etc.)

1	2	3	4	5
No influence				Strong influence

J) Eligible for retirement

1	2	3	4	5
No influence				Strong influence

K) Inadequate facilities or resources

1	2	3	4	5
No influence				Strong influence

L) State legislative mandates

1	2	3	4	5
No influence				Strong influence

M) Lack of effectiveness with students I teach

1	2	3	4	5
No influence				Strong influence

APPENDIX B: INFORMED CONSENT

April 2014

A Study on What Influences Teachers to Remain in the Teaching Profession

You are being invited to participate in a research study about teacher attrition. This study is being conducted by Louis Jensen, Jr. under the guidance of Dr. Terry McDaniel from the Educational Leadership Department at Indiana State University. This study is being conducted to fulfill a dissertation requirement. The purpose of this study is to understand why teachers leave the profession. It is being conducted in over 40 public school corporations in the state of Indiana. The survey is given to current teachers and administrators in these school corporations.

There are no known risks if you decide to participate in this research study. There are no costs to you for participating in the study. The information you provide will help school corporations better understand how to best satisfy the needs of their teachers so that they will stay in the teaching profession. The questionnaire will take about ten minutes to complete. The information collected may not benefit you directly, but the information learned in this study should provide more general benefits.

This survey is anonymous. Do not write your name on the survey. This is a web-based survey, although there is no absolute guaranteed anonymity, there will be no collection of any participants' IP addresses or any attempt to identify the names of the participants by the researcher. You may delete this email in which this message was delivered at any time. There will be no future email contacts concerning this survey in the future. In addition, no one will be able to identify you or your answers, and no one will know whether or not you participated in the study. Individuals on the Institutional Review Board may inspect these records. Should the data be published, no individual information will be disclosed.

Your participation in this study is voluntary. By completing parts or all of the survey through the Qualtrics program, you are voluntarily agreeing to participate. You are free to decline to answer any particular question you do not wish to answer for any reason. At any time, you may close the browser and exit the program if you do not wish to complete the survey after starting the process.

As a professional courtesy, I want to you know that I will be contacting your assistant principals (if applicable) and teachers to participate in this study.

If you have any questions about the study, please contact me at (812) 948-6577 or at ljensen@indstate.edu. You may also contact my faculty sponsor, Dr. Terry McDaniel, at (812) 237-3862 or at terry.mcdaniel@indstate.edu

If you have any questions about your rights as a research subject or if you feel you've been placed at risk, you may contact the Indiana State University Institutional Review Board (IRB) by mail at Indiana State University, Office of Sponsored Programs, Terre Haute, IN, 47809, by phone at (812) 237-8217, or by e-mail at irb@indstate.edu.