ADDRESSING PROFESSIONAL TRAINING AND TEACHER RETENTION

AT URBAN PUBLIC SCHOOLS IN SOUTHEAST TEXAS

by

Elaine René Pangle

Liberty University

A Dissertation Presented in Partial Fulfillment

of the Requirements for the Degree

Doctor of Education

Liberty University

2024

ADDRESSING PROFESSIONAL TRAINING AND TEACHER RETENTION

AT URBAN PUBLIC SCHOOLS IN SOUTHEAST TEXAS

by Elaine René Pangle

A Dissertation Presented in Partial Fulfillment

of the Requirements for the Degree

Doctor of Education

Liberty University, Lynchburg, VA

2024

APPROVED BY:

Dr. David C. Nelson, Ph.D., Committee Chair

Dr. Tracey Pritchard, Ed.D., Committee Member

ABSTRACT

Nationally, teacher shortages reached all-time highs, leaving schools needing qualified teachers where vacancies were made by teachers leaving the profession, particularly during the post-COVID-19 era. Although a growing national problem, specifically, the area of Southeast Texas remains particularly affected by this mass exodus. The purpose of this applied study was to solve the teacher retention problem for urban public schools in Southeast Texas and to design educator training and intervention methods to address the issue. The theory guiding this study was human capital theory, as it addresses education and how it could foster social change and be the primary tool for development according to those who seek education as an engine for change. The analysis consists of multimethod design research with qualitative and quantitative approaches. Participants include campus administrators and teachers. The study used a multimethod research design, which included qualitative personal interviews, a focus group, and quantitative surveys to collect data. The data were then analyzed using both qualitative ethnography and quantitative experimental study to uncover the causes of teacher attrition in urban public schools in Southeast Texas. This approach allowed for a comprehensive understanding of the issue and provided a more holistic solution to the problem of teacher retention. The remaining teachers were affected due to the lack of appreciative support that develops from a closer, professional bond with other teachers and administrators. Finally, recommendations were made to continue researching the growing problem of teacher attrition and educator shortage in Southeast Texas.

Keywords: attrition, multimethod, administrative support, pedagogy, teaching conditions, teacher turnover, compensation

Dedication

This dissertation is dedicated to my husband, Darren R. Pangle, who has been a source of strength, support, patience, and motivation for me throughout this entire experience. You have been a constant source of love and encouragement during the challenges of graduate school and life. I am truly blessed to have you as my partner in this dance called life. It is You and Me Babe, I Love You So Much!

Acknowledgments

A special thank you to Dr. Russell Claxton for his patience and guidance during the initial stages of this dissertation. A very special thank you to Dr. David Nelson, for his clarity and understanding as my chairperson. Also, a deep sense of gratitude for Dr. Tracey Pritchard for her tenacity and dedication to perfection.

Table of Contents

List of Tables

List of Figures

List of Abbreviations

Adequate Yearly Progress (AYP)

No Child Left Behind (NCLB)

Limited English Proficiency (LEP)

Institutional Review Board (IRB)

Socioeconomic Status (SES)

Texas Education Agency (TEA)

CHAPTER ONE: INTRODUCTION

Overview

Educational staff suffer yearly from teacher attrition in larger urban school districts in Texas. The purpose of this applied study was to solve the problem of teacher attrition in school districts in Southeast Texas and formulate a solution to address the problem. The problem was schools in Southeast Texas were locally challenged with staffing issues because of teacher shortages and other causes contributing to this shortage. Furthermore, turnover leaves vacancies filled with teachers with fewer years of experience and lower value-added scores, especially among high-need schools (Mitani et al., 2022). Each district loses hundreds of teachers to transfers within district schools, teachers leaving the educational classroom altogether for other occupations, and teachers retiring from the educational industry.

Meanwhile, smaller school districts in the same urban areas lose teachers due to retirement, lack of vertical movement, and lack of collegial cohesiveness. Disruption of continuity in schools and school systems creates teacher turnover, usually by way of teachers leaving the profession or moving between schools, resulting in high costs organizationally, financially, and instructional (Newberry & Allsop, 2017). Kelchtermans (2017) refers to an observation where teacher attrition has strong issues with solid validity. The current literature does not provide a distinctly clear definition. García and Weiss (2019) describe various elements with intensity and timing to determine if a teacher stays, leaves an educational campus, or even leaves the teaching profession. One element includes collegial factors, which determine the most significant influence on retention (Mitchell, 2019). Instead, Steve Martinez, EdD, Superintendent of Twin Rivers Unified in California, and Rick Miller, Executive Director of CORE Districts, note that each state currently reports yearly change by comparing the retention rates of schools

(Procon, 2020). Martinez agrees with other superintendents in the nation that teachers leave for a variety of reasons but mainly due to the lack of leadership at their current campus, the lack of guidance through various levels of content, and the lack of appreciation for efforts in classroom management and high achievement scores (Procon, 2020). This applied study considered teacher attrition as a flaw in the public education system by demonstrating its impact on urban schools in Southeast Texas and how the administration adapts to rapid changes by enduring the aftermath of rehiring and retraining new staff, contemplating the impact teacher attrition has on existing faculty and staff, as well as revisiting the influence of public education's educators on the surrounding communities.

Background

While the teacher attrition phenomenon suggests multiple reasons for teachers leaving the profession, Gonzales et al. (2018) reflected on how teachers who were entering the profession-based their interpretation of the profession on monetary rewards. Other factors determine whether teachers remain in school districts for long periods of time. For example, teacher attrition yields to factors beyond wages, such as working conditions, curriculum, lack of teaching resources, and the emotional environment (Newberry & Allsop, 2017). Other examples show teacher turnover as the primary driver of teacher shortages, which correlates with poor working conditions, testing and accountability pressures, lack of administrative support, and lower-than-average salaries (Carver-Thomas & Darling-Hammond, 2017).

Historical

Attrition was costly to school districts because they must reinvest resources in recruitment and hiring activities, training, and professional support for new teachers (Levy et al., 2012). Within the educational sector, one in five teachers leave the profession within the first

five years of teaching, and all prior investments in hiring, recruitment, and training of the teacher leaving the district were lost (Darling-Hammond, 2010). Gonzales et al. (2018) show retention and recruitment have historically been educational challenges. Several early studies focused on Teacher attrition and burnout, including those related to organizational structures contributing to burnout (Darling-Hammond, 2010). However, these early efforts were poorly supported and structured as teachers lacked the knowledge and skills to enact the planning processes (Clandinin et al., 2015). Lincove et al. (2015) further demonstrate how beginning teachers focused on their learning as a new role rather than negotiating a new identity. When it comes to leaving the profession, "It has been found that up to 30–46% of new teachers quit teaching within the first five years and nearly 8–14% of all teachers leave teaching in any given year" (Newberry & Allsop, 2017, p. 867). Sawchuk and Rebora (2016) critique the issue of teacher attrition as most problematic when 9.9%, as calculated by the U.S. Department of Education, Office for Civil Rights, and the Civil Rights Data Collection (2012) demonstrate the National Teacher Corps was made up of new teachers in their first or second year of teaching, with some sources reporting new numbers of up to 12%. Organizationally, Nguyen et al. (2020) prove that increasing teacher turnover rates and attrition make it challenging to create successful learning environments.

Standardized Testing

The stress of the working environment creates problems requiring immediate attention concerning the rate of rotation of teachers. The pressure to perform was one of the top reasons for leaving either campus or the profession entirely (Newberry & Allsop, 2017). Gonzales et al. (2018) also detail how pressures on students to perform reflect upon each teacher's methods of instruction. One such example includes the End of Year student standardized test, which creates a stressful environment should students perform poorly. However, instead of addressing the

outcomes with the students, the administration admonished the teacher for not being effective enough in teaching the students adequate methods for answering standardized test questions (Clandinin et al., 2015).

Signed into action by George W. Bush in 2002, the No Child Left Behind (NCLB) Act encompasses public school students at the forefront of public policy. Initially, the act aimed to increase K-12 academic standards and raise school accountability by establishing accessible goals (Bogin & Nguyen-Hoang, 2014). Within one year, schools were to undergo academic performance challenges and yearly progress reports to receive funding. Under the NCLB Act, Title I monies were considered for allocation only to schools with over forty-eight percent of their populations deemed low-income families (Bogin & Nguyen-Hoang, 2014). According to Selwyn (2007), when Congress passed the NCLB, it promised to fund the program, a promise they failed to keep, therefore leaving states and districts scrambling to find money to carry out training, testing, and provisions of the law. Zumwalt and Craig (2005) discuss how the evaluation extends from the results of highly standardized tests, which significantly impact teacher education available for certified teachers currently working in public schools.

Teachers receive evaluations based on their students' performances on these subjugated tests in conjunction with test results. Therefore, professional development courses following the protocol of the NCLB Act were required yearly to maintain the status quo on standardized testing (Bogin & Nguyen-Hoang, 2014). While the Act seems productive and advanced in theory, unintended consequences need to be addressed and reflected upon with deliberation, as described in DeBray-Pelot and McGuinn (2009). States and school districts spend enormous amounts of time and resources complying with NCLB's mandates, especially in developing testing and data-collecting systems (Hess & Finn, 2007). The amount of state-funded dollars

going toward creating and processing standardized tests for all grade levels K-12 in the public school system comprehensively determines several measures for receiving compensation for schools (Mathis, 2005). By 2005, many governors began to argue for greater flexibility in the administration than the federal government allowed initially with the NCLB (Fusarelli, 2005). Under the NCLB Act, failing designations remain a poor and inaccurate method for measuring overall school quality (Bogin & Nguyen-Hoang, 2014). As a result, schools seek to achieve Adequate Yearly Progress (AYP), but those that underperform deal with the grade of improvement needed or, as the literature commonly refers to them, as failures (Salzman, 2006).

The argument for standardized testing remains a way to compare apples to apples as an objective study of student performance across classrooms nationwide (Kamenetz, 2015). However, standardized tests and report card grades cannot be compared sufficiently. DeBray-Pelot (2007) found that instead of utilizing standardized tests, schools should depend on student intelligence and demonstration of self-control to determine success in student performance. Kamenetz (2015) further reflected on the inconsistent limited English proficiency (LEP) reporting that could threaten the adequacy of standardized tests. Additionally, the sparse populations of LEPs in some states disfigure the results and classifications of standardized tests (Nather, 2001). Kamenetz (2015) further explains that this classification may also be actual for states with larger LEP populations, which causes the test to skew the results. Therefore, according to the National Conference of State Legislatures (2005), since positive test results translate into receiving federal funds, those schools that fail due to inferior results of one subpopulation occur because of an incorrectly categorized school.

Curriculum

Another area of concern focuses on the curriculum and content. Due to increased demands, teachers who specialize in one content area were often asked to fulfill other positions outside of their specialization, which may also span multiple subject areas and multiple grade levels since teacher assignments were often broken up into content and grade levels (Berggren & Jeppsson, 2021). The success of a curriculum lies solely on the shoulders of teachers and teaching assistants (Huizinga et al., 2014). Teachers often collaborate with other teachers in curriculum implementation, creating new opportunities to share experiences and demonstrate expertise in their fields of study (Huizinga et al., 2014). Moreover, this shared opportunity creates ownership in the process and an overall sense of accomplishment within the profession, especially when students respond well to their outcomes (Huizinga et al., 2014).

Futrell (2008) stated that when teachers were forced to work in areas of teaching that were not their specialization or grade level preference, it created undue stress, especially for newer teachers. This "baptism by fire" aspect of the profession often hits newer teachers instead of more experienced ones (Futrell, 2008, p. 865). Newer teachers often lack the design skills needed to create or change curriculum, leading to more stress in the working environment when teachers are not supported correctly (Altonji et al., 2012). Brunello et al. (2007) also discuss how the large number of students in each class can take a toll on the workload and the demands of the teacher's time. Larger classes become the norm when budget cuts prevent the new hiring of teachers. The ideal classroom comprises 15-17 students (Gonzales et al., 2018). However, many public schools, especially those found in some schools in Southeast Texas, consist of an average of 33 students (HISD, 2021). Gonzales et al. (2018) discuss how teachers take their work home because grading papers and other outside job requirements leaves little time during school hours

to complete. Those items such as grading, lesson planning, IEPs, and parent conferencing often

increase stress because of the demand for the teacher's time outside of the regular school day.

Finally, Huizinga et al. (2014) detail how teacher expectations include requirements to

stay current on curriculum requirements, which include updates on teaching materials and

corresponding assessments. Additionally, teachers undergo professional development every year

and are expected to apply new knowledge to their strategies, classroom teachings, and

curriculum knowledge (Morgan & Hoffman, 2018). Bertrand et al. (2019) showed that the

expectation remains for teachers to design lesson plans that are both well-aligned and balanced to

the curricula. Furthermore, teachers apply this knowledge through collegial sharing, attending

conferences and professional development outside of the school day, and consistently reading

literature that pertains to the curricula they teach (Bertrand et al., 2019).

Resources

A continual dilemma experienced by teachers concerns the reduction or complete lack of

resources in the classroom, as reflected by several sources. For example, Clandinin et al. (2015)

demonstrated how teachers spend their money to provide teaching resources for their students.

According to Hakanen et al. (2006, p. 497), "job resources refer to those physical, psychological,

social, or organizational aspects of the job that may reduce job demands and the associated

physiological and psychological cost, were functional in achieving work goals, and stimulate

personal growth, learning, and development." Especially in high-poverty urban schools, a lack of

essential resources might contribute to teacher attrition (Doménech-Betoret et al., 2015). The

resources required for instruction were significant considerations in working conditions and

teacher retention. These include materials for use inside the classroom and materials that are hard

to come by outside (Newberry & Allsop, 2017). Many resources invested in the United States

public schools were money, time, supplies, and people; however, these resources were significantly less than other nations' spending on education (Doménech-Betoret, 2013). This leaves many teachers using personal funds to spend on support for their classroom instruction. When combined with aging schools and overcrowded classrooms, the lack of adequate resources adversely impacts the working environment of the teaching profession (Gold & Roth, 2013).

Social

Uncomfortable working conditions caused by stressful work, pressures to perform, and lack of adequate emotional support all fall under the umbrella of emotional environment for the teaching profession (De Cooman et al., 2013). Teachers who feel a lack of accomplishment in their classroom and regarding their students' understanding often feel unsuccessful in their profession (Rodriguez et al., 2020). Additionally, some of these pressures often lead to a lack of autonomy and creativity in teaching, which diminishes some of the joys of teaching, increasing teacher attrition (Clandinin et al., 2015).

Gonzales et al. (2018) viewed teaching as an emotional practice where relationships with others influence the working environment. Work relationships contribute to employee growth and well-being, making work meaningful, with the positive impact extending beyond work-related benefits (Newberry & Allsop, 2017). As the most significant precursor to new teachers, classroom management concerns student discipline, student behavior in general, and classroom disruptions, which occur during instruction time (Gonzales et al., 2018). Challenging conditions for teachers often involve negative consequences, which could hinder student learning opportunities (Mirra & Rogers, 2020). These working conditions relate not to the school's physical plant but more to the social classes and the apparent inequalities within the school population. Hoglund et al. (2015) research teachers dissatisfied with their current working

conditions due to low rewards or negative emotional experiences. "Teacher commitment represents the relationship between teachers and their organization and the profession: their belief in their goals and effectiveness, their readiness to expend energy on their behalf, and their desire to continue" (Hoglund et al., 2015, p. 337). Teacher working conditions tend to focus on the simple demographics of the student body, where students were deemed challenging to teach, and schools were difficult to work within (Yoon, 2002).

Theoretical

Human capital theory remains the basis for educational policy in many developed countries. Since the 1970s, expert discussions have elaborated on how human capital contributes to a society's socio-economic and personal well-being (Kuzminov et al., 2019). However, educational policy lags behind these discussions, significantly impacting and declining educational development worldwide. Despite quantitative growth and money spent on education, Marginson (2019) explained how performance has fallen as human capital faces more difficulties in its capitalization. According to Chapman et al. (2014), educational systems should be more helpful in developing human capital by understanding and employing a mainstream discussion for progress and ways to improve socioeconomic conditions in the short and long term.

Education could foster social change and be the primary tool for development for those who seek education as an engine for change. UNESCO (2016) believes education will solve humanity's problems. However, this transformative pedagogy based solely on improvement and helping promote education by constructing personal values requires reorientating the current educational models towards the integral development of a socialized people (López Castellano et al., 2019). Further discussions with López Castellano et al. (2019) demonstrate the theory of human and social capital was highlighted through political thought, civic virtues, and

connections to education by working through improvement in the productivity of the worker and individual well-being.

Hu and Vargas (2015) explain how the organizational theory of turnover predicts teachers' decisions to leave. Conditions such as high stress levels, poor well-being, low pay, poor relationships with students, co-workers, and families, and workplace instability tend to make teachers dissatisfied and seek a better alternative (Totenhagen et al., 2018). Furthermore, teachers suffering from emotional exhaustion or stress seem incapable of creating quality student learning environments (Grant et al., 2019). In addition, teacher commitment to the organization represents their belief in setting goals and their effectiveness, as well as their readiness to expend energy and work for specific goals like student learning (Grant et al., 2019). Human capital theory seeks to shape the understanding of relations between education and the workforce (Stiglitz, 2013).

Problem Statement

The problem was schools in Southeast Texas were locally challenged with staffing issues because of teacher shortages and other causes contributing to this shortage. García and Weiss (2019) indicated that the teacher shortage remains growing, with high-poverty schools suffering the most from the lack of credentialed teachers. Texas, like much of the nation, faces a severe teacher shortage. According to Gonzales et al. (2018), public school enrollment rose 21% between 2000 and 2018, with a 2% increase forecasted for future years. However, teacher attrition presents a problem as 30% of teachers leave within the first three to five years of entering the profession (Shen et al., 2021). As the increase of students and the increase of teachers leaving presents the most significant problem, it continues to harm students and the public education system because it not only threatens students' ability to learn but also teacher

turnover consumes the population and its stakeholders' resources (García & Weiss, 2019). The working conditions and other factors prompting teachers to quit, improving pay, and strengthening professional development support and recognition should help lessen the impact of teacher attrition (García & Weiss, 2019). Berry and Shields (2017) further demonstrated that teacher shortages present even more of a problem and are more acute when trying to fund high-poverty schools, which in turn must provide extra support to prevent teacher attrition. School administration effectiveness plays a role in teacher retention as academic and financial costs of teacher turnover remain significant.

No other study of teacher attrition focused on schools in the Southeast urban cities of Texas. Therefore, this unique approach of multiple-methods study highlighted the issues teachers retain regarding either changing campuses or leaving the profession altogether in this region of Texas. Other factors, such as changes in student-teacher ratios and enrollment trends, influence teachers leaving the field of education (Thomas & Rogers, 2020). Therefore, the expectation of students to develop skills on a predetermined timetable has been legislated on a federalized level (Thomas & Rogers, 2020). Furthermore, Downey (2016) presented teacher attrition as a problem that needs to be studied and resolved with effective change and reforms in education. The multi-method study design allows research to convey a broader spectrum concerning teacher attrition in Southeast Texas.

Purpose Statement

The purpose of this applied study was to solve the problem of teacher attrition at urban public schools in Southeast Texas and to formulate a solution to address the problem. This multimethod design can be used with both qualitative and quantitative approaches. The first approach was structured interviews with administrators. The second approach consisted of a

focus group of teachers. The third approach employed surveys with teachers. This research sought to expose the working conditions and environment, to improve the situation for teachers, to effect change, and to improve upon the profession of teaching by making administration and society more aware of the current impact and conditions that teachers experience daily.

Significance of the Study

Teacher attrition remains critically high nationally and brings into question what can be done about the issues teachers face about feeling emotionally and physically safe and supported by the administration. These factors are necessary for teachers to leave to find better circumstances, even if it means leaving the teaching profession entirely. Teachers play an essential role in American society, educating young people on various topics, including mathematics, English literature, world history, and physics (NCES, 2020). Despite its significance, education was experiencing a significant workforce shortage as teacher retention became increasingly difficult. A U.S. Department of Education's National Center for Education Statistics (NCES) study found that 17 percent of new teachers leave their jobs within the first five years of teaching (NCES, 2020).

In trying to understand how burnout affects teachers, previous studies relied solely on quantitative measures and studies (Hester et al., 2020). By gaining understanding through this study, educators and administrators should identify proactive strategies that enhance their educators' work roles in Texas and factors that would work nationally (Bastian, 2015). Additionally, programs required at the pre-service level began to evaluate factors contributing to teachers leaving the field of education to resolve this issue (Coble, 2022). Since this was a growing regional issue, this study represented ten urban schools in Southeast Texas and how

each determined and initiated strategies for improved preparation and pre-service training for educators by their administrators (Hester et al., 2020).

Research Questions

Central Question: How can educational leaders solve the problem of teacher attrition at urban schools in Southeast Texas?

Sub-question 1: How would five administrators in an interview solve the problem of teacher attrition at urban schools in Southeast Texas?

Sub-question 2: How would a focus group of 10 teachers solve the problem of teacher attrition at urban schools in Southeast Texas?

Sub-question 3: How would quantitative survey data from 20 teachers inform the problem of determining teacher attrition at urban schools in Southeast Texas?

Definitions

1. *Teacher attrition:* According to Boe et al. (1993), teacher attrition was a component of teacher turnover (i.e., changes in teacher status from year to year). Teacher turnover may include teachers exiting the profession and teachers who change fields (i.e., special education to general education) or schools.

2. *Administrative support:* School administrators work at every level of education. They may direct programming, hire and supervise staff, manage budgets, and make decisions that affect the academic community. Making policies and procedures and setting educational aims and standards was the responsibility of an education administrator (Career Explorer, 2020).

3. *Pedagogy:* According to Tanglen (2018), pedagogy is the "art, science, or profession of teaching, especially in education" (p. 257). This definition covers many aspects

of teaching, but pedagogy also addresses studying teaching methods. There are many moving

parts to pedagogy, including teaching styles, feedback, and assessment (Tanglen, 2018).

4. *Teacher working conditions:* Together with the intrinsic benefits of teaching, working

    conditions, which were shaped by factors such as salary range, compensation, bonuses, and

    rewards; working time, staff-student ratios, good school leadership, infrastructure and

    facilities, influence teachers' satisfaction with the workplace, their tasks and the nature of the

    job as well as teachers' ability to do their work well and engage with students (OECD, 2020).

5. *Compensation:* The U.S. Department of Education (2020) defines teacher compensation as

    more than just a salary; it is a valuable total package that includes salary, extra pay, benefits,

    and pension. Combined, they were the single most significant expenditure in any school

    organization.

Summary

The problem was schools in Southeast Texas were locally challenged with staffing issues

because of teacher shortages and other causes contributing to this shortage. The purpose of this

applied study was to solve the problem of teacher attrition at urban public schools in Southeast

Texas and to formulate a solution to address the issue. By researching the teaching profession

and how different factors contribute to their departure, researchers understand more about the

work environment, curriculum, lack of resources, and emotional environment. For example, the

actual work environment of an aging urban facility, lack of proper ventilation, and crowded

classrooms deter many from the teaching field (Tanglen, 2018). The curriculum changes often,

and this ability to grow and adapt to changes quickly affects some going into the profession of

teaching. Teachers need more simple school supplies and other fundamental resources to rethink

their positions or pay for items out of their pocket. Finally, teaching remains quite emotional, and

its toll affects the tendencies of newer teachers. This research considers the efforts of educational leaders at ten different urban schools in Southeast Texas as they seek to retain as many teachers as possible each school year.

CHAPTER TWO: LITERATURE REVIEW

Overview

The purpose of this applied study was to understand the problem of teacher attrition at urban public schools in Southeast Texas and to formulate a solution to address the problem. The problem was that schools in Southeast Texas were locally challenged with staffing issues both because of teacher shortages and other causes contributing to this shortage. Furthermore, this study investigates the teaching profession and how different factors contribute to their departure, including work environment, curriculum, lack of resources, and emotional environment. A systematic literature review explores the issues created because of teacher attrition and its effect on students, remaining faculty, and administration across disciplines. This chapter reviewed the current literature on learning theories, teacher retention, and teacher preparedness.

Additionally, this chapter presented the theories relevant to this study, such as Maslow's Hierarchy of Needs, Cognitive Learning Theory, Classical Testing Theory, Organizational Theory, Behaviorism Learning Theory, Constructivism Learning Theory, Curriculum Theory, and Connectivism Learning Theory, followed by a synthesis of recent literature regarding teacher attrition in the achievement of long-term goals, educator impact and the emphasis placed on them, and on student impact. Furthermore, the literature surrounding the factors that lead to the development of testing stress is addressed. A gap in the literature was identified, presenting a viable need for the current study on African American contributions to the field of education and how their studies were currently not reflected in educator training. This research established the need to continue studying teacher retention at urban schools throughout Southeast Texas.

Theoretical Framework

The theoretical framework encompassed seven theories and their sub-theories, and it discussed at length how the literature relates to teacher retention and its effects on students, faculty, and administrators in urban schools of Southeast Texas. These theories consist of Maslow's Hierarchy of Needs, Cognitive Learning Theory, Classical Testing Theory, Organizational Theory, Behaviorism Learning Theory, Constructivism Learning Theory, Curriculum Theory, and Connectivism Learning Theory. Finally, John Dewey was introduced and studied for his contribution to the education field concerning teachers, administrators, and community involvement.

Maslow's Hierarchy of Needs

Humanistic psychologist Abraham Maslow created a pyramid of basic human needs in the mid-1950s that shows how humans move by motivation through tiers or levels based on the support received both consciously and subconsciously (Maslow, 1954). Since its creation, this five-level hierarchy has demonstrated growth by observing the development of students (Freitas & Leonard, 2011). Maslow's Hierarchy of Needs theory remains relevant in today's classroom as well as in a school's social setting where the lower-order needs may be linked to organizational culture (Upadhyaya, 2014) found when a new administrator aligned himself with achieving the tiers of Maslow's theory, his rural non-achieving school soon turned around after first focusing on the physiological needs of the students, and now we're working within the esteem stage of the hierarchy. While motivation is the most critical factor in teaching, Iwu et al. (2017) suggested that salary, career opportunities, and responsibilities dominate those in decision-making capacities. Meanwhile, Upadhyaya (2014) focused on improving student achievement and the school's culture within an impoverished community. Despite some of the

working conditions that work against this type of school in its rural location, Daniel et al. (2016) demonstrate that their school excels at most accountability measures simply by following the Hierarchy of Needs established by Maslow, with each stage dependent on the prior state and its successful completion.

Stages

Since its creation, many interpretations of the theory have perforated the education profession. The beginning stage of Maslow's theory concerns the physiological stage, which contains aspects required for human survival. As Tripathi and Moakumla (2018) researched, through Maslow's stages, humans must feel secure in finding food, water, and shelter. Liu and Grunert (2020) also researched how this topic relates to education by demonstrating that if students fear not eating or not having a home to return to after school, their minds remain focused on those essentials and cannot learn new material until those basic needs are met.

Once the essential life-giving stage meets the criteria, the next stage involves security and safety, such as good health, job security, a stable schedule, and removing threats of danger (Bland & DeRobertis, 2020). The next stage concerns the love stage, according to Maslow's hierarchy. This involves receiving love from others and the ability to give love to others according to (Shili, 2008). The penultimate stage remains in finding one's self-esteem, where a human earns respect from others, and the esteem felt by this stage leads to self-efficacy and self-confidence (Bland & DeRobertis, 2020). The last stage, or self-actualization, remains highly theoretical and individually based on one's self-assessment and the fulfillment of being one's best self (McDonald et al., 2018). By applying these stages to those of teachers, Robbins and Judge (2009) found that in combination with the social needs of people, schools follow the same sort of hierarchy for students, especially students of lower-income families. No current studies

have used Maslow's hierarchy of needs, but the theories were present in schools where improvements can be found (Polit & Beck, 2010).

Characteristics of Successful Schools

Several themes were found within highly successful schools, including curriculum and high-quality instruction, professional development, organization of network and resources, using data to drive instruction, and creating positive community and school relationships (Bland & DeRobertis, 2020). The support systems demonstrated by Maslow's hierarchy of needs may be more important than any other aspect of education, especially for low-income and rural schools (Fisher & Crawford, 2020). Using the hierarchy as a conceptual framework, Milheim (2012) discusses the student experience from basic needs to the goal of self-actualization by recommending factors relating to technology and other digital network tools. Noltemeyer et al. (2021) also found that with parental involvement with volunteerism and parents actively participating in what programs the schools offer, schools tend to perform better overall, especially impoverished ones. These programs could include free meals that feed children of lower-income families and provide the sustenance needed for a child to learn without worrying about their next meal (Noltemeyer et al., 2021).

Related Student Issues

According to Kamenetz (2015), as students enter school, administrations begin limiting learning and development so that math, science, skills in reading, and history become subjects to be tested and graded. Additionally, the expectation of students developing skills on a predetermined timetable remains legislated. However, those aspects of the human body, such as social, spiritual, emotional, physical, and creative development, become extracurricular, marginal, or even remedial pursuits (Satterlee & Matuska, 2018). Furthermore, Milheim (2012)

also suggested using Maslow's Hierarchy of Needs as a model for designing and delivering courses that respond appropriately to cultivate a more satisfying learning experience. Even though Maslow did not create the hierarchy specifically for the field of education, Milheim (2012) further discussed that this model should underpin future research to determine how individual student's needs were being met.

Another issue that Maslow's hierarchy of Needs seeks to understand is the relationship between intelligence and creativity with lower versus higher motives (Neubauer & Martskvisvili, 2018). In this research, Neubauer and Martskvisvili (2018) discuss how intelligence relates to the lower hierarchy, from which creativity develops through the brain's cognitive abilities. Creativity is essential to self-esteem and self-actualization (Neubauer & Martskvisvili, 2018). This creativity becomes part of the social economy of an individual and his environment that, when developed, seeks to balance the old and the new changes within a societal context (Kim & Sunderman, 2016). Furthermore, Freitas and Leonard (2011) discuss using Maslow's hierarchy of needs as a framework for factors contributing to successful outcomes, which may assist in identifying potential barriers and facilitators to successful academic performance.

A subsequent area of concern relates to the more recent research of Kim and Sunderman (2016) on the problem that demonstrates how racially diverse and high-poverty schools remain at an extreme disadvantage due to accountability required for all subgroups. Young Whan Choi, Manager of Performance Assessments Oakland Unified School District in Oakland, California, explains the following:

> Too often, test designers rely on questions that assume background knowledge more often held by White, middle-class students. It was not just that the designers have unconscious racial bias; the standardized testing industry depends on these kinds of

biased questions to create a wide range of scores (Procon, 2020, p. 3).

Furthermore, Congress expects the AYP to reflect equity across all subgroups regarding testing. According to the current standards, if a school does not meet the 95% test participation rate or one subgroup does not make the required target, it could be considered failing (Kim & Sunderman, 2016). Kim and Sunderman (2016) only reflect the capabilities of some school students individually and accurately. Therefore, according to Groth and Holbert (1969), more positive gains could be ascertained if the educator clearly understands the hierarchy of needs to progress in a more organic method.

The most critical aspect of Maslow's Hierarchy of Needs includes reaching self-realization and self-actualization. According to Melinda et al. (2019), self-actualization within their research comes when all the basic needs of Maslow's hierarchy are realized as an individual becomes aware of what he/she can do. Building on the potential of human beings, Melinda et al. (2019) suggest that humans fight for self-actualization by achieving more from their basic needs. This input distinguishes the essential human characteristics that comply with reality from the form of literature, demonstrating the expressions of an author who displays the human world through imagination (Burks-Keeley & Brown, 2014). Regarding the focus of the research, self-actualization, according to Teeuw (2015), emphasizes describing barriers, motivations, and attitudes in self-actualization when an individual becomes fully functioning and open to new experiences.

Cognitive Learning Theory

The cognitive learning theory takes into consideration how people think and seeks to find an understanding of how learners might be affected by both external and internal factors. One aspect of this theory reflects changes in the learning systems by incorporating online learning

processes. A strong negative correlation was found between online learning and the ability of a student to effectively study online courses, where students with higher online expertise were at an advantage (Sweller, 2017). However, conceptual learning improved through continuous online learning and studying (Sweller, 2017). Later, Hew (2016) found online courses were more effective at retaining student engagement.

Furthermore, five aspects were discussed in positively reflecting online learning, and discussions expanded through Hew (2016). Steinhoff et al. (2020) noted when preparing students for exams, results were critical to generation learning. Furthermore, Steenhof et al. (2020) demonstrate how problems before instruction influence the decision-making process, which deepens the cognitive learning process. Those aspects include focusing on problem-oriented courses that were given clearer explanations, passionate teachers willing to interact with students, knowledge was expanded upon and shared among students and peers, student involvement was imperative to the learning process, engaging students through online course variety and variation of courses (Jarl et al., 2021).

McSparron et al. (2018) reflect on the cognitive learning theory process through different ways in the educational experience by first establishing that students learn more by actively participating rather than passively sitting and listening. Furthermore, Reynolds et al. (2017) demonstrate the testing aspect and its effect on students' learning as they learn to be tested rather than study without being tested. A simple example iterated in this study shows a teacher may periodically pause and ask questions during a discussion that would further this form of learning by later integrating a test (Powell & Bromley, 2015). Also, reviewing and revisiting with greater intervals between events enhances knowledge and long-term retention of concepts (Hoy, 2012). Also, as discussed by Hopkins et al. (2014), a vital part of learning through which students must

be allowed to disseminate and approach new ideologies with their learning to build upon their knowledge of a concept immediately after its introduction.

Classical Testing Theory

As the basis of the psychological assessment, the classical testing theory observes the additive function of true terms and error scores (Himelfarb, 2022). As a primer on standardized testing: History, measurement, classical, test theory, item response theory, and equating, Charles Spearman of 1904 London understood there would always be errors when testing, but these errors were random, and they could be indexed and correlated (Himelfarb, 2022). Classical Testing Theory, through the study conducted by McDonough et al. (2016), implies that any measurement was an inference, and most inferences were subject to errors. Classical testing theory refers to any observation as a linear combination of accurate score and error (Huang et al., 2020). Therefore, all tests could be understood as a combination of two hypothetical components, according to Huang et al. (2020).

Another study regarding classical testing theory suggests advanced material be introduced to students once they meet the standard for the content being assessed (LeBeau et al., 2020). Furthermore, LeBeau et al. (2020) showed that testing should only enhance academic studies and not hinder the student or the teacher. However, it tends to happen when it comes to administrative evaluations based on student test scores. Testing for high achievers was another way educational leaders differentiated instruction for gifted students (Gibbons & deGruy, 2019). The classical testing theory assumes a test score obtains the correct number of responses in an additive linear model with two random components (Beiser et al., 2016). The teachers of these types of students should be highly trained professionals who meet the needs of gifted students by differentiating the delivery and instruction of content materials. Gibbons et al. (2017) point out

that testing theory can be controversial in the educational sector simply because it does not consider students' testing abilities or teachers' instructional capabilities, only the pass or fail capacity of the standardized test.

Organizational Theory

Classical or neo-classical theories consist of the structure of an organization and how the people function concerning the remaining part of an organization (Jensen et al., 2017). From this theory came the understanding that the authors' academic disciplinary background was used to direct a more effective use of teacher hiring within the school community. For example, during the Industrial Revolution in the late 1800s and early 1900s, Max Weber introduced the modern concepts of organizational theory (Baum & Haveman, 2020). Henri Fayol, in the early 1900s, was credited with identifying strategic planning, recruitment of staff, motivation for employees, and important management functions (Deming & Figlio, 2016). Fredrick W. Taylor wrote *Principals of Scientific Management*, outlining his theories about American factory floors. He was credited with defining the role of training, employee selection, work standards, and wage incentives within organizational performance (Baum & Haveman, 2020).

Organizational Theory primarily concerns the formal structure of an organization, as in this case, with urban area public schools. Within the structure, organizational theory concerns the best way to divide the tasks, how these tasks fall together into departments, and how best to understand the coordination problem (Murnane, 2013). Furthermore, research demonstrates how these theories detail the grouped activities assigned to people and how authority establishes their business relationships. The study further indicates that this development of relationships was attributed to the retention of teachers because of the creation of a feeling of acceptance as part of an organization (Baum & Haveman, 2020). Neal (2013) takes it one step further by

demonstrating how the neo-classical theory considers the people employed by the organization and how their behavior is a part of the system. The research further details how retaining teachers comes from the lack of relationships within an organization and its inconsistencies, such as those demonstrated by certain urban schools in Southeast Texas and around the country.

Max Weber

According to Weber (1904), the only way to change racial and ethnic relations was a charismatic authority empowered to give orders that were typically obeyed. A prominent theorist in the field of sociology, Max Weber (1904), contributed many works to the study alongside Karl Marx and Emile Durkheim (Rao & Singh, 2018). Marx was considered a German predecessor, while Durkheim was a contemporary living in neighboring France (Rao & Singh, 2018). Rao and Singh (2018) discuss how all three of these gentlemen were significant contributors to sociology and brought different perspectives on structure and change in society.

Weber's first interests reside in religion and politics, which were his primary interests (Parsons, 2020). When considering Weber's personal history and intellectual life, it remains vital to understand his upbringing and those influences on his studies. Rao and Singh (2018) highlight Weber's interests coming from his ascetic mother, which drove his interest in religion, while his political query came from his father's intense involvement among the political elite in Germany. However, ordoliberal concepts shaped the unique inter- and post-war environments in Germany. Ultimately, Weber dedicated himself to the study of politics and became the founder of the German Democratic Party, only to become disillusioned with the emerging culture of the newly formed political party (Weber, 1904). Weber introduced this variant of ordo liberalism into the widespread academic debate (Oakes, 2020). Rao and Singh (2018) discussed how Weber began his quest into the structure of the modern educational system by focusing on leadership, power,

and bureaucracy, all helping to formulate his contribution to *The Protestant Ethic (1904).*

Rao and Singh (2018) elaborated on how Weber's work introduced the notion of the middle class and its relationship with specific occupational and educational contexts. Another study by Sugiyanto and Setiawan (2018) continued by describing how, although Weber's reference pertained primarily to nineteenth-century Europe, its relevance to today remains a significant influence. Dold and Krieger (2020) continued Weber's reflection by stating that the logic of contradiction leads to the division of rational and irrational intellectual thought. Weber's discussion of the role of education in the foundations of capitalism maintains the role and nature influencing the conditions of work that were mainly premised on education (Rao & Singh, 2018). Most notable was Kolev's (2018a) article discussing the intellectual relationship between Weber and Fredrich Hayek. Kolev points to the similarities in economic sociology and neoliberal political economy, beginning the foundations for studies into the connection between Weber and ordinary thought. Gane (2012) dedicated a chapter to the study of Max Weber and found that he had more significant influence than the Freiburg School of Economics. Meanwhile, McAdam et al. (2018) discuss the nature of Weberian economics and the significance of the interplay between economics and sociology by detailing how Weber recognized that individuals were primarily motivated by material interests. This helped to frame Weber's interdisciplinary approach to understanding the significance of a collective identity (Oakes, 2020).

Henri Fayol

Although unknown in North America until the twentieth century, Henri Fayol introduced his significant contributions to Europe, collectively *Industrial and General Administration (1929).* Wren (2003) describes Fayol's work as being introduced to management schools in the late 1950s in the United States by stating: "I received my bachelor's degree in 1954 at the

University of Missouri and did not know of Henri Fayol's work. Returning in the late 1950s for my master's degree, Henry Fayol was introduced in the history of management course that began my study for management history" (p. 5). Wren (2003) describes the works of Fayol as a description of management and their educational needs.

According to Wren (2003), Fayol described the functions of leaders and administrators, such as those that lead schools. For example, Wren (2003) described managers, or principals, as those engaged with the job. Still, leaders created a vision that aligned organizational and individual goals and built coalitions that motivated and inspired. Suarez-Barraza and Miguel Davila (2021) surmise that Fayol acknowledged leadership and management were not mutually exclusive but necessary and complimentary. Fayol would stress the importance of management, with administration today, being educated and how their education should reflect certain aspects of leadership, including understanding labor relations (Suarez-Barraza & Miguel Davila, 2021). Finally, Rodriguez et al. (2020) highlight the importance of using the Fayol framework to improve management practices in the Hi-TEC industry, especially in the United States, by staging projects as they emerge, demonstrating the process as a framework of reference.

Interprofessional Education

Interprofessional education (IPE) and learning occur when two or more students from the same discipline learn about each other to improve effective learning (Reynolds et al., 2017). IPE represents a new way of thinking about education as an innovative strategy and a value proposition directed at high-quality education, according to Seymour et al. (2013). The educational system could learn from this training system for its professionals at the most basic level. For example, interprofessional education and learning in the healthcare system work to prepare collaboration-ready practitioners with behaviors, skills, and knowledge from different

backgrounds to work effectively with communities, caregivers, families, and patients to provide quality care and meaningful outcomes for all those involved in a patient's care (Shrader et al., 2018). The proper development of faculty represents the key factor in supporting the success of interpersonal education (Hall & Zierler, 2015). All and Zierler (2015) discussed a program that combines small group activities, immersion experiences, and didactic presentations to build interprofessional leadership skills. Coaching and peer learning activities proved to facilitate the translation of skills to local interprofessional work (Mahoney et al., 2018). Stevens et al. (2013) discussed the progress in their study, stating that "Most of the institutions described a process of building this vision and commitment through initially smaller IPE projects that expanded in scope and complexity over time" (p.4).

In conjunction, Reynolds et al. (2017) pointed out that core competencies were created with the patient in mind, including the following: teams and teamwork, values and ethics, interprofessional communication, and roles and responsibilities. O'Connell et al. (2021) discussed how positive student experiences decreased errors, and most agreed that overall collaboration should continue. Teams create a better learning environment and improve grades (Will et al., 2019). In conjunction, Drude et al. (2019) discussed the generalization of organizational learning and how it could be applied to theoretical and applied research through technical training and a comprehensive curriculum including a broad range of skill-based competencies. Furthermore, Reeves et al. (2017) indicated that using an organizational model can target specific areas of research and interventions to assist with organizational learning and practices.

Behaviorism Learning Theory

Clark (2018) described learning as gaining knowledge through teaching, study,

instruction, or experience. Dating back to the late 19th and early 20th centuries, John Watson introduced behaviorism as a form of psychological learning adapting as an actual science because of its involvement in the process of objective observation and scientific measurement, which then became central to the work of behaviorists (Pritchard, 2014). Behaviorism learning theory suggests that students learn from their environment and interact with the external factors surrounding them. Behaviorism remains the basis of psychology, and its importance lies in how the study may be observed and quantified (Ìnkankul, 2016). According to Ertmer and Newby (2013), learning may occur intentionally and unintentionally, depending on an individual's environment. Since public schools were considered formal education, the deliberateness with which one learns remains based on the teaching environment and knowledge exposure (Campbell et al., 2020). Additionally, Ìnkankul (2016) stated, "The main objective of formal education was for students to gain knowledge and material-moral values by the community in their current and future lives" (p. 1540).

Behaviorism learning theory was further broken down into the social learning theory and the experiential learning theory. In 1930, Vygotsky wrote *Pedagogical Psychology,* which presented the idea of a pupil being a reacting apparatus in education (DeVries, 2000). Furthermore, DeVries (2000) discussed how the argument continued until almost four years before his death when Vygotsky presented the conditioned reflex as a prime psychological tool or instrument. Vygotsky (1930) stated, "The whole composition of the instrumental act can, without exception, be reduced to a system of stimulus-response connections" (p. 140). He defended the idea that "All human behavior 'finds its origin in reactions to stimuli coming from the external world" and relied "heavily on Pavlov's theory of the conditional reflexes" (p. 151). DeVries (2000) claimed Vygotsky was more of a constructivist than a behaviorist, as evidenced

by Vygotsky (1930) himself:

> Any new cultural experience does not simply come from outside, independently of the
> organism's state at a given development point. The fact was that the organism that was
> mastering external influences mastered several forms of behavior or assimilated these
> forms depending on its level of mental development to these external materials were
> reprocessed and assimilated in the organism (p. 169).

In that same year, Vygotsky (1930) also said that "the psychological tool alters the entire flow
and structure of mental functions" (p. 137). Moreover, Vygotsky called the psychological tool a
'construction' (p. 137). Most importantly, Vygotsky (1930) wrote about how development was a
transformation through action: "By acting on external nature and changing it, they also change
their nature and act on it at the same time" (p. 140).

Social Learning Theory

Founded by Albert Bandura in the early 1960s, Social Learning Theory focuses on how a
student behaves after observing a taught and desired behavior (Chuang, 2021). For example, a
student observes another student politely requesting permission from the teacher to use the
restroom. Bandura (1977) found this observation adds to the knowledge of the student observing
this interaction, and learning occurs when they see how their action should occur in certain
situations (Chuang, 2021). Lui et al. (2020) further examined these same social learning theories
within the adult learner setting, which in this study pertains to the teacher or administrator of
each urban school. Adults in modern organizations must continually practice professional
development to develop and ensure a robust talent pool within a school or intensify their
engagement in modeled behaviors (Myers, 2018).

Continual education and training provide a pipeline filled with promising future leaders,

which Erev and Roth (2014) found most effective and influential by how well the instructors applied learning theories and principles into practice using experience and guidance from socialization. Liu et al. (2020) further pointed out that social learning theories involve social interactions and human relations when dealing with adult learning in business practices and intervention efforts. Globalization, according to Frone (2013), creates a new need for an organization to link development and education to strategy, which suggests that virtually all learning phenomena result from direct experiences.

Experiential Learning Theory

Kolb (1984) developed experiential learning theory by viewing learning as a process in which knowledge is created through experience transformation. Lisko and O'Dell (2010) discussed Kolb's theory as a continuous process of transforming experiences into existing cognitive frameworks, possibly changing how a person behaves and thinks. Through experiential learning theory, a student learns by doing. Furthermore, students were encouraged to learn through experiences that helped them recall and retain information (Murgu et al., 2018). The shift toward experiential learning involves teachers moving towards a more action-based learning process (Canboy et al., 2016). Kolb's theory further demonstrates how transferring the type of learning from curriculum-based to student-centered brings about a more positive awareness of the learning process (Mullon et al., 2017). Consequentially, the student uses projects designed to stimulate learning through hands-on practice with the material and by asking questions that further reflect their depth of learning (Mullon et al., 2017).

Furthermore, Smith (2011) discussed how diversity plays a role in student education by exposing clear linkages between diversity rationales and organizational learning. Cincera et al. (2020) review the relationship between teachers' beliefs and practices regarding content area and

the learning environment. Subsequently, Fives and Gill (2014) examined how diversity curricula addressed understanding and appreciated social discords, but it still turned out to be a one-sided approach to guiding diversity education. Despite the best intentions, trainees of diversity education seem only to receive half of the story of diversity, which tends to be the story of "the other" (Smith, 2011, p. 2). According to Forbes and Zint (2011), Experiential Learning Theory provides a model for individual learning by resolving two dialectic processes: the intake of the information (prehension) and the utilization of that information (transformation). In the latter, transformation involves the reflection of alternate meanings and perspectives as it applies to the learning process and the teachers' pre-formed beliefs. (Clayton et al., 2014).

Constructivism Learning Theory

Constructivism learning theory concludes that students learn by adding to their previous experiences, creating knowledge that remains unique. Wu et al. (2013) reflect on how training systems and concept forms changed the pace of teaching, making a highly rewarding investment into a workable learning model. Clark (2018) examined constructivism and how it closely resembles the cognitivism learning theory. According to Clark (2018), constructivism was a learner-based system that emphasizes and focuses on the learning perceptions that differ from one learner to the next and how they connect new information to existing information. Padirayon et al. (2019) also point out that this form of development requires students to discover facts and relationships for themselves, and instructors provide information for students to construct the content collaboratively. One example would be computer-based gaming, where students spent more time finishing an activity and were more likely to show a significant transformation in learning (Padirayon et al., 2019). Olusegun (2015) further iterated this form of learning creates positive social interactions to assist learners in finding deeper meaning in new information

presented to them. De Simone (2016) postulated that social interaction completes knowledge growth when led by an older adult, coach, or teacher with a greater understanding of the content than the learner.

As education becomes more complex, so does the importance of understanding various types of training for professionals, such as teachers and administrators. The types of training included in a constructivist study were high-fidelity simulation, case studies, and small group discussions, where Bianchi et al. (2021) bring to light how intrapersonal training of this type facilitates and enhances teamwork. The study also showed that when professionals from different backgrounds were brought together, they demonstrate improvements in learning interactively (Bianchi et al., 2021). Gopnik and Wellman (2012) pointed out the structure, coherence, and abstractness of different representations of learning, which also demonstrated that unless the training was consistent and ongoing, and despite the strengths in opportunities, work often goes fragmented and progress halts. Therefore, consistency remains key to forward progress and growth in interprofessional relationships for reviewing and synthesizing empirical work of new theoretical ideas (Schulz et al., 2007).

Curriculum Theory

Miller (2011) discussed four common schools of thought in the curriculum arena, which consist of linear, holistic, laissez-faire, and critical theorist approaches, therefore offering a glimpse at a possible explanation for behavior and where generalizations omit certain people. The Curriculum Theory was considered a formal course of study that students complete, which was organized around predetermined subject matter in classes that students must pass to graduate (Miller, 2011) creating the curriculum theory, Dewey (1916) felt that curriculum should ultimately produce students who would be able to deal with and work effectively in the world

today. Dewey's theory used four instincts to describe behavior as social, artistic, expressive, and constructive (Miller, 2011).

Dewey's work, *Democracy and Education* (1916), focused on the student experience, learning, and growth (Beckett, 2016). From this study, Beckett (2016) emphasized how Dewey further focused on the student experience within the framework of the teacher element of being the conservative factor, far from the progressive student factor. Norman et al. (2012) advocated for more theory-based reductionist research to better understand learning mechanisms and stipulated that education was better than no education. Issa et al. (2013) discussed the cognitive load and how the focus was designed to result in a theory that has become a standard perspective on presentations on learning. Beckett (2016) further discusses how Dewey influenced education on a global scale from a progressive point of view in the sense that he wanted to transform society and advance knowledge. Meanwhile, Norman et al. (2012) show research into a revolution involving some of the best-known educational and cognitive psychologists, such as Richard Mayer (University of California, Santa Barbara), Robert Bjork (University of California, Los Angeles), and Henry Roediger (Washington University).

In the first six chapters of *Democracy and Education*, where Dewey (1916) discusses education 'as it may exist in any social group' (p. 81), Dewey presents his analysis of the concept of education. The key points were as follows:

(i)   'Education, and education alone' was the means of social renewal (p. 3).

(ii)   Education involves adults communicating their life experience to the young in the context of shared activities (p. 8).

(iii)   Adults direct the natural tendencies of the young, but direction was internal to the activities they share; it was not imposed (p. 26).

(iv) The immaturity of the young was not 'mere lack' but 'designates a positive force or ability—the power to grow' (p. 42, emphasis in original).

(v) Growth was 'a constant reorganizing and reconstructing of experience' (p. 76).

(vi) Growth was limited and distorted when education was identified with preparation for the future, with 'unfolding of latent powers toward a definite goal' (p. 56), or with formal discipline.

(vii) Education was teacher-centered and child-centered: while adults focus on 'accommodating the future to the past,' the young use the past 'for a resource in a developing future' (p. 79).

(viii) Finally, 'the reconstruction of experience may be social as well as personal' (p. 79). Education maintains 'established custom,' eliminates 'obvious social evils,' and was 'a constructive agency of improving society' (p. 79).

Dewey concludes his analysis of the concept of education with a technical definition. Education was 'that reconstruction or reorganization of experience which adds to the meaning of experience, and which increases the ability to direct the course of subsequent experience' (p. 76). Given this definition, educational activity can be separated from 'routine activity,' in which a new meaning was impossible, and from 'capricious activity' (p. 77), in which new meaning, though possible, was ignored or neglected.

Curriculum Theory involves most scholars who recognize this theory because it encompasses a body of knowledge to be learned effectively. This theory also applies to other crucial aspects of the curriculum because it entails the selection of knowledge and transmission, or teaching, according to (Cook et al., 2010). Therefore, all content was considered pedagogical and goes through a structure of knowledge that implicates a given curriculum and was

understood as a form of knowledge that may be presented as subject matter (Cook et al., 2012).

Additionally, Anderson et al. (2016) found that curriculum theory remains important to

understanding how the conceptual framework takes an important step in relating to professional

training. This study by Anderson et al. (2016) found reporting on a localized curriculum design

and its impact formed psychosocial as well as learning theories. By enhancing the learning

process, Mayer (2010) discussed how applying science to medical school education keeps

students engaged. By highlighting the challenges that van Merri€enboer and Sweller (2010)

contemplated in their study concerning student experiences as well as the facilitators' abilities to

understand the learning practice, the research found new experiences lead to informed evaluation

models, which Anderson et al. (2016) then found more interactive processes for students and

administrators.

Connectivism Learning Theory

One of the newest learning theories, connectivism learning theory, focuses on how people

learn and grow in their knowledge from making connections, and these connections greatly

influence their learning. Considering how people connect to each other globally using

technology, connectivism learning theory details the extent to which learning continues the

process of communication and the need for professional training (Thomas & Rogers, 2020). The

COVID-19 pandemic of 2019-2021 threw everyone onto the global front, with education taking

the brunt of the situation. Al Maawali (2022) detailed how connectivism used global learning to

connect to human learning by understanding the challenges of increased remote education due to

the COVID-19 pandemic. Furthermore, Thomas and Rogers (2020) concluded in their research

on connectivism and how technological advancements was increasingly combined with student-

directed learning across the globe. By acknowledging the gap between digital learning and the

field of leadership development and theory, Aksal et al. (2013) discussed how classrooms at

various levels of education should be willing to take risks and embrace new learning

technologies with a relevance more prevalent than before. Additionally, Utecht and Keller (2019)

discussed how technology can cater to student needs while creating effective directions for

learning.

Related Literature

This next section reflected on the advantages, disadvantages, and challenges facing the

education profession. By appropriately addressing these categories, the research moves into the

realm of viability in demonstrating the depth of involvement by educators both with students and

in their communities.

Advantages

Within a more advanced society, quicker training results in technological advances were

generally cognitively processed as more advanced today (Erduran et al., 2020). Generally, this

refers to the accessibility to professional development with more control of the learning process,

a large-scale distribution of knowledge, and a gradual advancement of sophisticated technologies

(Erduran et al., 2020). Since there was no socioeconomic barrier in which electronic learning

becomes available, teachers must adjust for all grades and levels of learning regardless of

socioeconomic background (García-Carrión et al., 2020). This adjustment phase causes stress for

teachers, contributing to a major factor in teacher attrition. Without a support group for this

adjustment, teachers feel abandoned and soon leave the profession altogether.

Advantages to the discussion of teacher retention include the use of professional

development regularly. The induction and retention of teachers remain the wide-scope focus for

many schools with diverse countries analyzing the mechanisms explaining the difficulties

experienced by new teachers (García-Carrión et al., 2020). Some suggestions towards the issue have been made to make professional development an ongoing process and extend from the first year into the first three years of employment as well as to diminish the total number of class time hours for first-year teachers (Daniel et al., 2016).

Disadvantages

Highly interactive situations and internet fatigue may occur for new teachers (Kim & Sunderman, 2016). Another disadvantage remains the absence of support for today's virtual teachers. Several feedback difficulties exist in teacher attrition via virtual technology (Park, 2020). Simultaneously, this learning process isolates teachers on all levels due to the format. This process, in turn, creates an inability to connect to others because of the isolation caused by the teaching environment (Nigar, 2020). Finally, a growing concern exists for expanding the understanding of collaboration in writing using skills or knowledge based on social and cognitive interactions (Bolton & Delderfield, 2018).

Goldhaber et al. (2019) mention that disadvantaged students retain less qualified, less experienced teachers than their advantaged peers. Teachers create a major impact on students' lives, so teacher effectiveness should be measured. One study showed effective teachers can impact student lives more than just in the classroom (LeBeau et al., 2020). Those students experiencing difficulties could suffer under classroom pressure or be lifted to excel by an effective teacher. Teacher attrition then shows how the entire educational experience suffers without effective and experienced teachers over the course of time.

Challenges

Teachers face many educational challenges in the industry. There is an inability to interpret students' non-verbal cues during testing by students, teachers, and administration (Dart

et al., 2016). However, the need for sustained student effort and student engagement with teachers still exists. There also exists a need for learner motivation by students, not for lack of trying by teachers. This was called cultural resistance of students, and it could influence learning ability because of the major resistance to change by students (Dart et al., 2016). Another study by Sewell et al. (2019) inferred that teachers with more than five years of experience adapt better than novice teachers even though the content matter remains the same. Experienced teachers show greater insight into learning challenges and teaching strategies (Sewell et al., 2019).

Students in Poverty

The literature discovers more conducive mechanisms favoring the induction process, especially to support those teachers who join schools serving students living in poverty (García-Carrión et al., 2020). "Unfortunately, exposure to multiple poverty-related risks increases the odds that children will demonstrate increased emotional dysregulation, fewer social skills, less teacher/parent involvement, and more conduct problems" (Webster-Stratton et al., 2008, p. 238). This source also identifies interventions offered to disadvantaged populations and how schools should effectively train teachers in classroom management methods to improve school readiness in impoverished populations (Webster-Stratton et al., 2008). Findings from Hanjani (2019) discussed two main features of the school model that facilitate teacher induction: the dialogic approach to teachers' professional development and the participation of community and family members that operate as a pedagogical resource. Additionally, Dobson and Stephenson (2017) examined culturally diverse schools, demonstrating issues needing to be addressed with ongoing professional development and training for the induction of new and veteran teachers.

Socioeconomic Status (SES)

In seeking to explain the social class gap of relevance, the difference lies in teaching methods across the same class but of different socio-economic classes (Kwan & Wong, 2016). This new accommodation came about with the idea of parental involvement to encourage a better understanding of the curriculum and for parents to relate better with teachers (Kwan & Wong, 2016). Morgan and Hoffman (2018) discussed how parents with higher socioeconomic status (SES), or better financial means tend to participate more in a student's education and school activities. Many administrators believe parental involvement would enhance the student experience and encourage it as a win-win situation (Kwan & Wong, 2016).

de Bruin (2021) discussed the differences in how the same subject taught at different schools may be addressed differently due to the socioeconomic status of the families at the schools. For example, Machery et al. (2017a) found that students from affluent neighborhoods were given tasks to complete and research to find according to their topic, whereas neighborhoods of lesser socioeconomic status or blue-collar working families were given more rudimentary and simple facts about the same topic. Students of the latter type of school were only required to sit and listen to the lectures, while the former schools were given more complicated functions to work with and complete (Kim & Sunderman, 2016).

Correa et al. (2019) studied whether the effects of a family's socioeconomic background continue to influence education during individuals' upper secondary education. While Dietrichson et al. (2017) gave a possible explanation for achievement differences between low and high socioeconomic status in that low SES might find it more inherently difficult due to environmental factors that may be present. However, in contradiction, Dietrichson et al. (2017) also demonstrated that genes accounted for nearly 50% of the variation in mental ability of high

SES students, indicating that even though negligible, those students classified as low SES were not reaching their full cognitive potential.

Parental Involvement

Parental involvement remains an ongoing issue and challenge within struggling schools overall. Critiques argue how middle-class families use their resources and social standing to influence their children's choices in education (Lilliedahl, 2021). The sociology of parental involvement in a child's education was ongoing and continual due to the evolution of the education marketplace in organizing out-of-school activities. Yulianti et al. (2021) found policies involving educational choice often contribute to the reconstruction of social stratification drawn by extracurricular activities. Furthermore, Dotterer and Wehrspann (2016) found considerable relationships created between parental involvement in extracurricular activities and the preferences and expectations they base their choices on these activities for their children. However, Deslandes et al. (2015) identified issues of communication and collaboration that created tensions in teacher-parent relationships.

Critical Success Factors

Success was experienced by students, teachers, and administration with highly effective training. The students' adaptability remains the most important aspect of the testing environment (Chen, 2020). This affects the motivation and autonomy of students during the testing period. Reliable technology was needed for teachers and administrators in the grading system to continue success. The use of teacher teams remains a new concept in education, and although being touted as highly effective, resistance to change in the classroom continues (Reynolds et al., 2017). As teaching organizations transition and develop into learning organizations, there remain barriers to address. Reynolds et al. (2017) explained that the tendency remains to address

problems with first-order problem-solving and leave underlying problems, such as those found in administration and the classroom, unresolved. Byun et al. (2012) researched this issue at great length and suggested instead of treating problems as symptoms and failures, viewing these as sources of learning instead of frustrations. Cheung and Pomerantz (2012) further demonstrated problems becoming issues going unresolved and becoming treated as personal failures with defensive routines being developed instead of viewing the failure as an opportunity for learning.

Epstein (2010) discuss how online education has generated excitement for those both inside education as well as those outside the industry. By expanding their access, Daniel et al. (2016) explained how online education offers opportunities to transform learning delivery and provide learning to new audiences. For example, the academic calendar for most working individuals with family obligations has not met their learning needs (de Bruïne et al., 2014). Additionally, Evans (2013) discussed the need for bricks-and-mortar institutions to balance their populations because university facilities cannot accommodate many more in-person students. As emerging market opportunities present themselves through online education, Gastaldi et al. (2015) found that more educational facilities hope to generate significant revenue. As an incentive for higher education, secondary educators seek to use the technology that was now readily available and more user-friendly (Gastaldi et al., 2015).

Studies Examined

New technologies have transformed the American education classroom since the beginning of the twenty-first century. Teachers should respond to changes and Dewey's relevance remains just as important as it was a century ago with the teacher becoming the new social learners (Beckett, 2016). Teachers routinely use smartboards now that classrooms were internet hotspots. Teachers enrich instruction and demonstrations with smartboards and new

technologies. Ninkovic and Floric (2018) discussed the need for teacher-student relationships and how, even with technological advancements, aspects remain the same as they did when Dewey proposed his educational prospectus. As technology advances, so must the educational capacity increase to reflect those advances by introducing new active learning methods (Park, 2020). With the use of technology, students respond differently to various teaching methods. For example, Avsec and Szewczyk-Zakrzewska (2017) explained that learning occurs when students were taught in the way most respond to their own learning style. Therefore, as Avsec and Szewczyk-Zakrzewska (2017) research shows, learning styles serve as an instructional tool, carefully considered in secondary education, and should advance achievements in technology and design education. Technological literacy (TL) remains the main achievement with great importance given to studies of technology and engineering (Murray et al., 2015).

Erduran et al. (2020) found through the success of testing and the evaluation of learning, student perceptions of the tests determined the success rates. Subsequently, the role of administrators influence directly impacts student learning. This research was unique because it studies urban school districts in Texas to determine how teacher attrition affects both wealthy as well as socio-economically challenged students alike. Goshin et al. (2021c) determined that the goal should help understand teacher attrition's impact on administrators, teachers, and students. Unlike other research, this study investigated the administration, and the impact teacher attrition takes emotionally, physically, and psychologically (Chesters & Smith, 2015). Furthermore, Ashbourne (2013) considers the impact of teacher attrition emotionally and physically on students, all the while considering the impact teacher attrition attributes emotionally on student performance.

Administrators must adhere to strict rules and guidelines established by the Federal

Department of Education and enforced by the State Board of Education when handling and

administering standardized tests. Student performance results affect school ratings and,

ultimately, the occupation of the administrators as effective leaders (Sugiyanto & Setiawan,

2018). Therefore, student performance places more pressure on teachers since the administration

provides the evaluation based on test results, which further explains how test results determine

the success or failure rating of the school overall as an effective educational facility (Goshin &

Mertsalova, 2018a). Additionally, Stirrup et al. (2015) discussed how the test rates, as well as

performance evaluations of teachers by administrators, cause a great deal of teacher attrition.

Researchers and educators say that constant staffing turnover relates to lower student

achievement, primarily in lower-income areas of the community (Carpenter, 2019).

   Sjödin and Roman (2018) discussed how teachers suffer from test fatigue and outside-of-

school pressure to teach students only the content being tested. Carpenter (2019) considers

extracurricular subjects such as music and sports activities that were not tested but add to an

overall education process. Furthermore, Carpenter (2019) showed that student test results explain

the effectiveness of a teacher, which in turn ranks their end-of-year performance reports. If

students suffer from test anxiety, their scores could spoil a teacher's performance report.

Sugiyanto and Setiawan (2018) pointed out that students suffer from test fatigue and emotional

issues because of the pressure to perform well on standardized tests each year. The research

shows that some students suffer test anxiety and trouble concentrating, while others perform well

on regular classroom-style tests but suffer anxiety when it comes to high-stakes testing

(Sugiyanto & Setiawan, 2018).

   As student teachers prepare for the real world, the teaching practicum constitutes the

most influential experience in teacher education (Bardach et al., 2021). Moreover, Ryan Dunn et

al. (2016) detailed how the onset of the COVID-19 pandemic made face-to-face coaching more difficult, further reinforcing the need for teacher education providers to search for alternatives to replace traditional approaches. An online environment may present an intervention when Bardach et al. (2021) compared a control group of student teachers working in an online scenario, shedding light on the potential of an easy-to-implement classroom readiness that proves beneficial for practice. For example, self-efficacy was found to augment positive emotions and counteract negative emotions during the teaching practicum (Hascher & Hagenauer, 2016). Cognitive classroom readiness was included to capture student teachers' perceptions of the knowledge and skills required to become a good teacher (Sieben & Lechner, 2019).

Relationship between Previous Research

Richard Peters remains a teacher-centered philosopher in the last century because, as Beckett (2016) noted, Peters, like Dewey, recognizes the limitations of his point of view. In *Ethics and Education (1966)*, his major work, Peters states education was 'the intentional transmission of what was worthwhile, and he argues against practices that limit the value of education to the transmission of facts and skills. Peters (1966) states that education "must also have a body of knowledge and conceptual scheme to raise this above the level of disjointed facts" (p. 30). Furthermore, Peters (1966) also argues against the then-resurgent, "'child-centered' revolt against this conception of education" (p. 35), saying though it "altered radically the manner of education," it also "glossed over the matter of education" (p. 36). Peters (1966) immediately goes on to give a synthetic sketch of education which places teacher transmissions in the context of students being initiated into worthwhile modes of thought and awareness, and he says that "the process of initiation into such modes … was the process of education" (p. 51).

Liberatory Education

Since Dewey, Freire (1970) remains the most influential philosopher on education. In his work, *Pedagogy of the Oppressed (1970),* Freire establishes what some deem as a liberatory education versus a banking education, where education was dialogical, problem-posing, and understood from a student's worldview (Beckett, 2016). Freire (1970) insists education is always directive, whereas liberatory education proposes that teachers and students become co-investigators. According to Beckett (2016), the purpose of education for Dewey was to renew society, while for Freire, it means to liberate education from oppression. However, Beckett (2016) further demonstrates that Dewey emphasized what students can learn, while Freire emphasized what students believe and were capable of unlearning. While Beckett (2016) showed that both Dewey and Freire emphasized learning or unlearning, both were always involved in education. Beckett (2016) further emphasizes all students must learn and unlearn as well as teach this process of learning/unlearning depending on the positions from which they started.

Unintended Consequences

Au (2007) shows the effects that high stakes standardized testing has on all aspects of an educational facility. Begin and Hoang (2014) demonstrated an unintended consequence of a no child left behind or failing school designation. The unintended consequences of poorly performing schools and the impact on the community due to poor results on standardized tests may cause a school to close or home values in the area to decrease (Bogin & Nguyen-Hoang, 2014). Chen (2020) discusses the major challenges, which include dealing with the teacher attrition process, equity in testing environments, and the overall impact of teacher attrition on all participants. Teachers highly impact the performance of students and their pressure to perform

positively. Meanwhile, the administration remains under pressure, placing pressure on teachers and students to perform well on standardized tests and in the classroom (Konner, 2011).

Dart et al. (2016) assesses the accuracy of class-wide direct observation methods: Two analyses using simulated and naturalistic data. Again, Dart et al. (2016) demonstrated while observing students during tests, the related stress factor rises, and tension grows in performance anxiety. According to El Nokali et al. (2010), parental involvement may have different implications across periods of development, especially for bridging two basic concepts of children's development, such as home settings and school environments. During the period of standardized testing, students experienced heightened stress levels both internally and externally, resulting in internal self-awareness issues and a belief in their own ability to perform (Ashbourne & Andres, 2015). Furthermore, Konner (2011) discussed how external factors such as parents and teachers may affect performance in the classroom.

Erduran et al. (2020) showed an assessment of practical science in high-stakes examinations offering a qualitative analysis of high-performing English-speaking countries. Erduran et al. (2020) showed the impact that highly structured exams have on the school environment, which affects all participants either directly or indirectly. Another discussion by Polivanova (2015) directly showed the setup of the classroom, the hallway noise, and the facility preparedness for standardized testing and, indirectly, through the behaviors of other students, attitudes of faculty, and expectations set by administrators. Himelfarb (2022) applies the thought process behind the classical test theory to assess the actual construction of the test and the purpose of its questions. Further study by Williams and Kibowski (2016) shows tests may impact the responses given simply by the structure of the test itself. For example, according to Goshin et al. (2019c), the reading portion of the test was broken down into three sections, while another

portion shows the math section was divided into computations without a calculator, and those questions allow the use of a calculator.

Other Studies

Challenges presented by technology and overcoming computer literacy involved in education were other issues. Learning how teachers and administration remain affected by virtual and in-person students seems vital to this study (Michaud, 2019). Computer literacy takes into consideration what was going on now in the classroom. Michaud (2019) discusses how this study also takes into consideration the emotional and physical impact that teacher attrition has on the administration, the teacher, and the student. Understanding the academic disciplinary background to direct a more effective use of standardized testing within the school community was detrimental. Jensen et al. (2017) supplied background research into understanding the impact of teacher attrition on not only the school but also the community. Furthermore, this study shows the impact and stress placed on teachers to teach for the benefit of the classroom and the individual student. Therefore, if a student was disadvantaged, the pursuit of education remains more difficult due to absences and the transitioning of schools due to poverty-related issues (Carpenter, 2019).

Kamenetz (2015) details the overall impression that teacher attrition adds to schools from an administrative point of view. Kamenetz (2015) also discusses how the impact on education maintains a serious attitude toward attrition and the results that impact teachers and administrators. Kim and Sunderman (2016) measure academic proficiency under the NCLB Act, which demonstrates implications for educational equity. Since 2002, the NCLB act has set the expectations that all students deserve an equal chance at an education (Kim & Sunderman, 2016). Because the NCLB Act puts accountability on the teacher, Beckett (2016) demonstrated

that teachers emphasize subject matter while operating without accountability. Meanwhile, Kremer-Sadlik and Fatigante (2015) detailed how success undermines the teacher attrition process while recognizing the effects of parental involvement on children's learning and achievement.

Shepard (2016) researched how the benefit of testing outweighs the negative aspects of teacher attrition. Also, Shepard (2016) discusses how from past eras, such as in 1915, when schools began to implement standardized tests until 2015, having gone through the NCLB Act bureaucracy, the results remained more positive than negative. Wasserberg (2017) demonstrates high-achieving African American elementary students' perspectives on teacher attrition and stereotypes. Jennings (2018) also detailed new changes in Every Student Succeeds Act (ESSA) of 2015, which followed the NCLB Act of 2001, and how bi-partisan Congress embraced responsibility to help states provide programs and services for needy students but also boost educational achievement across the board. Additionally, Camarota et al. (2017) acknowledge that for the first time in history, more than half of the nation's public schools consist of families from low-income areas. Layton (2015) further recognizes the nation's well-being depends on the knowledge and skills of its educated workers; thus, this perspective provides more information regarding the results of teacher attrition in an equitable environment.

Summary

The purpose of this applied study was to solve the problem of teacher attrition at urban public schools in Southeast Texas and to formulate a solution to address the problem. The study of teacher attrition evaluated the impact on urban schools in Southeast Texas and prove to be an important study, both theoretical and practical. Even though student test scores provide a study into performance expectations and the stress level suffered to achieve high standards.

Theoretically, Maslow's Hierarchy of Needs Theory, Cognitive Learning Theory, Classical Testing Theory, Organizational Theory, Behaviorism Learning Theory, Constructivism Learning Theory, Curriculum Theory, and Connectivism Learning Theory all apply to the teacher attrition and teacher evaluation process in urban schools in Southeast, Texas and prove the impact of teacher expectations on administrators, fellow teachers, and students. Further discussion was made on how Dewey influenced education on a global scale from a progressive point of view in that he wanted to transform society and advance knowledge.

Moreover, teacher attrition strains the administration, the faculty, and the students through arduous labor and the stress of accurately proctoring and assessing all students on their grade level. Standardized testing should not exist as the sole method for determining knowledge and achievement, which was what happens now. In 2002, NCLB brought many issues and a glimpse into the progress of educational programs in the United States. However, since 2015 and ESSA has continued to apply pressure in the field of public education.

Subsequently, the 21st-century classroom presents issues of its own concerning computer literacy, equitable access to the Internet, and access to computers by lower-income families. Schools provide places where libraries now provide computer assistance and books where librarians were computer literate and teach common applications to students needing understanding and enrichment courses in computer literacy. The common issues remain of equity and equal distribution of materials to both students and educators alike. Teachers were taking courses to keep up with the student population, especially in social media awareness, testing equity, and computer literacy. Teacher retention remains the focus of urban public schools in Southeast Texas, and the literature proves this theory.

CHAPTER THREE: RESEARCH METHODS

Overview

The purpose of this applied study was to understand the problem of teacher attrition at urban public schools in Southeast Texas and to formulate a solution to address the problem. The problem was that schools in Southeast Texas were locally challenged with staffing issues both because of teacher shortages and other causes contributing to this shortage. Furthermore, this study observed the profession of teaching and how different factors contribute to their departure, which include work environment, curriculum, lack of resources, and emotional environment. After the execution of this research, the reader understood more comprehensively the impact of teacher attrition on administration, faculty, and students at a public school district and learned of alternative methods for determining teacher attrition.

Design

A multimethod research design was used for this applied study. Data analysis for each method includes in-person requests from five administrators for interviews, creating a focus group of 10 current teachers, and collecting data from a quantitative survey given to 20 current high school students. When interviewing the five administrators, the data collected was compared among the principals. Next, the focus group of teachers explained the different reasons for leaving the school or profession and discussed what they would like to see as a response from school/district leadership. Finally, the surveys collected from the high school students were evaluated on a quantifiable scale. As defined in Seawright (2016), multimethod research allows an approach to inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical frameworks. Again, Seawright (2016) confirmed that this form of inquiry concerns

the combination of qualitative and quantitative approaches and provides a more complete understanding of a research problem rather than either approach. The purpose of this type of research design is to demonstrate both the human aspect affected by teacher attrition as well as the strain created by failing such a test, which may inadvertently cause the school to lose its academic standing (Seawright, 2016). To gain a more complete picture of the research, George (2021) recommended a multimethod research approach that combines elements of both quantitative and qualitative research as it integrates the benefits of both methods. Taking more profound measures to establish the impact of teacher attrition only shows how this country has digressed in the education industry (Shepard, 2016). Furthermore, applying a multimethod study enables the researcher to fully engross the audience in the research necessary to discuss the impact that teacher attrition has on an individual student's educational career (Seawright, 2016).

The first qualitative method utilized interviews conducted with five administrators to determine the goal of this research of how teacher attrition unfolds and appears in a specific setting, such as in an urban high school (Michaud, 2019). Additionally, Michaud (2019) explained that this multimethod depicts this author not just as a keen, objective observer but rather as a concerned educator involved in the process. Seawright (2016) explained the importance of having administrators interviewed to discuss their role in teacher retention, ask for their expectations, and understand better how they must adjust their environment for the institution of education during the various times of each school year. Michaud (2019) also surveyed teachers concerning how they order their classroom environment, how they justify decisions, and how they determine if students comply with their demands.

The second qualitative method consisted of a focus group of 10 educators addressing how they would assess and resolve the issue of teacher retention. Since this research seeks direction,

explanation, and desires to develop an in-depth dialogue about teacher retention, a focus group proved beneficial in understanding the thoughts, beliefs, and feelings of teachers experiencing the impact of teacher attrition in Southeast Texas. This focus group consisted of 10 current educators, with new and established teachers, as well as retired educators, to provide a broad yet reflective point of view on the current trend causing teacher attrition. Utilizing a focus group enables the researcher to open various opinions, which could lead to surprising conclusions.

The third study method consists of a quantitative survey completed by 20 teachers to recognize their impact in the classroom on student success. A dimensional approach was assessed using a Likert-type scale for respondents to indicate their level of agreement with predefined statements (Scott et al., 2003). Since many people enjoy playing games, even in a learning environment, the Teaching Games for Understanding (TGfU) approach was used and examined against anticipated learning outcomes (Harvey et al., 2009).

Research Questions

Central Question: How can educational leaders solve the problem of teacher attrition at urban schools in Southeast Texas?

Sub-question 1: How would five administrators in an interview solve the problem of teacher attrition at urban schools in Southeast Texas?

Sub-question 2: How would a focus group of 10 teachers solve the problem of teacher attrition at urban schools in Southeast Texas?

Sub-question 3: How would quantitative survey data from 20 teachers inform the problem of determining teacher attrition at urban schools in Southeast Texas?

Setting

The setting pertained to urban schools in Southeast Texas metropolitan areas. A

pseudonym was used to protect the location's confidentiality. Geographically, this study

considers ten urban public schools in Southeast Texas ranging from communities of small,

urban developments of ten square miles to large community subdivisions encompassing 25-40

square miles. For example, leadership in one high school consists of one administrative

principal and four assistant principals per campus who serve as grade-level principals and

subject department supervisors (HISD, 2020). There was one associate principal who oversaw

advanced-level instruction and master scheduling per campus (SBISD, 2020). On Alpha and

Bravo campuses, an instructional specialist serves teachers with technical instruction and

provides professional development (SBISD, 2021). At Charlie High School, educators include

310 teachers for all core and elective subjects (SBISD, 2020). The student population in the

high schools in this region of Texas, such as Delta High School and Echo City High School

from each school district, ranges from 2400-3200 students, of whom one-third were considered

virtual for the 2020-2021 school year (HISD, 2020). The educational setting was chosen for this

study because one of the schools was the researcher's place of employment as an AP World

History teacher and athletics coach.

Participants

The snowball sampling pool comprised five administrators selected for a one-on-one

interview, ten teachers in a focus group, and 20 teachers in a survey, as recommended by George

(2021). This sampling technique consists of where existing study subjects recruit future subjects

from among their acquaintances; therefore, this sample group was said to grow like a snowball

rolling down a hill (George, 2021). This collection method allows for studies to take place while

also allowing the researcher to discover variables with rare characteristics (George, 2021). As previously recommended in George (2021), the procedures included direct interviews taken with five administrators participating in an interview, a focus group consisting of 10 teachers, and surveys conducted with 20 teachers.

Administrators in an Interview

Boyd et al. (2009) explained that administrators play a major role in deciding whether a teacher remains at a school. Therefore, five administrators were asked to reflect on their actions before, during, and after the hiring process of teachers (George, 2021). Interviews were conducted with the principal administrators at each of five random schools to understand their role in the administration of their teachers during the hiring process, a typical school day, and their involvement when a teacher decides to leave.

Teachers in a Focus Group

Teacher work experience and background characteristics greatly influence the retention factor of teachers in the workplace (Boyd et al., 2009). Teachers with stronger qualifications, as measured by their students' end-of-course test scores and the competitiveness of their individual undergraduate institution from which they received degrees, were more likely to leave teaching (Boyd et al., 2009). However, teachers who were more effective, as measured by their students' end-of-course test score gains in their classrooms, were less likely to leave teaching (Boyd et al., 2009; Goldhaber et al., 2007; Hanushek et al., 2005). Ten teachers participated in a focus group concerning their work experience and background characteristics, their evaluation of the support provided by the administration, and the attitude of the students with whom they were directly involved, as recommended by Seawright (2016).

Teachers Taking a Survey

Research on the relationship between teacher retention and school characteristics has focused primarily on measures of the school's student composition. Schools with large concentrations of low-income, nonwhite, and low-achieving students were the most likely to experience high teacher turnover (Boyd et al., 2009; Carroll et al., 2000; Hanushek et al., 2005). According to Seawright (2016), 20 teacher surveys were conducted to understand better the relationships of teachers with their students as well as other school characteristics that determine teacher retention.

The Researcher's Role

The motivation for conducting this study consists of nine years of educating middle school and high school students at urban public schools in Southeast Texas. Teacher attrition concern was often both observed and expressed, but no real programs have been in place to prevent this from reoccurring. Furthermore, this research must remain objective throughout the educational process, but this was especially difficult because of how students handle the stress of grades, time management, and parental pressure. The expectations remain extremely high at all school districts in Southeast Texas for students to learn how to take tests and for teachers to teach students to pass these end-of-year examinations. Severe consequences occur if students fail the exams, as a teacher could be placed on probation and, therefore, must attend special training during the summer and into the fall of the following school year (TEA, 2022). Too often, parents of these failing students blame the teacher for the failure, so the stress for the educator increases due to this factor as well. If students continue to fail the following year, the teacher could be let go or given another subject to teach, provided he/she has the credentials to teach another subject or subject level. Every year, it seems that a few teachers decide that the emotional drain simply

deems them not worth the anxiety that standardized testing seems to cause, so they decide to leave the school for another school, or another district, or even leave the professional altogether. Some teachers readily adapt to the stress level and the event of end-of-course testing with the expectation that they have prepared their students. However, stress levels still rise, and tensions in schools increase as preparations are made for the end-of-course exams, including extensive reviews for the students, and with administrators scrambling to prepare their facilities for ideal testing conditions that comply with state regulations.

This multimethod approach remains appealing to the researcher who has instructed students for over nine years but plans to advance into administration upon completing this Doctorate degree. Since these urban schools were situated in Southeast Texas, acknowledgment exists regarding the expectations for the administration and faculty to facilitate a well-thought-out procedural plan. After witnessing students' reactions over the years during this end-of-year testing season, one seeks to better understand the impact that teacher attrition has on administrators, teachers, and students to become better administrators when the time comes to lead a school or even a school district. This researcher tends to be sympathetic to the teacher's situation, which may show bias in the research. In addition, teachers surveyed may show a personal preference to this researcher for their cooperation and participation in the surveys.

Procedures

Before the start of this research, approval was sought from Liberty University's Institutional Review Board (IRB). Permission from the IRB was obtained (see Appendix A for the IRB checklist to be replaced by approval). Written permission to conduct the study was obtained from the principal of the participating school (see Appendix B and C for permission request letter and permissions). In the beginning, the researcher first completed CITI training,

which, as of this writing, has been completed. Next, this researcher used the Liberty University templates for the following items: Permission Request Letter; Recruitment Materials (Letters and Emails); Consent Materials (Consent Forms; Instruments such as Interview Questions, Focus Group Questions, and Survey Questions plus any other test assessment materials).

Data Collection and Analysis

For the purposes of this dissertation, the process of data collection and analysis included conducting interviews with five campus administrators to best understand their role not only in a school's organization but also their contribution to the issue of teacher attrition and how they deem progress toward stopping the exodus. Next, ten teachers were randomly selected for a focus group to discuss the current issues in school that might make a teacher leave their position or leave the profession of teaching altogether. Finally, a survey was given to 20 teachers from the different urban public schools in the Southeast Texas region. The data collection process consisted of five key stages.

First, the data solidified the need for this research by identifying what happened and providing a descriptive analysis of the five administrators, which provided valuable research into the educational industry. Next, once the data collection process begins, it involves internal and external sources such as interviews, focus groups, and surveys but consists of qualitative and quantitative scenarios. Since not all the data collected was useful, the next step was to clean up the data and leave it ready for analysis by eliminating duplicates and erasing any spaces or formatting errors. Then, with the help of statistical analysis, regressions, and text analysis, the data reveal trends, correlations, and variations that helped answer the questions identified at the beginning of this report. Finally, the results were interpreted, and a course of action was developed based on the findings.

Interviews

In a semi-structured approach, administrators were asked the exact same series of questions in an interview to give suggestions concerning planning, hiring, and training to prevent teacher attrition at urban schools in Southeast Texas. A narrative approach (Erlandson et al. 1993) was to conduct synchronous interviews face-to-face or via Zoom virtual meetings. All interviews were transcribed for data analysis. Logistically, all interviews were conducted and managed, recorded via audio recorder, or recorded via Zoom meetings. This data-collecting strategy answered sub-question one of how administrators in an interview would solve the problem of determining teacher planning and onboarding through other methods (Holbein & Ladd, 2017).

Questions for Administrators

1. How do you prepare for the teacher training and onboarding each school year?

   This question is the first question because it establishes a baseline for this research and takes into consideration the thought process of the administrator (Holbein & Ladd, 2017).

2. How do you prepare the faculty and staff members to assist teacher retention?

   This is an important question to establish the support and set of expectations by the administrators for the rest of the staff. For example, professional development during the summer months could prepare teachers to be better capable of making reviews of the workplace. Administrators must understand the pressure placed on teachers and that performance training can equip them with procedures for this time of preparation (Holbein & Ladd, 2017).

3. Where do you receive most of your sources for your staff building?

   It is important to understand whether principals rely on a teacher hiring source. Scholars

recently argued that principal autonomy may have negative implications for districts and schools, especially where principals have severely low access to qualified teachers, according to Engel et al. (2017).

4. During the onboarding process, where do you, as administrator, fit into the hiring process? This is an important question to ask because it places the administrator directly in the position of the hiring process and depending on his/her involvement in the process, the hire is closer to that administrator (Holbein & Ladd, 2017).

5. In your opinion, how are students best prepared for teacher changes?

This question helps the researcher understand when the preparation for the new process starts and who is impacted by the new hires (Goode, 2007).

6. What issues do you anticipate happening during the hiring process?

Understanding any issues that could possibly arise trains the administration to be ready for anything and thus prevent certain situations because they know what to look for and with whom to address these issues during the hiring process (Onwuegbuzie et al., 2010).

7. Upon conclusion of the hiring process, what are your expectations of new faculty and new staff members?

This is a question that asks about the responsibilities of those directly involved with the hiring process and how they should act after the hire is completed (Newton et al., 2018).

8. What are some reasons teachers may tell you why they are leaving?

This question seeks to better understand what happens to the completed hires and where they go, who takes care of this, and who is responsible for them once they leave the facility either to change schools, change districts, or leave teaching altogether (Holbein & Ladd, 2017).

9. When you receive word that a teacher will consider leaving, what actions do you take?

    This question helped the researcher understand the thought process of the administrators during this time and how they will adapt to this change (Holbein & Ladd, 2017).

Interview data was analyzed to better understand the data collected from the questions. Each answer was transcribed to code and categorized into themes (Tarquino et al., 2021). For example, Tarquino et al. (2021) recommended that the transcripts be printed out notes gathered, along with documents and other materials. Tarquino et al. (2021) further insisted that these results were marked with highlighters in different colors to mark the source and demographics that were collected, along with any other information that helped analyze data. Second, the data was read several times to understand its contents. Separate notes were kept, and questions were written to further understand the responses given. Third, the researcher created initial codes as recommended by Blischak et al. (2019) to connect with the data, such as highlighters in different colors, notes in margins, or sticky pads. (See Appendix D). Mullet (2018) recommended an analysis of the framework that was conducted, which can then be modified according to the evidence reported in the interviews. Finally, the data was examined, and according to Dixon-Woods (2011), this analysis interpretation included all modified factors.

Focus Group

Educators were studied in a focus group of 10 teachers to examine if there was another way to determine teacher retention at urban schools in Southeast Texas. Merkle International (2021) explained the importance of having a clear fix on the number of people who think or behave in one way or another. A multi-method design was required, with a quantitative stage to follow. Mullet (2018) recommended that the focus group use a qualitative data collection strategy to gather certain information from people who worked as teachers at various school

districts in the area. The emphasis was placed on the period of consideration that occurs toward the end of the academic school year. Since this researcher was also a teacher, many tasks were common and understood. A bond formed in friendship out of mutual respect for the position. First, teachers were randomly selected to participate in this study to avoid bias through emails and flyers placed in office mailboxes with this researcher's contact information (See Appendix E). Since the setting had already been established, working with a focus group was easier to conduct than other methods (Del Rio-Roberts, 2011). Since this group interacted well, this researcher conducted a voluntary questionnaire so that there were no issues regarding a gathering in person, as perceived by Mullet (2018). The process respected the teachers' time, which was necessitated by timing and offering an option to participate in a Zoom interview. Once patterns, such as common answers and congruent backgrounds, were established and highlighted, this researcher conducted more specific questions to better understand the patterns formed within the data (Del Rio-Roberts, 2011).

Questions for Educators

1. Explain how long you have been teaching.

   Bates (2018) reflected on the number of years in the field of education as contributing to the longevity of career professionals. When teachers stay longer, they will learn and adjust more readily to changes.

2. Explain how you currently feel about teaching as a profession.

   Chong and Low (2009) discussed how positive perceptions about the teaching profession strongly influence a teacher's mindset due to motivation from altruistic or intrinsic factors. Parr et al. (2021) discovered that teachers have distinct reasons for starting and staying in the teaching profession.

3. Explain the challenges that come from the subject and grade level you teach.

   Matanin and Collier (2003) asserted that teacher beliefs and perceptions play a crucial role in how teachers form a sense of teaching identity. These personal values and ideals form during formal preparation for their desired grade level and content (Matanin & Collier, 2003).

4. Explain how administration helps/hinders your profession as an educator.

   Perceived especially in urban schools, Farinde et al. (2016) discussed how poor administrative support contributes to the increased likelihood of turnover.

5. Explain the circumstances that would cause you to leave this profession.

   Stanley (2021) explains that teachers leave schools with a low perception of administrative support, inadequate professional development, poor working conditions, and less curricular support.

6. Explain whether your teaching salary allows you and your family to live comfortably or not.

   Hendricks (2015) explained the effect of teacher pay on the distribution of experience of teachers hired by public school districts. Higher teacher salaries provide a dual benefit of retaining and attracting quality teachers with a higher innate teaching ability and teacher effort (Hendricks, 2015).

7. Explain what you would change in the field of education.

   Trigueros and Lozano (2015) discussed the concerns that teachers deliberate on the needs of the classroom and how practice remains generally superficial when dealing with transformations within the profession.

8. Explain any issues regarding your workplace conditions.

Parding et al. (2017) reflected on the need for adequate working conditions both physically and mentally to improve the teacher's effectiveness in the classroom.

9. Explain the support systems that you have used for your profession.

The field of education receives support from various sources, such as administration, labor unions, and information technology. Turnip et al. (2019) noticed varying differences before receiving support and after asking for support.

10. Explain how student parents have assisted or hindered your efforts as a teacher.

McKenzie and Aikens (2021) considered family-teacher engagements as being essential to supporting learning in the classroom by potentially identifying strengths and gaps to improve learner outcomes.

Teacher Survey

Students in a quantitative survey data would inform the problem with teacher attrition at urban schools in Southeast Texas. For this part of the research, and considering the possible participants, a survey was used to gather data for a quantitative study. Since this portion of the study related to how many or how often, a survey was conducted of at least 20 teachers, as recommended by Seawright (2016), who attended urban schools in Southeast Texas. The profile of the target audience was determined by what portion of the audience had certain behaviors, attitudes, or behavioral intentions. This structured questionnaire consisted primarily of forced choice or closed-ended question types. Since this study assumed that teachers experience high stress levels while preparing for standardized testing, a quantitative study should be more reliable because it was more objective. Likert scale questions were used to determine the results.

Questions for Teachers

1. How much do you agree with the following statement? I generally like my colleagues, and they help me with my studies.

5	4	3	2	1
Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree

The educational evidence demonstrated that educators with other positive teacher relationships develop better learning capacities. (Quin, 2017). Quin (2017) also concluded that teachers tend to retain more information and content when they like and work congruently with their colleagues.

2. How much do you agree with the following statement: If my supervisor leaves this school, it would be upsetting for me.

5	4	3	2	1
Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree

Wang and Degol (2014) indicated that teachers who positively engage frequently with their supervisors tend to retain a psychological dependence on those supervisors even during their summer breaks.

3. How much do you agree with the following statement: If I had to change schools during the middle of the year, it would be upsetting for me.

5	4	3	2	1
Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree

Once positive relationships form, the bond created tends to endure for the entire school year and beyond. Langenkamp (2010) discussed the vulnerability and resilience of platonic relationships formed between educators and their administrative supervisors.

4. How much do you agree with the following statement? I seek my administrators for their advice and leadership skills.

5	4	3	2	1
Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree

A study conducted by Dever and Karabenick (2011) demonstrated an inverse association between subject content and teacher caring. The influence administrators have on academic performances over the school year period proved inevitably positive once relationships were established (Dever & Karabenick, 2011).

5. How much do you agree with the following statement? I like to attend the professional development sessions given by my administrators.

5	4	3	2	1
Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree

When discussing course failures, Needham et al. (2004) retrieved data showing how lower levels of teacher involvement in training had significant effects on predicting student outcomes.

6. How much do you agree with the following statement? When I disagree with an administrator, I feel like they listen to my opinions and thoughts.

5	4	3	2	1
Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree

Boeck (2022) discusses the importance of trust between administrators and teachers when it comes to making decisions, especially concerning the course a teacher may be certified to teach. Communication was a key component to establishing trust between administrators and teachers, according to Boeck (2022).

7. How much do you agree with the following statement? I think administrators were doing a great job in my school to discipline misbehaving students.

5	4	3	2	1
Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree

Gershwin (2020) found that the family-professional partnership is the most collaborative partnership in the school systems today and that the importance of social/emotional development gave opportunities where trust could develop into productive, nurturing situations.

8. How much do you agree with the following statement: Educators should be highly trained individuals.

5	4	3	2	1
Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree

Telli (2016) discussed that, in general, students report difficulties in interpersonal relationships with their teachers despite the importance of teachers' positive interpersonal behavior, which was partially shaped by the classroom environment. Meanwhile, students who hold positive opinions about their teachers perform better and have fewer behavioral problems at school, according to Telli (2016).

9. How much do you agree with the following statement? I think being a teacher was a great job.

5	4	3	2	1
Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree

Bergmark et al. (2018) described the importance of the teaching profession as perceived by those with positive experiences throughout their educational careers. This perception went on to show

a necessity between altruistic, intrinsic, and extrinsic motives for entering a teaching career, according to Bergmark et al. (2018).

10. How much do you agree with the following statement: I think my administrators care about me as a person?

5	4	3	2	1
Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree

Tsukawaki and Imura (2022) determined whether teacher humor enacted a stress response or reinforced emotional well-being and self-esteem. Their results indicated that teacher humor could be a predictor of their own emotional well-being in the classroom (Tsukawaki & Imura, 2022).

These questions established a perspective on a teacher's point of view regarding administration, which was important to understand given the circumstances surrounding attrition and relationships built with their supervisors. These questions raised the concern of how well teachers today know the present work environment. A study by Hanson et al. (2010 showed that teachers prefer their personal time to be spent with some form of communication, such as texting, social media, or talking on their cell phones to discuss their involvement at school.

Once all the survey data was collected, it was analyzed to make a pie chart. This visual presented the point of view that students had towards relationships with teachers and studying. The questions were automatically entered into a Google Form, where afterward, the program showed the relative means and frequency counts of the responses, according to Hanson et al. (2010). The figures were then used to form a pie chart.

Ethical Considerations

One ethical consideration was using cloud-based storage through the Dropbox application. This sort of storage was password-protected and accessible only to this researcher through a paid service provided by Dropbox. While at school, this researcher closed and powered off the computer when not in use. However, all research materials, including the Zoom application, were saved before closing. Zoom calls record transcripts, which are saved to the Dropbox application. Confidentiality was maintained by using participant pseudonyms for all participants in this study.

<div align="center">

Summary

</div>

In summary, this chapter explained the research process that took place once approval was granted from Liberty University's IRB. Two groups were investigated in this study regarding how teacher attrition affects administrators and teachers differently. For administrators, it was the evaluation of the hiring process by the handling of the situation before, during, and just after the process concludes. Next, the educators were held responsible for not only the correct and lengthy preparation of the students but also for the correct facilitation of the academia and its components. Third, teachers remained the focus due to the impact on their overall health and understanding of their personal appreciation of the teaching profession. In conclusion, teacher retention impacts many people on diverse levels in the educational experience, but it remained a question as to why teacher attrition was happening in urban public schools in Southeast Texas.

CHAPTER FOUR: FINDINGS

Overview

The purpose of this applied study was to understand the problem of teacher attrition at urban public schools in Southeast Texas and to formulate a solution to address the problem. The problem was addressed by referencing schools in Southeast Texas that were locally challenged with staffing issues both because of teacher shortages and other causes contributing to this issue. Chapter 4 includes the presentation of results by discussing the participants' responses to the study. First, an overview of the methods used for collecting data and analyzing the findings was provided. Each sub-question was divided by the thematic conclusions related to each question. The researcher discussed the details associated with each theme found and incorporated participant quotes to support such findings. The results for each statistical finding were addressed concerning the problem and purpose. A summary concluded this chapter.

Participants

The participants in this applied case study were teachers and administrators from a public school district in an urban Southeastern Texas city. The qualitative sample included five administrators who participated in the interview process, ten teachers who participated in a focus group discussion, and a sample of 20 teachers who participated in an anonymous online survey. The qualitative sample comprised teachers and administrators who worked at schools in an urban area of Southeastern Texas. The participants who answered closed-ended questions in an online survey were anonymous and were not asked to answer any demographic questions. The demographics of those administrators who participated in the interviews and the teachers who participated in the focus group provided demographic information (see Table 1).

Table 1

Demographic Information of Interviewed Administrators and Teachers Participating in Focus Group

Pseudonym	Gender	Age	Race	Subject Taught/Position Held	Years Teaching
Andie (T1)	F	52	H	Self-Contained Special Education	25
Aster (T2)	F	47	W	Academic World Geography with Special Education and Emerging Bilinguals	25
Aston (T3)	M	65	W	World History Academics	35
Coby (T4)	M	33	AA	AP World History	11
Carey (A1)	M	48	W	Principal	13
Cleo (T5)	M	28	H	AP Econ and AP World History Modern	8
Bronte (T6)	F	53	W	AP World History and Academic World History	9
Codie (A2)	M	56	W	Assistant Principal	22
Dee (T7)	M	50	A	Academic World History	20
Dene (T8)	F	60	ME	Academic World History	18
Jae (A3)	F	55	AA	Vice-Principal	20
Jessy (A4)	F	47	AA	Vice-Principal	15
Kelley (T9)	F	60	ME	Academic World History	18
Lauren (T10)	F	46	W	Geography	20
Stacy (A5)	F	41	W	Assistant Vice-Principal	10

Also, the identities of interview and focus group participants were obscured to maintain the privacy of participants. The identities of participants were obscured by labeling participants with a code. For interviews, participants had their names removed and replaced with pseudonyms, with the code Stacey, Carey, Jae, Codie, and Jessy. Focus group participants' names were replaced with pseudonyms, such as Andie, Kelley, Lauren, Aster, Bronte, Dee, Coby, Cleo, Dene, and Aston. The use of pseudonym identifiers rather than not using any identifiers was to ensure responses could be understood as coming from different parts with different perspectives. Out of the 15 individuals included in this study, the average age was 48.6. Of the 15 participants, nine were females, and six were males.

Qualitative Interview Participants

Administrators from five urban schools in the urban southeast portion of Texas participated voluntarily. The five interview participants were principals and vice-principals who had worked a combined average of 16 years. The recorded interviews were transcribed, with all five reviewing them for clarity and accuracy, and returned to the researcher with no noted or significant changes required.

Stacey

Stacey, a 41-year-old White female, has worked as an assistant vice-principal for the past ten years, coming from a teaching position in history and social studies. She promotes collaboration between teachers, which includes assisting in recruiting, hiring, and retention processes. Everyone should be involved to maintain a full and competent teaching force, and she claimed, "We prioritize building strong relationships with our teachers, listening to their concerns, and providing them with the resources and support they need to be successful."

Carey

Carey was a 48-year-old White male principal with 13 years of experience in Texas school systems. He was a high school guidance counselor for five years before going back to college and pursuing an administrative position. Carey was a proponent of continued teacher development, with new teacher training and onboarding often organized "to ensure that our faculty and staff members were well-prepared for the start of the school year."

Jae

Jae was a 55-year-old African American female vice-principal who had worked in this position for 20 years after teaching for 10. She believes that recruiting teachers should also consist of ways to improve retention. She recognized the challenges associated with retaining quality educators and felt that while many hiring processes might be universal, each school should focus on retention efforts based on the traits and elements within the single school. This, she felt, should be part of the onboarding process, and she said, "To prepare for teacher training and onboarding each school year, we conduct extensive planning and preparation sessions that involve reviewing curriculum, instructional strategies, and school policies and procedures."

Codie

Codie works as an assistant principal in a public high school and, in his 56 years, has been in administration for 22. He was a White male focused on supporting new methods for retaining teachers while providing positive affirmation for his teachers. He recognizes that low pay creates a challenge in hiring teachers, and he considers it a challenge to hire educators of color due to "systemic racism and implicit bias within the education system."

Jessy

Jessy was an African American female who worked as an assistant principal in a public high school and had 15 years of experience in educational administration. She stressed the need

for active participation in the hiring process. "As an assistant principal, I play an active role in the hiring process during onboarding. I help to review resumes and applications, conduct interviews, and provide input on candidate selection."

Qualitative Focus Group Participants

Andie

Andie is a Hispanic female teacher who, at age 52, spent 25 years in the special education field. She currently teaches at a middle school in a self-contained special education class. Her concern with teacher retention was that teaching pay at her Texas school was much less than that of other schools, with "other districts around the state paying double or triple to what we make here at [sic] school."

Kelley

Kelley, who has worked for 18 years as a teacher, teaches academic world history at a Texas high school. Kelley expressed the challenge of balancing parental expectations with professional know-how: "I wish I could just tell the parent there were things that I can teach and that I am the professional here. Kelly reflected frustration when external parties try to dictate the classroom's dynamics, overshadowing the educator's expertise.

Lauren

Many educators underscored the invaluable contributions these networks bring to their staff-building processes. Lauren, a 46-year-old White female Geography teacher, articulated that during her 20 years of teaching, she recognized the breadth of these sources, stating, "We receive most of our sources for staff building through professional development organizations, educational conferences, and networking with other school leaders and educators."

Aster

Aster has taught for 25 years and teaches Academic World Geography with Special Education and Emerging Bilinguals today. This 47-year-old White female has taught special education for 25 years. Aster noted that retaining teachers was difficult and claimed, "The non-financial rewards of teaching do not negate the need for appropriate compensation. We still deserve some additional compensation."

Bronte

Bronte, a 53-year-old White female, teaches AP World History and Academic World History to grades 9 through 12. This teacher, who has taught for nine years, was primarily adamant that the compensation for teaching was most likely why many left the profession. Bronte declared she did not believe "people get into this profession for the money." … and "there was a clear call for improved financial compensation."

Dee

Dee was a high school teacher and coach. He teaches World History. This 50-year-old Asian male has been teaching and coaching (including coaching) for 20 years, coming to the same Texas high school he attended. His focus for this study was to explain that retention of teachers could have been better due to the continually changing demands and the inequitable expectations given by their administration. He explained it was difficult to maintain the responsibilities required of teachers due to the administration constantly adding more responsibilities. "The increased amount of content they want you to cover makes it extremely challenging," causing many teachers to consider other fields of employment.

Coby

Coby works as an AP World History teacher at an urban, underprivileged high school in Texas. This 33-year-old African American has taught in this position for 11 years and was a strong supporter of those underserved student populations. Coby came from an impoverished inner-city school and faced significant challenges with staff building. When discussing retention and hiring efforts, he declared, "We rely on our district's hiring processes to fill vacancies but often struggle to attract and retain highly qualified candidates due to factors such as low pay, challenging working conditions, and limited resources."

Cleo

Cleo was the youngest teacher interviewed, at 28 years, and has only taught for eight years. Her expertise in teaching centered around AP Econ and AP World History classes. She finds teaching has become "increasingly difficult to teach U.S. government because of...ridiculous restrictions."

Dene

Dene has taught Academic World History for 18 years at an urban high school. He is 60 years old and single but feels his overall focus on student achievement, teaching, and promoting positive learning has been accepted by most students passing through his classes. However, he did say, "I think if I started having kids and got married and got a house, I would definitely reconsider this as a profession."

Aston

Aston was a 65-year-old White male who taught for nearly 35 years, always teaching in the history, geography, or social studies classrooms while currently teaching World History

Academics. He has taught grades 7 through 12 and recognizes that continued professional development helped retain teachers. Still, the administration claims providing more than one PD a year was too expensive. He commented, "These were somewhat supportive most of the time, just not paying for them, which were expensive."

Quantitative Survey Participants

The third study method consists of a quantitative survey completed by 20 anonymous teachers to recognize their impact on student success in the classroom and teacher satisfaction. A dimensional approach was assessed using a 5-point Likert-type scale survey to indicate respondents' level of agreement with predefined statements (Scott et al., 2003). Of the 20 participants, 12 were female and eight were male with an average age of 35.4. A statistical analysis scale was used to determine results with charts that explain the visual coalescence.

<div align="center">

Results

</div>

Semi-structured interviews were conducted with teachers from XYZ High School to find themes related to their experiences teaching at this school. Second, a focus group was conducted with teachers to find themes related to their experiences at this school. Finally, a quantitative survey was administered to measure teacher satisfaction and was used to corroborate the themes. The process for extracting these themes began with reviewing the quotations from the interviews and the focus group discussions while assigning codes based on the research question and sub-questions.

The findings for the first sub-question suggested that new teacher retention was based on administrative actions and preparing the faculty, staff, and students for an introduction. The sample suggested that teachers who left their positions provide information based on the reasons for dissatisfaction that led to turnover intent. The literature reviewed did not directly support

these themes, thus providing the latest information about the study's problem and purpose.

Sub-question 1

Sub-question one for this study was, "How would five administrators in an interview solve the problem of teacher attrition at urban schools in Southeast Texas?" Table 2 includes a list of the codes uncovered and the frequency for each code. The results from coding the data included the discovery of 58 distinct codes. The range for the frequency of codes was 1-6. The mean frequency for codes assigned to participants was 1.92. These codes were developed and used to establish categories, which allowed the researcher to draw six themes related to the research questions.

Table 2
Codes, Quotes, and Frequencies

Codes	Quotations	Frequency	
Collaboration with colleagues Commitment to student success	"Before the school year begins, we organize teacher training and onboarding sessions to ensure that our faculty and staff members were well-prepared for the start of the school year."	6	
Personal or family reasons	"personal or family issues"	6	
	"Lack of support from administrators."	5	
Compensation/workload			
Lack of resources/support Burnout/Stress	"We also prioritize building strong relationships with our teachers to ensure they feel supported and empowered in their roles."	5	
		4	
Building relationships & building relationships between students-teachers	"We encourage our faculty and staff members to build positive relationships with new teachers and provide them with support and mentorship."		
		4	

Codes	Quotations	Frequency	
Communication/problem-solving	"...then there was the opposite with the dual enrollment classes. When the students were graded by the college professors..."	4	
Increased expectations	"We're being asked to do more and more every year."	4	
Support/resources			
Addressing barriers	"They support the issue, but they do have an expectation for me to be in the cafeteria with my students."	4	
Diverse recruitment strategies	"Lack of support or resources"	4	
Diversity, inclusion, and urban relevance	"cultural barriers encompass more insidious elements like institutional biases, linguistic challenges, and cultural mismatches."	3	
Financial dissatisfaction Monetary compensation Need for better compensation	"We prioritize cultural sensitivity training to ensure that our teachers were equipped to effectively support the diverse needs of our student population."	3	
	"We also provide training on diversity, equity, and inclusion, trauma-informed teaching practices, and other topics relevant to teaching in an urban setting,"	3	
	"You now have the financial limits... I never really understood why they do not want to give us extra money or give us some sort of compensation."	3	
Ideal class size Limitations of large classes	"OK, 20 max! I think you get good small group discussions, with good feedback..."	3	
	"If you have 30 plus, there's no way you can get to know your students better."	3	
Building positive relationships & mentorship	"We prioritize building strong relationships with our teachers, listening to their concerns, and providing them	2	

Codes	Quotations	Frequency	
Collaboration and community sense	with the resources and support they need to be successful."		
		2	
	"Instant gratification" patterns.		
Challenges in retaining teachers	"Institutions prioritize communication and collaboration among our staff members to create a sense of community and shared responsibility."	2	
Curriculum and school mission alignment			
	"We prioritize communication and problem-solving to address any issues or concerns that may arise, and we offer mentorship and support to help them navigate their roles and responsibilities."	2	
Communication and problem-solving			
Communication with students about changes	"We prepare our faculty and staff members to assist in teacher retention by creating a supportive and inclusive school culture that values their contributions and recognizes their challenges."	2	
Preparation and onboarding		2	
	"When they choose not to enforce this rule, administration gives us more freedom…"	2	
	"Things like this at my school, I feel like we have a lot of more autonomy…"		
Creating a supportive and inclusive culture		1	
	"you know I have a real hard time with the restrictions that the kids in general, on the content they want to talk about."	1	
Recognizing challenges and accomplishments			
	"systemic barriers and implicit bias" "navigating cultural differences or language barriers."	1	
Administrative freedom			
	"I'm discouraged that teachers don't get, or teachers were looked down upon…"	1	
System/cultural barriers			
ESL challenges	"OK! Not enough pay! Other districts around the state were paying double or triple."	1	

Codes	Quotations	Frequency	
Professional development and educational networks	"...we just need more support in the cloud really. Smaller classes and more support."		
		1	
	"Some of the other state employees do get those compensations... I do not		
Shortage/difficulty in attracting qualified candidates	understand why the state does not take on more of that role."	1	
		1	
	"...sometimes I worry about the safety of		
Providing information to the new teacher	teachers and various forms..."		
		1	
	"Speaking to those of us who were		
Underappreciation/recogniti on	teachers, we were the professionals,"		
	"I personally think any teacher should, when they have kids, that their college		
Comparison to corporate salaries	education should be... in some way compensated."	1	
Absence of perks	"Something I want to say like as an advanced placement teacher, was this		
	focus on advanced placement classes has		
Celebrating diversity	caused this intense amount of	1	
Embracing diversity and inclusion	competition."		
	"We also work to ensure that our teachers were culturally responsive and able to		
Challenges of staff building in under-resourced	effectively support the diverse needs of our student population."	1	
environments			
	"We review the curriculum, instructional	1	
	strategies, school policies and procedures, and our school's mission and goals to		
Cultural responsiveness of teachers	ensure that everyone was on the same page."	1	
Competition with other schools			
	"The increased amount of content they		
Curriculum relevance	want you to cover makes it extremely challenging."		
		1	
	"lack of knowledge of maps, and lack of		
Curriculum restrictions	knowledge of reading comprehension."		
Misunderstood curriculum			

Codes	Quotations	Frequency	
Administrative expectations Unnecessary bureaucracy Excessive rules	"Dissatisfaction with their workload or compensation" and the frustration stemming from "low pay or compensation."	1	
Inadequate resources Positive admin support	"OK! Not enough pay! Other districts around the state were paying double or triple."	1	
Inadequate resources		1	
Inadequate salary increments Healthcare benefits Spouse's insurance	"insufficient support structures and resources"	1	
Single teacher's salary concerns Relying on spouse's income Inadequate salary increments Salary stagnation	"They're expecting us to be not just teaching our subject but teaching them how to act…"	1	
	"We prepare for teacher training and onboarding each school year by identifying specific areas of need based on student data,"	1	
Lack of support Inconsistent rule enforcement Dress code concerns Need for communication Peer support	"I think they do a great job of giving us like quality time during professional development to like actually be able to work on what's going on in the classroom…"	1 1 1	
Administrative support Previous experience Confidentiality concerns External support programs Need for improved counseling	"I have other teacher friends who were support systems." "You know those from whom I get ideas. They help me with lessons."	1 1	
Lack of support	"…So, you get to know the ones that were very present and participating.	1	

Codes	Quotations	Frequency	
Need for professional training	"it is often worrisome whether I can afford this job and if I am safe from students."	1	
	"They did not consult teachers even in our special education classrooms, so it was like why the people thought like this?"	1	
Peer support	"Again, they were not listening to teachers or asking for our opinions."	1	
Relationship-building with teachers	"Obviously, they're different language learners, so they really need to be in their own classrooms…"	1	
Safety and job security	"So, what I would love was if and I know it's like impossible, but if we just had more special education more viable support…"	1	
Social-emotional and trauma focus	"35 years of teaching it's definitely become a more difficult job…"	1	
Specific factors affecting hiring	"I'm discouraged that teachers don't get, or teachers were looked down upon…"		
Teacher training and issues	"There was like this big push for anti-critical race theory things in classrooms…it was never there in the first place."		
Team effort			

Theme #1. Administrator actions toward new teachers during the onboarding and hiring process. The academic arena necessitates a delicate balance between shifting pedagogies, cultural transitions, and the unique challenges confronted by each educational institution. Qualitative data from the interviews presents a multifaceted array of codes, providing a comprehensive overview of the measures and strategies anchoring this preparation. This phase extended beyond merely acquainting new staff with the ethos of a school; it encapsulates a

thorough induction into the teaching profession. Carey succinctly noted, "Before the school year begins, we organize teacher training and onboarding sessions to ensure that our faculty and staff members are well-prepared for the start of the school year." Jae felt that the objective for this preparation was straightforward and included equipping every educator with clarity, direction, and abundant resources. She claimed, "To prepare for teacher training and onboarding each school year, we conduct extensive planning and preparation sessions that involve reviewing curriculum, instructional strategies, and school policies and procedures."

Each academic institution harbors a distinct ethos. The preliminary processes underscore a concerted effort to synchronize every teacher's approach with the institution's objectives and mission. Jessy said, "We review the curriculum, instructional strategies, school policies and procedures, and our school's mission and goals to ensure that everyone is on the same page." This alignment transcends mere consistency, advocating for a shared aspiration and a cohesive vision where every action aligns with the broader goals of the institution. Codie and Jessy accentuated the importance of such training, especially in urban contexts. "We also provide training on diversity, equity, and inclusion, trauma-informed teaching practices, and other topics relevant to teaching in an urban setting," Stacey noted. The importance of cultural sensitivity is stated in the following statement: "We prioritize cultural sensitivity training to ensure that our teachers are equipped to effectively support the diverse needs of our student population."

Participants suggested that the contemporary educational paradigm acknowledges the multifaceted experiences students bring, some tinged with trauma and challenges. Andie shared, "We also provide training on social-emotional learning and supporting students who have experienced trauma," underscoring a pedagogical evolution that considers the holistic well-being of students. Codie suggested that institutions were not isolated entities but components of a more

extensive educational network. Jae and Codie recognized the merit of leveraging external expertise. Dee conveyed, "To prepare for teacher training and onboarding each school year, we rely on the district's professional development offerings, as well as training opportunities offered by community-based organizations and other partners." Regarding resources, Coby, Dee, and Jae shed light on the myriad tools employed in preparation. Andie remarked, "To prepare for teacher training and onboarding each school year, we utilize various resources, including district-provided professional development, mentorship programs, and external training."

Further, participants considered education required adaptive strategies. Cleo and Aston emphasized data-driven methods where preparations adapt to specific student needs. "We prepare for teacher training and onboarding each school year by identifying specific areas of need based on student data," Cleo pointed out, highlighting modern education's responsive nature. Central to the discourse was a prevailing truth: education was anchored in relationships, as emphasized by Kelley, "We also prioritize building strong relationships with our teachers to ensure they feel supported and empowered in their roles." Further, the participants noted the preparation for teacher training and onboarding traverses different domains, spanning from the tangible aspects of curriculum and policies to the less tangible facets of relationships and cultural understanding. The codes stood as a testament to the unrelenting dedication of educational entities to ensuring a rich, nurturing, and progressive environment for educators and students.

Another prevalent code among respondents centered around the significance of professional development and educational networks. Many educators underscored the invaluable contributions these networks bring to their staff-building processes. Lauren articulated the breadth of these sources, stating, "We receive most of our sources for staff building through professional development organizations, educational conferences, and networking with other

school leaders and educators." This sentiment was echoed by Bronte, who expanded on the broadness of the collaborations by saying, "We receive most of our sources for staff building from local universities, community-based organizations, and professional development networks. We also collaborate with other schools and organizations to share resources and best practices." Coby, who was from an impoverished inner-city school, poignantly shared,

> As an impoverished inner-city school, we face significant challenges regarding staff building. We rely on our district's hiring processes to fill vacancies but often need help attracting and retaining highly qualified candidates due to low pay, challenging working conditions, and limited resources.

The need for adaptability in staff building was a narrative thread that wove through many responses, particularly in diverse recruitment strategies. Kelley, Coby, and Aster emphasized the multifaceted approaches they adopted in their recruitment efforts. For instance, Coby shared, "We receive our sources for staff, including district job postings, recruitment fairs, and personal and professional networks. We also prioritize recruiting and hiring educators of color to ensure that our staff reflects the diversity of our student population." Dene, echoing the importance of linguistic and cultural representation, remarked, "We also prioritize recruiting and hiring educators who were bilingual and bicultural to ensure that our staff reflects the diversity of our student population." Furthermore, the dynamic role of modern communication channels in recruitment was evident in Dene's response the use of "social media recruitment campaigns, and referrals from current staff members." In synthesis, the reactions to the interview questions provided a detailed panorama of the current landscape in the staff building. The centrality of professional networks and the collaborative spirit underscores the essence of community in education. However, the participants also noted that the ever-present challenges, particularly in

resource-limited settings, serve as a reminder of the work still to be done. Amidst these challenges, the commitment to diversity and adaptability in recruitment strategies offered hope and progress.

Based on the participants' accounts, a few distinct codes emerged. The first code is related to the administrator's active role in hiring. Many teachers believe they play a critical role during the hiring process. Stacey mentioned, "As an administrator, I play an active role in the hiring process during the onboarding process. I review resumes, conduct interviews, and collaborate with other school leaders and hiring managers to ensure we select the best candidates for our school." Regarding the collaborative nature of their involvement, Jae stated, "As a principal, I play an active role in the hiring process during onboarding. I help to review resumes and applications, conduct interviews, and provide input on candidate selection." The following code surrounds collaboration in the hiring process. Administrators often work with other stakeholders to ensure the best candidates are chosen. Jae explained this collaborative spirit by saying, "As an administrator, I play a crucial role in the hiring process during onboarding. I collaborate with other school leaders and hiring managers to identify the best candidates for our school and conduct interviews to ensure they are a good fit for our school culture."

Lastly, the role of the assistant principal in the hiring process was noted as another significant code. From the perspectives shared, it was evident that assistant principals were not merely passive observers but were integrally involved in the hiring process. Codie, an assistant principal, detailed their involvement by noting, "As an assistant principal, I play a supporting role in the hiring process during onboarding. I work closely with the principal and other administrators to review resumes and applications, conduct interviews, and provide input on candidate selection." This sentiment was echoed by Jessy, who stressed their active participation:

"As an assistant principal, I play an active role in the hiring process during onboarding. I help to review resumes and applications, conduct interviews, and provide input on candidate selection."

One of the most recurrent codes expressed by respondents was the difficulty in attracting qualified candidates. As Stacey put it, "Some potential issues that we anticipate during the hiring process include a shortage of qualified candidates." Jessy, Codie, and Jae provided more context, identifying specific barriers such as "low pay and challenging working conditions" and noting the challenge of hiring educators of color due to "systemic racism and implicit bias within the education system." Budget constraints and a shortage in particular areas of expertise were also highlighted as factors exacerbating the hiring challenges. Another significant code that emerged was the challenge of competing with other schools for the same talent pool. As articulated by multiple participants, there was "competition with other schools for top talent." Jessy further echoed this sentiment, pointing out that they "anticipate challenges in filling vacancies due to competition with other schools and districts for top talent."

Beyond the initial challenge of attracting and hiring quality candidates, respondents frequently expressed concerns about the difficulties in retaining these teachers. Carey noted "challenges with retaining teachers due to high turnover rates in the education field" and the "unique challenges of teaching in an urban setting." Codie, Jessy, and Carey mentioned unique factors affecting the hiring process, emphasizing the broader environmental and situational challenges. Jae highlighted the challenge of "attracting and retaining highly qualified educators due to factors such as geographic location, salary disparities, and cultural differences."

Upon conclusion of the hiring process, the primary expectation voiced for new faculty and staff members was their unwavering commitment to student success. Jae, Stacey, and Carey participants echoed this sentiment, with Stacey noting, "Upon conclusion of the hiring process,

we expect new faculty and staff members to participate fully in our school community, demonstrate a strong commitment to student success." Jae highlighted the importance of collaboration to achieve this: "Upon conclusion of the hiring process, we expect new faculty and staff members to prioritize student-centered teaching and collaborate effectively with their colleagues to support student success." The significance of embracing diversity and inclusion was also reiterated multiple times. Jessy mentioned, "Upon conclusion of the hiring process, we expect new faculty and staff members to embrace diversity and inclusion." Carey further reinforced this sentiment, commenting, "Upon conclusion of the hiring process, we expect new faculty and staff members to embrace and celebrate diversity."

Collaboration among colleagues emerged as another critical code. The participants recognized the need for new faculty and staff members to integrate seamlessly into the school's community and work in tandem with their peers. Codie remarked, "Upon conclusion of the hiring process, we expect new faculty and staff members to participate fully in our school community and collaborate with their colleagues." Carey emphasized the importance of teamwork, stating, "Upon conclusion of the hiring process, we expect new faculty and staff members to collaborate effectively with their colleagues to support student success." Lastly, aligning with the institution's core mission and values was identified as vital. Codie captured this expectation by saying, "Upon conclusion of the hiring process, we expect new faculty and staff members to uphold our school's mission and values." Therefore, the thematic analysis revealed that new faculty and staff members were expected to be committed to students' success, embrace diversity, collaborate seamlessly with their colleagues, and resonate deeply with the school's mission and values.

Theme #2. Preparation of Faculty, Staff, and Student Introduction of a New Teacher.

Several key codes emerged from the interview data, exploring how faculty and staff members were prepared to assist teacher retention. The importance of nurturing positive relationships and mentoring new teachers was underscored. Jae noted, "We encourage our faculty and staff members to build positive relationships with new teachers and provide them with support and mentorship." Stacey further echoed this sentiment: "We prioritize building strong relationships with our teachers, listening to their concerns, and providing them with the resources and support they need to be successful." Another strategy institutions have leveraged is to create a collaborative environment that fosters a sense of community. Codie highlighted, "We also offer opportunities for new teachers to observe experienced teachers and participate in team-building activities to foster a sense of community and collaboration." Jae's observation that "institutions prioritize communication and collaboration among our staff members to create a sense of community and shared responsibility further encapsulated this collaborative ethos."

A predominant code was the role of a supportive and inclusive school culture in assisting teacher retention. Jessy articulated, "We prepare our faculty and staff members to assist in teacher retention by creating a supportive and inclusive school culture that values their contributions and recognizes their challenges." Jessy further noted that this was reinforced with comments about fostering a school culture that "values and celebrates diversity" and recognizes teachers' challenges, suggesting that inclusivity and support were vital to the retention strategy.

Effective communication coupled with problem-solving emerged as an essential approach. Carey shared, "We prioritize communication and problem-solving to address any issues or concerns that may arise, and we offer mentorship and support to help them navigate their roles and responsibilities." As highlighted by Aster, the emphasis on open and honest communication between administrators and teachers underpinned the significance of clear

communication channels in ensuring teacher retention—a recurring code centered on recognizing teachers' accomplishments and addressing their challenges responsively. As articulated by a respondent, institutions aim to "provide mentorship and professional development opportunities, recognize their accomplishments, and address their concerns in a timely and responsive manner," suggesting that validation and timely response to concerns play pivotal roles in teacher retention. Lastly, a focus on celebrating diversity was emphasized. This was evident in Jae's statement:" We prepare our faculty and staff members to assist in teacher retention by fostering a supportive and inclusive school culture that values and celebrates diversity." This highlights that an appreciation for diversity was seen as a moral imperative and an essential strategy for teacher retention.

A significant code underscored by many was the importance of clear communication with students about impending teacher changes. For instance, Jae explained, "To prepare students for teacher changes, we communicate with them in advance and provide them with information about their new teacher." Similarly, Jae participant reiterated the significance of this preparation, stating, "We prepare students for teacher changes by providing them with information about their new teacher, offering opportunities to meet them, and communicating any changes in expectations or classroom procedures." Ensuring that the administration adequately informed the new teacher was a code of considerable importance. As articulated by Carey and Stacey, "We also ensure that the new teacher receives relevant information about the student's learning needs, strengths, and interests to ensure a smooth transition." A recurrent code that emerged was the criticality of fostering and maintaining positive relationships between students and their teachers. Jessy asserted, "To prepare students for teacher changes, we prioritize building positive

relationships between students and teachers and ensuring that students feel supported and valued." Jae has a similar sentiment, emphasizing that,

> Students are best prepared for teacher changes when they feel empowered to take an active role in their education and have access to resources and support to help them navigate transitions. We prioritize building solid relationships between students and teachers and providing ongoing support for students during times of change.

> Several teachers pointed out the cultural responsiveness of teachers as crucial in preparing students for teacher changes. Codie highlighted this by sharing, "To prepare students for teacher changes, we prioritize building strong relationships between students and teachers and communicating changes in a transparent and timely manner. We also work to ensure that our teachers are culturally responsive and able to effectively support the diverse needs of our student population." The responses emphasized the essential role of clear communication, the value of informed transitions, strong student-teacher relationships, and the need for cultural responsiveness in effectively preparing students for teacher changes.

Sub-question 2

Sub-question two for this study was, "How would a focus group of 10 teachers solve the problem of teacher attrition at urban schools in Southeast Texas?" As demonstrated from Table 3, the codes evolved from the categories of direct interaction within the focus group. One desire expressed by members of the group was the need to collaborate with colleagues. Furthermore, teachers reflected on the lack of time, insufficient resources, and negligible parent participation.

Table 3

Categories from Codes

Categories	Codes
Providing positive support for new teachers	Collaboration with colleagues Commitment to student success Diverse recruitment strategies Diversity, inclusion, and urban relevance Challenges in retaining teachers Curriculum and school mission alignment Communication and problem-solving Communication with students about changes
Administrator treatment of new teachers	Preparation and onboarding Professional development and educational networks Shortage/difficulty in attracting qualified candidates Embracing diversity and inclusion Challenges of staff building in under-resourced environments
Retention of teachers	Competition with other schools Relationship-building with teachers
Desired types of teachers for hiring	Social-emotional and trauma focus Specific factors affecting hiring
Positive support from administrative team and other teachers	
Peer support for teachers	Building relationships Building relationships between students-teachers

Categories	Codes
Relationships built by collaboration of teachers together with community	Collaboration and community sense Creating a supportive and inclusive culture
Recognize all diverseness of all new educators Introduce diversity into the teaching staff Learning from Teachers Leaving and Their Direct Response	Recognizing challenges and accomplishments Providing information to the new teacher Celebrating diversity Cultural responsiveness of teachers
Retention issues No internal support from administration for teachers Overworked with little to no resources Personal Sentiments and Motivations About Teaching Stay within the teaching industry reasons	Personal or family reasons Compensation/workload Lack of resources/support Burnout/Stress Communication/problem-solving Addressing barriers System/cultural barriers
Reasons for staying even with poor pay Overburdened with work	Increased expectations Financial dissatisfaction Monetary compensation Need for better compensation Underappreciation/recognition Comparison to corporate salaries Absence of perks

Categories	Codes
	Inadequate resources
	Inadequate salary increments
	No compensation during COVID
Challenges and Support in the Teaching Environment	Healthcare benefits Spouse's insurance Single teacher's salary concerns
Challenges focused on means for teaching	Relying on spouse's income Inadequate salary increments Salary stagnation
Barriers to teaching based on administrative policy and rules	Safety and job security
Teacher needs for resources	Administrative freedom Curriculum relevance
Peer support	
	Curriculum restrictions Misunderstood curriculum
	Administrative expectations Unnecessary bureaucracy Excessive rules
	Inadequate resources Positive admin support
Aspects of the Educational Profession and Infrastructure	Lack of support Inconsistant rule enforcement
Overcome cultural barriers within the school structure	Dress code concerns
Learn about the supportive aspects of the educational profession	Need for communication Peer support Administrative support Previous experience

Categories	Codes
	Confidentiality concerns
	External support programs
	Need for improved counseling
	Lack of support
	ESL challenges
	Ideal class size
	Limitations of large classes
	Teacher training and issues

Much of the existing literature related to this second sub-question and its related themes were more focused on practices in which administration would limit the act of learning and developing to a single hand-eye-brain contextual movement where math, science, skills in reading, and history become subjects to be tested and graded (Milheim, 2012; Satterlee & Matuska, 2018). Additionally, the expectation of students developing skills on a predetermined timetable remains legislated. Studies about social, spiritual, emotional, physical, and creative development were suggested as extracurricular, marginal, or even remedial pursuits and were neglected in any efforts to retain educators (Goldhaber et al., 2019; Park, 2020). Within the field of education, researchers noted that practices for education should begin with administrative support and underpin future research to determine how individual students' needs were being and its impact on teacher attrition (Goshin et al., 2021a). Administrators focused on school ratings and student performance as state and federal requirements evaluate them. Researchers suggested a lack of direct assistance to teachers; thus, teachers feel they have no support from the profession and in their infrastructure (Erduran et al., 2020; García-Carrión et al., 2020).

Theme #3. Learning from Teachers Leaving and Their Direct Response. The thematic

analysis included results where ten more categories emerged. Participants frequently identified

the allure of career advancement opportunities and the practicality of relocation as significant

determinants. The desire for professional progression or the need to shift geographically was

consistently cited, with respondents reflecting sentiments like teachers leaving due to "career

advancement opportunities, relocation." Compounding this, the specter of burnout and the

weight of stress loom large in the teaching profession, with these issues prominently featured in

the collected data. Codie, Jessy, and Jae expressed their recognition of colleagues or their

struggles with burnout. Phrases such as "leaving" and "burnout" or teachers departing due to

burnout stress recurrently peppered the responses, underscoring the gravity of these challenges

in the teaching milieu. Simultaneously, concerns around compensation and workload emerge as

critical aspects influencing teachers' departure decisions. Participants noted that a confluence of

dissatisfaction with pay, juxtaposed with the burdensome workload, often serves as the catalyst.

Voices from the field alluded to the strain of "dissatisfaction with their workload or

compensation" and the frustration stemming from "low pay or compensation."

Moreover, the narrative of insufficient support structures and resources was consistently

threaded through the participants' feedback. Teachers often grapple with the duality of lacking

tangible resources and feeling bereft of administrative support. Illustrative comments include

teachers feeling the pinch of "lack of support or resources" and the sentiments of teachers

leaving due to perceived "lack of support from administrators." Personal and familial

considerations also prominently influence teachers' decisions to leave. For many, personal

challenges, familial obligations, or even broader issues related to "personal or family issues"

emerged as overriding professional engagements. Lastly, underlying systemic and cultural

barriers were also featured in the discourse. These encompass more insidious elements like institutional biases, linguistic challenges, and cultural mismatches. Comments touching upon teachers contending with "systemic barriers and implicit bias" or navigating "cultural differences or language barriers" further enrich our understanding of the intricate fabric of reasons underpinning teachers' choices. Thus, teachers' decisions to leave their positions stem from personal, professional, systemic, and cultural factors. This rich tapestry of motivations and challenges provides invaluable insights, illuminating the intricacies inherent in teacher retention and underscoring the multifaceted nature of the teaching profession.

Participants frequently mentioned prioritizing these elements to address concerns or issues influencing the teacher's decision. Opening dialogues and employing problem-solving techniques allows for a deeper understanding and resolution of the underlying reasons behind a teacher's potential departure. Further, the data reveals that offering support and resources was a significant measure to assist teachers. Numerous participants highlighted the importance of equipping teachers with the resources to navigate their challenges. This emphasis suggests that identifying potential issues and providing teachers with the tools to confront them is vital.

Relationship-building was another aspect that participants touched upon. The emphasis on fostering solid interpersonal connections and creating a sense of belonging seems crucial. By prioritizing building strong relationships with teachers on the verge of leaving, the school or administration created a sense of community and understanding that might encourage retention. Lastly, participants made an apparent effort to identify and tackle various barriers that might be pushing teachers to consider leaving. Whether these barriers were systemic, related to implicit biases, or arose from cultural and language differences, the responses indicate a proactive approach to understanding and addressing these challenges. Recognizing and mitigating such

barriers underlines the necessity of crafting an inclusive and supportive environment for teachers. Thus, the qualitative data painted a picture of a multi-faceted approach to teacher retention, where open communication, resource allocation, relationship-building, and barrier mitigation were all paramount.

Theme #4. Personal Sentiments and Motivations About Teaching. The theme should be specified, and participant quotes should be included that support theme development. Include both qualitative and quantitative data to support themes where applicable. Many participants felt the weight of escalating demands in the profession. One highlighted how "we're being asked to do more and more every year," suggesting a continuously expanding workload. This sense of expanded duty was further emphasized by another comment: "They're expecting us to be not just teaching our subject but teaching them how to act…" The transition from merely instructing academic content to playing a more holistic role in students' development was evident. Alongside these heightened expectations was a prevailing sentiment of underappreciation. Teachers expressed feeling undervalued, with one stating, "I feel that teachers were so highly underappreciated." Another lamented the societal view of the profession: "I'm discouraged that teachers don't get, or teachers were looked down upon…" Many educators believe their commitment and effort were not acknowledged or esteemed as they should be. Safety concerns also weave into the tapestry of teachers' experiences. One teacher shared, "…sometimes I worry about the safety of teachers and various forms…" Although specific contexts for these concerns were not provided, the fact that they surface suggests an environment where some educators may not always feel secure.

Compensation was another area of contention. There was a palpable sense that financial rewards needed to be commensurate with the multifaceted roles educators now play. As Bronte

remarked, the "compensation isn't as great," and another emphasized the mismatch between pay and the "different hats we're wearing." Considering the profession's complexities, this sentiment underscores the desire for more equitable remuneration. Yet, despite these challenges, there was evidence of the profession's evolution and adaptability. An educator with decades of experience observed that over "35 years of teaching, it's definitely become a more difficult job…" The profession's dynamics have shifted, possibly influenced by societal changes, as hinted at by the mention of "instant gratification" patterns. Amidst these external and internal pressures, teachers express a steadfast commitment to their professional identity. The assertion, "Speaking to those of us who were teachers, we were the professionals," encapsulates a pride and determination to affirm the stature and dignity of the profession. Therefore, as reflected in these responses, the teaching profession was in flux, grappling with changing expectations, perceptions, and challenges. Yet, the unwavering dedication and pride in their role underscore educators' resilience and commitment.

In addressing what circumstances would lead professionals to consider leaving their profession, various compelling codes were identified through the qualitative analysis of interview responses. Financial dissatisfaction was a recurring code that emerged prominently. Andie highlighted the disparities in compensation by mentioning, "OK! Not enough pay! Other districts around the state were paying double or triple." Dene further solidified this sentiment, reflecting on the possibility of future life events, noting, "Yeah, this would be a big deterrent...I think if I started having kids and got married and got a house, I would definitely reconsider this as a profession." A more nuanced perspective came from Kelley, who recently became a parent, who articulated, "You now have the financial limits... I never really understood why they do not want to give us extra money or give us some sort of compensation." Furthermore, Dee, Coby,

Cleo, and Dene underlined the need for better compensation. One individual proposed a potential solution for educators: "I personally think any teacher should when they have kids, have their college education compensated in some way." The perspective on compensation extended beyond direct salaries. Andy pointed out the disparities between the benefits offered to teachers and other state employees in Texas, stating, "Some of the other state employees do get those compensations... I do not understand why the state does not take on more of that role."

Another prevalent code that surfaced was the role of external influences and pressures that educators face. Kelley expressed the challenge of balancing parental expectations with professional know-how: "I wish I could just tell the parent there were things that I can teach and that I am the professional here. Back off!" This quote reflects a broader frustration where external parties try to dictate the classroom's dynamics, overshadowing the educator's expertise. The code of coaching workload emerged, revealing additional burdens on those educators who also serve as coaches. Dee vividly portrayed the intensifying demands: "In the coaching room, they just keep adding more... now you need to do weightlifting, and you need skill-specific workouts in the summer, oh but we were NOT going to pay you for any of that. Dee also mentioned the seemingly inequitable expectations, observing that while they were expected to continue working through the summer, others were not held to the same standards. Thus, the diverse range of reasons that might lead professionals to contemplate leaving their roles seems deeply rooted in financial dissatisfaction, demands for better compensation, external pressures, and excessive workloads, especially for those juggling additional responsibilities like coaching.

In addressing the question of whether teaching salaries permit educators and their families to live comfortably, the responses from Coby and Cleo surfaced a myriad of perspectives, each shedding light on the multifaceted challenges and benefits of a teaching

profession. A prevalent concern Coby, Dene, and Aston voiced revolved around the challenges of single parenting. Andie bluntly commented, "No, I do not know how the people with kids do it..." This sentiment raises the question of how single parents, particularly those with children, manage a teacher's salary, highlighting a potential gap in the support structures available for this demographic. Concurrently, Kelley and Lauren addressed the perceived motivations behind pursuing a career in teaching. Bronte remarked, "I don't think people get into this profession for the money."

Echoing this, Coby noted, "A lot of the compensation in this job was not in the paycheck." This suggested that the rewards of teaching, while not always financial, were deeply personal and fulfilling for many educators. Aster emphatically stated, "We still deserve some additional compensation." Andie lamented the lack of additional pay during challenging times, remarking, "Did we get any compensation? I guarantee you I heard we were going to get some sort of compensation..." amidst the COVID-19 pandemic. Benefits such as healthcare emerged as another focal point. Lauren expressed, "Even if the benefit came in a better health care plan, better insurance." Yet, not all seemed to have access to these benefits directly through their teaching roles, as noted by Lauren, who said, "Some people have used their spouse's insurance."

Aster shared, "If the single person has a child with a teacher salary, it should be enough, but it was absolutely not..." Another revealed, "No, the only reason I live the way I live was because of my husband's salary. "Frustrations concerning salary increments were also palpable. An educator lamented, "Our salary doesn't even meet normal inflation." Concurrently, the observation highlighted the absence of added benefits like Christmas bonuses: "We don't get Christmas bonuses... the list goes on of perks." This lack of supplementary incentives adds another layer to the discussion about adequate teacher compensation. An interesting perspective

surfaced when Andie compared corporate salaries, remarking, "But it was true! So, when you have some friends in the corporate world." Such comparisons were indicative of a broader societal valuation of different professions. Aster, reflecting on salary growth over the years, stated, "Recognizing you're 20 or 22 years past that, and you're making only $8000 more." pointing towards the issue of salary stagnation. While Bronte and Dee acknowledged the non-monetary rewards of their profession, there was a clear call for improved financial compensation, benefits, and overall support, especially when juxtaposed against other industries or considering the unique challenges some educators face, such as single parenting.

Sub-question 3

Sub-question three for this study was, "How would quantitative survey data from 20 teachers inform the problem of determining teacher attrition at urban schools in Southeast Texas?" This data came from randomly selected teachers across the Southeast Texas urban landscape. As their answers came in, it became more apparent at the negative feelings being shared throughout the teaching profession in this region. Then, the categories were formed into the six themes as shown in Table 3.

Table 4

Themes from Categories

Themes	Categories
Administrator actions toward new teachers during the onboarding and hiring process	Providing positive support for new teachers
	Administrator treatment of new teachers
	Retention of teachers

Themes	Categories
	Desired types of teachers for hiring
	Positive support from administrative team and other teachers
Preparation of Faculty, Staff, and Student Introduction of a New Teacher	Peer support for teachers
	Relationships built by collaboration of teachers together with community
	Recognize the diversity of all new educators
	Introduce diversity into the teaching staff
Learning from Teachers Leaving and Their Direct Response	Retention issues
	No internal support from administration for teachers
Personal Sentiments and Motivations About Teaching	Overworked with little to no resources
	Stay within the teaching industry reasons
	Reasons for staying even with poor pay
	Overburdened with work
Challenges and Support in the Teachers' Environment	Challenges focused on means for teaching
	Barriers to teaching based on administrative policy and rules

Themes	Categories
Aspects of the Educational Profession and Infrastructure	Teacher needs for resources
	Peer support
	Overcome cultural barriers within the school structure
	Learn about the supportive aspects of the educational profession

Comparatively, the themes found with sub-question #3 were not informed or supported by the literature as studies showed that the stress within a teaching environment based on their preconceived notions of a teaching career was a significant factor of attrition (Nigar, 2020; Park, 2020). Teacher expectations of a school climate, teaching environment, parental involvement, student behaviors, and administrative support were significantly different than initially believed (Himelfarb, 2022; Polivanova, 2015).

Theme #5. Challenges and Support in the Teaching Environment. Several categories were uncovered during the process of thematic analysis. This analysis sought to uncover the key challenges reported by educators based on the qualitative responses provided. One recurring theme was the perception of course rigor. Andie, Lauren, and Aster, especially those who introduced newer courses, described the intricacies of student perceptions of the intensity and requirements of the subject. Andie mentioned, "So, my subject, the new principles of education class, students take it..." This indicates that misconceptions or potential challenges might be associated with introducing or understanding newer courses. Another theme was the grading differences present, especially in the context of dual enrollment classes. As Lauren pointed out,

"...then there was the opposite with the dual enrollment classes. When the students were graded by the college professors..." suggesting a potential disparity or challenge in grading approaches between high school and college educators. The skill deficits among students, especially in foundational subjects like world history, were noteworthy. Cleo highlighted the "lack of knowledge of maps and lack of knowledge of reading comprehension." Dee and Dene also highlighted the challenges arising from the content volume, pointing out, "The increased amount of content they want you to cover makes it extremely challenging." This speaks to teachers' pressure to ensure all content is covered adequately.

Regarding advanced courses, the AP course pressure emerged as a salient theme. Kelley shared, "Something I want to say as an advanced placement teacher is that this focus on advanced placement classes has caused this intense competition," illustrating the competitive nature and the stress of teaching and taking such courses. The curriculum restriction theme highlighted teachers' limitations in delivering content. Cleo revealed, "I am finding it increasingly difficult to teach U.S. government because of...ridiculous restrictions." This was further expounded upon in the theme of Student Interest in current events. Aster and Andie express their struggles with restrictions and balancing them with the students' interests, as noted by Aster, "You know I have a real hard time with the restrictions that the kids in general, on the content they want to talk about." Another contentious theme was misunderstood curriculum, with educators noting misunderstandings surrounding their curriculum. For example, Cleo stated, "There was like this big push for anti-critical race theory things in classrooms...it was never there in the first place," pointing to possible external influences or miscommunications regarding the course material. Regarding testing, Curriculum Relevance was a challenge. Andie explained, "Ok, with a state-level test...so I feel like that was a big challenge where I feel like I am pushed

like, "Well, you have to cover this content." The theme of administrative expectations was evident, with teachers grappling with various roles and duties imposed by the school's administration. For instance, "So, I am like that was some of the challenges, anyway, but the administration may help them. They support the issue but expect me to be in the cafeteria with my students." Bronte faces multifaceted challenges, ranging from perceptions of course rigor to administrative expectations.

On one side, there were concerns about unnecessary bureaucracy. As Andie pointedly comments, "We can just jump right in with their lack of direct hindrance in my classroom...it's a ridiculous step that doesn't need to be done." This frustration resonates with the notion of excessive rules, which Lauren highlights, "You jump through so many hoops and so much paperwork." The challenges extended to inconsistent rule enforcement. Here, the sentiment was that "rules were not enforced evenly across the board. It makes it really hard to put your foot down about stuff when we do not feel like that gets supported." Specific examples such as dress code concerns surfaced, with Kelley mentioning, "We were talking about dress code, for example, and you mentioned seeing mid drifts and a student saying, 'but we can wear bike shorts." This extends to a broader call for better communication, where the need was expressed as, "Well, I wish that there were a little more communication as to what the administration was handling, not because I do not think they are, but because sometimes when you think about the dress code, or if this rule really was not being followed. Then there was a domino effect."

Andie and Lauren feel that administrative freedom enhances their autonomy. In the words of Dee, "When they choose not to enforce this rule, the administration gives us more freedom…" and another reflecting that "Things like this at my school, I feel like we have a lot of more autonomy…" Additionally, the positive admin support was lauded by Coby and Cleo, as

illustrated by the statement, "I think they do a great job of giving us like quality time during professional development to like actually be able to work on what's going on in the classroom…" One of the most common themes was the significance of peer support. Bronte said, "I have other teacher friends who were support systems. You know, those from whom I get ideas. They help me with lessons."

Administrative support, while noted by Kelley and Aster, was only sometimes perceived as wholly positive. Dee commented, "The APs were somewhat supportive most of the time; they just did not pay for APSI, which was expensive." Dene and Aston mentioned the significant costs associated with professional development, exemplified by one remark, "just not paying for APSI which were expensive. I have fundraising for teaching professional development." Additionally, while discussing therapeutic support, Aston mentioned the financial impediment: "So that was where I agree to find a good therapist helps, but you paid $70. That, you know, was crazy." A notable point of contention appeared to be the cost of therapists, with Andie sharing, "Mine was $40. You need my therapist."

The theme of previous experience emerged, hinting at the diversity of backgrounds among educators. Such past experiences can play a role in shaping the support systems teachers have or feel they need. Interestingly, confidentiality concerns were raised, particularly when seeking counseling services affiliated with the school district. Lauren highlighted the potential risks, stating, "I am good. I think it would be better not to have someone associated with here and knowing your whereabouts as district employees." She stated that "wealthier districts in the area were an external third party, and when you sign, they have HIPAA agreements that they can't release any of the information to the district, and they give teachers free therapy sessions." Coby and Cleo also emphasized the need for effective counseling in schools. One expressed their

sentiment humorously, noting, "Interesting! Holy crap - we would be lucky to get a counselor that knows what they were doing with schedules. Good to know." Social media emerged as an unexpected form of support. Dene praised platforms for facilitating connections with fellow educators, claiming, "I would say social media Facebook groups. I think I have been, or just in social media in general, in connection with other teachers."

Coby mentioned a specific group, adding, "Yeah, I joined a World Geo Group on social media." However, despite these various avenues of support, Andie and Kelley still felt a distinct lack of support. Andie candidly shared, "I think that a lot of teachers in this city, school, and region, and really in the country, do not have support. I just want to reiterate what you said and then tell our peers that I am talking about our school, not even our district." The narratives presented here highlight the multifaceted nature of support within the teaching profession.

Exploring how student parents have assisted or hindered efforts in teaching reveals a multifaceted picture with several emerging themes. The interviews shed light on the varying Parental Behavior, with Dene observing, "I know that's a good one. Some parents were great. Some parents were lunatics." Andie stated, "I have been bullied by parents! Usually, it was the lunatics that bullied teachers. They have no ability to fault their own children for lying... it was always the teacher's fault." This highlighted a disconnection between teachers and some parents in understanding the responsibility for children's behavior. The analysis also uncovered a shift in attitude over time, with Coby reflecting, "And I don't know when that switch happened in the last 15 years, but somehow it did." In the context of political bias in education, Dene expressed frustration about the expectation for teaching in a nonpolitically biased way, stating, "Also, when it comes to political bias, I like being politically biased if teachers were expected to teach them in a nonpolitically biased way... It was a two-way street."

The concept of team effort also emerged as a critical factor, reflecting the shared responsibility between parents and teachers. Andie mentioned, "That was difficult. But I think what I heard from all of us was that it really was a team effort, right? So, parents and teachers must both be doing something for somebody else, then we were good." Further, the interviews provided insight into the lack of support and COVID-19 impact, where Coby expressed, "Yeah, that was how I felt with COVID, too. The administration does not care... Especially in the coaching profession... That was what it was kind of like this, and if you were just quiet, you cover your ass." The struggle with parents vs. teachers' strategies revealed the conflicting approaches between parents and teachers in educating students. Dene noted, "sure, like if other people feel this sometimes, but I know for me, it was because I have to work on the students being independent. Sometimes, what hinders that is parents." In conclusion, the thematic analysis of the interviews illuminated a complex and often contentious relationship between parents and teachers. The interplay of support, blame, shifting attitudes, political biases, shared responsibilities, and strategic conflicts paints a nuanced picture of modern education's dynamics. Strategies to foster collaboration, clear communication, and shared understanding may help alleviate some of these challenges.

Theme #6. Aspects of the educational profession and infrastructure. A recurring sentiment across Andie, Lauren, Aster, Dee, Coby, and Cleo was the advocacy for smaller class sizes. Coby emphasized," Class sizes!" while Bronte opined, "OK, 20 max! I think you get good small group discussions, with good feedback…" Kelley joined the consensus with, "Yes, or below 20! I agree! When you get over 25…" The downside of larger classes was also explicitly addressed. Bronte remarked, "If you have 30 plus, there's no way you can get to know your students better." Highlighting the repercussions, Aster shared, "…So, you get to know the ones

that were very present and participating. Meanwhile, the little quiet ones in the back get overlooked."

Infrastructure was also a significant concern, with Andie, Lauren, and Aster shedding light on the pressing need for better-designed educational spaces. Andie lamented, "I can't imagine why we didn't make the classrooms in a new building bigger because it looks like we're going to have bigger classes, and I already have 30 desks and several chairs, but I got kids sitting on the floor." One of the more prominent frustrations pertained to the perceived lack of teacher consultation in decision-making processes. Laruen passionately noted, "They did not consult teachers even in our special education classrooms, so it was like, why the people thought like this? Again, they were not listening to teachers or asking for our opinions."

Kelley, Aster, Bronte, and Dee also drew attention to challenges faced by English as a Second Language (ESL) learners. Dee observed, "Obviously, they're different language learners, so they really need to be in their own classrooms…" Cleo detailed the strain it puts on educators, stating, "Then they have kids that don't know English, and you're spending all this time…" The necessity for comprehensive professional training was accentuated by Andie's statement: "The thing I would change was that I work with a lot of care professionals, and a lot of districts don't hold them accountable for training…" A recurring code was the demand for enhanced support in education, especially in specialized areas like special education. Bronte said, "So, what I would love was if, and I know it's like impossible, but if we just had more special education, more viable support…" Aster echoed, "…we just need more support in the cloud, really. Smaller classes and more support." Laruen and Andie highlighted several areas of concern in the educational sector, ranging from classroom sizes to infrastructure and support mechanisms.

Another of the most prevailing issues mentioned was the problem of inadequate infrastructure. Coby poignantly described the decrepit state of the old building, mentioning mold presence and deteriorating student desks. Additionally, Coby illustrated the stark reality of the circumstances by noting how their "teacher desk will not fit through the door in my room. This infrastructure issue seems closely tied to another significant concern: space constraints." While the new building presumably should have offered better amenities, it seemed to pose its own set of problems. Kelley said, "It was in pretty bad conditions even in the new building... So, more kids with fewer desks – really." This statement underscores the frustrating contradiction between the perception of new or improved facilities and the reality experienced by educators. However, the most recurrent code throughout the interviews was the temperature inconsistencies. Kelley, Laruen, Aster, Dee, and Coby cited extreme temperature conditions as an everyday challenge. Coby described it as having "disgusting hot/cold problems" where conditions would fluctuate between being "below freezing" to being unbearably "hot with humidity." Coby expressed the issue's intensity by noting how they would "rather freeze, especially when giving a lecture," due to the stifling heat that would make them and the students uncomfortable. The inconsistent temperature led Aston and Andie to develop their coping methods. Aston humorously remarked the unpredictable temperature conditions meant that their daily attire ranged from "parka or flip-flops." Layers became a staple for them, and Andie even mentioned keeping "a spare jacket hanging on my chair" to navigate the constantly changing conditions. The issue of classroom coldness was a point of concern for Lauren. They shared their proactive approach by purchasing a classroom thermometer to monitor how cold it would get. Lauren revealed, "When I walk in first thing in the morning, it's usually so cold in my room, I can see my breath." Such accounts emphasize the extremities of the conditions teachers were expected to teach. Whether it be

structural inadequacies, spatial limitations, or temperature inconsistencies, these issues directly impact educators' and students' daily experiences.

The first theme that emerged from a review of frequency statistics involved the relationship between teachers and their careers. The frequency statistics were descriptive findings, where the results associated with each item were informed on aspects related to retention. The data included evidence that the majority, at 90%, of teachers agreed or strongly agreed that they like their colleagues and that they help them with classes. At the same time, only Bronte indicated that they strongly disagreed. The results also included the finding that 95% of participants agreed or strongly agreed that changing schools in the middle of the year would be an upsetting experience, with no participants disagreeing.

While teaching staff were happy to receive help from their colleagues and would be upset if they were required to leave their school, professional development appeared to be not valued by participants, as only 15% responded that they agreed that they like to attend professional development sessions. In comparison, 50% indicated they strongly disagreed or disagreed with the statement. This finding was contradictory considering the response to the survey item concerning the need for educators to be highly trained. One hundred percent of respondents indicated that educators should be highly trained. Overall, teachers valued teaching as a fantastic job, as 95% of participants agreed or strongly agreed that teaching was excellent, with only one disagreeing.

The findings were evidence that, in general, participants were satisfied with their teaching careers. The results included 95% of participants indicating that they would not like to move during the school year, 90% indicating that they like working with their colleagues, and 95% indicating that teaching was a respectable job. Teachers also value their time and classroom

preparation; they prefer peer and colleague development. All participants indicated that they believe teachers should be highly trained, but only 15% liked to attend professional development sessions, while 90% indicated that they want to receive assistance from their colleagues. Based on these findings, teachers' career characteristics concerning their relationship with their school and colleagues were things that they liked. Still, the imposition of formal protocols such as professional development was not something that teachers enjoyed.

Figure 1 included a bar graph illustrating responses concerning participant agreeableness to a survey item about the likeability of colleagues and their efforts toward supporting their work in the classroom. The results illustrated in Figure 1 show that 90% of participants agreed or strongly agreed that they like their colleagues and that their colleagues helped them in class. At the same time, the data included a range where $MIN = 1$ and $MAX = 5$. The bar graph in Figure 1 also represented the high degree of the leptokurtic and negative skew present in the posterior distribution of the data ($KURT = 6.67$, $SKEW = -2.06$). This means there was a high point in the distribution of the data and a tail that skews to the left. Central tendency and dispersion of the data included a coefficient of variance of 22.24% ($M = 4.10$, $SD = 0.91$). These findings showed that the human subjects responding to survey items in this study, like their colleagues, were of assistance for their classes in general.

Figure 1

Percentages for Responses to the Survey Item: "I generally like my colleagues, and they help me

with my classes."

I generally like my colleagues and they help me with my classes.

I generally like my colleagues and they help me with my classes.
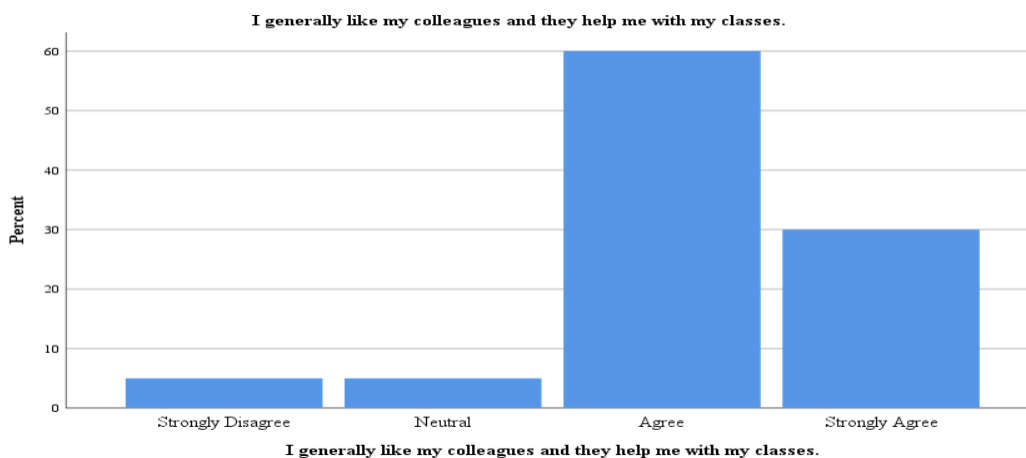
Figure 2 included a bar graph illustrating responses concerning the degree to which participants would be upset if they were required to move to another school during the middle of the school year. The results illustrated in Figure 2 show that 95% of participants agreed or strongly agreed that they would be upset if they had to move to another school in the middle of the school year. At the same time, the data included a range where *MIN* = 3 and *MAX* = 5. The bar graph in Figure 2 also represented the platykurtic distribution and negative skew present in the posterior distribution of the data (*KURT* = -0.46, *SKEW* = -0.58). This means there was a flatness in the distribution of the data and a tail that skews to the left. Central tendency and dispersion of the data included a coefficient of variance of 13.59% (*M* = 4.45, *SD* = 0.60). These findings proved that all but one individual agreed or strongly agreed that changing schools would be an upsetting experience.

Figure 2

Percentages for Responses to the Survey Item: "If I had to change schools during the middle of the year, it would be upsetting for me."

If I had to change schools during the middle of the year, it would be upsetting for me.
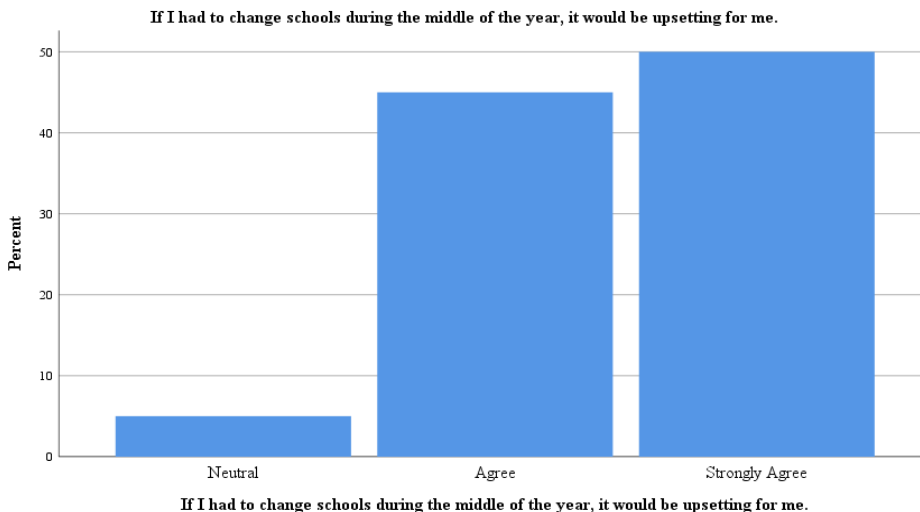
Figure 3 included a bar graph illustrating responses concerning the degree to which participants like attending professional development sessions given by administrators. The results illustrated in Figure 3 showed that 50% of participants disagreed or strongly disagreed that they enjoyed attending professional development sessions. While the data included a range where *MIN* = 1 and *MAX* = 4, the bar graph in Figure 3 was also a graphical representation of platykurtic distribution and almost total lack of skew present in the posterior distribution of the data (*KURT* = -1.13, *SKEW* = -0.01). There was a flatness to the data distribution, but the tail had an incidental skew to the left. Central tendency and dispersion of the data included a coefficient of variance of 43.60% (*M* = 2.40, *SD* = 1.05). These findings were evidence that professional development given by administrators was different from an activity teachers like.

Figure 3

Percentages for Responses to the Survey Item: "I like to attend the professional development sessions given by my administrators."
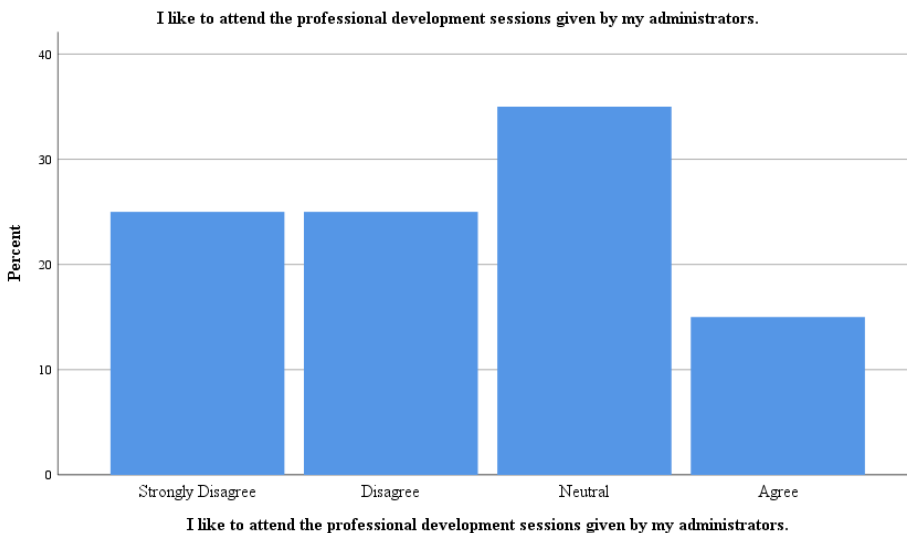

Figure 4 shows a bar graph illustrated responses about how much participants believed educators should be highly trained. The results illustrated in Figure 4 showed that all 20 participants agreed or strongly agreed that teachers should be highly trained. The data included a range where *MIN* = 4 and *MAX* = 5. The bar graph in Figure 4 also represented platykurtic distribution and a slight skew present in the posterior distribution of the data (*KURT* = -1.24, *SKEW* = -0.95). This means that there was a flatness in the data distribution, but the tail had a slight skew to the left. Central tendency and dispersion of the data included a coefficient of variance of 10.00% (*M* = 4.70, *SD* = 0.47). These findings were evidence that educators agree that they should be highly trained. The only difference was the magnitude to which they agreed.

Figure 4

Percentages for Responses to the Survey Item: "Educators should be highly trained individuals."
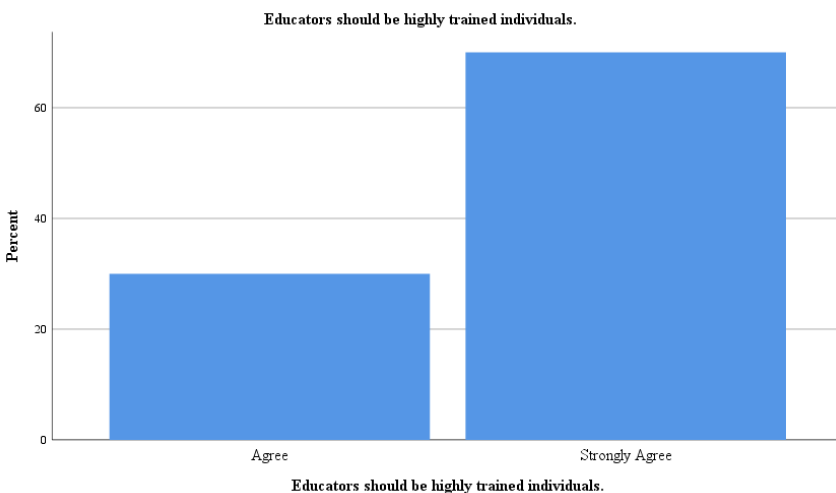

Figure 5 shows a bar graph used to illustrate responses concerning the degree to which participants believed teaching was a fantastic job. The results illustrated in Figure 5 showed that 95% of participants agreed or strongly agreed that teaching was an excellent job. The data included a range where *MIN* = 2 and *MAX* = 5. The bar graph in Figure 5 also represented a leptokurtic distribution and a slight skew present in the posterior distribution of the data (*KURT* = 5.02, *SKEW* = -1.34). There was an extreme point to the data distribution, but the tail had a slight skew to the left. Central tendency and dispersion of the data included a coefficient of variance of 16.16% (*M* = 4.15, *SD* = 0.67). These findings were evidence that educators agree that teaching was a great job. The only difference was the magnitude to which they agreed.

Figure 5

Percentages for Responses to the Survey Item: "I think being a teacher is a great job."

Theme #7. The final theme that emerged concerned the relationship between teachers and administrators. Unlike the relationship between teachers and their careers, where participants appeared satisfied with most characteristics, the characteristics concerning the relationship between teachers and administrators seemed to hold a higher degree of variance. Items included in the theme of teachers and administrators included the degree to which it would be upsetting if their supervisor left, that teachers sought leadership and advice from administrators, that if they disagreed with administrators, the administrator would listen to their thoughts and opinions, that they believed that administrators did well in disciplining students and that their administrator cared about them as a person. The findings evidenced that participants held differing perceptions concerning these characteristics.

Figure 6 included a bar graph. The bar graph was used to illustrate responses concerning the degree to which participants believed that it would be upsetting if their supervisor left their school. The results illustrated in Figure 6 include evidence that 50% of participants agreed or strongly agreed, and 30% disagreed or strongly disagreed that it would be upsetting if their supervisor left their school. The data included a range where *MIN* = 1 and *MAX* = 5. The bar

graph in Figure 6 also represents a slight platykurtic distribution and a slight skew present in the posterior distribution of the data (*KURT* = -0.26, *SKEW* = -0.38). There was some flatness to the data distribution, but the tail had a slight skew to the left. Central tendency and dispersion of the data included a coefficient of variance of 32.22% (*M* = 3.40, *SD* = 1.10). These findings were evidence that participants were distributed across the range of responses from strongly disagreeing to strongly agreeing to the survey item for the degree to which the participant would be upset if their supervisor left the school.

Figure 6

Percentages for Responses to the Survey Item: "If my supervisor leaves this school, it would be upsetting for me."
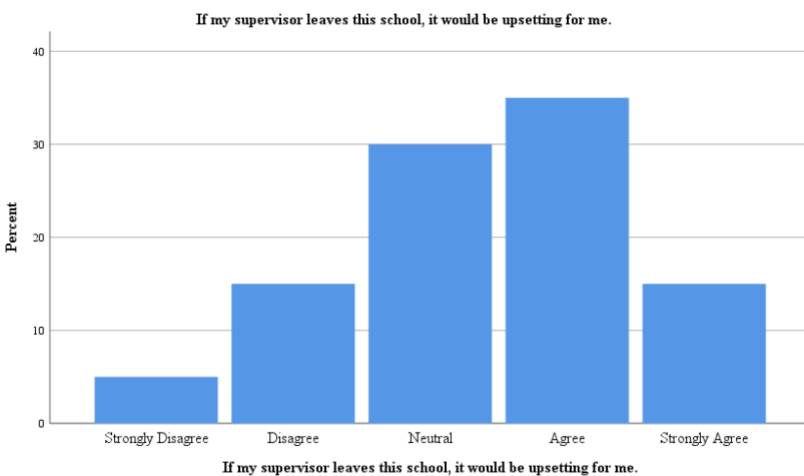

Figure 7 included a bar graph. The bar graph was used to illustrate responses concerning the degree to which participants sought advice and leadership from their administrators. The results illustrated in Figure 7 included evidence that 50% of participants agreed or strongly agreed, and 40% disagreed or strongly disagreed that if their supervisor left their school, it would be upsetting. The data included a range where *MIN* = 1 and *MAX* = 5. The bar graph in Figure 7 also represented a slight platykurtic distribution and a slight skew present in the posterior distribution of the data (*KURT* = -1.31, *SKEW* = -0.20). There was some flatness to the data

distribution, but the tail had a slight skew to the left. Central tendency and dispersion of the data included a coefficient of variance of 44.28% ($M = 3.10$, $SD = 1.37$). These findings evidenced that participants were distributed across the range of responses from strongly disagreeing to strongly agreeing to the survey items for the degree to which the participant seeks advice and leadership skills from administrators.

Figure 7

Percentages for Responses to the Survey Item: "I seek my administrators for their advice and leadership skills."

Figure 8 included a bar graph. The bar graph was used to illustrate responses concerning the degree to which participants believe their administrator listens to their opinions and thoughts when they disagree. The results illustrated in Figure 8 indicate that 60% of participants agreed or strongly agreed, and 15% disagreed that when they disagree with their administrator, they listen to their opinions and thoughts. The data included a range where $MIN = 2$ and $MAX = 5$. The bar graph in Figure 8 also represented a slight platykurtic distribution and a slight skew present in the posterior distribution of the data ($KURT = -0.39$, $SKEW = -0.42$). There was some flatness to the data distribution, but the tail had a slight skew to the left. Central tendency and dispersion of the data included a coefficient of variance of 24.99% ($M = 3.55$, $SD = 0.89$). These findings were

evidence that participants were distributed across the range of responses from disagreeing to strongly agreeing to the survey item for the degree to which participants felt that their administrator listened to their opinions and thoughts.

Figure 8

Percentages for Responses to the Survey Item: "When I disagree with an administrator, I feel like they listen to my opinions and thoughts."
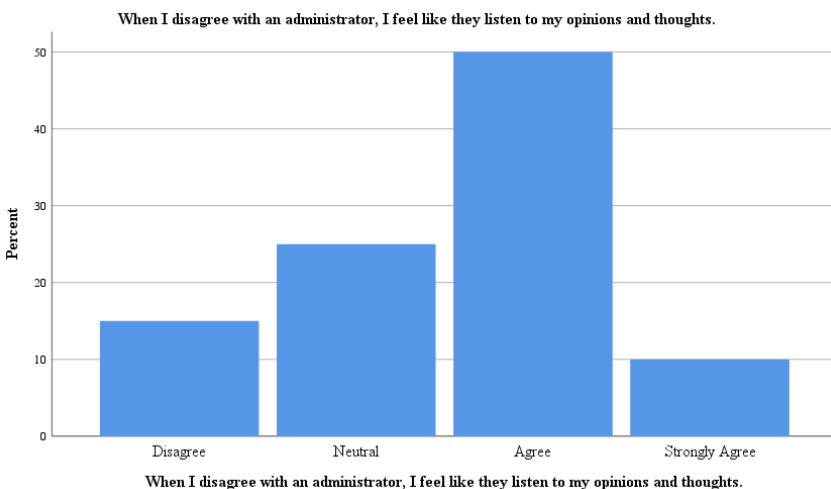

Figure 9 included a bar graph. The bar graph illustrated responses about how much participants believed administrators were doing an excellent job with the discipline of misbehaving students. The results illustrated in Figure 9 included evidence that 20% of participants agreed and 40% disagreed that administrators were doing a great job in the school to discipline misbehaving students. The data included a range where $MIN = 2$ and $MAX = 4$. The bar graph in Figure 8 also represented a slight platykurtic distribution and a slight skew present in the posterior distribution of the data ($KURT = -1.13$, $SKEW = 0.37$). There was some flatness to the data distribution, but the tail had a slight skew to the left. Central tendency and dispersion of the data included a coefficient of variance of 27.42% ($M = 2.80$, $SD = 0.77$). These findings prove that participants were constrained between disagreeing and agreeing, with 40% reporting a neutral response.

Figure 9

Percentages for Responses to the Survey Item: "I think administrators are doing a great job in the school to discipline misbehaving students."
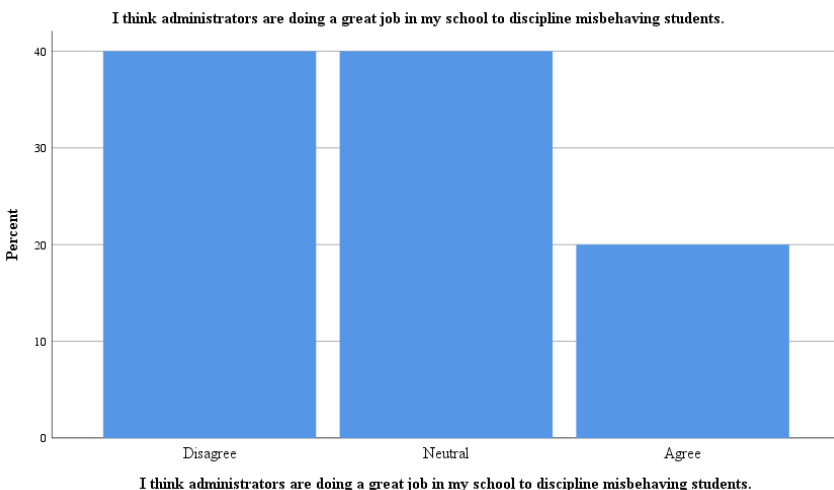

Figure 10 included a bar graph. The bar graph illustrated responses about how much participants believe their administrator cares about them as a person. The results illustrated in Figure 8 indicated that 55% of participants agreed or strongly agreed, and 20% strongly disagreed or disagreed that when they disagree with their administrator, they listen to their opinions and thoughts. The data included a range where *MIN* = 1 and *MAX* = 5. The bar graph in Figure 10 also represented a slight platykurtic distribution and a slight skew present in the posterior distribution of the data (*KURT* = -0.28, *SKEW* = -0.62). There was some flatness to the data distribution, but the tail had a slight skew to the left. Central tendency and dispersion of the data included a coefficient of variance of 35.78% (*M* = 3.45, *SD* = 1.23). These findings were evidence that participants were distributed across the range of responses from strongly disagreeing to strongly agreeing to the survey item for the degree to which participants felt that their administrator cared about them as a person.

Figure 10

Percentages for Responses to the Survey Item: "I think my administrators care about me as a
person."

I think my administrators care about me as a person.
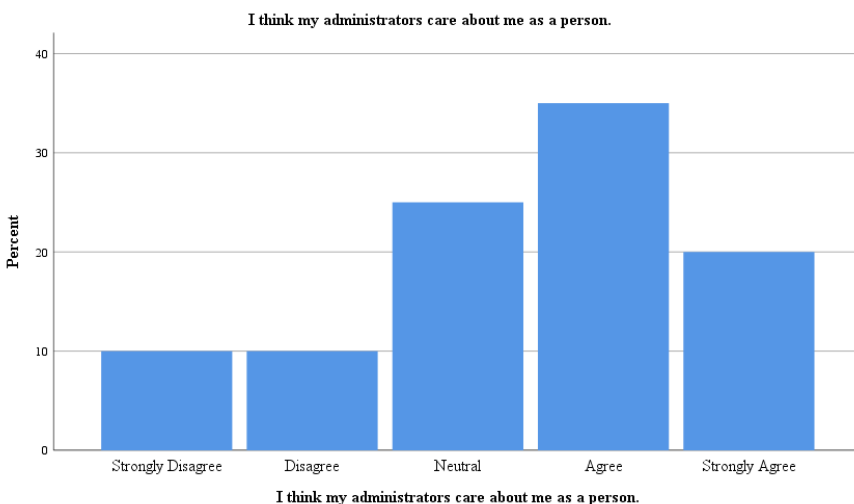
Discussion

The purpose of this section wasto discuss the study findings in relationship to the

empirical and theoretical literature reviewed in Chapter Two. The themes extracted from the

qualitative and quantitative data were compared to the synthesized literature. The discussion

began with sub-question #1 and presented the themes, comparing each to the existing literature

reviewed in Chapter Two.

Organizational Support Theory

Based on the themes, the existing research noted that organizational theory was an

essential and effective method for teaching hiring within an educational community based on

Weber's (1904) and Fayol's (1929) suggestions that hiring practices should be incorporated

through identifying strategic planning, recruitment of staff, motivation for employees and

essential management functions. The theoretical literature contended that such practices

encompass interprofessional and collaborative efforts to establish teachers with behaviors, skills,

and knowledge from different backgrounds to work effectively with communities, caregivers,

families, and patients to provide quality care and meaningful outcomes for all those involved in a student's care (Mahoney et al., 2018; Shrader et al., 2018; Stevens et al., 2013).

In alignment with the participants' reflections, Reynolds et al. (2017), O'Connell et al. (2021), Drude et al. (2019), and Reeves et al. (2017) indicated that teacher hiring, preparation, and learning practices were the result of organizational learning technical training, teams, and teamwork collaboration. An understanding of roles and responsibilities presented transparently to build positive interprofessional leadership skills and to encourage attrition in teachers.

Cognitive Learning Theory

Teacher preparation was noted in the existing literature as a functionary means for increasing retention, with researchers recognizing the same need for the promotion of self-efficacy and cognitive classroom readiness as a shared topic from the current study's sample (Bardach et al., 2021; Hascher & Hagenauer, 2016; Sieben & Lechner, 2019). Supporting teachers to aid in preparedness was recognized by Kelley: "We also prioritize building strong relationships with our teachers to ensure they feel supported and empowered in their roles" and Lauren: "We receive most of our sources for staff building through professional development organizations, educational conferences, and networking with other school leaders and educators."

The current research focused on teacher preparation within education, curriculum readiness, and immersion practices (Hew, 2016; Jarl et al., 2021; Steenhof et al., 2020). The results from the current study suggested a need for teacher preparation incorporating the preparation of faculty, staff, and students for the introduction of a new teacher, which differed from the reviewed literature findings. Furthermore, the existing research reviewed discussed the advantages of teacher retainment based on increased professional development, not teacher preparedness or interaction between new educators and students, staff, parents, and

administrators (Bland & DeRobertis, 2020; Erduran et al., 2020; García-Carrión et al., 2020; Myers, 2018).

Classical Testing Theory

The existing research also focused on advantages established due to technological advancements, such as professional development that presented means for controlling the learning process congruent to a large-scale distribution of knowledge and a gradual advancement of sophisticated technologies (Erduran et al., 2020). Studies showed that there were no socioeconomic barriers to electronic learning becoming available. Therefore, teachers must adjust for all grades and levels of education regardless of socioeconomic background (García-Carrión et al., 2020). This adjustment phase was noted to cause stress for teachers and thus contributed to teacher attrition. Without a support group for this adjustment, researchers claimed teachers felt alone when embarking on teaching practices and soon left the profession altogether (Erduran et al., 2020).

Maslow's Hierarchy of Needs

Research related to theme 1, administrator actions toward new teachers during the hiring and onboarding process, contended that organizational culture may hold precedence over this process (Upadhyaya, 2014). Such research promoted the need for the administration to focus on the school's social setting, where the lower-order needs may be linked to organizational culture. Thus, administrators needed to align themselves by concentrating on the teachers' physiological needs while motivating teaching practices through professional development (Iwu et al., 2017). Additionally, research showed that administrators focused on parental involvement, believing such participation in their children's academic activities would improve their academic success (Kwan & Wong, 2016; Morgan & Hoffman, 2018). Consequently, the existing research

supported the current study's findings on administrator actions and provided findings of success with testing and learning based on direct interaction and influence from such administrators as principals (Erduran et al., 2020; Goshin et al., 2021c).

Behaviorism Learning Theory

The literature supporting the findings shows that personal sentiment and motivations were associated with challenges and support within the teaching environment (Chen, 2020; Michaud, 2019; Sewell et al., 2019). Experts claimed that constant staffing turnover related to the local socio-economic status of their student families. In the same vein, researchers showed lower student achievement was primarily found in lower-income areas of the community and can create challenges for teachers, such as lack of funding, lack of parental support, and behavior issues among students (Carpenter, 2019; Dart et al., 2016; Sewell et al., 2019). These studies' outcomes further suggested that behavioral and social learning theories impact students' behaviors and indirectly affect teacher retention (Clark, 2018; Pritchard, 2014).

Relating to a social class gap within the boundaries of an organizational culture, researchers found a difference in teaching methods across the same class but of different socio-economic classes (Kwan & Wong, 2016). Even though experts felt that administrators should be aware and responsible for positive onboarding and hiring practices to retain teachers, others felt that parental involvement would encourage parents to relate better with teachers (Kwan & Wong, 2016; Morgan & Hoffman, 2018). Morgan and Hoffman (2018) discuss how parents with socioeconomic status (SES), or better financial means tend to participate more in a student's education and school activities. Many administrators believe parental involvement would enhance the student experience and encourage it as a win-win situation (Kwan & Wong, 2016).

Curriculum Theory

In response to theme 2, the preparation of faculty, staff, and students for the introduction of a new teacher, much of the existing literature showed that induction and retention of teachers remains the wide-scope focus for many schools with diverse countries analyzing the mechanisms explaining the difficulties experienced by new teachers (García-Carrión et al., 2020). Some suggestions for the issue have been made to make professional development an ongoing process, extend from the first year into the first three years of employment, and diminish the total number of class time hours for first-year teachers (Daniel et al., 2016). Researchers claimed there exist several feedback difficulties in teacher attrition (Bolton & Delderfield, 2018; Goldhaber et al., 2019; Nigar, 2020; Park, 2020). Simultaneously, this learning process isolates teachers on all levels due to the format. This process, in turn, creates an inability to connect to others because of the isolation caused by the teaching environment (Bolton & Delderfield, 2018; Nigar, 2020). Finally, a growing concern exists for expanding the understanding of collaboration in writing using skills or knowledge based on social and cognitive interactions. Understanding cultural resistance from educators related to their students could influence teacher retention. Teachers may be prone to retention if they feel they are making a difference in their students' learning outcomes (Dart et al., 2016; Sewell et al., 2019).

Other research on teacher and administrator relationships did not focus on attrition or retention results but on how the administrators' actions impacted student academic behavior without recognizing the teacher's challenges that affect their classroom performance (Ashbourne & Andres, 2015; Konner, 2011). Fundamentally, the existing research on teacher attrition exhibited how the student's academic experiences were negatively impacted when teacher turnover was consistent (Goldhaber et al., 2019; LeBeau, 2020).

Summary

The current study's problem of schools in Southeast Texas was locally challenged with staffing issues both because of teacher shortages and other causes contributing to this shortage was addressed through the purpose of solving the problem of teacher attrition at urban public schools in Southeast Texas and to formulate a solution to address the problem. As no other study of teacher attrition focuses on schools in the Southeast urban cities of Texas, a unique approach of multiple-methods study was necessary. Thus, this action research highlighted the issues teachers retain regarding either changing campuses or leaving the profession altogether in this region of Texas. The findings from all participants were triangulated, and the analysis extracted themes to answer the research and sub-research questions, providing information that would assist in answering the central research question of "How can educational leaders solve the problem of teacher attrition at urban schools in Southeast Texas?" The results from this study provided information to answer this question that was significantly different from the existing research and offered suggestions as to why educators in this Texas region were less likely to be retained.

CHAPTER FIVE: CONCLUSION

Overview

The purpose of this applied study was to understand the problem of teacher attrition at urban public schools in Southeast Texas and to formulate a solution to address the problem. The problem was that schools in Southeast Texas were locally challenged with staffing issues both because of teacher shortages and other causes contributing to this shortage. This multimethod design used both qualitative and quantitative approaches. The first approach was structured interviews with administrators. The second approach consisted of a focus group of teachers. The third approach employed surveys with teachers. This research sought to expose the working conditions and environment, to improve the situation for teachers, to effect change, and to improve upon the profession of teaching by making administration and society aware of the current impact and conditions teachers experience daily. Chapter five includes the discussion and conclusions for the research undertaken. The findings from the applied case study were used to determine how the attrition problem among teachers in Southeast Texas could be addressed.

Restatement of the Problem

The problem was that schools in Southeast Texas were locally challenged with staffing issues both because of teacher shortages and other causes contributing to this shortage. García and Weiss (2019) indicated the teacher shortage remains large and growing, with high-poverty schools suffering the most from the lack of credentialed teachers. Texas, like much of the nation, faces a severe teacher shortage. The unique approach of multiple-methods study highlighted the issues teachers retain regarding either changing campuses or leaving the profession altogether in this region of Texas. Other factors, such as changes in student-teacher ratios and enrollment trends, influence teachers leaving the field of education (Thomas & Rogers, 2020). Therefore,

the expectation of students to develop skills on a predetermined timetable has been legislated on a federalized level (Thomas & Rogers, 2020). Teacher attrition is a problem that needs to be studied and resolved with effective change and reforms in education.

Proposed Solution to the Central Question

The findings from interviews, focus groups, and closed-ended questionnaires supported the development of a proposed solution to the problem. In this section, the solution to the problem of teacher attrition at urban public schools in Southeast Texas, the formulation of a solution to address the problem, and the central question were answered. The central question stated, how can educational leaders solve the problem of teacher attrition at urban schools in Southeast Texas? The themes from the qualitative data analyzed produce a response encompassing solutions based on the participants' responses. These solutions were assessed using the reviewed literature to determine if such existing research supported the solutions ascertained.

Theme 1 (*administrator actions towards new teachers during the onboarding and hiring process*) addressed educators' retention and the central question by demonstrating the need for positive support from administrators for new teachers. Based on Theme 1, new teachers receiving positive support from administrators and other teachers could influence teacher attrition, particularly in new educators

Theme 2 (*preparation of faculty, staff, and student introduction of a new teacher*) supported the solution that teachers need peer support, building relationships by collaboration of teachers in the community, and the importance of administrative staff recognizing the diversity of educators. Theme 2 also supported the need for support and communication from administrator to teacher to student. As such, theme 2 showed the importance of a solution

supporting all parties' coordination and cooperative effort. Regarding theme 2, the literature

supported the ability to address the solution for quicker training results in technological advances

that were generally cognitively processed as more advanced today (Erduran et al., 2020).

Researchers noted that training must give positive administrative support to acclimate teachers to

the innovative environments associated with 21st-century teaching practices (Erduran et al.,

2020; O'Connell et al., 2021). Studies also related that teachers must recognize the need for

communication is vital (O'Connell et al., 2021; Thomas & Rogers, 2020).

Theme 3 (*personal sentiments and motivations about teaching*) and Theme 4 (*challenges

and support in the teachers' environment*) supported the solution of overcoming challenges via

creating a supporting environment for teaching staff.

Theme 4 is associated with why teachers leave their respective positions, such as being

overworked with little to no resources or having no internal support from the administration.

Theme 5 (*aspects of the educational profession and infrastructure*) supported the need to

address retention issues via improving administrators' support by asking currently employed

teachers to share reasons why they stay within the teaching industry.

Themes 1-5 are directly connected to the theoretical framework (Maslow's Hierarchy of

Needs), and literature supports the importance of a solution that values motivation. Iwu et al.

(2017) suggested that salary, career opportunities, and responsibilities dominate those in

decision-making capacities. Meanwhile, Upadhyaya (2014) focused on improving student

achievement and the school's culture within an impoverished community. Despite some of the

working conditions that work against this type of school in its rural location, Daniel et al. (2016)

demonstrate that their school excels at most accountability measures simply by following the

Hierarchy of Needs established by Maslow, with each stage dependent on the prior state and its

successful completion. Research from van Merri€enboer and Sweller (2010) highlighted challenges that concerned how teachers related their success to the ability to relay learning to their students. Following similar research, Anderson et al. (2016) found more interactive processes for students and administrators that were challenging for teachers.

The literature supported the idea that administrators, as leaders, should provide positive support to teaching staff (Kamenetz, 2015; Kim & Sunderman, 2016). The existing scholarship indicated that for retention efforts to be successful, school leaders must be engaged with the job while at the same time promoting a vision aligning all organizational and individual goals and further building coalitions that motivate and inspire teachers to remain loyal to their school (Suarez-Barraza & Miguel Davila, 2021). Leadership roles are not mutually exclusive but necessary and complementary to instigate the attrition of teachers (Chuang, 2021; Lui et al., 2020). The importance of sound leadership in administration today encompasses the need for education and how it should reflect the prosperity of an entire school or school district (Suarez-Barraza & Miguel Davila, 2021). Finally, Rodriguez et al. (2020) highlight the importance of improving leadership practices so that teachers recognize and embrace retention measures.

Literature also supported the need for administrative support based on understanding how a teacher is responsible for student performance (Hoang, 2014; Sugiyanto & Setiawan, 2018). Such responsibilities place more pressure on teachers to perform since the administration provides the evaluation based on test results, which further explains how test results then determine the success or failure rating of the school overall as an effective educational facility (Goshin & Mertsalova, 2018a; Stirrup et al., 2015). Carpenter (2019) showed that student test results explain the effectiveness of a teacher, which in turn ranks their end-of-year performance reports. If students suffer from test anxiety, their scores could reduce a teacher's performance

report. Sugiyanto and Setiawan (2018) pointed out that students suffer from test fatigue and emotional issues because of the pressure to perform well on standardized tests each year. The research shows that some students suffer from test anxiety and trouble concentrating. In contrast, others perform well on regular classroom-style tests but suffer anxiety when it comes to high-stakes testing (Sugiyanto & Setiawan, 2018).

The central research question (how educational leaders can solve the problem of teacher attrition at urban schools in Southeast Texas) was addressed by Themes 1-5, which showed the need to supply a solution that would improve the hiring and onboarding process. The proposed solutions included strengthening the onboarding process (Theme 5), using collaborative recruitment (Theme 4), focusing on retention strategies (Theme 3), and administering actions toward new teachers during the hiring and onboarding process (Theme 1-2). The literature reviewed also showed similar ideas related to retention, such as García-Carrión et al. (2020), who showed the advantages of induction and retention of teachers. This research showed conducive mechanisms favoring the induction process, especially to support those teachers who join schools serving impoverished students, which supports retention strategies' findings. The induction and retention of teachers remains the wide scope focus for many schools with diverse countries analyzing the mechanisms explaining the difficulties experienced by new teachers.

Prior literature provided additional solutions to the issue, such as making professional development an ongoing process, extending from the first year into the first three years of employment, and diminishing the total number of class time hours for first-year teachers (Daniel et al., 2016). These solutions consisted of administrative involvement whereby educational leaders, including administrators and assistant principals, should be actively involved in hiring (Beckett, 2016). This includes vetting applications, conducting interviews, and making decisions

that align with the institution's vision (Goshin et al., 2021c; Avsec & Szewczyk-Zakrzewska, 2017). Their direct involvement ensures that selected candidates resonate with the school's mission and ethos (Beckett, 2016). This also included establishing structured training (Dietrichson et al., 2017; Gastaldi et al., 2015). Given the need for new teachers to be equipped with tools and strategies catering to a diverse urban setting, schools should prioritize comprehensive training during onboarding (Reynolds et al., 2017). Training should cover diversity, equity, inclusion, trauma-informed teaching practices, and social-emotional learning (Erduran et al., 2020; García-Carrión et al., 2020; Gastaldi et al., 2015). The final suggested solution to strengthening the onboarding process included cultural alignment planning, which should be established given the hiring process's culmination in aligning new hires with the school's mission, values, and expectations (Sewell et al., 2019). This can be achieved through mentorship programs, workshops, and regular feedback sessions. The literature iterated the same notion, showing that teachers may periodically pause and ask questions during a discussion, which would further this form of learning by integrating a test later (Powell & Bromley, 2015). Also, reviewing and revisiting with greater intervals between events enhances knowledge and long-term retention of concepts (Hoy, 2012). Also, as discussed by Hopkins et al. (2014), a vital part of learning through which students must be allowed to disseminate and approach new ideologies with their learning to build upon their knowledge of a concept immediately after its introduction.

Findings also perpetuated the need to increase collaborative recruitment efforts with leaders recognizing the importance of leveraging educational networks. For example, instead of working in isolation, schools can harness professional development organizations, educational conferences, and relationships with local universities and community organizations (Erduran et

al., 2020). Collaborating with other schools and districts can also provide a platform to share resources best practices, and pool recruitment efforts (Thomas & Rogers, 2020). Addressing systemic barriers would allow for recognition and actively addressing systemic issues like implicit biases and racism that might hinder hiring educators of color (Al Maawali, 2022). Additionally, researchers claimed that focusing on hiring educators who reflect the linguistic, cultural, and ethnic diversity of the student population would be beneficial (Anderson et al., 2016; Al Maawali, 2020; Bianchi et al., 2021).

Research reviewed in Chapter 2 explained that interprofessional education and learning in the healthcare system work to prepare collaboration-ready practitioners with behaviors, skills, and knowledge from different backgrounds to work effectively with communities, caregivers, families, and patients to provide quality care and meaningful outcomes for all those involved in a patient's care (Shrader et al., 2018). This same method can be extrapolated and converted for educational hiring purposes. For example, the proper development of faculty is a factor that supports the success of interpersonal education (Hall & Zierler, 2015). Hall and Zierler (2015) proposed a program combining small group activities, immersion experiences, and didactic presentations to build interprofessional leadership skills. Coaching and peer learning activities proved to facilitate the translation of skills to local interprofessional work (Mahoney et al., 2018).

Given the competition among schools for top talent, urban schools can explore offering incentives like competitive salaries, professional development opportunities, or housing benefits to attract and retain quality candidates. Interprofessional education and learning in the healthcare system work to prepare collaboration-ready practitioners with behaviors, skills, and knowledge from different backgrounds to work effectively with communities, caregivers, families, and

patients to provide quality care and meaningful outcomes for all those involved in a patient's

care (Shrader et al., 2018). The proper development of faculty represents the key factor in

supporting the success of interpersonal education (Hall & Zierler, 2015). Hall and Zierler (2015)

also discussed a program that combines small group activities, immersion experiences, and

didactic presentations to build interprofessional leadership skills. Coaching and peer learning

activities proved to facilitate the translation of skills to local interprofessional work (Mahoney et

al., 2018). Another suggested solution shared in Chapter 4 included focusing on retention

strategies. Such suggestions recommended establishing supportive work environments whereby

schools prioritize building a positive and supportive work culture that recognizes and addresses

the unique challenges of teaching in an urban setting. This includes offering regular professional

development and growth opportunities and creating platforms for teachers to share their

challenges and seek solutions.

Additionally, the administration should foster collaboration. Such efforts should be made

to encourage new hires to collaborate effectively with their peers. Building strong interpersonal

relationships among staff can help create a sense of belonging, reducing attrition. Finally, the

results suggested that compensation and working conditions must be reviewed. Low pay and

challenging working conditions have been identified as barriers, so schools should regularly

review their compensation packages and working conditions. This might involve seeking

additional funding, community partnerships, or grants to improve the work environment.

The findings in Chapter four also suggested establishing methods to prepare faculty, staff,

and students for introducing a new teacher. These methods should incorporate fostering positive

relationships and offering mentorship, which was noted as a recurring theme from the data. They

should also increase the importance of nurturing positive relationships and supporting and

mentoring new teachers. Schools can create an environment where new educators feel supported, valued, and connected by establishing mentor-mentee relationships and allowing new teachers to observe and collaborate with experienced teachers. Further, the findings suggested a need to create a supportive and inclusive school culture. A supportive and inclusive school culture that values the contributions of teachers and recognizes their challenges was instrumental in retaining them. Schools should actively cultivate a culture that values and celebrates diversity, appreciates educators' unique challenges in urban settings, and ensures that all staff feel included, valued, and recognized. This inclusive culture should not only be limited to faculty and staff. However, it should also embrace the student body, ensuring that teachers feel supported in dealing with the diverse needs of their students.

The results prompted a need to enhance communication and problem-solving. Effective communication between administrators, teachers, and students is a critical element in teacher retention. Administrators should establish clear channels of communication to address any concerns or challenges that may arise, offer feedback, recognize accomplishments, and ensure that teachers feel heard. Schools can address concerns responsively and proactively by prioritizing open and honest communication, making teachers feel more secure and valued. This can be further bolstered by involving students in the communication process, ensuring they are well-informed about teacher changes and feel supported during transitions.

The results from the analysis also noted that there were lessons learned from outgoing teaching faculty that could be used for future protective and retention methods. These included enhanced support and resources and adding mentoring programs that would set up guidance systems for newer educators to navigate the educational landscape. Additionally, establishing wellness initiatives, when implemented, would support structures addressing emotional and

mental well-being to combat stress and burnout. Support through resource allocation was further suggested as necessary. This would entail equipping educators with the essential teaching tools and materials, alleviating feelings of being under-resourced.

A consensus of results showed that competitive compensation and career growth would provide positive results in retaining teachers. This should include fair compensation, with administrators needing to review and adjust pay scales to reflect the demands of teaching, including additional benefits and incentives. Further, teachers should be offered career advancement opportunities for professional growth and development within the institution, thus giving teachers a clear vision of their career trajectory. The understanding of fostering a strong, inclusive community would provide open communication and thereby create avenues for consistent dialogue between faculty and administration to ensure concerns were promptly addressed. The need for cultural sensitivity would provide positive retention efforts with training sessions and workshops to address biases and celebrate the diversity of backgrounds, ensuring a welcoming environment for all educators.

Improving compensation and benefits promotes such efforts with salary review and adjustment, creating benchmark teacher salaries against other districts and adjusting to reflect the cost of living and the multifaceted roles teachers assume (Baum & Haveman, 2020; Bianchi et al., 2021; Mullon et al., 2017). This includes looking at the discrepancies between teachers who serve as coaches and those who do not. The results also found that establishing enhanced benefits could be beneficial by offering superior non-salary benefits such as health care plans, tuition reductions for teachers' children, and other benefits to make the compensation package more attractive.

The results also noted that a positive engagement for retention purposes would be to enhance teacher appreciation and safety, incorporate recognition programs to implement regular recognition programs that spotlight teacher achievements and contributions, and foster a culture where educators feel valued. Also, establishing safety measures by investing in robust security infrastructure and conducting regular safety training ensures teachers feel safe in their work environment.

There were noted and suggested retention efforts that incorporate personal sentiments and motivations about teaching (Chuang, 2021; Lui et al., 2020). These efforts included addressing expanding workload and role expectations with increased professional development (O'Connell et al., 2021; Thomas & Rogers, 2020). Such efforts would be established to provide specialized training to aid teachers in navigating their expanding roles, ensuring teachers were equipped to handle both academic and behavioral elements of student growth. Workload management should be explored by assigning additional support staff or teaching assistants to help with non-academic responsibilities, thus alleviating the feeling of being overwhelmed with expanding duties (Daniel et al., 2016; Hoy, 2012; Hopkins et al., 2014).

Based on the findings, the researcher recommends overcoming challenges with supporting efforts within the teaching environment. Such challenges noted by educators included the perceptions of course rigor with teachers, especially those introducing new courses, who feel students need more clarification about the intensity and requirements of subjects. This could be discouraging for teachers who may feel their efforts need to be more understood and appreciated (Anderson et al., 2016; Mayer, 2010). Others noted grading differences suggesting a disparity in grading approaches between high school and college educators in dual enrollment classes. This can cause confusion and additional teacher stress (Erduran et al., 2020). These findings also

prompted a need for stronger administrative expectations and support. Teachers face multifaceted challenges, not just in content delivery but also in managing roles imposed by the school's administration. While some appreciate the autonomy the administration gives, others are frustrated by excessive bureaucracy and inconsistent rule enforcement (García-Carrión et al., 2020).

The researcher further noted that there was a need to address the relationship teachers have with the parents of their students. This included parental behavior and blame, with some educators perceiving certain parents as supportive, while others find them disruptive, often blaming teachers for student misbehavior. A team effort between teachers and parents, with mutual understanding and respect, is essential for effective teaching and learning (Kwan & Wong, 2016; Morgan & Hoffman, 2018).

The overall recommendations to address attrition based on this study's findings thus suggested incorporating professional development and training. Educators should be given regular training to cope with the evolving demands of modern teaching. This includes handling course rigor, understanding grading systems, and managing administrative expectations (de Bruin, 2021; Kwan & Wong, 2016). Such recommendations also included promoting clear communication channels and establishing a more streamlined and transparent communication channel between educators, administrators, and parents. Regular feedback sessions can help align expectations and address misconceptions (Deslandes et al., 2015; Yulianti et al., 2021). This encompasses positive support systems to amplify peer and administrative support, considering the benefits for educators. Additionally, considering teachers' potential financial barriers, districts might investigate providing subsidies or financial support for professional development and therapeutic services (Bland & DeRobertis, 2020).

There was a suggestion that the educational profession and infrastructure aspects were necessary to positively enhance classroom infrastructure and environment. Such changes included reduced class sizes. Overwhelmingly, teachers expressed the need for smaller class sizes, with a strong preference for 20 students or fewer. Research shows that reducing stress through improving class environments is key (Suarez-Barraza & Miguel Davila, 2021). Addressing class size may enable a better focus on individual students, promoting effective teaching and learning. Significant concerns revolved around infrastructure, with teachers highlighting problems from mold to classroom temperature inconsistencies. Improving these environmental aspects can significantly impact teacher satisfaction and retention (Chen, 2020; Reynolds et al., 2017).

The findings pointed to prioritizing teacher involvement and support, encompassing the understanding that teachers should be involved in decision-making. A recurring sentiment was the need for teacher consultation in crucial decisions, notably in areas related to classroom design and special education. Involving teachers in these decisions fosters a sense of belonging and empowerment (Goshin et al., 2021a). Teachers indicated a need for specialized support, particularly in areas like ESL and special education; thus, a need to provide professional training and resources was recommended. Investing in professional development and ensuring educators have the necessary resources can significantly reduce feelings of inadequacy and burnout (Bland & DeRobertis, 2020; Noltemeyer et al., 2021).

Resources Needed

The following section discusses the resources needed to accomplish the strategy to reduce teacher attrition. The resources needed, discussed in the following section, are onboarding and training resources, collaborative recruitment resources, retention and integration resources,

infrastructure and environment resources, funds, and collaborative recruitment funding. Other resources required will include allocations for retention strategies and investment in infrastructure and the environment. Considering potential resources needed, both barriers and opportunities to change for funding access and development of resources are present. However, some barriers are present, considering the training methods and resources required. For example, while improving technology may foster improved collaborations (Gopnik & Wellman, 2012), the need for such resources also requires the inclusion of funding to meet such resources. One solution may include accessing grant and funding resources designed to improve hiring shortages and overcome difficulties experienced in the modern educational environment.

Onboarding and Training Resources

A robust and strategic onboarding process was the linchpin in mitigating teacher attrition. At the heart of this strategy was the need for deeper involvement of educational leaders, encompassing administrators and assistant principals, during the recruitment and hiring phases (Kwan & Wong, 2016; Morgan & Hoffman, 2018). Their expertise was crucial in screening applications and ensuring that new hires resonate with the institution's ethos. Following recruitment, resources should be allocated towards creating a comprehensive training program.

This program should not be a mere cursory introduction but a deep dive into key areas such as diversity, equity, inclusion, trauma-informed teaching practices, and social-emotional learning. The availability of well-curated training materials, expert facilitators, and platforms for continuous learning and feedback was essential.

Collaborative Recruitment Resources

The efficacy of collaborative recruitment develops a communication resource needed for effective schools. It allows schools to tap into expansive professional networks, such as

educational conferences, relationships with local universities, and inter-district partnerships (Padirayon et al., 2019). Harnessing these relationships necessitates investment in technologies that foster seamless collaboration and personnel adept at maintaining and nurturing these partnerships (Gopnik & Wellman, 2012). Rectifying systemic impediments to diverse hiring requires resources dedicated to diversity, equity, and inclusion training (Bianchi et al., 2021). This includes workshops and continuous professional development to address and dismantle implicit biases within the hiring process.

Retention and Integration Resources

While recruitment was the entry point, retention remains a critical issue. Resources should be earmarked for programs that promote professional growth and provide platforms for educators to collaboratively navigate challenges (García-Carrión et al., 2020). Tools for regular performance assessment, feedback mechanisms, and channels for open dialogue were paramount. Furthermore, assimilating new educators into the school ecosystem requires dedicated resources (Daniel et al., 2016). The emphasis here was on the creation of mentorship programs, platforms for collaborations, and communication tools that keep all stakeholders informed and engaged.

Infrastructure and Environment Resources

Examining the broader educational infrastructure highlights the need for investments in physical resources. Classrooms equipped with modern technological tools, a conducive environment free from infrastructural challenges, and the creation of smaller learning cohorts necessitate not only financial investments but also thoughtful planning and design (Nigar, 2020).

Funds Needed

The following discusses the funds needed to accomplish the abovementioned strategy. The funds needed will include the extension of investment in infrastructure and environment, improving collaborative recruitment funding, and improving roles and responsibilities. The topics explored will discuss the additional funding resources needed to improve the outcomes of the proposed solutions.

Funding the Onboarding and Training Phase

The sophisticated onboarding process envisioned demands significant funding. Budget allocations should be made to hire expert facilitators, curate high-quality training materials, and establish a dedicated onboarding center equipped with the latest training technologies. The potential dollar amount required would total $85,000. Financial resources for teacher onboarding and training can be found through multiple grant programs such as the U.S. Department of Education teacher leadership and career advancement program (Grants Overview: U.S. Department of Education, 2023). This program was established for public school districts to offer funding for opportunities to address educator recruitment, retention, and career advancement.

Collaborative Recruitment Funding

Collaborative endeavors, while promising a higher return on investment in the long run, require upfront funding. Financial provisions should be made for technology platforms that foster collaboration, attendance at educational conferences, and initiatives to strengthen ties with universities and other educational entities. Further funding for collaborative efforts, including recruitment, is available through state-wide and federal applied grants. Each state has specific and specialized funding provisions for recruiting and education retention plans.

Allocations for Retention Strategies

Efforts aimed at teacher retention may require a substantial financial outlay. This could manifest in competitive compensation packages, regular professional development opportunities, wellness initiatives, and housing or relocation benefits. Such incentives make the profession attractive and contribute to educators' well-being and satisfaction, thereby reducing attrition. Again, the U.S. Department of Education offers grant opportunities to address educator recruitment, retention, and career advancement. Also, the Education Innovation and Research program funds teachers and schools to create, develop, implement, replicate, or take to scale entrepreneurial, evidence-based, field-initiated innovations to improve student achievement and attainment for high-need students and rigorously evaluate such innovations.

Investment in Infrastructure and Environment

Improving the educational infrastructure requires significant funding. This includes refurbishing classrooms, ensuring a conducive learning environment, investing in modern technological tools, and potentially expanding school premises to ensure optimal class sizes. The key source of financial funding for public schools is federal and state government aid.

Roles and Responsibilities

In addressing the challenge of teacher attrition, the roles of teachers and administrators were deeply intertwined and distinct. Teachers were on the front line in the classroom, absorbing the nuances of classroom dynamics, pedagogical changes, and student needs. Their continuous professional development was paramount, allowing them to stay aligned with the evolving requirements of modern education. As central figures in this equation, teachers were not mere recipients of policies and interventions but active participants, voicing concerns, needs, and feedback. As experienced teachers guide newer educators, a mentorship and mutual learning

culture thrives, enhancing the professional environment. Administrators, juxtaposed with this,

provide a broader strategic insight. Their leadership steers the institution, ensuring the effective

allocation of resources, timely intervention, and strategic collaborations. Administrators act on

the feedback loop, ensuring teachers' needs are met, policies are in place, and collaborations are

nurtured. They were also tasked with policy formulation, cementing relationships with external

stakeholders, and overseeing the holistic vision for teacher retention.

Timeline

The following timeline will allow each stage to be fully incorporated and used to

establish the final solutions within each phase. Following this order of processes, each stage will

be accomplished, thus leading to the next step. Each step must be completed or close to

completion before the next step begins.

- Q1: Initiate comprehensive institutional assessment to determine needs and
  challenges.
- Q2: Design the improved onboarding process based on assessment results.
- Q3: Launch targeted training programs.
- Q4: Evaluate the year's interventions and strategies.
- **Year 2: Intensification and Expansion**
  - Q1: Solidify mentorship programs.
  - Q2: Strengthen platforms for intra-school collaboration.
  - Q3: Embark on infrastructure improvements and launch wellness initiatives.
  - Q4: Mid-term review of strategies and feedback.
- **Year 3: Consolidation and Future Planning**
  - Q1: Reinforce collaborative recruitment efforts.

- Q2: Reevaluate and adjust compensation, benefits, and other incentives.

- Q3: Implement long-term retention strategies based on feedback.

- Q4: Comprehensive review and planning.

Solution Implications

The implications have benefits and risks related to all aspects of the solutions. Benefits were comprised of the means shared for improving the retention of teachers. These benefits consist of creating better work environments, increasing support from peers and administration, and increasing teachers' self-efficacy. The success of the concerted efforts to tackle teacher attrition rippled across various aspects of the educational environment. With improved retention, schools stand to witness enhanced educational outcomes, as continuity in teaching staff assures a consistent learning experience for students. Financially, institutions accrued savings due to reduced recruitment and training costs. The institution's reputation also experienced a positive surge, signaling a nurturing and conducive working environment.

Furthermore, the strengthened ties between educators and the community breed trust and collaboration, deeply rooting the institution in the aspirations and needs of the community it serves. As attrition wanes, the teaching profession becomes increasingly robust and attractive, laying the foundation for an environment of educational excellence. However, there can be issues with the implementation of any retention program. Common among such issues is funding. Schools often have no extra money to support retention efforts and struggle to keep their teachers from leaving. Additionally, teachers' adaptation to any changes is often problematic as staff building and retention efforts may not be accepted by current staff. Administration, policymakers, and other stakeholders working outside the school environment

may also fail to understand the problem as their limited view is all-encompassing and does not address a single school's issue.

Evaluation Plan

The outcomes-based evaluation looks at tangible results, casting aside the superficiality of mere activities or processes. Unlike the formative evaluation, which tends to linger on the methodologies deployed, or the goal-based evaluation, which sets its sights solely on achieving a pre-defined goal, this method probes deeper. It seeks to ascertain if the suggested solutions culminate in the desired outcomes. Furthermore, it offers a granular end-point assessment of a program's effectiveness, distancing itself from the summative evaluation, which gauges a program's overall worth upon its conclusion.

Responsibility for Assessment

Within the hierarchical structure of a school district, it was pivotal to earmark a specific body that shouldered the responsibility of overseeing the assessment. The Evaluation Committee, a blend of educational researchers, school administrators, and external consultants specializing in evaluation, was assigned this role. The presence of diverse stakeholders within this committee ensures a multi-faceted perspective, mitigating biases and promoting a comprehensive evaluation.

Conducting the Assessment

When embarking on the assessment journey, it was important to adopt a multi-dimensional approach. Quantitative analysis, for instance, emerges as a cornerstone. Researchers can discern patterns and measure impact by collating data on teacher attrition rates, both pre- and post-intervention phases. The juxtaposition of these datasets can unveil any statistically significant shifts, offering empirical evidence of the intervention's success or areas of

improvement. Parallel, qualitative analysis was an equally valuable tool. Engaging with teachers

and administrators through structured interviews and meticulously curated focus groups can

unearth a wealth of insights. These interactions serve as a conduit to grasp their perceptions,

feelings, and attitudes regarding the interventions, thus providing the reasons behind fluctuating

attrition rates. They also shed light on the human aspect, making the assessment more holistic.

Criteria or Standards Used

The criteria used for this evaluation and the primary measurement was the quantifiable

reduction in teacher attrition rates. However, a successful intervention was not solely about

numbers. Embedded within the process were qualitative markers indicators that supported the

statistical data. Parameters such as heightened teacher satisfaction, an enriched school culture

marked by collaboration and inclusivity, and positive feedback on the interventions employed all

play a role in deciphering the solution's effectiveness.

Delimitation of the Evaluation

For this study, the geographical focus remains on Southeast Texas schools, ensuring that

the analysis remains pertinent to a specific demographic. Furthermore, the evaluation

encompasses two academic years, a period that balances depth with feasibility and acknowledges

potential seasonal variabilities in teacher attrition rates. The choice of narrowing down to

specific types of schools, be it public or private, or zeroing in on institutions of a particular size

or grade spectrum was deliberate. These decisions have been driven to keep the study

manageable and meaningful. By channeling the spotlight on specific areas, the analysis promises

depth and actionable insights specifically tailored for Southeast Texas.

Limitation to the Evaluation

Variables remain difficult to control. Factors beyond the immediate purview of the study,

like unpredictable economic downturns, cataclysmic natural disasters, or world-changing events such as pandemics, wield the power to skew teacher attrition rates. Additionally, participation in qualitative methods was rooted in voluntarism. This may lead to a skewed or non-representative sample, thus affecting the richness of insights. Furthermore, the innate human tendency to present information in a positive light can lead to self-reporting biases. Such nuances might cloud the clarity of the evaluation, presenting a slightly distorted picture.

Summary

The evaluation plan addresses teacher attrition challenges in Southeast Texas schools using an outcomes-based evaluation approach. This method was chosen to emphasize tangible results, allowing the assessment to measure the reduction in attrition rates post-intervention. Responsibility for this comprehensive assessment was allocated to the Evaluation Committee, comprised of educational researchers, administrators, and external evaluation specialists. The evaluation employs a dual-method approach: quantitative analysis of attrition rates and qualitative insights from structured teacher and administrator interactions. While the primary evaluation criterion was a quantifiable drop in attrition rates, qualitative markers like enhanced teacher satisfaction and improved school culture inform the assessment. The study was delimited to Southeast Texas schools over three academic years. However, it recognizes inherent limitations such as unpredicted external events or self-reporting biases that might affect results. Expanding geographical scope, deeper analysis of individual interventions, and attention to specific teacher subgroups were recommended for future research endeavors. This plan promises a comprehensive analysis of the issue, paving the way for actionable, tailored solutions for the region's educational institutions.

REFERENCES

Aksal, F. A., Gazi, Z. A., & Bahçelerli, N. M. (2013). Practice of connectivism as learning theory: Enhancing learning process through social networking site (Facebook). *Gaziantep University Journal of Social Sciences*, *12*(2), 243-252. https://doi.org/10.51120/neuhfd.2023.70

Al Maawali, W. S. (2022). Experiential writing through connectivism learning theory: A case study of English language students in Oman higher education. *Reflective Practice, 23*(3), 305-318. https://doi.org/10.1080/14623943.2021.2021167

Altonji, J. C., Blom, E., Meghir, C., (2012). Heterogeneity in human capital investments: High school curriculum, college major, and careers. *Annual Review of Economics, 4*(1),185-223. https://doi.org/10.1146/annurev-economics-080511-110908

Anderson, E., Smith, R., & Hammick, M. (2016). Evaluating an interprofessional education curriculum: A theory-informed approach. *Medical Teacher, 38*(4), 385-394. https://doi.org/10.3109/0142159X.2015.1047756.

Ashbourne, D. (2013). Education, beliefs, and experiences: examining the role of parents in

Au, W. (2007). High stakes testing and curricular control: A qualitative metasynthesis. *Educational researcher, 36*(5), 258-267. https://doi.org/10.3102/0013189X07306523

Avsec, S., & Szewczyk-Zakrzewska, A. (2017). Predicting academic success and technological literacy in secondary education: a learning styles perspective. *International Journal of Technology and Design Education, 27*(2), 233-250. http://dx.doi.org/10.1007/s10798-015-9344-x.

Bandura, A., & Walters, R. H. (1977). *Social learning theory* (Vol. 1). Prentice Hall: Englewood cliffs.

Bastian, K. (2015). More than the national average: Rebuilding an infrastructure to advance

    teaching in North Carolina. *Raleigh, NC: Think First NC*.

Bates, S. (2018). It was the best job in the world but: Why e.c. teachers teach. *Early*

    Education, 64, 7-11. https://doi.org/10.3316/informit.974031330092206

Baum, J. A. C., & Haveman, H. A. (2020). Editors' comments: The future of organizational

    theory. *The Academy of Management Review, 45*(2), 268-272.

    https://doi.org/10.5465/amr.2020.0030

Bardach, L., Klassen, R. M., Durksen, T. L., Rushby, J. V., Bostwick, K. C., & Sheridan, L.

    (2021). The power of feedback and reflection: Testing an online scenario-based learning

    intervention for student teachers. *Computers & Education, 169*, 104194.

    https://doi.org/10.1016/j.compedu.2021.104194

Beckett, K. (2016). John Dewey's conception of education: Finding common ground with R. S.

    Peters and Paulo Freire. *Educational Philosophy and Theory, 50(*4), 380-389.

    https://doi.org10.1080/00131857.2017.1365705

Bogin, A., & Nguyen-Hoang, P. (2014). Property left behind: An unintended consequence of a

    no child left behind "failing" school designation. *Journal of Regional Science*, *54*(5),

    788-805. https://doi.org/10.1111/jors.12141

Beiser, D., Vu, M., & Gibbons, R. (2016). Test-retest reliability of a computerized adaptive

    depression screener. *Psychiatric Services*, *67*(9), 1039-1041.

    https://doi.org/10.1176/appi.ps.201500304

Berggren, A., & Jeppsson, L. (2021). The impact of upper secondary school flexibility on sorting

    and educational outcomes. *Economics of Education Review, 81*, 102-

    180. https://doi.org/10.1016/j.econedurev.2021.102080

Bergmark, U., Lundström, S., Manderstedt, L., & Palo, A., (2018). Institutionen för konst, kommunikation och lärande, Pedagogik språk och Ämnesdidaktik, & Luleå tekniska universitet. Why become a teacher? student teachers' perceptions of the teaching profession and motives for career choice. *European Journal of Teacher Education, 41*(3), 266-281. https://doi.org/10.1080/02619768.2018.1448784

Berry, B., & Shields, P. M. (2017). Solving the teacher shortage: Revisiting the lessons we have learned. *Phi Delta Kappan*, *98*(8), 8–18. https://doi.org/10.1177/0031721717708289

Bertrand, M., Mogstad, M., Mountjoy, J., (2019). Improving educational pathways to social mobility: evidence from Norway's reform 94. NBER Working Paper Series (Working Paper 25679).

Bianchi, M., Ghirotto, L., Bagnasco, A., Catania, G., Zanini, M., Aleo, G., Hayter, M., & Sasso, L. (2021). Tutor and student dyadic interactions in relation to interprofessional education and clinical care: A constructivist grounded theory study. *Journal of Advanced Nursing, 77*(2), 922-933. https://doi.org/10.1111/jan.14643

Bland, A. M., & DeRobertis, E. M. (2020). Maslow's unacknowledged contributions to developmental psychology. *Journal of Humanistic Psychology, 60(*6), 934-958. https://doi.org/10.1177/0022167817739732

Boe, E. E., Bobbitt, S. A., & Cook, L.H. (1993). *Whither didst thou go? Retention, reassignment, migration, and attrition of special and general education teachers in national perspective.* Paper presented at the Annual Convention of the Council for Exceptional Children, San Antonio, TX.

Boeck, C. A. (2022). Trust issues: The role of trusting relationships on students' knowledge

    about and transition to community college. *Community College Journal of Research and*

    Practice, 46(5), 335-351. https://doi.org/10.1080/10668926.2020.1856217

Bolton, G., & Delderfield, R. (2018). *Reflective practice writing and professional.* Sage Press.

Boyd, D. J., Grossman, P.L., Hamilton, M. I., Lankford, S. L., & Wyckoff, J. H. (2009). The

    influence of school administrators on teacher retention decisions. *National Center for*

    Analysis of Longitudinal Data in Education Research 25(5), 2-63.

    https://doi.org/10.3102/0002831210380788

Boyd, D., Grossman, P. Lankford, H., Loeb, S., and Wyckoff, J. (2007). *Who leaves? Teacher*

    attrition and student achievement. Teacher Policy Research.

Brunello, G., Giannini, M., & Ariga, K., (2007). *The optimal timing of school tracking*

    Sage Press.

Burks-Keeley, R. G., & Brown, M. R. (2014). Student and teacher perceptions of the five co-

    teaching models: A pilot study. *Journal of the American Academy of Special Education*

    Professionals, 1(0), 149–185. https://eric.ed.gov/?id=EJ1134796

Byun, S. Y., Meece, J. L., Irvin, M. J., & Hutchins, B. C. (2012). The role of social capital in

    educational aspirations of rural youth. *Rural sociology, 77*(3), 355-379.

    https://doi.org/10.1111/j.1549-0831.2012.00086.x

Camarota, S. A., Griffith, B., & Zeigler, K. (2017). *Mapping immigration's impact on public*

    schools. Center for Immigration Studies. https://cis.org/sites/cis.org/files/camarota-

    pumas_2.pdf

Campbell, A., Craig, T., & Collier-Reed, B. (2020). A framework for using learning theories to inform growth mindset activities. *International Journal of Mathematical Education in Science and Technology, 51*(1), 26-43. https://doi.org/10.1080/0020739X.2018.1562118

Canboy, B., Montalvo, A., Buganza, M. C., & Emmerling, R. J. (2016). Module 9: A new course to help students develop interdisciplinary projects using the framework of experiential learning theory. *Innovations in Education and Teaching International, 53*(4), 445-457, https://doi.org/10.1080/14703297.2014.975150

Career Explorer. (2020). About Us. *Career Explorer*. https://www.careerexplorer.com

Carpenter, J. (2019). Revolving door: Teachers, principals churn through HISDs lowest performing schools. *Houston Chronicle.* https://www.houstonchronicle.com/

Carver-Thomas, D., & Darling-Hammond, L. (2017). Teacher turnover: Why it matters and what we can do about it. *Learning Policy Institute*.

Chapman, B., Higgins, T., & Stiglitz, J., (2014). Income contingent loans: Theory, practice value of teacher education? A Swedish case. *European Journal of Teacher Education, 42*(2), 243-257. https://doi.org/10.1080/02619768.2019.1566315

Chatterjee, A., Cheon, H., Cho, I.-R., Cohnitz, D., Cova, F., Dranseika, V., Lagos, A. E., Ghadakpour, L., Grinberg, M., Hannikainen, I., Hashimoto, T., Horowitz, A., & Zhu, J. (2017a). *The Gettier intuition from South America to Asia. Journal of Indian Council of Philosophical Research, 34*(3), 517–541. https://doi.org/10.1007/s40961-017-0113-y

Chen, G. (2020). 10 Major challenges facing public schools. *Public School Review.* https://www.publicschoolreview.com/blog/10-major-challenges-facing-public-schools

Chesters, J., & Smith, J. (2015). Social capital and aspirations for educational attainment: a cross-national comparison of Australia and Germany. *Journal of Youth Studies*, *18*(7), 932-949. https://doi.org/10.1080/13676261.2014.1001831

Cheung, C. S. S., & Pomerantz, E. M. (2012). Why does parents' involvement enhance children's achievement? The role of parent-oriented motivation. *Journal of educational Psychology, 104*(3), 820. https://psycnet.apa.org/doi/10.1037/a0027183

Chong, S., & Low, E. L. (2009). Why I want to teach and how I feel about teaching—formation of teacher identity from pre-service to the beginning teacher phase. *Educational Research for Policy and Practice*, *8*, 59-72. https://doi.org/10.1007/s10671-008-9056-z

Chuang, S. (2021). The applications of constructivist learning theory and social learning theory on adult continuous development. *Performance Improvement (International Society for Performance Improvement), 60*(3), 6-14. https://doi.org/10.1002/pfi.21963

Cincera, J., Johnson, B., & Kroufek, R. (2020). Outdoor environmental education programme leaders' theories of experiential learning. *Cambridge Journal of Education, 50*(6), 729-745. https://doi.org/10.1080/0305764X.2020.1770693

Clandinin, D. J., Long, J., Schaefer, L., Downey, C. A., Steeves, P., Pinnegar, E., Robblee, S. M., & Wnuk, S. (2015). Early career teacher attrition: Intentions of teachers beginning, *Teaching Education, 26*(1), 1-16. https://doi.org/10.1080/10476210.2014.996746

Clark, K. R. (2018). Learning theories: Behaviorism. *Radiologic Technology, 90*(2), 172-175. http://www.radiologictechnology.org/content/90/2/172.extract

Clayton, K., Smith, H., & Dyment, J. (2014). Pedagogical approaches to exploring theory: Practice relationships in an outdoor education teacher education programme. *Asia-Pacific*

Journal of teacher Education, 42(2), 167–185.

https://doi.org/10.1080/1359866X.2014.894494

Coble, M. (2022). Personal Communication.

Cook, D. A., Brydges, R., Hamstra, S. J., Zendejas, B., Szostek, J. H., Wang, A. T., Erwin, P. J., & Hatala, R. (2012). Comparative effectiveness of technology-enhanced simulation versus other instructional methods: A systematic review and meta-analysis. *Simulated Healthcare, 7*(30)8–20. https://doi.org/10.1097/SIH.0b013e3182614f95

Cook, D. A., Erwin, P.J., & Triola, M. M. (2010). Computerized virtual patients in health professions education: A systematic review and meta-analysis. *Academic Medicine 85*, 1589–1602. https://doi.org/10.1097/ACM.0b013e3181edfe13

Correa, J. A., Gutiérrez, P., Lorca, M., Morales, R., & Parro, F. (2019). The persistent effect of costs: A case study. *Journal of Education Finance, 38*(2), 102–129. https://unsworks.unsw.edu.au/entities/publication/a5b967cc-9347-43d2-9ba0-cd9e97a822d3/full

Daniel, G. R., Wang, C., & Berthelsen, D. (2016). Early school-based parent involvement, children's self-regulated learning and academic achievement: An Australian longitudinal study. *Early Childhood Research Quarterly*, *36*, 168–177. https://doi.org/10.1016/j.ecresq.2015.12.016

Darling-Hammond, L. (2010). Teacher education and the American future. *Journal of teacher education*, *61*(1-2), 35-47. https://doi.org/10.1177/0022487109348024

Dart, E., Radley, K., Briesch, A., Furlow, C., & Cavell, H. (2016). Assessing the accuracy of class wide direct observation methods: Two analyses using simulated and naturalistic data. *Behavioral Disorders, 41*(3), 148-160. https://doi.org/10.2307/26780306

de Bruin, B. (2021). Knowledge attribution, socioeconomic status, and education: New results using the great British class survey. *Synthese (Dordrecht), 199*(3-4), 7615-7657. https://doi.org/10.1007/s11229-021-03131-6

De Bruïne, E. J., Willemse, T. M., D'haem, J., Griswold, P., Vloeberghs, L., & Van Eynde, S. (2014). Preparing teacher candidates for family-school partnerships. *European Journal of Teacher Education*, *37*(4), 409–425. https://doi.org/10.1080/02619768.2014.912628

De Cooman R., Stynen D., van den Broeck A., Sels L., & De Witte H. (2013). How job characteristics relate to need satisfaction and autonomous motivation: Implications for work effort. *Journal of Applied Social Psychology, 43,* 1342–1352. http://dx.doi.org/10.1111/jasp.12143.

De Simone, G. C. (2016). *Mobile learning: Extreme outcomes of everywhere, anytime*. Sage Press.

DeBray-Pelot, E. (2007). *Dismantling education's "iron triangle": Institutional relationships in the formation of federal education policy between 1998 and 2001.* University Press of Kansas

DeBray-Pelot, E., & McGuinn, P. (2009). The new politics of education: Analyzing the federal education policy landscape in the post-NCLB era. *Educational Policy (Los Altos, Calif.), 23*(1), 15-42. https://doi.org/10.1177/0895904808328524

Del Rio-Roberts, M. (2011). How I learned to conduct focus groups. *The Qualitative Report, 16*(1), 312-315. https://eric.ed.gov/?id=EJ914052

Deming, D. J., & Figlio, D. (2016). Accountability in US education: Applying lessons from K-12 experiences to higher education. *The Journal of Economic Perspectives, 30*(3), 33-55. https://doi.org/10.1257/jep.30.3.33.

Deslandes, R., Barma, S., & Morin, L. (2015). *Understanding complex relationships between development* (5th ed.). Sage publishing.

Dever, B. V., & Karabenick, S. A. (2011). was authoritative teaching beneficial for all students? A multi-level model of the effects of teaching style on interest and achievement. *School Psychology Quarterly*, *26*(2), 131. https://psycnet.apa.org/doi/10.1037/a0022985

DeVries, R. (2000). Vygotsky, Piaget and education: A reciprocal assimilation of theories and educational practices. *New Ideas in Psychology, 18*(2), 187-213. https://doi.org/10.1016/S0732-118X(00)00008-8.

Dewey, J. (1916). *Democracy and education: An introduction to the philosophy of education.* The Free Press.

Dietrichson, J., Bøg, M., Filges, T., & Jørgensen, A.-M. K. (2017). Academic interventions for elementary and middle school students with low socioeconomic status: A systematic review and meta-analysis. *Review of Educational Research*, *87*(2), 243–282. http://www.jstor.org/stable/44667656.

Dixon-Woods, M. (2011). Using framework-based synthesis for conducting reviews of qualitative studies. *BMC medicine*, *9*(1), 1-2. https://bmcmedicine.biomedcentral.com/articles/10.1186/1741-7015-9-39?report=reader

Dobson, T., & Stephenson, L. (2017). Primary pupils' creative writing: enacting identities in a Community of Writers. *Literacy*, *51*(3), 162-168. https://doi.org/10.1111/lit.12118

Dold, M. F., & Krieger, T. (2020). *The ideological use and abuse of Freiburg's ordoliberalism.* Sage Press.

Betoret, F. D. (2013). Teacher psychological needs, locus of control and engagement. *The Spanish journal of psychology*, *16*, E29.https://doi.org/10.1017/sjp.2013.51

Doménech-Betoret, F., Lloret-Segura, S., & Gómez-Artiga, A. (2015). Teacher support resources, need satisfaction and well-being. *The Spanish Journal of Psychology, 18*, E6-E6. https://doi.org/10.1017/sjp.2015.8

Dotterer, A. M., & Wehrspann, E. (2016). Parent involvement and academic outcomes among urban adolescents: Examining the role of school engagement. *Educational Psychology*, 36(4), 812–830. https://doi.org/10.1080/01443410.2015.1099617

Downey, M. (2016). Survey of Georgia teachers reveals 'a workforce that feels devalued and constantly under pressure...' *Atlanta Journal Constitution*

Drude, K. P., Hertlien, K. M., Maheu, M. M., Hilty, D. M., & Wall, K. (2019). Telebehavioral health competencies in interprofessional education and training: A pathway to interprofessional practice. *Journal of Technology in Behavioral Science, 5*(1), 30-39. https://doi.org/10.1007/s41347-019-00112-y.

El Nokali, N. E., Bachman, H. J., & Votruba-Drzal, E. (2010). Parent involvement and children's academic and social development in elementary school. *Child Development, 81*(3), 988–1005. https://doi.org/10.1111/j.1467-8624.2010.01447.x

Epstein, J. L. (2010). School/family/community partnerships: Caring for the children we share. *Phi delta kappan*, 92(3), 81-96. https://doi.org/10.1177/003172171009200326

Erduran, S., El Masri, Y., Cullinane, A., & Ng, YPD. (2020). Assessment of practical science in high stakes examinations: a qualitative analysis of high performing English-speaking countries. *International Journal of Science Education, 42*(9) 1544-1567. https://doi.org/10.1080/09500693.2020.1769876

Erev, I., & Roth, A. E. (2014). Maximization, learning, and economic behavior. *Proceedings of the National Academy of Sciences*, *111*(supplement_3), 10818-10825. https://doi.org/10.1073/pnas.1402846111

Erlandson, D. A. (1993). Doing *naturalistic inquiry: A guide to methods.* Sage.

Ertmer, P.A., Newby, T.J. (2013). Behaviorism, cognitivism, constructivism: comparing critical features from an instructional design perspective. *Perform Improv Q 26*(2), 43-71. https://doi.org/10.1002/piq.21143

Evans, M. P. (2013). Educating preservice teachers for family, school, and community engagement. *Teaching Education*, *24*(2), 123-133. https://doi.org/10.1080/10476210.2013.786897

Everitt, W. (2020). Non-Peruvian teacher attrition in Lima's international school sector: Power, agency and identity. *Management in Education, 34*(2), 50-60. https://doi.org/10.1177/0892020619885939

Fayol, H. (1929). General and industrial management. (JA Conbrough, Trans.). *Geneva, Switzerland: International Management Institute*.

Fisher, M. H., & Crawford, B. (2020). From school of crisis to distinguished: Using Maslow's hierarchy in a rural underperforming school. *The Rural Educator, 41*(1), 8-19. http://ezproxy.liberty.edu/

Fives, H., & Gill, M. G. (2014). *International handbook of research on teachers' beliefs*. Routledge.

Forbes, C. T., & Zint, M. (2011). Elementary teachers' beliefs about, perceived competencies for, and reported use of scientific inquiry to promote student learning about and for the

environment. *The Journal of Environmental Education*, 42(1), 30–42.

https://doi.org/10.1080/00958961003674673

Freire, P. (1970). *Cultural action for freedom.* Harvard educational review.

Freitas, F. A., & Leonard, L. J. (2011). Maslow's hierarchy of needs and student academic

success. *Teaching and learning in Nursing, 6(*1), 9-13.

https://doi.org/10.1016/j.teln.2010.07.004

Frone, M. R. (2013). *Alcohol and illicit drug use in the workforce and workplace*. American

Psychological Association.

Fusarelli, L. D. (2005). Gubernatorial reactions to No Child Left Behind: Politics, pressure, and

education reform. *Peabody Journal of Education*, *80*(2), 120-136.

https://doi.org/10.1207/S15327930pje8002_7

Futrell, M. H. (2008). Changing the paradigm: Preparing teacher educators and teachers for the

twenty-first century. In M. Cochran-Smith, S. Feiman-Nemser, D. J. McIntyre, & K.

E. Demers (Eds.), *Handbook of research on teacher education: Enduring questions in*

changing contexts (3red.) (pp. 534–539). Routledge.

Gane, N. (2012). *Max Weber and Contemporary Capitalism*. Palgrave Macmillan.

García-Carrión, R., Padrós Cuxart, M., Alvarez, P., & Flecha, A. (2020). Teacher induction in

schools as learning communities: Successful pathways to teachers' professional

development in a diverse school serving students living in poverty. *Sustainability (Basel,*

Switzerland), 12(17), 7146. https://doi.org/10.3390/su12177146

Garcia, E. & Weiss, E. (2019). U.S. schools struggle to hire and retain teachers: The second

report in 'the perfect storm in the teacher labor market' series. *Economic Policy Institute*

4(16), 1-31. https://files.epi.org/pdf/164773.pdf.

Gastaldi, F. G. M., Longobardi, C., Quaglia, R., & Settanni, M. (2015). Parent–Teacher meetings as a unit of analysis for parent–Teacher interactions. *Culture & Psychology*, *21*(1), 95–110. https://doi.org/10.1177/1354067X15570488

George, T. (2021). *An introduction to mixed methods research.* Sage Press.

Gershwin, T. (2020). Legal and research considerations regarding the importance of developing and nurturing trusting family-professional partnerships in special education consultation. *Journal of Educational and Psychological Consultation, 30*(4), 420-436. https://doi.org/10.1080/10474412.2020.1785884.

Gibbons, R. D., & deGruy, F. V. (2019). Without wasting a word: Extreme improvements in efficiency and accuracy using computerized adaptive testing for mental health disorders (CAT-MH). *Current Psychiatry Reports, 21*(8), 67-9. https://doi.org/10.1007/s11920-019-1053-9

Gibbons, R. D., Alegria, M., Cai, L., Herrera, L., Markle, S. L, (2017). Successful validation of the CAT-MH scales in a sample of Latin American migrants in the United States and Spain: *Psychological Assessments, 30*(10), 1267–76. 21. www.adaptivetestingtechnologies.com.

Gold, Y., & Roth, R. A. (2013). *Teachers managing stress & preventing burnout*. Routledge.

Goldhaber, D., Gross, B., and Player, D. (2007). Were public schools really losing their best? Assessing the career transitions of teachers and their implication for the quality of the teacher workforce." *CALDER* Working Paper 12. Washington, DC: The Urban Institute.

Goldhaber, D., Quince, V., & Theobald, R. (2019). Teacher quality gaps in U.S. public schools: Trends, sources, and implications. *Phi Delta Kappan*, *100*(8), 14–19. https://doi.org/10.1177/0031721719846883.

Gonzales, L., Brown, M. S., & Slatem J. R. (2018). Teachers who left the teaching profession: A qualitative understanding. *Qualitative Report, 13*(1), 1-11. https://eric.ed.gov/?id=EJ800281

Goode, J. (2007). If You Build Teachers, Will Students Come? The Role of Teachers in Broadening Computer Science Learning for Urban Youth. *Journal of Educational Computing Research*, *36*(1), 65–88. https://doi.org/10.2190/2102-5G77-QL77-5506

Gopnik, A., & Wellman, H. M. (2012). Reconstructing constructivism: Causal models, Bayesian learning mechanisms, and the theory. *Psychological Bulletin, 138*(6), 1085-1108. https://doi.org/10.1037/a0028044

Goshin, M. E., & Mertsalova, T. A. (2018a). Types of parental involvement in education and students' academic results. *Voprosy obrazovaniya/Educational Studies Moscow, 3*, 68–90. https://cyberleninka.ru/article/n/types-of-parental-involvement-in-education-socio-economic-status-of-the-family-and-students-academic-results

Goshin, M. E., Mertsalova, T. A., & Gruzdev, I. A. (2019b). Types of parental involvement in children's schooling. *Monitoring of Public Opinion: Economic and Social Changes, 2*, 282–303. https://doi.org/10.14515/monitoring.2019.2.13.

Goshin, M., Dubrov, D., Kosaretsky, S., & Grigoryev, D. (2021c). The strategies of parental involvement in adolescents' education and extracurricular activities. *Journal of Youth and Adolescence, 50*(5), 906-920. https://doi.org/10.1007/s10964-021-01399-y

Grant, A. A., Jeon, L. & Buettner, C. K. (2019). Relating early childhood teachers' working conditions and well-being to their turnover intentions, *Educational Psychology, 39*(3), 294-312. https://doi.org/10.1080/01443410.2018.1543856

Groth, N. J., & Holbert, P. (1969). Hierarchical needs of gifted boys and girls in the affective domain. *Gifted child quarterly, 13(*2), 129-133. https://doi.org/10.1177/001698626901300214

Hakanen J. J., Bakker A. B., & Schaufeli W. B. (2006). Burnout and work engagement among teachers. *Journal of School Psychology, 43*, 495–513. http://doi.org/10.1016/j.jsp.2005.11.001

Hall, L. W., & Zierler, B. K. (2015). Interprofessional education and practice guide no. 1: Developing faculty to effectively facilitate interprofessional education. *Journal of Interprofessional Care, 29*(1), 3-7. https://doi.org/10.3109/13561820.2014.937483

Hanjani, A. M. (2019). Collective peer scaffolding, self-revision, and writing progress of novice EFL learners. *International Journal of English Studies*, *19*(1), 41-57. https://doi.org/10.6018/ijes.331771

Hanushek, E. A., Kain, J. F., O'Brien, D. M., & Rivkin, S. G. (2005). The Market for Teacher Quality. NBER Working Paper No. 11154. *National Bureau of Economic Research*.

Harvey, M., Coulson, D., Mackaway, J., & Winchester-Seeto, T. (2009). Aligning reflection in the cooperative education curriculum. *Asia-Pacific Journal of Cooperative Education*, *11*(3), 137-152. https://ro.uow.edu.au/jutlp/vol13/iss2/2/

Hascher, T., & Hagenauer, G. (2016). Openness to theory and its importance for pre-service teachers' self-efficacy, emotions, and classroom behaviour in the teaching practicum. *International Journal of Educational Research*, *77*, 15-25. https://doi.org/10.1016/j.ijer.2016.02.003

Hendricks, M. D. (2015). Towards an optimal teacher salary schedule: Designing base salary to attract and retain effective teachers. *Economics of Education Review, 47*, 143-167. https://doi.org/10.1016/j.econedurev.2015.05.008.

Hess, F. M., & Finn Jr, C. E. (2007). No remedy left behind: Lessons from a half-decade of NCLB. *Policy Commons.* https://policycommons.net/artifacts/1299482/no-remedy-left-behind/1902764/

Hester, O. R., Bridges, S. A., & Hart Rollins, L. (2020) 'Overworked and underappreciated': special education teachers describe stress and attrition, *Teacher Development, 24*(3), 348-365. https://doi.org/10.1080/13664530.2020.1767189.

Hew, K. F. (2016). Promoting engagement in online courses: What strategies can we learn from *Higher Education*, *47*(2), 13-32. http://doi.org/10.1111/bjet.12235

Himelfarb, A. R. (2022). *Social Problem-Solving as a Moderator Between the Relationship of Loneliness and Suicidal Behaviors in Older Adults*. Drexel University.

Hoglund, W. L., Klingle, K. E., & Hosan, N. E. (2015). Classroom risks and resources: Teacher burnout, classroom quality and children's adjustment in high needs elementary schools. *Journal of school psychology*, *53*(5), 337-357.

Holbein, J. B., & Ladd, H. F. (2017). Accountability pressure: Regression discontinuity estimates of how No Child Left Behind influenced student behavior. *Economics of Education Review*, *58*, 55-67. https://doi.org/10.1016/j.econedurev.2017.03.005

Hopkins, D., Stringfield, S., Harris, A., Stoll, L., & Mackay, T. (2014). School and system improvement: A narrative state-of-the-art review. *School Effectiveness and School Improvement*, *25*(2), 257–281. https://doi-org.ezproxy.liberty.edu/10.1080/09243453.2014.885452

Hoy, W. (2012). School characteristics that make a difference for the achievement of all

students: A 40-year odyssey. *Journal of Educational Administration*, *50*(1), 76–

97. https://doi.org/10.1108/09578231211196078

Hu, A., & Vargas, N., (2015). Horizontal stratification of higher education in urban China.

Huang, F., Ye Han, X., Chen, S., Guo, Y. F., Wang, A., & Zhang, Q. (2020). Psychometric

testing of the Chinese simple version of the simulation learning effectiveness inventory:

Classical theory test and item response theory. *Frontiers in Psychology, 11*, 32-

32. https://doi.org/10.3389/fpsyg.2020.00032

Huizinga, T., Handelzalts, A., Nieveen, N. & Voogt, J. M., (2014). Teacher involvement in

curriculum design: need for support to enhance teachers' design expertise, *Journal of*

Curriculum Studies, 46(1), 33-57. https://doi.org/10.1080/00220272.2013.834077

Ìnkankul, H. (2016). Behavioral learning theories and a review for police-based training. *Journal*

International Social Research, 9(42), 1540-1551.

https://doi.org/10.17719/jisr.20164216263

Issa, N., Mayer, R. E., Schuller, M., Wang, E., Shapiro, M. B., & Da Rosa, D. A. (2013).

Teaching for understanding in medical classrooms using multimedia design principles.

Medical Education 47(4), 388–96. https://doi.org/10.1111/medu.12127

Iwu, C. G., Ezeuduji, I. O., Iwu, I. C., Ikebuaku, K., & Tengeh, R. K. (2017). Job motivation and

management implications: A case of teachers in Nigeria. Problems and Perspectives in

Management, 15(2–1), 277–287. https://www.ceeol.com/search/article-detail?id=620686

Jarl, M., Andersson, K., Blossing, U., Göteborgs. (2021). Organizational characteristics of

successful and failing schools: A theoretical framework for explaining variation in

student achievement. *School Effectiveness and School Improvement, 32*(3), 448-

464. https://doi.org/10.1080/09243453.2021.1903941

Jennings, J. (2018). It was time to redefine the federal role in K-12 education: The U.S. congress

passed every student succeeds act in 2015, but it was not too soon to begin drafting a new

federal education law. *Phi Delta Kappan, 100*(1), 8-8.

https://doi.org/10.1177/0031721718797114

Jensen, B. T., Kiesbye, B., Soendergaard, I., Jensen, J. B., & Kristensen, S. A. (2017). Efficacy

of preoperative uro-stoma education on self-efficacy after Radical Cystectomy;

secondary outcome of a prospective randomized controlled trial. *European Journal of*

Oncology Nursing, *28*, 41-46. https://doi.org/10.1016/j.ejon.2017.03.001

Kamenetz, A. (2015). *The test: Why our schools were obsessed with standardized testing–but*

you do not have to be. Public Affairs.

Kelchtermans, G. (2017) 'Should I stay, or should I go?': unpacking teacher attrition/retention

as an educational issue. *Teachers and Teaching, 23*(8), 961-977.

https://doi.org/10.1080/13540602.2017.1379793

Kim, J. S., & Sunderman, G. L. (2016). Measuring academic proficiency under the no child left

behind act: Implications for educational equity. *Educational Researcher, 34*(8), 3-13.

https://doi.org/10.3102/0013189X034008003

Kolb, B. (1984). Functions of the frontal cortex of the rat: a comparative review. *Brain research*

Reviews, 8(1), 65-98. https://doi.org/10.1016/0165-0173(84)90018-3

Kolev, S. (2018a). *The abandoned übervater: Max weber and the neoliberals*. Working

Konner, M. (2011). *The evolution of childhood: Relationships, emotion, mind.* Cambridge,

Kremer-Sadlik, T., & Fatigante, M. (2015). Investing in children's future: Cross-cultural

    perspectives and ideologies on parental involvement in education. *Childhood*

    (Copenhagen, Denmark), 22(1), 67-84. https://doi.org/10.1177/0907568213513307

Kuzminov, Y., Sorokin, P., Froumin, I., & National Research University Higher School of

    Economics. (2019). Generic and specific skills as components of human capital: New

    challenges for education theory and practice. *Foresight and STI Governance, 13*(2), 19-

    41. https://doi.org/10.17323/2500-2597.2019.2.19.41

Kwan, P., & Wong, Y. (2016). Parental involvement in schools and class inequality in education:

    Some recent findings from Hong Kong. *International Journal of Pedagogies &*

    Learning, 11(2), 91-102. https://doi.org/10.1080/22040552.2016.1227250

Langenkamp, A. G. (2010). Academic vulnerability and resilience during the transition to high

    school: The role of social relationships and district context. *Sociology of*

    Education, *83*(1), 1-19. https://doi.org/10.1177/0038040709356563

Layton, L. (2015). Majority of U.S. public school students were in poverty. Washington Post.

    learned. *Phi Delta Kappan, 98*(8), 8–18. https://doi.org/10.1177/0031721717708289

LeBeau, B., Assouline, S. G., Mahatmya, D., & Lupkowski-Shoplik, A. (2020). Differentiating

    among high-achieving learners: A comparison of classical test theory and item response

    theory on above-level testing. *Gifted Child Quarterly*, *64*(3), 219–237.

    https://doi.org/10.1177/0016986220924050

Lilliedahl, J. (2021) Class, capital, and school culture: Parental involvement in public schools

    with specialized music programs, *British Journal of Sociology of Education, 42*(2), 245-

    259, https://doi.org/10.1080/01425692.2021.1875198

Lincove, J. A., Osborne, C., Mills, N., & Bellows, L. (2015). Teacher preparation for profit or

    prestige: Analysis of a diverse market for teacher preparation. Journal of Teacher

    Education, 66(5), 415–434. https://doi.org/10.1177/0022487115602311

Lisko, S. A., & O'dell, V. (2010). Integration of theory and practice: Experiential learning theory

    and nursing education. *Nursing education perspectives, 31*(2), 106-108.

    https://journals.lww.com/

Liu, R. D., & Grunert, K. G. (2020). Satisfaction with food-related life and beliefs about food

    health, safety, freshness and taste among the elderly in China: A segmentation analysis.

    Food Quality and Preference, 79, 103775. https://doi.org/10.1016/j.

    foodqual.2019.103775

López Castellano, F., García-Quero, F., & García-Carmona, M. (2019;2018;). Perspectives on

    human and social capital theories and the role of education: An approach from

    mediterranean thought. *Educational Philosophy and Theory, 51*(1), 51-

    62. https://doi.org/10.1080/00131857.2018.1449106

Machery, E., Stich, S., Rose, D., Alai, M., Angelucci, A., Berniunas, R., Buchtel, E. E.,

Mahoney, N., Walaszek, A., & Caudill, R. (2018). Incorporating technology into the psychiatric

    residency curriculum. Academic Psychiatry https://doi.org/10.1007/s40596-018- 0978-3

Marginson, S. (2019). Limitations of human capital theory. *Studies in Higher Education

    (Dorchester-on-Thames), 44*(2), 287-301.

    https://doi.org/10.1080/03075079.2017.1359823

Martinez, S. & Miller, R. (2018). Measuring growth in test scores was key to understanding

    student progress. *Edsource: Highlighting Strategies for Student Success 60,* 49-59.

https://edsource.org/2018/measuring-growth-in-test-scores-is-key-to-understanding-student-progress/604959

Maslow, A. H. (1954). The instinctual nature of basic needs. *Journal of Personality, 22*(1), 347-244. https://doi.org/i/10.1111/j.1467-6494.1954.tb01136.x

Mason, S., & Matas, C. P. (2015). Teacher attrition and retention research in Australia: Towards a new theoretical framework. *The Australian Journal of Teacher Education, 40*(11). https://doi.org/10.14221/ajte.2015v40n11.3

Matanin, M., & Collier, C. (2003). Longitudinal analysis of preservice teachers' beliefs about teaching physical education. *Journal of teaching in physical education*, *22*(2), 153-168. https://doi.org/10.1123/jtpe.22.2.153

Mathis, W. J. (2005). The cost of implementing the federal No Child Left Behind Act: Different assumptions, different answers. *Peabody Journal of Education*, *80*(2), 90-119. https://doi.org/10.1207/S15327930pje8002_6

Maxwell, G. M., Locke, L. A., & Scheurich, J. J. (2013). Case study of three rural Texas superintendents as equity-oriented change agents. *The Qualitative Report, 18*(11), 1-23. https://eric.ed.gov/?id=EJ1005489

Mayer, R. E. (2010). Applying the science of learning to medical education. *Medical education*, *44*(6), 543-549. https://doi.org/10.1111/j.1365-2923.2010.03624.x

McAdam, M., Kolev, S., & Dekker, S. (2018). Methods for understanding economic change: Socioeconomics and German political economy, 1896–1938. *Journal of Contextual Economics – Schmollers Jahrbuch 138* (3/4): 185–97. https://doi.org/10.3790/schm.138.3-4.185

McDonald, P. E., Wykle, M. L., & Hilton, G. L. (2018). Spiritual needs of older adults in long-term care: The nurse's role. *Journal of National Black Nurses' Association: JNBNA*, *29*(2), 29-35. https://europepmc.org/article/med/31022337

McDonough, C., Brandt, D., & Chan, L. (2016). Beyond classical test theory-assessing function using item response theory/computer adaptive testing. *European Journal of Public Health, 26*(suppl_1). https://doi.org/10.1093/eurpub/ckw172.071

McKenzie, M., & Aikens, K. (2021). Global education policy mobilities and subnational policy practice. *Globalisation, Societies and Education*, *19*(3), 311-325. https://doi.org/10.1080/14767724.2020.1821612

McSparron, J. I., Vanka, A., & Smith, C. C. (2018). Cognitive learning theory for clinical teaching. *The Clinical Teacher 2019, 16*, 96-100. https://doi.org//10.1111/tct.1278.1

Melinda, D., Emzir, E., & Akhadiah, S. (2019). Self-actualization of the main characters in Ford County, by Grisham. *Journal of Education, Teaching and Learning, 4*(1), 157-162. https://www.learntechlib.org/p/209861/ v

Michaud, O. (2019). A qualitative study on the nature of educational authority in three school-wide events in an elementary school. *International Journal of Leadership in Education*, *22*(2), 148-160. https://doi.org/10.1080/13603124.2017.1355482

Milheim, K. L. (2012). Towards a better experience: Examining student needs in the online classroom through Maslow's hierarchy of needs model. *Journal of Online Learning and Teaching, 8*(2), 159.

Miller, D. L. (2011). Curriculum Theory and Practice: What's Your Style? *Phi Delta Kappan*, *92*(7), 32–39. https://doi.org/10.1177/003172171109200707

Mirra, N., & Rogers, J. (2020). The overwhelming need: How the unequal political economy shapes urban teachers' working conditions. *Urban Education (Beverly Hills, Calif.), 55*(7), 1045-1075. https://doi.org/10.1177/0042085916668952

Mitani, H., Fuller, E. J., & Hollingworth, L. (2022). Attrition and turnover among beginning teachers in Texas by preparation program. *Teachers College Record (1970), 124*(4), 3-34. https://doi.org/10.1177/01614681221093011

Mitchell, C. (2019). Bilingual teachers were in short supply. How can schools cultivate their own. *Education Week*.

Morgan, D., & Hoffman, K. (2018). *Focus groups*. Sage.

Muhammad, G. E., Dunmeyer, A., Starks, F. D., & Sealey-Ruiz, Y. (2020). Historical voices for contemporary times: Learning from Black women educational theorists to redesign teaching and teacher education. *Theory into Practice, 59*(4), 419-428. https://doi.org/10.1080/00405841.2020.1773185

Mullet, D. R. (2018). A general critical discourse analysis framework for educational research. *Journal of Advanced Academics, 29*(2), 116-142. https://doi.org/10.1177/1932202X18758260

Mullon, J., J., Burkart, K. M., Silvestri, G., Hogarth, D. G., Almeida, F., Berkowitz, D., Eapen G. A., Feller-Kopman, D., Fessler, H. E., Folch, E., Gillespie, C., Haas, A., Islam, S. U., Lamb, C., Levine, S. M., Majid, A., Maldonado, F. Musani, A. I., Piquette, C., Ray, C., Reddy, C. B., Rickman, O., Simoff, M. Momen, M. Wahidi, & Lee, H. (2017). Interventional pulmonology fellowship accreditation standards: Executive summary of the multisociety interventional pulmonology fellowship accreditation committee, *Chest,151*(5), 1114-1121. https://doi.org/10.1016/j.chest.2017.01.024

Murgu, S. D., Kurman, J. S., & Hasan, O. (2018). Bronchoscopy education: An experiential

learning theory perspective. *Clinics in Chest Medicine, 39*(1), 99-

110. https://doi.org/10.1016/j.ccm.2017.11.002

Murnane, R. J. (2013). US high school graduation rates: Patterns and explanations. Journal of

Economic Literature, 51(2), 370-422. https://doi.org/10.1257/jel.51.2.370

Murray, E., McFarland-Piazza, L., & Harrison, J. L. (2015). Changing patterns of parent teacher

communication and parent involvement from preschool to school. *Early Child

Development and Care*, *185*(7), 1031–

1052. https://doi.org/10.1080/03004430.2014.975223

Myers, C. G. (2018). Coactive vicarious learning: Toward a relational theory of vicarious

learning in organizations. *Academy of Management review*, *43*(4), 610-634.

https://doi.org/10.5465/amr.2016.0202

Nather, D. (2001). Student-testing drive marks an attitude shift for Congress. *CQ Weekly*, *59*(26),

1560-1566.

National Conference of State Legislatures (2005). Delivering the promise: State

NCLB. Washington, DC: American Enterprise Institute Press.

Neal, D. (2013). The consequences of using one assessment system to pursue two objectives. *The

Journal of Economic Education, 44*(4), 339-352.

https://doi.org/10.1080/00220485.2013.825112

Needham, B. L., Crosnoe, R., & Muller, C. (2004). Academic failure in secondary school: The

inter-related role of health problems and educational context. *Social problems*, *51*(4),

569-586. https://doi.org/10.1525/sp.2004.51.4.569

Neubauer, A. C., & Martskvisvili, K. (2018). Creativity and intelligence: A link to different

    levels of human needs hierarchy? Heliyon 4, e00623.

    https://doi.org/10.1016/j.heliyon.2018.e00623

Newberry, M. & Allsop, Y. (2017). Teacher attrition in the USA: the relational elements in a

    Utah case study, *Teachers and Teaching, 23*(8), 863-880.

    https://doi.org/10.1080/13540602.2017.1358705

Newton, X., Rivero, R., Fuller, B., & Dauter, L. (2018). Teacher turnover in organizational

    context: staffing stability in Los Angeles charter, magnet, and regular public

    schools. *Teachers College Record*, *120*(3), 1–36.

    https://do.org//10.1177/016146811812000306.

Nguyen, T. D., Pham, L., Crouch, M., & Springer, M. G. (2020). The correlates of teacher

    turnover: An updated and expanded meta-analysis of the literature. *Educational Research*

    Review, 31, 100355. https://doi.org/10.1016/j.edurev.2020.100355

Nigar, N. (2020). A MOOC review: Writing in English at university (WEU). *Teaching English*

Ninković, S. R., & Knežević Florić, O. Č. (2018). Transformational school leadership and

    teacher self-efficacy as predictors of perceived collective teacher efficacy. *Educational*

    Management Administration & Leadership, *46*(1), 49-64.

    https://doi.org/10.1177/1741143216665842

Noltemeyer, A., James, A. G., Bush, K., Bergen, D., Barrios, V., & Patton, J. (2021;2020;). The

    relationship between deficiency needs and growth needs: The continuing investigation of

    Maslow's theory. *Child & Youth Services, 42*(1), 24-

    42. https://doi.org/10.1080/0145935X.2020.1818558.

Norman, G., Dore, K., & Grierson, L. (2012). The minimal relationship between simulation

O'Connell, K., Hoke, K., Berkowitz, A., Branchaw, J., & Storksdieck, M. (2021). Undergraduate learning in the field: Designing experiences, assessing outcomes, and exploring future opportunities. *Journal of Geoscience Education*, *69*(4), 387-400. https://doi.org/10.1080/10899995.2020.1779567

Oakes, I. (2020). Max weber and ordoliberalism: How Weber's kulturkritik contributed to the foundation of ordoliberal socio-economic thought. *Journal of Contextual Economics: Schmollers Jahrbuch, 140*(2), 177-204. https://doi.org/10.3790/schm.140.2.177

Olfos, R., Vysotkiy, I. R., Santos-Trigo, M., Isoda, M., & Rampal, A. (2017). Scope of standardized tests. *Group*, *17*(17.29), 17-30. http://www.icme13.org/files/abstracts/DG_Olfos.pdf

Olusegun, B. S. (2015). *Constructivism learning theory: A paradigm for teaching and learning.* Sage.

Onwuegbuzie, A. J., Bustamante, R. M., & Nelson, J. A. (2010). Mixed research as a tool for developing quantitative instruments. *Journal of Mixed Methods Research*, *4*(1), 56–78. https://doi.org//10.1177/1558689809355805

Padirayon, L. M., Pagudpud, M. V., & Cruz, J. S. D. (2019). Exploring constructivism learning theory using mobile game. *IOP Conference Series. Materials Science and Engineering, 482*(1), 12004. https://doi.org/10.1088/1757-899X/482/1/012004

Parding, K., McGrath-Champ, S., & Stacey, M. (2017). Teachers, school choice and competition: Lock-in effects within and between sectors. *Policy Futures in Education*, *15*(1), 113-128. https://doi.org/10.1177/1478210316688355

Park, J. (2020). Benefits of Freewriting in an EFL academic writing classroom. *ELT-Journal*.

Parr, A., Gladstone, J., Rosenzweig, E., & Wang, M. (2021). Why do I teach? A mixed-methods
    study of in-service teachers' motivations, autonomy-supportive instruction, and
    emotions. *Teaching and Teacher Education, 98*,
    103228. https://doi.org/10.1016/j.tate.2020.103228.

Parsons, S. D. (2020). Entrepreneurs and uncertainty: Max weber and the sociology of economic
    action. *Review of Political Economy, 32*(2), 149-162.
    https://doi.org/10.1080/09538259.2019.1689634

Peters, R. S. (1966). *Ethics and education*. Allen & Unwin.

Polit, D. F., & Beck, C. T. (2010). Generalization in quantitative and qualitative research: Myths
    and strategies. *International Journal of Nursing Studies, 47*(11), 1451-1458.
    https://doi.org/10.1016/j.ijnurstu.2010.06.004

Polivanova, K. N. (2015). Modern parents as the subject for research. *Psychological Science and*

Posey-Maddox, L. (2015). Beyond the consumer: Parents, privatization, and fundraising in US
    surban public schools. *Journal of education policy 31*(2), 223-344.
    https://doi.org/10.1080/02680939.2015.1065345

Powell, W. W., & Bromley, P. (2015). New institutionalism in the analysis of complex
    organizations. In J. D. Wright (Ed.), *International encyclopedia of the social &
    behavioral sciences* (2nd ed., pp. 764–769). Elsevier.

Pritchard A. (2014) *Behaviourism and the beginnings of theory* (3rd ed). Routledge.

Procon. (2020). Standardized testing. Encyclopedia Britannica. Chicago, IL.
    profession. *Education Week, 36*(7), 1–14.

Quin, D. (2017). Longitudinal and contextual associations between teacher–student relationships and student engagement: A systematic review. *Review of educational research*, *87*(2), 345-387. https://doi.org/10.3102/0034654316669434

UNESCO. (2016). Education. *UNESCO*. https://en.unesco.org/gem-report/report/2016/education-people-and-planet-creating-sustainable-futures-all

Raab, R. R. (2018). *A Statistic's five years: A story of teacher attrition.* Think NC First.

Rao, S. S., & Singh, S. (2018). Max Weber's Contribution to the Sociology of Education: A Critical Appreciation. *Contemporary Education Dialogue*, *15*(1), 73–92. https://doi.org/10.1177/0973184917744964

Reeves, S., Pelone, F., Harrison, R., Goldman, J., & Zwarenstein, M., (2017). Interprofessional collaboration to improve professional practice and healthcare outcomes. *Cochrane Database System Review, 22*(6), 72. https://doi.org/10.1002/14651858.CD000072.pub3.

Reynolds, D., Sammons, P., De Fraine, B., Van Damme, J., Townsend, T., Teddlie, C., & Stringfield, S. (2017). Educational effectiveness research (EER): A state-of-the-art review. *School Effectiveness and School Improvement*, *25*(2), 197–230. https://doi.org/10.1080/09243453.2014.885450

Robbins, P., & Judge, A. (2009). *Organizational Behavior.* Pearson Education, Inc.

Rodrigues, C.A. (2001), Fayol's 14 principles of management then and now: A framework for managing today's organizations effectively, *Management Decision, 39* (10), 880-889. https://doi.org/10.1108/EUM0000000006527

Rodriguez, L. A., Swain, W. A., & Springer, M. G. (2020). Sorting through performance evaluations: The influence of performance evaluation reform on teacher attrition and

mobility. *American Educational Research Journal, 57*(6), 2339-

2377. https://doi.org/10.3102/0002831220910989

Ryan Dunn, C., Dorsch, T. E., King, M. Q., & Rothlisberger, K. J. (2016). The impact of family

financial investment on perceived parent pressure and child enjoyment and commitment

in organized youth sport. *Family Relations, 65*(2), 287–299.

https://doi.org/10.1111/fare.12193

Sachdeva, A. K., (2013). Best practices in interprofessional education

and training in surgery: Experiences from American college of

surgeons-accredited education institutes. *Surgery, 154*(1), 1-12.

https://doi.org/10.1016/j.surg.2013.04.057

Salzman, A. (2006). *NAACP was Bush ally in Connecticut school case.* New York Times.

Satterlee, V.A., & Matuska, J. (2018). Actualizing characteristics of successful schools for young

adolescents through co-teaching. *Middle School Journal, 49*(3), 17-

25. https://doi.org/10.1080/00940771.2018.1439666.

Sawchuk, S., & Rebora, A. (2016). New teachers make significant segment of

schools and the equal opportunity problem. *MIT Press.* https://www.iza.org/publications/

Schulz, L. E., Gopnik, A., & Glymour, C. (2007). Preschool children learn about causal structure

from conditional interventions. *Developmental Science, 10*, 322–332.

https://doi.org/10.1111/j.1467-7687.2007. 00587

Scott, T., Mannion, R., Davies, H., Marshall, M. (2003) The quantitative measurement of

organizational culture in health care: a review of the available instruments. *Health Serv

Res 38*(3), 923-45. https://doi.org/10.1111/1475-6773.00154

Seawright, J. (2016). Better multimethod design: The promise of integrative multimethod research. *Security Studies, 25*(1), 42-49. https://doi.org/10.1080/09636412.2016.1134187

Selwyn, D. (2007). Highly quantified teachers: NCLB and teacher education. *Journal of teacher education*, *58*(2), 124-137. https://doi.org/10.1177/0022487106297842

Sewell, D. K., Jach, H. K., Boag, R. J., & Van Heer, C. A. (2019). Combining error-driven models of associative learning with evidence accumulation models of decision-making. *Psychonomic Bulletin & Review, 26*, 868-893. https://doi.org/10.3758/s13423-019-01570-4

Shen, J., Xiao, L. D., Liu, Y., Zhang, H., & Wu, L. (2021). A phenomenological study on new care needs of Maslow's need-hierarchy among disabled residents at nursing homes in modern Chinese society. *Journal of Transcultural Nursing, 32*(5), 501-507. https://doi.org/10.1177/1043659620967426

Shepard, L. A. (2016). Testing and Assessment for the Good of Education: Contributions of AERA Presidents, 1915–2015. *Educational Researcher*, *45*(2), 112–121. https://doi.org/10.3102/0013189X16639599

Shili, S. (2008). Organizational culture. International Journal of Business Management, 3/12,

Shrader, S., Jernigan, S., Nazir, N., Zaudke, J., (2018). Determining the impact of an interprofessional learning in practice model on learners and patients. *Journal of Interprofessional Care, 9*(13), 465. https://doi.org/10.1080/13561820.2018.1513465

Sieben, S., & Lechner, C. M. (2019). Measuring cultural capital through the number of books in the household. *Measurement Instruments for the Social Sciences, 2*(1), 34-48. https://doi.org/10.1186/s42409-018-0006-0

Sjödin, D., & Roman, C. (2018). Family practices among Swedish parents: Extracurricular

    activities and social class. European Societies: *The Official Journal of the European*

    Sociological Association, 20(5), 764–784.

    https://doi.org/10.1080/14616696.2018.1473622

Smith, J. G. (2011). Abstracting the concrete, concretizing the abstract: Reframing diversity

    education through experiential learning theory. *Journal of Diversity Management, 6*(4),

    1-7. https://doi.org/10.19030/jdm.v6i4.6662

Stanley, D. A. (2021). I want to leave ASAP: Black women teachers discuss the role of

    administrative support and teacher turnover. *Journal of School Leadership, 31*(3), 209-

    226. https://doi.org/10.1177/105268462090402

Steenhof, N., Woods, N. N., & Mylopoulos, M. (2020). Exploring why we learn from productive

    failure: insights from the cognitive and learning sciences. *Advances in Health Sciences*

    Education, 25, 1099-1106. https://doi.org/10.1007/s10459-020-10013-y

Stevens, D. D., & Levi, A. J. (2023). *Introduction to rubrics: An assessment tool to save grading*

    time, convey effective feedback, and promote student learning. Routledge.

Stiglitz, J. 2013. *The Price of Inequality*. Penguin.

Stirrup, J., Duncombe, R., & Sandford, R. (2015). 'Intensive mothering'in the early years: the

    cultivation and consolidation of (physical) capital. *Sport, Education and Society*, *20*(1),

    89-106. https://doi.org/10.1080/13573322.2014.941797

Suarez-Barraza, M. F., & Miguel Davila, J. A. (2021). Exploring Fayol's management process in

    a traditional Mayan dance (pooch dance): An ethnographic study. *Asia-Pacific Journal of*

    Business Administration, 13(2), 189-215. https://doi.org/10.1108/APJBA-07-2020-0234.

Sugiyanto, & Setiawan, A. (2018). Comparison of mobile learning applications in classroom learning in vocational education technology students based on usability testing. *IOP Conference Series. Materials Science and Engineering, 434*(1). http://doi.org/10.1088/1757-899X/434/1/012251

Swanson, P., & Huff, R. (2019;2010;). The relationship of Georgia's rural foreign language teachers' sense of efficacy to teacher attrition. *The Rural Educator (Fort Collins, Colo.), 31*(3), 16. https://doi.org/10.35608/ruraled.v31i3.957

Sweller, J. (2017). Using cognitive load theory to structure computer-based learning including MOOCs. *Journal of Computer Assisted Learning*, *33*(4), 293–305. https://doi.org/10.1111/jcal.12188

Tanglen, R. L. (2018). Pedagogy. *Western American Literature*, *53*(1), 53-58. https://doi.org/10.1353/wal.2018.0024

Tarquino, I. A. P., Venables, E., Simone, R. R., de Amaral Fidelis, Jose M, & Decroo, T. (2021). "I don't know when he will be back": Life-changing events challenge the community ART group model- a qualitative research study, tete, Mozambique. *BMC Public Health, 21*(1), 2004-2004. https://doi.org/10.1186/s12889-021-12087-8

Taylor, J. A., & West, B. (2020). Estimating teacher attrition for impact study design. *Educational Researcher, 49*(1), 68 70. https://doi.org/10.3102/0013189X19880550.

Teeuw, A. (2013). *Modern Indonesian Literature*. Springer Science & Business Media.

Telli, S. (2016). Students' perceptions of teachers' interpersonal behaviour across four different school subjects: Control was good, but affiliation was better. *Teachers and Teaching, Theory and Practice, 22*(6), 729-744. https://doi.org/10.1080/13540602.2016.115896.1

Thomas, M. S., & Rogers, C. (2020). Education, the science of learning, and the COVID-19 Three highly rated MOOCs. *British Journal of Educational Technology 47,* 320-241.

Totenhagen, C. J., Randall, A. K., & Lloyd, K. (2018). Stress and relationship functioning in same-sex couples: The vulnerabilities of internalized homophobia and outness. *Family Relations, 67*(3), 399-413. https://doi.org/10.1111/fare.12311.

Trent, J. (2017). Discourse, agency and teacher attrition: Exploring stories to leave by amongst former early career English language teachers in Hong Kong. *Research Papers in Education, 32*(1), 84-105. https://doi.org/10.1080/02671522.2016.1144215

Trent, J. (2019). Why some graduating teachers choose not to teach: Teacher attrition and the discourse-practice gap in becoming a teacher. *Asia-Pacific Journal of Teacher Education, 47*(5), 554-570. https://doi.org/10.1080/1359866X.2018.1555791

Trigueros, M., & Lozano, M. (2015). Teacher change: Ideas emerging from a project for the teaching of university mathematics. *Teaching in Higher Education, 20*(7), 699-710. https://doi.org/10.1080/13562517.2015.1069265.

Tripathi, N., & Moakumla. (2018). A valuation of Abraham Maslow's theory of self-actualization For the enhancement of quality of life. *Indian Journal of Health and Wellbeing, 9*(3), 499-504. https://doi.org/10.4324/9781315793177-17

Tsukawaki, R., & Imura, T. (2022). Students' perception of teachers' humor predicts their mental health. *Psychological Reports, 125*(1), 98-109. https://doi.org/10.1177/0033294120972631

Turnip, Y. A. M., Marbun, F. V. G., Girsang, A. L., & Tarigan, S. N. (2019). An analysis of students' ability in writing descriptive texts. Linguistic, English Education and Art (LEEA) Journal, 3(1), 173-179. https://doi.org/10.31539/leea.v3i1.987

Upadhyaya, C. (2014). Application of the Maslow's hierarchy of need theory; impacts and

 implications on organizational culture, human resource and employee's

 performance. *International Journal of Education and Management Studies, 4*(4), 353.

Utecht, J., & Keller, D. (2019). Becoming relevant again: Applying connectivism learning theory

 to today's classrooms. *Critical Questions in Education*, *10*(2), 107–

 119. https://files.eric.ed.gov/fulltext/EJ1219672.pdf

Vagi, R., Pivovarova, M., & Miedel Barnard, W. (2019). Keeping our best? A survival analysis

 examining a measure of preservice teacher quality and teacher attrition. *Journal of*

 Teacher Education, 70(2), 115-127. https://doi.org/10.1177/0022487117725025

van Merri€enboer, J. J. G., & Sweller, J. (2010). Cognitive load theory in health professional

Volery, C. & Lord, D. (2000). Critical success factors in online education. The International

 Journal of Educational Management, 14(5), 216–223.

 https://doi.org/10.1108/0951354001034473

Vygotsky, L., (1930). The instrumental method in psychology. In J. Wertsch, The concept

Wasserberg, M. J. (2017). High-achieving African American elementary students' perspectives

 on standardized testing and stereotypes. *Journal of Negro Education, 86*(1), 40-51.

 https://muse.jhu.edu/pub/417/article/802728/summary

Weber, M. (1904). *The "objectivity" of knowledge in social science and social policy. In Max*

 Weber: Collected Methodological Writings. Routledge.

Webster-Stratton, C., Jamila Reid, M., & Stoolmiller, M. (2008). Preventing conduct problems

 and improving school readiness: Evaluation of the incredible year's teacher and child

 training programs in high-risk schools. *Journal of Child Psychology and*

 Psychiatry, 49(5), 471-488. https://doi.org/10.1111/j.1469-7610.2007.01861.x

Weldon, P. (2018). Early career teacher attrition in Australia: Evidence, definition, classification and measurement. *The Australian Journal of Education, 62*(1), 61-78. https://doi.org/10.1177/0004944117752478

Wilkinson, A., Lantos, H., McDaniel, T., & Winslow, H. (2019). Disrupting the link between maltreatment and delinquency: how school, family, and community factors can be protective. *BMC Public Health, 19.* http://doi.org/10.1186/s12889-019-6906-y

Will, K. K., Johnson, M. L., Lamb, G., (2019). Team-based care and patient satisfaction in the hospital setting: A systematic review. *Journal of Patient Centered Residence Review 6*(2), 158–171. https://doi.org/10.17294/2330-0698.1695

Williams, G. A., & Kibowski, F. (2016), *Latent class analysis and latent profile analysis.* Routledge.

Wren, D. A. (2003). The influence of Henri Fayol on management theory and education in north America. *Entreprises Et Histoire (Paris), 34*(3), 98-107. https://doi.org/10.3917/eh.034.0098

Wang, M. T., & Degol, J. (2014). Staying engaged: Knowledge and research needs in student engagement. *Child development perspectives, 8*(3), 137-143. https://doi.org/10.1111/cdep.12073

Wu, X. Q., Li, B., Liu, T. L., & Liu, X. M. (2013). The enterprise eLearning training systems building based on constructivism learning theory. *Applied Mechanics and Materials, 321-324*, 3045-3048. https://doi.org/10.4028/www.scientific.net/AMM.321-324.3045

Yinon, H., & Orland-Barak, L. (2017). Career stories of Israeli teachers who left teaching: Asalutogenic view of teacher attrition. *Teachers and Teaching, Theory and Practice, 23*(8), 914-927. https://doi.org/10.1080/13540602.2017.1361398

Yoon, J. (2002). Teacher characteristics as predictors of teacher-student relationships: Stress, negative affect, and self-efficacy. *Social Behavior and Personality: an international journal*, *30*(5), 485-493. https://doi.org/10.2224/sbp.2002.30.5.485

Yu, H., & Mocan, N. (2019). The impact of high school curriculum on confidence, academic success, and mental and physical well-being of university students. *Journal of Labor Research*, *40*, 428-462. https://doi.org/10.1007/s12122-019-09295-y

Yulianti, K., Denessen, E., Droop, M., & Veerman, G. (2021). Transformational leadership for parental involvement: How teachers perceive the school leadership practices promoting parental involvement in children's education. *Leadership and Policy in Schools, 20*(2), 277-292. https://doi.org/10.1080/15700763.2019.1668424

Zhu, G., Rice, M., Rivera, H., Mena, J., & Van Der Want, A. (2020). I did not feel any passion for my teaching: A narrative inquiry of beginning teacher attrition in China. *Cambridge Journal of Education, 50*(6), 771-791. https://doi.org/10.1080/0305764X.2020.1773763

Zumwalt, K. and Craig, E. (2005). *Teachers' characteristics: Research on the demographic profile.* Lawrence Erlbaum.

APPENDICES

APPENDIX A
IRB Exemption Notice

IRB Exemption Notice

'

APPENDIX B
IRB Approval Form

IRB Approval Form

APPENDIX C
Faculty Recruitment Email

Dear Potential Participant,

As a doctoral candidate in the School of Education at Liberty University, I am conducting research on teacher retention in this area of Southeast Texas as part of the requirements for a Doctoral degree. The purpose of my research is to address the current trends in teacher retention, and I am writing to invite you to join my study.

Participants must be 18 or older and current administrators and teachers. You will be asked to participate in an audio-recorded focus group. The procedure listed should take approximately 15-20 minutes to complete. Participation will be anonymous, and no personal, identifying information will be collected.

Focus Group: Please click here to review the Focus Group Consent Form. The first page of the survey contains a consent document that contains additional information about my research.

OR – if you are unable to participate with the Focus Group, please consider filling out the following Survey.

Survey: Because participation is anonymous, you only need to sign and return the consent document if you prefer. After you have read the consent form, please click here to proceed to the survey. Doing so will indicate that you have read the consent information and would like to participate in the study.

Sincerely,

Elaine Pangle
EdD Candidate
Liberty University

APPENDIX D
Quantitative Survey Questions & Responses

Survey Questions

Survey Responses

APPENDIX E
Approved Consent Forms

Administrator Consent Form

Focus Group Consent Form

Teacher Survey Consent Form

APPENDIX F
Principal Request for Interview Email

Dear Administrator,

As a doctoral candidate in the School of Education at Liberty University, I am conducting research on teacher retention in this area of Southeast Texas as part of the requirements for a Doctoral degree. The purpose of my research is to address the current trends in teacher retention, and I am writing to invite you to join my study.

Participants must be 18 years of age or older and current administrators and teachers. Participants will be asked to participate in an audio-recorded focus group. It should take approximately 15-20 minutes to complete the procedure listed. Participation will be completely anonymous, and no personal, identifying information will be collected.

Interview: Please click here to go to the consent form. A consent document is provided as the first page of the interview. The consent document contains additional information about my research. The interview should only take 15-20 minutes of your time.

Because participation is anonymous, you do not need to sign and return the consent document unless you would prefer to do so. After you have read the consent form, please click here to proceed to the scheduling form to select a day and time convenient for you to meet for an in-person interview. Doing so will indicate that you have read the consent information and would like to participate in the study.

Sincerely,

Elaine Pangle
EdD Candidate
Liberty University

APPENDIX G
Research Structure Types

Administrator Interview Questions

Focus Group Questions

Teacher Survey Questions