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School Culture, Teacher Autonomy, Teacher Efficacy, And Teacher Salary: Effects On Retention Of Millennial Teachers

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SCHOOL CULTURE, TEACHER AUTONOMY, TEACHER EFFICACY, AND TEACHER SALARY:

EFFECTS ON RETENTION OF MILLENNIAL TEACHERS

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VITA

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ABSTRACT

The purpose of this quantitative study was to determine the importance of valuing building culture, teacher autonomy, teacher efficacy, and teacher salary as it pertains to Indiana millennial teachers. The research was based on the millennial mindset and how that mindset can influence culture, autonomy, and efficacy. As a millennial myself, my interest in this topic is a result of spending 13 years as an Indiana educator; 6 as a classroom teacher and 7 as a building level administrator. As a current principal with a desire to become a superintendent, the retention of Indiana teachers is of the utmost importance for our profession. As a result of this quantitative study, statistically significant differences between age of respondents, location type of respondents, and anticipated longevity of respondents on school culture, teacher efficacy, teacher autonomy, and teacher salary were found. The study found that school culture and teacher salary are two significant factors that play a role in whether or not Indiana millennial teachers will stay in the profession.

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CHAPTER 1

TEACHER RETENTION

The fundamental need for teachers and the subsequent lack of educators to fill that need is nothing new or groundbreaking. In 2002, a conversation had begun regarding "the largest growth in the demand for teachers in America's history" (Bracey, 2002, p. 331). The perception of a lack of teachers was reported by Bracey through the National Center for Education Statistics (NCES); however, what the NCES did not take into account was the difference between 'newly hired' and 'first–time hired' educators, particularly those individuals coming from different generations and backgrounds.

Keeping quality individuals in a role is a challenge in every profession, at every level. When good talent has been found and invested in, administrators should do everything possible to keep those individuals within the company to help permeate the culture they wish to create. Berkshire Hathaway CEO Warren Buffett believes that investing in people is the key to any successful operation:

> I mainly attend to capital allocation and the care and feeding of our key managers . . . Most of our managers are independently wealthy and it's up to us to create a climate that encourages them to choose working with Berkshire over golfing or fishing. (Stallard, 2014, p. 1)

Many in the educational field may agree with Buffett and his assessment on investing in people first, with one important caveat: Teachers are not inherently wealthy when they enter into a profession that has a median salary of $38,617 across the United States (Learning Policy Institute, 2018).

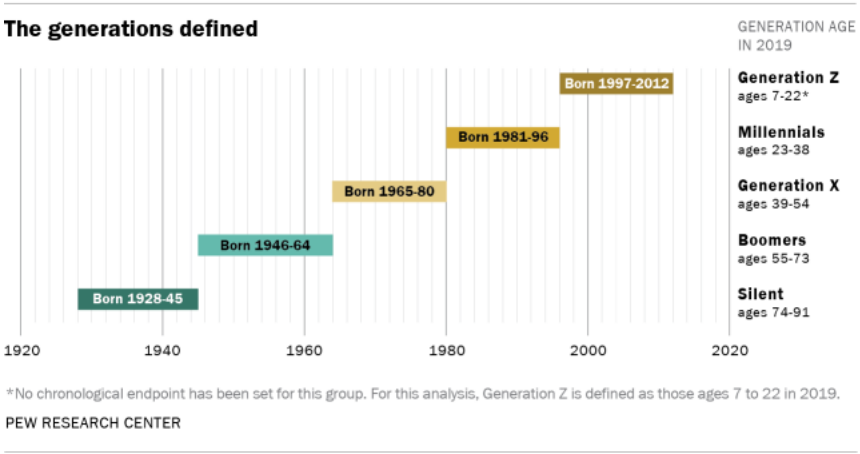
Statement of the Problem

Teacher retention is not a new crisis suddenly inflicting itself upon the profession. One of the pillars to a free–market society is that of supply and demand; however, with every principle comes its exception. The first argument made for and subsequently against teacher retention is that of compensation. Teacher salaries, for instance, "can't be changed easily without bumping up everyone else's salary or creating a labor crisis . . . long–term relief will probably mean that the single salary schedule, with its stepwise increases for all grade levels and subjects, will need to change" (Pipho, 1998, p. 181). It may not be as simple as paying the best teacher a comparable market salary, particularly in comparison to the level of education and certification needed to teach in America's classrooms.

In Figure 1, millennials are classified as individuals born between 1981 and 1996, meaning that in 2020, the age range for millennials is between 24 and 39 (Dimock, 2019). Millennials are a generation of unique individuals, having been born in an era that has seen multiple technology booms and is composed of individuals who ask more 'why' than 'how' questions from their government, education, jobs, and themselves.

Figure 1

The Generations Defined



Note. Dimock defines the generations by Dimock, M., 2019, *Defining Generations: Where Millennials End and Generation Z begins*. Pew Research Center (https://pewrsr.ch/2szqtJz).

Millennials have different aspirations, goals, and philosophies compared to Generation X or Baby Boomers, and that mentality is bleeding into the workforce. Professions are now relying on a new generation of employees to conform and follow the status quo, which may be difficult for a generation that has been described as the "Look at Me generation, implying that they are overly self–confident and self–absorbed to comply to with out–of–date practices and management styles" (Myers & Sadaghiani, 2010, p. 225). These individuals have seen the innovation of information evolve at their fingertips, and if educational leaders want to combat the alarming rate of teacher retention, they need to understand this generation of educators more intimately.

The last of the millennial generation, currently entering the workforce from college, are beginning to make their trepidations known regarding the educational profession. During the academic year of 2012–2013, 499,800 individuals were enrolled in some sort of teacher preparation program across the United States, a decrease of 31% from the 2009–2010 academic

year (U.S. Department of Education, 2016). The U.S. Department of Education did not provide any specific data as to why there was a drop in enrollment in teacher preparation programs, and the word ‘salary’ was never mentioned throughout the entirety of the report.

Purpose of the Study

When addressing the high attrition rate for educators, it is imperative to examine the drastic impact that the retention of quality educators has on students. In examining how teacher retention and student achievement correlate, research was conducted in which it was determined that teacher turnover directly correlates to lower student achievement (Young, 2018). The study showed that “within the same school and during the same year, students’ test scores were lower by 7.4% to 9.6% of a standard deviation in math when substantial teacher turnover occurred. The same study showed that scores were 6% to 8.3% of a standard deviation lower in English Language Arts” (Young, 2018, p.16). If the expectation from school administration is for educators to show positive student achievement, the retention of quality educators is just as important as the hiring of quality educators. To hire and retain a quality millennial teacher, universities and school administration must determine why these educators leave the profession and what can be done to keep them in the classroom.

It is necessary to examine what accounts for the ‘millennial mindset’ if we are to understand why millennial teachers remain in the profession. The United States is experiencing an alarming rate of teacher turnover where the education profession now has a national attrition rate of approximately 8% annually where 90% of open teaching positions are created by teachers who leave the profession (Carver–Thomas & Darling–Hammond, 2017). Different tactics are needed that extend beyond the scope of a paycheck if education leaders are to guide a new generation of teachers.

The purpose of this study is to determine the importance of valuing culture, teacher autonomy, teacher efficacy, and teacher salary as it pertains to Indiana millennial teachers. This study will attempt to identify the importance of school culture, teacher autonomy, teacher efficacy, and teacher salary when salary compensation is varied. Using the independent variables of age, teaching level, school setting, current salary, and anticipated longevity, this study will examine the significance of the dependent variables of school culture, teacher autonomy, teacher efficacy, and teacher salary. This study will also examine if school culture, teacher autonomy, and teacher efficacy explain a statistically significant amount of variance among the teacher salary composite score for Indiana millennial teachers.

Research Questions

In order to fulfill effectively the purpose of this study, answers to the following six research questions will be obtained:

1. What are the current perceptions of Indiana millennial teachers on school culture, teacher efficacy, teacher autonomy, and teacher salary?
2. Is there a statistically significant difference based on the age of respondents on any of the school culture, teacher efficacy, teacher autonomy, and teacher salary composite scores?
3. Is there a statistically significant difference based on the school type of respondents on any of the school culture, teacher efficacy, teacher autonomy, and teacher salary composite scores?
4. Is there a statistically significant difference based on the location type of respondents on any of the school culture, teacher efficacy, teacher autonomy, and teacher salary composite scores?

5. Is there a statistically significant difference based on the salary level of respondents on any of the school culture, teacher efficacy, teacher autonomy, and teacher salary composite scores?
6. Is there a statistically significant difference based on the anticipated longevity of respondents on any of the school culture, teacher efficacy, teacher autonomy, and teacher salary composite scores?

Significance of the Study

Identifying the factors that determine teacher retention is imperative for student, teacher, district, and community success. Through the use of research, review of current literature, and the collection of survey feedback from Indiana millennial teachers, this study seeks to accomplish which factor among school culture, teacher efficacy, teacher autonomy, and teacher salary bests determines the likelihood that an Indiana millennial teacher will remain in the teaching profession beyond five years. In order to determine if a significance exists within these four factors, current literature has helped shape a survey that will be administered to Indiana millennial teachers who are in the first five years of their educational career.

Definition of Terms

In order to establish clarification in the understanding of this study, the following terms are defined:

Autonomy, when referring to an educational setting, "is the right of an individual to self–direct, the freedom to make informed, un–coerced decisions. It means that an employee is granted the latitude to make decisions about his or her own work, around a commonly agreed–on purpose or shared set of values" (Tomlinson, 2019, p. 92).

Culture is defined as a framework that a group can use to solve problems; it is how cultures learn to survive, one generation passing down what it has learned to the next. Culture is a social indoctrination of unwritten rules that people learn as they indoctrinate to a particular group (Gruenert & Whitaker, 2015).

Demographics, for the purpose of this study, are defined in accordance with the Indiana Department of Education (IDOE) into the following types: metropolitan, suburban, town, rural. The following definitions are provided by the IDOE:

- City, Large: Territory inside an urbanized area and inside a principal city with population of 250,000 or more.
- City, Midsize: Territory inside an urbanized area and inside a principal city with population less than 250,000 and greater than or equal to 100,000.
- City, Small: Territory inside an urbanized area and inside a principal city with population less than 100,000.
- Suburb, Large: Territory outside a principal city and inside an urbanized area with population of 250,000 or more.
- Suburb, Midsize: Territory outside a principal city and inside an urbanized area with population less than 250,000 and greater than or equal to 100,000.
- Suburb, Small: Territory outside a principal city and inside an urbanized area with population less than 100,000.
- Town, Fringe: Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area.
- Town, Distant: Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area.

- Town, Remote: Territory inside an urban cluster that is more than 35 miles from an urbanized area.
- Rural, Fringe: Census–defined rural territory that is less than or equal to five miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster. 13
- Rural, Distant: Census–defined rural territory that is more than five miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster.
- Rural, Remote: Census–defined rural territory that is more than 25 miles from an urbanized area and is more than 10 miles from an urban cluster. (IDOE, 2009)

Efficacy when referring to an educational setting is defined as "the confidence teachers hold about their individual and collective capability to influence student learning—(efficacy) is considered one of the key motivation beliefs influencing teachers' professional behaviors and student learning" (Klassen et al., 2011, p. 21).

Elementary school, for the purpose of this study, is defined as a building that offers some variation of kindergarten through 5th grade.

High school, for the purpose of this study, is defined as a building that offers course credits for students in grades 9–12.

Middle school, for the purpose of this study, is defined as a building where students in some variation of grades 6–8 are taught specific subject descriptors in specific grades.

Millennials are defined as a group of people born between 1981 and 1996, meaning that in 2019 the age range for millennials is between 23 and 38 (Dimock, 2019).

Salary is the monetary compensation given to teachers for completing their yearly contracts.

Summary and Organization of the Study

Chapter 2 will follow with a review of the literature related to the study, specifically focusing on the millennial mindset and how culture, efficacy, autonomy, and salary influence that mindset. Chapter 3 will provide the methodology for this study. Chapter 4 will present the results of the survey given to Indiana millennial teachers. Chapter 5 will provide a brief review of the results of the study, the implication of those results, and recommendations for further research.

CHAPTER 2

LITERATURE REVIEW

The discussion surrounding a teacher shortage has been ongoing for decades, emphasized famously in Ethel Erkkila Tigue's (1948) editorial. For every scholarly article or news pundit that cautions individuals to be prepared for a teacher shortage, a counter article or news pundit can refute such claims. As evident in completing this dissertation, even research–based, peer–reviewed, and data–driven researchers can disagree on the scope and severity of a national teacher shortage where debates remain regarding the root cause and/or variables for why a shortage exists.

In a 2016 nationwide survey, the summative report on the teacher shortage was concluded as follows: "Teacher demand is on the rise, as a function of changes in student enrollment, shifts in pupil–teacher ratios, and most significantly, high levels of teacher attrition" (Sutcher et al., 2016, p. 2). These descriptors along with the decline in student enrollment at the collegiate level due to potential debt burdens, play a significant role in eliminating what profession a millennial collegiate student will enter (Carver–Thomas & Darling–Hammond, 2017).

If a nationwide teacher shortage exists, it is due to a variety of different societal factors. The phrase 'teacher attrition' is slightly less definable within a given context; however, Merriam Webster Online defines the word attrition as "the act of weakening or exhausting by constant

harassment, abuse, or attack" (2020). These attacks on educators come from both internal and external factors, including a teacher's sense of self–worth in the profession, the environment in which they find themselves teaching, their ability to teach content that excites them, and the amount of money they receive (Carver–Thomas & Darling–Hammond, 2017).

A teacher shortage is significant to education. Traditional perception has been that school districts that have the most difficulty retaining new teachers are located in rural or inner–city areas with possible high poverty or high minority student populations (Berry et al., 2005). In order to examine why this shortage exists, educational leaders must look at what defines teacher attrition. "It is most common to focus attention on how to get more teachers into the profession. However, it is equally important to focus on how to keep the teachers we have in the classroom" (Sutcher et al., 2016, p. 2). The question at the root of teacher attrition remains: How do the educational leaders of school districts keep quality educators in the classroom, and what factor(s) play the most important role in keeping them in the profession? As the final members of the millennial generation begin to graduate college, educational leaders must examine what attritional factors play the most significant role in teacher retention. An inability to recognize these factors will lead to a major teacher shortage.

> By 2020, an estimated 300,000 new teachers will be needed each year, and by 2025, that number will increase to 316,000. Unless major changes in teacher supply or a reduction in demand for additional teachers occurs over the coming years, annual teacher shortages could increase. (Sutcher et al., 2016, p. 16)

Historical Shifts and Context

One of the most famous articles written on the teacher shortage was by Tigue (1948), a former educator and author. While her article turned 72 in 2020, it is still regarded as one of the

more poignant and influential articles ever written about teacher shortage. During her first teacher interview after her husband went to war, Ethel was asked by the interviewing superintendent about her tinted fingernails and attendance in church. While the social variables in the 1940s were different, these discriminatory interview practices may still happen today. Ethel interviewed for an English position at a different school district for which she was not only qualified, but desired greatly. She remarked that the interviewee had little desire to place her in the position but instead continued to push her to take an art position for which she had a minor. Ethel turned the position down, as she had done with other offers, wanting no part in working for someone whose educational philosophies were narrow–minded, failing to see the need for creativity in an English classroom.

The parallel that keeps Ethel's story relevant is that even in the 1940s when a teacher shortage was prevalent, district administrators were turning down qualified, desirable candidates based on superficial expectations. Ethel did not enter the teaching profession after many failed interviews, instead taking a copywriter job in the field of advertising (Tigue, 1948). Ethel lived her personal life however she intended, and even though she had received no formal training in advertising, Ethel "advanced from typo copyright to assistant advertising manager to promotion manager. And in all that time there was one more teacher in the teacher shortage" (Tigue, 1948, p. 432). The twist ending to this tale is that Ethel went back into teaching a few years later because that is what she truly wanted to do. Ethel proclaimed that salary was never a deciding factor in her motivation to be a teacher; rather, it was the work with students that gave her such a peculiar sense of satisfaction, "the kind you can't quite put your finger on" (Tigue, 1948, p. 432). Ethel desired to teach students yet was met with superficial roadblocks at every turn. She said it best, and it is why her article is still relevant today: "How can we emphasize the

unquestionable significance of the individual in our democratic way of life when we—the teachers—have been denied the privilege of having our own individuality" (Tigue, 1948, p. 432).

Besides the negative ramifications that teacher retention has on the profession itself, it has a similar negative impact on students and staff. While estimates vary depending on turnover and the effectiveness of the teacher, "the estimates of the effects of teacher turnover on student achievement remains negative and mostly significant" (Ronfeldt et al., 2013, pp. 14–15). Teacher retention is not simply about the effects felt by individual school districts or the culture of the profession; it has shown to garner a negative impact on students in the classroom. While teacher turnover is particularly harmful to students in school districts with large student populations and high minority populations, overall results show that teacher turnover has a significant and negative impact on student achievement in both math and English/language arts (Ronfeldt et al., 2013). Conversely, the instability caused by teacher turnover can "inhibit the formation of a cohesive organizational culture that is capable of implementing a coherent instructional program" (Henry & Redding, 2018, p. 335). With no consistency among yearly classroom assignments, teacher turnover has a direct negative impact on both students and other teachers in the building (Ronfeldt et al., 2013).

In one of the most comprehensive studies on teacher attrition, Grissmer and Kirby conducted research on the effects of teacher attrition and retention. Initially establishing their survey to examine how compensation plays a role in both attrition and retention, Grissmer and Kirby soon realized there was more than just salary that played an integral part in a teacher's desire to stay in the profession. Through their research accumulated between 1965 and 1989, they concluded that attrition among young teachers, those aged 20–24, tends to be rather high —

23% in 1965, 13 % in 1985. Grissmer and Kirby examined the first four years of teaching for new teachers in order to understand why attrition among young teachers was significantly high. Their study concluded that even a $1,000 increase in pay reduces the attrition rate by a little over 5% for men and a little over 2% for women. Additionally, a decline in class size, mandated by statewide policy in the early 1980s, also significantly lowered the attrition rate for both genders.

Since Grissmer and Kirby's (1987) study of the Indiana teacher shortage was made public, two pieces of Indiana legislation have specifically addressed this need: House Bill 1005 (Indiana House Bill 1005, 2016) and Indiana's Blue Ribbon Commission of the Recruitment and Retention of Excellent Educators (Blue Ribbon Teacher Commission Report, 2016). In the 2016 Indiana General Assembly, Representative Dale DeVon from Mishawaka authored a bill that would give extra pay to teachers who are rated as effective and agree to mentor new teachers (Cavazos, 2016). What came with this bill was leniency from the state on how teachers obtain their license to teach, by granting licenses to teachers from other states already holding an accredited license and allowing for restrictions, such as CPR and suicide prevention, to within 12 months of obtaining their initial licensure (Indiana House Bill 1005, 2016).

Former State School Superintendent Glenda Ritz and the Indiana Department of Education created Indiana's Blue Ribbon Commission on the Recruitment and Retention of Excellent Educators, in which research was conducted that showed a teacher shortage in Indiana, indicating an initial drop of more than 30% in the number of initial teacher licenses issued over the previous five years (Blue Ribbon Teacher Commission Report, 2016). In a previous report published four months prior, data were presented in which it was determined that the following areas in education would be of greatest need in Indiana for the 2016 school year: exceptional needs, communication disorders, business education, career and technical education, early

childhood, mathematics, science (all areas), technology education, English as a new language, and world language (Blue Ribbon Teacher Commission Report, 2015). In an effort to combat this need, former State School Superintendent Glenda Ritz and the Indiana Department of Education offered eight strategy statements to address teacher turnover and recruitment: mentoring, positive press, compensation, evaluation and assessment, diverse workforce, clinical experience, professional development, and career pathways and leadership (Blue Ribbon Teacher Commission Report, 2016). While the strategies given to district and building leaders seemed effective in theory, the Indiana Blue Ribbon Commission relied heavily on state funding in order to give teachers stipends for professional development and mentorship.

Millennial Mindset: Technology

Technology has opened doors that once were thought unattainable; whether earning a degree online or communicating with relatives a thousand miles away, the rise in technology has allowed different generations to explore and communicate in ways never thought possible. Educational technology has never been relied upon more as it was in 2020 during the COVID–19 pandemic, during which many Indiana school districts were forced to close their physical buildings while maintaining virtual education to their students. Only 12 states, including Indiana, have eLearning Day policies in place through their department of education, and four states do not have a formal eLearning Day policy but have conducted some eLearning activities (Digital Learning Collaborative, 2019).

Millennials are the most connected of any generation, as more than 90% of millennials own a smartphone, and 86% are connected through social media (Vogels, 2019). Technology not only has shaped the millennial generation, but it has also directly changed the teaching profession. Technology is used most effectively by millennials and students in a variety of

different ways: “Technology is utilized for the upliftment of recent styles; it satisfies both visual and auditory sense of the students . . . multimedia technology plays an objector role in civilizing actions and initiatives of students and teaching end product in the classrooms” (Priya & Banuramalakshmi, 2017, pp. 32–33). Technology usage has created a language all its own, unique with bits and binaries replacing phonemes and syntax. As millennials made their way through public education, the reliance on this new language has undoubtedly shaped the way in which they communicate with other individuals.

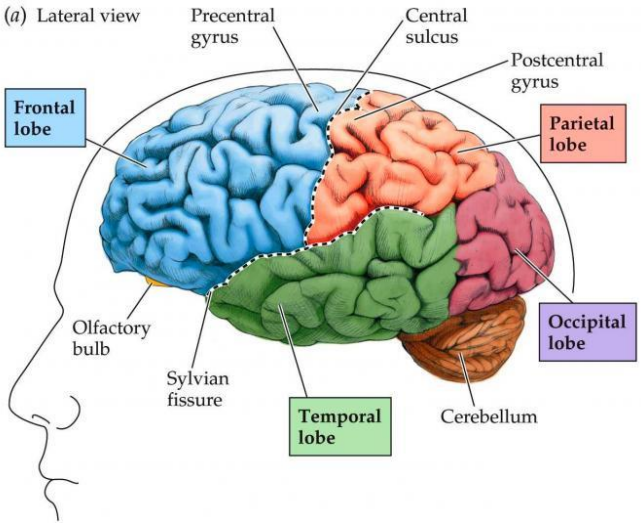
Millennials have learned through formal education a combination of both traditional and technology–based learning. One of the pitfalls of incorporating a multitude of technology options lies in a child’s ability to think abstractly (University of California–Los Angeles, 2009). By restricting the creative thought process, a student's logical thinking diminishes over time, and studies have shown that as technology plays a bigger role in a child’s life, their critical thinking and analysis will decline. If students learn all their knowledge from an overabundance of technology, a child is no longer thinking critically, and the autonomous teaching needed for a student to learn is not maximized to its fullest potential. As millennials venture into a workforce trying to discern political and financial options, they are very much relying on perceptual recognition facilitated through what they see digitally more so than they are developing their rational apprehension developed via a traditional learning process (Vogels, 2019).

The human brain continues to develop well into age 25, and it will continue to develop depending on how it is used. Searching the internet or staring at a smartphone requires different parts of the brain than reading a traditional book or speaking to an actual person, specifically the prefrontal cortex, cerebellum, and parietal lobe (Zachos, 2015). An overabundance of technology begins to deteriorate the frontal lobe or the area that controls the personality, cognition, and

social behavior of an individual, as shown in Figure 2 below. As this technology trend continues, millennials may begin to see changes in their ability to regulate emotions, remember certain events, and focus their attention. A change in these processes will have an adverse consequence on how millennials communicate with others.

Figure 2

Parts of the Brain



Note. Zachos indicates that according to the Chinese Academy of Science in Beijing, the prefrontal cortex, cerebellum, and parietal lobe are the three parts of the brain whose development is affected by technology use by Zachos, E., 2015, *Technology is changing the Millennial Brain* (https://www.publicsource.org/technology–is–changing–the–millennial–brain/).

An overabundance of technology can fundamentally alter the way the brain functions and processes information and emotions. Mental health is the fifth greatest contributor to the global burden of disease, and those numbers will continue to rise exponentially in the coming years (Conway & O'Connor, 2016). A total of 86% of millennials participate in some form of social media, which is 10% higher than any previous generation (Vogels, 2019). Any person with a social media account can immediately express their frustrations or beg for acceptance from

someone they have never met. Social media has been “used extensively in marketing for sentiment analysis and for qualifying specific personality traits or dimensions" (Conway & Connor, 2016, p. 2). Individuals draw real emotion from positive or negative words on social media. Millennials have become so connected with individuals digitally that they begin to elicit emotional responses from people they have never met based on strong digital connections (Conway & Connor, 2016).

Millennial Mindset: Leadership

Codependency no doubt plays a major factor in the mental and emotional well–being of millennials. Almost twice as many millennials live with their parents than two of the three generations previous (Fry, 2017). Brain chemistry has opened new doors to how afflictions of addiction and abuse have long–lasting effects on the physical parts of brain functionality. The human brain is ever–expanding in its role from the moment of birth, and the brain’s use in behaviors and day–to–day emotional functionality can be difficult to measure. According to Cruse and Wegscheider–Cruse (2012), pathways are formed in the brain throughout life that help influence how individuals respond and react to the world. The firing of different synapses helps release reward chemicals, or endorphins, that inform the brain that something good or pleasurable has happened. When an individual is codependent on any one person or object, “these pathways can be dimmed and lose their power . . . when codependent people abstain from whatever behavior they have been using . . . they have the ability to recover as long as they continue to remain abstinent” (Cruse & Wegscheider–Cruse, 2012, p. 13). The longer millennials remain codependent on others, specifically their guardians, the more difficult it will become for them to create new pathways that require independent thought; as a result, millennials will need more hands–on guidance from a mentor or leader.

Millennials were raised in a world that has far exceeded their parents' technological and political aspirations. More apt to be individualistic and unique, millennials share their opinions with anyone who will listen and are far more likely to shun any conventional ideologies or organizational values (Bushardt et al., 2018). As a result, millennials tend to value "leisure time which could affect dependent variables as job satisfaction, job involvement, and organizational commitment" (Bushardt et al., 2018, p. 10).

There are three styles of leadership: autocratic, democratic, and laissez–faire. Those employing the autocratic style of leadership have one person or entity enacting rules and regulations, making group leaders less likely to be directly involved in the day–to–day operations; creativity and collaboration are less frequent, and a leader can be seen as dictatorial in nature (Burnes & Bargal, 2017). The second form of leadership is democratic. The leader will outline goals, expectations, and ways in which to fix an issue. The biggest difference between autocratic and democratic leadership is that the leader plays an integral part within the team, even though he or she has the ultimate say in making decisions. The laissez–faire style of leadership relies heavily on the leader delegating tasks and information to one person or group; one person will delegate with a top–down approach, dictating roles and pace of work without incurring much responsibility themselves.

Millennials care deeply about their initiatives and the individuals they work with, and they desire a voice: Leaders will be most effective when parameters are clearly defined, but autonomy is given to make decisions (Burnes & Bargal, 2017). An autocratic and laissez–faire approach to leadership will only alienate, as millennials need a strong desire to create social relationships within the workplace; having one individual make decisions is not ideal.

Millennials need to feel that they are just as important as their supervisor; consequently, they will go so far as to question authority if they feel their voice is not being heard.

Millennials will likely thrive on a democratic management style with a strong social focus that emphasizes immediate feedback (Burnes & Bargal, 2017). Communication is essential for millennials, specifically open, daily communication between themselves and their supervisor. Millennials desire a strong relationship with their colleagues and supervisor, and when the perception becomes blurred as to who is working for whom, a more collaborative relationship is formed. Experience is not as widely viewed as a sign of status with millennials, and they believe their ideas are just as important and valid as someone who has been in the same field for a longer amount of time. Millennials thrive on achievement and a feeling of purpose, trust within their organization, and a desire for organizational systems that support and develop them as people, not just employees.

With millennials' strong desire to have a leader who works more with individuals than dictating them, one of the essential leadership qualities is that of emotional intelligence:

> Traditional views of work are no longer the norm. Leaders and followers are no longer expected to leave all emotions and emotional responses at the door when they report to work. The outdated concept of unemotional workers is being replaced by a more realistic belief that emotion can positively impact the work environment, especially in areas like motivation and leadership. (Morton, 2012, p. 7)

The Goleman Model has four domains to emotional intelligence: self–awareness, self–management, social awareness, and relationship management (Goleman, 1998). Both self–awareness and self–management are “personal competencies that allow the individual to manage their own emotions (while) . . . social awareness and relationship management are social

competencies that allow individuals to manage others emotions" (Morton, 2012, p. 10). The Goleman Model not only measures an individual's ability to handle their own emotions but also how to best manage the emotions of those around them (Goleman, 1998).

Emotional intelligence and leadership are exclusively intertwined. In order to be an effective leader, relationships must play an integral part. Leaders are given power over a group of individuals, and unless relationships are at the core of that partnership, that power can be misused or mismanaged. "Leadership is about people and social exchange. People and social exchange do not always follow pre–described, predictable processes . . . . . Building and maintaining strong, positive relationships is at the core of the emotional intelligence concept" (Morton, 2012, p. 15). Millennials want a leader who can connect with them on a deeper level, and the way to do this is by creating a relationship built on "decisiveness, independence, empowerment, emotional intelligence, aggression, and relationship building" (Morton, 2012, p. 16). A leader's ability to use emotional intelligence, empathy, build strong relationships, be collaborative and cooperative, and remain resilient will determine if they are able to get the most from the millennial generation (Morton, 2012).

Millennial Mindset; Teacher Demographics

Whether in competitive sports, academics, or the workplace, millennials are very strong team players. As a result of this mindset, millennials struggle with a desire to be perfect, have difficulty taking criticism, and are plagued with a fear of making mistakes (Alsop, 2008). This results in millennials becoming 'job hoppers,' moving from one place of employment to the next in order to find the perfect fit. "An Australian study by the recruiting firm Drake revealed that nearly two–thirds of millennials stay less than two years with an employer, and nearly half had already held five jobs in their few short years in the workplace" (Alsop, 2008, p. 19). Some

millennials seek the stability and financial resources of a large employer, while others favor the medium or small employers who they believe will offer the access to create stronger relationships.

Millennial teachers entering the workforce must determine what fit is appropriate for them. In examining the traditional urban, suburban, and rural demographics of a school, millennial teachers are met with the challenge of finding which setting will best fit their needs and sense of self–development. “Rural and urban schools face more challenges regarding funding, resources, teacher quality and supply, and disciplinary problems than do suburban schools” (Knoblauch & Chase, 2014, p. 106). Suburban schools are generally located in areas with a more affluent and higher–educated populace, are better funded, and serve predominantly white students, while urban schools in the United States are inherently challenging due to poverty, lack of resources, cultural differences, and violence (Knoblauch & Chase, 2014). Rural schools in the United States face their own set of issues, where high poverty rates are the norm, resulting in lower teacher salaries, insufficient resources and facilities, and issues with teacher shortage and turnover. For a generation that wants to find the ‘perfect fit’ and will change jobs multiple times in order to find that fit, the workplace challenges for millennial teachers will play a major impact on their retention in the profession.

Millennial Mindset: Conclusion

Millennials now make up the largest share of the United States population and labor force, placing them directly in the middle of our economic growth (White et al., 2019). Millennials are beginning to see their mental health decline rapidly, with mortality rates climbing by more than 40% compared to Generation X individuals at the same age. These health shocks in

terms of mortality rates have been captured by the U.S. government since the 1960s, and the only mortality rates this high were seen during the Silent Generation and Vietnam War.

A key contributing factor to the decline in the mental health of millennials are finances. Millennials have been faced with tremendous financial burdens, ranging from the exorbitant prices of higher education, the increasing costs of raising a child, healthcare and its rising benefits, and an expensive housing market (Faberman et al., 2019). Healthier workers tend to be more productive workers, and as millennials become less healthy, they are more likely to miss work or not work altogether (White et al., 2019). If a generation of individuals cannot afford medical treatment for mental health, a cycle of employees unable to perform their tasks or not work at all becomes a losing battle for an industry in desperate need of stable employees.

In order to get the best out of a generation that is inherently unique, leaders need to change the way they lead. The end result could have millennials at risk for significant work burnout:

> [Millennials] were convinced that their first job out of college would not only determine their career trajectory, but also their intrinsic value for the rest of their lives. The idea that everything [they] do must fuel the path to [their] ideal self–image has permeated millennial culture to a fault, creating a constant sense that [they] aren't doing enough. As a result, [millennials] are constantly tired or burnt out. (Naftulin, 2019, para. 6)

Culture: Introduction

While financial concerns play a major role in mental health, a variety of mitigating factors help determine whether a millennial teacher will stay in the profession beyond the first five years of their career. Culture affects people differently; whether a culture is positive or negative, the personality that your school building develops becomes patterned around the

individuals who inhabit it (Gruenert, 2000). Whether a culture is created intentionally or not, through action or inaction, schools begin to develop "means for reinforcing these norms through rewards and punishments, and the strongest norms become rituals, traditions, and rules" (Gruenert, 2000, p. 14). A change, positive or negative, can take years to achieve, and even the best teachers in a building can succumb to the culture that has been created within the confines of a building (Gruenert, 2000).

Leaders are faced with placing a millennial into a building with an established set of rules and norms, possibly created on years of personality conflicts and social discord. School buildings are inherent hotbeds of social history, with teachers who have been in the profession 25+ years perpetuating the same instructional advice. The traditional model of mentorship relies on Baby Boomers to educate millennials, who were raised in a completely different era of education. School buildings are living, social organisms, and with any organism, evolution is key (Gruenert, 2000). Inserting a millennial into an environment with an already established set of traits and traditions will distort the cultural balance; a positive school culture will find a way for both to coexist.

Defining Culture

Culture represents the unwritten mission and personality of a school building; more specifically, it tells staff why they should continue to show up every single day (Gruenert & Whitaker, 2015). Routines are done without knowing, simply to ensure that a school is being run efficiently; by contrast, rituals are stylized public expressions of values and beliefs. Rituals very quickly influence culture, and negative rituals very quickly deconstruct a positive culture.

Culture is not a problem that can be solved but rather a framework for which a group can use to solve problems (Gruenert & Whitaker, 2015). Culture is important for students, but it is

just as important for staff. The progress and impact for students and staff is directly tied to the culture that has been created in a building. “There are many forms of impact, such as a sense of belonging as a learner, the will and thrill of learning, respect for self and respect for others, higher achievement and attitudes, positive disposition, and social sensitivity” (Hattie & Zierer, 2018, p. 3)

The definition of success as a culture is not necessarily that of high achievement but that of high progress (Hattie & Zierer, 2018). Culture is influenced by the expressions, encouragement, and expectations that teachers have for their students and administrators have for their teachers (Scott & Marzano, 2014). While the verbal and non–verbal expressions and forms of encouragement play integral roles in culture, subverting expectations can awaken an individual and challenge them to levels they themselves did not believe were possible.

Building administrators must focus their attention on new teachers and how to best acclimate a new teacher’s transition into the building. “To new staff members, the existing culture can be an alienating, ethnocentric force” (Gruenert & Whitaker, 2015, p. 130). If a building has a strong collaborative culture where teachers share educational values, work together to pursue professional development opportunities, and are committed to improving their work, it is imperative that the building administration ensure that the first teachers the new hires meet are the strongest faculty members. New teachers do not always know who the most toxic teachers are, and for their part, the most toxic teachers usually are looking for friends with whom to share their burdens.

Creating a Culture

Millennials need to know the *why* behind decisions. A moral purpose sets the framework for how ultimately relationship building and the creation of a culture take place; however, moral

purpose is not as simply instituted as a statement or declaration. “It must be accompanied by strategies for realizing it, and those strategies are the leadership actions that energize people to pursue a desired goal” (Fullan, 2001, p. 19). The most common issue with moral purpose is finding ways to reconcile diverse interests and goals of the different people being served. The needs of each person are different; therefore, it is imperative for building leaders to define *why* changes are made. When leaders begin to articulate the change process, it is imperative to develop a mindset and action plan that are constantly cultivated and refined. Fullan (2001) stated that there are six different areas worth discussing with those individuals involved in the change process:

- The goal is not to innovate the most.
- It is not enough to have the best ideas.
- Appreciate the implementation dip.
- Redefine resistance.
- Re–culturing is the name of the game.
- Never a checklist, always complexity. (p. 34)

If finding and explaining moral purpose is the first step to the creation of a culture, then relationship building might be the most important. Millennials need relationships to feel invested, and these relationships cannot be faked.

> [Millennials] want to be part of their organization; they want to know the organization's purpose; they want to make a difference. When the individual soul is connected to the organization, people become connected to something deeper—the desire to contribute to a larger purpose, to feel they are part of a greater whole, a web of connection. (Fullan, 2001, p. 52)

The creation and sharing of knowledge function less in the knowledge that is being shared than in the people it is shared with: “Leading in a culture of change does not mean placing changed individuals into unchanged environments” (Fullan, 2001, p. 79). Millennials have been raised in a world full of technological change, and as they look to incorporate their knowledge base into their classroom and school building, this can only be achieved successfully if the culture is conducive for knowledge acceptance. “The exchange of knowledge happens only in organizations that have a noncompetitive or a collaborative culture . . . . If people begin sharing ideas about issues they see as really important, the sharing itself creates a learning culture” (Fullan, 2001, p. 84). Building administrators should challenge millennial teachers with the responsibility of giving knowledge to others, just as building leaders should present the opportunity to teachers of other generations.

A framework of leadership can put a building on the right path to change its culture for the better (Fullan, 2001). One of the first steps in creating cultural expectations is by having teachers focus on what is best for students in their classroom. All students learn through different methods, so the core of facilitating a culture of thinking lies in the teacher/student relationship. Ritchhart (2015) listed his five teacher classroom beliefs as follows:

- Focusing students on the learning vs. the work.
- Teaching for understanding vs. knowledge.
- Encouraging deep vs. surface learning strategies.
- Promoting independence vs. dependence.
- Developing a growth vs. a fixed mindset. (p. 42)

As part of the cultural transformation, focus begins to shift to the differences between work–oriented classrooms versus learning–oriented classrooms. A work–oriented classroom

focuses solely on work completion: “The work is done for someone else, not yourself, and the focus becomes completing the work, getting it done and over with, and possibly pleasing the superior” (Ritchhart, 2015, p. 45). Millennial teachers will immediately resist this form of teaching, as it makes them the dictator, where interpersonal relationships are secondary. In contrast, a learning–oriented classroom focuses its attention “on the learning as the priority, letting the work exist in context and serve the learning. The work is a means to an end, not an end itself” (Ritchhart, 2015, p. 45). Just as millennials need a leader to develop a work relationship, they likewise need to lead in their classroom in the same manner. Millennial teachers will sustain and support the learning “through their interactions with groups and individuals. When the purpose of the task is on the learning, teachers are also more likely to provide choice and options” (Ritchhart, 2015, p. 45).

Leadership and Culture

Ritchhart (2015) stated that traditionally, policymakers and administrators have been more focused on curriculum and its impact on students as a key tool for transformation, assuming that teachers blindly deliver the curriculum. Ritchhart believed that curriculum, like culture, should be a living document that is enacted with students being influenced heavily by the school and classroom culture. If culture is fluid, then Ritchhart argued that culture should be examined to understand how it is created, sustained, and enhanced. In order for leaders to implement this plan, teacher expectations need to be thoroughly discussed.

Millennials need genuine relationships to push their desire to connect. In examining the difference between effective professional learning communities as it pertains to relationships with staff, Fullan (2001) found that principal leadership in relationships plays such an integral role in the creation of a culture:

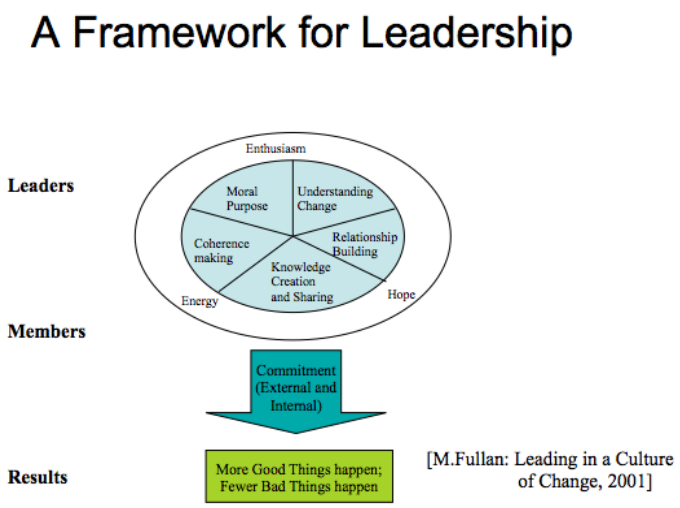
> Principals with low scores (on leadership as perceived by teachers) generally are seen as managers who provide little support or direction for teaching and learning in the school. Principals receiving high ratings are actively involved in the sorts of activities that nurture and sustain a strong teacher community. (p. 69)

Culture and leadership are fluid. Millennials have difficulty connecting with change where they do not feel invested and change has been dictated upon them. "Top–down, blueprinted strategies or reengineering or relentless innovativeness all turn out to be more reckless than the disturbances" (Fullan, 2001, p. 111). In order to change culture within the frameworks of leadership, building administrators must remember that this is a collaborative process, where their voice might not always be the most prominent. A defining aspect of change is getting individuals to accept that there will be change and demystifying group and organizational change: This hurdle can only be accomplished by the strong foundational relationships that have been created.

Millennials thrive on leadership that is centered on one essential aspect: relationships. In order for millennials to feel truly invested, they must feel a sense of ownership created by a healthy relationship geared toward a common goal. Fullan (2001) described effective leadership as something that is driven by a *moral purpose*: "Moral purpose means acting with the intention of making a positive difference in the lives of employees, customers, and society as a whole" (Fullan, 2001, p. 3). Leadership is not directing individuals to solve problems; rather, it is helping individuals confront issues or problems that have never been effectively addressed. Fullan shared five components that will lead to an effective framework of leadership: moral purpose, understanding change, relationship building, knowledge creation and sharing, and coherence making, as shown below in Figure 3.

Figure 3

A Framework of Leadership



Note. Fullan defines his Framework for Leadership by Fullan, M, 2001, *Leading in a culture of change: Being effective in complex times*. Jossey–Bass.

Just as millennials will not follow leaders who don't invest in their relationship, students will not learn from teachers that do the same. Relationships matter and the nature of those relationships is demonstrated best in interactions (Ritchhart, 2015). Knowing how millennials like to be led will help contextualize strategies in a reciprocal nature to the relationships millennial teachers desire to have with their students. The teacher–student relationship is at the heart of learning, and millennial teachers will need the trust and collaboration from their building administrator to nurture that relationship. "Transformative learning—that is, learning that cultivates the development of the whole person and strives for more than the simple transmission of information—is more likely to happen in community than in isolation" (Ritchhart, 2015 p. 203). As building administrators develop their personal framework for positive cultural relationships, part of that process is knowing that the teacher is a learner, just as the learner is a

teacher. School administrators play such an integral role in transitioning millennial teachers into success by simply introducing them to the subcultures in their building that have a positive influence on the overall building culture (Gruenert & Whitaker, 2015).

Maintaining a Culture

Current district administrators are likely to have millennials in their building, whether fresh out of college or through an alternative transition program. If a building's culture is not in a place where it takes kindly to new teachers or ideas, educators can find difficulty feeling accepted (Gruenert & Whitaker, 2015). Gruenert and Whitaker (2015) stated that a negative culture can take form fairly quickly when "numbers become more important than people, when spreadsheets replace stories, when the group feels divided by unfair treatment, (and) when the future simply seems bleak" (p. 11). Building leaders have a responsibility to work continually to change a negative culture and maintain a positive culture.

Building administrators should encourage teachers to draw their students into a continuous shared vision of learning by the process just as much as the content (Rubin & Futrell, 2009). It is imperative that a building administrator continually guide new teachers to those positive cultural influences throughout a building; likewise, Rubin and Futrell (2009) believed that cultural change takes place in the classroom, allowing teachers the freedom to lead their classroom how they like to be led. Rubin and Futrell (2009) took that notion one step further, stating that in order for continued cultural change, "One of the biggest challenges facing collaborative leaders is successfully identifying and recruiting the right collaborative partners" (p. 68). Just as valuable as being an interactive leader for millennials is targeting the right decision–makers to be teacher leaders.

As millennial teachers transverse their way through a building's culture, administrators "provide the structures necessary for newcomers to assume identities that aren't chained to the past and that foster innovation" (Gruenert & Whitaker, 2015, p. 131). For the benefit of students, millennial teachers need to bring new ideas, concepts, and rituals that will better students and staff; most importantly, for millennials to remain in the profession, they need this acclimation just as much as the building culture does. It is imperative to give millennials a voice and a purpose in their work; otherwise, they will quickly find the work tedious and without meaning. When millennial teachers enter a building, "new teachers must be given a voice and space to counter many pressures from the culture to prevent a breakthrough" (Gruenert & Whitaker, 2015, p. 131). Culture change cannot be an individual effort but rather the collective effort of the entire building.

It is imperative that principals remember that the role of hiring teachers is to "build a broadly harmonic collective of voices singing the same tune" (Rubin & Futrell, 2009, p. 70). Within every musical harmony are inherent and distinct sounds and voices that make the piece of music pleasing to the ears. The goal in recruiting millennial educators is not to have individuals simply copy what is already in place, especially if what is in place is not working. Millennial teachers need the autonomy to be leaders in their classroom, which may result in their failure on occasion; this is where strong foundational relationships from leader to teacher are imperative.

Teacher Autonomy; Introduction

The best leaders in the world desire to hire the best candidate for any particular position; once employed, leaders need to give that person the freedom to be able to complete the job they were hired to do. According to Tomlinson (2019), autonomy in the classroom means the following:

> (Autonomy) is the right of an individual to self–direct, the freedom to make informed, un–coerced decisions. It means that an employee is granted the latitude to make decisions about his or her own work, around a commonly agreed–on purpose or shared set of values. (p. 92)

As much as building administrators want to trust that the job is being done properly, complete immunity is difficult to defend. On March 22, 2016, former Indiana Governor Mike Pence signed House Enrolled Bill 1395 into legislation, whose title read: "ISTEP Matters." The following year, Governor Pence awarded a three–year, $43 million contract to vendor American Institutes for Research to develop and administer state testing throughout Indiana (Colias–Pete, 2019).

The new test renamed ILEARN would replace the old state standardized test, ISTEP. The new ILEARN exam was administered for the first time in the spring of 2019, resulting in Indiana test scores dropping significantly, hitting all–time lows within the state. Nearly two–thirds of all Indiana students in grades 3–8 did not pass the new state standardized test (Fittes, 2019). The latest test scores represent a 13 percentage–point drop since last year and the lowest statewide passing rate in history: 37.1%. Indiana standardized test scores have been in decline since the 2013–2014 school year, where 74.7% of students passed both the ELA and Math tests in grades 3–8 compared to only 37.1% in the 2018–2019 school year.

Instead of utilizing a standardized system that focuses on the professionals hired to monitor and assess the students they see every day, state governments are often looking to outsource state standardized testing to the highest bidder, one of the key aspects Sahlberg (2015) stated is slowly becoming the destruction of public education:

> Competition among schools over enrollment, standardized teaching and learning, and test–based accountability are the most common toxic aspects of today's school systems globally. These are the wrong means for sustainable improvement, and they are often the main reason why so many teachers leave the profession earlier than planned (p. 132)

The graduation rates in Finland are internationally high. In 2012, the first–time graduation rate for students in upper–secondary education was 93%, while the United States sat at 79% compared to an international average of 84% (Sahlberg, 2015, p. 36–37).

Educational Reform in Finland

Not every child learns the same way, and expecting traditional methods of teaching are outdated. Sahlberg (2015) studied how Finland transformed their dwindling educational system in the 1980s into one that is recognized as the gold standard for teachers and students. As a teacher before the renovation, Sahlberg (2015) described that "in the mid–1980's, it was rare to have anybody in my classroom who looked or sounded different from the others" (p. 10). Finland was accustomed to teaching to a specific archetype of student, and therefore believed that a specific archetype of teacher was able to best respond to those students. However, in the first decade of the 21st century, the number of foreign–born citizens nearly tripled, and the educational system in Finland needed to reform how to best serve their changing clientele.

The traditional Finnish approach toward public education had been to transfer cultural heritages and values from one generation to the next (Sahlberg, 2015). With the influx of foreign–born citizens, the Finnish educational system needed to find a way to reach all their students; naturally, they turned to their teachers and administrators for help. While the United States and Finland share the distinction of both being publicly funded, one of the key differentiators is that Finland "lacks rigorous school inspection, and it does not employ external

standardized student testing to inform the public about school performance of teacher effectiveness" (Sahlberg, 2015, p. 100). In Indiana, the Indiana Department of Education elicits a school letter grade every year to individual school buildings and districts based on indicators, mainly those associated with state–mandated standardized testing. In Finland, the government finances education yet remains virtually hands–off. Professional teacher autonomy and the freedom given to teachers to create their own school–based work plan and curriculum have allowed for the teaching profession to be viewed as prestigious across the country.

When the Finland educational reform began in the mid–1980s, teachers demanded more autonomy and responsibility for the curriculum planning and individual student assessment. Teachers in Finland are treated with high regard and as leaders in their community; this is why teaching is such an in–demand profession and why so many young Finns regard teaching as a much–admired career (Sahlberg, 2015). Millennial teachers in Finland desire to be educators, so much so that Finland has created rigorous qualifications for becoming a teacher to ensure that only the best are chosen. "Due to the popularity of teaching and becoming a teacher, only Finland's best and most committed are able to realize those professional dreams" (Sahlberg, 2015, p. 103). Teacher candidates are vetted through different phases, and while knowledge and skill are required, applicants and what they can bring in areas such as art, sports, and other activities are just as relevant in the teaching profession. The autonomy given to the profession plays such an integral role in why college students desire to be part of the Finnish educational system.

For Finland, transforming a broken educational system into one of the best in the world started with respecting a teacher's moral purpose and making collegiate entrance more competitive at the university level. Finland believes that a teaching career is the "result of an

inner desire to work with people and to help both people and society through teaching" (Sahlberg, 2015, p. 105). In this regard, teaching is held in the same light as medical doctors, engineers, and lawyers. In order to help nurture this calling, the Finnish educational system believes teachers should be given the full range of professional autonomy to practice their craft, which is to plan, teach, diagnose, execute, and evaluate. "The teacher's key role in pedagogical decision making clearly requires teacher education to install in all prospective teachers well–developed knowledge and skills related to curriculum development, student assessment theory and practice, and teacher leadership" (Sahlberg, 2015, p. 105). This is a fundamental culture change from how things are done in America. While Finland does have The National Framework Curricula that gives school districts and teachers a framework for educational standards, the freedom given to school districts and teachers helps place a high emphasis on individual student learning cultivated through creativity and curiosity.

Finland believes they have found one of the keys to attracting and retaining young, Millennial educators, simply by encouraging teachers to continue to search for their moral purpose, as it pertains to education: "When teachers have more control over curriculum design, teaching methods, and student assessment, they are more inspired to teach than when they are pressured to develop prescribed programs and must submit to external standardized tests that determine progress" (Sahlberg, 2015, p. 131). Similarly, students feel more driven to achieve when the education is tailored to them individually and not simply restated from a textbook. If the United States wants to attract quality millennial educators to the profession, autonomy is essential: "Professional leadership will flourish among teachers only if they have the autonomy to influence what and how they teach and to determine how well their students are performing" (Sahlberg, 2015, p. 132). While autonomy is key to Finland's success, they have also instituted

the required vetting of teacher applicants. In order to truly make a difference where autonomy is a critical factor in transforming how teachers teach and students learn, school districts and universities must "require a scientific approach to teacher education in which curriculum, pedagogy, assessment, school improvement, professional development, and systematic clinical practice play an integral part" (Sahlberg, 2015, p. 132).

Autonomy as Freedom

Individuals who perform at their best have experienced some form of competence or effectiveness in their profession (Scott & Marzano, 2014). It is important to note that there are many contributing factors which lead to this effectiveness. Deci and Flaste (1995) stated that there is an internal drive directly linked to intrinsic motivation:

> Feeling competent at the task is an important aspect of one's intrinsic motivation. The feeling of being effective is satisfying in its own right, and can even represent the primary draw for a lifelong career. People realize that the more they invest in a job, the better they will get at it, and thus the more intrinsic satisfaction they will experience (p. 64).

Providing someone with a challenging task is important for "affirmations of our competence" (Deci and Flaste, 1995, p. 66). However, providing someone with a challenging task and asking them to operate without autonomy will lead to a decrease in their effectiveness:

> People who were asked to a particular task but allowed the freedom of having some say in how to do it were more fully engaged by the activity– they enjoyed it more– than people who were not treated as unique individuals. (Deci and Flaste, 1995, pp. 33–34)

Not every situation has an allowance for full autonomy; however, the awareness that individuals have on their ability to give their input to a particular situation will dictate whether to seek opportunities to engage in minor or major activities (Scott & Marzano, 2014).

Teacher Efficacy: Introduction

Personal confidence gives an individual the ability to take risks or make mistakes and to do so without fear of retribution or retaliation. However, measuring someone's confidence in their abilities to perform a task can be difficult, as this measurement can pertain to a number of factors, both internally and externally (Scott & Marzano, 2014). Teacher efficacy has long been attributed to being one of the factors that influence teachers' professional behaviors and student learning (Klassen et al., 2011). Even more recent research has linked teacher efficacy to teacher burnout. Schwarzer and Hallum (2008) were able to conclude that self–efficacy does ultimately lead to a high level of job stress, which in turn leads to burnout in the profession: "The latent self–efficacy factor predicted job stress, which, in turn, predicted burnout. Moreover, this effect was moderated by age. Mediation was documented for teachers below the age of 40, and less so for those who were older" (Schwarzer & Hallum, 2008, p. 167).

During a 12 year period from 1998–2009, Klassen collected and reviewed research on teacher efficacy. His research started by defining what teacher efficacy means in a school building. "Teacher efficacy— the confidence teachers hold about their individual and collective capability to influence student learning— is considered one of the key motivation beliefs influencing teachers' professional behaviors and student learning" (Klassen et al., 2011, p. 21). This aspect of teacher success cannot be overlooked, particularly as it pertains to millennial educators. Teacher efficacy is intertwined with how a teacher feels about how they are efficiently executing their craft; if a teacher has weak efficacy or it wavers throughout their career, it is essential that the leadership within that building be able to respond with proper guidance. While teacher efficacy plays such an instrumental factor in the success of a millennial educator, the lasting ramifications of how a class is taught by a teacher with low self–efficacy is undeniable:

> Teachers' self–efficacy is believed to influence student achievement and motivation and has been shown to positively affect teacher's beliefs about teaching and instructional behavior. Teachers with low self–efficacy experience greater difficulties in teaching, lower levels of job satisfaction, and higher levels of job–related stress". (Klassen et al., 2011, p. 22).

Dembo and Gibson (1985) created a teacher efficacy scale that has been used as the standard–bearer for teacher efficacy to date. A divide in its conception revolved around whether a teacher's beliefs about their control of student outcomes rather than a focus on the teacher's capabilities to teach their students affected their own self–efficacy. Results varied using the Dembo and Gibson scale, with teachers experiencing a general lack of confidence. An intrinsically motivated desire is difficult to measure; however, Klassen was able to determine that even teachers with low self–efficacy benefit from collective efficacy. "Teachers' sense of individual and collective efficacy promotes positive teaching practices that in turn should result in enhanced student learning" (Klassen et al., 2011, p. 37).

Collective Efficacy

While a teacher's self–efficacy plays a large part in their performance in the classroom, individuals do not simply work as social isolates but benefit greatly from working as part of a group. "Collective efficacy (*is defined*) as a group's shared beliefs in its conjoint capabilities to organize and execute the courses of action required to produce given levels of attainments" (Klassen et al., 2011, p. 23). While part of Klassen et al.'s (2011) study demonstrated that students' standardized scores are affected by the self–efficacy of a teacher, similar findings were made in the collective efficacy of a group of teachers. While successful teachers are likely to

possess high levels of self–efficacy, schools that have positive cultures are characterized by the collective efficacy in the entire staff's abilities to help students learn.

A school's collective efficacy is directly influenced by the leader and school organizational features such as responsiveness of administrators to encouraging teacher collaboration (Hattie and Zierer, 2018). In a direct correlation with autonomy, collective efficacy should focus less on the 'how to' of teaching and more on the 'impact' of teaching. From this standpoint, Hattie and Zierer (2018) believed nine steps needed for the development of collective efficacy:

- An understanding that 'I Cause Learning'.
- The importance of high expectations.
- Evaluate thinking which relates to the impact of teaching.
- Having the 'I' and 'We' skills.
- Working with others to seek evidence of impact.
- Working with others to agree on the sufficient and high levels of growth.
- Focus on what students bring to the classroom.
- Work with colleagues to have a common conception of progress.
- School leaders legitimate support, esteem, and trust. (p. 28)

The limited research on teacher self–efficacy has led its existence to be somewhat of an enigma. While reliable tools for how to measure teacher self–efficacy continue to evolve, the belief is that it revolves around four main areas: "The four sources of efficacy beliefs—enactive mastery experiences, vicarious experiences, verbal persuasion, and interpretation of psychological and affective states—may vary across the career span and possibly across cultures" (Klassen et al., 2011, p. 39). Theoretically, if a teacher's self–efficacy varies across

experience and cultures, millennial teachers would be most susceptible to low points of self–efficacy. Building administrators, whether directly influencing millennial teachers or providing teacher support via collective efficacy, play a vital role in nurturing a millennial teacher's self–efficacy.

Teacher Salary: Introduction

While intrinsic motivation and external factors play essential roles in the retention of millennial educators, a school district's ability to compensate appropriately can play a major factor in both internal and external motivations for millennial educators. Examining why millennial teachers stay in the workforce will help determine if monetary compensation plays a more integral role than the factors culture, autonomy, and efficacy. Sahlberg (2015) found that salary wasn't always the key motivator: "Practically nobody cites salary as a reason for leaving teaching. Instead, many point out that if they were to lose their professional autonomy in schools and in classrooms, their career choice would be called into question" (p. 106). While Finland may have found a plan that works for a country significantly smaller than the United States, the question remains: If salaries were comparable, would millennial teachers be willing to sacrifice pay for a better culture, more autonomy, or increased self–worth?

Teacher Salary: Indiana

Being recognized as a unionized state has allowed Indiana to participate in bargaining agreements between teachers and school districts. In 1973, Indiana Public Law 217 served as legal precedent for collective bargaining between public school teachers and school employers (State of Indiana, n.d.). Additionally, the creation of the Indiana Education Employment Relations Board (IEERB) was designed to help promote harmonious and cooperative relationships between public school teachers and the school (districts) they serve. The IEERB

helped schoolteachers and school districts determine what could and should be discussed within these negotiations. Rosenthal (2014) offered a summary of the three bargaining categories that both parties should be aware of when entering negotiation. Mandatory items are topics required for negotiation by law, while prohibited items are ones that are not to be negotiated; permissive items are permitted to be bargained but can be temporarily paused during the negotiation process. Given that Indiana currently permits bargaining for wages and benefits, the topic of teacher evaluation serves as one example of a prohibited bargaining topic.

As different school districts are able to negotiate different salaries for their employees, the competition amongst districts begins. Larger school districts in Indiana receive funding based on larger Average Daily Membership (ADM), which is based on enrollment and not attendance to determine the amount of per–student funding each district receives (Bibbs, 2019). Superintendents throughout Indiana are required to submit their ADM at both the beginning of September and February, respectively. Madison–Grant United School Corporation Superintendent Scott Deetz (personal communication) stated that his school district receives roughly $6,600 for each student, so a loss in enrollment of only four students would cost the district $24,000. Therein lies the dilemma: Indiana public school districts with larger enrollments have the capability to offer new teachers a higher salary than the districts with enrollment only a fraction of their size. According to the IEERB Indiana Teacher Compensation Report (2019), the minimum average teacher salary for the 2017–2018 school year was $36,355, where the maximum average teacher salary for the same school year in Indiana was $67,923. Some school districts in Indiana are not able to meet that minimum average, where the lowest salary reported was $30,000.

Teacher Salary: Extrinsic Motivation

Due to public funding guidelines, Indiana teacher salaries cannot be the same at every school district across the state. As teacher salaries become more scrutinized, the perceptions of salary gaps become more strained. If millennial educators are aware of such salary discrepancies, why still commit to the teaching profession? Mintrop and Ordenes (2017) focused on the motivation of teachers; that exact same question was studied. Their hypothesis centered on there being two motivational dynamics in American schools: "Roughly speaking, one dynamic draws from intrinsic service commitments, the other banks on extrinsic incentives" (Mintrop & Ordenes, 2017, p. 3). Leaders in the 1980s and 1990s did not have access to studies that measured intrinsic motivators as easily as today. Instead, they relied upon the combined power of quantitative quality–indicators, performance measurement, evaluation, goal setting, rewards, and sanctions to base their decisions. However, an over–reliance on external motivators has found that extrinsic incentives, such as money, are often linked to an intrinsic battle of weighing an employer's time in making money and the lack of energy to cater to needs with no incentive involved.

Prior to the 1990s, teachers viewed discussion of money and workload as motivators used to further the signs of unfairness and injustice within different levels of their respective school districts. However, changes in the context of public education, i.e., strong accountability systems for teacher evaluations and district letter grades, changed the narrative politically (Mintrop & Ordenes, 2017). Finnigan and Gross (2007) found that extrinsic motivators, specifically money, did compel teachers to attach valance to organizational goals and expend(ed) effort. However, as the study continued, demoralization spread in schools where targets and goals were not met, and the continued uptick in effort began to decrease (Mintrop & Ordenes, 2019). Mintrop and

Ordenes argued that ultimately demoralization can be interpreted as intrinsic motivations overtaken by extrinsic factors; where intrinsic and extrinsic factors are always present in a person, at a certain point, one diminishes or overpowers the other.

Myers and Sadaghiani (2010) saw a shifting tide in the way Millennials are reacting to a perceived lack of leadership in public education. They desire to be the leader.

The researchers found a positive relationship between leadership socialization and altruistic leadership values; there is also a positive relationship between leadership socialization and both the value one places on extrinsic rewards and the expectation that leadership will provide extrinsic rewards. It is likely that millennials will actively seek leadership opportunities. (Myers & Sadaghiani, 2010, p. 234) As Millennials begin to take a more extrinsic approach to their work, leadership, co–workers from older generations "will be interacting with millennials with a desire to understand, rather than with the aim of criticizing" (Myers & Sadaghiani, 2010, p. 235).

Summary

In summary, the need for an investigation into the four outlined factors between culture, autonomy, efficacy, and salary and how they influence the retention of millennial teachers is evident based upon the literature reviewed. With the 2020–2021 school year demanding more from all teachers to meet the needs of both in–person and virtual students, it is imperative a survey be conducted to gather data that will provide district administrators and university officials with essential information that will potentially help keep Millennial teachers in the teaching profession.

CHAPTER 3

RESEARCH METHODOLOGY

The purpose of this study is to determine the importance of valuing school culture, teacher autonomy, teacher efficacy, and teacher salary as it pertains to Indiana millennial teachers. This study will attempt to identify the rank order of culture, teacher autonomy, teacher efficacy, and teacher salary when salary compensation is varied. Using the independent variables of the teaching levels of millennial teachers and the location types of schools in which millennial teachers are employed, this study will examine the significance of the dependent variables of school culture, teacher autonomy, teacher efficacy, and teacher salary. This study will also examine if school culture, teacher autonomy, and teacher efficacy explain a statistically significant amount of variance among the teacher salary composite score for Indiana millennial teachers. In order to determine effectively the purpose of this study, input from Indiana millennial teachers from grades Kindergarten through 12 will be sought, and a survey will be conducted. The participants will be selected solely on their job classification as Indiana millennial teachers in the first five years of their career. Gender, ethnicity, or health status will play no role in the selection of the survey participants. Age will be a factor in the selection of participants as millennial teachers must have been born between 1981 and 1996 (Dimock, 2019).

Research Questions

In order to fulfill the purpose of this study, answers to the following six research questions will be obtained:

1. What are the current perceptions of Indiana millennial teachers on school culture, teacher efficacy, teacher autonomy, and teacher salary?
2. Is there a statistically significant difference based on the age of respondents on any of the school culture, teacher efficacy, teacher autonomy, and teacher salary composite scores?
3. Is there a statistically significant difference based on the school type of respondents on any of the school culture, teacher efficacy, teacher autonomy, and teacher salary composite scores?
4. Is there a statistically significant difference based on the location type of respondents on any of the school culture, teacher efficacy, teacher autonomy, and teacher salary composite scores?
5. Is there a statistically significant difference based on the salary level of respondents on any of the school culture, teacher efficacy, teacher autonomy, and teacher salary composite scores?
6. Is there a statistically significant difference based on the anticipated longevity of respondents on any of the school culture, teacher efficacy, teacher autonomy, and teacher salary composite scores?

Null Hypotheses

From the six research questions, the following null hypotheses were formulated:

$H_0$1: There is no statistically significant difference based on the age of respondents on any of the school culture, teacher efficacy, teacher autonomy, and teacher salary composite scores.

$H_0$2: There is no statistically significant difference based on the school type of respondents on any of the school culture, teacher efficacy, teacher autonomy, and teacher salary composite scores.

$H_0$3: There is no statistically significant difference based on the location type of respondents on any of the school culture, teacher efficacy, teacher autonomy, and teacher salary composite scores.

$H_0$4: There is no statistically significant difference based on the salary level of respondents on any of the school culture, teacher efficacy, teacher autonomy, and teacher salary composite scores.

$H_0$5: There is no statistically significant difference based on the anticipated longevity of respondents on any of the school culture, teacher efficacy, teacher autonomy, and teacher salary composite scores.

Research Design Rationale

Data collection was carried out with Indiana millennial teachers working in the profession at the time the survey was administered. A quantitative research method was suitable for data collection.

> "The emphasis and strength of quantitative research is the study of causal relationships. A causal relationship means that the manifestation of a situation, event, condition or activity (independent variable) produces direct consequences or reactions, in a chain, in another situation, event, condition, or activity (dependent variable)" (Gomez Galan, 2016, p. 3).

In this study, data were collected from Indiana millennial teachers as to how they value school culture, teacher efficacy, teacher autonomy, and teacher salary (dependent variable) as these pertain to their teaching level at elementary, middle, or high school, as well as their school demographic setting of a city, suburb, town, or rural (independent variables). For the purpose of this study, descriptive statistics were analyzed, and a one–way ANOVA was used.

Quantitative research emphasizes the use of random sampling in selecting participants. It is argued that "it is possible to study these causal relationships with random samples and this makes it easier to generalize the study findings" (Gomez Galan, 2016, p. 5). Because the population of Indiana millennial teachers is very large, choosing a sample of Indiana millennial teachers is recommended. By choosing the quantitative research method, statistics can be used as "an objective tool to identify and accurately determine the probability of patterns occurrence and trends of casual relationships that are not caught by the human eye" (Gomez Galan, 2016, p. 5). Survey responses from a sampling of Indiana millennial teachers will be utilized to determine the valuing of school culture, teacher autonomy, teacher efficacy, and teacher salary.

Survey Design

Once a quantitative research method was determined to collect data, a survey was needed to collect information from Indiana millennial teachers. Various surveys were reviewed in an effort to locate one that would properly address variables of school culture, teacher autonomy, teacher efficacy, and teacher salary. The surveys reviewed were the School Culture Survey (Gruenert & Whitaker, 2015), Teacher Efficacy: Its Meaning and Measure (Tschannen–Moran et al., 1998), and Teachers' Sense of Self Efficacy (Dembo & Gibson, 1985). In addition to the aforementioned surveys, research conducted by Fullan (2001), Ritchhart (2015), Rubin and Futrell (2009), and Sahlberg (2015) helped shape the questions for the survey. Although all of

the above surveys and research were designed to address the different factors this study would need to examine, no one particular survey addressed all the questions being sought. Therefore, these resources were used to formulate a survey that would help gather the information needed to answer the specific research questions for this study. A survey was developed which addressed the four components being examined for the purposes of this study: school culture, teacher autonomy, teacher efficacy, and teacher salary. The collected data helped determine the significance of those four factors in the retention of an Indiana millennial teacher when looking at age, school type, location type, salary level, and anticipated longevity.

The survey consisted of 25 questions and two optional questions. In order to maintain content validity, the specific questions were created from a list of items as identified through literature review and previous surveys. The survey questions were designed to be answered on a six–point Likert scale. The Likert scale that was implemented reflected 1= *strongly disagree* and 6 = *strongly agree* as it relates to the degree to which the participants felt the specific items were important to them in order to stay in the teaching profession. Questions 1–5 focused on teacher efficacy, questions 6–10 focused on teacher autonomy, questions 11–15 focused on school culture, questions 16–20 focused on salary, questions 21–25 focused on rank order with incremental salary increases, and questions 26–27 were optional questions for participants to provide feedback. Once the survey was approved by the Institutional Review Board and Office of the Associate Dean at Indiana State University, I loaded the questions and statements into Qualtrics and sent the survey to participants.

Trustworthiness of Data Collection

To ensure that the survey was valid and reliable, a cohort of Indiana millennial teachers at Union Township School Corporation reviewed the survey instrument. An email was sent on

January 17, 2021 requesting that they check the survey instrument for any bias in the phrasing of questions, misleading questions, the wording of individual questions, and the overall framework of the survey. I also asked for feedback on the length of time the participants took for the survey and whether the instructions were thorough and clear.

Each question in the survey connected with research or previous survey instruments outlined in chapter two (Appendix D). There were questions within the survey instrument that related to one another in regard to culture, autonomy, efficacy, and salary. To determine internal reliability, Cronbach's alpha is an important concept in the evaluation of assessments and questionnaires and is mandatory to add validity and accuracy to the interpretation of data (Tavakol & Dennick, 2011). Once data were collected and analyzed, each composite score required a .70 alpha level. If this level was not obtained, then a Cronbach's alpha test was administered to determine internal reliability. A Cronbach's alpha test is a "way to provide a measure of internal consistency of a test or a scale; it is expressed as a number between 0 and 1" (Tavakol & Dennick, 2011, p. 53). Internal consistency determines how closely related the set of items are within a group. The Cronbach's alpha test was used to determine if each variable is reliable: This test was run after the results of the survey were collected. If the measures did not meet the reliability threshold of .70, then the composite score was removed from the question(s).

Data Sources and Collection Methods

Data from the Indiana Department of Education, an online free data information system, indicated there were 1,902 public schools in Indiana between Grades KG–12 (IDOE, 2020). Data needed for this study were collected from millennial teachers across the state of Indiana. The schools within this grade configuration represented city, suburb, town, and rural communities.

Upon approval by the Institutional Review Board at Indiana State University, a formal request was made to the Indiana Department of Education to obtain teacher email addresses (Appendix A). Union Township School Corporation and John Glenn School Corporation were excluded due to the fact that I am currently employed by John Glenn School Corporation and was employed by Union Township School Corporation at the time of this dissertation. Via email, an electronic survey via Qualtrics served as the response format for participants. The survey was voluntary and attempted to be free of penalty or prejudice. The data were stored in a confidential area for three years and then destroyed. All responses received on the survey were kept confidential. Personal information was not recorded or included in the summary report. There will be no further contact with the participants once the survey time frame has expired. I am the only individual who had access to the data collected through the survey.

A request for public information was made to the Indiana Department of Public Education for a release of the email addressed to all Indiana Public School Teachers (Appendix A). Once secured, an invitation to participate in this study and the informed consent was sent to each KG–12 teacher (Appendix B). The invitation addressed the purpose of the survey, information about their participation, and a link to the survey (Appendix C). If the teacher chose to open the survey, the first question was the informed consent (Appendix C). After reading the informed consent, the participant was given the opportunity to choose either “Yes, I understand the informed consent and am voluntarily participating in this study” or “No, I do not wish to participate.” If the participant selected the ‘Yes’ option, that person continued with the survey (Appendix C). If the person selected the “No” option, the survey defaulted to the last section thanking them for their participation. The survey was only sent to participants with the information that were gathered from the Indiana Department of Public Education: There will be

no limitations on what subject or at which level an educator teaches. The survey was sent one time with no follow–up. The survey closed permanently after the timeline. The data was then taken from Qualtrics and reviewed for accuracy and completion. As stated previously, a Cronbach's alpha test was administered to check for levels of reliability.

Method of Analysis

Descriptive and inferential statistical methods were used to analyze data. Descriptive statistics were used to explain the difference in the means, which included frequencies, percentages, means, and standard deviations. "Descriptive statistics consist of statistical analysis that help to summarize data and describe the characteristics of the problem or phenomenon under study" (Gomez Galan, 2016, p. 37). Inferential statistics were used to make decisions on the acceptance or rejection of the null hypotheses and infer possible differences between school culture, teacher autonomy, teacher efficacy, and teacher salary when examining age, school type, location type, salary level, and anticipated longevity of respondents.

Once the data were collected using the survey instrument, the Likert scale converted the data to numbers. For Research Question 1, simple descriptive statistics were used to collect data related to the variables. For Research Questions 2–6, a one–way Analysis of Variance (ANOVA) was used to determine if and how variables are related. The one–way ANOVA allows researchers to determine if the mean scores of different groups or conditions differ when compared to one another (Rutherford, 2011). The determination to use a one–way ANOVA was so that the data could be examined across groups, comparing school culture to teacher efficacy, school culture to teacher autonomy, and school culture to teacher salary. The one–way ANOVA is applied most often to data that have been obtained from correlational or non–experimental

research to describe, predict, and assess differences between dependent variables (Rutherford, 2011).

Summary

Chapter 3 reviews the research methodology that was used to conduct the research for this study. The purpose of this study was to determine if there is a correlational relationship regarding the valuing of school culture, teacher autonomy, teacher efficacy, and teacher salary as it pertains to the retention of Indiana millennial teachers when analyzing age, school type, location type, salary level, and anticipated longevity. The research and survey design were outlined. Data collection and procedures were reviewed, including the process that was followed to ensure trustworthiness. Limitations and delimitations in regard to the survey were identified. To conclude Chapter 3, a detailed method of analysis will be presented.

CHAPTER 4

FINDINGS OF THE DATA ANALYSIS

The purpose of this quantitative study was to determine the importance of valuing school culture, teacher autonomy, teacher efficacy, and teacher salary as these pertain to Indiana millennial teachers. Using the independent variables of age, school type, location type, salary level, and anticipated longevity, the purpose of this study was to examine the significance of the dependent variables of school culture, teacher autonomy, teacher efficacy, and teacher salary and how they pertain to a Indiana millennial's desire to stay in the profession. In order to determine the purpose of this study, input from Indiana millennial teachers from grades Kindergarten through 12 was sought, and an email was sent to respondents with the survey electronically attached. The participants in this study were selected solely on their job classification as Indiana millennial teachers in the first five years of their career. I developed a survey which addressed the four components being examined for the purposes of this study: school culture, teacher autonomy, teacher efficacy, and teacher salary.

The survey consisted of 25 questions and two optional questions. Questions 1–5 focused on teacher efficacy, questions 6–10 focused on teacher autonomy, questions 11–15 focused on culture, questions 16–20 focused on salary, questions 21–25 focused on rank order with incremental salary increases, and questions 26–27 were optional questions for participants to provide feedback. There were also six additional questions at the end of the survey that asked for

age (24–29, 30–35, or 36–40), school type (elementary, middle school, or high school), location type (city, suburb, town, or rural), current salary, and anticipated longevity (0–5 years, 6–10 years, 11–20 years, 20+ years, or done after the 2021–2022 school year).

The questions included within the survey were based on a six–point Likert–type scale. To indicate how respondents identified with their responses, choices that were offered included *strongly agree, agree, slightly agree, slightly disagree, disagree,* and *strongly disagree*. The survey was sent via the respondent's publicly listed email address which was accessible through a request made to the Indiana Department of Education. A total of 52,358 surveys were sent via the Qualtrics software. Some addresses that could not receive the email were sent back. During the course of the survey, 1,739 were opened and completed. Of those 1,739 who completed the survey, 218 were completed and met the criteria of being a millennial teacher in the first five years of their teaching career, a 12.5% participation rate. Upon collecting the data from the survey results, the Qualtrics software program imported the data into SPSS which were then analyzed.

A Cronbach's alpha score of .7 or higher indicates that the questions that form each composite score were reliably associated with one another. After examining the Cronbach's alpha for school culture, teacher efficacy, teacher autonomy, and teacher salary, it was determined that teacher autonomy did not meet the reliability of .7 even when questions were removed; therefore, teacher autonomy was removed from inferential testing. For school culture, teacher efficacy, and teacher salary, it was determined that within each there was one question that did not correlate with the other four questions. For school culture, when the question *I prefer teachers that are willing to help whenever there is a problem* was removed, the Cronbach's alpha was .700. For teacher efficacy, when the question *It is important to me that I receive feedback*

from my administrator(s) or mentor teacher on my teaching performance was removed, the Cronbach's alpha was .755. For teacher salary, when the question *Salary has or will play a role in where I decide to teach* was removed, the Cronbach's alpha was .731. Due to this, composite scores were formed using the questions where reliability was confirmed.

Research Questions

1. What are the current perceptions of Indiana millennial teachers on school culture, teacher efficacy, teacher autonomy, and teacher salary?
2. Is there a statistically significant difference based on the age of respondents on any of the school culture, teacher efficacy, teacher autonomy, and teacher salary composite scores?
3. Is there a statistically significant difference based on the school type of respondents on any of the school culture, teacher efficacy, teacher autonomy, and teacher salary composite scores?
4. Is there a statistically significant difference based on the location type of respondents on any of the school culture, teacher efficacy, teacher autonomy, and teacher salary composite scores?
5. Is there a statistically significant difference based on the salary level of respondents on any of the school culture, teacher efficacy, teacher autonomy, and teacher salary composite scores?
6. Is there a statistically significant difference based on the anticipated longevity of respondents on any of the school culture, teacher efficacy, teacher autonomy, and teacher salary composite scores?

Null Hypotheses

$H_0$1: There is no statistically significant difference based on the age of respondents on any of the school culture, teacher efficacy, teacher autonomy, and teacher salary composite scores.

$H_0$2: There is no statistically significant difference based on the school type of respondents on any of the school culture, teacher efficacy, teacher autonomy, and teacher salary composite scores.

$H_0$3: There is no statistically significant difference based on the location type of respondents on any of the school culture, teacher efficacy, teacher autonomy, and teacher salary composite scores.

$H_0$4: There is no statistically significant difference based on the salary level of respondents on any of the school culture, teacher efficacy, teacher autonomy, and teacher salary composite scores.

$H_0$5: There is no statistically significant difference based on the anticipated longevity of respondents on any of the school culture, teacher efficacy, teacher autonomy, and teacher salary composite scores.

Descriptive Data

Of the 218 Indiana millennial teachers that responded to the survey within the criteria of this study, there were 130 (59.6%) ages 24–29, 56 (25.7%) ages 30–35, 31 (14.2%) ages 36–40, and 1 (0.5%) did not report their age. For experience, 2 (.9%) were in their first year teaching, 20 (9.2%) had one year of teaching experience, 32 (14.7%) had two years of teaching experience, 35 (16.1%) had three years of teaching experience, 53 (24.3%) had four years of teaching experience, 75 (34.4%) had five years of teaching experience, and 1 (0.5%) did not report their

experience. A total of 99 (45.4%) were high school teachers, 63 (28.9%) were elementary teachers, 55 (25.2%) were middle school teachers, and 1 (0.5%) did not report their level of students. A total of 61 (28.0%) of respondents were from the classification of a city, 57 (26.1%) were from the classification of a town, 53 (24.3%) were from the classification of rural, 46 (21.1%) were from the classification of a suburb, and 1 (0.5%) did not report a description of their area. A total of 83 (38.1%) made an average salary between $40,001–$45,000, 79 (36.2%) made an average salary between $35,001–$40,000, 29 (13.3%) made an average salary between $45,001–$50,000, 11 (5.0%) made an average salary over $50,000, 11 (5.0%) made an average salary between $30,001–$35,000, 4 (1.8%) made an average salary under $30,000, and 1 (0.5%) did not report their average salary. A total of 72 participants (33.0%) plan to remain teaching between 0–5 more years, 71 (32.6%) plan to teach 20+ more years, 29 (13.3%) plan to teach between 11–20 more years, 28 (12.8%) plan to teach between 6–10 more years, 16 (7.3%) do not plan to teach beyond the 2021–2022 school year, and 2 (.9%) did not report their plans to continue teaching.

For the whole sample of the 218 Indiana millennial teachers that responded to the survey, the teacher efficacy composite score had a minimum of 2.00 and a maximum of 6.00 with an average composite score of 4.82 with a standard deviation of .72. The culture composite score had a minimum of 1.75 with a maximum of 6.00 with an average composite score of 4.24 with a standard deviation of .90. The salary composite score had a minimum of 1.00 with a maximum of 5.59 with an average composite score of 2.57 with a standard deviation of .97.

When teachers were given the statement, “I can effectively teach the students in my classroom,” the majority showed levels of agreement. Of the 218 responses, 205 (94%) agreed

with this statement. Only 1 (.5%) of the response said that they strongly disagreed that they can effectively teach in the classroom.

Millennial teachers were asked if it is important that they receive feedback from their administrator or mentor teacher on their teaching performance. Overall, 194 (89%) showed some level of agreement with that statement. The remaining 24 (11%) believe that they do not need to receive some form of feedback from an administrator or mentor teacher.

To the statement, “I can effectively handle student discipline and/or parent conflict in my classroom on my own,” 137 (62.8%) of respondents either agreed or strongly agreed. In total, 66 (30.2%) either slightly agreed or slightly disagreed. A total of 15 (6.9%) either strongly disagreed or disagreed that they can handle their own discipline and parent conflicts.

When asked if teachers believed that the work they were doing was positively affecting the lives of their students, an overwhelming 212 (97.2%) agreed in some fashion. Only 3 (1.4%) respondents slightly disagreed with this statement. Overall, 6 (2.7%) believed they were not positively affecting the lives of their students.

When teachers were given the statement, “Overall, I am satisfied with the way I teach,” 117 (53.7%) agreed with this statement. In total, 23 (10.6%) disagreed with this statement in some fashion. There were no respondents that strongly disagreed that they were satisfied with the way they teach.

Most disagreed with the statement, “It is important to me that administrators monitor my lesson plans.” While 185 (84.9%) of Indiana millennial teachers disagreed with this statement, there were 65 (29.8%) who do agree that it is important that administrators monitor their lesson plans. Of the 218 responses to this statement, there were no respondents that strongly agreed.

To the statement, “It is important to me to utilize new or unique teaching ideas in my classroom,” a total of 205 (94.0%) agreed. There were 13 (6.0%) respondents who believe utilizing new or unique teaching ideas is not important. Only 1 (.5%) strongly disagreed with this statement.

When asked if teaching gives teachers a chance to use their personal initiative or judgment in carrying out their individual work, 52 (23.9%) strongly agreed. There were 35 (16.1%) who do not believe they are given the opportunity to use their personal initiative or judgment in the classroom. Overall, only 6 (2.8%) strongly disagreed with this statement.

Of the 218 respondents, 135 (61.9%) strongly agreed with the statement, “It is important to me that I be given considerable opportunity for independence and freedom in how I operate my classroom.” There were only 4 (1.8%) that disagreed with this statement. There were no respondents who strongly disagreed.

When teachers were given the statement, “It is important to me that I handle student or parent situations independently,” 142 (65.1%) agreed with this statement. Similarly, 76 (34.9%) disagreed with this statement. In total, 17 (7.8%) either strongly agreed or strongly disagreed with this statement.

Most agreed with the statement, “My school is a good place to work and learn.” Only 5 (2.3%) strongly disagreed that their school is a good place to work and learn. A total of 184 (84.4%) of respondents agreed with this statement. Conversely, 34 (15.6%) found this statement disagreeable.

When asked if it is important that teachers actively seek the involvement of their peers, there were no respondents that strongly disagreed with that statement. Of the 218 respondents,

200 (91.7%) were in some form of agreement with this statement. For those 18 (8.3%) who did disagree, there were none that strongly agreed.

To the statement, “I prefer teachers that are willing to help whenever there is a problem,” 103 (47.2%) strongly agreed. There were 111 (51.0%) that either agreed or slightly agreed that they prefer teachers willing to help. Only 4 (1.8%) disagreed with this statement.

Of the 218 respondents, only 12 (5.5%) strongly agreed with the statement, “Disagreements over instructional practices are voiced openly, discussed, and resolved in a fair amount of time.” There were 100 (45.9%) of respondents who believe disagreements over instructional practices are not resolved in a fair amount of time. There was a close split between those 118 (54.1%) who agreed and those 100 (45.9%) who disagreed.

When Indiana millennial teachers were given the statement, “My ideas are taken seriously by my administration and fellow teachers,” 55 (25.2%) of respondents disagreed. Of those 55 respondents, only 9 (4.1%) strongly disagreed that they were not taken seriously by their administrators and fellow teachers. Overall, 163 (74.8%) agreed with the above statement.

Most Indiana millennial teachers disagreed with the statement, “I believe my annual teaching salary is indicative of the amount of work I put into my profession.” Of those who disagreed with this statement, 153 (70.2%) strongly disagreed. Only 33 (15.1%) of respondents believe their teaching salary is a reflection of the amount of work they put into teaching.

When asked if they were satisfied with their teaching salary, 109 (50.0%) of respondents strongly disagreed. There were no respondents that strongly agreed that they were satisfied with their teaching salary. In total, only 20 (9.2%) of respondents agreed with this statement.

Answers were varied when respondents were given the statement, “I would encourage someone whose goal is to be a teacher regardless of monetary compensation.” There were 104

(47.7%) of respondents who would not encourage someone whose goal was to be a teacher regardless of monetary compensation. Of the 114 (52.3%) who agreed with this statement, only 16 (7.3) strongly agreed.

To the statement, “If I were to start my career again, I would continue with a career in teaching regardless of salary,” 17 (7.8%) strongly agreed. Overall, 109 respondents (49.9%) disagreed and would not start their teaching career again regardless of salary. Of those who agreed, 47 (21.6%) slightly agreed and 45 (20.6%) agreed.

When Indiana millennial teachers were given the statement, “Salary has or will play a role in where I decide to teach,” only 3 (1.4%) strongly disagreed with this statement. There were 178 (81.2%) of respondents who agreed in some fashion with the statement above. Overall, 40 (18.3%) of respondents disagreed with this statement.

Descriptive Statistics Based on Age Level

Teacher Efficacy. Table 1 indicates those who responded as being between ages 24–29. There were 130 respondents (59.6%) that identified in this area. Table 1 presents the descriptive data for respondents ages 24–29 regarding teacher efficacy.

Table 1

Ages 24–29 Respondents' Agreement Levels on Teacher Efficacy

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Effectively Teach	1 (0.8%)	3 (2.3%)	1 (0.8%)	19 (14.6%)	71 (54.6%)	35 (26.9%)
Receive Feedback	1 (0.8%)	5 (3.8%)	7 (5.4%)	23 (17.7%)	57 (43.8%)	37 (28.5%)
Discipline/Conflict	0 (0.0%)	7 (5.4%)	8 (6.2%)	32 (24.6%)	67 (51.5%)	16 (12.3%)
Positive Effect	0 (0.0%)	0 (0.0%)	2 (1.5%)	23 (17.7%)	59 (45.4%)	46 (35.4%)
Overall Satisfaction	0 (0.0%)	7 (5.4%)	9 (6.9%)	31 (23.8%)	66 (50.8%)	17 (13.1%)

Table 1 shows how respondents ages 24–29 answered the questions relating to teacher efficacy. In general, this information shows that there is a strong agreements in the role that teacher efficacy plays in the retention of those ages 24–29. For each of the five questions, there was a 60% or higher agreement or strong agreement, with the exception of question #3 and question #5, which ask the respondent to answer in regard to their ability to handle discipline and conflict and their overall satisfaction at school.

When compared to the whole sample, percentages were largely similar. Of the 49 respondents in regard to whether they believe the work they are doing is positively effecting the lives of their students, 45.4% of the respondents agree, whereas 46.3% agreed for the whole sample. For overall satisfaction, there were no respondents in this population or in the whole sample that strongly disagreed with their satisfaction level in the way they teach.

Table 2 indicates those that responded to those ages 30–35. There were 56 respondents (25.7%) that identified in this area. Table 2 presents the descriptive data for respondents ages 30–35 in regard to teacher efficacy.

Table 2

Ages 30–35 Respondents' Agreement Levels on Teacher Efficacy

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Effectively Teach	0 (0.0%)	4 (7.1%)	3 (5.4%)	4 (7.1%)	33 (58.9%)	12 (12.4%)
Receive Feedback	2 (3.6%)	3 (5.4%)	4 (7.1%)	11 (19.6%)	23 (41.1%)	13 (23.2%)
Discipline/Conflict	1 (1.8%)	6 (10.7%)	5 (8.9%)	13 (23.2%)	22 (39.3%)	9 (16.1%)
Positive Effect	2 (3.6%)	1 (1.8%)	0 (0.0%)	8 (14.3%)	27 (48.2%)	18 (32.1%)
Overall Satisfaction	0 (0.0%)	3 (5.4%)	2 (3.6%)	14 (25.0%)	31 (55.4%)	6 (10.7%)

Table 2 shows how respondents ages 30–35 answered the questions relating to teacher efficacy. In general, there was a higher percentage of respondents that were less confident in their ability to effectively handle discipline or conflict in their classroom, as 21.4% disagreed in some form in their ability handle discipline. Respondents strongly agreed that they can positively affect their students' lives; however, the lowest strongly agreed upon statement was in overall satisfaction with teaching at 10.7%.

The results compared to the whole group varied. For this population, 78.4% responded that they can effectively teach the students in their classroom, compared to 94.0% for the whole sample. In total, 23.2% of respondent strongly agreed that it is important they receive feedback from their administrators. When compared to the whole sample, 28.9% felt it important they receive feedback, for a difference of 5.7%.

Table 3 indicates those that responded to those ages 36–40. There were 31 respondents (14.2%) that identified in this area. Table 3 presents the descriptive data for respondents ages 36–40 in regard to teacher efficacy.

Table 3

Ages 36–40 Respondents' Agreement Levels on Teacher Efficacy

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Effectively Teach	0 (0.0%)	0 (0.0%)	1 (3.2%)	6 (19.4%)	16 (51.6%)	8 (25.8%)
Receive Feedback	0 (0.0%)	1 (3.2%)	1 (3.2%)	5 (16.1%)	12 (38.7%)	12 (38.7%)
Discipline/Conflict	0 (0.0%)	1 (3.2%)	3 (9.7%)	5 (16.1%)	14 (45.2%)	8 (25.8%)
Positive Effect	0 (0.0%)	0 (0.0%)	1 (3.2%)	4 (12.9%)	14 (45.2%)	12 (38.7%)
Overall Satisfaction	0 (0.0%)	0 (0.0%)	2 (6.5%)	4 (12.9%)	20 (64.5%)	5 (16.1%)

Table 3 shows how respondents ages 36–40 answered the questions relating to teacher efficacy. Respondents feel very confident in their ability to effectively teach with 96.8% in agreement. Overall satisfaction is very high as well, as 93.5% of respondents were in agreement that they are satisfied with the way they teach.

In comparison to the whole sample, respondents ages 36–40 differed slightly, most notably in their ability to handle discipline and conflict. The whole group sample showed that 15.1% of respondents strongly agreed in their ability to handle discipline and conflict, where as 25.8% of respondents ages 36–40 strongly agreed, a difference of 10.7%. Another notable difference was in overall satisfaction, where the whole sample was 53.7% and participants for ages 36–40 were 64.5%.

Table 4 indicates those that responded to those ages 24–29. There were 130 respondents (59.6%) that identified in this area. Table 4 presents the descriptive data for respondents ages 24–29 in regard to teacher autonomy.

Table 4

Ages 24–29 Respondents' Agreement Levels on Teacher Autonomy

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Lesson Plans	48 (36.9%)	43 (33.1%)	20 (15.4%)	14 (10.8%)	5 (3.8%)	0 (0.0%)
Teaching Ideas	0 (0.0%)	5 (3.8%)	3 (2.3%)	32 (24.6%)	59 (45.4%)	31 (23.8%)
Personal Judgment	2 (1.5%)	2 (1.5%)	13 (10.0%)	26 (20.0%)	52 (40.0%)	35 (26.9%)
Independence and Freedom	0 (0.0%)	0 (0.0%)	1 (0.8%)	12 (9.2%)	34 (26.2%)	83 (63.8%)
Student and Parent Issues	3 (2.3%)	14 (10.8%)	29 (22.3%)	47 (36.2%)	34 (26.2%)	3 (2.3%)

Table 4 shows how respondents ages 24–29 answered the questions relating to teacher autonomy. In general, there was a strong agreement that it is not important for administrators to monitor lesson plans, as 0.0% of respondents answered that they strongly agreed. At 90%, respondents agree or strongly agreed that it was important to have the opportunity for independent and freedom in their classroom. As it pertains to handling student and parent situations independently, respondents were close, as 22.3% slightly disagreed and 36.2% slightly agreed.

When compared to the whole sample, neither the respondents ages 24–29 nor the whole sample had a single respondent that strongly agreed that it was important to them to have their administrators check their lesson plans. Similarly, the whole sample had 84.9% disagree that administrators should check their lesson plans, whereas respondents ages 24–29 disagreed at

85.4%. Overall, 94.1% of the whole sample agrees that it is important to utilize new teaching ideas, whereas 93.8 of respondents ages 24–29 agree with this statement.

Table 5 indicates those that responded to those ages 30–35. There were 56 respondents (25.7%) that identified in this area. Table 2 presents the descriptive data for respondents ages 30–35 in regard to teacher autonomy.

Table 5

Ages 30–35 Respondents' Agreement Levels on Teacher Autonomy

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Lesson Plans	24 (42.9%)	19 (33.9%)	6 (10.7%)	6 (10.7%)	1 (1.8%)	0 (0.0%)
Teaching Ideas	1 (1.8%)	3 (5.4%)	0 (0.0%)	17 (30.4%)	21 (37.5%)	14 (25.0%)
Personal Judgment	4 (7.1%)	7 (12.5%)	5 (8.9%)	12 (21.4%)	18 (32.1%)	10 (17.9%)
Independence and Freedom	0 (0.0%)	1 (1.8%)	2 (3.6%)	2 (3.6%)	15 (26.8%)	36 (64.3%)
Student and Parent Issues	2 (3.6%)	7 (12.5%)	14 (25.0%)	14 (25.0%)	13 (23.2%)	6 (10.7%)

Table 5 shows how respondents ages 30–35 answered the questions relating to teacher autonomy. Overall, 87.5% of respondents disagreed with the statement that it is important that administrators monitor their lesson plans. Respondents agreed at a 94.7% rate that it is important to them they have the opportunity for independence and freedom in how they operate their classroom.

In comparison, 40.8% of the whole sample agree that teaching gives them a chance to use their personal initiative or judgment, whereas 32.1% agree with this statement in respondents ages 30–35. As it pertains to their lesson plans, only 1.8% of respondents ages 30–35 agreed that administrators should monitor, whereas 3.2% of the whole sample agreed with this statement. As it pertains to handling student and parent issues, for respondents ages 30–35, 50.0% of

respondents either slightly agreed or disagreed, whereas 56.0% slightly agreed or disagreed for the whole sample.

Table 6 indicates those that responded to those ages 36–40. There were 31 respondents (14.2%) that identified in this area. Table 6 presents the descriptive data for respondents ages 36–40 in regard to teacher autonomy.

Table 6

Ages 36–40 Respondents' Agreement Levels on Teacher Autonomy

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Lesson Plans	10 (32.3%)	9 (29.0%)	6 (19.4%)	5 (16.1%)	1 (3.2%)	0 (0.0%)
Teaching Ideas	0 (0.0%)	0 (0.0%)	1 (3.2%)	9 (29.0%)	12 (38.7%)	9 (29.0%)
Personal Judgment	0 (0.0%)	0 (0.0%)	2 (6.5%)	4 (12.9%)	18 (58.1%)	7 (22.6%)
Independence and Freedom	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (3.2%)	15 (48.4%)	15 (48.4%)
Student and Parent Issues	0 (0.0%)	1 (3.2%)	16 (16.1%)	12 (38.7%)	10 (32.3%)	3 (9.7%)

Table 6 shows how respondents ages 36–40 answered the questions relating to teacher autonomy. Overall, 93.6% of respondents agreed that the profession of teaching gives them an opportunity to use their personal initiative or judgment in carrying out their duties. The majority of respondents ages 36–40 agree that it is important that they handle their own student or parent situations independently, however 19.3% disagree with that statement. The overwhelming sentiment from respondents ages 36–40 is that they like the autonomy needed to be able to structure and operate their classroom independently.

When compared to the whole sample, respondents ages 36–40 in questions relation to teacher autonomy is largely the same. It is less important that respondents ages 36–40 have the ability to utilize new or unique teaching ideas at 3.2% disagreeing with that statement, when compared to the whole sample which is 6.0%. Similarly, 16.1% of the whole sample disagree

that the teaching profession gives them a chance to use their personal initiative or judgment, where 6.5% of respondents ages 36–40 disagree with that statement.

Table 7 indicates those that responded to those ages 24–29. There were 130 respondents (59.6%) that identified in this area. Table 7 presents the descriptive data for respondents ages 24–29 in regard to school culture.

Table 7

Ages 24–29 Respondents' Agreement Levels on School Culture

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Good to Work and Learn	0 (0.0%)	9 (6.9%)	11 (8.5%)	28 (21.5%)	61 (46.9%)	21 (16.2%)
Active Peer Involvement	0 (0.0%)	1 (0.8%)	10 (7.7%)	40 (30.8%)	51 (39.2%)	28 (21.5%)
Peers Help with Issues	0 (0.0%)	1 (0.8%)	1 (0.8%)	18 (13.8%)	51 (39.2%)	59 (45.4%)
Fair Disagreements are Voiced	14 (10.8%)	25 (19.2%)	22 (16.9%)	30 (23.1%)	32 (24.6%)	7 (5.4%)
Ideas Taken Seriously	5 (3.8%)	12 (9.2%)	16 (12.3%)	27 (20.8%)	52 (40.0%)	18 (13.8%)

Table 7 shows how respondents ages 24–29 answered the questions relating to school culture. Overall, 84.6% of respondents ages 24–29 agree with the statement that their school is a good place to work and learn. However, 46.0% of respondents disagree with the statement that disagreements over instructional practices are voiced openly, discussed, and resolved in a fair amount of time. At 74.6%, respondents were in agreement that their ideas are taken seriously by administration and fellow teachers.

When compared to the whole sample, we do begin to see some differences in responses to the younger millennials. There was not one respondents ages 24–29 that strongly disagreed with the statement that their school is a good place to work and learn, whereas 2.3% of the whole sample strongly agreed with this statement. When asked if it is important that teacher's actively seek the involvement of their peers, 91.7% of the whole sample agreed, similar to the 91.5% that

agree for respondents ages 24–29. Overall, there was a large support for more peer involvement when seeking help, but still uncertainty as to the actual disagreements being handled in an open and honest manner.

Table 8 indicates those that responded to those ages 30–35. There were 56 respondents (25.7%) that identified in this area. Table 8 presents the descriptive data for respondents ages 30–35 in regard to school culture.

Table 8

Ages 30–35 Respondents' Agreement Levels on School Culture

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Good to Work and Learn	4 (7.1%)	2 (3.6%)	5 (8.9%)	14 (25.0%)	26 (46.4%)	5 (8.9%)
Active Peer Involvement	0 (0.0%)	3 (5.4%)	4 (7.1%)	18 (32.1%)	22 (39.3%)	9 (16.1%)
Peers Help with Issues	0 (0.0%)	0 (0.0%)	6 (10.7%)	22 (39.3%)	26 (46.4%)	0 (0.0%)
Fair Disagreements are Voiced	8 (14.3%)	13 (23.2%)	11 (19.6%)	13 (23.2%)	9 (16.1%)	2 (3.6%)
Ideas Taken Seriously	3 (5.4%)	8 (14.3%)	6 (10.7%)	17 (30.4%)	13 (23.2%)	9 (16.1%)

Table 8 shows how respondents ages 30–35 answered the questions relating to school culture. Overall, the respondents answers compared to their younger peers begin to look different. With respondents ages 30–35, 19.6% of respondents disagree with the statement that their school is a good place to work and learn. Similarly, 57.1% disagree that disagreements in instructional practices are handled openly and fairly. We also see that 30.4% of respondents ages 30–35 disagree with the statement that their ideas are taken seriously by their administration and fellow teachers.

When we compare responses to the whole sample, we begin to see that respondents ages 30–35 are showing more skepticism than respondent's ages 24–29. For the whole sample, 17.4% strongly agree with the statement that their school is a good place to work and learn, whereas only 8.9% of respondents ages 30–35 strongly agree with that statement. Similarly for the whole

sample, 36.2% agree with the statement that their ideas are taken seriously by administration and fellow teachers, however only 23.2% of respondents ages 30–35 agree with that same statement.

Table 9 indicates those that responded to those ages 36–40. There were 31 respondents (14.2%) that identified in this area. Table 9 presents the descriptive data for respondents ages 36–40 in regard to school culture.

Table 9

Ages 36–40 Respondents' Agreement Levels on School Culture

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Good to Work and Learn	1 (3.2%)	1 (3.2%)	1 (3.2%)	5 (16.1%)	11 (35.5%)	12 (38.7%)
Active Peer Involvement	0 (0.0%)	0 (0.0%)	0 (0.0%)	7 (22.6%)	16 (51.6%)	8 (25.8%)
Peers Help with Issues	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (6.5%)	12 (38.7%)	17 (54.8%)
Fair Disagreements are Voiced	3 (9.7%)	1 (3.2%)	2 (6.5%)	12 (28.7%)	10 (32.3%)	9 (9.7%)
Ideas Taken Seriously	1 (3.2%)	0 (0.0%)	3 (9.7%)	7 (22.6%)	14 (45.2%)	6 (19.4%)

Table 9 shows how respondents ages 36–40 answered the questions relating to school, culture. The responses from respondents ages 36–40 are more similar to those ages 24–29 than their 30–35 peers. Overall, 90.3% of respondents agree with the statement that their school is a good place to work and learn. Only 12.9% of respondents ages 36–40 disagreed with the statement that their ideas are taken seriously by their administrators and fellow teachers. There were zero respondents who disagreed in any form with the statement that they prefer teachers that are willing to help whenever there is a problem.

When compared to the whole sample, we see some discrepancies with respondents ages 36–40. When asked if disagreements over instructional practices are voiced openly, discussed, and resolved in a fair amount of time, 70.7% of respondents ages 36–40 agreed in some form, whereas only 54.1% of the whole sample agreed. Respondents ages 36–40 overwhelmingly

agreed with the statement that their ideas are taken seriously by their administrators and teachers at 87.2%; conversely, only 74.7% of the whole sample agreed with that same statement.

Table 10 indicates those that responded to those ages 24–29. There were 130 respondents (59.6%) that identified in this area. Table 10 presents the descriptive data for respondents ages 24–29 in regard to teacher salary.

Table 10

Ages 24–29 Respondents' Agreement Levels on Teacher Salary

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Salary Indicative of Work	88 (67.7%)	22 (16.9%)	10 (7.7%)	3 (2.3%)	7 (5.4%)	0 (0.0%)
Satisfied with Salary	62 (47.7%)	38 (29.2%)	15 (11.5%)	8 (6.2%)	7 (5.4%)	0 (0.0%)
Encourage Profession	10 (7.7%)	22 (16.9%)	29 (22.3%)	35 (26.9%)	23 (17.0%)	11 (8.5%)
Start Career Over, Would Teach	14 (10.8%)	24 (18.5%)	28 (21.5%)	26 (20.0%)	26 (26.0%)	12 (9.2%)
Salary Plays Role in Where to Teach	1 (0.8%)	5 (3.8%)	16 (12.3%)	31 (23.8%)	34 (26.2%)	43 (33.1%)

Table 10 shows how respondents ages 24–29 answered the questions relating to teacher salary. Overall, 67.7% of respondents ages 24–29 strongly disagreed with the statement that their annual teaching salary is indicative of the amount of work they put in to the profession. Furthermore, only 7.7% of respondents agree with that statement in some form. Similarly, 88.4% of respondents ages 24–29 disagreed with the statement that they are satisfied with their teaching salary. When asked if they would encourage some whose goal it is to be a teacher regardless of compensation, only 52.4% agreed with that statement, meaning that 46.9% of young millennials would not encourage a younger generation to become teachers when factoring in compensation.

When compared to the whole sample, we see that respondents ages 24–29 have similar feelings toward teacher salary. Respondents in the whole group agreed at 6.9% that their teaching salary is not indicative of the work they put toward their profession, which is very

similar to the 7.7% for respondents ages 24–29. There were zero respondents for both ages 24–29 and the whole sample that strongly agreed they are satisfied with their current teaching salary. When asked if they could start their career over, would they continue with a career in teaching regardless of salary, 50.8% of respondent's ages 24–29 disagreed with this statement in some form, whereas 49.9% of the whole sample disagreed with this statement.

Table 11 indicates those that responded to those ages 30–35. There were 56 respondents (25.7%) that identified in this area. Table 11 presents the descriptive data for respondents ages 30–35 in regard to teacher salary.

Table 11

Ages 30–35 Respondents' Agreement Levels on Teacher Salary

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Salary Indicative of Work	45 (80.4%)	4 (7.1%)	4 (7.1%)	1 (1.8%)	2 (3.6%)	0 (0.0%)
Satisfied with Salary	34 (60.7%)	17 (30.4%)	3 (5.4%)	1 (1.8%)	1 (1.8%)	0 (0.0%)
Encourage Profession	15 (26.8%)	3 (5.4%)	11 (19.6%)	15 (26.8%)	10 (17.9%)	2 (3.6%)
Start Career Over, Would Teach	11 (19.6%)	10 (17.9%)	9 (16.1%)	13 (23.2%)	10 (17.9%)	3 (5.4%)
Salary Plays Role in Where to Teach	2 (3.6%)	5 (8.9%)	4 (7.1%)	10 (17.9%)	19 (33.9%)	16 (28.6%)

Table 11 shows how respondents ages 30–35 answered the questions relating to school salary. An overwhelming number of respondents ages 30–35 disagreed that their annual teaching salary is indicative of the amount of work they put in to the profession, as 80.4% strongly disagreed with this statement alone. There were 96.5% of respondents ages 30–35 that disagreed in some form that they are currently satisfied with their teaching salary.

If we examine the responses from teacher's ages 30–35 compared to the whole sample, we see a much stronger push away from the profession as it pertains to salary. For example, 26.8% of respondents ages 30–35 strongly disagree that they would encourage someone whose goal would be to become a teacher regardless of compensation, whereas only 12.8% of the whole group strongly disagree with this same statement. Similarly, 81.7% of the whole group agree in

some form with the statement that salary has or will play a role in where they decide to teach, which is almost identical to the 80.4% of respondents ages 30–35 when asked the same question.

Table 12 indicates those that responded to those ages 36–40. There were 31 respondents (14.2%) that identified in this area. Table 12 presents the descriptive data for respondents ages 36–40 in regard to teacher salary.

Table 12

Ages 36–40 Respondents' Agreement Levels on Teacher Salary

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Salary Indicative of Work	20 (64.5%)	5 (16.1%)	4 (12.9%)	1 (3.2%)	1 (3.2%)	0 (0.0%)
Satisfied with Salary	13 (41.9%)	7 (22.6%)	8 (25.8%)	2 (6.5%)	1 (3.2%)	0 (0.0%)
Encourage Profession	3 (9.7%)	9 (29.0%)	2 (6.5%)	4 (12.9%)	10 (32.3%)	3 (9.7%)
Start Career Over, Would Teach	3 (9.7%)	5 (16.1%)	4 (12.9%)	8 (25.8%)	9 (29.0%)	2 (6.5%)
Salary Plays Role in Where to Teach	0 (0.0%)	4 (12.9%)	3 (9.7%)	11 (35.5%)	16 (19.4%)	7 (22.6%)

Table 12 shows how respondents ages 36–40 answered the questions relating to teacher salary. Overall, respondents ages 36–40 have less of a harsh response toward salary and the role it plays in their profession. Overall, 54.9% of respondents ages 35–40 would continue to encourage someone to become a teacher despite the salary. A total of 77.5% of respondents agree that their salary has or will play a role in where they decide to ultimately teach.

Both the whole sample and respondents ages 36–40 hade zero respondents in regard to believing their annual teaching salary is indicative of the amount of work they put in to their profession and their overall satisfaction of their teaching salary. There were 22.6% of respondent's ages 35–40 that strongly agreed with the statement that salary would play a role in where they teach, down 7.7% from the 30.3% that strongly disagree from the whole sample. If they could start their profession over again, 50.0% of the whole sample agree that they would

enter into teaching again, whereas 61.3% of respondents ages 35–40 would become teachers once again.

Descriptive Statistics Based on Teaching Level

Table 13 indicates those that responded to teaching in elementary school. There were 63 respondents (28.9%) that identified in this area. Table 13 presents the descriptive data for respondents teaching in elementary school in regard to teacher efficacy.

Table 13

Elementary School Teacher Respondents' Agreement Levels on Teacher Efficacy

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Effectively Teach	0 (0.0%)	4 (6.3%)	1 (1.6%)	6 (9.5%)	33 (52.4%)	19 (30.2%)
Receive Feedback	1 (1.6%)	2 (3.2%)	1 (1.6%)	11 (17.5%)	23 (36.5%)	25 (39.7%)
Discipline/Conflict	0 (0.0%)	4 (6.3%)	4 (6.3%)	14 (22.2%)	28 (44.4%)	13 (20.6%)
Positive Effect	0 (0.0%)	0 (0.0%)	0 (0.0%)	6 (9.5%)	33 (52.4%)	24 (38.1%)
Overall Satisfaction	0 (0.0%)	3 (4.8%)	5 (7.9%)	9 (14.3%)	30 (47.6%)	16 (25.4%)

Table 13 shows how respondents teaching at an elementary school answered the questions relating to teacher efficacy. Overall, elementary teachers show a strong agreement with their effectiveness to teach, as 92.1% agree in some form that they can effectively teach in their classroom. It is very important that elementary teachers receive feedback from their administrators on their teaching performance, as 93.7% of respondents agree in some form with this statement. Only 12.7% of elementary teachers disagree with the statement that they are satisfied with the way they teach.

When compared to the whole sample, we see a strong agreement with teacher efficacy and elementary teachers. Every elementary respondent agreed in some fashion that they believe the work they are doing is positively effecting the lives of their students, and 97.3% of the whole sample agreed, as well. There were zero respondents who strongly agreed with the statement that

they are satisfied with the way they teach, which matched the zero who strongly disagree with the whole sample.

Table 14 indicates those that responded to teaching in middle school. There were 55 respondents (25.2%) that identified in this area. Table 14 presents the descriptive data for respondents teaching in middle school in regard to teacher efficacy.

Table 14

Middle School Teacher Respondents' Agreement Levels on Teacher Efficacy

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Effectively Teach	1 (1.8%)	2 (3.6%)	3 (5.5%)	9 (16.4%)	30 (54.5%)	10 (18.2%)
Receive Feedback	1 (1.8%)	3 (5.5%)	4 (7.3%)	10 (18.2%)	22 (40.0%)	15 (27.3%)
Discipline/Conflict	0 (0.0%)	3 (5.5%)	4 (7.3%)	15 (27.3%)	26 (47.3%)	7 (12.7%)
Positive Effect	0 (0.0%)	0 (0.0%)	2 (3.6%)	16 (29.1%)	21 (38.2%)	16 (29.1%)
Overall Satisfaction	0 (0.0%)	4 (7.3%)	3 (5.5%)	13 (23.6%)	31 (56.4%)	4 (7.3%)

Table 14 shows how respondents teaching at a middle school answered the questions relating to teacher efficacy. For middle school respondents, effectively handling their own student and parent conflicts is important, as 87.3% agreed in some form to this statement. Only 7.3% of middle school respondents strongly agree that they are satisfied with the way they teach; however, 96.1% of middle school respondents believe the work they are doing is positively effecting the lives of their students.

When comparing middle school respondents to the whole sample, there are 12.8% of middle school respondents who disagree in some form with their overall satisfaction in the way they teach, which is up 2.2% from the 10.6% disagreement from the whole sample. Middle school respondents disagreed at 10.9% with the statement that they can efficiently teach their students, compared to the 6.0% disagreement from the whole sample. Overall satisfaction in the

way middle school teachers is at 87.3%, which is similar to the 89.4% agreement with the whole sample.

Table 15 indicates those that responded to teaching in high school. There were 99 respondents (45.4%) that identified in this area. Table 15 presents the descriptive data for respondents teaching in high school in regard to teacher efficacy.

Table 15

High School Teacher Respondents' Agreement Levels on Teacher Efficacy

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Effectively Teach	0 (0.0%)	1 (1.0%)	1 (1.0%)	14 (14.1%)	57 (57.6%)	26 (26.3%)
Receive Feedback	1 (1.0%)	4 (4.0%)	7 (7.1%)	18 (18.2%)	47 (47.5%)	22 (22.2%)
Discipline/Conflict	1 (1.0%)	7 (7.1%)	8 (8.1%)	21 (21.2%)	49 (49.5%)	13 (13.1%)
Positive Effect	2 (2.0%)	1 (1.0%)	1 (1.0%)	13 (13.1%)	46 (46.5%)	36 (36.4%)
Overall Satisfaction	0 (0.0%)	3 (3.0%)	5 (5.1%)	27 (27.3%)	56 (56.6%)	8 (8.1%)

Table 15 shows how respondents teaching at a high school answered the questions relating to teacher efficacy. Overall, it appears as if high school respondents have high levels of teacher efficacy. 98.0% of teachers believe they can effectively teach students in their classroom. Only 4.0% of high school respondents disagree with the statement that the work they are doing is positively effecting the lives of their students. Furthermore, only 8.1% of high school respondents disagree in some form with the statement that they are satisfied with the way they teach.

In comparison to the whole sample, high school respondents appear more confident in their abilities as a teacher. High school respondents agree that they can effectively teach the students in their classroom, as 98% agree in some form to this statement compared to 94% from the whole group. High school respondents are less sure of their ability to positively affect the

students in their classroom, as 4.0% of respondents disagreed with the statement when compared to 2.8% from the whole sample. This correlates to overall satisfaction with their teaching abilities, as only 8.1% of high school respondents strongly agreement with this statement, compared to 12.8% from the whole sample.

Table 16 indicates those that responded to teaching in elementary school. There were 63 respondents (28.9%) that identified in this area. Table 16 presents the descriptive data for respondents teaching in elementary school in regard to teacher autonomy.

Table 16

Elementary School Teacher Respondents' Agreement Levels on Teacher Autonomy

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Lesson Plans	24 (38.1%)	20 (31.7%)	8 (12.7%)	7 (11.1%)	4 (6.3%)	0 (0.0%)
Teaching Ideas	0 (0.0%)	3 (4.8%)	1 (1.6%)	18 (28.6%)	25 (39.7%)	16 (25.4%)
Personal Judgment	2 (3.2%)	1 (1.6%)	6 (9.5%)	12 (19.0%)	28 (44.4%)	14 (22.2%)
Independence and Freedom	0 (0.0%)	1 (1.6%)	0 (0.0%)	5 (7.9%)	23 (36.5%)	34 (54.0%)
Student and Parent Issues	1 (1.6%)	8 (12.7%)	12 (19.0%)	22 (34.9%)	16 (25.4%)	4 (6.3%)

Table 16 shows how respondents teaching at an elementary school answered the questions relating to teacher autonomy. Elementary teachers strongly disagree with the statement that it is important that administrators monitor their lesson plans, as zero respondents strongly agreed with that statement. For elementary respondents, 93.7% agreed in some form that it is important that they be able to utilize new or unique teaching ideas in their classroom. Additionally, 60.0% of elementary respondents either slightly agree or agree with the statement at 60.3% that it is important they handle student or parent situations independently.

When compared to the whole group, elementary respondents were consistent with the whole sample. Personal judgment is important to elementary respondents, as 85.7% of agreed that teaching gives them this opportunity, which is consistent with the whole sample at 84.0%. An elementary teacher's ability to have independence and freedom in the classroom is important

as well, as 98.4% agreed in some form in its importance, which is consistent with the whole group at 98.1%.

Table 17 indicates those that responded to teaching in middle school. There were 55 respondents (25.2%) that identified in this area. Table 17 presents the descriptive data for respondents teaching in middle school in regard to teacher autonomy.

Table 17

Middle School Teacher Respondents' Agreement Levels on Teacher Autonomy

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Lesson Plans	21 (38.2%)	15 (27.3%)	16 (29.1%)	3 (5.5%)	0 (0.0%)	0 (0.0%)
Teaching Ideas	1 (1.8%)	0 (0.0%)	2 (3.6%)	16 (29.1%)	24 (43.6%)	12 (21.8%)
Personal Judgment	2 (3.6%)	2 (3.6%)	6 (10.9%)	12 (21.8%)	17 (30.9%)	16 (29.1%)
Independence and Freedom	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (3.6%)	21 (38.2%)	32 (58.2%)
Student and Parent Issues	2 (3.6%)	4 (7.3%)	12 (21.8%)	24 (43.6%)	10 (18.2%)	3 (5.5%)

Table 17 shows how respondents teaching at a middle school answered the questions relating to teacher autonomy. Middle school teachers 100% agreed in some form with the statement that it is important they be given considerable opportunity for independence and freedom in how they operate their classroom. As it pertains to administrators monitoring their lesson plans, 94.5% of middle school respondents agreed disagree with them being checked by an administrator. Overall, middle school respondents desire freedom to operate their classroom accordingly, however they disagree slightly in independently handling student or parent situations, as 32.7% disagreed with this statement in some form.

When comparing middle school respondents to the whole group, we see that there were zero respondents who agreed or strongly agreed with administrators monitoring their lesson plans, however 3.2% of the whole group either agreed or strongly agreed. Middle school

respondents strongly agreed at 29.1% that they have the opportunity to use personal initiative or judgment in teaching, slightly higher than the 23.9% for the whole group. There is a strong sense of independent in middle school respondents, but more of a need with assistance when handling student or parent situations independently.

Table 18 indicates those that responded to teaching in high school. There were 99 respondents (45.4%) that identified in this area. Table 18 presents the descriptive data for respondents teaching in high school in regard to teacher autonomy.

Table 18

High School Teacher Respondents' Agreement Levels on Teacher Autonomy

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Lesson Plans	37 (37.4%)	36 (36.4%)	8 (8.1%)	15 (15.2%)	3 (3.0%)	0 (0.0%)
Teaching Ideas	0 (0.0%)	5 (5.1%)	1 (1.0%)	24 (24.2%)	43 (43.4%)	26 (26.3%)
Personal Judgment	2 (2.0%)	6 (6.1%)	8 (8.1%)	18 (18.2%)	43 (43.4%)	22 (22.2%)
Independence and Freedom	0 (0.0%)	0 (0.0%)	3 (3.0%)	8 (8.1%)	20 (20.2%)	68 (68.7%)
Student and Parent Issues	2 (2.0%)	10 (10.1%)	24 (24.2%)	27 (27.3%)	31 (31.3%)	5 (5.1%)

Table 18 shows how respondents teaching at a high school answered the questions relating to teacher autonomy. The data show that 73.8% of high school respondents either strongly disagree or disagree that lesson plans should be monitored by administration. For high school respondents, the data shows that 36.3% disagree in some form in the importance that they handle student or parent situations independently. Furthermore, 68.7% of high school respondents strongly agree that they be given considerable opportunity for independence and freedom in how they operate their classroom.

When comparing high school respondents to the whole group, 6.1% of high school respondents disagree in some form that it is important to utilize new or unique teaching ideas in the classroom, which is consistent with the whole sample at 6.0%. The data shows that 88.9% of high school respondents either strongly agree or agree that independent and freedom in the

classroom is important, which is slightly below the whole sample of 91.3%. Overall, high school respondents show a strong emphasis toward personal judgment, but feel the need to be supported with student and parent situations.

Table 19 indicates those that responded to teaching elementary school. There were 63 respondents (28.9%) that identified in this area. Table 19 presents the descriptive data for respondents teaching in elementary school in regard to school culture.

Table 19

Elementary School Teacher Respondents' Agreement Levels on School Culture

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Good to Work and Learn	0 (0.0%)	2 (3.2%)	1 (1.6%)	11 (17.5%)	36 (57.1%)	13 (20.6%)
Active Peer Involvement	0 (0.0%)	0 (0.0%)	4 (6.3%)	14 (22.2%)	27 (42.9%)	18 (28.6%)
Peers Help with Issues	0 (0.0%)	0 (0.0%)	1 (1.6%)	4 (6.3%)	22 (34.9%)	36 (57.1%)
Fair Disagreements are Voiced	5 (7.9%)	14 (22.2%)	8 (12.7%)	18 (28.6%)	16 (25.4%)	2 (3.2%)
Ideas Taken Seriously	2 (3.2%)	5 (7.9%)	8 (12.7%)	12 (19.0%)	26 (41.3%)	10 (15.9%)

Table 19 shows how respondents teaching at an elementary school answered the questions relating to school culture. The data shows that 77.7% of elementary respondents either agree or strongly agree that their school is a good place to work and learn. The data also shows that elementary respondents rely heavily on their peers, as only 1.6% of respondents slightly disagree that they prefer teacher that are willing to help whenever there is a problem. However, only 3.2% of elementary respondents strongly agreed that disagreements over instructional practices are voiced openly, discussed, and resolved in a fair amount of time.

In comparison to the whole sample, elementary respondents show a higher need for peer interaction. The data shows that 57.1% of elementary respondents strongly agreed that they prefer peers who help with issues, 9.9% higher than the whole sample at 47.2%. Furthermore,

57.1% of elementary respondents agree with the statement that their school is a good place to work and learn, 12.1% higher than the whole sample, where 45.0% agree.

Table 20 indicates those that responded to teaching middle school. There were 55 respondents (25.2%) that identified in this area. Table 20 presents the descriptive data for respondents teaching in middle school in regard to school culture.

Table 20

Middle School Teacher Respondents' Agreement Levels on School Culture

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Good to Work and Learn	0 (0.0%)	6 (10.9%)	7 (12.7%)	12 (21.8%)	20 (36.4%)	10 (18.2%)
Active Peer Involvement	0 (0.0%)	1 (1.8%)	4 (7.3%)	20 (36.4%)	17 (30.9%)	13 (23.6%)
Peers Help with Issues	0 (0.0%)	0 (0.0%)	1 (1.8%)	11 (20.0%)	17 (30.9%)	26 (47.3%)
Fair Disagreements are Voiced	10 (18.2%)	8 (14.5%)	11 (20.0%)	14 (25.5%)	8 (14.5%)	4 (7.3%)
Ideas Taken Seriously	3 (5.5%)	5 (9.1%)	6 (10.9%)	14 (25.5%)	18 (32.7%)	9 (16.4%)

Table 20 shows how respondents teaching at a middle school answered the questions relating to school culture. With the middle school respondents, 47.3% strongly agreed with the statement that they prefer teachers that are willing to help whenever there is a problem, the single highest percentage for any answer amongst middle school responses. The data shows that 67.3% of middle school respondents either slightly agree or agree that it is important that teacher actively seek the involvement of their peers, and zero respondents strongly disagreed with this statement.

The whole group sample has 15.6% of respondents disagree in some form that their school is a good place to work and learn, where 23.6% of middle school respondents disagree with this statement, a different of 8.0%. The data shows that 30.9% of middle school respondents agree that active peer involvement is important to them, 9.9% lower the whole sample at 40.8%.

Overall, 74.6% of middle school respondents agree in some form that their ideas are taken seriously by their administrators and peers, very similar to the 74.7% in agreement for the whole sample.

Table 21 indicates those that responded to teaching high school. There were 99 respondents (45.4%) that identified in this area. Table 21 presents the descriptive data for respondents teaching in high school in regard to school culture.

Table 21

High School Teacher Respondents' Agreement Levels on School Culture

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Good to Work and Learn	5 (5.1%)	4 (4.0%)	9 (9.1%)	24 (24.2%)	42 (42.4%)	15 (15.2%)
Active Peer Involvement	0 (0.0%)	3 (3.0%)	6 (6.1%)	31 (31.3%)	45 (45.5%)	14 (14.1%)
Peers Help with Issues	0 (0.0%)	1 (1.0%)	1 (1.0%)	11 (11.1%)	46 (46.5%)	40 (40.4%)
Fair Disagreements are Voiced	10 (10.1%)	17 (17.2%)	16 (16.2%)	23 (23.2%)	27 (27.3%)	6 (6.1%)
Ideas Taken Seriously	4 (4.0%)	13 (13.1%)	8 (8.1%)	25 (25.3%)	35 (35.4%)	14 (14.1%)

Table 21 shows how respondents teaching at a high school answered the questions relating to school culture. The data shows that 46.5% of high school respondents agree that they prefer teachers that are willing to help whenever there is a problem. Similarly, 45.5% of high school respondents agree that it is important that teachers actively seek the involvement of their peers. The highest level of disagreement for high school respondents was with instructional practices, as 43.5% disagreed in some form that disagreements over instructional practices were discussed and resolved in a timely manner.

High school respondents mimicked that of the whole group, starting with both having a strong correlation in their disagreement with issues being handled openly and resolved in a timely manner. The data shows that 46.5% of high school respondents agreed with active peer support, 7.5% higher than that of the whole group. Both the high school respondents and whole

sample were similar in their disagreement that their ideas are taken seriously by their administrators and fellow teachers, sitting at 25.2% respectively.

Table 22 indicates those that responded to teaching elementary school. There were 63 respondents (28.9%) that identified in this area. Table 22 presents the descriptive data for respondents teaching elementary school in regard to teacher salary.

Table 22

Elementary School Teacher Respondents' Agreement Levels on Teacher Salary

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Salary Indicative of Work	40 (63.5%)	9 (14.3%)	6 (9.5%)	3 (4.8%)	5 (7.9%)	0 (0.0%)
Satisfied with Salary	31 (49.2%)	14 (22.2%)	11 (17.5%)	3 (4.8%)	4 (6.3%)	0 (0.0%)
Encourage Profession	6 (9.5%)	8 (12.7%)	13 (20.6%)	21 (33.3%)	9 (14.3%)	6 (9.5%)
Start Career Over, Would Teach	9 (14.3%)	11 (17.5%)	11 (17.5%)	11 (17.5%)	16 (25.4%)	5 (7.9%)
Salary Plays Role in Where to Teach	1 (1.6%)	3 (4.8%)	7 (11.1%)	13 (20.6%)	17 (27.0%)	22 (34.9%)

Table 22 shows how respondents teaching at an elementary school answered the questions relating to teacher salary. The data shows that 87.3% of respondents disagreed in some form that their salary is indicative of the amount of work they put in to the profession. Respondents were almost split when asked if they would continue in their profession regardless of salary, as only 50.8% agreed to this statement in some form.

In comparison, both the elementary respondents and the whole group had zero strongly agree that they are satisfied with their overall salary. Similarly, both the whole group and the elementary respondents strongly disagreed that salary will play a role in where they decide to teach, as 1.6% of elementary respondents and 1.4% of the whole group strongly agreed with this statement. Overall, elementary respondents had similar feelings as the whole group.

Table 23 indicates those that responded to teaching middle school. There were 55 respondents (25.2%) that identified in this area. Table 23 presents the descriptive data for respondents teaching middle school in regard to teacher salary.

Table 23

Middle School Teacher Respondents' Agreement Levels on Teacher Salary

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Salary Indicative of Work	42 (76.4%)	8 (14.5%)	3 (5.5%)	0 (0.0%)	2 (3.6%)	0 (0.0%)
Satisfied with Salary	33 (60.0%)	15 (27.3%)	4 (7.3%)	2 (3.6%)	1 (1.8%)	0 (0.0%)
Encourage Profession	7 (12.7%)	10 (18.2%)	13 (23.6%)	13 (23.6%)	8 (14.5%)	4 (7.3%)
Start Career Over, Would Teach	7 (12.7%)	11 (20.0%)	12 (21.8%)	12 (21.8%)	10 (18.2%)	3 (5.5%)
Salary Plays Role in Where to Teach	0 (0.0%)	4 (7.3%)	6 (10.9%)	15 (27.3%)	17 (30.9%)	13 (23.6%)

Table 23 shows how respondents teaching at a middle school answered the questions relating to teacher salary. An overwhelmingly 76.4% of middle school respondents strongly disagreed with the statement that their teaching salary is indicative of the amount of work they put in as a teacher. Similarly, 81.8% agreed in some form that salary will or has played a role where they decide to teach. Only 5.4% of middle school respondents agreed that they are satisfied with their teaching salary.

When compared to the whole group, only 5.5% of middle school respondents strongly agreed that they would continue in teaching regardless of salary, down from the 7.8% for the whole group. Only 1.8% of middle school respondents agreed with the statement that they are satisfied with their salary, down from the 4.1% from the whole group. When compared to the

whole group, there appears to be more dissatisfaction with their overall salary from middle school respondents.

Table 24 indicates those that responded to teaching high school. There were 99 respondents (45.4%) that identified in this area. Table 24 presents the descriptive data for respondents teaching high school in regard to teacher salary.

Table 24

High School Teacher Respondents' Agreement Levels on Teacher Salary

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Salary Indicative of Work	71 (71.7%)	14 (14.1%)	9 (9.1%)	2 (2.0%)	3 (3.0%)	0 (0.0%)
Satisfied with Salary	45 (45.5%)	33 (33.3%)	11 (11.1%)	6 (6.1%)	4 (4.0%)	0 (0.0%)
Encourage Profession	15 (15.2%)	16 (16.2%)	16 (16.2%)	20 (20.2%)	26 (26.3%)	6 (6.1%)
Start Career Over, Would Teach	12 (12.1%)	17 (17.2%)	18 (18.2%)	24 (24.2%)	19 (19.2%)	9 (9.1%)
Salary Plays Role in Where to Teach	2 (2.0%)	7 (7.1%)	10 (10.1%)	24 (24.2%)	25 (25.3%)	31 (31.3%)

Table 24 shows how respondents teaching at a high school answered the questions relating to teacher salary. A total of 5.0% of high school teachers agreed in some form that the amount of work they put in to the profession is indicative in their salary. There were 45.5% of high school respondents that strongly disagreed with the statement that they are satisfied with their teaching salary.

When compared to the whole group, 52.6% of high school respondents disagreed in some form that they would encourage someone whose goals was to be a teacher regardless of compensation, which is nearly identical to the 52.3% who agreed in the whole group. A total of 2.0% of high school respondents strongly disagreed with the statement that salary has or will play a role in where they teach, up slightly from the 1.4% from the whole group. Overall, the responses from the high school respondents are very similar to that of the whole group.

Descriptive Statistics Based on School Setting

Table 25 indicates those that responded to teaching in a city. There were 61 respondents (27.9%) that identified in this area. Table 25 presents the descriptive data for respondents teaching in a city in regard to teacher efficacy.

Table 25

Respondents' Agreement Levels on Teacher Efficacy Teaching in a City Territory

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Effectively Teach	0 (0.0%)	3 (4.9%)	2 (3.3%)	11 (18.0%)	34 (55.7%)	11 (18.0%)
Receive Feedback	1 (1.6%)	3 (4.9%)	6 (9.8%)	12 (19.7%)	22 (36.1%)	17 (27.9%)
Discipline/Conflict	0 (0.0%)	6 (9.8%)	6 (9.8%)	15 (24.6%)	29 (47.5%)	5 (8.2%)
Positive Effect	2 (3.3%)	0 (0.0%)	0 (0.0%)	11 (18.0%)	31 (50.8%)	17 (27.9%)
Overall Satisfaction	0 (0.0%)	5 (8.2%)	3 (4.9%)	13 (21.3%)	36 (59.0%)	4 (6.6%)

Table 25 shows how respondents teaching in a city answered the questions relating to teacher efficacy. A total of 55.7% of respondents teaching in a city agreed with the statement that they can effectively teach the students in their classroom. Respondents had a low 3.3% who strongly disagreed with the statement they work they are doing is positively effecting the lives of their students. Overall, 59.6% of respondents teaching in a city agreed that they are satisfied with the way they teach.

When examining their feelings toward effectively teaching students in the classroom, 18.0% of respondents teaching in a city strongly agreed, whereas 25.2% of the whole group agreed, a decline of 7.2%. Similarly, those who strongly agree in their overall satisfaction for the way they teach in the whole group was 12.8%, up 6.2% from the 6.6% for the respondents who teach in a city. A total of 8.2% of respondents teaching in a city strongly agree that they can

effectively handle student discipline and or parent conflict in their classroom, which is lower than the whole group at 12.8%.

Table 26 indicates those that responded to teaching in a suburb. There were 46 respondents (21.1%) that identified in this area. Table 26 presents the descriptive data for respondents teaching in a suburb in regard to teacher efficacy.

Table 26

Respondents' Agreement Levels on Teacher Efficacy Teaching in a Suburb Territory

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Effectively Teach	0 (0.0%)	1 (2.2%)	0 (0.0%)	3 (6.5%)	28 (60.9%)	14 (30.4%)
Receive Feedback	0 (0.0%)	3 (6.5%)	2 (4.3%)	10 (21.7%)	21 (45.7%)	10 (21.7%)
Discipline/Conflict	1 (2.2%)	1 (2.2%)	6 (13.0%)	10 (21.7%)	22 (47.8%)	6 (13.0%)
Positive Effect	0 (0.0%)	0 (0.0%)	0 (0.0%)	6 (13.0%)	20 (43.5%)	20 (43.5%)
Overall Satisfaction	0 (0.0%)	1 (2.2%)	3 (6.5%)	8 (17.4%)	25 (54.3%)	9 (19.6%)

Table 26 shows how respondents teaching in a suburb answered the questions relating to teacher efficacy. There was not one respondent who teaches in a suburb that disagreed in any form with the statement that they believe the work they are doing is positively effecting the lives of students. Similarly, only 2.2% of respondents disagreed with the statement heat they can effectively teach the students in their classroom. A total of 54.3% of respondents who teach in a suburb agree with the statement that they are satisfied with the way they teach.

Respondents who teach in a suburb appear to have a strong belief in their ability to teach their students, as 2.2% disagreed that they can effectively teach, which is down from the 6.0% from the whole group. A total of 43.5% of respondents who teach in the suburb strong agree that the work they do is positively effecting the lives of their students, up from the 34.9% from the

whole group. Overall, it does appear that respondents teaching in a suburb have a stronger sense of teach efficacy when compared to the whole group

Table 27 indicates those that responded to teaching in a town. There were 57 respondents (26.1%) that identified in this area. Table 27 presents the descriptive data for respondents teaching in a town in regard to teacher efficacy.

Table 27

Respondents' Agreement Levels on Teacher Efficacy Teaching in a Town Territory

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Effectively Teach	0 (0.0%)	2 (3.5%)	2 (3.5%)	6 (10.5%)	30 (52.6%)	17 (29.8%)
Receive Feedback	1 (1.8%)	2 (3.5%)	2 (3.5%)	7 (12.3%)	26 (45.6%)	19 (33.3%)
Discipline/Conflict	0 (0.0%)	4 (7.0%)	1 (1.8%)	16 (28.1%)	24 (42.1%)	12 (21.1%)
Positive Effect	0 (0.0%)	0 (0.0%)	2 (3.5%)	12 (21.1%)	24 (42.1%)	19 (33.3%)
Overall Satisfaction	0 (0.0%)	2 (3.5%)	1 (1.8%)	17 (29.8%)	29 (50.8%)	8 (14.0%)

Table 27 shows how respondents teaching in a town answered the questions relating to teacher efficacy. A total of 7.0% of respondents who teach in a town disagree in some form to the statement that they can effectively teach the students they have in their classroom. There was an overall satisfaction for the way in which respondents in a town teach, as 50.8% agree that they are satisfied with the way they teach. A total of 33.3% strongly agree that the work they are doing is positively effecting the lives of the students who live in a town.

When compared to the whole group, we can see that student discipline and parent conflict is an area of disagreement. A total of 8.8% of respondents who live in a town disagree in some form that they can effectively handle student discipline and parent conflict on their own, where 14.2% of the whole group disagrees with this statement. When examining overall satisfaction,

29.8% of respondents who teach in a town slightly agree that they are satisfied, up from the 22.9% for the whole group.

Table 28 indicates those that responded to teaching in a rural territory. There were 53 respondents (24.3%) that identified in this area. Table 28 presents the descriptive data for respondents teaching in a rural territory in regard to teacher efficacy.

Table 28

Respondents' Agreement Levels on Teacher Efficacy Teaching in a Rural Territory

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Effectively Teach	1 (1.9%)	1 (1.9%)	1 (1.9%)	9 (17.0%)	28 (52.8%)	13 (24.5%)
Receive Feedback	1 (1.9%)	1 (1.9%)	2 (3.8%)	10 (18.9%)	23 (43.4%)	16 (30.2%)
Discipline/Conflict	0 (0.0%)	3 (5.7%)	3 (5.7%)	9 (17.0%)	28 (52.8%)	10 (18.9%)
Positive Effect	0 (0.0%)	1 (1.9%)	1 (1.9%)	6 (11.3%)	25 (47.2%)	20 (37.7%)
Overall Satisfaction	0 (0.0%)	2 (3.8%)	6 (11.3%)	11 (20.8%)	27 (50.9%)	7 (13.2%)

Table 28 shows how respondents teaching in a rural territory answered the questions relating to teacher efficacy. A total of 52.8% of respondents who teach in a rural territory agreed with the statement that they can effectively teach the students in their classroom. Similarly, 52.8% of respondents agreed that they can effectively handle student discipline and parent conflict on their own. At 50.9%, over half of the respondents agreed that they are satisfied with the way in which they teach.

When comparing rural territory respondents to the whole group, we see that 7.6% of rural respondents disagree in some form that it is important they receive feedback from their administrator or mentor teacher, down from the 11.0% who disagree in the whole group. Rural respondents slightly disagreed at 11.3% when asked about if they are satisfied with the way they

teach, which is up from the 6.0% from the whole group. Overall, the agreement in overall satisfaction is down 2.8% in rural respondents when compared to the whole group.

Table 29 indicates those that responded to teaching in a city. There were 61 respondents (27.9%) that identified in this area. Table 29 presents the descriptive data for respondents teaching in a city in regard to teacher autonomy.

Table 29

Respondents' Agreement Levels on Teacher Autonomy Teaching in a City Territory

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Lesson Plans	24 (39.3%)	22 (36.1%)	6 (9.8%)	8 (13.1%)	1 (1.6%)	0 (0.0%)
Teaching Ideas	1 (1.6%)	1 (1.6%)	3 (4.9%)	17 (27.9%)	21 (34.4%)	18 (29.5%)
Personal Judgment	4 (6.6%)	5 (8.2%)	5 (8.2%)	13 (21.3%)	22 (36.1%)	12 (9.7%)
Independence and Freedom	0 (0.0%)	1 (1.6%)	2 (3.3%)	6 (9.8%)	14 (23.0%)	38 (62.3%)
Student and Parent Issues	0 (0.0%)	9 (14.8%)	13 (21.3%)	21 (34.4%)	14 (23.0%)	4 (6.6%)

Table 29 shows how respondents teaching in a city answered the questions relating to teacher autonomy. At 62.3% in strong agreement, respondents in a city believe it is important they are given considerable opportunity for independent and freedom in how they operate their classroom. There were no respondents teaching in a city that strongly agreed with the statement that it is important that their administrator monitor their lesson plans. Furthermore, 36.1% of respondents teaching in a city agree that teaching gives a chance to use their personal initiative or judgment in carrying out their work.

In comparison to the whole group, respondents teaching in a city differ on teacher autonomy. Only 34.4% of respondents teaching in a city agreed with the statement that it is important to utilize new or unique teaching ideas in the classroom, which is down from the 42.7% in the whole group. Similarly, agreement in personal judgment at 36.1% and

independence and freedom at 23.0% are both slightly below the whole group at 40.8% and 29.4% agreement respectively.

Table 30 indicates those that responded to teaching in a suburb. There were 46 respondents (21.1%) that identified in this area. Table 30 presents the descriptive data for respondents teaching in a suburb in regard to teacher autonomy.

Table 30

Respondents' Agreement Levels on Teacher Autonomy Teaching in a Suburban Territory

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Lesson Plans	18 (39.1%)	16 (34.8%)	7 (15.2%)	2 (4.3%)	3 (6.5%)	0 (0.0%)
Teaching Ideas	0 (0.0%)	2 (4.3%)	0 (0.0%)	8 (17.4%)	27 (58.7%)	9 (19.6%)
Personal Judgment	0 (0.0%)	2 (4.3%)	4 (8.7%)	8 (17.4%)	19 (41.3%)	13 (28.3%)
Independence and Freedom	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (4.3%)	22 (47.8%)	22 (47.8%)
Student and Parent Issues	2 (4.3%)	5 (10.9%)	10 (21.7%)	19 (41.3%)	7 (15.2%)	3 (6.5%)

Table 30 shows how respondents teaching in a suburb answered the questions relating to teacher autonomy. Respondents in a suburban territory either agreed or strongly agreed at a total of 95.6% that it is important to be given considerable opportunity for independence and freedom in their classroom. At 41.3%, respondents teaching in a suburban territory agree that teaching gives them the ability to use personal initiative or judgment in carrying out their work.

When compared to the whole group, we say that the levels in which suburban teachers agree or disagree with the group differs in their strength. For example, 58.7% of respondents in a suburban territory agree that it is important to utilize new or unique teaching ideas in the classroom, whereas only 42.7% agree with that same statement. Similarly, only 47.8% of suburban respondents strongly agree that independent and freedom in the classroom is important, 61.9% of the whole group strongly agreed.

Table 31 indicates those that responded to teaching in an urban territory. There were 46 respondents (21.1%) that identified in this area. Table 31 presents the descriptive data for respondents teaching in an urban territory in regard to teacher autonomy.

Table 31

Respondents' Agreement Levels on Teacher Autonomy Teaching in an Urban Territory

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Lesson Plans	24 (42.1%)	15 (26.3%)	10 (17.5%)	5 (8.8%)	3 (5.3%)	0 (0.0%)
Teaching Ideas	0 (0.0%)	5 (8.8%)	1 (1.8%)	12 (21.1%)	23 (40.4%)	16 (28.1%)
Personal Judgment	0 (0.0%)	1 (1.8%)	7 (12.3%)	10 (17.5%)	25 (43.9%)	14 (24.6%)
Independence and Freedom	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (3.5%)	19 (33.3%)	36 (63.2%)
Student and Parent Issues	2 (3.5%)	5 (8.8%)	9 (15.8%)	19 (33.3%)	20 (35.1%)	2 (3.5%)

Table 31 shows how respondents teaching in an urban answered the questions relating to teacher autonomy. Respondents in an urban territory felt very strongly about independence and freedom in the classroom, as 63.2% of respondents strongly agreed with its important to them. Similarly, there was not one respondent in an urban territory that disagreed in any form that it is not important to have this independence and freedom. Personal judgment in carrying out teaching responsibilities is highly important as well, as only 14.1% of urban respondents disagreed with this statement.

When comparing urban respondents to the whole group, we see that teacher autonomy is very comparatively highly valued. At 63.2%, independence and freedom in suburban territories is rated higher than the 61.9% for the whole group. Comparatively however, utilizing new and

unique teaching ideas was valued less for each level of agreement, as those who disagree at 8.8% of urban respondents was more than double the whole group, who are at 3.7% in disagreement.

Table 32 indicates those that responded to teaching in a rural territory. There were 53 respondents (24.3%) that identified in this area. Table 32 presents the descriptive data for respondents teaching in a rural territory in regard to teacher autonomy.

Table 32

Respondents' Agreement Levels on Teacher Autonomy Teaching in a Rural Territory

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Lesson Plans	16 (30.2%)	18 (34.0%)	9 (17.0%)	10 (18.9%)	0 (0.0%)	0 (0.0%)
Teaching Ideas	0 (0.0%)	0 (0.0%)	0 (0.0%)	21 (39.6%)	21 (39.6%)	11 (20.8%)
Personal Judgment	2 (3.8%)	1 (1.9%)	4 (7.5%)	11 (20.8%)	22 (41.5%)	13 (24.5%)
Independence and Freedom	0 (0.0%)	0 (0.0%)	1 (1.9%)	5 (9.4%)	9 (17.0%)	38 (71.7%)
Student and Parent Issues	1 (1.9%)	3 (5.7%)	16 (30.2%)	14 (26.4%)	16 (30.2%)	3 (5.7%)

Table 32 shows how respondents teaching in a rural answered the questions relating to teacher autonomy. When examining the rural respondents, we see that 18.9% slightly agree with the statement that it is important that administrators monitor their lesson plans. Similarly, only 1respondant slightly disagreed with the statement that teaching gives them a chance to use their personal initiative or judgment in carrying out their work. Overall we see a strong agreement at 71.7% of rural respondents that it is important to be given considerable opportunity for independence and freedom within their classrooms.

At 71.7% who strongly agree, independence and freedom in the classroom for rural respondents is 9.8% higher than the overall whole group who strongly agreed at 61.9%. When asked if it is important if an administrator or mentor teacher examine their lesson plans, 18.9% of rural respondents slightly agreed with that statement, higher than the 11.9% who slightly agree

within the whole group. When examine the importance of handling student and parent situations independently, it is interesting to note that respondents in a rural territory slightly disagree with its importance at 30.2%, where the whole group slightly disagrees at 22.5%. For the same question, rural respondents slightly agree at 26.4%, where the whole group slightly agrees at 33.5%.

Table 33 indicates those that responded to teaching in a city. There were 61 respondents (27.9%) that identified in this area. Table 33 presents the descriptive data for respondents teaching in a city in regard to school culture.

Table 33

Respondents' Agreement Levels on School Culture Teaching in a City Territory

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Good to Work and Learn	3 (4.9%)	6 (9.8%)	8 (13.1%)	12 (19.7%)	25 (41.0%)	7 (11.5%)
Active Peer Involvement	0 (0.0%)	2 (3.3%)	6 (9.8%)	23 (37.7%)	23 (37.7%)	7 (11.5%)
Peers Help with Issues	0 (0.0%)	0 (0.0%)	1 (1.6%)	8 (13.1%)	23 (37.7%)	29 (47.5%)
Fair Disagreements are Voiced	8 (13.1%)	12 (19.7%)	7 (11.5%)	18 (29.5%)	15 (24.6%)	1 (1.6%)
Ideas Taken Seriously	2 (3.3%)	10 (16.4%)	6 (9.8%)	9 (14.8%)	26 (42.6%)	8 (13.1%)

Table 33 shows how respondents teaching in a city answered the questions relating to school culture. When asked if their school is a good place to work and learn, 27.8% of city respondents disagreed in some form. When asked if their ideas are taken seriously by administration and fellow teachers, 42.6% of city respondents agreed with this statement, the highest percentage among city respondents.

When comparing city respondents to the whole group in regard to school culture, we begin to see some parity in the strength of agreement. For city respondents, only 11.5% strongly agree that their school is a good place to work, which is 5.9% lower than the whole group average of 17.4%. Similarly, city respondents strongly agreed at 11.5% that active peer involvement is important to them, which is 9.6% lower than the whole group average of 21.1%.

The one area that seems fairly consistent across the questions, is that of how disagreements are voiced and resolved in a timely manner.

Table 34 indicates those that responded to teaching in a suburban territory. There were 46 respondents (21.1%) that identified in this area. Table 34 presents the descriptive data for respondents teaching in a suburban territory in regard to school culture.

Table 34

Respondents' Agreement Levels on School Culture Teaching in a Suburban Territory

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Good to Work and Learn	0 (0.0%)	2 (4.3%)	0 (0.0%)	10 (21.7%)	26 (56.5%)	8 (17.4%)
Active Peer Involvement	0 (0.0%)	1 (2.2%)	3 (6.5%)	10 (21.7%)	24 (52.2%)	8 (17.4%)
Peers Help with Issues	0 (0.0%)	0 (0.0%)	2 (4.3%)	4 (8.7%)	18 (39.1%)	22 (47.8%)
Fair Disagreements are Voiced	2 (4.3%)	6 (13.0%)	8 (17.4%)	14 (30.4%)	13 (28.3%)	3 (6.5%)
Ideas Taken Seriously	0 (0.0%)	4 (8.7%)	6 (13.0%)	13 (28.3%)	19 (41.3%)	4 (8.7%)

Table 34 shows how respondents teaching in a suburban territory answered the questions relating to school culture. Overall, 95.7% of suburban respondents agree in some form that their school is a good place to learn and work. When asked about the importance of peer involvement, 52.4% of suburban respondents agreed with its importance. There were zero suburban respondents that strongly disagreed that their ideas are taken seriously by their administration and fellow teachers.

When comparing to the whole group, 56.5% of suburban respondents agreed that their school is a good place to learn and work, whereas only 45.0% agreed from the whole group. Only 8.7% of suburban respondents strongly agreed that their ideas are taken seriously by administrators and fellow teachers, which is down compared to the 15.1% of the whole group. When asked if they prefer teacher that are willing to help whenever there is a problem, suburban

respondents were almost identical in their agreement, as 39.1% agreed with that statement compared to 39.0% for the whole group.

Table 35 indicates those that responded to teaching in an urban territory. There were 57 respondents (26.1%) that identified in this area. Table 35 presents the descriptive data for respondents teaching in an urban territory in regard to school culture.

Table 35

Respondents' Agreement Levels on School Culture Teaching in an Urban Territory

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Good to Work and Learn	1 (1.8%)	3 (5.3%)	6 (10.5%)	15 (26.3%)	21 (36.8%)	11 (19.3%)
Active Peer Involvement	0 (0.0%)	0 (0.0%)	3 (5.3%)	19 (33.3%)	20 (35.1%)	15 (26.3%)
Peers Help with Issues	0 (0.0%)	0 (0.0%)	1 (1.8%)	5 (8.8%)	27 (47.4%)	24 (42.1%)
Fair Disagreements are Voiced	8 (14.0%)	14 (24.6%)	11 (19.3%)	12 (21.1%)	12 (21.1%)	0 (0.0%)
Ideas Taken Seriously	5 (8.8%)	7 (12.3%)	8 (14.0%)	13 (22.8%)	15 (26.3%)	9 (15.8%)

Table 35 shows how respondents teaching in an urban territory answered the questions relating to school culture. Overall, responses were varied from individuals working in an urban territory in regard to school culture. The highest percentage came when asked if their school is a good place to work and learn: 36.8% agreed with this statement. Interestingly, response percentages were evenly varied when asked if ideas are taken seriously by fellow administrators and teachers: 26.3% agreed, 22.8% slightly agreed, 15.8% strongly agreed, 14.0% slightly disagreed, 12.3% disagreed, and 8.8% strongly disagreed.

When compared to the whole group, responses were slightly lower in some key areas. When asked if disagreements over instructional practices were voiced openly, discussed and resolved in a fair amount of time, there were zero respondent in an urban territory that strongly agreed with that statement, compared to the 5.5% for the whole group. Active peer involvement

is very important to respondents in an urban territory, as percentages for each agreement were above that of the whole group.

Table 36 indicates those that responded to teaching in a rural territory. There were 53 respondents (24.3%) that identified in this area. Table 36 presents the descriptive data for respondents teaching in a rural territory in regard to school culture.

Table 36

Respondents' Agreement Levels on School Culture Teaching in a Rural Territory

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Good to Work and Learn	1 (1.9%)	1 (1.9%)	3 (5.7%)	10 (18.9%)	26 (49.1%)	12 (22.6%)
Active Peer Involvement	0 (0.0%)	1 (1.9%)	2 (3.8%)	13 (24.5%)	22 (41.5%)	15 (28.3%)
Peers Help with Issues	0 (0.0%)	0 (0.0%)	0 (0.0%)	9 (17.0%)	17 (32.1%)	27 (50.9%)
Fair Disagreements are Voiced	7 (13.2%)	7 (13.2%)	9 (17.0%)	11 (20.8%)	11 (20.8%)	8 (15.1%)
Ideas Taken Seriously	2 (3.8%)	2 (3.8%)	2 (3.8%)	16 (30.2%)	19 (35.8%)	12 (22.6%)

Table 36 shows how respondents teaching in a rural territory answered the questions relating to school culture. The highest percentage on school culture from respondents teaching in a rural territory came from the question that they prefer teachers that are willing to help whenever there is a problem: A total of 50.9.1% of respondents strongly agreed with this statement. Again, we see disparity in percentages as it pertains to when disagreements are voiced openly and resolved in a fair amount of time. In total, 43.4% of respondents disagreed in some form with this statement.

Respondents in a rural territory disagreed in some form that their ideas are taken seriously by their administrators and fellow teachers, totaling 11.4%. When examining the whole group, 25.2% disagreed with this same statement. There were 15.1% of respondents who strongly agreed that disagreements are resolved in a fair amount of time, up considerably from

the 5.5% who strongly agreed for the whole group. There were zero respondents in a rural territory who disagreed in any form with the statement that they prefer teachers who are willing to help whenever there is a problem.

Table 37 indicates those that responded to teaching in a city. There were 61 respondents (27.9%) that identified in this area. Table 37 presents the descriptive data for respondents teaching in a city in regard to teacher salary.

Table 37

Respondents' Agreement Levels on Teacher Salary Teaching in a City Territory

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Salary Indicative of Work	44 (72.1%)	7 (11.5%)	5 (8.2%)	2 (3.3%)	3 (4.9%)	0 (0.0%)
Satisfied with Salary	28 (45.9%)	17 (27.9%)	9 (14.8%)	4 (6.6%)	3 (4.9%)	0 (0.0%)
Encourage Profession	11 (18.0%)	6 (9.8%)	10 (16.4%)	18 (29.5%)	10 (16.4%)	6 (9.8%)
Start Career Over, Would Teach	10 (16.4%)	10 (16.4%)	12 (19.7%)	9 (14.8%)	15 (24.6%)	5 (8.2%)
Salary Plays Role in Where to Teach	2 (3.3%)	3 (4.9%)	4 (6.6%)	15 (24.6%)	15 (24.6%)	22 (36.1%)

Table 37 shows how respondents teaching in a city answered the questions relating to teacher salary. Overwhelmingly, 72.1% of respondents strongly disagreed with the statement that their annual teaching salary is indicative of the amount of work they put in to the profession. Similarly, 88.6% of respondents disagreed in some form with the statement that they are satisfied with their teaching salary. The only area where we saw an even distribution of responses was for the question if they were given to start their career over again, they would continue with a career in teaching regardless of salary. Every category was in 14% or higher, except for strongly agree at 8.2%.

In total, 9.8% of respondents in a city disagreed with the statement that they would encourage someone whose goal is to be a teacher regardless of monetary compensation, down 5.8% from the 15.6% whole group. Respondents living in a city strongly agreed at 36.1% that

salary has or will play a role in where they decide to teach, up from the 30.3% from the whole group. Overall, respondents living in a city strongly disagreed at 45.9% that they are satisfied with their teaching salary, below the 50.0% from the whole group.

Table 38 indicates those that responded to teaching in a suburban territory. There were 46 respondents (21.1%) that identified in this area. Table 38 presents the descriptive data for respondents teaching in a suburban territory in regard to teacher salary.

Table 38

Respondents' Agreement Levels on Teacher Salary Teaching in a Suburban Territory

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Salary Indicative of Work	35 (76.1%)	5 (10.9%)	3 (6.5%)	2 (4.2%)	1 (2.2%)	0 (0.0%)
Satisfied with Salary	23 (50.0%)	15 (32.6%)	5 (10.9%)	2 (4.3%)	1 (2.2%)	0 (0.0%)
Encourage Profession	8 (17.4%)	10 (21.7%)	9 (19.6%)	10 (21.7%)	6 (13.0%)	3 (6.5%)
Start Career Over, Would Teach	6 (13.0%)	8 (17.4%)	10 (21.7%)	10 (21.7%)	9 (19.6%)	3 (6.5%)
Salary Plays Role in Where to Teach	0 (0.0%)	1 (2.2%)	2 (4.3%)	12 (26.1%)	12 (26.1%)	19 (41.3%)

Table 38 shows how respondents teaching in a suburban territory answered the questions relating to teacher salary. The highest single percentage from respondents teaching in a suburban territory was at 76.1% strong disagreement when asked if respondents believe their annual teaching salary is indicative of the amount of work they put in to the profession. The responses were evenly distributed for both questions of encouraging someone to enter the profession regardless of salary and that they would continue in teaching regardless of salary.

For respondents teaching in a suburban territory, 41.3% strongly agreed with the statement that salary has or will play a role in where they decide to teach, up 11.0% from the 30.3% from the whole group. For respondents living in a suburban territory, 13.0% agreed with the statement that they would encourage others to enter the profession regardless of salary, down slightly from the 20.2% from the whole group who also agreed with this statement. Only 2.2% of

respondents agreed with the statement that their salary is indicative of the amount of work they put in, compared to the 4.6% in agreement from the whole group.

Table 39 indicates those that responded to teaching in an urban territory. There were 57 respondents (26.1%) that identified in this area. Table 39 presents the descriptive data for respondents teaching in an urban territory in regard to teacher salary.

Table 39

Respondents' Agreement Levels on Teacher Salary Teaching in an Urban Territory

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Salary Indicative of Work	38 (66.7%)	12 (21.1%)	5 (8.8%)	0 (0.0%)	2 (3.5%)	0 (0.0%)
Satisfied with Salary	33 (57.9%)	15 (26.3%)	6 (10.5%)	1 (1.8%)	2 (3.5%)	0 (0.0%)
Encourage Profession	6 (10.5%)	8 (14.0%)	8 (14.0%)	19 (33.3%)	13 (22.8%)	3 (5.3%)
Start Career Over, Would Teach	8 (14.0%)	9 (15.8%)	9 (15.8%)	17 (29.8%)	10 (17.5%)	4 (7.0%)
Salary Plays Role in Where to Teach	0 (0.0%)	6 (10.5%)	9 (15.8%)	10 (17.5%)	15 (26.3%)	17 (29.8%)

Table 39 shows how respondents teaching in an urban territory answered the questions relating to teacher salary. In total, 66.7% of respondents teaching in an urban territory strongly disagreed with the statement they believe their annual teaching salary is indicative of the amount of work they put in, which is the lowest percentage among all four qualifying territories. The second highest response total at 57.9% was strong disagreement that respondents teaching in an urban territory were satisfied with their teaching salary.

In comparison to the whole group, 3.5% of respondents agreed in some form that they believe their teaching salary is indicative of the amount of work they put in to the profession, just under half of the 6.9% who agree with this statement in some form in the whole group. For the whole group, 50.0% strongly disagreed that they are satisfied with their teaching salary, whereas respondents teaching in an urban territory strongly disagreed at 57.9%. Finally, the 29.8% of

respondents who strongly agree that salary has or will play a role in where they decide to teach is similar to the 30.3% of respondents who strongly agree from the whole group.

Table 40 indicates those that responded to teaching in a rural territory. There were 53 respondents (24.3%) that identified in this area. Table 40 presents the descriptive data for respondents teaching in an urban territory in regard to teacher salary.

Table 40

Respondents' Agreement Levels on Teacher Salary Teaching in a Rural Territory

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Salary Indicative of Work	36 (67.9%)	7 (13.2%)	5 (9.4%)	1 (1.9%)	4 (7.5%)	0 (0.0%)
Satisfied with Salary	25 (47.2%)	15 (28.3%)	6 (11.3%)	4 (7.5%)	3 (5.7%)	0 (0.0%)
Encourage Profession	3 (5.7%)	10 (18.9%)	15 (28.3%)	7 (13.2%)	14 (26.4%)	4 (7.5%)
Start Career Over, Would Teach	4 (7.5%)	12 (22.6%)	10 (18.9%)	11 (20.8%)	11 (20.8%)	5 (9.4%)
Salary Plays Role in Where to Teach	1 (1.9%)	4 (7.5%)	8 (15.1%)	15 (28.3%)	17 (32.1%)	8 (15.1%)

Table 40 shows how respondents teaching in a rural territory answered the questions relating to teacher salary. Only 9.4% of respondents teaching in a rural territory agree in some form with the statement that they believe their teaching salary is indicative of the amount of work they put in to the profession. When asked if they would continue a career in teaching regardless of salary, responses from those teaching in a rural territory were evenly distributed between disagree, slightly disagree, slightly agree, and agree, totaling 83.1% of responses spread amongst the four choices.

When compared to the whole group, strongly disagree responses for rural territories are down for both questions asking whether salary is indicative of their work and overall satisfaction with salary. In total, 67.9% of respondents from rural territories strongly disagree that their salary is indicative of their work, compared to the 70.2% for the whole group; similarly, 47.2%

of rural respondents strongly disagreed that they are satisfied with their salary, down from the 50.0% from the whole group. Rural territory respondents are the only group that was below the strongly disagreed percentages from the whole group for both Question 16 and Question 17.

Descriptive Statistics Based on Salary Level

Table 41 indicates those that responded to having a teaching salary under $30,000. There were 4 respondents (1.8%) that identified in this area. Table 41 presents the descriptive data for respondents with a teaching salary under $30,000 in regard to teacher efficacy.

Table 41

Respondents' Agreement Levels on Teacher Efficacy with a Teaching Salary Under $30,000

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Effectively Teach	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (75.0%)	1 (25.0%)
Receive Feedback	1 (25.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (50.0%)	1 (25.0%)
Discipline/Conflict	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (75.0%)	1 (25.0%)
Positive Effect	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (50.0%)	2 (50.0%)
Overall Satisfaction	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (75.0%)	1 (25.0%)

Table 41 shows how respondents with a teaching salary under $30,000 answered the questions relating to teacher efficacy. Respondents in this group were limited to four responses. In total, those four responses were in agreement or strong agreement in their answering of questions for teacher efficacy. There is one respondent who reported strong disagreement when asked if it was important to received feedback from their administrators or mentor teaching on their teaching performance. Percentages compared to the whole group will be exaggerated with such a limited response total.

Table 42 indicates those that responded to having a teaching salary between $30,000–$35,000. There were 11 respondents (5.0%) that identified in this area. Table 42 presents the descriptive data for respondents with a teaching salary between $30,001–$35,000 in regard to teacher efficacy.

Table 42

Respondents' Agreement Levels on Teacher Efficacy with a Teaching Salary $30,001–$35,000

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Effectively Teach	0 (0.0%)	1 (9.1%)	0 (0.0%)	2 (18.2%)	6 (54.5%)	2 (18.2%)
Receive Feedback	0 (0.0%)	0 (0.0%)	1 (9.1%)	3 (27.3%)	5 (45.5%)	2 (18.2%)
Discipline/Conflict	0 (0.0%)	2 (18.2%)	1 (9.1%)	6 (54.5%)	2 (18.2%)	0 (0.0%)
Positive Effect	0 (0.0%)	1 (9.1%)	1 (9.1%)	7 (63.6%)	2 (18.2%)	0 (0.0%)
Overall Satisfaction	0 (0.0%)	1 (9.1%)	1 (9.1%)	2 (18.2%)	5 (45.5%)	2 (18.2%)

Table 42 shows how respondents with a teaching salary between $30,001–$35,000 answered the questions relating to teacher efficacy. With 11 respondents, we are able to see a more accurate picture than those making under $30,000. In total, 90.9% of respondents agreed in some form that they can effectively teach the students in their classroom. In total, 18.2% of respondents disagree in some form to both statements that they believe the work they are doing is positively effecting the lives of their students and that they are satisfied with the way they teach.

Table 43 indicates those that responded to having a teaching salary between $35,001–$40,000. There were 79 respondents (36.2%) that identified in this area. Table 43 presents the descriptive data for respondents with a teaching salary between $35,001–$40,000 in regard to teacher efficacy.

Table 43

Respondents' Agreement Levels on Teacher Efficacy with a Teaching Salary $35,001–$40,000

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Effectively Teach	1 (1.3%)	2 (2.5%)	3 (3.8%)	12 (15.2%)	46 (58.2%)	15 (19.0%)
Receive Feedback	2 (2.5%)	3 (3.8%)	2 (2.5%)	11 (13.9%)	37 (46.8%)	24 (30.4%)
Discipline/Conflict	1 (1.3%)	6 (7.6%)	5 (6.3%)	12 (15.2%)	42 (53.2%)	13 (16.5%)
Positive Effect	0 (0.0%)	0 (0.0%)	2 (2.5%)	16 (20.3%)	30 (38.0%)	31 (39.2%)
Overall Satisfaction	0 (0.0%)	2 (2.5%)	4 (5.1%)	20 (25.3%)	42 (53.2%)	11 (13.9%)

Table 43 shows how respondents with a teaching salary between $35,001–$40,000 answered the questions relating to teacher efficacy. The highest percentage at 58.2% of respondents comes in their agreement that they can effectively teach the students in their classroom. The highest disagreement at 7.6% comes from respondents who disagreed with the statement that they can effectively handle student discipline and/or parent conflict in their classroom. Overall, 92.4% of respondents agreed in some form that they are satisfied with the way they teach. When compared to the whole group, receiving feedback from administrators and mentor teachers is of more importance to those with a salary between $35,001–$40,000, as 46.8% of respondents agreed with this statement compared to the 42.2% in the whole group. Similarly, 53.2% of respondents agree that they can effective handle student discipline and parent conflict, slightly higher than the 47.7% in the whole group.

Table 44 indicates those that responded to having a teaching salary between $40,001–$45,000. There were 83 respondents (38.1%) that identified in this area. Table 44 presents the descriptive data for respondents with a teaching salary between $40,001–$45,000 in regard to teacher efficacy.

Table 44

Respondents' Agreement Levels on Teacher Efficacy with a Teaching Salary $40,001–$45,000

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Effectively Teach	0 (0.0%)	3 (3.6%)	2 (2.4%)	8 (9.6%)	43 (51.8%)	27 (32.5%)
Receive Feedback	0 (0.0%)	2 (2.4%)	6 (7.2%)	21 (25.3%)	29 (34.9%)	25 (30.1%)
Discipline/Conflict	0 (0.0%)	1 (1.2%)	7 (8.4%)	24 (28.9%)	35 (42.2%)	16 (19.3%)
Positive Effect	1 (1.2%)	0 (0.0%)	1 (1.2%)	11 (13.3%)	41 (49.4%)	29 (34.9%)
Overall Satisfaction	0 (0.0%)	2 (2.4%)	6 (7.2%)	19 (22.9%)	47 (56.6%)	9 (10.8%)

Table 44 shows how respondents with a teaching salary between $40,001–$45,000 answered the questions relating to teacher efficacy. Overall, 94.0% of respondents agree in some form that they can effectively teach the students in their classroom. The highest overall percentage at 56.6% from respondents was shown in their agreement that they are satisfied with the way they teach. When comparing respondents to the whole group as it pertains to receiving feedback from their administrators and/or mentor teachers, 34.9% with a teaching salary between $40,001–$45,000 agree in its importance, down from the 42.2% agreement from the whole group. Overall, respondents had a strong agreement that the work they are doing is positively effecting the lives of their students, as 97.6% of respondents agreed in some form with this statement.

Table 45 indicates those that responded to having a teaching salary between $45,001–$50,000. There were 29 respondents (13.3%) that identified in this area. Table 45 presents the descriptive data for respondents with a teaching salary between $45,001–$50,000 in regard to teacher efficacy.

Table 45

Respondents' Agreement Levels on Teacher Efficacy with a Teaching Salary $45,001–$50,000

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Effectively Teach	0 (0.0%)	1 (3.4%)	0 (0.0%)	6 (20.7%)	16 (55.2%)	6 (20.7%)
Receive Feedback	0 (0.0%)	3 (10.3%)	3 (10.3%)	2 (6.9%)	15 (51.7%)	6 (20.7%)
Discipline/Conflict	0 (0.0%)	4 (13.8%)	2 (6.9%)	7 (24.1%)	14 (48.3%)	2 (6.9%)
Positive Effect	1 (3.4%)	0 (0.0%)	0 (0.0%)	4 (13.8%)	15 (51.7%)	9 (31.0%)
Overall Satisfaction	0 (0.0%)	4 (13.8%)	1 (3.4%)	7 (24.1%)	15 (51.7%)	2 (6.9%)

Table 45 shows how respondents with a teaching salary between $45,001–$50,000 answered the questions relating to teacher efficacy. Respondents responded with less overall satisfaction than any of the other groups with more than 11 responses, as 17.2% disagreed in some form with the statement that they are satisfied with the way they teach. This is noteworthy because when we examine the responses to whether they believe they can effectively teach the students in their classrooms, 99.6% agreed in some form. When compared to the whole group, responses are very similar. At 55.2%, both respondents with a teaching salary between $45,001–$50,000 and the whole group agree that they can effectively teach the students in their classroom. Respondents in this category disagree in some form at 20.6% that it is important to receive feedback from their administrators and/or mentor teachers, up almost double from the whole group percentage of 11.0%.

Table 46 indicates those that responded to having a teaching salary over $50,000. There were 11 respondents (5.0%) that identified in this area. Table 46 presents the descriptive data for respondents with a teaching salary over $50,000 in regard to teacher efficacy.

Table 46

Respondents' Agreement Levels on Teacher Efficacy with a Teaching Salary Over $50,000

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Effectively Teach	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (9.1%)	6 (54.5%)	4 (36.4%)
Receive Feedback	0 (0.0%)	1 (9.1%)	0 (0.0%)	2 (18.2%)	4 (36.4%)	4 (36.4%)
Discipline/Conflict	0 (0.0%)	1 (9.1%)	1 (9.1%)	1 (9.1%)	7 (63.6%)	1 (9.1%)
Positive Effect	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (27.3%)	5 (45.5%)	3 (27.3%)
Overall Satisfaction	0 (0.0%)	1 (9.1%)	1 (9.1%)	1 (9.1%)	5 (45.5%)	3 (27.3%)

Table 46 shows how respondents with a teaching salary over $50,000 answered the questions relating to teacher efficacy. At only 11 responses, we need to examine the data closely to see how it reflects when compared to the whole group for teachers making over $50,000. Firstly, there was not one respondent who disagreed with the statement that they can effectively teach the students in their classroom: The only other category to have zero responses disagree with this statement was teachers who make less than $30,000. Similarly, there were zero respondents who disagree with the statement they the work they are doing is positively effecting the lives of their students; similarly, the only other salary classification to have zero disagreements was again those teachers making less than $30,000. There were zero respondents making over $50,000 that strongly disagree with any of the questions as it pertains to teacher efficacy.

Table 47 indicates those that responded to having a teaching salary under $30,000. There were 4 respondents (1.8%) that identified in this area. Table 47 presents the descriptive data for respondents with a teaching salary under $30,000 in regard to teacher autonomy.

Table 47

Respondents' Agreement Levels on Teacher Autonomy with a Teaching Salary Under $30,000

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Lesson Plans	2 (50.0%)	1 (25.0%)	1 (25.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Teaching Ideas	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (50.0%)	1 (25.0%)	1 (25.0%)
Personal Judgment	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (50.0%)	2 (50.0%)
Independence and Freedom	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (50.0%)	2 (50.0%)
Student and Parent Issues	0 (0.0%)	0 (0.0%)	1 (25.0%)	0 (0.0%)	3 (75.0%)	0 (0.0%)

Table 47 shows how respondents with a teaching salary under $30,000 answered the questions relating to teacher autonomy. Respondents in this group were limited to four responses. In total, those four responses varied on the degree in which they agreed or disagreed with a statement or question. For example, respondents were split in the level of agreement or disagreement for the first four questions in regard to teacher autonomy. There were zero respondents who agreed with the statement that it is important that administrators monitor their lesson plans, just as there were zero respondents who disagreed with the statement that it is important that they utilize new or unique teaching ideas in the classroom. The one outlier was respondent who slightly disagreed with the state that it is important to handle student or parent situations independently, while the other three respondents agreed with this statement.

Table 48 indicates those that responded to having a teaching salary between $30,001–$35,000. There were 11 respondents (5.0%) that identified in this area. Table 48 presents the descriptive data for respondents with a teaching salary between $30,001–$35,000 in regard to teacher autonomy.

Table 48

Respondents' Agreement Levels on Teacher Autonomy with a Teaching Salary $30,001–$35,000

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Lesson Plans	4 (36.4%)	2 (18.2%)	1 (9.1%)	4 (36.4%)	0 (0.0%)	0 (0.0%)
Teaching Ideas	0 (0.0%)	0 (0.0%)	0 (0.0%)	6 (54.5%)	4 (36.4%)	1 (9.1%)
Personal Judgment	1 (9.1%)	1 (9.1%)	1 (9.1%)	4 (36.4%)	2 (18.2%)	2 (18.2%)
Independence and Freedom	0 (0.0%)	0 (0.0%)	1 (9.1%)	1 (9.1%)	3 (27.3%)	6 (54.5%)
Student and Parent Issues	0 (0.0%)	0 (0.0%)	5 (45.5%)	4 (36.4%)	2 (18.2%)	0 (0.0%)

Table 48 shows how respondents with a teaching salary between $30,001–$35,000 answered the questions relating to teacher autonomy. Of the 11 respondents, it was interesting to note the parity between the levels of responses. When asked if it was important that administrators monitor lesson plans, 36.4% of respondents slightly agreed with this statement, whereas 36.4% strongly disagreed with this statement. When asked the important of utilizing new or unique teaching ideas in the classroom, 36.4% agreed with this statement, whereas 54.5% slightly agreed with the same statement. Similarly, 45.5% of respondents slightly disagreed with the important of being able to handle student or parent situations independently, where 36.4% slightly agreed with the same statement. With such a small sample size, it is difficult to compare to the whole group; however, it is worth nothing that 54.6% of respondents strongly agreed in the

importance of being given considerable opportunity for independent and freedom in how their classroom operates, which was also the highest rated percentage at 61.9% for the whole group.

Table 49 indicates those that responded to having a teaching salary between $35,001–$40,000. There were 79 respondents (36.2%) that identified in this area. Table 49 presents the descriptive data for respondents with a teaching salary between $35,001–$40,000 in regard to teacher autonomy.

Table 49

Respondents' Agreement Levels on Teacher Autonomy with a Teaching Salary $35,001–$40,000

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Lesson Plans	26 (32.9%)	28 (35.4%)	12 (15.2%)	9 (11.4%)	4 (5.1%)	0 (0.0%)
Teaching Ideas	0 (0.0%)	4 (5.1%)	3 (3.8%)	22 (27.8%)	32 (40.5%)	18 (22.8%)
Personal Judgment	2 (2.5%)	3 (3.8%)	6 (7.6%)	15 (19.0%)	33 (41.8%)	20 (25.3%)
Independence and Freedom	0 (0.0%)	0 (0.0%)	1 (1.3%)	7 (8.9%)	19 (24.1%)	52 (65.8%)
Student and Parent Issues	2 (2.5%)	8 (10.1%)	18 (22.8%)	24 (30.4%)	24 (30.4%)	3 (3.8%)

Table 49 shows how respondents with a teaching salary between $35,001–$40,000 answered the questions relating to teacher autonomy. Overall, the highest percentage amongst respondents at 65.8% was a strong agreement in independence and freedom in how to operate their classroom. There was only one respondent who slightly disagreed with the importance of independence and freedom in the classroom. The next highest percentage at 41.8% was in the agreement that teaching gives the opportunity for personal initiative or judgment in carrying out their work.

Looking comparatively at the whole group, it's worth noting that the discrepancy in voting for the importance in handling student or parent situations independently. A total of 60.8% of respondents either slightly agreed or agreed with its importance; similarly, 32.9% of respondents either slightly disagreed or disagreed with the same statement. The disparity

between agreement and disagreement was the largest for this one question amongst those with a teaching salary between $35,001–$40,000.

Table 50 indicates those that responded to having a teaching salary between $40,001–$45,000. There were 83 respondents (38.1%) that identified in this area. Table 50 presents the descriptive data for respondents with a teaching salary between $40,001–$45,000 in regard to teacher autonomy.

Table 50

Respondents' Agreement Levels on Teacher Autonomy with a Teaching Salary $40,001–$45,000

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Lesson Plans	37 (44.6%)	25 (30.1%)	14 (16.9%)	5 (6.0%)	2 (2.4%)	0 (0.0%)
Teaching Ideas	1 (1.2%)	3 (3.6%)	0 (0.0%)	21 (25.3%)	35 (42.2%)	23 (27.7%)
Personal Judgment	2 (2.5%)	3 (3.6%)	8 (9.6%)	14 (16.9%)	34 (41.0%)	22 (26.5%)
Independence and Freedom	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (3.6%)	27 (32.5%)	53 (63.9%)
Student and Parent Issues	3 (3.6%)	10 (12.0%)	16 (19.3%)	30 (36.1%)	21 (25.3%)	3 (3.6%)

Table 50 shows how respondents with a teaching salary between $40,001–$45,000 answered the questions relating to teacher autonomy. In the responses, we see another push of respondents who strongly agree that independence and freedom in the classroom are very important to their autonomy, as 63.9% strongly agreed with this statement. Another strength of support came with the strong disagreement in the importance of administrators monitoring lesson plans, as 44.6% of respondents strongly disagreed in its importance.

In comparison to the whole group, teachers with a salary between $40,001–$45,000 are very much in sync. A total of 9.6% of respondents slightly disagree that teaching provides the chance to have personal initiative or judgment, which coincides with the 9.2% from the whole group. Similarly, 42.2% of respondents agree that utilizing new or unique teaching ideas is important, which is nearly identical to the 42.7% agreement for the whole group.

Table 51 indicates those that responded to having a teaching salary between $45,001–$50,000. There were 29 respondents (13.3%) that identified in this area. Table 51 presents the descriptive data for respondents with a teaching salary between $45,001–$50,000 in regard to teacher autonomy.

Table 51

Respondents' Agreement Levels on Teacher Autonomy with a Teaching Salary $45,001–$50,000

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Lesson Plans	11 (37.9%)	11 (37.9%)	2 (6.9%)	4 (13.8%)	1 (3.4%)	0 (0.0%)
Teaching Ideas	0 (0.0%)	1 (3.4%)	0 (0.0%)	7 (24.1%)	14 (48.3%)	7 (24.1%)
Personal Judgment	1 (3.4%)	2 (6.9%)	3 (10.3%)	6 (20.7%)	13 (44.8%)	4 (13.8%)
Independence and Freedom	0 (0.0%)	1 (3.4%)	1 (3.4%)	3 (10.3%)	9 (31.0%)	15 (51.7%)
Student and Parent Issues	0 (0.0%)	4 (13.8%)	6 (20.7%)	7 (24.1%)	8 (27.6%)	4 (13.8%)

Table 51 shows how respondents with a teaching salary between $45,001–$50,000 answered the questions relating to teacher autonomy. While 17.2% of respondents agree in some form with the importance that administrators monitor lesson plans, strongly disagree and disagree were split at 37.9% in its importance. There was only one respondent who disagreed in the importance of utilizing new or unique teaching ideas in the classroom. The highest percentage once again came from the 51.7% who strongly agree in independence and freedom in the classroom.

While 51.7% of respondents who strongly agree in the importance of independence and freedom had the top percentage amongst teachers between $45,001–$50,000, it is still 10.2% below the whole group average who strongly agree at 61.9%. Respondents overwhelmingly agreed in some form at 96.6% in the importance of utilizing new teaching ideas in the classroom,

very similar to the 94.0% agreement from the whole group. The only respondent from the entire survey to disagree with the important of independence and freedom in the classroom came from this group.

Table 52 indicates those that responded to having a teaching salary over $50,000. There were 11 respondents (5.0%) that identified in this area. Table 52 presents the descriptive data for respondents with a teaching salary over $50,000 in regard to teacher autonomy.

Table 52

Respondents' Agreement Levels on Teacher Autonomy with a Teaching Salary Over $50,000

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Lesson Plans	2 (18.2%)	4 (36.4%)	2 (18.2%)	3 (27.3%)	0 (0.0%)	0 (0.0%)
Teaching Ideas	0 (0.0%)	0 (0.0%)	1 (9.1%)	0 (0.0%)	6 (54.5%)	4 (36.4%)
Personal Judgment	0 (0.0%)	0 (0.0%)	2 (18.2%)	3 (27.3%)	4 (36.4%)	2 (18.2%)
Independence and Freedom	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (9.1%)	4 (36.4%)	6 (54.5%)
Student and Parent Issues	0 (0.0%)	0 (0.0%)	2 (18.2%)	6 (54.5%)	2 (18.2%)	1 (9.1%)

Table 52 shows how respondents with a teaching salary over $50,000 answered the questions relating to teacher autonomy. With only 11 respondents, there were three areas that took the highest percentage at 54.5%. Respondents agreed with the statement that utilizing new or unique teaching ideas in the classroom, respondents strongly agreed in the importance of independence and freedom in the classroom, and respondents slightly agreed in the importance of handling student or parent situations independently. While the percentage differ slightly because of the low number of respondents for those with a salary over $50,000, those highest percentages match with the highest percentage questions for the whole group.

Table 53 indicates those that responded to having a teaching salary under $30,000. There were 4 respondents (1.8%) that identified in this area. Table 53 presents the descriptive data for respondents with a teaching salary under $30,000 in regard to school culture.

Table 53

Respondents' Agreement Levels on School Culture with a Teaching Salary Under $30,000

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Good to Work and Learn	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (25.0%)	3 (75.0%)	0 (0.0%)
Active Peer Involvement	0 (0.0%)	0 (0.0%)	1 (25.0%)	1 (25.0%)	1 (25.0%)	1 (25.0%)
Peers Help with Issues	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (25.0%)	1 (25.0%)	2 (50.0%)
Fair Disagreements are Voiced	0 (0.0%)	0 (0.0%)	1 (25.0%)	2 (50.0%)	0 (0.0%)	1 (25.0%)
Ideas Taken Seriously	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (50.0%)	1 (25.0%)	1 (25.0%)

Table 53 shows how respondents with a teaching salary under $30,000 answered the questions relating to school culture. Respondents in this group were limited to four responses. In total, those four responses varied on the degree in which they agreed or disagreed with a statement or question. For example, while there were zero respondents who disagreed with the statement that they prefer teachers that are willing to help whenever there is a problem, each level of agreement was selected from the four respondents. Similarly, zero respondents disagreed with the statement that their ideas are taken seriously by administrators and fellow teachers, but again the level of agreement was spread amongst the three choices of slightly agree, agree, and strongly agree. It is interesting to note that two respondents slightly agreed with the statement disagreements over instructional practices are voiced openly and resolved in a fair amount of time, where one respondent slightly disagreed and one respondent strongly agreed with this

statement. As a result of the low number of respondents, it is difficult to compare to the whole group.

Table 54 indicates those that responded to having a teaching salary between $30,001–$35,000. There were 11 respondents (5.0%) that identified in this area. Table 54 presents the descriptive data for respondents with a teaching salary between $30,001–$35,000 in regard to school culture.

Table 54

Respondents' Agreement Levels on School Culture with a Teaching Salary $30,001–$35,000

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Good to Work and Learn	1 (9.1%)	0 (0.0%)	3 (27.3%)	3 (27.3%)	4 (36.4%)	0 (0.0%)
Active Peer Involvement	0 (0.0%)	0 (0.0%)	2 (18.2%)	2 (18.2%)	5 (45.5%)	2 (18.2%)
Peers Help with Issues	0 (0.0%)	0 (0.0%)	1 (9.1%)	1 (9.1%)	5 (45.5%)	4 (36.4%)
Fair Disagreements are Voiced	2 (18.2%)	3 (27.3%)	2 (18.2%)	4 (36.4%)	0 (0.0%)	0 (0.0%)
Ideas Taken Seriously	2 (18.2%)	0 (0.0%)	3 (27.3%)	2 (18.2%)	4 (36.4%)	0 (0.0%)

Table 54 shows how respondents with a teaching salary between $30,001–$35,000 answered the questions relating to school culture. With only 11 respondents in total, it is interesting to note the disparity amongst the agreement levels. For example, when asked if their school is a good place to work and learn, 36.4% slightly agreed, 27.3% slightly disagreed, 27.3 slightly agreed, and 9.1% strongly disagreed. The parity continued when asked if disagreements were resolved in a fair amount of time: 36.4% slightly agreed, 27.3% disagreed, 18.2% slightly disagreed, and 18.2% strongly disagreed. The parity amongst respondents with a salary of $30,001–$35,000 mimics closely that of the whole group. While the percentages are slightly off due to the low number of respondents for this group, the parity represented also represents that of the whole group. It is interesting to note that 17.4% of the whole group strongly agrees that their

school is a good place to work and learn, where there were zero respondents with a salary between $30,001–$35,000 that strongly agreed with that statement.

Table 55 indicates those that responded to having a teaching salary between $35,001–$40,000. There were 79 respondents (36.2%) that identified in this area. Table 55 presents the descriptive data for respondents with a teaching salary between $35,001–$40,000 in regard to school culture.

Table 55

Respondents' Agreement Levels on School Culture with a Teaching Salary $35,001–$40,000

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Good to Work and Learn	0 (0.0%)	4 (5.1%)	5 (6.3%)	16 (20.3%)	39 (49.4%)	15 (19.0%)
Active Peer Involvement	0 (0.0%)	2 (2.5%)	4 (5.1%)	25 (31.6%)	30 (38.0%)	18 (22.8%)
Peers Help with Issues	0 (0.0%)	0 (0.0%)	0 (0.0%)	11 (13.9%)	34 (43.0%)	34 (43.0%)
Fair Disagreements are Voiced	7 (8.9%)	16 (20.3%)	15 (19.0%)	19 (24.1%)	16 (20.3%)	6 (7.6%)
Ideas Taken Seriously	3 (3.8%)	6 (7.6%)	9 (11.4%)	19 (24.1%)	27 (34.2%)	15 (19.0%)

Table 55 shows how respondents with a teaching salary between $35,001–$40,000 answered the questions relating to school culture. The highest percentage amongst this group was the 49.4% that agree with the statement that their school is a good place to work and learn: Only 11.4% of respondents disagreed with this statement in some form. The parity in responses for school culture continues; when asked if disagreements over instructional practices are voiced openly and resolved in a fair amount of time, 24.1% slightly agreed, 20.3% agreed, 20.3% disagreed, 19.0% slightly disagreed, 8.9% strongly disagreed, and 7.6% strongly agreed.

When compared to the whole group, we see the percentages begin to align themselves more with the whole group. Demonstrating the parity amongst answers for respondents whose salary is between $35,001–$40,000, when asked if their ideas are taken seriously by their administrators and fellow teachers, 34.2% agreed with this statement, which is slightly below the

36.2% who agree from the whole group. The importance of working with teachers who are willing to help when there are problems is also evident, as 22.8% strongly agree with this statement, slightly above the 21.1% from the whole group.

Table 56 indicates those that responded to having a teaching salary between $40,001–$45,000. There were 83 respondents (38.1%) that identified in this area. Table 56 presents the descriptive data for respondents with a teaching salary between $40,001–$45,000 in regard to school culture.

Table 56

Respondents' Agreement Levels on School Culture with a Teaching Salary $40,001–$45,000

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Good to Work and Learn	2 (2.4%)	4 (4.8%)	5 (6.0%)	20 (24.1%)	34 (41.0%)	18 (21.7%)
Active Peer Involvement	0 (0.0%)	1 (1.2%)	4 (4.8%)	28 (33.7%)	33 (39.8%)	17 (20.5%)
Peers Help with Issues	0 (0.0%)	1 (1.2%)	2 (1.4%)	10 (12.0%)	26 (31.3%)	44 (53.0%)
Fair Disagreements are Voiced	11 (13.3%)	12 (14.5%)	12 (14.5%)	20 (24.1%)	24 (28.9%)	4 (4.8%)
Ideas Taken Seriously	2 (2.4%)	11 (13.3%)	7 (8.4%)	22 (26.5%)	29 (34.9%)	12 (14.5%)

Table 56 shows how respondents with a teaching salary between $40,001–$45,000 answered the questions relating to school culture. The highest percentage amongst these respondents at 53.0% who strongly agree that it is important they work with teachers who are willing to help whenever there is a problem. The second highest percentage at 41.0% agreement comes when asked if there school is a good place to work and learn. The 41.0% agreement measures slightly below the whole group percentage of 45.0% agreement, as 21.7% selected to strongly agree with that statement more so than the 17.4% who strongly agreed from the whole group.

Table 57 indicates those that responded to having a teaching salary between $45,001–$50,000. There were 29 respondents (13.3%) that identified in this area. Table 57 presents the

descriptive data for respondents with a teaching salary between $45,001–$50,000 in regard to school culture.

Table 57

Respondents' Agreement Levels on School Culture with a Teaching Salary $45,001–$50,000

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Good to Work and Learn	1 (3.4%)	3 (10.3%)	4 (13.8%)	4 (13.8%)	13 (44.8%)	4 (13.8%)
Active Peer Involvement	0 (0.0%)	1 (3.4%)	1 (3.4%)	7 (24.1%)	17 (58.6%)	3 (10.3%)
Peers Help with Issues	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (10.3%)	15 (51.7%)	11 (37.9%)
Fair Disagreements are Voiced	4 (13.8%)	5 (17.2%)	5 (17.2%)	6 (20.7%)	8 (27.6%)	1 (3.4%)
Ideas Taken Seriously	1 (3.4%)	4 (13.8%)	2 (6.9%)	5 (17.2%)	13 (44.8%)	4 (13.8%)

Table 57 shows how respondents with a teaching salary between $45,001–$50,000 answered the questions relating to school culture. At 58.6%, respondents agreed in the importance that teachers actively seek the involvement of their peers, the highest percentage amongst respondents between $45,001–$50,000. There were zero respondents who disagreed in their preference for teachers who are willing to help whenever possible. The zero respondents for peer help and strong agreement for active peer involvement place a heavy emphasis on what type of school culture respondents from this group prefer. The active peer involvement agreement of 58.6% is significantly higher than the whole group agreement of 40.8%: For the whole group, there was a stronger leaning toward strong agreement at 21.1%, compared to the 10.3% from the salary group between $45,001–$50,000.

Table 58 indicates those that responded to having a teaching salary over $50,000. There were 11 respondents (5.0%) that identified in this area. Table 58 presents the descriptive data for respondents with a teaching salary over $50,000 in regard to school culture.

Table 58

Respondents' Agreement Levels on School Culture with a Teaching Salary Over $50,000

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Good to Work and Learn	1 (9.1%)	1 (9.1%)	0 (0.0%)	3 (27.3%)	5 (45.5%)	1 (9.1%)
Active Peer Involvement	0 (0.0%)	0 (0.0%)	2 (18.2%)	2 (18.2%)	3 (27.3%)	4 (36.4%)
Peers Help with Issues	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	4 (36.4%)	7 (63.6%)
Fair Disagreements are Voiced	1 (9.1%)	3 (27.3%)	0 (0.0%)	4 (36.4%)	3 (27.3%)	0 (0.0%)
Ideas Taken Seriously	1 (9.1%)	2 (18.2%)	1 (9.1%)	1 (9.1%)	5 (45.5%)	1 (9.1%)

Table 58 shows how respondents with a teaching salary over $50,000 answered the questions relating to school culture. With only respondents with a teaching salary over $50,000, it is important to note that 63.6% strongly agree in their preference for teachers who are willing to help whenever there is a problem: The other 36.4% were in agreement with this statement. There were 36.4% of respondents who disagreed or strongly disagreed that their disagreements over instructional practices are voiced openly and resolved in a fair amount of time. When comparing respondents' scores to the whole group, we see that while the percentages may be slightly skewed due to the low number of respondents, agreement that their school is a good place to work and learn is still the highest percentage for that question. Similarly, a strong agreement for peers to help with problems is highest for both the whole group and those who make over $50,000.

Table 59 indicates those that responded to having a teaching salary under $30,000. There were 4 respondents (1.8%) that identified in this area. Table 59 presents the descriptive data for respondents with a teaching salary under $30,000 in regard to teacher salary.

Table 59

Respondents' Agreement Levels on Teacher Salary with a Teaching Salary Under $30,000

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Salary Indicative of Work	3 (75.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (25.0%)	0 (0.0%)
Satisfied with Salary	3 (75.0%)	0 (0.0%)	0 (0.0%)	1 (25.0%)	0 (0.0%)	0 (0.0%)
Encourage Profession	0 (0.0%)	1 (25.0%)	1 (25.0%)	2 (50.0%)	0 (0.0%)	0 (0.0%)
Start Career Over, Would Teach	0 (0.0%)	0 (0.0%)	2 (50.0%)	0 (0.0%)	1 (25.0%)	1 (25.0%)
Salary Plays Role in Where to Teach	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (25.0%)	1 (25.0%)	2 (50.0%)

Table 59 shows how respondents with a teaching salary under $30,000 answered the questions relating to teacher salary. Respondents in this group were limited to four responses. In total, those four responses varied on the degree in which they agreed or disagreed with a statement or question as it pertains to teacher salary. Three respondents strongly disagree that their teaching salary is indicative of the amount of work they put into the profession. The outlier here being the one respondent who agreed that their salary is indicative of the amount of work they put in. Likewise, three respondents strongly disagreed that they are satisfied with their teaching salary, where one respondent slightly agreed with this statement. Interesting to note with the respondents with a teaching salary under $30,000 is that two respondents either agreed or strongly agreed that they would continue in a career of teaching regardless of salary, where

the other two respondents slightly disagreed with this statement. As a result of the low number of respondents, it is difficult to do a direct comparison with the whole group.

Table 60 indicates those that responded to having a teaching salary between $30,001–$35,000. There were 11 respondents (5.0%) that identified in this area. Table 60 presents the descriptive data for respondents with a teaching salary between $30,001–$35,000 in regard to teacher salary.

Table 60

Respondents' Agreement Levels on Teacher Salary with a Teaching Salary $30,001–$35,000

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Salary Indicative of Work	10 (90.9%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (9.1%)	0 (0.0%)
Satisfied with Salary	8 (72.7%)	2 (18.2%)	0 (0.0%)	0 (0.0%)	1 (9.1%)	0 (0.0%)
Encourage Profession	2 (18.2%)	1 (9.1%)	3 (27.3%)	5 (45.5%)	0 (0.0%)	0 (0.0%)
Start Career Over, Would Teach	2 (18.2%)	2 (18.2%)	2 (18.2%)	2 (18.2%)	2 (18.2%)	1 (9.1%)
Salary Plays Role in Where to Teach	1 (9.1%)	1 (9.1%)	1 (9.1%)	3 (27.3%)	1 (9.1%)	4 (36.4%)

Table 60 shows how respondents with a teaching salary between $30,001–$35,000 answered the questions relating to teacher salary. An overwhelming 90.9% of respondents strongly disagreed that their current teaching salary is indicative of the amount of work put in to the profession: There was one respondent who agreed that their salary is indicative of the amount of work they put in to teaching. In looking at the final question of whether or not salary has or will play a role in where they decide to leave, 36.4% strongly agreed with the statement, 27.3% slightly agreed, there was 9.1% in agreement, slight disagreement, disagreement, and strong disagreement, showing the parity of how respondents making between $30,000–$35,001 view mobility in the profession. Again, with only 11 respondents, it is difficult to do a direct comparison with the whole group; however, it is important to note the strong disagreement in both for the perception of their current salary being indicative of the amount of work they put

into the profession as well as their strong disagreement in the satisfaction with their overall teaching salary.

Table 61 indicates those that responded to having a teaching salary between $35,001–$40,000. There were 79 respondents (36.2%) that identified in this area. Table 61 presents the descriptive data for respondents with a teaching salary between $35,001–$40,000 in regard to teacher salary.

Table 61

Respondents' Agreement Levels on Teacher Salary with a Teaching Salary $35,001–$40,000

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Salary Indicative of Work	54 (68.4%)	14 (17.7%)	7 (8.9%)	4 (5.1%)	0 (0.0%)	0 (0.0%)
Satisfied with Salary	44 (55.7%)	19 (24.1%)	8 (10.1%)	5 (6.3%)	3 (3.8%)	0 (0.0%)
Encourage Profession	7 (8.9%)	10 (12.7%)	14 (17.7%)	20 (25.3%)	21 (26.6%)	7 (8.9%)
Start Career Over, Would Teach	7 (8.9%)	15 (19.0%)	14 (17.7%)	17 (21.5%)	20 (25.3%)	6 (7.6%)
Salary Plays Role in Where to Teach	1 (1.3%)	9 (11.4%)	10 (12.7%)	23 (29.1%)	23 (29.1%)	13 (16.5%)

Table 61 shows how respondents with a teaching salary between $35,001–$40,000 answered the questions relating to teacher salary. In total, 95.0% of respondents strongly disagreed with the statement that their annual teaching salary is indicative of the amount of work they put into the profession. When asked if they are satisfied with their teaching salary, 55.7% of respondents with a teaching salary between $35,001–$40,000 strongly disagreed with this statement, up 5.7% from the whole group average of 50.0%. Interesting to note with this group is that 16.5% of respondents strongly agreed that salary has or will play a role in which they decide to teach, which is considerably lower than the whole group average of strong disagreement at 30.3%.

Table 62 indicates those that responded to having a teaching salary between $40,001–$45,000. There were 83 respondents (38.1%) that identified in this area. Table 62 presents the

descriptive data for respondents with a teaching salary between $40,001–$45,000 in regard to teacher salary.

Table 62

Respondents' Agreement Levels on Teacher Salary with a Teaching Salary $40,001–$45,000

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Salary Indicative of Work	60 (72.3%)	14 (16.9%)	6 (7.2%)	2 (2.4%)	1 (1.2%)	0 (0.0%)
Satisfied with Salary	39 (47.0%)	31 (37.3%)	10 (12.0%)	3 (3.6%)	0 (0.0%)	0 (0.0%)
Encourage Profession	12 (14.5%)	12 (14.5%)	16 (19.3%)	20 (24.1%)	14 (16.9%)	9 (10.8%)
Start Career Over, Would Teach	13 (15.7%)	15 (18.1%)	13 (15.7%)	18 (21.7%)	16 (19.3%)	8 (9.6%)
Salary Plays Role in Where to Teach	0 (0.0%)	4 (4.8%)	11 (13.3%)	16 (19.3%)	12 (27.7%)	29 (34.9%)

Table 62 shows how respondents with a teaching salary between $40,001–$45,000 answered the questions relating to teacher salary. Only 3.6% of respondents agreed with the statement that their salary is indicative of the amount of work they put into the profession, meaning that 96.4% of respondents were in some form of disagreement with this statement. Similar to other respondents, we see a wide range in the degree of responses when asked if they would encourage someone whose goal it was to be a teacher regardless of monetary compensation: 24.1% slightly agreed, 19.3% slightly disagreed, 16.9% agreed, 14.5% disagreed, 14.5% strongly disagreed, and 10.8% strongly agreed. This shows a clear parity as to how teachers view starting teacher salaries throughout Indiana.

When compared to the whole group, respondents with a teaching salary between $40,001–$45,000 are very much aligned. A few of the discrepancies come in the degree in which

they agree or disagreed. For example, when asked if they would start in a career of teaching again regardless of salary, 15.7% strongly agreed and 15.7% slightly agreed amongst respondents. Both of those numbers are skewed slightly in the whole group, as 12.8% strongly agree and 18.8% slightly agree with that same statement.

Table 63 indicates those that responded to having a teaching salary between $45,001–$50,000. There were 29 respondents (13.3%) that identified in this area. Table 63 presents the descriptive data for respondents with a teaching salary between $45,001–$50,000 in regard to teacher salary.

Table 63

Respondents' Agreement Levels on Teacher Salary with a Teaching Salary $45,001–$50,000

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Salary Indicative of Work	20 (69.0%)	3 (10.3%)	3 (10.3%)	2 (6.9%)	1 (3.4%)	0 (0.0%)
Satisfied with Salary	11 (37.9%)	8 (27.6%)	6 (20.7%)	2 (6.9%)	2 (6.9%)	0 (0.0%)
Encourage Profession	5 (17.2%)	7 (24.1%)	5 (17.2%)	6 (20.7%)	6 (20.7%)	0 (0.0%)
Start Career Over, Would Teach	4 (13.8%)	7 (24.1%)	7 (24.1%)	6 (20.7%)	4 (13.8%)	1 (3.4%)
Salary Plays Role in Where to Teach	1 (3.4%)	0 (0.0%)	0 (0.0%)	8 (27.6%)	8 (27.6%)	12 (41.4%)

Table 63 shows how respondents with a teaching salary between $45,001–$50,000 answered the questions relating to teacher salary. As we continue to climb the salary scale, the 37.9% of respondents who strongly disagree that they are satisfied with their starting salary has gone down when compared to the previous salary ranges. With that being said, there are zero respondents who strongly agree with the statement that they would encourage someone whose goal is to be a teacher regardless of monetary compensation.

Respondents with a teacher salary between $45,001–$50,000 strongly agree with the statement that salary has or will play a role in where they decide to teach, an 11.1% increase from the 30.3% strong agreement from the whole group. Similarly, there were zero respondents who slightly disagreed with the same statement of salary playing a role in where they teach, where there was 10.6% who slightly disagree for the whole group. This shows that respondents

with a salary between $45,001–$50,000 have a stronger desire to relocate schools based on their salary.

Table 64 indicates those that responded to having a teaching salary over $50,000. There were 11 respondents (5.0%) that identified in this area. Table 64 presents the descriptive data for respondents with a teaching salary over $50,000 in regard to teacher salary.

Table 64

Respondents' Agreement Levels on Teacher Salary with a Teaching Salary Over $50,000

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Salary Indicative of Work	6 (54.5%)	0 (0.0%)	2 (18.2%)	1 (9.1%)	2 (18.2%)	0 (0.0%)
Satisfied with Salary	4 (36.4%)	2 (18.2%)	2 (18.2%)	0 (0.0%)	3 (27.3%)	0 (0.0%)
Encourage Profession	2 (18.2%)	3 (27.3%)	3 (27.3%)	1 (9.1%)	2 (18.2%)	0 (0.0%)
Start Career Over, Would Teach	2 (18.2%)	0 (0.0%)	3 (27.3%)	4 (36.4%)	2 (18.2%)	0 (0.0%)
Salary Plays Role in Where to Teach	0 (0.0%)	0 (0.0%)	1 (9.1%)	1 (9.1%)	3 (27.3%)	6 (54.5%)

Table 64 shows how respondents with a teaching salary over $50,000 answered the questions relating to teacher salary. There were 11 respondents with a teaching salary over $50,000, so while percentages may be slightly skewed, we can still examine preference within this group. For example, 54.5% strongly disagree that their teaching salary is indicative of the amount of work they put in. Strong disagreement being the highest percentage is the same with the other salary groupings, however the 54.5% is the lowest amongst those groups. Similarly, the 27.3% of respondents who are in agreement that they are satisfied with their teaching salary is well above the whole group average of 4.1%. A total of 54.5% of respondents strongly agree that salary has or will play a role in where they teach, much higher than the whole group average of 30.3%. It is interesting to note that five respondents disagreed in some form with the statement

that they would start their career in teaching again regardless of salary, almost splitting the 11 total respondents.

Descriptive Statistics Based on Anticipated Longevity

Table 65 indicates those that responded that do not plan to remain teaching beyond the 2021–2022 school year. There were 16 respondents (7.3%) that identified in this area. Table 65 presents the descriptive data for respondents that do not plan to remain teaching beyond the 2021–2022 school year in regard to teacher efficacy.

Table 65

Respondents' Agreement Levels on Teacher Efficacy Not Planning to Teach Beyond 2021–2022

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Effectively Teach	0 (0.0%)	1 (6.3%)	1 (6.3%)	3 (18.8%)	8 (50.0%)	3 (18.8%)
Receive Feedback	0 (0.0%)	0 (0.0%)	0 (0.0%)	4 (25.0%)	7 (43.8%)	5 (31.3%)
Discipline/Conflict	0 (0.0%)	3 (18.8%)	2 (12.5%)	2 (12.5%)	5 (31.3%)	4 (25.0%)
Positive Effect	1 (6.3%)	0 (0.0%)	1 (6.3%)	2 (12.5%)	7 (43.8%)	5 (31.3%)
Overall Satisfaction	0 (0.0%)	1 (6.3%)	2 (12.5%)	4 (25.0%)	5 (31.3%)	4 (25.0%)

Table 65 shows how respondents that do not plan to remain teaching beyond the 2021–2022 school year answered the questions relating to teacher efficacy. When responding to whether they can effectively teach the students in their classroom, 50.0% agreed with this statement and 12.6% either disagreed or slightly disagreed. When responding whether it was important to receive feedback from their administrators or mentor teachers on their teaching performance, there were zero respondents who disagreed. Tellingly, when asked if they are satisfied with the way they teach, the results were more split: 31.3% agreed, 25.0% strongly agreed, 25.0% slightly agreed, 12.5% slightly disagreed, and 6.3% disagreed.

When comparing teachers who are leaving after the 2021–2022 school year to the whole group, we see a few key data indicators that could help explain why. For the whole group, 11.0% of respondents disagreed in the importance of receiving feedback from administration, where

there was 100.0% agree in some form from those respondents leaving the profession after this year. Perhaps there is not enough administrative support as it pertains to the levels of feedback being given to those leaving the profession.

Table 66 indicates those that responded that plan to remain teaching the next 0–5 years. There were 72 respondents (33.0%) that identified in this area. Table 66 presents the descriptive data for respondents that plan to remain teaching the next 0–5 years in regard to teacher efficacy.

Table 66

Respondents' Agreement Levels on Teacher Efficacy Planning to Teach 0–5 Years

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Effectively Teach	1 (1.4%)	3 (4.2%)	2 (2.8%)	9 (12.5%)	40 (55.6%)	17 (23.6%)
Receive Feedback	3 (4.2%)	2 (2.8%)	9 (12.5%)	12 (16.7%)	29 (40.3%)	17 (23.6%)
Discipline/Conflict	1 (1.4%)	5 (6.9%)	2 (2.8%)	25 (34.7%)	31 (43.1%)	8 (11.1%)
Positive Effect	1 (1.4%)	0 (0.0%)	1 (1.4%)	15 (20.8%)	29 (40.3%)	26 (36.1%)
Overall Satisfaction	0 (0.0%)	5 (6.9%)	7 (9.7%)	13 (18.1%)	41 (56.9%)	6 (8.3%)

Table 66 shows how respondents that plan to remain teaching the next 0–5 years answered the questions relating to teacher efficacy. Respondents who plan to teach 0–5 more years agree at 55.6% that they can effectively teach the students in their classroom, the second highest percentage from the group. The highest percentage is at 56.9% agreement in their overall satisfaction with the way they teach.

In comparison to the whole group, we begin to see a clearer pitcher in teacher efficacy amongst respondents who plan to teach 0–5 more years. The level of agreement where respondents believe the work they are doing is positively effecting the lives of students shifts slightly compared to the whole group; for example, 16.1% of the whole group slightly agrees compared to 20.8% for those who plan to teach 0–5 more years. Similarly, 40.3% of respondents agree they are positively impacting student lives, down from the 46.3% from the whole group.

Table 67 indicates those that responded that plan to remain teaching the next 6–10 years. There were 28 respondents (12.8%) that identified in this area. Table 67 presents the descriptive data for respondents that plan to remain teaching the next 6–10 years in regard to teacher efficacy.

Table 67

Respondents' Agreement Levels on Teacher Efficacy Planning to Teach 6–10 Years

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Effectively Teach	0 (0.0%)	1 (3.6%)	0 (0.0%)	4 (14.3%)	15 (53.6%)	8 (28.6%)
Receive Feedback	0 (0.0%)	2 (7.1%)	1 (3.6%)	4 (14.3%)	10 (35.7%)	11 (39.3%)
Discipline/Conflict	0 (0.0%)	3 (10.7%)	3 (10.7%)	5 (17.9%)	12 (42.9%)	5 (17.9%)
Positive Effect	0 (0.0%)	0 (0.0%)	1 (3.6%)	4 (14.3%)	18 (64.3%)	5 (17.9%)
Overall Satisfaction	0 (0.0%)	1 (3.6%)	1 (3.6%)	10 (35.7%)	13 (46.4%)	3 (10.7%)

Table 67 shows how respondents that plan to remain teaching the next 6–10 years answered the questions relating to teacher efficacy. The 64.3% of respondents who plan to teach 6–10 more years agree that they are positively effecting the loves of their students. Similarly, 53.6% agree that they can effectively teach their students. We see some parity amongst the respondents as it pertains to their ability to handle student discipline and/or parent conflict: 42.9% agree, 17.9% strongly agree, 17.9% slightly agree, 10.7% slightly disagree, and 10.7% disagree.

When examining these response to the whole group, we see that educators planning to teach another 6–10 more years having more questions about their ability to handle discipline and conflict. The 42.9% of respondents who agree that they are effective at handling conflict and

discipline is down from the 47.7% of the whole group. Similarly, the 21.4% who disagree with their abilities to handle conflict is above the 14.2% for the whole group.

Table 68 indicates those that responded that plan to remain teaching the next 11–20 years. There were 29 respondents (13.3%) that identified in this area. Table 68 presents the descriptive data for respondents that plan to remain teaching the next 11–20 years in regard to teacher efficacy.

Table 68

Respondents' Agreement Levels on Teacher Efficacy Planning to Teach 11–20 Years

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Effectively Teach	0 (0.0%)	0 (0.0%)	0 (0.0%)	4 (13.8%)	17 (58.6%)	7 (24.1%)
Receive Feedback	0 (0.0%)	1 (3.4%)	1 (3.4%)	4 (13.8%)	18 (62.1%)	5 (17.2%)
Discipline/Conflict	0 (0.0%)	0 (0.0%)	4 (13.8%)	6 (20.7%)	15 (51.7%)	4 (13.8%)
Positive Effect	0 (0.0%)	0 (0.0%)	0 (0.0%)	4 (13.8%)	15 (51.7%)	10 (34.5%)
Overall Satisfaction	0 (0.0%)	1 (3.4%)	0 (0.0%)	6 (20.7%)	18 (62.1%)	4 (13.8%)

Table 68 shows how respondents that plan to remain teaching the next 11–20 years answered the questions relating to teacher efficacy. There were zero respondents who disagree with the statement that they can effectively teach the students in their classroom: This shows a highly starting level of teacher efficacy within the group who plans to teach 11–20 more years. Educators in this group also agree 100.0% with their ability to positively affect the lives of their students. Respondents have a high level of overall satisfaction at 96.6% agreement in some form. The only area to examine further would be the respondent's ability to effectively handle student discipline and parent conflict on their own.

In comparison to the whole group, only 3.4% of respondents disagree that they are satisfied with the way they teach, significantly lower than the 10.6% for the whole group. Again, there were zero respondents who disagree that the work they are doing is positively effecting the

lives of their students, lower than the 2.8% who disagree with this statement from the whole group. Teachers who plan to teach for an additional 11–20 years appear to have more satisfaction with the way they teach and that their work is positively effecting those they teach.

Table 69 indicates those that responded that plan to remain teaching the next 20+ years. There were 71 respondents (32.6%) that identified in this area. Table 69 presents the descriptive data for respondents that plan to remain teaching the next 20+ years in regard to teacher efficacy.

Table 69

Respondents' Agreement Levels on Teacher Efficacy Planning to Teach 20+ Years

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Effectively Teach	0 (0.0%)	2 (2.8%)	1 (1.4%)	9 (12.7%)	39 (54.9%)	20 (28.2%)
Receive Feedback	0 (0.0%)	4 (5.6%)	1 (1.4%)	15 (21.1%)	28 (39.4%)	23 (32.4%)
Discipline/Conflict	0 (0.0%)	3 (4.2%)	5 (7.0%)	12 (16.9%)	39 (54.9%)	12 (16.9%)
Positive Effect	0 (0.0%)	1 (1.4%)	0 (0.0%)	10 (14.1%)	31 (43.7%)	29 (40.8%)
Overall Satisfaction	0 (0.0%)	2 (2.8%)	3 (4.2%)	15 (21.1%)	40 (56.3%)	11 (15.5%)

Table 69 shows how respondents that plan to remain teaching the next 20+ years answered the questions relating to teacher efficacy. Overall, 54.9% of respondents agree that they can effectively teach the students in their classroom; similarly, 54.9% of respondents agree that they can effectively hand student discipline and parent conflict on their own. Respondents who plan to teach longer than 20 years are also satisfied with the way they teach, as 92.9% agreed in some degree.

When compared to the whole sample, teachers who plan on teaching longer than 20 years have a high level of satisfaction for the way they teach: 56.3% agree compared to 53.7% for the whole group and 15.5% strongly agree compared to 12.8% for the whole group. It is interesting to note that 7.0% disagreed that it is important to receive feedback from their administrators or

mentor teachers, down from the 11.0% from the whole group. Overall, respondents who plan on teaching 20 more years draw a high level of satisfaction from the way they are allowed to teach.

Table 70 indicates those that responded that do not plan to remain teaching beyond the 2021–2022 school year. There were 16 respondents (7.3%) that identified in this area. Table 70 presents the descriptive data for respondents that do not plan to remain teaching beyond the 2021–2022 school year in regard to teacher autonomy.

Table 70

Respondents' Agreement Levels on Teacher Autonomy Not Planning Teach Beyond 2021–2022

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Lesson Plans	5 (31.3%)	5 (31.3%)	2 (12.5%)	4 (25.0%)	0 (0.0%)	0 (0.0%)
Teaching Ideas	0 (0.0%)	1 (6.3%)	1 (6.3%)	3 (18.8%)	8 (50.0%)	3 (18.8%)
Personal Judgment	3 (18.8%)	0 (0.0%)	2 (12.5%)	7 (43.8%)	3 (18.8%)	1 (6.3%)
Independence and Freedom	1 (6.3%)	0 (0.0%)	1 (6.3%)	0 (0.0%)	3 (18.8%)	11 (68.8%)
Student and Parent Issues	0 (0.0%)	1 (6.3%)	5 (31.3%)	6 (37.5%)	1 (6.3%)	3 (18.8%)

Table 70 shows how respondents that do not plan to remain teaching beyond the 2021–2022 school year answered the questions relating to teacher autonomy. The highest level of agreement for respondents choosing not to teach beyond the 2021–2022 school year revolved around lesson plans, as 68.8% strongly agree with the statement that it is important to be given considerable opportunities for independence and freedom in their classroom. Furthermore, 50.0% of respondents agreed with the stat4emen that it is important to utilize new or unique teaching ideas in their classroom.

In comparison to the whole group, we can examine a few different outliers. When asked the importance of being able to handle student or parent situations independently, 5.5% of the whole group strongly agreed with its importance, whereas 18.8% of respondents who will not be returning after the 2021–2022 school year strongly agreed with the same statement. Similarly, it

appears to be less important to use personal initiative or judgment in carrying out their work, as 43.8% of respondents only slightly agreed with this statement, compared to the 19.3% slight agreement from the whole group.

Table 71 indicates those that responded that plan to remain teaching the next 0–5 years. There were 72 respondents (33.0%) that identified in this area. Table 71 presents the descriptive data for respondents that plan to remain teaching the next 0–5 years in regard to teacher autonomy.

Table 71

Respondents' Agreement Levels on Teacher Autonomy Planning to Teach 0–5 Years

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Lesson Plans	30 (41.7%)	27 (37.5%)	7 (9.7%)	7 (9.7%)	1 (1.4%)	0 (0.0%)
Teaching Ideas	0 (0.0%)	4 (5.6%)	1 (1.4%)	20 (27.8%)	31 (43.1%)	16 (22.2%)
Personal Judgment	1 (1.4%)	8 (11.1%)	8 (11.1%)	14 (19.4%)	24 (33.3%)	17 (23.6%)
Independence and Freedom	0 (0.0%)	1 (1.4%)	1 (1.4%)	3 (4.2%)	23 (31.9%)	44 (66.1%)
Student and Parent Issues	2 (2.8%)	8 (11.1%)	19 (26.4%)	17 (23.6%)	25 (34.7%)	1 (1.4%)

Table 71 shows how respondents that plan to remain teaching the next 0–5 years answered the questions relating to teacher autonomy. Respondents strongly agreed at 66.1% that it is important to be given considerable opportunity for independent and freedom in their classroom; similarly, only 2.8% of respondents disagreed in some form with this statement. It is interesting to note that 41.7% of respondents who plan to remain teaching for 0–5 years strongly disagreed in the importance that administrators monitor their lesson plans, further solidifying their desire for freedom and independence in the classroom. .

Both respondents who plan to remain teaching the next 0–5 years and the whole group agree in the importance of personal initiative or judgment in carrying out their work, as 23.6% of respondents and 23.9% of the whole group strongly agree with this statement. For the whole sample, there were five respondents who strongly disagreed with the statement that it is

important to handle student of parent situations independently, and two of those responses were from the group that only plans to remain in the teaching profession for the next 0–5 years. Overall, there was a stronger disagreement from respondents to not have administrators monitor their lesson plans and a strong agreement for more independence and freedom to operate their classroom then the whole group percentages.

Table 72 indicates those that responded that plan to remain teaching the next 6–10 years. There were 28 respondents (12.8%) that identified in this area. Table 67 presents the descriptive data for respondents that plan to remain teaching the next 6–10 years in regard to teacher autonomy.

Table 72

Respondents' Agreement Levels on Teacher Autonomy Planning to Teach 6–10 Years

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Lesson Plans	11 (39.3%)	7 (25.0%)	4 (14.3%)	3 (10.7%)	3 (10.7%)	0 (0.0%)
Teaching Ideas	0 (0.0%)	0 (0.0%)	1 (3.6%)	7 (25.0%)	12 (42.9%)	8 (28.6%)
Personal Judgment	0 (0.0%)	0 (0.0%)	2 (7.1%)	6 (21.4%)	12 (42.9%)	8 (28.6%)
Independence and Freedom	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (7.1%)	11 (39.3%)	15 (53.6%)
Student and Parent Issues	2 (7.1%)	3 (10.7%)	8 (28.6%)	9 (32.1%)	5 (17.9%)	1 (3.6%)

Table 72 shows how respondents that plan to remain teaching the next 6–10 years answered the questions relating to teacher autonomy. Feelings were mixed throughout respondents who plan to teach another 6–10 years in regard to the importance of handling student or parent situations independently. The highest percentage was for at 32.1% for slightly agreeing, then 28.6% for slightly disagreeing, 17.9% agreement, 10.7% disagreement, 7.1% for strong disagreement, and 3.6% for strong agreement. A similar discrepancy was for the monitoring of lesson plans, as 39.3% of respondents strongly disagreed in their importance, 25.0% disagreed, 14.3% slightly disagreed, 10.7% slightly agreed, and 10.7% agreed in their importance. Overall, percentages were more split for those who plan to teach another 6–10 years more than any other group.

Respondents who plan to teach another 6–10 years did not disagree in any form in the importance for independence and freedom in how to operate their classroom, compared to the 1.8% disagreement from the whole group. While 61.9% of the whole group strongly agreed in the importance of independence and freedom, only 53.6% of respondents strongly agreed with the same statement. Utilizing new or unique teaching ideas in the classroom is of great importance to respondents, as 96.4% of respondents who plan to teach another 6–10 years agreed with this statement in some form, compared to the 94.0% agreement from the whole group.

Table 73 indicates those that responded that plan to remain teaching the next 11–20 years. There were 29 respondents (13.3%) that identified in this area. Table 73 presents the descriptive data for respondents that plan to remain teaching the next 11–20 years in regard to teacher autonomy.

Table 73

Respondents' Agreement Levels on Teacher Autonomy Planning to Teach 11–20 Years

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Lesson Plans	12 (41.4%)	8 (27.6%)	5 (17.2%)	3 (10.3%)	1 (3.4%)	0 (0.0%)
Teaching Ideas	0 (0.0%)	0 (0.0%)	0 (0.0%)	11 (37.9%)	5 (17.2%)	13 (44.8%)
Personal Judgment	0 (0.0%)	0 (0.0%)	4 (13.8%)	2 (6.9%)	16 (55.2%)	7 (24.1%)
Independence and Freedom	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	11 (37.9%)	18 (62.1%)
Student and Parent Issues	1 (3.4%)	4 (13.8%)	2 (6.9%)	11 (37.9%)	7 (24.1%)	4 (13.8%)

Table 73 shows how respondents that plan to remain teaching the next 11–20 years answered the questions relating to teacher autonomy. Overall, 62.1% of respondents strongly agreed in the importance for considerable opportunities for independent and freedom in how their classroom operates: 100% of respondents who plan to teach another 11–20 years either agreed or strongly agreed with this statement, showing the true importance for respondents. While it appears that freedom and independence are extremely important, 13.8% of respondents slightly disagreed that their teaching gives the opportunity for personal initiative or judgment in carrying out their work.

The difference between respondents who plan to teach another 11–20 years and the whole group stems largely from their feelings toward the importance of utilizing new or unique teaching ideas in the classroom. Overall, 100% of respondents agreed with this statement in

some form, whereas 94% of the whole group agreed in some form. Looking further, we see the levels of importance are different as well, as 24.8% of the whole group strongly agrees with the importance of utilizing new or unique ideas compared to the 44.8% of respondents who strongly agreed.

Table 74 indicates those that responded that plan to remain teaching the next 20+ years. There were 71 respondents (32.6%) that identified in this area. Table 74 presents the descriptive data for respondents that plan to remain teaching the next 20+ years in regard to teacher autonomy.

Table 74

Respondents' Agreement Levels on Teacher Autonomy Planning to Teach 20+ Years

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Lesson Plans	24 (33.8%)	24 (33.8%)	14 (19.7%)	7 (9.9%)	2 (2.8%)	0 (0.0%)
Teaching Ideas	1 (1.4%)	3 (4.2%)	1 (1.4%)	16 (22.5%)	36 (50.7%)	14 (19.7%)
Personal Judgment	2 (2.8%)	1 (1.4%)	4 (5.6%)	13 (18.3%)	33 (46.5%)	18 (25.4%)
Independence and Freedom	0 (0.0%)	0 (0.0%)	1 (1.4%)	9 (12.7%)	16 (22.5%)	45 (63.4%)
Student and Parent Issues	0 (0.0%)	6 (8.5%)	14 (19.7%)	30 (42.3%)	18 (25.4%)	3 (4.2%)

Table 74 shows how respondents that plan to remain teaching the next 20+ years answered the questions relating to teacher autonomy. Of the respondents who plan to teach another 20+ years, 63.4% strongly agree in the importance of independence and freedom in how they operate their classroom. Similarly, 50.7% agree in the importance of utilizing new or unique teaching ideas in their classroom. To further solidify its importance, 46.5% agree that teaching give them the opportunity to use their personal initiative or judgment in carrying out their teaching responsibilities.

With respondents who plan to teach another 20+ years, we see a discrepancy from the whole group in the importance of handling student or parent situations independently. Overall, 28.2% of respondents disagree in some form of its importance, where 34.9% of the whole group disagrees with the importance of handling student or parent issues independently. Furthermore,

33.8% of respondents strongly disagree with the importance that administrators monitor their lesson plans, down from the 27.6% strong disagreement from the whole group: Respondents who plan to teach 20+ years was only the second group with a lower strong disagreement than the whole group, the other being teachers who do not plan to teach beyond the 2021–2022 school year.

Table 75 indicates those that responded that do not plan to remain teaching beyond the 2021–2022 school year. There were 16 respondents (7.3%) that identified in this area. Table 75 presents the descriptive data for respondents that do not plan to remain teaching beyond the 2021–2022 school year in regard to school culture.

Table 75

Respondents' Agreement Levels on School Culture Not Planning Teach Beyond 2021–2022

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Good to Work and Learn	2 (12.5%)	2 (12.5%)	3 (18.8%)	3 (18.8%)	3 (18.8%)	3 (18.8%)
Active Peer Involvement	0 (0.0%)	1 (6.3%)	2 (12.5%)	4 (25.0%)	7 (43.8%)	2 (12.5%)
Peers Help with Issues	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	9 (56.3%)	7 (43.8%)
Fair Disagreements are Voiced	7 (43.8%)	3 (18.8%)	1 (6.3%)	4 (25.0%)	0 (0.0%)	1 (6.3%)
Ideas Taken Seriously	4 (25.0%)	3 (18.8%)	3 (18.8%)	1 (6.3%)	2 (12.5%)	3 (18.8%)

Table 75 shows how respondents that do not plan to remain teaching beyond the 2021–2022 school year answered the questions relating to school culture. The most telling data point regarding school culture and those who do not plan to teach beyond the 2021–2022 school year comes from the question in regard to their school being a good place to work and learn. In total, 18.8% of respondents strongly agreed, 18.8% agreed, 18.8% slightly agreed, 18.8% slightly disagreed, 12.5% disagreed, and 12.5% strongly disagreed. This disparity of percentages gives a glimpse into the reason why these 16 respondents do not plan to teach beyond this school year.

When you compare the above numbers to the whole group, none of the disagreement responses are in the double digits like they are with those who plan to leave teaching after this school year. 56.3% of respondents agree that they prefer teachers who are willing to help whenever there is a problem, compared to the 39.0% in agreement from the whole group. Giving

further insight into why these teachers may be willing is in the question of disagreements over instructional practices being openly discussed and resolved in a fair amount of time: 43.8% of respondents who do not plan to teach beyond this school year strongly disagree with this statement compared to the 11.5% of the whole group. Further, there were zero respondents who agreed with this statement, down from the 23.4% from the whole group.

Table 76 indicates those that responded that plan to remain teaching the next 0–5 years. There were 72 respondents (33.0%) that identified in this area. Table 76 presents the descriptive data for respondents that plan to remain teaching the next 0–5 years in regard to school culture.

Table 76

Respondents' Agreement Levels on School Culture Planning to Teach 0–5 Years

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Good to Work and Learn	2 (2.8%)	5 (6.9%)	9 (12.5%)	19 (26.4%)	31 (43.1%)	6 (8.3%)
Active Peer Involvement	0 (0.0%)	1 (1.4%)	3 (4.2%)	26 (36.1%)	34 (47.2%)	8 (11.1%)
Peers Help with Issues	0 (0.0%)	0 (0.0%)	1 (1.4%)	11 (15.3%)	30 (41.7%)	30 (41.7%)
Fair Disagreements are Voiced	8 (11.1%)	14 (19.4%)	15 (20.8%)	17 (23.6%)	13 (18.1%)	5 (6.9%)
Ideas Taken Seriously	2 (2.8%)	12 (16.7%)	5 (6.9%)	19 (26.4%)	26 (36.1%)	8 (11.1%)

Table 76 shows how respondents that plan to remain teaching the next 0–5 years answered the questions relating to school culture. With respondents who only plan to tach another 0–5 years, percentages to responses were varied. The highest at 47.2% comes in agreement to the importance that teachers actively seek the involvement of their peers. The most diverse of responses came with the question regarding disagreement over instructional practices: 23.6% slightly agreed, 20.8% slightly disagreed, 19.4% disagreed, 18.1% agreed, 11.1% strongly disagreed, and 6.9% strongly agreed.

When comparing those who plan to teach another 0–5 years with the whole group, the parity amongst disagreements being voiced openly and resolved in a fair amount of time is similar. In total, 11.1% of respondents strongly disagree that these disagreements are handled fairly, almost identical to the 11.5% of the whole group who strongly disagree; similarly, 23.6%

of respondents slightly agree with this statement compared to the 25.2% of the whole group who slightly agree. Interesting of note is the 11.1% strong agreement amongst respondents who plan to teach another 0–5 years as it pertains to the importance of teachers actively seeing the involvement of their peers, down from the 21.1% of strong agreement from the whole group.

Table 77 indicates those that responded that plan to remain teaching the next 6–10 years. There were 28 respondents (12.8%) that identified in this area. Table 77 presents the descriptive data for respondents that plan to remain teaching the next 6–10 years in regard to school culture.

Table 77

Respondents' Agreement Levels on School Culture Planning to Teach 6–10 Years

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Good to Work and Learn	0 (0.0%)	2 (7.1%)	0 (0.0%)	6 (21.4%)	17 (60.7%)	3 (10.7%)
Active Peer Involvement	0 (0.0%)	0 (0.0%)	2 (7.1%)	9 (32.1%)	8 (28.6%)	9 (32.1%)
Peers Help with Issues	0 (0.0%)	0 (0.0%)	1 (3.6%)	4 (14.3%)	7 (25.0%)	16 (57.1%)
Fair Disagreements are Voiced	1 (3.6%)	7 (25.0%)	5 (17.9%)	6 (21.4%)	9 (32.1%)	0 (0.0%)
Ideas Taken Seriously	1 (3.6%)	2 (7.1%)	2 (7.1%)	8 (28.6%)	11 (39.3%)	4 (14.3%)

Table 77 shows how respondents that plan to remain teaching the next 6–10 years answered the questions relating to school culture. For this group, 92.9% agreed in some form with the statement that their school is a good place to work and learn. As part of that narrative, 57.1% of respondents strongly agreed in the importance of teachers actively seeking the involvement of their peers. One could conclude that with such a high agreement level in their school being a good place to work and learn, that having strong peer involvement would be a strong indicator as to why respondents would want to teach another 6–10 years.

Respondents who plan on teaching another 6–10 years had less parity in their responses than the whole group when asked if their ideas are taken seriously by their administrators and fellow teachers. In total, 82.2% of respondents who plan to teach another 6–10 years agreed in some form that their ideas were taken seriously; however, only 74.7% of the whole group agreed

with this same statement. We also see that the 57.1% strong agreement from respondents to the statement that they prefer teachers that are willing to help whenever there is a problem is up 9.9% from the 47.2% strong agreement from the whole group.

Table 78 indicates those that responded that plan to remain teaching the next 11–20 years. There were 29 respondents (13.3%) that identified in this area. Table 78 presents the descriptive data for respondents that plan to remain teaching the next 11–20 years in regard to school culture.

Table 78

Respondents' Agreement Levels on School Culture Planning to Teach 11–20 Years

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Good to Work and Learn	0 (0.0%)	3 (10.3%)	2 (6.9%)	2 (6.9%)	12 (41.4%)	10 (34.5%)
Active Peer Involvement	0 (0.0%)	0 (0.0%)	2 (6.9%)	8 (27.6%)	14 (48.3%)	5 (17.2%)
Peers Help with Issues	0 (0.0%)	1 (3.4%)	0 (0.0%)	2 (6.9%)	13 (44.8%)	13 (44.8%)
Fair Disagreements are Voiced	3 (10.3%)	5 (17.2%)	4 (13.8%)	10 (34.5%)	7 (24.1%)	0 (0.0%)
Ideas Taken Seriously	0 (0.0%)	4 (13.8%)	4 (13.8%)	6 (20.7%)	12 (41.4%)	3 (10.3%)

Table 78 shows how respondents that plan to remain teaching the next 11–20 years answered the questions relating to school culture. The highest percentage amongst respondents who plan to teach another 11–20 years is the 48.3% agreement that teachers actively seek the involvement of their peers. There is further parity regarding how disagreements over instructional practices are handled. In total, 34.5% slightly agree that instructional practices are resolved in a fair amount of time, 24.1% agree, 17.2% disagree, 13.8% slightly disagree, 10.3% strongly disagree, and zero respondents strongly agreed that they are handled in a fair amount of time. This discrepancy amongst respondents could be an indicator why they weren't willing to teach 20+ years.

There was only one respondent in the whole group who disagreed with the statement that they prefer teachers who are willing to help whenever there is a problem, and that respondent

was part of the group who plan to teach 11–20 more years. As a result, 96.6% of respondents agreed with the above statement compared to the 98.1% who agreed in some form for the whole group. A total of 17.2% disagreed that their school is a good place to work and learn, which is slightly higher than the 15.6% who disagreed from the whole group.

Table 79 indicates those that responded that plan to remain teaching the next 20+ years. There were 71 respondents (32.6%) that identified in this area. Table 79 presents the descriptive data for respondents that plan to remain teaching the next 20+ years in regard to school culture.

Table 79

Respondents' Agreement Levels on School Culture Planning to Teach 20+ Years

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Good to Work and Learn	1 (1.4%)	0 (0.0%)	3 (4.2%)	17 (23.9%)	34 (47.9%)	16 (22.5%)
Active Peer Involvement	0 (0.0%)	2 (2.8%)	5 (7.0%)	17 (23.9%)	26 (36.6%)	21 (29.6%)
Peers Help with Issues	0 (0.0%)	0 (0.0%)	1 (1.4%)	9 (12.7%)	26 (36.6%)	35 (49.3%)
Fair Disagreements are Voiced	6 (8.5%)	10 (14.1%)	10 (14.1%)	17 (23.9%)	22 (31.0%)	6 (8.5%)
Ideas Taken Seriously	2 (2.8%)	2 (2.8%)	8 (11.3%)	17 (23.9%)	28 (39.4%)	14 (19.7%)

Table 79 shows how respondents that plan to remain teaching the next 20+ years answered the questions relating to school culture. The first big indicator for those who plan to teach another 20+ years comes in the 94.4% who agree in some form that there school is a good place to work and learn. This is accentuated by the 90.2% who agree in some form in the importance that teachers actively seek the involvement of their peers, and the 98.6% who agree in some form that the prefer teachers that are willing to help whenever there is a problem. Higher agreements from all three of these questions gives clear insight as why respondents in this group plan to teach an additional 20+ years.

We begin to see some consistency with the whole group in the final two culture questions. When asked if disagreements over instructional practices are discussed and resolved in a fair amount of time, 63.4% agreed in some form, up from the 54.1% agreement from the

whole group. Similarly, there is less disagreement within the statement that teaching ideas are taken seriously by administration and fellow teachers; in total, 16.9% of respondents who plan to teach another 20+ years disagree in some form with the above statement compared to the 25.2% who disagree from the whole group.

Table 80 indicates those that responded that do not plan to remain teaching beyond the 2021–2022 school year. There were 16 respondents (7.3%) that identified in this area. Table 80 presents the descriptive data for respondents that do not plan to remain teaching beyond the 2021–2022 school year in regard to teacher salary.

Table 80

Respondents' Agreement Levels on Teacher Salary Not Planning Teach Beyond 2021–2022

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Salary Indicative of Work	12 (75.0%)	0 (0.0%)	1 (6.3%)	0 (0.0%)	3 (18.8%)	0 (0.0%)
Satisfied with Salary	13 (81.3%)	2 (12.5%)	0 (0.0%)	1 (6.3%)	0 (0.0%)	0 (0.0%)
Encourage Profession	4 (25.0%)	7 (43.8%)	1 (6.3%)	2 (12.5%)	2 (12.5%)	0 (0.0%)
Start Career Over, Would Teach	4 (25.0%)	7 (43.8%)	3 (18.8%)	2 (12.5%)	0 (0.0%)	0 (0.0%)
Salary Plays Role in Where to Teach	2 (12.5%)	2 (12.5%)	1 (6.3%)	1 (6.3%)	6 (37.5%)	4 (25.0%)

Table 80 shows how respondents that do not plan to remain teaching beyond the 2021–2022 school year answered the questions relating to teacher salary. Overwhelmingly, 75.0% of those who do not plan to teach beyond the 2021–2022 school year strongly disagree that their teaching salary is indicative of the amount of work they put in to the profession. Interestingly, 18.8% agree with this same statement. Similarly, 81.3% strongly disagree with that they are satisfied with their current teaching salary. When asked if they would encourage someone whose goal is to be a teacher regardless of monetary compensation, 87.5% disagreed in some form.

The biggest discrepancy compared to the whole group comes in the overall satisfaction of teaching salary, as 81.3% of respondents strongly disagree, up significantly from the 50.0% who strongly disagree from the whole group. There appears to be some resentment from those who plan to exit the teaching profession after the 2021–2022 school year, as there were zero

respondents who agreed that if they were to start their career over again, they continue in teaching, which is significantly lower than the 20.6% agreement from the whole group, although not surprising if their plan is to leave the profession soon. Overall, disagreements with salary seems to be a key indicator as to why respondents do not plan to teach beyond the 2021–2022 school year.

Table 81 indicates those that responded that plan to remain teaching the next 0–5 years. There were 72 respondents (33.0%) that identified in this area. Table 81 presents the descriptive data for respondents that plan to remain teaching the next 0–5 years in regard to teacher salary.

Table 81

Respondents' Agreement Levels on Teacher Salary Planning to Teach 0–5 Years

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Salary Indicative of Work	59 (81.9%)	6 (8.3%)	5 (6.9%)	2 (2.8%)	0 (0.0%)	0 (0.0%)
Satisfied with Salary	45 (62.5%)	18 (25.0%)	5 (6.9%)	3 (4.2%)	1 (1.4%)	0 (0.0%)
Encourage Profession	15 (20.8%)	16 (22.2%)	13 (18.1%)	22 (30.6%)	5 (6.9%)	1 (1.4%)
Start Career Over, Would Teach	21 (29.2%)	18 (25.0%)	12 (16.7%)	13 (18.1%)	7 (9.7%)	1 (1.4%)
Salary Plays Role in Where to Teach	0 (0.0%)	2 (2.8%)	5 (6.9%)	16 (22.2%)	16 (22.2%)	33 (45.8%)

Table 81 shows how respondents that plan to remain teaching the next 0–5 years answered the questions relating to teacher salary. In total, 81.9% of respondents strongly disagreed with the statement that their annual teaching salary is indicative of the amount of work they put in to the profession: This percentage is higher than that of even those who plan to leave teaching after the 2021–2022 school year. Only 2.8% of respondents agreed in some form to the previous statement in regard to salary. There were 45.8% of respondents who strongly agreed that salary has or will play a role in where they decide to teach the next 0–5 years.

While salary appears to be a solid indicator of disagreement among respondents who only plan to teach 0–5 years, they still have not completely given up on the profession, as 30.6% slightly agree with the statement that they would encourage someone whose goal is to be a teacher regardless of compensation, up from the 24.8% slight agreement from the whole group.

While salary plays a big role amongst respondents planning to teach another 0–5 years, it also plays a stronger role in where they will teach, as 45.8% strongly agreed that salary will or has dictated where they teach, compared to the 30.3% who strongly agree from the whole group. Overall, the perception within those who plan to teach another 0–5 years is that salary is a major factor, however it has not completely dismayed them from the profession just yet.

Table 82 indicates those that responded that plan to remain teaching the next 6–10 years. There were 28 respondents (12.8%) that identified in this area. Table 82 presents the descriptive data for respondents that plan to remain teaching the next 6–10 years in regard to teacher salary.

Table 82

Respondents' Agreement Levels on Teacher Salary Planning to Teach 6–10 Years

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Salary Indicative of Work	20 (71.4%)	5 (17.9%)	0 (0.0%)	2 (7.1%)	1 (3.6%)	0 (0.0%)
Satisfied with Salary	18 (64.3%)	4 (14.3%)	3 (10.7%)	1 (3.6%)	2 (7.1%)	0 (0.0%)
Encourage Profession	3 (10.7%)	3 (10.7%)	8 (28.6%)	4 (14.3%)	9 (32.1%)	1 (3.6%)
Start Career Over, Would Teach	1 (3.6%)	3 (10.7%)	13 (46.4%)	5 (17.9%)	5 (17.9%)	1 (3.6%)
Salary Plays Role in Where to Teach	0 (0.0%)	2 (7.1%)	1 (3.6%)	5 (17.9%)	8 (28.6%)	12 (42.9%)

Table 82 shows how respondents that plan to remain teaching the next 6–10 years answered the questions relating to teacher salary. A total of 71.4% of respondents strongly disagreed with the statement that their annual teaching salary is indicative of the amount of work they put in to the profession: Another 17.9% agreed with this statement. Similarly, 64.3% of respondents strongly disagree that they are satisfied with their teaching salary, and another 14.3% disagree and 10.7% slightly disagreed with the same statement. Interestingly, 46.4% slightly agree that they would continue with a career in teaching regardless of salary if they were to start their career again: 17.9% slightly agree with the same statement and another 17.9% agree with that statement.

When we compare these responses to the whole group, percentages are slightly different. For example, 10.7% of respondents agree that if they were to start their career again, they would

continue in teaching: This is down from the 18.7% who disagree with the same statement. However, 46.4% slightly disagree with the same statement as above, significantly higher than the 18.8% who slightly agree from the whole group. Similarly, 42.9% strongly agree that salary has or will play a role in where they decide to teach, much higher than the 30.3% strong agreement from the whole group.

Table 83 indicates those that responded that plan to remain teaching the next 11–20 years. There were 29 respondents (13.3%) that identified in this area. Table 83 presents the descriptive data for respondents that plan to remain teaching the next 11–20 years in regard to teacher salary.

Table 83

Respondents' Agreement Levels on Teacher Salary Planning to Teach 11–20 Years

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Salary Indicative of Work	18 (62.1%)	6 (20.7%)	3 (10.3%)	1 (3.4%)	1 (3.4%)	0 (0.0%)
Satisfied with Salary	10 (34.5%)	11 (37.9%)	7 (24.1%)	0 (0.0%)	1 (3.4%)	0 (0.0%)
Encourage Profession	2 (6.9%)	5 (17.2%)	9 (31.0%)	5 (17.2%)	7 (24.1%)	1 (3.4%)
Start Career Over, Would Teach	2 (6.9%)	2 (6.9%)	8 (27.6%)	10 (34.5%)	5 (17.2%)	2 (6.9%)
Salary Plays Role in Where to Teach	0 (0.0%)	3 (10.3%)	4 (13.8%)	8 (27.6%)	8 (27.6%)	6 (20.7%)

Table 83 shows how respondents that plan to remain teaching the next 11–20 years answered the questions relating to teacher salary. At 62.1% strong disagreement, respondents who plan to teach another 11–20 years is one of only two groups whose strong disagreement that their annual salary is indicative of the work they put in is lower than that of the whole group percentage of 70.2%. While the strong disagreement is much lower, only 6.8% agree in some form with this statement, similar to the 6.9% agreement from the whole group. The 34.5% strong disagreement with overall teaching salary is also significantly lower than the 50.0% strong disagreement from the whole group. As they do plan to teach another 11–20 years, it would stand to reason that 41.4% would disagree that if they were to start their career over again they would do so regardless of salary, much lower than the 50.4% who disagree in some form from the whole group.

Table 84 indicates those that responded that plan to remain teaching the next 20+ years. There were 71 respondents (32.6%) that identified in this area. Table 84 presents the descriptive data for respondents that plan to remain teaching the next 20+ years in regard to teacher salary.

Table 84

Respondents' Agreement Levels on Teacher Salary Planning to Teach 20+ Years

Statement	Strongly Disagree N (%)	Disagree N (%)	Slightly Disagree N (%)	Slightly Agree N (%)	Agree N (%)	Strongly Agree N (%)
Salary Indicative of Work	44 (62.0%)	14 (19.7%)	8 (11.3%)	2 (2.8%)	3 (4.2%)	0 (0.0%)
Satisfied with Salary	23 (32.4%)	27 (38.0%)	10 (14.1%)	7 (9.9%)	4 (5.6%)	0 (0.0%)
Encourage Profession	4 (5.6%)	3 (4.2%)	11 (15.5%)	21 (29.6%)	20 (28.2%)	12 (16.9%)
Start Career Over, Would Teach	0 (0.0%)	9 (12.7%)	5 (7.0%)	17 (23.9%)	28 (39.4%)	12 (16.9%)
Salary Plays Role in Where to Teach	1 (1.4%)	5 (7.0%)	12 (16.9%)	21 (29.6%)	21 (29.6%)	11 (15.5%)

Table 84 shows how respondents that plan to remain teaching the next 20+ years answered the questions relating to teacher salary. Those respondents who plan to teach another 20+ years is the second group whose 62.0% strong disagreement in the belief that their teaching salary is indicative of the amount of work they put in is lower than the whole group average of 70.2%. The 84.5% overall disagreement from respondents who are dissatisfied with their teaching salary is similar to the 90.8% disagreement from the whole group; however, the significance in responses is unique, as 32.4% strongly disagree, 38.0% disagree, and 14.1% slightly disagree with the above statement, compared to the 50.0% strong disagreement, 28.9% disagreement, and 11.9% slight disagreement from the whole group. A total of 15.5% of respondents who plan to teach another 20+ years strongly agree that salary has or will play a role in where they teach is almost half of the 30.3% strong agreement from the whole group.

Inferential Data

The null hypotheses were developed and tested for each area signified by the research questions. The following represent the null hypotheses:

$H_0$1: There is no statistically significant difference based on the age of respondents on any of the school culture, teacher efficacy, teacher autonomy, and teacher salary composite scores.

$H_0$2: There is no statistically significant difference based on the school type of respondents on any of the school culture, teacher efficacy, teacher autonomy, and teacher salary composite scores.

$H_0$3: There is no statistically significant difference based on the location type of respondents on any of the school culture, teacher efficacy, teacher autonomy, and teacher salary composite scores.

$H_0$4: There is no statistically significant difference based on the salary level of respondents on any of the school culture, teacher efficacy, teacher autonomy, and teacher salary composite scores.

$H_0$5: There is no statistically significant difference based on the anticipated longevity of respondents on any of the school culture, teacher efficacy, teacher autonomy, and teacher salary composite scores.

The first null hypothesis focused on whether there is a statistically significant difference based on the age of respondents for school culture, teacher efficacy, and teacher salary composite scores. A one–way ANOVA was utilized to determine whether such a difference exists. This inferential test is appropriate when testing scores on a dependent variable (school culture, teacher

efficacy, and teacher salary composite scores) with an independent variable (age of respondents) with more than two levels (24–29, 30–35, and 36–40).

The assumptions of a one–way ANOVA were tested to ensure the validity of the inferential findings. There were no outlier scores on the dependent variables, as all data points on the box plots fell within 1.5 standard deviations of the edges. The dependent variable scores can also be considered to be normally distributed with a non–significant Shapiro–Wilks test, $p > .05$. The assumptions of homogeneity of variance were not violated for any of the dependent variables for efficacy ($p = .08$), culture ($p = .35$), and salary ($p = .272$). This indicated that the variance of dependent variable scores among the three levels were equal to one another. If significance is found within the model, a Games–Howell post hoc test would be utilized as it does assume equal variances.

The teacher efficacy composite score for ages 24–29 (*M = 4.83, SD = .70*), 30–35 (*M = 4.70, SD = .83*), and 36–40 (*M = 4.98, SD = .60*) did not have a statistically significant difference. This was evident as the one–way ANOVA demonstrated non–significant finding $F(2, 214) = 1.57$, $p = .210$. As a result, no post hoc test was required and the null was retained.

The culture composite score for ages 24–29 (*M = 4.26, SD = .85*), 30–35 (*M = 3.99, SD = .97*), and 36–40 (M = 4.65, SD = .87) did have a statistically significant difference. This was evident as the one–way ANOVA demonstrated significant finding $F(2, 214) = 5.73$, $p = .004$. To determine which group means were significantly different from one another, a post hoc test was required. Due to not having a violation of the assumption of homogeneity of variance, a Tukey HSD post hoc test was utilized. The post hoc test indicated that within our dependent variable of culture, the 36–40 year old's were significantly higher than 30–35 years old with $p = .003$. The

expected difference between the participants 36–40 and participants 30–35 would range from .20 to 1.13 with 95% confidence.

The teacher salary composite score for ages 24–29 (*M = 42.64, SD = .96*), 30–35 (*M =2.32, SD = .87*), and 36–40 (*M = 2.74, SD = 1.08*) did not have a statistically significant difference. This was evident as the one–way ANOVA demonstrated a non–significant finding $F(2, 214) = 2.79$, $p = .063$. As a result, no post hoc test was required and the null was retained.

The second null hypothesis focused on whether there is a statistically significant difference based on the location type of respondents for school culture, teacher efficacy, and teacher salary composite scores. A one–way ANOVA was utilized to determine whether such a difference exists. This inferential test is appropriate when testing scores on a dependent variable (school culture, teacher efficacy, and teacher salary composite scores) with an independent variable (school type) with more than two levels (elementary, middle school, and high school).

The assumptions of a one–way ANOVA were tested to ensure the validity of the inferential findings. There were no outlier scores on the dependent variables, as all data points on the box plots fell within 1.5 standard deviations of the edges. The dependent variable scores can also be considered to be normally distributed with a non–significant Shapiro–Wilks test, $p > .05$. The assumptions of homogeneity of variance were not violated for any of the dependent variables for efficacy ($p = .794$), culture ($p = .486$), and salary ($p = .441$). This indicated that the variances of dependent variable scores among the three levels were equal to one another. If significance is found within the model, a Games–Howell post hoc test would be utilized as it does assume equal variances.

The teacher efficacy composite score for elementary (*M = 4.94, SD = .79*), middle school (*M = 4.68, SD = .65*), and high school (*M = 4.82, SD = .71*) did not have a statistically

significant difference. This was evident as the one–way ANOVA demonstrated non–significant finding $F(2, 214) = 1.91$, $p = .151$. As a result, no post hoc test was required and the null was retained.

The culture composite score for elementary (*M = 4.42, SD = .81*), middle school (*M = 4.12, SD = .95*), and high school (*M = 4.19, SD = .92*) did not have a statistically significant difference. This was evident as the one–way ANOVA demonstrated non–significant finding $F(2, 214) = 1.89$, $p = .154$. As a result, no post hoc test was required and the null was retained.

The teacher salary composite score for elementary (*M = 2.71, SD = 1.01*), middle school (*M = 2.40, SD = .88*), and high school (*M = 2.58, SD = .96*) did not have a statistically significant difference. This was evident as the one–way ANOVA demonstrated non–significant finding $F(2, 214) = 1.45$, $p = .236$. As a result, no post hoc test was required and the null was retained.

The third null hypothesis focused on whether there is a statistically significant difference based on the location type for school culture, teacher efficacy, and teacher salary composite scores. A one–way ANOVA was utilized to determine whether such a difference exists. This inferential test is appropriate when testing scores on a dependent variable (school culture, teacher efficacy, and teacher salary composite scores) with an independent variable (location type) with more than two levels (city, suburb, town, and rural).

The assumptions of a one–way ANOVA were tested to ensure the validity of the inferential findings. There were no outlier scores on the dependent variables, as all data points on the box plots fell within 1.5 standard deviations of the edges. The dependent variable scores can also be considered to be normally distributed with a non–significant Shapiro–Wilks test, $p > .05$. The assumptions of homogeneity of variance were not violated for any of the dependent

variables for efficacy (p = .978), culture (p = .981), and salary (p = .274). This indicated that the variances of dependent variable scores among the three levels were equal to one another. If significance is found within the model, a Games–Howell post hoc test would be utilized as it does assume equal variances.

The teacher efficacy composite score for city (*M = 4.65, SD = .76*), suburb (*M = 4.95, SD = .66*), town (*M = 4.86, SD = .71*), and rural (*M = 4.85, SD = .73)* did not have a statistically significant difference. This was evident as the one–way ANOVA demonstrated a non–significant finding $F(2, 213) = 1.72$, p = .163. As a result, no post hoc test was required and the null was retained.

The culture composite score for city (*M = 4.04, SD = .95*), suburb (*M = 4.43, SD = 74*), town (*M = 4.09, SD = .87*), and rural (*M = 4.49, SD = .94)* did have a statistically significant difference. This was evident as the one–way ANOVA demonstrated significant finding $F(2, 213) = 3.75$, p = .012. To determine which group means were significantly different from one another, a post hoc test was required. Due to not having a violation of the assumption of homogeneity of variance, a Tukey HSD post hoc test was utilized. The post hoc test indicated that within our dependent variable of culture, the rural location type was significantly higher than city location type with p = .034. The expected difference between participants who teach in a rural setting and participants who teach in a city would range from .02 to .88 with 95% confidence.

The teacher salary composite score for city (*M = 2.60, SD = .98*), suburb (*M = 2.42, SD = .96*), town (*M = 2.55, SD = .93*), and rural (*M = 2.69, SD = .99)* did not have a statistically significant difference. This was evident as the one–way ANOVA demonstrated a non–significant finding $F(2, 213) = 0.66$, p = .593. As a result, no post hoc test was required and the null was retained.

The fourth null hypothesis focused on whether there is a statistically significant difference based on the salary level for school culture, teacher efficacy, and teacher salary composite scores. A one–way ANOVA was utilized to determine whether such a difference exists. This inferential test is appropriate when testing scores on a dependent variable (school culture, teacher efficacy, and teacher salary composite scores) with an independent variable (salary level) with more than two levels (Under $30,000, $30,001–$35,000, $35,001–$40,000, $40,001–$45,000, $45,001–$50,000, and Over $50,000).

The assumptions of a one–way ANOVA were tested to ensure the validity of the inferential findings. There were no outlier scores on the dependent variables, as all data points on the box plots fell within 1.5 standard deviations of the edges. The dependent variable scores can also be considered to be normally distributed with a non–significant Shapiro–Wilks test, $p > .05$. The assumptions of homogeneity of variance were not violated for any of the dependent variables for efficacy ($p = .647$), culture ($p = .668$), and salary ($p = .603$). This indicated that the variances of dependent variable scores among the three levels were equal to one another. If significance is found within the model, a Games–Howell post hoc test would be utilized as it does assume equal variances.

The teacher efficacy composite score for Under $30,000 (*M = 5.31, SD = .38*), $30,001–$35,000 (*M = 4.45, SD = .77*), $35,001–$40,000 (*M = 4.82, SD = .71*), $40,001–$45,000 (*M = 4.89, SD = .69*), $45,001–$50,000 (*M = 4.64, SD = .78*), and Over $50,000 (*M = 4.89, SD = .86*) did not have a statistically significant difference. This was evident as the one–way ANOVA demonstrated anon–significant finding $F(5, 211) = 1.52$, $p = .186$. As a result, no post hoc test was required and the null was retained.

The culture composite score for Under $30,000 (*M = 4.56, SD = .75*), $30,001–$35,000 (*M = 3.68, SD = .94*), $35,001–$40,000 (*M = 4.32, SD = .89*), $40,001–$45,000 (*M = 4.28, SD = .87*), $45,001–$50,000 (*M = 4.16, SD = .89*), and Over $50,000 (*M = 4.10, SD = 1.16*) did not have a statistically significant difference. This was evident as the one–way ANOVA demonstrated a non–significant finding $F(5, 211) = 1.21$, $p = .307$. As a result, no post hoc test was required and the null was retained.

The teacher salary composite score for Under $30,000 (*M = 2.81, SD = 1.36*), $30,001–$35,000 (*M = 2.30, SD = .81*), $35,001–$40,000 (*M = 2.67, SD = .99*), $40,001–$45,000 (*M = 2.51, SD = .92*), $45,001–$50,000 (*M = 2.50, SD = .93*), and Over $50,000 (*M = 2.80, SD = 1.30*) did not have a statistically significant difference. This was evident as the one–way ANOVA demonstrated a non–significant finding $F(5, 211) = 0.62$, $p = .683$. As a result, no post hoc test was required and the null was retained.

The fifth null hypothesis focused on whether there is a statistically significant difference based on the anticipated longevity for school culture, teacher efficacy, and teacher salary composite scores. A one–way ANOVA was utilized to determine whether such a difference exists. This inferential test is appropriate when testing scores on a dependent variable (school culture, teacher efficacy, and teacher salary composite scores) with an independent variable (anticipated longevity) with more than two levels (not teaching after the 2021–2022 school year, 0–5 years, 6–10 years, 11–20 years, and 20+ years).

The assumptions of a One–Way ANOVA were tested to ensure the validity of the inferential findings. There were no outlier scores on the dependent variables, as all data points on the box plots fell within 1.5 standard deviations of the edges. The dependent variable scores can also be considered to be normally distributed with a non–significant Shapiro–Wilks test, $p > .05$.

The assumptions of homogeneity of variance were violated for each dependent variable for efficacy (p = .021) and culture (p = .024): Salary was not violated at p = .870. This indicated that the variances of dependent variable scores among the three levels were not equal to one another. Fortunately, the one–way ANOVA is robust to such a violation, but if significance is found within the model, a Games Howell post hoc test that does not assume equal variances must be utilized.

The teacher efficacy composite score for not teaching after the 2021–2022 school year (*M = 4.60, SD = 1.06*), 0–5 years (*M = 4.72, SD = .73*), 6–10 years (*M = 4.76, SD = .74*), 11–20 years (*M = 4.93, SD = .55*), and 20+ years (*M = 4.94, SD = .68*) did not have a statistically significant difference. This was evident as the one–way ANOVA demonstrated a non–significant finding $F(4, 211) = 1.47$, p = .213. As a result, no post hoc test was required and the null was retained.

The culture composite score for not teaching after the 2021–2022 school year (*M = 3.44, SD = 1.24*), 0–5 years (*M = 4.09, SD = .83*), 6–10 years (*M = 4.36, SD = .83*), 11–20 years (*M = 4.31, SD = .87*), and 20+ years (*M = 4.550, SD = .87*) did have a statistically significant difference. This was evident as the one–way ANOVA demonstrated a significant finding $F(4, 211) = 5.80$, $p < .001$. As such, the null was rejected.

Due to having a violation of the homogeneity of variance, the Tukey HSD post hoc test was replaced with Games Howell post hoc test. Unlike the Tukey HSD post hoc test, the Games Howell post hoc test does not assume equal variance among all the levels of the independent variables on the dependent variable scores. This post hoc test provides sufficient levels of conservativeness to overcome the assumption violation. The post hoc test indicated that respondents who planned to stay in the profession for another 20+ years rated culture

significantly higher than those who do not plan to return beyond the 2021–2022 school year with $p = .030$. The mean composite score of 4.50 for those who plan to teach another 20+ years is significantly higher than the mean composite score of 3.44 for those who do not plan to teach beyond the 2021–2022 school year. Similarly, the post hoc test indicated that respondents who planned to stay in the profession for another 20+ years rated culture significantly higher than those who plan to teach 0–5 more years with $p = .033$. The mean composite score of 4.50 for those who plan to teach another 20+ years is significantly higher than the mean composite score of 4.09 for those who plan to teach 0–5 more years.

The teacher salary composite score for not teaching after the 2021–2022 school year (*M = 1.97, SD = .95*), 0–5 years (*M = 2.08, SD = .88*), 6–10 years (*M = 2.58, SD = .86*), 11–20 years (*M = 2.70, SD = .80*), and 20+ years (*M = 3.12, SD = .82*) did have a statistically significant difference. This was evident as the one–way ANOVA demonstrated a significant finding $F(4, 211) = 15.36$, $p < .001$. As such, the null was rejected. To determine which group means were significantly different than one another, a post hoc test was required. Due to not having a violation of the assumption of homogeneity of variance, a Tukey HSD post hoc test was used in place of a Games–Howell post hoc test. The post hoc test indicated that within our dependent variable of salary between those who plan to stay 20+ years in the profession and those not returning with $p < .001$, 0–5 years with $p < .001$, and 6–10 years with $p = .040$. Additionally, there was a statistically significant difference between those planning to teach 11–20 years and 0–5 years with $p = .011$. Respondents not returning to teach after the 2021–2022 school year had a mean composite score of 1.97, which is significantly lower than the 20+ year composite score of 3.12. Respondents teaching 0–5 more years had a mean composite score of 2.08, which is significantly lower than the 20+ year composite score of 3.12. Respondents

teaching 6–10 more years had a mean composite score of 2.58, which is significantly lower than the 20+ year composite score of 3.12. Similarly, respondents teaching 0–5 more years had a mean composite score of 2.08, which is significantly lower than teaching 11–20 more years' composite score of 2.70. As such, the null was rejected. All other comparisons were not significantly different.

Summary

In October 2021, a survey was sent to teachers throughout the state of Indiana. During the course of the survey, 1,739 responses were collected; of that number, 218 were completed and met the criteria of being a millennial teacher in the first five years of their teaching career. Descriptive statistics were analyzed to determine relationships between four dependent variables (school culture, teacher autonomy, teacher efficacy, and teacher salary) to the five independent variables (age, school type, location type, salary level, and anticipated longevity). Questions in the survey were grouped based on the four dependent variables. Information was obtained regarding the four dependent variables and the five independent variables were questioned to close the survey. These comparisons were tabled and then compared to the whole sample.

Inferential statistics were then used to test the five null hypotheses. The first null stated there is no statistically significant difference based on the age of respondents on any of the school culture, teacher efficacy, teacher autonomy, and teacher salary composite scores. The second null stated there is no statistically significant difference based on the school type of respondents on any of the school culture, teacher efficacy, teacher autonomy, and teacher salary composite scores. The third null stated there is no statistically significant difference based on the location type of respondents on any of the school culture, teacher efficacy, teacher autonomy, and teacher salary composite scores. The fourth null stated there is no statistically significant

difference based on the salary level of respondents on any of the school culture, teacher efficacy, teacher autonomy, and teacher salary composite scores. The fifth null stated there is no statistically significant difference based on the anticipated longevity of respondents on any of the school culture, teacher efficacy, teacher autonomy, and teacher salary composite scores. To ensure the validity of the findings for the inferential data, the assumptions of a one–way ANOVA were tested. Post hoc tests were then run since there were multiple comparisons being made. The findings of the first, third, and fifth null hypotheses were found to be statistically significant, and therefore were rejected. The findings of the second and fourth null hypotheses did not show a statistically significant difference, and therefore were upheld.

CHAPTER 5

SUMMARY OF FINDINGS, IMPLICATIONS, AND RECOMMENDATIONS FOR FUTURE RESEARCH

The final chapter of this study is organized into sections that consist of the findings, implications, recommendations for future research, and a summary of the chapter. The summary of the findings presents the overall purpose of the study. The implications section portrays an outlook of the findings that were outlined in Chapter 4, an interpretation of the results, and a synopsis of potential rationales for the results. The last section includes recommended areas of study relative to this study and will be followed by a short summary.

The purpose of this quantitative study was to determine the importance of valuing culture, teacher autonomy, teacher efficacy, and teacher salary as these pertain to Indiana millennial teachers. This study attempted to identify the importance of school culture, teacher autonomy, teacher efficacy, and teacher salary when salary compensation is varied. Using the independent variables of teacher age, teaching level, school setting, current salary, and anticipated longevity, this study examined the significance of the dependent variables of school culture, teacher autonomy, teacher efficacy, and teacher salary. A one–way ANOVA was used to acquire the information necessary to answer the following research questions:

1. What are the current perceptions of Indiana millennial teachers on school culture, teacher efficacy, teacher autonomy, and teacher salary?

2. Is there a statistically significant difference based on the age of respondents on any of the school culture, teacher efficacy, teacher autonomy, and teacher salary composite scores?
3. Is there a statistically significant difference based on the school type of respondents on any of the school culture, teacher efficacy, teacher autonomy, and teacher salary composite scores?
4. Is there a statistically significant difference based on the location type of respondents on any of the school culture, teacher efficacy, teacher autonomy, and teacher salary composite scores?
5. Is there a statistically significant difference based on the salary level of respondents on any of the school culture, teacher efficacy, teacher autonomy, and teacher salary composite scores?
6. Is there a statistically significant difference based on the anticipated longevity of respondents on any of the school culture, teacher efficacy, teacher autonomy, and teacher salary composite scores?

Summary of Findings

After sending emails to 52,358 Indiana teachers via the Qualtrics software, a total of 1,739 were opened and completed. Of those 1,739 who completed the survey, 218 were completed and met the criteria of being a millennial teacher in the first five years of their teaching career. Descriptive statistics were analyzed to determine the relationship between questions that relate to the multiple independent variables of age, teaching level, school setting, current salary, and anticipated longevity. These relationships were also assessed based on the

four areas that were being examined: school culture, teacher autonomy, teacher efficacy, and teacher salary.

Inferential data were then used to determine if the null hypotheses would be retained. To ensure the validity of the findings of the inferential data, the assumptions of a one–way ANOVA were tested. Post hoc tests were then run since there were more than two comparisons being made. The findings of the first, third, and fifth null hypotheses were found to be statistically significant, and therefore rejected. The findings of the second and fourth null hypotheses did not show a statistically significant difference, and therefore were upheld.

For the first null hypothesis, the post hoc test indicated that within the dependent variable of teacher culture, 36–40 year old teachers rated teacher culture significantly higher than 30–35 year old teachers did. For the third null hypothesis, the post hoc test indicated that within the dependent variable of culture, teachers in the rural location rated teacher culture significantly higher than teachers in the city location.

For our fifth null hypothesis, the post hoc test indicated that teachers who planned to stay in the profession for another 20+ years rated teacher culture significantly higher than those who do not plan to return beyond the 2021–2022 school year; similarly, the post hoc test indicated that teachers who planned to stay in the profession for another 20+ years rated teacher culture significantly higher than those who plan to teach 0–5 more years. Continuing with the fifth null hypothesis, the post hoc test indicated that teachers planning to stay in the profession another 20+ years, rated salary higher for those who do not plan to return beyond the 2021–2022 school year, teaching 0–5 more years, and teaching 6–10 more years. Similarly, teachers who plan to stay in the profession for another 11–20 years rated salary higher than those teachers who only plan to stay in the profession another 0–5 years.

Of the 218 Indiana millennial teachers that responded to the survey within the criteria of this study, there were 130 (59.6%) ages 24–29, 56 (25.7%) ages 30–35, 31 (14.2%) ages 36–40, and 1 (0.5%) did not report their age. For experience, 2 (0.9%) were in their first year teaching, 20 (9.2%) had one year of teaching experience, 32 (14.7%) had two years of teaching experience, 35 (16.1%) had three years of teaching experience, 53 (24.3%) had four years of teaching experience, 75 (34.4%) had five years of teaching experience, and 1 (0.5%) did not report their experience. A total of 99 (45.4%) were high school teachers, 63 (28.9%) were elementary teachers, 55 (25.2%) were middle school teachers, and 1 (0.5%) did not report their level of students.

A total of 61 (28.0%) of respondents were from the classification of a city, 57 (26.1%) were from the classification of a town, 53 (24.3%) were from the classification of rural, 46 (21.1%) were from the classification of a suburb, and 1 (0.5%) did not report a description of their area. A total of 83 (38.1%) made an average salary between $40,001–$45,000, 79 (36.2%) made an average salary between $35,001–$40,000, 29 (13.3%) made an average salary between $45,001–$50,000, 11 (5.0%) made an average salary over $50,000, 11 (5.0%) made an average salary between $30,001–$35,000, 4 (1.8%) made an average salary under $30,000, and 1 (0.5%) did not report their average salary. A total of 72 participants (33.0%) plan to remain teaching between 0–5 more years, 71 (32.6%) plan to teach 20+ more years, 29 (13.3%) plan to teach between 11–20 more years, 28 (12.8%) plan to teach between 6–10 more years, 16 (7.3%) do not plan to teach beyond the 2021–2022 school year, and 2 (.9%) did not report their plans to continue teaching.

The descriptive data from Chapter 4 yielded results that were indicative that the age of millennial teachers did have a significant difference in how respondents viewed school culture.

Culture was rated significantly higher by teachers ages 36–40 (*M = 4.65*) than teachers 30–35 years old (*M = 3.99*). In examining the responses within the culture subgroup of questions, there were significant differences in the level of agreement to the questions as it pertained to both 36–40 year old teachers and 30–35 year old teachers.

For question 11, there were 12 (38.7%) of teachers ages 36–40 who strongly agreed that their school is a good place to work and learn, which is significantly higher than the 5 (8.9%) of teachers ages 30–35 who strongly agree with that same statement. For question 13, *I prefer teachers that are willing to help whenever there is a problem*, 17 (54.8%) of teachers ages 36–40 strongly agreed with this statement, while there were no teachers ages 30–35 who strongly agreed that they prefer teachers that are willing to help whenever possible. For question 15, there were 27 (87.1%) of teachers ages 36–40 who agreed in some form with the statement that their ideas are taken seriously by their administration and fellow teachers: Only 39 (69.6%) of teachers ages 30–35 agreed in some form that their ideas are taken seriously.

The descriptive data from Chapter 4 yielded results that were indicative that the school type for teachers did not make a significant difference in how a millennial teacher viewed school culture, teacher efficacy, teacher autonomy, and teacher salary. Teachers at each level of elementary, middle school, and high school collectively rated teacher efficacy (*M = 4.82*) on the six–point Likert scale. Similarly, teachers at elementary, middle school, and high school rated culture (*M = 4.24*) on the six–point Likert scale. One of the areas of note is that teachers from elementary, middle school, and high school collectively agreed that salary (*M = 2.57*) was something that could be better. Of the 218 collected responses for the survey, there were zero who agreed with question 16, *I believe my annual teaching salary is indicative of the amount of work I put into my profession*, or question 17, *Overall, I am satisfied with my teaching salary*.

The descriptive data from Chapter 4 yielded results that were indicative that the location type for teachers did have a significant difference in how a millennial teacher viewed school culture. Teachers in the rural location (*M = 4.49*) rated culture significantly higher than teachers in the city location (*M = 4.04*). In examining the responses within the culture subgroup of questions, there were significant differences in the level of agreement to the questions as it pertained to both rural and city teachers.

For question 11, 5 (9.4%) of respondents who teach in a rural territory disagreed with the statement that their school is a good place to work and learn; comparatively, 17 (27.9%) of respondents who teach in a city disagreed with the same statement. For question 12, *It is important to me that teachers actively seek the involvement of their peers*, 15 (28.3%) of respondents teaching in a rural territory strongly agreed with that statement, whereas only 7 (11.5%) of respondents teaching in a city strongly agreed. Similarly to those ages 30–35, 18 (29.5%) of respondents teaching in a city disagree that their ideas are taken seriously, compared to 6 (11.3%) of respondents who disagree that teach in a rural territory.

The descriptive data from Chapter 4 yielded results that were indicative that the salary level for teachers did not make a significant difference in how a millennial teacher viewed school culture, teacher efficacy, teacher autonomy, and teacher salary. Teachers at each level of Under $30,000; $30,001–$35,000; $35,001–$40,000; $40,001–$45,000; $45,001–$50,000; and Over $50,000 collectively rated teacher efficacy (*M = 4.82*) on the six–point Likert scale. Teachers collectively rated culture (*M = 4.09*) and salary (*M = 2.79*) similarly on the six–point Likert scale. Teachers making Under $30,000 (*M = 5.32*) were the only subgroup to have a collective mean higher than five on a six–point Likert scale. Likewise, teachers making $30,001–$35,000

(*M = 3.69*) had the lowest mean score for culture, the only subgroup below a four on a six–point Likert scale.

The descriptive data from Chapter 4 yielded results that were indicative that the anticipated longevity for teachers did make a significant difference in how millennial teachers viewed both school culture and salary. Millennial teachers who planned to stay in the profession for another 20+ years rated culture significantly higher than those who do not plan to return beyond the 2021–2022 school year; similarly, millennial teachers who planned to stay in the profession for another 20+ years rated culture significantly higher than those who plan to teach 0–5 more years. Millennial teachers planning to stay in the profession another 20+ years, rated salary higher for those who do not plan to return beyond the 2021–2022 school year, teaching 0–5 more years, and teaching 6–10 more years. Similarly, millennial teachers who plan to stay in the profession for another 11–20 years rated salary higher than those teachers who only plan to stay in the profession another 0–5 years.

For those millennial teachers whose goal it is to stay in the teaching profession for the next 20+ years, 21 (29.6%) strongly agreed that active peer involvement is important; conversely, 2 (12.5%) of teachers not planning to return after the 2021–2022 school year and 8 (11.1%) of teachers who do not plan to each beyond 0–5 years strongly agreed with the same statement. For question 11, *My school is a good place to work and learn*, only 4 (5.6%) of millennial teachers who plan to teach 20+ more years disagreed with that statement; similarly, 6 (43.8%) of millennial teachers who do not plan to teach beyond the 2021–2022 school year disagreed that their school is a good place to work and learn and 16 (22.2%) of millennial teachers who plan to teach another 0–5 years disagreed with the same statement. These

findings show that schools with positive cultures are more likely to have prolonged longevity with their millennial teachers.

For those millennial teachers whose goal it is to stay in the teaching profession for the next 20+ years, 44 (62.0%) strongly agreed with the statement that their annual teaching salary is indicative of the amount of work they put in; similarly, 12 (75.0%), 59 (81.9%), and 20 (71.4%) strongly disagreed with the same statement for those who plan on only teaching through the 2021–2022 school year, those who plan to teach 0–5 more years, and those who plan to teach 6–10 more years, respectfully. For question 19, *If I were to start my career again, I would continue with a career in teaching regardless of salary*, 53 (74.7%) agreed in some form with that statement, whereas 2 (12.5%), 21 (29.2%), and 11 (39.4%) agreed with the same statement for those who plan on only teaching through the 2021–2022 school year, those who plan to teach 0–5 more years, and those who plan to teacher 6–10 more years, respectfully. This is significant because while those who plan to teach for 20+ years strongly disagreed that their salary is indicative of the work they put in, they are also far and away the same group that would start over in the profession if they had to, signifying that these individuals are in the profession for something more than salary.

Implications

As an older millennial and current building level administrator in Indiana, I have a special interest in identifying what keeps this generation of educators in the profession. I come from a growing family of teachers, and being the first to make the foray into administration, I have a unique perspective on both sides. As a middle school teacher in Indiana from 2010–2016, I can relate to the struggles of culture, autonomy, efficacy, and salary; as a building administrator from 2016 to now, I have gained further insight into how building level administrators affect

those four categories, with sometimes contradictory mandates given from central office and state administrators. In examining the results from this survey of millennial Indiana teachers on the four areas of school culture, autonomy, efficacy, and salary, the blueprint of a plan can be formulated that will help administrators and others help keep this generation of teachers in the classroom.

As part of this plan, the focus will be on improving school culture as a top priority. Improving culture can be reliant on several different factors within the chemistry of a building, but there are six main categories where building leaders can start: unity of purpose, learning partnership, collaborative leadership, teacher collaboration, professional development, and collegial support (Gruenert & Whitaker, 2015). A strong emphasis on these six areas will help move a neutral or negative culture to be more positive and collaborative.

Cultural leadership stems from a unity of purpose: Teachers understand, support, and perform in accordance with the school's mission and values (Gruenert & Whitaker, 2015). The mission and values of a rural school in northwest Indiana may very well be different from that of a city school in central Indiana, so it is imperative that the building leaders immerse themselves in the history of their school building and community. This unity of purpose will grow stronger as learning partnerships are developed with all stakeholders—teachers, parents, and students. The fact that common expectations are shared and communicated frequently with all stakeholders involved is imperative in creating learning partnerships and clearly identifying the unity of purpose.

Once a defined purpose has been created with all stakeholders, leaders should focus on strengthening their teaching staff by valuing teacher ideas, seeking input from teachers, engaging teachers in decision making, trusting teacher's professional judgment, and encouraging and

rewarding teachers who utilize innovative teaching strategies or techniques. Teachers should be given ample time to collaborate with one another to discuss teaching practices, evaluate programs, and develop an awareness of other programming throughout the building/district (Gruenert & Whitaker, 2015). Leaders should encourage, and in many cases, mandate that teachers continue their own professional development by attending conferences; if a corporation is limited on the amount of funding available for professional developments, hosting in–house professional development with staff can be just as effective. A total of 66.0% of Indiana millennial teachers who do not plan to teach in the 2022–2023 school year agreed that their school is not a good place to work and learn. The school culture needs to be a point of emphasis for all building level administrators in order to keep millennial teachers in the profession.

As young teachers enter into the educational profession, it is imperative that millennials particularly have an emotional connection to the mission and values, but also the autonomy to teach in their classroom. Millennial teachers want to experiment with new and innovative teaching techniques; however there are blockades, i.e., veteran teachers and lack of administrative support, that prevent them from doing so. As part of the collaborative culture building process, building level administrators should give millennial teachers permission to experiment with new approaches and encourage them to share their discoveries among the staff (Gruenert & Whitaker, 2015). Among all respondents, 94.1% agreed in some form on the importance of utilizing new or unique teaching ideas in their classroom. If a building level administrator wants to enhance the collaborative culture within their building, they must encourage autonomy in their teachers and take an active role in doing so. People are much more likely to buy into ideas because their colleagues urge them to do so than simply because they believe it is a good idea (Gruenert & Whitaker, 2015).

Moreover, building level administrators cannot simply be hiring firms, where they hire teachers and then move out of the way. Administrators need to play an active role in the efficacy of young teachers through interaction with open dialogue regarding feedback in the classroom. A total of 89.0% of respondents in this survey agreed in some form that feedback from an administrator is important, which in turn plays a role in their internal belief that they can effectively teach in their classroom.

The perception around teaching has become a political talking point in recent years with social emotional learning and critical race theory taking the forefront for many political talking points. Building level administrators need to empower millennial teachers by providing appropriate feedback. An overwhelming 97.3% of respondents want to positively affect the lives of their students, and they do so by having a voice in what and how curriculum is being taught, and by having a leader who provides research based feedback. When teachers have more control over curriculum design, teaching methods, and student assessment, they are more inspired to teach than when they are pressured to teach using prescribed programs without analytical feedback from a mentor or administrator (Sahlberg, 2015).

In the macro view, salary is far more difficult for building level administrators to control, as regulations are put in place for local districts. However, salary cannot be understated as an attractive factor for millennials. Of the respondents, 93.2% disagreed in some form that their salary is indicative of the amount of work they put into teaching, 90.8% are not satisfied with their salary, and 81.7% agree that teaching salary has or will play a role in where they decide to teach. Through this survey, millennial teachers who planned to stay in the profession for another 20+ years rated school culture significantly higher than those who do not plan to return beyond the 2021–2022 school year. Similarly, millennial teachers who planned to stay in the profession

for another 20+ years rated school culture significantly higher than those who plan to teach 0–5 more years. Millennial teachers planning to stay in the profession another 20+ years, rated salary higher for those who do not plan to return beyond the 2021–2022 school year, teaching 0–5 more years, and teaching 6–10 more years. Similarly, millennial teachers who plan to stay in the profession for another 11–20 years rated salary higher than those teachers who only plan to stay in the profession another 0–5 years.

Neighboring school corporations are already becoming more competitive with their starting salary, and some school corporations have the flexibility to offer additional compensation for those teaching positions that are more difficult to find that comply with career and technical education (CTE). With open student enrollment, smaller school corporations are finding it more difficult to compete financially with larger school corporations. In order to attract millennial teachers, building level administrators and school districts can overcome the pitfalls of limited salary by compensating with a positive building culture, freedom to be innovative in the classroom, and personal data–driven feedback.

Recommendations for Future Research

This study focused on Indiana millennial teachers. To further expand on this study, research should be conducted in multiple states throughout the United States to determine which of school culture, teacher autonomy, teacher efficacy, and teacher salary is most important in millennial teachers leaving the profession. Studying other states throughout will also provide additional data, but also provide insight into what other states, corporations, and buildings are doing to keep teachers happy within the profession. Also, similar research should be done to examine Generation X, to see exactly how the composite scores for school culture, teacher autonomy, teacher efficacy, and teacher salary differ to millennials.

I would recommend that further research focus on two additional areas to fully understand the phenomenon of Indiana millennial teachers leaving the profession: the principal and the university which millennial teachers attended. Similar to this study, information should be attained about Indiana building level administrators and how they approach school culture, teacher autonomy, teacher efficacy, and teacher salary. Indiana millennial administrators may put more of an emphasis on one of the four areas examined in this study than a Generation X administrator. It would be interesting to know how millennial and Generation X administrators differ in their approach to leading a building with Indiana millennial teachers. Additionally, further research should be done to study where Indiana millennial teachers received their teaching credentials. It would be interesting to know if there was any influence on where Indiana millennial teachers received their formal education and their perceptions and emphasis on school culture, teacher autonomy, teacher efficacy, and teacher salary.

As Generation Z (1997–2012) teachers enter the teaching profession, I would also recommend that data be gathered on this generation who are currently teaching in public education and those who are studying in college to become teachers. As gathered in the research for this study, the millennial mentality is different from that of Generation X, and will predictably be different from Generation Z. The information and data gathered could help administrators at various levels create an environment revolving around school culture, teacher autonomy, teacher efficacy, and teacher salary that would keep Generation Z teachers in the profession at a higher rate than millennials.

Summary

Chapter 5 consisted of an introduction to the chapter which was followed by a summary of the findings in Chapter 4. The implications of this study were then discussed with possible

reasoning as to why certain results were achieved. Recommendations were also made for a plan to administrators that will help keep millennial teachers in the profession. Finally, recommendations for future areas of research were explored.

This quantitative study helped to determine the current perceptions of Indiana millennial teachers as they pertain to their desire to continue in the profession of education. In addition, it uncovered some of the likely reasoning as it pertains to school culture, autonomy, efficacy, and teacher salary as to why Indiana millennial teachers do indeed leave the classroom. By gaining this perspective, building level administrators as well as individuals in a corporation central office role and at the university level, will have new information and the knowledge to implement ways to create an environment to keep Indiana millennial teachers in the classroom. In doing so, it is hopeful that we will see an overall decrease in the number of Indiana millennial teachers that leave the profession. Keeping quality educators teaching Indiana children should be a priority for every school level administrator.

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APPENDIX A: LETTER TO INDIANA DEPARTMENT OF PUBLIC EDUCATION

(Date)

Dear Indiana Department of Public Education,

I am currently a doctoral student at Indiana State University working on my dissertation. I am writing to ask you for your help. My research study is to survey Indiana millennial teachers who are in the first five years of their educational career. I would ask their thoughts on building culture, teacher autonomy, teacher efficacy, and teacher salary, and how those factors will determine their desire to stay in the teaching profession.

I am asking for the names and e–mail addresses of any Indiana millennial teachers who have five or fewer years of teaching experience. I will be emailing a letter with informed consent and the digital survey directly to the teachers. Those teachers who choose to participate and their responses will be kept as confidential and anonymous as humanly possible. I have also included in this mailing a copy of the survey and the letter I will be sending to the teachers for your perusal.

Should you have any questions about this study, please feel free to contact myself or Dr. Terry McDaniel, my committee chairman from Indiana State University.

Thank you for your attention and prompt reply to my request.

Sincerely,

Patrick R. Fuller
Doctoral Candidate
Indiana State University
1–219–393–8172

Dr. Terry McDaniel
Dissertation Chair
Indiana State University
1–812–234–3862

APPENDIX B: INFORMED CONSENT AND INVITATION TO PARTICIPATE

School Culture, Teacher Autonomy, Teacher Efficacy, and Teacher Salary: Effects on Retention of Millennial Teachers

You are being invited to participate in a research study. This study aims to find out how building culture, teacher autonomy, teacher efficacy, and starting salary affect the retention of millennial teachers. The way you can help answer the above question is by answering the questions in this anonymous survey, which should take you about 10–15 minutes.

One reason you might want to participate in this research is that this study will add data to the perspective that Indiana teachers, administrators, and universities need in order to aide in their ability to effectively recruit and retain millennial teachers. One reason you might not want to participate in this research is that your responses will be directly used to help generate the data needed to assist in the above perspective.

The choice to participate or not is yours; participation is entirely voluntary. You also can choose to answer or not answer any question you like, and to exit the survey if you wish to stop participating. No one will know whether you participated or not.

The survey asks your personal feelings building culture, teacher autonomy, teacher efficacy, and teacher salary. There are two optional questions at the end of the survey that will allow you to elaborate with additional comments. You have been asked to participate in this research because you are an Indiana millennial teacher in the first five years of your educational career.

Although every effort will be made to protect your answers, complete anonymity cannot be guaranteed over the internet. Other potential risks of the study include the loss of confidentiality, embarrassment, and feelings of sorrow or anger if the questions are provoking.

It is unlikely that you will benefit directly by participating in this study, but the research results may benefit future and current teachers, administrators, and universities on how better to recruit and retain Indiana educators. Your responses to these questions will be kept secure through a protected username and password account and will be destroyed three years after the survey is complete.

If you have any questions or concerns about the survey or the study, you may contact me at (219) 759–2544, ext. 2, or at pfuller4@sycamores.indstate.edu. You may also contact the co–principal investigator Dr. Terry McDaniel at (812) 237–3088 or by email at Terry.McDaniel@indstate.edu.

If you have any questions about your rights as a participant or if you feel you have 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) 237–3088, or by email at irb@indstate.edu.

The survey will be available through MONTH DAY, 2021 at:

https://indstate.qualtrics.com/jfe/form/SV_bpl2PZNvcEEKDfU

Sincerely,

Patrick R. Fuller
Principal Investigator

APPENDIX C: INDIANA MILLENNIAL TEACHER SURVEY

Building Culture, Teacher Autonomy, Teacher Efficacy, and Starting Salary: Their Effect on Retention of Millennial Teachers

You are being invited to participate in a research study. This study aims to find out how building culture, teacher autonomy, teacher efficacy, and starting salary effect the retention of millennial teachers. The way you can help answer the above question is by answering the questions in this anonymous survey, which should take you about 10-15 minutes.

One reason you might want to participate in this research is that this study will add data to the perspective that Indiana teachers, administrators, and universities need in order to aide in their ability to effectively recruit and retain millennial teachers. One reason you might not want to participate in this research is that your responses will be directly used to help generate the data needed to assist in the above perspective.

The choice to participate or not is yours; participation is entirely voluntary. You also can choose to answer or not answer any question you like, and to exit the survey if you wish to stop participating. No one will know whether you participated or not.

The survey asks your personal feelings toward education, the type of program you took to receive your degree, and how long you plan to remain in education. There are two optional questions at the end of the survey that will allow you to elaborate with additional comments. You have been asked to participate in this research because you are an Indiana Millennial teacher in the first five years of your educational career.

Although every effort will be made to protect your answers, complete anonymity cannot be guaranteed over the internet. Other potential risks of the study include the loss of confidentiality, embarrassment, and feelings of sorrow or anger if the questions are provoking.

It is unlikely that you will benefit directly by participating in this study, but the research results may benefit future and current teachers, administrators, and universities on how better to recruit and retain Indiana educators.
If you have any questions or concerns about the survey or the study, you may contact me at (219) 759-2544, ext. 2, or at pfuller4@sycamores.indstate.edu.

If you have any questions about your rights as a participant, 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 email at irb@indstate.edu.

This survey will be available through December 15, 2020
* Required

After reading the above information:

I choose to participate in the aforementioned survey.

I choose not to participate in the aforementioned survey.

Section 2: Definition of Millennial: For the purpose of this study, a millennial will be classified as an individual born between 1981 and 1996.

I was born between the dates of January 1, 1981, and December 31, 1996

Yes

No

Section 3: Years of Teaching Experience: For the purpose of this study, data will be collected from millennial teachers in the first five (5) years of their teaching careers.

I have five (5) or fewer years of teaching experience.

Yes

No

Section 4: Building Culture, Teacher Autonomy, Teacher Efficacy, and Starting Salary: Their Effect on Retention of Millennial Teachers

Question 1: I can effectively teach the students in my classroom.

(1) Strongly Disagree
(2) Disagree
(3) Slightly Disagree
(4) Slightly Agree
(5) Agree
(6) Strongly Agree

Question 2: It is important to me that I receive feedback from my administrator(s) or mentor teacher on my teaching performance.

(1) Strongly Disagree
(2) Disagree
(3) Slightly Disagree

(4) Slightly Agree
(5) Agree
(6) Strongly Agree

Question 3: I can effectively handle student discipline and/or parent conflict in my classroom on my own.

(1) Strongly Disagree
(2) Disagree
(3) Slightly Disagree
(4) Slightly Agree
(5) Agree
(6) Strongly Agree

Question 4: I believe the work I am doing is positively effecting the lives of my students.

(1) Strongly Disagree
(2) Disagree
(3) Slightly Disagree
(4) Slightly Agree
(5) Agree
(6) Strongly Agree

Question 5: Overall, I am satisfied with the way I teach.

(1) Strongly Disagree
(2) Disagree
(3) Slightly Disagree
(4) Slightly Agree
(5) Agree
(6) Strongly Agree

Question 6: It is important to me that administrators monitor my lesson plans.

(1) Strongly Disagree
(2) Disagree
(3) Slightly Disagree
(4) Slightly Agree
(5) Agree
(6) Strongly Agree

Question 7: It is important to me to utilize new or unique teaching ideas in my classroom.

(1) Strongly Disagree
(2) Disagree
(3) Slightly Disagree

(4) Slightly Agree
(5) Agree
(6) Strongly Agree

Question 8: Teaching gives me a chance to use my personal initiative or judgment in carrying out my work.

(1) Strongly Disagree
(2) Disagree
(3) Slightly Disagree
(4) Slightly Agree
(5) Agree
(6) Strongly Agree

Question 9: It is important to me that I be given considerable opportunity for independence and freedom in how I operate my classroom.

(1) Strongly Disagree
(2) Disagree
(3) Slightly Disagree
(4) Slightly Agree
(5) Agree
(6) Strongly Agree

Question 10: It is important to me that I handle student or parent situations independently.

(1) Strongly Disagree
(2) Disagree
(3) Slightly Disagree
(4) Slightly Agree
(5) Agree
(6) Strongly Agree

Question 11: My school is a good place to work and learn.

(1) Strongly Disagree
(2) Disagree
(3) Slightly Disagree
(4) Slightly Agree
(5) Agree
(6) Strongly Agree

Question 12: It is important to me that teachers actively seek the involvement of their peers.

(1) Strongly Disagree
(2) Disagree

(3) Slightly Disagree
(4) Slightly Agree
(5) Agree
(6) Strongly Agree

Question 13: I prefer teachers that are willing to help whenever there is a problem.

(1) Strongly Disagree
(2) Disagree
(3) Slightly Disagree
(4) Slightly Agree
(5) Agree
(6) Strongly Agree

Question 14: Disagreements over instructional practices are voiced openly, discussed, and resolved in a fair amount of time.

(1) Strongly Disagree
(2) Disagree
(3) Slightly Disagree
(4) Slightly Agree
(5) Agree
(6) Strongly Agree

Question 15: My ideas are taken seriously by my administration and fellow teachers.

(1) Strongly Disagree
(2) Disagree
(3) Slightly Disagree
(4) Slightly Agree
(5) Agree
(6) Strongly Agree

Question 16: I believe my annual teaching salary is indicative of the amount of work I put in to my profession.

(1) Strongly Disagree
(2) Disagree
(3) Slightly Disagree
(4) Slightly Agree
(5) Agree
(6) Strongly Agree

Question 17: Overall, I am satisfied with my teaching salary.

(1) Strongly Disagree

(2) Disagree
(3) Slightly Disagree
(4) Slightly Agree
(5) Agree
(6) Strongly Agree

Question 18: I would encourage someone whose goal is to be a teacher regardless of monetary compensation.

(1) Strongly Disagree
(2) Disagree
(3) Slightly Disagree
(4) Slightly Agree
(5) Agree
(6) Strongly Agree

Question 19: If I were to start my career again, I would continue with a career in teaching regardless of salary.

(1) Strongly Disagree
(2) Disagree
(3) Slightly Disagree
(4) Slightly Agree
(5) Agree
(6) Strongly Agree

Question 20: Salary has or will play a role in where I decide to teach.

(1) Strongly Disagree
(2) Disagree
(3) Slightly Disagree
(4) Slightly Agree
(5) Agree
(6) Strongly Agree

Question 21: What is your rank order importance for culture, autonomy, efficacy, and salary given your current salary?

(1) Culture
(2) Autonomy
(3) Efficacy
(4) Salary

Question 22: What is your rank order importance for culture, autonomy, efficacy, and salary given a salary increase of $1,000?

(5) Culture
(6) Autonomy
(7) Efficacy
(8) Salary

Question 23: What is your rank order importance for culture, autonomy, efficacy, and salary given a salary increase of $2,000?

(1) Culture
(2) Autonomy
(3) Efficacy
(4) Salary

Question 24: What is your rank order importance for culture, autonomy, efficacy, and salary given a salary increase of $5,000?

(1) Culture
(2) Autonomy
(3) Efficacy
(4) Salary

Question 25: What is your rank order importance for culture, autonomy, efficacy, and salary given a salary increase of $10,000?

(1) Culture
(2) Autonomy
(3) Efficacy
(4) Salary

Question 26 (OPTIONAL): Why do you teach?

Question 27 (OPTIONAL): Is there any additional information you would like to add?

Section 5: Demographic Information:

What is your gender? Male or Female

What is your age? 23–37, 28–32, 33–38

How many years of teaching experience do you have? First Year, 1, 2, 3, 4, 5

Which best describes the level of students you teach? Elementary (KG–5), Middle (6–8),

High School (9–12)

Which best describes the area in which your school serves? City, Suburb, Town, Rural

Which type of program did you take to receive your teaching degree? A university in Indiana (In–Person), a university in Indiana (Virtual), A university in Indiana (Hybrid), a university NOT in Indiana (In–Person), a university NOT in Indiana (Virtual), a university NOT in Indiana (Hybrid)

What is your current salary? Under $30,000; $30,001–$33,000; $33,001–$36,000; $36,001–$39,000; $39,001–$42,000; $42,001–$45,000; Over $45,000

How many more years do you plan to remain in teaching in the classroom? I do not plan on teaching beyond the 2020–2021 school year, 0–5 Years, 6–10 Years, 11–20 Years, 20+ Years

Section 6: Thank You For Your Time!

Even though you chose not to participate, your time and consideration in reading about my survey is much appreciated.

Thank you!

Section 7: Thank You For Your Responses!

I greatly appreciate your time and consideration in answering the survey questions. Your input is greatly valued, and know that I will utilize the date collected appropriately and fairly.

Thank you!

APPENDIX D: SURVEY SUPPORTING RESEARCH AND SOURCES

Survey Question	Supporting Research
1) I can effectively teach the students in my classroom.	Klassen et al. (2010), Tschannen–Moran et al. (1998), Schwarzer & Hallum (2008)
2) It is important to me that I receive feedback from my administrator(s) or mentor teacher on my teaching performance.	Klassen et al. (2010), Tschannen–Moran et al. (1998), Schwarzer & Hallum (2008)
3) I can effectively handle student discipline and/or parent conflict in my classroom on my own.	Klassen et al. (2010), Tschannen–Moran et al. (1998), Schwarzer & Hallum (2008)
4) I believe the work I am doing is positively effecting the lives of my students.	Klassen et al. (2010), Tschannen–Moran et al. (1998), Schwarzer & Hallum (2008)
5) Overall, I am satisfied with the way I teach.	Klassen et al. (2010), Tschannen–Moran et al. (1998), Schwarzer & Hallum (2008)
6) It is important to me that administrators monitor my lesson plans.	Sahlberg (2015)
7) It is important to me to utilize new or unique teaching ideas in my classroom.	Sahlberg (2015)
8) Teaching gives me a chance to use my personal initiative or judgment in carrying out my work.	Sahlberg (2015)
9) It is important to me that I be given considerable opportunity for	Sahlberg (2015)

independence and freedom in how I operate my classroom.	
10) It is important to me that I handle student or parent situations independently.	Sahlberg (2015)
11) My school is a good place to work and learn.	Gruenert & Whitaker (2015), Fullan (2001), Ritchhart (2015), Rubin & Futrell (2009)
12) It is important to me that teachers actively seek the involvement of their peers.	Gruenert & Whitaker (2015), Fullan (2001), Ritchhart (2015), Rubin & Futrell (2009)
13) I prefer teachers that are willing to help whenever there is a problem.	Gruenert & Whitaker (2015), Fullan (2001), Ritchhart (2015), Rubin & Futrell (2009)
14) Disagreements over instructional practices are voiced openly, discussed, and resolved in a fair amount of time.	Gruenert & Whitaker (2015), Fullan (2001), Ritchhart (2015), Rubin & Futrell (2009)
15) My ideas are taken seriously by my administration.	Gruenert & Whitaker (2015), Fullan (2001), Ritchhart (2015), Rubin & Futrell (2009)
16) I believe my annual teaching salary is indicative of the amount of work I put in to my profession.	Mintrop (2019), Sahlberg (2010), Myers (2010)
17) Overall, I am satisfied with my teaching salary.	Mintrop (2019), Sahlberg (2010), Myers (2010)
18) I would encourage someone whose goal is to be a teacher regardless of monetary compensation.	Mintrop (2019), Sahlberg (2010), Myers (2010)
19) If I were to start my career again, I would continue with a career in teaching regardless of salary.	Mintrop (2019), Sahlberg (2010), Myers (2010)

20) Salary has or will play a role in where I decide to teach.	Mintrop (2019), Sahlberg (2010), Myers (2010)
21) What is your rank order importance for culture, autonomy, efficacy, and salary given your current salary?	Mintrop (2019), Sahlberg (2010), Myers (2010)
22) What is your rank order importance for culture, autonomy, efficacy, and salary given a salary increase of $1,000?	Mintrop (2019), Sahlberg (2010), Myers (2010)
23) What is your rank order importance for culture, autonomy, efficacy, and salary given a salary increase of $2,000?	Mintrop (2019), Sahlberg (2010), Myers (2010)
24) What is your rank order importance for culture, autonomy, efficacy, and salary given a salary increase of $5,000?	Gruenert & Whitaker (2015), Sahlberg (2010)
25) What is your rank order importance for culture, autonomy, efficacy, and salary given a salary increase of $10,000?	Gruenert & Whitaker (2015), Sahlberg (2010)
26) Why do you teach?	
27) Is there any additional information you would like to add?	