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K-3 Teacher Perspectives Regarding Herzberg's Factors that Affect Teacher Retention

LeAnn Laury
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Walden University

College of Education and Human Sciences

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LeAnn Laury

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

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Walden University
2023

Abstract

K-3 Teacher Perspectives Regarding Herzberg's Factors that Affect Teacher Retention

by

LeAnn Laury

MA, Walden University, 2012

BS, Howard University, 2005

Proposal Submitted in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Education
Education/Early Childhood Education

Walden University

July 2023

Abstract

In the United States teacher retention in K-3 classrooms has declined, and so has the retention rate for the charter elementary school located in the study state. The problem is teacher retention rates in K-3 schools have declined in the U.S. The purpose of this basic qualitative research study was to explore teachers' perspectives regarding factors that affect teacher retention. Factors were Herzberg et al.'s motivation (satisfaction) and hygiene (dissatisfaction), which was used as the conceptual framework to address teachers' perspectives about why they choose to remain in a school with low retention rates. This study involved using semistructured interviews because it was an in-depth investigation of a single source of information. Methodological triangulation was used with in-depth individual interviews to establish sufficiency of data collection. Semistructured interviews were used with Zoom video conferencing software to transcribe data. Thematic analysis was used to analyze the 15 interview questions using manual coding to search for central themes. The following themes emerged from results regarding motivations to remain teaching: building capacity, climate and culture, and resources. Implications for positive social change may result from this study because it may lead to increased teacher retention and strategies to help administrators understand why teachers choose to remain at school.

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Chapter 1: Introduction to the Study

The topic of this study was teacher retention, which needs to be explored because teacher retention in the nation's public schools, especially high-poverty schools, is a crisis for the teaching profession and a severe problem for the entire education system (García & Weiss, 2020). According to García and Weiss (2019), school administrators struggle to retain teachers. Declines in teacher retention over time mean that more new teachers are required to replace them, yet early career teachers (ECTs) also have very low retention rates. In 2019, 67% of ECTs remained in the profession 5 years after they joined, down from 72% (Candela, 2019). In the United States (U.S), teacher retention in kindergarten through third grade classrooms has declined, and so has retention in target schools (Carver-Thomas & Darling-Hammond, 2019; García & Weiss, 2019; Papay et al., 2017). Early childhood education is the basis of America's school system and without consistency among teachers, children may not learn basic skills upon which future learning develops (National Education Association [NEA], 2021).

The overall 2019-2020 teacher interdistrict retention rate in the target state was 8.11% (Target District Report, 2022). This means 1,117 teachers who were employed in a public school in 2018-2019 accepted positions in a different public school system in 2019-2020 (Target District Report, 2020). Teacher retention patterns which can have significant implications for student achievement are important for assessing the stability of the educator workforce in the study state. Although the need to address a decline in teacher retention is evident in the research, there is little information about perspectives

of teachers regarding factors they encounter that affect teacher retention in elementary schools (Balow, 2021; García & Weiss, 2019a; Toropova et al., 2021).

This study will aid school leaders in discovering directly from teachers what factors should be addressed to incline teachers to remain in their roles. Implications for positive social change may result from this study because it may lead to changes that lead to increased teacher retention and strategies to help administrators understand why teachers choose to remain at school. An increase in teacher retention has the potential for positive social change because a lack of teacher retention harms students and teachers and contributes to student achievement gaps (DiMarco & Jordan, 2022). García and Weiss (2020) proposed policy choices and policy inaction that contributed to the factors that have eroded the appeal of the teaching profession. It may require policy changes and a comprehensive policy plan to address those factors to retain teachers in early childhood education.

In Chapter 1, the background of the study is described and analyzed. This is followed by the problem, purpose, and research questions that explored teacher perspectives on factors that affect teacher retention in an elementary school in a study state. The conceptual framework was Herzberg et al.'s (1959) two-factor theory of motivation (satisfaction) and hygiene (dissatisfaction) that might impact teacher retention. Then, the nature of the study, definitions of key terms, assumptions, delimitations, and limitations inherent of this study will be explained. Finally, the significance of the study was addressed, followed by a summary of main ideas of the chapter and transition to Chapter 2.

Background

In the U.S., approximately 8% of all teachers leave the profession annually, and more than 50% quit teaching before reaching retirement (National Association of Secondary School Principals, 2020). Poor working conditions and the absence of induction programs were noted by new teachers as reasons for leaving the field of education (NEA, 2021). Teachers exiting the profession cited a lack of administrative support as one of the top five reasons for leaving their jobs (National Association of Secondary School Principals, 2020). Their perceptions of their principals' effectiveness can influence school districts' ability to retain teaching staff (National Association of Secondary School Principals, 2020).

According to the U.S. Bureau of Labor Statistics (BLS, 2021), there were approximately 10.6 million educators working in public education in January 2020. Currently, there are 10 million, a net loss of approximately 600,000, which continues to decline in the number of teachers. Of the 180 school districts in the target state, there are 49 (27%) that have retention rates that are equal to or higher than 90% (Pelfrey & Flamini, 2020). Administrators should examine reasons why teachers leave the profession and seek strategies that encourage them to remain in the classroom (Geiger & Pivovarova, 2018; Pivovarova & Powers, 2022).

The gap in practice is that teachers are integral to learning in America's educational system, yet many are opting out of their roles as educators. This gap leads to shortages and low teacher retention rates, thus leaving administrators to hire unqualified and inexperienced teachers (García & Weiss, 2019b). According to the NEA (2021), 55%

of new teachers leave the profession within their first 5 years of teaching. Within 5 years, another 70% of novice teachers leave their schools (See, Morris, Gorard, et al., 2020).

High teacher turnover is forcing school districts to spend substantial amounts of time and money on recruiting and replacing teachers, ultimately hindering their success (NEA, 2021). This study was relevant because there is insufficient research about this participant group of K-3 teachers and factors affecting their decisions to remain or leave the profession. The goal of this study was to inform stakeholders of factors that teachers identify as encouragers of retention.

Problem Statement

The problem was teacher retention rates in K-3 schools have declined in the U.S. (Carver-Thomas & Darling-Hammond, 2019). The NCEES (2022b) revealed in January 2021 that approximately 25% of teachers indicated a desire to leave their jobs at the end of the school year. As of December 2021, public elementary and secondary school teacher attrition was down 376,300 (4.7%) from its February 2020 level (U.S. BLS, 2022). The current gap in K-12 education in terms of teacher retention is due to employment losses in public education that were never fully restored (Cooper & Hickey, 2022).

Table 1 includes the target school district's 5-year number of certified, resigned, retired, and transferred teachers as well as total percentage of teachers who left from 2016 to 2021. The school district's 5-year data show the number of certified teachers in 2016-2017 ($N = 3,292$) increased in 2020-2021 ($N = 3,306$) by 14 additional teachers. There was an increase in the number of resignations, retirees, and transferred teachers.

The number of teachers who left increased by 269 during the 2020-2021 school year (Target District Data Report, 2021). Overall, the percentage rate of teachers who left increased from 10.9% in 2019-2020 to 19.5% in 2020-2021, possibly due to the COVID-19 pandemic (Target District Data Report, 2021). Retention at the targeted school fell below the school district's retention rates. Reports indicated 15.7% ($N = 517$) of teachers at the target school district left teaching positions in 2016-2017 compared to 19.5% rate in 2020-2021 ($N = 645$), indicating a gap in practice. The school district retention rate of 15.7% in 2016-2017 increased to 19.5% in 2020-2021 (Target District Data Report, 2021).

Table 1

Analysis of Certified Teacher Retentions for the Target School District (2017-2021)

Year	#Certified	Target School District			District	District
		#Resigned	#Retired	#Transferred	Total	Percentage
2016-2017	3,292	438	40	123	517	15.7%
2017-2018	3,264	420	48	125	509	15.6%
2018-2019	3,312	433	46	135	530	16.0%
2019-2020	3,447	330	32	98	376	10.9%
2020-2021	3,306	402	51	102	645	19.5%

Note. Table 1 contains certified teachers in the school district who resigned, retired, and transferred to another school or school district. District totals and percentages are presented. Data were obtained from the school district's Open Records Department.

Teacher retention in this school district and school increased between 2019 and 2021 during the COVID-19 pandemic (Target District Data Report, 2021). I explored K-3 teachers' perspectives regarding motivation (satisfaction) and hygiene (dissatisfaction) factors that affect teacher retention. Relevancy is important because filling the gap

between the known and unknown regarding why teachers remain in schools where teacher retention is low shows the gap in practice.

Table 2 includes the school's 5-year number of certified, resigned, retired, and transferred teachers and total percentage of teachers who left from 2016 to 2021 (Target District Data Report, 2021). Certified teachers in 2016-2017 ($N = 48$) increased in 2020-2021 ($N = 57$) by nine additional teachers (Target District Data Report, 2021). An overall increase occurred in terms of the number of resignations, retirees, and transferred teachers. Teachers who left increased during the 2020-2021 school year (Target District Data Report 2021). The overall percentage of teachers who left the school increased from 22.9% in 2016-2017 to 26.3% in 2020-2021, possibly due to the COVID-19 pandemic (Target District Data Report, 2022).

Retention at the targeted school declined well below the school district's retention rates (19.5%). Table 2 indicated 22.9% ($N = 11$) of teachers at the target school district left their teaching positions in 2016-2017 compared to 26.3% in 2020-2021 ($N = 15$), indicating a gap in practice (Target District Data Report, 2021). An increase occurred in the school district retention rate from 22.9% in 2016-2017 to 26.3% in 2020-2021 (Target District Data Report, 2017).

Table 2

Analysis of Certified Teacher Retentions, for the Target School (2017-2021)

Year	#Certified	Target School			School	School
		#Resigned	#Retired	#Transferred	Total	Percentage
2016-2017	48	8	0	3	11	22.9%
2017-2018	53	14	0	12	26	40.1%
2018-2019	53	18	0	4	22	41.5%
2019-2020	60	7	0	6	13	21.7%
2020-2021	57	5	0	10	15	26.3%

Note. Table 2 contains certified teachers in the school who resigned, retired, and transferred to another school or school district. District totals and percentages are presented. Data were obtained from the school district's Open Records Department.

On a national level, of the 8% of teachers who leave the profession annually, 55% cited dissatisfaction with poor leadership, lack of control over teaching, and excessive testing pressures as well as lack of administrative and collegial support as reasons for exiting the profession (Sutcher et al., 2019). Herzberg et al.'s (1959) two-factor criteria of motivators (satisfaction) and hygiene (dissatisfaction) were used to address why teachers in the targeted school remain in schools with low retention rates. School officials may need to employ more teachers due to increased school enrollment, teacher exits, curriculum expansion, teacher requirements in new fields, class size reduction, and increased school budgets (Garcia & Weiss, 2019b).

Purpose of the Study

The purpose of this basic qualitative research was to explore K-3 teachers' factors and hygiene (dissatisfaction) regarding factors that affect their retention in an elementary

school in the study state. Retention rates in K-3 schools have declined in the U.S. (Carver-Thomas & Darling-Hammond, 2019). Findings from the 2018-2019 school year indicated every state in the U.S. had teacher shortages in major subject areas such as science, special education, and mathematics (Donley et al., 2019). In the study state, according to the Governor's Office of Student Achievement, between 2018 and 2020, 8% of teachers changed school districts. In addition, 49 of the state's 180 (27%) school districts had retention rates at or above 90% (Governor's Office of Student Achievement, 2020).

A major teacher shortage and constant turnover revealed that United U.S. school districts struggle with the challenge of recruiting and hiring high-quality teacher workforces to meet the needs of all students (Greufe, 2020; Sutchter et al., 2019). Balow (2021) surveyed school superintendents and found over 80% reported a teacher shortage as a major challenge for their districts, which was greater than any other challenge. The goal of Balow's study was exploratory, seeking to understand what teachers identified as reasons to remain in their current jobs to better inform school leaders.

I used a qualitative design for my investigation. The purpose of a basic qualitative research study is to understand the essence of social phenomena from the perspective of those who perceived it (Ataro, 2020). The current study included semi-structured interviews involving K-3 teachers' perspectives about factors that may influence teacher retention. Therefore, a basic qualitative design was appropriate because qualitative research involves using structured and unstructured interviews, focus groups, and

participant observations to delve deeper into understanding what is going on (Palmer, 2021; Pilarska, 2021).

Qualitative research requires the researcher to utilize a research paradigm. I selected constructivism due to the phenomenon of interest being that some K-3 teachers face factors that motivate them to remain in schools with low teacher retention while others opt to leave. A constructivist paradigm is where the researcher and teachers construct meaning using a narrative format (Weiss & Garcia, 2020). Constructivism means people produce knowledge and form meaning based on their perspectives (McLeod, 2019). New knowledge is constructed as a result. Thus, a concept is formed as opposed to philosophical rationalism, epistemological fundamentalism, essentialism, objectivism, and realism (Pilarska, 2021).

Research Questions

The problem was that teacher retention rates in K-3 schools have declined in the U.S. (Carver-Thomas & Darling-Hammond, 2019). The research questions are critical in the lower grades because teacher retention and teacher experiences are needed to maintain student learning (Graham et al., 2020). Teachers in the lower grades face challenges and may not remain in the profession for longer than 3 years (Leech et al., 2022). Two research questions guided this basic qualitative study using Herzberg et al.'s (1959) two-factor theory of motivation (satisfaction) and hygiene (dissatisfaction):

RQ1: What are perspectives of K-3 teachers regarding satisfaction and how it affects teacher retention?

RQ2: What are perspectives of K-3 teachers regarding Herzberg et al.'s hygiene factor (dissatisfaction that affects teacher retention)?

Conceptual Framework

The conceptual framework that grounded the current study is Herzberg et al.'s two-factor theory (Herzberg et al., 1959), which is a leading theory involving workplace motivation. Motivation factors are intrinsic representations of less tangible and more emotional needs involving challenging work, recognition, relationships, and professional and personal growth. By contrast, hygiene factors are extrinsic motivators which represent tangible and basic needs, such as status, job security, salary, and benefits. Herzberg et al. (1959) researched the two-factor theory of job satisfaction for over five years. Overall, the researchers identified dissatisfaction sources and claimed only certain factors contributed to satisfaction.

Herzberg et al. (1959) created the two-factor theory with the following motivators: achievement, recognition, the work itself, responsibility, and job advancement. Hygiene factors include supervision, interpersonal coworker relations, physical working conditions, salary, company policy and administration, benefits, and job security. Herzberg et al. believed hygiene factors exist on the same level as motivation factors, and they are not exact opposites. Employers should motivate employees by first satisfying hygiene factors. However, true satisfaction occurs by ensuring motivators exist that enable employees to achieve goals that are meaningfully related to doing their jobs (Herzberg et al., 1959).

Herzberg et al.'s two-factor theory was used to ask questions about perspectives of K-3 teachers regarding factors that affect teacher retention. Herzberg et al.'s theory facilitated the identification of factors from an extensive literature review on motivation (intrinsic) and hygiene (extrinsic) factors of teacher retention. Motivation and hygiene factors were used as contextual lenses through which to conduct this basic qualitative study.

Nature of the Study

I conducted a basic qualitative study to explore K-3 teachers' perspectives regarding why they remain in a school where a high percentage of teachers left (Neubauer et al., 2019). Because this is an in-depth investigation of a single source, semistructured interviews with teachers were conducted. This research design was chosen to understand and explain each teacher's perspectives regarding motivation (satisfaction) factors and hygiene (dissatisfaction) factors that might encourage teachers to continue employment at the same school regardless of its low retention rate (Perryman & Calvert, 2019). Specifically, the goal was to identify motivators to remain at a school with low retention. Participants included 12 K-3 elementary teachers who chose to remain in an elementary school with low retention in comparison with other elementary schools in the district. I collected and analyzed narrative data which included semistructured recorded interviews involving open-ended questions with participants.

The key phenomenon being investigated is K-3 teachers' perspectives that are difficult to accurately capture in quantitative analysis; hence a quantitative study design was not appropriate for the current study (Aspers & Corte, 2019). The basic qualitative

approach was used to address K-3 teachers to explain how, why, or what they were thinking, feeling, and experiencing at a certain time or during an event of interest, which is teacher retention (Tenny et al., 2022). Qualitative research explores deeper insights into real-world problems from a teacher's perspective (Regan & Hayes, 2011). Qualitative data involves seeking central themes and patterns to ensure that the context of narrative work is not lost (Tenny et al., 2022).

Definitions

The following definitions were used for this study:

Charter school: A charter or charter public school is a public school that is open to all children, free of charge, and chosen by parents (Fischler, 2021).

Hygiene factors: Hygiene factors are extrinsic motivators representing tangible basic needs, such as status, job security, salary, and benefits (Herzberg et al., 1959).

Motivation factors: Motivation factors are intrinsic motivators that are representative of less tangible and more emotional needs, such as challenging work, recognition, relationships, and professional and personal growth (Herzberg et al., 1959).

Symbolic interactionism: Symbolic interactionism is a theoretical perspective through which scholars examine the relationship of individuals within their society by studying language and symbols (Khan Academy, 2021).

Teacher attrition: Teachers who leave the public school system, retire, change careers, teach in a private school or another state (Carver-Thomas et al., 2020).

Teacher recruitment: School district officials recruit only those who already know they want to be teachers (Herrmann, 2018).

Teacher retention: Staffing public schools with practical and qualified teachers who remain teaching during the first 5 years of their profession (Papay et al., 2017).

Teacher turnover: Leavers and movers, teachers who leave public-school teaching, and those who move to teach in a different school district (Carver-Thomas et al., 2020).

Teacher shortage: Inadequate quantity of qualified individuals willing to offer services due to current wages and conditions (Sutcher et al., 2019).

Assumptions

Assumptions are statements that are assumed or understood to be true (Aspers & Corte, 2019). I assumed Herzberg et al.'s (1959) conceptual framework was sound and could be used to address the phenomenon under study, which consists of two factors: motivation (satisfaction) and hygiene (dissatisfaction) in teacher retention. Leedy and Ormrod (2010) posited, "Assumptions are so basic that, without them, the research problem itself could not exist" (p. 62). The research problem cannot exist without assumptions because those assumptions directly influence what kind of conclusions can reasonably be drawn from research (Aspers & Corte, 2019).

Another assumption was that participants were truthful in their responses. An explanation of anonymity and confidentiality of responses was provided before interviews (Morgan, 2021). Participants may have responded according to what they

thought was desirable. To mitigate participants responding in this manner, questions were asked that related to only their experiences regarding teacher retention since they are teachers (see Barroso et al., 2018). Finally, I did not assume that participants represented all teachers K-3 teachers across the U.S.

Scope and Delimitations

I explored 12 K-3 grade teachers' perspectives in a study state in the U.S. with a minimum of 3 years of teaching experience. Akanle et al. (2020) defined scope in a basic qualitative study as the extent to which the research area is explored and the parameters within which the study will be operating. I defined the study's focus. In-depth perspectives from teachers were used to explore research questions regarding why they choose to remain in a school with low retention rates. The purpose of this basic qualitative research was to explore K-3 teachers' perspectives regarding the scope of Herzberg et al.'s two factors of motivation (satisfaction) and hygiene (dissatisfaction) that affect teacher retention in an elementary school in the study state. Participants described reasons why they chose to remain in a school where teachers are leaving in high numbers, and not why they chose to leave.

Delimitations are occurrences over which researchers have some control (Theofanidis & Fountouki, 2019). Participants' influence and familiarity with reasons why they choose to remain may not be observable. A basic qualitative study is not designed to assess teachers' practices of teacher retention and teacher experiences to maintain learning in preceding years. The phenomenon of interest was why K-3 teachers face challenges and remain in a low retention school while others leave the profession.

Delimitations may affect the transferability of the study results to public school settings, influence teachers who do not work in general education classrooms and teachers of other grades. I took measures to minimize bias related to this study and population by allowing participants to select personal interview times in order to avoid competing work and family obligations. Participants were K-3 elementary teachers. In addition, I took measures to minimize bias in this study by providing participants with appropriate informed consent forms before interviews and uniformly completing each interview to ensure consistency. Participant interviews were recorded, transcribed, and reviewed by participants before data analysis to ensure the transcriptions are accurate and unbiased.

Limitations

Limitations are those elements over which participants have no control (Theofanidis & Fountouki, 2019). In this proposed study, three types of limitations were present regarding methodological and research bias. I conducted semistructured interviews following the COVID-19 pandemic. schools limited face-to-face interviews with participants. Masks were worn by teachers and students and other staff and personnel in the school. Sanitizing wipes are used throughout the day. Students are seated far away from each other. Such limitations might significantly affect how teachers viewed satisfaction with teaching, administrators treated teachers, and colleagues collaborated to assist each other through the pandemic.

DeJonckheere and Vaughn (2019) employed semistructured in-depth interviews commonly and frequently used in qualitative research. Individual interviews typically

consist of dialogues between researchers and participants, guided via a flexible interview protocol (see Appendix C) and supplemented by follow-up questions, probes, and comments (DeJonckheere & Vaughn, 2019). Via this method, I collected open-ended and rich thick perspective data to explore participants' thoughts, feelings, and beliefs about teacher retention and address personal and sometimes sensitive issues (DeJonckheere & Vaughn, 2019). As a result of these limitations, I used Zoom where participants can phone in or use a camera to converse with me.

In order to avoid researcher bias, the targeted charter elementary school is not where I work, but is similar to where I am employed. Since I have no power or supervisory relationships over participants in the proposed study, I ensured that researcher bias did not occur. Bias occurs when an interviewer asks leading questions that may systematically influence responses given by interviewees (Brassey et al., 2017). To mitigate bias during interviews with participants, I did not ask questions that caused them to say what they thought I expected them to say. Interview questions were worded the same for each participant. When participants asked me to clarify what I was asking, I aimed to use the exact words as the original question. I did not use incentives for participants. In this qualitative research, I created an environment that allowed participants' perspectives without the creation of a power differential.

Participation in this study involved some risk of minor discomforts that can be encountered in daily life, such as sharing sensitive information. This study posed minimal risks to participants' wellbeing with protections in place. I offered no direct benefits to

individual volunteers. This study aimed to benefit society by providing evidence on improving and increasing teacher retention.

Significance

This basic qualitative study involved understanding the significance and importance of K-3 teachers' decisions to remain in charter elementary schools to help charter school administrators improve recruiting efforts, attract more highly qualified teachers, reduce teacher attrition, and improve teacher retention (see Merriam & Tisdell, 2016). Understanding this population's perspectives of factors that affect teacher retention in an elementary charter school is difficult. Results may assist administrators in understanding motivation and hygiene factors that may affect retention and support them in developing strategies to increase teacher retention. Findings in this basic qualitative study may provide administrators with insights regarding satisfaction and dissatisfaction factors that lead to employee satisfaction at a low retention school.

This study may result in significant improvements for K-3 teachers nationwide that positively affect students' stability and achievement and contribute to positive school communities and increase teacher retention (Donley et al., 2019). An increase in teacher retention would be a positive social change because it might help administrators understand why teachers choose to remain at their schools and may support administrators in developing strategies to increase teacher retention.

Summary

The purpose of the basic qualitative study was to explore K-3 teachers' perspectives regarding motivation (satisfaction) and hygiene (dissatisfaction) factors that

affect teacher retention in an elementary school in the study state. I interviewed 12 teachers regarding why they elect to remain in a school with a lower teacher retention rate than other K-3 schools in the same district. The research questions that guided this basic qualitative study using semistructured interviews are: What are the perspectives of K-3 teachers regarding Herzberg et al.'s motivation factor (satisfaction) that affects teacher retention? What are the perspectives of K-3 teachers regarding Herzberg et al.'s hygiene factor (dissatisfaction) that affects teacher retention?

Chapter 1 included an introduction and background information about K-3 teachers' perspectives regarding factors they encounter that affect teacher retention in one elementary school in the U.S. I explored why teachers choose to remain in their schools. This study may result in significant improvements for K-3 teachers that positively affect students and contribute to a school community that leads to increased teacher retention. In Chapter 2, I review current and seminal literature on motivation and hygiene factors that might impact teacher retention and effects of low teacher retention rates on teachers who remain.

Chapter 2: Literature Review

In the U.S., teacher retention in K-3 classrooms has declined, as has the retention rate for the current targeted elementary school (Carver-Thomas & Darling-Hammond, 2019; García & Weiss, 2019; Papay et al., 2017). The problem is that teacher retention rates in K-3 schools have declined in the U.S. (Carver-Thomas & Darling-Hammond, 2019), as in the study state's school and school district. My purpose was to explore K-3 teachers' perspectives regarding motivation (satisfaction) factors and hygiene (dissatisfaction) factors that affect teacher retention in an elementary school in the study state.

Chapter 2 includes a concise synopsis of current literature that establishes the relevance of the low teacher retention problem and K-3 teachers' perspectives regarding why they choose to remain in a school with low teacher retention when others leave. Some research studies provided significant findings, but not enough research has been conducted. This study involved filling this gap. Palmer (2021) showed job satisfaction influenced teachers' propensity to leave and turnover in the Bering Strait School District in rural Western Alaska.

Herzberg et al.'s motivation-hygiene theory was the conceptual framework for this study. Results indicated that motivation factors were significant predictors of overall job satisfaction for teachers. Motivators include work itself, responsibility, growth, recognition, and achievement. Only advancement was not found to be a significant predictor of teachers' overall job satisfaction. While teachers reported higher levels of job satisfaction in terms of motivator factors as a group compared to hygiene factors, results

did not support that job satisfaction should be attributed to motivator factors, while job dissatisfaction should be attributed to hygiene factors.

Chapter 2 includes information about the search for relevant literature and an expanded discussion of the study's conceptual framework, Herzberg et al.'s (1959) two-factor theory of motivation and hygiene factors. I reviewed current and seminal literature on teacher retention and the effects of low teacher retention rates at the school under study. This chapter concludes with a summary.

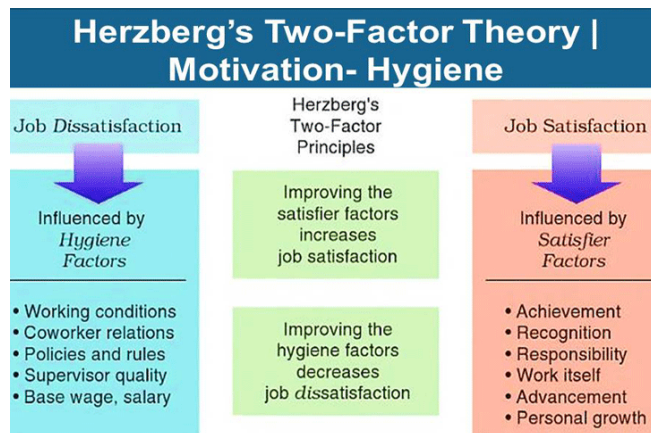
Literature Search Strategy

The library databases and search engines strategy began with the Walden University Library as the primary source for retrieving articles for this literature review. ERIC, SAGE Journals, and Google Scholar were the main search engines used for the literature review (see Appendix F). To search for relevant studies, I used the following key terms: *convenience sampling*, *extrinsic*, *hygiene factors*, *incentives*, *intrinsic*, *leavers*, *motivation factors*, *teacher retention*, *teacher recruitment*, *teacher shortage*, *semistructured*, and *stayers*. Key search terms were applied to educational, medical, methodology, psychological, and sociological electronic databases related to teacher retention, including ProQuest Dissertations and Theses. These searches were supplemented using the snowballing method to find relevant studies. I used sources that were published between 2018 and 2023, except for seminal texts. Seminal works regarding teacher retention were used. I used several research strategies to search literature on teacher retention.

The iterative search process explained the terms of teacher retention used to identify germane scholarship connected in an important way to teacher retention (Herzberg, 1974; Herzberg et al., 1959). In the rapidly developing specialty of exploring why teachers remain in schools with low retention, literature reviews have become increasingly important to inform and improve teacher retention. When applying widely used methods for literature reviews developed for retention studies, challenges are encountered due to there being sparse literature about why teachers remain in low-retention schools (Herzberg et al., 1959). To overcome the challenges and to provide guidance for researchers to conduct a literature search for a review on teacher retention, Herzberg et al. (1959) coined the terms motivation (satisfaction) factors and hygiene (dissatisfaction) factors to describe job satisfaction and dissatisfaction, respectively. I used an iterative literature search process to show motivation and hygiene factors are defined according to two separate criteria (see Figure 1). Little current research was located on K-3 teachers' perspectives regarding why they remained in low-retention schools.

Figure 1

Herzberg et al.'s Two-Factor Theory: Motivation and Hygiene



Note/ From “Motivation-hygiene profiles: Pinpointing what ails the organization,” by F. Herzberg, 1974. *Organizational Dynamics*, 3(2), 18-29. (<https://eds-b-ebSCOhost-com.proxy1.ncu.edu/eds/pdfviewer/pdfviewer?vid=1&sid=1b9937cc-ea1f-4eb2-acbe-638145da6884%40pdc-v-sessmgr01>)

To search for relevant studies about teacher retention, a list of search terms was developed: *convenience sampling, extrinsic factors, hygiene factors, incentives, motivation factors, intrinsic factors, job satisfaction, job dissatisfaction, teacher retention, teacher recruitment, teacher shortage, and semistructured interviews*. Key research terms were applied to educational, psychological, methodology, and sociological electronic databases related to teacher retention including ProQuest Dissertations and Theses, as shown in Appendix F. Searches were supplemented by studies known as *snowballing* of relevant studies cited in the review of the literature,

Conceptual Framework

Herzberg et al.'s two-factor theory was chosen as this study's conceptual framework. This framework focuses on motivation factors (job satisfaction) and hygiene

factors (job dissatisfaction) among K-3 teachers. Motivation factors are intrinsic motivators that include less-tangible and more emotional needs, such as challenging work, recognition, relationships, and professional and personal growth (Herzberg et al., 1959). Hygiene factors are extrinsic motivators that include tangible and basic needs, such as status, job security, salary, and benefits (Herzberg et al., 1959). Herzberg et al. researched the two-factor theory of job satisfaction for over five years. At the time, employee strikes, slowdowns, and grievances indicated that employers needed insight into their workers' job perceptions (Herzberg et al., 1959). Key theorists and seminal research studies related to teacher retention primarily emphasized and used Herzberg et al.'s (1959) two-factor theory of motivation and hygiene factors to study teacher retention.

Two-Factor Theory and Teacher Retention

I used Herzberg et al.'s two-factor theory to address teacher retention and K-3 teachers' perspectives of why they remained at their schools when others quit. Key statements and definitions are found in Herzberg et al.'s two-factor theory from earlier researchers in a discussion of definitions of teacher retention as related to job satisfaction within the context of motivation (Kian et al., 2014). Herzberg's theory is a method to explore job satisfaction among teachers who remain in schools with low retention (Lundberg et al., 2009).

Motivation and Job Satisfaction Factors

Job satisfaction is defined as a positive emotional state that occurs from the interaction of professionals, including their expectations and their personality

characteristics, with the environment and nature of the job itself (Aazami et al., 2015). Aazami et al. showed a strong connection between job satisfaction and psychological distress as well as four somatic complaints. Satisfaction with the nature of work was the strongest predictor for psychological distress, sleep disorders, headaches, and gastrointestinal problems.

Best (1959) provided a critical review of Herzberg et al.'s (1957) study and a summary that details the influence of job attitudes on business and industry. Almeida et al. (2019) discussed the concepts of job satisfaction and absenteeism, setting as a goal the assessment of its importance in the workplace (occupational health). This study was conducted with 149 professionals from Portugal, encompassing several professional categories (Almeida et al., 2019). The results showed significant differences in the levels of job satisfaction, according to variables such as professional category, working hours, motivation, and satisfaction. The results suggested the need for programs that promote wages perceived as fair and adequate benefit policies to achieve improvements at both organizational and individual levels (Almeida et al., 2019).

According to Herzberg et al. (1974), satisfiers are the main drivers of job satisfaction and include achievements, recognition, responsibility, and work advancement. Motivation factors (satisfiers) could be harmonized with hygiene factors to achieve job satisfaction. Administrators should understand the relationship between motivation and hygiene factors in teachers' working environments to achieve job satisfaction with the intent to increase teacher retention.

Hygiene and Dissatisfaction Factors

On the opposing end of satisfiers (motivation factors), are dissatisfiers (hygiene factors), which are the primary causes of job dissatisfaction (Herzberg, 1974). Hygiene factors consist of working conditions, salaries, relationships with colleagues, administrative policies, and supervision. Herzberg used this model to explain that teachers can be satisfied and dissatisfied at the same time as these two sets of factors work in separate chronological sequences. Hygiene factors (dissatisfiers) cannot increase or decrease satisfaction; but they can affect only the degree of dissatisfaction (Herzberg, 1974).

Absenteeism is a behavioral event that has been studied mainly as a response to job dissatisfaction. It is a complex phenomenon that is present in almost all organizations, weakening them and damaging the work environment (Almeida et al., 2019). Job absenteeism covers all causes of absence, such as accidents, maternity leave, extended illness, court procedures, attention to family problems, and exterior training courses, which does not cover vacations and holidays, strikes, weekly or compensated rest, and staff development within the company (Almeida et al., 2019).

Job dissatisfaction has been widely recognized as a workplace stressor that can influence employees' psychological and physical health statuses. However, job satisfaction is a multi-dimensional concept, and it is necessary to investigate its different facets and their unique consequences (Aazami et al., 2015). Aazami et al.'s cross-sectional study was conducted among 567 Malaysian women working in the public sector. Data collection was conducted using a series of self-administered questionnaires.

Aazami et al.'s (2015) results showed a strong connection between job satisfaction and psychological distress and four somatic complaints. Satisfaction with the nature of work was the strongest predictor for psychological distress, sleep disorders, headaches, and gastrointestinal problems.

Symbolic Interactionism Theory

However, a second conceptual framework of symbolic interactionism was located and used in several qualitative and quantitative studies as a conceptual framework in teacher retention studies. In the current basic qualitative study, K-3 teachers connected their realities regarding reasons why they choose to remain in a school with low retention. Symbolic interactionism is a form of teachers' perspectives based on their environment within the school setting. Symbolic interactionism emphasizes the thoughts and actions teachers take to use their voices to express reasons that are significant factors known only to them. I explored significant factors by interviewing K-3 teachers to find out why.

Noel (2021) conducted a qualitative study, similar to the current research on why teachers remain in teaching, framed by a conceptual framework of symbolic interactionism. Noel used a case study narrative inquiry to share one teacher's story about her decision to pursue and depart the teaching profession within four years of graduating from a traditional undergraduate preparation program in the midwestern United States (Noel, 2021). Participants contributed to a qualitative analysis consisting of four interviewees: a student, a preservice teacher, a teacher candidate, and an early-career teacher. All discussions influenced her decision to leave the teaching profession after four

years and follow her departure from the field (Noel, 2021). Findings revealed several conflicts surrounding participants' sense of pre-and in-service teacher identity and teacher preparation experiences that ultimately influenced her decision to leave the teaching profession (Noel, 2021). Her story provided critical insights into how to prevent similar factors among early-career practitioners and facilitate progressive change in preservice teacher education (Noel, 2021). By interviewing 12 K-3 teachers, I sought to understand why teachers remain at their schools when others quit.

Literature Review Related to Key Variables and Concepts

The literature related to key variables and concepts includes teacher retention is one of the most complex and challenging issues facing school districts (Hess, 2021). In this review of the current literature, I presented definitions of teacher retention and attrition, data on teacher retention and attrition rates, literature regarding the effects of low teacher retention, and low teacher retention's financial and achievement costs. Between 23% to 42% of teachers left the profession after five years. Such high turnover rates are costing United States schools \$7.3 billion in losses annually (Learning Policy Institute, 2021). Unfortunately, there is a gap in practice concerning teacher retention factors.

Herzberg et al.'s Two-Factor Theory of Motivation and Hygiene

Few scholars used Herzberg et al.'s (1959) two-factor theory as a conceptual framework for exploring qualitative and quantitative studies about teacher retention, but some notable studies were found. Bethel (2020) explored schools serving minority students living in poverty and found it more challenging to hire and retain new and

experienced teachers as compared to schools serving students from wealthier communities. Bethel used Herzberg et al.'s two-factor theory of motivation-hygiene that served as the conceptual framework for a qualitative study. She explored how teachers employed in one charter school network in the northeast described factors related to working conditions that contributed to low teacher retention in schools serving low-income minority students (Bethel, 2020). A convenience sampling strategy was used to recruit 12 teachers who were employed at their current charter school for five or more years (Bethel, 2020). Data were collected through individual, semistructured interviews, and five teachers participated in a focus group. Results revealed that job satisfaction was a combination of intrinsic and extrinsic factors of relationships, trust, support, growth, and autonomy that influenced teachers' retention. Participants overwhelmingly mentioned positive working relationships, communications, and relational trust as key indicators (Bethel, 2020).

Another study that used Herzberg et al.'s (1959) two-factor theory in a qualitative study was Gilliam-Flentge (2021). Although there is extensive literature on why teachers leave, little research is available on why teachers remain in low-retention urban schools (Gilliam-Flentge, 2021). Understanding the reasons for retention could provide school district leaders with information on developing proactive strategies for improving teacher retention. Existing reactive approaches have not been effective means of retaining teachers. Gilliam-Flentge's qualitative study explored the factors of high teacher retention in an elementary school in an urban, high-attrition district to understand the reasons teachers stayed. Herzberg's two-factor theory validated Gilliam-Flentge's results

of teachers' perceptions of motivators of job satisfaction in their decisions to remain. Hygiene factors such as company policies, supervisor quality, salary, coworker relations, and working conditions did not motivate employees but their presence minimized dissatisfaction (Gilliam-Flentge, 2021).

Atas's (2021) findings were based on Herzberg et al.'s (1959) two-factor theory to understand various factors influencing K-3 teachers' decisions to remain at a public charter school district. Research questions were used as an initial step to understand the problem of teacher retention (Atas, 2021). The target population was approximately 300 educators with 15 teachers in the sample. Interviews were used as a qualitative data collection instrument to identify the shared experiences and perceptions of the respondents (Atas, 2021). Data were analyzed using inductive thematic analysis, including identifying, analyzing, and reporting themes (Medelyan, 2019). Participant responses indicated compensation, working conditions, effective communication, and recognition were hygiene factors that predicted teacher retention that caused teachers to remain in the same charter school district. Noteworthy compensation promoted a significant influence on retaining high-quality teachers and increased retention (Atas, 2021).

Alrawahi et al. (2020) used Herzberg et al.'s (1959) two-factor theory to investigate the importance of job satisfaction as an important condition for staff retention in most healthcare organizations. Job satisfaction was linked to motivation factors. Herzberg's two-factor theory of motivation explored what motivational factors were associated with job satisfaction among medical laboratory professionals in Oman, a

country on a study coast of the Arabian Peninsula at the confluence of the Persian Gulf and the Arabian Sea. A mixed methods approach with focus group discussions was used for data collection in the main hospitals in Oman. Findings showed motivator factors (satisfaction) were relationships with co-workers, relationships with leaders, and professional development. Other findings were hygiene factors (dissatisfaction) were identified with health and safety, heavy workload, salary, promotion, recognition, and organizational policies. To improve motivation and job satisfaction, it was recommended that hospital managers should address hygiene factors (Alrawahi et al., 2020).

Definitions of Teacher Retention

Researchers defined teacher retention as reducing teacher attrition and mobility from one school district or school to school. Others described teacher retention as teachers remaining in a school district for a specific period. All definitions varied depending on the researchers' perspective of the meaning of teacher retention research. For example, Schulte (2019) defined teacher retention as the ability to reduce teacher attrition or reduce the mobility of teachers from school to school or district to district and provide more stable learning conditions in schools. According to Sutchter et al. (2019), teacher retention refers to the insufficient production of new teachers, given the size of student enrollments and teacher retirements. Lauderdale-Littin and McArthur-Amedeo (2019) defined teacher retention as teachers remaining in the field of education, while Zugelder and Shelton (2020) were more specific, representing teacher retention as a description of the teacher who stays in the profession at the school, district, or state level for a given period.

In contrast, the teacher attrition rate is the percentage of teachers exiting the educational profession in a given school year (Madumere-Obike et al., 2020). Teacher attrition, an outcome of a failure of teacher retention, can create a teacher shortage, which is a measure of the lack of teachers sufficient to meet teacher demand (Sutcher et al., 2019). A longstanding problem in the teacher workforce, internationally and in the UK, is the continuing and substantial number of qualified teachers who leave the profession within five years (Perryman & Calvert, 2019). In the United States, half of the teachers leave the field of education within the first five years (National Commission on Teaching and America's Future, 2016), suggesting an ongoing teacher shortage due to low teacher retention and high teacher attrition.

Teacher Retention, Identity, and Challenging Issues

Teacher retention is a complex and challenging issue facing school districts (Hess, 2021). Factors affecting teacher retention are decision-making, motivation, effectiveness, and emotional well-being. Teacher professional identity is a factor in understanding professional lives and career decision-making regarding teacher retention. Teachers' professional identity may affect motivation, effectiveness, and, most importantly, social, and emotional well-being (Arroyo, 2021). The process of how teachers view themselves as teachers and how their developing professional identity shapes their personal identity development and social identity connections has implications on their careers (Arroyo, 2021). Teachers' perspectives of why they choose to remain in a school with high attrition and low retention are explained (Arroyo, 2021).

Teacher Retention and Working Conditions

Teacher retention is one of the most minor understood issues in the nation's schools (Galloway, 2019; Harris et al., 2019; Ingersoll et al., 2019; See, et al., 2020). However, teacher retention has been an issue for over five decades and is typically low in schools where teachers are less likely to be retained in schools in the education profession due to poor working conditions (Geiger & Pivovarova, 2018; Leugers, 2018). Teacher retention is typically affected by poor working conditions. The common factors that drive teachers worldwide to leave the profession include low salaries, quality of teacher preparation programs, overwhelming workload, and poor working conditions (Geiger & Pivovarova, 2018). Geiger and Pivovarova concluded that low teacher retention is one of the driving contributors to the shortage of effective teachers in the United States. Longitudinal teacher retention survey data were analyzed over three years regarding Arizona public schools for quantitative and qualitative working conditions. Findings showed a relationship between low retention patterns, perceived working conditions, and the characteristics of the schools where they were employed (Geiger & Pivovarova, 2018). Schools, where teachers rated working conditions as more satisfactory, had higher retention rates in schools with higher rates of low-income and minority students (Geiger & Pivovarova, 2018). Findings supported the hypothesis of poor working conditions being a mediating factor between school demographics and low teacher retention.

Galloway (2019) examined teacher perceptions of teacher retention in a rural school district in Mississippi. Survey instrument entitled *Working Environment Factors* measured K–12 teachers' perceptions of working conditions in teacher retention.

Constructs were teacher retention, principal leadership behavior, administrative support, job satisfaction, and mentoring. Galloway examined primary leadership behavior constructs based on teacher perceptions to determine whether teachers felt supported by their administrators and if support contributed to teacher retention (Galloway, 2019). Questions were about recognition, salary, burnout, subject area, hours worked per week, high-stakes testing, decision-making, freedom of expression, and morale (i.e., hygiene factors-job dissatisfaction factors) among teachers (Galloway, 2019).

Findings indicated that the years of experience in teacher mentoring, and the intrinsic motivators (i.e., motivation factors-job satisfaction) constructs were statistically significant (Galloway, 2019). Teacher job satisfaction and the intrinsic motivator constructs in the school type (i.e., elementary, middle, and high schools) were also statistically significant. Additional constructs (i.e., principal leadership behaviors and teacher intention) did not substantially correlate with teacher retention (Galloway, 2019).

Harris et al. (2019) investigated the differences in perceptions among three stakeholder groups of principals, K-12 teachers, and parents regarding the effect of workplace conditions on teacher attrition and retention. Three groups agreed that workplace conditions were necessary. Teachers disagreed about the most problematic workplace conditions, the magnitude of these problems, and how they contributed to teachers leaving or staying (Harris et al., 2019). The most significant disagreements occurred in the perceptions of (a) teachers' involvement in decision-making processes, (b) teacher preparation time, (c) the administration's management of student discipline, (d) availability of resources, (e) the degree to which a trusting and supportive school

environment existed within the school, and (f) whether teachers' expectations were reasonable (Harris et al., 2019). Principals believed that work conditions were relatively good for teachers; however, many disagreed with the principals' perceptions (Harris et al., 2019). Recruiting and retaining qualified teachers is a persistent problem (See, et al., 2020).

Teaching Credentials and Teaching Experience

Qualifications of teachers who stay, leave the school or quit the profession differ. Schools are not consistently losing strong credentials due to attrition because the capabilities of teachers staying at the school are the strongest, except for teachers who are part of the National Board for Professional Teaching Standards (García & Weiss, 2019b). On average, 92.1% of teachers who stay at the same school have a regular, state, or advanced professional certificate (i.e., are fully certified); and 86.1% took a traditional route into teaching. In addition, the majority (80.9%) are experienced, and 69.5% have an educational background in the subject of the leading assignment (García & Weiss, 2019b).

Ingersoll et al. (2019) investigated demographic trends and changes in elementary and secondary teaching in the United States over the past three decades. Carver-Thomas & Darling-Hammond (2019) posited that teacher retention is a field of educational research that focuses on how school characteristics and teacher demographics affect whether teachers stay in their schools, move to different schools, or leave the profession before retirement (Hawthorne, 2021; Zavelevsky et al., 2021). Declines in teacher retention over time meant that more new teachers were required to replace them. Novice

teachers also have meager retention rates (Hawthorne, 2021). State Departments of Education, school districts, and schools should focus on supporting teachers (Hawthorne, 2021).

Retaining Novice Teachers and Teaching Experience

Teachers who remain in schools might influence academic progress and achievement (Hawthorne, 2021). Furthermore, teachers who do not remain may cause more challenging problems for school administrators (Hawthorne, 2021). Von Hohenberg and Broderick (2021) asserted that teacher retention could keep teachers teaching in schools from year to year rather than leaving the teaching profession entirely. A resulting problem is that many talented teachers bring unique instructional strategies for well-rounded students.

Zavelevsky et al. (2021) examined principals' perceptions regarding novice teachers' retention. Findings highlighted several key factors that encouraged retention, such as training processes, support and supervision, and socialization among teachers. A lack of qualified teachers, such as novice teachers, may impact teacher retention (García & Weiss, 2019b). Patton (2019) investigated associations between teachers' years of experience and teaching quality. Results implied that regardless of a teacher's years of teaching experience, mentoring and professional development increase longevity and teacher retention.

Graham et al. (2020) showed no evidence of lower teaching retention and quality for beginning teachers with 0–3 years' experience, but some evidence of a decline in teaching retention and quality for teachers with 4–5 years' experience. Findings

suggested that the retention and quality of teaching could be higher overall, and that targeted support and evidence-informed professional development could benefit all teachers. Hazell (2017) reported that teachers who teach the longest are motivated to stay in the profession because they think they are good at it and believe they can make a difference, rather than because of the long holidays or pay.

As beginning teachers gain experience and begin to improve teaching, they move on to fewer challenging schools or decide to leave the profession, thus contributing to the perpetual cycle of hiring inexperienced and often ineffective educators in urban schools (Kamrath & Bradford, 2020). Despite factors faced within high-poverty urban settings, some teachers remained in the same school for many years (Hong, 2012). Kamrath and Bradford (2020) provided insight into why some teachers stayed long-term and others left within a short time and what contributed to teachers' decision to stay or leave the school. The findings of this study showed both leavers and stayers had intrinsic interests in working as a teacher (Kamrath & Bradford, 2020). In addition, both groups identified similar factors of working as a teacher, such as classroom management and effective delivery of lessons (Kamrath & Bradford, 2020).

Teacher Preparation Programs

García and Weiss (2019a) reported that schools' staffing efforts are challenged by teachers leaving the profession at high rates and by the reduced pipeline of new teachers as fewer college students have entered teaching preparedness pathways. García and Weiss also presented data suggesting that teachers entering the profession do not possess the same qualifications their peers in years past had due to the proliferation of

nontraditional teacher preparation programs and changes in the requirements for obtaining an initial teaching certificate. Staffing trends affected the qualifications held by the teaching workforce. Many teachers quit teaching, and some of the teachers who leave are as credentialed or more credentialed than the teachers who stay, and the share of all inexperienced teachers has increased over time (García & Weiss, 2019a). When experienced credentialed teachers leave schools, they take their experience and abilities to teach children and help them become successful.

In the United States, a teacher retention crisis has emerged (Lok, 2021). The teacher retention crisis is a combination of three events. First, there is a decrease in the percentage of college students entering teacher-training programs. Secondly, there is a decrease in the rate of students completing teacher-training programs. Finally, since fewer college students are entering and completing the teacher-training program, it increases the percentage of teachers remaining in teaching and leaving the profession earlier (Lok, 2021).

Evidence of preparation is whether a teacher has completed teacher certification. According to Ingersoll et al. (2019), 30% of uncertified entrants leave the profession within five years, compared to 15% of certified entrants (Ingersoll et al., 2019). In the 2017–2018 school year, there were 3.5 million full-time and part-time public-school teachers, including 1.8 million elementary school teachers and 1.8 million secondary school teachers (NCES, 2018). Overall, the number of public-school teachers in 2017–2018 was 18% higher than in 1999–2000 (3.0 million; NCES, 2018). These changes accompanied an 8% increase in public-school enrollment in kindergarten through grade

12, from 45.5 million students in the fall of 1999 to 49.1 million students in the fall of 2017 (NCES, 2018). In addition, at the elementary school level, the number of teachers was 11% higher in 2017–2018 than in 1999–2000 (1.6 million), while at the secondary school level, the number of teachers was 26% higher in 2017–2018 than in 1999–2000 (1.4 million; NCES, 2018).

Teachers' Perspectives on Teacher Retention

Teachers should have input into the factors encountered in teacher retention by expressing themselves through personal interviews, which the current study attempted. Donley et al. (2019) reported that teacher turnover had been a persistent challenge. The national teacher retention rate is approximately 84%. More teachers are leaving the profession, contributing to teacher shortages in hard-to-staff subjects. Higher attrition rates and excessive teacher movement away from schools in poor communities result in inequitable distributions of high-quality teachers across schools and districts (Donley et al., 2019).

Teacher turnover is costly, with negative consequences for school operations, staff collegiality, high teacher morale, and student learning (Donley et al., 2019). Turnover rates are highest among minority teachers working in high-need and hard-to-staff schools, beginning teachers, and those who are alternatively certified. Higher turnover rates are found in mathematics, science, English as a foreign language, and special education (Donley et al., 2019). Schools in poor communities may not have highly qualified teachers due to inequity and lack of highly qualified teachers who should be assigned as the priority to such schools (Donley et al., 2019).

Teachers in High Poverty or High Minority Schools

Teachers in high-poverty or high-minority schools, primarily categorized as Title I schools, reported low teacher job satisfaction levels, translating into high teacher turnover (Batts, 2021). Batts aimed to identify principal practices that impact teacher job satisfaction and retention in Title I elementary schools in a large suburban Central Virginia school division. Batts sought to gain insight from Title I elementary teachers on the factors that impacted retention. Five principal interviews and five teacher focus groups with 16 teachers in Title I elementary schools. Findings were that teachers and principals perceived support, professional respect, relationships, climate, community, and collaboration impacted teacher job satisfaction and retention in Title I elementary schools. Batts' results could help elementary principals with high teacher turnover implement practices to impact teacher retention in Title I elementary schools, improving consistent, quality instruction and student achievement (Batts, 2021).

Wright et al. (2018) conducted a quantitative study of 30,730 kindergartens through grade 12 teachers. Findings were that as the percentage of minority teachers in a school increased, teacher perceptions of job satisfaction decreased. Next, as the rate of minority students increased in a school, teachers' perceptions of their job satisfaction decreased. Wright et al. used hierarchical linear modeling with random intercept models to estimate the impact school and teacher-level factors had on K-12 teachers' perceptions of school influence, curricular and pedagogical autonomy, and job satisfaction in the early years of the Race to the Top Era (RTTT). The main predictors investigated were whether students' standardized test scores were used as a component of either a teacher's

formal teacher evaluation or compensation and whether teachers worked in an RTTT state (Wright et al., 2018). Findings showed statistically significant yet small, negative correlations between teaching in an RTTT Phase I or II state at the time of the survey and teachers' perceptions of their school-level influence, curricular autonomy, and pedagogical autonomy (Wright et al., 2018). In addition, the use of measures in teacher evaluation, and compensation, statistically significantly negatively predicted teachers' pedagogical and curricular autonomy and job satisfaction (Wright et al., 2018).

Gabriel (2021) investigated teachers employed for at least five years in a high-needs school and responded to surveys tracking their perceptions of their school environment. In addition, follow-up interviews were conducted to provide a more in-depth study to gain further insight into why these teachers chose to work in Title I schools, despite the numerous factors (Gabriel, 2021). Teachers reflected on how the following factors encouraged them to remain employed in the high-needs school setting: intrinsic motivation, extrinsic motivation, professional development, and commitment. Results indicated that teachers chose to continue working in their Title I school setting primarily because of the intrinsic rewards and their high levels of commitment to serving high-need students (Gabriel, 2021). Teachers who participated in this study were highly motivated by their feelings of high levels of commitment, self-gratification, self-satisfaction, and ability to effectively support at-risk students (Gabriel, 2021).

Olsen and Huang (2019) analyzed a national dataset of school and staffing surveys about teacher job satisfaction. The findings were that the percentage of students who received free-or-reduced-price lunches were predictors of teacher job satisfaction.

Although turnover rates are alarmingly high for early career and veteran teachers, turnover rates are even higher for those who identify as a teacher of color (Olsen & Huang, 2019). To increase the retention of teachers, job satisfaction has become a vital construct to analyze (Olsen & Huang, 2019).

Student Achievement Gaps, Teaching Experience, and Socio-economic Status

Teacher retention in the nation's public schools, especially in high-poverty schools, is a crisis for the teaching profession and a serious socio-economic problem for the entire education system (García & Weiss, 2020). Research has shown that lack of teacher retention harms students and teachers and contributes to the opportunity and student achievement gaps between students in high-poverty schools and more affluent peers. García and Weiss (2020) proposed policy choices and policies in action that contributed to the factors that eroded the appeal of the teaching profession. It will take policy changes and a comprehensive policy agenda to address those factors to keep teachers teaching.

Learning is interrupted because inexperienced teachers may not be able to implement the curriculum, and student learning is affected (NCES, 2021). Access to good teaching is not equitably available to all students. As with many other essential resources in the United States' education system, students who are Black, indigenous, or other people of color have less access to experienced, fully certified teachers (Cardichon et al., 2020). As a result, those students are more likely to attend schools with fewer resources and high teacher turnover than non-color students (Carver-Thomas & Darling-Hammond, 2017a).

Policy Trends in Teacher Retention

A supportive and conducive working environment is needed (See, Morris, Gorard, & Soufi, 2020). Other approaches such as mentoring, support, training, and teacher development do not have strong evidence of effectiveness, mainly because much of the research on these approaches was weak (See, Morris, Gorard, & Soufi, 2020). A long-term solution would be to change school-allocation policies and improve economic conditions so that the problem of staffing does not arise (See, Morris, Gorard, & Soufi, 2020).

In constructing policies that promote recruitment, the goal of policymakers is to increase the rewards of teaching relative to those of the competing occupations available to the types of people they wish to attract (García & Weiss, 2020). School districts in America had trouble recruiting and retaining highly qualified and certified teachers in schools. Ingersoll et al. (2019) examined and compared the recruitment, employment, and retention of minority and nonminority schoolteachers over 25 years from the late 1980s to 2013. The aim was to empirically ground the ongoing debate regarding minority teacher shortages and changes in the minority teaching force. The data were analyzed using the nationally representative Schools and Staffing Survey (SASS) and its longitudinal supplement, the Teacher Follow-up Survey (NCES, 2022a). Data analyses documented the persistence of a gap between the percentage of minority students and the percentage of minority teachers in the United States (Ingersoll et al., 2019). Data also showed that this gap is not due to a failure to recruit new minority teachers.

Effects of Teacher Attrition in Hard-to-Staff Schools

The effects of teacher attrition are defined by those schools in low-income communities that are hard-to-staff when teacher vacancies occur. Teachers entering the classroom while undergoing teacher training are disproportionately concentrated in hard-to-staff schools, typically low-performing schools serving large proportions of low-income and minority students (Francis & Weller, 2020; Woodworth et al., 2009). Hard-to-staff schools are often the most under-resourced, racially segregated schools, with the highest concentrations of students living in poverty (Orfield et al., 2016).

Supporting a range of social, emotional, health, and psychological needs, sometimes complex academic needs are not met (Francis & Weller, 2020). Hard-to-staff schools consequently often struggle to attract talented, well-prepared teachers, hiring individuals who have not yet completed, and sometimes have not yet begun their preparation (Francis & Weller, 2020). Black families and predominantly Black communities often have fewer economic resources—including less wealth and a smaller tax base to support remote learning and ensure students have access to the internet and necessary devices such as computers and other equipment (Francis & Weller, 2020). Due to this massive Black-White wealth gap, combined with Coronavirus-induced job losses and housing insecurity, many Black children could quickly fall behind their White peers in school (Francis & Weller, 2020). Donley et al. (2019) documented the disproportionate concentration of underprepared and inexperienced teachers in low-income, high-minority schools.

Colson and Satterfield (2018) examined the effects of strategic teacher salaries and compensation on the retention of teachers in a voluntary participation plan, especially the participation of hard-to-staff special education, high school mathematics, high school science, and high school language teachers. Colson and Satterfield conducted a one-way chi-square analysis to determine if the observed retention rates of highly effective teachers were significantly different compared to the retention rates of highly effective teachers who elected to remain compensated by the traditional salary schedule. Findings showed no significant difference in the retention of highly effective teachers who were compensated by the district's new strategic compensation plan compared to the retention of highly effective teachers who elected to remain compensated by the traditional salary schedule (Colson & Satterfield, 2018).

Next, Colson and Satterfield (2018) examined a strategic compensation plan's favorability among hard-to-staff special education, high school mathematics, high school science, and high school language teachers. The voluntary strategic plan participation of hard-to-staff teachers was compared to the voluntary strategic plan participation of non-hard-to-staff teachers (Colson & Satterfield, 2018). The results revealed inconclusive findings between voluntary strategic compensation plan participation rates and hard-to-staff and non-hard-to-staff teachers. Therefore, Colson and Satterfield concluded that the district's strategic compensation plan was no more favorable to hard-to-staff teachers than to non-hard-to-staff teachers.

Donley et al. (2019) reported that teacher turnover had been a persistent challenge; while the national teacher retention rate is approximately 84% in decades,

more teachers are leaving the profession, contributing to teacher shortages in hard-to-staff subjects and schools. Higher attrition rates and excessive teacher movement away from schools in poor communities resulted in inequitable distributions of high-quality teachers across schools (Donley et al., 2019).

Teacher Supports

Teacher support comes in many different phases such as professional development support, administrative support, and collegial support. Effective teacher support must assume that teachers have the professional capacity (Elliott et al., 2021). Effective teacher support must allow teachers to apply new knowledge and skills to daily work. Sometimes district and school leaders are aware of the research, rationale, and evidence base for specific strategies they want to implement, but teachers are not privy to that information (Elliott et al., 2021).

Professional Development

For professional development to improve teachers' instruction, it must be meaningful to teachers. Meaningful professional development provides satisfying, relevant, and actionable guidance to K-12 educators (Hanover Research, 2019). To keep up with the evolving world, educators receive more training than ever before. Eighty-five percent of survey respondents who received training in 2018-2019 reported that professional development has become crucial in the wake of growing teacher shortages, increased student diversity, and school safety and climate concerns (Hanover Research, 2019). However, this professional development and training can fall short of offering the information educators need most. District leaders must know if their training programs

meet educators' needs. Hanover Research surveyed K-12 educators to understand where districts can improve their development offerings (Hanover Research, 2019).

García and Weiss (2019b) suggested a relationship between professional development support and teacher retention. When a comparison of those teachers who stayed in teaching with those who left teaching, those researchers found that larger percentages (77%) of teachers who stayed received early support from an assigned mentor than those who left (69%). Those who stayed (86%) also participated in induction and mentoring programs than those who left (80%). In addition, those who stayed (27%) in teacher found subject-specific professional development activities to be more useful than those who left teaching (20%).

García and Weiss (2019b) concluded that improving the system of professional support plays a role in teacher retention and expanding the knowledge base of the teaching workforce are needed. The set of supports broadly offered in the schools is a strong foundation to build upon professional development and career support. Large percentages of first-year teachers work with a mentor (80%) or participate in teacher induction programs (73%). And large shares of teachers generally assess certain types of professional development (García & Weiss, 2019b). Some types of professional development are workshops or training sessions (92%) and activities focused on the subjects that teachers teach (85%). Other activities are regularly scheduled collaboration with other teachers on issues of instruction (81%) and opportunities to observe or be observed by other teachers in their classrooms (67%; García & Weiss, 2019b).

Gault (2020) investigated the high turnover rates of experienced, quality, and highly effective middle school teachers, which harmed student learning and achievement. The purpose of Gault's qualitative study was to discover what specific support and professional development middle school teachers needed to remain to teach. The research questions explored what experienced middle school teachers need regarding support and professional development to improve job satisfaction and increase teacher retention (Gault, 2020). Nine teachers, one from each middle school in the district, were interviewed by phone or through a face-to-face format. After first-round initial coding and second-round pattern coding, it was determined that teachers need (a) to be valued by administrators, (b) supported by colleagues, (c) professional development with meaningful content, (d) professional development that honors teacher experience, and (e) collaborative professional development (Gault, 2020). Gault's study promoted positive social change by offering specific ways to support and provide useful professional development to middle school teachers, which in turn might increase job satisfaction and teacher retention. Such retention could increase student achievement, improve the overall school environment, and create stability in the surrounding community (Gault, 2020).

Administrative Support

Under school leadership and administrative support, administrative support is often the top reason teachers identify for leaving or staying in the profession, or a given school, outweighing even salary considerations for some teachers (Podolsky et al., 2016). As provided in Title II of Every Student Succeeds Act (ESSA), federal and state governments can fund residencies for principal training and state leadership academies

(Sutcher et al., 2019). To provide administrative support, especially for novice teachers, school districts should provide training programs that coordinate mentoring and professional learning to develop school leadership capacity to build and nurture school settings that encourage and support teacher retention (Sutcher et al., 2019). These approaches have been found effective in maintaining novice teachers to remain in teaching for at least three years and developing school leaders who support effective teaching and enable stronger student learning (Sutcher et al., 2019).

Carver-Thomas & Darling-Hammond (2019) did not find independent, significant effects on turnover of other workplace conditions, including teachers' reports of student behavior, parent support, school resources, duties and paperwork that interfere with teaching, collegial support, concerns about job security due to accountability measures, classroom control, or teacher influence over school decisions. The workplace condition most predictive of teacher turnover was a perceived lack of administrative support, a construct that measures how teachers rate an administrator's ability to encourage and acknowledge staff, communicate a clear vision and generally run a school well (Carver-Thomas & Darling-Hammond, 2019). When teachers strongly disagreed that their administration was supportive, they were more than twice as likely to move schools or leave teaching than when they strongly agreed that the administration was supportive (Carver-Thomas & Darling-Hammond, 2019).

To keep teachers working in challenging schools, a supportive and conducive working environment would be needed to attract teachers to the profession (See, Morris, Gorard, & Soufi, 2020). Other approaches of attractiveness to the profession are to

provide mentoring and administrative support. However, instructional training in teaching and professional development does not have strong evidence of effectiveness, largely because much of the research on these approaches was weak (See, Morris, Gorard, & Soufi, 2020). More robust research capable of addressing causal questions is therefore urgently required to determine their impact in attracting and retaining good teachers in areas where they are most needed (See, Morris, Gorard, & Soufi, 2020).

Teacher retention is typically low in schools where teachers are less likely to be retained in schools with poor working conditions, particularly those led by principals perceived to be less effective, and in schools where teachers receive less administrative support (Donley et al., 2019). By overall compensation, it means not only salaries, bonuses, other forms of monetary compensation, expected future earnings, and benefits but also any other type of reward derived from teaching that can be encompassed under the heading of working conditions or personal satisfaction. The prevailing or negotiated levels of salaries, benefits, and working conditions in each school district determine the number of teachers the district is willing to employ and the number of qualified teachers who are willing to teach (Sutcher et al., 2019). These principles of supply and demand and the factors that influence them provide a logical conceptual framework within which policies relating to recruitment and retention can be investigated, understood, and evaluated.

Collegial Support

Teachers need the support of colleagues, especially new teachers who typically work alone in their classrooms. Previous work on teacher attrition in the United States

has indicated that those who stay in the profession and those who leave are not separate homogenous groups (Newberry & Allsop, 2017). Newberry and Allsop explored the lived experiences of former teachers to determine the issues that distinguish leavers from stayers. The sample was from the state of Utah, a state with one of the highest attrition rates in the nation. By applying the self-thematization theory to collect and analyze data from former teachers, a variety of elements were identified that combined timing and intensity to influence the decision to leave the profession. These elements were also experienced by teachers who stayed in the teaching profession (Newberry & Allsop, 2017). However, collegial relationships were identified as the mitigating factor regardless of any combination of other factors influencing the decision to leave or stay. Although small-scale convenience sampling was employed, the findings allowed for an intimate accounting of the relational elements of teaching that exist among educators, which are often overlooked (Newberry & Allsop, 2017).

Carver-Thomas and Darling-Hammond (2019) did not find independent, significant effects on turnover of other workplace conditions. Those conditions included teachers' reports of student behavior, parent support, school resources, duties and paperwork that interfere with teaching, collegial support, concerns about job security due to accountability measures, classroom control, or teacher influence over school decisions. Dunn et al. (2017) examined 22 viral teacher resignation letters in quantitative analysis. The researchers found similarities across the enclosures of each resignation letter including the act of resigning and the explanation of the current state of education. Within the past five years in the United States, many teachers have taken to posting

resignation letters online, primarily through blogs or as op-eds on local or national news websites (Dunn et al., 2017). These sentimental and heartfelt letters came from the beginning and experienced teachers, urban and suburban teachers, and teachers in all regions of the country. As a whole, these letters provided vital insights into what makes teachers leave and the choices they make when announcing their decision in a public forum (Dunn et al., 2017). To better understand the emerging genre of teachers' public resignation letters, Dunn et al. (2017) sought to first understand a related body of literature on teacher attrition. Research has continuously shown that many teachers in the United States, especially those working in high-needs areas, leave within five years of employment (Nunnally, 2020).

Gaps in Practice

This basic qualitative study anticipates filling the gap between the known and unknown regarding why teachers remain in schools and school districts to stay in schools with low teacher retention. There are also gaps between teachers in high- and low-poverty schools regarding how useful they find specific professional development activities (García & Weiss, 2019c). School districts and boards of education should provide equality in schools for all students regardless of the addresses of their children and families.

The gap in practice that manifests as the teacher shortage in schools is an inability to be staffed adequately (García & Weiss, 2019b). Of the 8% of teachers that leave the profession annually, many of them, 55%, cited dissatisfaction with poor leadership, lack of control over teaching, and too much testing pressure with lack of administrative and

collegial support as reasons for exiting the profession (Sutcher et al., 2019). Novice and beginning teachers reported these factors as they lack the capital and knowledge that are specific to the occupation that more experienced teachers have, which allows them to better manage the numerous roles and duties that teachers are expected to fulfill (Borman & Dowling, 2017). School officials may need to employ more teachers for any one or more of the following reasons: school enrollment increases, teachers leave, the curriculum expands, teachers are required in new fields, a policy reduces class size, and school budget increases (García & Weiss, 2019b). And for any reason or combination of reasons, such as an insufficient number of teachers coming into teaching and excessive numbers of teachers leaving the profession because of worsening working conditions, teachers are increasingly challenging to find. An imbalance creates a shortage and low teacher retention rates, thus leaving administrators little choice but to hire unqualified and inexperienced teachers (García & Weiss, 2019b).

Summary and Conclusions

Literature in Chapter 2 indicated that teacher retention is related to teacher shortages in the nation and internationally. School districts and schools are struggling to fill classrooms with highly qualified teachers. Therefore, a gap exists regarding why teachers are leaving in high numbers and why some remain in low retention schools while others leave. From the standpoint of districts and schools that hire teachers, recruitment and retention policies directly impact their ability to fill the desired number of teaching slots with highly qualified teachers. Together with current labor market

conditions, such policies have a direct impact on decisions of teachers or prospective teachers to remain in or leave teaching (Stuit & Smith, 2017).

Chapter 3 includes the research method, design and rationale, and my role as the researcher. I address participant selection, instrumentation, recruitment, participation, and data collection procedures. I address trustworthiness, including credibility, transferability, dependability, and confirmability of the study. Ethical procedures were addressed by the Institutional Review Board (IRB) from Walden University regarding recruitment materials, data collection, and treatment. Finally, a summary of Chapter 3 is presented.

Chapter 3: Research Method

The purpose of this basic qualitative research was to explore K-3 teachers' perspectives regarding motivation (satisfaction) factors and hygiene (dissatisfaction) factors that affect teacher retention in an elementary school in a state in the U.S. The problem is teacher retention rates in K-3 schools have declined in the U.S. (Carver-Thomas & Darling-Hammond, 2019). Findings from the 2018-2019 school year indicated almost every state in the U.S. had teacher shortages in major subject areas such as science, special education, and mathematics (Donley et al., 2019). In the study state, according to the governor's Office of Student Achievement, 8% of teachers between the 2018-2019 and 2019-2020 school years, changed school districts. In addition, 49 of the state's 180 (27%) school districts had retention rates at or above 90% (Pelfrey & Flamini, 2020).

I was specifically interested in learning about what teachers identify as influencing factors in terms of their decisions to remain in their jobs at a low-retention school. Understanding what teachers deem as reasons to remain may inform school leaders in ways that might lead to policy changes involving increasing teacher retention. Why teachers remain in low-retention schools was addressed using interview questions to fill the gap in literature and advance future research and practices involving teacher retention (Fu & Shumate, 2020; Kalkbrenner & Gromley, 2020).

Administrative personnel including superintendents and principals are key to teachers remaining in schools. According to Herzberg (1974), satisfiers are the main drivers of job satisfaction and include achievements, recognition, responsibility, and

work advancement. Motivation factors can be harmonized with hygiene factors to achieve job satisfaction. Administrators should understand the relationship between motivation and hygiene factors in teachers' working environments to achieve job satisfaction with the intent to increase teacher retention.

In this study, the following factors affecting teacher retention were explored: decision-making, motivation, effectiveness, and emotional wellbeing. Teacher retention is a complex and challenging issue facing school districts. Understanding teachers' professional lives and career decision-making and how this affects whether they remain or leave the profession may influence teacher retention. more than 80% of a survey of school superintendents reported that the teacher shortage is a major challenge for their districts that was greater than any other challenge they faced (Balow, 2021). Administrators need to address why some teachers remain in schools with low retention and others leave. Student outcomes are impacted by low retention and high teacher attrition rates.

In this chapter, the research methodology, design, and rationale are addressed along with my role as the researcher. I address instrumentation, procedures for recruitment, participant selection, and data collection. Data analysis, ethical procedures related to this study, and Herzberg et al.'s (1959) two-factor criteria of motivators (satisfaction) and hygiene (dissatisfaction) theory are discussed. These conceptual factors were used to understand why some K-3 teachers remain in a school with low retention rates. In addition, I addressed credibility, transferability, dependability, and confirmability of this study. This chapter concluded with a summary.

Research Design and Rationale

A basic qualitative research design was chosen because it enables researchers to understand what it feels like to be another person and understand the world as others experience it. The basic qualitative tradition involves systematic inquiry into social phenomena in natural settings (Neubauer et al., 2019). I explored K-3 teachers' perspectives about factors that might encourage them to continue employment and possibly increase teacher retention rates. In this study, the following research questions were addressed:

RQ1: What are perspectives of K-3 teachers regarding satisfaction and how it affects teacher retention?

RQ2: What are perspectives of K-3 teachers regarding dissatisfaction and how it affects teacher retention?

A basic qualitative study was conducted. Basic qualitative studies include six research traditions: narrative, phenomenological, grounded theory, ethnographic, participatory action, and content/artifact analysis. This study involved describing and defining teachers' perspectives to explore why they chose to remain in a school where a large percentage of teachers leave. Narrative research begins with experiences as expressed via lived and told stories of individuals (Creswell & Poth, 2018). The method of gathering and interpreting these stories is called narrative inquiry. The purpose is to learn individual stories and their meanings for individuals. Trends in teachers' perspectives will be explored (Nunnally, 2020).

Phenomenological research is a qualitative research approach that involves understanding and describing the universal essence of a phenomenon and how people understand this phenomenon (Shuls & Flores, 2020). Although this approach investigates individuals' everyday experiences, it suspends any preconceived assumptions about the phenomenon of teacher retention. This research approach was not appropriate for this study of teacher retention which will focus on narrative dialogues that involve recording K-3 teachers' stories about teacher retention.

The case study design was not used. It is a research approach which involves generating an in-depth and multifaceted understanding of a complex issue in its real-life context, usually for one person (Crowe et al., 2011). It is an established research design that is used extensively in a wide variety of disciplines, particularly in the social sciences. Therefore, the current study was a basic qualitative that focused on a minimum of 12 participants about teacher retention.

Grounded theory involves discovering or constructing a theory from data that are systematically obtained and analyzed using comparative analysis. Qualitative and quantitative data generation techniques can be used in grounded theory studies. Therefore, the grounded theory would not fit the current study's methodological framework (Tie et al., 2019).

The basic qualitative study design was appropriate for this study. This methodology involves providing in-depth, thick, and rich views and a systematic way of delving into teachers' perspectives regarding factors in teacher retention to remain in a school where teachers are leaving at high rates (Banks, 2019; DeJonckheere & Vaughn,

2019). I chose a basic qualitative research design because K-3 teachers' perspectives were explored to identify two types of factors that might clarify reasons why they remain in a school with low retention rates (Pilarska, 2021). Semistructured interviews were used with 15 researcher-created interview questions via Zoom due to the COVID-19 pandemic (Copeman, 2021).

Data analysis was manual coding, which is an essential aspect of the systematic approach. Researchers can make something new from teachers' perspectives on teacher retention (see Gizzi & Rädiker, 2021). Coding is a process that I will use in basic qualitative research, which means I analyzed participant interview responses to provide central themes in a meaningful way (Egeberg et al., 2021). I performed coding in the context of semistructured interviews from K-3 teachers' perspectives on retention factors that cause them to remain in a school with low retention rates (Medelyan, 2019).

Role of the Researcher

In qualitative studies, the role of the researcher is considered an instrument of data collection (Denzin & Lincoln, 2003). As the researcher in the present study, my role in the classroom is that of an interventionist for K-5 students. I provide small group interventions for students who are one or more below grade level in reading or mathematics. I am a teacher and participants are additional researcher responsibilities. As a researcher and an experienced educator, I have some insight into issues that teachers may describe which could inhibit their honest responses (see Fleming, 2018). In addition, my defined role was observer because I had no personal or professional relationships with participants as colleagues or coworkers. No supervisory or instructor relationships

were involved and I had no power over participants. In addition, I am an intervention teacher, which means I am an insider.

Classroom teachers involved in work-integrated learning are often well-positioned to gain an in-depth understanding of the research study as insider researchers within the school where they are actively involved and currently employed (Fleming, 2018). In addition, I served as the moderator of K-3 teachers' semistructured individual interviews. George (2022) posited that an observer approach is used to answer a research question based solely on what the researcher observes. The observer approach allows the researcher to receive a clear picture of each teacher's first-hand information and provides the advantage of disproving specific ideas because of semistructured interviews that create the data (George, 2022).

To mitigate any researcher bias, I excluded any teachers with whom I have a professional or personal relationship. I also managed my perspectives to not intrude into the interviews or data analysis. To do this, I employed strategies of reflexivity as described by Palaganas et al. (2017). I did not share my experiences with participants for fear of causing them to change their perspectives. No other ethical issues existed such as including a study in my work environment, conflict of interest, or power differentials to reduce the possibility of interference. I did not collect data in my work environment. In addition to reflexivity, an open dialogue was needed for the researcher to mitigate researcher bias.

Methodology

The methodology section includes a discussion of the study's setting, sampling strategy, participant selection, procedures for data collection, instrumentation, and data analysis. Semistructured interviews were used in this study. Qualitative research design drawn from a constructivist paradigm was the research design seeking to deeply explore K-3 teachers' perspectives about teacher retention about why they choose to remain in a low retention school while others leave. Constructivism views knowledge as constructed as people work to make sense of their experiences (Creswell & Poth, 2018). A basic qualitative study using semi structured interviews was appropriate because it is an in-depth investigation of a single source of information: K-3 teachers' perspectives of teacher retention. Using semistructured interviews for data collection is to collect rich and in-depth information from teachers who have personal experiences, attitudes, perceptions, and beliefs related to teacher retention and why they choose to remain in the teaching profession and the target school.

Participant Selection

Participants of this study were K-3 teachers who were close to the phenomenon and gave insight into their perspectives about factors that affect teacher retention. After volunteers agreed to participate in the study by logging onto the link on the flyer, teachers were asked to verify that they met the criteria and were sent a welcome letter notifying them of the nature and purpose of the study and informed consent (Morgan, 2021). Interested participants were "blind copied" to protect their identities. Participants' right to privacy and confidentiality were protected so that no one will be able to identify the

administrator, teachers, school, or local school district (Flanagin et al., 2020). Mandated procedures by Walden University's Institutional Review Board and the local school district's policies and procedures for conducting research in schools were strictly adhered to.

Sampling Strategy

Convenience sampling is a type of non-probability and non-random sampling that was used during participant recruitment because the study was conducted in the school district where the researcher is employed and was most accessible (see Bhandari, 2022). Teacher retention data was readily available, and the target district provided a detailed pool of participants for the exploration of K-3 teachers perspectives regarding the factors that affect teacher retention. Although all K-3 teachers at the target school were invited to participate, ($N=12$) 12 were part of the study. The 12 participants' answers to the RQs gave layered viewpoints, in context. The flexibility of convenience sampling allowed for a sample size of data that can have high validity and trustworthiness (Ravitch & Carl, 2016).

Instrumentation

The data collection instrument consisted of 15 interview questions (see Appendix A). An interview guide located in Appendix C served as a standard guide to use at each interview. I used Zoom to conduct interviews due to the COVID-19 pandemic (Copeman, 2021). Qualitative interviews are used by researchers because they have few limitations and can provide a breadth and depth of information (Merriam & Tisdell, 2015).

Source for Data Collection

The source for each data collection instrument, Interview Questions, contained 15 questions that were researcher-produced from the literature review on teacher retention and attrition rates (see Kalkbrenner & Gormley, 2020). Kamrath and Bradford (2020) examined the characteristics, factors, and perceptions that contributed to teacher turnover and teacher retention at one high-poverty urban elementary school. An example description of an instrument development study conducted by Kalkbrenner (2020) provided how to apply each step of the approach. I provided a rationale and a summary of my review for developing a new instrument, Interview Questions for the present study, and cited any similar instruments that already exist. Finally, as a test developer, the proposed qualitative instrument, Interview Questions were anticipated to answer the research questions.

Interview Protocol

Additional questions may be used for clarification purposes. Semistructured interviews with K-3 teachers will provide the data source for this study. The same Interview Protocol (see Appendix C) was used to conduct interviews for the current study because it would be a useful organizational tool for the research (Creswell & Creswell, 2018). Content validity was established using the Interview Protocol to match Research Questions 1 and 2 with the interview questions, as shown in Appendix C. As a result, the content of the interview questions answered the research questions. This study might benefit society by providing research evidence on improving and increasing teacher

retention. Once data analysis was complete, I shared the overall results by automatically posting them online in Scholar Works, a publication of Walden University research.

Interviews

Semi structured interviews were scheduled individually after school and on weekends to avoid disrupting instruction during the school day (DeJonckheere & Vaughn, 2019). I reminded participants about the Zoom interview audiotaping to ensure the accuracy of their comments and transcription of their responses using the Rev Voice Recorder app (see Rutakumwa et al., 2019). With permission from each participant through informed consent, the use of audio recordings was utilized to generate transcripts of in-depth interviews (Rutakumwa et al., 2019). No specific information identifies who said what.

Basic qualitative research studies on teacher retention and exploring K-3 teachers' perspectives were sparse in the literature review (see Herbert, 2021). As a result, I created 15 interview questions based on what I found in the review of literature on teacher retention of teachers who remained in schools with low teacher retention. The basis for researcher-instrument development in this study was because there are limited studies with interview questions dealing with why teachers remained in a school with low teacher retention rates (see Flowers, 2019; Nguyen & Springer, 2019; Sorensen & Ladd, 2020; Williams et al., 2021). Examples of the questions are: Describe some factors that cause you to enjoy your current job and work situation. How have these factors contributed to staying at this school as long as you have? How long have you been there? What reasons do you give others for your decision to work and stay at this school? Do

you feel that you are currently doing the best work of your teaching career: Do you feel that your work makes a difference in the school?

Procedures for Recruitment, Participation, and Data Collection

I utilized the state department of education's website to locate elementary schools with higher teacher attrition rates than other schools in the district with similar demographics. A comparison of the data to teacher retention information obtained via an official records request to the target district yielded moderate results. After contacting a qualifying school's principal and receiving permission to conduct the study, I posted a recruitment flyer for participants on the bulletin board in the Teachers' Lounge (see Appendix D). The flyer contained the researcher's contact information and encouraged teachers who were interested in participation to click on the hyperlink. The criteria on which participant selection is based are male and female teachers who are (1) college graduates from a college or university, (2) certified K-3 teachers with at least three years of teaching experience in any school district, and (3) at least 21 years of age (see Patino & Ferreira, 2018). Interested participants initiated a hyperlink embedded in the flyer and were prompted to provide their contact information and information regarding their eligibility for the study. Teachers who met the research criteria received a 'blind copy' email thanking them for the agreement to participate and encouraging them to contact the researcher with any questions they may have. Protecting participants' anonymity is essential, so others did not know who responded and showed participation interest (Graham et al., 2020).

Informed Consent

Prior to data collection, I obtained informed consent from each participant before each interview through emails at the beginning of each interview and before posing questions (see Gelinas et al., 2017). I allowed each participant to ask questions about the study before expressing consent either through downloading the informed consent via email, “I consent”, or verbally consenting for an anonymous interview by saying “I consent” on the audio recording. Due to COVID-19 pandemic requirements, no face-to-face interviews were held. Instead, I utilized Zoom teleconferencing to audio record the interviews. After each interview, I used the Rev Voice Recorder app to transcribe participants’ responses to the interview questions (Rev Resources, 2021).

Data Collection

For the Interview Questions instrument, I developed a master interview schedule for each Zoom interview with convenient dates and times, the meeting URL, and a password. The master schedule was a cost-effective and convenient alternative to face-to-face interviews (Gray et al., 2020). The research site was not my place of employment and reduces the possibility of interference and researcher bias. The local school setting and designation was a charter elementary school. A qualitative study was conducted using semistructured interviews with 12 K-3 teachers who voluntarily participated in the current study. Participant interviews were held via Zoom due to the COVID-19 pandemic in a convenient place for each participant. The frequency of data collection events was a one-time-only individual Zoom interview. Each participant may have added verbal comments at the end of the interview to answer the open-ended question. The duration of

each interview lasted approximately one hour. Individual semi structured interviews were collected via teachers' responses to 15 interview questions created by the researcher.

Data was collected and organized employing Zoom teleconferencing to audio record each interview. The Rev Voice Recorder application was utilized to transcribe each interview verbatim (Rev Resources, 2021). Participants listened to the audiotape at their written request if they wished to participate in *member checking* (Candela, 2019). Member checking, also known as participant validation, is a technique for exploring the credibility of the results returned to participants to check for the accuracy and importance of their experiences (Birt et al., 2016). I asked participants to keep what was said and heard in complete confidence. Portions of the audiotape may have been deleted or revised/retaped. In that case, the researcher stopped the audiotape, made brief notes to identify the amount with a specific marker, and deleted that portion later or allow participants to re-record what they said. I performed the deletion immediately due to time constraints. Informed consent indicated whether participants wish to listen to the tape after the interview. No follow-up interviews were required. Then, I rescheduled the interview at the discretion and convenience of the participant.

Data Analysis Plan

The connection of data to the research questions requires triangulation of data to enhance the process of qualitative research by using multiple approaches (Bhandari, 2022). Methodological triangulation were used by gathering qualitative data employing different data collection methods such as in-depth interviews and establishing the sufficiency of data collection instruments to answer the research questions. Self-

reflections and self-interviews were used with memos in the Rev Voice Recorder application software (Rev Resources, 2021). Thematic analysis was used as the research method (Medelyan, 2019; Nowell et al., 2017). Participants answered the 15 interview questions (see Appendix A) analyzed using the software and manual coding to search for central themes.

Qualitative studies use triangulation of data collection methods by using various techniques to collect data instead of relying on just one type. Triangulation provides data from multiple perspectives and helps to reduce the effects of the limitations of any one method on data and conclusions. Interviews supplemented what is learned during an interview with observations, thus reducing the effects of participants' potential biases or misinformation (Maxwell, 1996). The data collection method used in this study is semistructured interviews with 12 participants posing 15 interview questions per participant. Interview questions reflected the research questions to ensure that the interview questions answered the research questions using the most appropriate method of theme analysis.

The type of qualitative data analysis in this basic qualitative study was semi structured interviews that were transcribed verbatim using the software Rev Voice Recorder app (Rev Resources, 2021). The transcriptions did not include annotations for observed behavior (e.g., laughing, crying, pausing) and without phonetic transcription of dialects and filler words (i.e., huh, hmm), depending on what is known to be relevant for the analysis (Linneberg & Korsgaard, 2019). In the next step, transcripts were coded, marked, tagged, or labeled with one or more short descriptors of the content of a sentence

or paragraph using the Rev Voice Recorder app software (Rev Resources, 2021).

Qualitative research has gained importance in the social sciences. General knowledge about qualitative data analysis, how to code qualitative data, and decisions concerning related research design in the analytical process are all important for novice researchers (Linneberg & Korsgaard, 2019).

Trustworthiness

Qualitative researchers speak of trustworthiness, asking, “Can the study’s findings be trusted?” Several definitions and criteria of trustworthiness exist, but the best-known criteria are credibility, transferability, dependability, and confirmability (Lincoln & Guba, 1985). Lincoln and Guba proposed four criteria for judging the trustworthiness and soundness of qualitative research and explicitly offered them as an alternative to more traditional quantitatively oriented criteria (Nowell et al., 2017). Four criteria are used to understand underlying assumptions of qualitative research: credibility, transferability, dependability, and confirmability (Lincoln & Guba, 1985).

Credibility

The credibility criterion involves establishing the results of basic qualitative research are credible or believable from the participant’s perspective. From this perspective, basic qualitative research aims to describe or understand the phenomena of interest from K-3 teachers’ perspectives, which are the only ones who can legitimately judge the credibility of the results (Lincoln & Guba, 1985). Credibility involves the confidence placed in the truth of the research findings and establishes whether the

research findings represent plausible information drawn from the participants' original data and correctly interpret the participants' actual views (Lincoln & Guba, 1985).

Transferability

Transferability refers to the degree to which the results of qualitative research can be generalized or transferred to other contexts or settings (Lincoln & Guba, 1985). The researcher facilitates the transferability judgment by a potential user through a rich, thick description of narrative stories about teacher retention (Lincoln & Guba, 1985). From a qualitative perspective, transferability is primarily the responsibility of generalizations to other K-3 populations. I attempted to enhance transferability by thoroughly describing the research context and assumptions central to the research. The person who wishes to transfer the results to a different context is then responsible for judging how sensible is the transfer (Lincoln & Guba, 1985).

Dependability

Dependability involves how I will evaluate participants' perspectives, interpretation of the findings, and recommendations of the study supported by the data received from study participants (Korstjens & Moser, 2018). Dependability means how dependable and stable the findings are after the study is completed (Korstjens & Moser, 2018). I validated the interview data using different data sources and data collection methods through triangulation of participants' interviews, creating a master schedule, and locating central themes. I am the only person collecting data, coding the data, analyzing, and interpreting data from the interviews. I took brief field notes during the Zoom

conference, used the Interview Protocol (see Appendix C), and obtained permission to audiotape each participant's interview to ensure the accuracy of what was said.

Confirmability

Confirmability means how findings could be confirmed or substantiated by others. There are several strategies for enhancing confirmability. First, I documented the procedures for checking and rechecking the data throughout the study (Lincoln & Guba, 1985; Merriam & Tisdell, 2016). Second, confirmability means the degree to which other researchers could confirm the research study's findings. Finally, confirmability is concerned with establishing that data and interpretations of the findings are not figments of the inquirer's imagination but derived from the data (Lincoln & Guba, 1985; Merriam & Tisdell, 2016).

Ethical Procedures

To perform this study ethically, I submitted Form A: Description of Data Sources and Partner Sites to Walden University's Institutional Review Board (02-27-23-0179343) and produced the necessary documentation to obtain approval. As the researcher, I ensured that the study is conducted honestly and above board and let participants know the nature of the study and purpose, which was to explore K-3 teachers' perspectives about motivation (satisfaction) factors and hygiene (dissatisfaction) factors that may impact teacher retention. I was interested in finding out why K-3 teachers remain in a school with low teacher retention rates while others leave. Ethical responsibility is to preserve the anonymity of the participants in the final write-up and field notes to prevent

their identification, should the field notes be subpoenaed for inspection. Individual identities describe ways that no one will identify participants (Gaither, 2019).

Bhandari (2022) pointed out that ethical considerations in research are a set of principles that guide the research design and practices. I adhered to a code of ethical conduct when collecting data from participants with whom I do not work. Participants work in the same school district. Some participants may know the researcher as a co-worker in the school district but not the same school; rather this study is separate from that role. Participants' identities were confidential and anonymous reporting of the transcribed interviews were under pseudonyms and not their real names to not be able to identify them as participants in this study. Before semistructured Zoom interviews, the researcher assigned pseudonyms to participants and the school district throughout the study. No two names were the same. A pseudonym is a fictional name assigned to give anonymity to a person, group, or place (Morgan, 2021). Pseudonyms are very useful for research on sensitive topics.

Ethical concerns related to data collection include refusal of participation or early withdrawal from the study and any predictable adverse events and a plan to address them. Participants can refuse to participate without penalty if they wish (Siegle, 2019). Refusal to participate involved no harm or loss of benefits to which the subject is otherwise entitled or may discontinue participation without liability or loss of benefits to which the participant is otherwise permitted (see Rutakumwa et al., 2019). Participants had the right to withdraw from or discontinue participation in research without penalty or loss of

benefits (Siegle, 2019). Participants who decided to withdraw from all research study components had their data discontinued (Bhandari, 2022).

Treatment of Data

I did not collect or use any of the participants' personal information for any purposes outside of this research project. Also, I did not include participants' names or anything else that could identify them in the study reports. Pseudonyms will be assigned to protect participants' identities. Data was kept secure by all applicable data security measures, including password protection, data encryption, pseudonyms in place of names, storing names (when necessary) separately from the data, and discarding names (when possible). Data (i.e., recruitment materials) will be kept for at least five years, as Walden University requires. Participants might wish to retain the consent form for their records. Participants may ask the researcher or the university for a copy.

I ensured that analysis data sets can be accessed from outside the secure area for electronic data security. Data were stored with protective software that controls data storage, removal, use, and verify all personal identifiers. I am the only person with approval for any electronic transfer of data to access controls and identify data that will be encrypted before transfer (Cardichon et al., 2020). Before moving electronic data containing personally identifiable information (PII), I ensure that the data have been encrypted using an encryption package that met Advanced Encryption Standard (AES) criteria. Encryption software met federal Advanced Encryption Standard (AES) standards on the researcher's personal computer. AES specifies Federal Information Processing Standards (FIPS) approved cryptographic algorithm that can be used to protect electronic

data that encrypts (encipher) and decrypts (decipher) information (Cardichon et al., 2020).

Summary

Chapter 1 presented an introduction and background information about the evidence that K-3 teachers' perspectives regarding factors they encounter that affect teacher retention in one elementary school in a study United States. I explored why teachers remain to teach in schools where teachers leave at high rates. Chapter 2 included a literature review on teacher retention research of K-3 teachers' perspectives regarding factors they encounter that may affect teacher retention in one elementary school in the study state. First, a detailed explanation of the conceptual framework of supply and demand for teachers was presented, followed by a summary of the major themes in the literature describing how the proposed study fills the gaps in the literature.

Chapter 3 included a restatement of the purpose, the research design, and rationale for addressing the phenomenon under study. I defined my role as an observer in this study. I did not recruit participants in the school where I was employed to avoid potentials for coercion and conflict of interest. I interviewed 12 participants from an elementary charter school in the same district that had teacher retention factors that were similar to the school where I was employed. The sampling strategy was voluntary, and all K-3 teachers in the school participated. Procedures for recruitment, participation, and data collection were presented in detail. The data analysis plan included coding, qualitative data analysis, and data management.

Chapter 4 includes a review of the purpose, research questions, and results. I describe organizational conditions that influenced participants' experiences at the time of the study that may affect interpretation of study results. Conditions in the school district are addressed. Demographics of participants and characteristics of the school setting are described. Data collection and analysis of research questions are discussed. I addressed each research question and used tables and figures to explain study findings. A summary of Chapter 4 is presented with a transition to Chapter 5.

Chapter 4: Results

The purpose of this basic qualitative research was to explore K-3 teachers' perspectives regarding Herzberg et al.'s (1959) two-factor theory of motivation (satisfaction) and hygiene (dissatisfaction) factors that affect teacher retention in an elementary school in a southeastern state. Understanding why teachers opt to remain at a school with historically high teacher turnover rates may provide school and district leaders with information about motivational factors identified by teachers themselves that can be enhanced to retain more teachers. The goal of the study was to answer the following research questions:

RQ1: What are perspectives of K-3 teachers regarding satisfaction and how it affects teacher retention?

RQ2: What are perspectives of K-3 teachers regarding dissatisfaction and how it affects teacher retention?

Chapter 4 includes a description of the setting, including organizational changes that may have influenced participants' experiences during the study. Then, I discuss data collection followed by a thorough analysis of data. I introduce results before detailing trustworthiness of the study which include credibility, transferability, dependability, and confirmability. I end the section with a summary of the chapter.

Setting

The study took place in an urban elementary school in the southeastern region of the U.S. The target state is significant because of its challenges with teacher attrition and retention. In 2020, less than 30% of the state's school districts had a teacher retention rate

at or above 90% (Target District Data, 2020). The target school has experienced higher levels of teacher attrition when compared to analogous schools in the same district since 2018.

During the time of the study, there was a change in administration. An assistant principal was hired who had been promoted from another elementary school within the district. It is the new assistant principal's first year. Previously, the position was vacant for approximately 5 months. Additionally, the study was impacted by the COVID-19 pandemic.

Between March 2020 and January 2022, teachers in the target district used a variety of learning models including face-to-face, hybrid, and remote models to deliver lessons to students. Educators facilitated lesson plans via a variety of technological tools, including Microsoft TEAMS, Nearpod, iReady, and prerecorded webinars. Students and staff officially returned to face-to-face learning and a regular academic schedule in late January 2022. Social distancing and wearing masks, and a myriad of other COVID-19 protocols were mandated to help prevent the spread of the virus.

Early childhood teacher-volunteers that met the following criteria were solicited for participation: All participants in this study were college graduates from a college or university, certified K-3 teachers with at least 3 years of teaching experience in any school district, and at least 21 years of age. Twelve teachers emailed agreeing to participate in the study. All participants were interviewed voluntarily via Zoom from the comfort of their homes at a mutually agreed upon time.

Ten participants were female and two were male. Five teachers had a bachelor's degree, seven had a master's degree, and one had an Education Specialist degree. All participants had at least 3 years of overall teaching experience, while five teachers had more than 30 years of experience. Teaching experience among participants in the target district ranged from 2-13 years. Teaching experience at the target school ranged from 1-13 years (see Table 2). In general, the years of experience at both the district and school levels provide insightful perspectives. The demographics are summarized in Table 2.

Table 1

Year	Participant Demographics				Gender
	Overall Teaching Experience	Experience (Target School)	Experience (Target District)	Highest Level of Education	
P1	3	3	3	Bachelor's	F
P2	14	1	3	Master's	F
P3	23	3	3	Master's	F
P4	13	1	13	Bachelor's	M
P5	26	3	7	Ed. Specialist	F
P6	3	2	2	Bachelor's	F
P7	7	7	7	Master's	F
P8	29	4	4	Bachelor's	M
P9	8	6	8	Master's	F
P10	24	5	5	Master's	F
P11	18	4	4	Master's	F
P12	34	7	7	Master's	F

Data Collection

Participants for this qualitative study were selected using convenience sampling. All participants were state-certified teachers. The 12 volunteers shared their experiences via individual semistructured interviews using Zoom over 3 weeks. Semistructured interviews typically consist of dialogues between researchers and participants, guided by a flexible interview protocol (see Appendix C) and supplemented by follow up questions, probes, and comments (DeJonckheere & Vaughn, 2019). Zoom links were sent to participants at least 12 hours before interviews. Interview data has been stored in a locked file cabinet in my home where it will remain for the next 5 years before being destroyed.

Each educator was emailed a consent form (see Appendix D) requesting their voluntary participation in the study. The email outlined the nature of the study, the study's purpose, and ethical procedures to ensure anonymity for those individuals who agreed to participate in the study. Contact information was also provided to each volunteer in case they had questions before or after interviews. Each participant responded to invitations with an acknowledgment of consent. I asked each participant if they had any questions or concerns before each interview began and informed them that interviews would be transcribed and recorded. Each participant gave consent for recording and transcription. Participants were informed they could withdraw from participation in interview recording and remove themselves from the study at any time.

Data were collected after receiving written permission from the target school's principal and Walden University's IRB. There were no variations in data, nor did any unusual circumstances occur during the data collection process. Interviews were recorded

and transcribed via Zoom. Each interview lasted a minimum of 40 minutes. Following each recording, data were saved, and transcriptions were converted to a Microsoft Word document on my personal laptop. I listened to each recording and cross-referenced each with the appropriate corresponding transcript to ensure they were in sync. MAXQDA, a thematic data analysis tool, was used to provide central themes in a meaningful way (see Egeberg et al., 2021).

Data Analysis

Inductive thematic analysis was used to explore data. Qualitative research largely involves inductive analysis in that the researcher conceptualizes, hypothesizes, and theorizes data (Ravitch & Carl, 2021). The inductive approach allowed for the observation of patterns and the recognition of themes (O’Kane et al., 2021). According to Saldana (2016), inductive data analysis involves the researcher following a sequence of steps including data review and coding outcomes. It also allows the researcher to articulate key learnings of the study in ways that are more holistic and shaped by the responses to interview questions (Ravitch & Carl, 2021).

I collected data using semistructured interviews via Zoom. After each interview, I analyzed the transcript and cross-referenced it with the audio recording for accuracy. Next, I analyzed the interview data in preparation for the first and second cycles of coding. Then, I downloaded the transcript on a password-secured laptop, converted it to a Microsoft Word document, and uploaded it to the MAXQDA software. Qualitative data analysis software aids researchers in presenting the results of their studies in transparent and trustworthy ways (O’Kane et al., 2021). I used the MAXQDA thematic data analysis

software to identify recurring patterns. According to Hatch (2002), patterns in qualitative research emerge during coding cycles that help identify key themes. The interview data was also saved on an external drive and stored in a locked file cabinet.

Coding

Coding in qualitative research is the process of using words or short phrases to identify patterns in the data being analyzed (Saldana, 2016). The patterns that were derived were used to make sense of the information. I used participants' interviews to organize data into the first coding cycle. Categories were developed from the coding cycle. From the categories, emergent themes were developed based on participants' responses to interview questions as related to Herzberg et al, (1959) Factors that affect teacher retention.

First Cycle Coding

The first coding cycle began with my review of the participants' individual transcripts. I utilized a color-coding system to identify descriptive codes or recurring words and phrases and assigned meaning to the data (Ravitch & Carl, 2021). I also recognized patterns and noted the frequency of similar words both within and across each transcript. The initial set of codes presented by the interview data included coworkers, relationships, students, staff, resources, support, behavior, time, meetings, administrator, listening, outside of the classroom, and teaching.

Categories

I created a Google Doc to designate the categories that resulted from the first cycle of coding. The color-coded keywords which shared similarities were grouped to

create categories. More specifically, data from participants' responses to interview questions that were alike and appeared 3 or more times were linked to one another and identified as a pattern. In qualitative research, patterns are stable indicators of humans' ways of rendering the world and become evidence of trustworthy observations (Saldana, 2016). Four categories were created: administrative support, coworker relationships, student behavior, and student relationships.

Emergent Themes

During the process of data analysis, interpretation, and synthesis, I referred to the conceptual framework and the research questions particular to this study. After a thorough examination of the interview data, codes were assigned to the participants' responses. Similarities and differences emerged during the process, leading to the development of categories and then themes that reflected the research questions (Saldaña, 2016). The themes that emerged were as follows: building capacity, climate and culture, and resources.

Table 4*Overview of Codes, Categories, and Themes*

Codes	Category	Themes
administrator	Administrative support	building capacity
Coworkers		resources
Listening		
Meetings		
outside the classroom		
relationships		
support		
time		
resources		

Table 5*Overview of Codes, Categories, and Themes 2*

Codes	Category	Themes
Coworker	coworker relationships	climate and culture
relationships		
staff		
support		

Table 6*Overview of Codes, Categories, and Themes 3*

Codes	Category	Themes
administrator	student behavior	climate and culture
Behavior		Resources
Students		
Support		
Teaching		
relationships		
support		
time		
resources		

Table 7*Overview of Codes, Categories, and Themes 4*

Codes	Category	Themes
Behavior	student relationships	climate and culture
relationships		
support		
teaching		

Results

The results of this qualitative case study were derived from the interview data.

Twelve early childhood elementary teachers shared their perspectives regarding what

factors motivate them to remain teaching in the target school. The research questions explored the perspectives of early childhood teachers who continue to teach at a school with a historically high teacher turnover rate when compared to similar schools in the same school district. The research questions allowed teachers to share motivational factors as well as hygiene factors. The following research questions guided the data collection process in this study:

RQ1

This inquiry allowed participants to share their experiences related to reasons that motivate them in their professional roles. Goals participants looked forward to meeting as well as positive inspirations for remaining in their teaching careers were described. The overarching themes that developed from the responses of the interview question were as follows: building capacity, climate and culture, and resources.

Building Capacity

Building capacity described the act of supporting teachers in their professional growth to improve student success. Teachers conveyed a desire to remain in the school and work “outside of the classroom” in a coach or leadership role.

P9 said, “Two years from now, I would like to be in a more of a leadership role as far as outside of the classroom.” P3 stated, “My goal is doing something outside of the classroom.” P11 expressed a specific desire to leave the classroom to “support new teachers throughout their first year in all areas.” According to Tantawy (2020), teachers who are highly engaged in professional development are more likely to be promoted and stay in their jobs.

In alignment with the research, teachers who feel that the work they do is meaningful are more likely to remain in schools. P8 said, “I do believe we are doing work that will be with these kids forever and something they'll remember and also were starting them on the right track”. P7 explained, “I do feel like my teaching makes a difference to the school because the kids are showing growth and I see them learning and I am doing what I am called to do. Also, along with that, it helps the world because I’m also trying to help them be just better human beings.” Han recommended a better understanding of factors such as teacher motivations to improve student outcomes (Han, 2018).

P3, P9, and P11 shared their unique ideas about being supported in accomplishing their future goals of working outside of the classroom in a leadership capacity. They also discussed feelings of validation in the workplace. Teachers are satisfied when they have opportunities for advancement and feel valued for their work. Feeling that one’s work is valued is an important factor in retaining teachers and persuading high-achieving students (Han, 2018). Herzberg et al. (1959) argued that motivation factors are necessary to increase job satisfaction. A greater understanding of teacher motivation may enlighten school leaders on how to influence teachers to stay.

Climate and Culture

Climate and culture were important because they indicated the health of the organization and consisted of relationships, staff, and help in the current study. Teachers expressed their perspectives on several factors that contributed to their choice to continue teaching in the target school. P5 declared, “The interaction with my students and making

the meaningful relationships and connections with them is important to me”. P1 stated, “The kids and the environment help me to enjoy teaching here. I enjoy being with the kids, working with the kids. That’s one of the main reasons why I’m here is to help others and work with kids.” Teachers reflected that relationships were integral in their decision to stay.

The data showed that teachers valued positive relationships with colleagues. P6 indicated, “My working with the kids gives me joy and I’m doing what I love. My teammates also help me. They made it easy to work my way through as a beginner in the education field.” P12 revealed, “I enjoy my teammates because I enjoy working with my coworkers. I enjoy talking with them and collaborating with one other. I truly do, because we get along. I think we get along quite well.” P9 described, “When I'm having a hard day or whatever or hard time at the school, it's my coworkers that helps me continue to push through.”

When describing the importance of climate and culture, teachers shared that relationships are significant, and they matter. According to Rudasill et al. (2018), strong relationships with administrators and fellow teachers improve the perception and experiences of teachers. There was consensus amongst some of the participants that positive relationships encouraged them to remain at the school. Teacher perceptions of school culture influence teacher retention (Boyd et al., 2011).

Resources

Resources such as time and support emerged from data. P1, P4, and P8 expressed positive reflections on administrative support at the target school. According to P1, there

was a shift in the level of support received when compared to the previous year. She noted, “The administrative department has been a very big support. That’s a big difference. I have a lot of support.” P4 shared, “I haven't had a principal who gave more feedback, gave more rewards, or gave more incentives than this principal. So, it’s been awesome to me.” P8 explained, “I really appreciate the freedom on some of those planning days to do what we need to do to get things done. A day when it's not all just meetings and things like that. So, I do appreciate the leadership team for that.”

The data gathered revealed a shared appreciation for resources such as *time* and *support*. Teachers want support from school leaders and expressed the need for more time to effectively do their jobs. P4 expressed the significance of having a supportive school leader while P8 explained his enjoyment of additional planning time. Research has consistently shown that administrative support has the unique ability to limit teacher turnover (Frahm & Cianca, 2021). Higher teacher retention may significantly impact student achievement.

RQ2

This inquiry prompted participants to share their experiences related to reasons that demotivate them in their professional roles. Two themes supported the participants’ responses to RQ2. The themes that emerged were Climate and culture and resources.

Climate and Culture

Climate and culture consisted of behavior and support. Participants identified student behavior as a challenge in the workplace. P10 said, “A lot of our student's hierarchy of needs is not being met so we’re, as teachers, having to be more nurturing

than ever focusing on basic needs before we can get into pedagogy and so that is a huge setback and I learned to look at their bad behaviors as just a coping mechanism.

Otherwise, I leave feeling quite defeated and that's going to be no good for anyone." P9 expressed, "There's a great need of support for student behaviors from school leaders."

P3 stated, "Students have a lack of discipline." P12 declared, "Currently what keeps me up at night is trying to find a better way of handling my student behaviors. That's what currently keeps me up at night because every day I'm trying to think of something new to come back in here to curve it and try to get a better understanding of why when you are truly trying to give them what they need." P2 stated, "dealing with student behaviors-I would want to do less of that like you know, because we have less time for teaching because we have to also redirect all day."

The participants in this study expressed concerns about the impact of student misbehaviors. The data shows that student misbehaviors were significant to teacher perspectives. However, participants also expressed experiences with positive student behaviors. Nevertheless, research does not support a strong correlation between student behaviors and teacher attrition (Carver-Thomas & Darling-Hammond, 2019).

Support may encompass communication skills including speaking and listening. Teachers gave their perspectives on the value of being heard by administrators. P3 Explained, "Administrators should listen, listen, respect what people have to say. Be a listening ear. Don't bring them down, you know. Part of a leader is to build them up so respect what they say. Listen to what they have to say. That would go a long way. Just one small thing like listening is a big deal." A teacher's decision to stay or leave can be

influenced by an environment in which they feel they have agency (Sutcher et al., 2019). P7 clarified, “I think there are supposedly opportunities for staff when the admin says that they are listening to staff; however, when suggestions and recommendations are made and they are not implemented, we know that it goes unnoticed, unheard, unrecognized so it could be a little disheartening.” P4 explained, “The real question is that they can see us during observations and such, but do they hear us? Are they listening? If they were, we could get some actual change. But I feel like the responsibility for change goes up the ladder.”

Leader support was communicated as a best practice amongst study participants. P3, P4, and P7 articulated that support via proper communication skills, (including listening) influenced their professional decisions. This was a significant finding in that it is consistent with prior research on teacher retention. According to Carver-Thomas and Darling-Hammond (2019), a lack of administrative support is a leading cause of teacher attrition.

P3, P4, and P7 articulated that support in the form of proper communication (including listening) influenced their professional decisions, particularly as it related to addressing student behaviors. This was a significant finding within the constructs of the climate and culture and is consistent with prior research on influences on teacher retention. According to Carver-Thomas and Darling-Hammond (2019), a lack of administrative support is a leading cause of teacher attrition. As educational leaders improve teacher support efforts, teacher satisfaction may improve, leading to high student success.

Resources

Time spent in mandated meetings was reflected in the data. Participants expressed a want and need for fewer meetings and more time to plan their lessons. P7 stated, “I think that the face-to-face meetings are not necessary. Our time needs to be taken into consideration when we’re scheduling these meetings and we could have less meetings so that teachers have more time to do what we need to do for the classroom and our scholars then that would be very welcomed.” According to P1, “They inundate us with meetings”. P3 declared, ‘Leadership should stop having a meeting for our meeting because it’s a complete waste of time that we already don’t have much of.’

Teachers appreciate school leaders who respect their time. The opportunity to show respect for time is missed when teachers feel that the resources are wasted on unnecessary meetings. Participants also expressed joy when they are allotted ample planning time for through lesson planning. thoroughly lesson plan with ample time allotted to do so. Research shows various features of teachers' work environment that increase the likelihood of leaving teaching, such as heavy workload; lack of autonomy; lack of collegial or principal support; and lack of resources (Geiger & Pivovarova, 2018). Teachers described time as a resource that improves the quality of instruction and the overall learning experience.

Evidence of Trustworthiness

According to Ravitch and Carl (2021), trustworthiness is when researchers can affirm that the findings of their study are aligned with the participants' experiences. Although several definitions and criteria for trustworthiness exist, Lincoln and Guba

(1985) proposed four criteria for judging trustworthiness which includes credibility, transferability, dependability, and confirmability (Lincoln & Guba, 1985). This study fully explored all four of the criteria to ensure that the data collected is valid and can be trusted.

Credibility

Credibility involves the plausibility of information drawn from the participants' original data and the correct interpretation of the participant's actual views (Lincoln & Guba, 1985). An appropriate interview protocol was strictly adhered to when collecting and analyzing the data in this study. Participants were selected based on their willingness to volunteer, early childhood teaching experience, and full-time employment status at the target school and district. Each participant received an email detailing the study and each gave consent. The goal was to achieve credibility via the descriptions provided by teacher participants of their individual lived experiences at the study site. MASQDA software was used to accurately analyze, organize and store interview data.

Transferability

Transferability refers to the degree to which qualitative research can be replicated in various circumstances to continue the study of the phenomenon (Lincoln & Guba, 1985). According to Ravitch and Carl (2021), transferability should be a goal in qualitative research so that there can be future applications in larger contexts. A thoughtful selection of participants based on a set of rigid and robust study-related qualifiers helped to establish transferability. The selection process yielded 12 participants who provided a wealth of insight into their personal motivators for remaining in their

current roles. A rich description of the study site as well as detailed demographic information (i.e., years of experience, gender, and so forth) would offer anyone planning to continue or replicate the research a sound vantage point.

Dependability

Dependability means how dependable and stable the findings are after the study is completed (Korstjens & Moser, 2018). The current study is considered dependable due to the clear documentation of data collection methods, data analysis, and findings. The Interview Protocol (see Appendix C) served as a guide to systematically collect and organize participants' responses to the interview questions. During each Zoom conference, teacher insights were automatically transcribed, reducing the instance of human error on the researcher's behalf. Dependability was further established using manual coding. Multiple rounds of coding helped to establish themes based on participants' personal experiences, attitudes, perceptions, and beliefs related to teacher retention and why they choose to remain in the teaching profession and in the target school.

Confirmability

Confirmability is the degree to which the study's findings can be confirmed by others. Confirmability in this study was established through the process of reflexivity. Throughout the data collection process, I presented the data as accurately as possible by closely monitoring my personal bias to prevent any misrepresentation. The integrity of the study was upheld by using Zoom conferencing as a tool to automatically transcribe the interviews in real-time. Overall, the data collection process ensures validity by

meeting the standards of credible, transferable, dependable, and confirmable criteria of a trustworthy study.

Summary

In this study, I explored K-3 teachers' perspectives regarding Herzberg et al.'s (1959) two-factor theory of motivation (satisfaction) factors and hygiene (dissatisfaction) factors that affect teacher retention in an elementary school in a southeastern state. I learned that participants identified positive interactions with coworkers, positive relationships with students, and administrative support as motivators to remain in their roles. Conversely, participants noted a lack of planning time due to excessive meetings and poor student behaviors as demotivators. Lack of administrative support regarding challenging student behaviors was also noted as a challenge. In Chapter 5, I provide a discussion of findings, limitations of the study, and researcher recommendations.

Chapter 5: Discussion, Conclusions, and Recommendations

The purpose of this basic qualitative research was to explore K-3 teachers' perspectives regarding Herzberg et al.'s (1959) two-factor theory of motivation (satisfaction) factors and hygiene (dissatisfaction) factors that affect teacher retention in an elementary school in a southeastern state. Twelve teachers were invited to share their perspectives and provide school and district leaders with information about motivational factors identified by themselves that can be enhanced to retain more teachers. Two research questions were designed to enable K-3 teachers to share their experiences regarding why teachers may opt to remain at an elementary school with historically high teacher turnover rates when compared to similar schools in the same district.

Gaining a deeper understanding of what motivates teachers to stay may lead to increased teacher retention that positively impacts student outcomes. The study resulted in the following themes regarding teacher perspectives of factors that may contribute to teacher retention: building capacity, climate and culture, and resources. Teachers addressed motivational factors including administrative support, positive relationships, and professional development involving personal goals. Demotivators were identified by participants as lack of administrative support and unnecessary time spent in meetings that would be better used to plan lessons. In Chapter 5, the results of the study are expounded upon. I include my interpretation of findings, limitations of the findings, recommendations based on findings, implications for social change, and a conclusion.

Interpretation of the Findings

Herzberg et al.'s (1959) two-factor theory of motivation was used to explain the findings of this study and served as the conceptual framework. Data were color-coded and organized. From codes, categories were developed followed by construction of themes. Study findings were validated by information in the literature review as well as the conceptual framework. Job satisfaction and working environment are variables that contribute to retention (Carver-Thomas & Darling-Hammond, 2019).

RQ1

RQ1: What are perspectives of K-3 teachers regarding satisfaction and how it affects teacher retention?

Key themes derived from RQ1 are building capacity, climate and culture, and resources.

Building Capacity

The category of administrative support led to the theme building capacity. Participants shared a desire to be promoted to a leadership role outside of the classroom in the future. According to García and Weiss (2019b), a relationship exists between professional development, support, and teacher retention. Building capacity also encompassed feelings of meaningfulness and value regarding the teachers' work. Teachers want to feel that their work makes a difference. Existing literature supports findings as well as existing data. Teachers are driven to leave when they do not feel valued (Holmes et al., 2019).

Climate and Culture

Categories including coworker relationships, student relationships, and student behavior formed the theme of climate and culture. Participants identified positive relationships as a leading reason for continuing their current work. Such positive relationships may be formed via a willingness to provide help and support when needed. P9 said, “I’m still pushing for and hoping for a change and that I can stay here because it’s like a family unit here with my coworkers.” Building positive relationships is a motivational factor for teachers to continue teaching (Geiger & Pivovarova, 2018). Encouraging student relationships is one of the foremost reasons teachers remained in their schools. Positive relationships between students and teachers are vitally important (Rhodes, 2019).

Resources

Support is an example of a resource. Participants were provided aid by administrators and other colleagues. They expressed that support contributed to higher levels of job satisfaction. Support is aligned with Herzberg et al.’s motivation factor (satisfaction) that affects teacher retention (Herzberg, et al, 1959).

RQ2

RQ2: What are perspectives of K-3 teachers regarding dissatisfaction and how it affects teacher retention?

Climate and culture and resources are two themes that developed from participants’ responses. Both themes are related to the conceptual framework and literature review.

Climate and Culture

Climate and culture consisted of student behaviors and support. Participants described challenging student behavior as a factor that made their work difficult. Data showed that participants wanted to focus more on teaching rather than classroom management. P10 said:

I would like, as a whole, for our school to work on better transitions so that we don't wait. I feel like a lot of the time gets wasted because I have to wait for them to key down. We need more support from leadership on how this should look school-wide.

Teachers also noted a need for support from school leaders involving student behavior concerns. Nevertheless, there was no indication that student behavior caused participants to leave. There is little research showing a significant connection between teacher attrition and student behaviors (Carver-Thomas & Darling-Hammond, 2019).

Participants discussed the importance of support in the form of school leaders who listen to and appreciate the opinions of staff members. They welcomed roles in decision making and environments that promoted efficacy. According to Reitman and Karge (2019), teachers need to feel supported by school leaders. This is consistent with the findings of the current study. Administrators play a pivotal role in teacher satisfaction. Teacher satisfaction is one of the most influential factors in terms of predicting teacher attrition (Arviv & Navon, 2021).

Resources

Participants noted time is a limited resource in the workplace. They described wasted time spent attending weekly mandated meetings and viewed them as unnecessary. They expressed how using time to plan lessons instead of meetings would be more beneficial. Although research supports the correlation between teacher attrition and lack of resources, there is little that focuses specifically on time as a contributing factor (Carver-Thomas & Darling-Hammond, 2019).

Limitations of the Study

Two limitations may have impacted this qualitative study. The limitations that were present were controlled representation and risk of bias. Although exhaustive, the study targeted 12 teachers in a particular elementary school located in the southeast region of the U.S. Only early childhood educators from the focus school (K-3) were invited to participate. According to Rijnsoever (2017), purposive sampling limits sample sizes and populations, which leads to lack of vigor. I am currently employed by the same school system in which the study was conducted, which created a risk of bias. However, I did not work directly with teachers who participated in interviews. I minimized the risk of bias by addressing credibility, transferability, dependability, and confirmability in order to ensure trustworthiness.

Recommendations

The purpose of this qualitative study was to explore K-3 teachers' perspectives regarding Herzberg et al.'s (1959) two-factor theory of motivation (satisfaction) factors and hygiene (dissatisfaction) factors that affect teacher retention in an elementary school

in a study state. The results of the study showed that teachers are motivated by factors including administrative support, positive working relationships, and resources. In contrast, poor student behavior and a lack of resources were identified as dissatisfactory factors by the participants. The three recommendations that follow have great potential for positive social change and were based on voluntary responses to research questions about satisfactory and dissatisfactory perspectives of teaching.

I recommend that school and district leaders consistently seek feedback and additional knowledge, in general, from teachers regarding school matters. Teachers have a unique perspective that administrators can use in sound decision-making. An effective and efficient way to collect information from teachers on an ongoing basis is through the administration of an electronic staff climate survey. The survey may potentially provide timely feedback that influences school leaders to enact policies and procedures that support teacher satisfaction. Carver-Thomas and Darling-Hammond (2003) stated that prior and current research shows a strong relationship between teacher satisfaction and attrition.

According to this study, administrative support was indicated to be extremely important to participants. The results showed that teachers desire support from school leaders in a variety of ways including effective scheduling, purposeful professional development, and student misbehaviors. Participants also expressed wanting to have more say-so in school-level decisions. Therefore, a schedule with additional time for lesson planning, goal-based training, and collaboration is recommended. As a result, lessons may be more thoroughly planned and create a deeper understanding, potentially

leading to higher student achievement. Professional development based on teacher goals may encourage teachers to be more invested in their careers. The learning community may further benefit from a schedule that incorporates time for teachers to have their insights acknowledged by school leaders. Morettini et al. (2020) explained that teachers are resilient when they feel accepted.

The occurrences of student misbehaviors were identified as a factor in job dissatisfaction by participants. If school leaders wish to increase teacher retention, it would behoove them to continue seeking options that satisfy teachers in more meaningful ways (Olsen & Huang, 2019). It is recommended that school leaders support teachers by addressing student misbehaviors consistently and promptly. For example, leaders may participate in collaborative problem-solving rather than leave the task solely to the teacher. Addressing instances of misbehavior immediately and following up afterward to ensure an appropriate long-term solution is suggested. With consideration of the current study's limited sample size, my final recommendation is for continued research on the topic with a more diverse and robust population.

Implications

The current study has the potential to lead to positive social change by influencing school leaders to prioritize positive working relationships and building staff capacity. Designating time for collaboration may lead to increased staff satisfaction, a decrease in teacher attrition, and a better overall school climate and culture. According to the results of the study, administrative support was a core indicator of teacher satisfaction. Existing literature on teacher attrition also supports the idea that positive relationships and

communications are integral to school success (Bethel, 2020). Results from the study has implications for improving student achievement by keeping teachers and promoting instructional consistency within the learning environment. Consistency established by a reduction in teacher attrition may have an impact on the greater community by producing scholars who are prepared with the necessary skills to be viable citizens. As more students graduate and become productive members of society, the workforce may also be improved.

Conclusion

Teacher attrition is an ongoing threat to student progress (Sutcher et al., 2019). This study explored K-3 teachers' perspectives regarding Herzberg et al.'s (1959) two-factor theory of motivation (satisfaction) factors and hygiene (dissatisfaction) factors that affect teacher retention in an elementary school in the southeastern United States. As a result of the study, the findings among teachers were building capacity, climate and culture, and resources. Interview data showed that positive relationships and administrative support were important to teachers and may have impacted the choice to stay or leave. Time to plan lessons was also highlighted as an influencer in job satisfaction but was not indicated as a predictor of teacher retention. After further analysis, teacher retention may be improved by supporting teachers in their career development and by investing in practices that help build positive relationships. Decreasing teacher attrition, ultimately, strengthens student outcomes and improves communities.

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Appendix A: Interview Questions

1. What are some factors that cause you to enjoy your current job and work situation?
2. How much have these factors contributed to you staying at this school as long as you have?
3. What reasons do you give others for your decision to work and stay at this school?
4. Do you feel that you are currently doing the best work of your teaching career?
What factors could contribute to you doing the best of your teaching career?
5. Do you feel that your work makes a difference in the school? Do you feel that your work makes a difference externally to the world?
6. Do your colleagues and teammates listen to you and value your input?
7. What things can your principal do differently to help you do your best work?
8. Can you describe the elements or motivational factors in your current role that you like best and want more of?
9. What elements of your job would you miss most if you left your school?
10. What are the less-desirable elements in your current role that you would like to do less of?
11. Are there any frustration factors that keep you up at night or cause you to dread coming into work?
12. What are your career progression expectations? Where would you like to be in the school district 2 years from now?

13. Are there actions the principal can take to further recognize you as a teacher?
14. Do you think there is enough exposure to administrative staff and decision makers? Are there ways to improve that exposure?
15. Of the various learning, development, and growth opportunities provided to you as a teacher, which have been most beneficial? Not beneficial?

Thank you for your participation in this study.

Appendix B: Recruitment Flyer for Participants



Kindergarten through Third Grade Teachers are Needed to Participate in a Research Study!

We need your opinion about factors encountered that affect
teacher retention on the job!!

Anonymity and Confidentiality Ensured

Description of Study: This research is part of a research study that seeks to understand your experiences in remaining on the job and the factors you face in doing so.

We are seeking K-3 teachers as volunteers. You will be asked to consent to a 60-minute individual interview via Zoom conferencing at your convenience.
No compensation for your participation in this study.

To participate, you need to have a college degree (minimum) from a college or university, appropriate certification, at least 3 years teaching experience, and be at least 21 years of age.

If interested, click on the website below to indicate your interest on or before _____, 2022. You will be contacted by the researcher on your private email and given further information regarding participation.

<https://anonymous-proxy-servers.net>

Appendix C: Interview Protocol

Date:

Time:

Interviewee Code Name:

Zoom Interview:

Parts of the Interview	Interview Questions and Notes	RQs
Introduction	<p>Hi, my name is LeAnn Laury. Thank you very much for participating in this interview today. The purpose of this interview is to explore K-3 teachers' perspectives regarding Herzberg's motivation (satisfaction) factors and hygiene (dissatisfaction) factors that may impact teacher retention and understand why teachers remain at their schools when others leave. The aim of this research is to document teachers who are constructing meaning in a narrative format, or teachers telling their story to describe how their perspectives of teacher retention. This interview should last about 60 minutes. You can choose to stop this interview at any time. In addition, I need to let you know that this interview <i>will be recorded</i> for transcription purposes. Do I have your consent to record the interview? If yes, say "I consent."</p> <ul style="list-style-type: none"> ✓ Do you have any questions? ✓ Are you ready to begin? 	<p>RQ1: What are the perspectives of K-3 teachers regarding Herzberg et al.'s factor of motivation/satisfaction that affect teacher retention?</p> <p>RQ2: What are the perspectives of K-3 teachers regarding Herzberg et al.'s factor of hygiene/dissatisfaction that affect teacher retention?</p>
(Factor 1: Motivation factors--Satisfaction)	<ol style="list-style-type: none"> 1. What are some factors that cause you to enjoy your current job and work situation? 2. <i>Follow-up:</i> How much have these factors contributed to you staying at this school as long as you have? 	RQ 1
(Factor 2: Motivation factors--Satisfaction)	<ol style="list-style-type: none"> 3. What reasons do you give others for your decision to work and stay at this school? 4. <i>Follow-up:</i> Based on those steps, please describe your decision-making thought processes to achieve the desired academic goals? 	RQ1
(Factor 3: Motivation factors--Satisfaction)	<ol style="list-style-type: none"> 5. Do you feel that you are currently doing the best work of your teaching career? <i>Follow-up:</i> 6. What factors could contribute to you doing the best of your teaching career? Tell me about that. 	RQ1
(Factor 4: Hygiene factors--Dissatisfaction)	<ol style="list-style-type: none"> 7. Do you feel that your work makes a difference in the school? 	RQ 2

	<p><i>Follow-up:</i></p> <p>8. Do you feel that your work makes a difference externally to the world? Be specific.</p>	
(Factor 5: Hygiene factors--Dissatisfaction)	<p>9. Do your colleagues and teammates listen to you and value your input?</p> <p><i>Follow-up:</i></p> <p>10. What things can your principal do differently to help you do your best work?</p>	RQ2
(Factor 6: Motivation factors--Satisfaction)	<p>11. Can you describe the elements or motivational factors in your current role that you like best and want more of?</p>	RQ1
(Factor 7: Hygiene factors--Dissatisfaction)	<p>12. What elements of your job would you miss most if you left your school?</p>	RQ2
(Factor 8: Hygiene factors--Dissatisfaction)	<p>13. What are the less-desirable elements in your current role that you would like to do less of?</p>	RQ2
(Factor 9: Hygiene factors--Dissatisfaction)	<p>14. Are there any frustration factors that keep you up at night or cause you to dread coming into work?</p>	RQ2
(Factor 10: Motivation factors--Satisfaction Future Goals)	<p>15. What are your career progression expectations?</p> <p><i>Follow-up:</i></p> <p>16. Where would you like to be in the school district 2 years from now?</p>	RQ1
(Factor 11: Motivation factors--Satisfaction)	<p>17. Are there actions the principal can take to further recognize you as a teacher?</p> <p><i>Follow-up:</i></p> <p>18. Of the various learning, development, and growth opportunities provided to you as a teacher, which have been most beneficial? Not beneficial?</p>	RQ1
(Factor 12: Hygiene factors--Dissatisfaction)	<p>19. Do you think there is enough exposure to administrative staff and decision makers? Are there ways to improve that exposure?</p> <p><i>Follow-up:</i></p> <p>20. Of the various learning, development, and growth opportunities provided to you as a teacher, which have been most beneficial? Not beneficial?</p>	RQ2
Concluding the Interview	<p>Before we conclude this interview, is there something about your experience that you think influences how being on the job as long as you have and discuss the factors that impact teacher retention that we have not yet had a chance to discuss? If you could give advice to another K-3 teacher who has been at this school for at least 3 years, what would that be?</p>	

	Thank you for your valuable time and input.	
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Appendix D: Informed Consent Form

Congratulations! You are invited to take part in a research study about K-3 teachers' perspectives about factors encountered in teacher retention and why they stayed as long as they did at this school. This form is part of a process called informed consent to allow you to understand this study before deciding whether to take part.

This study seeks 12 volunteers who are:

- Certified K-3 teachers with a minimum of 3 years of teaching experience in any school district.
- College graduates from a college or university.
- At least 21 years of age.
- Gender and ethnicity are not criteria. Males and females of any ethnicity may volunteer to participate in this study.

This study is being conducted by a researcher named LeAnn Laury, who is a doctoral student at Walden University. You might already know the researcher as a first-grade general education teacher in the school district but not this school; however, this study is separate from that role.

Study Purpose:

The purpose of this study is to explore K-3 teachers' perspectives regarding factors they encounter that affect teacher retention.

Procedures:

This study will involve you completing the following steps:

- You volunteer to take part in a confidential, audio recorded interview via Zoom conferencing due to COVID-19 variants or phone option is available.
- The interview will last approximately 60 minutes.
- Your interview will be scheduled at your convenience, date, and time at a location comfortable for you.
- The interview will be audio taped to ensure the accuracy of your comments.
- If you wish to review your interview, you will participate in a process known as 'member checking'.
- After signing a written request indicating that you will keep what was said and heard in complete confidentiality, the researcher will re-play the tape for your listening and reviewing privileges. If there are portions of the tape that you want deleted or revised/retaped, the researcher will stop the tape, make brief notes to identify the portion with a specific marker, and delete that portion later or allow you to record over what you said. The deletion may be performed later due to time constraints.

- You can review the audio transcript of your interview to make corrections or deletions, if needed.
- You can stop the interview at any time without any consequences or penalties for non-participation. Your data collected will be safely destroyed.
- You can speak with the researcher after the interview to hear the researcher's interpretations and share your feedback. This process is called member checking and make take an additional 30-45 minutes.

Here are some *sample interview questions*:

1. What are some factors that cause you to enjoy your current job and work situation?
2. How much have these factors contributed to you staying at this school as long as you have?
3. What reasons do you give others for your decision to work and stay at this school?

Voluntary Nature of the Study:

Research should only be done with those who freely volunteer. So, everyone involved will respect your decision to join or not. No one at your school or school district will treat you differently based on whether you volunteer or not because no one will know whether you participated in this study unless you reveal it to them. Otherwise, we advise you to remain confidential and not reveal your participation in this study or what you said.

If you decide to join the study now, you can still change your mind later. You may stop at any time. The researcher will follow up with all volunteers to let them know whether or not they were selected for the study.

Risks and Benefits of Being in the Study:

Being in this study could involve some risk of the minor discomforts that can be encountered in daily life such as sharing sensitive information. With the protections in place, this study would not pose minimal risk to your well-being.

This study offers no direct benefits to individual volunteers. The aim of this study is to benefit society by providing research evidence on how to improve and increase teacher retention. Once the analysis is complete, the researcher will share the overall results by automatically posting online in ScholarWorks (a publication of Walden University research). The researcher will post the ScholarWorks link, an appropriate method of results dissemination for participants who are professionals in the field.

Payment:

There will be no compensation to any participants in this study.

Privacy:

The researcher is required to protect your privacy. Your identity will be kept confidential within the limits of the law. The researcher is only allowed to share your identity or contact information as needed with Walden University supervisors, who are also required to protect your privacy or with authorities if court-ordered (very rare). The researcher will not collect or use any of your personal information for any purposes outside of this research project. Also, the researcher will not include your name or anything else that could identify you in the study reports. If the researcher were to share this dataset with another researcher in the future, the dataset would contain no identifiers so this would not involve another round of obtaining informed consent. Data will be kept secure by all applicable data security measures, including password protection, data encryption, use of pseudonyms in place of names, storing names (when necessary) separately from the data, discarding names (when possible). Data will be kept for a period of at least five years, as required by the university.

Contacts and Questions:

You can ask questions of the researcher by contacting the researcher by phone and/or email at leann.laury@waldenu.edu If you want to talk privately about your rights as a participant or any negative parts of the study, you can call Walden University's Research Participant Advocate at (612) 312-1210. Walden University's approval number for this study is 02-27-23-0179343.

You might wish to retain this consent form for your records. You may ask the researcher or Walden University for a copy at any time using the contact information above.

Obtaining Your Consent

If you feel you understand the study and wish to volunteer, please indicate your consent on the audio recording for an anonymous interview, "I consent" on the audio recording.

Appendix E: Library Databases and Search Engines

Education Resources Information Clearinghouse, JSTOR (The Scholarly Journal Archive), Social Sciences and Education Full Text, Web of Science, Sage, Science Direct, Bio-Med Central Education Index, ERIC (Educational Resources Information Center), full text of a large number of journals, EBSCOhost covers the following databases: ProQuest and Google Scholar.

Dissertations and Theses

American College of Education, Indianapolis, IN; National Louis University, Chicago, IL; Virginia Tech: Blacksburg, VA; Georgia State University, Atlanta, GA; Northcentral University, San Diego, CA; Virginia Commonwealth, Richmond, VA; Western Carolina University, Cullowhee, NC; The College of William and Mary, Williamsburg, VA; Southern Wesleyan University, Central, SC; Gardner-Webb University, Boiling Springs, NC; Mississippi College, Clinton, MS.

National and International Journals

Asia-Pacific Journal of Teacher Education, The Sage Encyclopedia of Communication Research Methods, The Canadian Journal of Hospital Pharmacy, Frontiers in Psychology Journal of the American College of Dentists, Qualitative Health Research, Review of Research in Education, Career and Technical Education Research, Politics & Policy, International Journal of Qualitative Methods, and others.