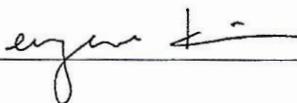


ACCEPTANCE

This dissertation, MOTIVATION TO TEACH: THE INFLUENCE OF SELF-EFFICACY AND JOB SATISFACTION ON TEACHER RETENTION IN AN URBAN CALIFORNIA SCHOOL SYSTEM, was prepared under the direction of the candidate's Dissertation Committee. It is accepted by the committee members in partial fulfillment of the requirements for the degree of Doctor of Education in the School of Education, Concordia University Irvine.

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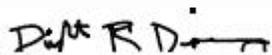
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MOTIVATION TO TEACH: THE INFLUENCE OF SELF-EFFICACY AND JOB
SATISFACTION ON TEACHER RETENTION IN AN URBAN CALIFORNIA SCHOOL
SYSTEM

by

Cynthia Estelle Hill

A Dissertation

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ABSTRACT

This study investigated the relationship between a novice teacher's motivation to teach and the motivating factors that influence teachers to stay in the profession. The main objectives of this mixed-method study provide further insight into the teacher retention phenomenon and an understanding of what motivates individuals to pursue teaching as a long-term profession. The Teacher Motivation and Job Satisfaction Survey was utilized with 58 novice K-12 teachers from a Northern California public school district to explore factors that may increase teacher retention. The results of this study indicated that novice teachers are more likely to remain motivated to teach if there is a belief in district policies, support in their daily work tasks, and continuous professional learning during their first five years of teaching.

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CHAPTER 1: INTRODUCTION

Teacher retention has been a challenge over the last decade. The number of teachers entering the field of education has decreased in the last ten years. With more than 300,000 teachers in California, there is still an overwhelming need for more educational leaders (Jacobson, 2007). Many college students are selecting majors that lead to careers within the technology and medical fields, while fewer enter the teaching profession (Strauss, 2015; Wright, 2018).

In the efforts of transforming the current American school system into a global powerhouse—which produces competitive students that rival those of other top countries—several studies have been conducted to account for the high level of teacher mobility, reasons for teacher retention, and teacher attrition in the United States (Futernick, 2007; Darling-Hammond, L. & Shields, P, 2016; Carver-Thomas & Darling-Hammond 2017; Underwood, 2009).

A recent RAND report, *Eight Questions on Teacher Recruitment and Retention: What Does the Research Say* (2005), specifically addresses the reserve pool of teachers and those that were “potential career changers.” The authors suggest that policymakers must continue to focus on retaining young teachers that specialize in science and mathematics since these disciplines face the worst teacher shortages.

The state of California has seen a rise of teacher attrition and a decrease in teacher retention. Many districts choose to provide incentives for those with an interest in teaching but have been unsuccessful in maintaining their new teaching staff for more than one to two school years (Lambert, 2018).

According to Fullan (2002), in order to reform the public education system, there needs to be a change in capacity building and collaborative learning structures for teachers and

administration. Furthermore, “We will not have a large pool of quality principals until we have a large pool of quality teachers form the ranks of the quality principal pipeline.”

Statement of the Problem

In 2007, Futernick released his report, *A Possible Dream: Retaining California Teachers So All Students Learn*, which concludes that the teaching and learning conditions for teachers directly relates to the improvement of student outcomes and fosters positive school experiences for students (p. 51). According to Futernick, “If California wants to create school environments that will attract and retain sufficient numbers of well-prepared teachers, we must create standards for the conditions that address the full spectrum of systems and collegial support required for teaching effectiveness,” (p. xv).

To improve teacher retention, Futernick suggests the following six actions: (a) assess teaching and learning conditions locally and continuously; (b) elevate California’s student funding to (at least) adequate levels; (c) resolve the bureaucracy conundrum (bearing in mind that not all bureaucracies are problematic); (d) refocus school leadership on instructional quality and high-quality teaching and learning conditions; (e) establish statewide standards for teaching and learning conditions; and (f) assess and address specific challenges in the retention of special education teachers (Futernick, 2007). The report further explains that most research on teacher retention focuses on why teachers leave, rather than why they stay. Futernick also compared California’s school system reforms with North Carolina’s school system reforms and wondered, “How do we retain effective teachers and not the ones who are disappointing or, really, failing our students?” (p. 2).

The student to teacher transition upon exiting a teacher preparation program is difficult for most new teachers. According to the research, the move from student teaching to certified

teaching, without the added support system, leads to a feeling of isolation. Boyd, Lankford, Loeb, and Wyckoff (2005) and the National Bureau of Economic Research suggest that altering the entry requirements for teachers may increase the number of teachers entering the education field and, in the process, increase student achievement. Futernick (2007) explains,

California's teacher shortage can be reduced significantly if policymakers and educators take the bold and promising steps outlined in this report to retain teachers. If that dream is realized, if every child gains access to a well prepared, knowledgeable, and caring teacher—one of the most valuable assets a student has—then California's schools may once again rank among the best in the nation. This is a very possible dream. (Futernick, 2007, p. xi-xvii).

Annual teacher turnover in California leads to more and more empty classrooms per year. With the rise of the cost of living, California school districts, are paying higher salaries and still are not capable of maintaining fully credentialed staff for sites (Lambert, 2018). District Alpha has tried several different recruitment incentives, reforms, and transformations to no avail. The 2018-2019 school year began with a lack of substitute coverage for permanent teachers as well as for classes without a permanently assigned teacher.

Guha, Hyler, and Darling-Hammond (2016) report that, in addition to there not being enough graduates flocking to the educational field, 20-30% of those who do will leave within the first five years. According to Guha et al., (2016), the number of deserters increases to approximately 50% in highly impoverished areas, and high-needs departments such as math and science are hit the hardest.

This research intends to advance the narrative on the catalysts of teacher retention and provide insights into the motivations of novice teachers that have completed no more than five years of teaching.

Purpose of the Study

The purpose of this study is to explore what factors are determinants of novice teacher retention and what motivates them to teach within the first five years of their career. The teachers participating in the study indicated the factors that influence their job satisfaction, self-efficacy, and initial and current motivations to teach. The demographic variables were examined as well, including gender, age, ethnicity, employment status, years of teaching experience, and the number of educators in each teacher's family. Additionally, the responses provided by the transitional kindergarten (TK) through 12th grade teachers in a large urban school district in California will be analyzed to predict factors that might impact new teachers' professional learning and coaching opportunities.

Significance of the Study

District administrators and school boards are responsible for providing new teachers with the training, resources, and support needed to ensure quality instruction for all students. This study will lead to more effective district-level human resources administrators entering the education field with full awareness of what is needed to recruit and retain new teachers based on the data acquired in this study (Scaffhauser, 2014; Podolsky, Kini, Bishop, & Darling-Hammond, 2016). Teacher preparation programs will gain insight for future revisions and improvements of program design and/or validation of past practices.

Site administrators will gain an awareness of the actions and types of communication that lead to teacher retention. Mentors, veteran teachers, and teacher induction programs will become

aware of the factors that lead to teacher retention decisions. The results will help school districts in the recruitment and retention of teachers into their organizations.

The Researcher

The researcher of this study is a veteran teacher with more than 23 years of experience as an educator in the district where the study was conducted. The researcher also began her educational studies as an elementary school student in the same district, which will now be known as District Alpha.

The researcher earned a Bachelor of Arts degree in telecommunications management, a minor in business administration, and holds a master's degree in educational leadership. While completing her master's degree, she also completed all requirements and course work to earn an Administrative Services Credential.

The researcher has since worked as an instructional specialist at the district level for District Alpha. In addition to assisting teachers with implementing instructional practices, the researcher has also continued to support new teachers entering the teaching profession. When the researcher began her teaching career, the level of support received helped influence the decision to remain in the teaching profession and to pursue the journey of lifelong learning. The era in which the researcher entered the field of education was unique in that there was a dire need for teachers in 1996, but a limited number of teachers in the teaching pool. Therefore, a mass hiring of teachers occurred across the state of California. Although that was 23 years ago, the pool of teachers has once again run dry.

The new culture of the education system has led to a shortage of teachers entering the profession, and the type of support received is not enough for all first-year or novice teachers to

continue in the profession. The researcher sought to provide insight into the determinants that may increase teacher retention in a large urban school district of Northern California.

Definition of Terms

The following definition of terms is provided to introduce the reader to the specific educational terminology used in this study.

Beginning Teacher Support and Assessment (BTSA): A former teacher mentorship program for teachers with a preliminary teaching credential and which evolved into a state credential program (induction) for teachers who need to earn their California Clear Teaching Credentials. As of 2016, this program is referred to as the Teacher Induction Program, which continues to be a “two-year job-embedded individualized program that focuses on the extensive support and mentoring of new teachers in the first and second year of teaching,” (California Teacher Association, 2018).

Employee satisfaction: A measure of an employee’s “happiness” with his or her current job and conditions; it does not measure how much effort the employee exerts. It is the level of contentment within one’s organization, environment, and overall compensation (ADP Research Institute, 2012).

Mentor: “The word ‘mentor’ has become synonymous with a trusted advisor, friend, teacher, and wise person,” (Lipton & Wellman 2003).

Motivation to teach: All of the factors that lead a teacher to stay in the profession, including self-efficacy and job satisfaction. According to Meenu Rami, “When we view our work through the lenses of gaining autonomy, working toward mastery, and recognizing the true purpose of our work, we jump-start our own intrinsic motivation and open ourselves to master

the intellectual challenges that we will face continuously in our daily work,” (Rami, 2014). This is what the author will consider being the motivation to teach.

Motivators: The intrinsic factors that are indicative of job satisfaction (Herzberg, Wildman, 2015).

Professional development: A lecture, workshop, or seminar that provides information that is for the general use of all participants (Scherff, 2018).

Professional learning: A training program or discussion that is interactive and provides the opportunity for participants to practice, apply, and guide the direction of their professional growth. It is a more transformational approach to learning than professional development (Scherff, 2018; Aguilar, 2013).

Retention: The power or ability to keep or hold something (Merriam-Webster, 2017).

Self-efficacy: The “belief in one’s capabilities to organize and execute the courses of action required to manage prospective situations,” (Bandura, 1977; Hill, 2008). A judgment or belief in one’s ability to foster a situation in which he or she motivates and inspires others to achieve a desired outcome (Bandura, 1997; Tschannen-Moran, et al, 1998).

Support provider: A mentor or advisor that provides guidance and assistance to first-year and second-year teachers within the teacher induction program or informally within the district.

Teacher: A person who is assigned to a group or class of students and is responsible for teaching an assigned curriculum; one who imparts knowledge or skill; one who gives instruction to another.

Teacher attrition: The reduction in the number of teachers in the teaching profession as a result of resignation, retirement, or death (Calimeris, 2013).

Research Questions

The following are the research questions addressed in this study to identify the variables that lead to teacher retention.

1. What factors are predictors of a novice teacher's motivation to stay in the teaching profession?
2. What is the relationship between the teachers' trust in the administrator (leadership) and the motivation to teach?
3. How does early teacher professional development (preservice training, mentoring, and induction) affect job satisfaction, self-efficacy, and the motivation to teach?

We expect that the results of this study will demonstrate that work environment and salary will affect job satisfaction. We also expect that the teachers' level of trust in their leadership will have a strong impact on job satisfaction. Teacher professional development will have an impact on self-efficacy. We predict that job satisfaction and self-efficacy are both components of motivation to teach. Motivation to teach is correlated to teacher retention/attrition.

Theoretical Framework

This study explores the novice teacher's motivation for choosing a career in education and remaining in the education field. For the purposes of this research, a novice teacher will be defined as a person employed in a fulltime teaching assignment for less than five years. This framework is based on a co-mingling of the literature review research, psychologist Abraham Maslow's hierarchy of needs (McLeod, 2013; Maslow, 1943), and behaviorist Albert Bandura's work on the self-efficacy theory and his study of what motivates people to fulfill needs and ascertain goals as it relates to teacher retention (Bandura, 1997; Bandura & Cervone, 1986).

Although Albert Bandura began as a behaviorist, his research on the social learning theory has been universally supported and replicated in many studies around the world (Bandura (1977; Bandura & Cervone, 1986). Maslow's hierarchy of needs, in conjunction with Bandura's work on teacher self-efficacy, will guide this research to discover what motivates an individual to teach and remain in the teaching profession. The key principles of Bandura's self-efficacy theory (1997) could assist in establishing a solution to the teacher shortage and establishing long-term, effective role models for teachers (p. 3).

Professional development is one of the determinants of teacher motivation, job satisfaction, and self-efficacy (Allen, 2005). Examples of this include co-teaching and the utilization of Aguilar's transformative coaching model (2013) to build capacity, decrease feelings of autonomy, and increase self-efficacy.

By establishing a connection between the effects of culture and the cognitive and behavioral influences on human behavior, (a) organizing and rehearsing the modeled behavior will achieve the highest level of observational learning, (b) adopting a new behavior is more likely if the outcome is one that is valued, and (c) internalizing a modeled behavior is more likely if the subject is similar to the individual, has admired status, and the behavior has functional value.

Bandura (1993) explained the social cognitive theory as four processes of goal realization, consisting of (a) self-observation, (b) self-evaluation, (c) self-reaction, and (d) self-efficacy. The self-efficacy theory is outlined below in Figure 1.

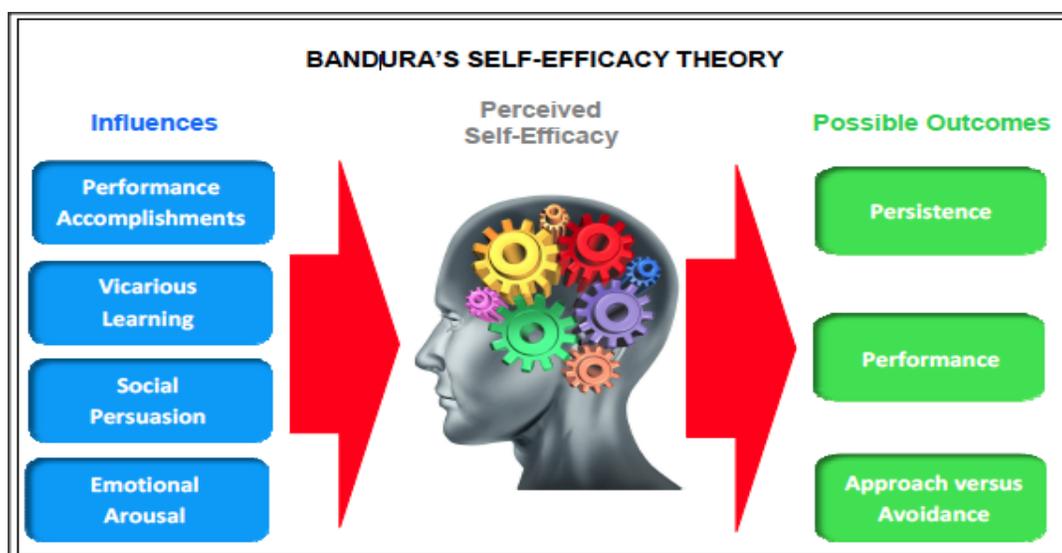


Figure 1. Bandura's Self-Efficacy Theory

Limitations

The study was limited to novice teachers of a large school district in northern California. To protect the participants, protect the authenticity of the data collection, and ensure the validity of the findings, the researcher chose to collect data from participants that only worked from the 2013-2014 school year until now. The researcher conducted a test-retest of the survey instrument and a pilot of the interview guide to minimize any biases that may have arisen due to the researcher's career as an educator in the same district as the participants. Thus, Google Forms were used to disseminate the survey instrument indirectly, rather than directly by the researcher. By imposing the following limitations, the reader is generalizing the results of this study to use with other teacher populations.

Delimitations

The study was conducted in grades pre-kindergarten through 12th in a Title I school district within a large city in central California. The honesty and candidness of the teachers' responses were assumed. The data will be collected from the survey with the knowledge of the teachers' contact information only as a way to send the research materials and follow-up

materials for the study. The researcher's employment assignment may interfere or skew the data provided by participants. To avoid researcher-participant error or conflict, the researcher will utilize the relevant technology and a proxy interviewer.

Summary

This study is comprised of five chapters. Chapter 1 includes the background of the study, statement of the problem, purpose of the study, definition of terms, theoretical framework, research questions, limitations, delimitations, and the assumptions of the study. In Chapter 2, a review of the literature will be provided to discuss the teacher attrition rate in California, effects of leadership on teacher retention decisions, and teacher retention. In Chapter 3, the author will describe the mixed-methods methodology, including sample populations, data gathering procedures, instrumentation, and statistical analyses for both quantitative and qualitative analyses. In Chapter 4, the data will be analyzed. Finally, Chapter 5 will offer the author's findings and conclusions and provide areas for further study.

CHAPTER 2: REVIEW OF LITERATURE

Educators are crucial factors in the development and outcome of students. For half of the students' waking-hours, teachers are their mediators, confidantes, motivators, challengers, nurses, counselors, and pseudo-parents while teaching academic subject matter, positive social behaviors, and the skills necessary to survive in the world. With this job comes much responsibility. Canfield and Hansen share their perspectives on the teaching profession,

You have chosen the most challenging and most rewarding profession there is or ever will be. While it doesn't pay a lot in dollars, the psychological and emotional rewards are enormous—the light in the eyes of a newly motivated student...a thank-you card from a potential dropout who decides to stay in school and goes on to succeed; and the internal satisfaction of knowing that you have made a difference, done something that matters and left an undeniable mark on the future. (2002, p. v).

This chapter will review the literature examining the factors that lead to teacher retention. The chapter includes four sections to provide a rationale for conducting research on (a) teacher retention, (b) teacher shortage, (c) teacher job satisfaction, (d) teacher self-efficacy, and (e) professional development and support.

Teacher Shortage

Recruitment

The research shows that there are a considerable number of teachers that leave the teaching profession after two to five years (Carver-Thomas & Darling-Hammond, 2017). Underwood (2009) stated that the teacher shortage is not solely because not enough teachers are entering the profession, but because not enough college students are selecting teaching as a major or career option. The number of college graduates entering the teaching profession cannot

keep up with the rate of retirements. “Today, the number of teachers that are within ten years of retirement far outnumber those pursuing careers in education. In fact, we may soon face a real crisis, not enough teachers to fill openings,” (p. xviii).

For a myriad of reasons, teachers are reaching a point where remaining an educator is a nonviable option due to three common challenges. Senge et al., (2012) reveal the problems facing the current education system and the process by which educational leaders must move forward as a community. The authors examine personal mastery, shared vision, collective capacity, system thinking, and team learning. The priority for the education system should be a combination of all five disciplines, which results in building collective capacity so that the organization may thrive. The ultimate understanding is that leadership should lead by example. It provides a map of how to transform educational institutions by allowing all the stakeholders input. The key to this would be in beginning with teacher input, since most research on teacher retention focuses on the reasons why teachers leave and not on the reasons why they remain in the profession.

McLaurin, Smith, and Smillie (2009) attribute the crisis that the U.S. educational system is incurring to a shortage of teachers. Multiple levels of mentoring and leadership supporting beginning teachers might increase the number of teachers choosing to remain in the profession.

Teacher Attrition

According to the National Foundation for Educational Research (2017), the United Kingdom, in the last four years, had an increase of university attendees, but a significantly low number of them selected teaching as their focus. Seven years after their initial research, Lochmiller, Muller, and Sugimoto (2016) conducted an evaluation of teacher retention, mobility, and attrition for the National Center for Education Evaluation and Regional Assistance. Their

study of Kentucky's public schools found that the age of the new teacher mattered when determining if a teacher left the Kentucky public school system at a similar rate and whether the school characteristics or any other characteristics influenced the decision to leave the school district. Additionally, teachers within the age ranges of 31 and younger and 50 and over left the Kentucky school system at a higher rate than the 32-49 age span.

Data collected by Lochmiller, Sugimoto, and Muller (2016) in a Regional Educational Laboratory (REL) report prepared by the National Center for Education Evaluation and Regional Assistance specifies the trends of teacher mobility and retention in Kentucky. This study focused on the average rates of retention, mobility, and attrition in Kentucky schools via three cohorts of teachers, from pre-K-12 schools, over a period of four years. In a previous study, Lochmiller et al., (2009) found that teachers over the age of 50 and under the age of 31 left the profession, 86% of classroom teachers stayed at their first assignment for many years, and the schools' climates, appearances, and cultures did not influence teacher mobility.

Teacher Retention

Teacher retention has been a worldwide challenge in the last decade. The number of teachers entering the field of education has decreased in the last ten years, which has increased the teacher attrition rate in the state of California (Wright, 2018). With many college students being enticed into careers within the technology and medical fields, there are decreasing numbers of students entering the teaching profession.

Beam, Claxton, and Smith (2016) reviewed the literature, grouped common themes, and formed quantitative survey questions to determine why new teachers leave the teaching profession. The question categories were (a) paperwork, (b) special education, (c) parent relations, (d) teacher relations, (e) student discipline, and (f) curriculum and instruction Beam,

Claxton, and Smith (2016). Data collected from the survey included demographics, the Likert scale, and open-ended questions. The qualitative portion of the study involved meeting with a focus group, in which experienced and novice leaders could share individual experiences.

McLaurin, Smith, and Smillie (2009) provide seven ways in which school districts can act toward improving retention rates: (a) partnering with education programs, (b) preparing pre-service teachers with stress coping strategies, (c) increasing fieldwork experiences prior to accepting a teaching assignment, (d) leadership becoming the voice for new teacher concerns, (e) teacher mentoring, (f) incentivizing hard-to-staff areas, and (g) providing incentives for accomplished teachers (p. 6). To provide this support, district administrators will need to understand what concerns new teachers have and what factors lead to teacher retention.

In addition, Killian (2016) suggests that teacher retention should begin with a review of the teachers to better prepare them for successful teaching careers. Killian (2016) also identifies six mistakes teachers make that lead to brief careers: (a) thinking teaching is simplistic, (b) teacher omniscience, (c) poor long-term planning, (d) seeking teacher perfection, (e) failed classroom management, and (f) the inability to form positive teacher-student relationships

In contrast, The New Teacher Learning Project (TNTLP) concluded—in a 2012 study of 90,000 teachers across four large, geographically diverse urban school districts—that there were a class of teachers deemed “the Irreplaceables.” This is a select group of teachers that are successful in creating a safe atmosphere of learning in which their students thrive and contribute to the class culture and produce successful outcomes (TNTLP, 2012). The results of the research indicate that the majority of the irreplaceable teachers come from no particular background, teaching style, age group, credential pathway, or grade level. The one constant was that they felt underappreciated, undervalued, and that they were no longer making a difference (TNTLP,

2012). If our top teachers are succeeding within the system and excel in improving their students' lives and they still decide to leave the teaching profession, what does that say about the U.S. education system and its cultural norms and practices?

McLaurin, Smith, and Smillie (2009) believe that the teacher retention crisis can be solved properly. Goodwin (2012) outlines the three common challenges new teachers face when they begin their profession: (a) classroom management, (b) lack of resources or guidance, and (c) unsupportive environments.

Goodwin suggests the following remedies for the problems that new teachers face: (a) classroom management, (b) curricular freedom, (c) guidance and support, and (d) supportive environments. The first of these entails assigning a mentor teacher to assist in the acculturation of the new teacher to the school system, and to provide a common planning time. In addition, providing an aide would lessen the workload and assist in some of the preparations. Finally, the administrator acting as a teacher-leader would greatly benefit the new teacher.

According to John Hattie (2003), a teacher's "knowledge, actions and commitment to learning...account for 30 percent of the variance of student achievement," (p. 2). Hattie concludes that the teacher is the greatest influence to facilitate change in student achievement outcomes.

We need to direct attention at higher-quality teaching and higher expectations that students can meet appropriate challenges—and these occur once the classroom door is closed and not by reorganizing which or how many students are behind those doors, by promoting different topics for these teachers to teach, or by bringing in more sticks to ensure they are following policy. (Hattie, 2008, p. 3)

Hattie (as cited in Neill, 2016) elaborates that, to eliminate significant teacher mobility and increase teacher retention, teacher education programs need to be reformed and provide assurance that students are ready and equipped with the skills required for career-long professional learning on day one of teaching.

Keigher (2010) examines the reasons for the increase in teacher attrition, the reasons for teacher mobility, and teacher retention. Keigher collected data from a Teacher Follow-Up Survey (TFS) from elementary and secondary school teachers that had also participated in the Schools and Staffing Survey (SASS). The sample of teachers includes those that left the profession after the first year, and those that remained. The TFS asks questions about teacher attitudes regarding job satisfaction and the teaching profession (Keigher, 2010). Keigher defined teachers that stayed in the profession as “stayers,” those that left as “leavers,” and those that moved to a different school after the 2007-08 school year as “movers” (p. 3).

Keigher found that there is a distinction between a new teacher in a public school and a new teacher in a private school, although more than 70% of both private and public-school teachers with one to three years of experience stayed in their first year. The duplication of this survey would be useful in determining the factors that influence teacher retention, teacher mobility, and teacher attrition. Keigher (2010) also found that, of the public school teachers surveyed, about 26.2% of movers changed schools in 2008-09, 5.3% left education as a profession, 8.9% left to pursue a career outside of the education field, and 40.8% reported that the support and learning opportunities in the new field were better than in teaching (p. 3).

Teacher Support and Coaching

In a 2010 Gallup Employee Engagement Survey, employers were asked, “Which would they like to have, an engaged employee or an employee that was satisfied?” There are

organizations that have the luxury of retaining employees that are not satisfied in their position or in their employment. Data collected by Gallup (2010) indicates that the U.S. loses \$370 billion annually due to lost productivity of disengaged employees (p. 2).

Teacher Induction Program

California's new teacher induction programs have provided the Beginning Teacher Support and Assessment Program (BTSA) for over 31 years. According to Sacramento's branch of the California Commission on Teaching Credentialing, the California BTSA program was established in accordance with the Marion Bergeson Beginning Teacher Support and Assessment Act, which was "created to provide an effective transition into the teaching career for first and second-year teachers through intensive professional development and assessment," (2018, p. 2).

The new Teacher Induction Program (TIP), formerly known as Beginning Teacher Support Assistance (BTSA), provides the context by which teachers need to pursue excellence in teaching (Long, 2015). The American Association of State Colleges and Universities reports that there has been a rapid growth of teacher mentoring and induction programs in recent decades and that more than 80% of teachers participate in teacher induction programs (Russell, 2006). The program offers ongoing support and training for teachers in need of clearing their California Preliminary Teaching Credentials.

The Teacher Support Office of a large urban district of Northern California provides professional learning opportunities and mentoring support for teachers at all stages of the credentialing process. The funding for the office is dependent on the projected and actual number of teachers clearing their teaching credentials each year. According to Segun Eubanks (as cited in Long, 2015), director of teacher quality at the National Education Association

(NEA), more teachers are remaining in the profession possibly because they have high-quality mentors and a competitive salary.

They are utilizing the California Standards for the Teaching Profession (CSTP) as the “guide to monitor and assess the progress of a teacher’s practice,” (California Commission on Teacher Credentialing, 1997). The CSTPs are tools used for teacher self-reflection and goal setting and are a continuum of teaching practice that participating teachers are asked to strive toward. It is an approximately two-year program that is funded primarily by the participating teachers. Additional funds are allotted from the general fund and are utilized by different subgroups (p. 3).

Support Providers

A significant portion of the teacher induction program is earmarked for the salaries of support providers (SPs)—teachers who have been paired up with new participating teachers. The SP is primarily a mentor. SPs are asked to meet with participating teachers (PTs) and to assist them in self-reflective practices that will (a) help develop personal and professional learning networks, (b) increase the understanding of 21st century student-centered pedagogy, and (c) provide a deeper understanding of content knowledge and the application of instructional strategies to facilitate student learning.

Shulman and Colbert (as cited in Shalaway, 1997) identify five ways that a mentor can assist a new teacher.

1. Inform new teachers about school policies and procedures or help them find out.
2. Share knowledge about new materials, unit planning, curriculum development, and teaching methods.
3. Assist with classroom management and discipline.

4. Provide opportunities to observe other teachers using different teaching models.
5. Encourage new teachers to reflect on their teaching practices and help them adapt new strategies for their classrooms.

A mentor can also be an individual consultant and coach for the new teacher by observing lessons and teaching practices as well as by modeling the best practices and teaching strategies (Shalaway, 1997, p. 261).

According to San Jose,

...it is fairly easy to walk in and tell someone what to do. It's not too difficult to listen to a problem and say what you would do. But to listen to people and then help them think through what is the next best step for them is an extraordinarily demanding way to work. (Shalaway, 1997, p.263)

Brown (2015) found that new teachers who were assigned a mentor were more likely to remain in the teaching profession. According to Brown's 2011-12 report for the National Center for Education Statistics, "86 percent of those who had first-year mentors were teaching, compared to 71 percent who did not have mentors," (2015). The induction program is a factor in increasing teacher retention and a decreasing teacher attrition rate.

According to Ingersoll (2001), the data reveals that districts with a decrease in teacher turnover offer many different types of supports, activities, and practices. The implementation of a varied menu of supports had a strong effect on teacher retention. More support types and opportunities encouraged more teachers to participate, making it more likely that the turnover rate would decrease (Schaffhauser, 2014). In addition to the Local Control Funding Formula (LCFF), the new LCAP guidelines for Priority 1 require that teachers are appropriately assigned

and fully credentialed in the subject areas they are teaching. The state allocation for the teacher induction program is calculated into the LEA's annual budget.

Challenges to Compliance

One of the main challenges to compliance is managing those accountable for providing mentoring services and selecting training worthy of the novice teacher's needs. Moreover, the funds for the teacher induction program are allotted and spent primarily on hiring the support teacher. The remaining funds are earmarked for departmental salaries and benefits. Therefore, careful selection of the teachers' mentors or support providers should be taken by the selection committees for these programs. The selection of experienced teachers to support our future educators is not always the best way to increase retention rates. According to Wong (2015), new teachers are overwhelmed by the demand of their new positions, and credential courses are sometimes needed to obtain a preliminary credential. The financial difficulties of being in a new teaching position while meeting their educational obligations make it challenging to pursue a professional development course, no matter how beneficial.

Below is Figure 2, which illustrates Wong's (2004) mentoring, induction, and professional development relationship outline.

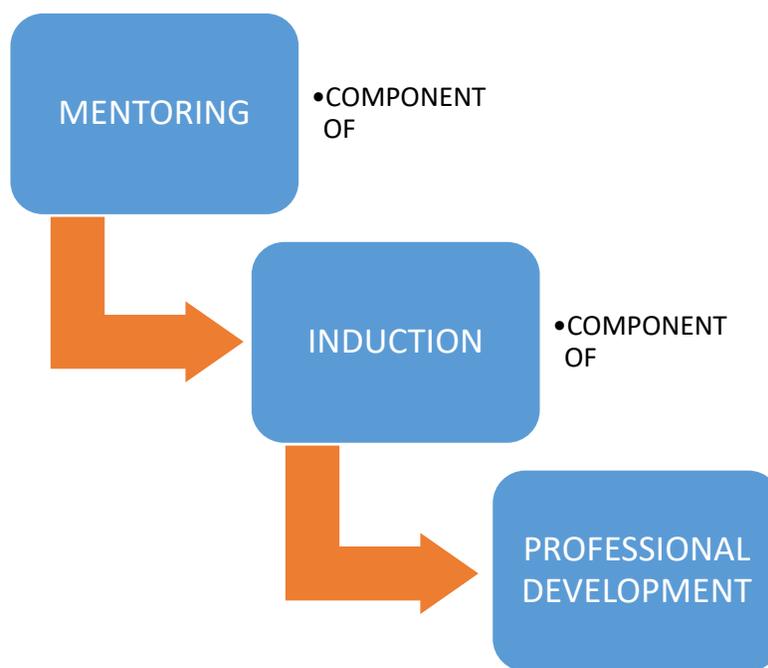


Figure 2. Mentoring, Induction and Professional Development Relationship.

Wong (2004) defined “induction” and “mentoring” and explained how the terms need to be implicit. Therefore, it is imperative that those making budget decisions have a clear understanding of these two terms before funding the teacher support services offices of a district. Peer coaching and professional development used in tandem provide teachers with the opportunities to branch out, utilize skills, and pursue inquiries in a collaborative environment that would not be available to them in a teacher preparation program or anywhere else (Aguilar, 2013; Powers, Kaniuka, Phillips & Cain, 2016).

The Transformational Model of Coaching (Aguilar, 2013) will be utilized in District Alpha in the upcoming year. Yaron (2017) advocates for the model as a way to support teachers and decrease the high turnover rate, as well as a means to cultivate a growth mindset lens when observing teachers. The implementation of a theory of instructional change in the district has begun to alter the district’s culture. The hiring of additional instructional coaches and the

creation a new model for the implementation of the coaching staff, as well as hiring an administrator to oversee the coaches, will prove beneficial.

Professional learning for all district support staff and administrators is occurring simultaneously, the content delivery is from the same person, and the same information has been disseminated to all offices. Interdepartmental collaborations are being encouraged so that anyone in the district, if asked, can assist the new teachers and personnel when requested. For the first time, all stakeholders are included in the line of communication, and the trainings are conducted with all coaches, specialists, and administrative staff receiving the information as a cohort with follow-up meetings scheduled throughout the school year.

There has been a shift in the administrative leaders that are recruited to lead the sites and to fill district upper management positions. District Alpha recently held a job fair to attract more teachers. The district has a history of adopting new models of reform to increase student achievement and to maintain teacher job satisfaction, but, in the last 15 years, there have been six different superintendents, and each offered their own initiatives and brought expenditures for change. Some were successful and others were not, leading to District Alpha being in a continuous state of recovery and reform. The current climate of the district lends itself to be a positive response to the new professional learning model for coaching and opportunities for choice in professional development for the new math and ELA adoptions.

According to Aguilar (2016), “Peer coaching and professional development used in tandem” provide teachers with the opportunities to branch out and utilize skills and pursue inquiries in a collaborative environment that would not be available to them in a teacher preparation program or anywhere else (Aguilar, 2013; Powers, Kaniuka, Phillips, & Cain, 2016).

District Alpha has begun to train coaches on the practices of transformational coaching and will begin full implementation of coaching cohorts for each site in the 2019-2020 school year.

Teacher Motivation

What are the characteristics of a motivated employee? Motivation is referred to as the feeling of enthusiasm or interest that makes one determined to do something. The motivation to teach will be the lens that the researcher employs to guide this study. The Macmillan Dictionary defines motivation as “the general desire or willingness of someone to do something,” (Rundell, 2019). Studies have been conducted to measure intrinsic motivation (doing something because it brings joy and aligns with one’s personal goals) and extrinsic motivation (doing something for a reward or to avoid negative consequences).

There have been several studies conducted on motivation. Dartey-Baah and Amoako (2011), in a case study of Herzberg’s two-factor theory model, indicate that, when an employee has a drive or purpose for completing a task, the level of motivation and productivity increases. Abraham Maslow’s study of individual motivation is based on a hierarchy of needs and primarily focuses on the gradual advancement to self-actualization (p. 5). Several studies have identified the parallels of Herzberg and Maslow’s hierarchy of needs in three ways (Osemeke & Adegboyega, 2017; Green, 2000). Firstly, both Maslow and Herzberg recognize that the emotional state of an individual leads to either high or low productivity levels. Secondly, one’s emotional state is affected by intrinsic and extrinsic factors. Finally, both synthesize the emotional state of the individual by determining an outcome or action (Mertler, 2001).

Although the Herzberg Model implies that there are hygienic and motivating factors that influence the production rates of employees, the work of Albert Bandura (1996) directly connects the motivational level of teachers to their perceived beliefs in their teaching skills or

capacity to teach effectively, resulting in positive student outcomes. The results of the study pertain to the self-efficacy of their teaching productivity or “Teacher Efficacy.” Bandura’s self-efficacy theory is the concept of an individual believing in his or her own capabilities and in no circumstances straying from that belief in order to reach an expected outcome or goal.

Teachers are servant-leaders who train others to advance the next generation of learners and leaders in their communities. Each educator enters the field for various reasons and being able to maintain that original level of motivation to teach is necessary to be a successful teacher (Darling-Hammond, 2016; Killian, 2017; Fullan & Quinn, 2016). According to Orlando (2013), there are nine characteristics of a great teacher. If new teachers’ motivations and self-efficacy beliefs lead them to believe they are making professional gains, and if the professional support and guidance are provided to keep their motivation high, it is more likely that they will choose to stay in the profession.

Are there personality traits that can be utilized by human resources personnel to determine if one person will prove to be a more motivated employee over the span of his or her career versus another employee? Districts across the country have tried to entice teachers into staying by offering them monetary incentives for their service. Peters and Passanisi (2012) indicate that monetary incentives shed a positive light on the issue of not paying teachers a fair wage for increased student outcomes or for the amount of work they perform, but that research has also shown that the incentives do not increase teacher motivation.

According to Aguilar (2013), there needs to be a shift to embrace a new view of what is perceived as professional learning. The days of “sitting and getting” a three-day workshop or a one-time training session at the beginning of the year are proven to be ineffective, thus, for the sake of preserving the institution, change must be embraced. Aguilar explains that “coaching is

the professional development that can help teachers or administrators; the work plan is a road map toward that end,” (p. 140).

However, Pink (2010) suggests three methods to improve teacher performance or to increase motivation: autonomy, mastery, and purpose. According to Aguilar (2013), there needs to be a shift to embrace a new view of what is perceived as professional learning. The days of “sitting and getting” a three-day workshop or a one-time training session at the beginning of the year are proven to be ineffective, thus, for the sake of preserving the institution, change must be embraced. Aguilar explains that “coaching is the professional development that can help teachers or administrators; the work plan is a road map toward that end,” (p. 140).

When teachers are provided the opportunity to engage in supportive, constructive, and transformative coaching to further their practice, share their experiences, and reflect on gaps in their own skill sets, then and only then will there be an increase in cohorts of teachers that stay in the classroom (Aguilar, 2013; Moir, 2014; Habegger, 2008). In particular, identifying retention needs and selecting the types of skills, training, mentoring, and professional learning necessary to the three areas of social learning can also be applied here, and they are beneficial for a teacher’s best practices and professional growth (Maslow, 1962; Kenrick, 2010).

What Impact Does Teacher Motivation Have on Retention?

People have varying interests and motivators, and no two people are the same. The same applies to teachers. Through the literature, many bloggers wrote of being “called” to teach. Whether the teacher entered the field of education because of a calling from a higher power, to help students advance their education and make a difference in their community, or for other reasons, what are the right conditions and challenges that need to be conquered by school systems in order to retain teachers in the field?

In a motivational keynote address at an Art of Coaching conference in Asilomar, CA, TED Talk presenter and Brownsville Schools Administrator Nadia Lopez (2019) stated that, if the person is attentive, they will recognize a difference when they are in the wrong assignment. Lopez also made the distinction between a “calling” and an “assignment.” According to Lopez, choosing the right staffing, maintaining the “right teachers,” and doing everything she could to motivate the teachers when selecting staffing for her start-up school site in Brownsville were the most important decisions when starting that school. Although staffing for her site was a top priority, she wanted people that were in the right “assignment” and had the feeling of being in the right “calling.” Lopez said that motivation and job satisfaction would come when one knows one’s assignment.

Both Herzberg and Maslow indicate that, when one’s needs are or are not met, a change in one’s level of motivation, productivity, and overall satisfaction occurs (Sadri & Bowen, 2011; Osmeke & Adegbotega, 2002). According to Maslow, when one believes that he or she is within one’s element and his or her needs are being met, that individual experiences increased motivation. In addition, according to David (2019), Albert Bandura’s work on the social learning theory has been called the “bridge between the behaviorist and the cognitive learning theories because Bandura’s theory amalgamated attention, memory, and motivation.” Novice teachers need clear and explicit guidance toward the skills and growth that can help them attain the goal of a high-achieving class.

The research by Piecki, Elfers, Loeb, Zahir, and Knapp (2005) provides a basis for additional studies on teachers’ morale and the leadership style of principals. In one such study, Webb (2014) demonstrates that teacher morale and the leadership style of the principal did not prove to make a significant improvement on student outcomes. The leadership’s attitudes about

the teaching profession were found to be an insignificant factor in determining teacher morale, teacher effectiveness, or leadership effectiveness. Moreover, Webb determined that teachers and leadership personnel should not be hired based on their leadership style but based on effectiveness in producing positive student outcomes. Without a sincere effort to build collegiality and to lead as a “multiplier” (Wiseman & McKeown, 2010), there will not be a change in California’s teacher retention problem.

Voke (2002) recommend that an analysis of beginning teachers’ attitudes toward the teaching profession would prove valuable to the school districts and the school leadership that seek to discover both what motivates a teacher to enter the profession and the behaviors that might increase teacher recruitment and retention. Inman and Marlow (2004) report that, although retirement and reduction of teaching staff are commonly reported explanations for teacher attrition, most attrition was due to family, personal circumstances, and job dissatisfaction. It was found that the decision to leave the profession was attributed to disruptive students, unsupportive parents, and invasive bureaucracy.

The goal of the principal is to motivate teachers and improve morale, build a team climate, and to create an excitement for learning. Fostering a positive culture and strong professional learning communities (PLC) leads to positive outcomes and growth for schools and districts. DuFour, DuFour, Eaker, Many, and Mattos (2016) indicate that the implementation of PLCs leads to positive outcomes, such as “Increased efficacy collectively and individually; collective responsibility for student learning; reduction in teacher isolation; substantial learning about good teaching; increased content knowledge; higher morale; greater job satisfaction; greater retention rates; and more enthusiasm,” (p. 44).

Student to Teacher Transition

The student to teacher transition upon exiting a teacher preparation program is difficult for most new teachers. According to the research, the move from student teaching to full teaching responsibility, without the added support system, leads to a feeling of isolation. Boyd et. al., (2005) and various educators from the National Bureau of Economic Research suggest that altering the entry requirements for teachers may increase the number of teachers entering the education field and, in the process, increase student achievement.

Previous research by Richard Ingersoll, a professor at the University of Pennsylvania and a leading scholar in education, found that 17% of new Illinois teachers were leaving the profession within their first five years of teaching (Brown, 2015; Neason, 2014). Moreover, the report by Brown provided no insight as to how many teachers remained in the same school site and the same building after five years in the profession.

Teacher Self-Efficacy

Bandura, in his correlational study of self-efficacy, identified two types of expectations: outcome expectancy and efficacy expectancy (1977). In Hick's (2012) correlational study of self-efficacy and classroom management—the factors that influence teachers' classroom management decisions—the terms “outcome expectancy” and “efficacy expectancy” were clearly defined. Outcome expectancy refers to the assumptions that a person makes when faced with a behavior and the known consequences for that behavior. Efficacy expectancy is the belief that a person can accomplish a desired behavior that will lead to a desired consequence for the behavior (p. 15). The idea is that each of the components are amalgamated, but each influence motivation and the pursuit of individual goals. The premise is that individuals continue actions

that provide a positive outcome or feeling and eliminate those actions that provide a negative or unfavorable response (McKim & Velez, 2016; Redmond, 2010).

Teachers' perceived efficacy rests on much more than the ability to transmit subject matter. Their effectiveness is also partly determined by their efficacy in maintaining an orderly classroom conducive to learning, enlisting resources and parental involvement in children's academic activities, and counteracting social influences that subvert students' commitments to academic pursuits. Multifaceted teacher efficacy scales enable researchers to select those that are most germane to the domain of functioning the research is designed to elucidate. (Bandura, 1997, p. 243)

In contrast, Kardong-Edgren (2013) argues that Bandura's self-efficacy theory focused too heavily on the teaching and learning components and needed a move toward continued practice and mastery. Kardong-Edgren (2013) suggests that, for further research, Bandura's theory should be used as a precursor to mastery and professional learning. Kardong-Edgren (2013) also indicates that, without providing opportunities for continued practice, novice members will not authentically develop what she referred to as "true" self-efficacy.

Bandura (1997, as cited in Hill, 2008) also explained,

Learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do. Fortunately, most human behavior is learned observationally through modeling; from observing others, one forms an idea of how new behaviors are performed, and on later occasions, this coded information serves as a guide for action. (p. 22)

The research completed by Hicks (2012) determines that teacher self-efficacy is based on the first days of the teaching preparation program and increases or decreases as the teacher

evaluates his or her own capabilities and confidence in the day-to-day routines. Hick's literature review reveals that, if a teacher had a positive experience during student teaching practice, the levels of self-efficacy are higher (p. 28).

Clearly, the need for teachers as role models, instructional leaders, and induction support providers are key factors in the success of any new teacher.

Professional Development

There are a multitude of suggestions and strategies that are available to new teachers, but without deliberate guidance and purposeful selection, they are just words on a page and empty suggestions for unfamiliar actions. New teachers' needs are varied depending on the time in which they begin their careers and their reasons for entering the profession.

For those that survive the first days of school, the school year may seem like the greatest challenge of their lives, where they are faced with 30 or so different strangers, personalities, and expectations. The stress can become overwhelming for most new educators. With the added instructional practices and professional learning sessions, observations, parent communications, and technological expectations, the novice teachers need all the support they can get from the education community to develop their teaching skills and understanding of the curriculum.

In a focus group discussion facilitated by the United States Department of Education (USDE) and aired on YouTube.com, exemplary first-year teachers were asked to provide some insight for new teachers. Each of the Sallie Mae and First-Class Teacher Award winners completed an essay and attended a focus group session to reflect on their first-year experiences as teachers. Data collected by the USDE would be provided to teacher preparation programs, administrators, university education departments, principals, and new teachers that are beginning their first years in education (Bobbitt, 1998).

Boyd et al., (2011) completed a longitudinal analysis, which resulted in data that points to teachers' working conditions and administrative support as predictors of teacher attrition in the following school year. The dissatisfaction of the teachers in their job assignments was found to be one of the most selected factors in the decision to leave or remain an educator (p. 16).

In contrast, Brown (2015) reports that there is contradictory research regarding the nation's workforce. Brown's key findings from the National Center for Statistics supply reasons for more teachers staying in the profession.

- New teachers who are assigned mentors are more likely to continue in the teaching profession than those who are not assigned mentors. In 2008-2009, 92 percent of those who has first-year mentors were still teaching, compared to 84 percent of those without mentors. By 2011-12, 86 percent of those who had first-year mentors were teaching, compared to 71 percent who did not have mentors.
- Teachers with higher starting salaries—above \$40,000—were more likely to continue teaching than those with lower salaries.
- The proportion of teachers who leave the classroom involuntarily—for either budgetary or performance reasons—is not insignificant. Of the teachers who left after their first year, for example, 27 percent left involuntarily.
- Older teachers who began their careers after age 30 were more likely to leave the profession within five years than younger teachers, and men were more likely to leave than women.
- Teachers who entered the profession via alternative certification program (such as Teach for America) were more likely to leave the profession than those who went through traditional programs. In 2011-2012, for example, about 21 percent of

teachers with alternative certification were not teaching anymore, compared with 16 percent of teachers with traditional training.

- Teachers who spend their first year in higher-poverty schools (where more than 50 percent of students qualify for free or reduced-price lunch) are slightly more likely to leave the profession than those who spend their first year in lower-poverty schools. But the data does not say how many of those teachers who began in high-poverty school then transferred into more affluent schools within their first five years. Such transfers have contributed to particularly high turnover in many of the nation's neediest schools.

Powers, Kaniuka, Phillips, and Cain (2016) report that peer coaching and professional development used in tandem provide teachers with the opportunities to branch out and utilize skills and pursue inquiries in a collaborative environment that would not be available to them in a teacher preparation program or elsewhere. Aguilar (2013) goes further than Powers, Kaniuka, Phillips, and Cain (2016) and suggests that peer coaching should be self-directed and transformative in nature, leading teachers toward their own personal growths and learning goals and not toward the objectives or agenda of an agency or the mentors themselves. The mentor becomes a guide in the journey toward teaching new strategies or skills. They are sometimes discovering and learning alongside their mentees (Aguilar, 2013, p. 17-31).

Principal Leadership

According to Fullan and Levin (2009), in order to reform the American Education System, there needs to be the "right driver" providing leadership that is "focused, collaborative, and collectively builds capacity. Transforming our current school system into a global powerhouse that produces competitive students that are parallel with students of other top

countries,” (Fullan & Levin, 2009). Fullan further suggests that American leadership should follow six fundamentals to reform the entire school system: (a) developing the entire teaching profession, (b) focusing on a small number of ambitious priorities and doing them well, (c) working directly on capacity-building and developing, identifying, and spreading effective practices, (d) investing in all levels of leadership, (e) establishing focused and nonpunitive intervention strategies, and (d) using money to drive reform in focusing on the previous five fundamentals (Fullan & Levin, 2009).

Many studies have been conducted to account for the high levels of teacher mobility, retention, and attrition in the United States (Futernick, 2007; Darling-Hammond & Shields, 2016; Underwood, 2009). Previous studies (Habegger, 2008; Lambert, 1998; Hattie, 2003) reflect the notion that leadership styles are linked to the teachers’ attitudes about education and directly affect student outcomes.

On the other hand, after an analysis of leadership styles and the relationship between the level of teacher morale and the principal’s style of leadership, Webb (2014) found that teacher morale and the leadership style of the principal does not make a significant improvement in student outcomes, and the leaders’ attitudes about the teaching profession were found to be an insignificant factor in determining teacher morale or teacher effectiveness. The same could be said for leadership effectiveness. Moreover, Webb determined that teachers and leadership personnel should not be hired based on their leadership style but based on effectiveness in producing positive student outcomes.

Fullan and Hargreaves (2012) analyze the administrator as an instructional leader or teacher-leader, rather than as a personnel manager of what they refer to as “Professional Capital,” and they explain how this concept that is implemented in academically successful

countries such as Finland, Singapore, and Canada could be applied as a model of reform for the United States' education system.

Fullan and Hargreaves, after reviewing a 2012 MetLife Survey, concluded that a remedy to declining job satisfaction could be finding, training, and investing in the professional development and training of individuals at a “young age that are highly committed, thoroughly prepared, continuously developed, properly paid, well-networked with each other to maximize their own improvement, and able to make effective judgements together using all their capabilities and experiences,” (2012). In addition, Miller states that, “despite the attention currently paid to principals as levers for school improvement, much remains unknown about how school leadership affects student learning,” (p. 1). The report gives insight into the nationwide problem with principal turnover. The possible connections between principal effectiveness, teacher retention, and student performance were discussed.

School administrators being teacher leaders would benefit the novice educators. Northouse (2016), in his study of different leadership styles, provides the historical background of leadership along with a timeline and evolution of leadership styles, definitions of each leadership type, and the histories of distinctive styles and case studies. In the Beam, Claxton, and Smith study, the authors “examined perceptions of both new and experienced school leaders regarding the challenges faced during their first three years in leadership positions,” (2016). The study found several common themes between novice school leaders and experienced school leaders' perceptions of problems during their first few years in school leadership positions. The authors conducted a mixed-methods study that “combined an online survey along with a follow-up focus group; all participants were school leaders in a graduate level school leadership program,” (p. 146-147).

Fink and Resnick (2001) indicated that the role of the principal is a difficult one to master and is rarely used as the instructional leader; instead, principals act primarily as a school's personnel manager. Additionally, Fink and Resnick suggest that, "when you work on instructional leadership with a principal, you have to remember you are focusing on leadership, not just on the specifics of instruction. Principals need to have content knowledge—enough for them to judge the teaching they see," (p. 600). This proves to be a key component for teacher development and growth.

If the principal does not possess a thorough understanding of instructional practices and how instruction directly relates to student outcomes, then support will be minimal at best. The authors suggest that professional development is necessary for continual school improvement. They also provide an example of the apprenticeship model of continuous learning for principals. Without the breadth and depth of knowledge of content for the instruction that administrators are evaluating, the administrator is at a disadvantage and is of little aid to the novice teachers.

McKinney (2009) examined the effectiveness of a principal leadership screening instrument on teacher perceptions and teacher retention, stating that the principal has the sole responsibility for providing an "environment conducive to learning," (McKinney, p. ii). Moreover, increasing positive student outcomes and the teacher retention rates is the responsibility of the principal. McKinney suggested that the teachers' perceptions of their principal would directly affect teacher employment satisfaction, teacher mobility, and teacher attrition. Data was collected from a staff perception survey and teacher retention records. The results of the teacher ratings from the staff perception survey and the hires who submitted principal insight scores determined that neither the staff perception survey nor the principal insight scores show a relationship with the retention rates at schools with novice principals.

McKinney recommends, “using veteran teachers to prescreen and evaluate candidates for employment,” (2009). The findings in McKinney’s study provide suggestions to improve the effectiveness in leadership hiring practices and increase the teacher retention rate. McKinney (2009) suggests including veteran teachers and principals in the selection process of new principals and implementing professional development for new principals to facilitate a clear understanding of how to build relationships, peer support, and establish a collaborative school culture for teachers (p. iii).

Reeves, with the assistance of the Center for Performance Assessment, “conducted research into the nature of leadership evaluations” and led “a National Leadership Survey with a nonrandom sample of 510 leaders from 21 states,” (2004). Reeves also discussed how leadership performance and evaluation directly influence the performance of teachers and students.

...the greater your responsibility and authority in an organization, the less likely you receive systematic and constructive evaluation. With greater power and responsibility comes the greater need for the reflection, coaching, mid-course corrections, and continuous improvement that are the hallmarks of effective evaluation. (Reeves, 2004, page ix).

Leadership Practices

Upon hiring a teacher, the administrator could ensure new teacher retention by utilizing effective leadership practices. Wiseman and McKeown (2010) define two different leadership styles: “multipliers” and “diminishers.” The authors define “multipliers” as positive builders of people and creators of genius and future leaders. “Diminishers” are defined as leaders that either knowingly or unknowingly stunt the growth of those around them when in a leadership capacity. The authors explore the five different disciplines that distinguish multipliers from diminishers

while acknowledging the positive and negative aspects of each: the talent magnet, the liberator, the challenger, the debate maker, and the investor. Wiseman and McKeown further emphasize that, by creating multipliers, “you are doubling your workforce for free,” (p. 192).

Fullan (2002) suggests, “only principals who are equipped to handle a complex, rapidly changing environment can implement reforms that lead to sustained improvement in student achievement,” (p. 16). Future changes in the preparation programs for administrators will occur in the upcoming years. Fullan characterizes the principals who embrace instructional leadership roles as (a) leaders of cultural change, (b) having a moral purpose, (c) possessing a clear understanding of the change model, (d) capable of building and improving relationships with diverse people and groups, (e) creating and sharing knowledge to provide continual learning for all in the organization, (f) being attuned to cultural leadership and sustainability, and (g) enhancing the teaching profession. Moreover, Fullan stresses the importance of the principal’s role in striving for continuous school improvement.

Lambert (1998) emphasized the need for effective leadership and the idea of building capacity. The author provided an outlook of three schools and how the staff and administration journeyed down the path of leadership capacity. Lambert explained that an effort of “principals and teachers alike serve as reflective, inquiring practitioners who can sustain real dialogue and can seek outside feedback to assist with self-analysis,”. Lambert adds that the skills would need to be self-imposed learning since they are not the primary focus of principal and teacher preparation programs.

Lambert also provides an outline of how to build capacity, provide motivation, and sustain the staff in reaching the goal of collaborative effort by providing strategies that support the improvement of communications between leadership and new teachers. These ten strategies

can help principals in establishing positive learning communities within the organization, cultivating teacher leaders, and building leadership capacity. These strategies are:

1. Posing questions that hold up assumptions and beliefs for reexamination
2. Remaining silent and letting other voices surface
3. Promoting dialogue and conversations
4. Raising a range of possibilities but avoiding simplistic answers
5. Keeping the value agenda on the table, reminding the group that what they have agreed on is important, and focusing attention
6. Providing space and time for people to struggle with tough issues
7. Confronting data and subjecting one's own ideas to the challenge of evidence
8. Turning a concern into a question
9. Being wrong with grace, candor, and humility
10. Being explicit and public about strategies in order to model, demonstrate, and teach them to others (1998, p. 27)

Maxwell (2010) examines leadership from a nontraditional view and asserts that, to build capacity and develop one's influence as a leader, the place to start is not at the top, but at the middle. "You learn to develop your influence wherever you are in the organization by becoming a 360-degree leader, where you learn to lead up, lead across and lead down," (p. 16).

Maxwell (2010) identifies five steps to help members of an organization become effective leaders: (a) developing strong relationships with key people, (b) defining a win in terms of teamwork, (c) engaging in continual communication, (d) gaining experience and maturity, and (e) putting the team above one's personal success (p. 17).

Miller (2009) affirms the role of the principal as an instructional leader by noting, “despite the attention currently paid to principals as levers for school improvement, much remains unknown about how school leadership affects student learning,” (p. 1). The report gives insight into the nationwide problem of principal turnover and the possible connections between principal effectiveness, teacher retention, and student performance.

Piecki, Elfers, Loeb, Zahir, and Knapp (2005) completed research for the Center for Strengthening the Teaching Profession and the University of Washington to examine the causes of teacher retention, attrition, and mobility at the state, district, and site levels. The data was accumulated from 20 districts, which represented 30% of Washington’s teaching population and 25% of its students. These five questions were the focus of the report:

1. What percentage of Washington teachers stay in the same school, move to another school or district, or leave the Washington education system after five years?
2. How do districts differ in the number of teachers who stay at the same school, stay within the district, or exit the system within a five-year period? To what extent do schools within the same district have similar retention rates?
3. Do teachers of varying experience levels, ages, or ethnicities stay, move around in, or leave the system at different rates?
4. How is teacher retention or mobility related to student poverty, race, or performance on state assessments?
5. What are the retention and mobility patterns for school principals? Are there differences in retention between elementary school, middle school, and high school principals?

Piecki, et.al. (2005) reviewed the principal retention and teacher retention rates. Their findings provide significant information that will prove vital to increasing the number of highly

qualified educators in the field. Key data collected by Piecki et al., (2005) reveals that the retention rates for principals at elementary, middle, and high schools were similar, but a few districts, for unknown reasons, had higher retention levels than all other districts for high school principals. Additionally, the authors found that, of the 14,300 teachers surveyed, teacher retention is directly related to the school's student population (p. vii).

Garcia, Duncan, Carmody-Bubb, and Ree (2014) explored the teachers' ("followers'") perceptions of the elementary principal's five personality traits, including the followers' perceptions of this principal's relationship between perceived personality traits and leadership styles. The group administered the Multifactor Leadership Questionnaire (MLQ), the International Personality Item Pool (IPIP), and a demographic survey created by the researcher. They decided to focus on the Big Five personality traits. The group of researchers studied 242 teachers and paraprofessionals from eight different schools of one school district in South Texas. Garcia et al., (2014) found that the personality and leadership style that the principal projects does impact the followers' perceptions.

Cochrane Collegiate Academy (as cited in Fullan & Quinn, 2016) indicates that the leadership of their site brought out their teachers' potential by utilizing five key principles: (a) using quality professional development that is researched-based, consistent, convenient, relevant, and differentiated; (b) using time wisely by focusing faculty meetings on learning, rather than administration; (c) trusting the teachers to determine the professional learning they need next; (d) facilitating, rather than dictating, by providing teachers with what they need and allowing them to make decisions; and (e) expecting the best by holding everyone to high standards (p. 102).

In addition, Fullan and Quinn (2016) stress the importance of building coherence and the need to shift behaviors on a large scale. When principals can successfully balance professional

learning and progress along what Hattie deemed the continuum of collaboration, there will be shifts in the education system toward a stronger learning design and deeper collaborative work. New teachers are often not included or expected to be contributors in the collaborative process.

Fernando concludes, “leadership is vital to education because leadership creates the foundation for the commitment to learning, especially in the elementary grade level. In the elementary environment, the principal has evolved into a role of being the maintainer of the vision,” (Garcia et al., 2014). Northouse (2016) adds, “although leaders play a large role in articulating the vision, the emergence of the vision originates from both the leaders and followers,” (p. 173), alluding that leaders and followers are interdependent (p. 7).

According to Branch, Hanushek, and Rivkin (2013), an area requiring the minimal amount of effort—but the most rewarding and beneficial to the education experience—is reducing the teacher turnover rate. Branch, Hanushek, and Rivkin imply that highly rated principals are more successful at retaining effective teachers and moving out the less effective ones. They suggest that principals who are perceived as successful may attract and hire more effective teachers. Branch, Hanushek, and Rivkin acknowledge that control over teacher hiring is a personnel decision primarily out of their control. Principal input in teacher recruitment, selection, and evaluation practices could be the action needed to improve teacher retention rates and instructional quality (p. 7).

To end this cycle and rebuild the American education system, there needs to be an understanding of what leads to the high levels of teacher attrition and, more importantly, the researcher would like to explore the unique relationship between a leader and a follower—a principal and a teacher. The inquiry into why teachers remain in the teaching profession despite the multitude of negative perceptions in the current times is necessary to improve teacher

perceptions and increase the number of new entry-level teachers remaining in the profession (Fullan & Quinn, 2016).

Summary

This literature review examined the problems facing school systems, new teachers entering the education field, leaders vying to provide and retain high quality teachers, and the variables that influence a teacher's decision to leave or remain in the profession in a large, urban school district. Moreover, the leadership team at the site might be a factor in the decision-making process of the newly hired teacher and his or her trajectory in the teaching profession.

In the United States, nearly 80% of teachers who complete a teacher induction program remain in the profession (Darling-Hammond, 2016). The state-monitored teacher induction program and criteria vary from district to district. The rigor of the induction program and program expectations are factors in teacher retention and mobility.

Finally, Bandura's self-efficacy theory is frequently used as justification of an individual's perceptions of his or her ability to attain a goal, and of an individual's perception of his or her work contributions. With approximately 8% of teachers leaving the teaching profession each year, the recruitment and selection process for hiring teachers needs to become more selective. The variables that lead to a teacher's decision to stay must be examined to influence teacher retention rates and ensure professional growth for teachers and academic success for all students.

CHAPTER 3: METHODOLOGY

The purpose of this study is to determine if there is a relationship between the novice teacher's motivation, job satisfaction, self-efficacy, and retention decisions. This study will evaluate the TK-12th grade novice teachers' measures of motivation, job satisfaction, and self-efficacy by utilizing qualitative and quantitative data collection simultaneously (see Figure 5) as a "concurrent nested strategy," (Creswell, 2003). The examination of literature, discussed in Chapter 2, uncovered several areas of need that impact novice teachers (Mertler, 2001; Redman, 2015; Podolsky et al., 2016).

Research Design

The researcher intends to answer three questions about the rising teacher retention problem in the United States, most particularly in California, and how teacher influences such as job satisfaction, motivation, and self-efficacy factor into the decision-making process for teacher retention (Figure 7). The following research questions guided this study:

1. What factors are predictors of a novice teacher's motivation to stay in the teaching profession?
2. What is the relationship between the teachers' trust in the administrator (leadership) and the motivation to teach?
3. How does early teacher professional development (preservice training, mentoring, and induction) affect job satisfaction, self-efficacy, and the motivation to teach?

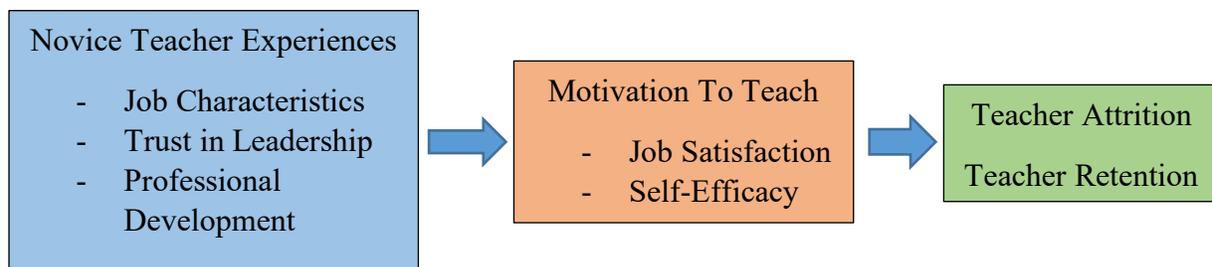


Figure 3. Motivation to Teach Paradox

The purpose of this study is to explore what factors are determinants of novice teacher retention and their motivations to teach within the first five years of their careers. Teachers will indicate the factors that influence job satisfaction, self-efficacy, and their motivations to teach. This study will also examine the factors that initially motivated the novice teachers' decisions to stay or leave the teaching profession. Therefore, this study will expand the research on teacher retention by providing an understanding of the novice teachers' motivations for being in the profession, for staying in the profession during the entry-level phase of their careers, and it may serve as a catalyst for reform of the current recruitment practices and incentives available to those choosing the teaching profession.

According to Creswell (2014), the mixed-method design is "useful when the quantitative or qualitative approach, each by itself, is inadequate to best understand a research problem and the strengths of both quantitative and qualitative research (and its data) can provide the best understanding," (p. 20). The results of this study will provide an understanding of the novice teachers' challenges and expectations.

Selection of Participants

The study will be conducted in a large, urban school district in San Joaquin County, California, where the total enrollment is approximately 40,000 students. This mixed-method study will utilize a single stage sampling design, based on the researcher's access to the members

in the proposed sample population. After securing the approval of the University's Institutional Review Board and of District Alpha, the data will be collected from teachers hired after the 2013-14 school year to the present who only have zero to five years of teaching experience at the start of the 2018-19 school year. The study will consist of approximately 300 credentialed and pre-credentialed teachers from District Alpha with a TK-12th grade assignment (see Table 1).

Table 1.

Teacher Sample Population as of January 2019.

Teacher Credential Status	Number of teachers
STSP	44
Preliminary Credential status	45
PIP	48
Clear Credential status	46
Interns (Pacific, National, TCSJ, TFA, LMU)	161
	344 teachers

The sample population for the study will then be invited via email, online consent form, and a survey link to participate. All induction and new teacher support data can be collected from either the Alpha District's Curriculum Department or Research and Accountability Office through the Teacher Induction Program Office. The sample population was purposefully selected based on the previous literature review, which provided data suggesting that classroom

teachers usually make retention decisions before their fifth years in the profession (Brown, 2015).

Connection to Literature Review

The review of literature is comprised of five sections: (a) teacher shortage, (b) teacher retention, (c) principal leadership effects on teacher retention, (d) Bandura's self-efficacy model, and (e) teacher recruitment. The table below is a representation of the sections within the review of literature, their connection to the research questions, and the proposed instruments.

Table 2.

Literature Review Analysis

Research Question Addressed	Proposed Instrument/ Data Source	Conceptual Construct	Literature Review
1, 2	Survey	Teacher Attrition/Retention	<ul style="list-style-type: none"> • Boyd, Ing, Loeb, Grossman, Lankford, & Wyckoff (2005) • Lochmiller, Muller, & Sugimoto (2016) • McLaurin, Smith, & Smillie (2009) • Branch, Hanushek & Rivkin (2013)
1	Survey	Relationships within School Community	<ul style="list-style-type: none"> • Beam, Claxton, & Smith (2016) • Buchanan (2009)

			<ul style="list-style-type: none"> • Webb (2014) • McKinney (2009) • California Teaching • Smith & Ingersoll (2004) • Futernick (2007) • Buchanan (2009) • Pecki, Melnick, & Meister (2008)
3	Survey and Data from District Human Resources	New Teacher Supports and Mentoring	
1, 2	Survey	Motivation and Job Satisfaction	<ul style="list-style-type: none"> • Futernick (2007) • Webb (2014) • Brown (2015) • Lochmiller, Muller, & Sugimoto (2016)
	Survey	Teacher Recruitment	1

Instrumentation

This mixed-method study will utilize quantitative, Likert scale questions and qualitative, open-ended, short answer questions to obtain data (see Appendix A and Table 3). All data will result from participant responses to the Teacher Motivation and Job Satisfaction Survey (TMJSS). The researcher, with prior written approval, has created a modified format of the Teacher Motivation and Job Satisfaction Survey used by Dr. Craig Mertler (2001). In previous research, *Teacher Motivation and Job Satisfaction in the New Millennium*, Mertler (2001) surveyed 969 teacher participants and determined that more teachers under the age of 30 were satisfied with their choice of profession and would choose teaching again if given the

opportunity to choose another career. The data analysis at the time indicated that 77% of teachers were satisfied with their chosen professions and current job positions. The study findings were significant with a $p < .01$, validating the instrument.

Table 3

TMJSS Question Matrix

Question Construct	Survey Item#
Background History/Demographics	Q1, Q2, Q3, Q4, Q5, Q6, Q7, Q8, Q9
Compensation/Advancement/Recognition	Q14, Q15, Q19, Q25, Q26, Q29, Q31, Q34
Training/Mentorship	Q16, Q23, Q28, Q30, Q39, Q41
Interpersonal/Intrapersonal Relationships	Q1, Q17, Q18, Q27
Motivation/Satisfaction	Q10, Q12, Q13, Q14, Q22, Q38, Q40
Self-Efficacy	Q33, Q34, Q35, Q36
Working Environment	Q21, Q22, Q32

This study instrument will be expanded with three multiple-choice items, five open-ended items, and two demographic items. The original survey contained 25 Likert-type scale questions, where 4 represented “completely agree,” 3 represented “agree,” 2 represented “disagree,” and 1 represented “completely disagree.” According to Blair, Czaja, and Blair (2014), the selection of a “bipolar scale,” in which the responses shift from positive to negative, is a beneficial one because “the intensity will be provided to ensure that respondents are provided the optimal intensity and variety of responses,” (Blair, Czaja, & Blair, 2014).

The novice teachers will be asked to rate the items in groupings regarding motivation, job satisfaction, and self-efficacy. The sum of the means will be utilized to determine the relative

strength of the respondent's personal data in each category. For example, a respondent who rates all 21 items with a 5 ("strongly agree") would be assigned 105 points and would have a very high level of motivation and job satisfaction. The range of the rankings will also be reported. The researcher, in order to triangulate the data for this study, will analyze the open-item survey data collected and record any trends and themes that may arise as the reviewer goes through Tesch's Eight Steps of the Coding Process (Creswell, 2014).

Procedures

The survey will be uploaded to an application or website that will also assist in quantifying and analyzing the data. The researcher is using a descriptive analysis of the results and will assemble a survey file consisting of a cover page, teacher survey, and informed consent form. The surveys will then be uploaded to the Google Forms website and sent to teachers in District Alpha who have zero to five years of teaching experience. An overview by proxy and a copy of the informed consent letter, including the survey link, will be distributed to volunteers at end-of-year new teacher meetings held by the Teacher Induction Office. Voluntary participants will have the opportunity to take a paper-and-pencil form of the survey if they so choose. Emails will be the initial and follow-up mode of contact to encourage the completion of the survey. Teachers' responses will be quantified by calculating the sum of the Likert scale rankings of the 28 statements, and subsequent open-ended questions will be analyzed as well.

Utilizing the concurrent strategy, the researcher will disburse an online survey to collect both qualitative and quantitative data at one stage or collection phase to provide the least amount of influence on the participants and their responses. The first section of the Likert scale involves most of the demographic and quantitative items, but a small group of qualitative items provide more in-depth data, resulting in a "concurrent triangulation" of the data (Creswell, 2014).

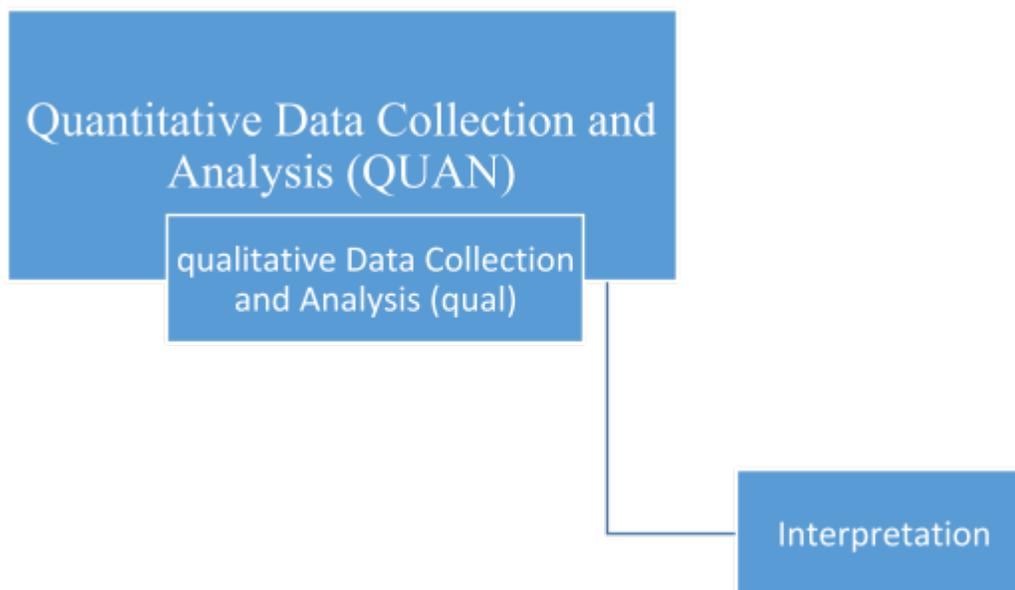


Figure 4. Embedded Mixed-Methods Sampling Design

The next phase of data collection will be to review the open-ended survey response items for qualitative data. According to Creswell (2014), the qualitative data analysis can proceed in a mixed-methods data collection on two levels. The first level is a general procedural analysis, and the second has the analytical steps embedded within the specific qualitative design. A codebook will be crafted to explore this qualitative data further and take it through Tesch's Eight Stages of Data Review (Creswell, 2014).

To ensure construct reliability and internal validity, a written script and interview protocol will be provided to maintain uniformity of the interview administration. The researcher will assign each participant a number to maintain anonymity and will file the numbered participant list. Three years after the completion of this research study, the list will be destroyed. Every precaution will be taken to keep the participants anonymous. The data will be stored on a single drive to be utilized for the sole purpose of data collection and will be locked up when not in use. The data collected will then be organized by the Nvivo system or hand-coded based on

the themes and trends found in the participants' responses, and a response matrix will be created. The open-ended data will then be analyzed to compare, contrast, and identify unique structures and themes. Quantitative survey data will be compiled and presented in a table format. Comments from the surveys will be summarized in narrative form. The results will provide necessary data that has not been researched in determining insights into teacher retention decisions and the relationship between teachers' and administrators' perceptions of the education field.

Survey data will be used to reframe the interview guide for the qualitative portion of the study. Qualitative data will be collected in two ways: through the survey responses and embedded in the short answer questions at the end of the survey. The short answer items will provide the researcher a window into the novice teachers' insights and perceptions of their teaching assignments, levels of motivation, job satisfaction, and self-efficacy. The qualitative data will be organized by the Nvivo system or hand-coded based on the themes and trends found in the novice teachers' responses, and a graphic and response matrix will be created. The data will then be analyzed to compare, contrast, and identify unique structures and themes as seen in the Mixed-method Research Flowchart (Figure 5).

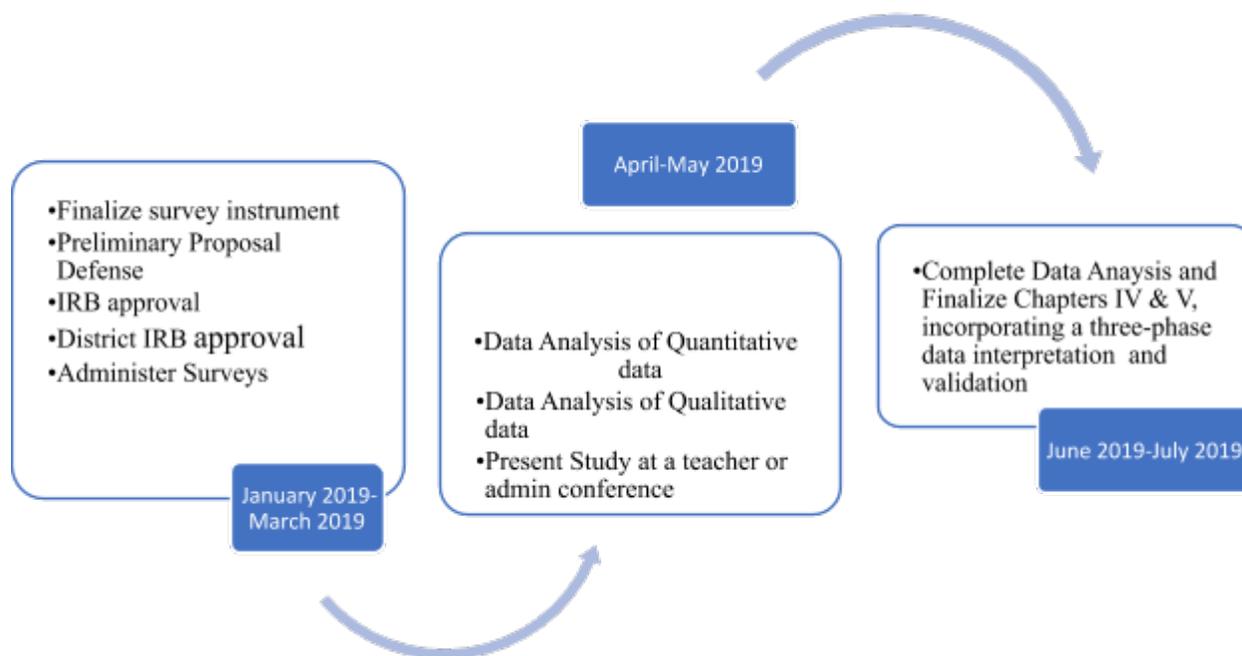


Figure 5. Mixed-Methods Research Flow Chart

Data Analysis

To validate the modified survey items included in the TMJSS instrument, a pilot test will be conducted with a group of teachers, both novices and veterans, that will not be included in the upcoming study to ensure that the survey items are clear and concise. Creswell (2014) suggests that the intent of the pilot is to ensure construct reliability since the instrument items are written in such a way that uniformity of the administration would not be difficult.

Although validation of the TMJS survey is not necessary since it has been utilized in multiple studies, the researcher chose to have the modified questions reviewed. The entire survey will be provided to at least three different people to review the language clarity and construct validity. The instrument will be adjusted as needed. The comments of the pilot participants will be shared with the committee and shall be reported, if needed. The reliability of the study will be ensured by utilizing a digital survey application for the first phase of data

collection. After IRB and district review, the survey will be sent to the sample set with the hopes that at least 75% will participate.

Validating Findings

The survey instrument will be a structurally adapted version of the Teacher Motivation and Job Satisfaction Survey created by Dr. Craig T. Mertler in his unpublished doctoral dissertation, *Teacher Motivation and Job Satisfaction in the New Millennium* (2001). The change in survey presentation will not invalidate the results since the survey will still be administered by electronic means. This study's questions were structured with permission after Mertler's design (2012).

The study sought to examine the connection between motivation, job satisfaction, and self-efficacy as it pertains to teacher retention. The comparison factors will be the teachers' credential statuses (PIP, STSP, intern, clear, or preliminary), ages, educational and ethnic backgrounds, and the number of educators in their respective families. Additional independent variables and data will be analyzed by the researcher to determine if there are any themes or trends.

Ethical Considerations

The researcher recognized that participants would need confidentiality protection. Most participants will be newly hired or novice teachers that are not of permanent status at the time of the study. Each teacher's response is confidential, and the online system is anonymous so that there will be no additional documentation needed. All data and documentation will receive a number for the researcher's organizational purposes only, and all study materials will be destroyed after the transcription and data analysis. At the conclusion of the study, all research materials will be kept for a minimum of three years and then destroyed.

Summary

Chapter 3 presented and discussed the research design, purpose of the study, sample population, data collection procedures, data analyses, and ethical considerations. The selected population of novice teachers will be chosen from a random sampling of the target population mentioned. The validity and reliability of the instrument were discussed in detail. The researcher's justifications for methodology choices were given. The data collection procedures and data analyses were described in this chapter. Chapter 4 will provide a discussion of the study results and the researcher's findings.

CHAPTER 4: RESULTS

This study intended to investigate the relationship between a novice teacher's motivation in choosing to teach and the motivating factors that influence teachers to stay in the profession. The chapter is organized into four sections: (a) introduction of the study's purpose and predicted outcomes, (b) quantitative data analysis, (c) findings of the qualitative research, and (d) summary statements of analysis and illustrations. This was accomplished by examining the quantitative and qualitative survey data as well as the district and state reports to provide further insight into what motivates individuals to pursue teaching as a long-term profession.

The following three questions guided this study in the pursuit of discovering what impacts a novice teacher's decision to stay in the teaching profession, what this study refers to as the "motivation to teach (dependent variable):

1. What factors are predictors of a novice teacher's motivation to stay in the teaching profession?
2. What is the relationship between the teachers' trust in the administrator (leadership) and the motivation to teach?
3. How does early teacher professional development (preservice training, mentoring, and induction) affect job satisfaction, self-efficacy, and the motivation to teach?

Quantitative Data Analysis

The purpose of the research was to investigate the variables that impact teacher retention from the perspective of novice TK-12 grade teachers in the United States, particularly Californian teachers. The study examined the variables that new teachers provide as justification for "teacher retention" and the variables that influence the motivation to teach. For the purposes

of this analysis, the term “motivation to teach” will be interchangeable with the teachers’ decisions to stay in their current assignments.

This mixed-method study sought to provide context to the revolving door of District Alpha. The focus district employs 2,000 teachers. New and/or uncredentialed teachers making up roughly 20% of the total teacher population. Due to the high level of new teacher turnover, the researcher chose to conduct a convenience sampling of the representative population to ensure a wide variety of perspectives. Figure 6 shows the growth of District Alphas new teacher population in the last decade. District Alpha reports that since 2010 the number of teachers teaching without a permanency status has increased annually by 112 percent.

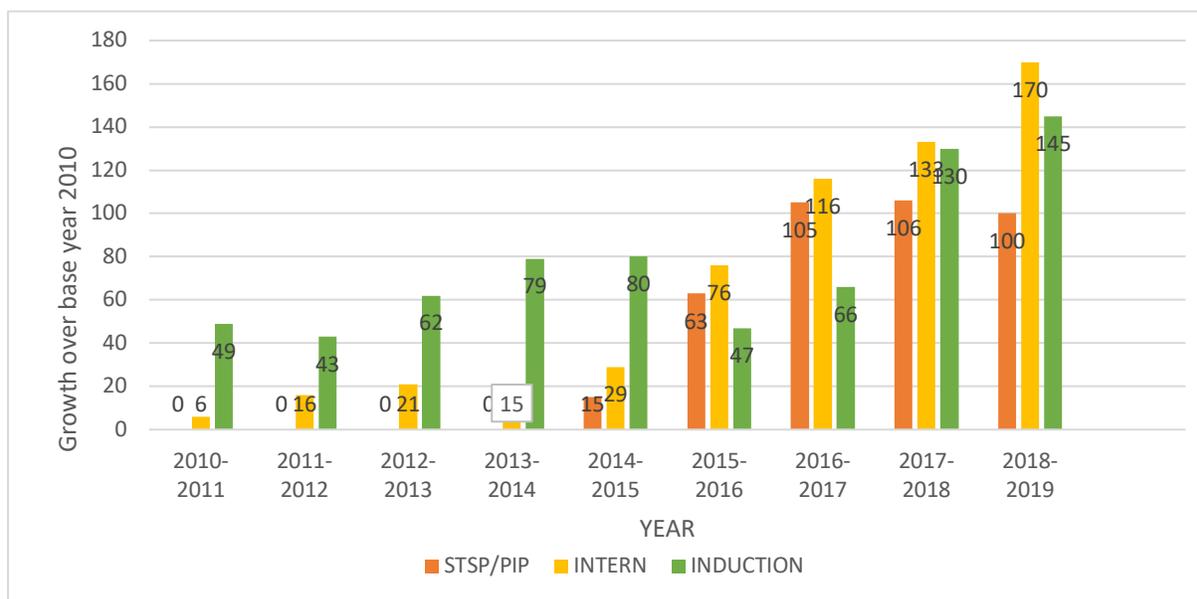


Figure 6. Growth of District Alpha New Teachers Subgroups Over a Decade

Statistical Analysis

Descriptive and inferential statistics were used to investigate the three research questions of this study. Research Questions 1 and 2 were addressed using a Pearson correlation coefficient and a one-way analysis of variance (ANOVA) to compare the teacher response ratings (“highly

motivated,” “motivated,” “unmotivated,” and “highly unmotivated”), five demographic factors, and the 25 categories thought to motivate teachers to teach. Research Question 3 was addressed both quantitatively and qualitatively with a thematic analysis to provide further context to teachers’ responses to their motivations to teach and their perceptions of teaching in a K-12 assignment.

There were 69 participants to the 43-question study. Upon a review of the respondents, the researcher, unfortunately, had to eliminate 11 participants from the study because they did not meet the study criteria for participation. The overall response rate was 21%. The remaining 58 respondents ($N=58$) were found to have complete and valid surveys. All Pearson correlation coefficients were completed around three dependent factors (the decision to return to one’s teaching assignment, the thought of a career change, and the motivation to teach) for 58 novice teachers ($N=58$).

Motivation to teach was measured through the Teacher Motivation and Job Satisfaction Survey developed by Craig Mertler (2001), which contains 25 items, on a five-point Likert scale. Data analysis began with the calculation of the mean scores to assess the level of teacher motivation and job satisfaction. Three different types of data were collected: demographic, Likert scale, and open-ended. The hypotheses were tested using a Pearson correlation coefficient to determine if there was any significant relationship between the number of times individual teachers considered a career change, the number of motivated teachers the respondents are associated with, the teacher’s choice to remain in his or her current assignment, and the factors associated with the teachers’ demographic characteristics. Additionally, one-way ANOVAs were used in the data analysis.

Below is the analysis of the data collected for this research, organized by each of the survey questions. The questions were analyzed for both quantitative and qualitative findings and will be reported with evidence from the survey responses.

Participant Demographics

The participants were teachers in District Alpha who have zero to five years of teaching experience at varying stages of the credentialing process. The 69 respondents participated in the study between May and July 2019. The respondents completed a mixed-item survey for this research, which included qualitative and quantitative inquiries via Google Forms. The researcher chose this format because of the familiarity and convenience for the target population in District Alpha.

The researcher requested the assistance of an independent distributor (not related to the study) to share the study criteria at an end-of-year meeting for new teachers. After reading the consent letter, each participant was advised that starting the survey would signify acceptance of the participation request. This resulted in ten initial survey responses.

Following the end-of-year meetings, the survey was sent to 344 potential participants. The researcher also sent email notifications and reminders to all potential candidates requesting their participation in the study. The final group was 69 teachers who responded to the email, which included the invitation, consent letter, and survey link (see Appendix B).

Table 4

Participant Demographic Characteristics

Demographic Characteristic	Category	<i>n</i>	%
Gender Identity	Male	12	76
	Female	44	21
	Prefer Not to Say	2	3
Age	18-24	5	9
	25-34	20	34
	35-49	17	29
	50-64	6	10
	65 or older	1	2
*Ethnicity	White/European-American	29	50
	Hispanic/Latin-American	15	26
	Black/African American	6	10
	Asian-American	6	10
	Other	2	3
Employment Status	Permanent	17	29
	Probationary	38	66
	Temporary	3	5
Marital Status	Married/Domestic Partner	34	59
	Divorced/Separated	5	8

	Single/Never Married	19	33
	0	-	-
	1	19	33
Number of years in the	2	7	12
teaching profession	3	13	22
	4	9	16
	5	10	17
**School Setting	K-8	27	75
	9-12	9	25

** Note: The values of each percentage. **School setting sorted into two categories, K-8 and 9-12, based on the varied responses that described the school culture and the known grade spans of the sites in the district as well as the grade span of their site.*

A review of the participant list resulted in an exclusion of 11 participants who stated they taught six years or more. This resulted in a final group of 58 participants ($N=58$): 44 females ($n=44$), 12 males ($n=12$), and two who preferred to not say ($n=2$). The overall response rate for the study was 17%. The participants were asked to provide additional demographic information (age, marital status, ethnicity, school setting, credential status, and employment status, see Table 4). The mean number of teaching years completed by the respondents was approximately 2.72 years. The median age for the group ranged from 25 to 34. As seen in Figure 7, school setting was divided into two categories, K-8 and 9-12, based on the varied responses that described the school culture as well as the grade span of their site.

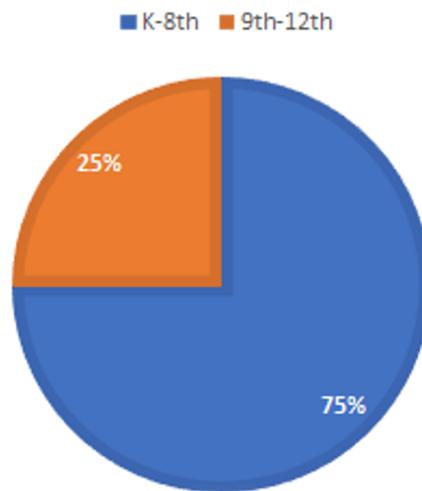


Figure 7. School Setting of Respondents

Pearson correlation coefficients were used to determine which motivation-to-teach variables related to teacher demographic variables and the teachers' decisions to return for the upcoming year. Before conducting the analysis, the data for some responses were transformed into interval data for the purposes of running the analysis. All data analyses were conducted using StatPlus, with qualitative data coded by hand. The level of statistical significance (p) was set at 0.05. Additionally, Research Question 1 was reviewed to determine the motivation factors for teacher retention that were presented in a Likert scale format.

Survey items were evaluated and grouped according to the established level on Maslow's Hierarchy of Needs as shown on Table 5 and Figure 8.

Table 5

Motivation to Teach Factors as Related to Maslow's Hierarchy of Needs.

Needs	Instrument Question	Item Descriptions
Self-actualization	Q15, Q23, Q27, Q30, Q31	Success, unpaid district workshop, observe student achievement, opportunity for growth, and observe student achievement
Esteem	Q14, Q19, Q22, Q24	Recognition, responsibility, and potential for advancement
Love and Belonging	Q16, Q17, Q28	Trust in their supervisor, interpersonal relationships, and gratitude of students
Safety	Q20, Q21, Q25, Q29, Q32	Work conditions, district policy, work task, district paid workshop, and purchasing equipment and supplies
Physiological	Q18, Q26	Salary and benefits; personal life

The following are the levels of the hierarchy within the context of this study and the mean for the teachers' responses to the survey instrument for each level: (a) self-actualization, (b) esteem, (c) love and belonging, (d) safety, and (e) physiological. As stated in Chapter Two, the influences of satisfaction and motivation on individual beliefs and actions are intertwined. It is difficult to differentiate between the two. Therefore, for the purposes of this study the two were referred to as the motivation to teach. Maslow's hierarchy of needs provides an added layer of interpretation of the quantitative data (see Figure 8).

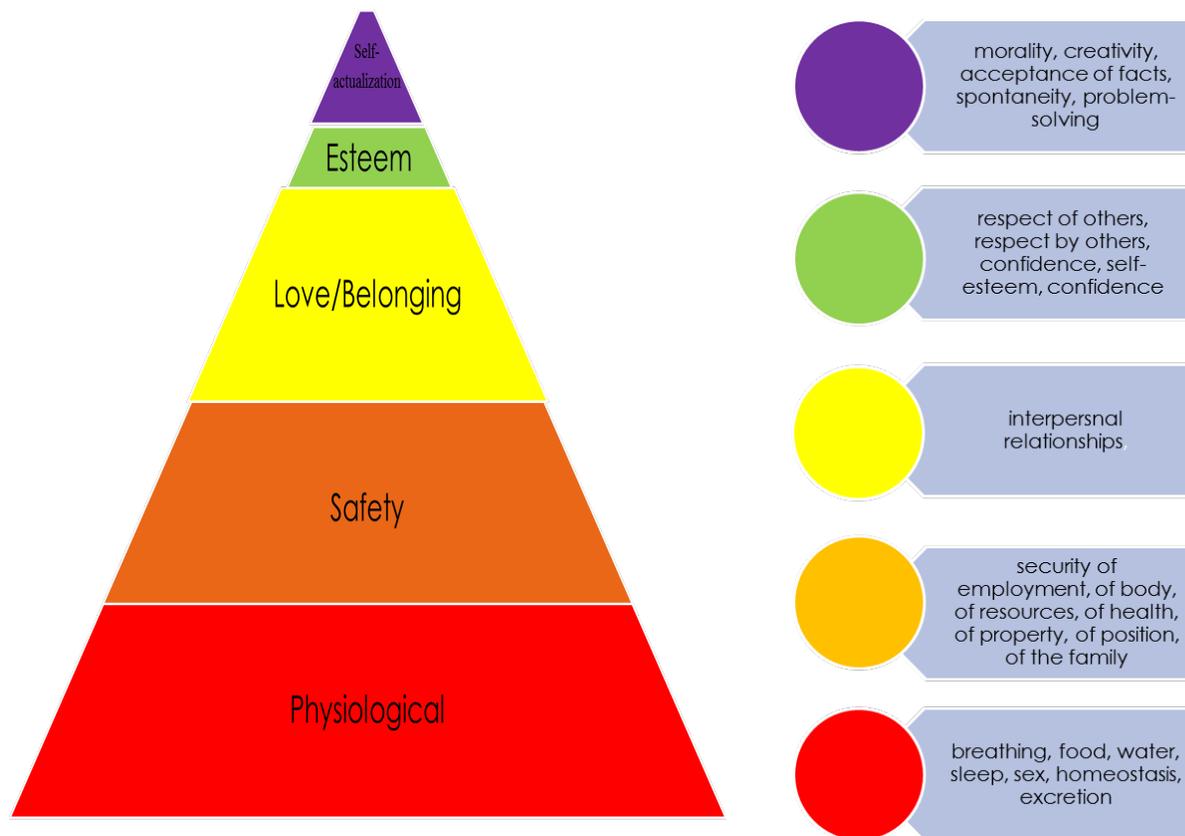


Figure 8. Motivation to Teacher Factors Interpreted as Maslow's Hierarchy of Needs

The descriptive statistics found emphasize the respondents' views using the ranking values. The following figures show the mean output for each of the hierarchal levels. Fifty-eight teachers responded to the survey and Table 6 is a representation of the calculation of the motivation to teach factors and Maslow's Hierarchy of Needs.

Self-Actualization

Figure 9 displays the mean value for the teachers' responses made for self-actualization items 11, 19, 27, 30, and 31. The responses to self-actualization survey items 14, 18, and 19 revealed that teachers' were motivated more by the observance of student achievement and feelings of personal success than uncompensated district sponsored workshops.

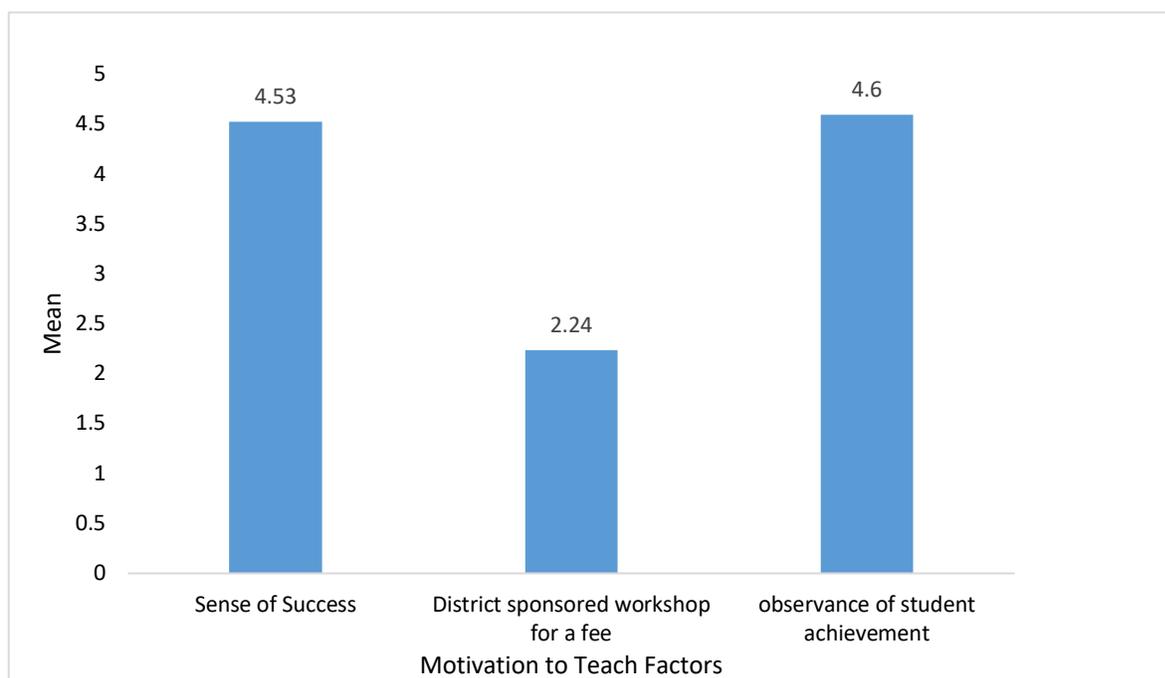


Figure 9. Factors Based on Maslow's Hierarchy of Needs; Self-Actualization

Esteem

Figure 10 shows the responses to survey for Esteem survey items 20, 21, 25, 29, and 32 revealed that teachers' ranked sense of achievement more motivated by the intrinsic evaluation

of their practice rather than the extrinsic motivational factors of recognition, evaluation and advancement potential.

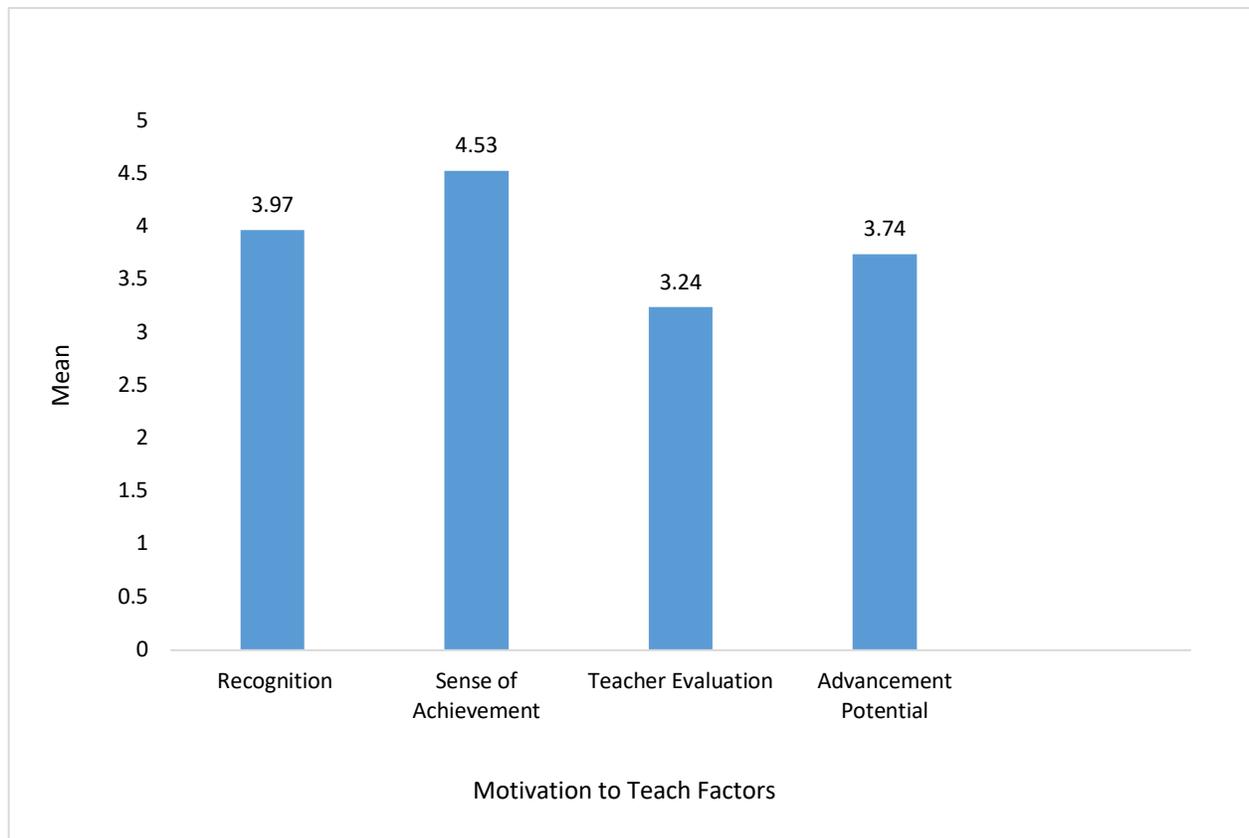


Figure 10. Factors Based on Maslow’s Hierarchy of Needs; Esteem.

Love and Belonging

The mean for level three of the hierarchy love and belonging survey items 20, 21, 25, 29, and 32 (see Figure 11) revealed that teachers’ ranked student gratitude as the most motivating factor rather than the trust of a supervisor or the interpersonal relationships at work. The Pearson data supported these findings.

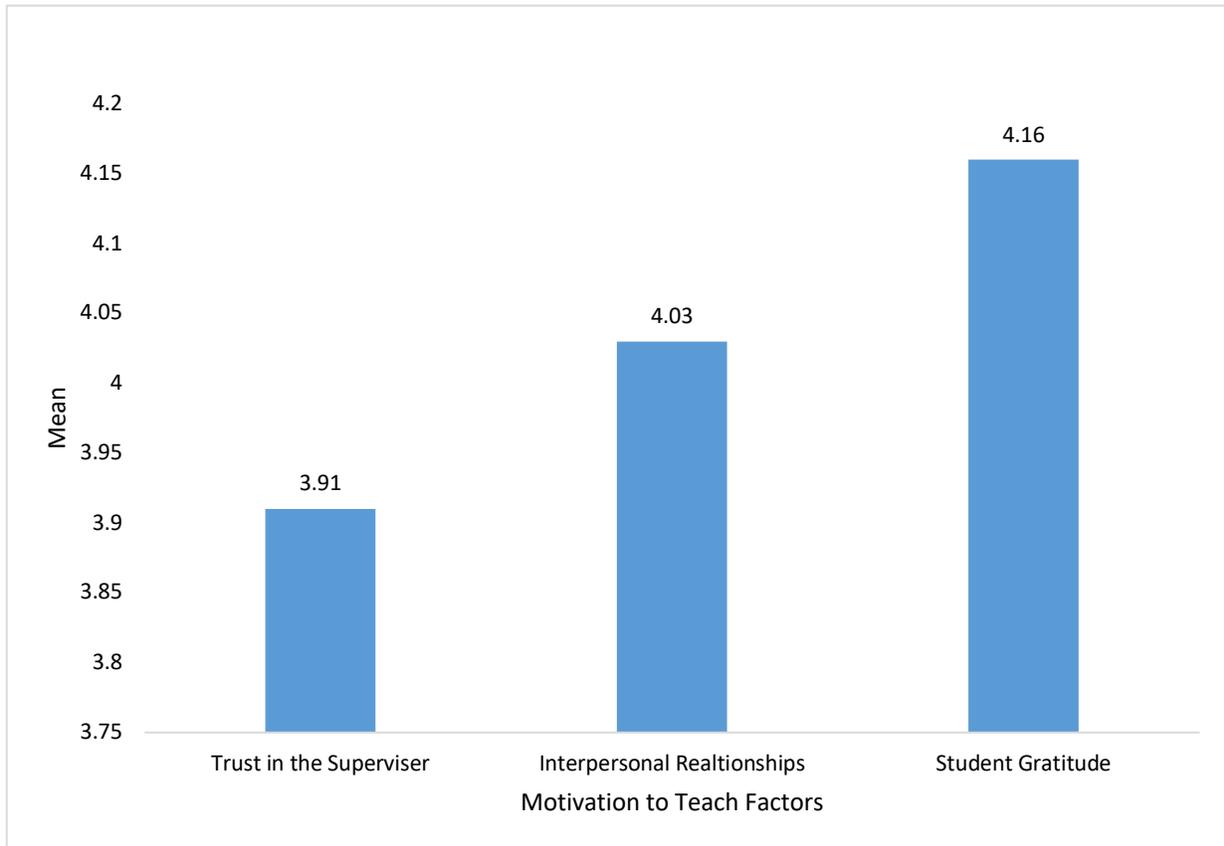


Figure 11. Factors Based on Maslow's Hierarchy of Needs; Love and Belonging

Safety

The mean score was calculated for the hierarchal level of safety (see Figure 12). Participant rankings for survey items 20, 21, 25, 29, and 32 provided unexpected results for item number 20 working conditions. The purchasing of equipment and district paid workshops were equally ranked by teachers of this study. Moreover, the work task item 25, daily activities, proved to be a clear factor of motivation.

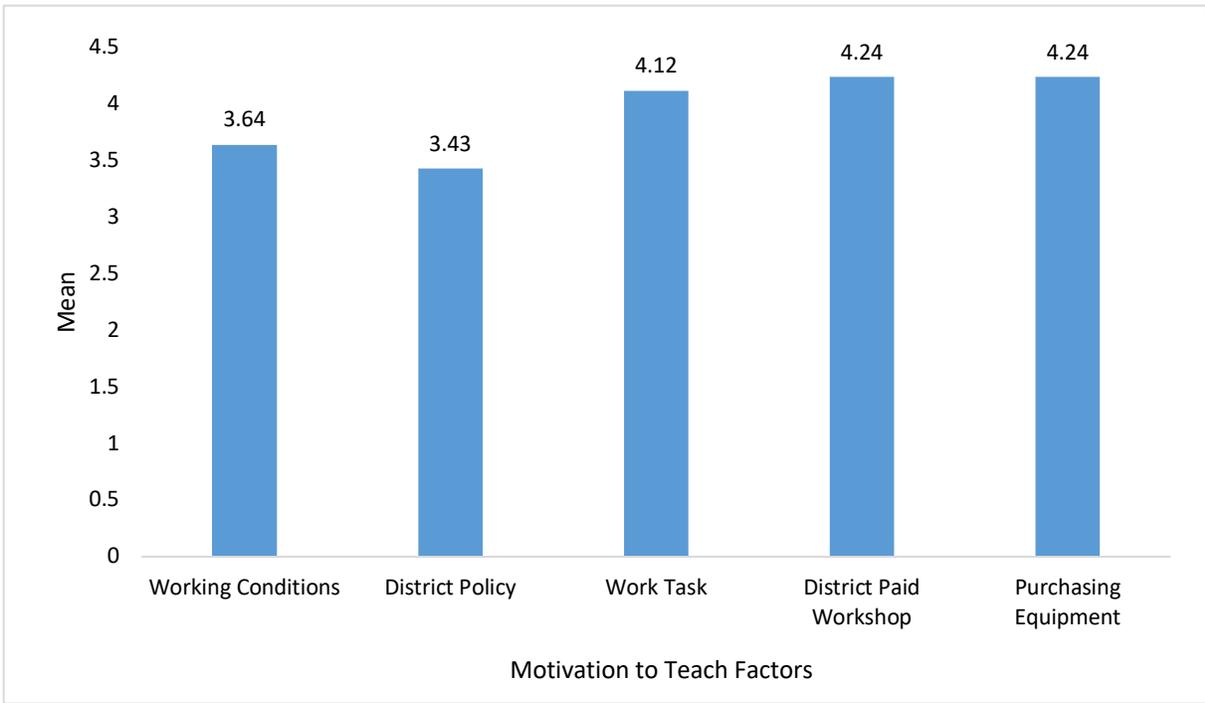


Figure 12. Factors Based on Maslow’s Hierarchy of Needs; Love and Belonging

Physiological

A mean score was calculated for the hierarchal level of physiological needs (see Figure 13). Figure 13 provided the mean value for the teachers’ responses for physiological needs related items 18 and 26. The personal life ranking ranked lower than predicted based on my review of the literature and personal communication.

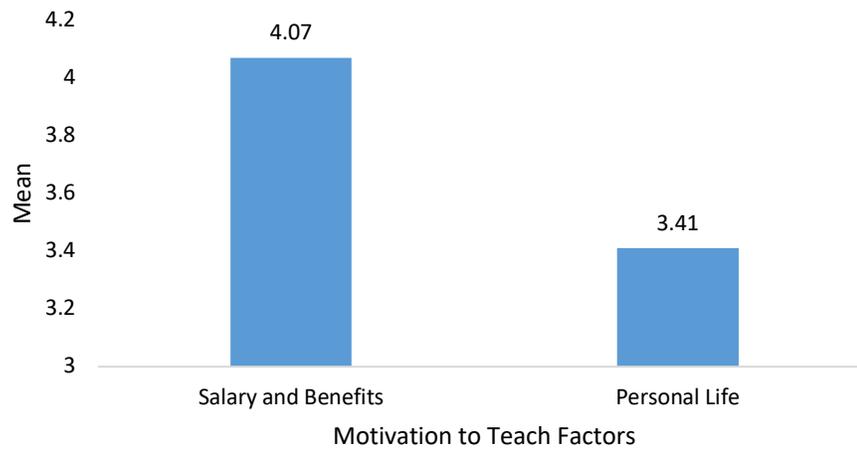


Figure 13. Factors Based on Maslow's Hierarchy of Needs; Safety

Table 6 displays the Maslow's Hierarchy of Needs evaluation based on the Pearson results of this study. Novice teachers have higher mean scores within unconventional levels of the hierarchy in the following order: Love and Belonging, Safety, Esteem, Self-actualization, and Physiological needs (see Figure 14).

Table 6

Motivation to Teach Factors and Maslow's Hierarchy of Needs

Hierarchy Level	Factor	<i>M</i>
Love and Belonging	Student gratitude	4.16
	Interpersonal relationships	4.03
	Trust in the supervisor	3.91
Safety	Equipment and supplies purchase	4.24
	District paid (contracted days)	4.24
	Work task	4.12
	Working conditions	3.64
	District policy	3.43
Esteem	Sense of Achievement	4.53
	Recognition	3.97
	Advancement potential	3.74
	Teacher evaluations	3.24
Self-Actualization	Sense of Success	4.53
	District Sponsored PD (teacher selected)	2.24
	Observation of student achievement	4.60
Physiological	Salary and Benefits	4.07
	Personal Life	3.41

Contrary to Maslow's Hierarchy of Needs Assessment and based on the results of this study, novice teachers were found to have higher mean scores within the higher levels of the hierarchy, Safety and Esteem, also Love and Belonging. This realization is supported through

the literature, which revealed that one of the factors that draw teachers to the teaching profession is the need to help and support others in their advancement and accomplishments (Kenrick, Griskevicious, Neuberg, & Schaller 2010). Based on this data, the novice teacher seeks to provide for the needs of their students before their own. The suggestion of this study would be to invert the pyramid inverted or adjust a few levels. The top of the pyramid would be Love and Belonging, and Physiological needs are at the bottom of the pyramid (see Figure 14).

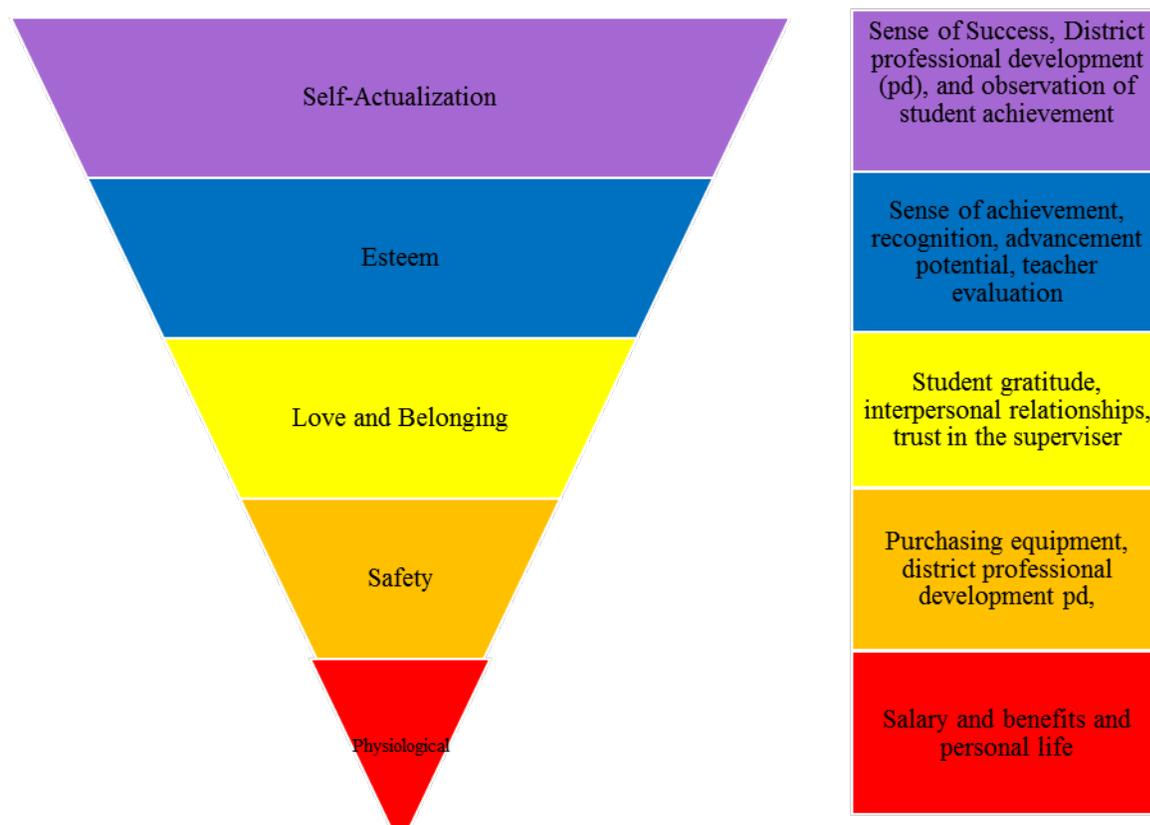


Figure 14. Maslow's Hierarchy Reconstructed.

Consequently, this researcher is not the first to suggest that Maslow's hierarchal order does not represent their particular population. Rutledge (2011) points out that the categories of human behavior are accurate, but there are misconceptions in the model Maslow constructed. The model does not depict the true essence of human behavior. Rutledge stated

But here's the problem with Maslow's hierarchy. None of these needs — starting with basic survival on up — are possible without social connection and collaboration. None of Maslow's needs can be met without social connection. Humans are social animals for good reason. Without collaboration, there is no survival. It was not possible to defeat a Woolley Mammoth, build a secure structure, or care for children while hunting without a team effort. It's more true now than then. Our reliance on each other grows as societies became more complex, interconnected, and specialized. Connection is a prerequisite for survival, physically and emotionally (November 2011).

Moreover, when teachers are attuned to the needs of others, in fact, through reflection, they are realizing self-actualization while mastering the art of teaching and advancing the success of others, despite their personal and professional needs going unfulfilled.

Likert Scale

The novice teachers were asked to rate the items in groupings regarding motivation, job satisfaction, and self-efficacy (Questions 11- Q33). The sum of the means was the determinant of the relative strength of the respondents' personal rate of each category. For example, a respondent who rated all 23 items with a 5 ("strongly agree") would be assigned 115 points and would be perceived to have a very high level of motivation. In contrast, a respondent that rated each item 1 ("strongly disagree") would be assigned 23 points and would be perceived to have a very low level of motivation. Nineteen respondents scored above 100 points. The perception would be that these teachers were highly motivated. A total of respondents who scored lower than 26 out of 105 points.

Motivating Factors

A Pearson correlation coefficient was applied and it examined 21 questions related to the novice teachers' motivating factors to remain in teaching, as discussed in Chapter 2. A test of the relationship between these factors and the motivation to teach resulted in a statistically significant relationship between the number of times the teacher considered changing careers and their overall satisfaction in their current teaching assignments ($p < .01$). There was a statistically significant correlation between the number of unmotivated teachers and the belief that teachers are motivated to teach in general ($r(58) = -.41, p < .01$). Further results revealed that the teachers' overall levels of job satisfaction in their current teaching assignments and their beliefs that teachers are motivated to teach have a moderately significant correlation, $r(56) = .40, p < .05$. Paid professional development by the district is negatively correlated with the number of times a teacher considered a career change $r(56) = -0.39, p < .01$. Therefore, the likelihood of career change increases when the district-provided professional development decreases, and vice versa.

Results indicated a negative moderate relationship between teachers' daily work duties and their thoughts of a career change $r(56) = -0.41, p < 0.01$. A Pearson correlation coefficient further showed a negative moderate relationship between the teachers' beliefs in district policies and their thoughts of a career change $r(56) = -0.40; p < 0.01$.

Table 7

Factors Related to the Number of Times Subjects Considered Leaving Teaching

Motivation to Teach Factors	<i>R</i> (correlation coefficient)
Daily Teaching Duties (Work Task)	-0.40826***
District Policies	-0.40426**
District-Paid Professional Development	-0.39327**
Job Satisfaction	-0.38353**
Interpersonal Relationships	-0.35095**
Salary & Benefits	-0.31969*
Effect on Personal Life	-0.3113*
Evaluation	-0.30643*
Sense of Success	-0.29586*
Unpaid Professional Development	-0.26803*

* $p < 0.05$ ** $p < 0.01$ *** $p < 0.001$

Analysis of Variance results were largely inconclusive, with most demographic variables unrelated to corresponding dependent variables.

Findings of Qualitative Research

The quantitative data is significant in this study but does not provide the in-depth knowledge of the novice teachers' individual biases, perceptions, or behaviors as related to the topic of teacher retention, job satisfaction, and the motivation to teach. Therefore, qualitative data was collected to better understand the sample population. The data was offered by participants as responses to the open-ended items of the survey instrument.

Open-Ended Results

Upon the completion of the quantitative data analysis, the researcher conducted a qualitative analysis utilizing an inductive process. The open-ended responses from the survey were carefully read and analyzed for themes. According to Creswell (2014), having a system for the selection process and data collection is ideal in qualitative analysis (p. 158-159). The researcher randomly selected 30 participants from the survey group and then used the responses provided for the coding of each of the open-ended questions (Questions 38, 40, and 42). The researcher decided to use number five as the random selection number. The researcher then began at number one, omitted the next five responses, then noted the current response. The process continued until a list of 30 responses was listed. The researcher chose the number 30 because it was the rounded number representing 50 percent of the respondents ($N=58$).

The open coding began with a review of the responses and assigning a thematic code to each response. Creswell (2014) suggests that the coding process provide the researcher with terms, themes, and an interpretation of the data for analysis. The volunteer coder was trained on the coding process and asked to code a portion of a practice dataset from a random selection of the data set and themes were defined. Once the volunteer and researcher came to consensus, the data from the sample set were independently coded. The researcher then reviewed the responses of each randomly selected participant for the three open-ended questions. The volunteer coder utilized the same process for each question and then organized them into themes. An explanation for each theme were provided as the process continued. Responses were organized by research question to show the relationship to the overall study and to maintain relevance.

The survey concluded with three open-ended questions regarding the participants' intents to remain in teaching at their current assignments, whether or not they plan to continue working

in their current teaching assignments for the next school year, and what their future goals and aspirations are as professionals. The responses of 30 novice teachers were coded for each question for a combined total of 90 responses. A volunteer who is not a part of this study reviewed the codes.

In an effort to establish inter-rater reliability and objectivity, the researcher and a volunteer reviewed the data from the three open-ended questions, each with 58 responses. In reviewing the data, the researcher eliminated the responses of 11 teachers who did not meet the research criteria to participate in the study. Using Tesch's system for coding, the researcher and the volunteer randomly selected 30 responses to code individually. The researcher then used a sample data set to provide the volunteer with steps for coding. Once the volunteer mastered the coding process, the researcher asked the volunteer to randomly select 30 items to code, to review the codes assigned to this research, and to offer either an affirmation or an adjustment to the coding.

Figure 15 displays the number of respondents who intend to return to their current teaching assignments for the next year; 83% selected "Yes," and 17% were undecided, non-relected, or chose to go to another profession or district.

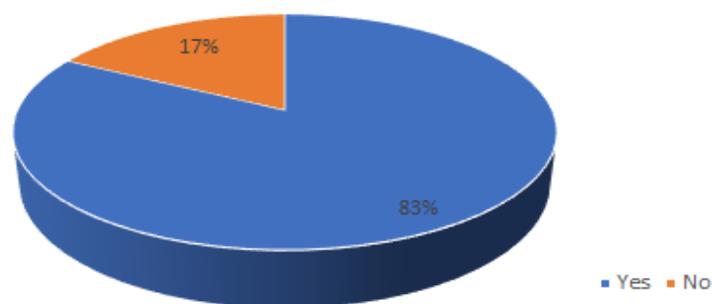


Figure 15. Participants Returning to Teach Next Year

The researcher and volunteer arrived at the following themes for Question 38 (see Tables 8 & 9):

1. Education—college professor, special education teacher, or K-12 teacher
2. Business—software developer, marketing, human resources, sales, or financial advisor
3. Health—doctor, dentist, nurse, counselor, speech/occupational therapist, social worker,
4. Specialty—baker, librarian, cook/chef, actor, or engineer
5. Justice System—lawyer or parole officer

Table 8

Thematic Analysis for the Question 38, “If you had the opportunity to start over in another career, what profession would you choose and why?”

Category	Thematic Category	Key Terms	Participant	Characteristics of Responses
Motivation to Teach	Job Satisfaction	Education	Participant 7	“I would love to go into the theater because that is what I am passionate about, but that’s unrealistic and will never happen.”
		Justice	Participant 43	“I would still choose teaching.”
		System	Participant 17	“I love being a teacher. I would consider working in Human Resources within the school district to better improve the hiring and retention of educators working on decreasing burnout.”
		Business	Participant 47	“This is my second career.”
		Technology	Participant 37	“In all honesty, I don’t see myself doing anything else. I love education.”
		Health		
		Specialty		

-
- Participant 40 “An office job where I can leave the work there and not take it home with me.”
- Participant 41 “Speech pathologist for a more specialized field.”
- Participant 56 “Behavior Analyst, BCBA-Higher salary, better benefits, flexible hours.”
-

Table 9

Thematic Analysis for Question 39

Category	Thematic Category	Key Terms	Participant	Characteristics of Responses
Motivation to Teach	Prepared for the Task	Convenience	Participant 22	“The opportunity to learn from a support teacher and practice formally teaching strategies and structures.”
		Support		
		Strategies		
		Understanding		
		Preparation	Participant 26	“Student teaching helped me to make a more informed decision on whether this was a career I wanted to pursue.”
		Application		
		Experience		
		Extended		
		Time	Participant 43	“I think the intern program is a better option. Residency would have hindered me because you do not get paid for a year.”
		Content		
Mentor				
More				
Effective	Participant 30	“It would enrich because it allows for understanding and work experience in an area they may not have initially thought to work in.”		
Compensation				
		Participant 34	“I could have had my credentials by now.”	

Participant 38 “I am not sure that I would have done a teacher residency because the pay would not be the intern way that I did. I do think that it would be more beneficial because you get to shadow a master teacher.”

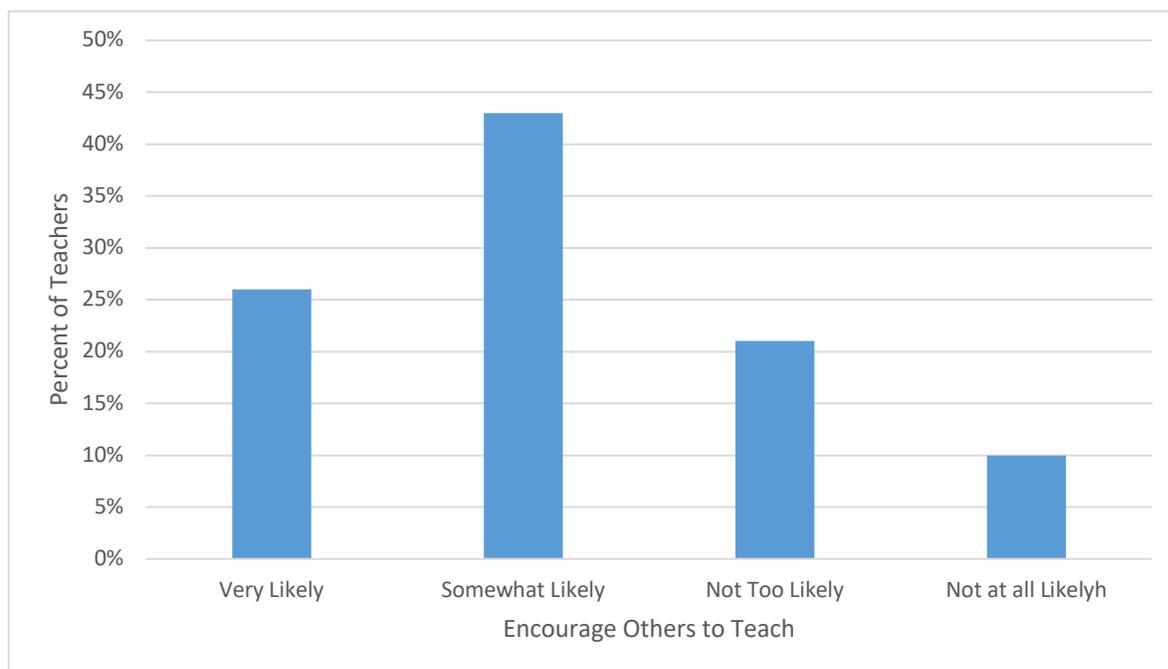


Figure 16. Likelihood of Novice Teachers Encouraging Others to Teach (N=58)

Figure 16 displays the respondents' rankings of the likelihood that they would encourage others to pursue a career in the teaching field. When they answered Question 40, "How likely are you to encourage a family member or friend to become a K-12 teacher in California today?" 69% answered "very likely" or "somewhat likely."

The data analysis of survey results and open-ended responses are an affirmation of the research reviewed in Chapter 2 and of the themes found in the open-ended responses.

Summary

In Chapter 4, the researcher analyzed the Pearson correlation coefficients used to examine the relationship between a group of teachers' motivations to teach and the number of times they considered changing professions. The analyses commenced with an overview of the sample population demographics. In addition, the results of the Pearson correlation coefficients were used to examine the relationship between the motivation factors and the novice teachers' demographic variables (ethnicity, employment status, marital status, age, and gender). Moreover, one-way ANOVAs were conducted and analyzed to determine the differences between the multiple groups of participating teachers (Lunenburg & Irby, 2008).

Novice teachers are leaving the profession before they reach permanent status, before investing in retirement, before paying off university loans, and before honing-in on the craft of teaching (Guha, Hyler, & Darling-Hammond, 2016). This mixed-methods study presented the themes and perspectives as they relate to the phenomenon of novice teacher turnover. The statistical and descriptive analyses found significant relationships between the motivation factors and the teachers' motivations to teach in a K-12 setting.

Chapter 4 presented and examined the data collected for the descriptive and statistical analyses for the three research questions. In Chapter 5, the researcher will summarize the results, draw conclusions, and cover the implications for further research.

CHAPTER 5: CONCLUSION

In the United States, teacher retention is an ongoing conundrum leading to empty classrooms. The purpose of this study was to narrow down the variables that determine novice teachers' motivations to teach, their self-efficacy, and their overall job satisfaction. This chapter will summarize information from Chapter 4 and draw conclusions from the hypothesis tested. Finally, the researcher will provide the implications of the research findings, limitations, delimitations, and recommendations for further research.

Summary of the Study's Findings

The researcher distributed the surveys via two methods. The first involved the assistance of a third party, whom the researcher will call the "distributor." The distributor was informed by the researcher of the study's purpose, and the distributor attended an end-of-year meeting for teachers who were in the teacher induction program. All potential participants were advised that they were in no way obligated to participate. At the end of the meeting, the distributor stated the purpose of the study, read the informed consent letter, and explained where to find the survey if the teachers were interested in participating. The survey links were provided to 40 teachers.

The second wave of participation requests were distributed in the form of an emailed letter of introduction, including the consent statement and survey link that were provided for the first group of participants. Upon the completion of the literature review and data analysis, the researcher has concluded that the challenges faced by the novice teachers' decisions to stay is related to their personal goals for their future career aspirations.

The decisions emerge from a multitude of experiences and factors. This research found that respondents primarily honed-in on the abilities to connect with a task, conform to district policy, and to take the chance to expand their skill sets, all of which are important contributors in

the retention of novice teachers and their levels of motivation. The relationship found between the motivating factors surrounding district policy, work tasks, the purchase of equipment and materials, and responsibility were found to be statistically significant.

The following research questions guided the study in its entirety: (a) What factors are determinants of novice teachers' motivation to teach and retention in the field of education? (b) and (c) How does early teacher professional development (preservice training, mentoring, and induction) affect job satisfaction, self-efficacy, and the motivation to teach?

Research Questions Answered

1. What factors are predictors of a novice teacher's motivation to stay in the teaching profession?
 - a. What is the relationship between a novice teacher's thoughts of a career change and the motivation to teach?
 - b. What is the relationship between the number of teachers thought to be unmotivated and the teachers' decisions to stay in their current assignments?

Hypothesis: There is no significant relationship between a novice teacher's thoughts of a career change and his or her motivation to teach. There is a significant relationship between teacher satisfaction in his or her teaching position and the motivation to teach.

According to this study, the most important contributors to the retention and motivation of novice teachers were the ability to connect with the task of teaching, conformance to district policy, and the chance to expand their skill set. The relationship between the motivating factors surrounding district policy, work tasks, purchase of equipment, and responsibility are also important because districts need to be aware of the areas of influence and the allocation of funds for new teachers and recruitment.

As the data was unveiled, the results of this mixed-method study are similar to the previous findings of Mertler (2001, 2016). The number of teachers thought to be unmotivated by novice teacher colleagues remained at about 40 percent. Additionally, as a teacher's summation of the number of motivated teachers in their circle increased, the increase in overall satisfaction with the teaching assignment. This result provided a sense of hope for the future of the teaching profession as a whole.

Our study demonstrated an interesting finding that a large proportion of teachers in their early 20s and late 30s indicated that if they were to start their careers again, they would return to teaching. Another unexpected finding was the low moderate relationship between a teacher's motivation to teach decision and the working conditions factor. In my review of the literature and experiences with teacher complaints in the media and in the field, I thought this would have a stronger relationship.

Moreover, Question 38 responses revealed that teachers were willing to leave and embark on careers in alternative professions or professions considered supportive services or "helping" professions. Moreover, they would still provide the former teacher with the usage of interpersonal skills and interactions with others, just as they would in a classroom setting.

2. What is the relationship between the teachers' trust in the administrator (leadership) and the motivation to teach?

Hypothesis: There is no significant relationship between the teacher's motivation to teach and the teacher's trust in the administrator (leadership).

Our study demonstrated that the teacher's employment status in no way affects the teacher's reporting that fellow teachers are unmotivated. Moreover, this study found that the teachers' employment status was not an indicator of the teacher reporting that fellow teachers are

unmotivated. Per Tschannen, Woolfolk-Hoy, and Hoy (1998), teachers review their own satisfaction and self-efficacy by the ability to understand the work task and receive support.

3. How does early teacher professional development (preservice training, mentoring, and induction) affect job satisfaction, self-efficacy, and the motivation to teach?

Hypothesis: There is no significant relationship between the motivation to teach and participation in district-provided professional development. There are some significant factors in determining the teacher's motivation to teach.

Our study demonstrated that teachers responded strongly to professional learning opportunities, whether they were offered by the district or if they were required to pay a fee for the learning opportunity. Our study further demonstrated that the number of thoughts of career change increased when the professional development provided by the district decreases. Alternatively, if the district paid for professional development activities, then the teachers' thoughts of career change were lower. The teachers in this study valued district-sponsored professional development expenditures. The content and duration of professional learning should benefit the novice teacher and advance their skills. Establishing the professional learning community around the new teacher would be beneficial to all teachers. The professional learning would provide districts with a chance to focus on quality instruction for both teachers and students in all classrooms.

Implications for Practice

Federal and State

Educators are falling through the cracks. Trainings and staff development restructured to accommodate novice educators. The change would aide in the development of their talents, their innovations, need for continued support, and professional learning. With more district-sponsored

professional learning opportunities over the course of a teacher's career, the better the student outcomes. Novice teachers need systems in place not only to induct them into the profession, but also to build them up in an effort to increase their levels of motivation and satisfaction, which, in turn, will increase the likelihood of keeping them in the classroom.

The California Teacher Association magazine highlighted the Liberty Education Association of Brentwood, California for its efforts in building up the teacher workforce and supporting novice teachers once they are in the field. The organization begins by revisiting recruitment, hiring, assignment, ongoing coaching, continued professional learning, and the development of teacher leaders. There needs to be equity in the level of support and professional resources provided to novice teachers that are not in the induction programs.

Local

District Alpha had more than ten superintendents and interim superintendents in an eight-year period. During the period of this study, there were several key changes within district leadership and the human resources department, as well as an overhaul of uniform procedures. The adoption of new curricula for English Language Arts (ELA), English Language Development (ELD), and math may have influenced the teachers' decisions to remain in the district. During this study, the district expanded the position of instructional coach in the hopes of supporting new teachers in the transition from the units of study to the newly implemented ELA, ELD, and math curricula.

The district offered several opportunities for publisher professional development for teachers during the summer vacation, weekends, and contractual professional development days. The attendance rate was roughly 40% of the teaching staff (see Appendix D for additional data).

Implications for Theory

Based on this data, the novice teacher seeks to provide for the needs of their students before their own, which the literature reveals is one of the factors that draws teachers to the teaching profession- the need to teach (Kenrick, Griskevicious, Neuberg, & Schaller, 2010). Consequently, the Maslow's pyramid needs to be inverted or at least a few levels rearranged. The top of the pyramid would be Love and Belonging, and Physiological needs would be at the bottom of the pyramid (see Figure 13). This researcher is not the first to suggest that the hierarchical order does not represent their population of study. Over the last 70 years several researchers have supported and found contradiction in the humanistic, social theory proposed by Maslow's Hierarchy of Needs (Aelterman, N., Vansteenkiste, M., Haerens, L., Soenens, B., Fontaine, J. R. J., & Reeve, J. (2019).

Despite the belief that the lower levels of Maslow's pyramid need to be realized in order to gain self-actualization, the univariate findings of this study present a differing result. Although the sample size is small, the quantitative results complement the qualitative findings of the study. Moreover, when teachers are attuned to the needs of others through self-reflection, they are realizing self-actualization while promoting the success of others, despite their personal and professional needs going unfulfilled.

Limitations

There were several limitations during the course of this study, all listed in Chapter 1. Due to the end-of-year program surveys that exist for novice teachers in District Alpha, the number of respondents fell far below the expected level. Thus, the results represent a small sampling of the target population. The data provided by the views of current novice teachers and not those of past employees limited the use of comparative data.

Due to the end of year program surveys, that exist for novice teachers in District Alpha the number of respondents fell far below the expected level. Thus, the results represent a small sampling of the target population. The data provided by the views of current novice teachers and not the past employees within District Alpha, limited the use of comparative data. The study did not take into consideration the respondents' skills and knowledge of teaching before or during this study. Each respondent's number of years in the profession was a qualifier for participation in the study.

Delimitations

The delimitations characterized the researcher's quest to assist the specific population of K-12 administrators in electing a professional teacher leader for their classrooms. A teacher who is highly motivated and capable of providing students with a quality educational experience that leads to college or a career. By limiting the study to the novice teachers within a single school district, the study missed an opportunity for comparative data analysis of previous years' teachers who may have provided confirmation, opposing opinions, or overall insight regarding the population as a whole. Additionally, the researcher realized that limiting the study to public school teachers leaves private and charter school-teachers unaccounted.

Recommendations for Future Research

The perspective of a specialty schoolteacher would provide key insights for future research. Moreover, a comparative study of two different subsets of teachers who have experienced the same training, supplies, and support over time might provide firsthand accounts of thoughts about teaching over the course of a school year. A longitudinal study that follows a cohort of teachers for the first two years of their professional careers and which monitors the

students' progress as well as the teachers' levels of motivation would be beneficial in the long term for school districts and teacher preparation programs.

Furthermore, a longitudinal study of teacher residency programs with connections to school districts to review the curriculum, teacher experiences, observations, and the outcomes of new recruits from teacher residency programs versus traditional teacher preparation programs would be beneficial as well. The participants' documentation of their experiences in the program would provide valuable insight that would extend the research in the field. Subsequently, the research model presented in this study would need to be tested and refined to provide more information on the types of teacher experiences, preparation program pathways and professional development needed to explore the teachers' intrapersonal responses to the teaching task and their interpersonal communications with stakeholders. Finally, an ethnographic study of a cohort of teachers' career experiences over the course of a year with an emphasis to provide further insight into the impact of teacher residencies, teacher housing, and unconventional teacher preparation programs on retention. The suggested paths for further teacher retention research would expand upon this current study and other studies in the field.

Conclusion

The novice teachers in this study were motivated by extrinsic factors rather than intrinsic factors. Providing additional support and professional learning to novice teachers will help build capacity and increase the number of motivated teachers who choose to remain in the teaching profession.

In order to change the narrative, global, national, state, and district leadership should ensure that new teachers be represented at the instructional team leadership and team collaboration meetings. This will ensure support beyond the new teacher induction programs,

such as by providing links to minority teachers and the district's surrounding universities to promote employment in the field of education and to recruit new teachers for the ever-declining teacher pool.

Aguilar (2018) also advocates for the consistent usage of the Transformational Leadership Model to provide the necessary ramps of coaching and strategic and consistent professional learning. Moreover, the usage of all teachers within a school community would provide a rich, diverse perspective of the novice teachers' decision-making and the factors that influence their continued motivations to teach. District recruitment and human resource administration can benefit from the findings, but also analyze their novice teacher retention with a longitudinal study of their own. The informed decision of the human resources department and the long-term support of the administration make a difference in a teacher's motivation to teach and directly influence the number of vacant classrooms.

Summary

This study explored the relationship of the various factors that influence a teacher in choosing to remain in the teaching profession. The answers to the three research questions revealed that the novice teachers who were younger than the age of 35 were more likely to remain in the profession. Multiple findings in this study support several previous studies that conclude that the teacher retention crisis is due to factors beyond those of traditional attrition.

In their responses to the survey, the novice teachers of District Alpha emphasized a need for additional support, clear communication between the district and its new staff, positive school and district culture, and the opportunity to acquire the supplies needed to provide instruction. Based on the responses gathered, future hiring practices and ongoing training for novice teachers would provide District Alpha with the continued teacher workforce needed to

provide educational services for all students. Human capital is the best investment per capita for an educational institution.

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APPENDICES

Appendix A: Survey

Thank you in advance for your participation. Please answer the following questions based on your personal experiences and beliefs (Mertler, 2001).

Select the answer that best represents your beliefs regarding Teacher Motivation, Job Satisfaction and Teacher Self-Efficacy as it pertains to Teacher Retention.

Mark only one.

1. GENDER IDENTIFICATION

- Male
- Female
- Prefer not to say

2. AGE

- 18-24
- 25-34
- 35-49
- 50-64
- 65 or older

3. ETHNICITY

- White/European-American
- Hispanic/Latin-American
- Black/African American

6. SCHOOL LEVEL

- K-8
- High School

7. EMPLOYMENT STATUS

- Substitute
- Temporary
- Probationary
- Permanent

8. Including the current school year, how many years of teaching experience do you have? _____

9. Number of educators in your family

- Asian-American (parent, sibling, spouse, aunt, uncle,
- Other _____ cousin, (including yourself)_____

4. MARITAL STATUS

- Married/Domestic Partner
- Single/Never Married
- Widowed
- Divorced/Separated

5. SCHOOL SETTING

- Urban
- Suburban
- Rural

Motivation and Job Satisfaction

Are the following motivating or unmotivating for you to continue as a teacher?	Highly Unmotivating		Neutral		Highly Motivating
10. What is your overall level of satisfaction with your job as a teacher?	1	2	3	4	5
11. How many times in the past year have you considered changing careers?					

12. How many teachers that you know or work with would you classify as unmotivated?					
13. Do you believe the teacher you work with are motivated?	1	2	3	4	5
14. Teacher receives recognition (e.g. praise from administrators, parents, students, or others) and social status (e.g. professional status of teaching)	1	2	3	4	5
15. Teacher provided the opportunity for professional growth (e.g. possibility of improving one's own professional skills)	1	2	3	4	5
16. Teacher trusts the supervision by superiors (e.g. overall competence of superiors)	1	2	3	4	5
17. Teachers' interpersonal relationships (e.g., interaction with colleagues, students, and parents)	1	2	3	4	5
18. Teacher salary and benefits package (e.g. financial compensation, tenure)	1	2	3	4	5
19. Having a sense of achievement (e.g. experience success)	1	2	3	4	5

20. Working conditions (e.g. building conditions, amount of work, and facilities available)	1	2	3	4	5
21. District policies (e.g. overall effects of the district as an organization)	1	2	3	4	5
22. Teacher Evaluation (e.g. appraisal of classroom instruction by evaluator)	1	2	3	4	5
23. Responsibility (e.g. autonomy, authority, and responsibility for one's own work)	1	2	3	4	5
24. Potential for advancement (e.g. possibility of assuming different positions in the profession)	1	2	3	4	5
25. Work itself (e.g. aspects associated with the tasks of teaching)	1	2	3	4	5
26. Factors in their personal life (e.g. effects of teaching on one's personal life)	1	2	3	4	5
27. An instructional workshop by the district for a fee	1	2	3	4	5
28. Having students thank a teacher for aiding in the understanding of a difficult concept	1	2	3	4	5

29. An instructional workshop offered and paid for by the district	1	2	3	4	5
30. Being given the opportunity to participate in teacher projects (e.g. research and curriculum development)	1	2	3	4	5
31. Observing vast improvement in the achievement levels of one's students since the beginning of the year.	1	2	3	4	5
32. Being permitted to purchase additional equipment and supplies for the classroom	1	2	3	4	5
33. I can influence the decisions that are made in the school.					
34. I can express my views freely on important school matters.					
35. I have access to the instructional materials, supplies, and equipment that I need to teach.					
36. I can enhance collaboration between teachers and the administration to make the school run effectively.					
37. I can reduce school absenteeism.					
38. If you had the opportunity to start over					

<p>in another career, what profession would you choose and why?</p>	
<p>39. Many universities are offering teacher residency programs to provide novice teachers with multiple teaching experiences in different settings, what are your thoughts about this type of program?</p>	
<p>40. How likely would you encourage a family member or friend to become a K-12 teacher in California today? (Teacher Shortage Topline Field Poll, 2015, Field Research Corporation, San Francisco)</p> <ul style="list-style-type: none"> <input type="radio"/> Very Likely <input type="radio"/> Somewhat Likely <input type="radio"/> Not Too Likely <input type="radio"/> Not at all Likely 	
<p>41. How important is it that school districts require that all teachers receive ongoing professional development, mentoring, coaching, and training after they receive their teaching credentials?</p> <ul style="list-style-type: none"> <input type="radio"/> Extremely Important <input type="radio"/> Somewhat Important <input type="radio"/> Not Too Important <input type="radio"/> Not at all Important 	
<p>42. Any additional information you would like to share about your future goals and aspirations.</p>	



Appendix B: Survey Question Matrix

Instrument Topics	Instrument Items
Background history/demographics	Q1, Q2, Q3, Q4, Q5, Q6, Q7, Q8, Q9
Compensation/Advancement/Recognition	Q15, Q19, Q14, Q25, Q26, Q29, Q31, Q34
Training/mentorship/teacher preparation program	Q16, Q23, Q28, Q30, Q31, Q35
Interpersonal/intrapersonal relationships	Q17, Q18, Q11, Q27
Motivation/Satisfaction	Q10, Q12, Q13, Q14, Q22, Q42
Self-Efficacy	Q20, Q24, Q32
Working Environment	Q21, Q22, Q33, Q34

Appendix C: Informed Consent

Title of Study: MOTIVATION TO TEACH: THE INFLUENCE OF SELF-EFFICACY AND JOB SATISFACTION ON TEACHER RETENTION IN AN URBAN CALIFORNIA SCHOOL SYSTEM

I am requesting your voluntary participation in the research that I am conducting to fulfill the requirements for my Doctorate of Education Degree through Concordia University Irvine. The purpose of the research is to investigate the variables that impact teacher retention. Investigating the perspective of novice TK-12 grade teachers in a large urban school district in California by examining the variables that new teachers uniquely provide as justification for teacher retention and an investigation of the relationship between teacher efficacy and teacher motivation/job satisfaction.

I plan to conduct a three-part survey with teachers in grades TK -12th grade lasting approximately no more than 30 minutes in length. There will possibly include a follow-up call or interview with volunteers that are willing to provide additional information about their journey as a novice teacher in their first five years of teaching. You may withdraw your consent at any time and discontinue your participation without penalty.

There are no foreseeable risks to teachers who participate in this research. Instead, administrators, teachers and students may benefit from the knowledge gained providing insight to what is needed for this population of teachers.

Any information relating to this study will remain confidential. The information collected will be protected from all inappropriate disclosure under the law. If you have any questions or concerns please call the researcher, Cynthia Hill , at 209-406-1945 or

my supervising professor, Dr. Eugene Kim, Concordia University Irvine at 1-949-333-9188 or email at Eugene.kim@cui.edu.

Now that you have read and understand the information provided above, and that you are not waiving any legal claims, rights, or remedies. You may wish to keep a copy of this consent form for your records. By clicking the link provided below you are agreeing to participate in the study and are understand that you may withdraw your consent at any time.

[Click Here](#) for Survey have if you have read and agree with the information described above and would like to participate in this study.

Thank you for your participation.

Cynthia Hill

Appendix D: IRB Certificate of Completion



Appendix E: IRB Letter

On May 15, 2019 @ 05:56 pm Blanca Quiroz wrote:

CONCORDIA UNIVERSITY IRVINE INSTITUTIONAL REVIEW BOARD PROTOCOL
REVIEW

IRB Protocol Number: 4989

IRB Approval Date: 5/15/19

Mrs. Hill

Congratulations! Your research proposal has been approved by Concordia University-Irvine's IRB. Work on the research indicated within the initial e-mail may begin. This approval is for a period of one year from the date of this e-mail correspondence and will require continuation approval if the research project extends beyond a year.

If you make significant changes to the protocol during the approval period, you must submit a revised proposal to CUI's Institutional Review Board (IRB). Please write your IRB # and "EdD IRB Application Addendum # (and the IRB Protocol number)" in the subject line of any future correspondence.

If you have any questions regarding the IRB's decision, please contact me by replying to this e-mail or by phone at 512 810 9172

Kind Regards,

Blanca Quiroz

EdD IRB Reviewer

Thank you,

Concordia University Office of Institutional Research

Email: OIR@cui.edu Phone: (949)214-3433