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The Impact of Declining Teacher Retention on a School System

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### Abstract

The purpose of this study was to identify the factors that impact the job satisfaction and retention of teachers at a rural high school in South Carolina. An electronic survey was given to 22 teachers in order to collect information on job satisfaction and teacher retention. Several factors were identified that impact job satisfaction and teachers expressed reasons for a likelihood to stay or leave their current job and or profession. A recommendation was made for schools to focus on the identified factors that lead to increased job satisfaction in order to improve teacher retention. The researcher attempted to establish a correlation between teacher retention and student achievement through the examination of South Carolina End of Course scores for the high school that participated in the study. A minor correlation was suggested between low teacher retention and low student achievement. The researcher recommended an expansion of future studies to include more data to strengthen the correlation. Financial data was collected from the participating school district to examine the cost of teacher recruitment, training, and retention efforts by the district. A recommendation was made for school districts to identify students that possess the desire and talent to teach and attempt to grow and internal talent pool of future teachers. The following is appended: Teacher retention and job satisfaction survey.

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## CHAPTER 1

### INTRODUCTION

#### Statement of the Problem

What factors contribute to a teacher's decision to continue employment at his or her school? Every year, a teacher is asked to make a decision on whether or not he or she would like to continue working in the same environment or seek employment in a different setting. The decision made by a teacher on whether to continue employment within a school or to seek alternative employment in another school, district, or career field is not an easy decision and it is one that is influenced by many factors. Teacher workload, administrative support, school culture, and morale are a few of the many factors that impact teacher retention. Inequitable funding between school districts is a major factor that contributes to teacher retention. Funding spent on teacher recruitment and training to replace teachers diverts money away from student resources. High teacher turnover causes a loss of school culture and continuity that impacts relationships with all stakeholders. Student achievement data is often lower on ELA and Mathematics assessments in schools that experience high teacher turnover (Ronfeldt, Loeb, & Wyckoff, 2013).

In recent years, a growing gap between the supply and demand of teachers has been brought to the forefront of educational conversation due to media reports of teacher shortages and growing concern by politicians of the impact of a teacher shortage on schools, student achievement, and other teachers (Ronfeldt & McQueen, 2017). Locally, South Carolina has experienced many of the same teacher retention issues that have impacted schools across the nation and the world. Dr. Jennifer Garret from the Center for Education and Recruitment, Retention, & Advancement (2019) reported the number of teachers who left teaching positions at

schools increased by 10% from the 2016-2017 school year to the 2017-2018 school year, and only 27% of these teachers were reported as going to work in another school district. The data indicated that 7,300 teachers left their positions, and only approximately 5,300 teachers chose to return to the profession (Garret, 2019).

L.D. Grady High School<sup>1</sup>, located in rural South Carolina, was the primary field site for the study. L.D. Grady High School possesses many of the same characteristics as other rural schools throughout the state: a high poverty rate, the majority of students are minorities, deteriorating facilities, and inequitable funding compared to neighboring districts. Sunnifield School District, the school district that L.D. Grady High School resides in, has been targeted as one of several school districts that will be forced to consolidate services with neighboring districts due to the small enrollment numbers of the district (Schechter, 2019). Despite the social and political obstacles that have existed, L.D. Grady High School has consistently maintained a high level of academic success.

As noted by the South Carolina Department of Education 2017 School Report Card, L.D. Grady High School received an overall rating of “Excellent” for the years 2012-2014. The South Carolina Department of Education made changes to how schools were rated and student achievement on state and national assessments plays a much larger role in determining ratings than in years past. L.D. Grady High School received an overall rating of “Average” on the 2017-2018 School Report card (South Carolina Department of Education, 2018). Teacher and administrator retention have become a challenging issue at L.D. Grady High School. For the 2018-2019 school year, eight teachers on a staff of 23 had to be replaced. A number of new staff were not able to be hired until near the beginning of the school year. Of the new staff that was

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<sup>1</sup> At the request of the participating school district, a fictional name was used to represent the school district and high school.



hired, a few were foreign teachers that were not accustomed to the rural culture of the United States and a few did not possess full certification. L.D. Grady High School has also had issues with administrator retention as the school has employed three different principals over the last four years.

How do retention issues impact the culture and climate of the school and what is the impact on student achievement? As teacher retention problems continue to grow, school districts will continue to face challenges associated with student achievement, funding, and the building of a positive culture. The researcher is a former graduate of L.D. Grady High School and wishes to use the research to propose solutions to the retention problems at L.D. Grady High School and similar schools in order to propel student achievement to make a better tomorrow. The teachers and administrators were the main stakeholders involved in the research as they are the ones who have the most control over a declining teacher retention rate and the impact low teacher retention has on student achievement.

### **Significance of the Study**

Low teacher retention is an issue that impacts many different parts of not only a school, but also the community in which the school resides. Teacher turnover in rural schools can lead to poor student performance that can lead to a lack of skilled workers in the community and a potential spike in crime and poverty. The research aims to identify what is causing the high teacher turnover and show the impact of the turnover on the school and potentially the community. As problem areas are identified through the research, school administrators will be able to develop methods to improve teacher retention in order to bolster student achievement and community pride.

### **Purpose of the Study**

The purpose of this study was to identify and describe what leads to a low retention rate in high schools, with a concentration on rural high schools and to determine the relationship between teacher retention and student achievement. It is assumed that information from this study will be used by human resource departments and school administrators to better address the needs of educators that may cause a desire to seek alternative employment.

The research used methodologies associated with action research in order to identify problem areas and potential correlations between teacher retention and student achievement. Mixed-methods research was used in order to collect qualitative and quantitative data. Survey research was used in order to gather qualitative data from current and former teachers and administrators on teacher retention. Quantitative data on student achievement was collected from state-issued school report cards. Data was analyzed to identify correlations between the types of teachers that leave the school and why the teachers chose to seek alternative employment. Student achievement data was analyzed to identify correlations between subjects with high teacher turnover and underachieving assessment data.

### **Research Questions**

For the purpose of this study, the following questions were developed:

1. What is the impact of a declining teacher retention rate on student achievement?
2. What are the factors that influence a teacher's decision to stay at a school?
3. What are the financial implications of a declining teacher retention rate on school districts?

### Definitions

1. Teacher retention: the researcher defines the term as the ability of a school to hold onto teaching personnel from one year to the next.
2. Teacher retention rate: the researcher defines the term as the percentage of teachers that come back to a school from the previous year.
3. Teacher attrition: the act of a teacher who decides to leave the teaching profession (Ingersoll, 2001, p. 503)
4. Teacher migration: the act of a teacher who leaves one school for another school (Ingersoll, 2001, p. 503)
5. Teacher resiliency: the characteristic of a teacher that is able to modify one's actions in order to increase his or her ability to handle adverse situations (Bobek, 2002).
6. At-risk schools: institutions that generally serve a high number of minority students, students in poverty, and have low levels of student achievement (Rowland, Coble, & North Central Regional Educational Lab, 2005).

## CHAPTER 2

### REVIEW OF LITERATURE

#### Teacher Retention Issues in Education

Employee retention is an issue that many different occupations are forced to face on a consistent basis. The reasons for employee loss vary from job to job, and the financial implications of employee replacement are determined by the cost of recruiting and training employees in each occupational field. Teacher retention has been the focus of many different studies, as media sources have brought attention to a growing shortage of the supply of teachers in the United States. It is important to note that researchers have concluded that teacher turnover to not be any higher than in other occupations. Boe, Cook, and Sunderland (2008) researched teacher attrition rates for the 2000-2001 school year and reported an attrition rate of 15.1%. The rate was comparable to attrition rates reported in other occupations. Boe et al. cited data provided by The Bureau of National Affairs (2002) that noted the corporate attrition rate was 15.6% for the same time period that was studied. Despite the data that has demonstrated teacher retention is no more of an issue than in most other occupations, the impact of a declining teacher retention rate is worth being studied.

Teacher retention is impacted by two different areas: teacher migration and teacher attrition. Ingersoll (2001) defined teacher attrition as the act of a teacher leaving the profession, while teacher migration was defined as when a teacher leaves one school for another school. Each type of retention has presented challenging issues for school administrators to deal with on a yearly basis. A declining teacher retention rate can have a tremendous impact on the culture and climate of a school, student achievement of a school, and can strain school budgets in order to recruit, train, and keep teachers.

The available literature on teacher retention is vast and has focused on many different issues surrounding the problem. The literature that is most pertinent to the research at hand focused on the positive and negative factors impacting teacher retention and the financial implications of a declining teacher retention rate. The positive and negative factors that impact teacher retention are often related to the same issue but the literature available has, at times, tried to delineate between the two factors. The amount of literature devoted to the financial implications of a declining teacher shortage is not as extensive, but the literature available is worth noting to give support to the research.

### **Positive and Negative Factors**

Through the process of devolution, the federal government has given the primary responsibility of educating the public to state governments. State governments are allowed to set requirements for certifications and dictate the terms of employment for teachers. In the United States, teachers in K-12 education sign annual contracts for employment. The time frame for employee contracts varies from state to state, but teachers in every state have a choice to make: return for employment the following year to the same school or choose to seek employment elsewhere. What are the pull factors that keep a teacher at his or her current position, and what are the push factors that may drive a teacher to seek employment elsewhere?

Perrachione, Rosser, and Petersen (2008) researched the factors that influence job satisfaction and teacher retention for elementary school teachers. Intrinsic and extrinsic factors often drive job satisfaction. Due to historically low pay compared to other professions with comparable education, teachers often cite intrinsic factors that have influenced job satisfaction. Perrachione et al. (2008) noted that teachers cited small class sizes, good students, and a positive school environment as factors that contribute to an increase in job satisfaction. Conversely, job

dissatisfaction was linked to large class sizes, teachers being assigned too many roles and duties, and student misbehavior (Perrachione et al., 2008).

Job satisfaction is a factor that influences teacher retention, but what other factors contribute to increased teacher retention? Perrachione et al. (2008) surveyed teachers and reported that a teacher's impact on his or her students, the number of years invested into a retirement system, working with students, working schedule, and the number of days off in a year are all factors that lead to a positive teacher retention rate and to less teacher attrition as a whole. De Stercke, Goyette, and Robertson (2015) hypothesized that teacher retention is greatly impacted by happiness. The researchers defined happiness as being synonymous with well-being. De Stercke et al. noted that most of the previous research on teacher retention focused on the impact of workplace conditions on teacher retention, but newer research has begun to focus on the impact of happiness on teacher retention. Well-being needs to be cultivated by focusing on three major themes: educational advising, mindfulness, and emotional intelligence.

Low teacher salaries and too many duties and roles are two of the top reasons teachers leave the profession (Perrachione et al., 2008). As noted, role overload has been reported to lead to job dissatisfaction and high teacher attrition, which in turn will lead to the remaining teachers having to take on more responsibilities and duties. The unbroken cycle leads to more teachers leaving their current roles or the profession. Respondents in research conducted by Wushishi, Fooi, Basri, and Baki (2014) noted that teachers are asked to perform more duties to replace the roles vacated by teachers that are often left unfilled due to a low supply of new teachers.

As the field site for this study was in a rural area, it was prudent to review the literature demonstrating the impact of rural areas on teacher retention. Lazarev et al. (2017) researched the impact of a rural setting on teacher retention in Oklahoma schools. The researchers concluded

that teachers in rural schools in Oklahoma have a shorter length of employment than teachers in non-rural schools, rural schools recruited a lower percentage of teachers, and higher pay and increased job assignments such as administrative roles or coaching duties lead to higher recruitment and retention.

### **Financial Implications**

The financial implications, both positive and negative, that are associated with teacher retention is an area that has been addressed in past research. Wushishi et al. (2014) cited Pitsoe and Machaisa (2012) and noted the “inability to retain teachers will places [sic] the education system at risk of lower teacher quality, greater inequity in student opportunities, and increased inefficiency as more funds are diverted to recruiting and training new teachers” (p. 15). As noted, low teacher pay has been cited as a reason for teacher attrition and job dissatisfaction. A report issued by the Education Commission of the States (2005) noted that teacher retention has a tendency to increase when compensation is increased. Income inequality between school districts can place a financial burden on fiscally limited districts as these districts try to raise salaries in order to recruit and retain qualified teachers. It is worth noting that in some cases, working conditions can have more of an impact on teacher retention than teacher compensation.

The cost of attending recruitment fairs, the cost of the human capital involved in the recruiting process, and the cost of implementing and maintaining induction and mentoring programs are all costs associated with having to replace teachers due to a low teacher retention rate. Unfilled vacancies place a strain on remaining teachers and may lead to lower student achievement. Are recruitment, induction, and mentoring programs worth the financial and human capital costs that are required to properly administer the programs?

The Education Commission of the States (2005) concluded that research has provided “limited evidence that induction and mentoring programs can increase teacher retention...there were simply no adequate studies available on the great majority of specific recruitment strategies that have employed by states and districts” (p. 7). A study performed by Ronfeldt and McQueen (2017) provided sufficient evidence to refute the claim made in the 2005 report by The Education Commission of the States. Ronfeldt and McQueen cited a study by Ingersoll (2012) that reported 90% of teachers in 2008 had reported being part of an induction program during their first year of teaching. Induction programs and the supports that the programs provide such as seminars, mentor programs, and positive communication from administration play a positive role in teacher migration and attrition. If districts perceive the induction program and additional support offered to teachers to be beneficial to retention, then money will continue to be diverted to these programs in order to help combat declining teacher retention.

Watlington, Shockley, Guglielmino, and Felsher (2010) researched the high cost of teacher turnover and concluded that student achievement is impacted negatively and school and district budgets are strained. The typical costs of teacher separation, recruitment, and training have been discussed in many different studies, but the hidden costs associated with turnover are often overlooked. Watlington et al. cited Milanowski and Odden (2007, 4) and noted that the productivity cost of hiring and training lower-skilled workers to replace high-quality teachers is a cost that is ignored in studies. Student achievement is often negatively impacted by lower-skilled replacement teachers. The academic costs to students in at-risk schools are even higher.

Watlington et al. cited Barnes, Crowe, and Schaefer (2007) and noted,

The educational achievement of students in at-risk schools is further jeopardized by chronic teacher turnover as teachers disproportionately leave schools with high-minority,



low-performing student populations. Students in these schools are more frequently taught by inexperienced new teachers who quickly turnover, and in turn, these at-risk schools spend a larger portion of their resources replacing teachers (pp. 32-33).

The financial costs associated with teacher turnover can change depending on the location of the school. According to the research of Barnes, Crowe, and Schaefer (2007), Watlington et al. (2010) reported that the turnover cost in a rural North Carolina district was \$10,000 per teacher, \$15,325 for an urban district in Milwaukee, and ranged from \$15,835 to \$26,502 per teacher for very large urban districts.

As teacher shortages grow larger in every state, teacher retention is an issue that will need to continue to be researched. Watlington et al. (2010) concluded, “strategies that increase teacher retention and simultaneously balance the costs of retaining high-quality teachers are opportune” (p. 33). The financial costs associated with teacher turnover is quantitative data that can be easily researched and analyzed. The issue moving forward that will need further attention is how the data pertaining to the impact of teacher retention on student achievement is to be collected and analyzed and to determine the associated costs revealed by the data.

## **CHAPTER 3**

### **METHODOLOGY**

#### **Research Design**

The purpose of this study was to identify and describe what leads to a low retention rate in high schools, with a concentration on rural high schools and to determine the impact of the independent variable of teacher retention on the dependent variable of student achievement. The action research project was qualitative and quantitative in nature. The principles of action research design served as guidelines for data collection and analysis. Mixed methodologies were used in order to collect correlational and descriptive data. Quantitative data on student achievement was collected from state-issued school report cards. Student achievement data was analyzed to identify correlations between subjects with high teacher turnover and underachieving assessment data. Survey/questionnaires were used to gather descriptive data that attempted to establish correlations between demographics and teacher retention. Financial data related to teacher retention was collected through interviews with the human resources director and principal and an analysis of the district and school budgets.

#### **Sample**

The participants in the study were the approximately 52,000 public school teachers in the state of South Carolina. Twenty-three teachers from L.D. Grady High School were selected using convenience sampling in order to complete the study. The age range of the sample varied from teachers that were in their low 20's to teachers that were in their upper 60's. The study included both male and female participants that came from a variety of races and socioeconomic statuses. Only full-time teachers were allowed to participate in the study. Long-term substitutes and teacher's aides were excluded from the study, as those employees are not bound by contractual

obligations and are often more transient than full-time teachers. Individual students were not included in the study, but the use of the student achievement data from the End of Course test was used. The data that was analyzed was from all students enrolled in Algebra I, Biology I, English I, and United States History courses in the years pertaining to the study.

### **Instrumentation**

The measuring instruments used for this study were varied according to the type of data that was being collected. Student achievement tests were used to collect data that was analyzed to identify if a relationship existed between teacher retention and student achievement. The South Carolina End of Course examination was the instrument chosen to be used to examine student achievement. An End of Course test was given to students enrolled in Algebra I, Biology I, English I, and United States History. Each student enrolled in one of the preceding classes was mandated by the South Carolina Department of Education to complete an End of Course examination near the conclusion of the enrolled semester. All enrolled students, regardless of academic ability and accommodations, had to complete the examination. The examinations consisted of a varying amount of multiple-choice questions that students could complete without time restrictions. Depending on the year, the examinations were given to students as a paper-based examination or a computer-based examination.

The measuring instrument used to collect descriptive data from the teachers was a survey/questionnaire adapted from the Schools and Staffing Survey and a survey used by Perrachione, Rosser, and Petersen (2008) that was used to collect descriptive data in order to link job satisfaction with teacher retention (See Appendix C). The combined survey used 34 questions and was given in an electronic format using Google Forms. The survey was broken into five sections. Section I used questions that were answered using a Likert scale that

quantified factors that impacted job satisfaction. Section II measured the teacher's intent to remain at the current school and position. Section III contained questions that allowed teachers to express his or her own job satisfaction using a Likert scale. Section IV was used to further provide questions relating to the personal retention thoughts of the teacher. Section V was used to collect demographic data from the teacher.

### **Data Collection Procedures**

The principal of L.D. Grady High School and the superintendent of Sunnifield School District were contacted before the study began in order to be granted permission to conduct the study. The researcher explained the purpose of the study and indicated the types of data that would be collected and how the data would be used to identify the relationship between teacher retention and student achievement. The principal and superintendent gave verbal and written permission to conduct the study (See Appendices A and B).

To gather general data on student achievement based on End of Course examinations, the researcher used the South Carolina Department of Education website to collect general End of Course data for L.D. Grady High School that is made available for public consumption. The general data available consisted of End of Course examination passage rates for each course that was further delineated into demographic categories. Current year and historical End of Course data were available on the website. Personalized student data was also examined. The guidance counselor provided the End of Course examination data pertaining to individual students and teachers associated with each course. Educational privacy laws were respected. The names of individual students were not released along with the data.

Teacher retention data was collected using the previously described questionnaire. The researcher met with the sample group as a whole to explain the purpose of the study and to

clarify any concerns about the questionnaire. Written permission to participate in the study was collected from the teachers. The questionnaire was developed in an electronic format using a Google Form. The link for the Google Form was sent to the principal to be distributed to the teachers. Once a teacher completed the questionnaire, the results were automatically sent back to the researcher to be analyzed. Respondents were given a deadline for when the questionnaire needed to be completed.

In addition to teacher retention data collected from the teachers, financial data was collected from the principal and human resources director. Separate interviews were conducted with the principal and human resource director to examine the costs associated with teacher retention specific to L.D. Grady High School. Access was granted to the district and school budget to further collect financial data.

### **Assumptions and Limitations**

The researcher had no control over external factors that could have impacted student achievement on testing days for End of Course examinations. Assumptions were made that students strived for excellence on End of Course examinations and that teachers were under no duress to complete the questionnaire.

## **CHAPTER 4**

### **RESULTS**

In this chapter, results are shared from three main data collection instruments: an end of the year teacher survey on teacher retention and job satisfaction, data from the 2017-2018 and 2018-2019 End of Course assessments for L.D. Grady High School, and financial information gathered from the principal of L.D. Grady High School and the director of human resources for Sunnifield School District. The data collected will be used in order to attempt to identify the reasons for declining teacher retention and establish a correlation between low teacher retention and student achievement.

#### **Teacher Retention Survey**

Twenty-three teachers from L.D. Grady High School were electronically surveyed in May 2019 on the different factors that impact teacher retention and job satisfaction. Twenty-two teachers responded to the survey in its entirety. One teacher did not complete the survey.

#### **Section I**

Teachers were asked to answer 25 questions that surveyed teacher opinion on factors that impacted their job satisfaction. A Likert Scale was used to quantify the responses. The Likert Scale ranged from 1 (Strongly Disagree) to 5 (Strongly Agree). Based on the data collected from the survey, the biggest issues that are impacting job satisfaction at L.D. Grady High School are salary, student misbehavior, parental support for teachers, and teachers not being feeling included in the decision-making process. The data for Section I is presented in Figure 4.1.

**Figure 4.1: Factors That Impact Job Satisfaction**

*Rows that are highlighted in red are the issues that most impact job satisfaction based on the survey data.*

Question	Mean	1	2	3	4	5
The principal lets me know what is expected.	4.05	1 (4.5%)	0 (0%)	4 (18.2%)	9 (40.9%)	8 (36.4%)
The school administration's behavior toward me is supportive and encouraging.	4.13	2 (9.1%)	0 (0%)	2 (9.1%)	7 (31.8%)	11 (50%)
I am satisfied with my teaching salary.	2.45	4 (18.2%)	7 (31.8%)	8 (36.4%)	3 (13.6%)	0 (0%)
The level of student misbehavior in this school interferes with my teaching.	3.86	1 (4.5%)	2 (9.1%)	4 (18.2%)	7 (31.8%)	8 (36.4%)
I receive a great deal of support from parents for the work I do.	2.64	5 (22.7%)	5 (22.7%)	7 (31.8%)	3 (13.6%)	2 (9.1%)
I receive the necessary instructional materials to do my work effectively.	3.73	1 (4.5%)	1 (4.5%)	6 (27.3%)	9 (40.9%)	5 (22.7%)
Routine duties and paperwork interfere with my teaching.	3.27	1 (4.5%)	5 (22.7%)	7 (31.8%)	5 (22.7%)	4 (18.2%)
My principal enforces school rules for student conduct and backs me up when I need it.	3.82	1 (4.5%)	1 (4.5%)	5 (22.7%)	9 (40.9%)	6 (27.3%)
The principal talks with me frequently about my instructional practices.	3.27	1 (4.5%)	5 (22.7%)	7 (31.8%)	5 (22.7%)	4 (18.2%)
Rules for student behavior are consistently enforced by me in this school, even for students who are not in my class.	3.77	1 (4.5%)	3 (13.6%)	2 (9.1%)	10 (45.5%)	6 (27.3%)
I share similar beliefs and values with my colleagues regarding the central mission of this school.	3.86	1 (4.5%)	1 (4.5%)	4 (18.2%)	10 (45.5%)	6 (27.3%)
I am evaluated fairly in this school.	4.09	1 (4.5%)	0 (0%)	2 (9.1%)	12 (54.5%)	7 (31.8%)
I participate in making the most of the important educational decisions in this school.	2.77	3 (13.6%)	6 (27.3%)	7 (31.8%)	5 (22.7%)	1 (4.5%)
I understand clearly the goals and priorities for my school.	4	0 (0%)	1 (4.5%)	4 (18.2%)	11 (50%)	6 (27.3%)
The principal knows what kind of school he/she wants and has communicated it to me.	3.82	1 (4.5%)	3 (13.6%)	2 (9.1%)	9 (40.9%)	7 (31.8%)
I feel there is a great deal of cooperative effort among staff members.	3.86	0 (0%)	3 (13.6%)	4 (18.2%)	8 (36.4%)	7 (31.8%)
In this school, I am recognized for a job well done.	3.95	1 (4.5%)	2 (9.1%)	2 (9.1%)	9 (40.9%)	8 (36.4%)
I worry about the security of my job because of the performance of my students on state or local tests.	2.45	8 (36.4%)	3 (13.6%)	5 (22.7%)	5 (22.7%)	1 (4.5%)
I am given the support I need to teach students	3.27	2 (9.1%)	3 (13.6%)	5 (22.7%)	11 (50%)	1 (4.5%)

with special needs.						
I am satisfied with my class size(s).	4.23	1 (4.5%)	0 (0%)	2 (9.1%)	9 (40.9%)	10 (45.5%)
I make a conscious effort to coordinate the content of my courses with that of other teachers.	3.18	2 (9.1%)	4 (18.2%)	6 (27.3%)	8 (36.4%)	2 (9.1%)
I believe that the amount of tardiness and class cutting by students interferes with my teaching	2.91	4 (18.2%)	7 (31.8%)	1 (4.5%)	7 (31.8%)	3 (13.6%)
I sometimes feel it is a waste of time to try to do my best as a teacher.	2.09	11 (50%)	4 (18.2%)	3 (13.6%)	2 (9.1%)	2 (9.1%)
I am generally satisfied with being a teacher at this school.	3.86	0 (0%)	3 (13.6%)	3 (13.6%)	10 (45.5%)	6 (27.3%)
Often, I find it difficult to agree with this school's policies on important matters relating to its employees.	2.36	5 (22.7%)	9 (40.9%)	4 (18.2%)	3 (13.6%)	1 (4.5%)

## Section II

Teachers were asked to answer three questions that measure their intent to remain at the current school and position. A Likert Scale was used in this section based on the same parameters from Section A. The survey results showed a majority of the teachers planned to return to L.D. Grady High School and their current position. Six teachers noted that they would not likely return to the school. Nine teachers ended up leaving after the 2018-2019 school year. Four teachers took teaching jobs in another district, three teachers retired, one teacher took another position in the district, and one teacher left the profession. The data for Section II is presented in Figure 4.2

**Figure 4.2: Teacher Intentions to Remain at the Current School and Position**

Statement	Mean	1	2	3	4	5
I plan to remain in this position.	3.27	7 (31.8%)	1 (4.5%)	2 (9.1%)	3 (13.6%)	9 (40.9%)
I plan to remain at this school.	3.45	6 (27.3%)	1 (4.5%)	2 (9.1%)	3 (13.6%)	10 (45.5%)
I plan to remain in this profession.	3.95	3 (13.6%)	0 (0%)	2 (9.1%)	7 (31.8%)	10 (45.5%)

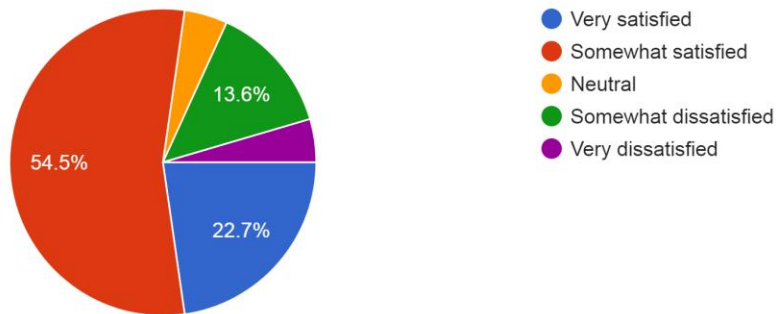


**Section III**

Teachers were asked to answer three questions in order to express their own job satisfaction. If a teacher answered that he or she was “very satisfied” or “somewhat satisfied” on question #2, then the teacher was prompted to submit a reason that he or she would attribute to the satisfaction. Fifteen teachers responded that they were “very satisfied” or “somewhat satisfied”. Fourteen teachers submitted a reason for their satisfaction. Support either by administration or co-workers was the most frequent response. The data for Section III is presented in Figures 4.3, 4.4, and 4.5.

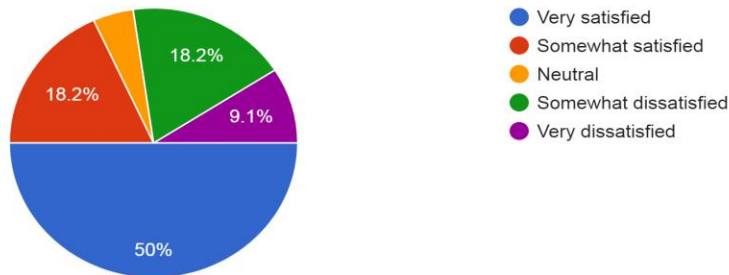
**Figure 4.3: Satisfaction of Teaching as a Profession**

1. How satisfied are you with teaching as a profession?  
22 responses



**Figure 4.4: Current Job Satisfaction**

2. How satisfied do you feel with your job this current school year?  
22 responses



**Figure 4.5: Reasons for Being Very or Somewhat Satisfied**

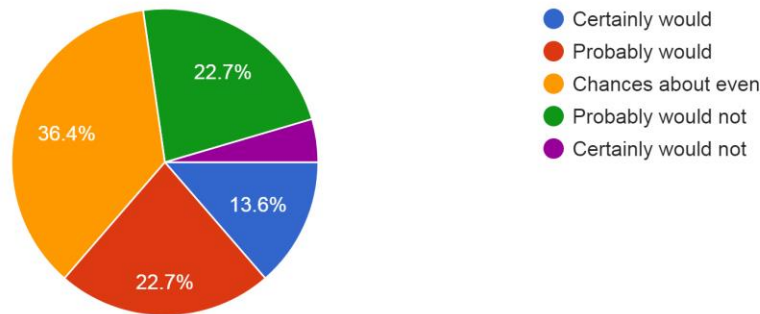
Teacher Responses
I like working in a service field.
The support of the administration and the support of my colleagues.
I feel that I have made a real connection with my students.
Student behavior.
Class schedule, small class sizes, and support from co-workers.
The level of support.
I like (sic) enjoy working with the staff and administration in this district.
I felt like I introduced some new units and the students participated and enjoyed the new units taught.
I am doing the best I can and I believe I have helped most of the students that I have taught.
I feel I know and do things for the district that make me somewhat (sic) indispensable so I have a feeling of job security.
General overall support from admin. and small (sic) class size.
Enjoy interaction with students, the specific and various job duties.
Students are responding well to the work I am doing.
Administrators are very supportive. I feel at home here. My co-teachers are warm and friendly.

**Section IV**

Teachers were asked to questions that would further expand on individual teacher thoughts on their personal retention plans. Opinions were gathered on the likelihood of leaving for another profession, the reason for staying in teaching, and how long each teacher planned on remaining in the profession. The data for Section IV is presented in Figures 4.6-4.10.

**Figure 4.6: Alternate Career Opportunity**

1. If the opportunity arose, would you leave the teaching profession for another occupation?  
22 responses



**Figure 4.7: Explanation for Leaving for Alternative Career**

Response to the Previous Question	Explanation for Response
Certainly would	There are too many standardized tests. I am teaching for the test, not to help kids gain knowledge
Certainly would	I am retiring and am leaving the occupation.
Certainly would	If I could make more money and do something similar with less hours, I would take it
Probably would	I would like to get better pay, be paid for overtime and have less paperwork, trainings and meetings to attend in the course of my regular activities.
Probably would	Too much to do and poor student behavior
Probably would	Education now requires too much paperwork and administration type duties that do not assist in teaching but rather take away from it. You want the kids to do better?" Let us teach. I don't need a benchmark to know exactly what

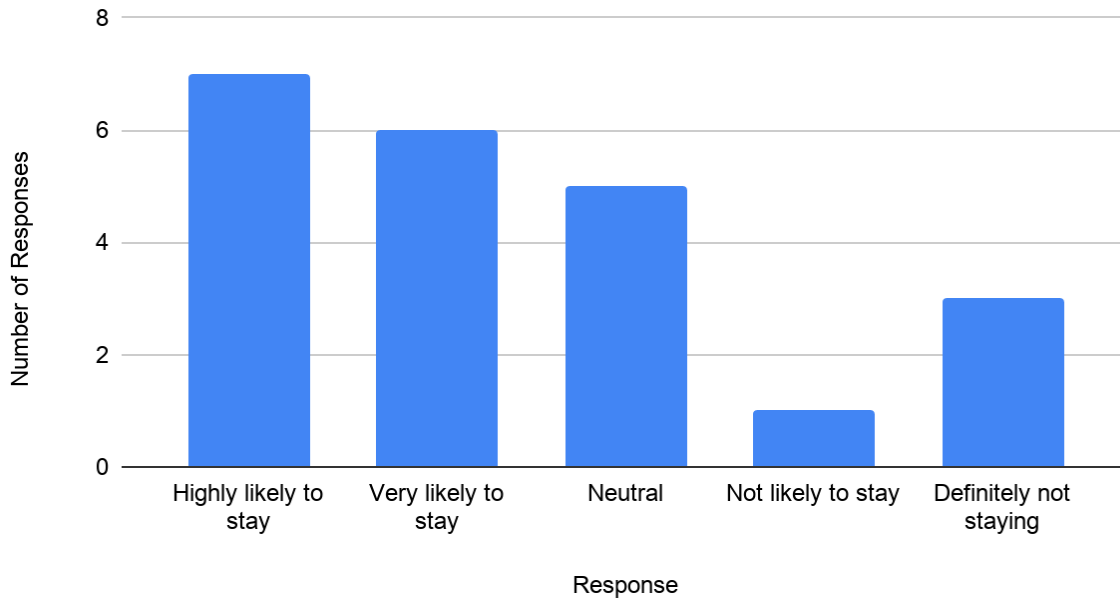
	my students' strengths and weaknesses are. Students learned better before the advent of technology and round the clock testing.
Probably would	Teachers are not compensated like other licensed professionals.
Probably would	Discipline issues, paperwork, and the stress of the job would push me to leave the profession if other options were available.
Chances about even	It would have to be a situation that would better my family.
Chances about even	It would have to be a situation that would better my family.
Chances about even	If it were an ideal research position I probably would
Chances about even	If an opportunity came where I could do more for education, then I would leave the teaching profession for it. Although, I may come back to teaching after a while.
Chances about even	If the salary of the teacher is not increased and the time spent by the teacher in school is not reduced (some schools around the county has shorter reporting time for teachers), then another occupation will give higher salary as compared to what I am earning right now, I would definitely go for that.
Chances about even	I am also the athletic trainer here at the school. At times it can be hard to balance both of them and it stresses me out at times. I have thought about leaving this year and just focusing on being the best athletic trainer I can be.
Chances about even	If a less stressful opportunity that I was interested in with more money was offered, there is a chance that I would take the offer.
Chances about even	If the pay was better and the job was attractive.
Probably would not	I'm not interested in changing professions
Probably would not	I enjoy teaching and mentoring to the students.
Probably would not	I love what I do.
Probably would not	Enjoy working with young adults
Probably would not	I had been teaching for 13 years. This is my craft that I worked hard to master. I will not just throw it out of the window.
Certainly would not	I have enjoyed many years in this profession. It has been very rewarding.

**Figure 4.8: Why Teachers of Five+ Years Remain in the Profession**  
*Teachers who have served less than five years responded with N/A.*

Reasons for remaining in teaching
To make a difference
To make a difference
I love service
N/A
I enjoy teaching and helping the students.
N/A
The students are why I am here.
Years towards retirement
I remained in the teaching profession for more than 5 years now because I want to make a difference in the lives of the youth.
N/A
I enjoy teaching and I have a sincere desire for bettering the lives of my students.
Love teaching and concern for students
My passions for teaching.
I have a desire to help children.
I enjoy teaching and coaching at the high school level.
Time invested towards retirement.
Too late to train and change careers.
n/a
Helping children reach their full potential
summers and holidays off
I love teaching. It is my passion and my career for years. I love the paid long vacations too.
Retirement at 28 years.

**Figure 4.9: Intention of Career Length**

**How long do you plan to remain in teaching?**



**Figure 4.10: Explanation for Teachers Staying in the Profession**

Response to the Previous Question	Explanation for Response
Highly likely to stay	I plan to stay in education until I retire.
Highly likely to stay	I plan to stay in education until I retire.
Highly likely to stay	Several more years.
Highly likely to stay	I plan to teach until I can retire.
Highly likely to stay	Retiring soon. Why burn down the barn now?
Highly likely to stay	Too old to change career and enjoy what I'm doing
Highly likely to stay	This is the career that I went to school to learn for years. I prepared myself for this. I earned 4 degrees to learn to be efficient and effective in this field and still continue learning so I'm staying until I retire.

Very likely to stay	I feel that I am better grappling with the difficulties of teaching the longer I teach
Very likely to stay	I love teaching and educating students, so I may stay in the teaching position for at least 5-10 years. Then, I would move on to a higher position in education where I may be able to have more influence.
Very likely to stay	I plan on staying until I am able to retire
Very likely to stay	I love teaching and it has been in my system for a long time.
Very likely to stay	I have 13 years left until retirement.
Very likely to stay	only have 6 years until I retire
Neutral	I am close to retirement. I have been seriously considering other jobs or careers. Due to paperwork demands, I am not going to teach my final year. I will be in the system but I will not have my own class.
Neutral	It depends on how long I stay at this school and how I feel after teaching this next school year and if the balance gets better at all.
Neutral	I will be going back into retirement after this year.
Neutral	Adapting to changes in my life.
Neutral	Entered as a 2nd career; will not do a 30 year stretch
Not likely to stay	Too stressful
Definitely not staying	I feel like I got no support
Definitely not staying	I have been doing this for 28 years!
Definitely not staying	Time to try something new.

### Section V

Teachers were asked to answer several questions in order to gather demographic data for the survey. Teachers were asked about their gender, marital status, ethnic background, age, education, number of years in education, and number of years at the high school level. The data for Section V is presented in Figure 4.11.

**Figure 4.11: Demographics for L.D. Grady High School (2018-2019)**

<b>Descriptor</b>	<b>Male (8)</b>	<b>Female (14)</b>
<b>Marital Status</b>		
Married	7	9
Widowed/Divorced	1	2
Single/Never Married	0	3
<b>Ethnic Background</b>		
African American/Black	1	2
Asian or Pacific Islander	0	2
Caucasian/White	7	10
<b>Age</b>		
35 or Under	0	3
36-45	4	3
46-55	1	5
56-65	3	3
66 or Older	0	0
<b>Highest Degree Level</b>		
Bachelor's Degree	2	3
Master's Degree	5	9
Doctorate Degree	1	2
<b>Number Of Years In Education</b>		
Under 5 years	1	3
5-10 years	0	3
11-14 years	3	2
15-20 years	3	3
21-25 years	0	1
26 or more years	1	2
<b>High School Teaching Experience</b>		
Under 5 years	4	5
5-10 years	2	3
11-14 years	0	1
15-20 years	2	2



21-25 years	0	2
26 or more years	0	1

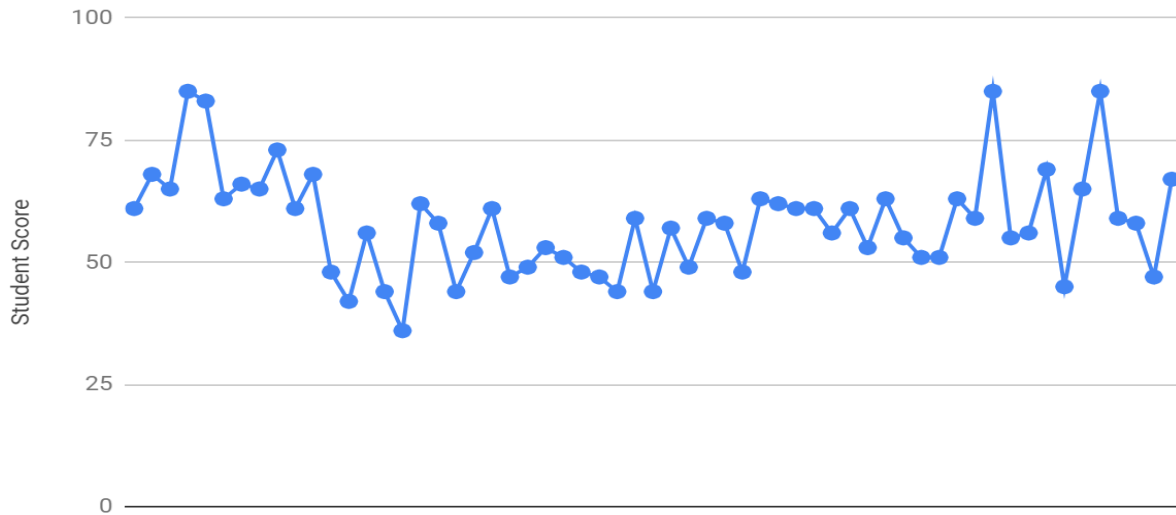
### **Teacher and Student End of Course Data**

In accordance with South Carolina educational law, students at L.D. Grady High School took End of Course tests in four subjects during the 2017-2018 and 2018-2019 school years. The courses in which students were administered and EOC tests were Algebra I, Biology, English I, and U.S. History. During the 2017-2018 school year, the Biology, Algebra I, and U.S History EOC classes were taught by experienced teachers who had been at the school for longer than one year. The English I classes were taught by teachers who were new to the school. English Teacher A was a first-year teacher, while English Teacher B was still early in his teaching career and had not reached continuing contract status.

During the 2018-2019 school year, English Teachers A and B did not teach at the school and first-year English Teacher C was hired and was the only teacher of record for English I. U.S. History Teacher A did not return and was replaced by a new hire U.S. History Teacher B who would be starting her 28th year as a teacher. Biology Teacher B was hired for the school year and was new to the profession. The teacher was responsible for one section of Biology. The EOC data for the 2017-2018 and 2018-2019 school years will be presented in Figures 4.12-4.21.

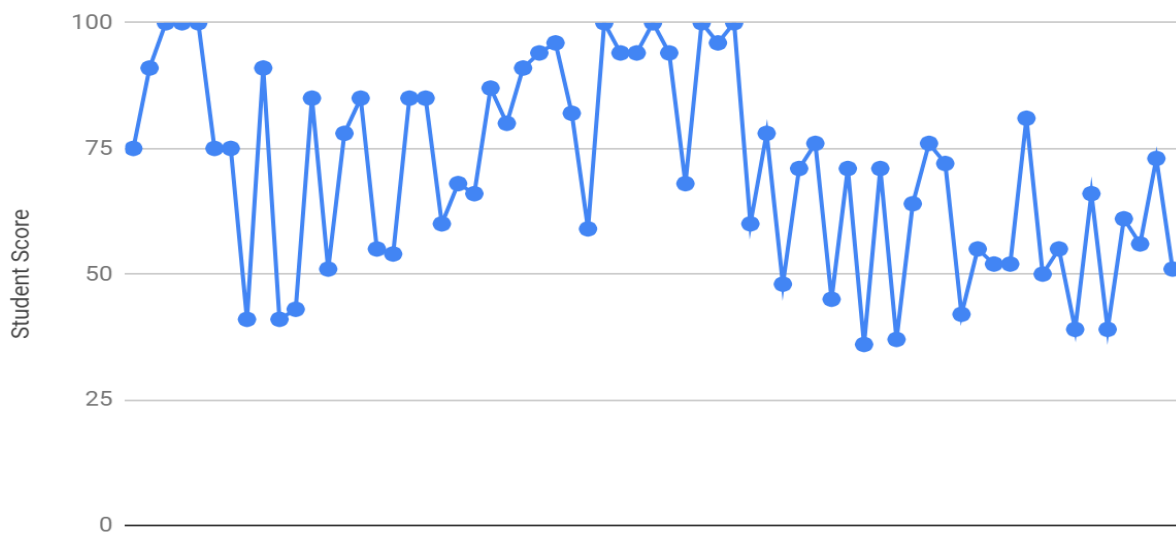
**Figure 4.12: The class grade average was 58.22 with a 43.3% passage rate.**

**Algebra I Teacher A EOC Scores 2017-2018**



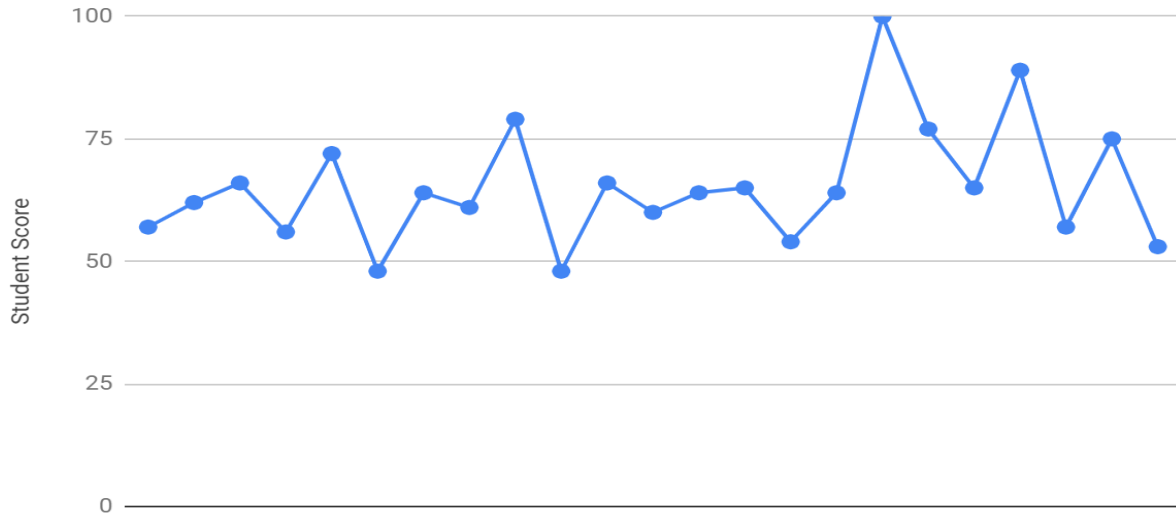
**Figure 4.13: The class grade average was 71.03 with a 68.2% passage rate.**

**Biology Teacher A EOC Scores 2017-2018**



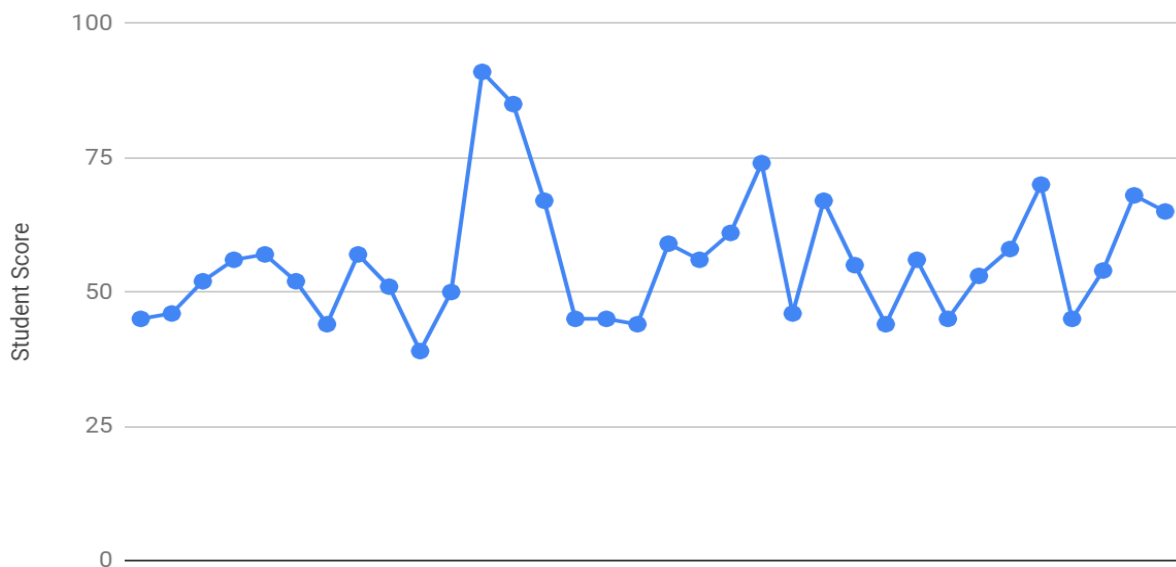
**Figure 4.14: The class grade average was 66.04 with a 70.8% passage rate.**

**English I Teacher A EOC Scores 2017-2018**



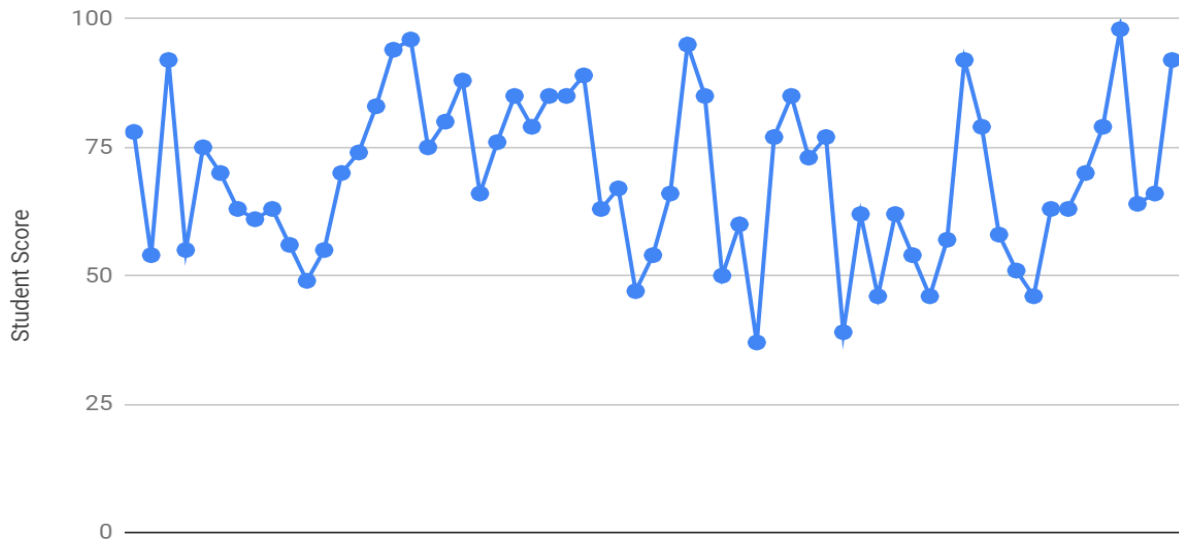
**Figure 4.15: The class grade average was 55.69 with a 25.7% passage rate.**

**English I Teacher B EOC Scores 2017-2018**



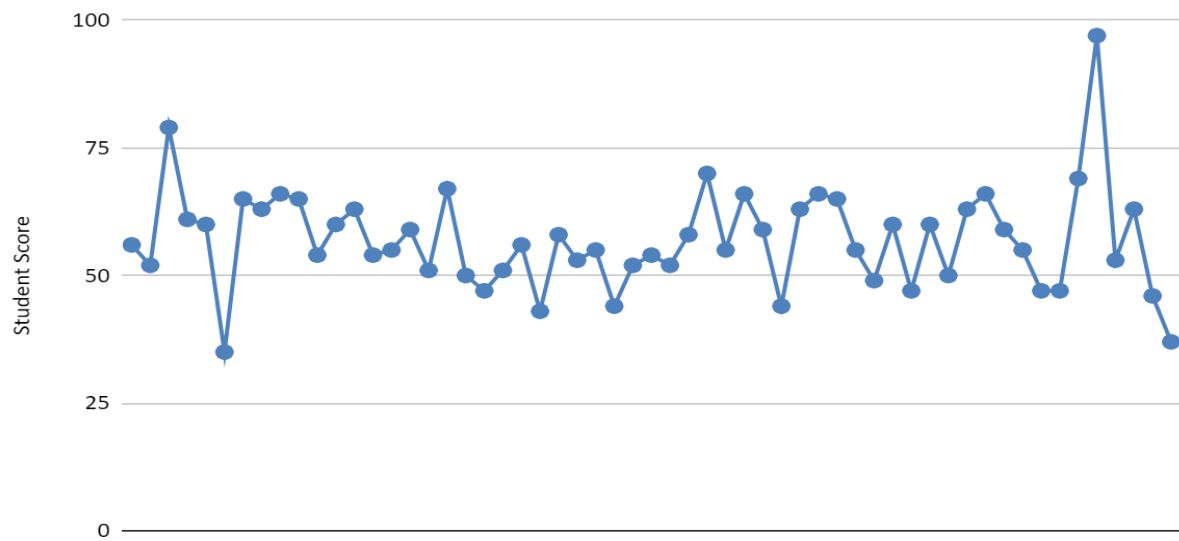
**Figure 4.16: The class grade average was 69.40 with a 72.6% passage rate.**

**U.S. History Teacher A EOC Scores 2017-2018**

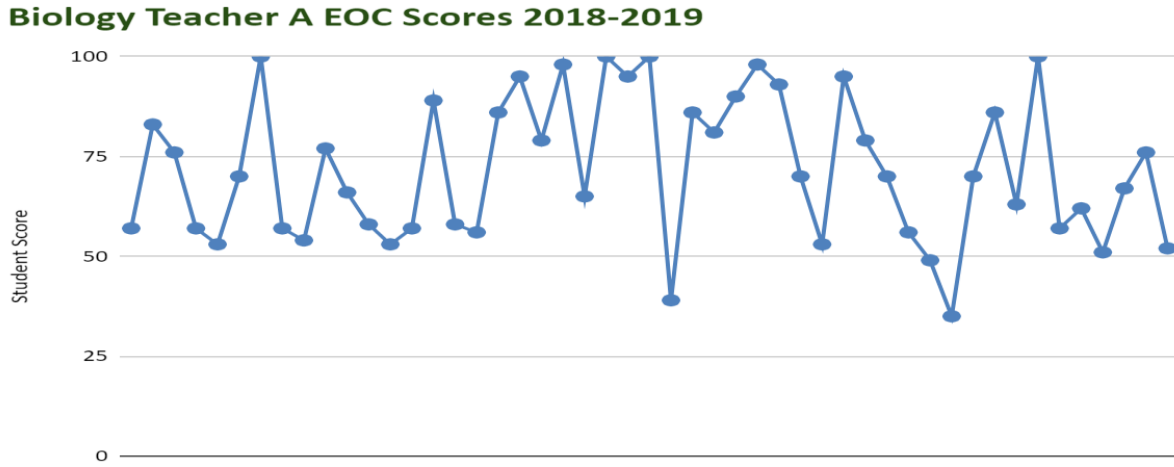


**Figure 4.17: The class grade average was 56.98 with a 37.9% passage rate.**

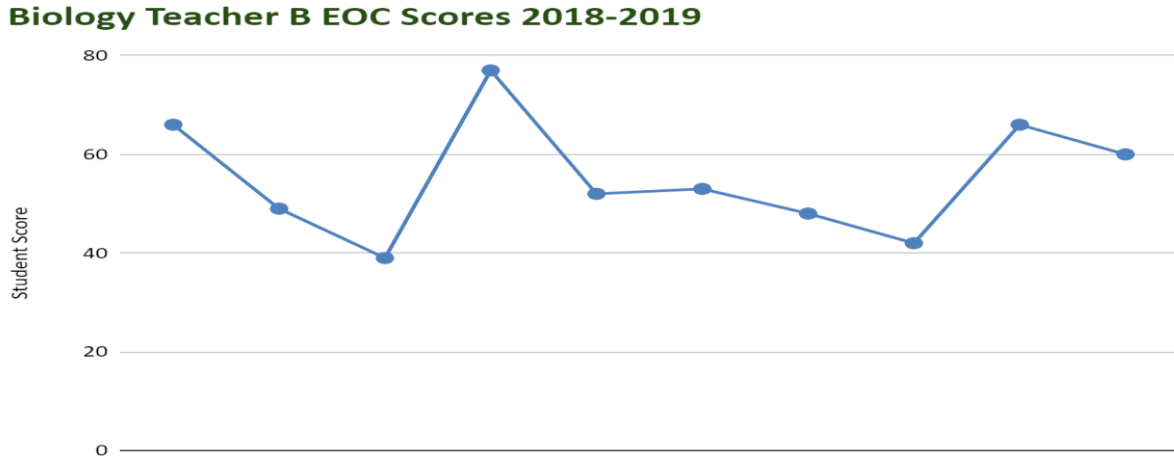
**Algebra Teacher A EOC Scores 2018-2019**



**Figure 4.18: The class grade average was 71.48 with a 62% passage rate.**

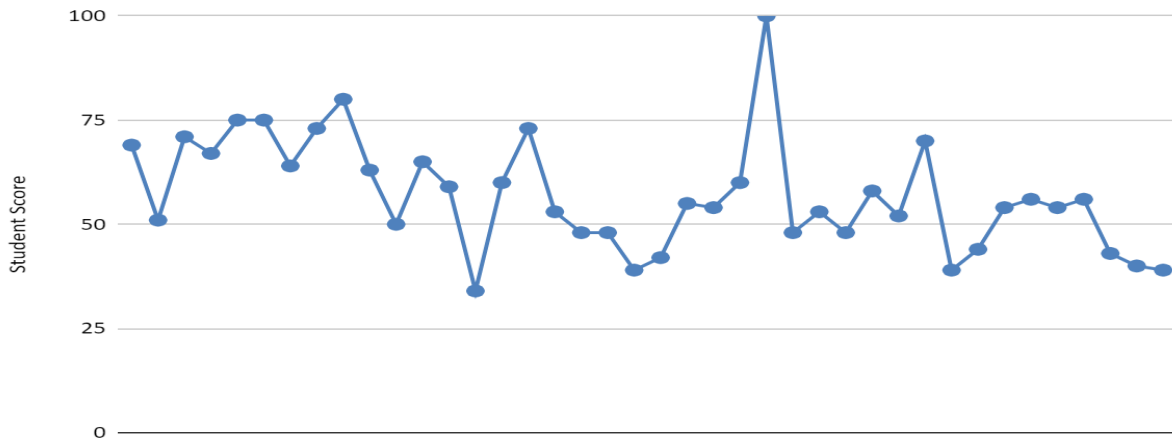


**Figure 4.19: The class grade average was 54.82 with a 36.4% passage rate.**



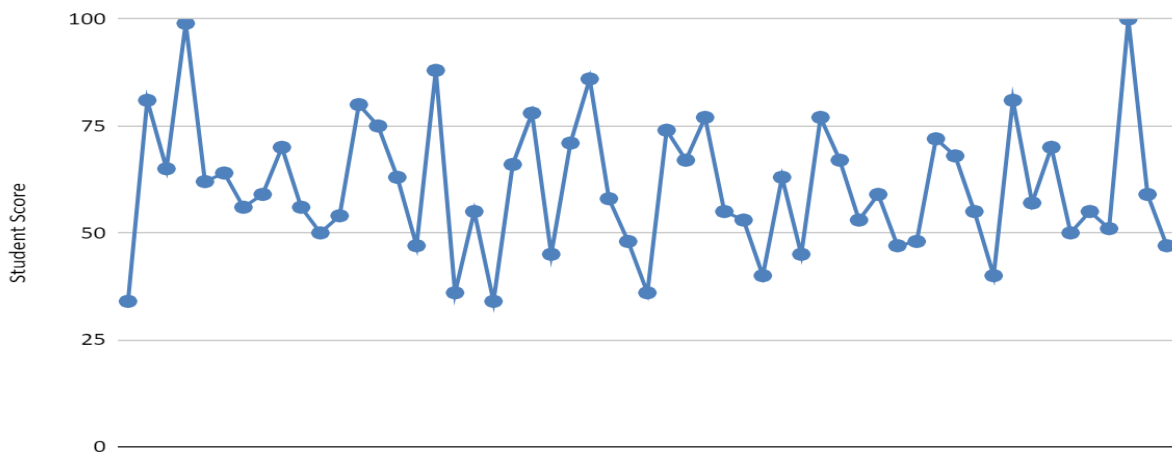
**Figure 4.20: The class grade average was 57.04 with a 36.6% passage rate.**

**English I Teacher C EOC Scores 2018-2019**



**Figure 4.21: The class grade average was 61.05 with a 46.4% passage rate.**

**U.S. History Teacher B EOC Scores 2018-2019**



### School and District Financial Information

The loss and replacement of teachers place a large financial and time burden on schools and districts. Sunnifield School District is a small district that contains one elementary, one middle school, and one high school. L.D. Grady High School is located in a rural county in South Carolina but has to compete with a neighboring affluent county for teachers. The starting salary for a first-year teacher (Bachelor's Degree) from the neighboring county in 2019-2020 is \$40,227. Sunnifield School District is able to compensate the same teacher \$37,087 for the 2019-2020 school year.

L.D. Grady High School had to replace nine teachers for the 2019-2020 school year. Through conversations with the school principal and district human resources director, financial information was gathered to quantify the costs associated with replacing teachers at the school and district levels. The information is presented below in Figure 4.22.

**Figure 4.22: Sunnifield School District Budget Expenses Related to Teacher Retention**

Activity	Cost
Mentors	
Mentor Training Materials	\$700
Lunch for Mentor Training	\$100
Mentor Stipends	\$1,000 (2019, stipend reduced to \$500)
New Hire Orientation	
Lunch	\$115
Materials	\$275
Recruitment	
Travel	\$8,000
Recruitment Fairs Registration	\$1,500-\$2,000
Recruitment Items (promotional)	\$14,000
New Hires International	

FACES	\$9,000 per person hired through the agency. Fee paid yearly. (8 teachers currently in the district)
Substitutes	
Substitutes used to cover PD opportunities for new hires	Up to \$700
Reimbursement	
Praxis reimbursement	The amount depends on the test and the number of times it is taken.
Online courses for recertification	\$1,000



## **Chapter 5**

### **DISCUSSION**

L.D. Grady High School served as the field site for a study on the impact of low teacher retention on school districts and student achievement. Quantitative and qualitative data were collected that attempted to determine the reasons that impacted job satisfaction for teachers, the impact of a new teacher on End of Course examination scores, and the financial burden that low teacher retention places on a rural school district. This chapter will discuss the data presented in the previous chapter and will explain how the study fits into the discourse of the subject matter. In addition, recommendations will be made for future research studies on the issue of teacher retention.

#### **Discussion of the Teacher Survey Results**

The 2018-2019 faculty at L.D. Grady High School took part in a survey that measured the factors that impact job satisfaction and teacher retention. The largest section of the survey attempted to quantify the reasons that impacted job satisfaction. A Likert Scale was used in order to get a statistical mean to best narrow down the top reasons that led to job dissatisfaction at L.D. Grady High School. Based on the data collected from the survey, the biggest issues that are impacting job dissatisfaction at L.D. Grady High School are salary, student misbehavior, parental support for teachers, and teachers not being felt included in the decision-making process. The teaching profession has been one that has been historically plagued by low pay and the teacher responses on the survey indicate that even with an expectation of low pay, the issue is one that still impacts job satisfaction. The review of literature indicated that job dissatisfaction was linked to large class sizes, teachers being assigned too many roles and duties, and student misbehavior

(Perrachione et al., 2008). Student misbehavior is a common reason for job dissatisfaction for the teachers of L.D. Grady High School and respondents from previously conducted surveys.

Based on the data collected from the survey, the biggest issues that have led to higher job satisfaction at L.D. Grady High School are small class sizes, supportive administration, and fair job performance evaluations. Small class size was a common theme found in the review of the literature. Overall, job satisfaction was high at L.D. Grady High School for the time period studied. As a profession, 77.2% of teachers considered themselves as “satisfied” or “very satisfied” with teaching, and 68.2% of teachers noted that they were “satisfied” or “very satisfied” with their job during the current school year. Once again, small class size and support from administration and co-workers were cited as reasons for job satisfaction.

The survey noted several reasons why teachers at L.D. Grady High School wish to remain in the teaching profession. The top reasons indicated by the staff were making a difference in the lives of kids, a love for teaching, and the number of years invested towards retirement. The review of literature noted similar factors such as a teacher’s impact on his or her students, the number of years invested into a retirement system, working with students, working schedule, and the number of days off (Perrachione et al., 2008).

The data gathered from the teachers at L.D. Grady High School is fairly consistent with data collected in previous studies on the topic. Teacher retention is greatly impacted by job satisfaction. Job satisfaction is impacted by numerous factors but class size, administrative support, and salary are the main factors that can be addressed in order to improve teacher job satisfaction and retention.

### Discussion of Teacher Retention and Student Achievement

Students in South Carolina high schools were mandated to take a cumulative state assessment if the students were enrolled in Algebra I, Biology, English I, or United States History courses during the 2017-2019 school years. The End of Course (EOC) assessments count for 20% of a student's grade and make up a large portion of evaluative data for a high school's state-issued school report card. A significant amount of time and resources are devoted to improving the scores and trying to bolster student achievement. A focal point of this research was to conclude how much of an impact low teacher retention has on EOC scores and student achievement.

#### Algebra I EOC Scores

L.D. Grady High School is a small school with a student population of under 275 students. Due to the small size, one teacher is often assigned to each course within a subject as scheduling permits. The same teacher, Algebra Teacher A, taught Algebra I for both the 2017-2018 and 2018-2019 school years. Algebra I is a freshman course at L.D. Grady High School. There are no honors sections of Algebra I at the high school level, as students who would be enrolled in such a class take Algebra I in the eighth grade. Figure 5.1 shows a comparison of the passage rates and class averages for the two years.

**Figure 5.1: Algebra I EOC Data**

Algebra I	2017-2018	2018-2019
Passage Rate	43.30%	37.90%
Class Average	58.22	56.98

The decline in student achievement cannot be attributed to low teacher retention in this case as the same teacher taught the course both years. For clarification, it should be noted that Algebra Teacher A was in the last year of employment due to voluntary retirement.

### **Biology I EOC Scores**

Biology I is taken by tenth graders at L.D. Grady High School. There was one section of honors-level biology for each of the school years studied. Biology I was taught by only Biology Teacher A during the 2017-2018 school year. Biology Teacher A was an experienced teacher who also possesses a Ph.D. in the medical field. During the 2018-2019 school year, Biology I was taught by Biology Teacher A and one section was taught by Biology Teacher B. Biology Teacher B was a first-year teacher who was part of the PACE alternative certification program. Figure 5.2 shows a comparison of the passage rates and class averages for the two years. The average class grade is in parenthesis within each table.

**Figure 5.2: Biology I EOC Data**

<b>Biology I</b>	<b>2017-2018</b>	<b>2018-2019</b>
Teacher A	68.2% (71.03)	62% (71.48)
Teacher B	N/A	36.4% (54.82)

The data concludes that the passage rate for Biology I did decline in 2018-2019 when a new teacher was introduced to the course rotation. It should be noted that Teacher A had multiple sections of the class with one of those sections being an honor's class in 2018-2019.

### English I EOC Scores

English I is a course that is given to ninth graders at L.D. Grady High School. There are no honor's sections of English I, as students who would be enrolled in an honor's class take the course as eighth-graders. English I was taught by new teachers to the school in 2017-2018 and 2019-2019. English Teachers A and C were both first-year teachers with no experience, while English Teacher B had limited experience and had not reached continuing contract status. Figure 5.3 shows a comparison of the passage rates and class averages for the two years. The average class grade is in parenthesis within each table.

**Figure 5.3: English I EOC Data**

English I	2017-2018	2018-2019
Teacher A	70.8% (66.04)	N/A
Teacher B	25.7% (55.69)	N/A
Teacher C	N/A	36.6% (57.04)

Teacher A had an adequate passing percentage in 2017-2018 while Teacher B was well below the state average of 80.7%. Teacher A and B decided to look for employment at a different school for the 2018-2019 school year. The data for 2018-2018 depicts an obvious large decline in the passage rate. Teacher C made a decision to leave the profession after the 2018-2019 school year.

### U.S. History EOC Scores

United States History is a course taken by juniors at L.D. Grady High School. There was one section of honors courses for each of the school years studied. U.S. History Teacher A was an experienced teacher with many years of service at the school and was the only U.S. History teacher for the 2017-2018 school year. U.S. History Teacher B was a teacher with 27 years of experience but was in her first year at the school as the school's only U.S. History teacher for the

2018-2019 school year. Figure 5.4 shows a comparison of the passage rates and class averages for the two years. The average class grade is in parenthesis within each table.

**Figure 5.4: U.S. History EOC Data**

U.S. History	2017-2018	2018-2019
Teacher A	72.6% (69.4)	N/A
Teacher B	N/A	46.4% (61.05)

The data indicates a decline in student achievement with the loss of a teacher from the previous year and with the introduction of a new teacher to the school. Teacher A sought employment in another district for the 2018-2019 school year. It should be noted that Teacher B chose to retire at the end of the 2018-2019 school year.

The data presented above indicate that low teacher retention appears to be a factor that contributes to low student achievement. Based on the data collected, one can argue that a correlation exists between low teacher retention and student achievement. As teacher retention declines, so does student achievement. It is recommended that further research be conducted on the correlation between teacher retention and student achievement. Internal validity is an issue that must be noted by researchers that want to establish a correlation between teacher retention and student achievement. Subject characteristics of both teachers and students are beyond the control of researchers and can impact the ability to generalize findings.

#### **Discussion of the Financial Costs of Low Teacher Retention**

The financial costs for L.D. Grady High School and Sunnifield School District are in line with what was noted in the review of the literature. A large amount of money is budgeted yearly to bolster recruiting efforts. Sunnifield School District is a small district of fewer than 900 students and has to develop methods to stand out against larger districts at college recruitment

fairs. As noted in the data, tens of thousands of dollars are spent annually on recruitment fairs, travel, and recruitment items with no promise of a large return on investment.

One expense that was surprising to the researcher was the amount spent on foreign teachers through the FACES program. As noted in the data, eight FACES teachers are employed by the district which will cost the district \$72,000 per year in fees in addition to the salary for the teachers. As the teacher shortage continues to grow due to the low retention rate, districts will continue to have to turn to the foreign market to fill positions.

### **Recommendations**

Job satisfaction is a key element to improving the teacher retention rate. The research presented concludes that there are several factors that lead to an increase in job satisfaction with low-class sizes and administrative support being the most important to the teachers of L.D. Grady High School. Sunnifield School District and other similar districts need to find ways to continue to reduce class sizes and develop strong leaders that will look to build capacity in their staff through the development of personal relationships and the ability to coach and support the teachers when needed. Unfortunately, class sizes are often impacted by a shortage of teachers. School districts must continue to develop strategies to recruit, nurture, and retain new teachers.

A large sum of money is spent attending recruitment fairs. District money would be better spent in attempting to identify local high school students that could potentially become teachers for the school and working with those students through job shadowing, internships, and scholarships to grow the district's own pool of potential recruits.

Student achievement was shown in the study to be negatively impacted by new teachers being asked to teach core subjects that are tested annually by state assessments. The researcher recommends having more experienced teachers teach these courses whenever possible and

assign newer teachers to non-EOC classes until the teacher can be mentored and developed by the school administration and other teachers.

### **Future Studies**

The data presented in the study is limited in scope, as the sample size used for the teacher surveys and student achievement data was very small. Future research would benefit from using multiple schools from within the same area. L.D. Grady High School is located 10 miles from high schools with similar demographics and the data that could be gathered from those high schools could be used to support the findings of the study.

The study did not reveal any data that one could use to make changes specifically to a small, rural school. Small rural districts would benefit from studies that focus on the impact of hiring foreign teachers on student achievement. In addition, further studies need to occur on the rate of financial return gained from attending large recruitment fairs in which the districts have to compete against larger, wealthier districts.

Low teacher retention will continue to be an issue for large and small districts until the issues presented in job satisfaction surveys are addressed by the districts. Future studies need not focus on how teachers rate job satisfaction, but on how the teachers believe job satisfaction and retention can be improved.



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Appendix A

District-Level Approval Letter for Research

\*Letter was omitted from publication due to identifying information from the school district and school personnel.

Appendix B

School-Level Approval Letter for Research

\*Letter was omitted from publication due to identifying information from the school district and school personnel.



6. **I receive the necessary instructional materials to do my work effectively. \***

*Mark only one oval.*

1	2	3	4	5	
Strong Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

7. **Routine duties and paperwork interfere with my teaching. \***

*Mark only one oval.*

1	2	3	4	5	
Strong Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

8. **My principal enforces school rules for student conduct and backs me up when I need it. \***

*Mark only one oval.*

1	2	3	4	5	
Strong Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

9. **The principal talks with me frequently about my instructional practices. \***

*Mark only one oval.*

1	2	3	4	5	
Strong Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

10. **Rules for student behavior are consistently enforced by me in this school, even for students who are not in my class. \***

*Mark only one oval.*

1	2	3	4	5	
Strong Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

11. **I share similar beliefs and values with my colleagues regarding the central mission of this school. \***

*Mark only one oval.*

1	2	3	4	5	
Strong Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

12. **I am evaluated fairly in this school. \***

*Mark only one oval.*

1	2	3	4	5	
Strong Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

13. **13. I participate in making the most of the important educational decisions in this school. \***

*Mark only one oval.*

1	2	3	4	5		
Strong Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

14. **14. I understand clearly the goals and priorities for my school. \***

*Mark only one oval.*

1	2	3	4	5		
Strong Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

15. **15. The principal knows what kind of school he/she wants and has communicated it to me. \***

*Mark only one oval.*

1	2	3	4	5		
Strong Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

16. **16. I feel there is a great deal of cooperative effort among staff members. \***

*Mark only one oval.*

1	2	3	4	5		
Strong Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

17. **17. In this school, I am recognized for a job well done. \***

*Mark only one oval.*

1	2	3	4	5		
Strong Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

18. **18. I worry about the security of my job because of the performance of my students on state or local tests. \***

*Mark only one oval.*

1	2	3	4	5		
Strong Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

19. **19. I am given the support I need to teach students with special needs. \***

*Mark only one oval.*

1	2	3	4	5		
Strong Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree



20. **20. I am satisfied with my class size(s).** \*

*Mark only one oval.*

	1	2	3	4	5	
Strong Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

21. **21. I make a conscious effort to coordinate the content of my courses with that of other teachers.** \*

*Mark only one oval.*

	1	2	3	4	5	
Strong Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

22. **22. I believe that the amount of tardiness and class cutting by students interferes with my teaching** \*

*Mark only one oval.*

	1	2	3	4	5	
Strong Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

23. **23. I sometimes feel it is a waste of time to try to do my best as a teacher.** \*

*Mark only one oval.*

	1	2	3	4	5	
Strong Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

24. **24. I am generally satisfied with being a teacher at this school.** \*

*Mark only one oval.*

	1	2	3	4	5	
Strong Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

25. **25. Often, I find it difficult to agree with this school's policies on important matters relating to its employees.** \*

*Mark only one oval.*

	1	2	3	4	5	
Strong Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

**Section II**

Please select that number that best represents your agreement or disagreement with the following statements.

26. 1. I plan to remain in this position. \*

Mark only one oval.

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

27. 2. I plan to remain at this school. \*

Mark only one oval.

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

28. 3. I plan to remain in this profession. \*

Mark only one oval.

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

### Section III

Please choose the best answer for the following two questions. THEN completely answer question 3.

29. 1. How satisfied are you with teaching as a profession? \*

Mark only one oval.

- Very satisfied
- Somewhat satisfied
- Neutral
- Somewhat dissatisfied
- Very dissatisfied

30. 2. How satisfied do you feel with your job this current school year? \*

Mark only one oval.

- Very satisfied
- Somewhat satisfied
- Neutral
- Somewhat dissatisfied
- Very dissatisfied

31. 3. If you indicated that you were "very satisfied" or "somewhat satisfied" what is the reason you attribute to this satisfaction?

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### Section IV

Please choose the best answer for the following two questions and explain your reason for each choice. THEN completely answer question 3.

**32. 1. If the opportunity arose, would you leave the teaching profession for another occupation? \***

*Mark only one oval.*

- Certainly would
- Probably would
- Chances about even
- Probably would not
- Certainly would not

**33. 1b. Explain your answer to the above question.**

\*

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**34. 2. Given that you have been a teacher for over 5 years, what is your number one reason for remaining in teaching? If you have not been a teacher for over 5 years, just answer N/A. \***

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**35. 3. How long do you plan to remain in teaching? \***

*Mark only one oval.*

- Highly likely to stay
- Very likely to stay
- Neutral
- Not likely to stay
- Definitely not staying

**36. 3b. Explain your answer to the above question.**

\*

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## Section V

Please select the best answer that describes your demographics.

**37. 1. What is your gender? \***

*Mark only one oval.*

- Female
- Male

**38. 2.What is your marital status? \****Mark only one oval.*

- Single, never married
- Married
- Widowed/divorced/separated

**39. 3.What is your ethnic background? \****Mark only one oval.*

- American Indian/Alaska Native
- African America/Black
- Caucasian/White
- Asian or Pacific Islander
- Hispanic
- Other: \_\_\_\_\_

**40. 4.What is your age? \****Mark only one oval.*

- 35 or under
- 36–45
- 46–55
- 56–65
- 66 or older

**41. 5.What is the highest degree you earned? \****Mark only one oval.*

- Bachelor's degree
- Master's degree
- Education specialist
- Doctorate degree

**42. 6.What is the number of years you have taught in education? \****Mark only one oval.*

- Under 5
- 5-10
- 11-14
- 15-20
- 21-25
- 26 or more

43. 7. What is the number of years you have taught at a 9-12 high school level? \*

*Mark only one oval.*

- Under 5
- 5-10
- 11-14
- 15-20
- 21-25
- 26 or more