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Predictive Relationships Between Organizational Climate, Teacher Stress, and Teacher Turnover Intention

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Abstract

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by

Susan L. Roebuck

MA, Cleveland State University, 1997

BS, Kent State University, 1993

Dissertation Submitted in Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

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May 2023

Abstract

The turnover rate for secondary school educators has increased to the highest in almost 30 years. Public teachers who leave teaching reported that general working conditions, increased job demands, and the inability to manage their workloads (organizational climate) contributed to their decision. The problem addressed in this study is that teacher turnover has negative impacts, including poor student performance and decreased teacher effectiveness of remaining teachers. The purpose of this quantitative correlational study was to determine the extent to which organizational climate and teacher stress predict teacher turnover intention. The theoretical framework applied to the interpretation of the statistical results was the job demands-resources theory. Multiple linear regression was used to analyze data collected via an online survey from 90 high school teachers. The Organizational Climate Index achievement press subscale score (OCI-AP; B = -.356, p = .028) and total Teacher Stress Inventory score (B = .014, p =.000) were statistically significant predictors of turnover intention. An increase in achievement press resulted in a decrease in turnover intention, while an increase in total score predicted an increase in turnover intention. Because all of the independent variables were not related to the dependent variable at a statistically significant level, the null hypothesis was partially rejected. The findings of this study may be used in understanding factors enhancing teacher retention and reduced teacher turnover intention, including academic press and turnover intention within secondary education settings, specifically in urbanized areas. Specifically, findings may inform administrators about the aspects of achievement press and how to create manageable and achievable academic goals for students and teachers.

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Dedication

I would like to thank God and my family who have blessed me immensely. I thank my wonderful and dedicated husband, Anthony, my beautiful and amazing daughter, Asia, and my loving parents who have walked the journey with me, carrying it in their hearts, and understanding the contribution to society it will continue to help make. In addition, I would like to thank countless family, friends, colleagues, and mentors who have encouraged and supported me. Finally, I want to dedicate this work to my deceased father, Eldrest Lynn who knew I was born to educate before I knew it. Thanks, dad, for being a guiding light. I love you all!

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I would like to thank my current and former dissertation chairs, Dr. Shari Jorissen and Dr. Sandra Harris, who gave me what I needed at the appropriate times. Your support and commitment to excellence helped me to achieve this milestone and I am grateful to you.

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Chapter 1: Introduction to the Study

According to the U. S. Bureau of Labor Statistics (2019), approximately 1 million educators were employed within public secondary schools. The U.S. Department of Education (2016) indicated that the turnover rate for secondary school educators has increased to approximately 16%, the highest rate in almost 30 years. To better understand the causes of teacher attrition, the U.S. Department of Education surveyed public secondary school teachers who had indicated their intent to leave their current positions or the teaching profession altogether. Of the public teachers who left teaching in the 2012–2013 school years, 51%–53% reported that general working conditions, increased job demands, and the inability to manage their workloads were factors that contributed to their decision to leave the teaching profession. Mawhinney and Rinke (2019) surveyed high school teachers who had either ceased teaching or changed teaching positions, finding many secondary education teachers quit because of unfair or negative working conditions, interference with personal time or obligations, or work-related stress. Participants indicated that the unfair working conditions and work-related stress were often a result of organizational climate. As such, the organizational climate is positively correlated with employee turnover. Within this study, organizational climate referred to the perception of employees regarding their respective workplaces, including factors that promote productivity, morale, and employee turnover (Bahrami et al., 2016). Factors include collegial leadership, professional teacher behavior, achievement press, and institutional vulnerability.

This chapter begins with an overview of the background information and problem statement regarding the issue of employee turnover among educators in secondary education. In addition, in this chapter, I present the purpose of the study, followed by the research questions and associated hypotheses. Subsequently, I present information on the theoretical framework which guided this study. The latter sections of the chapter include the definitions of terms associated with research, assumptions, scope, delimitations, limitations, and significance. Finally, this chapter ends with a summary of key topics presented in the chapter before introducing the next chapter.

Background

Previous researchers determined that organizational climate and stress have a significant relationship with secondary teachers' turnover intentions (Kraft et al., 2015; Lavian, 2012; Lim & Eo, 2014; Price, 2012). Several researchers indicated that the organizational climate of many secondary schools often creates difficult working conditions for educators (Price, 2012; Roslan et al., 2015; Stone-Johnson, 2016; Van Droogenbroeck et al., 2014). Price further asserted that difficult working conditions created by organizational climate often leads to teacher burnout. Burnout has been consistently cited as one of the main reasons teachers intend to leave their profession.

Turnover intention is an employee's propensity to leave an organization (Kim et al., 2017). An organization's *climate* refers to employee perceptions of the work environment (Bahrami et al., 2016). Those perceptions pertain to the quality of the work atmosphere, employer and employee relationships, and organizational structure (Bahrami

et al., 2016; Kasemsap, 2017). *Teacher stress* involves negative emotions related to aspects of teaching identified as stressors (Skaalvik & Skaalvik, 2016).

One of the critical issues regarding organizational climate and teacher turnover is that of teachers' interactions and perceptions within a school environment (Price, 2012). Perceptions of a school environment are contingent upon interpersonal relations and may determine staff stress level, efficacy, and job satisfaction (Tran, 2015). Van Droogenbroeck et al. (2014) asserted that when administrators and teachers fail to establish positive working relationships within a school environment, they often feel dissatisfied and are more likely to leave the profession.

A closed school environment is established when administrators and teachers contribute to the overall negative atmosphere within an organizational climate (Simon & Johnson, 2015) and when administrators fail to establish positive work relationships and social interactions (Lim & Eo, 2014; Price, 2012). This failure to establish positive relationships and social interactions influences distrust among principals, colleagues, students, and parents while creating undesirable working conditions. As such, closed school environments also contribute to teacher turnover (Simon & Johnson, 2015). Conversely, principals and other school administrators who establish a positive rapport within the school environment, thus creating an open school environment, experience less staff dissatisfaction than those with many negative interactions (Price, 2012).

Stress is a crucial factor in teacher turnover (Feng & Sass, 2016). A teacher's stress is defined as an individual's response to demands in the school and work environment (Skaalvik & Skaalvik, 2017). Teachers' inability to cope with said stress is

amplified when teachers experience a heavy workload and changing organizational demands, which may significantly contribute to teacher turnover (Conley & You, 2018). In addition, when teachers feel there is a lack of cohesion within the school environment, their intention to leave the profession increases (Pyhältö et al., 2015).

When teachers decide to leave their profession, the effects of their decisions appear in nearly all levels of the school environment (Simon & Johnson, 2015). The most immediate effects occur within the classroom, as teacher turnover impacts students in several ways, including decreased student achievement and reduced motivation. Student achievement often decreases when teachers leave the classroom (Kraft et al., 2016). Student achievement is negatively impacted by classroom size, and increasing teacher workload can leave students with less time for student–teacher interactions and quality instruction (Kraft et al., 2016; Simon & Johnson, 2015). In addition to decreased student achievement, frequent changes in teachers and classroom assignments hinder the successful implementation of a consistent instructional program, which can reduce student motivation (Simon & Johnson, 2015). When educator turnover occurs and instructional programs become interrupted, students often receive lower-quality instruction as teachers attempt to stabilize organizational continuity (Kraft et al., 2015; Simon & Johnson, 2015). Teacher turnover also affects student motivation to succeed, as such motivation tends to dissipate when the mentorship that some teachers provide students is no longer present (Simon & Johnson, 2015).

Teachers' decisions to leave their profession impact student performance and negatively impact their respective colleagues (Feng & Sass, 2016). Feng and Sass

reported that teachers who taught in schools where turnover is rare were likelier to be effective than teachers in schools where turnover was frequent. The effectiveness of teachers who work in a school where turnover is rare is greater because a consistent professional community often supports teachers in their work, which increases students' standardized test scores (Feng & Sass, 2016; Kraft et al., 2015).

Problem Statement

The problem addressed within this study was the impact of workplace stress and organizational climate influence teacher turnover intention. Within the context of this study, the climate of an organization referred to the perceptions that employees have regarding the work environment (Lim & Eo, 2014). Those perceptions pertained to the quality of the work atmosphere, employer and employee relationships, and organizational structure (Lim & Eo, 2014; Mawritz et al., 2014). Within this study, teacher stress was defined as negative emotions related to aspects of teaching identified as stressors (Skaalvik & Skaalvik, 2016). The increasing number of teachers leaving the profession is problematic because it has contributed to an unstable workforce, especially in poor and heavily populated minority school districts (Ingersoll et al., 2014; Simon & Johnson, 2015). Teacher turnover has a negative impact on students, schools, communities, and society as evidenced by poor student performance, decreased teacher effectiveness, and negative interpersonal interactions within the school environment (Howard, 2015; Price, 2012; Ronfeldt et al., 2013; Simon & Johnson, 2015).

Previous researchers determined that there was a relationship between organizational climate and teacher turnover for teachers in secondary education (Feng &

Sass, 2016; Kraft et al., 2015) as well as a significant relationship between stress and teacher turnover intention (Mawritz et al., 2014). However, there is a gap in the literature regarding the extent to which stress and organizational climate predict teachers' turnover intentions (Fuller et al., 2016; Price, 2012; Quintero, 2017). This quantitative study examined the extent to which organizational climate and stress combined predicted urban teachers' intentions to leave the profession.

Purpose of the Study

The purpose of this quantitative, correlational study was to examine the predictive relationships between organizational climate (collegial leadership, professional teacher behavior, achievement press, and institutional vulnerability), teacher stress, and teacher intention to leave the teaching profession. Previous researchers determined that many predictors of teacher turnover intention are closely connected to areas of stress and organizational climate (Tiplic et al., 2016). However, these predictors were linked separately, without linking stressors such as emotional exhaustion, lower job satisfaction, a lack of trust on behalf of teachers, and role conflict to turnover intention (Tiplic et al., 2016). Examining the issues related to organizational climate that cause stress for teachers has provided information that enabled administrators to make informed decisions regarding which areas within organizational climate need improvement. To accomplish this aim, I surveyed a convenience sample of teachers from high schools in a Midwestern city to measure the relationships between organizational climate, teacher stress, and teacher turnover intention.

Research Question and Hypotheses

The following research question and hypotheses were used for the study:

RQ: To what extent does organizational climate and teacher stress predict US high school teacher turnover intention?

H_0: Organizational climate as measured by the Organizational Climate Index (collegial leadership, professional teacher behavior, achievement press, and institutional vulnerability) and teacher stress as measured by the Teacher Stress Inventory are not statistically significant predictors of turnover intention as measured by the Turnover Intentions Scale.

H_a: Organizational climate as measured by the Organizational Climate Index (collegial leadership, professional teacher behavior, achievement press, and institutional vulnerability) and teacher stress as measured by the Teacher Stress Inventory are statistically significant predictors of turnover intention as measured by the Turnover Intentions Scale.

Theoretical Framework for the Study

The theoretical underpinning of this study was Bakker and Demerouti's (2007) job demands-resources (JD-R) theory. Bakker and Demerouti asserted that the JD-R theory presents a model of employee well-being that can be used to explain why employees either thrive within their working environment or choose to leave a given job. The JD-R has two focal points: job demands and job resources. *Job demands* consist of physical, mental, and organizational aspects of a job. Often, meeting job demands requires sustained effort; as such, these aspects often manifest in the form of pressure,

stress, and demands at work. *Job resources* are the positive counterpart to job demands. The job resources consist of the physical, mental, and organizational aspects of a job that manifest in the form of positive experiences. These positive experiences can result in personal growth stimulation, career advancement, autonomy, and individual development. According to Bakker and Demerouti's theory, job resources buffer the effects of job demands; when job demands become too great, individuals then begin to consider the job as a negative rather than a positive, increasing their intentions to leave their professions. The JD-R theory applies to this study in that teachers who feel as though organizational climate and stress are too prevalent within their work environments and are likely to leave their employment positions as they are unable to meet job demands. If administrators fail to address organizational climate problems, teachers may feel as though they lack job resources, increasing their desire to leave their profession.

Nature of the Study

Through this quantitative, correlational, cross-sectional study, I assessed the predictive relationship between organizational climate, teacher stress, and teacher turnover. Within this context, organizational climate consists of collegial leadership, professional teacher behavior, achievement press, and institutional vulnerability. A quantitative methodology was best suited for the study because I used statistical analysis on quantified data to test the relationships among the variables of interest.

A correlational approach is appropriate when the researcher intends to assess relationships between variables without manipulating the variables of interest (Campbell et al., 1963; Field, 2013). Multiple regression was used to assess the predictive

relationships between organizational climate, teacher stress, and teacher turnover (Frankfort-Nachmias & Nachmias, 2008). The independent variables were organizational climate and teacher stress. The Organizational Climate Index (OCI) was used to measure the subscales of organizational climate (Collegial Leadership, Professional Teacher Behavior, Achievement Press, and Institutional Vulnerability) and the Teacher Stress Inventory (TSI) was used to measure teacher stress. The dependent variable corresponded to teacher intention to turnover, which was measured with the Turnover Intentions Scale (TIS).

I collected data from a sample of high school teachers in a Midwestern city in the United States. Teachers were recruited from various high schools. Participants completed a survey consisting of the OCI, TSI, and TIS to assess subscales of organizational climate, teacher stress, and teacher intention to turnover, respectively. A convenience sample of participants were to participate in the study. I used G*Power 3.1.9.2 to determine the minimum sample size necessary for statistical validity for the analysis. The calculation revealed that a minimum of 92 participants should be targeted in the data collection. I secured the approval and all applicable permissions of the principals of each school prior to recruiting teachers to participate in the study.

Definitions

Attrition: The act of voluntarily leaving an employment position, to find novel employment either within a different position within the same organization or in different organization altogether (Bothma & Roodt, 2013).

Organizational climate: The employees' shared perceptions of how the organization functions in terms of policies, procedures, routines, and practices (Schneider et al., 2013).

Turnover intention: The behavioral conation to leave or maintain employment with an organization (Bothma & Roodt, 2013).

Teacher stress: "The experience by a teacher of unpleasant, negative emotions, such as anger, anxiety, tension, frustration or depression, resulting from some aspect of their work as a teacher" (Kyriacou, 2001, p. 2).

Assumptions

Assumptions in research are necessary to effectively complete research as they allow the researchers to make inferences regarding the foundation of their studies (Nkwake & Morrow, 2016) Moreover, there is a need for making research assumptions in order to advance and effectively evaluate problems, as assumptions allow for the researcher to create inferences regarding both the applicability of methodology and results of data analysis (Nkwake & Morrow, 2016). The first assumption of this study was that organizational climate impacts educators' job satisfaction. This assumption was made as, without it, the premise of this study was not needed. This assumption can be upheld through the findings of previous research (Bermejo-Toro et al., 2016; Danish et al., 2015). However, unlike previous research, this study also examined the impact of teacher stress and organizational climate on educator turnover.

I also assumed that secondary school teachers want job satisfaction, organizational support, and minimal stress. Additionally, it was assumed that

organizational support and minimized stress would positively influence job satisfaction and reduce employees' turnover retention. I assumed that informing participants of the confidentiality would encourage the participants to be more forthright during data collection. Confidentiality is essential when discussing potentially controversial topics such as expressing negative opinions of the workplace or intention to commit attrition (Lancaster, 2017). To ensure that confidentiality was maintained throughout the entirety of this study, all participants were given identification numbers instead of using their names. All participants were made aware of their right to confidentiality and the use of identification numbers through information regarding consent prior to participating.

I assumed that teachers' perceptions of their stress, their turnover intentions, and the organizational climate in which they work was accurately measured using survey instruments. Finally, I assumed that the survey instruments—the OCI, TSI, and TIS—were valid and reliable measures. To ensure teacher stress, climate, and turnover intention was measured, I guaranteed the reliability of all instruments prior to use within this study through reliability findings in previous research.

Scope and Delimitations

The scope of this study included urban high school classroom teachers who taught for at least one school year in selected secondary schools. High school teachers in schools serving impoverished students of color were discussed in recent turnover trends (Carver-Thomas & Darling-Hammond, 2019). According to Carver-Thomas and Darling-Hammond (2019), higher rates of turnover were expected to occur within urban high schools, as student enrollment continued to increase, and these schools continued to

address issues with finding qualified educators. The sample of participants was recruited from a large Midwestern school district, excluding elementary teachers, middle school teachers, and administrative staff. The scope of this study was not generalizable to teachers in other school districts, as this study only included one school district within an urban area.

Delimitations of this study included the use of only four secondary schools, which may limit the generalizability of results outside of those schools. Delimitations also included schools within only one school district. Finally, this study was also delimitated by the use of only teachers with one or more years of experience, and educators with less than one year of teaching experience were not included within the sample of participants.

Limitations

The limitations of a study are the unavoidable consequences based primarily on the methodological approach chosen to complete a study (Pyrczak, 2016). The first limitation of this study was that the use of quantitative methodology did not assess a causal relationship between variables (Queirós et al., 2017). As such, although a relationship was ascertained, causation was only inferred, not proven. Another limitation of this study was related to the use of convenience sampling. As the participants for this study were recruited from secondary education teachers, teachers in primary education or in higher education were not included, so the results were not generalizable outside of secondary education. Additionally, educators in other school districts were not asked to partake in this study. With the exclusion of these educators, results of data analysis were not representative of all teachers in the school district, which posed a threat to internal

validity and made it difficult to generalize the results to teachers in other school districts (Pyrczak, 2016).

Educators within the sample were not identified based on state school performance ratings. Educators were not recruited to create continuity between representation of well performing schools and lower performing schools. As the stressors that teachers experience may differ between high achieving and lower achieving schools, results of this study were not applicable within higher performing schools. Additionally, results of this study were not generalizable in schools outside the school district used within this study.

One final limitation was the use of self-report measures for data collection. When researchers implement self-report measures to collect data, participants of the study exhibit a phenomenon known as social desirability bias, which occurs when individuals answer questions on a survey according to what way they believe is the socially acceptable response (Chung & Monroe, 2003). To mitigate the possibility or effect of social desirability bias, I informed all participants about the importance of being truthful and their right to cease participation at any time for any reason without fear of retribution. As participants were informed of their rights and the importance of giving honest and truthful answers to the survey items, they should have felt less pressure to answer in a way that was inaccurate (Grimm, 2010).

Significance

With reduced turnover, secondary educators from urban areas can benefit. Additionally, this study has empirical, theoretical, and practical significance. First, the

results of this study are expected to address the issues regarding workplace stress and organizational climate on turnover intention within secondary education settings, specifically in urbanized areas. With increased knowledge facilitated by findings of this study, potential educators and those who educate teachers can be more informed on potential causes of educator turnover. Findings of this study also have theoretical implications. The JD-R theory was used to underpin the development of research questions. Thus, results of this study can be used to expand the use of the JD-R theory within educational practice, specifically for secondary education in urban areas.

Finally, results of data analysis are expected to have practical significance. Due to the negative effect teacher turnover has on the quality of education, the relationship between teacher turnover and teacher turnover intention was of interest to school district administrators (Cohen, et al., 2016). Examining this relationship allowed me to determine how organizational climate and teacher stress predicted teacher turnover intention. This study also has the potential to inform administrators about the aspects of organizational climate and stress that affected teachers, allowing administrators to collaborate and advocate on behalf of their teachers when teachers begin to voice concerns regarding their work.

Summary

The purpose of this study was to investigate the predictive relationship between organizational culture, work stress, and teacher intention to leave the teaching profession. Several studies examined the bivariate relationships between organizational climate, teacher stress, and teacher turnover intentions (Collie et al., 2012; Ingersoll et al., 2014;

Johnson et al., 2012; Kraft et al., 2015; Ronfeldt et al., 2013). This study extended those previous findings to combine the relationships in juxtaposition with turnover intention.

The JD-R theory (Bakker & Demerouti, 2007) provided the theoretical underpinnings for this study. I explored the extent to which organizational climate and teacher stress predicted teacher turnover intentions. Data to determine these relationships were assessed using a correlational survey approach. Chapter 2 contains an in-depth discussion of the theoretical framework along with a review of the current literature relevant to this study.

Chapter 2: Literature Review

The general problem that drove this study was that the increasing number of teachers who leave the teaching profession has contributed to an unstable workforce, having negative effect on students, schools, and communities (Howard, 2015; Simon & Johnson, 2015). The research problem was that while past researchers determined that there was a relationship between organizational climate and teacher turnover, as well as between stress and teacher turnover (e.g., Kraft et al., 2015; Lim & Eo, 2014; Mawritz et al., 2014), other researchers indicated that there was a gap in knowledge regarding the extent to which stress and organizational climate predicted teachers' turnover intentions (Fuller et al., 2016; Price, 2012; Quintero, 2017). Therefore, the purpose of this quantitative, correlational study was to examine the predictive relationships between organizational climate, teacher stress, and teacher intention to leave the teaching profession.

Chapter 2 consists of multiple sections. The first section includes the literature search strategy, which lists the sources and databases from which the information contained in the literature review was pulled. Following the literature search strategy is the theoretical framework used to guide the current study. The literature review consists of research pertaining to turnover intention, teacher stress, organizational climate, and the effects of teacher turnover. The chapter concludes with a summary and a transition to Chapter 3.

Literature Search Strategy

I obtained the literature compiled for this literature review through an online library search. The databases that generated the most applicable results were EBSCOhost, ProQuest, Business Source Premier, and American Doctoral Dissertations. The dates of the articles retrieved extended beyond the past 5 years. However, I gave preference to articles that were published within the last 5 years. The search for relevant literature included the following keywords: *effects of organizational climate*, *effects of teacher stress*, *job demands-resources theory*, *organizational climate and teacher stress*, *organizational climate and teacher turnover*, *teacher turnover*, *teacher turnover intentions*, and *turnover intention*. I accessed a multitude of other databases in the literature search process as well. Those additional databases included Elsevier, Google Scholar, and the Directory of Open Access Journals (DOAJ). Prior to generating the returns, the online peer-reviewed search feature was selected on search platforms such as Google Scholar to ensure that the literature generated would fit this designation.

I reviewed current literature containing empirical research, which appeared in multiple publications, such as the *Academic Journal of Economic Studies*, *Educational Management Administration & Leadership*, *Educational Sciences: Theory and Practice*, *Learning and Instruction*, and the *Scandinavian Journal of Educational Research*. Additionally, after I identified key authors on the topics of interest in this study, I read their work and located other relevant research regarding teacher turnover, turnover intention, teacher stress, and organizational climate. The range of dates included in searches of databases and review of journal spanned the years 2018-2023.

Theoretical Foundation

The JD-R model was used as the theoretical framework for guiding this study. The JD-R was first introduced in a study of burnout that was conducted in order to establish the validity of the Oldenburg Burnout Inventory (OBI). Disengaged employees lack the job resources that would assist them with meeting job demands (Demerouti et al., 2001). Premises of the JD-R are that burnout, which results from working conditions, display two distinct and coexisting elements, high job demands and lack of job resources (Demerouti et al., 2001). *Job demands* refer to the physical, social, or organizational aspects of work (Demerouti et al., 2001). *Job resources* indicate those physical, social, or organizational benefits of the work, which assist in goal achievement, the reduction of cost related demands, as well as motivating employees to grow and develop (Demerouti et al., 2001). Job resources that cannot be used to meet job demands result in employee exhaustion and work disengagement. The premises of the JD-R model include that adequate job resources guard against burnout by offsetting the strains of high job demands (Demerouti et al., 2001).

According to the premises of the JD-R model, employees who want to be competent in their jobs appreciate and use opportunities for growth and feedback, which are regarded as job resources (Demerouti et al., 2001). On the other hand, a work atmosphere filled with conflict and inequality places strenuous demands on employees. Such conditions result in health issues and diminished willingness of the employees to exert themselves at work.

Schaufeli and Taris (2014) propose a revised model of the JD-R that included an explanation of the health and motivational processes that workers experience. The researchers proposed that (a) excessive job demands give rise to stress and impaired health, and that (b) high-level resources result in heightened motivation and higher productivity levels and added personal resources to the JD-R model. These personal resources have an impact on employee well-being and mediate or moderate the job characteristics related to well-being. Personal resources influence the perception of job characteristics, and act as a third variable (Schaufeli & Taris, 2014).

Different researchers have used the JD-R model as a framework to guide their research. In the following discussion of some of these research studies, preference was given to studies focusing on teachers or the education situation. The studies of the following researchers who made use of the JD-R model are discussed in more detail: Collie and Martin (2017), Desrumaux et al. (2015), Dicke et al. (2018), Harmsen et al. (2018), and Skaalvik and Skaalvik (2018).

Relationships between constructs measured by a demands-resources scale (job-demands, job climate, optimism, and need satisfaction) have been found to be related to factors such as job satisfaction, job climate, and professional optimism among schoolteachers (Desrumaux et al., 2015). Availability of job resources lowers stress levels and increases job satisfaction. School climate, measured as co-worker support and autonomy, also serves to decrease stress (Desrumaux et al., 2015). A positive school climate can moderate the stress and burnout that resulted from the high job demands of teachers. School climate could be regarded as a job resource inasmuch as providing

relevant teaching materials, giving teachers a voice, and the degree of autonomy teachers enjoy at a school (Desrumaux et al., 2015). The high job demands of teachers resulted in poor health and mental health issues such as anxiety, depression, and burnout (Desrumaux et al., 2015).

Job resources such as interpersonal support between colleagues and administrators also can counteract job demands and diminish stress among teachers (Collie & Martin, 2017). The researchers (2017) assessed the teachers' adaptability, views on the autonomy support received from their principals, feelings of wellbeing, and commitment to the school. The researchers assessed whether the job demand of change and educational renewal and the job resource of principal autonomy support was linked with teacher adaptability. Collie and Martin described change and having to manage new educational developments as job demands. Job resources included autonomy support from the principal. They found that high levels of teacher adaptability were linked with an increased sense of wellbeing. In addition, when teachers view their principal as supportive their adaptability increased and so did their interpersonal relationships with other teachers on the staff. These positive links between adaptability, wellbeing and commitment also had a positive effect on student academic achievement (Collie & Martin).

Job demands also include factors such as time pressure or overload, issues with student discipline, students' lack of enthusiasm, student diversity, interpersonal conflicts with peers, insufficient administrative assistance, conflicting values, and vague role descriptions (Skaalvik & Skaalvik, 2018). Workload and time pressures have become

significant job demands that decrease teacher wellbeing, which leads to increased turnover intent. Shared values, school goals, and teacher practices were job resources that decreased job dissatisfaction and burnout among teachers (Skaalvik & Skaalvik, 2018).

The JD-R model has been used as framework in determining which factors lead to increased stress among a sample of German teachers (Dicke et al., 2018). Job demands included factors such as interruptions in the classroom, classroom management skills, and emotional exhaustion. Dicke et al. (2018) showed that such job demands led to stress in beginning teachers. In contrast, job resources functioned as enabling factors, which lead to commitment to both the teaching task and the school. In addition, the researchers determined that there was substantial interaction between job demands (e.g., student discipline issues, poor student achievement) and job resources (e.g., positive working environment, teacher job satisfaction) on teacher stress and commitment. They recommended that more studies be undertaken to determine variables that contributed to teacher stress and wellbeing because teacher stress often leads to attrition of beginning teachers.

The JD-R model has also been used to explore the relationships between job demands, teacher stress, teacher's instructional conduct, teacher attrition, and teacher turnover intent (Harmsen et al., 2018). Harmsen et al. (2018) were interested in the harmful health process linked with job demands which are physical, psychological, or social demands on the employee leaving them tired, stressed, and disillusioned. Examples of such demands on teachers include disruptive students, student misbehavior, or parental unreasonable criticism of the teacher. Although job demands may not be negative in

itself, the stress caused by having to manage such demands has a negative influence on the employee. On the other end of the scale, job resources in the teaching situation may include workplace elements that facilitate goal achievement, a reduction in job demands, and opportunities for personal growth. The researchers found that participant stress resulted from job demand factors such as high emotional demands, negative interpersonal or organizational elements, insufficient personal development opportunities, and negative student behavior. Negative student behavior was significantly linked with high teacher stress, job dissatisfaction and burnout. Job dissatisfaction and burnout were linked with teacher attrition. In addition, they found that teachers who experienced negative feelings about teaching also perform less favorably in their instructional task.

Considering the premises of the JD-R and previous use of the theory in educational research, I concluded that the JD-R theory is an appropriate lens to guide the proposed study. Job demands, such as classroom management challenges, interruptions, student disruptive behavior, contribute to teacher stress, negatively impact the classroom outcomes, lead to poor teacher performance and turnover intent. Job resources show a motivational effect that results in high teacher motivation levels, decreased cynicism, and exemplary performance. Teachers who perceive the organizational climate and stress as prevalent within their work environments experience an imbalance between job demands and resources. The teachers subsequently experience burnout and consider leaving the profession. An imbalance between job demands and job resources can lead to increased levels of teacher stress and turnover intentions (Harmsen et al., 2018; Skaalvik &

Skaalvik, 2018). It was the interplay between these variables that the current study aimed to address.

Literature Related to the Key Concepts and Variables

In the following literature review, I provide an overview of concepts such as teacher stress, organizational climate, organizational culture, teacher turnover intentions, and teachers leaving the profession. Within this section, I also synthesize the research findings related to the key concepts under review. I end the chapter with a summary of the chapter and a transition to Chapter 3, the methodology.

Turnover Intention and Teacher Turnover

Turnover intention has been defined as a statement of whether an employee plans to leave a job position during a specified time frame (Abzari et al., 2015; Chang et al., 2017). Employees demonstrated changes in mental, cognitive, and behavioral processes which warned employers before employees actually leave their employment (Abzari et al., 2015). There were several noted reasons for teacher turnover intention, with job dissatisfaction being one of the highest reported reasons (Stone-Johnson, 2016). Sources of job dissatisfaction for teachers included over testing, teacher accountability for student achievement on high-stakes tests, as well as unhappiness with school administration and the teaching field overall (Stone-Johnson, 2016). Teachers also were found to experience emotional stress, emotional exhaustion, and aspects of the job that affected their job satisfaction and turnover intentions (Skaalvik & Skaalvik, 2016). Other researchers concluded that high levels of stress, emotional labor, and failure to fit in with peers were

variables that contributed to teacher turnover intentions (Harmsen et al., 2018; Lee, 2019).

There have been several turnover categories identified by researchers (Holme et al., 2018). The first category of turnover is instability, referred to as chronic turnover. Instability erodes human capital, institutional knowledge, and school organization. Chronic attrition negatively influenced school culture resulting in even more attrition (Holme et al., 2018). Therefore, the real effects of turnover on students were not accurately determined from previous studies. In studying cumulative instability over a more extended period, Holme et al. (2018) found that schools lose an average of 72% of their teachers over eight years. Another problem of chronic attrition highlighted by the researchers was that principals of schools with chronic attrition must spend significant time recruiting and appointing replacement teachers. This was a two-edged sword as the lack of instructional leadership was often cited as a reason for attrition (Holme et al., 2018; Kraft et al., 2016), resulting in poor student achievement (Hanushek et al., 2016). Holme et al. used 10 years of data from the Texas Education Resource Center comprising a large sample of 574,813 teachers teaching at 9,853 different public schools in the state of Texas. Although the large sample size was a strength, a weakness was that the sample was only taken from one state. Despite the reason for turnover, the effects thereof on students and schools remain the same.

High turnover intention or employees' plans to leave their job often manifest as employee attrition when employees steadily leave their workplaces. In the education system, teacher turnover intention manifesting as teacher attrition is concerning. Annual

turnover among secondary school teachers in the United States is about 8.3% (Snyder, 2016). Carver-Thomas and Darling-Hammond (2017) found that job dissatisfaction was a major reason for teachers leaving the profession. Areas of dissatisfaction included assessment and accountability, administrative issues, and working conditions. The level of administrative support was also strongly linked with teacher turnover as teachers who were dissatisfied with administrative support were two times more likely to leave a position than teacher who were not dissatisfied with the administrative support they received. Carver-Thomas and Darling-Hammond suggested that educational leaders and policy makers should pay attention to administrative support to teachers, educational leadership, and preservice education of teachers to reduce teacher turnover rates.

Teacher turnover can result from different factors within the school as well as result from personal factors (Kemper, 2017). Kemper (2017) identified the following four variables as being related to teacher attrition: (a) individual characteristics, (b) inadequate salary, (c) not enough or unproductive support of new teachers, and (d) undesirable working conditions. They found that organizational climate factors such as unsupportive administration and lack of teacher decision-making control were also strongly related to turnover intention.

Other researchers have found teacher attrition was positively related to the increased amount of time spent with nonteaching activities such as after-school activities and managing student behavior (Van Overschelde & Wiggins, 2017). Van Overschelde and Wiggins (2017) further found that the quality of principal educational leadership was the single most important factor in teacher retention. In fact, high quality of principal

educational leadership accounted for teachers being 2.2 times more likely to remain at the school. The length of time in education and the number of years a teacher remained teaching at the same school were also factors related to teacher retention (Van Overschelde & Wiggins, 2017).

Reductions in teacher turnover can be achieved through improved school leadership, academic expectations, teacher relationships, and school safety (Kraft et al., 2016). This emphasizes the importance of strengthening organizational contexts in which teachers work to reduce teachers' intention to leave the profession. When administrators employed strategies to reduce teacher stress, teachers were less likely to leave (Kraft et al., 2016). Organizational dysfunction, which resulted in ongoing staff turnover, made it difficult to improve school outcomes. Reforms aimed at addressing these features to support individual teachers and to improve the organizational climate overall were likely to increase student achievement and reduce teacher turnover.

When looking at what principals can do to retain teachers, researchers revealed the following four themes: the need to identify common challenges of urban educators' experiences, establish teacher support systems, identify barriers to teacher retention, and implement strategies to retain teachers (Hammonds, 2017). Hammonds (2017) concluded that there needs to be administrative support, time to collaborate and plan with colleagues, mentor assistance, access to videos of effective teaching, increased resources, and effective classroom management strategies to optimally retain teachers. Administrative support included allocation of classroom resources and assistance with

organizational tasks of teachers. Organizations that make retention strategies a priority are more likely to decrease teacher stress and turnover intentions.

Teacher Stress and Burnout

Teaching is a stressful occupation (Molero et al., 2019; Skaalvik & Skaalvik, 2016). Individuals who experience stress harbor negative thoughts and feelings about work and themselves (Prilleltensky et al., 2016). In the educational situation teacher accountability measured such as state tests and teacher assessments were found to significantly increase teachers' stress levels (Ryan et al., 2017). Different factors were responsible for increased teacher stress, including organizational or educational change (Mulholland et al., 2013). In addition, teachers' workload, student discipline issues, limited decision-making authority, and insufficient skills development opportunities served to increase teacher stress (Landsbergis et al., 2018). School-based factors that mitigated teacher stress included a supportive work environment, clear workload descriptions, teacher collaboration, and giving teachers control, voice, and choice (Prilleltensky et al., 2016).

Nearly 46% of teachers in the United States have reported high daily stress (Gallup, 2014—most recent data available). Teacher stress is considered negative feelings caused by unfavorable work experiences (Prilleltensky et al., 2016). Teacher stress was defined in terms of perceived or potential stressors (Skaalvik & Skaalvik, 2016).

A difference between risk and protective factors lead to teacher stress (Prilleltensky et al., 2016). Risk factors referred to any element or combination of

elements that have negative consequences on teachers' experience at school, e.g., student disruptive behavior or lack of support from peers and administrative staff. Protective factors include elements within the person or outside the person that exerted a positive influence and deliver positive outcomes, e.g., resilience, positive interaction with other teachers, or family. Teacher stress can result from the principal's management style and the organizational climate of the school (Prilleltensky et al., 2016). Activities mitigating teacher stress included regular discussions (e.g., professional group discussions) between teachers, involving new teachers in activities aimed at building cohesion amongst staff, regular professional training sessions, and opportunities to meet parents outside the classroom situation.

There are a number of factors that contribute to the already high stress levels of teachers. Some of those factors include poor compensation, lack of adequate teacher planning time, and being held accountable for student standardized test performance (Gallup, 2014). Job demands such as organizational change, educational renewal, and teacher role, increase teacher stress (Mulholland et al., 2013). Teacher stress has also been found to be a result of organizational culture which includes things like workload demands, students with problem behaviors, limited decision-making authority, inflexible schedules, conflicting demands from peers, supervisors, students' parents, inadequate opportunities for skills development, and workplace violence (Landsbergis et al., 2018).

Lack of role clarification and disempowering policies contribute to increased levels of teacher stress (Prilleltensky et al., 2016). High daily stress for teachers was often caused by exposure to organizational risk factors, which can lead to teacher turnover

intention. There are organizational protective factors such as a supportive environment, clear workload clarifications, teacher collaboration, as well as giving teachers control, voice, and choice served to reduce stress among teachers that can give teachers a sense of control and decrease stress. Organizational factors that alleviate stress decrease the likelihood of teacher turnover (Prilleltensky et al., 2016).

The current educational practice of holding teachers accountable for student performance on standardized state tests and using test scores as part of teachers' evaluations contributed to teacher stress (Ryan et al., 2017). Test-based accountability can be instrumental in teachers' choice to either leave a specific school or the profession. When teachers leave, it negatively influences the organizational climate of the school and depletes school resources. In addition, test-based accountability increased teacher stress and burnout which in turn influences decisions to leave the profession (Ryan et al., 2017).

Teachers who experience high levels of stress and dissatisfaction linked with attrition often give the following reasons for their decision to leave education, namely disrespect, work-life balance, emotional fatigue, stress, and poor salary (Rumschlag, 2017). Teachers worked long hours preparing for classes and extramural activities, ever-increasing demands left teachers tired and stressed, leading to them seeking less stressful jobs with better pay and more satisfaction (Rumschlag, 2017). High levels of teacher stress led to teacher dissatisfaction, increased periods of absence from work, and turnover (Yu et al., 2015). However, teachers perceived self-efficacy was found to mediate workplace stress and burnout. Yu et al. emphasized the importance of relieving teacher stress promptly to avoid fatigue, loss of enthusiasm, and displaying negativity to students.

Organizational Climate and Culture

Organizational climate consists of organizational policies, systems, and processes that either positively or negatively affect individuals in that organization (Schneider et al., 2017). School climates are organizational climates that refer to the was quality of interpersonal relationships in a school as the overall character of a school (Ryan et al., 2017). School climates that are supportive of teachers promote collegiality. Schools where the principal shares school goals, and enforces a disciplinary climate were found to promote teacher satisfaction and retention (Dahlkamp et al., 2017). A positive climate fosters a positive learning climate in which students better achieve academic goals (Dahlkamp et al., 2017).

Schein (2015) described culture as common values and fundamental assumptions of a group or organization to which they all adhere and was their joint identity. Organizational culture functions as a uniting force that builds cohesiveness among stakeholders in organizations and schools (Teasley, 2017). Although the two concepts of school climate and culture were interrelated, they were not interchangeably. Whereas school climate referred to the character of the school and the stakeholders' attitude and interactional patterns, school culture included the values and customs of the school.

The organizational climate of a school encompassed the psychosocial milieu of the school, which included interpersonal relationships among teachers as well as between teachers and students (Yao et al., 2015). Organizational climate also involves resource allocation, teacher autonomy, and the motivation of both teachers and students. Teachers who viewed the climate as high-quality engaged in activities that promoted the

organizational goals of the school and were motivated to ensure student success. Teacher perceptions of low-quality climate experience increased stress and burnout (Yao et al., 2015).

Organizational climate refers to how employees interpret what happens at work, while organizational culture referred to the values that guide its overall functioning (Schneider et al., 2013). The interaction between employees' perceptions of the work situation (climate) and organizational values or culture creates a healthy organization with competitive advantage (Schneider et al., 2013). In other words, when employees' perceptions of organizational processes and policies correspond with the organizational values the employees buy into the organizational mission and vision that gives the organization a competitive advantage. School climate and culture are significant determinants for teacher turnover and retention (Dahlkamp et al., 2017). Researchers have suggested that regional offices and principals to help enhance teacher retention, it is imperative for school leaders to identify and address organizational climate characteristics that may cause teachers to leave the profession (Dahlkamp et al., 2017).

The positive factors of organizational climate are important to identify to establish an overall environment that would enhance teacher retention (Dahlkamp et al., 2017). A positive organizational climate for teachers includes support, transparent communication, and participation in decision making, autonomy, inclusiveness, job resources, and innovation (Zhu & Engels, 2014). A negative organizational climate involves emotional exhaustion, which was caused by disconnection, exclusion, top-down leadership, and a demanding workload (Yao et al., 2015). A positive organizational climate functions as a

job resource while a negative organizational climate has been found to be demanding and stressful. A positive school culture builds trust and cohesion amongst teachers and students and was also associated with a lower teacher turnover intention than those with negative cultures (Şenol & Lesinger, 2018).

The organizational climate of a school is the conditions or working environment at a school (Dahlkamp et al., 2017). Positive organizational climate has been found to be associated with teachers' decision to remain at a school. Organizational culture related to communication, control methods, and leadership styles is important (Danish et al., 2015). Principals, together with teachers and students, are responsible for establishing and maintaining school organizational culture (Şenol & Lesinger, 2018). All the stakeholders of the school contributed to establishing the organizational culture of the school, which was a culmination of their habits, beliefs, and values which guide their actions and manner of communication. The principal's leadership and communication style have been found to be pivotal to the development and nature of the school organizational culture (Şenol & Lesinger, 2018). When principals developed an organizational culture that encouraged teachers and students to learn and improve students' academic achievement, they attach importance to teacher instruction and student learning (Day et al., 2016).

Factors that contribute to teachers leaving the profession include training experience and mentoring programs which provided instructional support and expertise (Sedivy-Benton & Boden-McGill, 2012). Organizational factors such as school structure, influence on decision-making, control over the environment, and effectiveness of school

management contributed to teachers' autonomy and feelings of fitting in with the school as organization. Organizational climate of a school plays a vital role in teacher satisfaction, and ultimately turnover intention (Kang et al., 2022). It is essential to consider teachers' perceptions of their working environments, while acknowledging that schools play a pivotal role in teacher turnover intention.

Organizational factors, such as teacher autonomy in decision-making and giving teachers a voice, increase teacher satisfaction which in turn had a positive influence on student success (Desrumaux et al., 2015). When teachers feel their expertise is valued and they had the support of school leadership, teacher retention increases (Sedivy-Benton & Boden-McGill, 2012). In addition, administrative support, and time to collaborate with other teachers served to increase teacher retention (Hammonds, 2017). Addressing factors that influence teachers' intentions to leave can help improve teacher quality and ultimately improve urban school outcomes.

Effects of Teacher Turnover and Turnover Intention

Teacher turnover negatively impacts student achievement because schools sometimes fill vacant positions with inexperienced teachers in teaching the subjects or grade levels for which they were hired (Hanushek et al., 2016). At the school level, turnover has negative effects on the collaboration between teachers, curriculum planning, and implementation of teaching initiatives developed by teacher teams for specific grades (Hanushek et al., 2016). Achievement schools can be negatively influenced by high turnover by (a) losing teachers with specific experience of the school, and (b) losing teachers with subject knowledge of a specific grade.

Teacher turnover during the academic year puts the students at a disadvantage as they had to become acquainted with a new teacher who approached instruction and classroom management differently (Redding & Henry, 2018). The effect of teachers leaving the school during the academic year was that the teacher-student relationship and teamwork with other teachers was interrupted. The test scores of students who lost a teacher during the year have been found to be significantly lower compared to students whose teacher remained throughout the year (Redding & Henry, 2018).

Teacher turnover has been found to cause classroom interference, staff variability, and dissimilarities in replacement teacher quality (Redding & Henry, 2018). Classroom interference influences the students through disruption of their relationships with the teacher and the disruption of their instructional experiences with the teacher. Teacher turnover within the school year leaves students in an awkward position as the teacher-student relationship is suddenly broken and the teacher is replaced with someone who does not know the students and their specific needs. The new teacher must establish new teaching routines and may not have access to the previous teacher's knowledge of the curriculum and student needs (Redding & Henry, 2018).

The "variability of staff" which resulted from mid-year turnover diminishes teachers' cohesion and teamwork (Redding & Henry, 2018). Teacher cohesion and collaboration results in teacher shared knowledge that can have a positive effect on classroom instruction. This shared knowledge is diminished when teacher attrition occurs, especially when it happened during the school year. Teacher replacements often needed mentoring or additional support from the remaining staff which diminishes the

time staff spent in class or with teacher collaboration activities—further disadvantaging the students (Redding & Henry, 2018).

Students are directly influenced by teachers who leave their position as classroom teacher. Students reported that they experienced difficulties in adapting to the different instructional practices of teachers when teachers changed midstream (Id-Deen, 2016). Differences in teachers' teaching practices slowed down their learning and negatively influenced their test scores. Students also stated that they felt the new teacher was not as interested in them as people because there was not the effort made by the new teacher to get to know the students as this is primarily done at the beginning of the school year or term.

Summary and Conclusions

In the United States, teacher turnover is high, 16% in 2016, compared to the 5% in the 1990s and 3%–4% in countries such as Sweden and Singapore (Carver-Thomas & Darling-Hammond, 2017). High turnover rates have cost implications in terms of costs incurred for the recruitment and appointment of new staff. Turnover also had a detrimental effect on the school organization and more importantly, the students (Hanushek et al., 2016; Holme et al., 2018; Shen et al., 2015).

The theoretical framework for this study was the JD-R of Demerouti et al. (2001) who asserted that employees who lack the job resources that would assist them with meeting job demands become disengaged. Job demands refer to the physical, social, or organizational aspects of work (Demerouti et al., 2001). Job resources refer to those physical, social, or organizational benefits of the work, which assist in goal achievement,

the reduction of cost related demands, as well as motivate employees to grow and develop (Demerouti et al., 2001). Teaching is a particularly stressful and demanding job (Desrumaux et al., 2015; Newberry & Allsop, 2017). Demands faced by teachers include large classes, inconsiderate students, parental demands, violence, and inspections (Desrumaux et al., 2015). The high job demands of teachers may result in poor health and mental health issues such as anxiety, depression, and burnout (Desrumaux et al., 2015). Harmsen et al. (2018) found that high job demands were linked to job dissatisfaction and increased turnover amongst teachers.

Teaching was considered a highly stressful job (Molero et al., 2019; Skaalvik & Skaalvik, 2016). Researchers found different factors contributing to teacher stress such as unfavorable teaching experiences (Prilleltensky et al., 2016), organizational culture and student disruptive behavior (Landsbergis et al. (2018), and accountability for student performance on standardized state tests (Ryan et al., 2017). Increased teacher stress was associated with teacher attrition. (Ryan et al., 2017). Other reasons for teacher turnover intention included job dissatisfaction which was identified as one of the highest reported reasons for attrition amongst teachers (Carver-Thomas & Darling-Hammond, 2017; Stone-Johnson, 2016). Areas of dissatisfaction for teachers include assessment and accountability, administrative issues, and working conditions (Carver-Thomas & Darling-Hammond, 2017). This indicates that the organizational climate of a school is an important component in teacher turnover.

Organizational climate consists of organizational policies, systems, and processes (Schneider et al., 2017). School climates that increased teacher satisfaction and promote

student discipline, and shared school goals promoted teacher satisfaction and retention (Dahlkamp et al., 2017). Such a climate fosters a positive learning climate in which students achieve academic goals (Dahlkamp et al., 2017). When teachers feel their expertise was valued and they have the support of school leadership, teacher retention were likely to increase (Sedivy-Benton & Boden-McGill, 2012). When teachers leave the school during the academic year it interrupts teacher-student relationships and teamwork with other teachers (Redding & Henry, 2018). Students then have to adapt to the new teacher's instructional methods and get to know the teacher which causes them to feel estranged and interfere with their progress (Id-Deen, 2016). The impact of teacher turnover is felt across the education system and effective efforts to increase teacher retention are urgently needed. The next chapter discusses the methodology followed for this research. The chapter highlighted the study method and design together with a description of the process followed to recruit participants, collect, and analyze data. The chapter includes important ethical considerations needed when conducting studies with human participants.

Chapter 3: Research Method

The purpose of this quantitative, correlational study was to examine the predictive relationships between organizational climate, teacher stress, and teacher intention to leave the teaching profession. This chapter provides the research method for the study. I begin by presenting the research design and the rationale for choosing it. Then, I describe the target population demographics, participant recruitment, participation guidelines, and data collection procedures. Next, I review the three instruments and the operational definitions for each variable as well as details regarding instrument validity and reliability. I then explain the data analysis of the survey in relation to the research questions and hypotheses. A discussion of the ethical procedures and considerations for this study is followed by a summary of section highlights.

Research Design and Rationale

The quantitative, correlational, survey research design was chosen for this study. The research question guiding this research was: To what extent does organizational climate (collegial leadership, professional teacher behavior, achievement press, and institutional vulnerability) and teacher stress predict U.S. high school teacher turnover intention? Quantitative methods are appropriate when measuring the strength of associations between numerically measurable constructs (Howell, 2013) and for determining how variables differ from each other or are related to each other (Curtis et al., 2016). Therefore, the quantitative research design for this study was selected to examine the extent to which organizational climate (collegial principal behavior,

achievement press, professional teacher behavior, and institutional vulnerability) and stress predicted urban teachers' intentions to leave the profession.

The correlational design was used to test hypotheses and the predictive relationships between variables (Curtis et al., 2016; Tominc et al., 2018). Correlational designs have several strengths in comparison to other quantitative designs. Correlational designs are considered inexpensive and do not require a large amount of time to conduct (Curtis et al., 2016). In addition, correlational designs do not require control or experimental groups because there is not a treatment being imposed on participants. The correlational design was deemed appropriate for assessing the strength of the relationships between the variables of interest-extent organizational climate (collegial principal behavior, achievement press, professional teacher behavior, and institutional vulnerability), stress, and intentions to leave the profession.

Survey research is most often used for public opinion research or to study real-life problems (Saris & Gallhofer, 2014; Yan, 2014). A survey design was selected as surveys can be used to question many individuals the same questions more quickly than asking in person, through interviews (Van Zyl & Pellissier, 2017; Yan, 2014). Additionally, surveys are useful because each of the variables of interest can be measured through use of Likert-scaled self-report items, which allows for inferences about participant feelings and causal relationships between variables (Van Zyl & Pellissier, 2017).

Methodology

Population

The targeted population for this study consisted of high school teachers located in a Midwestern city. This school district consists of 37,701 students and was found to be the second largest in the state of Ohio. The school district served students across an 82 square mile radius, and it was currently composed of 63 K-8 grade level schools and 36 high schools (Masked School District Name, 2020). One hundred percent of the students within the Midwestern school district received free and reduced lunch.

Teachers from 10 high schools with distinct ratings ranging from Ohio state reported grade A–F were recruited for participation. The rationale for targeting 10 out of the 36 high schools was to survey approximately two schools per rating. I identified multiple schools with B–F ratings from the Ohio state report card given by the Ohio Department of Education (2020). There was no high school within the selected district with an A state report card grade. Of the 36 high schools, 36% have an F rating. The B-rated schools within the district—schools B1, B2, and B3—have 18, 20, and 23 teachers, respectively. The C-rated schools have comparatively more: school C1 has approximately 29 teachers, and school C2 has approximately 29 teachers. School D1 has approximately 29 teachers; school D2 has 27 teachers. Finally, there were two F-rated schools (F1 and F2), and these have 26 and 29 teachers, respectively. Two hundred and thirty teachers comprised the targeted population of teachers.

The school district's report card grade for the 2018/2019 school year was a D (Ohio Department of Education, 2020). The state report card consisted of sub-letter

grades given in the five areas of achievement, progress, gap closing, graduation rate, and prepared for success (Ohio Department of Education, 2020). The achievement component of the state report card was assessed using state test scores (Ohio Department of Education, 2020). The progress component also used test scores relating to growth from the previous school year (Ohio Department of Education, 2020).

Sampling and Sampling Procedure

Sampling Strategy

I used a nonprobability, convenience sampling method to recruit participants. A convenience sample includes participants who have the knowledge that applies to the study, are easily accessible to the researcher, and are willing to participate (Etikan et al., 2016). In addition, convenience sampling can be completed in a shorter amount of time by focusing recruitment efforts in areas that are closer in proximity to the researcher (Valerio et al., 2016). Overall, this sampling method allowed me to target multiple teachers in a group of identified schools.

Inclusion/Exclusion Criteria

Participants in the sampling frame included male and female teachers at the targeted schools who taught for at least one year. Additionally, all participants were at least 18 years of age and were fluent in the English language to ensure proper understanding of consent and survey questions. The exclusion criteria established that anyone who was not a current teacher at a selected school with at least one year of experience, 18 years of age, or not fluent in the English language be summarily excluded

from participation. Additionally, any person who did not grant consent was ineligible to participate in this study.

Sample Size

A priori power analysis was conducted to determine the required minimum sample size for the study. Four factors were considered in the power analysis: significance level, effect size, power of test, and statistical technique. The significance level, also known as Type I error, refers to the chance of rejecting a null hypothesis given that it is true (Haas, 2012). Most quantitative researchers use an alpha of .05 in the social sciences and this was used in my study as well (Creswell, 2013). The effect size referred to the estimated measurement of the relationship between the variables being considered (Cohen, 2001). A medium effect size was used as it struck a balance between being too strict and too lenient (i.e., too small and too large; see Berger & Pericchi, 2002). The statistical power of a test referred to the probability of correctly rejecting a null hypothesis and in most quantitative studies, an 80% power was usually used so this is what I used as well (Sullivan & Feinn, 2012).

The statistical test used for this study was a multiple linear regression analysis with five predictors (four subscales of organizational climate and teacher stress). Therefore, using G*Power 3.1.9.4 (Faul et al., 2014), the computed minimum sample size with an alpha of .05, medium effect size ($f2 = 0.79$) for a multiple linear regression analysis with five predictors was 90. To account for a roughly 10% response rate, incomplete responses, and the number of possible participants available for recruitment, each teacher among the 10 selected high schools was recruited.

Procedures for Recruitment, Participation, and Data Collection

Recruitment

Prior to beginning the recruitment process, I sent a letter to the school district's office of accountability seeking permission to conduct the study. I also sought and obtained permission from the school superintendent and respective principals, as well as from the director of data strategy. Additionally, I obtained permission from Walden University and the Institutional Review Board (IRB) to commence data collection.

Participation

After gaining approval and email addresses from the human resources manager for the district, I emailed teachers to invite them to participate in the study. This email contained a link to the survey, which was hosted on the online research survey platform SurveyMonkey (https://www.surveymonkey.com). Upon clicking the link and entering the survey, participants were presented the informed consent form, which outlined my expectations for participants, provide detailed information about the study, and expressed that any individual could refuse to participate or cease participation in the research at any point for any reason without fear of retribution from myself or affiliated institutions.

Data Collection

Prior to data collection, I obtained permission (see Appendices A, B, and C) from each of the survey developers to use the instruments that were used to collect data in this research. Within the email inviting individuals to participate, teachers received a hyperlink which accessed the OCI (see Appendix D), the TSI (see Appendix E), and the TIS (see Appendix F), after granting consent. Additionally, demographic information was

collected by a demographic survey (see Appendix G). All data was collected using SurveyMonkey.

Demographic information was collected electronically from each participant as part of the online recruitment process to ensure that all persons within this study met eligibility requirements and properly understood the meaning of consent. The consent form presented information about what was expected from participants. Moreover, consent forms instructed all persons that they were able to cease participation within this study for any reason and at any time without fear of retribution from myself or affiliated organizations. Consent forms identified the topics covered by the survey, as well as any background information regarding the topic that the participant needed to know.

The survey was active until the minimum sample size was met. This was checked every day to monitor the number of survey responses completed. If the minimum sample size had not met within the first 2 weeks of the survey being posted, a reminder email to all on the email list would have been sent to ask those who had begun their response to complete the survey. As the minimum sample size was met, the survey link was closed, and no more survey responses were collected. Survey participants who fully completed their response were thanked for their time within the survey platform at the end of the survey.

Instrumentation and Operationalization of Constructs

I utilized a researcher development demographic form to collect demographics from participants. Three survey instruments were used to measure teachers' perceptions of organizational climate, level of stress, and turnover intentions. The instruments that

were used to collect data for the variables of interest for the study included the OCI, the TSI, and the TIS. The composition of these instruments as well as their validity, reliability and scoring are detailed below.

Demographic Form

I developed demographic items to collect demographic information in order to describe my sample. Demographic variables included gender, ethnicity, education level, and income range of participants. The frequencies of each of these demographics for my sample can be found in Chapter 4.

OCI

The independent variable of organizational climate was measured using the OCI. Hoy et al. (1998) developed the OCI through an amalgamation of both the Organizational Climate Descriptive Questionnaire (OCDQ; Hoy & Tarter, 1997) and the Organizational Health Inventory (OHI; Hoy et al., 1991). The OCI was developed to collect data used to measure the organizational climate of an organization across four dimensions (Hoy et al., 2002).

The original version of the OCI consisted of 95 questions that measured openness, organizational climate, and organizational health. To validate the original version of the OCI, Hoy et al. (2002) conducted a study that included 97 secondary schools in Ohio. The sample used by Hoy et al. came from high schools in a variety of community settings, creating a sample of urban, suburban, and rural schools.

The OCI was further developed by Hoy et al. in 2002 to measure four elements of school climate. After pilot testing using faculty of various high schools in urban

suburban, and rural schools, the OCI was reduced to 27 questions. The 27 questions were used to measure four dimensions of organizational climate and the relationship of a school to its community. Those elements included principal leadership, teacher professionalism, achievement press for students to perform academically, and vulnerability to the community (Hoy et al., 2002). Each survey item used a 4-point Likert scale format ranging from *rarely occurs* (1) to *frequently occur* (4). For the purposes of this study, the four scales from the OCI will be utilized. The OCI is available for public use without permission (Hoy et al., 2002).

Validity of the OCI. A factor analysis completed by Hoy et al. (2002) demonstrated the construct validity of the concepts of school climate (Hoy et al., 2002). Additionally, Harjanti and Gustomo (2017) completed validity testing for the OCI using a bivariate Pearson test, which correlates OCI with a similar instrument to measure the extent to which the instrument measures what organizational climate. The results indicated that the R count was greater or equal to 0.2163 meaning that the test was valid. Construct validity was also supported by examining the correlations between OCI and other similar instruments, such as the original OCDQ index of openness (Hoy & Tarter, 1997), and the index of principal openness (Hoy, 2019). The correlation reported in Hoy and Tarter (1997) is .67 and statistically significant, and the correlation in Hoy (2019) is .52 and statistically significant. These findings supported the use of the OCI as a valid instrument for organizational climate.

Reliability of the OCI. The Cronbach's alpha coefficient of scale reliability was consulted to determine the internal consistency of the scale. Generally, alpha coefficients

above .8 were considered reliable. Hoy et al. (2002) reported the Cronbach's alpha reliability scores of the OCI were moderately high with collegial principal behavior (.94), achievement press (.92), professional teacher behavior (.88), and institutional vulnerability (.87). Harjanti and Gustomo (2017) tested the reliability of the OCI through the use of a Cronbach's Alpha test and found that the reliability score was .974, indicating high reliability. Reeves (2010) also tested the reliability of the OCI and found that each subscale measured between .82 and .92, indicating strong reliability.

Scoring for the OCI. Scoring was completed in a two-step process. First, all individual items were scored by assigning 1 to events that rarely occur, 2 to events that sometime occur, 3 to events that often occurred, and a score of 4 to events that very frequently occurred. Second, the four subscales of organizational climate were computed by averaging the respective survey items that comprise each scale. The resulting scale scores ranged from 1 to 4. Scores closer to 4 were interpreted as an indicator for a more positive school environment for faculty members; or, one that often met the social needs of teachers and achieves school goals, was marked by respect for colleague competence, demonstrates commitment to students, met academic goals, and did not put faculty at odds with parents and citizen groups. Higher scores suggested frequent demonstrations of these dimensions of collegial leadership, professional teacher behavior, achievement press, or institutional vulnerability. Scores closer to 1 were interpreted as indicators for less frequent demonstrations of the four dimensions. Table 1 shows the breakdown of the items calculated to each subscale, which were averaged to create a composite OCI variable.

Table 1

Breakdown of Items for Scales on the OCI

Scale	Items
Collegial leadership	1, 3, 5, 10, 13, 20, 27
Professional teacher behavior	8, 18, 21, 23, 25, 28, 29
Achievement press	7, 11, 15, 16, 17, 19, 22, 24
Institutional vulnerability	2, 6, 9, 12, 26

TSI

The variable of teacher stress was measured using the TSI (see Appendix E), developed by Fimian in 1984 (Fimian, 1984). I obtained permission to administer the survey (see Appendix B). The TSI was developed to identify sources and manifestations of stress in regular and special education public school teachers. The TSI is a 49-item instrument that measures five sources of teacher stress. The TSI also generated a measure for overall stress. The five stress source factors corresponded to time management, work-related stressors, professional distress, discipline and motivation, and professional investment (Fimian, 1984). Additionally, the five manifestations of stress corresponded to behavioral, emotional, gastronomic, cardiovascular, and fatigue. The individual survey items were scored using a 5-point Likert-scale that ranged from 1 (no strength; not noticeable) to 5 (major strength; extremely noticeable). The pilot sample that was used to test the TSI consisted of urban public high school teachers. The current study included a similar population. The individual factors and the overall stress scale were computed

through an average of the respective survey items. For the purposes of this study, the overall scale score was used.

Validity of the TSI. Principal components analysis with varimax rotation were used to validate the 10-item structure of the questionnaire (Fimian, 1984). Preliminary principal component analyses determined that 58% of the variance in the scores of stress variance could be explained by the 10 factors for stress. A confirmatory factor analysis (CFA) demonstrated acceptable fit for all the factors (CFI >90 and GFI > .90). Validity of this instrument was also assessed in a study completed by Kourmousi, et al. (2015), who utilized the TSI to measure perceived stress levels within 3447 Greek educators. According to Kourmousi et al. (2015), the results of the CFA validated the two-factor construct of TSI: root mean square error of approximation, comparative fit index, and goodness-of-fit index values were 0.079 0.956, and 0.951 respectively, all indicating good fit and validity.

Reliability of the TSI. Reliability coefficients from the TSI for the 10 factors ranged from .75 to .93 (Fimian, 1984). Fimian (1984) established test-retest reliability was established through the mailing of surveys to four samples. These internal consistency coefficients ranged from .88 to .97 and were sufficiently high to establish instrument reliability. The reliability was tested among regular education teachers and special education teachers. The scale met the acceptable reliability threshold for both samples. Additionally, using Cronbach's Alpha test, Kourmousi et al., (2015) found that the TSI had a reliability score of .94, indicating high reliability.

Scoring of the TSI. The TSI was scored through an average of 49 survey items. Possible scores ranged from 1.00 to 5.00. The individual survey items utilized a 5-point Likert-scale that ranged from 1 (no strength; not noticeable) to 5 (major strength; extremely noticeable). Scores from each question were then added together and divided by the number of items within that subscale. Subsequently, all averages from each of the subscales were averaged to determine overall scores. Higher scores for TSI were used to infer higher levels of teacher stress across all dimensions captured by the TSI composite variable.

TIS

The TIS is a six-item scale designed to measure an employee's turnover intentions. I obtained permission to utilize the survey (see Appendix C). The six-item instrument was adapted from a 15-item scale initially developed by Roodt (2004). Items were scored through use of a 5-point Likert scale (1 = *never* to 5 = *always*; Roodt, 2004).

Validity of the TIS. Exploratory factor analysis of the 6-item scale supported a single factor structure (Bothma & Roodt, 2013). A principal component factor analysis with a varimax rotation showed the factor loadings ranged from .36 to .81 (Bothma & Roodt, 2013). Moreover, the factorial validity was determined from item loadings ranging from .73 and .81 reinforcing the validity of the TIS. Bothma and Roodt (2013) conduct independent-sample t-tests of mean score differences among employees who resigned and employees who stayed to establish significant differences in mean scores of work-based identities, personal alienation, three work engagement dimensions and task performance to confirm the differential validity of the TIS. Pearson correlation between

TIS and engagement scores were statistically significant and negatively related with a coefficient of -.07 (Mxenge et al., 2014). This supported the content validity of TIS in the expected direction of association.

Reliability of the TIS. The TIS has previously established sufficient reliability (α = 0.80). Bothma and Roodt (2013) calculated reliability coefficients ranging from .73 to .81. Previous research by Mxenge et al. (2014) also found that the reliability coefficient to be .80. Kourmousi et al. (2015) found Cronbach's alpha coefficients above 0.70. These scores indicated a satisfactory level of reliability for the TIS.

Scoring for the TIS. The turnover intentions variable was computed through an average of the six survey responses. Possible scores ranges included 6 to 30. Higher scores closer to 30 were used to infer stronger tendencies of intention to leave among participants.

Data Analysis Plan

The data analysis for this study was performed using the Statistical Package for the Social Sciences (SPSS) Version 24.0 for Windows. Use of SPSS provided a range of descriptive as well as inferential statistics, including statistical correlations. SPSS software was used extensively by researchers in the educational as well as social and behavioral sciences (Hinton et al., 2014). The advantage of using SPSS was that it was user friendly and enabled the researcher to export data from Microsoft Excel easily.

The research question addressed in this study was: To what extent does organizational climate (collegial leadership, professional teacher behavior, achievement

press, and institutional vulnerability) and teacher stress predicted US high school teacher turnover intention? The associated hypotheses tested were:

H_0: Elements of organizational climate, as measured by the OCI (collegial leadership, professional teacher behavior, achievement press, and institutional vulnerability) and teacher stress, as measured by the TSI, are not statistically significant predictors of turnover intention as measured by the TIS.

H_a: Elements of organizational climate, as measured by the OCI (collegial leadership, professional teacher behavior, achievement press, and institutional vulnerability) and teacher stress, as measured by the TSI, are statistically significant predictors of turnover intention as measured by the TIS.

Pre-Analysis Data Cleaning

I downloaded the raw survey data and extracted it from Survey Monkey as a .CSV file. The .CSV file was preferable as it was a readable format by both Microsoft Excel and SPSS. All required statistical tests for this study were thus easily conducted in SPSS.

All data was cleaned using Microsoft Excel. Pre-processing aimed to ensure a clean data set by excluding data outliers and missing data. Only those participants who had complete information on all the variables were included in the data analysis. If a case was missing more than 15% of all data, they were removed by listwise deletion. In listwise deletion, a case was dropped from an analysis because it had a missing value in at least one of the specified variables (Pepinsky, 2018). It was important to remove cases with missing values, as the scoring of the instruments was divided by the number of

responses, to accrue accurate results. Thus, inclusion of cases with missing data could have skewed data results. This was not the case and did not occur or need adjusted. To identify outliers in the dataset, a series of boxplots was developed to identify outliers using the interquartile range (Tabachnick & Fidell, 2013). Once a complete, clean data set was established it was then exported to SPSS for data analysis.

Descriptive Analyses

Descriptive analysis was conducted first to summarize the demographics of the participants. Descriptive statistics such as frequency counts, percentages, means, and standard deviations were computed using SPSS statistical software. Frequencies and percentages were used to examine the distribution of the nominal level variables (i.e., demographic factors) whereas means and standard deviations were used for all continuous level data (i.e., the predictor and criterion variables).

Testing Assumptions for Linear Regression

Since multiple linear regression analysis was being used, certain assumptions needed to be met including (a) normality, (b) homogeneity of variance, (c) linearity, (d) independence, and (e) the absence of multicollinearity (Sedgwick, 2015). For assumption 1, a Kolmogorov-Smirnov test was performed to detect if all study variables comply with the normality assumption (Siddiqi, 2014). If a violation of the assumption of normality was detected, I would have employed variable transformation, using either natural log or square root transformation, to address this violation (Schmidt & Finan, 2018).

Second, a test for homogeneity of variance was conducted using Levene's test, which investigated for a constant variance of error for the independent variable, by

plotting residuals versus predicted values, and residuals versus independent variables (Parra-Frutos, 2013). As the scatterplots of the variables did produce a linear relation it suggested that the error was consistent across the range of predicted values hence the assumption was met. Third, linearity test was conducted to test for a linear relationship between the two variables (Sedgwick, 2015). The linearity test involved producing scatterplots to make sure the mean of the outcome variable for each increment falls on a straight line. I examined scatterplots to ascertain any patterns within the data points.

A test for outliers was conducted through visual inspection of histograms and boxplots to meet the assumption of independence (Huber & Melly, 2015). Assumption of independence for a boxplot was met looking at the data contained within the interquartile range (IQR). When considering histogram, the range of data in a quantile-quantile plot was examined to determine independence. Thus, if data was evenly distributed, then the assumption of independence has been met.

Finally, the presence of multicollinearity was assessed through Variance Inflation Factors (VIFs), which determined the degree of correlation among all the predictors in the model (Sedgwick, 2015). Values between 1 and 5 were used to suggest that either no or moderate multicollinearity was present and did not need to be addressed. The value above 5 indicated that strong multicollinearity was present and affected variables were centered to address the problem (Sedgwick, 2015).

Research Question Analyses

To address the research question, a multiple linear regression was used to explore the predictive relationships between organizational climate (collegial leadership,

professional teacher behavior, achievement press, and institutional vulnerability), teacher stress, and intention to turnover. The subscales of organizational climate and teacher stress was treated as continuous predictor variables. A teacher's intention to turnover was measured as a continuous criterion variable.

Multiple linear regression analysis was used to test the null hypotheses. There were five predictor variables and one criterion variable, which was why multiple linear regression was needed as opposed to a simple linear regression that could only handle one predictor and one criterion (Nimon & Reio, 2011). The significance of the relationship between the predictor variables and criterion variable was analyzed through the regression coefficient associated to each of the predictor variables (Nimon & Oswald, 2013).

Hypothesis testing was completed on all analyses with a 0.05 level of significance (Weakliem, 2016). This meant that all p-value output of the regression analyses were assessed using a 0.05 level of significance. If the coefficient was statistically significant at a p-level of 0.05 or lower, the null hypotheses of no statistically significant association with TIS was then rejected.

The sign of the regression coefficient informed the direction of this association. If it was positive, the independent variable was positively related to the dependent variable, meaning, as one went up in value the other did as well and vice versa. On the other hand, if the sign of the regression coefficient was negative then it meant that the independent variable was negatively related to the dependent variable, suggesting that as one went up in value the value of the other variable went down and vice versa.

Additionally, the results of the F-statistic of overall significance was consulted to determine the utility of the relationship as fitted. If the F-statistic was statistically significant at a p-level of 0.05 or lower, the null hypothesis in favor of an intercept-only model was rejected. The R-squared and adjusted R-squared values was also used to determine how much of the variation in TIS is predicted by the regression. As the number of predictors increased, R-squared values also increased; for this reason, the adjusted R-squared considered the number of predictors was also be referenced.

Threats to Validity

External Validity

External validity was used to describe how well the study could be replicated within other settings, or within other populations (Baldwin, 2018). Within this study, there were certain factors that could impact external validity. One factor was test reactivity. Test reactivity refers to the change in participant behavior, or external environment which occurs because research is occurring (Patino & Ferreira, 2018). To mitigate this issue, all data was collected online via SurveyMonkey. In this way, the participants only had minimal contact with the researcher. Additionally, surveys were completed at the time and place of participant choosing to increase participants' comfort.

Statistical Conclusion Validity

There was also a potential threat in regard to statistical conclusion validity. If parametric assumptions such as normality and homoscedasticity, or if there was too small of sample size, a Type II error could exist (Pagano, 2009). If the assumptions were not met, nonparametric Spearman correlations would have been used to further explore the

two-way relationships between the variables (Pagano, 2009). The Spearman correlation findings would then have explained the two-way associations between the variables instead of a predictive relationship.

Internal Validity

Threats to internal validity represented specific biases in the methodology and data collection process (Baldwin, 2018). With the use of a cross-sectional approach for data collection, there was not a threat for history or statistical regression (Baldwin, 2018). The cross-sectional nature of the research required data to be collected at only one time period, as opposed to pretests and posttests (Patino & Ferreira, 2018).

Internal validity was also threatened by selection bias, where the researcher either purposefully, or inadvertently favored one group of participants over another (Baldwin, 2018). To mitigate selection bias, all participants were given numerical identification codes, and all identifying information was kept confidential throughout the entirety of the study. Internal validity was also threatened by confounding variables. To mitigate confounding variables between organizational climate, stress, and employee turnover, all instruments were pre-validated and used successfully within previous research (Baldwin, 2018).

Ethical Procedures

To ensure ethical behavior was followed throughout the entirety of this study, the methodology and objectives of this study were first approved by the IRB prior to sampling. Following approval by Walden University IRB, I recruited participants from select high schools in a Midwestern school district, after receiving site permission from

both the superintendent of the respective schools, as well as school principals. To obtain permission, a letter of cooperation was emailed from myself to the principals and superintendent which included information about the objectives of the study, expectations for participants, researcher contact information, and rights of participants, including confidentiality and voluntary participation. Copies of all permission emails were collected prior to sample recruitment.

Additionally, I ensured that all participants were treated ethically within the study. First, the researcher did not collect any sensitive information such as name, phone number, or address. All participants were provided with a de-identified confidential number. I collected contact information separately from survey data to ensure that I personally knew which participant corresponded with each survey. Additionally, I did not email possible participants in order to recruit. Instead, school principals initially emailed school employees. At the end of data collection, I closed the survey link and downloaded the raw survey data to store securely save in a file on laptop that was password protected or download on a thumb drive that was encrypted and password protected. The data continues to be stored for a period of 5 years and will be subsequently destroyed.

Prior to data collection, all participants were sent a consent form which explained confidentiality and the rights of all participants. One of the most important participant rights was the right to cease participation at any time, for any reason, without fear of retribution from myself or Walden. With the inclusion of consent, participants learned that their involvement was voluntary, and individuals were not coerced in any way. An incentive was provided to participants, as participants were entered into a raffle for a $10

to $15 USD Amazon gift cards upon study completion, incentives were discussed within informed consent forms.

Summary

The purpose of this quantitative, correlational study was to examine the predictive relationships between organizational climate, teacher stress, and teacher intention to leave the teaching profession. In this chapter, the selection of a quantitative correlational design was justified. The population, sample, and sampling procedures were identified. A power analysis was used to calculate the minimum sample size requirement. Data collection procedures and the instrumentation were described in detail. The data analysis plan explained how the research questions will be statistically measured. The chapter concluded with threats to validity and ethical procedures. The next chapter presents the results of the statistical analysis.

Chapter 4: Results

The purpose of this quantitative, correlational study was to examine the predictive relationships between organizational climate (collegial leadership, professional teacher behavior, achievement press, and institutional vulnerability), teacher stress, and teacher intention to leave the teaching profession. The following research question and hypotheses were tested:

RQ: To what extent does organizational climate and teacher stress predict US high school teacher turnover intention?

H_0: Organizational climate as measured by the Organizational Climate Index (collegial leadership, professional teacher behavior, achievement press, and institutional vulnerability) and teacher stress as measured by the Teacher Stress Inventory are not statistically significant predictors of turnover intention as measured by the Turnover Intentions Scale.

H_a: Organizational climate as measured by the Organizational Climate Index (collegial leadership, professional teacher behavior, achievement press, and institutional vulnerability) and teacher stress as measured by the Teacher Stress Inventory are statistically significant predictors of turnover intention as measured by the Turnover Intentions Scale.

Chapter 4 contains information related to data collection, results of the study, and a summary.

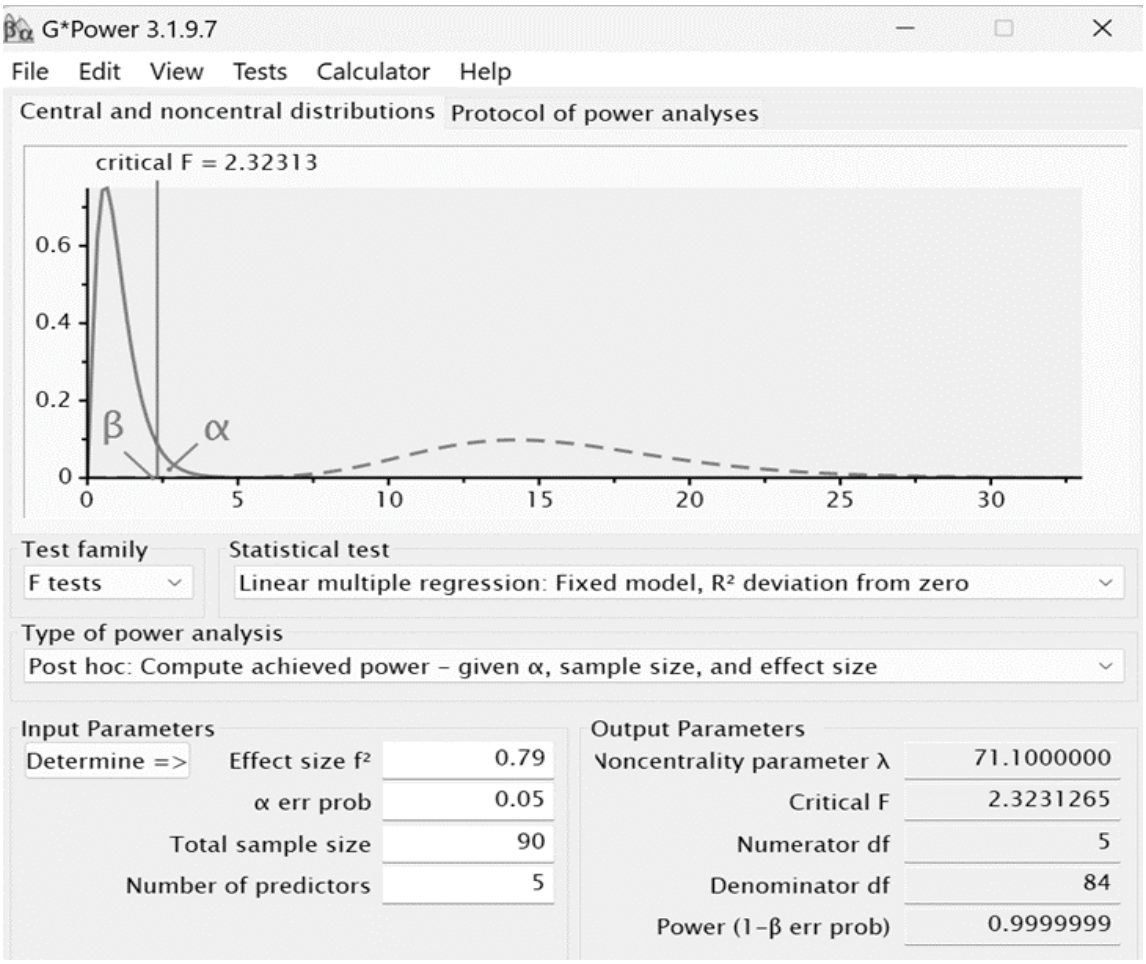
Data Collection

IRB approval was granted on September 13, 2021 (Approval no. 09-13-21-0351025). Data collection started on September 28, 2021, and ended December 28, 2021. Data were downloaded from SurveyMonkey in an Excel file that was then cleaned, recoded, and imported into SPSS following the instructions available for each of the three published instruments used (including reverse coding appropriate items and calculating scale and total scores). During the process of cleaning and recording the data, it was found that TSI item number 14 ("There is too much administrative paperwork in my job.") was missing from the survey in Survey Monkey and, therefore, was missing from the data collected. I proceeded to calculate the scale and total scores for the TSI without the missing item. This will be addressed in the limitations of the study in Chapter 5. Reliability for the TSI is discussed below in the instrument reliability section.

As described in Chapter 3, the desired sample size to reach the desired statistical power was 68. At the end of data collection, there were 90 participants with complete data in the dataset. Post hoc achieved power was calculated with G*Power using an effect size of .79, alpha of .05, with 5 variables, and a sample size of 90; the statistical power of the final sample size is .999 (see Figure 1).

Figure 1

*G*Power Output of Post-Hoc Power for Multiple Regression*



Results

Sample Demographics

Of the 90 participants, 64.4% (n = 58) were female. Most participants were White (63.3%; n = 57), had a master's degree (70.0%; n = 63), and reported an income level of $75,000–$99,999 (30%; n = 27). See Table 3 for detailed demographics of the sample.

Table 2

*Sample Demographics (*N = *90)*

Variable	Response	%	*n*
Gender	Male	32.2	29
	Female	64.4	58
	No response	3.3	3
Ethnicity	White	63.3	57
	Black	20.0	18
	Hispanic	6.7	6
	Asian	2.2	2
	Other	6.7	6
	No response	1.1	1
Education	Undergraduate	25.6	23
	Masters	70.0	63
	Doctorate	3.3	3
	No response	1.1	1
Income	$25,000-$49,000	18.9	17
	$50,000-$74,999	12.2	11
	$75,000-$99,999	30.0	27
	$100,000-124,999	14.4	13
	$125,000 or higher	20.0	18

According to the National Center for Education Statistics (2019), approximately 76% of public-school teachers were female in 2017–2018 (the most current information

available). Approximately 79% of public-school teachers were White during this same time. The percentage of public-school teachers who held a post baccalaureate degree (a master's, education specialist, or doctor's degree) was 58% and the average base salary (in 2017–2018 dollars) for full-time public-school teachers was $57,900. Therefore, my sample had a lower percentage of teachers who were female and White than the population of teachers. However, my sample had a higher percentage of individuals with graduate degrees and a higher income than the overall teacher population.

Frequencies of Instrument Items

Table 3 contains the frequencies of answers for each of the items in the OCI as well as the mean for each item. Table 4 contains the frequencies of answers and the mean for each of the items in the TSI. Table 5 contains the frequencies of answers and the mean for each of the items in the TIS.

Table 3

*Organizational Climate Index (OCI) Frequencies and Means (*N = *90)*

Item	Rarely occurs	Sometimes occurs	Often occurs	Very
OCI1_The principal explores all sides of topics and admits that other opinions exist.	5.6%	24.4%	35.8%	
OCI2_A few vocal parents can change school policy.	51.1%	32.2%	11.1%	
OCI3_The principal treats all faculty members as his or her equal.	6.7%	21.1%	21.1%	
OCI4_The learning environment is orderly and serious.	11.1%	42.2%	28.9%	
OCI5_The principal is friendly and approachable.	2.2%	16.7%	21.1%	
OCI6_Select citizens groups are influential with the board.	13.3%	34.4%	30.0%	
OCI7_The school sets high standards for academic performance.	5.6%	41.1%	26.7%	
OCI8_Teachers help and support each other.	3.3%	23.3%	37.8%	3
OCI9_The principal responds to pressure from parents.	10.0%	36.7%	32.2%	
OCI10_The principal lets faculty know what is expected of them.	3.3%	18.9%	31.1%	
OCI11_Students respect others who get good grades.	15.6%	34.4%	37.8%	
OCI12_Teachers feel pressure from the community.	34.4%	37.8%	21.1%	
OCI13_The principal maintains definite standards of performance.	10.0%	26.7%	37.8%	
OCI14_Teachers in this school believe that their students have the ability to achieve academically.	3.3%	26.7%	41.1%	
OCI15_Students seek extra work so they can get good grades.	36.7%	35.6%	20.0%	
OCI16_Parents exert pressure to maintain high standards.	54.4%	35.6%	7.8%	
OCI17_Students try hard to improve on previous work.	36.7%	43.3%	15.6%	
OCI18_Teachers accomplish their jobs with enthusiasm.	3.3%	48.9%	41.1%	

Item	Rarely occurs	Sometimes occurs	Often occurs	Very
OCI19_Academic achievement is recognized and acknowledged by the school.	5.6%	33.3%	33.3%	
OCI20_The principal puts suggestions made by the faculty into operation.	11.1%	28.9%	36.7%	
OCI21_Teachers respect the professional competence of their colleagues.	5.6%	18.9%	44.4%	
OCI22_Parents press for school improvement.	59.6%	30.3%	10.1%	
OCI23_The interactions between faculty members are cooperative.	2.2%	20.0%	44.4%	
OCI24_Students in this school can achieve the goals that have been set for them.	5.6%	27.8%	42.2%	
OCI25_Teachers in this school exercise professional judgement.	1.1%	14.4%	44.4%	
OCI26_The school is vulnerable to outside pressures.	23.6%	31.5%	25.8%	
OCI27_The principal is willing to make changes.	7.8%	22.2%	36.7%	
OCI28_Teachers "go the extra mile" with their students.	2.2%	13.3%	48.9%	
OCI29_Teachers provide strong social support for colleagues.	5.6%	25.6%	35.6%	
OCI30_Teachers are committed to their students.	0%	7.8%	50.0%	

Table 4

*Teacher Stress Inventory (TSI) Frequencies and Means (*N = *90)*

Item	No strength	Mild strength	Medium strength	Great strength
TSI1_I easily over-commit myself.	5.6%	7.8%	33.3%	31.1%
TSI2_I become impatient if others do things to slowly.	7.8%	21.1%	38.9%	18.9%
TSI3_I have to try doing more than one thing at a time.	9.0%	14.6%	29.2%	29.2%
TSI4_I have little time to relax/enjoy the time of day.	4.5%	10.1%	27.0%	28.1%
TSI5_I think about unrelated matters during conversations.	15.6%	23.3%	28.9%	22.2%
TSI6_I feel uncomfortable wasting time.	4.4%	12.2%	22.2%	27.8%
TSI7_There isn't enough time to get things done.	3.4%	5.6%	13.5%	32.6%
TSI8_I rush in my speech.	21.1%	17.8%	24.4%	26.7%
TSI9_There is little time to prepare for my lessons/responsibilities.	7.8%	13.3%	30.0%	26.7%
TSI10_There is too much work to do.	6.7%	10.0%	18.9%	34.4%
TSI11_The pace of the school day is too fast.	16.7%	26.7%	32.2%	16.7%
TSI12_My caseload/class is too big.	18.0%	25.8%	20.2%	15.7%
TSI13_My personal priorities are being shortchanged	11.1%	16.7%	27.8%	21.1%
TSI14_There is too much administrative paperwork in my job. (Left out of survey so no responses to this item)	--	--	--	--
TSI15_I am not progressing my job as rapidly as I would like.	34.8%	21.3%	25.8%	9.0%
TSI16_I need more status and respect on my job.	35.6%	15.6%	18.9%	13.3%
TSI17_I receive an inadequate salary for the work I do.	20.5%	11.4%	20.5%	15.9%
TSI18_I lack recognition for the extra work and/or good teaching I do.	21.3%	13.5%	15.7%	28.1%
TSI19_I feel frustrated because of discipline problems in my classroom.	21.1%	17.8%	18.9%	20.0%

Item	No strength	Mild strength	Medium strength	Great strength
TSI20_I feel frustrated having to monitor pupil behavior.	16.7%	17.8%	21.1%	22.2%
TSI21_I feel frustrated because some students would better if they tried.	5.6%	7.8%	20.0%	26.7%
TSI22_I feel frustrated attempting to teach students who are poorly motivated.	5.6%	5.6%	23.3%	25.6%
TSI23_I feel frustrated because of inadequate/poorly defined discipline problems.	14.4%	13.3%	18.9%	20.0%
TSI24_I feel frustrated when my authority is rejected by pupils/administration.	14.4%	21.1%	22.2%	21.1%
TSI25_My personal opinions are not sufficiently aired.	18.0%	33.7%	25.8%	15.7%
TSI26_I lack control over decisions made about classroom/school matters.	13.5%	34.8%	21.3%	19.1%
TSI27_I am not emotionally/intellectually stimulated on the job.	33.3%	22.2%	17.8%	14.4%
TSI28_I lack opportunities for professional improvement.	37.8%	20.0%	24.4%	10.0%
TSI30...by feeling insecure.	31.5%	21.3%	22.5%	19.1%
TSI31...by feeling vulnerable.	31.8%	23.9%	23.9%	13.6%
TSI32...by feeling unable to cope.	31.5%	21.3%	21.3%	12.4%
TSI33...by feeling depressed.	27.3%	21.6%	13.6%	20.5%
TSI34...by feeling anxious.	15.7%	16.9%	14.6%	19.1%
TSI35...by sleeping more than usual.	41.6%	21.3%	16.9%	15.9%
TSI36...by procrastinating.	22.5%	15.7%	19.1%	20.2%
TSI37...by becoming fatigued in a very short time.	22.5%	15.7%	20.2%	22.5%
TSI38...with physical exhaustion.	14.6%	19.1%	19.1%	25.8%
TSI39...with physical weakness.	46.6%	(25.0%	12.5%	8.0%

Item	No strength	Mild strength	Medium strength	Great strength
TSI40...with feelings of increased blood pressure.	32.6%	22.5%	22.5%	13.5%
TSI41...with feeling of heart pounding or racing.	33.7%	19.1%	20.2%	13.5%
TSI42...with rapid and/or shallow breath.	48.3%	18.0%	18.0%	12.4%
TSI43...with stomach pain of extended duration.	62.1%	11.5%	16.1%	8.0%
TSI44...with stomach cramps.	64.8%	15.9%	10.2%	5.7%
TSI45...with stomach acid.	57.5%	18.4%	11.5%	9.2%
TSI46...by using over-the-counter drugs.	72.4%	11.5%	8.0%	6.9%
TSI47...by using prescription drugs.	73.9%	9.1%	4.5%	5.7%
TSI48...by using alcohol.	58.1%	24.4%	10.5%	1.2%
TSI49...by calling in sick.	55.7%	17.0%	15.9%	5.7%

Table 5

*Turnover Intentions Scale (TIS) Frequencies and Means (*N *= 90)*

Item	Never	Rarely	Sometimes	Often
TIS1_How often have you considered leaving your job?	11.1%	18.9%	24.4%	34.4%
TIS2_How often are you frustrated when not given the opportunity at work to achieve your personal work-related goals?	7.9%	18.9%	36.7%	28.9%
TIS3_How often do you dream about getting another job that will better suit your personal needs?	12.2%	17.8%	25.6%	33.3%
TIS4_How often do you look forward to another day at work?	10.0%	31,1%	33.3%	15.6%
TIS5_How satisfying is your job in fulfilling your personal needs?	18.9%	21.1%	26.7%	33.3%
TIS6_How likely are you to accept another job at the same compensation level should it be offered to you?	12.2%	22.2%	40.0%	23.3%

Instrument Reliability

OCI Reliability

Cronbach's alphas were calculated for each of the four scales of the OCI as well as for the complete instrument (see Table 6). An α of 0.6-0.7 indicated an acceptable level of reliability and 0.8 or greater was very good (Serbetar & Sedlar, 2016). The Collegial Leadership, Professional Teacher Behavior, Achievement Press, and the Overall instrument each had high reliability (.912, .881, .848, and .899, respectively). Institutional Vulnerability showed poor reliability as assessed by Cronbach's alpha level of .547, whereas previous researchers found Cronbach's alpha to be acceptable for this scale (.82–.974; Harjanti & Gustomo, 2017; Hoy et al., 2002; Reeves, 2010). Since this study took place during the COVID-19 pandemic, the results of this scale may have been affected. This may be something that future researchers should investigate and a potential limitation of this study. The overall instrument reliability was .899.

Table 6

*Organizational Climax Index (OCI) Reliability (*N = *90)*

OCI Scale	α	*M*	*SD*
Collegial Leadership	.912	3.01	.74
Professional Teacher Behavior	.881	3.01	.61
Achievement Press	.848	2.22	.58
Institutional Vulnerability	.547	2.23	.56
Overall Instrument	.899	3.01	.74

TSI Reliability

Reliability analyses were completed for the TSI and the alphas primarily ranged from .702 to 9.41 (see Table 7). The item that was missing ("14. There is too much administrative paperwork in my job.") was an item in the TSI scale. The only scale with poor reliability was Behavioral (.534). Reliability coefficients from the TSI were calculated in previous research where consistency coefficients ranged from .88 to .97. (Fimian, 1984). The alpha for the overall instrument was .942 so it appears that the missing item did not affect the reliability of the overall instrument.

Table 7

*Teacher Stress Inventory (TSI) Reliability (*N = *90)*

TSI Scale	Items	Cronbach's Alpha	*M*	*SD*
Overall Instrument	48	.942	2.80	0.67

TIS Reliability

The TIS is a six-item scale designed to measure an employee's turnover intentions. Reliability was low for this instrument (.489; see Table 8). The TIS had previously established sufficient reliability (α = 0.80). Previous researchers found the reliability to range from .73 to .81 (Bothma & Roodt, 2013; Kourmousi et al., 2015; Mxenge et al., 2014) calculated reliability coefficients ranging from .73 to .81.

Table 8

*Turnover Intentions Scale (TIS) Reliability (*N = *90)*

TIS	Items	Cronbach's Alpha	*M*	*SD*
Overall instrument	1-6	.489	2.96	0.59

Research Question Analyses (Multiple Linear Regression)

Assumption Testing

Assumption 1: Dependent Variable is Continuous. The dependent variable for research question 1 was turnover intention measured by the TIS. The TIS score ranges from 6 to 30 (Roodt, 2004). This assumption was met.

Assumption 2: Two or More Independent Variables. There were five independent variables (collegial leadership, professional teacher behavior, achievement press, and institutional vulnerability from the OCI and teacher stress from the TSI). All were continuous variables. This assumption was met.

Assumption 3: Independence of Observations. The calculated Durbin-Watson statistic was 1.931. This is within the acceptable range between 1.5 and 2.5 (Field, 2013). Therefore, this assumption was met.

Assumption 4: Linear Relationship Between DV and Each IV & Collectively (DV & All IVs). The assumption of linearity pertains to an approximately linear relationship of each independent variable (as well as collectively) with the dependent variable. This assumption was tested with scatter plots (see Figures 2 through 6 below). Regarding the relationship between turnover intention, collegial leadership, professional teacher behavior, achievement press, institutional vulnerability, and TSI, the scatter plots below depict an approximately linear relationship. Although not perfect, the data points do tend to follow the path of the line of best fit superimposed on the scatter plots. Therefore, this assumption was met.

Figure 2

Scatter Plot of Collegial Leadership vs Turnover Intention

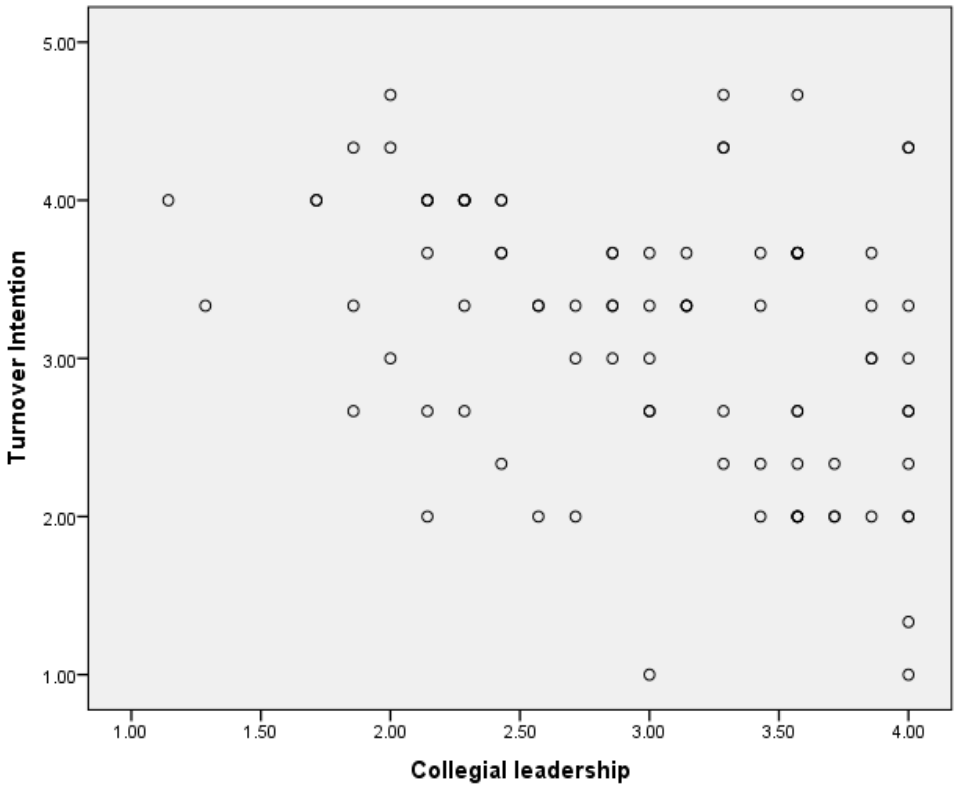


Figure 3

Scatter Plot of Professional Teacher Behavior & Turnover Intention

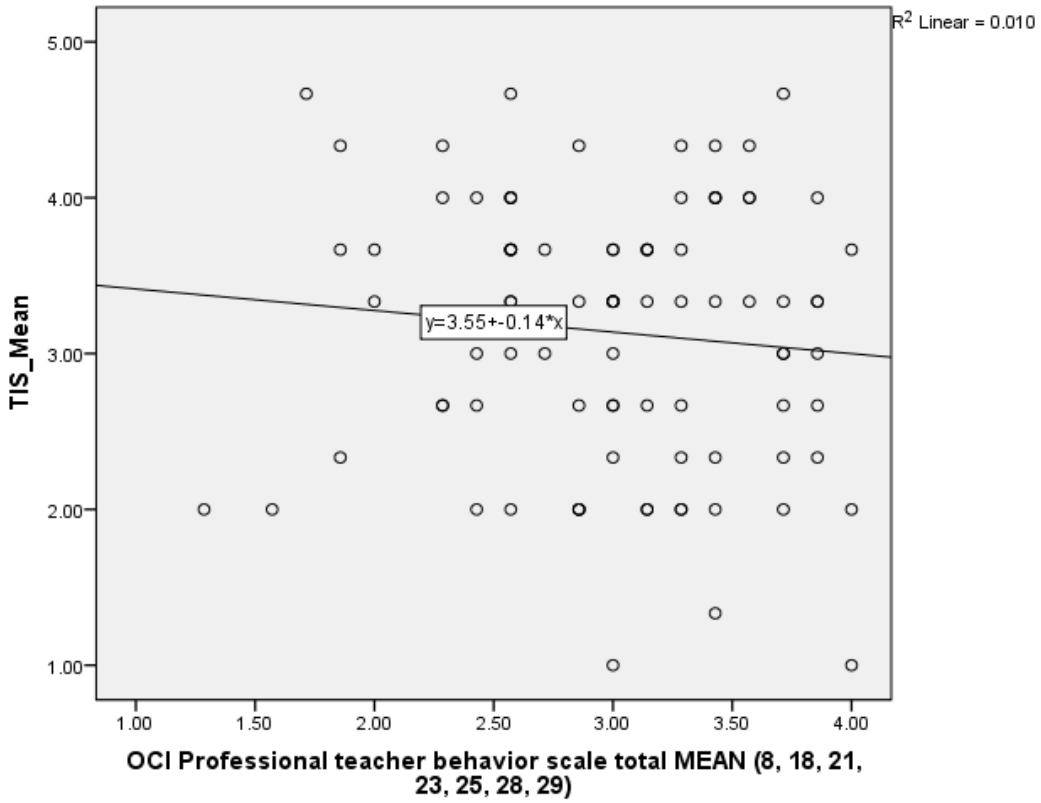


Figure 4

Scatter Plot of Achievement Press & Turnover Intention

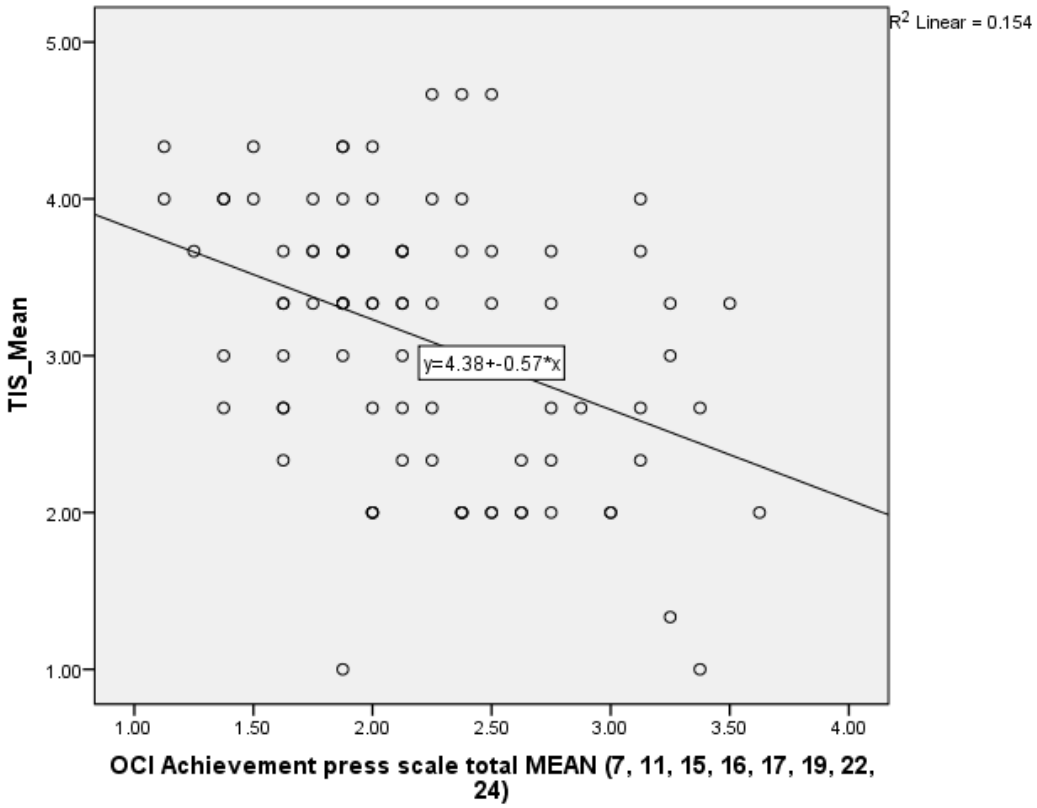


Figure 5

Scatter Plot of Institutional Vulnerability & Turnover Intention

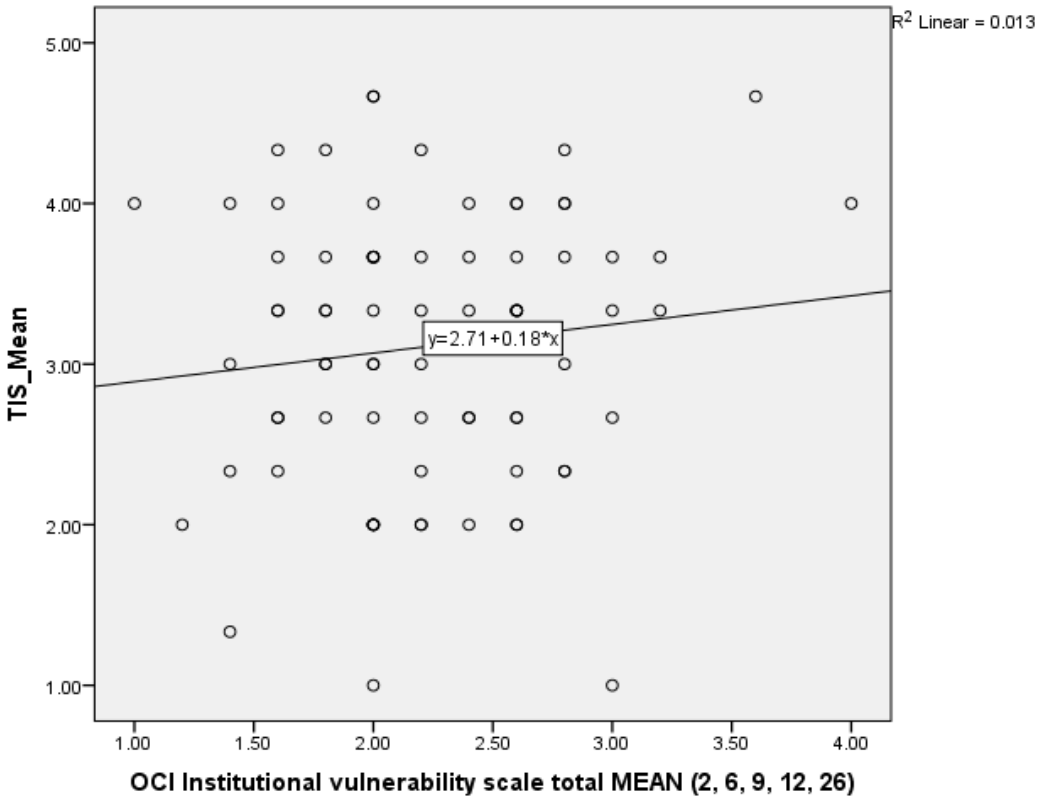
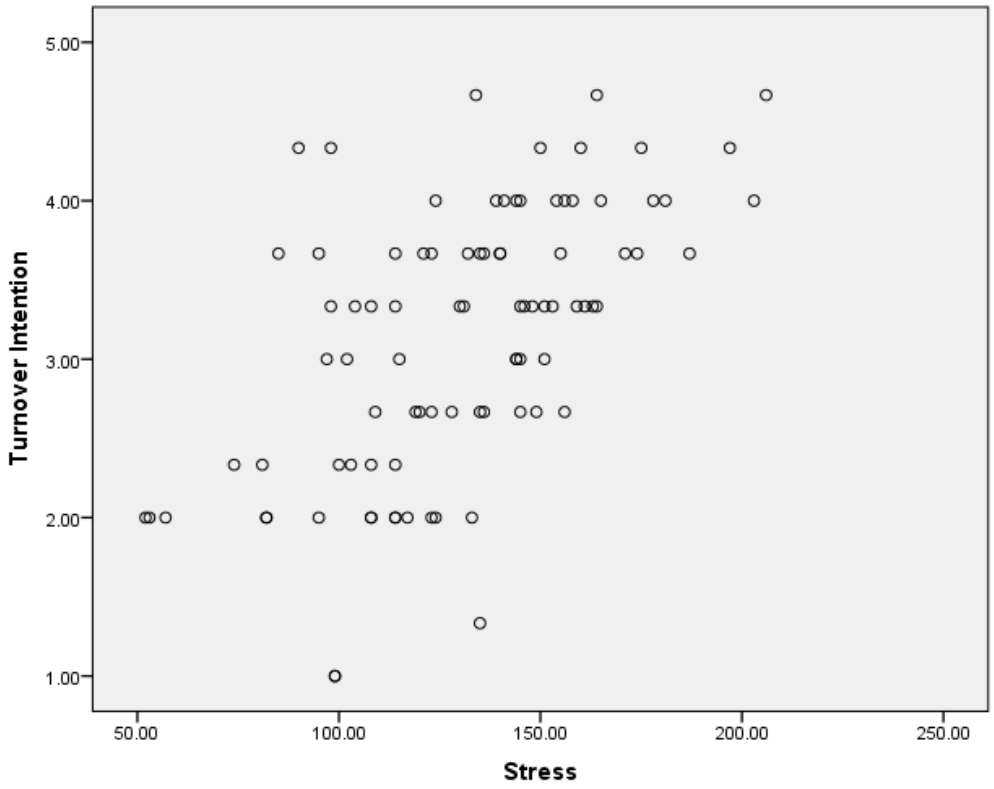


Figure 6

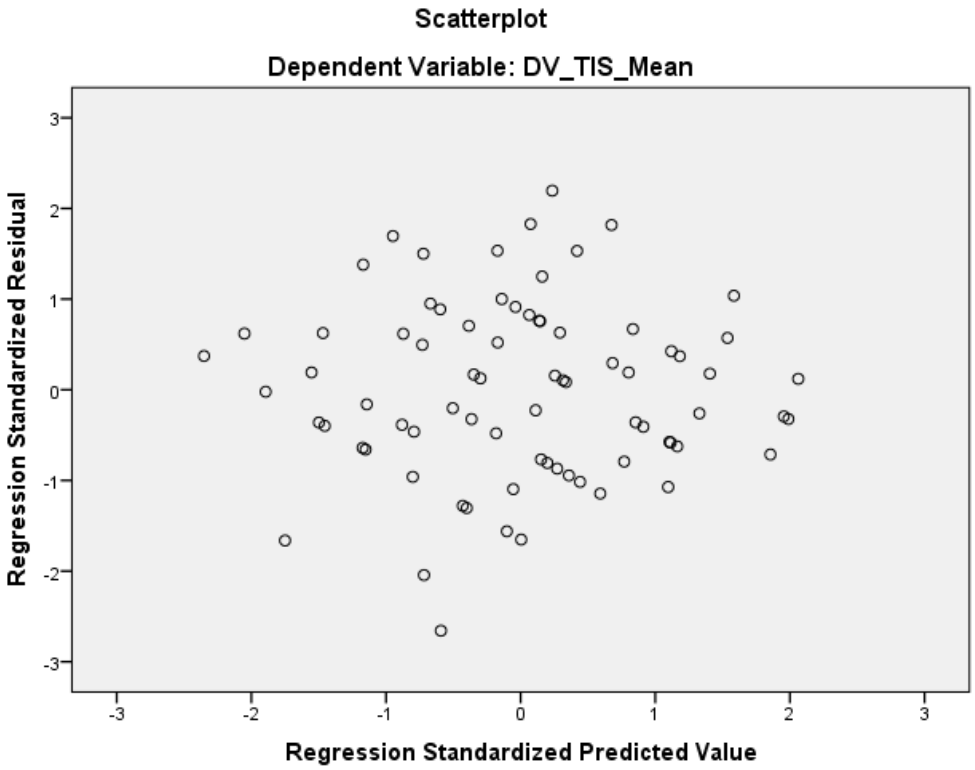
Scatter Plot of Stress & Turnover Intention



Assumption 5: Homoscedasticity. The independent variables collectively were linearly related to the dependent variable as assessed by a scatter plot of the predicted residuals versus regression residuals (see Figure 7). The data points were randomly scattered throughout and showed no apparent pattern (noncurvilinear), thus supporting collective linearity (Field, 2013). This scatter plot also supported homoscedasticity, as the spread of the residuals did not increase or decrease from left to right (Field, 2013). Therefore, this assumption was met.

Figure 7

Scatter Plot of Predicted Residuals & Regression Residuals



Assumption 6: No Multicollinearity. When two or more independent variables have a high correlation with one another, multicollinearity arose. As a result, it became difficult to identify the variable that contributed to the variance explained and there were technical concerns when creating a multiple regression model. Finding multicollinearity involved two steps: looking at correlation coefficients and Tolerance/VIF values (Field, 2013).

Pearson correlations revealed that there were no correlations that exceeded r = .7 which is the accepted cutoff value in order to establish absence of multicollinearity

(Field, 2013; see Table 9). All correlations ranged from .029 to .534. Therefore, this portion of the assumption was met.

Table 9

Pearson Correlations of Independent Variables

	OCI-AP	OCI-CL	OCI-IV	OCI-PTB	TSI
OCI Achievement Press (OCI-AP)	1				
OCI Collegial Leadership (OCI-CL)	.534	1			
OCI Institutional Vulnerability (OCI-IV)	.084	.055	1		
OCI Professional Teacher Behavior (OCI-PTB)	.347	.266	.029	1	
TSI Total Score (TSI)	-.216	-.339	.278	-.040	1

There was no evidence of multicollinearity, as assessed by all variance inflation factors (VIFs) less than 10 (Field, 2013; see Table 10). Therefore, this portion of the assumption was met. Since both portions of this assumption were met, no variables was removed from the analyses.

Table 10

Variance Inflation Factors (VIF)

Variable	VIF
Collegial leadership	1.519
Professional teacher behavior	1.716
Achievement press	1.536
Institutional vulnerability	1.117
TSI	1.214

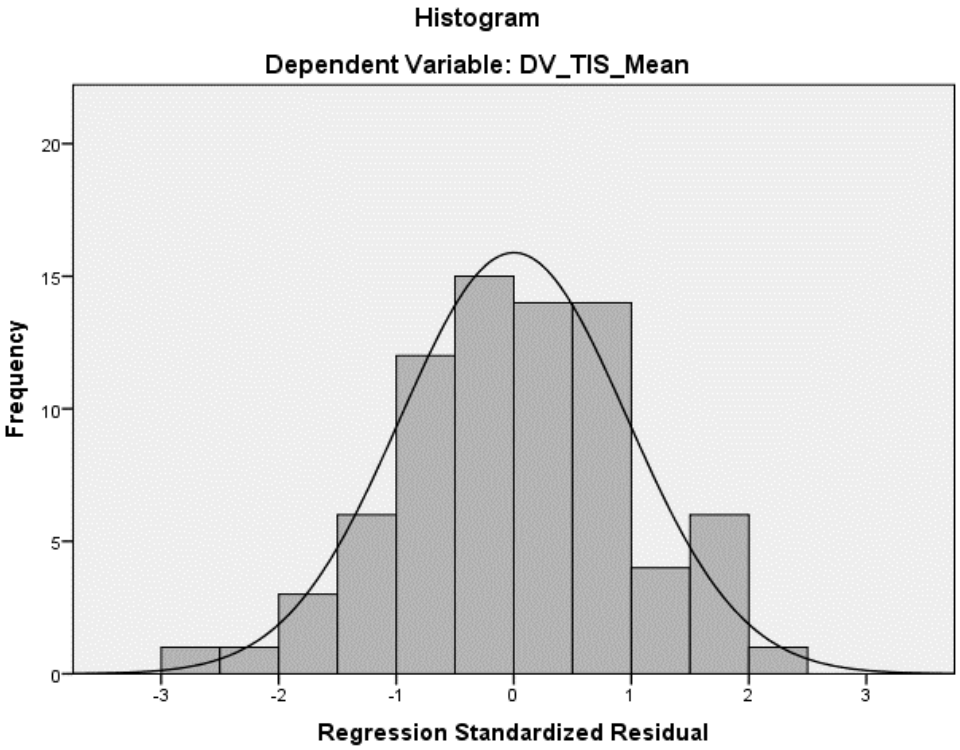
Note. Dependent variable: Turnover Intention

Assumption 7: No Significant Outliers. Outliers were assessed through the calculation of standardized residuals. A standard cut-off value of 3 is used to determine whether a given residual might be indicative of an outlier or not (Field, 2013). There were no standardized residuals that exceeded -3 to +3 threshold, so this assumption was met.

Assumption 8: Residuals Normally Distributed. This assumption was determined to be met or not based on visual inspection of the shape of the distribution of regression residuals via a histogram (Field, 2013). If the shape was approximately symmetric with a peak, the distribution was approximately normally distributed (Field, 2013). There was normality of regression residuals as assessed by visual inspection of a histogram of residuals (Figure 8). Therefore, this assumption was met.

Figure 8

Histogram of Regression Residuals



Results of Multiple Linear Regression

Multiple linear regression was to answer the research question.

RQ: To what extent does organizational climate and teacher stress predict US high school teacher turnover intention?

H_0: Organizational climate as measured by the Organizational Climate Index (collegial leadership, professional teacher behavior, achievement press, and institutional vulnerability) and teacher stress as measured by the Teacher Stress Inventory are not statistically significant predictors of turnover intention as measured by the Turnover Intentions Scale.

H_a: Organizational climate as measured by the Organizational Climate Index (collegial leadership, professional teacher behavior, achievement press, and institutional vulnerability) and teacher stress as measured by the Teacher Stress Inventory are statistically significant predictors of turnover intention as measured by the Turnover Intentions Scale.

The independent variables from the OCI including the scales of collegial leadership (OCI-CL), professional teacher behavior (OCI-PTB), achievement press (OCI-AP), and institutional vulnerability (OCI-IV) as well as the overall score from the TSI were analyzed with the dependent variable turnover intention (as measured by total score of the TIS using the "Enter" method of linear regression in SPSS. The R2 of the model with the independent variables indicated above included explained 44.1% (R2 = .441, $F(5, 76) = 11.219$, $p < .001$) of the variance in the dependent variable turnover intention (TIS).

Achievement press (OCI-AP; B = -.356, $p = .028$) and total TSI score (B = .014, $p = .000$) were both statistically significant predictors of turnover intention measured by the total score on the TIS (see Table 11). Within this multiple linear regression model, an increase in achievement press score of one (1) resulted in a decrease in turnover intention of .246 ($\beta = -.246$) which indicates less intention to leave one's position. An increase in total score on the TSI of one (1) resulted in an increase in turnover intention of .522 ($\beta = .522$) which indicated that the individual was more likely to intend to leave their position. Because all of the independent variables were not related to the dependent variable at a

statistically significant level, the null hypothesis was partially rejected, and the alternative partially accepted.

Table 11

*Regression Coefficients for Stress and Organizational Climate Predicting Turnover Intention**

	Unstandardized coefficients		Standardized coefficients	*t*	*p*	Collinearity statistics	
	B	*SE*	β			Tolerance	VIF
(Constant)	2.338	.615		3.800	.000		
Achievement Press (OCI-AP)	-.356	.159	.246	-.238	.028	.651	1.536
Collegial Leadership (OCI-CL)	-.118	.127	-.102	-.933	.354	.659	1.519
Institutional Vulnerability (OCI-IV)	-.019	.143	-.012	-.132	.895	.895	1.117
Professional Teacher Behavior (OCI-PTB)	.016	.129	.012	.123	.902	.850	1.176
TSI Score	.014	.003	.522	5.340	.000	.824	1.214

* $F(5, 76) = 11.219$, $p < .00$; $R^2 = .441$

Summary

The purpose of this quantitative, correlational study was to examine the predictive relationships between organizational climate (collegial leadership, professional teacher behavior, achievement press, and institutional vulnerability), teacher stress, and teacher intention to leave the teaching profession. Results of multiple regression were that both the overall TSI score and the achievement press (OCI-AP; B = -.014, $p = .000$) were

statistically significant predictors of turnover intention as determined by the total score on the TIS. A rise in achievement press score of 1 point was accompanied by a fall in turnover intention of .246 (β = -.246), which denotes indicated less intention to leave one's position. Additionally, an increase in total score on the TSI of 1 point resulted in an increase in turnover intention of .522 (β = .522) which indicated that the individual was more likely to intend to leave their position. Because all of the independent variables were not related to the dependent variable at a statistically significant level, the null hypothesis was partially rejected. In Chapter 5, I discuss the interpretations of the results in relation to the theoretical framework and literature review as well as limitations of the study, recommendations for future research, and implications for social change related to the study.

Chapter 5: Discussion, Conclusions, and Recommendations

The purpose of this quantitative, correlational study was to examine the predictive relationships between organizational climate (collegial leadership, professional teacher behavior, achievement press, and institutional vulnerability), teacher stress, and teacher intention to leave the teaching profession. The increasing number of teachers leaving the profession is problematic because it has contributed to an unstable workforce, especially in poor and heavily populated minority school districts (Harmsen et al., 2018; Holme et al., 2018). Teacher turnover has been found to be related to poor student performance, decreased teacher effectiveness, and negative interpersonal interactions within the school environment (Dicke et al., 2018; Harmsen et al., 2018; Holme et al., 2018).

Results of the multiple regression were that only the overall TSI score and the achievement press (OCI-AP; B = -.014, p = .000) were statistically significant predictors of turnover intention as determined by the total score on the TIS. A 1-point rise in achievement press is accompanied by a fall in turnover intention of .246 (β = -.246), which indicated less intention to leave one's position. Additionally, a 1-point increase in total score on the TSI resulted in an increase in turnover intention of .522 (β = .522) which indicated that the individual is .522 times more likely (less likely) to intend to leave their position. Because all of the independent variables were not related to the dependent variable at a statistically significant level, the null hypothesis was partially rejected. Chapter 5 contains the interpretation of the findings, a discussion of the limitations of the study, recommendations, implications, and conclusion of the study.

Interpretations of the Findings

Interpretation of the Findings in Relation to the Theoretical Framework

According to the JD-R model, achievement press of job demands and job resources (as measured by the TSI) have a relationship with teacher turnover intention, as measured by the TIS (Holme et al., 2018). Disengaged employees often lack the job resources that would assist them with meeting job demands of achievement press (Harmsen et al., 2018). The JD-R model predicted that achievement press of job demands, and job measures (calculated using TSI) were related to teacher turnover intention (Dicke et al., 2018; Rajendran et al., 2020). My findings were in opposition to this as my results showed that an increase in achievement press was related to a decrease in intention to leave their job.

Per the JD-R model, employees who may want to be competent in their jobs would appreciate and use opportunities for growth and feedback which, if provided, could lower intention to quit (Dicke et al., 2018; Rajendran et al., 2020). Since researchers found that an increase in achievement press was related to a lowered intention to quit, it was extrapolated that a decrease in achievement press was related to a higher intention to quit. This was supportive of the premise of the JD-R model that a work atmosphere filled with conflict and feelings of inequality placed strenuous demands on employees (increase in achievement press) and could lead to high turnover intention (Rajendran et al., 2020).

Further, the findings revealed that an increase in overall TSI score was related to an increase in turnover intention. The JD-R model indicated that excessive job demands

lead to an increase in turnover intention (Rajendran et al., 2020). Since the TSI measured different factors related to turnover intention, it suggested that the additive nature of these different scale scores to arrive at the overall score resulted in a score related to turnover intent even though not all of the scales in the TSI were related to turnover intention at statistically significant levels. Job demands included interruptions in the classroom, classroom management skills, and emotional exhaustion and that such job demands led to stress in beginning teachers and different scales measure different stressors within the TSI that, taken together, resulting in a statistically significant increase in turnover intention (Dicke et al., 2018).

Interpretation of the Findings in Relation to the Literature Review

Previous researchers have indicated that organizational climate may impact teacher turnover (Grobler & Rensburg, 2019; Khan, 2019; Reaves & Cozzens, 2018). However, my results did not indicate a statistically significant relationship between organizational climate and teacher intention to leave but did have a statistically significant predictive relationship between achievement press and intention to leave. Achievement press was related to the academic goals that a school sets for its students and teachers but was measured separately to organizational climate although organizational climate determined by achievement press in a school.

However, my results indicated that achievement press was predictively related to teachers being less likely to have turnover intention at a statistically significant level. While some of the factors that contributed to the already high stress levels of teachers (including poor compensation, lack of adequate teacher planning time, and being held

accountable for student standardized test performance) fed into higher turnover intention, it was suggested that manageable and achievable achievement press may be why teachers were less likely to want to leave than having these negative factors with unmanageable and unattainable academic goals (Landsbergis et al., 2018; Yu et al., 2015).

Again, the achievement press was related to the academic goals that a school sets for its students and teachers. Test-based accountability was related to a teacher's choice to either leave a specific school or the profession (Skaalvik & Skaalvik, 2018). In addition, test-based accountability was found to increase teacher stress and burnout (Trépanier et al., 2014). However, if a teacher agreed with the academic goals set by the school (achievement press) and saw these as manageable and achievable, they were thus considered less likely to want to leave their position as they were more likely motivated to help students meet those goals. This position was supported by earlier researchers who indicated that when a principal shares school goals and enforces a disciplinary climate where academics were put first, it was found to promote teacher satisfaction and increased teacher retention with low turnover intentions (Bottiani et al., 2019; Toropova et al., 2021). Such a climate fostered a positive learning climate in which students achieved academic goals as indicated in current results that increased achievement press leading to a decrease in turnover intention among teachers (Toropova et al., 2021).

Overall, the findings contributed to existing literature by establishing that achievement press was important to intention to leave. I would recommend that future researchers collect data about the types of achievement press activities and goals within the schools of the participants be collected to see how different levels of these are related

to intention. For example, it would be beneficial to study if there were differences in how negative achievement press (unmanageable/unattainable goals) and intention to leave were related as well as how a positive achievement press (manageable/attainable goals) and intention to leave were related. It would also be important to study the differences in intention to leave and job satisfaction in the two environments.

Limitations of the Study

The participation in this study was limited to urban high school classroom teachers who taught for at least one school year in one of four selected secondary schools. My findings were recognized as not applicable to teachers in other schools. In addition, teachers who were new to the profession found the data showed different results. I also collected demographics in order to describe the sample and not all groups of demographics were represented so this also affected generalizability of the results. Participants were also not recruited based on state school performance ratings in order to provide comparison groups within the study. The stressors that teachers experienced differed between high-achieving and lower-achieving schools, so differences in the measured variables between these levels of schools were not inferred.

Another limitation of this study was that the quantitative correlational research methodology I used did not allow me to determine any causal relationships between variables (Queirós et al., 2017). Although a predictive relationship that was either statistically significant or not could be ascertained, causation was not determined. Utilization of a quantitative data collection method also did not allow for the participants to indicate why they answered questions in a certain way. Another limitation of this study

was related to the use of purposeful convenience sampling. This meant that participants volunteered to participate if they saw the recruitment materials and met the inclusion criteria. This meant that they had knowledge applicable to this study. However, by not using a random sampling method, the overall generalizability of the results was lessened (Bruns et al., 2019; Legg & Moon, 2020). Another limitation was the use of self-report measures for data collection as participants of the study exhibited social desirability bias, which occurred when individuals answer questions on a survey according to what they believe was the socially acceptable response (Chung & Monroe, 2003).

Recommendations

The first recommendation is to employ random sampling from the population in future studies. The use of random sampling may ideally address the potential biases associated with sampling from the population selected in this study and address any selection biases in this study (Harter, 2018). This could result in a broader sample that could have the results generalized more widely.

It may also be beneficial to specifically select teachers to participate based on the achievement press (academic goals within their school) to have teachers with a variety of achievement press experiences. It may also be beneficial for future researchers to collect information about the academic goals and benchmarks used in schools to get a better idea of what teachers are expected to do. Collecting qualitative data along with quantitative data may also be beneficial to explain more fully some of the statistical results found.

Implications

The findings of this study may be used by educators in understanding various factors enhancing teacher retention and reduced teacher turnover intention. The results could be used to inform administrators about the issues regarding academic press and turnover intention within secondary education settings, specifically in urbanized areas. With increased knowledge facilitated by the findings of this study, potential educators and those who educate teachers can be more informed on potential causes of educator turnover. Findings may inform administrators about the aspects of achievement press and how to create manageable and achievable academic goals for students and teachers. Community educators may also benefit from these findings by using it to educate the community about the important aspect of sustaining a high level of employee retention. State government may use these findings to look at how their policies related to academic press may be unreasonable. At any of these levels, it may be beneficial to use the information from this study to inform training and interventions to combat teacher turnover.

The increasing number of teachers leaving the profession is problematic because it has contributed to an unstable workforce, especially in poor and heavily populated minority school districts (Ingersoll et al., 2014; Simon & Johnson, 2015). Teacher turnover has a negative impact on students, schools, communities, and society as evidenced by poor student performance, decreased teacher effectiveness, as well as negative interpersonal interactions within the school environment (Howard, 2015; Price, 2012; Ronfeldt et al., 2013; Simon & Johnson, 2015). Because what happens in schools

affects other systems throughout society, the results of this study are also important in relation to the human service profession.

The impact from increased teacher intent to leave the teaching industry produces an unstable workforce which is related to individuals needing support from human service professionals. In the realm of human resources, managers and other leaders can contribute to retention efforts by cultivating collaborative efforts throughout the entire school and providing teachers with more support such as having an open-door policy for complaints and proactive suggestions for improvements. Human resources personnel can improve teacher retention by providing the means for empowering teachers to succeed. Working collaboratively, teachers, administrators, and human resources personnel can create a better and more promising climate within the school environment.

Conclusion

The increasing number of teachers leaving the profession is problematic because it has contributed to an unstable workforce, especially in poor and heavily populated minority school districts (Harmsen et al., 2018; Holme et al., 2018). Teacher turnover has been found to be related to poor student performance, decreased teacher effectiveness and negative interpersonal interactions within the school environment (Dicke et al., 2018; Harmsen et al., 2018; Holme et al., 2018).

I aimed to examine the predictive relationships between organizational climate (collegial leadership, professional teacher behavior, achievement press, and institutional vulnerability), teacher stress, and teacher intention to leave the teaching profession. Only the overall TSI scores and the achievement press scale were statistically significant

predictors of turnover intention as determined by the total score on the TIS. The findings provide information that supports the JDR model in terms of implementation and motivating and achievable goals to reduce the likelihood of future turnover. Additionally, the findings support the JDR model in terms of understanding how time, energy, and resources can reduce stress among teachers, reduce burnout, and improve the reduction of turnover intentions. The findings hold potential research opportunities related to further understanding the relationship between achievement press and turnover intention and to further exploring other factors that may also be related to these things, stress, and organizational climate types in terms of teacher intention to leave. Researchers and practitioners may be motivated to implement these changes for positive social change through interventions that ensure teachers are supported, provided appropriate resources, and experience achievable academic goals for their students. It was also important for state government and other agencies look closely at how their policies related to academic press may be unreasonable for students and teachers to meet.

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Appendix A: Permission to Use OCI

From: Wayne Hoy <whoy@mac.com>

Sent: Friday, March 29, 2019 4:44:16 PM

To: Susan Roebuck

Subject: Re: Research Permission, Reliability, Validity resources

Hi Susan-

You have my permission to use the OCI in your research. You can find the measure and relevant information about the scale on my webpage [www.waynekhoy.com]. You will see our High School Journal article cited on the webpage. That research provides evidence of construct validity, which was supported by factor analysis.

Good luck with your research.

Wayne
Wayne K. Hoy
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On Mar 29, 2019, at 2:33 PM, Susan Roebuck <susan.roebuck@waldenu.edu> wrote:

Dear Professor Hoy,

I am a doctoral student at Walden University. I am interested in using the OCI high school version for my research study on the predictive relationships between organizational climate, teacher stress, and teacher turnover intentions.

This survey will be useful in my research and I appreciate having access to a copy. Please direct me to a copy of this survey and grant permission for its use.

In addition, I am having difficulty finding articles to support the OCI high school version validity and reliability. Would you be able to direct me to any findings?

I look forward to hearing from you soon and thank you in advance for your support and contribution to my research efforts.

Sincerely,

Susan L. Roebuck

Appendix B: Permission to Use TSI

From: fimian@instructionaltech.net
Sent: Monday, January 7, 2019 11:34 AM
To: Susan Roebuck
Cc: fimian@instructionaltech.net
Subject: RE: Survey Request

Hi Susan, How are you today?
Sure no problem!
Have you been able to find the TSI page on my website? If not, click the link below, then click on TSI on the main menu. On that page, you should be able to download both the Inventory and the Manual!
Good luck with your project Susan!
Regards,
Dr. Michael J. Fimian
InstructionalTech.net
37 Gay Rd
Brookfield, MA 01506
774-200-7881www.InstructionalTech.net
https://www.linkedin.com/in/michaelfimian/

> **From:** Susan Roebuck <susan.roebuck@waldenu.edu>
> **Sent:** Sunday, January 06, 2019, 7:40 PM
> **To:** Fimian@InstructionalTech.net
> **Subject:** Survey Request
> Dear Dr., Fimian,
> I am a doctoral student at Walden University. I am interested in using the TSI for my research study on predictive relationships between organizational climate, teacher stress, and teacher turnover intentions.
> This survey will be useful in my research and appreciate permission to use it granted on the Teacher Stress Inventory Information Site.
> Thanking you in advance for your support and contributions.
> Susan L. Roebuck

Appendix C: Permission to Use TIS-6

From: Roodt, Gerhard <groodt@uj.ac.za>
Sent: Wednesday, January 23, 2019, 12:33:05 AM
To: Susan Roebuck
Subject: RE: Access and Permission to the TIS-6

Dear Susan

You are welcome to use the TIS!

For this purpose please find attached the longer 15-item version of the scale. The six items used for the TIS-6 are high-lighted. You may use any one of these two versions. The longer scale will generate higher coefficient Alpha reliabilities.

You are welcome to translate the scale if the need arises. I would like to propose the translate – back-translate method by using two different translators. First you translate from English into home language and then back from home language to English to see if you get to the original English wording.

This is the fourth version of the scale, and it is no longer required to reverse score any items (on TIS-6). The total score can be calculated by merely adding the individual item scores. I would strongly recommend that you also conduct a CFA on the item scores to determine if any item scores should be reflected.

The only conditions for using the TIS is that you acknowledge authorship (Roodt, 2004) by conventional academic referencing (see article by Bothma & Roodt, 2013 in the SA Journal of Human Resource Management). The TIS may not be used for commercial purposes.

I wish you the very best with your research project!

Best regards

Prof Gert Roodt

Dept Industrial Psychology & People Management

From: Susan Roebuck [mailto:susan.roebuck@waldenu.edu]

Sent: 22 January 2019 01:54 PM

To: Roodt, Gerhard <groodt@uj.ac.za>

Subject: Access and Permission to the TIS-6

Dear Professor Roodt,I am a doctoral student at Walden University. I am interested in using the TIS-6 for my research study on the predictive relationships between organizational climate, teacher stress, and teacher turnover intentions. This survey will be useful in my research and I appreciate having access to a copy. Please direct me to a copy of this survey and grant permission for its use. I look forward to hearing from you soon and thank you in advance for your support and contribution to my research efforts.

Sincerely,

Susan L. Roebuck

Appendix D: Organizational Climate Inventory

OCI

Directions: The following are statements about your school, Please indicate the extent to which each statement characterizes your school from **rarely occurs** to **very frequently occurs**.

	Rarely Occurs	Sometimes Occurs	Often Occurs	Very Frequently Occurs
1. The principal explores all sides of topics and admits that other opinions exist.	1	2	3	4
2. A few vocal parents can change school policy.	1	2	3	4
3. The principal treats all faculty members as his or her equal.	1	2	3	4
4. The learning environment is orderly and serious.	1	2	3	4
5. The principal is friendly and approachable.	1	2	3	4
6. Select citizens groups are influential with the board.	1	2	3	4
7. The school sets high standards for academic performance.	1	2	3	4
8. Teachers help and support each other.	1	2	3	4
9. The principal responds to pressure from parents.	1	2	3	4
10. The principal lets faculty know what is expected of them.	1	2	3	4
11. Students respect others who get good grades.	1	2	3	4
12. Teachers feel pressure from the community.	1	2	3	4
13. The principal maintains definite standards of performance.	1	2	3	4
14. Teachers in this school believe that their students have the ability to achieve academically.	1	2	3	4
15. Students seek extra work so they can get good grades.	1	2	3	4
16. Parents exert pressure to maintain high standards.	1	2	3	4
17. Students try hard to improve on previous work.	1	2	3	4
18. Teachers accomplish their jobs with enthusiasm.	1	2	3	4
19. Academic achievement is recognized and acknowledged by the school.	1	2	3	4
20. The principal puts suggestions made by the faculty into operation.	1	2	3	4
21. Teachers respect the professional competence of their colleagues.	1	2	3	4
22. Parents press for school improvement.	1	2	3	4
23. The interactions between faculty members are cooperative.	1	2	3	4
24. Students in this school can achieve the goals that have been set for them.	1	2	3	4
25. Teachers in this school exercise professional judgment.	1	2	3	4
26. The school is vulnerable to outside pressures.	1	2	3	4
27. The principal is willing to make changes.	1	2	3	4
28. Teachers "go the extra mile" with their students.	1	2	3	4
29. Teachers provide strong social support for colleagues.	1	2	3	4
30. Teachers are committed to their students.	1	2	3	4

Appendix E: Teacher Stress Inventory

The following are a number of teacher concerns. Please identify those factors which cause you stress in your present position. Read each statement carefully and decide if you ever feel this way about your job. Then, indicate how strong the feeling is when you experience it by circling the appropriate rating on the 5-point scale. If you have not experienced this feeling, or if the item is inappropriate for your position, circle number 1 (no strength; not noticeable). The rating scale is shown at the top of each page.

Examples:

I feel insufficiently prepared for my job. 1 2 3 4 5

If you feel very strongly that you are insufficiently prepared for your job, you will circle number 5.

I feel that if I step back in either effort or commitment, I may be seen as less competent.
1 2 3 4 5
If you never feel this way, and the feeling does not have noticeable strength, you would circle number 1.

	1	2	3	4	5
HOW STRONG	no strength; extremely noticeable	mild strength; not noticeable	medium strength; barely noticeable	great strength; moderately noticeable	major strength; very noticeable

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TIME MANAGEMENT

1. I easily over-commit myself.	1	2	3	4	5
2. I become impatient if others do things to slowly.	1	2	3	4	5
3. I have to try doing more than one thing at a time.	1	2	3	4	5
4. I have little time to relax/enjoy the time of day.	1	2	3	4	5
5. I think about unrelated matters during conversations.	1	2	3	4	5
6. I feel uncomfortable wasting time.	1	2	3	4	5
7. There isn't enough time to get things done.	1	2	3	4	5
8. I rush in my speech.	1	2	3	4	5

Add items 1 through 8; divide by 8; place your score here:

WORK-RELATED STRESSORS

9. There is little time to prepare for my lessons/responsibilities.	1	2	3	4	5
10. There is too much work to do.	1	2	3	4	5
11. The pace of the school day is too fast.	1	2	3	4	5
12. My caseload/class is too big.	1	2	3	4	5
13. My personal priorities are being shortchanged due to time demands.	1	2	3	4	5
14. There is too much administrative paperwork in my job.	1	2	3	4	5

Add items 9 through 14; divide by 6; place your score here:

PROFESSIONAL DISTRESS

15. I lack promotion and/or advancement opportunities.	1	2	3	4	5

Appendix F: Turnover Intentions Scale

The following section aims to ascertain the extent to which you intend to stay at the organisation.

Please read each question and indicate your response using the scale provided for each question:

DURING THE PAST 9 MONTHS…..

	How often have you considered leaving your job?	**Never**	1-------2-------3-------4-------5	**Always**
	How satisfying is your job in fulfilling your personal needs?	**Very satisfying**	1-------2-------3-------4-------5	**Totally dissatisfying**
	How often are you frustrated when not given the opportunity at work to achieve your personal work-related goals?	**Never**	1-------2-------3-------4-------5	**Always**
	How often do you dream about getting another job that will better suit your personal needs?	**Never**	1-------2-------3-------4-------5	**Always**
	How likely are you to accept another job at the same compensation level should it be offered to you?	**Highly unlikely**	1-------2-------3-------4-------5	**Highly likely**
	How often do you look forward to another day at work?	**Always**	1-------2-------3-------4-------5	**Never**

Appendix G: Demographic Questionnaire

1. What is your gender?

- ☐ Male
- ☐ Female

2. What is your age in years?

3. What is your ethnicity?

- ☐ White/Caucasian
- ☐ Black/African American
- ☐ Hispanic
- ☐ Asian
- ☐ Other

4. What is your education level?

- ☐ High school graduate
- ☐ Bachelor's degree
- ☐ Master's Degree
- ☐ Doctorate Degree
- ☐ Other

5. What is your approximate average household income?

- ☐ $0-$24,000
- ☐ $25,000-$49,999
- ☐ $50,000-$74,999
- ☐ $75,000-$99,999
- ☐ $100,000-$124,999

Add Prefer not to answer option

6. How many years have you taught?