

FACTORS OF TEACHER TURNOVER IN CHURCH-RELATED SCHOOLS IN A
STATE ASSOCIATION OF CHRISTIAN SCHOOLS

A Dissertation

Presented to

The Faculty of the School of Education

Liberty University

In Partial Fulfillment

of the Requirements for the Degree

Doctor of Education

by

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March 2007

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ABSTRACT

Teacher turnover is high in schools, identifying the factors may possibly lead to solutions to reduce this problem. Factors of teacher turnover in private and public schools were researched through the literature review and factors were identified. The goal of this descriptive study is to provide information on teacher turnover for administrators in a state association of Christian schools. A research table was developed through the literature review, which led to the pilot survey where a team of experts, the coordinator of the state association of Christian schools, one high school principal, two elementary principals, and three headmasters, made recommendations. This pilot study was conducted in two Christian schools not affiliated with the association studied. Following the pilot study, the final survey was published in the state association of Christian school's booklet prepared for the convention. This dissertation is unique in that all who attended the state association of Christian school's convention received a survey as they walked into the main auditorium. The coordinator of the association encouraged the participants to complete the survey at the convention by announcing the survey at the main session. The surveys were collected as the participants exited the main auditorium. The surveys were tallied and statistical analysis was conducted through descriptive statistics and reported to participating administrators. The results from the survey identified the school control factors in teacher turnover in the association of Christian schools as finances/low pay, lack of administrative support and lack of quality administration. Stress/burnout contributes to both school control factors and outside school control factors. The outside school control factors that contribute to teacher

turnover in the association of Christian schools include spouse relocation and God's calling.

ACKNOWLEDGMENTS

Above all, gratitude and thanks are extended to my Lord and Savior, Jesus Christ. His presence was felt as He gave vision, wisdom, insight, and endurance to everyone involved in helping to make this dissertation a reality. I am particularly indebted to my committee chairman, Dr. Karen Parker, who was generous with her knowledge and time. She was involved with each step of the process. Doctoral committee members, Dr. Ellen Black and Dr. William Gribbin, the association coordinator and editor, Dr. Wes Scott, and editor and statistician, Professor James Thomas, are acknowledged for their suggestions and expertise. Recognition must be given to the administrators and faculty members who rendered their time to answer the survey as a part of the study. A special heartfelt thanks is given to Ronda Heerspink and Anne Scott for their endless support and friendship.

Deepest thanks are given to my family and friends. I wish to dedicate this dissertation to my loving husband, Scott Oster. He is my best friend and my rock that I can always depend upon. He has been there through each degree as I became his girlfriend, to fiancée, to wife, and now this year, mother of our baby, Ella. He would never let me quit and even came to Liberty to spend our second anniversary together while I was in class. He made it possible for me to take time in order to accomplish this demanding project while I was pregnant. Now we have our baby girl, Ella and I pray that Dr. Mom will make her proud someday. Words cannot express the appreciation that I have in my heart for the encouragement, love, and prayers from my mother, Roberta Pedrone and my father, Dr. Dino Pedrone.

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Chapter 1

Introduction to the Chapter

The dissertation is a report on the factors of teacher turnover in a state association of Christian Schools. The study is based primarily on the results of a survey distributed to over 2,000 members of this association. The first chapter of the dissertation presents the background of study, describing that the entire body of a school stems from its philosophy. The philosophy of Christian education is based on the Bible as its foundation. Christian schools with this foundation may have additional responsibilities because of the ministries of their churches. Christian schools that are church-related are a direct ministry of the church. Therefore, the purpose of a church-related school is to glorify God through this ministry. The pastor is normally the president and the principal oversees the day-to-day operations. The responsibilities of teachers in church-related schools contrast with other schools because they have responsibilities not only within the school but also within the church. In addition, administrators have added responsibilities related to the church that needs to be addressed as opposed to other than a non-sectarian private school or a public school. It is common for teachers and principals to be out-of-field because of shortages in private schools (Ingersoll, 1991).

The significance of the study focuses on the factors of teacher turnover in a state association of Christian schools. “Teacher turnover refers to the fact that teachers either quit teaching or transfer to other schools” (Mecklenburg, 2004, p. 47). Teachers in church-related schools have additional responsibilities other than being teachers in schools where church-related responsibilities are not placed on them. For example, the

Bible should be intertwined into the quilt of curriculum. A thematic unit consists of a theme and the Bible. Christian education strives to have all students become Christians in order for Christian education to take place. Teachers in church-related schools are also held to biblical standards. Teachers in church-related schools are traditionally on a one-year contract and are not provided tenure, this requires them to keep up the standards or they may not be asked back the following year. In addition, it requires them to meet the academic, physical, social, and spiritual needs of the students and to reach out to their families. Therefore, the Christian schools in this state association may have high attrition rates because of these additional requirements implemented on them.

Teacher turnover creates a problem for the entire school and causes the administrator to pour countless hours into training new teachers every year. Furthermore, additional training in the ministry of the church may be considered. An administrator will work more hours to accomplish induction every new school year. In addition, some teachers “burnout” with all of the responsibilities placed upon them. Finances and job security can play a significant role in teacher turnover in this state association of Christian schools. Furthermore, lack of administrative support and quality administration may also encourage teacher turnover. Pregnancy, spouse relocation and retirement may influence a teacher to leave. Finally, these factors of teacher turnover have been examined in hopes of identifying the factors leading to teacher turnover in this study of a state association of Christian Schools.

The Background of the Study

A Nation at Risk proclaimed in 1983 that the educational system was failing. One of the factors studied was that teachers were ill prepared and therefore the students were not provided with the learning tools needed for society. The Improving Schools Act required standards be improved, assessment and the identification of schools in need be conducted, and an improvement plan be established (Haycock, 2004). Schools must be held accountable to close the gap between race and ethnicity and the Educational Trust targeted achievement for all students. Educational Trust Concluded that the standards include prepared teachers. The state association of Christian schools takes sufficient time through required teacher in-service days to prepare their teachers. However, the increasing teacher attrition is causing the administrators to make time that they do not initially have in order to prepare teachers annually.

In the 1990s, there was a steady increase of new teachers coming into the classroom, but even more teachers were leaving the classroom, which created this unbalance (Colgan, 2004). Qualifications rose in 2003 for teachers in Title I schools resulting in fewer teachers that could be hired or continuing in the position they were in their present position. By the 2005-2006 school year, under the “No Child Left Behind Act (NCLBA),” all teachers needed to be highly qualified. Therefore, the NCLBA creates a problem for administrators to find highly qualified teachers yearly.

Finding qualified teachers and administrators is even harder in church-related schools because the government standards are not mandated at these schools. The state association of Christian schools has requirements for teachers but they do not have to be state certified in order to teach at one of their schools. In addition, the administration

does not have to have their certification in educational leadership nor do they have to pass the state Educational Leadership Exam to be an administrator, as do the public school administrators. Lack of administrator training could produce lack of support for teachers because the knowledge base is not present to provide educational support. Billingsley (1992) reports that the lack of administrative support has been associated with intent to leave and attrition among teachers. Lack of administrative support encourages more teacher turnover because unqualified administrators do not always strive to find qualified teachers. Ingersoll (1999) states that inadequate support from the administration is a cause of teacher turnover.

Currently, teacher turnover is a nationwide problem and inner-city schools are so desperate for teachers that television commercials are aired to recruit new candidates in the teaching profession (Smith & Smith, 2006). “One out of every three beginning teachers leave within the first three years of teaching; the figures are even higher in inner-city schools” (Smith & Smith, 2006, p. 34). Inner-city school teachers may leave because of salary needs. Teachers in inner-city schools normally teach in an area that is less than middle-class. Furthermore, retirement is a nationwide concern as the aging teaching population is expected to retire at a fifty percent rate in the coming decade. In addition, teachers being qualified are shown as a rising problem in teacher turnover because of the teacher shortages. Teachers who are overwhelmed and “burned out” may leave the inner-city school district.

Teacher turnover is additionally a cost factor for school districts nationwide. Portner (2005) reports that it costs a district \$50,000 for each teacher that is lost after the

recruiting, hiring, and training process of a new teacher. President Clinton saw the need for teacher recruitment and in 1997 informed the country that two million teachers would be needed in the next ten years in order to replace the teachers retiring. However, the problem evolved on a broader scale showing that teachers were leaving long before retirement causing a nationwide problem, where identifying the factors of teacher turnover became necessary to reduce teacher turnover as a recurring problem. Teachers need support from their administration. Portner (2005) reports that teachers who receive support from administration are more likely to stay in the field regardless of conflicts or stress they may incur within the school. Teacher turnover is shown as a problem initially in the 1980s and has grown to a nationwide concern.

The Problem Statement

Teacher turnover is high in schools and identifying the factors may possibly lead to solutions to reduce this problem. The NCLBA federal legislation mandated schools to train and retain highly qualified and effective teachers (Haycock, 2004). The legislation was mandated because of the lack of qualified teachers as a national problem. An administrator must have time to build a strong academic program and to develop the curriculum every year. Losing a teacher that has been in the ministry for a long period of time means that a new teacher must be trained to effectively fill that position. Teachers who are prepared, stay in the teaching profession longer than teachers who are ill prepared and rushed through the process (The National Commission on Teaching and America's Future, 2002). Administrators must complete the process of training new teachers in order for the new school year to start. The process becomes the priority

because of the high rate of teacher turnover. Teachers in this state association of Christian schools must also be able to get involved with the ministry of the church and be willing to integrate Bible throughout the curriculum. In addition, these teachers must be a Christian and support the ministry of the church. A significant contribution directly relates to teacher preparation and retaining these teachers after five years (Billingsley, 1992). Training new teachers in all of these facets becomes a problem for an administrator who needs to have time to dedicate to the educational program every new school year.

School administrators devote orientation hours to training new teachers because of the increasing problem of teacher turnover in church-related schools. Meyer (1995) adds that about half of the new teachers leave within the first five years. When a teacher leaves the school, an administrator must find prospective teachers, interview qualified candidates, determine their philosophy and belief system, train them, and involve them in the ministry. When the teacher turnover rate increases, the process creates a cycle that results in taking time away from the administrator who must prepare the academic program for the upcoming year. The National Commission on Teaching and America's Future (2002) report the significance in that teacher turnover causes administrators to scramble yearly to find replacements, therefore, lowering the quality of the teachers that will be hired because of the urgency to put a teacher into the classroom at the beginning of every year. Therefore, this study is such that meaningful results of identifying factors of teacher turnover would seem to be of value to administrators.

There is a lack of administration providing in-depth subject matter preparation for teachers and teachers have portrayed this concern (Weiss, 1992). A higher rate of teacher turnover exists within the first years of a new teacher entering into the field and one must wonder if they are inadequately prepared for a new field. Preparation takes time and additional time is a commodity that administrators may not have at the beginning of the school year. Therefore, identifying teacher turnover factors were studied.

Teacher turnover affects the educational program and is a problem recognized by educators in most sectors. The administrator must filter time and energy to meet the need of teacher turnover resulting in other areas of the educational program becoming neglected (Shen, 1997). The quality of education is hindered by teacher turnover and identifying the factors of turnover may create solutions that can be found to the pending problem.

Research Question

What are the perceived primary teacher turnover factors directly related to the state association of Christian schools' policies and procedures?

Teacher Turnover Factors

The primary teacher turnover factors are described through the experiment used to identify the teacher turnover rate through 12 factors listed on the survey. These 12 factors are categorized by the schools having control over half of the factors.

School Control Factors

1. Required church-related responsibilities

In 1992, Hammer and Rohr proclaimed teacher turnover was a problem with 12% of private schools' teachers leaving the field. In addition, McCreight (2000) reports that teachers are not prepared for the realities of teaching and additional responsibilities placed upon them contribute to burnout.

2. Finances/low pay

Many teachers work at public schools because of the salary increase and benefits provided or choose to pursue another career (Boe, Bobbit, & Cook, 1993). Ingersoll (1991) found that 46 percent moved from private to public school, whereas, only five percent moved from public to private schools.

3. Dismissed from school

4. Lack of tenure for job security

Administrators may let teachers go with less documentation and guidelines than a public school administrator. Some teachers leave because of dissatisfaction and either are forced to leave their job or quit (Ingersoll, 1991).

5. Lack of administrative support

6. Lack of quality administration

Outside School Control Factors

7. Stress/burnout

Stress/burnout may be considered as both a school factor and an outside school factor dependent upon the individual's situation.

8. Dissatisfied with teaching

Theobald and Gritz (1993) found that inadequate support from administrators was one of the main reasons for teachers leaving the profession.

9. Spouse relocation

10. Pregnancy

11. Retirement

12. God's calling

Teachers and spouse relocation, having children, and retirement are also factors of teacher turnover (Boe, Bobbit, & Cook, 1993). Ingersoll (1991) showed over 50 percent leaving the teaching field because of relocation. Grissmer and Kirby (1994) report that the annual number of teachers retiring will grow rapidly after 2005, than in the 1990s. The average age of teachers is around 42, which makes one-half of the teachers retiring within 15 years.

This is not an exhaustive list, but rather some of the major reasons for teacher turnover in the studied association of church-related schools. The list identified factors in teacher turnover in the association of Christian schools studied by tallying the results through the method of criteria in the survey results. The study followed a four step process in order to produce conclusions. First, the research question was described for the experiment (Gravetter & Wallnau, 2003). Next, the criteria were set for the decision to be made. Then the data was collected and computed into sample statistics. Finally, conclusions have been made.

Billingsley (1992) broke down the teacher attrition factors into external, employment, career, and personal. The research study focused on these specific factors.

The National Center for Education Statistics showed in their follow-up survey that a teacher relocating was a significant cause of teacher turnover (2004). In 1992, they reported that 35 percent of public and 47 percent of private school teachers left the profession because of relocation, health or pregnancy. Boe, Bobbit, and Cook report “teachers being reassigned, teachers migrating, and teachers leaving for other pursuits” as cause for teacher turnover (1993, p. 1).

The Professional Significance of the Study

Teacher turnover in schools has become a general problem of intrinsic importance affecting schools nationwide. The problem is increasing at incredible rates in church-related schools. Previous studies have agreed, “Compared to other professions, employee attrition rate is disproportionately high in education” (Meyer, 1995, p. 1). Therefore, the academic program is weakened by teacher attrition. Theobald and Gritz (1993) agree that “significant improvements in elementary and secondary education hinge on the nation’s ability to attract and retain highly qualified individuals in the teaching profession” (p. 58). It takes time for new teachers to adjust to the new program and to get involved with the ministry. Time includes learning the operations of the school, the new curriculum, the needs of the students and their role in the ministry.

New graduates fill one-half of the current demand for teachers (Grissmer & Kirby, 1994). Since new graduates fill up one-half of the current demand for teachers, are administrators preparing them to stay in the teaching field? These inexperienced teachers are more likely to leave this new teaching field than experienced teachers (Billingsley, 1992). While the new teachers make these new adjustments, the students

must also proceed through a transition of training. School staffing problems contributed to high teacher turnover that can lead to substandard instruction and as a result lower student achievement (Meyer, 1995). In addition, younger teachers show a higher attrition rate than middle-aged teachers (Billingsley, 1992).

Applications

The results may change the way administrators look at teacher turnover. They have researched information to help them meet the needs of the teachers at their schools. These results provided researched information for administrators, teachers, staff, and other educators in the educational field. Sessions are provided to improve teachers' attitudes and opinions about their needs as teachers in the association. The association has communicated that they could use this information to assist the administrators in decreasing teacher turnover.

An Overview of the Methodology

In the 1930s researchers "supplied the methodological tools necessary to conduct such research, and that created the perceived need for understanding workers' feelings in the minds of those who managed them" (Weiss, 2002, p. 281). Job satisfaction continued to be researched until the present by researching others moods, attitudes, and opinions in their workplace. Billingsley (1992) agrees that a related variable is the effect of leadership on teachers' career decisions and attitudes. Weiss states that

In the mid-1980s and the 1990s, organizational researchers rediscovered affect, expressing interest in both moods and emotions. Here, "moods" are considered to be generalized feeling states that is not typically identified with a particular

stimulus and not sufficiently intense to interrupt ongoing thought processes; alternatively, “emotions” normally are associated with specific events or occurrences and are intense enough to disrupt thought processes (2002, p. 282).

Teachers’ attitudes and opinions towards their jobs can be connected to attrition. Billingsley (1992) reports that teachers can leave because of autonomy, job challenge, and need of satisfaction through monetary rewards (1992). Therefore, teacher turnover has been assessed through the attitudes, opinions and conditions indicated on a survey that produced quantitative results.

Identifying the factors of teacher turnover in church-related schools in a state association of Christian schools was researched through a literature review of previous factors. Next, a research table was made in order to prepare the pilot study where experts in the field and the dissertation committee made recommendations for the pilot study survey. In addition, the pilot survey was distributed to two private schools not in the studied association. Upon the committee and experts in the field recommendations and results from the pilot survey, a final survey was completed and distributed at the association’s convention. Finally, the survey process is fully discussed at a later point in the dissertation.

The Delimitations of the Study

The association of Christian schools in this study is limited to the state studied. However, the literature review reports teacher turnover as a nation-wide problem. The results show one association’s factors of teacher turnover in one state, which may not apply to all other 49 states. The sample size of the population studied is 2,000 members

in the state association of Christian schools. Finally, the setting is unique in that the survey was conducted at the main convention where the members gather once per year for an educational seminar.

Definitions of Key Terms

1. State Association of Christian Schools-a state association of primarily church-related Christian schools, founded for the purpose of establishing a communication network between the schools. It functions in the areas of education and legislation that are of interest to Christian schools of the same philosophical base.
2. Christian School-a school in which the Bible is used as the foundation of all truth and a school that adheres to the literal interpretation of the Bible.
3. Church-related-a school in which falls under the direct ministry of a church; it is usually not separately incorporated, but may be.
4. Teacher-a member of the instructional personnel. Some administrators also instruct in this capacity as well as cover the administration role.
5. Teacher Turnover- teachers either quit teaching or transfer to other schools.
6. No Child Left Behind – No Child Left Behind is a federally-initiated program designed to revamp the educational system through the following principles: greater local control, more choices for parents, accountability for results and flexibility.
7. School Control Factors and procedures that may cause teacher turnover controlled by the school. Specifically for this study: Stress/burnout, required church-related

responsibilities, finances/low pay, lack of tenure for job security, lack of administrative support, lack of quality administration, and dissatisfied with teaching.

8. Outside Control Factors-outside factors that may cause teacher turnover not controlled by the school. Specifically for this study: Stress/burnout, dismissed from school, spouse relocation, pregnancy, retirement, and God's calling.
9. Policy- a definite course of action adopted for the sake of the school.
10. Procedure- an act or a manner of proceeding in any action or process in the school.

Chapter one provided an overview of the content of the dissertation. The literature review provided pre-existing research on the factors of teacher turnover and the data that have been collected through the research study have added to the knowledge base. In conclusion, the methodology will be explained further, the subjects, instruments, and procedure for the surveys will be discussed at length, and the data analysis will be shown through the statistics gathered.

Chapter 2

A Review of the Literature

The literature review demonstrated main groups of factors in teacher turnover. First, the background provides the foundation of identified factors of teacher turnover. Second, general reasons provide an overview of factors previously indicated. Third, the rates of teacher turnover will be discussed relating to the context. Fourth, historical background through current trends will be discussed among the turnover factors researched. Finally, predominant factors interact in a complex manner that influence teacher turnover.

Background

According to a 1995 study, only 60 percent of graduates of teacher education programs begin to teach (Greher & Tobin, 2006). Sixty percent of teachers who do enter the classroom leave the profession within five years. Many of those who quit teaching do so within the first two years. Students who graduated from five-year programs were more likely to begin teaching, more committed to teach, and continued to teach beyond five years than teachers who completed only four-year teacher education programs. These results are due to the extended internship and normally higher academic standards. Therefore, graduates are better prepared to succeed as beginning teachers in the teaching profession.

Greher and Tobin (2006) suggest four major factors that influence whether a teacher will move from a particular school or leave the profession entirely. They conclude that salaries, working conditions, preparation, and mentoring support in the

early years relate to teacher turnover. Over 80 percent of teachers who are well prepared with earning their bachelor's degree in their subject field and master's degree in education continue to teach longer than three years. In addition, over 60 percent of teachers who were hired from other certification programs, rather than traditional teacher certification, leave teaching during the first three years.

Darling-Hammond (2003) suggests teacher preparation as a factor that affects teacher attrition rates. She discusses studies that show that the more preparation teachers have, the more likely it is that they will continue teaching and agrees with Greher and Tobin (2006) that students graduating from five-year programs continue at higher rates than those from four-year programs. Despite these studies, many states are still accepting fast-track programs to teaching as a means of addressing the current teacher shortages.

States and schools are beginning to address the perceived deficiencies in teacher preparation. In 1987, the Interstate New Teacher Assessment and Support Consortium began to reform teacher licensing, teacher preparation, and professional development (Greher & Tobin, 2006). Many educational programs now require students to have a more in-depth knowledge of a subject area. Several states have recognized that teachers are ill-prepared and are revising their licensing requirements for teachers in all subject areas, including the arts.

For example, the Massachusetts Education Reform Act of 1993 sets "broad educational goals and emphasizes the interdisciplinary aspects of teaching and learning" (Greher & Tobin, 2006, p. 2). Teachers in training in Massachusetts must major in an academic subject. Furthermore, teachers who are moving from initial licensure to

professional licensure cannot fulfill their course requirements by taking only education courses. Fifty percent of their additional course work must be in their main subject area. The procedure for the subject matter tests' procedure for educator licensure is becoming common.

Teacher turnover may be related to job satisfaction and organizational commitment. Currivan (1999) studied four possible models of the causal relationship between job satisfaction and organizational commitment. These include satisfaction precedes commitment, commitment precedes satisfaction, satisfaction and commitment have a reciprocal relationship, and satisfaction and commitment have no significant relationship.

First, the satisfaction precedes commitment model assumes satisfaction causes commitment (Currivan, 1999). The commitment model assumes employee orientations toward a specific job necessarily precede orientations toward the entire organization. Researchers with this belief assume that job satisfaction varies more directly with changing working conditions. However, empirical research has not always confirmed causal ordering. Next, two studies have found commitment comes prior to satisfaction. The commitment approach emphasizes that employees adjust their satisfaction levels to be consistent with their current commitment levels. Here individuals develop attitudes consistent with situations to which they are already committed.

Several others have concluded that reciprocal relationship exists between satisfaction and commitment. Although there is no significant causal relationship between satisfaction and commitment, other studies have suggested that the "relationship

between these two work attitudes may be spurious due to their multiple common causes” (Currivan, 1999, p. 499). Satisfaction and working conditions seem to go hand in hand. Reese (2004) reports that work-related stress can result from the combination of high job demands and low control over how the job is completed. The model can be applied in the classroom as well as the corporate office. Stress may be multiplied when teachers perceive that their work is highly demanding but have little decision-making power.

Outside forces can attribute to stress by mandating how they should carry out their profession. In addition, state legislatures may contribute stress by passing laws that include high stakes testing of students (Reese, 2004). Teacher stress may increase if the school’s students are continuously earning low test scores. These low test scores can result in being sanctioned, loss of federal monies, or even be forced to shut down. In addition, these low test scores may result in teachers leaving because of pressure to focus on the subjects that will be tested and sometimes to the detriment of other subjects.

As a result, many teachers have little decision-making power over how and what they teach. Teachers are to be prepared and to become experts in student learning, but substantive reforms have been thrust upon them by elected representatives whose legislative fiats may be based on personal beliefs rather than on sound pedagogical research (Reese, 2004). Stress can turn into teacher burnout and affect student performance as well as teacher retention. Studies show that when teachers feel overwhelmed, students may become overwhelmed, and stressed students cannot access the cognitive and affective abilities they need for complex learning.

Resse (2004) suggests five actions that school boards can take to reduce teacher stress that may cause teacher turnover and result in low student performance:

1. Check turnover rates: The principals can report the turnover rate of novice teachers in their schools. If a trend of teachers leaving a school during their first three to five years in the profession, investigate the factors of turnover. Conducting exit interviews with the teachers leaving can provide important information about why teachers are leaving. In 2002 in Arizona, only 24 percent of departing teachers listed leaving the workforce for personal choices in their first three years of teaching. In contrast, 49 percent listed leaving because of low salary, poor working conditions, or a position in another district. These are all school controlled issues. Boards must understand why teachers leave so that they can implement needed change.
2. Propose and support mentoring programs: New teachers need mentoring programs to help lower teacher attrition. Studies of job satisfaction among novice teachers conclude that schools that employ high-quality mentoring programs have higher teacher retention. Principals that already have mentoring programs in place should be the model for other principals implementing a mentoring program. Furthermore, principals can encourage an environment where expert teachers view helping new teachers as part of their professional responsibility and new teachers view freely asking for help as the norm rather than the exception. These relationships may last a lifetime and should be the norm of a school's environment.

3. Establish a new teacher forum: Develop a forum where novice teachers can meet periodically. New teachers feel more comfortable talking to other new teachers about their classroom concerns. School boards and principals can encourage these forums. Give teachers time to have one-on-one meetings to express their new experiences. Unity is the key here and sharing experience promotes commonality among new teachers.
4. Reward good teaching: Good teaching practices should be recognized and rewarded. A dollar amount does not need to be behind it. At school board meetings, ask teachers to showcase an example of their teaching that has been successful or give verbal recognition at other forums.
5. Give teachers a voice: Teachers need to know that their opinions count and they have direct means of communicating with the board. Do the teachers even know who is on the board? Distribute annual surveys to all teachers to find out what policies and practices they consider effective and which ones they feel are not. The procedure will provide teachers with a greater sense of control over their high-demand jobs. They should believe that their concerns are heard and acted on when possible.

If school boards start to take measures to protect their investment in teacher retention, they will see better instruction and better learning in their schools. Schools should provide an enjoyable place of work and this can happen with the right kind of support and reducing stress through these strategies.

The literature indicates that more than half of teachers who become certified leave the profession within five-years. Teacher turnover has been an existing problem and further research may help provide solutions. In addition, the research shows that a more thoughtful approach to new teacher preparation that is concentrated on developing highly qualified and caring administrators and teachers will positively affect teachers and students. In conclusion, five actions were stated in order to review teacher retention strategies in order to reduce teacher turnover.

General Reasons

The NCLBA of 2001 is a landmark to reform the Elementary and Secondary Education Act of 1965 (Hill & Barth, 2004). The second year of implementation found to be the most ambitious federal effort to increase student achievement in 38 years (Matthews, 2003). The focus is to close the achievement gaps among students who belong to minority groups, have disabilities, and are economically disadvantaged or have limited English proficiency. However, many failed to foresee the impact this would have on teacher attrition. Teacher attrition has now become a colossal problem with increasing magnitude.

The NCLBA requires that 100 percent of students score “proficient” on state tests, which has shown to be an unrealistic goal (Hill & Barth, 2004). Some teachers have emphasized that there needs to be accountability placed on the parents and students to balance this achievement goal. Placing all of the students’ achievement pressure on the teachers causes higher levels of stress, which may result in teacher turnover. Poor attendance, unwillingness to do homework and poor turnout at parent-teacher

conferences should also be considered as accountability factors for low achievement levels.

The National Commission on Teaching and America's Future (NCTAF) cautions about severe teacher retention problems. Director Tom Carroll emphasizes, "The truth is that we can't keep enough good teachers" (Hill & Barth, 2004, p. 174). The NCTAF reported that one-third of novice teachers leave after three years. In addition, 50 percent leave after five years. Teacher turnover affect both teacher quantity and quality. Indicators such as age, experience, certification and substandard preparation routes may predict when a teacher will leave the profession.

Teacher training programs can affect retention through traditional and alternative preparation routes. Bowler (2003) conducted a survey on rural schools to find the impact of NCLBA. He concluded 75 percent of secondary and 33 percent of elementary teachers reported that "highly qualified" designation would impact teacher turnover. Principals stated that some teachers may have to go back in order to be qualified. The teachers that are totally qualified in their subject area are few. Placing qualified teachers in each assigned area is an impossible task. Furthermore, urban areas experience the most out-of-field teaching, which is linked to teacher turnover (Jerald & Ingersoll, 2002).

Education is being hindered because numerous teachers are turned over every year. "Our inability to support high-quality teaching in many of our schools is driven not by too few teachers entering the profession, but by too many leaving it for other jobs" (Colgan, 2004, p. 23). Christian education strives to provide high-quality teaching; therefore the purpose of identifying the factors of teacher turnover is to provide

information to Christian school administrators in church-related schools. Teacher turnover research is such that will benefit administrators in order to reduce the rate of teacher turnover. In addition, data will be gathered to show the amount of teacher turnover that exists in these schools and to demonstrate that it is a severe problem in church-related Christian schools.

The National Center for Education Statistics shows that private schools almost double teacher turnover rates over public schools (Ingersoll & Rossi, 1995). Therefore, the state association of Christian schools may have a high attrition rate because most of the schools are church-related. Larger public schools may appear to have more teacher turnover problems, but rather the small private schools stand out with their significant high rates in teacher turnover (Ingersoll, 1999).

The literature suggests that private schools have a higher teacher turnover rate than public schools and this problem needs further examination. The NCLBA places added pressure on teachers in order to be highly qualified in there area of instruction. Principals find it difficult to place highly qualified teachers in every area of instruction. Examining the rates of turnover will provide further research in teacher turnover and may provide some conclusions to this issue.

Rates of Turnover

Historical Background

Since the 1970's and early 1980's, teacher turnover has been a problem (McCreight, 2000). During the 1970's and 1980's, 25 percent of certified teachers never began teaching or left teaching within a few years. The Schools and Staffing Survey

reported in 1987-1988 a 5.6 percent attrition rate for public school teachers and 12.7 percent attrition rate for private school teachers. In addition, four million people are trained to teach but choose not to teach. Each year approximately six percent of America's teaching force leave teaching for other careers and seven percent change schools. One out of five graduates starts teaching after college but leave the teaching profession within the first four years. Close to 50 percent of new teachers leave the profession in urban districts during the first five years of teaching.

Teachers in poverty schools may leave because of a salary increase in a different district. Even in the 1980s, teacher attrition was a concern for the Metropolitan Life Insurance Company (Harris, 1985). Their findings include 60 percent of former teachers stated that the reason for leaving the profession was financial. In addition, 36 percent reported poor working conditions. The more stress put on a teacher resulted in burnout, therefore leaving them more apt to leave the profession. Furthermore, former teachers reported that changes in their lives since leaving teaching led to career changes that for many meant higher salary, greater job satisfaction, and less job stress. Barry and Harris (1986) reported through a survey of teachers leaving the school system, 69 percent were either still teaching but in another system, not teaching and at home with their children, or retired. The majority of teachers leave for multiple reasons (Heffley, 1983).

Teacher turnover has specific factors related to small schools. The schools in this association studied are normally smaller than public schools with the larger schools in the association with just over 1,500 students. Swift (1984) suggests six factors that cause teacher turnover in small schools:

1. Preservice preparation is presently more suitable for large, metropolitan schools than for small, rural schools. This study in an association of Christian schools examines the areas the schools are from in order to find variables between rural, urban and suburban areas.
2. Career orientations fail to recognize that experience in small schools advances future plans and goals. This study in an association of Christian schools does not provide tenure for the teachers for encouraged longevity in the profession.
3. Teachers often have inadequate experimental and psychological preparation for the demands and limitations of small schools and rural communities. Teacher turnover annually requires administrators to prepare new teachers through orientation which is time consuming at the beginning of every school year.
4. There may be a mismatch of personal value systems and rural lifestyles.
5. There is a discontinuity between idyllic expectations and harsh realities.
6. Administrators of small school districts sometimes employ inappropriate and inadequate recruitment strategies. The schools in the association of Christian schools studied may hire unqualified teachers based on the criteria of the public school system because the administrators in the association do not have to be certified by the state in order to be administrators.

Current Trends

McCeight (2000) reports that first year teachers are 2.5 times more likely to leave the profession than more experienced teachers. Fifteen percent of beginning teachers will leave the profession after their second year and still another ten percent after their third year. Forty to fifty percent of teachers leave the profession during the first seven years of their career and of the two-thirds of those will do so in the first four years of teaching. In addition, more teachers leave within the first nine years of teaching and fewer teachers leave during mid-career. The teacher turnover rate increases as teachers start approaching retirement.

Leadership News reported in 1999 that education graduates with higher standardized test scores were less likely to teach and those that did teach were more likely to leave the teaching profession (McCeight, 2000). Women are more inclined to teach than men and are twice likely to teach in elementary school. Certified teachers are more likely to stay in the teaching profession and expect to be teaching in the longer term. Annual recruitment and placement of entering teachers is time-consuming and a costly burden placed on school administrators. Teachers hired to replace the teachers who have left the profession are not as qualified in terms of teaching experience. The instructional program is disrupted due to the new teachers learning to function as members of school staff.

The quality of having an experienced teacher is irreplaceable. “According to principal reports, between the 1999–2000 and 2000–01 school years, 19 percent of Catholic school teachers, 23 percent of other religious school teachers, and 21 percent of nonsectarian school teachers changed schools or left the teaching profession” (McGrath

& Princiotta's, 2005, p. 1). Experienced teachers bring with them years of classroom experiences and have seen how the educational system works. "Spending a year in a classroom with an experienced *teacher* who ranks at the 85th percentile in terms of effectiveness can translate to an average nine-percentile-point learning gain for students, according to the study" (Viadero, 2005, p. 5). The experience gain is slowed down through teacher turnover. A teacher's purpose in teaching is to educate the students. If the students are lacking education because of teacher turnover, research to find the cause to slow down teacher turnover should be emphasized information for educators.

Related Factors in Teacher Turnover

Historical Background

Croft (1983) shows other variables that should be studied when determining the factors of teacher turnover. The makeup of student population, the size of the school and the type of school should be studied. Effects on the attitudes and behavior of teachers have been shown through these demographics, therefore affecting teacher turnover. An extrinsic and intrinsic study was conducted in Oklahoma to examine factors for teacher turnover in the schools (McKinley & Meritt, 1985). The results pronounced three extrinsic reasons for teacher turnover. The salaries were too low, public financial support for education in general was inadequate, and the public had a lack of recognition for the teaching profession.

A study conducted in private, independent schools of first year teachers found three "major" problems that was personal in nature (Kurty, 1988, p. 119). First, teacher unity was an issue in maintaining relationships with adults who did not work at their

school. Second, salary was discussed and finally there was too much school business encroaching upon teachers' personal lives. In the association of Christian schools studied, traditionally a teacher would find service ministry in church, church membership and attendance a requirement for employment. These would place additional responsibilities on the teachers of the association of Christian schools.

Bob Jones University graduates in education were asked to list the 3 major reasons for teachers leaving the Christian school teaching profession. Eighty three percent of the graduates listed low salary as a major reason making it the number one reason for teachers leaving the Christian school teaching profession in the study (Penix, 1987). Next, problems with administration were listed by 42 percent. Last, discipline problems in the school and parents not supporting the teachers were both listed by 28 percent. The factors that were significant in teachers continuing in their teaching career in a Christian school were the focus of this study of Bob Jones University graduates. The significant factors found include years of teaching experience, salary, job satisfaction, and life cycle events such as pregnancy, marriage, and relocation. In addition, burnout was reported by 91 percent as a problem among Christian school teachers.

Teacher turnover will be examined through various groupings of those leaving teaching. Billingsley (1992) emphasized both external and personal factors for teacher turnover. The relationship between these is complex and involves numerous interactions. Some factors that influence teachers' career choices may include lifecycle, reflecting changing priorities, needs, interests, and options. First, external factors would be influenced by the career decision of employment. Examples of external factors include

institutional, societal, and economic variables that may have an indirect effect on teachers' career decisions by influencing employment and personal factors. Employment factors that may relate to teacher turnover include qualifications, work conditions, rewards, employability, and commitment. In addition, teachers have professional qualifications that influence their career decisions such as knowledge, skills, educational background, entry path and certification status, prior work experience, and initial commitment.

Next, Billingsley (1992) emphasizes the personal factors that interact among the demographic and family variables in understanding teacher turnover patterns. Motivation, personality, interest, and expectations may influence teachers' career decisions through cognitive and affective variables. Furthermore, teachers' decisions on leaving are affected by their value system. Attrition rates do not necessarily indicate those teachers who are leaving the profession entirely. Grissmer and Kirby (1987) suggest that there needs to be an identification of those leaving, those planning to teach in a different district, those temporarily or permanently leaving, those leaving involuntarily, those leaving who are excellent teachers, and those who are mediocre teachers.

Current Trends

Houte (2006) studied teacher satisfaction in relation to tracking pupil culture in the classroom. He found that pupil culture and teacher satisfaction significantly relate. Teachers were more satisfied in schools where pupils shared a positive study culture. Therefore, teachers were more apt to be satisfied with their job which encourages teacher retention. In addition, teacher satisfaction relates to compensation. The literature

examined emphasized initiatives in several states to promote higher pay for teachers to encourage retention.

The Teacher Advancement Program model is being used in 13 states (Jacobson, 2006). The model was launched in 1999 by the Milken Family Foundation. The Teacher Advancement Program has four major elements: multiple career paths for teachers, ongoing school-based professional development, evaluations tied to student performance, and performance-based compensation. In addition, this program includes incentives for teachers who transfer into low-performing schools. The National Institute for Excellence in Teaching (1999) emphasizes that signing bonuses will not be enough to improve student learning if they are not coupled with pay that is based on whether teachers are making a difference in the classroom. It is noted that schools need effective teachers not just any teachers who want more compensation.

Examination of the relevant literature in the area of teacher turnover suggests that the most frequent reasons given for teacher turnover are in the areas of burnout, finances, administration support, job security and satisfaction, and life cycle events such as pregnancy, retirement, and relocation. Therefore, these areas are suggested as the reasons for teacher turnover in both public and private school studies and they will be examined further.

Stress/Burnout

Historical Background

Burnout was originated from Freudenberger (1974) defined as an exaggerated aspiration to fulfill unrealistic expectations by which the person defines him/herself or

which they assume demanded of them by social values and norms (Talmor, Reiter, & Feigin, 2005). The main causes of burnout are a sense of being worn out and emotional and physical exhaustion. Teaching higher-grade students and having an additional administrative role in the school encourages additional burnout. Teachers in church-related schools normally have additional church-related responsibilities that create extended hours in the teaching field. The additional responsibilities could promote stress and burnout.

Berry and Hare (1986) stated that many teachers experienced burnout because they were expected to solve many student problems for which they were inadequately trained and did not receive the intrinsic rewards needed to encourage them to stay in the profession. Parent and student problems with lack of support from the administration can lead to burnout. In addition, burnout can be a loss of “energy and enthusiasm” that resulted in loss of effective teaching (Bardo, 1979).

Burnout was noted a major factor in Georgia, as it appeared to be in larger numbers in the professions where employees helped people. They defined burnout to “involve physical, emotional, and attitudinal exhaustion generated by excessive demands upon the individual’s energy, emotions, or resources” (Georgia Professional Standards Commission, 1980, p. 3). Teaching requires longevity of energy in order to instruct students effectively. Burnout may cause loss of student learning, which can lead to future problems for the students future educational experience.

Current Trends

Generally, the administrators play a significant role in the church where the additional responsibilities combined with the responsibilities in the school could precipitate stress. Talmor, Reiter, and Feigin (2005) continue to emphasize that teachers need provided assistance to reduce burnout. They found that the highest degree of burnout was caused by exhaustion. Administrators that do not have time to provide that extra assistance may cause teachers high levels of stress and exhaustion.

Burnout can be expressed as a combination of feelings of mental exhaustion, de-personalization and a sense of lack of self-fulfillment (Talmor, Reiter, & Feigin, 2005). Mental exhaustion reflects the burnout syndrome exhibited among workers whose work demands high levels of interpersonal involvement. Those who start working with high involvement, interest and care, may eventually exhibit the same sense of mental exhaustion typical of routine and boring jobs. De-personalization is described as a reaction to stress that is expressed in a range of reactions from little or no involvement in clients' problems up to treating them as mere objects rather than as human beings. Non-self-fulfillment is expressed as the feeling of a lack of real achievement at work in spite of the efforts of the worker. These symptoms include stress, depression and a sense of despair.

The teaching profession may experience burnout similar to terms of burnout at work in general. Teacher burnout may result from ongoing stress (Talmor, Reiter, & Feigin, 2005). Teacher burnout symptoms include physical, emotional and behavioral exhaustion. The essence of burnout among teachers is a feeling of professional failure due to the gap between the actual feelings of personal professional competence and the

ideal competence to which the teacher aspires. The competence of a teacher relates to much more than teaching tasks and interpersonal relationships between teacher and students, but also to the teacher's performance in the school.

Teachers may express burnout through “reactions of anger, anxiety, depression, fatigue, boredom, cynicism, guilt, psychosomatic reactions, and emotional breakdowns” (Talmor, Reiter, & Feigin, 2005, p. 218). Teaching performance has continued to show a significant decline, frequent absenteeism due to illness and early retirement. Teachers who experience burnout may react rigidly and show a harsh attitude towards their students. In addition, they may show negative and low expectations of students, feel emotionally and physically exhausted, and demonstrate low levels of involvement in teaching or concern for their students. They have concluded three major factors that explain teacher burnout: personality variables, background variables, and environmental variables.

Studies show that personality variables contribute to burnout among teachers. Personality variables such as “oversensitivity, idealism, devotion, being obsessive, avoiding assertiveness, or maintenance of a locus of control” may cause additional stress on teachers (Talmor, Reiter, & Feigin, 2005, p. 218). Studies have been conducted on the correlation between environmental and task factors and burnout. The findings show four dimensions which the work environment can be described in relation to burnout: the psychological, structural, social, and organizational/bureaucratic dimensions.

First, the psychological dimension in the work environment includes emotional and mental factors (Talmor, Reiter, & Feigin, 2005). Independence, variation of work,

workload, significance of work undertaken and opportunities for self-expression and professional development are mental and emotional factors. The findings conclude that when there is not a problem with overload, the work is varied and challenging, and when the worker finds that it has important significance, the more the person will experience personal self-fulfillment at work resulting in less burnout.

Second, the structural dimension in the work environment includes several independent factors (Talmor, Reiter, & Feigin, 2005). Space, architectural design, levels of noise, and level of flexibility may result in burnout from this structural dimension. Structure provides a pleasant and comfortable atmosphere to work in. When the workers feel that they can achieve their personal goals, they are more apt to experience less burnout.

Third, the social dimension in the work environment includes all that come into direct contact with the worker including clients, colleagues and bosses (Talmor, Reiter, & Feigin, 2005). In addition, the social dimension consists of sub-culture of the organization, leadership, style of communication between colleagues and between workers and clients, and the severity of problems encountered by clients and their attitudes towards the service providers. Emphasis is placed on supportive leadership, efficient communication between colleagues, and respectful relations between service providers and receivers will enhance the workers' sense of control of their sense of self-fulfillment and therefore lower the level of burnout.

The final dimension discussed is organization/bureaucratic. The organization/bureaucratic dimension in the work environment include red tape, overload

of paperwork and lack of communication (Talmor, Reiter, & Feigin, 2005). In addition, managerial factors are emphasized including laws and regulations, the inclusion of workers in decision-making and policy-making, and the status of the individual worker in the organization. Issues arise such as conflicts between different roles, defining roles and tasks, interruptions at work and even harm to personal performance at work may contribute to burnout. Organization that is efficient and provides support for its workers is emphasized, therefore providing satisfaction for the worker in achieving goals and reducing burnout.

Teacher burnout is generally recognized as a national problem by educators. Teaching can be emphasized as intense and highly pressured, which can cause burnout (Shan, 2005). Burnout is generally caused following three basic traits. First, emotional depletion demonstrates a lack of enthusiasm for instruction. Next, dehumanization exhibits a negative, insensitive attitude toward the students. Finally, a low sense of individual achievement produces teachers that set a low value on their work and its significance. When teachers initiate these traits, they are producing warning signs that may provide factors in teacher turnover.

The literature suggests that burnout is becoming a major factor in the turnover of teachers. Teachers are expected to do more than teach and responsibilities outside from the classroom are being placed on teachers more and more. These burdens placed on teachers are causing undue mental, emotional, and physical strain where the given compensation does not seem to be enough for this stress.

Finances/Low Pay

Historical Background

Even in 1980, finances were viewed as a national problem for teachers leaving the profession. Lamb (1980) wrote that teachers normally leave because of

...a salary not commensurate to the education required and the performance expected of its practitioners, the disproportionate amount of time teachers must spend on disciplining and policing instead of instructing, the excessive paperwork of a clerical nature, and the lack of respect for teachers' professional judgment (p. 57).

Christian schools seem to have a perception that lower salaries are the major cause of Christian school teacher turnover. However, is that reality, or is it but a symptom of teacher turnover? Bird (1985) noted that a large number of teachers leave the field in order to accept higher paying jobs in other fields which add to teacher turnover. In addition, he found that teacher turnover decreased when salary was increased. Seyfarth and Bost (1986) conducted a survey of all school administrators in Virginia and found that school districts with higher pay experienced lower levels of teacher turnover. Rydell (1986) conducted a study in Maine that reported opportunities of earnings based on the salary schedule were a source of dissatisfaction to 77 percent of teachers that left the field and 62 percent of current teachers. Utah agreed with 42.5 percent leaving the teaching profession by listing salary as their primary reason for leaving (Allred & Smith, 1982).

Most salary increases come within the first few years of teaching; and, therefore, the longer one teaches, the less rewarding it becomes financially (Schlechty & Vance,

1983). The University of Michigan conducted a study with their graduates that found those who began their career in teaching and then left felt that salary was more important as a criterion to success than did those who had never taught (Chapman, 1984). In addition, of those who did leave teaching reported a lower annual gross salary than the others. Thirty percent of teachers in the District of Columbia indicated that they considered leaving the teaching profession because they were not satisfied with the salary schedule (Holmes, 1988). Title (1989) agreed that “salary matters” and reported that there is evidence that increasing salaries relative to the market wage significantly decreases a teacher’s probability of moving (p. 3).

Current Trends

Mr. Crist, who was elected in 2000 as Florida’s education commissioner and in 2006 became the governor of Florida, proposes to put more money into teacher salaries and to award top-performing teachers (McNeil, 2006). The state association of Christian schools studied may lose teachers to public schools where salary increases are provided for quality teaching. Mr. Davis, who began to serve on the U.S. House of Representatives in 1997, used an educational platform that included spending \$700 million in his first year in office, which would raise a teacher’s salary by \$3,835 annually. Private school educators can comprehend that the public school system has politicians in place that support quality education and strive for raising teachers’ salaries. The association of Christian schools studied does not have politicians pushing for improved salaries, on the other hand, a board, made up of few people who decide annual teachers’ pay and qualifications necessary in order to teach. Finally, McNeil (2006) reports that

education is on the forefront of the 2006 governor campaign. Do private schools have such support?

Governors are recognizing the importance of paying teachers more competitively in order to provide quality teaching. Maine's Governor Baldacci increased teachers' pay by \$4.2 million (Maxwell, 2006). Maine's public school teachers will start by making \$30,000 at least annually, which is an increase of \$3,000 on an average in the state. In addition, Maine's \$5.5 billion budget proposes to be raised by \$48 million for state aid in education for local districts. These funds will increase the state's share of K-12 funding at 50 percent for the fiscal 2007 year. The budget allocated for schools emphasizes the importance of teacher satisfaction with educational materials at hand. Governor Kathleen Babineaux of Louisiana asked for support in her proposal to offer more competitive salaries for teachers across the state (Jacobson, 2006). Governor Arnold Schwarzenegger agreed and requested "combat pay" to attract well-qualified teachers. Private school teachers with low-pay salaries may leave a school for a public school where the governors are pushing for reasonable pay for the long hours in teaching. The schools in the association of Christian schools studied pay their teachers on an average lower than the average of public schools teachers' salaries in the state studied.

The Education Commission of the States (2005) reported that at least 30 states offered incentives for teachers to promote quality teaching. Virginia launched a pilot incentive program in 2004 providing highly qualified teachers to receive a one-time bonus of \$15,000 for relocation to schools needing improvement. Virginia's program additionally paid \$3,000 to each highly qualified teacher in these schools in order to

retain them. After the first year Virginia launched the program, teacher turnover dropped in these schools and were in compliance with the NCLBA that encourages highly qualified teachers. Furthermore, Jacobson (2006) reports that the district is now drawing more highly qualified applicants for the schools through this new program. This program illustrates the correlation between teachers' salaries and quality education.

The literature suggests that low salary is considered a main cause for teacher turnover. In addition, the studies have shown teacher turnover decreases when schools have higher salaries. The private schools in the state association of Christian schools pay lower salaries than public schools on an average; therefore the state association of Christian schools could be losing teachers because of lower salaries. Furthermore, the surveys conducted among teachers indicate their dissatisfaction with their salary level. Finances do seem to play a significant role in teacher turnover and not just another perception.

Qualified Teachers and Administrators

Historical Background

Cotton (1987) reports that researchers identified administration as one of the main reasons teachers give for leaving. Teachers' responses included "lack of support by administrators, low academic standards policies concerning the professional development, contractual agreements, personnel matters, and support services" (p. 5). A study conducted in the District of Columbia agrees with Cotton that there is a lack of administrative support in dealing with discipline problems (Holmes, 1988). Beginning teachers need support from administration to guide them through their first year. One

way an administrator can affect teacher turnover is to concentrate his/her efforts with the beginning teachers so they have a quality experience the first year of teaching (Chapman, 1984). Raising teacher standards has become the first priority for education reform instead of influencing student achievement, which is a greater priority. Darling-Hammond (1984) concluded that teacher quality has the most effect on student success than any other factor.

Quality administration is considered more closely in the private school sector as contributing to teacher turnover based on lack of qualification standards for an administrator in the private schools in the state association studied. Ingersoll (1999) reports that administrators have difficulty filling teacher position with highly qualified teachers. One may consider the difficulty in hiring qualified teachers without having to be highly qualified. Quality teaching and teacher turnover go hand in hand. Shen (1997) states, "...the issue of quality high rates of teacher attrition disrupts program continuity and planning, hinder student learning, and hiring" (p. 92). If the state association of Christian school's administrators does not need to be state certified, how do they know how to hire qualified teachers?

Current Trends

When teachers leave the school, it causes a problem for these administrators who must hire many new teachers by the beginning of every new school year.

Identifying qualified teachers in poverty areas is also difficult. In areas of concentrated poverty, the turnover rate of teachers is astronomical. In some areas, students will have two to three teachers in one year, 50 percent of teachers leave

the profession in one year and 70 percent leave after three years. The effect of the high turnover rate on children is devastating (Cookson, 2005, p. 12).

It is complicated to teach students when there are impoverished needs at hand other than education. If a student is hungry all day, he or she cannot engage in a comprehensive learning environment. Teachers create relationships with their class and students who are impoverished may lose the educational experience that they would have had if the relationship would be sustained throughout the year. Instead, there are times when students must learn a new teaching style in the middle of the year because of a teacher leaving.

Church-related schools do have needy students and these students get overlooked because their parents pay tuition. Several parents in church-related schools make sacrifices to ensure the tuition is covered and will live without so that their children can have private education. Teachers' salaries are also lower in these impoverished areas. This may show as a significant factor in teacher turnover in the state association of Christian schools. Teacher pay is always an issue, but does it top the list of reasons of those who leave (Portner, 2005)? The national study tracking reported 1992-1993 graduates' teaching careers through 1997 with only ten percent leaving because they were dissatisfied with salaries and benefits. Teachers who received support from their colleagues and administrators had higher autonomy because of the fewer student discipline problems, therefore more likely to stay regardless of personal characteristics or school demographics. The key to retaining teachers is to provide effective support.

The National Council for Accreditation of Teacher Education reports that teacher effectiveness and teacher quality is the number one factor in student achievement (Greher & Tobin, 2006). Students need effective and knowledgeable teachers in order to achieve. Teachers need to know the material they are teaching and how to effectively instruct that knowledge to students. Students deserve to have competent and caring instruction. In order to provide competent and caring instruction, it requires quality administrators to hire qualified teachers. It is recommended to create professional standards for teachers and to have teacher education on learning standards for both teachers and students at the core of the education. The development of more rigorous standards of content knowledge for teachers has affected individual state accreditation requirements for schools and teachers as well as teacher education programs.

Some policy makers who create teacher certification standards believe that knowledge of pedagogy is less important than content knowledge (Greher & Tobin, 2006). The idea undermines the role of the teacher education programs as a necessary route to teacher preparation. Teacher preparation is a main objective of an administrator. Qualified administrators emphasize the importance of teacher training. Without a professional knowledge base offered by education courses, teachers do not gain the pedagogical tools for sharing their knowledge.

Teachers need educational tools in order to understand school culture and insight into the process of how students learn (Greher & Tobin, 2006). Teacher preparation needs to include training for teachers to assess learning and encompasses administrators providing training support for teachers. Qualified administrators emphasize the

importance of educating teachers to be responsive to students, not just implementers of set routines multifaceted preparation and assessment should be implemented by teachers. Assessment should be based on real-world context that reflect how students actually learn.

Normally educators are encouraged when the necessary resources and services are available to the neediest, so all children can be well educated (Hill & Barth, 2004). NCLBA promotes resources and services for all children, however all children must take the standardized test in order to show the quality of education provided. Archer (2003) conducted a survey of public school administrators that indicates a broad acceptance to increase standards for student performance. However, there are many critics of the law's workability. Some researchers believe that federal legislation was motivated to undermine public schools' ability to provide quality education.

NCLBA's accountability standards make it a "rigged game" and a "statistical trap" for public schools (Rose, 2003, p. 1). Many researches believe that the main issue with NCLBA is not the intent but the implementation. Furthermore, NCLBA outlines qualifications for both paraprofessionals and teachers, having the most attention to date (Jerald & Ingersoll, 2002). Initially, the law defined a qualified teacher as only those with state certification, a bachelor's degree and demonstrated knowledge in their subject area. In addition, the law stated that only highly qualified teachers be retained by the end of the 2005-2006 school year. Ultimately principals decide whether their schools are in compliance with the qualified teacher requirement and decide annually in a report to the public of their retention of highly qualified teachers. Over half of the teachers would not

have been labeled “highly qualified” if NCLBA had been in effect during the 1999-2000 school year. The reason for this is that many teachers teach out-of-field.

Individuals who have earned a bachelor’s degree in core subjects can be considered “highly qualified” when entering the classroom without going through pedagogical preparation required by teacher certification programs (Hill & Barth, 2004). Teacher shortages have become an issue, therefore promoting easy access to entering the teaching field by alternative training routes and increasing hiring pools of potential teachers. Substantial data support both sides of the controversy dealing with NCLBA.

Munro (1999) agrees with the previous literature stated that positive correlation exists between effective teaching behaviors and increased student achievement. In addition, teachers with unconventional certification and only subject matter training had strong misconceptions about appropriate means to teach and were unable to integrate their subject matter knowledge with teaching practices for effective instruction. Teacher quality may be compromised under the NCLA because teachers with subject knowledge only are allowed to begin teaching.

Mortimore and Mortimore (1998) emphasize an understanding of the profession that evades most public, media and politicians.

For anyone who has attended school teaching seems to be the most transparent of occupations, with less mystique than many other walks of life. Most people, if asked, would probably claim to understand what teachers do. But, while most are familiar with the daily pattern of teachers’ work, far fewer understand the

complexity of the pedagogy and, as result, underestimate the skills required (p. 213).

In order to comply with the NCLBA mandate, experienced teachers may have to return to college or pass competency tests in subjects where they had minors (Bowler, 2003). Teachers need additional resources in order to re-tool to provide quality education. However, Bowler (2003) emphasizes, “the single most important factor in improving education is good teaching. Rural schools have good teachers that may not fit NCLBA’s definition of ‘highly qualified,’ and yet they still generate good results” (p. 7). Federal officials have let up on requirements for rural school teachers, giving them another year to prove “highly qualified” status. In addition, leniency may include considering years of experience teaching a subject, students’ test scores, continuing education credits or substitute evaluations as indicators of meeting the “highly qualified” criteria. These alterations show that officials are listening to critics who have challenged the law.

Schools in the state association of Christian schools may have unqualified administrators due to the lack of qualifications an administrator must have. Ingersoll (1999) emphasizes that higher levels of student discipline problems are associated with higher levels of turnover. One may consider that the lack of administrative support may contribute to the student discipline problems based on the lack of knowledge to assist the teachers in order to deal with student problems. Twice as much attrition in private schools is reported as due to staffing actions as is reported in high-poverty, urban public schools (Ingersoll, 1999).

The literature suggests that qualified administration may be a factor in teacher turnover. Support from administration is emphasized as the key to teacher retention. Without administrative support, the teachers bear the burden of parent and student problems alone. Support from qualified administration encourages positive autonomy within the school environment.

Job Security and Satisfaction

Background Information

The Rand Corporation reported that job satisfaction was an important factor to teachers and even more important to highly qualified teachers (Darling-Hammond, 1984). Job dissatisfaction that led to turnover was caused by a lack of input into professional decision-making, restrictive bureaucratic controls, and inadequate administrative support for teaching. In addition, healthy working conditions encourage professionalism. Technical decision-making by those who demonstrate their competence require improved preparation and professionally enforced standards of practice. Harrison (1984) agreed when he realized that better salaries are nice, but they are not sufficient to attract better teachers. “Better respect, status, and working conditions” are necessary to provide job satisfaction (p. 1). He found that most teachers leave because of a lack of opportunity to teach effectively.

Job security and satisfaction for teachers leaving that have previously been reported portray the same factors for teachers leaving today. Croft (1983) concluded that ...relatively low pay, problematic security, oversized classes, culture shock, disinterest among students, parents, and administrators perceived by school

employees, and the growing bureaucratization of education have interacted with changing teacher demographics and a diminishing public support for education to heighten the dropout problem among school staff (p. 1).

In addition, Cotton (1987) also stated that salary and finances are traditionally thought of as the primary reason for teachers leaving positions. However, working conditions arose as a more important issue. Over 50 percent of beginning teachers in Alabama who did not return for their second year of teaching indicated that their training experience was either “unsatisfactory or non-existent” and did not experience satisfaction in their jobs (Clayton & Wilson, 1984, p. 12).

Working conditions and job satisfaction are considered to be correlated in the school (Bird, 1985). The primary reasons for teacher turnover in the southeast were reported “administrative problems, student discipline, classroom control, large classes, extracurricular duties, uncooperative parents, and stressful atmosphere” (p. 87). Job dissatisfaction is considered by some teachers to be the most important factor affecting teaching turnover (Berry and Hare, 1986). Even though salaries are important, working conditions are seen as extremely important in teacher turnover. Job satisfaction and the problem of working conditions seem to draw parallel lines. One primary cause of teacher turnover is the “bureaucratic and frustrating working conditions” (p. 8). The teachers who leave because of job dissatisfaction did so because of the “working conditions related to undisciplined students, burdensome paperwork, inept administrators, and uncooperative parents” (p. 21). In addition, a source of job dissatisfaction is the lack of correlation between the pay and the performance of the teacher (Rydell, 1986).

Job satisfaction includes salary and fringe benefit consideration (Wright, 1986). These are two primary causes of job dissatisfaction that may result in teacher turnover. Therefore, intrinsic motivators are secondary in considering job satisfaction. However, satisfaction in teaching comes somewhat from the intrinsic psychic rewards of working with children (Schlechty & Vance, 1983). These rewards seem more accessible to the younger teachers than to the older teachers. This tends to create a reward structure and diminish the commitment to a life long career of teaching.

The Metropolitan Life Insurance Company conducted a survey that resulted in job satisfaction among teachers is declining (Harris, 1986). The survey reported 14 percent indicated that they would most likely leave the teaching profession within the next two years and 27 percent indicated that they would leave the teaching profession within the next five years. Similarly, 31 percent of the teachers in the District of Columbia public schools indicated that they had considered leaving their position because of the working conditions in the schools (Holmes, 1988). Job satisfaction was the primary factor in teacher turnover in this study followed closely by low salaries.

Henderson and Schlesingers (1988) findings also agreed with 53 percent of the teachers indicating that working conditions in the schools had caused them to seriously consider leaving the teaching profession. However, only 23 percent indicated that their consideration of resigning was related to low pay. In addition, salary is a factor in attrition when teachers are not satisfied with the profession, such as administrative support and administrative feedback on job performance (Bogenschild, 1988).

Furthermore, Heyns (1988) reported that “teacher attrition tends to be inversely related to the characteristics of schools alleged to enhance teacher satisfaction” (p. 10).

Teacher turnover may be caused by teacher dissatisfaction and pursuit of other jobs (Ingersoll, 2002). Approximately 75 percent of new teachers needed are caused by teacher turnover. In addition, over 90 percent of the newly hired teachers are simply replacements for recent teacher turnover. Lobosco and Newman (1992) reported that teachers from schools with high standards for achievement scores had more satisfied teachers than teachers from schools with lower achievement scores. Stress and adjustment places high demands on new teachers as they must meet the demands and standards as experienced colleagues. These demands and standards add pressure to the new teachers as they have not yet developed basic classroom routines and are just beginning to understand the operations of the school.

Stress and job dissatisfaction may be factors for teacher turnover (Fimian & Blanton, 1986). Weiskopf (1980) found that a perceived lack of achievement resulted in frustration and job dissatisfaction. Perceptions of failure can be magnified when teachers repeatedly fall short from stress. Younger and less experienced teachers report lower levels of satisfaction, therefore, more likely to leave their positions (Singer, 1993). These factors allow novice teachers to be vulnerable to teacher turnover.

Current Trends

Job satisfaction can be defined as the “feelings that an individual holds toward his or her job” (Houtte, 2006, p. 248). Low job satisfaction has been related to stress, burnout, lack of commitment to the institution, absenteeism, and turnover. Teacher

satisfaction can be affected through workplace conditions, school size, administrative control, organizational culture or group racial composition. The schools within the state association of Christian schools studied do not provide tenure opportunities to the teachers. Teachers may be dismissed at any time with little or no documentation. Lack of tenure could cause lack of security for teachers in these schools and having tenure in public schools provides security in a workplace where years have been invested.

Ingersoll (2002) states, “We wouldn’t have as many vacancies in core academic subjects if we weren’t so bad at keeping teachers in the profession” (p. 3). Many teachers entered the profession because they enjoyed working with children, however if they are assigned to work out-of-field, many choose to leave the profession. In addition, poor working conditions may lead to job dissatisfaction (Jerald & Ingersoll, 2002). Barlow (2002) believes that NCLBA may be helpful because teachers will be held accountable to teach in their areas of expertise. Exstrom (2003) disagrees and emphasizes that we need to keep experienced teachers and not drive them away.

Lower salaries resulted in a strike in Detroit. Teachers demanded a five percent raise over the next three years in order to satisfy them (Honawar, 2006). The teachers were dissatisfied already because of having to accept pay freezes, loaning workdays to the district, and reducing sick-leave days, which resulted from a \$200 million budget loss from the previous year. The district gave the administrators bonuses in contrast, which surprised the teachers even more. Student enrollment is also down 40 percent from the 1990s. In addition, 35 schools have been closed or relocated to other campuses since the end of the 2004-2005 school year.

Oguntoyimbo, a spokesman for the school system, stated, “All district employees have been asked to take a pay cut to close the gap in a total budget of \$1.4 billion” (Hanawar, 2006, p. 2). In addition, he emphasized that the choices were dwindling because of this budget gap. The union announced that teachers would vote on a tentative agreement to end the strike. Strikes are illegal in 24 states. Union officials emphasize the importance of the ability to strike for teachers when districts seek to cut into salaries and benefits. The National Education Association offers alternative incentives such as more relief time, professional development opportunities and credit for taking courses. Private schools in the state association of Christian schools do not have unions to protect them. These may be comprehensive alternatives in private schools to encourage teachers to stay.

The literature suggests that teachers may not be satisfied in the teaching profession because of working conditions and low salaries. Working conditions included unprofessional administration, lack of support of the parents and community, overload of paperwork, and lack of discipline among students. Extrinsic and intrinsic factors must be considered in job satisfaction of teachers. Extrinsic factors alone are not sufficient to satisfy if the intrinsic needs are not satisfied.

Life Cycle Events

Historical Background

Retirement is a factor at the end of a teacher’s career. The Rand Corporation reported annually 20-25 percent of young, inexperienced teachers leaving the profession (Ostrander, 1988). When teachers gain experience and become older, the rate declines

until a plateau is reached in the mid-career area. Then, the rate starts to increase as eligibility for retirement draws nearer.

A study in North Carolina schools researched the supply and demand of teachers. Barnes (1986) found that the majority of the teacher work force would become young and inexperienced. Bogenschild (1988) agreed that teacher attrition rates for younger teachers were significantly higher than for those with over five years of experience through his study in Wisconsin. Smith and Smith (2006) agreed as 33 percent of beginning teachers leave within the first three years. These inexperienced teachers have shown high rates of turnover. Attrition has shown to have much less attrition in the mid-years of a teaching career. The data shows attrition rates as high as 20-25 percent annually for the younger teachers with the rates dropping in the mid-career years (Grissmer & Kirby, 1987). The highest rates of teacher turnover are noted within the first five years of the teaching profession. However, those who continue to teach after five years show lower rates of teacher turnover until the retirement age approaches when the rate of turnover increases again.

Grissmer and Kirby (1987) continue to suggest that the most significant variables connected to teacher attrition are life cycle events and these are probably not just unique to the teaching profession. Life cycle events are considered to be “marriage, migration, pregnancy, entry of children into school and retirement” (p. x). Teachers also leave the profession temporarily in order to have families. Then they return to the profession after their children are older. They also found that spouse employment change and marriage

were important factors in teacher turnover. In addition, they noted 20 percent leaving for homemaking as the career.

A study conducted in Alabama agreed with Grissmer and Kirby in which the first year teachers who did not return for their second year of teaching was because of marriage or maternity (Clayton & Wilson, 1984). Ostrander (1988) noted in a study of teacher attrition in Nebraska, retirement was found as a significant factor. However, retirement did not necessarily correlate with age as there were options of early retirement incentives. Many teachers were opting out of the teaching profession prior to the normal retirement age.

Current Trends

The literature researched suggests that life cycle events such as age, pregnancy, retirement, and relocation are factors in teacher turnover. McCreight reported 3.2 million teachers in the United States in 2000. The U.S. Education Department estimates that approximately 150,000 new teachers are hired each year in order to replace those who have retired or left the profession. Public and private schools experience the highest attrition rate at the beginning and end of a teacher's career. Normally the rate is due to marriage, pregnancy, spouse relocation, or change of career within the first four years of teaching.

Life cycle events that may cause teacher turnover include lack of advancement opportunities, low emphasis on professional development, marital status, and health-related problems (McCeight, 2000). Lack of career advancement opportunities describes the teaching profession with little career advancement compared to other professions.

Teachers who demonstrate expertise and advanced skills are not usually rewarded for performance. The only advancement teachers can aspire to is administration in the educational field. Next, low emphasis on professional development has resulted in insufficient training and support for teachers. The National Commission on Teaching and America's Future reported "less support and fewer resources devoted to teaching in the U.S. than in Europe and Asia" (McCeight, 2000, p. 8). Marital status is strongly correlated with teacher turnover. Ninety percent of unmarried teachers continued teaching, but only 45.8 percent of married teachers were still teaching. Public school lost 30.3 percent of teachers due to health-related problems and 41.6 percent in the private school. These life cycle factors create new teacher recruitment annually.

The literature review has shown life cycle events to be emphasized factors in the causes of teacher turnover. The primary factors noted were marriage, spouse relocation, pregnancy, and retirement. A positive factor found is that many of those who leave teaching at the birth of their children reenter the profession when their children reach school age. In addition, when teacher turnover occurs due to spouse relocation, it normally is not turnover from the profession, but turnover for that district and reentry into another.

Summary

The review of the relevant literature proposes that teacher turnover is a problem in education and identifying the factors is information that administrators may consider to help reduce this problem. Besides general reasons, stress and burnout, additional responsibilities, finances, dismissal from school, lack of qualified administrators, rates of

turnover, job security and satisfaction, and life cycle events such as spouse relocation, pregnancy, and retirement all intertwine as reasonable factors of teacher turnover identified throughout the literature review. Numerous journals studied provided relationship between the studied topics in teacher turnover factors through historical background and current trends.

Excessive stress on teachers has shown through the implementation of NCLBA. Researches have reported that teachers worry about their positions because of the vagueness of the law with regards to being “highly qualified.” Teachers who have been in the profession for years do not want to feel threatened by the new mandate. Finally, further research in these identifies factors that may narrow down the most frequent factors in teacher turnover in the state association of Christian schools studied.

Chapter 3

Methodology

The General Perspective

As a descriptive study, the research reported here embodies teachers participating in this research study to analyze data concerning teacher turnover in a state association of Christian schools.

The Research Context

The study took place at the state association of Christian school's convention. Initial preparations were developed through a table made from the literature review, an expert review, pilot survey, follow-up survey, published survey, and collection of data. For the purpose of confidentiality, the association has been referred to as an association of Christian schools.

Research Question

What are the perceived primary teacher turnover factors directly related to the state association of Christian schools' policies and procedures?

The Research Subjects

The study on teacher turnover focuses on the teachers from the state association of Christian schools. Experts in the field reviewed the pilot survey developed through a table from the literature review (Research Table 1). The dissertation committee reviewed the pilot survey and upon their recommendations, the pilot study was distributed to two schools not in the association studied. A follow-up survey allowed participants to check factors that should be included and not included in the survey. Revisions were made

upon the recommendations on the pilot survey and the follow-up survey. The surveys were published for the association's booklet distributed at the convention with the approval of the dissertation committee's review of the result from the pilot study. These surveys were distributed to approximately 2000 members of the association and the surveys were taken at the association's convention held in October, 2006. In order to qualify for this study, the participants must have been members of the association. Incentives were awarded to those who chose to participate. They were collected at the end of the convention.

Research Table

Contributing Factors for Teacher Turnover	Sources that Support the Factors
1. Additional church-related responsibilities cause teacher turnover.	McCreight, C. (2000). Shan, Y. (2005).
2. Low salaries in the state association of Christian schools cause teacher turnover.	Boe, E., Bobbit, S., & Cook, L. (1993). Honawar, V. (2006). Jacobson, L. (2006). Maxwell, L. (2006). McNeil, M. (2006).
3. Lack of tenure in the state association of Christian schools causes teacher turnover.	Ingersoll, R. (1991). McGrath, D. & Princiotta's, D. (2005).
4. There is a lack of support from administration that causes teacher turnover.	Colgan, C. (2004). Gritz, M. & Theobald, N. (1993). Talmor, R., Reiter, S., & Feigin, N. (2005). Houtte, M. (2006).

5. Changes in life circumstances relate to teacher turnover (Teachers and spouse relocation, having children, or retirement).	Boe, E., Bobbit, S., & Cook, L. (1993). Ingersoll, R. (1991). Grissmer, D.W. & Kirby, S.N. (1994).
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Instruments Used in Data Collection

Surveys have shown to be a reliable source used by other authors to show significant data. Ingersoll used staffing surveys and a follow up survey to show comprehensive data on teacher turnover (1999). The *Handbook for Organizational Measurement* provides reliable and valid survey and interview questions for surveys with the opinions and attitudes of workers and turnover issues (Price, 1997). Six types of validity are distinguished in the handbook. Reliability is shown through the Cronbach's alpha (1951) for organizational research in Price's handbook. McGrath and Princiotta's (2005) handbook has served as a tool for designing the pilot and follow-up survey as well as considering the experts in the field's recommendations. The National Center for Educational Statistics states that these surveys are both reliable and valid (2005).

Administrator/Expert Pilot and Follow-up Survey

Initial preparations were developed through creating the research table shown above as an instrument used in conveying the factors of teacher turnover emphasized in literature. Next, the pilot survey was examined by a team of experts in the educational field. The team of experts included the coordinator of the state association of Christian schools, one high school principal, two elementary principals, and three headmasters. Following the return of the completed survey by the experts and committee chair, the pilot survey was refined and ready for distribution.

Pilot Survey

Next, the survey was piloted in two Christian schools not in the association; one school with 500 or more students and the other with 500 or less students. Swift (1984) suggests the importance of school size as a factor in teacher turnover. Christian schools are considered to be smaller schools than public schools; therefore reporting on this criterion of students may identify differences in teacher turnover factors. The pilot survey begins with background information that the teachers and administrators check off. Next, the participants checked off ten stated factors of teacher turnover by indicating the importance of the factor. The scale indicating the importance ranks the factors starting with five down to one. When the participant marks the number five, it shows the most important cause while marking number one shows the least important cause. The last item on the pilot survey asks the participants to list other factors of teacher turnover in church-related schools.

Research Pilot Survey

Factors of Teacher Turnover in Church-related Schools

*Please participate in this research study to find the factors of teacher turnover in church-related schools. Please indicate your response by checking the corresponding box.

*ALL responses are confidential.

A. Teacher ☐ Administrator ☐

B. Male ☐ Female ☐

C. Have you left a school in the last: 3 years ☐ 5 years ☐ 10 years ☐

If so why:

D. School is located:

Urban ☐

Suburban ☐

Rural ☐

E. School size:

500 or less ☐

500 or more ☐

Please check each box on the scale to indicate the importance of the stated cause of why a teacher would leave a church-related school.

	Most Important			Least Important		
1. Stress/Burnout	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	
2. Ministry responsibilities outside of the classroom too great	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	
3. Finances/Low Pay	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	
4. Dismissed because there is no tenure in order to have job security	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	
5. Lack of administrative support	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	
6. Lack of quality administration	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	
7. Dissatisfied with teaching	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	
8. Spouse relocation	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	
9. Pregnancy	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	
10. Retirement	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	

F. Please list other factors of teacher turnover in church-related schools:

Follow-up Survey

The follow-up survey was developed in the same format as the pilot survey. It begins with inquiring on the clarity of the pilot survey. Next, the follow-up survey asks the participants to check the boxes of ten factors of teacher turnover that should be included or not included on the survey. Again, the scale is ranked from five to be included down to one not to be included. The follow-up survey ends by asking for suggestions of rewording the stated factors.

Research Follow-up Survey

Factors of Teacher Turnover in Church-related Schools

Please list your comments as to the clarity on the initial inquiry **A-G**.

A. Teacher ☐ Administrator ☐ B. Male ☐ Female ☐

C. Have you left a school in the last: 3 years ☐ 5 years ☐ 10 years ☐

If so why: _____

D. School is located:

Urban ☐ Suburban ☐ Rural ☐

E. School size: 500 or less ☐ 500 or more ☐

Please check the boxes on the scale to indicate the appropriateness of the stated factors of why a teacher would leave a church-related school. Please check the #5 box if the stated cause should be included in the survey down to 1 that should not be included in the survey.

	Included			Not Included		
1. Stress/Burnout	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	
2. Ministry responsibilities outside of the classroom too great	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	
3. Finances/Low Pay	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	
4. Dismissed because there is no tenure in order to have job security	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	
5. Lack of administrative support	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	
6. Qualified administration	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	
7. Dissatisfied with teaching	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	
8. Spouse relocation	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	
9. Pregnancy	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	
10. Retirement	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	

F. Please list any suggestions for rewording Factors #1-10 or any other factors of teacher turnover in church-related schools:

The Study

Publishing the Survey

The pilot and follow-up survey results were examined and the dissertation committee and experts in the fields made recommendations for revisions of the survey for the published document. The pilot study results reported that the causes should be categorized as factors. The teacher and administrator category was added. Work history was broken down in smaller increments. Item four was simplified into two listed factors giving the survey 12 factors to be reviewed. Headings for the sections were added. School administration and school board items: numbers seven and eight were added to the “Background Information.” Finally, the pilot study results reported that “God’s calling” should be added to the factors listed. Based on this pilot study, a refined instrument was designed for use in this study.

The directions in the final survey encouraged subjects to check off their answers for convenience. The survey began with eight questions under “Background Information” that the participants checked off, followed by twelve indicators in teacher turnover under “Factors of Teacher Turnover”. The twelve indicators were ranked on the same scale as the pilot survey of five down to one with five showing the most important factor and one showing the least important factor. The survey concludes with allowing the subjects to list other factors found in teacher turnover in the association. Finally, the survey was published in the association’s booklet and handed out to all members of the association at the convention.

FACCS Survey

Factors of Teacher Turnover in Church-related Schools in FACCS

***Please participate in this research study to find the factors of teacher turnover in FACCS schools. Each participant who turns in this survey will receive a FREE PRIZE when exiting the main auditorium. *ALL responses are confidential.**

I. Background Information

1. **Position:** Teacher ☐ Administrator ☐ Teacher-Administrator ☐
2. **Other required church-related responsibilities for teachers:** _____
3. **Gender:** Male ☐ Female ☐ 4. **Work history:** Have you left a FACCS school in the last: year ☐ 2-3 years ☐ 4-6 years ☐ 6 plus years ☐
- If so why: _____
5. **School location:** Urban ☐ Suburban ☐ Rural ☐
6. **School size:** 500 or less ☐ 500 or more ☐
7. **School administrator:** Pastor administrator ☐ Separate school administrator ☐
8. **School board:** Church school board ☐ Separate school board ☐

II. Factors of Teacher Turnover

Please check each box on the scale to indicate the importance of the stated cause of why a teacher would leave a FACCS school.

	Most Important			Least Important		
9. Stress/burnout	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	
10. Required church-related responsibilities	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	
11. Finances/low pay	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	
12. Dismissed from school	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	
13. Lack of tenure for job security	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	
14. Lack of administrative support	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	
15. Lack of quality administration	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	
16. Dissatisfied with teaching	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	
17. Spouse relocation	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	
18. Pregnancy	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	
19. Retirement	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	
20. God's calling	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	

21. **Please list other factors of teacher turnover in FACCS schools:**

Procedures Used

In carrying out the survey design, several specific procedures were used. First, access to distribute the surveys at the convention in the published booklet was confirmed by the association's coordinator. Second, the pilot survey was given to the two schools not in the association for recommendations. The survey was published in the association's booklet. The final survey was prepared and distributed to all of the association's members attending the convention. The criteria to be included in the study were participants who had to be a member of the state association of Christian schools studied. After the surveys were completed, the factors of teacher turnover have been shown through the instruments used. The statistical analysis stated below was conducted and the results have been documented. In addition, the schools' surveys' background information was compared through correlation from the teachers' responses.

Data Analysis

The purpose of the research was to present information to the association's administrators regarding the factors of teacher turnover in their schools. This was a descriptive study in that it was conducted through answering questions relating to teacher turnover. The study provided data concerning the factors of teacher turnover in the state association of Christian schools. The data were analyzed by means of several strategies. Initially, the data were reduced by analyzing the answers of the surveys. The topics on the survey were identified by categories of responses. After the information is analyzed, it was reported to the participant administrators of the association and published in the quarterly magazine and newsletter.

Data Organization

The surveys discussed in the instrument used were distributed at the association's convention as the subjects entered the convention. Each member of the association received the association's booklet that entailed the order of events of the convention. The survey was organized on page 43 of the booklet. The coordinator of the association announced the survey through a PowerPoint slide and instructed the members to turn to page 43 and take the survey at the main session. In addition, he explained that the surveys would be collected when exiting the auditorium. The surveys were collected to be analyzed. The checked responses on the survey were tallied and entered into EXCEL and SPSS under the designated categories. The data is reported through the mean and the percentage of the teacher turnover factors. The significance factor is reported to demonstrate the confidence level of the results. Those results are shown through frequency tables and histograms. Finally, these results have been displayed through narrative, tables, and figures to show the participant administrators the findings that will possibly initiate a decrease in the rate of teacher turnovers in their schools.

Statistical Procedures

The statistics gathered would be used to present an index to describe a relationship of variables within a population (Ary, 2002). The interval scale of the dependent variable is the interval, which used the mean of the surveys to show the relationship of teacher turnover and the teachers' answers to these questions about their opinions and attitudes towards their profession. The first central tendency described one group's mean through the teachers' survey and then was compared to each category of

background information, which described the relationship between the means. Therefore, the descriptive statistics have been used to show the multiple samples that were taken from the members in the association. The results of the research have been reported through descriptive statistics and the significant level.

Summary

Chapter three has explained the methods used in this descriptive study of the association of Christian school's members participating in a research study to find the factors of teacher turnover. The next chapter portrays the results obtained with those methods described.

Chapter 4

The Results of the Study

As stated in Chapter one, the study reported here examined teacher turnover in detail focusing on teacher turnover in a state association of Christian schools.

Administrators, teachers, parents, and even students are concerned with the existing problem because of the affect on quality education with the excessive amount of teacher turnover. The results have identified factors of teacher turnover in the association of Christian schools studied.

Chapter four begins with an analysis of the responses on the pilot survey from the experts in the field. Following the recommendations from the committee and experts in the field, the pilot and follow-up survey were distributed to two schools. These two schools were not in the studied association. One school studied had 500 or more students and the other 500 or less students. Then an analysis was conducted on the responses from the pilot and follow-up survey. Furthermore, recommendations from the experts in the field and the committee were implemented on the published survey distributed at the convention. Finally, the responses of the survey were analyzed.

Responses from the teachers were in the form of ranking numbers, with five being the most important rank down to one being the least important rank. The research list in chapter one identified factors in teacher turnover. The survey was tallied and through the method of criteria in the survey showed the results. The experiment has followed the four step process in order to produce conclusions in this study. First, the research question was stated for the experiment. Next, the criteria were set for the decision that is

made. Finally, the data were collected and computed into sample statistics and reported the following conclusions in chapter four.

Chapter four is organized in terms of the specific statistical procedure that was described through this study. Next, the school control factors are listed reporting the results of the survey.

Research Question

What are the perceived primary teacher turnover factors directly related to the state association of Christian schools' policies and procedures?

The research question has been explored through the experiment used to identify the teacher turnover rate through the 12 factors of teacher turnover listed on the survey. These 12 factors are categorized by the schools having control over half of the factors.

School Control Factors

1. Required church-related responsibilities
2. Finances/low pay
3. Dismissed from school
4. Lack of tenure for job security
5. Lack of administrative support
6. Lack of quality administration

Outside School Control Factors

7. Stress/burnout-may be considered as a school control factor or an outside school control factor dependent upon the individual's situation.
8. Dissatisfied with teaching

- 9. Spouse relocation
- 10. Pregnancy
- 11. Retirement
- 12. God's calling

First, the pilot and follow-up surveys' recommendations are reported. Second, the survey is discussed that was distributed to the association of Christian schools' members. Third, the background information from the surveys' results is reported. Listed under school control factors and outside school control factors are the corresponding factors of teacher turnover from the state association of Christian schools' survey. The findings from the surveys are reported through tables and figures under the factors of teacher turnover. Finally, the relationship between teacher responses and the background information is compared.

Administrator/Expert Pilot Survey

Background Information

Of the six responding experts in the field, two (33 percent) females were from schools in a suburban area and from schools of 500 students or less. Four (67 percent) were from schools of 500 students or more with three (50 percent) males and one (17 percent) female. Of these four respondents, three (75 percent) were from urban schools and one (25 percent) from a suburban school. The two reasons given for leaving the school from these experts were finance/low pay and changing schools with one (17 percent) respondent.

The pilot survey instructed the experts to rank the factors that should be included in the survey by checking five down to one indicating the factors that should not be included in the survey.

Administrator/Expert Follow-up Survey

Background Information

Of the six responding experts in the field, one (17 percent) female and one (17 percent) male were from schools in a suburban area and from schools of 500 students or less. Four (67 percent) were from schools of 500 students or more with three (75 percent) males and one (25 percent) female. Of these four respondents, three (75 percent) were from urban schools and one (25 percent) from a suburban school. The two reasons given for leaving the school from these experts were finance/low pay and changing schools with one (two percent) respondent. The pilot survey instructed the experts to rank the factors that should be included in the survey by checking five down to one indicating that the factors that should not be included in the survey.

The pilot study resulted in revising the survey upon the pilot study results and expert recommendations. “God’s calling” was added under the “Factors of Teacher Turnover” and “Dismissed because there is no Tenure in order to have Job Security” was divided into two questions resulting with the following list:

School Control Factors

1. Required church-related responsibilities
2. Finances/low pay
3. Dismissed from school

4. Lack of tenure for job security
5. Lack of administrative support
6. Lack of quality administration

Outside School Control Factors

7. Stress/burnout-may be considered as a school control factor or an outside school control factor dependent upon the individual's situation.
8. Dissatisfied with teaching
9. Spouse relocation
10. Pregnancy
11. Retirement
12. God's calling

Teacher Pilot Survey

Background Information

The pilot survey was distributed to two schools outside of the state association of Christian schools studied. The first school had 500 or less students and was located in a suburban area. Of the eight responding teachers, one (13 percent) was male and seven (87 percent) were females. Two (25 percent) teachers left within three to five years and one (13 percent) teacher within five to ten years. The top three reasons for leaving the school were finances/low pay with two (25 percent) respondents and required church attendance and lack of benefits both with one (13 percent) respondent. Additional factors listed of teacher turnover include God's calling with four (50 percent) respondents and philosophy differences with two (25 percent) respondents.

The second school had 500 or more students and was located in an urban area. Of the 21 responding teachers, eight (38 percent) were males and 13 (62 percent) were females. Three (14 percent) of the teachers left within three years, seven (33 percent) within three to five years, and three (14 percent) within five to ten years. The top three reasons for leaving the school were medical leave, pregnancy, and relocation all with one (five percent) respondent. Additional factors listed of teacher turnover include lack of certification requirements, lack of parent support, and lack of teacher support all with one (13 percent) respondent. The pilot survey instructed the teachers to rank the factors from five down to one with five being the most important down to one being the least important. Below is a list of teacher turnover factors included on the pilot survey.

School Control Factors

1. Ministry responsibilities outside of the classroom too great
2. Finances/low pay
3. Dismissed because there is no tenure in order to have job security
4. Lack of administrative support
5. Lack of quality administration

Outside School Control Factors

6. Stress/burnout-may be considered as a school control factor or an outside school control factor dependent upon the individual's situation.
7. Dissatisfied with teaching
8. Spouse relocation
9. Pregnancy

10. Retirement

Teacher Pilot Follow-up Survey

Background Information

Of the eight responding teachers from a school of 500 students or less, seven females (88 percent) and one male (12 percent) were from schools in a suburban area. Of the 20 responding teachers from a school of 500 or more, 15 (75 percent) females and five (25 percent) males were from an urban area. Additional factors listed for teacher turnover include lack of resources and lack of time both with one (13 percent) respondent. The follow-up survey instructed the teachers to rank the factors that should be included in the survey by checking five down to one indicating that the factors that should not be included in the survey.

Teacher Survey

Background Information

The survey was published in the association's convention booklet and distributed to all of the members at the convention. Of the 522 responding teachers, 448 (86 percent) were females and 74 (14 percent) were males. Thirty (six percent) teachers left within one year, 31 (six percent) teachers left within two to three years, 22 (four percent) teachers left within four to six years and 50 (ten percent) teachers left within six plus years. The top three reasons listed for leaving a school in the state association of Christian schools were relocation with 14 (three percent) respondents, lack of administration support with nine (two percent) respondents, and finances/low pay with six (one percent) respondents. The teachers that indicated the location of the school

included 162 (31 percent) respondents from the urban area, 200 (38 percent) respondents from the suburban area, and 48 (nine percent) respondents from the rural area.

The top three required church-related responsibilities in the state association of Christian schools listed on the survey were required church ministry with 80 (15 percent) respondents, required church attendance with 37 (seven percent) respondents, and required church membership with 11 (two percent) respondents. The top three additional factors listed for teacher turnover include additional uncompensated responsibilities with 14 (three percent) respondents, lack of parent support with nine (two percent) respondents, and lack of teacher unity with six (one percent) respondents.

The teachers that indicated the pastor as the school administrator were 107 (20 percent) respondents. The teachers that indicated a separate school administrator were 325 (62 percent) respondents. The teachers that indicated having a church school board were 294 (56 percent) respondents and 105 (20 percent) respondents indicated a separate school board.

Factors of Teacher Turnover

The findings of the factors of teacher turnover are statistically described through tables and figures. The tables report percentage importance by adding the two important ranked levels: four and five. After totaling the important levels, the total was divided by the cumulative respondents providing the important percentage. The figures show the number of respondents that answered the questions in relation to the ranked levels five being the most important down to one being the least important. In addition, the figures

are color coded to illustrate school control factors: black, outside school control factors: white and both: gray.

School Control Factors

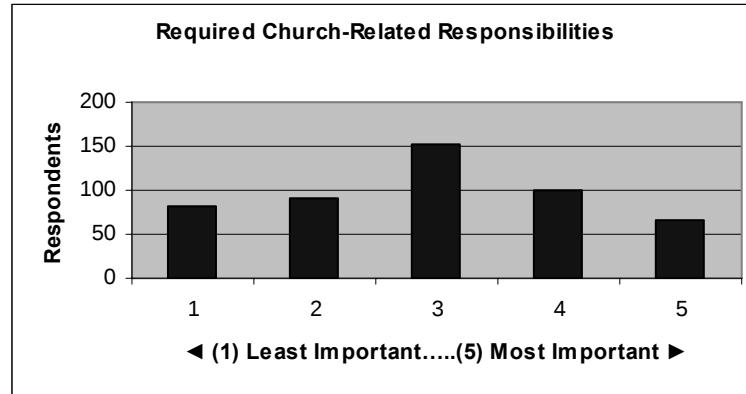
1. Required church-related responsibilities

Of the 492 respondents to factor one, 67 (14 percent) checked this as the most important cause and 81 (16 percent) checked this as the least important cause. The frequency table for turnover caused by required church-related responsibilities is 34.15 percent important (sum of levels four and five divided by respondents). From this information, as shown in table one, it seems reasonable to conclude that required church-related responsibilities is not a major factor in the amount of teacher turnover in the state association of Christian schools studied being below 50 percent.

Table 1

Required Church-Related Responsibilities				
#	Count	Cumulative	%	Cum. %
1	81	81	0.16	0.16
2	91	172	0.18	0.35
3	152	324	0.31	0.66
4	101	425	0.21	0.86
5	67	492	0.14	1.00
Percentage Important:			34.15%	

Figure 1



2. Finances/Low Pay

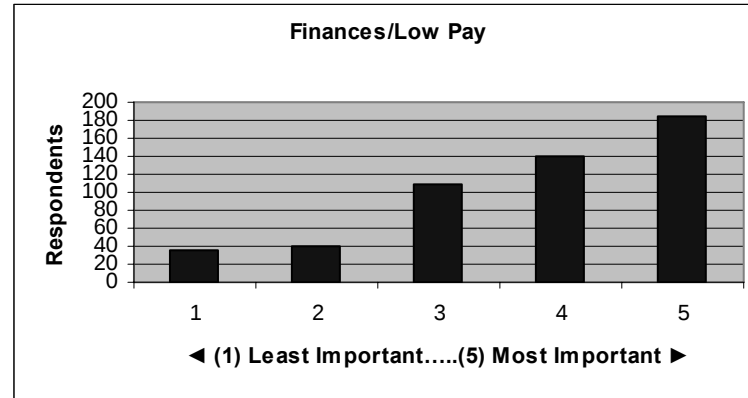
Of the 509 respondents to factor two, 184 (36 percent) checked this as the most important cause and only 35 (seven percent) checked this as the least important cause. The frequency table for turnover caused by finance/low pay is 63.65 percent important (sum of levels four and five divided by respondents). From this information, as shown in table two, it seems reasonable to conclude that finances/low pay is a major factor in the amount of teacher turnover in the state association of Christian schools studied being above 50 percent. This data supports the information found in the literature review.

Table 2

Finances/Low Pay				
#	Count	Cumulative	%	Cum. %
1	35	35	0.07	0.07
2	40	75	0.08	0.15
3	110	185	0.22	0.36
4	140	325	0.28	0.64
5	184	509	0.36	1.00

Percentage Important: 63.65%

Figure 2



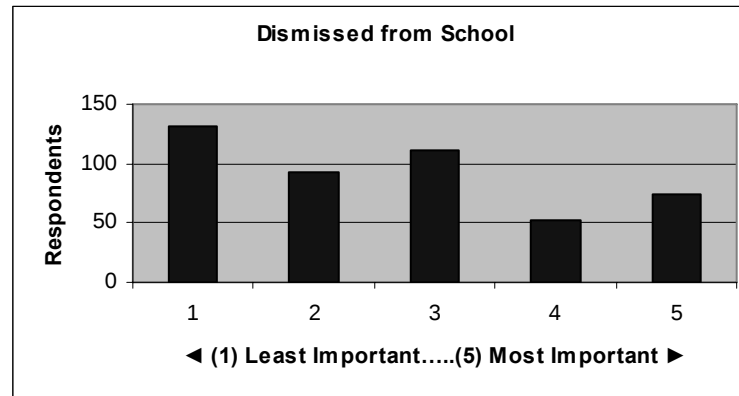
3. Dismissed from School

Of the 465 respondents to factor three, only 75 (16 percent) checked this as the most important cause and 132 (28 percent) checked this as the least important cause. The frequency table for turnover caused by dismissal decision by school is 27.53 percent important (sum of levels four and five divided by respondents). From this information, as shown in table three, it seems reasonable to conclude that dismissal from school is not a major factor in the amount of teacher turnover in the state association of Christian schools studied being below 50 percent.

Table 3

Dismissed from School				
#	Count	Cumulative	%	Cum. %
1	132	132	0.28	0.28
2	93	225	0.20	0.48
3	112	337	0.24	0.72
4	53	390	0.11	0.84
5	75	465	0.16	1.00
Percentage Important:			27.53%	

Figure 3



4. Lack of Tenure for Job Security

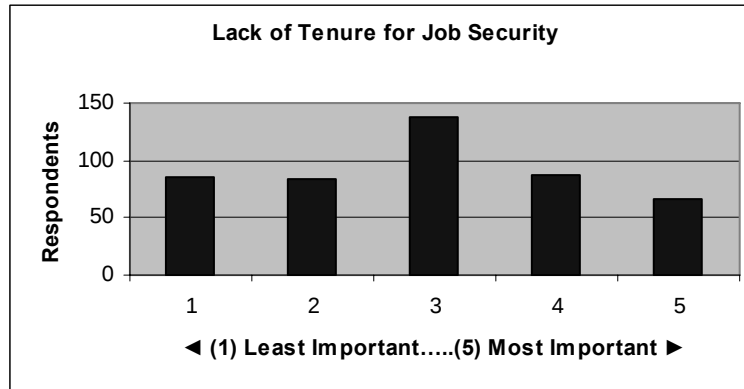
Of the 461 respondents to factor four, 67 (36 percent) checked this as the most important cause and 85 (18 percent) checked this as the least important cause. The frequency table for turnover caused by lack of tenure for job security is 33.62 percent important (sum of levels four and five divided by respondents). From this information, as shown in table four, it seems reasonable to conclude that lack of tenure for job security is not a major factor in the amount of teacher turnover in the state association of Christian schools studied being below 50 percent.

Table 4

Lack of Tenure for Job Security				
#	Count	Cumulative	%	Cum. %
1	85	85	0.18	0.18
2	84	169	0.18	0.37
3	137	306	0.30	0.66
4	88	394	0.19	0.85
5	67	461	0.15	1.00

Percentage Important: 33.62%

Figure 4



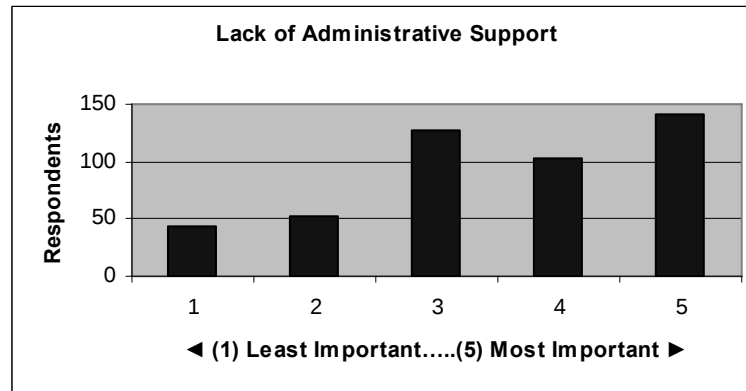
5. Lack of Administrative Support

Of the 468 respondents to factor five, 142 (30 percent) checked this as the most important cause and only 43 (nine percent) checked this as the least important cause. The frequency table for turnover caused by lack of administrative support is 52.35 percent important (sum of levels four and five divided by respondents). From this information, as shown in table five, it seems reasonable to conclude that lack of administration support is a major factor in the amount of teacher turnover in the state association of Christian schools studied being above 50 percent. This data supports the information found in the literature review.

Table 5

Lack of Administrative Support				
#	Count	Cumulative	%	Cum. %
1	43	43	0.09	0.09
2	52	95	0.11	0.20
3	128	223	0.27	0.48
4	103	326	0.22	0.70
5	142	468	0.30	1.00
Percentage Important:			52.35%	

Figure 5



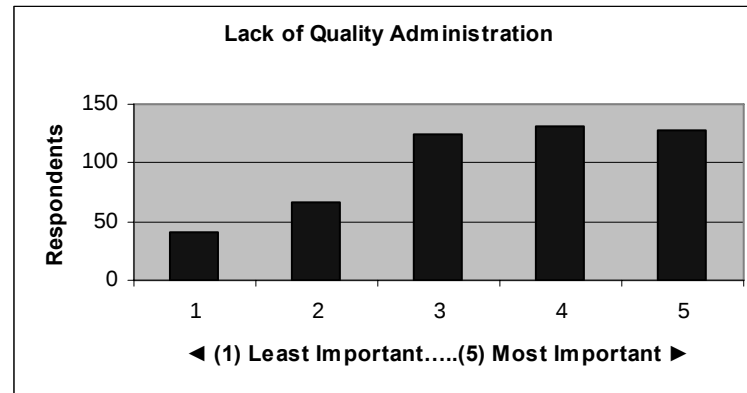
6. Lack of Quality Administration

Of the 492 respondents to factor six, 128 (26 percent) checked this as the most important cause and only 41 (eight percent) checked this as the least important cause. The frequency table for turnover caused by lack of quality administrative is 52.85 percent important (sum of levels four and five divided by respondents). From this information, as shown in table six, it seems reasonable to conclude that lack of quality administration is a major factor in the amount of teacher turnover in the state association of Christian schools studied being above 50 percent. This data supports the information found in the literature review.

Table 6

Lack of Quality Administration				
#	Count	Cumulative	%	Cum. %
1	41	41	0.08	0.08
2	66	107	0.13	0.22
3	125	232	0.25	0.47
4	132	364	0.27	0.74
5	128	492	0.26	1.00
Percentage Important:			52.85%	

Figure 6



Outside School Control Factors

7. Stress/Burnout

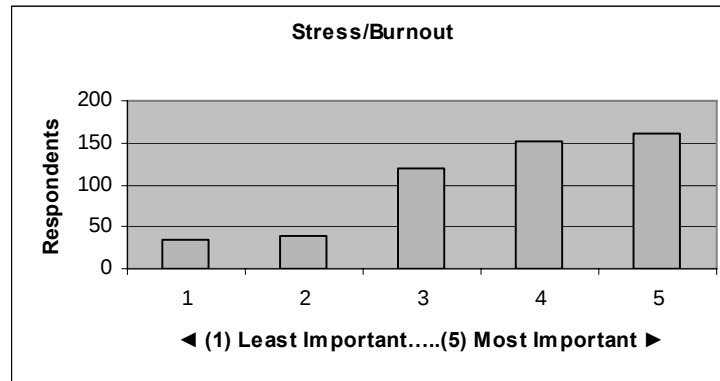
Of the 506 respondents to factor seven, 162 (32 percent) checked this as the most important cause and only 34 (seven percent) checked this as the least important cause. The frequency table for turnover caused by stress/burnout is 61.86 percent important (sum of levels four and five divided by respondents). From this information, as shown in table seven, it seems reasonable to conclude that stress/burnout is a major factor in the amount of teacher turnover in the state association of Christian schools studied being above 50 percent.

Table 7

Stress/Burnout				
#	Count	Cumulative	%	Cum. %
1	34	34	0.07	0.07
2	40	74	0.08	0.15
3	119	193	0.24	0.38
4	151	344	0.30	0.68
5	162	506	0.32	1.00

Percentage Important: 61.86%

Figure 7



8. Dissatisfied with Teaching

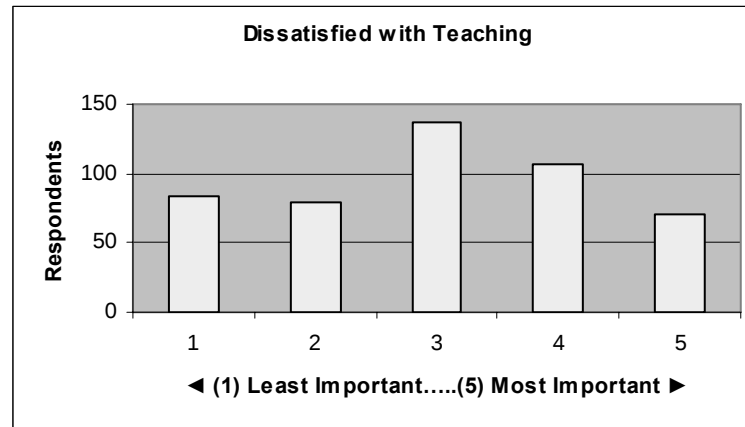
Of the 477 respondents to factor eight, only 70 (15 percent) checked this as the most important cause and 83 (17 percent) checked this as the least important cause. The frequency table for turnover caused by dissatisfied with teaching is 37.11 percent important (sum of levels four and five divided by respondents). From this information, as shown in table eight, it seems reasonable to conclude that dissatisfaction with teaching is not a major factor in the amount of teacher turnover in the state association of Christian schools studied being below 50 percent.

Table 8

Dissatisfied with Teaching				
#	Count	Cumulative	%	Cum. %
1	83	83	0.17	0.17
2	80	163	0.17	0.34
3	137	300	0.29	0.63
4	107	407	0.22	0.85
5	70	477	0.15	1.00

Percentage Important: 37.11%

Figure 8



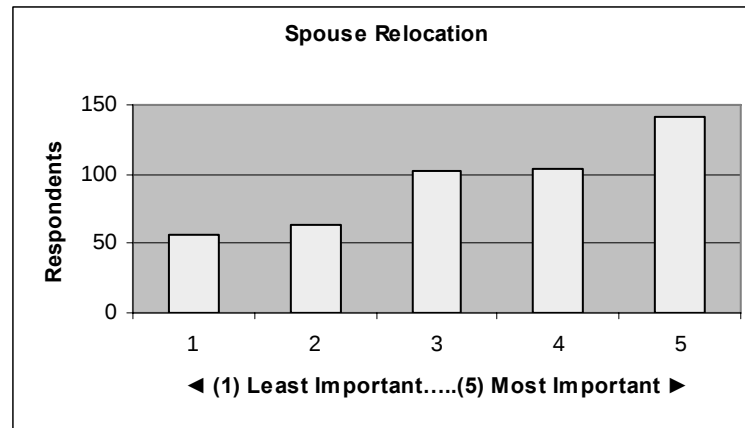
9. Spouse Relocation

Of the 466 respondents to factor nine, 141 (30 percent) checked this as the most important cause and only 56 (12 percent) checked this as the least important cause. The frequency table for turnover caused by dismissal decision by school is 52.58 percent important (sum of levels four and five divided by respondents). From this information, as shown in table nine, it seems reasonable to conclude that spouse relocation is a major factor in the amount of teacher turnover in the state association of Christian schools studied being above 50 percent. This data supports the information found in the literature review.

Table 9

Spouse Relocation				
#	Count	Cumulative	%	Cum. %
1	56	56	0.12	0.12
2	63	119	0.14	0.26
3	102	221	0.22	0.47
4	104	325	0.22	0.70
5	141	466	0.30	1.00
Percentage Important:			52.58%	

Figure 9



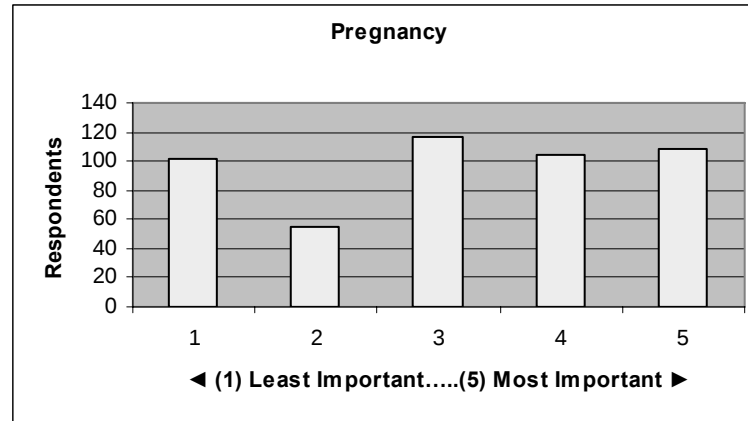
10. Pregnancy

Of the 487 respondents to factor ten, 109 (22 percent) checked this as the most important cause and 101 (21 percent) checked this as the least important cause, which is relatively equivalent to each other. The frequency table for turnover caused by pregnancy is 43.94 percent important (sum of levels four and five divided by respondents). From this information, as shown in table ten, it seems reasonable to conclude that pregnancy is not a major factor in the amount of teacher turnover in the state association of Christian schools studied being below 50 percent.

Table 10

Pregnancy				
#	Count	Cumulative	%	Cum. %
1	101	101	0.21	0.21
2	55	156	0.11	0.32
3	117	273	0.24	0.56
4	105	378	0.22	0.78
5	109	487	0.22	1.00
Percentage Important:			43.94%	

Figure 10



11. Retirement

Of the 495 respondents to factor 11, 130 (26 percent) checked this as the most important cause and 80 (16 percent) checked this as the least important cause. The frequency table for turnover caused by retirement is 45.25 percent important (sum of levels four and five divided by respondents). From this information, as shown in table 11, it seems reasonable to conclude that retirement is not a major factor in the amount of teacher turnover in the state association of Christian schools studied being below 50 percent.

Table 11

Retirement				
#	Count	Cumulative	%	Cum. %
1	80	80	0.16	0.16
2	60	140	0.12	0.28
3	131	271	0.26	0.55
4	94	365	0.19	0.74
5	130	495	0.26	1.00
Percentage Important:			45.25%	

Figure 11



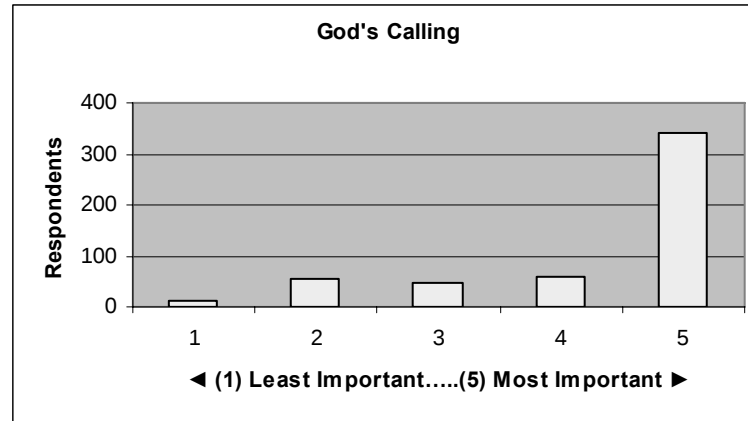
12. God's Calling

Of the 509 respondents to factor 12, surprisingly 341 (67 percent) checked this as the most important cause and only 11 (two percent) checked this as the least important cause. The frequency table for turnover caused by God's calling is 78.39 percent important (sum of levels four and five divided by respondents). From this information, as shown in table 12, it seems reasonable to conclude that God's calling is the most important factor in the amount of teacher turnover in the state association of Christian schools studied being above 50 percent.

Table 12

God's Calling				
#	Count	Cumulative	%	Cum. %
1	11	11	0.02	0.02
2	53	64	0.10	0.13
3	46	110	0.09	0.22
4	58	168	0.11	0.33
5	341	509	0.67	1.00
Percentage Important:			78.39%	

Figure 12



Cumulative Teacher Survey Results

Table 13 describes God's calling, finance/low pay, stress/burnout, lack of quality administration, spouse relocation, and lack of administrative support as factors in teacher turnover in the association of Christian schools being above 50 percent importance.

Table 13

Teacher Response Percentage Importance

Teacher Turnover Factors	Teachers Important (4+5)	Teachers Respondents	Teachers Percentage
1. Required Church-Related Responsibilities	168	492	34.15%
2. Finances/Low Pay	324	509	63.65%
3. Dismissed from School	128	465	27.53%
4. Lack of Tenure for Job Security	155	461	33.62%
5. Lack of Administrative Support	245	468	52.35%
6. Lack of Quality Administration	260	492	52.85%
7. Stress/Burnout	313	506	61.86%
8. Dissatisfied with Teaching	177	477	37.11%
9. Spouse Relocation	245	466	52.58%
10. Pregnancy	214	487	43.94%
11. Retirement	224	495	45.25%
12. God's Calling	399	509	78.39%

Summary

The results presented above indicate clearly that half of the factors of teacher turnover Researched are directly related to the state association of Christian schools' policies and procedures. The factor of God's calling is of considerable importance. A detailed summary and a discussion of the findings are presented in the following chapter.

Chapter 5

Summary and Discussion

As an aid to the reader, Chapter five of the dissertation restates the research problem and reviews the major methods used in the study. The focus of this study was to identify factors of teacher turnover in a state association of Christian schools. The major sections of this chapter review the results and discuss their implications.

Statement of the Problem

Teacher turnover is high in schools, identifying the factors may possibly lead to solutions to reduce teacher turnover. As explained in Chapter two, the study reported here indicated 12 teacher turnover factors through the literature review and the pilot study. The association of Christian schools studied considered that if the factors could be determined, then solutions to these factors could be found to reduce the amount of teacher turnover in the association.

The factors for the study fit into two categories: school control factors and outside school control factors. Six factors were listed under each category. School control factors included required church-related responsibilities, finances/low pay, dismissed from school, lack of tenure for job security, lack of administrative support, and lack of quality administration. Outside school control factors included stress/burnout, which may be considered as a school control factor or an outside school control factor dependent upon the individual's situation, dissatisfied with teaching, spouse relocation, pregnancy, retirement, and God's calling. It was hypothesized that the primary factors

for the teacher turnover rate in the studied association of Christian schools are directly related to the schools' policies and procedures.

The literature review was conducted to examine the factors of teacher turnover in both public and private schools. The correlation between the hypotheses and the findings in literature should be noted as it shows basic factors of teacher turnover are similar, regardless of the school being studied. If the data were to lead one to believe the hypotheses as stated, one would be able to apply the information from this study to schools other than the association of Christian schools.

Review of the Methodology

Identifying the factors of teacher turnover in church-related schools in a state association of Christian schools was researched through a literature review of previous factors. Next, a table was made from the literature review in order to prepare the pilot study where experts in the field made recommendations for the pilot study survey. In addition, the pilot survey was distributed to two private schools not in the studied association. Upon their recommendations, a final survey was completed and distributed at the association's convention.

The survey was broken into two main categories: Background Information and Factors of Teacher Turnover. The background information collected eight items of background data. The survey of teacher turnover listed 12 factors of teacher turnover. The respondents ranked the factors by checking five for the most important down to one for the least important. The 12 factors are broken down into six school control factors and six outside school control factors. The final survey was prepared and distributed to

all of the association's members attending the convention. The surveys were collected at the association of Christian schools' convention.

The purpose of the research is to present information to the association's administrators regarding the factors of teacher turnover in their schools. The criteria to be included in the study were that the participants had to be members of the state association of Christian schools studied. After the surveys were completed, the factors of teacher turnover were shown through descriptive statistics. Chapter four reported the data through the mean and the percentage of the teacher turnover factors. Finally, those results were shown through frequency tables and histograms.

Summary of the Results

The survey was developed to find the factors of teacher turnover in the association of Christian schools studied. The statistics described that God's calling was the most important factor in teacher turnover in the association of Christian schools, which is not related to the schools' policies and procedures. However, half of the school control factors and outside school control factors were above 50 percent. Three school factors were found as relating to the school's policies and procedures.

Research Question

What are the perceived primary teacher turnover factors directly related to the state association of Christian schools' policies and procedures?

School Control Factors

1. Required church-related responsibilities-below 50 percent importance. Mean: 2.96 below three with 99 percent confidence.

2. Finances/low pay-above 50 percent importance. Mean: 3.78 above three with 99 percent confidence, primary factor
3. Dismissed from school-below 50 percent importance. Mean: 2.67 below three with 99 percent confidence.
4. Lack of tenure for job security-below 50 percent importance. Mean: 2.93 below three with 99 percent confidence.
5. Lack of administrative support-above 50 percent importance. Mean: 3.53 above three with 99 percent confidence, primary factor.
6. Lack of quality administration- above 50 percent importance. Mean: 3.49 above three with 99 percent confidence.

Outside School Control Factors

7. Stress/burnout-may be considered as a school control factor or an outside school control factor dependent upon the individual's situation. This is above 50 percent importance and is a primary factor.
8. Dissatisfied with teaching-below 50 percent importance.
9. Spouse relocation- above 50 percent importance, primary factor
10. Pregnancy-below 50 percent importance.
11. Retirement-below 50 percent importance.
12. God's calling- above 50 percent importance, primary factor.

These results seem to conclude that school control factors and outside school control factors to be considered in teacher turnover in the association of Christian schools studied. The school control factors that contribute to teacher turnover in the association

of Christian schools include finances/low pay, lack of administrative support and lack of quality administration. Stress/burnout is to be considered as both school control factors and outside control factors. The outside school control factors considered in teacher turnover in the association of Christian schools include spouse relocation and God's calling.

The top three factors found for teacher turnover in the association of Christian schools by respondents indicating God's calling (78.93 percentage importance), finances/low pay (63.65 percentage importance), and stress/burnout (61.86 percentage importance) as the most important factors. Therefore, one would conclude that both school control factors and outside school control factors to be considered in teacher turnover in the state association of Christian schools.

Discussion of the results

The factors found to be considered in teacher turnover in the state association of Christian schools include:

1. Gods calling (78.93 percentage importance)-outside school control factor
2. Finance/low pay (63.65 percentage importance)-school control factor
3. Stress/burnout (61.86 percentage importance)-school control factor and outside school control factor
4. Lack of quality administration (52.58 percentage importance)-school control factor
5. Spouse relocation (52.58 percentage importance)-outside school control factor

6. Lack of administrative support (52.53 percentage importance)-school control factor

The teacher turnover factors that did not show percentage important (below 50 percent) in relation to the association of Christian schools studied include:

1. Retirement (45.25 percentage importance)-outside school control factor
2. Pregnancy (43.94 percentage importance)-outside school control factor
3. Dissatisfied with teaching (37.11 percentage importance)-outside school control factor
4. Required church-related responsibilities (34.15 percentage importance)-school control factor
5. Lack of tenure for job security (33.62 percentage importance)-school control factor
6. Dismissed from school (27.53 percentage importance)-school control factor

The administrators in the state association of Christian schools may consider that finances/low pay, stress/burnout, lack of quality administration, and lack of administrative support should be considered in teacher turnover in their schools. These factors may be controlled by the school. Administrators in the state association of Christian schools may focus on these factors to discuss solutions that would help retain teachers. Reese (2004) suggested five actions that school boards can take to reduce teacher stress that may cause teacher turnover and result in low student performance. These include checking turnover rates, proposing and supporting mentoring programs, establishing a new teacher forum, rewarding good teaching, and giving teachers a voice.

Discussion

Relationship of the Current Study to Prior Research

Historically, Harris, (1985) agrees by reporting that changes in teachers' lives since leaving teaching led to career changes that for many meant higher salary, greater job satisfaction, and less job stress. Bird (1985) found that teacher turnover decreased when salary was increased. This agrees with the findings of finance/low pay as the second factor found in teacher turnover in the association of Christian schools studied. Cotton (1987) reports that researchers identified administration as the main reason teachers give for leaving. Lack of quality administration and lack of administrative support were the fourth and fifth factors found in teacher turnover in the association of Christian schools studied. Grissmer and Kirby (1987) discussed life cycle events to be considered in teacher turnover. He listed relocation as one of the factors, which was also found in this study as the fifth factor of teacher turnover in the association of Christian schools studied. These findings agree with the examination of literature: stress/burnout, finances/low pay, lack of administration support, lack of quality administration and relocation.

Current studies indicate that teacher turnover is problem in education and finding the factors is useful information for schools. Greher and Tobin (2006) suggested four major factors that influence whether a teacher will move from a particular school or leave the profession entirely. They concluded that salaries, working conditions, preparation, and mentoring support in the early years relate to teacher turnover. This agrees with the

findings of finances/low pay, stress/burnout, lack of quality administration, and lack of administrative support.

Reese (2004) agreed that stress/burnout is a major factor in teacher turnover by reporting that work-related stress can result from the combination of high job demands and low control over how the job is completed. Outside forces can attribute to stress by mandating how they should carry out their profession. These forces conclude that stress/burnout can be a school control factor and an outside school control factor.

God's calling was the most important factor found in teacher turnover in the state association of Christian schools studied. However, the literature review did not discuss this important factor. The factor was listed from the pilot study and therefore added to the survey's teacher turnover factors. It will be suggested in chapter five to further research this important factor found in church-related schools.

Theoretical Implications of the Study

The literature review revealed retirement, pregnancy, dissatisfaction with teaching, extra responsibilities, and lack of job security as factors to be considered in teacher turnover. These items on the survey given to teachers in the state association of Christian schools studied were below 50 percent important and therefore not considered important factors of teacher turnover in this association. Surprisingly, required church-related responsibilities was listed as a reason for some leaving the teaching profession however, it was only 34.15 percent important to all of the participants in the survey.

Table 14

Teacher Turnover Factors <u>Below</u> 50 Percent Importance
1. Retirement (45.25 percentage importance)-outside school control factor
2. Pregnancy (43.94 percentage importance)-outside school control factor
3. Dissatisfied with teaching (37.11 percentage importance)-outside school control factor
4. Required church-related responsibilities (34.15 percentage importance)-school control factor
5. Lack of tenure for job security (33.62 percentage importance)-school control Factor
6. Dismissed from school (27.53 percentage importance)- school control factor

Explanation of Unanticipated Findings

While the majority of the findings from the study were found to validate research expectations, the teacher turnover factor of “God’s calling” was not found in the literature review. The factor was found and recommended in the pilot study. Therefore, “God’s calling” was added to the survey in the study. “God’s calling” was an unanticipated finding as it was the number one factor of teacher turnover in the state association of Christian schools studied.

Implications for Practice

While a single case study cannot provide a sound basis for teacher turnover, this study would suggest teacher turnover factors that administrators may find in their

schools. Understanding the factors of teacher turnover may assist administrators in finding avenues to retain teachers. The administrators of the state association of Christian schools may discuss these findings with the teachers and to consider new strategies in order to keep teachers who are considering leaving the profession because of these factors: God's calling, finance/low pay, stress/burnout, lack of quality administration, spouse relocation, and lack of administrative support. Finance/low pay, stress/burnout, lack of quality administration, and lack of administrative support may be controlled by the school and the administrator should consider new strategies in the school's policies and procedures to retain their teachers. Some strategies have already been identified by the literature. For example, Resse's (2004) five actions (check turnover rates, propose and support mentoring programs, establish a new teacher forum, reward good teaching, and give teachers a voice) ask administrators to consider these actions in order to reduce teacher stress that may cause teacher turnover and result in low student performance.

Recommendations for Further Research

Additional research seems needed on the teacher turnover factor of "God's calling". As noted above, "God's calling" was not found in the literature review, but suggested as a factor in the pilot study. This factor of teacher turnover would be considered valuable information to other Christian schools. Next, the study may be effective in other associations to determine the factors of teacher turnover in their schools. These studies may include surveys of teachers who have left their employment as well as teachers who have remained in their schools.

In addition, the study may be broken down further into gender responses. Turnover rates need to be studied in Christian schools in reference to additional criteria as the study did with the size and location of the schools. Age, experience, and subject area may be considered in a future study.

Additional research should be conducted on the comparison of administrators and teachers responses to teacher turnover. Administrators need to know their teachers and their needs. Another area recommended for further study is administrator turnover. Teachers and administrators may have discrepancies in this type of study. The factors of lack of administrative support and lack of quality administration may be considered in a study of administrator turnover.

More research is needed in the finance/low pay factor of teacher turnover in Christian schools. The association studied recommended more research be conducted in the area as this was the number two factor for teacher turnover in the association. Stress/burnout may be narrowed down into a specific study to find out what causes stress/burnout in order to reduce the teacher turnover factor.

Finally, it is recommended that a study be conducted among both administrators and teachers as to how the rate of teacher turnover can be reduced. Possible solutions need to be further examined from both perspectives and the resulting consensus needs to be implemented with continual studies conducted.

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APPENDIX A

APPLICATION TO USE HUMAN RESEARCH SUBJECTS

1/06 Ref. # _____

APPLICATION TO USE HUMAN RESEARCH SUBJECTS**Liberty University****Committee On The Use of Human Research Subjects**

1. Project Title: Factors of Teacher Turnover in Church-related Schools in a State Association of Christian Schools
2. Full Review ☐ Expedited Review ☒
3. Anticipated Funding Source: No funding available
4. Principal Investigator: JoAnna Oster, Graduate Education Student
Name and Title: Graduate Education, (305)778-9057 oster_j@bellsouth.net;
joster@liberty.edu
5. Co-investigators and key personnel [*See Education Policy for Conducting Human Subjects Research*]:
Name and Title: Graduate Education,
kparker@liberty.edu
Dr. Karen Parker, Dissertation Chairman
6. Non-key personnel [*See Education Policy for Conducting Human Subjects Research*]:
Name and Title: Graduate Education,
eblack@liberty.edu
Dr. Ellen Black, Dissertation Committee member
wgribbin@liberty.edu
Dr. William Gribbin, Dissertation Committee member
7. Consultants [*See Education Policy for Conducting Human Subjects Research*]:
Name and Title _____

Dr. Wes Scott, editor

8. The principal investigator agrees to carry out the proposed project as stated in the application and to promptly report to the Human Subjects Committee any proposed changes and/or unanticipated problems involving risks to subjects or others participating in approved project in accordance with the Liberty Way and the Confidentiality Statement. The principal investigator agrees to inform the Human Subjects Committee and complete all necessary reports should the principal investigator terminate University association.

JoAnna Oster
Principal Investigator

9. The Department Chair (or authorized agent) has read and approved the application. S/he agrees that this project has scientific merit. Additionally s/he agrees to maintain records and keep informed consent documents for three years after completion of the project should the principal investigator terminate association with the University.

Dr. Karen Parker

Graduate Education

Submit the original request to:

Human Subjects Office, Liberty University, 1971 University Blvd., IRB Chair, Suite 2400 CN, Lynchburg, VA 24502

10. This project will be conducted at the following location(s):

☐

Liberty University Campus

☒

Other (Specify): State Association of Christian Schools Convention

11. This project will involve the following subject types: (check-mark types to be studied)

☒

Normal Volunteers

☐

Subjects Incapable Of Giving

Consent

☐

In Patients

☐

Prisoners Or Institutionalized

Individuals

☐

Out Patients

☐

Minors (Under Age 18)

☐

Patient Controls

☐

Over Age 65

☐

Fetuses

☐

University Students (PSYC

Dept. subject pool ____)

☐

Cognitively Disabled

☐

Other Potentially Elevated

Risk Populations_____

☐

Physically Disabled

☐

Pregnant Women

12. Number of subjects to be enrolled in this protocol: approximately 2000
13. This project involves the use of an **Investigational New Drug (IND)** or an **Approved Drug For An Unapproved Use**.
☐ YES ☒ NO
 Drug name, IND number and company: _____
14. This project involves the use of an **Investigational Medical Device** or an **Approved Medical Device For An Unapproved Use**.
☐ YES ☒ NO
 Device name, IDE number and company: _____
15. The project involves the use of **Radiation or Radioisotopes**:
☐ YES ☒ NO
16. Does this project call for: (check-mark all that apply to this study)
- | | |
|--|--|
| ☐ Use of Voice, Video, Digital, or Image Recordings? | |
| ☐ Subject Compensation? Patients \$_____ Volunteers \$_____ | |
| ☐ <u>Participant Payment Disclosure Form</u> | |
| ☐ Advertising For Subjects? | ☐ More Than Minimal Risk? |
| ☐ More Than Minimal Psychological Stress? | ☐ Alcohol Consumption? |
| ☒ Confidential Material (questionnaires, photos, etc.)? | ☐ Waiver of Informed Consent? |
| ☐ Extra Costs To The Subjects (tests, hospitalization, etc.)? | ☐ VO2 Max Exercise? |
| ☐ The Exclusion of Pregnant Women? | |
| ☐ The Use of Blood? | Total Amount of Blood _____
Over Time Period (days) _____ |
| ☐ The Use of rDNA or Biohazardous materials? | |
| ☐ The Use of Human Tissue or Cell Lines? | |
| ☐ The Use of Other Fluids that Could Mask the Presence of Blood (Including Urine and Feces)? | |
| ☐ The Use of Protected Health Information (Obtained from Healthcare Practitioners or Institutions)? | |
17. Does investigator or key personnel have a potential conflict of interest in this study?
☐ YES ☒ NO

APPLICATION NARRATIVE

A. PROPOSED RESEARCH RATIONALE

The study will consider factors of teacher turnover in a state association of Christian schools and will address and possibly reduce this problem. The goal of this descriptive study is to provide information on teacher turnover for administrators in church-related Christian schools.

B. SPECIFIC PROCEDURES TO BE FOLLOWED

Specifically, church-related schools will be studied. Teachers and administrators surveys will be conducted. These results will be compared with the hope of identifying some possible factors. According to the literature review, the teacher turnover rate is excessively high. Solutions to this particular problem need to be found or the end result is that the quality of education will decline for students. Each administrator will be able to find solutions within his or her individual school based on the research provided. Statistical analysis is conducted through descriptive statistics, the results will be collected and this information will be distributed to the participating administrators. Finally, it will be provided to all educators through this prospectus and finally in the dissertation.

C. SUBJECTS TO BE INCLUDED

Describe:

All administrators and teachers from a state association of Christian schools who attend the convention will be invited to participate in the survey. Over 2,000 members were asked to participate in the study. Incentives will be awarded to those who choose to participate. Surveys will be provided in the convention program and handed out to the teachers and administrators at the convention held in October, 2006. They will be collected at the end of the convention. In order to qualify for this study, the participant must be associated with the state association of Christian schools and be in a church-related school.

D. RECRUITMENT OF SUBJECTS AND OBTAINING INFORMED CONSENT

Informed consent will be obtained by the Coordinator of the state association of Christian schools to conduct this survey at the convention. Consent will be given on the voluntary basis of the association's members by completing the survey and turning it in at the end of the seminar.

E. PROCEDURES FOR PAYMENT OF SUBJECTS

The equipment needed is the researched survey, computer access, printing of the surveys, packaging of the survey, library access, SPSS access and time to pass out the surveys at the convention. This author's school will provide the funds for the convention and printing. This includes traveling and food expenses. This author is excused from work without salary penalty to conduct this research for the benefit of other administrators and the association's schools.

F. CONFIDENTIALITY

The surveys will be kept confidential and on file for the next four years. The data will be stored on the Principle Investigator's password protected computer with no access available to outside sources

POTENTIAL RISKS TO SUBJECTS

There are no known potential risks associated with the survey participation. This research involves minimum risk that would be no greater than any other survey completed at the convention.

H. BENEFITS TO BE GAINED BY THE INDIVIDUAL AND/OR SOCIETY

The results of this study will provide information for administrators and teachers dealing with teacher turnover. They will have researched information to help them to meet the needs of their teachers at their schools in the state association of Christian schools. These results will help administrators, teachers, staff, and other educators in the educational field. This information is also pertinent to this author's school. There are over 200 teachers in this author's schools and turnover takes up a lot of time for the administrator. Sessions are provided to improve teachers' attitudes and opinions about their needs as teachers. The association has communicated that they could use this information to assist the administrators in decreasing teacher turnover.

I. INVESTIGATOR'S EVALUATION OF THE RISK-BENEFIT RATIO

J. WRITTEN INFORMED CONSENT FORM (*to be attached to the Application Narrative*)

[See attached forms](#)

K. WAIVER OF INFORMED CONSENT OR SIGNED CONSENT

Not applicable

L. SUPPORTING DOCUMENTS (*included in the dissertation narrative*)

Table
Pilot Survey
Survey

INFORMED CONSENT FORM

Project Title:

Factors of Teacher Turnover in Church-related Schools in the
Florida Association of Christian Colleges and Schools

Mrs. JoAnna Oster, Principal Investigator
Dr. Karen Parker, Faculty Advisor
Liberty University

I, Wesley Scott, agree to participate in the study as a participant in a research project entitled: “*Factors of Teacher Turnover in Church-related Schools in a State Association of Christian Schools.*” being conducted by JoAnna Oster as an authorized part of the education and research program of Liberty University.

Purpose: I understand that the purpose of this study is to consider factors of teacher turnover in the state association of Christian schools.

Procedure: Teacher turnover is high in schools, identifying important factors will address and possibly reduce this problem. The goal of this descriptive study is to provide information on teacher turnover for administrators in church-related Christian schools. Teachers and administrators surveys will be conducted. These results will be compared with the hope of identifying some possible factors. According to the literature review, the teacher turnover rate is excessively high. Solutions to this particular problem need to be found or the end result is that the quality of education will decline for students. Each administrator will be able to find solutions within his or her individual school based on

the research provided. After the statistical analysis is conducted through descriptive statistics, the results will be collected and this information will be distributed to the participating administrators. Finally, it will be provided to all educators through this prospectus and finally in the dissertation.

Consent: I understand that neither my name or any other personally identifying marks will be used in this study.

Further, I understand that my participation in this research is entirely voluntary. I also understand that my participation in this study is confidential and that only the researcher listed above will have access to my identity and the information associated with my identity. I further understand that for any correspondence conducted by email, confidentiality will be maintained to the degree permitted by the technology used. Specifically I understand that no guarantees can be made regarding the interception of data sent via the Internet by any third parties.

Questions: I understand that the information given to me along with any questions I might have had related to this study have been satisfactorily answered. I also know that if I have any additional questions about this research project, I may contact JoAnna Oster by phone at (305)778-9057, or by email at joster@liberty.edu.

I also understand that should I have any questions regarding my rights as a participant in this research, I may contact the Dr. Ron Allen of the Liberty University Office for Research Protection at (434) 592-4054.

Statement of Consent:

I have read the above information. I have asked questions and have received answers. I consent to participate in the study.

You will be given a copy of this information to keep for your records.

☒ I give my permission to participate.

☐ I do not give my permission to participate.

Wesley Scott Ed.D., Ph.D.

9/19/06

