# The Role of Teacher Self-Efficacy in Teacher Retention and Job Satisfaction

by
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**Abstract**

This investigation examined the relationships between teacher self-efficacy, teacher job satisfaction, and intent to leave. The 156 participants in the study were K-12 public-school teachers in the state of Ohio. A mixed-methods study consisting of questions relating to teacher self-efficacy, job satisfaction, and intent to leave was distributed to participants via snowball sampling. Results indicate that *Job Satisfaction* is significantly correlated with the teacher self-efficacy factors, while intent to leave is not. A multivariate analysis of variance (MANOVA) was conducted. Results of the MANOVA indicate that there is a statistically significant relationship between job satisfaction and the multivariate factor of self-efficacy, $F(3,152) = 7.58$, $p < .001$. The relationship that exists is an inverse relationship between teacher self-efficacy and job satisfaction—as self-efficacy increases, job satisfaction decreases. Inductive coding was used in the qualitative analysis to examine factors that cause teachers stress in their job and impact job satisfaction. The results of the study contradict previous research, the theoretical framework of Bandura's theory of self-efficacy, and the theory of self-determination. To recruit and retain high-quality teachers who provide the best educational outcomes for students, all stakeholders must closely examine the development and evaluation of teacher self-efficacy, the factors contributing to teacher job satisfaction, and then identify the connections between the two.

*Keywords*: attrition, intention to leave, job satisfaction, self-efficacy, teacher retention, teacher efficacy, teacher self-efficacy, teacher turnover

## Dedication

This dissertation has been made possible thanks to the support of my family, classmates, colleagues, and friends. I would like to thank my husband, Jeremy, and my children, Joe and Sam, for their support in this program and in my career as an educator. Thank you to my parents, in-laws, my sister, brother, and sister-in law for your support.

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# Chapter One

## Introduction

School staffing shortages, teacher turnover, and teacher retention are major concerns facing school districts and school leaders nationwide (Torres, 2023). Recent reports indicate that the status of the teaching profession is at a 50-year low, with low morale, loss of professional prestige, decreasing numbers of people pursuing education degrees and teaching, and increased percentages of teachers expressing a desire to leave the teaching profession earlier than planned (Lachlan-Hache et al., 2023, p. 30). Applicant pools that once numbered in the hundreds are now in the single digits for some positions, and "poaching" teachers from other districts is now becoming a more common practice among school leaders (Torres, 2023). Evidence of recent increases in teacher retirements and turnover has added to the concerns about staffing in the country's public-school system (Diliberti & Schwartz, 2023).

"Attrition rates for teachers in the United States are approximately twice as high as they are in other countries" (Sutcher et al., 2016, p. 4). In January 2022, 55% of teachers surveyed indicated they will likely leave the profession sooner than planned (Walker, 2022). The "leaky bucket" problem of teacher retention involves not only attracting new teachers to the profession but keeping current teachers in the profession to keep the bucket full (Torres, 2023).

Losing experienced teachers and a lack of qualified teachers directly impact students. Two out of three students say their teachers are their role models. Eighty-eight percent of people think their teachers had a significant role in their lives. A teacher will influence around 3,000 kids in their most important years (Vuleta, 2021). Compared to

any other aspect of schooling, teachers have the greatest impact on student achievement (Terada, 2019).

"Over time, the teaching profession has changed due to a multitude of varying influences, including macro-economic trends, changing political narratives, evolving labor movements, and continuous reform efforts" (Kraft & Lyon, 2022, p. 3). Cycles of teacher shortages and teacher retention have been a chronic problem in the United States for decades (Foster, 2023). "Federal data trends indicate that approximately 8% of teachers leave the profession each year, with younger teachers and those early in their careers the most likely to leave" (Loewus, 2021, para. 4). At the end of the 2021-2022 school year, teacher turnover increased, reaching 10% nationally (Diliberti & Schwartz, 2023). In 2021-2022, teacher turnover was the highest in urban districts, high-poverty districts, and districts serving predominantly students of color (Diliberti & Schwartz, 2023).

There is significant interest in teacher turnover, but researchers often study and utilize the data on teachers' career intent rather than measuring actual turnover (Nguyen et al., 2022). "Turnover intention and behavior are correlated" (Cho & Lewis, 2012, p. 4). In January 2022, 55% of teachers surveyed said they expect to exit the profession sooner than planned, which is up from 37% in August 2021 (Kamenetz, 2022). Nguyen et al. (2022) share:

> Teachers who indicate that they want to leave the profession as soon as possible are almost 26.9% more likely to leave compared to those who do not express their intent to leave; those who express a desire to move schools are 13.8% more likely to switch schools. (p.12)

Research findings indicate a variety of factors in teachers' dissatisfaction with their jobs and their increased desire to leave their positions. These factors include teacher characteristics and the type of teacher preparation program in which they were trained. Working conditions, salary and compensation, professional growth and support, effects of the Covid-19 pandemic, administrative support, and teacher self-efficacy are also notable factors in teachers' dissatisfaction with their jobs and intent to leave (Balow, 2021; Tschannen-Moran & Woolfolk Hoy, 2001). School leaders must develop strategies to attract and retain high-quality teachers to provide the best educational experiences for students and families.

This study examined the relationship between teacher self-efficacy, teachers' job satisfaction, and their intent to leave their position. Teacher self-efficacy is a judgment of one's capabilities to bring about desired outcomes of student engagement and learning, even when students are difficult or unmotivated (Tschannen-Moran & Woolfolk Hoy, 2001). "For teachers, self-efficacy increases persistence in working with challenging students, and has shown to influence teachers' instructional practices, enthusiasm, commitment, and teaching behaviors" (Klassen & Tze, 2014, p. 61).

"Arthur Bandura established that self-efficacy is connected to high levels of motivation, perseverance, optimism, and achievement, even in adverse circumstances, which is linked to teacher self-efficacy" (Anderson & Schuh, 2021, p. 64). "However, the development of teacher self-efficacy in new teachers is often overlooked in acclimating and retaining novice teachers" (Anderson & Schuh, 2021, p. 64). Recognizing the significance of self-efficacy in teacher retention, it is important to examine the role of school and district leaders in cultivating teacher self-efficacy.

School leaders have a great deal of influence in developing high levels of teacher efficacy, which can contribute to overall job satisfaction, improved student outcomes, and greater retention (Flentge, 2021).

**Statement of the Problem**

Teacher retention is a critical issue in K-12 education, as studies have shown an increase in the number of teachers leaving their positions, an increase in the number of professionals who express a desire to leave the profession, and fewer people entering the field of education (Diliberti & Schwartz, 2023; Lachlan-Hache et al., 2023; Sutcher et al., 2016; Walker, 2022). This phenomenon has significant implications for students and families, including the quality of education that students receive, the education system's effectiveness, and the education community's stability. Factors including salary, working conditions, administrative support, professional growth and development, and teacher self-efficacy have been identified as contributing to the problem of teacher retention.

Previous research suggests that teacher self-efficacy plays a vital role in shaping the teaching profession, influencing educators' motivation, commitment, and job satisfaction (Anderson & Schuh, 2021). Despite the acknowledgment of teacher self-efficacy as a factor contributing to the problem of teacher retention, there is a gap in the literature regarding its direct influence on teacher retention. A limited understanding exists of how teacher self-efficacy impacts teachers' decisions to remain either in a particular teaching position and/or in the profession. Focusing on teacher self-efficacy as a factor in teacher retention can provide valuable insight as to why teachers desire to leave their positions and the profession.

**Statement of the Purpose**

The purpose of the study was to better understand the association of teacher self-efficacy on teachers' job satisfaction and their intent to remain in their current positions. The main objectives of the study were:

1. Identifying the relationship between teacher self-efficacy and job satisfaction, as well as the relationship between teacher self-efficacy and the intent to leave current teaching positions.
2. Identifying the dimensions of teacher self-efficacy (classroom management, student engagement, and instructional effectiveness) that are most strongly associated with teacher job satisfaction and intent to leave teaching positions.
3. Determining other contextual and individual factors that interact with teacher self-efficacy to influence retention decisions.
4. Identifying additional implications for school leaders in the formation of educational policies, school leadership practices, and teacher professional development programs that can build, increase, and maintain high levels of teacher self-efficacy and positively impact teacher retention rates.

A mixed methods survey was conducted to determine the relationship between teacher self-efficacy and teacher job satisfaction, as well as the relationship between teacher self-efficacy and teachers' intent to leave their current positions. The survey also identified participants' demographic factors that may also have impacted teacher self-efficacy, job satisfaction, and intent to leave. The survey collected feedback on

participants regarding factors that cause them stress in their role and contribute to their job satisfaction.

**Research Questions**

The study examines the role of self-efficacy related to job satisfaction and teacher retention through the following research questions:

1. Is there a relationship between teachers' self-efficacy and their level of job satisfaction?
2. Is there a relationship between teachers' self-efficacy and their intent to leave their teaching position?
3. Are teachers dissatisfied with their jobs?
4. What are the moderators of educators' level of job satisfaction based on their self-reported demographic data?
5. What factors are contributing to teachers' being satisfied or dissatisfied with their jobs?

**Methodology**

A mixed methodology was utilized to collect data for the study. This mixed method allowed for a statistical analysis of the data collected along with the coding and categorization of data collected. The participants were K-12 teachers in the state of Ohio. Since the study sought to ascertain teachers' mindsets related to self-efficacy, The *Ohio State Teacher Efficacy Scale* (short form) (*OSTES)*, along with survey questions related to job satisfaction and intent to leave the profession, were administered electronically to teachers. The survey also contained general demographic questions that assisted in generalizing the study's results to other K-12 teachers. Collection of data through Google

Forms allows for a safe, secure, and private online platform to conduct the research. The survey questions and response choices were worded as clearly as possible to mitigate inaccurate responses and data entry. Snowball sampling was utilized to gain responses for the study.

Both descriptive and inferential statistics were utilized to analyze the data sets. Descriptive statistics were used to describe the basic features of the data sets so that the researcher could examine patterns in the data sets (Trochim, 2016). Descriptive statistics were used to develop a descriptive summary of the characteristics of the sample in addition to describing the basic characteristics of the variables in the study (Trochim, 2016).

An exploratory factor analysis was performed on each of the three factors related to the three independent variables of self-efficacy (i.e., engagement, instructional strategies, and classroom management). A score was established for both dependent variables (i.e., job satisfaction and intent to leave). A multivariate analysis and correlational regression analysis were performed to determine the relationship between self-efficacy and job satisfaction, self-efficacy and intent to leave, as well as other demographic responses.

**Significance of the Study**

Despite the acknowledgment of teacher self-efficacy as a factor contributing to the issue of teacher retention, a gap exists in the literature regarding its direct influence on teacher retention. There is a limited understanding in the research regarding how teacher self-efficacy impacts teachers' decisions to remain either in a particular teaching position and/or in the profession. Focusing on teacher self-efficacy as a factor in teacher

retention can provide valuable insight as to why teachers desire to leave their positions and the profession.

This study can contribute to the field of education in multiple ways including the identification of key factors that have significant impact on teacher retention, assisting district leaders in developing specific teacher recruitment and retention strategies by addressing factors that influence teacher self-efficacy, and the creation of effective professional development opportunities for teachers and administrators that are tailored to the development and growth of teacher self-efficacy.

This study benefits both teachers and school leaders. Teachers can benefit from the study because they may gain a better understanding of their confidence and competence in their role. Teachers can use the self-awareness gained from this knowledge to target specific areas for professional development, which might lead to increased confidence and job satisfaction. This study can influence the leadership practices of school administrators by placing a priority on promoting the development of teacher self-efficacy. School leaders can learn how to create a leadership style that promotes teacher self-efficacy by identifying areas in school operations and in teacher-administrator relationships that may need improvement to grow teacher self-efficacy. School leaders can also tailor recruitment and retention strategies related to teacher self-efficacy that may lead to the hiring and retainment of high-quality teachers.

## Role of the Researcher

The researcher has worked in the field of education for 20 years and holds a Bachelor of Education in Secondary Education, a Master of Education in Curriculum and Instruction, and a Master of Education in Education Administration. The researcher holds

current Ohio teaching licenses in Grades 7-12 Comprehensive Social Studies, Grades PreK-12 Mild / Moderate Intervention Specialist, the Transition to Work Endorsement, Grades 4 –12 Building Principal License, and a Superintendent's License. The researcher was a classroom teacher for 10 years and has been in building level administration for t10 years in various roles. The researcher is trained in the skills necessary to carry out the designed study.

In the researcher's current position, she oversees the hiring of certified staff in her building. She has witnessed, firsthand, the struggle to find high quality teacher candidates in particular content areas, such as World Language, Math, Science, and Special Education. As a school administrator working with teachers, she has also been privy to conversations with teachers in which they have expressed their dissatisfaction with their current teaching positions and their desire to leave their positions. In the past four years, the researcher has witnessed six teachers in her building leave their positions mid-year. Of those six, two left for retirement, and three left the field completely, and one left for another position. An additional six teachers left their positions in her urban school building at the end of a school year for positions in suburban districts. The researcher has firsthand knowledge of the impact that poor teacher retention has on students and the overall school climate. The role of the researcher in this study was to conduct a reliable and valid study that provided valuable insights into the issues of teacher job satisfaction and teacher retention. The researcher utilized snowball sampling to administer a survey, collect data, and analyze data regarding the role of self-efficacy in teacher job satisfaction and teacher retention.

**Assumptions**

The following assumptions were acknowledged, as they related to the participants in the study:

- The responses of the participants were offered willingly and honestly.
- The participants were honest about their demographic information.
- The participants were all public-school teachers meeting the licensure requirements of the study.

Additionally, the following assumptions were acknowledged, as they related to the quantitative methodology utilized in the study:

- The data collected was accurate and reliable.
- The participants were randomly selected from a target population, which allowed for generalization to larger populations.
- The data followed a normal distribution.
- The data points were independent of each other.

**Limitations**

There may be concerns with the external validity of this study considering the sample may not be distributed evenly between teachers from a variety of schools (urban, suburban, and rural). The data collected in this study was self-reported, which may have been subject to bias or misreporting. The results of this study were limited to the feelings and perceptions of public-school teachers in Ohio. Due to the limitations of the participant population, the results were not generalized to other public-school teacher populations. However, the findings may be of interest to other school systems,

educational service centers, and departments of education as they look for ways to recruit and retain high quality teachers.

**Delimitations**

The study was limited to determining the relationship between teachers' self-efficacy and job satisfaction, as well as teachers' self-efficacy and their intent to leave the position. The study also acknowledges external factors not directly examined in the research, such as administrative support, school culture, and/or salary that can impact teachers' job satisfaction and intent to leave their positions. The geographic scope of the study was limited to the state of Ohio. The study sample was limited to public-school teachers in Grades K-12 in the Ohio school districts. The timeframe for data collection was limited to 30 days in January – February 2024.

**Operational Definitions**

This section provides definitions for key terms that are used throughout the study.

*Attrition* - The departure of employees from the organization for any reason (voluntary or involuntary), including resignation, termination, death, or retirement (Gartner, n.d.).

*Attrition rate* - The rate at which employees leave an organization divided by the average number of employees at the organization over a given period of time (Gartner, n.d.).

*Intention to leave* - Considered a conscious and deliberate desire to leave an organization within the near future and considered the last part of a sequence in the withdrawal cognition process (Mobley et al., 1978, p. 408).

*Self-efficacy* - An individual's belief in his or her capacity to execute behaviors necessary to produce specific performance attainments (Bandura, 1977, p. 194).

*Teacher job satisfaction* - The emotional reactions of teachers to their jobs or teaching roles (Ozkan & Akgenc, 2022, p. 1).

*Teacher retention* - Refers to the proportion of teachers in one year who are still teaching in the same school the following year (Madden-Dent & Oliver, 2021).

*Teacher self-efficacy* - A judgment of one's own capabilities to bring about desired outcomes of student engagement and learning, even when students are difficult or unmotivated (Tschannen-Moran & Woolfolk Hoy, 2001, p. 1).

*Teacher shortage* - The inability to fill vacancies at current wages with individuals qualified to teach in the fields needed (Sutcher et al., 2019, p. 4).

*Teacher turnover* - The rate at which teachers exit schools; it consists of teacher migration ("movers" those who transfer or migrate to teaching positions in other schools) and teacher attrition ("leavers" those who leave teaching altogether) (Madden-Dent & Oliver, 2021).

**Organization of the Dissertation**

The dissertation is organized into five chapters. Chapter One is dedicated to background information relevant to the current study and the statement of the problem. Chapter One included the purpose and significance of the study, research questions, assumptions, limitations, and operational definitions. Chapter Two provides a discussion of the review of literature relevant to the study including a theoretical framework, historical perspective on teacher shortage in the United States, and factors contributing to teachers' job satisfaction and dissatisfaction, including self-efficacy. Chapter Three

discusses the research methodology of the study, including the survey instrument, measurement, and data collection procedures for the study. Chapter Four includes the data analysis of the study and the descriptive statistics for the data. Chapter Five contains the summary of all previous chapters including the results and findings as related to the literature, the implications and the researcher's conclusions, and recommendations for further research.

# Chapter Two

## Literature Review

Two out of three students say their teachers are their role models, 88% of people think their teachers had a significant role in their lives, and a teacher will influence around 3,000 kids in their most important years (Vuleta, 2021). Compared to any other aspect of schooling, teachers have the greatest impact on student achievement (Terada, 2019). Well-trained teachers are more likely to send students to college and can increase a class's lifetime income by $250,000 (Terada, 2019). While teachers play an integral role in the American public education system, the national rate of teacher attrition is increasing annually with considerable variation in attrition rates by region of the country, subject area, and school characteristics (Carver-Thomas & Darling-Hammond, 2019). "Attrition rates for teachers in the United States are approximately twice as high as they are in other countries" (Sutcher et al., 2016, para. 4). In January 2022, 55% of teachers surveyed indicated they were likely to leave the profession sooner than planned (Walker, 2022).

Recent reports indicate that the status of the teaching profession is at a 50-year low, with low morale, loss of professional prestige, decreasing numbers of people pursuing education degrees and teaching, and increased percentages of teachers expressing a desire to leave the teaching profession earlier than planned (Lachlan-Hache et al., 2023, p. 30). This chapter presents the literature on teacher shortages and retention that sets the foundation for this study. The literature provides a historical perspective on teacher shortages, attrition, and retention in the United States. The current state of teacher shortages and retention in the country is also discussed.

Additionally, it explores the implications and effects of teacher attrition. The literature examines the various factors that contribute to teachers leaving their positions and the profession, as well as identifies teacher self-efficacy as an important factor in teacher job satisfaction and retention. Strategies that can be used by school leaders to improve teacher self-efficacy are addressed.

## Theoretical Framework

Two theoretical frameworks should be considered when examining the impact of teacher efficacy on teacher retention. Bandura's self-efficacy theory (1977) provides a theoretical framework for this study on the impact of teacher self-efficacy on teacher retention. The theory of self-determination also provides a theoretical framework for this study on the impact of teacher self-efficacy on teacher retention.

### *Bandura's Self-Efficacy Theory*

Self-efficacy involves a person's belief in their ability to control their behavior, exert influence over their environment, and stay motivated to pursue their goals (Cherry, 2023, para. 1). People who possess high levels of self-efficacy develop deep interest in the activities in which they participate, form a stronger sense of commitment to their interests and activities, recover quickly from setbacks, and believe they can persist and succeed in difficult situations (Cherry, 2023, para. 9). Bandura identified four main sources of influence on self-efficacy: mastery experiences, vicarious experiences, social persuasion, and emotional states (Bandura, 1977, p. 195). Bandura's theory is based on the principal assumption that psychological procedures, in various forms, serve as a means of creating and strengthening expectations of personal efficacy (Bandura, 1977, p. 193).

Efficacy expectations are differentiated from response-outcome expectancies (Bandura, 1977, p. 193). An outcome-expectancy is a person's estimate that a given behavior will lead to certain outcomes. An efficacy expectancy is the belief that one can successfully execute the behavior required to produce the outcomes (Bandura, 1977, p. 193). Bandura (1977) shared:

> The difference between outcome and efficacy expectations is that a person can believe that a particular behavior, or course of action, will produce certain outcomes, but if they have serious doubts about whether or not they can perform the necessary behavior, that thought process does not influence their behavior. (p. 193)

"The expectation of personal mastery affects both the initiation and persistence of coping behavior. People's own beliefs in their effectiveness are likely to impact their level of effort in attempting to cope with given situations" (Bandura, 1977, p. 193). A person's perceived self-efficacy contributes to their attitudes towards behavioral settings and situations. People tend to fear and avoid situations that they believe exceed their coping skills (Bandura, 1977, p. 194). People tend to get involved in activities and situations and behave confidently in those situations when they feel they are capable of handling situations that would otherwise be intimidating and stressful (Bandura, 1977, p. 194).

Perceived self-efficacy influences the activities and settings in which people choose to participate. People fear, and tend to avoid, threatening situations they believe exceed their coping skills, whereas they get involved in activities and behave assuredly when they judge themselves to be capable of handling situations that would otherwise

be intimidating (Bandura, 1977, pp. 193-194). Efficacy expectations play a role in the amount of effort people will expend and how long they will persist when faced with obstacles and adverse experiences (Bandura, 1977, p. 194). People who persist through threatening activities and situations that are, in fact, relatively safe, will gain corrective experiences that will reinforce their sense of efficacy, eventually eliminating their defensive behavior (Bandura, 1977, p. 194). People who fail to use their coping skills to persist through activities will retain their self-debilitating expectations and fears (Bandura, 1977, p. 194).

When considering appropriate skills and adequate incentives, efficacy expectations are a major determinant of people's choice of activities, how much effort they will expend, and how long they will sustain effort in dealing with a stressful situation (Bandura, 1977, p. 194). Bandura identified four main sources of influence on self-efficacy: performance accomplishments, vicarious experiences, verbal persuasion, and emotional arousal (Bandura, 1977).

**Performance Accomplishments.** This source of influence on efficacy expectations is based on personal mastery experiences. When a person experiences success in their activities and situations, their expectations of mastery increase. When a person experiences repeated failure, then mastery expectations are lowered (Bandura, 1977). Repeated success in activities and citations contributes to the development of strong efficacy expectations, which decreases the negative impact of occasional failure (Bandura, 1977).

As self-efficacy is developed, it tends to generalize to other situations in which a person did not previously feel confident in their abilities. The generalization

> effects occur most frequently with situations that are similar to those in which self-efficacy has increased. (Bandura, 1977, p. 195)

**Vicarious Experiences.** People can increase their efficacy expectations by watching others perform threatening activities without adverse consequences (Bandura, 1977). They begin to believe that if others can do it, they should also be able to achieve the same improvement in performance in an activity or situation (Bandura, 1977). It is worth noting that increasing efficacy expectations through vicarious experiences is a less dependable means of increasing self-efficacy than that of personal performance accomplishments (Bandura, 1977).

**Verbal Persuasion.** In verbal persuasion, people are led, through suggestion, to believe that they can successfully cope with an activity or situation that has been overwhelming in the past (Bandura, 1977). Increased efficacy expectations that are achieved through verbal persuasion are also expected to be weaker than those achieved through personal accomplishment since verbal persuasion does not involve any true experiences for the basis of the expectations (Bandura, 1977). Even though the use of verbal persuasion might not be the strongest connection to increased efficacy expectations, people who are verbally persuaded possess the capabilities to master difficult situations. They are also provided with provisional aids for effective action and are likely to expend greater effort than those who receive only performance aids (Bandura, 1977, p. 198).

An important note about verbal persuasion is that the conditions to facilitate effective performance must also be in place or else the person is being set up for failure (Bandura, 1977). The impact of verbal persuasion on perceived self-efficacy may vary

depending on the perceived credibility, prestige, trustworthiness, expertise, and assuredness of the persuaders (Bandura, 1977, p. 202).

**Emotional Arousal.** Emotional arousal is another indicator that can impact efficacy expectations in coping with stressful activities or situations (Bandura, 1977). Stressful and taxing situations can produce an emotional response. "People use their physiological arousal to determine their level of anxiety and vulnerability to stress" (Bandura, 1977, p. 198). "Because high emotional arousal usually has negative performance outcomes, people are more likely to experience success when they do not experience aversive arousal than if they are tense and visibly agitated" (Bandura, 1977, p. 198). In creating fear-provoking thoughts about their inabilities, people can produce increased levels of anxiety and fear that far exceed the fear experienced during the actual threatening situation (Bandura, 1977, p. 199). "People who believe that their emotional arousal is connected to personal inadequacies are more likely to lower their efficacy expectations than those who attribute their emotional arousal to situational factors" (Bandura, 1977, p. 202).

Bandura's efficacy theory demonstrates that individuals' belief in their ability to successfully perform a particular task or achieve a specific outcome has a significant impact on their behavior, motivation, and overall success (Bandura, 1994). Teachers' beliefs in their own levels of efficacy within their roles can influence their teaching practices, interactions with students, and job satisfaction, which can ultimately impact their desire to remain in the teaching profession (Mielke, 2021). A lack of efficacy can impact a person's ability to cope with difficult situations, therefore, affecting their

motivation toward educational responsibilities and decreasing their academic success (Bandura, 1995).

The theory of self-determination ties in with Bandura's theory of self-efficacy in that self-determination refers to an individual's ability to make choices, set goals, and regulate their own behavior autonomously (Ryan & Deci, 2000). There is a close relation to motivation and the sense of being in control of one's actions and decisions. When teachers feel self-determined and have a sense of autonomy in their classrooms, they are more likely to develop and maintain high levels of self-efficacy (Ryan & Deci, 2000).

### *Self-Determination Theory*

In the self-determination theory, a person's feeling of competence is related to a person's level of intrinsic motivation (Deci & Vansteenkiste, 2004). "Self-determined individuals seek to satisfy three primary needs to optimize their goal potentials: competence, autonomy, and psychological relatedness" (Deci & Vansteenkiste, 2004, p. 25). Deci & Vansteenskiste stated, "Satisfaction of the needs for autonomy, competence, and relatedness should contribute to people's lasting well-being and to the prevention of impoverished functioning and ill being" (p. 33). Deci & Vansteenkiste also indicated, "individuals who felt more competent and autonomous in their daily activities and felt more closely connected to others reported higher levels of daily well-being" (p. 34). "These findings are very important because they indicate that the needs for autonomy, competence, and relatedness are, as theorized by the self-determination theory, necessary nutriments for the organism's vial functioning" (Deci & Vansteenkiste, 2004, p. 34).

**Historical Perspective on Teacher Shortages and Attrition**

> The teaching profession has changed over time. Kraft and Lyon (2022) shared: Across the last half century, there is evidence of three major periods of change in the status of the teaching profession. Prestige, interest, preparation, and satisfaction in the teaching profession declined rapidly in the 1970s, rose swiftly in the early to mid-1980s, remained somewhat steady for the next 20 years, and then began declining around 2010. (p. 4)

Kraft and Lyon also stated, "The teaching profession has changed over time due to a multitude of varying influences including macro-economic trends, changing political narratives, evolving labor movements, and continuous reform efforts" (p. 3). The American public's view of teachers and teaching as a profession has also changed over time, and the public's response to teachers in the Covid-19 pandemic also factored into teachers' growing dissatisfaction and burnout (Kraft & Lyon, 2022, p. 3). "Public perceptions of the teaching profession influence students' career interests, who then decide to invest in, prepare for, and ultimately enter the profession" (Kraft & Lyon, 2022, p. 3).

"The examination of four interrelated concepts (i.e., professional prestige, interest among students, preparation to enter the profession, and job satisfaction) over a 50-year period help to gauge the state of the profession including teacher attrition and shortages" (Kraft & Lyon, 2022, p. 4). In examining each of these four concepts, the findings showed that the overall well-being of the teaching profession is at or near historically low levels (Kraft & Lyon, 2022, p. 5). "Perceptions of teacher prestige have fallen between 20% and 47% in the last decade to be at or near the lowest levels

recorded over the past 50 years" (Kraft & Lyon, 2022, p. 5). Student interest in the teaching profession among high school seniors and college freshmen has declined 50% since the 1990s, and 38% since 2010, also reaching the lowest level in the last 50 years (Kraft & Lyon, 2022, p. 5). "The number of new entrants into the profession has fallen by roughly one third over the last decade, and the proportion of college graduates that go into teaching is at a 50-year low" (Kraft & Lyon, 2022, p. 5).

Cycles of teacher shortages and teacher retention have been a chronic problem in the United States for decades (Foster, 2023). Teacher production is also cyclical and related to the state of the economy (Aragon, 2016). Since the early 1970's, the United States has experienced a recurring cycle of teacher shortages (Darling-Hammond, 2022). "Evidence suggests that declining real wages due to rapid inflation and increased labor market opportunities for women and people of color may help to explain early declines in the state of the teaching profession of the 1970s" (Kraft & Lyon, 2022, p. 6). In the 1970's, the federal government offered incentive programs and other financial aid programs to combat teacher shortages (Darling-Hammond, 2022). However, many of those programs were reduced or discontinued during the Reagan presidency of the 1980's (Darling- Hammond, 2022).

*The Coming Crisis in Teaching* report indicated that changes in the United States' teaching force would lead to serious shortages of qualified teachers unless policies to restructure the teaching profession were examined and pursued (Darling-Hammond, 1984). That report highlighted changes in recruitment and retention patterns of the teaching force, in the quality of teachers, and in the decreased appeal of the profession (Darling-Hammond, 1984, p. v). Concern was expressed over the decreasing

number of math and science teachers compared to projected increased student enrollment, which would eventually grow into a more generalized teacher shortage (Darling-Hammond, 1984). At the time, shortages were identified in multiple subject areas including math, computer programming, special education, science, and English (Darling-Hammond, 1984).

After an improvement in the supply of teachers in the 1990's, another decline occurred in the early 2000's during the Great Recession (Darling-Hammond, 2022). In 2008 and for several years after, tens of thousands of teachers experienced layoffs (Sutcher et al., 2016, p. 8). "To save money, states eliminated support staff, reduced the number of new teacher hires, and increased class sizes" (Sutcher et al., 2016, p. 8). The Great Recession left a surplus of teachers in its wake (Sutcher et al., 2016). Eventually, the economy improved, and districts began to hire teachers again which increased the demand for teachers (Sutcher et al., 2016, p. 8). The nation was headed toward a shortage once again (Sutcher et al., 2016).

"Increased student enrollment, districts' desire to reinstate classes and programs that were cut during the Great Recession, and higher than normal levels of attrition were cited as reasons for the rise in teacher demand at that time" (Sutcher et al., 2016, p. 8). Sutcher et al. stated, "An issue of demand is not an immediate concern if there are teachers to fill the vacancies; however, between 2009 and 2014, teacher education enrollment dropped from 691,000 to 451,000, a 35% reduction" (p. 37).

The statistics show that less people are pursuing careers in education; however, that could be a result of the country's economic and labor market situation rather than a decreased desire to teach (Aragon, 2016). College students who are exposed to higher

unemployment during their time in school tend to select majors that earn higher wages, have better employment prospects, and lead to work in a related field (Aragon, 2016). Therefore, poor and/or unstable economic conditions tend to drive people away from education and into career fields with higher earning potential (Aragon, 2016).

"The number of state-issued teaching licenses to teach in public schools has also shown a decline. The total number of licenses issued rose to 320,000 in 2006 and has fallen steadily since, dropping to only 215,000 in 2020" (Kraft & Lyon, 2022, p. 21). "At its peak in 2006, the number of licenses issued was 22% of the total number of college graduates. In 2020, that number was only 11% of the total number of college graduates" (Kraft & Lyon, 2022, p. 21). In 2012-2013, approximately 190,200 college students completed a teacher prep program, while that number dropped to just over 150,000 in 2019-2020 (National Center for Education Statistics, n.d.).

Barriers to entry in the teaching profession have also been considered factors in teacher shortages and retention over the years (Kraft & Lyon, 2022). Some find that the formal education and licensure requirements that are common in medical and legal professions have helped to raise the status of the teaching profession (Darling-Hammond, 2010). "However, research has found that licensure exams and extensive certification requirements contribute to a reduction in the overall supply of new teachers by discouraging teaching candidates with lower average SAT scores" (Larsen et al., 2020, p. 24).

One variable in this equation is represented by those who leave teaching and re-enter the profession. Re-entrants (i.e., those who leave the profession and then return) make up one-third to one-half of each year's supply of teachers, but securing teachers

from this pool is not predicted to overcome the pending shortage (Sutcher et al., 2016). The pool of former teachers is large, but it is estimated that only about one-third of teachers who exit the profession ever return (Sutcher et al., 2016).

"Historical data in 2016 illustrated a steady decline in teacher supply based on the teacher pipeline and estimates of re-entrants" (Sutcher et al., 2016, p. 27). Sutcher et al. continued:

> The model indicated that 2016 had the lowest number of teachers available in the 10 years prior, while considering the percentage of new teachers who actually entered the field and the number of former teachers who returned to the classroom as re-entrants. (p. 27)

A report estimated a shortage of roughly 100,000 teaching positions by 2017 - 2018 if no significant policy change occurred (Darling-Hammond, 2022; Sutcher et al., 2016). "State teacher workforce reports ultimately indicated that over 100,000 positions were unfilled or filled with uncertified teachers in the 2017 - 2018 academic year" (Darling-Hammond, 2022, para. 5). DiNapoli (2021) agrees:

> In the years since then, more than 40 states have reported teacher shortages annually in math, science, special education, and other areas, while the number of people entering the teaching profession has dropped by more than 30% in the last decade. (para 5)

"Federal data trends indicate that approximately 8% of teachers leave the profession each year, with younger teachers, and those early in their careers, the most likely to leave" (Loewus, 2021, para 4). Teacher turnover has increased, reaching 10% nationally, at the end of the 2021-2022 school year (Diliberti & Schwartz, 2023). In

2021-2022, teacher turnover was the highest in urban districts, high poverty districts, and districts serving predominantly students of color (Diliberti & Schwartz, 2023). A school's Title I eligibility also influences teacher vacancies. "Schools that are eligible for school-wide Title I funding report more teacher vacancies than those that are not eligible" (Pennington, McVey & Trinidad, 2019, p. 14). "Teacher quality and unequal distribution of highly qualified teachers in schools serving low-income students are two issues that, when considered, indicate that the teacher shortage is more severe than previously recognized" (Garcia & Weiss, 2019a, p. 1).

"States, districts, and schools face a shortage of teachers from diverse racial and ethnic backgrounds" (Ingersoll et al., 2022, para. 1). "In 2018, about 40% of America's student population, and 51% of all elementary and secondary school students, were from underrepresented racial-ethnic groups. However, only 20% of all K-12 teachers were from underrepresented racial-ethnic groups" (Ingersoll et al., 2022, para. 6). "This misalignment holds true for each of the main racial subgroups: Black/African American, Hispanic/Latino, Asian/Pacific Islander, and Native American/Indigenous" (Ingersoll et al., 2022, para. 6). "The statistics do show that since the late 1980's, the number of elementary and secondary teachers of color has increased by 148% " (Ingersoll et al., 2022, para. 7).

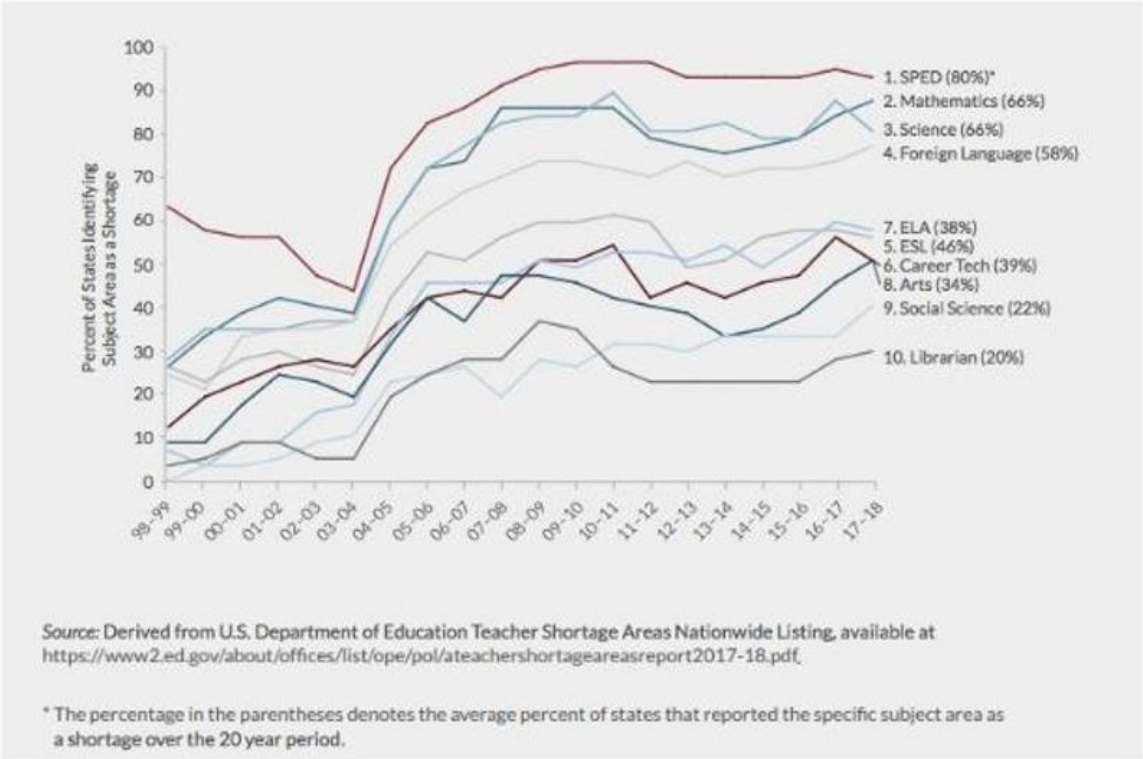
"While teachers of color have entered the teaching profession at higher rates than White individuals in recent decades, they have also left at higher rates" (Ingersoll et al., 2022, para. 12). "The difference in the rate of teacher turnover between White teachers and teachers of color has increased since the mid-1990's, and male teachers of color have had an especially high rate of turnover"(Ingersoll et al., 2022, para 12). Trends in

turnover vary by region of the country; however, teachers in the fields of special education, science, and math tend to be at the highest risk for turnover in all regions (Loewus, 2021). In California, one out of five teachers in special education left their positions between 2015–2016 and 2016–2017, a ratio comparatively higher than seen in other areas of the profession (Darling-Hammond et al., 2018. p. 13). “In math, the number of fully prepared candidates holding preliminary credentials has decreased by 50% in six years, while the number holding intern credentials has increased by almost 80% in the same period. Similar patterns exist in science” (Darling-Hammond et al., 2018. p. 13).

“There is significant variation in teacher shortages by subject and across states” (Pennington McVey & Trinidad, 2019, p. 5). “A higher number of states reported shortages in special education, math, science, and English as a second language content areas” (Pennington McVey & Trinidad, 2019, p. 6). “Special education was identified by 80% of states as an area of need” (Pennington McVey & Trinidad, 2019, p. 22). Figure 1 illustrates the top 10 subject area shortages reported nationally from 1998 - 2018 (Pennington McVey & Trinidad, 2019).

**Figure 1**

*Top 10 Subject Area Shortages Reported Nationally, 1998 - 2018*



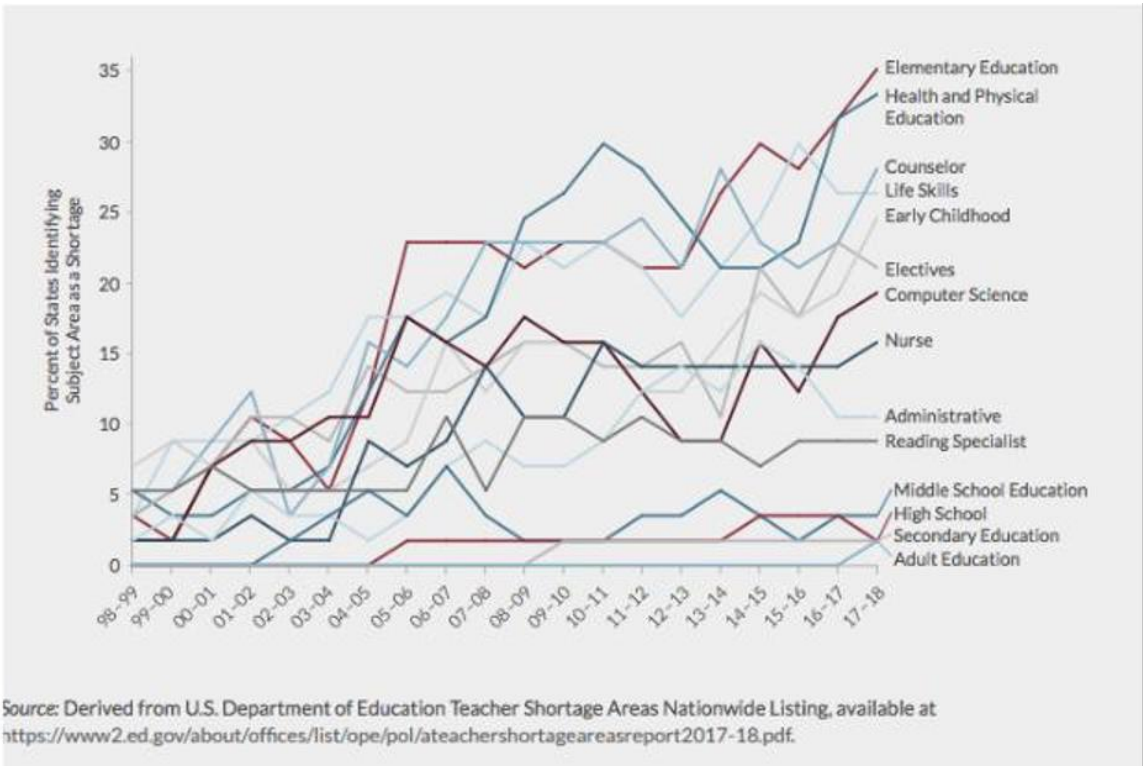

*Source:* Derived from U.S. Department of Education Teacher Shortage Areas Nationwide Listing, available at https://www2.ed.gov/about/offices/list/ope/pol/ateachershortageareasreport2017-18.pdf.

* The percentage in the parentheses denotes the average percent of states that reported the specific subject area as a shortage over the 20 year period.

As indicated in Figure 1, special education, math, and science were the top three area shortages, with foreign language, English language arts, and arts also showing shortages. This study by Cross (2017) also identified the bottom 14 subject-area shortages reported nationally (Pennington McVey & Trinidad, 2019). These results demonstrated extreme fluctuation and variations over time with no consistency in these subject area shortages (Pennington McVey & Trinidad, 2019). Figure 2 illustrates the bottom 14 subject-area shortages.

**Figure 2**

*Bottom 14 Subject Area Shortages Reported Nationally, 1998 - 2018*




*Source:* Derived from U.S. Department of Education Teacher Shortage Areas Nationwide Listing, available at https://www2.ed.gov/about/offices/list/ope/pol/ateachershortageareasreport2017-18.pdf.

Figure 2 shows high volatility and very few predictable patterns in these subject-area shortages. While states may have experienced a shortage in an area in one year and not the next, indicating no long-term need, the shortage still impacted schools and students at that point in time (Pennington McVey & Trinidad, 2019). The U.S. Department of Education (2019) found that in almost every state in the nation there were large numbers of unfilled vacancies.

The *Occupational Outlook Handbook* projects that overall employment in education, training, and library occupations will grow 7% between 2021 to 2031, which is about as fast as average for all occupations (U.S. Bureau of Labor Statistics, 2022). For high school teachers, the projected growth is 5%, with an employment change of 48,700, between 2021 – 2031 (U.S. Bureau of Labor Statistics, 2022). The job outlook

for middle school teachers is a growth of 4% (similar to average growth), with an employment change of 25,000, for 2021 - 2031 (U.S. Bureau of Labor Statistics, 2022). For kindergarten and elementary school teachers, the projected growth is 4% (similar to average growth), with an employment change of 60,200 between 2021 - 2031 (U.S. Bureau of Labor Statistics, 2022). The job outlook for career and technical education teachers is slightly slower than average at 2% between 2021 – 2031, with an employment change of 5,400 (U.S. Bureau of Labor Statistics, 2022).

**The Teacher Shortage Narrative**

Evidence indicates that the country has battled impending teacher shortages since the 1970's. At the present time, there is a great deal of press surrounding teacher shortages and the decline in the number of individuals pursuing the profession. Currently, there are more teachers than there were before the pandemic, but there are fewer students due to enrollment drops (Turner & Cohen, 2023). "Available data shows that a generic national teacher shortage has yet to develop" (Pennington McVey & Trinidad, 2019, p. 4).

The narrative of impending teacher shortages continues for a few reasons. "There is no single, comprehensive data source on teacher shortages and districts and states collect data in their own unique contexts, and the way the data is reported to the U.S. Department of Education varies by state" (Pennington McVey & Trinidad, 2019, p. 7). Pennington McVey and Trinidad continued:

> The narrative that a teacher shortage exists is perpetuated by those who review teacher shortage data sources in isolation and relate specific shortage issues to the profession as a whole and more detailed, consistent data and data collection

> practices at all levels are needed in order to fully understand teacher shortages in the United States. (p. 7)

The fact that fewer students are entering into and completing teacher preparation programs also perpetuates the narrative of teacher shortage (Pennington McVey & Trinidad, 2019). "There have been fewer education graduates in recent years, but teacher production has grown steadily since the mid-1980s, and it has grown faster than the increase in student enrollment in America's public schools" (Pennington McVey & Trinidad, 2019, p. 9). The issue is not a lack of certified teachers overall, but a chronic and continuous misalignment of teacher supply and demand (Pennington McVey & Trinidad, 2019). Pennington McVey and Trinidad explained:

> There is an ongoing need for certified teachers in mathematics, science, and special education, but a relatively lower demand for elementary education teachers. However, teacher preparation programs continue to produce far more elementary school teachers than those certified to teach in high-demand subjects. (pp. 11-12)

"Many studies and reports on teacher shortages treat all teachers as interchangeable, when the truth is that school districts must hire teachers with specific licenses that allow them to teach in a specific age range and subject area" (Pennington McVey & Trinidad, 2019, p. 4). "This misalignment between teacher supply and demand is where the teacher shortage crisis is born and lives" (Pennington McVey & Trinidad, 2019, p. 13). Pennington McVey and Trinidad shared:

> The inaccurate information about generalized teacher shortages adds to the false narrative about teacher shortage because it misleads teacher candidates about the

> job market; giving them reason to believe that the job prospects in teaching will be similar no matter what type of teaching certification they earn. (p. 13)

Many early childhood education teachers cannot find jobs, and many schools cannot find math, science, special education, or world language teachers to hire (Pennington McVey & Trinidad, 2019).

### *Turnover Intentions Versus Actual Turnover*

No matter what picture the data paints regarding the reality of teacher shortages in the United States, there is a need for high-quality, certified teachers in all aspects of the public education system. A 2021 survey of 700 teachers and 300 school leaders investigated teachers' intent to leave the profession (Education Week, 2021). Key findings from that 2021 Education Week survey include:

- More teachers are thinking about leaving the profession now than before the pandemic.
- 54% of teachers said that they are "somewhat" or "very likely" to leave the profession.
- In the fall of 2019, just 34% of teachers would have answered the same.
- 84% of teachers said that teaching is more stressful now than prior to the pandemic.

In January 2022, 55% of teachers surveyed said they expect to exit the profession sooner than planned (Kamenetz, 2022). That was up from just 37% of teachers who said the same in the August of 2021 (Kamenetz, 2022). The January 2022 survey indicated a racial gap in teachers' desire to leave, with 65% of Black teachers and 59% of Hispanic teachers saying they will leave earlier than planned (Kamenetz, 2022). The desire to

leave the profession was similar among new teachers, mid-career educators and those in the later stages of their careers—which is a change from data trends of the past (Kamenetz, 2022).

In the first annual Merrimack College teacher survey in 2022, 44% of teachers said they were thinking of leaving the profession, which was an increase of almost 15% in 10 years (Merrimack College, 2022). Twenty percent of the teachers surveyed said they were "very likely" to leave the profession, with more than four in 10 saying they were "very" or "fairly likely" to leave the profession in the next two years (Merrimack College, 2022).

There is significant interest in teacher turnover, but researchers often study and utilize the data on teachers' career intent rather than measuring actual turnover (Nguyen et al., 2022). There are three reasons that researchers study employees' intent rather than their actual turnover. "Attitudinal theory suggests that intent is a predictor of behavior" (Mobley et al., 1978, p. 508). "Turnover intention accounts for 9% to 25% of turnover" (Cho & Lewis, 2012, p. 4). Second, it is less time-consuming and less costly to study intent (Nguyen et al., 2022). Measuring turnover intention through surveys allows for more efficient and feasible primary data collection (Nguyen et al., 2022). "Career intentions are the only factor of attrition that is available in some data sets" (Nguyen et al., 2022, p .1). Nguyen et al. shared:

> Previous studies have linked higher turnover rates to schools where a higher proportion of teachers expressed intent to leave. However, that data was examined at the school level, not the individual teacher level...In another study, 65% of teachers who said they were going to leave in a 15-month period did

> indeed leave, which was interpreted as intent is meaningfully associated with actual attrition... only 15% of teachers who said they were going to leave in a 6-month period actually did leave. (pp. 3-4)

Ultimately, the study found that teachers who expressed intent to leave teaching or move schools were indeed more likely to do so than those who did not express intent to leave (Nguyen et al., 2022). "The study results showed that turnover intentions and actual turnover were predicted by different sets of variables" (Nguyen et al., 2022, p. 14).

> Teachers who indicated that they wanted to leave the profession as soon as possible were almost 27% more likely to actually leave compared to those who did not express their intent to leave. Those who expressed a desire to move schools were 13.8% more likely to switch schools. (Nguyen et al., 2022, p. 12)

The demonstration of behaviors regarding intent to leave the profession or transfer to another school can provide meaningful information to school administrators and researchers (Nguyen et al., 2022). "The intention of teachers to leave the profession or move schools is influenced by dissatisfaction with school administration, other working conditions, and burnout" (Nguyen et al., 2022, p. 16). These things can, in turn, impact other factors including student achievement (Nguyen et al., 2022). While intent to leave does not always translate to actually leaving the profession, it is concerning that the number of teachers who are expressing intent or desire to leave the profession has increased over the past few years (Will, 2022).

### *Implications and Effects of Losing Teachers*

There are many negative implications and effects on multiple stakeholders when teachers leave the profession (UMassGlobal, n.d.). The collectively high rate of teacher

attrition is a primary contributor to teacher shortages nationally, making up almost 90% of teacher demand (Sutcher et al., 2019). Teacher shortages increase the difficulty in building a positive reputation for teaching and giving it the professional recognition it deserves (Garcia & Weiss, 2019a). "Teacher turnover affects the achievement of all students in the school, not just the ones with the new teacher" (Ronfeldt et al., 2013, p. 7). "High rates of turnover can impede instructional improvements and teacher collaboration" (Carver-Thomas & Darling- Hammond, 2019, p. 3). Gerald (2019) shared:

> Considering that 44% of teachers leave the profession within the first five years and 10% leave after year one, this means that an average teacher has 1 – 3 years of classroom experience compared to an average of 15 years of experience just 30 years ago. (para. 4)

When teachers leave within the first five years of their career, students are missing out on the impact of experienced teachers, and teachers miss out on the opportunity to improve and find success (Lachlan-Hache et al., 2023, p. 31).

High teacher turnover rates result in classrooms that are staffed with less-qualified teachers due to lack of experience and/or lack of credentials (Gerald, 2019). Students suffer with less qualified and less experienced teachers. Evidence suggests that teacher experience is correlated with teacher effectiveness (Lachlan-Hache et al., 2023, p. 31). "High teacher turnover is correlated with lower test scores within schools" (Gerald, 2019, para. 8). "An increase in teacher turnover by just 1% resulted in lower math scores by 2%, and test scores in all subjects were 6-10% lower in schools with high turnover rates" (Gerald, 2019, para. 8).

With many areas of the country having trouble filling teaching positions in high demand areas (e.g., urban and rural schools) and in high demand content areas (e.g., math, science, and special education), some states have put into place alternative licensure requirements to make it less time consuming and less costly to obtain a teaching license and a full-time teaching position (Bowe et al., 2011; Will, 2022). "The decline in enrollment in traditional teacher preparation programs over the last decade, however, has meant that the percentage of newly licensed teachers who enter the profession via an alternative path has increased steadily, reaching 23% in 2020" (Kraft & Lyon, 2022, p. 29).

In Ohio, teachers who have an expired teaching license can immediately return to the classroom for a year, while they fulfill requirements to renew their teaching license (ODE, 2022). Ohio has also decreased the number of credits needed for renewal of expired teaching licenses. Traditionally, educators needed 12 credit hours to renew an expired license, but that has been reduced to nine credit hours (ODE, 2022). Ohio allows teachers who held a two-year provisional license, issued prior to 2017, to apply to transition that license to a Resident Educator license without completing any coursework (ODE, 2022). Previously, educators had to complete coursework to transition to a Resident Educator license. This means that students, and in particular, students in the most vulnerable populations such as high need and low-income schools where teacher turnover is the highest, are subject to less qualified or under-qualified teachers who have little to no pedagogical training and who have, in many cases, not spent much time with students at all prior to obtaining their teaching credential (Darling-Hammond, 2022). As teachers exit the field and shortages in various

demographic and subject areas exist, the more likely it is that teachers entering those areas will not be fully prepared to teach because of emergency permits or substandard credentials (Darling-Hammond, 2022).

Another important implication of teachers leaving the profession is the financial burden that it puts on school districts. Estimated in the billions of dollars nationally, hiring new teachers comes at a cost to districts. Both time and money are dedicated to professional development and training in school operations, curriculum, and mandatory state and local initiatives such as mentoring programs (Foster, 2023). Not only are districts devoting funds to the new teachers, but they are often paying their current teachers extra stipends and supplemental contracts to act as mentors to new teachers. "The estimated cost of replacing a teacher is $10,000 per teacher for small and rural districts and $20,000 per teacher for urban districts" (Gerald, 2019, para. 7). Chicago public schools spend roughly $86 million dollars per year on costs associated with teacher turnover (Nguyen et al., 2019). Considering the previous statistic that 10% of teachers leave after year one and 44% leave after the first five years, the investment districts make in new teachers is not proving its worth. Compounding the issue is that teacher turnover is the most severe in already under-resourced schools, and the costs of time and money associated with teacher turnover puts another stressor on these particular types of districts (Foster, 2023).

**Factors Contributing to Teacher Attrition**

The rise in intent to leave numbers indicates that teachers are feeling increasingly dissatisfied and disillusioned with their jobs (Will, 2022). More than two-thirds of the teacher attrition rate in the United States is due to factors other than retirement (Carver-

Thomas & Darling-Hammond, 2019). The Merrimack College (2022) survey indicated that 12% of those surveyed were "very satisfied" with their jobs, with more than four in 10 teachers saying they were "very" or "fairly likely" to leave the profession in the next two years (Kurtz, 2022). "Teachers also felt that the general public did not understand or appreciate their work" (Kurtz, 2022, para. 5). Kurtz noted:

> The Merrimack College survey (2022) indicated that less than half of the survey respondents felt the general public respected them and viewed them as professionals, which was down from 77% represented on the former MetLife *Survey of the American Teacher* in 2011. (para. 5)

***Teacher Characteristics***

Age is a factor in teacher turnover, with the youngest and oldest teachers leaving the profession at the highest rates versus those who are mid-career (Carver-Thomas & Darling- Hammond, 2019). After considering age, a teacher's years of experience did not have a significant effect on turnover (Carver-Thomas & Darling-Hammond, 2019). "When considering other student and teacher characteristics, teachers' race did not influence turnover" (Carver-Thomas & Darling-Hammond, 2019, p. 13). The manner in which teachers become prepared to enter the profession is a factor in turnover (Carver-Thomas & Darling-Hammond, 2019). Carver-Thomas & Darling-Hammond found that teachers who entered the profession through an alternative certification pathway were 25% more likely to leave their schools than full-time teachers who entered the profession through a regular certification program, holding all other factors constant.

Examination of the relationship between student teaching experience and teacher retention indicates that after five years of teaching, twice as many participants who had

never student taught leave teaching compared with participants who had completed any amount of student teaching experience (Ronfeldt, 2021, p. 6). Participants who completed longer durations of student teaching feel better prepared to teach and were more likely to persist in teaching (Ronfeldt, 2021, p. 6). These findings are important to consider in relation to the increased alternative pathways to teaching programs that offer shortcuts to teacher licensure and may not include traditional student teaching experiences.

While all educators face accountability measures in schools, teachers who teach in high stakes assessment subject areas experience increased stress and burnout relative to local, state, and federal accountability measures (Ryan et al., 2017; Von Der Embse et al., 2016).

> Taken together, Ryan et al. (2017) and Von Der Embse et al. (2016) showed a relationship between teacher job satisfaction and high-stakes test stress. Ultimately, this correlation could cause burnout and teacher attrition. This is an important finding, showing that high stakes testing and accountability measures contribute to the stress and burnout that contribute to teacher attrition. (p. 7-8)

### *Working Conditions*

> In a study by Loewus (2021), one Indiana middle school teacher reported: *We are pulled in so many ways by outside forces. There are committee meetings, PLC meetings, teacher meetings, IEP meetings, grade level meetings, team meetings, subject area meetings, and the list goes on and on, plus every meeting requires more emails. Teaching students is wonderful. It is all the OTHER that is exhausting*. (para. 14)

Teachers feel that their workloads and stress levels have increased (Will, 2022). Increased staff absences during the pandemic have contributed to feelings of teacher burnout and stress from covering classes and absorbing students from absent colleagues (Will, 2022). Teachers are also dealing with increased student behavior issues in their classrooms and a lack of respect from students and parents (Will, 2022).

In the 1st Annual Merrimack College Teacher Survey, most teachers indicated that "they did have some control over aspects of their job such as teaching and pedagogy, curriculum, students' classroom behavior, assessment practices, and the resources and supplies they need for instruction" (Kurtz, 2022, para. 8). However, just 37% said they have much control over scheduling (Kurtz, 2022). The typical teacher works about 54 hours per week with about 25 hours spent instructing students (Kurtz, 2022). "While this is consistent across grade levels and years of experience, Black teachers and teachers in majority-Black schools report working longer total hours, while reporting less hours than typical spent on instruction during the school year" (Kurtz, 2022, para. 9). Kurtz continued:

> Most teachers in the Merrimack College (2022) survey said that they would like to spend more time on activities related to instruction such as planning, collaboration, and instruction and less time on non-instructional tasks such as administrative work, duties, non-teaching student interactions, mentoring, and counseling...The idea that too much time is spent on non-instructional work, combined with increased local and state control over curriculum, is contributing to concerns that teaching is becoming a de-professionalized profession, where

> educators are treated more like hourly employees with limited autonomy. (para. 10)

"Controlling for school size and poverty rates, teachers in schools with 25% or more students of color were more likely to move or leave teaching than teachers in schools with fewer students of color, all else being equal" (Carver-Thomas & Darling-Hammond, 2019, p. 13). Teacher turnover rates were also negatively correlated with school size and with class size (Carver- Thomas & Darling-Hammond, 2019). Flentge (2021) noted:

> Teachers who work in urban school districts face additional challenges, as they must plan for and teach students with greater academic and achievement gaps. Discipline problems, social and emotional health concerns, limited resources (especially related to technology), and a lack of parental involvement and support correlate with urban teacher attrition. (p. 1)

***Salary and Compensation***

In the Merrimack College (2022) survey, 26% of teachers felt that they were paid fairly for their work, which was down from 35% in the 2011 MetLife survey (Kurtz, 2022). Kurtz also shared:

> Teachers expressing dissatisfaction with their salaries included female teachers, teachers with three to nine years of experience, teachers sharing a general unhappiness with their job, and teachers who identified that they are likely to leave the profession in the next two years. (para. 7)

In a March 2021 survey, seven out of 10 school leaders also agreed that increasing teacher salaries would make a major difference in keeping teachers (Loewus, 2021).

"Carver-Thomas & Darling-Hammond (2019) found that the level of beginning teacher salary was not a predictor of teacher turnover; however, the highest possible district salary was indeed a predictor of teacher turnover" (Carver-Thomas & Darling-Hammond, 2019, p. 14)). "Teachers who could earn more than $78,000 at the highest end of their salary scale had a predicted turnover rate of 31% lower than those with maximum salaries less than $60,000" (Carver-Thomas & Darling-Hammond, 2019, p. 14)). Considering that 80% of teachers are women, maternity leave, along with the cost and lack of reasonable childcare options, impact teachers' decisions to remain in or leave the profession (Loewus, 2021). An increase in salaries could help to offset the cost of childcare for female teachers.

### *Factors for Teachers of Color*

Considering that only 4% of public-school teachers are Black or Latino men, and some districts have zero Black male teachers, it is immensely important to acknowledge and address the factors contributing to teachers of color leaving the profession (Harris, 2022). Black male teachers, who make up just 2% of teachers, often feel a sense of isolation in the profession along with being pressured to be disciplinarians and counselors for Black students. Both of these factors contribute to Black male teachers wanting to leave the profession (Loewus, 2021). Teachers of color are two to three times more likely than White, non-Hispanic teachers to work in hard-to-staff schools serving low income, highly diverse, urban communities (Ingersoll et al., 2022).

These same schools are also more likely to have less desirable working conditions, which contribute to higher rates of turnover (Ingersoll et al., 2022). Black and Latino male teachers also cite the lack of support and feeling out of place as factors in

leaving their schools and/or the profession (Harris, 2022). Black male teachers acknowledge unfair criticism from administrators, stereotyping by school staff, lack of opportunity in instructional leadership roles, and being passed over for administrative roles as reasons they chose to leave (Harris, 2022). Black male educators share frustrations that they cannot be their authentic selves in schools because of the automatic attention that is put on them since there are so few Black males as teachers (Harris, 2022). They feel that they are under the microscope with their colleagues with focus on their hairstyles, body language, voice volume and cadence, eye contact, clothing styles and just overall presence (Harris, 2022). They feel they must prove themselves as qualified instructors while primarily being seen as mentors to students of color, namely students who are viewed as disruptive and not complying with the rules of the school (Harris, 2022).

### *Professional Growth and Support*

According to Garcia and Weiss (2019c), in failing "to provide teachers with broad access to effective training and professional development, as well as to learning communities where their professional judgment is considered, we hurt teachers' effectiveness, sense of purpose, and career advancement opportunities" (p. 1). Krasnoff (2014) stated:

> Although teacher morale is down across the United States, those educators expressing higher job satisfaction had one particular trait in common: They were more likely to have benefitted from effective professional development opportunities and collaborative time with fellow teachers. Researchers reported that in schools where professional learning is centered around job-embedded

> collaboration with a focus on student results, teachers feel less isolated and experience a greater sense of confidence and job satisfaction. (p. 14)

Garcia and Weiss (2019c) found that "only 50.9% of teachers had been excused from their teaching duties to attend professional development and that just one-third felt satisfied with their professional development" (p. 15). They also acknowledged that "only 11.1% of teachers had input in determining the content of their professional development" (Garcia & Weiss, 2019c, p. 2). "Early supports and continuous training can make teaching a more attractive occupation and help maintain a stable workforce of highly credentialed teachers" (Garcia & Weiss, 2019c, p. 30). "This data indicates a relationship between professional development support and teacher retention" (Garcia & Weiss, 2019c, p. 8).

### *Effects of the Covid-19 Pandemic*

The effects of pandemic teaching are also playing a role in teachers' desire to leave the profession. The rapid forced switch to remote teaching in the Spring of 2021, uncertainty about when in-person learning would resume, anxiety over the personal risk when in person learning did resume, switching back to remote teaching for periods of time in the 2020-2021 school year, and the multitude of student issues that emerged upon to a return to school in the Fall of 2021 all put an exceptional strain on teachers (Morrison, 2021, para. 7).

Teaching has always been challenging, however, what makes it special are the personal connections that teachers make with students and how those connections are incorporated into both teaching and learning (Pfleging & Egan Cunningham, 2021). Remote learning, safety protocols, and the level of concern over personal safety kept

teachers at an arm's length from students and isolated them from their colleagues. It is a challenging task to activate motivation and cognitive resources during any given day of teaching, but it is almost insurmountable during a prolonged crisis, which is what teachers faced beginning in the Spring of 2020 through at least the Fall of 2021 (Pfleging & Egan Cunningham, 2021, p. 72).

### *Administrative Support*

Carver-Thomas & Darling-Hammond (2019) found the condition to be the most predictive of teacher turnover was a perceived lack of administrative support. Teachers' perception of administrators' abilities to encourage and acknowledge staff, communicate a clear vision, and generally run a school well significantly predicted turnover (Carver-Thomas & Darling-Hammond, 2019). When teachers strongly disagree that their administration is supportive, they are more than twice as likely to move schools or leave teaching than when they feel that they do have adequate administrative support (Carver-Thomas & Darling-Hammond, 2019).

Ingersoll et al. (2022) found that issues related to governance and leadership in buildings are most strongly connected to teachers' level of job satisfaction. "This includes the degree of control that teachers have over issues and decisions in their classroom and the level of collective faculty voice that they have in school-wide decisions that affect their jobs" (Ingersoll et al., 2022, para. 15). School administrators have significant influence and impact on many of the other variables that contribute to teacher job satisfaction, or lack thereof, including:

- student behavior
- parent support

- school resources
- non-instructional duties assigned to teachers
- teacher involvement in school decisions (Carver-Thomas & Darling-Hammond, 2019)

Thibideaux et al. (2015) examined whether administrators' leadership behaviors impacted teacher retention. "The survey found that principal leadership is a critical factor in teacher retention, with teachers indicating a lack of administrative support as a top reason for leaving the profession" (Thibideaux et al., 2015, p. 243). This research makes it clear that administrative support is critical to teacher retention.

### *Teacher Efficacy*

"Teacher self-efficacy is another factor in teachers' decisions to leave the profession" (Flentge, 2021, p.1). Teachers who believe themselves to be effective in connecting with students are likely to have a high level of efficacy and enjoy greater job satisfaction, reducing the rate of attrition (Klassen & Tze, 2014). "A student lacking self-efficacy succumbs to learned helplessness; a department without self-efficacy struggles and fights when there is a need to try something new; and a teacher without self-efficacy does not stay a teacher for long" (Mielke, 2021, p. 15). Many teachers are feeling a distinct lack of efficacy, or even a sense of professional fatigue or demoralization (Rebora, 2021).

Teacher self-efficacy is rooted in self-efficacy, which refers to the "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (Bandura, 1997, p. 3). Teacher self-efficacy is the belief in one's own capabilities to bring about desired outcomes of student engagement and learning in

the face of challenges and unforeseen difficulties (Tschannen-Moran & Woolfolk Hoy, 2001).

"Teachers who believe themselves to be ineffective "become dissatisfied with teaching, leading to increased absenteeism, illness, and ultimately attrition" (Perera et al., 2019, p. 186). Kolwyck (2020) examined the relationship between efficacy and teacher turnover intent and found significance between the two.

**The Importance of Teacher Efficacy**

"Teachers with high self-efficacy express greater job satisfaction and lower stress levels than teachers with low self-efficacy" (Barni et al., 2019, p. 1). Teacher efficacy is one of the most powerful teacher qualities that contributes to success with students (Kim & Sao, 2018). Evidence indicates that retention of novice teachers is connected to a high motivation to teach (Hill, 2020). Both job satisfaction and a high level of teacher efficacy contribute to increased motivation to teach (Hill, 2020). Along with positive effects on job satisfaction and lower levels of burnout, Leithwood (2006) indicated "that high teacher efficacy has significant effects on teaching and learning in the form of:

- increased persistence and patience when helping struggling students learn
- greater willingness to try new approaches
- increased parental involvement in school
- higher levels of student achievement across diverse demographics " (p. 16)

"Teachers with high levels of efficacy are more likely to seek support and coaching, and teacher-efficacy is also crucial to teacher well-being, innovation, engagement, and

student performance" (Mielke, 2021, para 8). According to Herbert-Smith (2022), "teachers with a strong sense of efficacy tend to:

- feel confident in choosing the best approach to suit the needs of their classroom
- be adaptable and resilient when faced with challenges or change
- engage in inquiry and research in their own classroom and feel secure enough to share this with others
- feel able to work collaboratively and contribute to building a knowledge-creating profession" (para. 1)

*Collective efficacy* is defined as a group's shared belief in its conjoint capability to organize and execute the courses of action required to produce given levels of attainment (Bandura, 1997, p. 477). Bandura found that the positive effects of collective teacher efficacy more than outweigh the negative effect of students' low socioeconomic status (Hattie, n.d.) Not only can teachers' individual levels of efficacy have a positive or negative impact in the areas listed above, but an entire group of teachers' collective sense of efficacy plays an important role as well. "Teachers with high self-efficacy are more likely to seek out support and are more open to coaching, which contributes to a sense of collective efficacy" (Mielke, 2021, para. 7).

### *The Effects of the Covid-19 Pandemic on Teacher-Efficacy*

Considering the impact of the Covid-19 pandemic on teacher efficacy is important. The pandemic has required a specific type of efficacy on the part of teachers, a term referred to as *crisis efficacy (*Pfleging & Egan Cunningham, 2021). Crisis efficacy is one's belief in their ability to succeed not just in everyday life but also in times of crisis.

The term encompasses a combination of self-efficacy, resilience, well-being, emotionality, sociability, and self-control that one needs to access in times of crisis (Pfleging & Egan Cunningham, 2021, p. 72). As important as this characteristic is to the success and well-being of teachers, teachers have never been explicitly taught crisis efficacy. They have been expected to adapt, adjust, prioritize, and create solutions in times of high levels of instability (Pfleging & Egan Cunningham, 2021, p. 73).

Teachers have been expected to demonstrate high levels of crisis efficacy throughout the pandemic. Teachers had to continuously adapt to changes in remote and in-person learning, shoulder concerns about their health and safety and that of their students, deal with a multitude of students' social-emotional and academic issues throughout the pandemic, and they had to come to terms with the lack of personal connections to students and colleagues during that time (Morrison, 2021).

The early stages of the pandemic and the level of isolation between students, teachers, and colleagues impacted those relationships and connections. Teachers' levels of efficacy decreased under these circumstances of the pandemic, and they now feel less optimistic that they can make a difference in the lives of students and have a positive impact on their students, which is pushing them toward looking for a career change (Pfleging & Egan Cunningham, 2021).

The connection is clear between high levels of teacher efficacy and its impact on job satisfaction, student achievement, and teacher retention. "Arthur Bandura established that self -efficacy is connected to high levels of motivation, perseverance, optimism, and achievement, even in adverse circumstances, which transfers over to teacher self-efficacy" (Anderson & Schuh, 2021, p. 64). "However, the development of

teacher self-efficacy in new teachers is often overlooked in acclimating and retaining novice teachers" (Anderson & Schuh, 2021, p. 64). Knowing the importance of high levels of teacher self-efficacy in retaining teachers, it is important to examine the ways in which teacher self-efficacy can be developed and the role that school and district leaders play in that process.

**Developing Teacher Efficacy**

School and district leaders play a major role in setting the stage for the development of teacher efficacy and must look for ways to promote the development of teacher-efficacy (Flentge, 2021). School leaders should incorporate Bandura's four major sources of influence on the development of high teacher-efficacy: build performance accomplishments, vicarious experiences, verbal persuasion, and emotional arousal into teachers' work (Mielke, 2021). New teachers are often put into mentoring programs, whether state and/or locally mandated. "They can turn to those mentors for advice and support; however, regular and consistent support from administrators can have a great impact on teachers fully believing in their potential to be successful in the classroom" (Anderson & Schuh, 2021, p. 65). Anderson and Schuh examined how administrative interactions impacted teacher efficacy. Anderson and Schuh's (2021) results indicated that "leaders' support and assistance in the development of new teachers' efficacy comes in three areas:

- balancing autonomy and feedback
- balancing professionalism and self-care
- balancing risk and advocacy" (p. 66)

Bandura's four sources of influence on teacher efficacy (i.e., performance accomplishments, vicarious experiences, verbal persuasion and emotional arousal) can be infused in the three areas above. School leaders should provide clear and actionable feedback, as well as frequent interaction with teachers (Anderson & Schuh, 2021). "Without clear and actionable feedback from administrators, new teachers are reliant on student feedback and affirmation to gauge their effectiveness" (Anderson & Schuh, 2021, p. 66-67). While students may enjoy a teacher's class, that enjoyment does not always equate to effective instructional practices or the identification of appropriate areas for growth (Anderson & Schuh, 2021). "With little feedback from and/or interaction with administrators, new teachers tend to move away from becoming more self-efficacious or they remain stagnant in the way they perceive their own teaching skills and effectiveness" (Anderson & Schuh, 2021, p. 67).

Administrators should prioritize time to check in with new teachers earlier in the year rather than waiting until their first observation cycle (Anderson & Schuh, 2021). This allows the administrator to observe the teacher informally as he or she interacts with students and builds relationships. When teachers see administrators model effective communication and positive interactions with students, parents, and staff members, as well as prioritize student achievement and well-being, the more likely the teacher is to develop and grow in those areas as well (Anderson & Schuh, 2021).

Administrators should provide clear guidance to teachers on time management and self-care priorities that promote a work/life balance, and administrators should model the desired behavior (Anderson & Schuh, 2021). Teachers often work beyond

their contracted hours, leading to fatigue and exhaustion (Anderson & Schuh, 2021, p. 67). “This can lead to teachers’ losing patience with students, allowing more free days from academic work, and not taking opportunities to connect with students” (Anderson & Schuh, 2021, p. 68). Teachers can also withdraw from activities with family and friends due to the fatigue of the job (Anderson & Schuh, 2021). Over time, this is detrimental to teacher efficacy and can cause teachers to wonder if they should remain in the profession (Anderson & Schuh, 2021).

Administrators need to openly model self-care and be aware of their own practices to ensure that they are modeling a work/life balance. Talking with teachers to gauge their perceptions about work requirements and expectations is important (Anderson & Schuh, 2021). Anderson and Schuh shared:

> When teachers understand their administrators’ expectations for work requirements and feel support for respecting those boundaries, then teachers are more likely to create and achieve a balance that honors their mental and physical health, as well as aligns with their values. (p. 68)

Administrators also need to support teachers in taking risks and building confidence in their own ways of doing things rather than let new teachers fall victim to doing things because “that is the way we have always done them” even when the new teacher is not in agreement with current practices (Anderson & Schuh, 2021, pp. 66-68). When teachers feel forced to follow in the footsteps of what has been done before, it can lower their self-efficacy (Anderson & Schuh, 2021). “To help teachers establish their own teaching styles, materials, and strategies, administrators should ensure teachers that they

encourage thoughtful risk taking and will support them even if the risk fails" (Anderson & Schuh, 2021, p. 68).

Kate Herbert-Smith (2022) cited five things that leaders can do to develop teacher efficacy:

- *"Make teachers true stakeholders"* - When teachers have a role in making important school decisions, feel their opinions are heard and matter, and can actively participate in building school culture, efficacy is raised.
- *"Praise the good and share it"* - Leaders need to give authentic recognition of teachers' hard work and student successes as a result of that hard work.
- *"Collaborate and listen"* - teachers need to know what is going on in other classrooms and need time to share their ideas with others in order to create school-wide best practices.
- *"Acknowledge the hardships*" - leaders need to keep a lookout for teachers who may be struggling to stay afloat with the responsibilities of the job and offer assistance as needed. Teachers who are overwhelmed can quickly lose their sense of efficacy.
- *"Provide useful professional development*" - When PD is the same year after year and not individualized for teachers' needs, they can begin to feel unrecognized and stagnant, resulting in a decreased sense of efficacy. Promote and allow staff- driven and teacher-led PD that incorporates choice. (paras. 9-13)

According to Chase Mielke (2021), there are three things school leaders can do to increase teacher efficacy. “First, facilitate instructional bonding through high-quality coaching and peer collaboration” (Mielke, 2021, para. 17). “High-quality coaching provides:

- *social modeling* - through observing and reflecting on one’s own practice and that of others
- *mastery experiences* - as teachers find success with new skills that they learn from others
- *verbal persuasion* - through supportive conversations with instructional coaches and colleagues” (Mielke, 2021, p. 17)

“Second, leaders can create a positive charge by encouraging and giving teachers the time and space to create, seek, and reflect upon positive experiences as often as possible” (Mielke, 2021, para. 23). Leaders can use these positive experiences to create positive emotions for teachers relative to their teaching practices. Tying positive emotion to teaching practices is important for leaders, and they can do this through short conversations, a quick email or note, or a quick visit to the classroom to let teachers know that they are doing well (Mielke, 2021). Third, leaders should conduct frequent elemental analysis. School leaders should take stock regularly of the level of teacher efficacy in their own hallways through surveys, reflections on professional development design and delivery, and linking efficacy to experiences in the classroom (Mielke, 2021).

The relationship between teacher self-efficacy, job satisfaction, and teacher retention could contribute to the development of a theory on the teachers’ professional

identity, which has been lacking (Canrinus et al., 2011). Professional identity pertains to how teachers see themselves as teachers based on their interpretations of their continuing interaction with their context (Kelchtermans, 2009). Teachers' job satisfaction, occupational commitment, self-efficacy, and change in level of motivation are often described as being important to teacher behavior, and they represent a personal perspective on how teachers view themselves as professionals in their work (Canrinus et al., 2011).

## Summary

The United States has a long history with teacher shortages, attrition, and retention (Kraft & Lyon, 2022). Arthur Bandura's theory of self-efficacy and the self-determination theory form the theoretical groundwork for the review of literature on teacher shortages and retention. While statistics indicate that there is not an overall national teacher shortage in the United States at this time, the data does indicate pockets of hard-to-fill teacher vacancies in specific regions of the country and in particular subject areas (Will, 2022). Conflict between the number of teachers expressing intent to leave and the number of teachers who leave their positions also leads to confusion over the realities of the situation in the United States. While the national attrition rate has remained relatively stable, with a slight increase at the end of the 2020-2021 school year, the number of teachers who are voicing intent to leave has increased (Kamenetz, 2022).

The development of teacher efficacy appears to play an important role in the job satisfaction and retention of teachers (Klassen & Tze, 2014). School leaders have a great deal of influence in developing high levels of teacher-efficacy, which can contribute to

overall job satisfaction, improved student outcomes, and greater retention (Flentge, 2021). While the literature is rich in explaining why teacher self-efficacy is important and how it can improve job satisfaction and retention, whether teachers agree with those findings is another question. Subsequently, whether school leaders are cultivating environments that actually increase and maintain teacher efficacy also remains to be seen.

# Chapter Three

## Methodology

This chapter provides a review of the methodology used for this mixed methods study. This study aimed to quantitatively document the relationship between self-efficacy and teacher job satisfaction, as well as self-efficacy and teachers' intent to leave their positions. The study describes these relationships while considering gender, age, ethnicity, years of service, type of school setting, grade level taught, subject area taught, level of education, and type of teaching license of the respondents. This study sought to contribute to the body of research regarding teacher self-efficacy and the role it plays in job satisfaction and teacher retention.

This chapter explains the components of the method utilized in the research. The chapter details the research questions, the role of the researcher, participants, data collection procedures, instrumentation, data analysis, and research ethics of this mixed methods study.

### Research Questions

The study examines the role of self-efficacy related to job satisfaction and teacher retention through the following research questions:

1. Is there a relationship between teachers' self-efficacy and their level of job satisfaction?
2. Is there a relationship between teachers' self-efficacy and their intent to leave their teaching position?
3. What are the moderators of educators' level of job satisfaction based on their self-reported demographic data?

4. Are teachers dissatisfied with their jobs?
5. What factors are contributing to teachers' being satisfied or dissatisfied with their jobs?

**Participants**

The sample population for this study was teachers in the sampling frame of active public-school teachers in Ohio. The sample aligned with the purpose and research questions in the study. To select participants for the target population, snowball sampling was utilized. For this study, participants were defined as teachers in K-12 public school districts in Ohio. To participate, teachers must have an active teaching license in one of the following areas:

- two-year Ohio Resident Educator license in any subject area
- four-year Ohio Alternative Resident Educator license in any subject area
- five-year Ohio Professional Educator license in any subject area
- five-year Ohio Senior Professional Educator license in any subject area
- five-year Ohio Lead Professional Educator license

**Instrumentation**

Since the study sought to ascertain teachers' mindsets related to teacher self-efficacy, the *Ohio State Teacher Efficacy Scale* (short form) (*OSTES)* was administered to the participants along with questions about job satisfaction and their intent to leave their teaching position (see Appendix A). Demographic questions were included in the survey to assist in generalizing the results of the study to other K – 12 teachers. Each teacher who responded to the survey was considered one participant. Any teacher who had internet access could complete the survey. The short-form *OSTES,* along with survey

questions related to job satisfaction and intent to leave, were administered electronically to participants.

The survey began with a consent form, followed by demographic questions, the short-form *OSTES*, and the questions regarding job satisfaction and intent to leave. The entire survey was projected to take approximately 15 minutes to complete. The survey stated that only teachers who were actively teaching in grades K-12 should complete the survey, along with the license requirements.

An online consent form was located at the start of the survey. If participants met the criteria and chose to participate, they clicked "I agree". By clicking an "I agree" statement at the beginning of the survey, participants granted their consent to participate and acknowledged that they met the criteria for participation. No identifying information related to the participants was used, and all results were kept confidential. This information is stated in the respondent recruitment materials (see Appendix B). Collection of data through Google Forms allowed for a safe, secure, and private online platform to conduct the research. Settings were adjusted so that no email or IP addresses were collected, and the introduction letter stated that the survey would not collect personal information.

Upon creation of the survey, a useable link to the survey could be accessed by the participants to complete the survey. The researcher had control over opening and closing the survey for responses. Once the survey was open, it remained open for 30 days. If participants attempted to participate after the deadline, they received a message that the survey was no longer accepting responses.

The survey consists of three parts: demographic questions, *OSTES,* questions related to teacher job satisfaction, and questions related to intent to leave their current teaching position. The *OSTES* was used in this study with the permission of Anita Woolfolk Hoy, Ph.D. of The Ohio State University (see Appendix C). The instrument was developed by participants in a seminar on *self-efficacy in teaching and learning* in the College of Education at The Ohio State University (Tschannen-Moran & Woolfolk Hoy, 2001). The group included two researchers, Megan Teschannen-Moran and Anita Woolfolk Hoy, and eight graduate students. Along with the two researchers, the remaining six members consisted of two teacher educators, two full-time doctoral students, and four practicing teachers (Tschannen-Moran & Woolfolk Hoy, 2001). The *OSTES* measures a teacher's judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among students who may be difficult or unmotivated (Tschannen-Moran & Woolfolk Hoy, 2001).

The *OSTES* instrument is an adaptation of Arthur Bandura's teacher self-efficacy scale (Tschannen-Moran & Woolfolk Hoy, 2001). Bandura's scale consisted of 30 items with seven subscales. The *OSTES* instrument includes an expanded list of teacher capabilities compared to Bandura's scale (Tschannen-Moran & Woolfolk Hoy, 2001). Each person in the eight-member group at Ohio State selected valuable items from Bandura's scale and generated new items to reflect areas of teaching that were not included in Bandura's scale (Tschannen-Moran & Woolfolk Hoy, 2001). After discussion, elimination of overlapping items, and consensus, 52 items were generated to assess the full range of teaching tasks and capabilities. There were 23 items retained from Bandura's original scale. The additional 19 items described significant tasks of teaching that were

not represented on the Bandura scale such as assessment, adjusting the lesson to individual student needs, dealing with learning difficulties, repairing students' misconceptions, and motivating student engagement and interest (Tschannen-Moran & Woolfolk Hoy, 2001). A 9-point scale was used for each item, with anchors at 1—nothing, 3—very little, 5—some influence, 7—quite a bit, and 9—a great deal (Tschannen-Moran & Woolfolk Hoy, 2001, p. 796).

The *OSTES* was examined in three separate studies (Tschannen-Moran & Woolfolk Hoy, 2001). In the first study, the original 52 items were reduced to 32 items and then reduced again to 18 items, made up of three subscales, in the second study (Tschannen-Moran & Woolfolk Hoy, 2001). For the third study, 18 additional items were developed and tested (Tschannen-Moran & Woolfolk Hoy, 2001). The resulting instrument had two forms, a long form with 24 items and a short form with 12 items. The factor structure, reliability, and validity of the new instrument were examined, as well as the level of appropriateness of the new scale for both preservice and in-service teacher populations (Tschannen-Moran & Woolfolk Hoy, 2001).

In the first of the three studies that examined the instrument, the instrument contained 52 items and was tested on 224 participants (Tschannen-Moran & Woolfolk Hoy, 2001). In addition to scoring the items on the 9-point scale, the participants were asked to rate the importance of each item for effective teaching on a 4-point scale (i.e., not at all, somewhat, important, or critical). After reviewing the variance in the respondents' scores by submitting the 52 items to principal-axis factoring with varimax rotation, 32 of the original 52 items were selected for further testing (Tschannen-Moran & Woolfolk Hoy, 2001).

In Study Two, there were 217 participants, and the 32-item scale was reduced to 18 items with three subscales following the same analysis procedures from the first study (Tschannen-Moran & Woolfolk Hoy, 2001). The reduction to 18 items was a result of removing items that had the lowest loadings within the three factors, items that loaded clearly on more than one factor, and items that seemed redundant (Tschannen-Moran & Woolfolk Hoy, 2001). The three factors (i.e., efficacy for student engagement, efficacy for instructional strategies, and efficacy for classroom management) accounted for 51% of the variance (Tschannen-Moran & Woolfolk Hoy, 2001). An efficacy sub score was computed for each factor by calculating the mean of the responses to the times retained within each factor (Tschannen-Moran & Woolfolk Hoy, 2001).

In examining the data from Study One and Study Two, a second-order factor emerged along with moderate positive correlations of the three subscales (Tschannen-Moran & Woolfolk Hoy, 2001). These results suggested that the 18 items could be considered to measure the underlying construct of efficacy and that a total score could be calculated based on the 18 items (Tschannen-Moran & Woolfolk Hoy, 2001). The reliability for the 18-item scale was 0.95 (Tschannen-Moran & Woolfolk Hoy, 2001).

To further test the validity of the *OSTES*, the researchers assessed the correlation of the *OSTES* with other existing measures. The participants in Study Two were also asked to respond to the RAND items (another efficacy scale), the Hoy and Woolfolk 10-item adaptation of the Gibson and Dembo Teacher Efficacy Scale, the pupil control ideology form, and the work alienation scale (Tschannen-Moran & Woolfolk Hoy, 2001). Total scores on the *OSTES* were positively related to both the RAND items as well as to

both the personal teaching efficacy (PTE) factor of the Gibson and Dembo measure and the general teacher efficacy factor (Tschannen-Moran & Woolfolk Hoy, 2001).

Discriminate validity of teacher efficacy was measured using a survey of work alienation because alienation was presumed to be conceptually distinct and negatively related to teacher efficacy (Tschannen-Moran & Woolfolk Hoy, 2001, p. 798). "Work alienation is defined in terms of the extent to which individuals fail to experience intrinsic pride or meaning in their work" (Forsyth & Hoy, 1978, p. 85). The results indicated that teacher efficacy was significantly negatively related to work alienation (Tschannen-Moran & Woolfolk Hoy, 2001, p. 798). This means that as a teacher's sense of efficacy increases, work alienation decreases. Teacher-efficacy, as measured by *OSTES,* was also found to be negatively related to pupil control ideology (Tschannen-Moran & Woolfolk Hoy, 2001). Pupil control ideology is the extent to which a teacher takes a custodial rather than a humanistic stance toward students (Willower et al., 1967). Pupil control ideology has been related to teachers' sense of efficacy as measured by the Gibson and Dembo instrument (Woolfolk & Hoy, 1990; Woolfolk et al., 1990). This means that teachers with a greater sense of efficacy tended to be less custodial in their attitudes towards students (Tschannen-Moran & Woolfolk Hoy, 2001, p. 798).

After Study Two, the 18-item instrument had good validity, and the factors were conceptually-sound representations of the various tasks of teaching (Tschannen-Moran & Woolfolk Hoy, 2001). The perceived weaknesses of the instrument were in the lower correlation of the classroom management factor and the strength of the instructional strategies and student engagement factors. These led the researchers to design a third

study that would improve the weaknesses and promote the strengths of the instrument (Tschannen-Moran & Woolfolk Hoy, 2001).

A third study was conducted to further refine the instrument. There was a recommendation to eliminate the classroom management factor, as it was found to be weak again in its testing with 183 in-service teachers (Tschannen-Moran & Woolfolk Hoy, 2001). However, the researchers felt strongly that classroom management was an important factor to both preservice and in-service teachers. Rather than eliminate the factor, they wrote additional items to better capture the complexity of classroom management as a factor (Tschannen-Moran & Woolfolk Hoy, 2001). With the addition of these items, the final instrument contained 36 items. Study Three yielded 410 participants with a mix of preservice and in-service teachers. Analysis of the results in the third study saw high reliabilities for the three subscales of efficacy instruction (0.91), efficacy in engagement (0.87), and efficacy in management (0.90) (Tschannen-Moran & Woolfolk Hoy, 2001).

The researchers selected four items from each subscale with the highest loadings, the factor scale remained in place, and the reliabilities continued to be high (Tschannen-Moran & Woolfolk Hoy, 2001). The intercorrelations between the short and long forms for the total scale and the three subscales were high, ranging from 0.95 to 0.98 (Tschannen-Moran & Woolfolk Hoy, 2001). The researchers tested both the long form (24 items) and the short form (12 items) in further analyses. The construct validity of both the long form and short form of the *OSTES* was examined by assessing the correlation of the new measure of the *OSTES* and other existing measures (Tschannen-Moran & Woolfolk Hoy, 2001). The participants in Study Three also responded to the

RAND items and the Hoy and Woolfolk 10-item adaptation of the Gibson and Dembo TES (Tschannen-Moran & Woolfolk Hoy, 2001).

The results of these analyses indicated that the *OSTES* could be considered reasonably valid and reliable. Using either the 12- or 24-item form, the instrument is of reasonable length and can be a valuable tool for researchers interested in exploring teacher self-efficacy. Positive correlations with other measures of personal teaching efficacy provide evidence of construct validity (Tschannen-Moran & Woolfolk Hoy, 2001).

**Procedures**

Data collection for the study occurred through an online survey that was approved by the Youngstown State University Institutional Review Board (see Appendix D). All Institutional Review Board policies and guidelines were followed. This mixed methods approach allowed for a statistical analysis of the data collected. Electronic surveys are advantageous in research due to increased convenience, low cost of distribution, a small amount of data entry, the ability to respond via mobile devices, increased turnaround time, and the ability to collect data from participants in a large geographical area (Trochim et al., 2016). The survey questions and response choices were worded as clearly as possible to mitigate inaccurate responses and data entry.

**Proposed Data Analysis**

The study contained independent variables, dependent variables, and moderators. The dependent variables were job satisfaction and the intent to leave the profession. The independent variables were the three factors of self-efficacy (i.e., engagement, instructional strategies, and classroom management). The moderators were the

demographic questions (i.e., age, gender, ethnicity, years of service, type of school setting, grade level taught, subject are taught, level of education, and type Ohio teaching license). The secure online platform, Google Forms, was used to collect the data for this study. Once the 30-day data collection period ended, the data was moved to Google Sheets and then to the statistical analysis program SPSS for further analysis. After the data was examined for empty cells and overall completeness, the total number of responses were calculated.

Both descriptive and inferential statistics were utilized to analyze the data sets. Descriptive statistics were used to describe the basic features of the data sets so that the researcher was able to see patterns in the data sets (Trochim, 2016). Descriptive statistics were used to develop a descriptive summary of the characteristics of the sample, as well as to describe the basic characteristics of the variables in the study (Trochim, 2016). These results were organized into summary tables to illustrate the most relevant information that emerged from the data analyses. Inferential statistics were used to examine relationships and differences amongst the variables in the data (Trochim, 2016).

A factor analysis was performed on each of the three factors related to the three independent variable factors of self-efficacy (i.e., engagement, instructional strategies, and classroom management). A score was also established for both dependent variables (job satisfaction and intent to leave). A multivariate analysis and correlational regression analysis were performed to determine the relationship between self-efficacy and job satisfaction, self-efficacy and intent to leave, as well as other demographic responses.

## Summary

The purpose of this study was to examine the relationship between self-efficacy and teachers' job satisfaction, as well as teachers' intent to leave their positions. This study was a mixed-methods, non-experimental descriptive study. The administered survey collected information on teachers' self-efficacy, their level of job satisfaction, and their intent to leave their teaching positions. The participants in the study were classroom teachers in grades K-12 in public-school districts in Ohio. Each participant completed the entire survey, which consisted of the *Ohio State Teacher Efficacy Scale*, demographic questions, and questions related to job satisfaction and intent to leave.

The study attempted to contribute to the body of research on teachers' self-efficacy, job satisfaction, and teacher retention. The results of this study contribute to the understanding of teachers' self-efficacy, whether it contributes to their job satisfaction and/or intent to leave their positions. The results of the study can help school leaders identify areas that can be addressed to improve teachers' self-efficacy, their job satisfaction, and retention of high-quality teachers.

# Chapter Four

# Results

## Introduction

This chapter is a presentation of the findings of the mixed methods study conducted to answer the research questions that were shared in Chapter One. The study examined the role of teacher self-efficacy related to job satisfaction and teacher retention through the following research questions:

1. Is there a relationship between teachers' self-efficacy and their level of job satisfaction?
2. Is there a relationship between teachers' self-efficacy and their intent to leave their teaching position?
3. What are the moderators of educators' level of job satisfaction based on their self-reported demographic data?
4. Are teachers dissatisfied with their jobs?
5. What factors are contributing to teachers being satisfied or dissatisfied with their jobs?

This chapter includes a presentation of the analyzed data culminating in the research findings related to teachers' self-reported demographic data, the *Ohio State Teacher Self-Efficacy Scale* (short form), and survey questions related to teachers' job satisfaction and intent to leave their current teaching positions and/or the profession. The purpose of this chapter is to demonstrate how the collected data supports the findings.

Both descriptive and inferential statistics were utilized to analyze the data sets. Descriptive statistics were used to describe the basic features of the data sets so that the

researcher could examine patterns in the data sets. Descriptive statistics were used to develop a descriptive summary of the characteristics of the sample in addition to describing the basic characteristics of the variables in the study. Inferential statistics were used to test the hypothesis and to examine relationships and differences amongst the variables in the data.

An exploratory factor analysis was performed on each of the three factors related to the three independent variables of self-efficacy (i.e., engagement, instructional strategies, and classroom management). A score was established for both dependent variables (i.e., job satisfaction and intent to leave).

**Results**

The population in this study was Ohio K-12 public-school teachers. Snowball sampling was used for the study. After providing consent, the teachers completed the survey via a Google Form. There were 156 respondents, and all 156 surveys were deemed complete.

First, the participants answered 10 general demographic questions. The participants then answered 12 questions related to teacher self-efficacy that used a Likert scale from 1 – 9 (1 meaning “nothing” to 9 meaning “a great deal”). Participants also answered five questions related to job satisfaction that also used a Likert scale with response choices of “very often” “often” “sometimes” and “never.” The job satisfaction section of the survey also contained three open-ended questions:

- What aspects, if any, of your current teaching position cause you the most stress?

- What do you think is needed to promote and maintain job satisfaction for teachers?
- What aspects of your career as a classroom teacher bring you the most satisfaction?

All 156 participants addressed those three open-ended questions.

The final section of the survey contained two questions related to the participants' intent to leave their current positions. The first question was a multiple-choice question asking how participants would describe their current intent to leave with three possible choices (i.e., I plan to leave my current position and the profession as soon as possible, I plan to leave my current position as soon as possible in order to teach in a different district, and at the present time, I have no intent to leave my current teaching position). For those who expressed an intent to leave in the multiple-choice question in that section, the second question was an open-ended question that asked participants to identify factors that were contributing to their desire to leave their current position. While 29 respondents indicated an intent to leave their current position, there were 44 responses to the open-ended question about intent to leave.

All responses were anonymous and collected through Google Forms. Once the survey was closed, the data were downloaded from the Google Form results spreadsheet, moved into an Excel sheet, and uploaded into the statistical analysis package for the social sciences (SPSS) for analysis. The four open-ended questions in the survey were coded to identify themes and categories. The researcher used an inductive coding process, commonly known as open coding, to review the data and create coding categories based on the perceived significance of the data (Maxwell, 2013). The

researcher used SPSS to perform a descriptive statistical analysis and an inferential statistical analysis on the survey data.

**Demographic Data**

The data indicate that *n* = 117 (75.0%) of respondents were female, *n* = 38 (24.4%) were male, and *n* = 1 (0.60%) was non-binary. Respondents identified as *n* = 149 (95.5%) White, *n* = 1 (0.60%) Hispanic or Latino, *n* = 1 (0.60%) non-Hispanic or Latino, *n* = 1 (0.60%) Native Hawaiian or Pacific Islander, *n* = 1 (0.60%) multi-racial or biracial, and *n* = 2 (1.3%) other. Participants indicated that *n* = 81 (51.9%) teach in a suburban setting, *n* = 56 (35.9%) teach in an urban setting, and *n* = 19 (12.2%) teach in a rural setting. The participants also reported that *n* = 81 (51.9%) teach in Grades 9 – 12, *n* = 33 (21.2%) teach in Grades Pre-K – 3, *n* = 26 (16.7%) teach in Grades 4 – 6, and *n* = 16 (10.3 %) teach in Grades 7 – 8. The descriptive analysis for age is in Table 1.

**Table 1**

*Descriptive Breakdown of Age*

| Age | *n* | % |
|---|---|---|
| 21 – 25 years old | 8 | 5.1 |
| 26 – 30 years old | 11 | 7.1 |
| 31 – 35 years old | 16 | 10.3 |
| 36 – 40 years old | 22 | 14.1 |
| 41 – 45 years old | 24 | 15.4 |
| 46 – 50 years old | 25 | 16.0 |
| 51 – 55 years old | 28 | 17.9 |
| 56+ years old | 22 | 14.1 |
| 36+ years | 5 | 3.2 |

Table 1 indicates that most of the respondents were 41 years of age or older. Table 2 indicates the respondents' total years of service in the teaching profession.

**Table 2**

*Total Years of Service*

| Years | *n* | % |
|---|---|---|
| 1 - 3 years | 10 | 6.4 |
| 4 - 7 years | 15 | 9.6 |
| 8 - 10 years | 12 | 7.7 |
| 11 - 15 years | 23 | 14.7 |
| 16 - 20 years | 35 | 22.4 |
| 21 - 25 years | 28 | 17.9 |
| 26 – 30 years | 23 | 14.7 |
| 31 – 35 years | 5 | 3.2 |
| 36+ years | 5 | 3.2 |

Most of the survey respondents have been teaching for 11 or more years, with the highest number of respondents having between 11 and 25 years of experience in the field. The number of years that the respondents have been teaching in Ohio is illustrated in Table 3.

**Table 3**

*Years of Service in Ohio*

| Years | *n* | % |
|---|---|---|
| 1 - 3 years | 14 | 9.0 |
| 4 - 7 years | 16 | 10.3 |
| 8 - 10 years | 11 | 7.1 |
| 11 - 15 years | 25 | 16.0 |
| 16 - 20 years | 33 | 21.2 |
| 21 - 25 years | 31 | 19.9 |
| 26 – 30 years | 18 | 11.5 |
| 31 – 35 years | 5 | 3.2 |
| 36+ years | 3 | 1.9 |

Most of the respondents had been teaching for over 11 years in Ohio, with slightly over half of the respondents having taught in Ohio between 11 and 25 years. Table 4 indicates the level of education reported by the respondents.

**Table 4**

*Level of Education*

| Degree | *n* | % |
|---|---|---|
| Bachelor's Degree | 22 | 14.1 |
| Bachelor's Degree + at least 20 hours of Master's level coursework | 12 | 7.7 |
| Master's Degree | 42 | 26.9 |
| Master's Degree + at least 20 additional hours | 72 | 46.2 |
| Master's Degree + hours completed towards Education Specialist, Ph.D., or Ed.D degree | 8 | 5.1 |

All respondents obtained a bachelor's degree, and over 73% of respondents completed a master's degree. The reported Ohio teaching licensure held by respondents is indicated in Table 5.

**Table 5**

*Licensure*

| Licensure | *n* | % |
|---|---|---|
| 2-year Ohio Resident Educator | 4 | 2.6 |
| 4-year Ohio Alternative Resident Educator | 9 | 5.8 |
| 5-year Ohio Professional Educator | 134 | 85.9 |
| 5-year Ohio Senior Professional Educator | 3 | 1.9 |
| 5-year Ohio Lead Professional Educator | 1 | 0.6 |
| Ohio Permanent Certificate | 4 | 2.6 |
| Ohio 2-year Supplemental | 1 | 0.6 |

Over 85% of the respondents indicated they hold an Ohio 5-year Professional license. The subject area(s) in which respondents have spent most of their teaching careers are indicated in Table 6.

**Table 6**

*Subject Area(s)*

| Subject(s) | *n* | % |
|---|---|---|
| Math | 31 | 19.9 |
| English Language Arts | 17 | 10.9 |
| Science | 16 | 10.3 |
| Social Studies | 7 | 4.5 |
| World Language | 2 | 1.3 |
| Fine Arts (Art, Music, Theater/Drama) | 5 | 3.2 |
| Health and/or Physical Education | 1 | 0.6 |

| | | |
|---|---|---|
| Career & Technical Education | 6 | 3.8 |
| Pre-K – 6 General Education / All Core Subjects | 17 | 10.9 |
| Family and Consumer Science | 1 | 0.6 |
| Mild / Moderate Intervention | 12 | 7.7 |
| Moderate / Intensive Intervention | 2 | 1.3 |
| Math, Mild / Moderate Intervention | 2 | 1.3 |
| Math, English Language Arts | 10 | 6.4 |
| Social Studies / Career and Technical Education | 1 | 0.6 |
| Social Studies, Mild / Moderate Intervention | 2 | 1.3 |
| English Language Arts, Mild / Moderate Intervention | 2 | 1.3 |
| Career and Technical Education, Mild / Moderate Intervention | 1 | 0.6 |
| Mild / Moderate Intervention, Moderate / Intensive Intervention | 5 | 3.2 |
| Science, Career and Technical Education | 1 | 0.6 |
| Math, Career and Technical Education | 1 | 0.6 |
| Career and Technical Education, Moderate / Intensive Intervention | 1 | 0.6 |
| English Language Arts, Social Studies | 3 | 1.9 |
| Math, Science | 1 | 0.6 |
| Pre-K – 6 General Education / All Core Subjects, Mild / Moderate Intervention | 2 | 1.3 |
| English Language Arts, Science | 1 | 0.6 |
| Math, Health and/or Physical Education | 1 | 0.6 |
| Math, Social Studies | 1 | 0.6 |
| English Language Arts, Pre-K – 6 General Education / All Core Subjects | 2 | 1.3 |
| Math, Pre-K – 6 General Education / All Core Subjects | 1 | 0.6 |
| Career and Technical Education, Pre-K – 6 General Education / All Core Subjects | 1 | 0.6 |

Table 6 indicates that 38 respondents have taught more than one subject during most of their years in the teaching profession. Of the respondents who only taught one subject,

the most predominant subjects were Math, English Language Arts, and Pre-K – 6 General Education.

**Teacher Self-Efficacy Results**

Respondents completed the *Ohio State Teacher Self-Efficacy Scale* to measure teacher self-efficacy in the areas of classroom management, instructional strategies, and student engagement. Initially, Cronbach's analysis was computed to estimate the reliability of the participant responses. These results are presented in Table 7.

**Table 7**

*Reliability Analysis of Teacher Self-Efficacy Responses*

| Factor | Items | Cronbach's Alpha |
|---|---|---|
| Classroom Management | 4 | .841 |
| Instructional Strategies | 4 | .740 |
| Student Engagement | 4 | .798 |

As indicated in Table 7, all factors demonstrated good reliability (Field, 2016). Responses for items were summed to build each factor. The descriptive statistics for self-reported teacher self-efficacy in classroom management, instructional strategies, and student engagement are presented in Table 8.

**Table 8**

*Descriptive Statistics for Classroom Management, Instructional Strategies, and Student Engagement*

| Variable | *n* | Mean | Sd | Skewness | Kurtosis |
|---|---|---|---|---|---|
| Classroom Management | 156 | 28.70 | 4.04 | -.289 | .231 |
| Instructional Strategies | 156 | 30.00 | 3.82 | -.497 | .210 |
| Student Engagement | 156 | 25.42 | 4.60 | .018 | .088 |

The results indicate a normal level of skewness and kurtosis for all variables, based on the guidelines of |2.0| and |5.0| respectively (Field, 2016).

**Job Satisfaction Results**

To determine teachers' level of job satisfaction and the relationship of job satisfaction to their intent to leave their current teaching position, participants were asked a series of questions related to job satisfaction. The survey contained five multiple-choice questions with possible responses of *very often*, *often*, *sometimes*, and *never or almost never*. Along with those five questions, respondents were asked two open-ended questions related to job satisfaction. All 156 respondents answered all seven questions. The first open-ended question was "*What aspects, if any, of your current teaching position cause you the most stress?"* The second open-ended question was *"What do you think is needed to promote and maintain job satisfaction for teachers?"* Table 9 outlines the descriptive analysis of the five multiple-choice job satisfaction questions.

**Table 9**

*Job Satisfaction*

| | Percentages | | | |
|---|---|---|---|---|
| | Very Often | Often | Sometimes | Never or Almost Never |
| I am content with my profession as a teacher. | 35.3 | 37.8 | 23.7 | 3.2 |
| I find my work full of meaning and purpose. | 42.9 | 37.2 | 19.2 | 0.6 |
| I am enthusiastic about my job | 32.1 | 43.6 | 22.4 | 1.9 |
| My work inspires me. | 27.6 | 39.7 | 28.8 | 3.8 |
| I am proud of the work that I do | 53.8 | 37.2 | 9.0 | 0.0 |

The mean of these items was computed to create a job satisfaction score. Results indicate that the mean of *Job Satisfaction* is M = 9.31, sd = 3.32, with a normal level of skewness and kurtosis based on the guidelines of |2.0| and |5.0| respectively (Field, 2016).

To establish the best analysis for answering research questions 1 and 2, a Pearson's Zero-order correlation was conducted. These results are presented in Table 10.

**Table 10**

*Pearson's Zero Order Correlations Between Factors and Potential Moderating Variables*

| | Classroom Management | Instructional Strategies | Student Engagement | Job Satisfaction | Intent to Leave |
|---|---|---|---|---|---|
| Classroom Management | 1 | .372** | .648** | -.242** | .053 |
| Instructional Strategies | .372** | 1 | .448** | -.169* | -.004 |
| Student Engagement | .648** | .448** | 1 | -.360** | -.439** |
| Job Satisfaction | -.242** | -.169* | -.360** | 1 | -.439** |
| Intent to Leave | .053 | -.004 | .127 | -.439** | 1 |
| Age | .077 | .132 | -.032 | .046 | -.271 |
| Gender | -.100 | -.120 | -.120 | .067 | -.144 |
| Ethnicity | -.063 | .014 | -.158* | .036 | .053 |
| Years of Service Total | .106 | .198* | .059 | .033 | -.266** |
| Years of Service Ohio | .089 | .192* | .049 | -.032 | -.272** |
| Setting | .008 | -.089 | -.002 | -.028 | .033 |
| Grade Level | -.085 | -.019 | -.274** | .074 | -.133 |
| Subject Area | -.065 | -.022 | .010 | -.043 | .016 |
| Education | .159* | .211** | .090 | 0 | -.134 |
| Licensure | .007 | .122 | -.018 | -.122 | -.044 |

***Note:* Correlation is significant at the 0.01 level (2-tailed)

**Note:* Correlation is significant at the 0.05 level (2-tailed)

As indicated above, the three self-efficacy factors are significantly correlated. Additionally, results indicate that *Job Satisfaction* is significantly correlated with the teacher self-efficacy factors, while intent to leave is not. Based on these results, a

multivariate analysis of variance (MANOVA) was conducted to address research questions 1 and 2.

**Intent to Leave Results**

To determine teachers' desire to leave their current position and what factors are contributing to an intent to leave, participants were asked two questions regarding intent to leave. The first was a multiple-choice question asking participants which choice best described their intent to leave their current position. The participants were then asked, *"If you indicated an intent to leave in the previous question, what factors are contributing to your desire to leave your current position?"*

Of the $n$ = 156 respondents, 81.4% (127 respondents) indicated that, at the present time, they have no intent to leave their current teaching position. Additionally, 15.4% (24 respondents) indicated that they plan to leave their current position and the profession as soon as possible. A very small number, 3.2% (five respondents), indicated that they plan to leave their current position as soon as possible to teach in a different district.

The results of the multiple-choice question indicate that most respondents do not intend to leave their current position or the profession. The open-ended question did give respondents an opportunity to express their feelings about factors contributing to their desire to leave the profession. While the open-ended question was only intended for those who indicated an intent to leave, some respondents who did not indicate an intent to leave still offered feedback in that open ended question. Forty-four respondents provided feedback on the open-ended question about intent to leave.

Inductive reasoning was used to identify categories and common themes in the open-ended responses related to intent to leave. Based on the number of instances that they were mentioned in the 44 respondents' answers to the open-ended question, the categories are listed from greatest to least:

- Desire to leave but cannot leave due to multiple factors (e.g., too many years in, age, too close to retirement, etc.) (18 mentions)
- Workload/expectations (15 mentions)
- Student behavior (11 mentions)
- Lack of respect / support (10 mentions)
- Retirement (9 mentions)
- Lack of support from administration (8 mentions)

Of the 18 mentions in this category, the majority centered around having too many years in the system, needing full retirement benefits, and knowing that they would not recoup the salary in another profession if they were to leave the teaching profession. One respondent indicated that not having to work in the summer is the only thing keeping them in the profession, and another indicated that they *"think about leaving all the time."* Even though there was not an expressed intent to leave at the present time, one respondent indicated, *"I do intend to leave in after a few years. I cannot handle the workload. I feel burned out a lot and grouchy. It's hard to take home."*

Teachers expressed an intent to leave due to workload and expectations. One respondent stated, *"While I don't have the 35 years of service needed to receive more retirement benefits, the demands of the job are too much to continue."* Respondents also cited increased paperwork, the amount of work they must bring home, many

unnecessary meetings, the increased expectation that teachers can fix everything that is wrong with kids, more hoops to jump through, new standards, and more testing.

Teachers also mentioned a lack of respect and support as reasons for their intent to leave. Teachers shared not feeling respected or supported by society, parents, students, administration, and boards of education. As one teacher stated, *"The district seems to be taking a step backwards in getting worse in areas of discipline and academics and the administration does not seem to notice, care, or be realistic in addressing any of these problems."* In explaining the reasons why they intend to leave as soon as possible, another teacher stated, *"There is a lack of respect, gratefulness by others, a general perceived societal disdain for the profession, and lack of mental/emotional support."*

Administration serves as another reason why teachers intend to leave their current positions. While one respondent did not indicate a current intent to leave, they commented:

> *A change in administration could contribute to my desire to leave." Another respondent who also did not indicate a current intent to leave stated, "I left previous teaching positions due to a toxic work environment that was led by a disorganized and unprofessional administration.*

Respondents also indicated a lack of administrative support related to student behavior, curriculum, and academic progress. One teacher indicated, *"I would consider changing to a district where administration has clear expectations for students and enforces those expectations and supports teachers in the classroom, especially in areas that support a teacher's classroom management plan."*

**Research Question 1**

*Is there a relationship between teacher self-efficacy and teachers' level of job satisfaction?*

Results of the MANOVA indicate that there is a statistically significant relationship between job satisfaction and the multivariate factor of self-efficacy, $F(3,152) = 7.58$, $p < .001$. Additionally, the between-subjects analysis indicates that job satisfaction is significantly different when examining each factor separately. These results are presented in Table 11.

**Table 11**

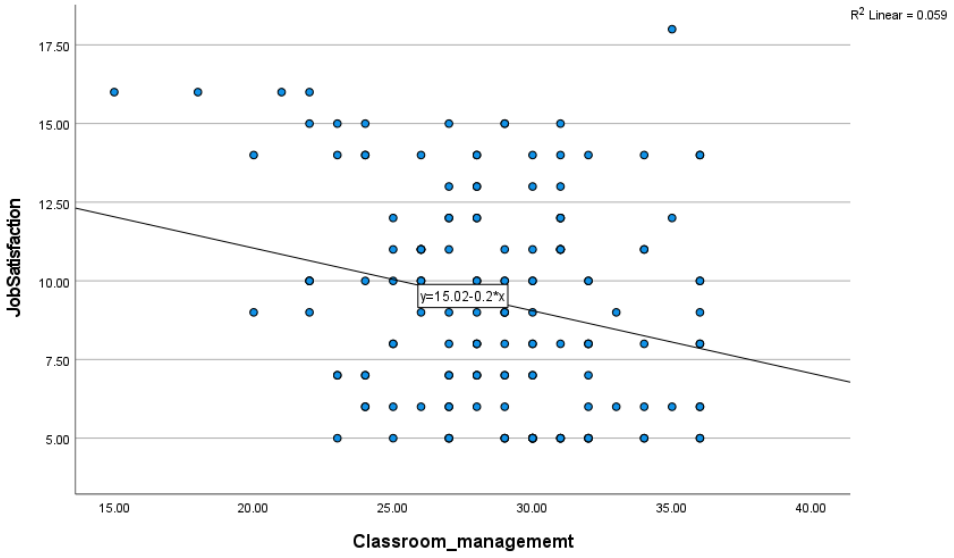
*Tests of Between Subjects Effects*

| Source | Dependent Variable | Type III Sum of Squares | *df* | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| Job Satisfaction | Classroom Management | 148.18 | 1 | 148.18 | 9.58 | .002 |
| | Instructional Strategies | 64.46 | 1 | 64.46 | 4.52 | .035 |
| | Student Engagement | 425.70 | 1 | 425.70 | 23.00 | <.001 |

This data was examined graphically to understand these differences. The results for *Job Satisfaction* and *Classroom Management* are presented in Figure 3.

**Figure 3**

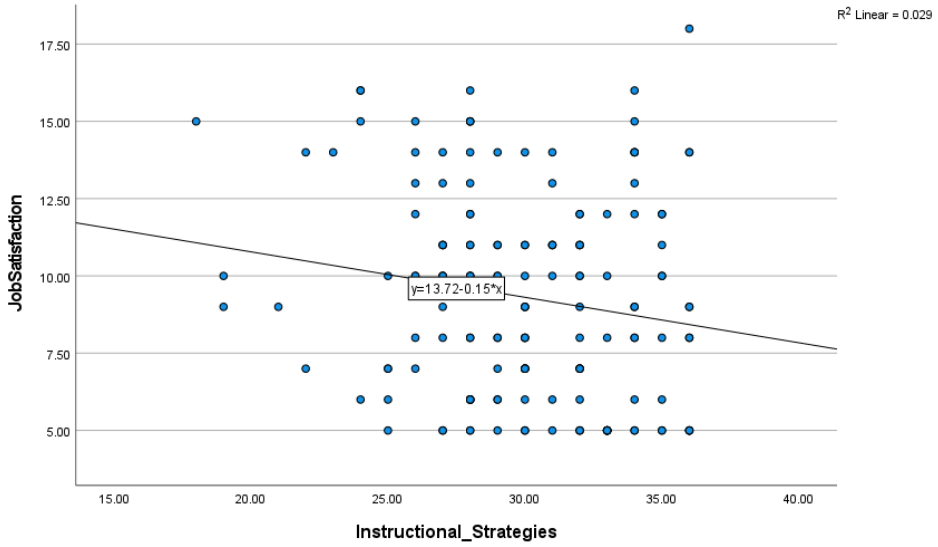
*Between Subject Effects for Job Satisfaction and Classroom Management*




As seen above, as teacher reported efficacy in classroom management increases, job satisfaction decreases. The results for *Job Satisfaction* and *Instructional Strategies* are presented in Figure 4.

**Figure 4**

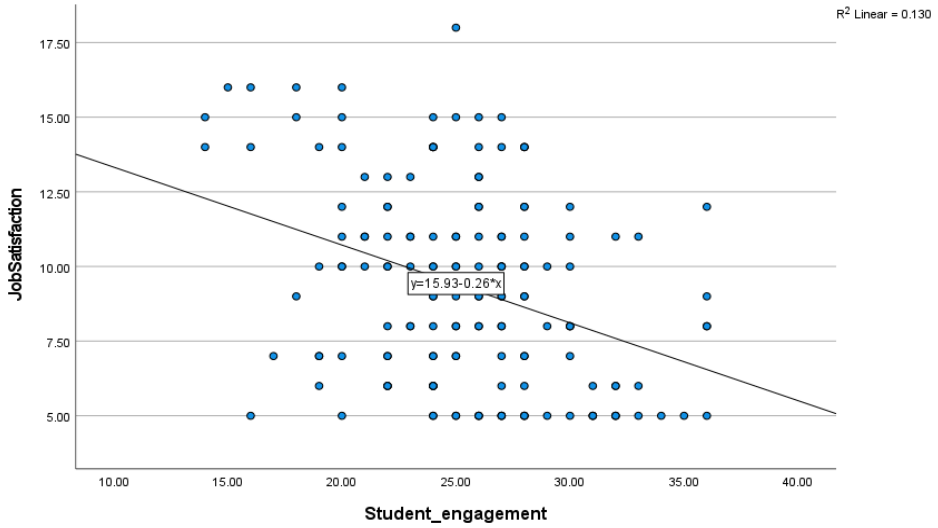
*Between Subject Effects for Jobs Satisfaction and Instructional Strategies*




As seen above, as teacher reported efficacy in instructional strategies increases, job satisfaction goes down. The results for *Job Satisfaction* and *Student Engagement* are presented in Figure 5.

**Figure 5**

*Between Subject Effects for Job Satisfaction and Student Engagement*




As seen above, as teacher reported efficacy in student engagement increases, job satisfaction decreases. The negative correlation between job satisfaction and student engagement is the most dramatic compared to the negative correlation of job satisfaction and the other two factors of teacher self-efficacy (i.e., classroom management and instructional strategies).

**Research Question 2**

*Is there a relationship between teachers' self-reported self-efficacy and their intent to leave their current teaching position?*

Based on the Pearson's Zero-Order Correlation in Table 10 above, there is no relationship between teachers' self-reported self-efficacy and their intent to leave their current teaching position.

**Research Question 3**

*What are the moderators of educators' level of job satisfaction based on their self-reported demographic data?*

Based on the Pearson's Zero-Order Correlation in Table 10 above, there is no relationship between teachers' reported job satisfaction and their self-reported demographic variables.

**Research Question 4**

*Are teachers dissatisfied with their jobs?*

The results indicate that over 73% of respondents are often or very often satisfied with their profession as a teacher. Only 3.2% of respondents are never or almost never satisfied with their profession as a teacher. Approximately 80% of respondents often or very often find their work as a teacher full of meaning and purpose, with only 0.6% (one respondent) never or almost never finding meaning or purpose in their work. Over 75% of respondents often or very often express enthusiasm about their job as a teacher, with only 1.9% (three respondents) indicating that they never or almost never feel enthusiastic about their job as a teacher. More than half of the respondents (67.3%) indicated their work as a teacher inspires them often or very often, with 3.8% (six respondents) indicating that their work as a teacher never or almost never inspires them. Finally, 91% of respondents indicated that they are proud of their work as a teacher, with zero respondents indicating that they are never or almost never proud of their work as a teacher. Overall, most respondents answered in a manner that indicates they are satisfied with their work as a teacher.

While the results of the multiple-choice questions regarding job satisfaction indicate an overall feeling of job satisfaction for teachers, there is evidence that some teachers are not satisfied in their roles and that teachers are not at the highest level of job satisfaction possible. The open-ended questions regarding job satisfaction gave respondents an opportunity to express their feelings about factors that cause them stress in their current teaching position and factors that may positively impact teacher job satisfaction.

**Research Question 5**

*What factors are contributing to teachers being satisfied or dissatisfied with their jobs?*

Respondents were asked the open-ended question: *What aspects, if any, of your current teaching position cause you the most stress in your job?* All 156 respondents indicated at least one factor that causes them stress in their job as a teacher. Many respondents indicated more than one factor contributing to stress in the job. Using inductive coding to identify categories and common themes in the responses, nine significant categories were identified as causing stress for teachers. Based on the number of instances that they were mentioned in the respondents' answers to the open-ended question, the categories are listed from greatest to least:

1. heavy and unrealistic workload with no additional time (51 instances of mention)
2. behavior of administration (40 mentions)
3. poor student behavior (32 mentions)
4. student apathy toward learning and school (30 mentions)

5. lack of parental involvement / support (19 mentions)
6. high stakes outcomes of state testing (14 mentions)
7. poor co-worker behavior (10 mentions)
8. increased technology distractions for students (8 mentions)
9. poor pay based on expectations of the job (6 mentions)

Some of the categories contained subcategories. The most significant category in factors that cause teachers stress is the heavy and unrealistic workload with a lack of time to get everything done. Subcategories include the many extra duties of the job besides the aspects directly related to teaching students. These extra duties can include paperwork, emails, other clerical tasks, and fulfilling state mandates through activities not related to teaching curriculum. Participants also identified unnecessary meetings and paperwork that accomplish nothing for teachers or students as issues within their heavy and unrealistic workload. Participants struggle to have enough time to plan lessons and assess student work during their workday. The "extras" often take place outside of contracted paid time. Participants find this contributes to feeling stress at home as well as at school.

Behavior of administration includes subcategories of lack of communication from administration, lack of administrative support with student behavior, lack of administrative support for teachers, lack of teamwork and cohesiveness among administrative teams, and many inconsistencies in the way that administrators at the building level and district level operate. Administrative inconsistences related to student discipline, handling staff issues, and follow-through on policies and procedures related to both students and staff were mentioned in this subcategory.

The category of poor student behavior as a factor causing stress for teachers also contained subcategories. The data collected related this category can be broken down further into subcategories of frequent disruptive and defiant student behavior, a lack of accountability and consequences for poor student behavior, teachers unable to maintain a safe and positive learning environment, and students' blatant disregard for behavior expectations.

The category of student apathy towards learning and school is also a significant factor that causes teachers stress in their job. A subcategory is student attendance. Teachers indicate that it is more of a struggle to engage and motivate students, get students to take responsibility for their own learning, and that the quality of student work has decreased. Teachers are also concerned about increased student absenteeism since the Covid pandemic began in the spring of 2020. Respondents indicate that students and parents do not seem to care if students miss school. Teachers reported that it is stressful to try to catch students up who have missed a significant amount of school.

The lack of parent involvement and support is another factor contributing to teachers' stress in their job. Teachers are concerned about parents' negative attitudes toward school personnel and teachers, disrespect from parents, lack of parent communication, lack of parental concern for student attendance, and lack of parental support for students with behavior issues and poor academic performance.

The pressure for high performance on state tests, along with the focus on state testing for the district report card, also cause teachers stress in their jobs. Teachers indicate that the negative behavior of their co-workers and colleagues also cause them

stress in their jobs. Teachers note negative staff, the limited mindset of their colleagues, staff absenteeism that causes others to have to cover classes, and poor adult behavior in general add stress to their job. Teachers also note technology distractions for students (e.g., cell phones and social media) and low pay as additional factors that contribute to stress in their current role.

Respondents were asked a second open-ended question related to job satisfaction: *What do you think is needed to promote and maintain job satisfaction for teachers?* In the same process as the previous open-ended question, inductive coding was used to identify categories and common themes in the responses. Again, nine significant categories were identified as promoting and maintaining job satisfaction for teachers.

All 156 respondents indicated at least one factor that is needed to promote and maintain job satisfaction, with many respondents indicating more than one factor. Based on the number of instances that they were mentioned in the respondents' answers to the open-ended question, the categories are listed from greatest to least:

- increased administrative support (82 mentions)
- increased pay (35 mentions)
- more time to manage workload (29 mentions)
- increased parent support (22 mentions)
- high standards for student behavior and discipline (22 mentions)
- increased resources and supports (20 mentions)
- teachers viewed as professionals (15 mentions)
- increased community support for teachers (14 mentions)

- staff support for each other (10 mentions)

Some of the categories contained subcategories. The most significant category impacting teacher job satisfaction, increased administrative support, contains subcategories of appreciation for work and small kind gestures to teachers by administrators, consistency in treatment of all staff and students by administrators, administrators trusting teachers to do their jobs and working with teachers instead of against them, realistic expectations from administrators about what teachers are able to do and accomplish in the classroom, more administrative support in dealing with student behavior issues, less micromanagement of teachers, and authentic general support of teachers from administrators at the building and district level. One teacher commented, *"Administration needs to take responsibility instead of seeing teachers as a problem, especially if the teacher is one who wants to improve and is courageous enough to speak up about it in hopes of getting help from administration."* Teachers want administrators who *"work with you and not against you; a collaborative partnership where things are not done or talked about behind your back. Feeling appreciated and worthwhile makes all the difference."*

While teacher pay did rank toward the bottom of factors that cause teachers stress, teacher pay emerged as a significant category in factors that could promote and maintain job satisfaction. Feedback indicates that teachers often work multiple jobs, including supplemental contracts at school, to maintain their standard of living.

A more realistic workload and enough time to complete the duties of the job emerged as another significant category in factors that can promote and maintain job satisfaction for teachers. One teacher commented, *"Teachers need more time in order*

*to develop themselves professionally, while having additional time to complete the many areas of data collection and analysis that is also asked of us."* Teachers want more time to collaborate with their colleagues, catch up on paperwork, and grade and plan lessons. *"More time to get grading done while at school, and more time to help kids one-on-one during the school day (and not on our own time after school)"* reflects teachers' desire for more time to meet the demands of the job. A common concern related to time and workload is the amount of time that is wasted on unnecessary meetings and tasks that have nothing to do with teaching students. The time spent on unnecessary meeting and tasks could be used more productively by teachers.

Increased parental support can also promote and maintain job satisfaction for teachers. Teachers want parents to communicate with them, support classroom and school policies related to student behavior and discipline and be more involved in their students' schooling. A teacher stated, *"I would love to have respect from parents and a trust that we are doing what needs to be done as educators."* Another teacher expressed, *"Parents need to take an active stand and be more involved with their children and their schooling."* An increased level of respect and trust from parents for the work that teachers do can also positively impact job satisfaction.

Maintaining high standards for student behavior and discipline is also a significant factor in teacher job satisfaction. Teachers want schools to raise the bar on student and parent accountability and responsibility for student behavior. *"We should take pride in maintaining standards for behavior and discipline"* stated one teacher. Teachers want to see clearly established rules, expectations, and consequences for student behavior. Teachers express a desire for chronically disruptive and disobedient

students to be removed from the classroom. The desire for a positive environment related to student behavior is reflected in the statement from one teacher, *"I want a positive work environment and atmosphere. A teacher should not have the feeling of giving up because of fear that a student will cuss them out with no repercussions."*

Increased resources and supports for teachers can also contribute to job satisfaction. These resources may be related to student supports such as additional resources for English Language Learners, students in need of mental health supports, and students with disabilities. More supports are also needed to assist with student behavior issues. Behavior interventionists, paraprofessionals, counseling, and de-escalation training for teachers would be beneficial. One teacher stated, *"I feel like it is my responsibility every time a student acts out. I need help sometimes."* Another teacher stated, *"Those who are not performing to expected levels should be given additional assistance and resources, while teachers who are meeting expectations should be given supports in ways to extend their teaching and grow."*

Teachers also want to be viewed as professionals and supported by the community. Teachers feel they are not viewed as professionals and that respect for the profession is lacking on many fronts. One respondent indicated, *"We're professionals with degrees, and often Master's degrees, and we are treated like glorified babysitters."* Teachers need to feel valued and respected in their role to be satisfied in their jobs. Community support is also important to teachers to feel satisfied in their jobs. The community needs to be more supportive of education and not promote the idea that teachers have an agenda or do not want to work. Trust and respect from the local community and the larger society can positively impact teacher job satisfaction.

Finally, staff support for each other can contribute to teacher job satisfaction. A sense of camaraderie among staff, colleagues supporting each other, strong and positive relationships among colleagues, and positive attitudes and interactions between the adults in the building can all have positive impacts on teacher job satisfaction. As one respondent stated, *"When colleagues are connected to each other, it not only fosters new learning, but creates supportive communities for teachers that keep them from feeling isolated in their classrooms."* All data analysis can be found in Appendix E.

## Summary

Chapter Four illustrated the findings from the survey in this mixed methods study. The study examined the role of teacher self-efficacy related to job satisfaction and teacher retention. The findings included general demographic data of the 156 respondents, analysis of data related to self-reported teacher self-efficacy in the areas of classroom management, instructional strategies, and student engagement, along with teachers' job satisfaction and intent to leave their current position. The study collected qualitative data on factors that cause teachers stress in their current position, factors that can maintain and improve job satisfaction for teachers, and factors contributing to teachers' intent to leave their current position.

Results indicate a significant relationship between self-reported teacher self-efficacy and job satisfaction, but no relationship between teachers' self-reported self-efficacy and teachers' intent to leave their current position. There is no relationship between teachers' reported job satisfaction and their self-reported demographic variables. Overall, results indicate that teachers are satisfied in their jobs. However, when asked open-ended questions about job satisfaction, teachers are vocal about

factors that cause them stress in their role and offer a multitude of suggestions on what can be done to improve teacher job satisfaction. Respondents indicated that being witness to student growth and development, the relationships that are built with students and families, and watching students succeed in various aspects of the school environment and in learning provide the most satisfaction to teachers.

# Chapter Five

## Discussion

The issue of teacher retention is of great importance in the United States. Staffing challenges continued in the 2023-2024 school year, with 86% of public schools reporting difficulties in hiring teachers and 83% finding it hard to hire nonteaching staff (Modan, 2023). Research suggests that teacher self-efficacy is a factor often overlooked in teacher retention and job satisfaction (Gregory, 2024). Teacher self-efficacy has been identified as an important factor in influencing teachers' motivation, commitment, and job satisfaction (Anderson & Schuh, 2021). The purpose of the study was to better understand teacher self-efficacy as it relates to teacher job satisfaction and intent to leave. The current investigation aimed to explore teachers' level of teacher self-efficacy, teachers' level of job satisfaction, and teachers' intent to leave their current position.

### Summary of the Findings

The current investigation found that the respondents reported themselves to be effective in the three areas of teacher self-efficacy (i.e., instructional strategies, classroom management, and student engagement). Overall, the respondents indicated a high level of job satisfaction, and most of them indicated no intent to leave their current positions or the profession.

#### *Research Question 1*

*Is there a relationship between teachers' self-efficacy and their level of job satisfaction?*

Respondents answered five questions related to job satisfaction. Quantitative analysis determined that the three self-efficacy factors were significantly correlated, and

job satisfaction is significantly correlated with the teacher self-efficacy factors (i.e., instructional strategies, classroom management, and student engagement). The inverse relationship between job satisfaction and student engagement was the most significant of the three.

***Research Question 2***

*Is there a relationship between teachers' self-efficacy and their intent to leave their current position?*

Using the self-reported teacher self-efficacy survey and the responses to a multiple-choice intent to leave question, the results indicate no relationship between teacher self-efficacy and intent to leave.

***Research Question 3***

*What are the moderators of educators' level of job satisfaction based on their self-reported demographic data?*

Using data from Table 10, results indicate that there is no relationship between teachers' reported job satisfaction and their self-reported demographic variables.

***Research Question 4***

*Are teachers dissatisfied with their jobs?*

Respondents answered five multiple-choice questions about job satisfaction. Most of the respondents indicated that they are often or very often satisfied with their profession as a teacher. A few respondents indicated that they are never or almost never satisfied with their role. Most of the respondents find meaning and purpose in their work and often or very often express enthusiasm about their role as a teacher. Well over half of the respondents indicated that they are often or very often inspired by their work as a

teacher and an overwhelming majority indicated that they are proud of their work as a teacher. Results from the multiple-choice questions indicate that teachers are not dissatisfied with their jobs.

***Research Question 5***

*What factors are contributing to teachers being satisfied or dissatisfied with their jobs?*

Respondents answered multiple open-ended questions that contribute to the findings for this research question. The first question was: *What aspects, if any, of your current teaching position cause you the most stress in your job?* All but two respondents indicated as least one factor that causes them the most stress in their job. Using inductive coding to identify common themes in the responses, several significant categories emerged as causing stress for teachers in their role. The most significant categories include having a heavy and unrealistic workload with not enough time to complete all the demands of the job, behavior of administration, poor student behavior, student apathy toward learning and school, lack of parental involvement/support, high stakes outcomes of state testing, poor co-worker behavior, increased technology distractions for students, and poor pay based on the expectations of the job.

Respondents answered a second open-ended question: *What do you think is needed to promote and maintain job satisfaction for teachers?* All respondents provided a response to this question. Using inductive coding, common themes were identified in the responses. Teachers identified the following as needed to promote and maintain job satisfaction: increased administrative support, increased pay, more time to manage the workload, increased parent support, high standards for student behavior and discipline,

increased resources and supports, teachers being viewed as professionals, increased community support for teachers, and staff support for each other.

Respondents were asked a third open-ended question: *What aspects of your career as a classroom teacher bring you the most satisfaction?* Using inductive coding, common themes were also identified in the responses. Teachers indicated that student growth, relationships with students and families, student success and learning, working with students, having a positive impact on students, seeing themselves and their colleagues be successful, student excitement and enthusiasm for learning, helping students, and interacting with students are all aspects of their teaching career that bring them the most satisfaction.

Finally, respondents answered the following question: *If you expressed an intent to leave your current position (in a previous multiple-choice question), what factors are contributing to your desire to leave to your current position?* While most of the respondents indicated no intent to leave their current position, hence not needing to answer this question, several respondents did provide a response to this question. Using inductive coding, common themes were identified in the responses. Teachers indicated that they want to leave their current position and/or the profession but cannot leave due to multiple factors including, but not limited to, the need for full retirements benefits, the fact that they will not recoup the salary in another profession, or they have too many years in the system. Other factors that teachers cited for wanting to leave include the unrealistic and/or heavy workload and expectations of the job, student behavior, lack of respect and support, lack of support from administration, burnout/discontent. Teachers also indicated a lack of resources, stress, poor work/life balance, toxic work environment,

the behavior of colleagues, low pay, and too much involvement from the state as reasons they wish to leave, though these were not mentioned as frequently as the first group.

## Implications

### *Research Question 14*

*Is there a relationship between teachers' self-efficacy and their level of job satisfaction?*

The inverse relationship between teachers' self-reported self-efficacy and job satisfaction indicates that as teachers' beliefs in their ability to positively influence classroom management, instructional strategies, and student engagement increases, their job satisfaction decreases. This finding contradicts research that indicates that teachers who perceive them themselves as successful in connecting with and instructing students are likely to have high levels of self-efficacy and enjoy greater job satisfaction (Klassen & Tze, 2014). Bandura's theory of self-efficacy involves a person's belief in their ability to control their behavior, exert influence over their environment, and stay motivated to pursue their goals (Cherry, 2023, para.1). Teacher self-efficacy is the belief in one's own capabilities to bring about desired outcomes of student engagement and learning in the face of challenges and unforeseen difficulties (Tschannen-Moran & Woolfolk Hoy, 2001). Leithwood (2006) found that high teacher-efficacy had a significantly positive effect on teachers' job satisfaction and led to lower levels of burnout, exhaustion, and apathy. Teachers with high self-efficacy express greater job satisfaction and lower stress levels than teachers with low self-efficacy (Barni et al., 2019). The inverse relationship found in this study is not consistent with the extant research cited. If teachers find

themselves effective in influencing positive student outcomes, why does their job satisfaction decrease as their self-reported efficacy increases?

The investigation found that teachers deem themselves to have a strong sense of teacher self-efficacy and an overall positive level of job satisfaction. The respondents also indicated several significant factors that cause stress in their role as a teacher including the heavy and unrealistic workload with not enough time to complete all the demands of the job, behavior of administration, poor student behavior, student apathy toward learning and school, lack of parental involvement/support, high stakes state testing, poor co-worker behavior, increased technology distractions for students, and poor pay based on the expectations of the job. Regarding the heavy workload one participant stated, *"The most stress comes from feeling I need to grade assignments right away and the outside the classroom pressure to accomplish tasks that do not directly correlate to the class curriculum."* Another participant stated that they experience exhaustion and are overwhelmed by the amount of work that there is to do, and it never feels done. Participants also expressed that administration adds to their job stress. In answering the question about what causes teachers the most stress in their role, one participant stated:

> *The administration. All of them. Their lack of support, lack of good leadership, unwillingness to work as a team, their inability to foster teaming among staff, their attacks on good teachers who speak up, their apathy towards teachers who aren't doing their jobs well, and the toxic environment they continuously foster. They have killed and continue to kill the spark, the desire, the love for teaching.*

Teachers can believe in being effective with students, taking pride in their work, feeling content in their work, being enthusiastic about their work, and being inspired by

their work, but the stress of the profession of teaching may override these positive factors. Although the level of job stress of teachers in the United States has recovered somewhat after the Covid-19 pandemic, teachers' happiness is still not high compared with other workers (Li et al., 2024). The main sources of job stress for teachers in the United States are managing student behavior, supporting students' academic learning, and administrative work (Li et al., 2024). Two of these three things tie directly back to teacher self-efficacy (i.e., classroom management, instructional strategies, and student engagement).

***Research Question 2***

*Is there a relationship between teachers' self-efficacy and their intent to leave their current position?*

The absence of a relationship between teachers' self-reported self-efficacy and their intent to leave their current position is aligned with Bandura's theory of self-efficacy in that he established that self-efficacy is connected to high levels of motivation, perseverance, optimism, and achievement, even in adverse circumstances, which transfers over to teacher self-efficacy (Anderson & Schuh, 2021). In the investigation, teachers reported high self-efficacy and little intent to leave their current position. However, when given the opportunity in answering the survey questions, the respondents offered a great deal of feedback as to what factors would contribute to their desire to leave their position or profession (even though they indicated no intent to leave in the survey). Participants indicated that they think about leaving and want to leave their current position and/or the profession but cannot leave due to multiple factors including, but not limited to, the need for full retirements benefits, the fact that they will not recoup

the salary in another profession, or they have too many years in the system. As one participant stated:

> *It becomes ineffective for me to consider leaving the profession because of how much I've become invested in the State Teachers' Retirement System and how good the benefits are for school employees. Otherwise, there have been days/school years where I have questioned my career choice.*

Another participant stated:

> *I would love to leave and think about leaving all the time. But with 17 years, it would be hard to find another job with the same pay, and I'd have to work during the summers. That's honestly the only thing that is keeping me here.*

Other factors that teachers cited for wanting to leave include the unrealistic and/or heavy workload and expectations of the job, student behavior, lack of respect and support, lack of support from administration, and burnout/discontent. One participant summed up their thoughts on leaving their position in saying, "*Burnout!! Stress of the job, no support with administration-superintendent and directors, no discipline, lack of quality curriculum, paperwork."*

Respondents voluntarily answered the open-ended question on intent to leave, and all but two respondents gave rationale as to why they would leave if they could. Previous research indicates that more teachers than ever are thinking about leaving the profession (Merrimack College, 2022). Paying attention to the intent to leave feedback is important because attitudinal theory suggests that intent is a predictor of behavior (Mobley et al., 1978). Research shows that there is strong link between turnover intention and turnover behavior (Cho & Lewis, 2012). Despite the quantitative analysis showing little intention

to leave, the qualitative feedback from respondents paints the picture that just about any one of the respondents would leave their position or the profession if they could.

***Research Question 3***

*What are the moderators of educators' level of job satisfaction based on their self-reported demographic data?*

Previous research indicates that some self-reported demographic variables may impact job satisfaction. Teacher vacancies have been more likely to occur in urban and rural areas, in the content areas of math, science, and special education, and among newer teachers. Forty-four percent of teachers leave the profession within the first five years, and 10% of teachers leave after year one (Gerald, 2019). This could be interpreted to mean that those who teach in urban or rural schools and teachers with five years' experience or less are less satisfied with their jobs and more likely to leave, but the results of the study do not support that idea.

The feedback from respondents related to factors causing job stress, contributing to satisfaction or dissatisfaction in the role, as well as factors that would contribute to intent to leave was evenly distributed among all respondents. Over half of the respondents reported teaching in a suburban setting, while respondents from rural and urban settings combined made up just under half. The teachers in the suburban schools appear to have the same job stress and frustrations as those in urban and rural environments.

***Research Question 4***

*Are teachers dissatisfied with their jobs?*

The contradiction that exists in the qualitative and quantitative results related to this research question is important to acknowledge. Although quantitative results indicate that teachers are not dissatisfied in their role, the open-ended responses reveal deep concerns about factors contributing to job-related stress and may lead to dissatisfaction in the role. The self-determination theory emphasizes the importance of autonomy, competence, and relatedness in promoting motivation and psychological well-being. According to Deci and Vansteenkiste (2004), self-determined individuals internalize their ability to control behavior and satisfy mastery needs (i.e., competence), perceive themselves as causal agents of their destinies (i.e., autonomy), and are inclined toward assimilation with others (i.e., relatedness). The qualitative respondent feedback on job satisfaction gives the impression that teachers do not feel autonomous in their role, are made to feel incompetent through actions and behaviors of administration, parents, students, and the community, and are struggling to relate to the current landscape of the educational environment, as well as to the characteristics and behaviors of students. These factors tie back to the basic needs of the self-determination theory and may result in stress, burnout, and job dissatisfaction if those needs are not being met.

**Research Question 5**

*What factors are contributing to teachers being satisfied or dissatisfied with their jobs?*

Acknowledging the volume of feedback provided by the respondents related to factors contributing to dissatisfaction is important to note. In this case, the sentiment expressed in the qualitative results is hard to ignore. The behavior and actions of administration, the workload within the teaching profession, and negative student

behavior emerged as the three most significant factors contributing to dissatisfaction among the respondents. Since the goal is to recruit and retain high quality teachers, the post-secondary leaders of teacher preparation programs, school leaders, state board of education and government officials, and parents are valuable stakeholders in the conversation about teacher job satisfaction and the factors contributing to it.

However, participants indicated that they are most satisfied in their role as a teacher when they can contribute to and witness students' academic and social emotional development and success in the school environment along with developing strong relationships with students and families. *"Seeing students achieve something they didn't think they could, watching their personal and academic growth throughout the school year. Feeling like I'm making a difference no matter how small it is"* offered one participant in response to aspects of the job that bring them the most satisfaction. Student success is a means of reassurance that teachers are competent, and the development and perpetuation of positive relationships with students and families contributes to the sense of psychological relatedness that self-determined individuals seek to satisfy (Deci & Ryan, 1985).

**Limitations**

Considering the sample was not distributed evenly between teachers from a variety of schools (e.g., urban, suburban, and rural), grade levels, or subject areas, there may be concerns with the external validity of this study. There are also limitations in the qualitative research aspect of the investigation. The researcher is interpreting the thoughts and responses of the participants, categorizing the responses into common themes, and making judgements on the degree of impact the responses have on the research questions.

If the purpose of qualitative research is to describe or understand the phenomena of interest from the participants' perspective, then only the participants can adequately judge the credibility of the results (Trochim et al., 2016).

The participants self-reported their level of teacher self-efficacy, which may result in response bias. This may affect the accuracy of the information, as there is reliance on teachers' honesty in reporting their responses (Ary et al., 2010). Some explanations obtained from self-reported instruments can be influenced by social desirability and response sensitivity related to participants' ego (Omoro & Possi, 2023, p. 123). An assumption was made that what teachers reported as their self-efficacy beliefs are reflective of their actions and experiences in the classroom context and school environment when that may not actually be the case (Omoro & Possi, 2023, p.111).

**Discussion**

This study explored the relationships between teacher self-efficacy, job satisfaction, and intent to leave. Bandura's theory of self-efficacy and past research indicate that positive levels of teacher efficacy promote job satisfaction. When teachers are satisfied in their role, they are less likely to leave their position or the profession. With the reported inverse relationship between teacher self-efficacy and job satisfaction, the results of this study indicate a contradiction to previous research. The study reports that as teacher efficacy beliefs increase, teachers' level of job satisfaction decrease. However, even when taking into consideration the inverse relationship between efficacy and job satisfaction, the participants expressed little to no intent to leave their position or the profession other than for the purpose of retirement.

According to the findings, the participants view themselves as effective in the three domains of efficacy—classroom management, instructional strategies, and student engagement. However, respondents indicate poor student behavior and student apathy towards learning and school as two dominant factors that cause them stress in their position, lead to dissatisfaction in their role as a teacher, and contribute to why they would leave their role or the profession if they could do so. Although the participants rated themselves as effective in classroom management and student engagement, their open-ended feedback on student behavior and engagement do not support their self-reported ratings of effectiveness as actually leading to leading to positive outcomes with student behavior and student engagement.

The study called for teachers to self-report their teacher efficacy beliefs, but the survey tool used (the *OSTES*) does not clearly define what effective practices and outcomes look like in the domains of classroom environment, instructional strategies, and student engagement in the school environment. In the student engagement domain, the survey asks teachers to rate themselves on how effective they are in assisting families in helping their children do well in school. If a teacher believes that assisting families in helping their children succeed involves only using the online gradebook to inform parents of progress, communicating with parents via email when parents reach out, and the necessity for parents' attendance at two parent-teacher conferences a year, and the teacher knows he or she does these things, then it is likely the teacher will rate himself or herself as effective in this area. Though, parents may disagree that these few actions help them assist their children in learning and promote student engagement in learning.

Similarly, a contradiction exists in the participants' reported data on job satisfaction. A portion of the results indicate that teachers are very satisfied in their role and another portion of the results open the floodgates of factors that cause teachers' stress and contribute to dissatisfaction in their role. The results to the two survey questions that were phrased, "*What aspects, if any, of your current position cause you the most stress?"* and "*What do you think is needed to maintain and promote job satisfaction for teachers?"* were telling because all the respondents provided at least one aspect of stress and multiple suggestions to promote and maintain job satisfaction. Many responses included multiple aspects of the job that cause them stress and numerous things that can be done to promote job satisfaction. The responses to those two questions point more toward dominant feelings of stress and dissatisfaction in their role as teachers than the participants being satisfied in their role. This alludes to feelings of sub-optimal levels of job satisfaction among the participants. Similar to the teacher-efficacy beliefs, the study did not clearly define what it meant to be satisfied in the role and then allow participants to rate themselves against the predetermined criteria.

In conjunction with teacher self-efficacy and job satisfaction, the study concludes that the participants do not intend to leave their current position or the profession. Those who indicated an intent to leave listed retirement as the primary reason for leaving. Again, a contradiction exists between the results from the two questions that were asked regarding intent to leave and previous research. In recent years, research has focused on the notion that a high number of teachers are dissatisfied in their role and intend to leave the profession in mass numbers. In June 2024, it was reported that 44% of public-school

teachers are quitting the profession within five years (Miranda, 2024). The results of this study do not support that research.

Along with the examination of the relationships between teacher self-efficacy, job satisfaction, and intent to leave, another important point of discussion focuses on the qualitative data and the factors that participants indicated contribute to stress and dissatisfaction in their role, along with factors that can promote and maintain job satisfaction for teachers. Three factors that dominated these results were administration, student behavior, and the workload. Characteristics, behaviors, and practices of administration contribute to teacher stress and dissatisfaction in their role. Responses from participants included lack of guidance, accountability, and communication from administration, lack of support with student behavior, general inconsistency among administrators, inconsistency in handling student issues, micromanagement of teachers, lack of follow through, administrative teams who will not work together, lack of strong administrative leadership, leaders constantly changing buildings, district mandates and initiatives, inconsistent standards for employees, lack of appreciation from administration, and too many expectations of teachers from administration. Three themes that emerge from the inductive coding of the data regarding the actions of administration are consistency, communication, and support.

Respondents note that there is a lack of accountability for poor student behavior and a constant need to de-escalate students. They feel that poor student behavior is overlooked by students, parents, and administration. There is little that can be done with, and for, students who are repeatedly defiant, constantly disruptive, and/or have very poor

attendance. Some respondents feel it is difficult to maintain a safe and secure learning environment conducive to student learning.

Respondents reported unrealistic expectations related to the workload involved in the teaching profession and the time available to meet the demands of the workload as major sources of stress and dissatisfaction. Extra time is always needed outside of the workday, as it is extremely difficult to accomplish all necessary tasks during the workday. The planning and developing of lessons happen outside of the workday, and there are constant interruptions to class which make it difficult to get through planned instruction and stay on pace with curriculum maps. Aside from the core responsibilities of teaching, assessing, and providing feedback to students, the non-teaching tasks (e.g., email, contacting parents, meetings, paperwork, trainings, etc.) are time consuming. Respondents feel that some of the non-instructional tasks are disconnected from the actual needs of students related to teaching and learning.

Interestingly, the topic of teacher pay was at the bottom of the list when respondents identified the aspects of the job that cause them stress. However, when asked what is needed to promote and maintain job satisfaction for teachers, compensation/pay was the number two need mentioned by respondents behind issues surrounding administration. Comments included that pay should be: reflective of the grade, subject, and workload, reflective of the cost of living increases, increased so that teachers do not have to hold more than one job, include merit pay, as well as several other more general comments such as better pay, increased pay, more money, increased pay would help, competitive pay, and the possibility of focusing on other fringe benefits if increased pay is not an option.

In a hearing in June 2024, the former Utah Teacher of the Year, John Arthur, testified to the U.S. Senate Committee on Health, Education, and Labor and Pensions regarding how pay remains the main reason for both teachers leaving the profession and parents not wanting their children to become teachers (Miranda, 2024). He stated, "The No. 1 solution to addressing the issues we face must be increasing teachers' salaries" (Miranda, 2024). Committee chairman, Bernie Sanders, introduced a bill in March 2023 calling for an annual base salary of $60,000 for public elementary and secondary school teachers, citing that the extremely low pay that teachers receive is one of the primary reasons for a massive U.S. teacher shortage (Miranda, 2024).

Some states, such as Maryland, are taking steps towards a minimum teacher salary in the next few years (Miranda, 2024). In hopes of addressing children's education from birth to high school completion, Maryland plans to implement a base salary of $60,000 per year by July 2026 to recruit, retain, and compensate high quality teachers (Miranda, 2024). Though increasing pay may be appealing from a recruitment and retainment perspective, it does not address the root cause of why teachers are struggling to teach in the classroom (Miranda, 2024). Miranda shares a quote from Robert Pondiscio:

> Higher pay does not ease the burden we place on teachers or add hours to their day. By all means, raise teacher pay, but do not assume that it will solve teacher shortages or keep good teachers in the classroom. Poor training, deteriorating classroom conditions, shoddy curriculum and spiraling demands have made an already challenging job nearly impossible to do well and sustainably. (para. 24)

**Future Research**

For this study, the small sample size and previously mentioned methodological limitations create concerns for interpreting the results and generalizing the results across larger populations. The results of the study do have practical implications for the field of education and the topics of teacher self-efficacy, teacher job satisfaction, and teacher retention. Future studies should take into consideration the mixed methods approach and explore Q-methodology as a research method to investigate the subjectivity of participants' viewpoints on a specific topic (Better Evaluation n.d.). Q-methodology uses the qualitative judgement of the researcher in defining the problem, developing statements to investigate the perspective of the participants, and selecting participants, and it is a useful complement to other objective evaluation measures (Better Evaluation, n.d.). Concerns related to bias in self-reported teacher efficacy beliefs could be addressed through follow-up interviews with participants. In future studies, defining and clarifying effectiveness in classroom management, instructional strategies, and student engagement could be accomplished through interviews with stakeholders, classroom observations, and a review of student outcome data.

Another avenue for future research is further exploration of the factors that contribute to job stress and sub-optimal job satisfaction for teachers. Additional investigation into teachers' views related to characteristics, behaviors, and interactions with building and district administrators that contribute to their level of job satisfaction, as well as investigating the viewpoints of administrators related to teacher self-efficacy and job satisfaction, are important avenues of future research. Future research that involves teacher and administrator perceptions of teacher efficacy and job satisfaction in

a manner that allows for cross examination of perspectives related to actual effective outcomes for students and stakeholders may be helpful in gaining a better understanding of the situation, as well as addressing the contradictions in the participants' reported results (Omoro & Possi, 2023).

## Conclusion

The study aimed to explore the relationship between teacher self-efficacy, job satisfaction, and intent to leave. Recent research indicates that teachers are extremely dissatisfied in their jobs and produces a narrative of a nationwide teacher shortage, declining student interest in the field of education among those entering college, and the potential for a mass exodus of teachers from the profession. A review of the literature outlined the history and trends over many years of reported teacher job satisfaction, interest in the field, and trends in shortages and surplus in the field of education across the nation. Previous research, the theoretical framework of Bandura's theory of self-efficacy, and the theory of self-determination presented the groundwork for the idea that teachers with a strong sense of teacher self-efficacy experience greater job satisfaction and are more likely to remain in their position as a teacher. Self-efficacy, in educational practices, refers to teachers' self-evaluation or self-conviction of their abilities to expect a specific action or task in a specific context to produce expected outcomes (Bandura, 1977, p. 193).

The outcome of the study indicates a result that contradicts previous research. While the participants reported positive levels of teacher efficacy beliefs, the study found an inverse relationship between self-reported teacher self-efficacy and job satisfaction; as teacher efficacy beliefs increased, job satisfaction decreased. The study found no

relationship between self-reported teacher self-efficacy beliefs and intent to leave, as well as no relationship between self-reported teacher efficacy and self-reported demographic factors. Other than those leaving for retirement, participants expressed little intent to leave their current teaching position or the profession at this time. The results indicate a contradiction in teachers' level of job satisfaction, as the quantitative data illustrates that participants are very satisfied in their role; however, qualitative results surrounding job stress and job satisfaction indicate that teachers are experiencing sub-optimal levels of job satisfaction with administration, student behavior, and workload as the primary factors contributing to stress and dissatisfaction in their role.

Ultimately, the K-12 public education system in the United States needs to recruit and retain highly effective teachers in order to provide a high-quality education for students and sustain the public education system. While the study results show that participants believe they are effective in classroom management, instructional strategies, and student engagement, their levels of optimal job satisfaction are questionable. All stakeholders must closely examine the development and evaluation of teacher self-efficacy, the factors contributing to teacher job satisfaction, and look for connections between them to recruit and retain high quality teachers who can provide the best learning environment and educational outcomes for students.

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# Appendix A

## Google Survey

1. By checking the box below, the respondent acknowledges that they have reviewed the consent statement, give their consent to participate, and that they meet the criteria for participation. *

*Mark only one oval.*

- ◯ I agree

**Demographic Questions**

2. Please indicate your age. *

*Mark only one oval.*

- ◯ 21 - 25
- ◯ 26 -30
- ◯ 31 - 35
- ◯ 36 - 40
- ◯ 41 - 45
- ◯ 46 - 50
- ◯ 51 - 55
- ◯ 56+

3. Please indicate your gender. *

*Mark only one oval.*

- ◯ Male
- ◯ Female
- ◯ Transgendered Woman
- ◯ Transgendered Man
- ◯ Non-binary
- ◯ Agender / I do not identify with a gender
- ◯ Gender not listed / Other

4. Please indicate your ethnicity. *

*Mark only one oval.*

- ◯ Hispanic of Latino
- ◯ Non-Hispanic or Latine
- ◯ American Indian or Alaskan Native
- ◯ Asian
- ◯ Black or African American
- ◯ Native Hawaiian or Pacific Islander
- ◯ Multi-racial or biracial
- ◯ White
- ◯ Other

5. Please indicate your **total** number of years of service in public school teaching both * in an outside of Ohio.

*Mark only one oval.*

- ◯ 1 - 3 years
- ◯ 4 - 7 years
- ◯ 8 - 10 years
- ◯ 11 - 15 years
- ◯ 16 - 20 years
- ◯ 21 - 25 years
- ◯ 26 - 30 years
- ◯ 31 - 35 years
- ◯ 36+ years

6. Please indicate your number of years of service in public school teaching **in the state of Ohio.** *

*Mark only one oval.*

- ◯ 1 - 3 years
- ◯ 4 - 7 years
- ◯ 8 - 10 years
- ◯ 11 - 15 years
- ◯ 16 - 20 years
- ◯ 21 - 25 years
- ◯ 26 - 30 years
- ◯ 31 - 35 years
- ◯ 36+ years

7. Please indicate the school environment in which you have taught for the majority of your years of service. *

*Mark only one oval.*

- ◯ Suburban
- ◯ Rural
- ◯ Urban

8. Please indicate the grade level in which you have spent the majority of your years of service as a teacher. *

*Mark only one oval.*

- ◯ Pre-K - 3
- ◯ Grade 4 - 6
- ◯ Grade 7 - 8
- ◯ Grade 9 - 12

9. Please indicate the subject area in which you have spent the majority of your years of service as a teacher. You may select up to two areas. *

*Check all that apply.*

- [ ] Math
- [ ] English Language Arts
- [ ] Science
- [ ] Social Studies
- [ ] World Language
- [ ] Fine Arts -- Art, Music, Theater / Drama
- [ ] Health and/or Physical Education
- [ ] Career and Technical Education
- [ ] Pre-K - 6 General Education / all core subjects
- [ ] Family and Consumer Science
- [ ] Mild / Moderate Intervention
- [ ] Moderate / Intensive Intervention

10. Please indicate your level of education. *

*Mark only one oval.*

- ◯ Bachelor's Degree
- ◯ Bachelor's Degree + at least 20 hours of Master's level coursework
- ◯ Master's Degree
- ◯ Master's Degree + at least 20 additional hours
- ◯ Master's Degree + hours completed toward Education Specialist, Ph.D, or Ed.D degree
- ◯ Ed.D or Ph.D degree

11. Please indicate the type of Ohio teaching license that you hold for your primary teaching area. *

*Mark only one oval.*

- ◯ 2 year Ohio Resident Educator license
- ◯ 4 year Ohio Alternative Resident Educator license
- ◯ 5 year Ohio Professional Educator license
- ◯ 5 year Ohio Senior Professional Educator license
- ◯ 5 year Ohio Lead Professional Educator License
- ◯ Ohio Permanent Certificate
- ◯ Ohio 2 - year Supplemental License

**Teacher Self-Efficacy Questions**

12. How much can you do to control disruptive behavior in the classroom? *

*Mark only one oval.*

- ◯ 1 Nothing
- ◯ 2
- ◯ 3 Very little
- ◯ 4
- ◯ 5 Some influence
- ◯ 6
- ◯ 7 Quite a bit
- ◯ 8
- ◯ 9 A great deal

13. How much can you do to motivate students who show low interest in school work? *

*Mark only one oval.*

- 1 Nothing
- 2
- 3 Very little
- 4
- 5 Some influence
- 6
- 7 Quite a bit
- 8
- 9 A great deal

14. How much can you do to get students to believe that they can do well in their school work? *

*Mark only one oval.*

- 1 Nothing
- 2
- 3 Very little
- 4
- 5 Some influence
- 6
- 7 Quite a bit
- 8
- 9 A great deal

15. How much can you do to help your students value learning? *

*Mark only one oval.*

- 1 Nothing
- 2
- 3 Very little
- 4
- 5 Some influence
- 6
- 7 Quite a bit
- 8
- 9 A great deal

16. To what extent can you craft good questions related to academic learning for your students? *

*Mark only one oval.*

- 1 Nothing
- 2
- 3 Very little
- 4
- 5 Some influence
- 6
- 7 Quite a bit
- 8
- 9 A great deal

17. How much can you do to get students to follow classroom rules? *

*Mark only one oval.*

- 1 Nothing
- 2
- 3 Very little
- 4
- 5 Some influence
- 6
- 7 Quite a bit
- 8
- 9 A great deal

18. How much can you do to calm a student who is disruptive and noisy? *

*Mark only one oval.*

- 1 Nothing
- 2
- 3 Very little
- 4
- 5 Some influence
- 6
- 7 Quite a bit
- 8
- 9 A great deal

19. How well can you establish an effective classroom management system with each group of students? *

*Mark only one oval.*

- 1 Nothing
- 2
- 3 Very little
- 4
- 5 Some influence
- 6
- 7 Quite a bit
- 8
- 9 A great deal

20. How much can you use a variety of assessment strategies? *

*Mark only one oval.*

- 1 Nothing
- 2
- 3 Very little
- 4
- 5 Some influence
- 6
- 7 Quite a bit
- 8
- 9 A great deal

21. To what extent can you provide an alternative explanation or example when students are confused? *

*Mark only one oval.*

- 1 Nothing
- 2
- 3 Very little
- 4
- 5 Some influence
- 6
- 7 Quite a bit
- 8
- 9 A great deal

22. How much can you assist families in helping their children to do well in school? *

*Mark only one oval.*

- 1 Nothing
- 2
- 3 Very little
- 4
- 5 Some infllluence
- 6
- 7 Quite a bit
- 8
- 9 A great deal

23. How well can you implement alternative strategies in your classroom? *

*Mark only one oval.*

- 1 Nothing
- 2
- 3 Very little
- 4
- 5 Some influence
- 6
- 7 Quite a bit
- 8
- 9 A great deal

**Job Satisfaction Questions**

24. I am content with my profession as a teacher. *

*Mark only one oval.*

- Very often
- Often
- Sometimes
- Never or almost never

25. I find my work full of meaning and purpose. *

*Mark only one oval.*

- Very often
- Often
- Sometimes
- Never or almost never

26. I am enthusiastic about my job. *

*Mark only one oval.*

- Very often
- Often
- Sometimes
- Never or almost never

27. My work inspires me. *

*Mark only one oval.*

- Very often
- Often
- Sometimes
- Never or almost never

28. I am proud of the work that I do. *

*Mark only one oval.*

- Very often
- Often
- Sometimes
- Never or almost never

29. What aspects, if any, of your current teaching position cause you the most stress? *

30. What do you think is needed to promote and maintain job satisfaction for teachers? *

31. What aspects of your career as a classroom teacher bring you the most satisfaction? *

**Intent to Leave Questions**

32. Your intent to leave your current teaching position could be best described as: *

*Mark only one oval.*

- ◯ I plan to leave my current teaching position and the profession as soon as possible.
- ◯ I plan to leave my current teaching position as soon as possible in order to teach in a different district.
- ◯ At the present time, I have no intent to leave my current teaching position.

33. If you indicated an intent to leave in the previous question, what factors are contributing to your desire to leave your current position? (If you have no intent to leave, please answer "N/A".) *

_____

_____

_____

_____

_____

# Appendix B

## Recruitment Materials

### RESPONDENT RECRUITMENT MATERIALS

Hello! I am a doctoral student at Youngstown State University in the Educational Leadership program. I am completing my dissertation in the field of teacher self-efficacy and its relationship to teacher retention and job satisfaction. I am seeking participants for my research study. Participants are asked to complete an online survey containing demographic questions, questions related to self-efficacy, job satisfaction, and the intent to leave. The responses will be examined in relation to various demographic variables such as gender, number of years of service, level of education, and location and type of school in which the participant teaches.

The criteria to participate in the study is outlined below:

- Participants must currently teach in K-12 public schools in Ohio
- Participants must hold one of the following educator licenses:
    - A two-year Ohio Resident Educator license in any subject area
    - A four-year Ohio Alternative Resident Educator license in any subject area
    - A five-year Ohio Professional Educator license in any subject area
    - A five year Ohio Senior Professional Educator license
    - A five-year Ohio Lead Professional Educator license

The survey will take approximately 15 minutes to complete.

Your participation in the study is voluntary and you can withdraw at any time.

The online survey link will be open for 30 days. If you have questions about the survey or the study, you may contact Courtney Griffiths at xxx-xxx-xxxx or the Doctoral Chair, Dr. Karen Larwin, at xxx-xxx-xxxx. If you have questions about your rights as a participant in a research project, you may contact the Office of Research Services at YSUIRB@ysu.edu or at YSU at 330-941-2377.

Thank you for your participation!

## Appendix C

## Survey Tool Permission

THE OHIO STATE UNIVERSITY COLLEGE OF EDUCATION AND HUMAN ECOLOGY

ANITA WOOLFOLK HOY, PH.D.

PROFESSOR
PSYCHOLOGICAL STUDIES IN EDUCATION

Dear

You have my permission to use the *Teachers' Sense of Efficacy Scale* in your research. A copy the scoring instructions can be found at:

http://u.osu.edu/hoy.17/research/instruments/

Best wishes in your work,

Anita Woolfolk Hoy

Anita Woolfolk Hoy, Ph.D.
Professor Emeritus

COLLEGE OF EDUCATION
29 WEST WOODRUFF AVENUE
COLUMBUS, OHIO 43210-1177

WWW.COE.OHIO-STATE.EDU/AHOY

PHONE 614-292-3774
FAX 614-292-7900
HOY.17@OSU.EDU

## Appendix D

## IRB Approval

Dec 12, 2023 8:16:54 AM EST

Karen Larwin
Teacher Ed and Leadership St

Re: Exempt - Initial - 2024-130 The Role of Teacher Self-Efficacy in Teacher Retention and Job Satisfaction

Dear Dr. Karen Larwin:

Youngstown State University Human Subjects Review Board has rendered the decision below for The Role of Teacher Self-Efficacy in Teacher Retention and Job Satisfaction

Decision: Exempt

Selected Category: Category 2.(i). Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording) if at least one of the following criteria is met:
The information obtained is recorded by the investigator in such a manner that the identity of the human subjects cannot readily be ascertained, directly or through identifiers linked to the subjects;

Any changes in your research activity should be promptly reported to the Institutional Review Board and may not be initiated without IRB approval except where necessary to eliminate hazard to human subjects. Any unanticipated problems involving risks to subjects should also be promptly
reported to the IRB.

The IRB would like to extend its best wishes to you in the conduct of this study.

Sincerely,
Youngstown State University Human Subjects Review Board

# Appendix E

## Raw Data

### Age

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 21 - 25 | 8 | 5.1 | 5.1 | 5.1 |
| | 26 -30 | 11 | 7.1 | 7.1 | 12.2 |
| | 31 - 35 | 16 | 10.3 | 10.3 | 22.4 |
| | 36 - 40 | 22 | 14.1 | 14.1 | 36.5 |
| | 41 - 45 | 24 | 15.4 | 15.4 | 51.9 |
| | 46 - 50 | 25 | 16.0 | 16.0 | 67.9 |
| | 51 - 55 | 28 | 17.9 | 17.9 | 85.9 |
| | 56+ | 22 | 14.1 | 14.1 | 100.0 |
| | Total | 156 | 100.0 | 100.0 | |

### Gender

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Female | 117 | 75.0 | 75.0 | 75.0 |
| | Male | 38 | 24.4 | 24.4 | 99.4 |
| | Non-binary | 1 | .6 | .6 | 100.0 |
| | Total | 156 | 100.0 | 100.0 | |

### Ethnicity

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Hispanic of Latino | 1 | .6 | .6 | .6 |
| | Non-Hispanic or Latine | 1 | .6 | .6 | 1.3 |
| | Asian | 1 | .6 | .6 | 1.9 |
| | Native Hawaiian or Pacific Islander | 1 | .6 | .6 | 2.6 |
| | Multi-racial or biracial | 1 | .6 | .6 | 3.2 |
| | White | 149 | 95.5 | 95.5 | 98.7 |

| | | | | | |
|---|---|---|---|---|---|
| | Other | 2 | 1.3 | 1.3 | 100.0 |
| | Total | 156 | 100.0 | 100.0 | |

**Years_Service_Total**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 1 - 3 years | 10 | 6.4 | 6.4 | 6.4 |
| | 4 - 7 years | 15 | 9.6 | 9.6 | 16.0 |
| | 8 - 10 years | 12 | 7.7 | 7.7 | 23.7 |
| | 11 - 15 years | 23 | 14.7 | 14.7 | 38.5 |
| | 16 - 20 years | 35 | 22.4 | 22.4 | 60.9 |
| | 21 - 25 years | 28 | 17.9 | 17.9 | 78.8 |
| | 26 - 30 years | 23 | 14.7 | 14.7 | 93.6 |
| | 31 - 35 years | 5 | 3.2 | 3.2 | 96.8 |
| | 36+ years | 5 | 3.2 | 3.2 | 100.0 |
| | Total | 156 | 100.0 | 100.0 | |

**Years_Service_Ohio**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 1 - 3 years | 14 | 9.0 | 9.0 | 9.0 |
| | 4 - 7 years | 16 | 10.3 | 10.3 | 19.2 |
| | 8 - 10 years | 11 | 7.1 | 7.1 | 26.3 |
| | 11 - 15 years | 25 | 16.0 | 16.0 | 42.3 |
| | 16 - 20 years | 33 | 21.2 | 21.2 | 63.5 |
| | 21 - 25 years | 31 | 19.9 | 19.9 | 83.3 |
| | 26 - 30 years | 18 | 11.5 | 11.5 | 94.9 |
| | 31 - 35 years | 5 | 3.2 | 3.2 | 98.1 |
| | 36+ years | 3 | 1.9 | 1.9 | 100.0 |
| | Total | 156 | 100.0 | 100.0 | |

**Setting**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Suburban | 81 | 51.9 | 51.9 | 51.9 |
| | Rural | 19 | 12.2 | 12.2 | 64.1 |
| | Urban | 56 | 35.9 | 35.9 | 100.0 |
| | Total | 156 | 100.0 | 100.0 | |

**Grade_Level**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Pre-K - 3 | 33 | 21.2 | 21.2 | 21.2 |
| | Grade 4 - 6 | 26 | 16.7 | 16.7 | 37.8 |
| | Grade 7 - 8 | 16 | 10.3 | 10.3 | 48.1 |
| | Grade 9 - 12 | 81 | 51.9 | 51.9 | 100.0 |
| | Total | 156 | 100.0 | 100.0 | |

**Subject_Area**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Math | 31 | 19.9 | 19.9 | 19.9 |
| | English Language Arts | 17 | 10.9 | 10.9 | 30.8 |
| | Science | 16 | 10.3 | 10.3 | 41.0 |
| | Social Studies | 7 | 4.5 | 4.5 | 45.5 |
| | World Language | 2 | 1.3 | 1.3 | 46.8 |
| | Fine Arts -- Art, Music, Theater / Drama | 5 | 3.2 | 3.2 | 50.0 |
| | Health and/or Physical Education | 1 | .6 | .6 | 50.6 |
| | Career and Technical Education | 6 | 3.8 | 3.8 | 54.5 |
| | Pre-K - 6 General Education / all core subjects | 17 | 10.9 | 10.9 | 65.4 |

| | | | | | |
|---|---|---|---|---|---|
| | Family and Consumer Science | 1 | .6 | .6 | 66.0 |
| | Mild / Moderate Intervention | 12 | 7.7 | 7.7 | 73.7 |
| | Moderate / Intensive Intervention | 2 | 1.3 | 1.3 | 75.0 |
| | Math, Mild / Moderate Intervention | 2 | 1.3 | 1.3 | 76.3 |
| | Math, English Language Arts | 10 | 6.4 | 6.4 | 82.7 |
| | Social Studies, Career and Technical Education | 1 | .6 | .6 | 83.3 |
| | Social Studies, Mild / Moderate Intervention | 2 | 1.3 | 1.3 | 84.6 |
| | English Language Arts, Mild / Moderate Intervention | 2 | 1.3 | 1.3 | 85.9 |
| | Career and Technical Education, Mild / Moderate Intervention | 1 | .6 | .6 | 86.5 |
| | Mild / Moderate Intervention, Moderate / Intensive Intervention | 5 | 3.2 | 3.2 | 89.7 |
| | Science, Career and Technical Education | 1 | .6 | .6 | 90.4 |
| | Math, Career and Technical Education | 1 | .6 | .6 | 91.0 |
| | Career and Technical Education, Moderate / Intensive Intervention | 1 | .6 | .6 | 91.7 |
| | English Language Arts, Social Studies | 3 | 1.9 | 1.9 | 93.6 |
| | Math, Science | 1 | .6 | .6 | 94.2 |
| | Pre-K - 6 General Education / all core subjects, Mild / Moderate Intervention | 2 | 1.3 | 1.3 | 95.5 |
| | English Language Arts, Science | 1 | .6 | .6 | 96.2 |

| | | | | | |
|---|---|---|---|---|---|
| | Math, Health and/or Physical Education | 1 | .6 | .6 | 96.8 |
| | Math, Social Studies | 1 | .6 | .6 | 97.4 |
| | English Language Arts, Pre-K - 6 General Education / all core subjects | 2 | 1.3 | 1.3 | 98.7 |
| | Math, Pre-K - 6 General Education / all core subjects | 1 | .6 | .6 | 99.4 |
| | 31 | 1 | .6 | .6 | 100.0 |
| | Total | 156 | 100.0 | 100.0 | |

**Education**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Bachelor's Degree | 22 | 14.1 | 14.1 | 14.1 |
| | Bachelor's Degree + at least 20 hours of Master's level coursework | 12 | 7.7 | 7.7 | 21.8 |
| | Master's Degree | 42 | 26.9 | 26.9 | 48.7 |
| | Master's Degree + at least 20 additional hours | 72 | 46.2 | 46.2 | 94.9 |
| | Master's Degree + hours completed toward Education Specialist, Ph.D, or Ed.D degree | 8 | 5.1 | 5.1 | 100.0 |
| | Total | 156 | 100.0 | 100.0 | |

**Licensure**

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|

| | | | | | |
|---|---|---|---|---|---|
| Valid | 2 year Ohio Resident Educator license | 4 | 2.6 | 2.6 | 2.6 |
| | 4 year Ohio Alternative Resident Educator license | 9 | 5.8 | 5.8 | 8.3 |
| | 5 year Ohio Professional Educator license | 134 | 85.9 | 85.9 | 94.2 |
| | 5 year Ohio Senior Professional Educator license | 3 | 1.9 | 1.9 | 96.2 |
| | 5 year Ohio Lead Professional Educator License | 1 | .6 | .6 | 96.8 |
| | Ohio Permanent Certificate | 4 | 2.6 | 2.6 | 99.4 |
| | Ohio 2 - year Supplemental License | 1 | .6 | .6 | 100.0 |
| | Total | 156 | 100.0 | 100.0 | |

**Statistics**

| | N | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Valid | Missing | Mean | Std. Deviation | Skewness | Std. Error of Skewness | Kurtosis | Std. Error of Kurtosis |
| Classroom_managememt | 156 | 0 | 28.7051 | 4.04047 | -.289 | .194 | .231 | .386 |
| Instructional_Strategies | 156 | 0 | 30.0064 | 3.81761 | -.497 | .194 | .210 | .386 |
| Student_engagement | 156 | 0 | 25.4167 | 4.59728 | .018 | .194 | .088 | .386 |

**Classroom_managememt**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 15.00 | 1 | .6 | .6 | .6 |

| | | | | | |
|---|---|---|---|---|---|
| | 18.00 | 1 | .6 | .6 | 1.3 |
| | 20.00 | 2 | 1.3 | 1.3 | 2.6 |
| | 21.00 | 1 | .6 | .6 | 3.2 |
| | 22.00 | 6 | 3.8 | 3.8 | 7.1 |
| | 23.00 | 5 | 3.2 | 3.2 | 10.3 |
| | 24.00 | 8 | 5.1 | 5.1 | 15.4 |
| | 25.00 | 7 | 4.5 | 4.5 | 19.9 |
| | 26.00 | 11 | 7.1 | 7.1 | 26.9 |
| | 27.00 | 14 | 9.0 | 9.0 | 35.9 |
| | 28.00 | 17 | 10.9 | 10.9 | 46.8 |
| | 29.00 | 15 | 9.6 | 9.6 | 56.4 |
| | 30.00 | 17 | 10.9 | 10.9 | 67.3 |
| | 31.00 | 16 | 10.3 | 10.3 | 77.6 |
| | 32.00 | 12 | 7.7 | 7.7 | 85.3 |
| | 33.00 | 2 | 1.3 | 1.3 | 86.5 |
| | 34.00 | 7 | 4.5 | 4.5 | 91.0 |
| | 35.00 | 3 | 1.9 | 1.9 | 92.9 |
| | 36.00 | 11 | 7.1 | 7.1 | 100.0 |
| | Total | 156 | 100.0 | 100.0 | |

**Instructional_Strategies**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 18.00 | 1 | .6 | .6 | .6 |
| | 19.00 | 2 | 1.3 | 1.3 | 1.9 |

| | | | | | |
|---|---|---|---|---|---|
| | 21.00 | 1 | .6 | .6 | 2.6 |
| | 22.00 | 2 | 1.3 | 1.3 | 3.8 |
| | 23.00 | 1 | .6 | .6 | 4.5 |
| | 24.00 | 4 | 2.6 | 2.6 | 7.1 |
| | 25.00 | 5 | 3.2 | 3.2 | 10.3 |
| | 26.00 | 8 | 5.1 | 5.1 | 15.4 |
| | 27.00 | 12 | 7.7 | 7.7 | 23.1 |
| | 28.00 | 22 | 14.1 | 14.1 | 37.2 |
| | 29.00 | 11 | 7.1 | 7.1 | 44.2 |
| | 30.00 | 18 | 11.5 | 11.5 | 55.8 |
| | 31.00 | 8 | 5.1 | 5.1 | 60.9 |
| | 32.00 | 17 | 10.9 | 10.9 | 71.8 |
| | 33.00 | 10 | 6.4 | 6.4 | 78.2 |
| | 34.00 | 14 | 9.0 | 9.0 | 87.2 |
| | 35.00 | 9 | 5.8 | 5.8 | 92.9 |
| | 36.00 | 11 | 7.1 | 7.1 | 100.0 |
| | Total | 156 | 100.0 | 100.0 | |

**Student Engagement**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 14.00 | 2 | 1.3 | 1.3 | 1.3 |
| | 15.00 | 1 | .6 | .6 | 1.9 |
| | 16.00 | 3 | 1.9 | 1.9 | 3.8 |

| | | | | | |
|---|---|---|---|---|---|
| | 17.00 | 1 | .6 | .6 | 4.5 |
| | 18.00 | 3 | 1.9 | 1.9 | 6.4 |
| | 19.00 | 5 | 3.2 | 3.2 | 9.6 |
| | 20.00 | 9 | 5.8 | 5.8 | 15.4 |
| | 21.00 | 4 | 2.6 | 2.6 | 17.9 |
| | 22.00 | 12 | 7.7 | 7.7 | 25.6 |
| | 23.00 | 6 | 3.8 | 3.8 | 29.5 |
| | 24.00 | 19 | 12.2 | 12.2 | 41.7 |
| | 25.00 | 13 | 8.3 | 8.3 | 50.0 |
| | 26.00 | 15 | 9.6 | 9.6 | 59.6 |
| | 27.00 | 16 | 10.3 | 10.3 | 69.9 |
| | 28.00 | 16 | 10.3 | 10.3 | 80.1 |
| | 29.00 | 3 | 1.9 | 1.9 | 82.1 |
| | 30.00 | 8 | 5.1 | 5.1 | 87.2 |
| | 31.00 | 4 | 2.6 | 2.6 | 89.7 |
| | 32.00 | 6 | 3.8 | 3.8 | 93.6 |
| | 33.00 | 3 | 1.9 | 1.9 | 95.5 |
| | 34.00 | 1 | .6 | .6 | 96.2 |
| | 35.00 | 1 | .6 | .6 | 96.8 |
| | 36.00 | 5 | 3.2 | 3.2 | 100.0 |
| | Total | 156 | 100.0 | 100.0 | |

**Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation | Skewness | | Kurtosis | |
|---|---|---|---|---|---|---|---|---|---|
| | Statistic | Statistic | Statistic | Statistic | Statistic | Statistic | Std. Error | Statistic | Std. Error |
| Content_in_Profession | 156 | 1 | 4 | 1.95 | .848 | .419 | .194 | -.752 | .386 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Meaning_Purpose | 156 | 1 | 4 | 1.78 | .775 | .497 | .194 | -.899 | .386 |
| Enthusiasm_for_ Work | 156 | 1 | 4 | 1.94 | .789 | .342 | .194 | -.688 | .386 |
| Inspired_by_Work | 156 | 1 | 4 | 2.09 | .845 | .217 | .194 | -.807 | .386 |
| Proud_of_Work | 156 | 1 | 3 | 1.55 | .655 | .783 | .194 | -.451 | .386 |
| Valid N (listwise) | 156 | | | | | | | | |

**Content_in_Profession**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Very often | 55 | 35.3 | 35.3 | 35.3 |
| | Often | 59 | 37.8 | 37.8 | 73.1 |
| | Sometimes | 37 | 23.7 | 23.7 | 96.8 |
| | Never or almost never | 5 | 3.2 | 3.2 | 100.0 |
| | Total | 156 | 100.0 | 100.0 | |

**Meaning_Purpose**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Very often | 67 | 42.9 | 42.9 | 42.9 |
| | Often | 58 | 37.2 | 37.2 | 80.1 |
| | Sometimes | 30 | 19.2 | 19.2 | 99.4 |
| | Never or almost never | 1 | .6 | .6 | 100.0 |
| | Total | 156 | 100.0 | 100.0 | |

**Enthusiasm_for_Work**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Very often | 50 | 32.1 | 32.1 | 32.1 |
| | Often | 68 | 43.6 | 43.6 | 75.6 |
| | Sometimes | 35 | 22.4 | 22.4 | 98.1 |
| | Never or almost never | 3 | 1.9 | 1.9 | 100.0 |
| | Total | 156 | 100.0 | 100.0 | |

**Inspired_by_Work**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Very often | 43 | 27.6 | 27.6 | 27.6 |
| | Often | 62 | 39.7 | 39.7 | 67.3 |
| | Sometimes | 45 | 28.8 | 28.8 | 96.2 |
| | Never or almost never | 6 | 3.8 | 3.8 | 100.0 |
| | Total | 156 | 100.0 | 100.0 | |

**Proud_of_Work**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Very often | 84 | 53.8 | 53.8 | 53.8 |
| | Often | 58 | 37.2 | 37.2 | 91.0 |
| | Sometimes | 14 | 9.0 | 9.0 | 100.0 |
| | Total | 156 | 100.0 | 100.0 | |

**Statistics**

Job satisfaction

| | | |
|---|---|---|
| N | Valid | 156 |
| | Missing | 0 |
| Mean | | 9.3077 |
| Std. Deviation | | 3.32462 |
| Skewness | | .378 |
| Std. Error of Skewness | | .194 |
| Kurtosis | | -.845 |

**Tests of Between-Subjects Effects**

| Source | Dependent Variable | Type III Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| Corrected Model | Classroom_managememt | 148.177[a] | 1 | 148.177 | 9.579 | .002 |
| | Instructional_Strategies | 64.456[b] | 1 | 64.456 | 4.523 | .035 |
| | Student_engagement | 425.696[c] | 1 | 425.696 | 23.001 | <.001 |
| Intercept | Classroom_managememt | 17351.221 | 1 | 17351.221 | 1121.661 | <.001 |
| | Instructional_Strategies | 17761.252 | 1 | 17761.252 | 1246.382 | <.001 |
| | Student_engagement | 15855.091 | 1 | 15855.091 | 856.665 | <.001 |
| Jobsatisfaction | Classroom_managememt | 148.177 | 1 | 148.177 | 9.579 | .002 |
| | Instructional_Strategies | 64.456 | 1 | 64.456 | 4.523 | .035 |
| | Student_engagement | 425.696 | 1 | 425.696 | 23.001 | <.001 |
| Error | Classroom_managememt | 2382.259 | 154 | 15.469 | | |
| | Instructional_Strategies | 2194.537 | 154 | 14.250 | | |
| | Student_engagement | 2850.220 | 154 | 18.508 | | |
| Total | Classroom_managememt | 131072.000 | 156 | | | |
| | Instructional_Strategies | 142719.000 | 156 | | | |
| | Student_engagement | 104053.000 | 156 | | | |
| Corrected Total | Classroom_managememt | 2530.436 | 155 | | | |
| | Instructional_Strategies | 2258.994 | 155 | | | |
| | Student_engagement | 3275.917 | 155 | | | |

a. R Squared = .059 (Adjusted R Squared = .052)

b. R Squared = .029 (Adjusted R Squared = .022)

c. R Squared = .130 (Adjusted R Squared = .124)

| | |
|---|---|
| Std. Error of Kurtosis | .386 |

**Multivariate Tests[a]**

| Effect | | Value | F | Hypothesis df | Error df | Sig. |
|---|---|---|---|---|---|---|
| Intercept | Pillai's Trace | .920 | 584.176[b] | 3.000 | 152.000 | <.001 |
| | Wilks' Lambda | .080 | 584.176[b] | 3.000 | 152.000 | <.001 |
| | Hotelling's Trace | 11.530 | 584.176[b] | 3.000 | 152.000 | <.001 |
| | Roy's Largest Root | 11.530 | 584.176[b] | 3.000 | 152.000 | <.001 |
| Jobsatisfaction | Pillai's Trace | .130 | 7.579[b] | 3.000 | 152.000 | <.001 |
| | Wilks' Lambda | .870 | 7.579[b] | 3.000 | 152.000 | <.001 |
| | Hotelling's Trace | .150 | 7.579[b] | 3.000 | 152.000 | <.001 |
| | Roy's Largest Root | .150 | 7.579[b] | 3.000 | 152.000 | <.001 |

a. Design: Intercept + Jobsatisfaction

b. Exact statistic

**Statistics**

Intent_to_Leave

| | | |
|---|---|---|
| N | Valid | 156 |
| | Missing | 0 |
| Mean | | 2.66 |
| Std. Deviation | | .732 |
| Skewness | | -1.773 |
| Std. Error of Skewness | | .194 |
| Kurtosis | | 1.268 |
| Std. Error of Kurtosis | | .386 |

**Intent_to_Leave**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | I plan to leave my current teaching position and the profession as soon as possible. | 24 | 15.4 | 15.4 | 15.4 |
| | I plan to leave my current teaching position as soon as possible in order to teach in a different district. | 5 | 3.2 | 3.2 | 18.6 |
| | At the present time, I have no intent to leave my current teaching position. | 127 | 81.4 | 81.4 | 100.0 |
| | Total | 156 | 100.0 | 100.0 | |

# Correlation Table

| | Age | Gender | Ethnicity | Years_Service_Total | Years_Service_Ohio | Setting | Grade_Level | Subject_Area | Education | Licensure | Disruptive_Behavior | Motivate_Low_Interest | e_Students_to_do_well | dents_Value_Learning | Craft_Good_Questions | Follow_Classroom_Rules | Calm_Disruptive_Students | _Classroom_Management | sessment_Strategies | Alternative_Explanations | Assist_Families | nt_Alternative_Strategi | t_in_Profession | Meaning_Purpose | Enthusiasm_for_Work | Inspired_by_Work | Proud_of_Work | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Age | Pearson Corre | 1 | -0.078 | 0.033 | .848** | .805** | -0.094 | -0.033 | 0.09 | .573** | .324** | 0.073 | -0.034 | -0.066 | -0.047 | 0.088 | 0.122 | -0.033 | 0.098 | 0.115 | 0.05 | 0.037 | 0.129 | 0.05 | 0.103 | 0.083 | 0.002 | -0.06 |
| Sig. (2-tailed) | | 0.332 | 0.679 | <.001 | <.001 | 0.243 | 0.68 | 0.263 | <.001 | <.001 | <.001 | 0.363 | 0.671 | 0.416 | 0.557 | 0.272 | 0.13 | 0.683 | 0.224 | 0.153 | 0.533 | 0.644 | 0.108 | 0.534 | 0.199 | 0.304 | 0.982 | 0.493 | |
| N | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | |
| Gender | Pearson Corre | -0.078 | 1 | 0.032 | -0.066 | -0.031 | 0.129 | .366** | -.173* | -0.04 | -0.02 | -0.076 | -0.153 | -0.024 | -0.148 | -0.078 | -0.152 | -0.08 | -0.013 | -0.142 | 0.02 | -0.048 | -0.13 | 0.034 | 0.055 | -0.013 | 0.058 | .173* |
| Sig. (2-tailed) | 0.332 | | 0.695 | 0.416 | 0.697 | 0.107 | <.001 | 0.031 | 0.616 | 0.805 | 0.346 | 0.056 | 0.768 | 0.065 | 0.336 | 0.058 | 0.322 | 0.876 | 0.077 | 0.804 | 0.553 | 0.105 | 0.669 | 0.498 | 0.877 | 0.476 | 0.031 | |
| N | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | |
| Ethnicity | Pearson Corre | 0.033 | 0.032 | 1 | 0.104 | 0.088 | -0.047 | 0.087 | -0.039 | .159* | 0.049 | 0.033 | -0.112 | -0.082 | -0.136 | 0.012 | -0.124 | -0.079 | -0.033 | 0.013 | 0.04 | -.163* | -0.013 | -0.021 | 0.043 | 0.017 | 0.04 | 0.085 |
| Sig. (2-tailed) | 0.679 | 0.695 | 0.198 | 0.276 | 0.557 | 0.278 | 0.631 | 0.048 | 0.546 | 0.681 | 0.164 | 0.311 | 0.09 | 0.886 | 0.124 | 0.327 | 0.681 | 0.873 | 0.617 | 0.042 | 0.868 | 0.794 | 0.596 | 0.833 | 0.618 | 0.293 | | |
| N | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | |
| Years_Service_Total | Pearson Corre | .848** | -0.066 | 0.104 | 1 | .934** | -0.024 | -0.08 | 0.087 | .634** | .406** | 0.134 | 0.059 | 0.011 | 0.04 | 0.146 | 0.131 | -0.066 | .162* | .185* | 0.075 | 0.071 | .172* | 0.007 | 0.104 | 0.056 | -0.004 | -0.03 |
| Sig. (2-tailed) | <.001 | 0.416 | 0.198 | | <.001 | 0.771 | 0.318 | 0.282 | <.001 | <.001 | 0.095 | 0.464 | 0.892 | 0.621 | 0.07 | 0.102 | 0.413 | 0.043 | 0.021 | 0.352 | 0.376 | 0.032 | 0.931 | 0.195 | 0.484 | 0.964 | 0.743 | |
| N | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | |
| Years_Service_Ohio | Pearson Corre | .805** | -0.031 | 0.088 | .934** | 1 | 0.049 | -0.084 | 0.06 | .615** | .395** | 0.131 | 0.053 | 0.007 | 0.05 | 0.145 | 0.121 | -0.091 | 0.148 | .195* | 0.075 | 0.039 | 0.147 | -0.034 | 0.068 | -0.018 | -0.069 | -0.09 |
| Sig. (2-tailed) | <.001 | 0.697 | 0.276 | <.001 | | 0.547 | 0.298 | 0.454 | <.001 | <.001 | 0.102 | 0.507 | 0.927 | 0.533 | 0.071 | 0.134 | 0.257 | 0.066 | 0.015 | 0.35 | 0.632 | 0.067 | 0.672 | 0.4 | 0.827 | 0.394 | 0.28 | |
| N | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | |
| Setting | Pearson Corre | -0.094 | 0.129 | -0.047 | -0.024 | 0.049 | 1 | -0.055 | -0.131 | -0.153 | -0.032 | 0.099 | 0.041 | 0.012 | -0.013 | -0.072 | -0.052 | 0.039 | -0.065 | -0.042 | -0.146 | -0.045 | -0.033 | 0.014 | -0.005 | -0.022 | -0.023 | -0.1 |
| Sig. (2-tailed) | 0.243 | 0.107 | 0.557 | 0.771 | 0.547 | | 0.496 | 0.103 | 0.056 | 0.694 | 0.218 | 0.61 | 0.882 | 0.871 | 0.369 | 0.52 | 0.627 | 0.423 | 0.603 | 0.069 | 0.573 | 0.685 | 0.861 | 0.946 | 0.789 | 0.778 | 0.224 | |
| N | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | |
| Grade_Level | Pearson Corre | -0.033 | .366** | 0.087 | -0.08 | -0.084 | -0.055 | 1 | -.363** | 0.024 | 0.023 | -0.029 | -.216** | -.202* | -.261** | 0.01 | -0.136 | -0.064 | -0.048 | -0.078 | .208** | -.190* | -0.13 | 0.07 | 0.057 | 0.016 | 0.105 | 0.064 |
| Sig. (2-tailed) | 0.68 | <.001 | 0.278 | 0.318 | 0.298 | 0.496 | | <.001 | 0.764 | 0.774 | 0.723 | 0.007 | 0.011 | <.001 | 0.906 | 0.09 | 0.425 | 0.55 | 0.334 | 0.009 | 0.018 | 0.107 | 0.384 | 0.478 | 0.847 | 0.194 | 0.427 | |
| N | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | |
| Subject_Area | Pearson Corre | 0.09 | -.173* | -0.039 | 0.087 | 0.06 | -0.131 | -.363** | 1 | -0.062 | 0.089 | -.160* | -0.017 | -0.048 | 0.019 | -0.079 | -0.05 | 0.009 | -0.014 | 0.033 | -.185* | 0.069 | 0.106 | -0.066 | -0.032 | -0.024 | -0.064 | 0.016 |
| Sig. (2-tailed) | 0.263 | 0.031 | 0.631 | 0.282 | 0.454 | 0.103 | <.001 | | 0.441 | 0.271 | 0.046 | 0.83 | 0.553 | 0.813 | 0.327 | 0.539 | 0.913 | 0.866 | 0.686 | 0.02 | 0.395 | 0.189 | 0.412 | 0.693 | 0.765 | 0.429 | 0.84 | |
| N | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | |
| Education | Pearson Corre | .573** | -0.04 | .159* | .634** | .615** | -0.153 | 0.024 | -0.062 | 1 | .398** | .190* | 0.059 | 0.001 | 0.108 | .198* | .197* | -0.002 | 0.146 | 0.156 | 0.134 | 0.109 | 0.15 | -0.043 | 0.097 | 0.006 | -0.006 | -0.06 |
| Sig. (2-tailed) | <.001 | 0.616 | 0.048 | <.001 | <.001 | 0.056 | 0.764 | 0.441 | | <.001 | 0.018 | 0.461 | 0.989 | 0.179 | 0.013 | 0.014 | 0.983 | 0.068 | 0.052 | 0.095 | 0.178 | 0.061 | 0.595 | 0.227 | 0.939 | 0.942 | 0.473 | |
| N | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | |
| Licensure | Pearson Corre | .324** | -0.02 | 0.049 | .406** | .395** | -0.032 | 0.023 | 0.089 | .398** | 1 | 0.059 | -0.084 | -0.092 | 0.034 | 0.029 | -0.021 | 0.001 | -0.015 | .179* | 0.058 | 0.075 | 0.079 | -0.112 | -0.092 | -0.12 | -0.128 | -0.06 |
| Sig. (2-tailed) | <.001 | 0.805 | 0.546 | <.001 | <.001 | 0.694 | 0.774 | 0.271 | <.001 | | 0.465 | 0.296 | 0.253 | 0.676 | 0.724 | 0.793 | 0.995 | 0.848 | 0.025 | 0.472 | 0.355 | 0.328 | 0.166 | 0.255 | 0.137 | 0.111 | 0.485 | |
| N | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | |
| Disruptive_Behavior | Pearson Corre | 0.073 | -0.076 | 0.033 | 0.134 | 0.131 | 0.099 | -0.029 | -.160* | .190* | 0.059 | 1 | .421** | .527** | .392** | .223** | .623** | .506** | .589** | .293** | 0.057 | .201* | .272** | -.196* | -.299** | -.216** | -.201* | -.253** |
| Sig. (2-tailed) | 0.363 | 0.346 | 0.681 | 0.095 | 0.102 | 0.218 | 0.723 | 0.046 | 0.018 | 0.465 | | <.001 | <.001 | <.001 | 0.005 | <.001 | <.001 | <.001 | <.001 | 0.482 | 0.012 | <.001 | 0.014 | <.001 | 0.007 | 0.012 | 0.001 | |
| N | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | |
| Motivate_Low_Interest | Pearson Corre | -0.034 | -0.153 | -0.112 | 0.059 | 0.053 | 0.041 | -.216** | -0.017 | 0.059 | -0.084 | .421** | 1 | .614** | .592** | .237** | .459** | .480** | .397** | .240** | -0.011 | .377** | .399** | -.163* | -.237** | -.169* | -.241** | -.218** |
| Sig. (2-tailed) | 0.671 | 0.056 | 0.164 | 0.464 | 0.507 | 0.61 | 0.007 | 0.83 | 0.461 | 0.296 | <.001 | | <.001 | <.001 | 0.003 | <.001 | <.001 | <.001 | 0.003 | 0.894 | <.001 | <.001 | 0.042 | 0.003 | 0.035 | 0.002 | 0.006 | |
| N | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | |
| Encourage_Students_to_do_well | Pearson Corre | -0.066 | -0.024 | -0.082 | 0.011 | 0.007 | 0.012 | -.202* | -0.048 | 0.001 | -0.092 | .527** | .614** | 1 | .617** | .346** | .538** | .455** | .504** | .319** | .163* | .374** | .430** | -.178* | -.303** | -.198* | -.240** | -.233** |
| Sig. (2-tailed) | 0.416 | 0.768 | 0.311 | 0.892 | 0.927 | 0.882 | 0.011 | 0.553 | 0.989 | 0.253 | <.001 | <.001 | | <.001 | <.001 | <.001 | <.001 | <.001 | <.001 | 0.042 | <.001 | <.001 | 0.026 | <.001 | 0.013 | 0.003 | 0.003 | |
| N | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | |
| Help_Students_Value_Learning | Pearson Corre | -0.047 | -0.148 | -0.136 | 0.04 | 0.05 | -0.013 | -.261** | 0.019 | 0.108 | 0.034 | .392** | .592** | .617** | 1 | .286** | .483** | .452** | .373** | .263** | 0.023 | .449** | .380** | -.249** | -.308** | -.249** | -.321** | -.309** |
| Sig. (2-tailed) | 0.557 | 0.065 | 0.09 | 0.621 | 0.533 | 0.871 | <.001 | 0.813 | 0.179 | 0.676 | <.001 | <.001 | <.001 | | <.001 | <.001 | <.001 | <.001 | <.001 | 0.773 | <.001 | <.001 | 0.002 | <.001 | 0.002 | <.001 | <.001 | |
| N | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | |
| Craft_Good_Questions | Pearson Corre | 0.088 | -0.078 | 0.012 | 0.146 | 0.145 | -0.072 | 0.01 | -0.076 | .198* | 0.029 | .223** | .237** | .346** | .286** | 1 | .198* | .174* | .297** | .457** | .400** | .254** | .450** | -0.023 | -0.104 | -0.127 | -0.124 | -.195* | |
| Sig. (2-tailed) | 0.272 | 0.336 | 0.886 | 0.07 | 0.071 | 0.369 | 0.906 | 0.327 | 0.013 | 0.724 | 0.005 | 0.003 | <.001 | <.001 | | 0.013 | 0.03 | <.001 | <.001 | <.001 | 0.001 | <.001 | 0.774 | 0.197 | 0.115 | 0.124 | 0.015 | |
| N | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | |
| Follow_Classroom_Rules | Pearson Corre | 0.122 | -0.152 | -0.124 | 0.131 | 0.121 | -0.052 | -0.136 | -0.05 | .197* | -0.021 | .623** | .459** | .538** | .483** | .198* | 1 | .572** | .659** | .224** | 0.062 | .358** | .280** | -0.126 | -0.143 | -0.107 | -0.137 | -.207** |
| Sig. (2-tailed) | 0.13 | 0.058 | 0.124 | 0.102 | 0.134 | 0.52 | 0.09 | 0.539 | 0.014 | 0.793 | <.001 | <.001 | <.001 | <.001 | 0.013 | | <.001 | <.001 | <.001 | 0.443 | <.001 | <.001 | 0.118 | 0.074 | 0.182 | 0.089 | 0.01 | |
| N | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | |
| Calm_Disruptive_Students | Pearson Corre | -0.033 | -0.08 | -0.079 | -0.066 | -0.091 | 0.039 | -0.064 | 0.009 | -0.002 | 0.001 | .506** | .480** | .455** | .452** | .174* | .572** | 1 | .485** | .195* | 0.062 | .406** | .366** | -0.125 | -.209** | -.167* | -.214** | -.250** |
| Sig. (2-tailed) | 0.683 | 0.322 | 0.327 | 0.413 | 0.257 | 0.627 | 0.425 | 0.913 | 0.983 | 0.995 | <.001 | <.001 | <.001 | <.001 | 0.03 | <.001 | | <.001 | 0.014 | 0.441 | <.001 | <.001 | 0.121 | 0.009 | 0.037 | 0.007 | 0.002 | |
| N | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | |
| Effective_Classroom_Management | Pearson Corre | 0.098 | -0.013 | -0.033 | .162* | 0.148 | -0.065 | -0.048 | -0.014 | 0.146 | -0.015 | .589** | .397** | .504** | .373** | .297** | .659** | .485** | 1 | .330** | .173* | .347** | .363** | -0.121 | -0.143 | -0.083 | -0.088 | -0.12 |
| Sig. (2-tailed) | 0.224 | 0.876 | 0.681 | 0.043 | 0.066 | 0.423 | 0.55 | 0.866 | 0.068 | 0.848 | <.001 | <.001 | <.001 | <.001 | <.001 | <.001 | <.001 | | <.001 | 0.031 | <.001 | <.001 | 0.133 | 0.074 | 0.303 | 0.277 | 0.13 | |
| N | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | |
| Vary_Assessment_Strategies | Pearson Corre | 0.115 | -0.142 | 0.013 | .185* | .195* | -0.042 | -0.078 | 0.033 | 0.156 | .179* | .293** | .240** | .319** | .263** | .457** | .224** | .195* | .330** | 1 | .282** | .268** | .610** | -0.134 | -0.062 | -.159* | -0.121 | -0.13 |
| Sig. (2-tailed) | 0.153 | 0.077 | 0.873 | 0.021 | 0.015 | 0.603 | 0.334 | 0.686 | 0.052 | 0.025 | <.001 | <.001 | <.001 | <.001 | <.001 | <.001 | 0.005 | 0.014 | <.001 | | <.001 | <.001 | 0.096 | 0.441 | 0.047 | 0.134 | 0.115 | |
| N | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | |
| Alternative_Explanations | Pearson Corre | 0.05 | 0.02 | 0.04 | 0.075 | 0.075 | -0.146 | .208** | -.185* | 0.134 | 0.058 | 0.057 | -0.011 | .163* | 0.023 | .400** | 0.062 | 0.062 | .173* | .282** | 1 | 0.128 | .275** | 0.026 | -0.031 | -0.116 | 0.016 | -0.11 |
| Sig. (2-tailed) | 0.533 | 0.804 | 0.617 | 0.352 | 0.35 | 0.069 | 0.009 | 0.02 | 0.095 | 0.472 | 0.482 | 0.894 | 0.042 | 0.773 | <.001 | 0.443 | 0.441 | 0.031 | <.001 | | 0.111 | <.001 | 0.746 | 0.704 | 0.151 | 0.845 | 0.167 | |
| N | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | |
| Assist_Families | Pearson Corre | 0.037 | -0.048 | -.163* | 0.071 | 0.039 | -0.045 | -.190* | 0.069 | 0.109 | 0.075 | .201* | .377** | .374** | .449** | .254** | .358** | .406** | .347** | .268** | 0.128 | 1 | .390** | -.164* | -.309** | -.171* | -.337** | -.268** |
| Sig. (2-tailed) | 0.644 | 0.553 | 0.042 | 0.376 | 0.632 | 0.573 | 0.018 | 0.395 | 0.178 | 0.355 | 0.012 | <.001 | <.001 | <.001 | 0.001 | <.001 | <.001 | <.001 | <.001 | 0.111 | | <.001 | 0.041 | <.001 | 0.033 | <.001 | <.001 | |
| N | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | |
| Implement_Alternative_Strategies | Pearson Corre | 0.129 | -0.13 | -0.013 | .172* | 0.147 | -0.033 | -0.13 | 0.106 | 0.15 | 0.079 | .272** | .399** | .430** | .380** | .450** | .280** | .366** | .363** | .610** | .275** | .390** | 1 | -0.093 | -0.105 | -.158* | -.165* | -.219** |
| Sig. (2-tailed) | 0.108 | 0.105 | 0.868 | 0.032 | 0.067 | 0.685 | 0.107 | 0.189 | 0.061 | 0.328 | <.001 | <.001 | <.001 | <.001 | <.001 | <.001 | <.001 | <.001 | <.001 | <.001 | <.001 | | 0.247 | 0.194 | 0.049 | 0.04 | 0.006 | |
| N | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | |
| Content_in_Profession | Pearson Corre | 0.05 | 0.034 | -0.021 | 0.007 | -0.034 | 0.014 | 0.07 | -0.066 | -0.043 | -0.112 | -.196* | -.163* | -.178* | -.249** | -0.023 | -0.126 | -0.125 | -0.121 | -0.134 | 0.026 | -.164* | -0.093 | 1 | .708** | .689** | .654** | .492** |
| Sig. (2-tailed) | 0.534 | 0.669 | 0.794 | 0.931 | 0.672 | 0.861 | 0.384 | 0.412 | 0.595 | 0.166 | 0.014 | 0.042 | 0.026 | 0.002 | 0.774 | 0.118 | 0.121 | 0.133 | 0.096 | 0.746 | 0.041 | 0.247 | | <.001 | <.001 | <.001 | <.001 | |
| N | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | |
| Meaning_Purpose | Pearson Corre | 0.103 | 0.055 | 0.043 | 0.104 | 0.068 | -0.005 | 0.057 | -0.032 | 0.097 | -0.092 | -.299** | -.237** | -.303** | -.308** | -0.104 | -0.143 | -.209** | -0.143 | -0.062 | -0.031 | -.309** | -0.105 | .708** | 1 | .696** | .769** | .601** |
| Sig. (2-tailed) | 0.199 | 0.498 | 0.596 | 0.195 | 0.4 | 0.946 | 0.478 | 0.693 | 0.227 | 0.255 | <.001 | 0.003 | <.001 | <.001 | 0.197 | 0.074 | 0.009 | 0.074 | 0.441 | 0.704 | <.001 | 0.194 | <.001 | | <.001 | <.001 | <.001 | |
| N | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | |
| Enthusiasm_for_Work | Pearson Corre | 0.083 | -0.013 | 0.017 | 0.056 | -0.018 | -0.022 | 0.016 | -0.024 | 0.006 | -0.12 | -.216** | -.169* | -.198* | -.249** | -0.127 | -0.107 | -.167* | -0.083 | -.159* | -0.116 | -.171* | -.158* | .689** | .696** | 1 | .695** | .461** |
| Sig. (2-tailed) | 0.304 | 0.877 | 0.833 | 0.484 | 0.827 | 0.789 | 0.847 | 0.765 | 0.939 | 0.137 | 0.007 | 0.035 | 0.013 | 0.002 | 0.115 | 0.182 | 0.037 | 0.303 | 0.047 | 0.151 | 0.033 | 0.049 | <.001 | <.001 | | <.001 | <.001 | |
| N | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | |
| Inspired_by_Work | Pearson Corre | 0.002 | 0.058 | 0.04 | -0.004 | -0.069 | -0.023 | 0.105 | -0.064 | -0.006 | -0.128 | -.201* | -.241** | -.240** | -.321** | -0.124 | -0.137 | -.214** | -0.088 | -0.121 | 0.016 | -.337** | -.165* | .654** | .769** | .695** | 1 | .679** | |
| Sig. (2-tailed) | 0.982 | 0.476 | 0.618 | 0.964 | 0.394 | 0.778 | 0.194 | 0.429 | 0.942 | 0.111 | 0.012 | 0.002 | 0.003 | <.001 | 0.124 | 0.089 | 0.007 | 0.277 | 0.134 | 0.845 | <.001 | 0.04 | <.001 | <.001 | <.001 | <.001 | <.001 | |
| N | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | |
| Proud_of_Work | Pearson Corre | -0.055 | .173* | 0.085 | -0.026 | -0.087 | -0.098 | 0.064 | 0.016 | -0.058 | -0.056 | -.253** | -.218** | -.233** | -.309** | -.195* | -.207** | -.250** | -0.122 | -0.127 | -0.111 | -.268** | -.219** | .492** | .601** | .461** | .679** | 1 |
| Sig. (2-tailed) | 0.493 | 0.031 | 0.293 | 0.743 | 0.28 | 0.224 | 0.427 | 0.84 | 0.473 | 0.485 | 0.001 | 0.006 | 0.003 | <.001 | 0.015 | 0.01 | 0.002 | 0.13 | 0.115 | 0.167 | <.001 | 0.006 | <.001 | <.001 | <.001 | <.001 | | |
| N | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | |

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

# Correlation Table

| | | Classroom_managemem | ictional_Strat | ent_engagem | obsatisfactio | ntent_to_Leav | Age | Gender | Ethnicity | ırs_Service_Tı | rs_Service_O | Setting | Grade_Level | Subject_Area | Education | Licensure |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Classroom_managen | Pearson Correlation | 1 | .372** | .648** | -.242** | 0.053 | 0.077 | -0.1 | -0.063 | 0.106 | 0.089 | 0.008 | -0.085 | -0.065 | .159* | 0.007 |
| | Sig. (2-tailed) | | <.001 | <.001 | 0.002 | 0.51 | 0.339 | 0.216 | 0.432 | 0.189 | 0.267 | 0.921 | 0.29 | 0.423 | 0.047 | 0.932 |
| | N | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 |
| Instructional_Strateg | Pearson Correlation | .372** | 1 | .448** | -.169* | -0.004 | 0.132 | -0.12 | 0.014 | .198* | .192* | -0.089 | -0.019 | -0.022 | .211** | 0.122 |
| | Sig. (2-tailed) | <.001 | | <.001 | 0.035 | 0.962 | 0.101 | 0.134 | 0.859 | 0.013 | 0.016 | 0.269 | 0.814 | 0.783 | 0.008 | 0.13 |
| | N | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 |
| Student_engagement | Pearson Correlation | .648** | .448** | 1 | -.360** | 0.127 | -0.032 | -0.12 | -.158* | 0.059 | 0.049 | -0.002 | -.274** | 0.01 | 0.09 | -0.018 |
| | Sig. (2-tailed) | <.001 | <.001 | | <.001 | 0.115 | 0.69 | 0.136 | 0.049 | 0.463 | 0.547 | 0.976 | <.001 | 0.904 | 0.262 | 0.819 |
| | N | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 |
| Jobsatisfaction | Pearson Correlation | -.242** | -.169* | -.360** | 1 | -.439** | 0.046 | 0.067 | 0.036 | 0.033 | -0.032 | -0.028 | 0.074 | -0.043 | 0 | -0.122 |
| | Sig. (2-tailed) | 0.002 | 0.035 | <.001 | | <.001 | 0.568 | 0.404 | 0.66 | 0.679 | 0.694 | 0.73 | 0.357 | 0.594 | 0.997 | 0.129 |
| | N | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 |
| Intent_to_Leave | Pearson Correlation | 0.053 | -0.004 | 0.127 | -.439** | 1 | -.271** | -0.144 | 0.053 | -.266** | -.272** | 0.033 | -0.133 | 0.016 | -0.134 | -0.044 |
| | Sig. (2-tailed) | 0.51 | 0.962 | 0.115 | <.001 | | <.001 | 0.072 | 0.514 | <.001 | <.001 | 0.679 | 0.097 | 0.845 | 0.096 | 0.589 |
| | N | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 |
| Age | Pearson Correlation | 0.077 | 0.132 | -0.032 | 0.046 | -.271** | 1 | -0.078 | 0.033 | .848** | .805** | -0.094 | -0.033 | 0.09 | .573** | .324** |
| | Sig. (2-tailed) | 0.339 | 0.101 | 0.69 | 0.568 | <.001 | | 0.332 | 0.679 | <.001 | <.001 | 0.243 | 0.68 | 0.263 | <.001 | <.001 |
| | N | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 |
| Gender | Pearson Correlation | -0.1 | -0.12 | -0.12 | 0.067 | -0.144 | -0.078 | 1 | 0.032 | -0.066 | -0.031 | 0.129 | .366** | -.173* | -0.04 | -0.02 |
| | Sig. (2-tailed) | 0.216 | 0.134 | 0.136 | 0.404 | 0.072 | 0.332 | | 0.695 | 0.416 | 0.697 | 0.107 | <.001 | 0.031 | 0.616 | 0.805 |
| | N | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 |
| Ethnicity | Pearson Correlation | -0.063 | 0.014 | -.158* | 0.036 | 0.053 | 0.033 | 0.032 | 1 | 0.104 | 0.088 | -0.047 | 0.087 | -0.039 | .159* | 0.049 |
| | Sig. (2-tailed) | 0.432 | 0.859 | 0.049 | 0.66 | 0.514 | 0.679 | 0.695 | | 0.198 | 0.276 | 0.557 | 0.278 | 0.631 | 0.048 | 0.546 |
| | N | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 |
| Years_Service_Total | Pearson Correlation | 0.106 | .198* | 0.059 | 0.033 | -.266** | .848** | -0.066 | 0.104 | 1 | .934** | -0.024 | -0.08 | 0.087 | .634** | .406** |
| | Sig. (2-tailed) | 0.189 | 0.013 | 0.463 | 0.679 | <.001 | <.001 | 0.416 | 0.198 | | <.001 | 0.771 | 0.318 | 0.282 | <.001 | <.001 |
| | N | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 |
| Years_Service_Ohio | Pearson Correlation | 0.089 | .192* | 0.049 | -0.032 | -.272** | .805** | -0.031 | 0.088 | .934** | 1 | 0.049 | -0.084 | 0.06 | .615** | .395** |
| | Sig. (2-tailed) | 0.267 | 0.016 | 0.547 | 0.694 | <.001 | <.001 | 0.697 | 0.276 | <.001 | | 0.547 | 0.298 | 0.454 | <.001 | <.001 |
| | N | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 |
| Setting | Pearson Correlation | 0.008 | -0.089 | -0.002 | -0.028 | 0.033 | -0.094 | 0.129 | -0.047 | -0.024 | 0.049 | 1 | -0.055 | -0.131 | -0.153 | -0.032 |
| | Sig. (2-tailed) | 0.921 | 0.269 | 0.976 | 0.73 | 0.679 | 0.243 | 0.107 | 0.557 | 0.771 | 0.547 | | 0.496 | 0.103 | 0.056 | 0.694 |
| | N | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 |
| Grade_Level | Pearson Correlation | -0.085 | -0.019 | -.274** | 0.074 | -0.133 | -0.033 | .366** | 0.087 | -0.08 | -0.084 | -0.055 | 1 | -.363** | 0.024 | 0.023 |
| | Sig. (2-tailed) | 0.29 | 0.814 | <.001 | 0.357 | 0.097 | 0.68 | <.001 | 0.278 | 0.318 | 0.298 | 0.496 | | <.001 | 0.764 | 0.774 |
| | N | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 |
| Subject_Area | Pearson Correlation | -0.065 | -0.022 | 0.01 | -0.043 | 0.016 | 0.09 | -.173* | -0.039 | 0.087 | 0.06 | -0.131 | -.363** | 1 | -0.062 | 0.089 |
| | Sig. (2-tailed) | 0.423 | 0.783 | 0.904 | 0.594 | 0.845 | 0.263 | 0.031 | 0.631 | 0.282 | 0.454 | 0.103 | <.001 | | 0.441 | 0.271 |
| | N | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 |
| Education | Pearson Correlation | .159* | .211** | 0.09 | 0 | -0.134 | .573** | -0.04 | .159* | .634** | .615** | -0.153 | 0.024 | -0.062 | 1 | .398** |
| | Sig. (2-tailed) | 0.047 | 0.008 | 0.262 | 0.997 | 0.096 | <.001 | 0.616 | 0.048 | <.001 | <.001 | 0.056 | 0.764 | 0.441 | | <.001 |
| | N | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 |
| Licensure | Pearson Correlation | 0.007 | 0.122 | -0.018 | -0.122 | -0.044 | .324** | -0.02 | 0.049 | .406** | .395** | -0.032 | 0.023 | 0.089 | .398** | 1 |
| | Sig. (2-tailed) | 0.932 | 0.13 | 0.819 | 0.129 | 0.589 | <.001 | 0.805 | 0.546 | <.001 | <.001 | 0.694 | 0.774 | 0.271 | <.001 | |
| | N | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 |
| ** Correlation is significant at the 0.01 level (2-tailed). | | | | | | | | | | | | | | | | |
| * Correlation is significant at the 0.05 level (2-tailed). | | | | | | | | | | | | | | | | |