2019

Administrators' and Teachers' Perceptions of Factors Influencing Veteran Teachers' Professional Practice

Mary Frances Mollway
Walden University

Follow this and additional works at: https://scholarworks.waldenu.edu/dissertations

Part of the Educational Administration and Supervision Commons

Walden University

College of Education

This is to certify that the doctoral study by

Mary Mollway

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.

Review Committee
Dr. Kathryn Swetnam, Committee Chairperson, Education Faculty
Dr. Vicki Underwood, Committee Member, Education Faculty
Dr. Glenn Richard Penny, University Reviewer, Education Faculty

Chief Academic Officer
Eric Riedel, Ph.D.

Walden University
2019

Abstract

Administrators' and Teachers' Perceptions of Factors Influencing Veteran Teachers'

Professional Practice

by

Mary Mollway

MA, Azusa Pacific University, 2002

BA, California State University, San Bernardino, 1995

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

April 2019

Abstract

Teachers and administrators have different perceptions regarding the importance and validity of various factors that influence veteran teachers' professional practice. Herzberg's 2-factor motivation-hygiene theory was used as the conceptual framework for this basic qualitative study. The purpose of the study was to gain an understanding of veteran teachers' and administrators' perceptions about motivating and hygiene factors and their influences on veteran teachers' professional practice in a southern California suburban school district. One-on-one semistructured interviews were conducted with 8 veteran high school teachers and 4 high school administrators. The interview responses were audio recorded and transcribed, then coded using open and axial coding and categorized into themes. Administrators perceived 3 prevalent motivating factors for teachers: academic freedom, student-teacher relationships, and feeling effective, whereas administrators' hygiene factors included administrative support with discipline and open and clear communication. Teachers cited students' progress and student-teacher relationships as their primary motivating factors and lack of administrative support as their most important hygiene factor. The hygiene factors provided a foundation and framework for teachers to perform the motivating work of teaching students and developing relationships. Through this study, both veteran teachers and administrators may become more aware of the motivating factors that positively influence veteran teachers' professional practice in the classroom, which may improve the ways in which administrators support and motivate them. Positive social change may result by creating synergetic relationships between administrators and veteran teachers that could not only expand the role of veteran teachers but also increase student academic achievement.

Administrators' and Teachers' Perceptions of Factors Influencing Veteran Teachers'

Professional Practice

by

Mary Mollway

MA, Azusa Pacific University, 2002

BA, California State University, San Bernardino, 1995

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

April 2019

Dedication

This dissertation is dedicated to my children Grace, Pierce, and Catie. Thank you for your unwavering support throughout this process. You have always supported me through all of my big projects, and this has been one of the biggest! For 4 years you have sacrificed time with me, listening to me drone on and on about quantitative and qualitative research designs, and have been my biggest cheerleaders. You are the reason I get up in the morning each and every day and the reason I strive to excel in all I do. I can only hope that I am leaving a legacy of which you can be proud.

I would also like to dedicate this dissertation to every person who has faced great obstacles in their lives and overcome them. There are many of you out there; oftentimes, you are the unsung heroes in our communities. You are the teachers, the healers, the counselors, and the spiritual leaders who have dedicated your lives to others. It is through acts of compassion and kindness that we are able to make sense out of a world that sometimes seems harsh and unfair. Thank you for being steadfast in your compassion and for doing your best to create a world that works for everyone.

To every child in the world who faces difficult circumstances, whether it is poverty, loneliness, abuse, homelessness, learning challenges, depression, or anxiety, I dedicate this to you. My message to you is this: there is greatness in you. You are more powerful and remarkable than anyone may realize, including you. It only takes one step forward at a time to move toward your goal. You are never responsible for the actions of others; the only actions you can ever answer for are yours. Be strong. Be vigilant. Live in gratitude. Never take your eyes off your goal.

Acknowledgments

I would like to acknowledge and thank Dr. Kathryn Swetnam for your remarkable support and guidance throughout this process. I am immensely grateful that you agreed to be my chair. You were always available to me and the rest of the group via text, email, and our weekly Skype chats. Somehow, you made this process not feel so isolating and created a family of our group. I am forever indebted to you for your kindness, patience, and wisdom.

I would also like to thank my methodologist, Dr. Vicki Underwood. Your keen eye for details and expertise were helpful beyond words. Finally, I would like to thank my URR, Dr. Glenn Penny for his insight and feedback.

On a more personal level, I would like to thank my children, Grace, Pierce, Catie and Ryan, for standing by me through these long 4 years. Your words of encouragement and understanding buoyed me when I got discouraged and helped me stay the course. You sacrificed through this process as much as I did.

Dr. Michael Solis, you became my research muse and sounding board. From the beginning stages of this process to the very end, I could always count on your experience and expertise to help me find clarity and focus. I am so grateful for your friendship and guidance.

In my last year at Walden, I moved to a new state and took a new job. It was thrilling and exciting simultaneously. Thank you to my principal, Craig Lowery, for being incredibly supportive and providing a listening ear. It has been so motivating to both be in the same process simultaneously. I admire and respect you for so many reasons; I only hope I have been equally supportive of you in your journey.

Table of Contents

List of Tables

Chapter 1: Introduction to the Study

Teaching is a professional enterprise; effective teaching requires knowledge and skills including subject matter competence, effective pedagogical practices, lesson orientation and structuring, and knowledge about child development, community, and parent involvement (Coe, Aloisi, Higgins, & Major, 2014; Commission on Teacher Credentialing, 2009; Danielson, 2007; Kyriakides, Christoforou, & Charalambos, 2013). Decades of research point to teacher quality as the most important factor influencing student achievement. (Darling-Hammond, 2000; Kunter et al., 2013) and teachers continue to become more effective as they gain experience (Blazar, 2015b; Ladd & Sorensen, 2014; Ost, 2014; Papay & Kraft, 2015; Wiswall, 2013).

Methods to recruit, train, and retain novice teachers have been well researched (Darling-Hammond, 2017; Feng & Sass, 2018; Ingersoll, Merrill, & Stuckey, 2014; Robertson-Kraft & Duckworth, 2014). In California, 60.2% of teachers have more than 10 years of teaching experience (Goldring, Gray, & Bitterman, 2013), research regarding the professional practice of veteran teachers is lacking. Teachers' professional practice can have a direct influence on student achievement, behavior, and social-emotional well being (Breeman et al., 2015; Kunter et al., 2013; Pas, Cash, O'Brennan, Debnam, & Bradshaw, 2015). One factor that may influence professional practice is teacher motivation.

Various factors influence teacher motivation, including administrative support, remuneration, working conditions and school environment, favorable occupational status, and personal development (Gultekin & Arkar, 2014; Salifu & Agbenyega, 2013). In this

study, I examined administrators' and teachers' perceptions of the motivating and hygiene factors that may influence veteran teachers' professional practice. An understanding of motivating and hygiene factors is offered by Herzberg's two-factor theory. Motivating factors, or factors that increase job satisfaction, include achievement, recognition for achievement, responsibility, growth or advancement, and the work itself. Hygiene factors, or those that help avoid dissatisfaction, include company policies and administration, supervision, working conditions, salary, status, job security, and supervision. Herzberg (1968) purported job satisfaction and dissatisfaction are not actually opposites; the opposite of job satisfaction is not dissatisfaction but rather a lack of satisfaction. Conversely, the opposite of dissatisfaction is not satisfaction, but no dissatisfaction. Furthermore, motivating factors are those that are intrinsic to the job itself; hygiene factors are extrinsic. Both sets of factors have the ability to influence an employee's motivation and thus job performance (Herzberg, 1968).

In this study, I sought to understand the perceptions of administrators and veteran teachers regarding the influence motivation and hygiene factors may have on veteran teachers' professional practice. The results of this study highlight rich data to inform future professional development for school and district leaders regarding how to create meaningful contextual supports that may improve veteran teachers' professional practice. In the remainder of this chapter, I present the background of the topic including a summary of the literature, identify the problem statement, and discuss the nature of the study. Furthermore, I provide an overview of the conceptual framework, which is discussed in depth in Chapter 3.

Background

This study addressed a gap in the research about practice by focusing on the perceptions of administrators and veteran teachers regarding the specific factors within the school context that are positively associated with veteran teachers' professional practices. This study addressed an underresearched area involving veteran teacher burnout, effectiveness, and administrative support (see Kraft et al., 2015; Lee & Nie, 2014; Mehdinezhad & Mansouri, 2016; O'Brennan, Pas, & Bradshaw, 2017; Van Droogenbroeck, Spruyt, & Vanroelen, 2014; Van Maele & Van Houtte, 2015. The role of a school administrator is to create a supportive environment that promotes student well being and academic achievement (Dutta & Sahney, 2016; Hitt & Tucker, 2016; Shatzer, Caldarella, Hallam, & Brown, 2014; Thapa, Cohen, Guffey, & D'Alessandro, 2013). Positively influencing the professional practice of an administrator's most experienced staff may improve classroom instruction and reduce teacher withdrawal behaviors including absenteeism, intent to leave, and emotional disconnect, all symptoms of teacher burnout (Kunter et al., 2013; Kyriakides et al., 2013; Shapira-Lishchinsky & Tsemach`, 2014).

There was a lack of research examining the factors that influence veteran teachers. In contrast, there was an abundance of literature regarding the factors that influence novice teachers (Dicke, Elling, Schmeck, & Leutner, 2015; Gray & Taie, 2015; Kraft et al., 2015; Struyven & Vanthournout, 2014). Because student academic achievement is linked to teaching experience (Blazar, 2015b; Ladd & Sorensen, 2014; Ost, 2014; Papay & Kraft, 2015), it was important to investigate how administrators can

best support their veteran teaching staff. The positive social change that may come from this study is that administrators may be able to more effectively support veteran teachers, thereby improving their professional practice; this, in turn, can have a positive effect on student academic achievement, behavior, and emotional well-being.

Problem Statement

Teachers and administrators may have different perceptions regarding the importance and validity of various motivating and hygiene factors that influence veteran teachers' professional practice (Ozdemir, Sezgin, & Kilic, 2015; Park & Ham, 2016; Uribe-Florez, Al-Rawashdeh, & Morales, 2014). School administrators have a significant influence on teachers' resilience, well-being, and perception of their work environment (Burkhauser, 2016). Social support in the workplace, particularly from a principal, may help alleviate teacher burnout and develop teacher trust (Ju, Lan, Li, Feng, & You, 2015). This social support may include mentoring, providing leadership opportunities, being protective of their staff, being visible on campus, providing classroom materials, and listening attentively (Berkovich & Eyal, 2017; Handford & Leithwood, 2013; Hughes, Matt, & O'Reilly, 2015; Leis & Rimm-Kaufman, 2016). The work experience of principals and their instructional leadership styles can also have positive effects on teachers (Fackler & Malmberg, 2016). Through an extensive review of the literature on this topic, I identified a gap in the research about practice concerning differences between administrators' and teachers' perceptions of factors influencing veteran teachers' professional practice. My intent in conducting this study was to complete the first steps in filling that gap.

Purpose of the Study

The purpose of this qualitative study was to explore differences between administrators' and teachers' perceptions of motivating and hygiene factors influencing veteran teachers' professional practice in a suburban Southern California school district. Using a basic qualitative design, I interviewed both administrators and veteran teachers to understand their perceptions. From the data collected in this study, patterns and themes emerged that identified administrators' and veteran teachers' perceptions that may lead to increased understanding of the factors affecting veteran teachers' professional practice.

Research Questions

It is possible teachers and administrators may have different perceptions about various motivating factors. I aspired to explore the perceptions of high school administrators and veteran teachers to determine if their perceptions were similar or different and what, if any, influence those factors have on teachers' professional practice. The research questions are based in the conceptual framework of Herzberg's two-factor theory. Herzberg (1968) theorized two sets of factors that influence employee job satisfaction and dissatisfaction: motivating and hygiene factors. Motivating factors include factors intrinsic to the profession, including achievement, recognition for achievement, responsibility, growth or advancement, and the work itself. Motivating factors, according to Herzberg, build job satisfaction. Hygiene factors are those that are extrinsic to the job, such as company policies and administration, supervision, working conditions, salary, status, job security, and supervision. These do not necessarily build job satisfaction but deter dissatisfaction. Interviewing high school administrators and

veteran teachers regarding their perceptions of these factors and influence on professional practice provided relevant information that may help inform district practices.

The research questions for this study were as follows:

RQ1: How do high school administrators in a suburban Southern California school district perceive the influence of motivating factors on veteran teachers' professional practice?

RQ2: How do veteran high school teachers in a suburban Southern California school district perceive the influence of motivating factors on veteran teachers' professional practice?

RQ3: How do high school administrators in a suburban Southern California school district perceive the influence of hygiene factors on veteran teachers' professional practice?

RQ4: How do high school veteran teachers in a suburban Southern California school district perceive the influence of hygiene factors on veteran teachers' professional practice?

Conceptual Framework

The conceptual framework for this study was based on Herzberg's motivation-hygiene theory. With this theory of employee motivation, Herzberg, Mausner, and Snyderman (1959) said employees are not motivated by monetary rewards, less work time, fringe benefits, sensitivity training, or reduced workload. In fact, Herzberg's (1968) motivation-hygiene theory posits that employees are most motivated by vertical job loading or job enrichment in which they are given some controls over their

responsibilities and actions, provided additional authority over their job freedom, introduced to new or more difficult tasks, and are enabled to become experts in specialized tasks, among other factors. The benefits of improved motivation, according to Herzberg, are improved job satisfaction and performance. Herzberg was able to demonstrate that commonly held beliefs about employee motivation, such as using verbal intimidation to motivate better job performance, are not beneficial.

Teacher motivation has been demonstrated to influence self-efficacy, resilience, and burnout (Akman, 2016; Gastaldi, Pasta, Lomgobardi, Prino, & Qualglia, 2014; Gu & Day, 2013; Helou, Nabhani, & Bahous, 2016; Kelly & Northrup, 2015; Oakes, Lane, Jenkins, & Booker, 2013; Rumschlag, 2017; Skaalvik & Skaalvik, 2016; Van Maele & Van Houtte, 2015). It is possible that self-efficacy, resilience, and burnout might also influence professional practice. This framework of motivating and hygiene factors was used to examine the influence on veteran teachers' professional practice. I will more thoroughly explain the conceptual framework in Chapter 2.

In the overall approach for this study, I was guided by Herzberg's two-factor theory. The research questions were developed specifically around motivation and hygiene factors from administrators' and teachers' perspectives. The interview protocol was aligned with Herzberg's theory in that each question was designed to ascertain responses that would be viewed as motivating factors and those that would be viewed as hygiene factors. Finally, the data were analyzed through this theoretical lens and responses were coded and organized in accordance with Herzberg's two-factor paradigm.

Nature of the Study

I employed a basic qualitative approach for this research study. A basic qualitative design was chosen because it is the most appropriate for the study topic and to answer the research questions. A qualitative approach was appropriate because it allowed me to describe the experiences and perceptions of administrators and teachers without imposing preset parameters inherent in surveys in quantitative studies. Descriptive qualitative studies are well suited to obtaining and communicating answers to research questions regarding participants' experiences and perceptions about events, experiences, and ideas (Sandelowski, 2000). Phenomenology, grounded theory, and ethnography are all guided by a specific set of assumptions, whereas a basic or interpretive approach does not adhere to a single methodology (Kahlke, 2014).

The sample selected for the study was comprised of eight veteran high school teachers and four high school administrators. Veteran teachers were defined as having 10 or more years of experience; participants were selected to represent a variety of subjects and grade levels to the extent possible. Administrators were required to have more than 5 years of experience working at the high school level either as a teacher or administrator. I used semistructured interviews to explore their perceptions of motivating and hygiene factors and the influence of these factors on the professional practice of veteran teachers. Data collected from these interviews provided relevant information regarding veteran teacher and administrator perceptions.

A rich narrative description of the participants' perceptions was written to fully explain their experiences. To interpret the data, I summarized major findings and how the

research questions were answered, following the theoretical propositions of the study

(Yin, 2014). I then analyzed the meaning of these data and compared the findings to the

existing research (Creswell, 2015). To validate the accuracy of my findings, I used

member checking with participants, asking them to verify the findings were realistic and

complete (see Birt, Scott, Cavers, Campbell, & Walter, 2016. In addition, I used

bracketing to identify any instances of bias as they arose during the interviews as

described by Creswell (2015).

Definitions

Terms uniquely defined for this study are as follows:

Professional practice: The four domains of teaching responsibility, as outlined by

Danielson (2007) demarked the meaning of professional practice in this study. The

domains are planning and preparation, the classroom environment, instruction, and

professional responsibilities.

Veteran teacher: A teacher with 10 or more years of full-time teaching experience

(National Center for Education Statistics, 2011-2012).

Assumptions

Assumptions are facts that are assumed to be true but have not yet been

substantiated (see Creswell, 2015). Several assumptions were made for this study.

- All participants answered the questions honestly. Therefore, the data
  collected were an accurate reflection of their perceptions.

- The criteria for inclusion in the study for both administrators and veteran teachers were appropriate for the topic. Therefore, it was assumed that all participants have the expected experience related to the study.

- Participants had a sincere interest in the study and did not have a conflict of interest or possibility of personal gain through participating.

Scope and Delimitations

The scope of this study involves veteran high school teacher and administrator perceptions. This study is bounded to only high school teachers and administrators in one suburban school district in Southern California. I specifically focused on the perceptions of veteran high school instructors with 10 years or more of teaching experience and administrator perceptions concerning motivation and hygiene factors and their influence on teacher professional practice. I interviewed each participant only once for this study. Teachers with fewer than 10 years of experience at the secondary level were not chosen to participate. In addition, only administrators with experience in the classroom and as a high school administrator were chosen. Administrators who did not serve in the classroom were not selected, nor were those who have only served as teachers at the middle school level. I selected administrative participants with a variety of experiences to represent a spectrum of perceptions.

There are several delimitations to this study. I chose to limit the study to veteran high school teachers who had more than 10 years of experience at the secondary level and administrators with 3 or more years of leadership experience at the secondary level.

Elementary and middle school faculty and administrators were not included in the study.

I also confined this study to one school district in one specific western state.

Limitations

There are several limitations to this study that may affect the transferability or the application of the findings to practice. These limitations arise from the design and methodology of the study. First, the participants for this study were from a low socioeconomic and ethnically diverse suburban district in California. The findings may not be applicable to teachers and administrators in different geographic, ethnic, or socioeconomic contexts. To address this possible limitation, I selected eight teachers from a total of approximately 400 and purposefully selected a variety of grade levels and disciplines to maximize the diversity of representation in the study.

Secondly, personal bias may have created limitations in this study. I am a veteran teacher who previously taught in the county in which the study was conducted and experienced factors that I perceived to have affected my professional practice both positively and negatively. To address the potential effects of my personal bias, I selected to interview teachers and administrators whom I had never met. In addition, I used member checking to verify my findings.

The number of participants in the study is also a limitation. There are over 72,000 high school teachers in California (California Department of Education, 2017) and nearly 50,000 of those are veteran teachers (Goldring et al., 2013). In this study, I interviewed eight veteran high school teachers and four high school administrators in an attempt to

explore their perceptions. The small sample size has the potential to limit the transferability of the study findings.

Finally, the population chosen for the study is a limitation. The focus of this study was on the perceptions of veteran teachers and administrators at the high school level. The findings of this study may not be applicable to teachers and administrators at the elementary or middle school levels.

Significance

This study addressed a gap in the research about practice by investigating the perceptions of administrators and teachers about how certain motivating and hygiene factors influence the professional practice of veteran teachers. This study addressed an underresearched area concerning factors relevant to veteran teachers such as burnout, effectiveness within the school environment, and administrative support. The results of this study may provide rich data to inform future professional development for school and district leaders regarding how to provide meaningful contextual supports that may improve veteran teachers' professional practice. The role of a school administrator is to create an environment that promotes student well being and academic achievement (Tobin, 2014; The Wallace Foundation, 2013). Positively influencing the resilience of an administrator's most experienced staff may improve classroom instruction, reduce discipline problems, increase teacher retention, and reduce teacher absenteeism, thus creating positive social change at the school level. Improved professional practice may also have a positive influence on student behavior, social-emotional well being, and academic achievement (Breeman et al., 2015; Kunter et al., 2013; Pas et al., 2015).

Summary

In this section, I introduced the problem of veteran and administrator perceptions of motivating and hygiene factors and the potential influence of these factors on veteran teacher professional practice and provided an overview of the conceptual framework based on Herzberg's motivation and hygiene theory. This topic is important because there is a lack of research examining the factors that influence veteran teachers. It is also possible there are differences between teacher and administrator perceptions regarding this topic; this study may help close the gap in practice related to this area of research. In Chapter 2, I provide an in-depth review of the literature and the conceptual framework.

Chapter 2: Literature Review

Chapter 2 provides a comprehensive discussion of the prevailing literature on the topic of this study. The chapter begins with an overview of the strategy employed for the literature search, followed by an in-depth examination of the conceptual framework. Finally, I provide an extensive review of the relevant research, including a discussion of professional practice, administrative support, teacher job satisfaction, teacher burnout, disengagement, attrition, and teacher motivation.

The problem is that teachers and administrators may have different perceptions of the importance and validity of various motivating and hygiene factors that influence veteran teachers' professional practice. The purpose of this qualitative study is to explore administrator and teacher perceptions of factors influencing veteran teachers' professional practice in a suburban Southern California school district. The current literature points to teacher burnout and attrition as being a significant problem. Working conditions, school climate, administrative support, student discipline, and collegial relationships have all been identified as factors that affect teacher engagement and burnout. However, the majority of previous research focused on retention and support of novice teachers; there is little research regarding how to support veteran teachers. In addition, there is a gap in the literature regarding what factors affect professional practice and how teachers' practice is affected.

Literature Search Strategy

To find current, relevant research, I searched the literature using the following databases: Education Source, ERIC, SAGE Journals, ProQuest Central, Science Direct,

and Google Scholar through the Walden University Library. I combined keywords and

Boolean phrases such as *teacher motivation*, *disengagement*, *burnout*, *retention*, *attrition*,

support, *resilience and practice*, *administrator support*, *effective school leadership*,

school climate, *professional practice*, *motivating factors*, *hygiene factors*, and *teacher job*

satisfaction. Searches were limited to those published within the last 5 years in peer-

reviewed journals and in English. Next, I read the abstracts for each study and selected

those that provided the best background for the topic and were the most relevant to the

research questions and problem statement. Finally, I read each study to determine

methodology and study quality. I also performed a chain search through Google Scholar

to determine if other scholars had cited each particular work. Seminal works were

selected for inclusion in the literature review as well, based on their importance in the

field and the topic. When appropriate, white and gray papers, governmental reports, and

archival data were also used in this literature review. I continued searching and reading

until I had reached a saturation point addressing this topic of study.

Because there is little current research available on motivating and hygiene

factors in education directly, I researched related topics, and key words such as

administrator support and *teacher job satisfaction*. There are some current dissertations

available and these studies were used when appropriate to augment peer-reviewed,

published studies.

Conceptual Framework

The conceptual framework for this study is based upon Herzberg's two-factor

theory. Herzberg (1968) theorized that historical means of motivating employees were

based on myths. According to Herzberg, employers engage in tactics such as reducing the amount of time spent at work, increasing wages, providing fringe benefits, incorporating human relations and sensitivity training, and using open communication in a quest to motivate employees through positive external motivators. External motivators are largely ineffective at increasing employee motivation or job satisfaction. Herzberg purported these types of motivators only result in short-term changes and so new positive initiatives must be developed to motivate employees.

Herzberg's paradigm divides the factors that influence job satisfaction into two categories: motivating and hygiene factors. Motivating factors are those that lead to job satisfaction; these are intrinsic motivators such as "achievement, recognition for achievement, the work itself, responsibility, and growth or advancement" (Herzberg, 1968, p. 57). The other factors are avoidance factors; the presence of these factors leads to avoiding dissatisfaction but does not lead to improved employee motivation. Herzberg (1968) named these hygiene factors, also known as dissatisfaction avoidance factors. The absence of these hygiene factors may result in job dissatisfaction. These extrinsic factors may include company policies, relationships at work, salary, working conditions, job security, and supervision.

Herzberg (1968) found the most important motivating factors were those involving job enrichment, which provides for an employee's psychological growth. One principle of job enrichment is vertical loading, which involves the motivators of responsibility, personal achievement, recognition, growth, and advancement. Vertical loading entails giving an employee more freedom while maintaining accountability,

additional responsibility, introducing new and more difficult tasks, and enabling

employees to become experts. These enrichment endeavors can lead to remarkable

increases in job satisfaction and attitudes toward tasks (Herzberg, 1968).

Herzberg later examined a larger set of job enrichment studies to determine if the

theory generalized to a much wider selection of job types and levels. Motivating factors,

or factors that increase job satisfaction, are separate and distinct from the hygiene factors.

Hygiene factors do not necessarily lead to satisfaction. However, they may prevent a

move toward dissatisfaction. The results were clear that the principles encompassed in

Herzberg's theory were generalizable to a wide range of professions. Although

Herzberg's theory originated in the corporate arena, this paradigm has been previously

applied to education in a wide variety of research studies. Researchers examined job

satisfaction of faculty members through the lens of the two-factor theory in numerous

studies. Waltman, Bergom, Hollenshead, Miller, and August (2012) studied nontenure

track faculty and the factors that contributed to job satisfaction and dissatisfaction.

Likewise, Foor and Cano (2011) studied job satisfaction of agriculture faculty. Student

and faculty perceptions of effective online class communities were also examined in a

qualitative case study (Costello & Welch, 2014).

Herzberg's theory was also used in kindergarten through Grade 12 (K-12)

settings. In their mixed-methods study, Larkin, Brantley-Dias, and Lokey-Vega (2016)

investigated job satisfaction, organizational commitment, and turnover of K-12 online

teachers. In addition, Chigona, Chigona, and Davids (2014) investigated factors that

motivated educators in disadvantaged areas to use technology in their instruction.

Herzberg's theory was used to help guide the understanding of what motivated and demotivated these instructors from using technological tools. Finally, motivating and hygiene factors were explored to help determine what factors led to satisfaction and dissatisfaction in excellent teachers in an Asian country (Amzat, Don, Fauzee, Hussin, & Raman, 2017).

The perceptions of effective motivating factors may differ between supervisors and their employees. Kovach (1987) reviewed 40 years of surveys completed with employees and supervisors, in business and industrial settings, regarding the most important motivating factors. Consistently over 40 years, supervisors chose monetary compensation, job security, and personal growth and promotion as the top three motivators (Kovach, 1987). The motivating factors for employees, however, shifted position over time. In 1946, the top three factors were full appreciation for work done, feeling like the employees were a part of what was being done, and help with personal problems (Kovach, 1987). By 1981, that list had changed to interesting work, appreciation for work done, and feeling like they were a part of what was being done (Kovach, 1987). The supervisors focused on hygiene factors, whereas the employees focused on motivating factors according to Herzberg's paradigm. This dissonance is important to note in relation to this present study.

Herzberg's two-factor theory provides a significant lens through which to explore administrator and teacher perceptions of motivating and hygiene factors and their influence on veteran teachers' professional practice. Understanding these factors and their influence on veteran teachers may allow teachers to be more self-aware regarding

their professional needs and allow administrators to identify potential areas of support for their staff members.

Literature Review Related to Key Concepts and Variables

Professional Practice

Professional practice can be defined as "what teachers should know and be able to do in the exercise of their profession" (Danielson, 2007, para. 1). Danielson (2007) divided professional practice into four domains: planning and preparation, the classroom environment, instruction, and professional responsibilities. Those domains are further divided into 22 components that include elements such as demonstrating knowledge of students, designing coherent instruction, managing classroom procedures, engaging students in learning, and reflecting on teaching (Danielson, 2007). These four domains and 22 components are the core aspects of what happens in a classroom and provide a framework for professional reflection as well as common language to talk about the actual work of being a teacher.

Effective professional practice can have a significant effect on student academic outcomes (Kunter et al., 2013; Kyriakides et al., 2013). Effective classroom management practices have been found to positively influence student outcomes in a variety of areas including social-emotional and academic domains (Korpershoek, Harms, de Boer, van Kuijk, & Doolard, 2016) and increasing student engagement improves student performance in reading and math partially through improved motivation (Lee, 2014). Knowledge and implementation of effective instruction strategies such as inquiry-based learning also positively affects student achievement (Blazar, 2015a). Participation in

collaborative teams or professional learning communities can have a positive effect on student outcomes (Ronfeldt, Farmer, McQueen, & Grissom, 2015).

Professional practice develops over time. Berliner (2001) defined these stages of practice as novice, advanced beginning, competent, proficient, and expert. Teachers can learn the basic tools and principles of the craft in pre-service programs, but mastery only develops with time, experience, and reflection. Expert teachers, according to Berliner (2001): develop skills and competencies over their career and are more flexible and adaptable in their teaching; see problems differently than novice teachers, solving them with a deeper store of information and experiences; develop automaticity in the tasks required of them; and demonstrate great self-efficacy and confidence in their own competence.

Jackson (2012) found experienced teachers have a significantly larger effect on students than academic achievement; they influence outcomes such as absences, dropout, out-of-class referrals, suspensions and expulsions. These findings were supported in Ladd and Sorensen's (2014) synthesis of the literature on regarding the effects of teacher experience on professional practice and student outcomes. The most significant non-cognitive influence was on student absenteeism.

Professional practice can be influenced by various factors. Teacher job satisfaction, self-efficacy, and well being can positively influence professional practice (Arafin, 2014; Lauermann & Konig, 2016). Organizational culture in the form of honesty, integrity, school discipline, and high expectations can influence teacher performance as well (Arafin, 2014). Effective professional development and professional learning

communities provide sustained and positive influences on teachers' beliefs, motivation, and instructional practices (Darling-Hammond, Hyler, & Gardner, 2017; Kleickmann, Trobst, Jonen, Vehmeyer, & Moller, 2016).

Intrinsic Factors and Teacher Motivation

Teacher job satisfaction has been the focus of a considerable amount of previous research (Arafin, 2014; Aydin, Sarier, & Uysal, 2013; Carver-Thomas & Darling-Hammond, 2017; Eldor & Shoshani, 2017). Multiple variables were associated with job satisfaction for teachers across the career span. The enjoyment of working with children, seeing them grow and develop while having the ability to convey subject knowledge was identified as having a positive effect on teacher job satisfaction (Badri, Mohaidat, Ferrandino, & El Mourad, 2013; Lavigne, 2014; Skaalvik & Skaalvik, 2015). Teachers viewed responsibility and the work itself as motivators (Ghavifekr & Pillai, 2016). The student-teacher relationship was also identified as an intrinsic motivator (Van Droogenbroeck et al., 2014) and the emotional attachments between students and teachers were found to be a key source of fulfillment (Gu, 2014). Making a difference in the lives of children and finding personal fulfillment from the changes they see is a primary reason why individuals enter the field of education initially (Lavigne, 2014); positive relationships with students was cited as a reason why teachers remain in their careers and an aspect of the profession missed by those who left (Howes & Goodman-Delahunty, 2015).

Administrative Support and Teacher Motivation

Administrative support is crucial to teacher retention and job satisfaction (Hughes et al., 2015). Emotional and environmental support was found to be of primary importance in teachers' decisions to remain in the field (Hughes et al., 2015). Emotional support through understanding relationships is cited by both principals and teachers as being markedly important in enhancing teacher job satisfaction and commitment to work. Having empathy, developing a feeling of collegial connectedness, knowing teachers' strengths, and acknowledging teachers on a personal level are all important factors in emotional support (Fuller, Waite, & Irribarra, 2016; Graham, Hudson, & Willis, 2014; Ju et al., 2015).

The effect of administrative support is significant for teachers in all phases of their careers (You & Conley, 2015). Duyar, Gumus, and Bellibas (2013) found instructional leadership practices such as observing classrooms, providing instructional feedback for teachers, and reviewing student work positively influenced teacher attitudes and job satisfaction. This finding was supported by Koutrouba and Michala (2017) and Kass (2013). The strongest negative correlation with job satisfaction was the requirement to follow bureaucratic rules (Duyar et al., 2013).

Effective school leaders provide strong instructional leadership and support. They create and communicate a clear vision and expectations; develop an effective instructional environment that includes evaluating instruction and providing coaching; and develop a positive school climate focused on learning (Day, Gu, & Sammons, 2016; Sun & Leithwood, 2015). This style of leadership results in higher teacher self-efficacy in

classroom instructional techniques and behavior management (Bellibas & Liu, 2017).

Effective administrative leaders also provide support by spending time monitoring school

hallways, in the classrooms, and coaching teachers (Day & Sammons, 2013).

Instructional support through common planning time, instructional teams, and

individualized feedback can help teachers meet the ever-increasing demands of a diverse

student population and are viewed by instructors as administrative motivating factors

(Kraft et al., 2015). These instructional supports are most effective when administrators

see the school as a dynamic environment that is complex and open in nature rather than

imposing invariable agendas and templates to govern the interactions of instructional

teams (Kraft et al., 2015). Daniels (2016) observed that administrators who understand

the essential nature of guarded time for planning differentiated instruction, grading,

familial communication, and collegial collaboration provide a powerful driver of

motivation. Mid-career teachers put a high value on being provided the time and space

for deliberation amid the daily demands of the profession (Durksen, Klassen, & Daniels,

2017). In addition, effective administrators take into account the ebb and flow of teacher

energy levels, planning professional development when teachers are the most energized,

and providing additional planning and grading time when instructors are the most energy

deficient (Daniels, 2016).

Just as strong administrator support was cited as a contributing factor to teacher

job satisfaction, a lack of support is associated with teacher attrition. Both novice and

veteran teachers reported poor administrative support as a factor for being dissatisfied or

for leaving the profession (McCoy, Wilson-Jones, & Jones, 2013; Struyven &

Vanthournout, 2014). Administrative evaluations that are perceived as unfair, subjective, or judgmental, as well as instructional interference by administrators, are also associated with teacher burnout (Helou et al., 2016). Unfair rewards, preferential treatment, and a lack of appreciation for teachers' efforts are noted as burnout factors as well as negative communication from administration that connotes disrespect and lack of caring (Helou et al., 2016).

School Culture, Climate, Working Conditions and Teacher Motivation

Setting and maintaining an orderly and disciplined school culture in which learning is able to occur is an important feature of administrative support. When there are well-designed and consistently implemented discipline policies, teachers are able to focus on instruction and manage student behavioral issues efficiently and effectively (Kraft et al., 2015). Teachers also need to feel a congruency between the prevailing goals and values of the school and their own. A dissonance in this area has been negatively correlated with self-efficacy and engagement, creating another motivation for exiting the profession (Kass, 2013; Skaalvik & Skaalvik, 2016).

School climate and working conditions were identified by several researchers as important to teacher satisfaction (Badri et al., 2013; Ghavifekr & Pillai, 2016; Malinen & Savolainen, 2016). Aldridge and Fraser (2016) found that approachable and supportive school principals and the ability for teachers to obtain support, advice, and encouragement positively influenced both job satisfaction and self-efficacy. Creating a positive school climate where teachers feel connected to students, administrators, and other staff members can help keep teachers engaged and less likely to leave (O'Brennan

et al., 2017; Thapa et al., 2013). Effective school climates are built on relationships of trust and caring. Consistent emotional and contextual support is central to developing resilience through supportive relationships (Day & Hong, 2016). These relationships, in turn, can help teachers stay engaged, committed, and resilient (Gu, 2014). Teachers may feel there is a stronger collective capacity when these shared values and trusting relationships exist (Gu & Day, 2013). Furthermore, a climate of service wherein teachers view themselves as a service provider to their students and parents and where the teachers are provided internal service was shown to decrease teachers' intentions to leave and is a powerful predictor of positive work attitudes (Eldor & Shoshani, 2017). Internal service includes being provided the materials, time, support, and equipment to do their job efficiently and effectively. The positive effects include higher work engagement and job satisfaction (Eldor & Shoshani, 2017).

Teacher job satisfaction is also influenced by teacher independence, autonomy, and schedule flexibility, as well as the unpredictability and variability of the job (Lee & Nie, 2014; Skaalvik & Skaalvik, 2014; Skaalvik & Skaalvik, 2015; Wang, Hall, & Rahimi, 2015). Teachers' motivation to remain effective is influenced by their freedom to make autonomous choices regarding instruction and pedagogy and their self-efficacy in meeting the needs of all learners (Daniels, 2017). This motivator was supported by Fuller et al. (2016) who found the loss of autonomy and the standardization of pedagogy increased a teacher's desire to leave the profession. Koutrouba and Michala (2017) found teachers felt satisfaction with their jobs when given the opportunity to individualize their teaching to the specific needs, interests, and skills of the students. This quantitative study

examined 379 high school teachers who worked in 50 different secondary schools in Athens, Greece. Participants responded to a questionnaire with 43 close-ended questions. Limitations in this study included a lack of triangulation and that findings were based solely on surveys. The authors suggested interviews and observations could have strengthened the study. Furthermore, the freedom to take risks and innovate in the pursuit of excellence has been noted as being more important than self-efficacy in relation to teacher motivation (Daniels, 2017).

Time pressure and workload are stressors associated with emotional distress (Aldridge & Fraser, 2016; Howes & Goodman-Delahunty, 2015; McCoy, Wilson-Jones, & Jones, 2013; Skaalvik & Skaalvik, 2016; Struyven & Vanthournout, 2014). Increasing curricular demands, higher accountability standards, documentation demands, and higher levels of student diversity in the classroom requiring additional planning create an environment that can be emotionally exhausting for teachers. The increasing workload and the resulting pressure may be unsustainable for some (Howes & Goodman-Delahunty, 2015). Skaalvik and Skaalvik (2016) found emotional stress and exhaustion due to time pressure created a primary motivation for teachers to leave the profession. The authors surveyed 523 high school teachers in Norway about seven different stressors and four related categories such as engagement and motivation to leave the profession. Strengths of this study included the percentage of teachers participating, 81% of working teachers, and the rationale for the categories included in the survey. Much of the theoretical framework was based on Skaalvik and Skaalvik's earlier work. However, they did include additional the work of researchers in the framework.

Teachers' perceptions of their work environment and conditions can create feelings of dissatisfaction. However, principals' behaviors can greatly influence teachers' perceptions. Burkhauser (2016) found that by improving principal quality by just one standard deviation had a significant effect on teacher perceptions, equal to changing the student-teacher ratio by eight students per class. All four domains of school environment, including teacher time use, physical environment, teacher empowerment and school leadership and professional development were all affected by the teacher perceptions and quality of the school principal.

Administrator Communication Practices and Teacher Motivation

Principals' communication practices can have a significant influence on teacher attitudes, behaviors, and commitment. Principals who practice empathetic listening and using empowering messaging can effectively reframe teacher attitudes by focusing on teachers' strengths. Teachers' feelings of frustration and failure can be normalized to some extent through emotionally supportive conversations that recognize the difficulties of the profession (Berkovich & Eyal, 2017). Open, two-way communication that is direct and honest is associated with high self-efficacy for teachers (Kass, 2013).

Trust and Teacher Motivation

Trust in the school leadership can be a powerful motivator for teachers and is a marker of effective leadership (Day & Sammons, 2013). School leaders who displayed the characteristics of competence, integrity, respect, openness, and reliability were more likely to be trusted by their staff (Handford & Leithwood, 2013). Eldor and Shoshani (2016) also found teachers who were shown compassion by their supervisors, including

support, caring, and concern had increased emotional vigor, school commitment, and job satisfaction. Principals who invest time in building relationships with the teaching staff and empower them through shared-decision making can develop higher levels of trust (Leis & Rimm-Kaufman, 2016).

Being friendly and approachable are equally important as demonstrating strong instructional leadership. Teachers seemed to have a higher level of trust in leaders who were open and approachable when having conversations about instructional practices (Tschannen-Moran & Gareis, 2015). Principals who avoid micromanaging, but instead allow their teachers the autonomy to direct their professional learning and collaboration and allow teachers freedom in collaborative team formation develop higher levels of trust with their staff (Hallam, Smith, Hite, Hite, & Wilcox, 2015). Furthermore, trusting relationships with school leadership can improve job satisfaction and improve teacher motivation to stay in the job (Cancio, Albrecht, & Johns, 2013; Van Maele & Van Houtte, 2015) and influence the way teachers view their colleagues. Those who view their principals as open, approachable instructional leaders are also more likely to view their colleagues as more competent and cooperative. (Tschannen-Moran & Gareis, 2015).

Administrative Leadership Style and Teacher Motivation

Multiple leadership styles can positively influence school climate, student achievement, and teacher engagement including servant leadership, instructional leadership, transactional leadership, and transformational leadership (Goddard, Goddard, Kim, & Miller, 2015; Herminingsih & Supardi, 2017; Owusu-Bempah, Addison, & Fairweather, 2014; Shatzer, et al., 2014). Lee and Nie (2014) identified seven key

behaviors exhibited by effective leaders across the leadership styles including (a)

delegating authority, (b) providing intellectually challenging tasks and activities, (c)

acknowledging and recognizing staff achievement consistently, (d) communicating vision

effectively, (e) fostering collaborative faculty relationships, (f) demonstrating concern

and support for teachers, and (g) acting as a role model.

Transformational leaders can have a powerful influence over their teachers' job

satisfaction and professional practice. Transformational leaders empower their staff

through opportunities to develop and use their leadership skills instead of limiting that

only to the leadership team. Transformational principals ask invitational questions and

are viewed by their staff as visionary (Hauserman & Stick, 2013). Administrators are

visibly on campus, maintain a high level of accountability for teachers and students, and

are viewed as role models and effective disciplinarians by the students. These efforts can

have a significant influence on teacher satisfaction and school climate (Hauserman &

Stick, 2013; Hauserman, Ivankova, & Stick, 2013). These leaders inspire high levels of

organizational commitment from their followers, which may lead to motivation for

increased effort and greater productivity in the classroom (Ibrahim, Ghavifekr, Ling,

Siraj, & Azeez, 2014).

In their study of servant leadership, Shaw and Newton (2014) found a significant

relationship between teachers' perceptions of their school administrators acting as servant

leaders and their job satisfaction and motivation to stay in their positions. The researchers

surveyed 234 teachers from 15 high schools using six questions from the Organizational

Leadership Assessment and the complete Servant Leadership Assessment Instrument.

The theoretical framework was based on Geenleaf's work on servant leadership. The authors defined their study as quasi-experimental research. However, there was no experimental treatment; it was a quantitative survey research study. All survey responses were analyzed as one group; there were no subgroups formed or comparisons made between respondents. This finding was further supported by von Fischer and De Jong (2017) who found the servant leadership characteristics of empowerment and humility were highly correlated with teacher job satisfaction, but all eight characteristics positively influenced teacher motivation both intrinsically and extrinsically.

Sayadi (2016) found both transformational and transactional leadership styles had positive effects on teacher job satisfaction and motivation to stay on the job at the elementary, middle, and high school levels. These positive effects were supported by Aydin et al. (2013) who found teachers with transformational leaders had a higher degree of organizational commitment at both superficial and more meaningful levels as well as higher job satisfaction. In addition, in an age of ever-increasing accountability measures, principals may play a key role in mediating the effects of intensification by providing opportunities in shared decision-making and through positive interactions (Van Droogenbroeck et al., 2014). Transformational leaders help facilitate collegial collaboration in achieving the shared vision and mission, thus increasing teacher job satisfaction (Hauserman & Stick, 2013; Wahab, Fuad, Ismail, & Majid, 2014).

Professional Development and a Climate of Learning

Developing a school-wide climate of learning can have a positive influence on teacher job satisfaction, motivation, and wellbeing (Erdem, Ilgan, & Ucar, 2014;

Shoshani & Eldor, 2016). A perceived learning climate refers to how employees, in this case teachers, view the opportunities for continuous learning, discussion, and inquiry while working toward a collective vision (Marsick & Watkins, 2003). Eldor and Harpaz (2016) found employees become more engaged in their work when they believe that their employer is providing them opportunities to learn. A climate of learning creates confidence that goals can be attained and fulfills people's need to belong to something. Moreover, a teacher-learning climate can provide teachers more energy and emotional capacity, which are then passed on to students (Shoshani & Eldor, 2016).

Teacher-led professional development, such as professional learning communities (PLCs), has been shown to have a multitude of positive benefits. Guglielmi, Panari, Simbula and Mazzetti (2014) found engagement in professional development activities provided higher levels of work engagement for educators and thus job satisfaction and that their organizational commitment was strengthened by this engagement. Powers, Kaniuka, Phillips, and Cain (2016) confirmed Simbula and Mazzetti's findings and stated that veteran teachers participating in the instructional talk-through model experienced higher motivation. They also experienced decreased stress and improved self-efficacy in areas such as improved pedagogy, increased confidence, stronger collegiality, and an improved capacity for leadership within their own classrooms.

The use of PLCs has grown exponentially over the last 20 years as the primary mechanism through which to build a climate of learning and continuous improvement. Effective collaboration with distributed leadership allows teachers to work together toward common purposes and values, such as ensuring all students meet the stated

achievement goals. This process can be highly motivating (Carpenter, 2015). Teachers

who are given the opportunity and appropriate support to engage meaningfully in

professional learning communities may experience a wide range of benefits, including

emotional reinforcement, improved pedagogy, and increased self-efficacy (Mintzes,

Marcum, Messerschmidt-Yates, & Mark, 2013). PLC participation has a positive and

high correlation with teacher collective efficacy, the collective belief that together they

can make a difference. Voelkel and Chrispeels (2017) found the practice of using data to

identify strengths and weaknesses in professional practice and to develop effective

interventions for those weaknesses was a strong predictor of group efficacy.

Collegial Relationships

Positive relationships with colleagues are important aspects of a teacher's life.

Social relationships with colleagues and the ability to learn from and support each other

were also identified as a factor in job satisfaction (Aldridge & Fraser, 2016; Koutrouba &

Michala, 2017; Skaalvik & Skaalvik, 2015). Motivated teachers feel connected with their

colleagues and administrators (Daniels, 2017), have higher collective efficacy, and place

more value in professional development (Durksen et al., 2017). Fransson and Frelin

(2016) found highly committed teachers named collegial relationships with others who

are innovative, supportive, and agreeable as key to job satisfaction.

Being able to discuss their work with others and to share materials and

experiences were also integral to an on-going commitment to the profession. These

collaborative experiences may create feelings of solidarity and empathy, thus helping to

reduce emotional and social isolation, especially for those who serve in socio-

economically depressed areas and those working in special education settings (Gu, 2014; Langher, Caputo, & Ricci, 2017). Teachers who experienced acts of compassion from colleagues felt more connected, less stressed, and more satisfied in their educational roles (Eldor & Shoshani, 2016). Being part of a collective effort to collaborate and increase student achievement is a positive motivator (Fuller et al., 2016). For veteran teachers, the perception of team efficacy provided motivation to remain in the profession (You & Conley, 2015).

Summary and Conclusions

Teachers' professional practice can have a significant influence on student behavior, social-emotional well being, and academic outcomes. Their professional practice develops over time and progresses from novice to expert, increasing the positive results with this development. Professional practice can be influenced by a variety of factors, including staff development opportunities, administrative support, school culture, self-efficacy, job satisfaction, and motivation.

Job satisfaction and motivation have a direct influence on self-efficacy and professional practice. Administrative support and leadership style; school climate and working conditions; teacher autonomy; and collegial relationships have all been shown to influence teacher motivation and job satisfaction. Conversely, time pressures and work load; a lack of support from site administration; and an incongruence between personal and school values have been shown to be related to burnout and attrition. Herzberg (1968) identified two sets of factors that influence employee motivation. In this study, I investigated how these two sets of factors may influence veteran teachers' professional

practice. There is limited research concerning motivating and hygiene factors and their influence on veteran teachers' professional practice.

To examine these issues further, I investigated teachers' and administrator's perceptions of the motivating factors that influence veteran teachers' professional practice. This will add to the body of literature in the field by specifically addressing the relationship between motivating factors and the professional practice of veteran teachers, an area that is underrepresented in the literature. The discussion of the methodology for this study follows in Chapter 3.

Chapter 3: Research Method

The purpose of this basic qualitative study is to explore administrator and teacher perceptions of factors influencing veteran teachers' professional practice in a suburban Southern California school district. In Section 3, I describe and provide the rationale for the qualitative research and basic qualitative study design. I describe the methodology, including participants and participant selection, as well as explain the plan for data collection and analysis. This section concludes with a discussion of the ethical issues involved in this study.

Research Design and Rationale

This was a basic qualitative study. Qualitative research is used in a wide range of disciplines, including anthropology, psychology, nursing, and education. Within the umbrella of qualitative design, there are multiple variants recognized. These variants of qualitative design include action research, case study, ethnography, and phenomenology (Yin, 2016). "Qualitative researchers are interested in understanding how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences" (Merriam & Tisdell, 2016, p. 15). A basic qualitative study is an ideal vehicle to explore these ideas.

Yin (2016) asserted there are five features that distinguish qualitative research from other forms of research in the social sciences. According to Yin, the first demarcation of qualitative research involves studying the "meaning of people's lives, as experienced under real-world conditions" (Chapter 1, para. 2). Furthermore, participants in a qualitative study will be performing their everyday functions and behaviors;

responses will be more authentic because they are not constrained by artificial research procedures and instruments. Secondly, qualitative research is focused on capturing the perspectives of the participants. Capturing authentic experiences allows the research to reflect real world experiences of the people who live them. Thirdly, qualitative research unequivocally takes contextual conditions into account while understanding that the cultural, environmental, social, and institutional context may have a significant influence on people's views and perspectives. Fourth, qualitative research is driven by an aspiration to explain social behavior and thinking (Yin, 2016). Yin (2016) stated that qualitative researchers recognize the important and value of having multiple sources of evidence rather than relying on one source for data collection.

Qualitative research is predominantly an inductive process, wherein researchers build concepts or paradigms from the collected data. Information gathered from the field in the form of interviews, documents, and observations is combined and organized into concepts and broader themes. Thus, findings in a qualitative study grow organically from the collected data (Merriam & Tisdell, 2016).

A basic qualitative study was chosen because it is the most appropriate to determine the experiences of participants in a real-life context (Merriam & Tisdell, 2016). In addition, when a study is centered on present day events as opposed to a historical phenomenon, when the research is centered on why and how questions, and when the researcher has no direct control over behavioral events, a basic qualitative study is the most appropriate study design according to Yin (2014).

To adequately explore administrator and teacher perceptions regarding motivating and hygiene factors and their influence on veteran teachers' professional practice, in-depth interviews were conducted with each participant. Data collection was conducted via phone calls. A veteran teacher for this study was defined as someone who had taught in the public school system for more than 10 years. Both teachers and administrators must currently have been in a high school setting and have served more than 5 years at that level.

The research questions for this study were:

RQ1: How do high school administrators in a suburban Southern California school district perceive the influence of motivating factors on veteran teachers' professional practice?

RQ2: How do veteran high school teachers in a suburban Southern California school district perceive the influence of motivating factors on veteran teachers' professional practice?

RQ3: How do high school administrators in a suburban Southern California school district perceive the influence of hygiene factors on veteran teachers' professional practice?

RQ4: How do high school veteran teachers in a suburban Southern California school district perceive the influence of hygiene factors on veteran teachers' professional practice?

Role of the Researcher

Following the basic qualitative study protocol for this research, I was the sole means of data collection, analysis, and interpretation. I conducted the interviews as well as transcribed and coded the data. After coding the data and analyzing for themes, I allowed the participants to review the themes for accuracy and reduce the chance of any bias I may have introduced, given my history as a veteran high school teacher.

My role as a nonparticipating interviewer was clearly known by the participants; I did not interact as a participant at any time during the study. Although the participants were teachers in a county where I formerly worked, when the study was conducted, I worked as an administrator at a private school in another state. I also did not interact with any of the participants prior to the study. I have experience working at the high school level, but it had been 4 years since I last worked at a high school. My experience both in the classroom and as an administrator helped me develop rapport with both sets of participants, as well as develop probing and follow-up questions as needed. I addressed my personal biases by engaging in self-reflection and through the use of bracketing (see Creswell, 2015).

Methodology

In this section, I discuss the design of this basic qualitative study I used to explore administrator and teacher perceptions and determine findings. I conducted an exploratory basic qualitative study that used individual semistructured interviews with both high school administrators and veteran teachers. Through the interview process, I gathered

data regarding their perceptions about motivating and hygiene factors. Additionally, in this section, I discuss the participant selection, data collection, and analysis methods.

Participant Selection

This study was centered in a suburban K-12 school district in southern California. As of the 2016-2017 school year, there were almost 11,000 students enrolled in the district, with nearly three-quarters of the students qualified for free and reduced-price lunch (Ed-data, n.d.). The school district had a minority-majority enrollment with nearly 75% of students identifying as Hispanic or Latino, approximately 5% as African American, slightly more than 15% as Caucasian, and approximately 5% as Filipino, Asian, or two or more races (Dataquest, n.d.). The district is comprised of one middle school, three comprehensive high schools, and two alternative high schools. This district is a one-to-one device district, meaning that all students in Grades 6 through 12 have a laptop computer checked out to them like a textbook for their use both at home and school. Of the approximately 400 teachers in the district, fewer than 10% of those were first- or second-year teachers. The average experience level of the teaching staff was 13 years (Dataquest, n.d).

Teacher participants were selected using several criteria: they must have had 10 or more years of teaching experience, 5 or more years of which must have been at the high school level. Participants were selected to represent a variety of disciplines and grade levels at all three comprehensive high schools. Teachers at alternative schools were not included because they work with a very specialized population and may have

significantly different motivating factors than teachers working with the general student population.

Administrator participants were selected to reflect both the roles of principal and assistant principal. As with the teacher participants, the administrators must have had more than 5 years of experience at the high school level. Administrators were selected to represent a variety of schools as well. Specific procedures for identifying, contacting, and recruitment are discussed in the following sections.

Instrumentation

For data collection, I used semistructured interviews (see Appendices A & B), also described by Yin as qualitative interviews (2016), with both the teacher and administrator participants. I had a clear agenda and questions prepared and aligned with the research questions but allowed the context and setting of each interview to help guide the follow-up questions. The interview followed a conversational style, building on the social aspect of the relationship between interviewer and interviewee. Because the interview is conversational in nature, it allows for authentic two-way interactions between the researcher and participant (Yin, 2016). I used open-ended questions in order to engage the interviewees in a topic discussion as I aimed to understand and make meaning from their experiences and perceptions.

The data collection instruments (Appendices A & B) were sufficient to answer the research questions because the questions are broad enough to provide rich information yet narrow enough to focus on the constructs under investigation (see Yin, 2016). Because this study focused on teacher and administrator perceptions, interviews were the

most appropriate data collection tool to capture a complete understanding of their ideas and experiences. I constructed the interview questions based on Herzberg's (1968) motivating and hygiene factors as well as the elements of professional practice as outlined in Danielson's (2007) framework for teaching. To increase validity, I asked three administrators and veteran teachers, not part of my study, to review my interview questions and to provide input for improvement or revision.

Procedures for Recruitment, Participation, and Data Collection

All recruitment was done in an ethical manner. To begin my study, I completed the district's process for gaining approval to conduct a research study on their campuses and obtained a letter of cooperation from the district education services department. The data collection process occurred over the phone with audio recording.

Once the Institutional Review Board (IRB) approval was obtained from Walden University (Number 07-06-18-0479344), I contacted the human resources department at the school district to obtain a list of teachers who had more than 10 years of teaching experience with at least 5 of those years being at the high school level, and a list of administrators with 5 or more years of experience at the high school level. I then sorted the teachers by school and department. Ideally, participants reflected multiple departments at all three comprehensive high schools.

Names of teachers meeting the experience criteria were entered into a database by site and department and arbitrarily assigned a number. These numbers were then randomly ordered within department in the database and the first five teachers in each department were emailed an invitation to participate in the study, along with an informed

consent form. Potential participants were informed of the purpose and procedures of the study. All potential participants were also informed that the study was completely voluntary, and they could change their mind at any time if they chose not to continue with the interview process. In addition, the prospective participants were advised they would not be treated differently by anyone at their school district or at Walden University if they choose to participate or not participate in the study. Potential participants were notified of the potential risks and benefits of being in the study and were reassured that participation in the study would not pose any risk to their safety or wellbeing. No participants received payment, thank you gifts, or reimbursements of any kind. I outlined the steps that would be taken to maintain their privacy and secure the collected data. Finally, I provided each individual with my contact information in case they had questions or concerns they wanted to address, as well as the phone number for the research participant advocate at Walden University.

Teachers were asked to respond via email within 7 days to confirm their willingness to participate and provide informed consent. To encourage participation in the study, I sent two additional invitation emails. Once eight teachers who reflected a variety of schools and departments agreed to participate, I terminated further teacher recruitment efforts. I contacted selected participants initially through email and then scheduled a time to speak with them by phone to confirm an interview time that best met the participant's agenda and ensured confidentiality. Interviews were conducted via phone and recorded for later transcription.

There are nine assistant principals and three principals at the three comprehensive high schools for a total of 12 administrators in the district. Because there were fewer administrators, all 12 were sent an invitation to participate in this study along with the included consent form. When administrators did not respond to the initial invitation to participate in this study, I followed up with two additional emails to further explain the study and request participation. After three invitation emails, only four administrator participants volunteered to be part of the interview process. All four were included in the study.

To conduct the interviews, I scheduled individual appointments with each participant and allowed 60 to 90 minutes to provide sufficient time to discuss informed consent, explain the process, conduct the interview, and answer any questions the participants may have had upon completion of the interview process. At the beginning of each interview, the participant was informed of the study parameters, the types of questions they would be asked, what precautions would be taken to protect their confidentiality, and their ability to stop the interview or withdraw from the study at any time. All interviews were digitally audio recorded and I took notes during the interview as well. I transcribed each of these interviews verbatim from the digital recording and sent each participant a copy of the transcript for review via email. I requested they review the transcript for accuracy and return changes to me within 7 days if inaccuracies were found. None of the participants responded with corrections or changes.

Data Analysis Plan

Collected data must be analyzed in order to develop meaning (Hatch, 2002). Yin (2016) recommended using a five-phase analytic process including (a) compiling, (b) disassembling, (c) reassembling and arraying, (d) interpreting, and (e) concluding. I went through these steps until the conclusions were complete.

Hatch (2002) stated analysis actually begins during the data collection process. My formal analysis began by transcribing the interviews verbatim in a word processing document. My initial organizational plan was based on Herzberg's (1968) motivational and hygiene factors to answer the research questions of this study. Next, I compiled the participants' responses with the notes I took during the interviews and conducted a preliminary exploratory analysis to obtain an overall sense of the collected data for each interview group.

The second step in the process was to break the compiled data down into smaller pieces in a disassembling procedure. I did this by highlighting repeated words, phrases or ideas, and items that stimulated my interest, otherwise known as *open coding*. These coded items were next sorted into higher-level patterns to identify categories that were repetitive in the transcription from the coded data. Then, using a spreadsheet, I sorted these patterns into broader categories or *themes*. I repeated this process using pattern coding until I was certain I had sufficiently discovered the emergent themes as suggested in Yin's work (2016). After the data were coded and sorted, these data had to be reassembled, as noted by Yin (2016). This process involved organizing the fragments of data into groupings that may not have been in my original notes. I created a matrix to

illustrate the data graphically, which helped me see patterns that I did not notice before. Hatch (2002) described the analysis process of qualitative data as an ongoing task and knowing when to conclude to be a judgement call. This inductive process allowed me to see the themes, or domains as noted by Hatch (2002) and create a master outline reflecting the relationships between the identified domains. After the initial transcription interviews and two cycles of compiling, disassembling, and reassembling the data, I was ready to move to the interpretive stage of data analysis.

The fourth step in the process was to interpret the data, which involved creating a narrative with relevant tables that served to illustrate and support my findings. The narrative helped me explain the data in rich description (see Hatch, 2002). This part of the process required me to move between inductive and deductive reasoning and between concrete data and abstract concepts (e.g., Merriam & Tisdell, 2016). It was during this stage that I sought to answer the research questions. According to Yin (2016), a comprehensive interpretation should contain the following elements: completeness, fairness, accuracy, added value, and credibility. After I completed the work described above, I emailed the transcripts back to the participants, along with my analysis, to have them member check the findings of the study. I asked the participants to verify whether these assumptions were accurate and reasonable based on their interview (see Glesne, 2015). The participants had 7 days to respond but none provided any feedback.

My process ended with Stage 5, which is where I drew conclusions. Conclusions are statements that elevated my interpretation to a conceptual level. In this phase, I communicated the larger significance of the study. There were several ways in which I

could have concluded my study, including calling for new research; challenging

conventional stereotypes; presenting new concepts, theories or discoveries about social

behavior; and generalizing to other situations (Yin, 2016). The data I collected, and their

interpretation, determined the conclusions I drew in this phase of the study. Hatch (2002)

describes how the inductive process of data analysis can reveal clear themes. Following

Hatch's model, I organized the data in reference to the research questions and the

conceptual framework. The data collected demonstrated an alignment with previous

research concerning teacher motivation and burnout. As a result of this alignment, I chose

to end my study with a call for additional research into how to best support veteran

teachers and motivate them to stay engaged with their professional practice.

Trustworthiness

In a qualitative study, the researcher can take several steps to strengthen the

credibility of a study. One of the ways to do this is through developing trustworthiness in

the study. Trustworthiness is an attitude that is established through the study rather than

following specific procedures (Yin, 2016). Trustworthiness can be developed through

methodical research. Although a researcher needs to allow for discovery and unexpected

findings, using an orderly set of research procedures helps minimize careless work. In

addition, by avoiding any obvious bias and deliberate distortion of findings, I was able to

build trustworthiness. I also developed trustworthiness through thoughtful study design

and implementation as described by Yin (2016).

To address transferability and credibility, I used rich, thick descriptions of the

participants' experiences and perceptions. Thick descriptions, according to Tracy (2010),

can help prevent a researcher from using small pieces of data out of context. This approach required me to account for the complexity and larger context of all of the collected data. In addition, the participants were selected with the greatest amount of variation possible within the given setting, increasing the chances of transferability. Because a basic qualitative study is bound by its context, Yin (2016) recommended posing the study's implications "at a conceptual level higher than that of the specific findings or the specific conditions of the initial study" (Ch 4, para 89). In doing this, I specifically examined any congruence or incongruence with the study findings and concepts or ideas in the research literature. To establish credibility in my study, I triangulated the data by interviewing two different participant groups, administrators and veteran teachers, who had inherently different perceptions. I also used member checking to increase trustworthiness.

To ensure a high level of dependability, I followed all research protocols established by the Walden IRB. I recorded my notes during and immediately following each interview. In addition, all interviews were audio recorded and transcribed verbatim then rechecked for accuracy. I provided rich contextual background for the data and the rationale for all methodological decisions as suggested by Ryan-Nichols & Will (2009). Dependability of the data can also be defined as the consistency of the findings (Baxter & Jack, 2008). If the same study were to be conducted using the same participants and methods, and similar results obtained, then it would be considered to be dependable (Shenton, 2004). Shenton recommended thoroughly describing the process conducted in the study to act as a prototype that another researcher might follow to obtain similar

results. This process is also referred to as an audit trail (Ryan-Nichols & Will, 2009). Confirmability is closely tied to dependability and refers to the accuracy and neutrality of the data. The process for establishing confirmability and dependability is similar and inter-related (Houghton, Casey, Shaw, & Murphy, 2013). For this study, I followed my plan step-by-step. Participants were recruited, interviewed by phone using semistructured interviews, and I provided them the opportunity to review both the transcripts and the findings. In the semistructured interviews, all participants were asked the same set of basic questions and in the same order. Follow-up questions centered on providing more explicit information about an answer in order to more accurately capture each participant's experiences. The interviews were audio-recorded and then I personally transcribed them verbatim so I could attest to the reliability of the transcription. This clear audit trail (Ryan-Nichols & Will, 2009) provided the dependability necessary for a basic qualitative study.

Confirmability depends on the data being based on the experiences of the participants, not on those of the researcher (Shenton, 2004). It was important for me to examine my own experiences and possible bias as it related to this study. As a veteran teacher myself, I am aware I have my own opinions about what motivates me and affects my professional practice. I also was employed in the same county where the study was conducted, which may affect my perceptions and beliefs about the topic. As I read through the interview transcripts, I engaged in a reflective bracketing process to help document any bias as it arose (see Wall, Glenn, Mitchinson, & Poole, 2004). As part of this bracketing process, I used a reflective diary to help me prepare in advance for the

interviews, bringing to light any ideas or issues that might affect my opinion or subjectivity. Another aspect of reflective journaling is the reflection itself. This stage was important for me to deliberate about the interviews, any bias that may have arisen, and on the methodological process as a whole. The next stage in this process was to document my learning. At this juncture, I noted what I learned from the bracketing process as well as what I learned from the interviews themselves. The last stage in this process was the action phase. At this point, I determined what learning might be applicable to future interviews as well as to the methodology itself, following the work of Wall et al. (2004). It is normal for researchers to have bias, as noted by Tufford and Newman (2012), but practices such as bracketing helped me document and discover how my own experiences and biases could have potentially influenced the research outcomes.

Ethical Procedures

To ensure ethical standards of research were met, I took into consideration the Code of Ethics from the American Educational Research Association. Yin (2016) describes these as including maintaining integrity, taking responsibility for your own work, showing respect for people's rights, demonstrating social responsibility, and maintaining professional competence. I successfully completed the National Institutes of Health human subjects protection training in June 2017. In preparing my research protocol, I anticipated potential ethical issues that might arise such as informed consent, confidentiality, data collection and analysis, researcher-participant relationships, and reporting of final outcomes (e.g., Orb, Eisenhauer, & Wynaden, 2000).

I did not begin this study and I did not contact potential participants until this proposal was approved by the Walden University IRB. I then obtained informed consent from the participants via email once the study was approved by the IRB. I explained the purpose of the study, the procedures and the potential risks and benefits to each participant. I also discussed their confidentiality and the steps I would take to ensure their identity is protected. Each participant had the opportunity to ask questions before signing their agreement.

Participation in this study was voluntary. Although I previously worked in the same county as the participants, I am currently employed in a different state and do not work with or near any of the participants. I am a school site administrator at an independent school in another state and have no position of influence or authority over the participants.

Every effort was made to maintain the confidentiality of the participants. I explained the procedures for the study in advance as well as the steps I would take to ensure their confidentiality, so each participant had the opportunity to give informed consent before participating. To protect the collected data, the digital files of the interviews, and interview transcripts are kept in a password-protected file in my home. Any written documents are kept in a locked file cabinet off-site and will be shredded and destroyed after 5 years. In the reporting of the final outcomes, only pseudonyms were used, and no school sites were named. In addition, no identifying information such as age or length of employment was used in the narrative.

There are also ethical considerations related to data collection activities. All participants of this study were volunteers. If a participant had decided to withdraw early, they would have been released, and another participant would have been selected from the pool. Whatever data would have been collected at that point from this participant would have remained confidential. However, no participants asked to be removed from the study.

To address ethical issues related to data collection and analysis, I ensured all participants were aware of what data were going to be collected, how data were going to be used, who would have access to data, and how the results would be reported. Because qualitative research is dependent upon the development of a trusting relationship between the researcher and the participants, it was vital that I established a professional relationship in which I was careful about the level of self-disclosure I engaged in, displayed emotions objectively, and created strategies to end the relationship once the study had ended as outlined by Sanjari, Bahramnezhad, Fomani, Shoghi, & Cheraghi (2014).

Summary

This section contained a description and rationale for the study design including participant selection; instrumentation; procedures for recruitment, participation, and data collection; data analysis plan; developing trustworthiness, and ethical procedures. I used semistructured interviews for data collection in this basic qualitative study. The interviews were transcribed, coded, and arranged into themes. A rich, descriptive narrative was written to fully present the participants' perceptions. The results of this

study provide insights into teacher and administrator perceptions regarding motivating and hygiene factors and their influence on veteran teachers' professional practice. Chapter 4 presents the results of this study based on the research questions as grounded in Herzberg's (1968) motivation-hygiene paradigm.

Chapter 4: Reflections and Conclusions

The purpose of this basic qualitative study was to explore differences between administrators' and teachers' perceptions of motivating and hygiene factors influencing veteran teachers' professional practice in a suburban Southern California school district. Using a basic qualitative design, I interviewed both administrators and veteran teachers to understand their perceptions. From the data collected in this study, patterns and themes emerged that identified administrator and veteran teacher perceptions, which may lead to increased understanding of the factors affecting veteran teachers' professional practice.

The research questions were based on Herzberg's two-factor theory. I developed semistructured interview questions based on these research questions:

RQ1: How do high school administrators in a suburban Southern California school district perceive the influence of motivating factors on veteran teachers' professional practice?

RQ2: How do veteran high school teachers in a suburban Southern California school district perceive the influence of motivating factors on veteran teachers' professional practice?

RQ3: How do high school administrators in a suburban Southern California school district perceive the influence of hygiene factors on veteran teachers' professional practice?

RQ4: How do high school veteran teachers in a suburban Southern California school district perceive the influence of hygiene factors on veteran teachers' professional practice?

In Chapter 4, I describe the setting, data collection procedures, and an in-depth description of the data analysis process. I then present the study results based on the collected and analyzed data.

Setting

This basic qualitative study included 10 veteran high school teachers and four high school administrators from a suburban setting in Southern California. The pool for teacher participant selection was 122 teachers and for administrators, 12 principals and assistant principals. The interviews were all conducted over the phone and audio-recorded at a time requested by the participant. Some teacher participants chose to do the interviews from their classroom or office after hours, some chose to talk from their homes on the weekend. Three administrators chose to complete the interview process from their office during work hours and one chose to do it from home on the weekend. Recruitment led to participants from four schools; however, participants were not asked to divulge the name of their school to reduce the likelihood of any reprimand or retaliation for participating in the study. Although I am an educator and formerly worked in the same county, I had no direct collegial or supervisory interaction with any of the participants in this study.

Participant Demographics

The criterion for teacher participant selection was 10 or more years of service at the high school level. For administrative participants, the criterion was 5 or more years of service at the high school level, including teaching experience. Participants were asked a general question about their experience and educational background, but no potentially

identifying information such as age or ethnicity was sought because these demographics had no relevance to this particular study. All teacher participants had more than 10 years of experience, but the average years of service was 21.25, with the highest years of service being 34 and the lowest 15. For administrator participants, the average years of service were 14.5, with 8 years being the average years spent teaching as well as 6.5 years of administrative experience (see Table 1).

Table 1

Teaching and Administrative Experience of Participants in Years

Participant	Teaching Experience	Administrative Experience
Teacher 1	21	
Teacher 2	15	
Teacher 3	23	
Teacher 4	34	
Teacher 5	26	
Teacher 6	16	
Teacher 7	15	
Teacher 8	20	
Administrator 1	9	14
Administrator 2	6	15
Administrator 3	10	3
Administrator 4	5	4
Average	21.25	6.5

Data Collection

All procedures for data collections were completed under the guidelines of the

Walden University Institutional Review Board (#07-06-18-0479344) and the permission

of the district superintendent. Following the guidelines provided by the assistant

superintendent of educational services, principals were notified that the study was

occurring and informed their teachers and administrative staff would receive an invitation

to participate. There were 12 participants in this study. Data were gathered solely from

semistructured phone interviews.

Individual Interviews

The only form of data collection for this study was semistructured phone

interviews. The questions varied slightly for teachers and administrators, but both sets of

participants were asked the same 12 questions with follow-up questions as needed. The

interview questions were closely aligned with the research questions. Only eight teachers

and four administrators expressed interest in participating in the study, even after

multiple email invitations. No volunteers were excluded. Participants' names were placed

into a spreadsheet as they agreed to participate. Once all names were entered, they were

assigned numbers. Only the numbers were used on the interview question notes and

transcriptions to ensure confidentiality. Twelve participants agreed to participate in the

study. The eight teachers represented two of the three comprehensive high schools, four

different content areas, and all four grade levels. No volunteers were obtained from the

third comprehensive high school, although extraordinary efforts were made to do so. The

teacher participants included five females and three males. The four administrators

represented two levels of administration, principal and assistant principal, at two comprehensive high schools and one magnet high school.

The phone interviews began 2 months after IRB approval was obtained on July 5, 2018. The delay was due to administrative vacation time during the month of July; I was unable to contact the principals until the end of July. School began in this district in early August, so I waited to start recruitment until school had been in session for 2 weeks in order to respect the teachers' and administrators' need to focus on their students at the beginning of the school year. Interviews were conducted between September 5, 2018 and September 23, 2018. Although 60 minutes was allotted for each interview, the longest interview was 54 minutes. Each participant was contacted via email to schedule an interview and was able to choose the time and location in which they felt most comfortable in order to maintain their confidentiality.

Before beginning each interview, I reviewed the consent form with participants and informed them that they had the right to leave the study at any time. Each participant was informed that the interview was being audio-recorded and would be transcribed verbatim. I explained that I would be the only person who listened to the interview or read the transcript. I reviewed the steps I would take to maintain their confidentiality, including the assignment of random numbers, removal of identifying information, maintaining audio recordings and electronic copies of the interviews in a password-protected file, and maintenance of written notes and transcripts in a locked file in my home. Prior to the beginning of the interview, each participant was given the opportunity to ask questions. This allowed me to ensure they felt comfortable with the process and

confident in terms of confidentiality, consent, and their right to leave the study.

Participants openly answered the interview questions related to motivating factors for

veteran teachers and the effects on professional practice. After each interview,

participants received a copy of the transcript via email to review and verify the accuracy

of the transcription.

The interviews were recorded using a service called Call Recorder. Once the

interview was completed, the MP3 file was airdropped to my computer and saved in a

password-protected file. It was then deleted from the application. I transcribed the

interviews using a word processing document; all files were stored in a password-

protected file and all identifying information was removed.

Unusual Circumstances

All of the interviews were recorded using the same service. However, during two

interviews, the recording stopped partway through the interview. Fortunately, I had taken

copious notes during the interview. In the transcription, I indicated where the recording

stopped and provided a bulleted outline of the participant's statements for each question.

Those two participants had the opportunity to provide feedback regarding the transcript;

no corrections were requested.

<div align="center">Data Analysis</div>

Initial Themes and Categories

The initial phase of data analysis involved open coding. I read through each

transcript line-by-line and word-by-word and highlighted key words and sentences. From

the highlighted text, I then derived in vivo codes. I entered the highlighted text and the in

vivo codes into a spreadsheet under each corresponding interview questions. Once I completed the first round of coding, I examined the in vivo codes and performed a second round of coding using broader categories into which the in vivo codes fit using axial coding. For example, two in vivo codes might have been identified as "feeling appreciated" and "getting recognized." During the second round of coding I placed these two codes together under the broader code of "Teacher Appreciation and Recognition." This process helped ensure a meaningful analysis of the gathered data as described by Houghton, Casey, Shaw, & Murphy (2015).

After the data were coded in two rounds, I reassembled the categories, following Yin's (2016) framework for data analysis. I took the highlighted words and phrases and grouped them together during the second round of coding. This was done by printing the transcriptions, cutting out the highlighted words and phrases, and physically grouping them together on chart paper. Once these categories were sorted through in vivo and axial coding, larger themes began to emerge from the data, based on the Herzberg's (1968) conceptual framework and the research questions of this study, in regard to motivational factors that led to both job satisfaction and dissatisfaction as well as how those factors influenced professional practice. The themes that emerged from both teachers and administrators for motivational factors included (a) effective leadership, (b) administrative support, (c) feeling valued, and (d) autonomous factors. The themes for how these factors influence professional practice included (a) student engagement, (b) student learning, (c) professional growth and (d) professional engagement. Each one of these themes had multiple categories within it. For example, the theme of "autonomous

factors" included making a difference, positive student relationships, student learning and progress, professional growth and meaningful collaboration. Each interview question was linked to a research question and so this also helped guide my analysis of the data. Although the research questions focus on professional practice, the motivation and hygiene factors had to be identified in order to answer how those influence professional practice.

Results

The data analysis for this study addressed the motivating and hygiene factors and how those influence the professional practice of veteran teachers. The examination of motivating and hygiene factors will be presented first, followed by how those factors influence the intent to stay in or leave the profession, how those factors influence professional growth and engagement, and then how those factors influence professional practice. Finally, the data regarding administrators' roles in motivating veteran teachers and how this influences their professional practice will be examined and presented. The data from the teacher participants will be presented first and then I will present the data from the administrator participants. I will first indicate how these data pertain to the interview questions (see Tables 2 & 3), then relate all data back to the larger research questions of this study at the end of the chapter.

Table 2

Themes and Descriptions for Teacher Responses

	Research Question	Factor	Theme
Q1	Influence of motivating factors on professional practice	Student progress	Student-centered
		Student-teacher relationships	Student-centered
		Student engagement	Student-centered
		Making a difference	Self-centered
		Feeling effective	Self-centered
Q2	Influence of hygiene factors on professional practice	Administrative support with discipline	Support-centered
		Professional freedom	Support-centered

Table 3

Themes and Descriptions for Administrator Responses

	Research Question	Factor	Theme
Q3	Influence of motivating factors on professional practice	Academic freedom	Self-centered
		Student-teacher relationships	Student-centered
		Feeling effective	Self-centered
Q4	Influence of hygiene factors on professional practice	Administrative support with discipline	Support-centered
		Administrative communication	Support-centered

Motivating Factors

Herzberg (1968) theorized motivating factors to be those influences that provided intrinsic motivation and led to job satisfaction. Herzberg found the most important motivating factors related to job enrichment, which provided for employees' psychological growth. These included factors such as responsibility, autonomy with accountability, recognition, growth and advancement, and the work itself.

Teacher participant responses to motivating factors. Veteran teacher participants were asked what factors influenced how satisfied they were with their job. The teacher participants provided clear insight into veteran teacher motivation and job satisfaction. There were three main themes that emerged regarding job satisfaction: (a) those that centered on students, (b) those that centered on self, and (c) those that centered on support. All of the teacher participants named student learning and progress, 87% of them listed student-teacher relationships, and 62% noted inspiring students or making a difference as motivating factors. The first two categories were motivating factors for job satisfaction and the last category, administrative support, was the driving factor for dissatisfaction.

Teacher participant responses for student-centered theme. The first group of responses all centered on students and their progress, engagement, and student-teacher relationships. Teacher 1 stated, "I think the biggest satisfaction would be if the students respond to the lesson. Like if they get it." Teacher 3 echoed that sentiment, stating, "Mainly the success of my students." Teacher 6 had a similar view, verbalizing, "When I feel like what I'm doing is working and they progress, that's why I teach." Likewise,

Teacher 5 expressed a similar idea. "Job satisfaction to me is whether the kids learn something. And if they come back and see me after they graduate and tell me what I taught them was beneficial." In fact, all eight teacher participants named student success, progress, and learning as the primary motivating factor that influenced their job satisfaction.

Strong relationships with students was another response given by all teacher participants. Teacher 2 felt that bonds with the students developed "when students…ask me for help. When I'm doing one-on-one, which I don't get to do very often, and they take what I've given them, and they are able to make forward progress and then it's student relationships." Similarly, Teacher 4 stated:

> When I'm talking to them about the importance of their education, when I'm talking to them about the things that will affect them in the future, they get it and that it excites me because know I know I'm really making a difference because students are asking—even if they struggle because they're in Special Ed—they get the importance so there's more effort there, there's more connection between me and the student.

Teacher 7 also found relationships with students to be important as a motivator. The teacher discussed "finding that connection" and said, "I enjoy the one-on-one interaction." The teacher went on to say "For me, for satisfaction, it's getting these kids to build a rapport with me. You know some of them don't even have families. Some of them have been homeless, you know?" Relationships with students were highly regarded by many teachers.

Other responses in this theme centered on student relationships involved inspiring students and making a difference in their lives. Teacher 1 stated this clearly in the interview, saying, "I like to develop a relationship with them [students] to show that you can be more than society expects you to achieve. I really want to make a difference with these kids." Teacher 3 had a similar sentiment indicating the more students able to be helped, the better. Teacher 4 indicated they spent time observing another teacher to learn how to build better relationships with students because "my kids deserve it [and I have] an obligation to teach them." Teacher 5 saw the ability to make a difference in students' lives as a long-term obligation sharing, "My job is to prepare them for college or the professional world afterward. They need to be able to do certain things and they need to think at a certain level." Teachers valued the opportunity to positively influence students' lives and viewed this as a motivating factor, which promoted job satisfaction.

Teacher participant responses for self-centered theme. The second category of responses developed from the data related to factors that affected the teacher directly, which I labeled as *self-centered*. These responses included having academic freedom, being given the opportunity to be creative, experiencing opportunities for collaboration, being challenged, having new experiences, and having flexibility. This theme emerged through the following statements.

Teacher 6 spoke of the desire be "free to teach as long as we adhere to the standards" and feeling valued by "being given the opportunity to teach higher-level courses [because] there is no curriculum and I get to be creative and be challenged." Teacher 6 elaborated further, explaining there was a need to learn new things and work

harder because the students were difficult to reach. Teacher 8 shared one source of motivation was the variety inherent in teaching regarding student personalities and needs, stating, "You know, everybody's personality is different, so you never get the same group of kids 2 years in a row. You never get the same dynamic 2 years in a row. It doesn't get tedious because it's always something new. It's always unique." Teacher 2 communicated a similar idea stating, "it's the daily interest, the daily challenge, of trying to solve the puzzles that are our kids and how to make the content more accessible to them." Personal growth was named as a major motivator to develop as a professional. Teacher 2 also reported going to trainings and continuing to learn because the students have changed over time and in order to reach them, new methodologies must be employed. Teacher 5 asserted that the "boredom factor" is one reason to be motivated to grow as a professional, asserting,

> If I'm bored, the kids are. So, I actually try and pump it up or try new things to go with what I have every year. I like going to little trainings where they teach you new strategies. And, strangely, there's a whole bunch out there that I never thought of before.

This teacher found the personal growth and the students' needs to be motivating.

Being effective surfaced in participants' conversations and was named as a motivating factor by three different teachers. Teacher 3 indicated being highly motivated by "feeling like I'm being effective in the classroom and what I'm doing and being helpful." Teacher 8 voiced feeling effective was important as well, saying, "I don't think there's ever been a year that I felt that I hadn't helped at least a majority of the students.

Even if it's 51% of them on my worst year. That's kind of what keeps me going." During the conversation, while reflecting on a personal difficult experience, Teacher 2 stated that motivation has to do with the personality you bring into the classroom. When this teacher decided that self-reflection and personal growth were the only things to change the circumstance, the dissatisfaction with work dissipated. This concept of being effective as a teacher is related to Herzberg's (1968) motivating factors as "the work itself" (p. 57).

Administrator participant responses to motivating factors. High school administrators were asked what factors they perceived to influence job satisfaction for veteran teachers**.** The administrator participants had different views regarding what motivates veteran teachers (see Table 4). Although all teacher participants identified student learning and progress as a primary motivating factor, only 50% of administrators viewed it as such. However, 75% of the administrators in this study listed student-teacher relationships as a motivating factor.

Administrator participant responses for student-centered theme. Positive student-teacher relationships were ranked highly by the administrator participants. Administrator 2 shared that veteran teachers might be motivated to stay in the profession because of the "connection with students" but then added, "We have some veterans that I honestly can't figure out why they're still teaching." Administrator 4 had a more positive view of veteran teachers, stating, "Teachers become teachers because they love kids, mostly. I'm sure every, or most teachers would say it's the kids. I think most teachers really enjoy getting to know their kids and inspiring them." Although teachers named

student progress and student-teacher relationships as the highest motivating factors,

administrators did not view these as pertinent influences.

Table 4

Teacher and Administrator Responses for Motivating Factors

Motivating factor responses	# of teacher responses	# of admin responses
Student learning and progress	8	2
Student-teacher relationships	7	3
Inspiring/making a difference	5	2
Student engagement	4	0
Feeling effective	3	3
Variety and challenge	3	2
Personal growth	3	2
Academic freedom	2	3
Professional collaboration	1	3
Monetary compensation	1	1
Own demeanor	1	0
Resources and materials	1	1
Feeling respected or valued	0	2
Administrative recognition	0	1
Administrative feedback	0	1
Administrative support-goals	0	1
Administrative visibility	0	1
Serving as a leader	0	1
Class Size	0	1
Optimal Classes/Schedule	0	1

Administrator participant responses for self-centered theme. Three

administrators named the importance of teachers needing to feel effective as a motivating

factor for veteran teachers. Administrator 2 stated, "I think if they're effective with what

they know how to do, then they feel more job satisfaction" and then added, "I think if

they feel ineffective then they start to get grouchy." The teacher participants viewed

feeling effective as a primary motivating factor for their job satisfaction.

Although only one teacher named professional collaboration with other teachers as a primary motivating factor, it was named by 75% of administrators. Administrator 1 stated that veteran teachers are more likely to be motivated to engage in their profession more deeply when they "have that collaboration time to talk with other teachers. When they share what they do." This administrator also viewed the collaboration time as an important time for veteran teachers "to utilize them in leadership in a school and be able to collaborate and get their opinions. They like that." Administrator 2 viewed collaboration as important as well, adding "I think that having meaningful collaboration with colleagues is something veterans value if it's meaningful–and dread if it's just something they have to do." Administrator 4 added to this idea by sharing how PLCs are used in that school. Teachers set goals and often get competitive about meeting academic and instructional goals. This administrator viewed the collaborative time and goal-setting as highly motivating to teachers.

Fifty percent of the administrators in this study mentioned veteran teachers need or want to feel respected and valued. No teachers mentioned this factor directly in the first set of questions; however, most teachers referred to the importance of being a valued educator during the questions regarding administrator job duties, which will be discussed later. Administrator 3 indicated that the feeling of value affects a veteran teacher's job satisfaction because "most of the factors go down to how they perceive their value, so if they aren't feeling valued then they tend to not really push the envelope in the classroom." Administrator 4 also saw being valued as an important factor, stating it is important for veteran teachers to:

> Feel like someone sees what you're doing and sees value in it. Being appreciated. Have an admin tell you they liked your lesson, or they appreciated your spin on something. I know that meant a lot to me. But they also really appreciate when the kids tell them.

Administrator's and teachers' perceptions about motivating factors differed greatly.

Dissatisfaction Factors

Herzberg's (1968) theory proposes there are hygiene factors associated with employee job satisfaction**.** These factors do not create satisfaction, but they do prevent the onset of dissatisfaction. The second set of interview questions centered on factors that contributed to dissatisfaction with the job. By understanding what factors teachers and administrators viewed as causing dissatisfaction, I could then draw conclusions about what hygiene factors might help prevent dissatisfaction and therefore improve overall job satisfaction.

Teacher participant responses to dissatisfaction factors. Overwhelmingly, teacher responses about factors that lead to dissatisfaction focused on administrative roles and support, including support with discipline, micromanagement, poor communication, a lack of materials and/or facilities, and preferential treatment of students (see Table 4). However, those factors were deemed dissatisfying mostly because they interfered with the primary motivating factor of student learning and progress. These are encompassed under the theme of support-centered factors.

Teacher participant support-centered theme. The most prevalent response from teachers about factors that lead to dissatisfaction was a lack of administrative support

with student discipline. All eight teacher participants named this factor as a primary source of discontent. Teacher 4 felt strongly about this topic and shared at length about a situation that occurred with a student. The teacher had arranged for a student to be out of the classroom during a professional absence and had communicated this request with administration in advance because this student had a history of disruptive behavior during previous teacher absences. The first day of the professional absence the student was in the office to complete academic assignments; however, the second day the student was returned to the classroom and attempted to steal some important classroom materials. The teacher stated that when the office was contacted, the administrator responded there was insufficient time to deal with the issue. The teacher shared the frustration with this on-going dynamic stating, "I know the state is all concerned about how many kids get suspended. But on the other hand, behavior is not going to get better if you don't do anything about it. The behaviors just become habit." The teacher participants had very strong feelings about the importance of this factor.

Teacher 5 offered a similar view of this dissatisfaction factor and lack of administrative support, stating, "There's sometimes you think the discipline issues at the administrative level should be dealt with differently. [There is] favoritism in regard to certain teachers and kids." Teacher 6 specifically named a lack of discipline on campus as a primary motivating factor to leave the profession. Teacher 7 verbalized similar concerns, declaring that a lack of administrative support is a primary factor in discontent. This teacher elaborated on this factor sharing,

Things like sending a kid to the office and nothing being done about it and having him sent back to your class. Administration is your backbone. If you don't have that backing, it's very frustrating because the kid thinks they're one up on you and if they know they're not going to be held accountable, it's really hard to maintain that structure in your class.

The second most prevalent response for this series of questions about factors that might motivate a teacher to leave the profession centered around micromanagement and the connection to a lack of respect for teachers by administrators. Teacher 3 felt "a level of trust should be there. A level of mutual respect should be there. Those things can be a hindrance to progress and things like that." The teacher felt that telling teachers what to do on a daily basis and micromanaging them demonstrated distrust and disrespect. Teacher 8 echoed this sentiment and felt that some administrators do not allow teachers to be professionals because they try to control details. Teachers valued having the ability to work with autonomy and being trusted to act professionally.

Two teachers named preferential treatment of teachers as a source of dissatisfaction or discontent. This sentiment was particularly strong for Teacher 4. This teacher verbalized significant frustration with what was termed "STP" or "Same Ten People." The participant explained that the teachers who coached or did extra things above and beyond teaching were always the ones who were recognized, such as those who ran special programs. This teacher believed, however, teaching should take a priority over extra-duty responsibilities.

Poor communication was listed as a factor leading to dissatisfaction or discontent by two teachers, although it was noted again much more loudly in later questions about administrators' role on the campus. One teacher expressed concern that pertained to reassignment of classes. This participant shared, "I'm irritated with my principal because he took away my classes. [The principal] had no reason to do it. I felt it was unfair and I'm effective and I know I'm effective." The teacher explained the principal never communicated why the courses were reassigned but simply gave the classes to another teacher without explanation. Another teacher expressed similar feelings about communication regarding the use of the specialized learning space. This teacher shared examples of times when other activities were scheduled for a particular space but administration failed to communicate the schedule change. Consequently, this teacher was forced to make last-minute changes to the entire day's instructional activities. For these teachers, clear communication indicated respect for the work they do and for their professionalism.

Another dissatisfaction factor perceived by two teachers was a lack of respect for time during collaborative planning. For Teacher 2, this issue centered on the use of the PLC model. This participant stated, "What irritates me greatly is that we have PLCs that we only pay lip-service to and there is no oversight, so people do what they want and it's a waste of my time." This teacher shared feelings that there were times educators were required to participate in activities with little educational value that failed to increase student academic learning.

One teacher participant in this study was a special education teacher who provided a unique perspective because of the additional professional demands required by the Individualized Education Plan (IEP) paperwork. This teacher conveyed deep discontent with the lack of knowledge and understanding that administrators at both the site and district level regarding those professional responsibilities. The participant stated, "Most of the bosses have never taught special ed [education], so our principal tells us, 'I know you have to write those long IEPs, but so-and-so has to grade those long English papers. I tell him, 'Yeah, but so-and-so doesn't have to write behavior plans and I have to modify my curriculum to 20 different kids five times a day'." The teacher continued to explain that the standard teacher contract still requires teaching five periods of instruction per day, but IEPs are now ". . . 300% bigger than they used to be . . . I'm still expected to do the same great job teaching, but I have to write five times as long or 10 times as long IEPs." The dissatisfaction was so great with the administrative lack of knowledge and understanding that this teacher "keeps trying to get out of special ed." Administrative support with discipline, using teacher time wisely, allowing autonomy, and understanding the job demands were all factors cited by teachers that can lead to dissatisfaction. These factors, all centered on support, also pointed to the larger issue of the importance of administrative respect for veteran teachers.

Administrator participant responses to dissatisfaction factors. Administrator participants responded to the questions about factors that lead to discontent and dissatisfaction quite differently than the teacher participants (see Table 5). Although 100% of the teachers identified a lack of administrative support with discipline as a

primary factor influencing dissatisfaction, only 50% of administrators recognized this issue. Fifty percent of teachers mentioned micromanagement as a factor of dissatisfaction, but no administrators perceived excessive administrative control as an issue. Overall, administrators stated few factors that lead to dissatisfaction for veteran teachers; some of the responses included negative connotations.

Table 5

Teacher and Administrator Responses for Dissatisfaction Factors

Dissatisfaction factor	# of teacher responses	# of admin responses
Admin support w/discipline	8	2
Micromanagement	4	0
Poor student behavior	3	1
Poor student-teacher relationships	0	1
Poor admin communication	2	2
Wasting teacher time	2	0
Poor/lack of facilities & materials	2	0
Preferential treatment of teachers	2	0
Negative messaging from admin	1	1
Not understanding job demands	1	0
Lack of student skills	1	0
Poor admin visibility	1	0
No admin appreciation	1	0
Monetary compensation	1	1
School/district/state policies	1	2
Outside factors	1	0
Lack of professional respect	0	1
Directives	0	1
Optimal classes/schedule	0	1

Administrator participant support-centered theme. Administrator 1 felt strongly that veteran teachers need to feel respected as professionals and made multiple statements about respect from a variety of perspectives. This administrator provided an example of a

parent requesting a meeting with the principal to complain about a teacher; however, if the principal did not talk with the teacher first, the teacher might feel like the principal was taking the parent's side without having all the facts. This administrator perceived that a veteran teacher would feel disrespected by this lack of communication and might question if they were respected as a professional educator. This doubt in administrative confidence could lead to dissatisfaction with their job as a competent instructor. The administrator also stated veteran teachers might become discontented when "their ideas are not listened to, when they aren't encouraged to speak up or be involved" or when there is no "open communication" because they feel disrespected. The perception of this administrator was that teachers are "professionals and maybe you need to understand what happened from their perspective. I think that's the worst thing you can do to a veteran teacher is not treat them as a professional." The administrator expressed a strong commitment to demonstrating a respect for the teaching staff.

Administrator 4 acknowledged the need for administrative support with discipline because negative student behaviors are very dissatisfying for teachers. This participant stated, ". . . students who are actively sabotaging the classroom really make teachers mad and frustrate them. Then they don't feel like admin is supporting them with that." The participant continued to share how teachers are supported, stating, "I do my best to make sure every kid who comes to my office has some kind of consequence, so they know they don't want to come up here." It was also noted that there might be a disconnection between teacher expectations and administrative reality, sharing,

Sometimes teachers want me to do more than I legally can, but maybe that's my fault for communicating what I can and can't do . . . but I worked for an assistant principal that would just send kids back to class and it made me really mad. I would never do that to a teacher.

The administrator later mentioned discipline problems as a possible motivator for teachers to leave the profession and recognized the importance of supporting veteran teachers with discipline partially due to previous negative experiences.

The other category that 50% of the administrators mentioned was that of school, district, or state policies. Administrator 2 considered the demands of the Common Core Standards as a possible source of dissatisfaction; however, Administrator 4 identified the policies requiring rapid change as the actual demotivator, stating, "Sometimes there are so many changes in 1 year that it can be overwhelming. One year …there were so many BIG changes at once that it sent some folks into a tail spin."

Another administrator viewed courses taught as a primary demotivator, stating, "Every once in a while, we take away what they perceive as their 'entitled' coursework because maybe they aren't getting kids to perform at the level they should be performing at." This administrator further explained, "To put it plainly, teachers tend to be dissatisfied when they don't get what they want and even though we're doing it for the betterment of the students, they kind of lose sight of that." One teacher had noted the loss of her favorite class as a demotivator, however, specifically identified it was the lack of communication about why the class was taken that caused discontent, not the loss of the class per se.

Administrative Responsibilities

The third set of interview questions focused on what administrators and teachers viewed as the role of administrators in motivating veteran teachers. This was another way to view the previous interview questions concerning veteran teacher motivating and demotivating factors. When teacher participants answered this set of questions, their answers were focused on the extrinsic motivators such as appreciation and acknowledgement, administrator visibility, teacher-administrator relationships, and respect (see Table 6). Administrators answers reflected these motivators as well, however, comments were distributed more equally among factors.

Table 6

Teacher and Administrator Responses for Administrative Role in Motivation

Administrative Role	# of teacher responses	# of admin responses
Administrative support w/discipline	6	0
Appreciation/value	5	3
Visibility on campus	5	3
Administrator-teacher relationships	4	2
Showing respect for teachers	4	2
Open and honest communication	4	3
Providing professional development	3	2
Being accessible	2	0
Having credible experience	2	0
Establishing school vision/plan	1	1
Instructional leadership	0	1
Persuading teachers	1	0
Providing constructive feedback	1	0
Providing time for collaboration	1	0
Providing mentorships	1	0
Providing resources and materials	1	2
Providing support for prof. growth	1	0
Reducing class size	1	0
Setting expectations/accountability	0	2

Teacher and administrator participant responses to administrative

responsibilities. Instructional classroom behavior support was a significant

administrative factor for teachers. Seventy-five percent of the teacher participants of this

study stated the administrator role as disciplinarian was a key motivator. Of note, all eight

veteran educators listed discipline support as a demotivating factor. Teacher 7 stated that

part of an administrator's job is "pulling your own on the discipline side" but

acknowledged that sometimes "you get kids sent up to the office for little or no reason

[and] that's were people get frustrated."

Classroom instructors also had strong perceptions of administrator participation in

the daily classroom structure. One teacher felt that providing vision and instructional

leadership was part of an administrator's role in veteran teacher motivation, but this

teacher felt strongly about this topic and spent a good deal of time explaining those

thoughts. Creating a vision and a clear plan is "a way of establishing trust. If the faculty

sees that's we're going, then they're gonna get on board…You just have to facilitate

that." The teacher continued to explain "If you're in a position where you're delegating

responsibility to people [teachers], but you're spending most of your time seeing if

they're doing their job, you're looking behind you instead of ahead." Additionally,

Teacher 6 indicated not only should administrators be in the classrooms, but they should

also be teaching in the classrooms. Teacher 8 echoed this sentiment, sharing a teacher

would be motivated by administrators who still "think and act like teachers. They

understand the teacher experience." The participant felt administrators fell out of practice

of being in the classroom full-time and are fearful of teaching again. Instructional leadership was a key motivator.

Administrators in this study also noted their role to provide instructional leadership for teachers. Administrator 4 viewed part of the job as "establishing a clear vision for the school and communicating it well." This administrator went on to say, "People innately want to follow. They want to be part of something bigger than themselves." Providing instructional and institutional leadership were aspects noted by both administrators and teachers.

Another factor that received higher responses from both teachers and administrators was acknowledgment and demonstration of administrative appreciation and teacher value. One teacher noted that on that campus, there is a regular process for recognizing and demonstrating appreciation for people. Administrator 1 viewed an administrator's role as being a positive influence and motivator to teachers. Teacher 2 viewed positivity as an important role for the administration and communicated that principals should be aware of teacher competencies because each person is motivated by different things. This teacher felt more motivated by acts of service but knows others prefer compliments or notes. In this teachers' opinion, administrators need to show appreciation in a way that is meaningful to the individual. Administrator 3 also saw the value of showing appreciation, although communicated it with a more negative connotation stating, "I spend a lot of time catering to their [teachers'] needs and making sure they feel valued." Teacher 7 shared the perception that an administrator's job, in part is "building a team." When asked how they create collaboration, the teacher answered,

"being positive and finding a way . . . [to] give them a pep in their step. Whether that's a gift card to Starbucks or saying you're doing a good job on the intercom—recognition." Teacher 4 voiced similar ideas with this statement, "The most important thing an administrator could do for veteran teachers is taking the time to thank them for their service and their hard work and I don't think it's just veteran teachers – I think it's all teachers." Both teachers and administrators viewed teacher recognition as an important aspect of an administrator's job in motivating veteran teachers.

Three-fourths of the respondents in both categories named visibility as a key administrative role in veteran teacher motivation. Teacher 5 indicated that the teachers all respected the previous principal even though they didn't agree with everything that principal did in part because "[the principal] was always out on campus and in the classrooms." The teacher shared ". . . if there's a presence of an administrator then it makes the kids behave better. [The principal] was always out [of the office]. Everyone knew who [the principal] was." This same idea was noted as a demotivator by Teacher 2 who stated frustration with the lack of administrator presence because "a lot of kids don't even know their names or what they do." Visibility of principals provides accountability for both teachers and students and helps curtail student discipline issues.

Motivating and Hygiene Factors

According to Herzberg (1968), certain factors act as motivating factors and other influences act as hygiene factors. Motivating factors are those that lead to job satisfaction, such as achievement, recognition, growth, or the nature of the work itself. Hygiene factors are also referred to as avoidance factors; the presence of these factors

simply avoids dissatisfactions but may not lead to actual improved employee motivation

(Herzberg, 1968). Because the research questions for this study are framed around

motivating and hygiene factors, these aspects were analyzed from the collected data to

answer the research questions.

Table 7

Motivating and Hygiene Factors for Veteran Teachers

Motivating factors	Hygiene factors
The work itself	**Company policies**
Student learning and progress	Class size
Student-teacher relationships	Classes/schedule
Student engagement	School/district/state policies
Making a difference	Professional collaboration
Feeling effective	
Variety/challenge	**Salaries**
	Monetary compensation
Recognition	
Administrative recognition/respect	**Working conditions**
	Administrative support/discipline
Responsibility	
Academic/professional freedom	Supervision
Flexibility	Using teacher time effectively
Leadership opportunities	Equal treatment of teachers
	Administrative visibility
Growth	Administrative accessibility
Personal growth	Understanding job demands
	Teacher-administrator relationships
	Open and honest communication

The motivating and demotivating factors listed by teachers clearly fell into the

categories previously identified by Herzberg (see Table 7). The primary motivating

factors from the perspective of veteran teachers were related to the work itself, including

student learning and progress, student-teacher relationships, and making a difference in

students' lives. Recognition of value and work performed were also ranked highly by teachers as were professional responsibility and the ability to grow as a professional. The factors noted by teachers that led to dissatisfaction, but not necessarily noted as a primary motivating factor, included polices about class size; time for collaboration; the number of classes taught; monetary compensation; issues related to working conditions such as availability of resources and materials; and supervisory issues such as administrative visibility, using teacher time well, and open communication.

Professional Practice

Through the research questions for this study, I sought to investigate how teachers and administrators perceived the influence of motivating and hygiene factors on professional practice. Professional practice was defined using the Framework for Teaching (Danielson, 2007) and involves various practices that occur in the classroom such as classroom environment, planning and preparation, instruction, and professional responsibilities. Teachers in this study appeared to be compelled to stay engaged in the profession for the motivational factors, particularly those involving student relationships and student learning. The hygiene factors (see Table 6) appear to allow teachers to achieve the motivational factors. In other words, having the hygiene factors in place provides a foundation and a framework for teachers to perform the motivating work effectively and efficiently, which in turn leads to higher motivation. The administrative supports allow teachers to focus on what matters to them most—student learning, progress, and making a difference. Without the administrative supports, these become much more labored and difficult.

Teacher and administrator participants identified several significant areas of professional practice affected by both motivating and hygiene factors that included professional engagement, learning new strategies, creativity, and enthusiasm. Administrator 1 cited several positive influences of motivating factors related to professional practice, including professional engagement, noting teachers who are motivated engage in more self-reflection and collaboration. Conversely, when teachers are not motivated, the administrator said, "They just start to do whatever they have to. 'Oh, you want me to teach this' then I'll teach that, but they don't come up with creative ideas and they do more direct teaching and that's it." Administrator 2 had a similar view, stating, "If they're feeling good about what they're doing, if they're motivated, then they tend to be better at motivating students, at energizing the kids, and getting them engaged in learning." Motivated teachers are more engaged professionally and this influences student engagement and learning.

Teachers are more likely to learn new strategies and employ them when the motivating and hygiene factors are in place. For example, Teacher 2 described going to a professional development session about specialized instruction for English learners late into this teacher's career. The participant shared that the desire to see the students succeed prompted attendance at this training and "for the first time in my career, I truly understand how to scaffold material for English learners." Teacher 3 expressed a similar view sharing the desire to see children succeed academically that motivated a desire to learn new strategies. Teacher 6 learned a new instructional strategy specifically to help students succeed. Teacher 7 had a similar experience, commenting, "I think a good coach

and a good teacher never stops learning. So, whatever you can learn from teachers, or workshops, or whatever you can learn from to take back from them and try and motivate them [students]." Teacher 8 also discussed wanting to meet students' academic needs as a driving force behind professional practice, stating, "I take what seems to work and I change things as they are needed. I also try to learn something about each of my students to bring in prior knowledge and have the relationship piece in there." The teacher further offered that the desire to see students engaged and progressing were motivational factors to differentiate for each student because children have individual learning levels.

Conversely, the lack of motivating and hygiene factors has a negative influence on professional practice. One area affected is creativity and enthusiasm for the job. Administrator 1 observed, "They do direct teaching and that's all. And the kids get bored. The kids stop learning. They start talking. There starts to be more disciplinary problems." Teacher 3 provided an example of how motivating factors help foster enthusiasm and creativity. This teacher stated, "I try to design my class to give as much opportunities to the kids to succeed." Teacher 7 felt that spontaneous creativity can be necessary to help students understand lesson concepts, stating, "Sometimes you have to adjust midstream. If something's not working you might have to change it up and decide then 'oh, we're not going to do that-we're going to do this'. You have to be flexible." Conversely, according to Administrator 3, "if you're dissatisfied with that sense of what is being valued, you're going to have a higher tendency to not change your lesson planning from the ones you've had in the past." This administrator added that teachers who are not motivated "are not looking to update their classroom management styles" and begin to resist change by

asserting their work experience has provided the knowledge they need and because they are tenured, they do not have to change. Both administrators and teachers see the influence of motivating and hygiene factors on creativity and enthusiasm in lesson planning and delivery.

Administrators and teachers had similar viewpoints about the influence of motivating and hygiene factors and their effect on professional practice. However, teachers perceived the influence from a positive viewpoint. In other words, motivating and hygiene factors allowed them to engage actively to do the things that matter the most to them, which include making a difference in students' lives, building positive student-teacher relationships, and helping students progress academically. The administrators, conversely, viewed the motivating and hygiene factors as a way to keep teachers from becoming stagnant, disengaged, and resistant. Although the outcome is the same, the difference in perspective is notable. Teachers and administrators had opposing views of each other. Some of the administrators had a rather negative view of teachers, indicating that their motivators were all self-serving. Some teacher participants viewed administrators as disconnected and as having negative views of teachers. There was an incongruence in the two groups' understandings of motivating factors for veteran teachers.

Danielson (2007) divided professional practice into four domains, including classroom environment, planning and preparation, instruction, and professional responsibilities. Both administrators and teachers indicated motivating and hygiene factors have the most influence on the domains of instruction and preparation and

planning. Nearly all of the responses were centered on these two domains. Only a few administrator responses referred to professional responsibilities and classroom environment.

Evidence of Trustworthiness

Trustworthiness is fundamental in any qualitative study in order for the research to be accepted as valid and valuable in the field. Trustworthiness was established in this study by examining the four necessary criteria, including credibility, transferability, dependability, and confirmability. By creating an orderly set of research procedures, I minimized careless work. In addition, I developed trustworthiness by avoiding any obvious bias and deliberate distortion of findings (Yin, 2016).

To establish credibility, I used representative quotes from the participants in my descriptions (Erlingsson & Brysiewicz, 2013). The data were triangulated by interviewing two participant groups, administrators and veteran teachers, who have inherently different perspectives. Member checking was also used to increase credibility (Birt et al., 2016). by verifying the accuracy of the data recorded. Member checks can be performed during the data collection or at the end of the study. I chose to do both. The transcriptions were sent to the participants immediately in order to ensure their ideas were accurately captured before I began to analyze the data. Participants were given 7 days to respond. However, no participants responded with corrections or feedback. Once the data were analyzed, the findings were also sent to the participants for their review. No participants responded with changes or input.

Transferability was established through several means. In a basic qualitative study, the reader is the one that determines the transferability of the data and conclusions (Erlingsson & Brysiewicz, 2013). By providing thick, rich narratives that accurately capture the participants' perceptions, this allows the reader to draw the most accurate conclusions possible and thus determine transferability. The rich narratives with representative quotations also helped prevent using small pieces of data out of context and to examine the larger complexity of the collected data (Tracy, 2010). In addition, the participants were selected with the greatest amount of variation possible within the given setting, increasing the possibilities for transferability.

To ensure a high level of dependability, I followed all of the research protocols established by the Walden IRB. I recorded my notes during and immediately following each interview. In addition, the interviews were audio-recorded, transcribed verbatim, and then rechecked for accuracy. The dependability of the data can also be defined as the consistency of the findings (Baxter & Jack, 2008). If different researchers were to conduct the same study using the same participants and methods, make comparable interpretations, and obtain analogous findings and conclusions from the data, a study would be considered dependable (Shenton, 2004). As recommended by Shenton (2004), I created an audit trail by thoroughly describing the process used in the study to act as a guide that another researcher might use to obtain similar results. Finally, I used two different coding methods, open coding and axial coding, which increases the dependability of the findings (Shenton, 2004).

Confirmability is related to dependability and depends on the data being based on the experiences of the participants, not the researcher (Shenton, 2004). As I conducted the study, I examined my own experiences and possible bias as it related to the study. As a veteran teacher, I am aware that I have very strong opinions on this research topic. Because I previously worked in the general geographic area where this study took place, my perceptions and beliefs could easily influence how I interpreted the data. In order to avoid this, I engaged in a reflective bracketing process (Tufford & Newman, 2012) to help document my bias as it arose. There were only a few times when I had this experience, but it was important to stop and recognize it in order to prevent any bias from seeping into the study (Wall et al., 2004). In addition, I used a reflective diary to help me prepare for the interviews. This allowed me to examine my experiences and bias prior to each interview. Finally, I engaged in a reflective process at the end of the data collection in which I reviewed what I learned not only from the data collected but also from my own bracketing process as well (Tufford & Newman, 2012).

Summary

This chapter provided a detailed explanation of the data collection process, data analysis procedures, and results from the study focusing on administrator and teacher perceptions of factors influencing veteran teachers' professional practice. The data collection began with individual phone interviews that were transcribed verbatim and then coded using two rounds of coding including open and axial coding. The coded data were then sorted into larger categories and then connected to the conceptual framework ideas of motivating and hygiene factors (Herzberg, 1968).

The research questions were examined by first analyzing the data concerning motivating and demotivating factors from both the teacher and administrator perceptions. The first two sets of interview questions focused on what teachers and administrators viewed as motivating and demotivating factors and how those influenced professional practice. The last set of interview questions focused on what role teachers and administrators believe administrators have in motivating veteran teachers. That data were then categorized using Herzberg's theory of motivating and hygiene factors. Once sorted, I examined the influence on professional practice. From the collected data, it is noteworthy that both motivating and hygiene factors are necessary to positively influence the professional practice of veteran teachers. In Chapter 5, I focus on the interpretation of the findings of the research study, study limitations, recommendations, implications, and the research study conclusion.

Chapter 5: Discussion, Conclusions, and Recommendations

This section begins with an overview of the study followed by the interpretation of the findings. I will address each research question and relate the findings to the conceptual framework. I will make recommendations for further research and discuss the implications of the study, including the potential significance of this study for positive social change. Administrators perceived three prevalent motivating factors for teachers: academic freedom, student-teacher relationships, and feeling effective, whereas administrators' hygiene factors included administrative support with discipline and open, clear communication. Teachers cited students' progress and student-teacher relationships as their primary motivating factors and administrative support as their most important hygiene factor. The hygiene factors provided a foundation and framework for teachers to perform the motivating work of teaching students and developing relationships.

Overview

The purpose of the study was to gain an understanding of perceptions about motivating and hygiene factors and their influence on veteran teachers' professional practice in a southern California suburban school district. In this research study, I employed a basic qualitative approach. Eight veteran high school teachers and four high school administrators were selected to participate in the study. I used semistructured interviews to explore their perceptions of motivating and hygiene factors and the influence of these factors on the professional practice of veteran teachers. The conceptual framework was based on Herzberg's two-factor theory and Danielson's framework for teaching was used to define professional practice and frame the interview questions.

The research questions examined how administrators and teachers perceived the influence of motivating and hygiene factors on veteran teachers' professional practice. Four research questions were addressed:

RQ1: How do high school administrators in a suburban Southern California school district perceive the influence of motivating factors on veteran teachers' professional practice?

RQ2: How do veteran high school teachers in a suburban Southern California school district perceive the influence of motivating factors on veteran teachers' professional practice?

RQ3: How do high school administrators in a suburban Southern California school district perceive the influence of hygiene factors on veteran teachers' professional practice?

RQ4: How do high school veteran teachers in a suburban Southern California school district perceive the influence of hygiene factors on veteran teachers' professional practice?

Participants were asked a series of questions concerning factors that promote both motivation and dissatisfaction for veteran teachers, how those factors influenced teachers' professional practice, and the role of administrators in veteran teacher motivation. Teachers and administrators had different perspectives in response to the interview questions about motivating and hygiene factors but shared similar views concerning those factors influencing professional practice. In other words, administrators

and teachers did not view teacher motivation similarly, but viewed the effects of those motivators through a common lens.

Interpretation of Research Findings

The conceptual framework for this study was Herzberg's two-factor theory . Herzberg's theory provided a framework to examine motivational factors that might influence veteran teachers. Herzberg theorized two types of factors—motivating and hygiene. Motivating factors are those that lead to job satisfaction while those that prevent dissatisfaction are called hygiene factors. The interpretation of the study findings was based on their relationship to the conceptual framework and previous research in this area as discussed in the literature review, including Danielson's framework for teaching as it was used to define and frame the discussion of professional practice.

RQ1 and 3

RQ1 and 3 focused on administrators' perceptions of the influence of motivating and hygiene factors on veteran teachers' professional practice. These two questions are addressed together because they are interrelated and interdependent. The themes that emerged for motivating factors, as perceived by administrators, included academic freedom, student-teacher relationships, and feeling effective. Academic freedom, as such, is not a theme that emerged in the published literature on teacher motivation, but the ability to make autonomous choices about instruction and pedagogy was previously noted. Researchers previously identified positive student-teacher relationships and feeling effective as motivating factors (Arafin, 2014; Gu, 2014; Lauermann & Konig, 2016). Themes that emerged for hygiene factors included administrative support with discipline,

respect for teachers, and administrative communication. The need for well-designed and consistently implemented discipline policies was noted by Kraft et al. (2015) and effective, open communication was found to be a key teacher motivator by Berkovich and Eyal (2017) and Kass (2013).

Two administrators indicated their perception that teachers were more likely to spend more time planning and be devoted to student academic success when they were motivated. Two administrators also indicated student-teacher relationships were more positive when motivating factors are in place. Only one administrative participant named better collaboration, student engagement, and increased school participation as effects of motivating factors. Conversely, administrators viewed the absence of hygiene factors as a contributor to more rigidity and less creativity in the classroom and impaired student-teacher relationships. In summary, administrators believed teachers were creative, engaged, and open to new ideas when motivating and hygiene factors were present.

RQ2 and 4

RQ2 and 4 focused on veteran teachers' perceptions of the influence of motivating and hygiene factors on veteran teachers' professional practice. The most predominant themes that emerged for motivating factors were student-centered influences that included student progress, student-teacher relationships, and student engagement. These findings were consistent with previous researchers' findings that the work itself and student-teacher relationships were intrinsic motivators (Badri et al., 2013; Ghavifekr & Pillai, 2016; Howes & Goodman-Delahunty, 2015; Skaalvik & Skaalvik, 2015). Two themes focused on teachers' perceptions of self-efficacy included feeling like they were

making a difference in their students' academic progress and their feeling of effectiveness in the classroom. These themes also reflected previous research on teacher motivation (Arafin, 2014; Gu, 2014; Lauermann & Konig, 2016). The most prevalent themes that emerged in this study for veteran teachers for hygiene factors included the need for administrative support with student behavior, school management, and the acknowledgement of autonomy in daily professional activities. However, recognition of veteran teachers' individual strengths, being visible on campus, and professional recognition were also named as influential factors. These responses also reflected earlier researchers' findings regarding administrative supports and their influence on teacher motivation (Day & Sammons, 2013; Fuller, et al., 2016; Hughes et al., 2015; McCoy, Wilson-Jones, & Jones, 2013).

Four teacher participants shared that they were more likely to find ways to increase student academic success when motivating factors were present and five teachers indicated they were more likely to learn and try new instructional strategies. Two teachers said they were more likely to collaborate with other professionals and were more flexible in their teaching when they received positive administrative motivation. Conversely, when hygiene factors are not in place, the teacher participants indicated they become more rigid in their planning and classroom management, less engaged professionally, and had to work harder to meet student needs without the necessary supports in place.

Relationship to the Conceptual Framework

Herzberg (1968) theorized that certain factors, which were named motivating factors, led to job satisfaction. The other factors, which he labeled hygiene factors, were avoidance factors. The absence of hygiene factors may lead to dissatisfaction, but the presence of hygiene factors does not necessarily lead to satisfaction.

Both the administrator and veteran teacher participants identified motivating factors congruent with Herzberg's theory. Herzberg defined intrinsic factors as "achievement, recognition for achievement, the work itself, responsibility, and growth or advancements" (Herzberg, 1968, p. 57). Herzberg also purported the most powerful motivators were those that provide for an employees' psychological growth, such as vertical loading, personal achievement, recognition, and growth. Administrative responses were reflective of Herzberg's theory. Academic freedom is the educational equivalent of vertical loading and positive student-teacher relationships and feeling effective correspond to Herzberg's ideas about personal achievement. According to these veteran teacher responses, student progress and student-teacher relationships were the primary motivating factors, indicators of personal achievement in the teaching profession.

Herzberg identified hygiene factors as extrinsic factors which might result in job dissatisfaction when absent. Herzberg identified factors such as company policies, relationships at work, working conditions, and supervision in this category. Administrators noted support with discipline, respect for teachers, and effective communication as primary hygiene factors. Veteran teacher participants also noted administrative support with discipline as a primary hygiene factor as well allowing for

professional discretion in regard to what happens in their classrooms. Professional discretion, named as "not micromanaging" by teachers, could be interpreted as having similar meaning to the academic freedom noted by administrators but communicated differently based on the roles each set of participants play on a school campus. These factors are consistent with Herzberg's findings as well.

From the teacher responses, it became clear that hygiene factors create a foundation and environment in which teachers can strive to do the things that intrinsically motivate them, which is to develop strong student-teacher relationships and foster student success. The administrator responses did not reflect the same ideas. For several of the administrators, motivating factors were viewed as the factors that keep teachers happy. However, the administrators in this study did not perceive the extent to which veteran teachers were motivated by student academic success and relationships.

Limitations of the Study

There were several limitations to the study that might affect the transferability of the findings. Ultimately, however, transferability is dependent on the reader's interpretation and perspective (Graneheim & Lundman, 2004). As noted in Chapter 1, the participants for this study were from one school district in southern California comprised of a low socio-economic, ethnically diverse student population. The findings may not be applicable to teachers and administrators in different socio-economic, geographic, or ethnic contexts.

Secondly, the number of participants is a limitation. This study was conducted with eight teacher and four administrator participants. There are over 50,000 veteran

teachers in California (Goldring, et al., 2013). The small sample size has the potential to limit the transferability of the findings.

Finally, the nature of the sample itself may prove to be a limitation. This study focused on the perceptions of high school veteran teachers and administrators at comprehensive public high schools. The study findings may not be applicable to teachers and administrators in other settings such as elementary and middle schools, alternative schools, or private schools.

Recommendations for Future Study

Although there has been a significant amount of research about effective leadership practices and teacher motivation, the majority of research has centered on the recruitment and retention of novice teachers. There is a paucity of research about how to motivate and retain veteran teachers. This study identified differences in the way administrators and teachers viewed motivating and hygiene factors. However, the findings of this study suggest the need for further research to address how individual veteran teachers are motivated because this is highly individualized. In addition, further research is needed about the influence of motivating factors on professional practice. Additional research may be needed about administrator practices and how those practices influence the daily classroom activities. Finally, there may be different motivating and hygiene factors for veteran teachers at different levels of education, such as elementary and middle school, or different settings such as private schools and alternative placements. Additional research with these populations may add to the literature

concerning motivating factors for veteran teachers and the influence those factors have on professional practice.

Implications for Social Change

This study contributes to research on teacher motivation and effective professional practice by presenting administrator and veteran teacher perceptions of the factors that influence professional practice. While reading the published literature for this study, I found research regarding motivating novice teachers and best practices for increasing their pedagogy, effectiveness, and retention, but there was limited research specifically on motivating factors for veteran teachers. Moreover, this study examines the perceptions of both administrators and veteran teachers and the disparity between the views of these educators. Previous research demonstrated the significant influence effective leadership has on teacher motivation (Bellibas & Liu, 2017; Day et al., 2016; Fackler & Malmberg, 2016; Sun & Leithwood, 2015). This study examined the influence of positive supportive leadership on the daily professional practice of veteran teachers.

On a local level, this study may provide information to the participating district about the hygiene factors veteran teachers need to have in place to effectively engage their professional practice and specific factors to motivate them. This information may provide some guidance in potential administrator preparation because there are significant differences in administrators' and teachers' viewpoints on both motivation and hygiene factors.

This study may spur social change by highlighting administrative practices that have a direct influence on veteran teacher practices. Based on the findings of this study,

administrators should communicate clearly with teachers about policy and decision-making processes, provide strong administrative support for disciplinary problems, be present and visible on campus, and show appreciation for teachers' work. These actions may have a significant positive influence on classroom practices. Effective pedagogy and instructional practices are the most important factors in student academic success. Thus, an understanding of how best to provide the appropriate support through hygiene and motivating factors may improve the professional practice of veteran teachers and thus increase student achievement.

Conclusion

This study addressed the difference in perceptions of administrators and veteran teachers regarding motivating and hygiene factors of veteran teachers. The research questions for this study centered on what administrators and teachers viewed as the influence of these factors on veteran teachers' professional practice. The interview questions for this study delved into the identification of factors that both motivate and demotivate teachers, the role administrators have in motivating teachers, and how those factors and actions influence professional practice.

The findings of the study indicated there is a difference in administrator perceptions of motivating and hygiene factors. Veteran teachers overwhelmingly viewed student success and student-teacher relationships as primary motivators in an instructional role, whereas administrators named autonomy (stated as academic freedom), positive student-teacher relationships, and feeling effective as important motivators for veteran educators. Both groups named positive student-teacher relationships as a

motivating factor, although it was rated higher by teacher participants. Whereas teachers named student success, progress, and learning as their primary motivator, the administrative participants labeled those perceptions as feeling effective. One of the most discrepant findings of the study was the perception each group had of the other, which may be relevant for future research. The teacher participants viewed the administrators as judgmental and disconnected; two of the four administrators viewed the teachers as self-serving, even calling some teachers "selfish." The results from the interviews did not show a congruence in understanding between the two groups concerning veteran teachers' needs to stay motivated, appreciated, and valued professionally.

The hygiene factors primarily named by administrators were administrative support with discipline, respect for teachers, and administrative communication. Teachers named administrative support with discipline and professional discretion as important hygiene factors. However, recognition of teachers' individual strengths, being visible on campus, and professional recognition were also named by teachers as part of an administrator's job in motivating veteran teachers.

The influence of these motivating and hygiene factors on professional practice was not evident from the responses. Both participant groups named factors that motivated or caused dissatisfaction for teachers, however, they found it difficult to connect those motivators to the daily operations in a classroom. Although the influences of motivating and hygiene factors on professional practice were not clearly identified by the participants, it was evident that administrators and teachers viewed both sets of factors differently. In fact, two of the administrators interviewed expressed negative perceptions

of teacher motivation and viewed veteran teachers as self-serving and unwilling to change. The primary role of educators is to provide an educational experience for students that ensures their academic success through an affective learning environment and effective pedagogical practices. Previous research identified multiple factors that influence professional practice, including administrative support, teacher job satisfaction, teacher self-efficacy, professional development, and collaboration (Arafin, 2014; Darling-Hammond, et al., 2017; Kleickmann, et al., 2016; Lauermann & Konig, 2016). The findings of this study indicated that in order to have an influence on professional practice, administrators need to create and establish relationships with veteran teachers to provide the motivating and hygiene factors necessary to allow teachers to perform their duties as professional educators. To address this issue, school districts might consider providing training for administrators about how to effectively support veteran teachers and build relationships with them. Positive social change may result by creating synergetic relationships between administrators and veteran teachers that could not only expand the role of veteran teachers but also increase student academic achievement.

References

Akman, Y. (2016). The relationship between destructive leadership and job burnout: A research on teachers. *Journal of Theory and Practice in Education*, *12*(3), 627-653. Retrieved from http://eku.comu.edu.tr/eku/index.php/eku

Aldridge, J., & Fraser, B. (2016). Teacher's views of their school climate and its relationship with teacher self-efficacy and job satisfaction. *Learning Environments Research*, *19*, 291-307. Doi:10.1007s/10984-015-9198-x

Amzat, I. H., Don, Y., Fauzee, S. O., Hussin, F., & Raman, A. (2017). Determining motivators and hygiene factors among excellent teachers in Malaysia: An experience of confirmatory factor analysis. *International Journal of Educational Management*, *31*(2), 78-97. doi:10.1108/IJEM-03-2015-0023

Arafin, H. M. (2014). The influence of competence, motivation, and organisational culture to high school teacher job satisfaction and performance. *International Education Studies*, *8*(1), 38-45. doi:10.5539/ies.v8n1p38

Aydin, A., Sarier, Y., & Uysal, S. (2013). The effect of school principals' leadership styles on teachers' organizational commitment and job satisfaction. *Educational Sciences: Theory & Practice*, *13*(2), 806-811. Retrieved from www.edam.com/tr/estp

Badri, M. A., Mohaidat, J., Ferrandino, V., & El Mourad, T. (2013). The social cognitive model of job satisfaction among teachers: Testing and validation. *International Journal of Educational Research*, *57*, 12-24. doi:10.1016.j.ijer.2012.10.007

Baxter, P., & Jack, S. (2008). Qualitative case study methodology: Study design and

implementation for novice researchers. *The Qualitative Report*, *13*(4), 554-559.

Retrieved from http://www.nova.edu/ssss/QR/QR13-4/baxter.pdf

Bellibas, M. S., & Liu, Y. (2017). Multilevel analysis of the relationship between

principals' perceived practices of instructional leadership and teachers' self-

efficacy perceptions. *Journal of Educational Administration*, *55*(1), 49-69.

doi:10.1108/JEA-12-2015-0116

Berkovich, I., & Eyal, O. (2017). The effects of principals' communication practices on

teachers' emotional distress. *Educational Management Administration &*

Leadership, 1-17. doi:10.1177/1741143217694894

Berliner, D. (2001). Learning about and learning from expert teachers. *International*

Journal of Educational Research, *35*, 463-482. doi:10.106/s0883-0355(02)0004-6

Birt, L., Scott, S., Cavers, D., Campbell, C., & Walter, F. (2016). Member checking: A

tool to enhance trustworthiness or merely a nod to validation? *Qualitative Health*

Research, *26*(13), 1802-1811. doi:10.1177/1049732316654870

Blazar, D. (2015a). Effective teaching in elementary mathematics: Identifying classroom

practices that support student achievement. *Economics of Education Review*, *48*,

16-29. doi:10.106/j.econedurev.2015.05.005

Blazar, D. (2015b). Grade assignments and the teacher pipeline: A low-cost lever to

improve student achievement? *Educational Researcher*, *44*(4), 213-277.

doi:10.3102/0013189X15580944

Breeman, L. D., Wubbels, T., van Lier, P. A., Verhulst, F. C., van der Ende, J., Maras,

A., & Nick, N. T. (2015). Teacher characteristics, social classroom relationships,

and children's social, emotional, and behavioral classroom adjustment in special

education. *Journal of School Psychology*, *53*, 87-103.

doi:10.1016/j.jsp.2014.11.005

Burkhauser, S. (2016). How much do school principals matter when it comes to teacher

working conditions? *Educational Evaluation and Policy Analysis*, 1-20.

doi:10.3102/016373716668028

California Department of Education. (2017*). Fingertip facts on education in California:

CalEdFacts.* Retrieved from https://www.cde.ca.gov/ds/sd/cb

/ceffingertipfacts.asp

Cancio, E. J., Albrecht, S. F., & Johns, B. H. (2013). Defining administrative support and

its relationship to the attrition of teachers of students with emotional and

behavioral disorders. *Education and Treatment of Children*, 36(4), 71-94.

doi:10.1353/etc.2013.0035

Carpenter, D. (2015). School culture and leadership of professional learning

communities. *International Journal of Educational Management*, *29*(5), 682-694.

doi:10.1108/IJEM-04-2014-0046

Carver-Thomas, D., & Darling-Hammond, L. (2017). *Teacher turnover: Why it matters

and what we can do about it* [White Paper]. Retrieved from Learning Policy

Institute: https://learningpolicyinstitute.org/product/teacher-turnover-report

Chigona, A., Chigona, W., & Davids, Z. (2014). Educators' motivation on integration of

ICT's into pedagogy: Case of disadvantaged areas. *South African Journal of

Education*, *34*(3). Retrieved from http://www.sajournalofeducation.co.za

Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014). *What makes great teaching? Review of the underpinning research*. Retrieved from Sutton Trust Website: http://www.suttontrust.com/researcharchive/great-teaching/

Commission on Teacher Credentialing. (2009). *California Standards for the Teaching Profession (CSTP) (2009)*. Retrieved from https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/cstp-2009.pdf

Costello, R., & Welch, S. A. (2014). A qualitative analysis of faculty and student perceptions of effective online class communities using Herzberg's motivator-hygiene factors. *The Quarterly Review of Distance Education*, *15*(4), 15-23. Retrieved from http://www.infoagepub.com

Creswell, J. (2015). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (5th ed.). Boston, MA: Pearson.

Daniels, E. (2016). Logistical factors in teachers' motivation. *The Clearing House*, *89*(2), 61-66. doi:10.1080/00098655.2016.1165166

Daniels, E. (2017). Curricular factors in middle school teachers' motivation to become and remain effective. *Research in Middle Level Education*, *40*(5), 1-14. doi:10.1080/19404476.2017.1300854

Danielson, C. (2007). *Enhancing professional practice: A framework for teaching* (2nd ed.). Alexandria, VA: ASCD.

Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. *Education Policy Analysis Archives*, *8*(1), 1-44. doi:10.14507/epaa.v8n1.2000

Darling-Hammond, L. (2017). Teacher education around the world: What can we learn

    from international practice? *European Journal of Teacher Education*, *40*(3), 291-

    309. doi:10.1080/02619768

Darling-Hammond, L., Hyler, M., & Gardner, M. (2017). *Effective teacher professional*

    development. Retrieved from Learning Policy Institute:

    https://learningpolicyinstitute.org

Dataquest (n.d). [redacted]. Retrieved from https://dq.cde.ca.gov/dataquest/

Day, C., Gu, Q., & Sammons, P. (2016). The impact of leadership on student outcomes:

    How successful school leaders use transformational and instructional strategies to

    make a difference. *Education Administration Quarterly, 52*(2), 221-258.

    doi:10.1177/0013161X15616863

Day, C., & Hong, J. (2016). Influences on the capacities for emotional resilience of

    teachers in schools serving disadvantaged urban communities: Challenges of

    living on the edge. *Teaching and Teacher Education*, *59*, 115-125.

    doi:10.1016/jtate.2016.05.015

Day, C., & Sammons, P. (2013). *Successful leadership: A review of the international*

    literature. Retrieved from CfBT Education Trust:

    https://www.educationdevelopmenttrust.com/~/media/cfbtcorporate/files/research

    /2013/r-successful-leadership-2013.pdf

Dicke, T., Elling, J., Schmeck, A., & Leutner, D. (2015). Reducing reality shock: The

    effects of classroom management skills training on beginning teachers. *Teaching*

    and Teacher Education, *48*, 1-12. doi:10.1016/j.tat.2015.01.013

Durksen, T., Klassen, R., & Daniels, L. (2017). Motivation and collaboration: The keys to a developmental framework for teachers' professional learning. *Teaching and Teacher Education*, *67*, 53-66. doi:10.1016/j.tate.2017.05.011

Dutta, V., & Sahney, S. (2016). School leadership and its impact on student achievement: The mediating role of school climate and teacher job satisfaction. *International Journal of Educational Management*, *30*(6), 941-958. doi:10.1108/IJEM-12-2014-0170

Duyar, I., Gumus, S., & Bellibas, M. S. (2013). Multilevel analysis of teacher work attitudes: The influence of principal leadership and teacher collaboration. *International Journal of Educational Management*, *27*(7), 700-719. doi:10.1108/IJEM-09-2012-0107

Ed-data (n.d). [redacted]. Retrieved from http://www.ed-data.orgEldor, L., & Harpaz, I. (2016). A process model of employee engagement: The learning climate and its relationship with extra-role performance behaviors. *Journal of Organizational Behavior*, *37*, 213-235. doi:10.1002/job2037

Eldor, L., & Shoshani, A. (2016). Caring relationships in school staff: Exploring the link between compassion and teacher work engagement. *Teaching and Teacher Education*, *59*, 126-136. doi:10.1016/j.tate.2016.06.001

Eldor, L., & Shoshani, A. (2017). Are you being served? The relationship between school climate for service and teachers' engagement, satisfaction, and intention to leave: A moderated mediation model. *The Journal of Psychology*, *151*(4), 359-378. doi:10.1080/00223980.2017.1291488

Erdem, M., Ilgan, A., & Ucar, H. (2014). Relationship between learning organization and job satisfaction of primary school teachers. *International Online Journal of Educational Sciences*, *6*(1), 8-20. doi:10.15345/iojes.2014.001.002

Erlingsson, C., & Brysiewicz, P. (2013). Orientation among multiple truths: An introduction to qualitative research. *African Journal of Emergency Medicine.* 3(2), 92-99. doi:10.1016/j.afjem.2012.04.005

Fackler, S., & Malmberg, L. (2016). Teachers' self-efficacy in 14 OECD countries: Teacher, student group, school, and leadership effects. *Teaching and Teacher Education*, *56*, 185-195. doi:10.1016/j.tate2016.03.002

Feng, L., & Sass, T. (2018). The impact of incentives to recruit and retain teachers in "hard-to-staff" subjects. *Journal of Policy Analysis & Management*, *37*(1), 112-135. doi:10.1002/pam.22037

Foor, R., & Cano, J. (2011). Predictors of job satisfaction among selected agriculture faculty. *Journal of Agricultural Education*, *52*(1), 30-39. doi:10.5032/jae.2011.01030

Fransson, G., & Frelin, A. (2016). Highly committed teachers: what makes them tick? A study of sustained commitment. Teachers and Teaching, 22(8), 896-912. doi:10.1080/13540602.2016.1201469

Fuller, B., Waite, A., & Irribarra, D. T. (2016). Explaining teacher turnover: School cohesion and intrinsic motivation in Los Angeles. *American Journal of Education*, *122*, 537-567. doi:10.1086/687272

Gastaldi, F. G., Pasta, T., Lomgobardi, C., Prino, L. E., & Qualglia, R. (2014). Measuring

the influence of stress and burnout in teacher-child relationship. *European Journal of Education and Psychology*, *7*(1), 17-28. doi:10.1989/ejep.v7il.149

Ghavifekr, S., & Pillai, N. S. (2016). The relationship between school's organizational climate and teacher's job satisfaction: Malaysian experience. *Asia Pacific Educational Review*, *17*, 87-106. doi:10.1007/s12564-015-9411-8

Glesne, C. (2015). *Becoming qualitative researchers: An introduction* (5th ed.). Boston, MA: Pearson Education.

Goddard, R., Goddard, Y., Kim, E. S., & Miller, R. (2015). A theoretical and empirical analysis of the roles of instructional leadership, teacher collaboration, and collective efficacy beliefs in support of student learning. *American Journal of Education*, *121*, 501-530. doi:10.1086/681925

Goldring, R., Gray, L., & Bitterman, A. (2013). *Characteristics of Public and Private Elementary School Teachers in the United States: Results from the 2011-2012 Schools and Staffing Survey* (NCES 2013314). Washington, DC: Government Printing Office.

Graham, K., Hudson, P., & Willis, J. (2014, December). *How can principals enhance teacher job satisfaction and work commitment?* Paper presented at the Australian Association of Research in Education (AARE), Brisbane, Australia. Retrieved from eprints.qut.edu.au

Graneheim, U., & Lundman, B. (2004). Qualitative content analysis in nursing research: concepts, procedures and measures to achieve trustworthiness. Nurse Education Today, 24, 105–112. doi:10.1016/j.nedt.2003.10.001

Gray, L., & Taie, S. (2015). *Public school teacher attrition and mobility in the first five years: Results from the first through fifth waves of the 2007-2008 beginning teacher longitudinal study* (NCES 2015-337). Washington, DC: Government Printing Office.

Gu, Q. (2014). The role of relational resilience in teachers' career-long commitment and effectiveness. *Teachers and Teaching*, *20*(5), 502-529. doi:10.1080/13540602.2014.937961

Gu, Q., & Day, C. (2013). Challenges to teacher resilience: conditions count. *British Educational Research Journal*, *39*(1), 22-44. doi:10.1080/01411926.2011.623152

Guglielmi, D., Panari, C., Simbula, S., & Mazzetti, G. (2014). Is it possible to motivate teachers? The role of organizational identification. *Procedia Social and Behavioral Sciences. 116,* 1842-1847. doi:10.1016/j.sbspro.2014.01.481

Gultekin, H., & Arkar, E. (2014). The intrinsic and extrinsic factors for teacher motivation. *Revista de Cercetare si Interventie Sociala*, *47*, 291-306. Retrieved from www.doaj.org

Hallam, P., Smith, H., Hite, J., Hite, S., & Wilcox, B. (2015). Trust and collaboration in PLC Teams: Teacher relationships, principal support, and collaborative benefits. *NAASP Bulletin*, *99*(3), 193-216. doi:10.1177/019636515602330

Handford, V., & Leithwood, K. (2013). Why teachers trust school leaders. *Journal of Educational Administration*, *51*, 194-212. doi:10.1108/09578231311304706

Hatch, J. (2002*). Doing qualitative research in education settings*. Albany, New York: State University of New York Press.

Hauserman, C. P., Ivankova, N. V., & Stick, S. L. (2013). Teacher perceptions of

principals' leadership qualities: A mixed methods study. *Journal of School*

Leadership, *23*, 34-63. Retrieved from http://ww.rowmanlittlefield.com

Hauserman, C., & Stick, S. (2013). The leadership teachers want from principals:

Transformational. *Canadian Journal of Education*, *36*(3), 184-203. Retrieved

from www.cje-rce.ca

Helou, M. E., Nabhani, M., & Bahous, R. (2016). Teachers' views on causes leading to

their burnout. *School Leadership & Management*, *36*(5), 551-567.

doi:10.1080/13632434.2016.1247051

Herminingsih, A., & Supardi, W. (2017). The effects of work ethics, transformational

leadership and transactional leadership on work performance of teachers.

Management Studies, *5*(3), 250-261. doi:10.17265/2328-2185/2017.03.009

Herzberg, F. (1968). One more time: How do you motivate employees? *Harvard*

Business Review, *46*(1), 53-62. Retrieved from https://pdfs.semanticscholar.org/

a3a4/05aff963b2d6d252e8ae136cde06508c0010.pdf

Herzberg, F., Mausner, B., & Snyderman, B. B. (1959). *The Motivation to Work* (2nd

ed.). New York, NY: John Wiley & Sons, Inc.

Hitt, D. H., & Tucker, P. D. (2016). Systematic review of key leader practices found to

influence student achievement: A unified framework. *Review of Educational*

Research, *86*(2), 531-569. doi:10.3102/0034654315614911

Houghton, C., Casey, D., Shaw, D., & Murphy, K. (2013). Rigour in qualitative case-

study research. *Nurse Researcher*, *20*(4), 12-17.

doi:10.7748/nr2013.03.20.4.12.e326

Houghton, C., Casey, D., Shaw, D., & Murphy, K. (2015). Qualitative case study data

analysis: An example from practice. Nurse Researcher, 22(5), 8-12.

doi:0.7748/nr.22.5.8.e1307

Howes, L., & Goodman-Delahunty, J. (2015). Teachers' career decisions: Perspectives on

choosing teaching careers, and on staying or leaving. *Issues in Educational

Research*, *1*, 18-35. Retrieved from http://www.iier.org.au/iier25/howes.html

Hughes, A., Matt, J., & O'Reilly, F. (2015). Principal support is imperative to the

retention of teachers in hard-to-staff schools. *Journal of Education and Training

Studies*, *3*(1), 129-134. doi:10.11114/jets.v3il.622

Ibrahim, M. S., Ghavifekr, S., Ling, S., Siraj, S., & Azeez, M. (2014). Can

transformational leadership influence on teachers' commitment towards

organization, teaching profession, and students learning? A quantitative analysis.

Asia Pacific Education Review, *15*, 177-190. doi:10.1007/s12564-013-9308-3

Ingersoll, R., Merrill, L., & Stuckey, D. (2014). *Seven trends: The transformation of the

teaching force*. Retrieved from Consortium for Policy Research in Education:

files.eric.ed.gov/fulltext/ED566897.pdf

Jackson, C. K. (2012). *Non-cognitive ability, test scores, and teacher quality: Evidence

from 9th grade teachers in North Carolina* (18624). Retrieved from National

Bureau of Economic Research: http://www.nber.org/papers/s18624

Ju, C., Lan, J., Li, Y., Feng, W., & You, X. (2015). The mediating role of workplace

social support on the relationship between trait emotional intelligence and teacher

burnout. *Teaching and Teacher Education*, *51*, 58-67.

doi:10.106/j.tate.2015.06.001

Kahlke, R. (2014). Generic qualitative approaches: Pitfalls and benefits of

methodological mixology. *International Journal of Qualitative Methods*, *13*(1),

37-52. doi:10.1177/160940691401300119

Kass, E. (2013). "A compliment is all I need?-Teachers telling principals how to promote

their staff's self-efficacy. *Alberta Journal of Educational Research*, *59*(2), 208-

225. Retrieved from www.ajer.ca/

Kelly, S., & Northrup, L. (2015). Early career outcomes for the "best and the brightest":

selectivity, satisfaction, and attrition in the beginning teacher longitudinal survey.

American Educational Research Journal, *52*(4), 624-656.

doi:10.3102/0002831215587352

Kleickmann, T., Trobst, S., Jonen, A., Vehmeyer, J., & Moller, K. (2016). The effects of

expert scaffolding in elementary science professional development on teachers'

beliefs and motivations, instructional practices, and student achievement. *Journal

of Educational Psychology*, *108*(1), 21-42. doi:10.1037/edu000041

Kovach, K. (1987). What motivates employees? Workers and supervisors give different

answers. *Business Horizons*, *30*(5), 58-65. doi:10.1016/0007-6813(87)90082-6

Korpershoek, H., Harms, T., de Boer, H., van Kuijk, M., & Doolard, S. (2016). A meta-

analysis of the effects of classroom management strategies and classroom

management programs on students' academic, behavior, emotional, and

motivational outcomes. *Review of Educational Research*, *86*(3), 643-680.

doi:10.3102/0034654315626799

Koutrouba, K., & Michala, M. (2017). Professional satisfaction of secondary education

teachers: The case of Greece. *International Journal of Instruction*, *10*(2), 85-102.

Retrieved from http://www.e-iji.net/dosyalar/ijii_2017_2_6.pdf

Kraft, M. A., Papay, J. P., Johnson, S. M., Charner-Laird, M., Ng, M., & Reinhorn, S.

(2015). Educating amid uncertainty: The organizational supports teachers need to

serve students in high-poverty, urban high schools. *Educational Administration*

Quarterly, *51*(5), 753-790. doi:10.1177/0013161X15607617

Kunter, M., Klusman, U., Baumert, J., Richter, D., Voss, T., & Hachfeld, A. (2013).

Professional competence of teachers: effects on instructional quality and student

development. *Journal of Educational Psychology*, *105*(3), 805-820.

doi:10.1037/a0032583

Kyriakides, L., Christoforou, C., & Charalambos, C. Y. (2013). What matters for student

achievement for student learning outcomes: A meta-analysis of studies exploring

factors of effective teaching. *Teaching and Teacher Education*, *36*, 143-152.

doi:10.1016/j.tate.2013.07.010

Ladd, H. F., & Sorensen, L. C. (2014). *Returns to teacher experience: Student*

achievement and motivation in middle school (Working Paper 112). Retrieved

from National Center for Analysis of Longitudinal Data in Educational Research:

www.caldercenter.org

Langher, V., Caputo, A., & Ricci, M. E. (2017). The potential role of perceived support

for reduction of special education teachers' burnout. *International Journal of*

Educational Psychology, *6*(2), 120-147. doi:10.17583.ijep.2017.2126

Larkin, I. M., Brantley-Dias, L., & Lokey-Vega, A. (2016). Job satisfaction, organizational commitment, and turnover intention of online teachers in the K-12 setting. *Online Learning*, *20*(3), 26-51. doi:10.24059.olj.v20i3.986

Lauermann, F., & Konig, J. (2016). Teachers' professional competence and wellbeing: Understanding the links between general pedagogical knowledge, self-efficacy and burnout. *Learning and Instruction*, *45*, 9-19. doi:10.1016/j.learninstruc.2016.06.006

Lavigne, A. (2014). Beginning teachers who stay: Beliefs about students. *Teaching and Teacher Education*, *39*, 31-43. doi:10.1016/j.tate.2013.12.002

Leis, M., & Rimm-Kaufman, S. E. (2016). Principal actions related to increases in teacher-principal trust. *Journal of School Public Relations*, *36*, 260-292. Retrieved from https://rowman.com/RLEducation

Lee, A. N., & Nie, Y. (2014). Understanding teacher empowerment: Teachers' perceptions of principal's and immediate supervisor's empowering behaviors, psychological empowerment and work-related outcomes. *Teaching and Teacher Education*, *41*, 67-79. doi:10.1016/j.tate.2014.03.006

Lee, J. (2014). The relationship between student engagement and academic performance: Is it a myth or reality? *The Journal of Educational Research*, *10*(7), 177-185. doi:10.1080/00220671.2013.807491

Malinen, O., & Savolainen, H. (2016). The effect of perceived school climate and teacher efficacy in behavior management on job satisfaction and burnout: A longitudinal

study. *Teaching and Teacher Education*, *60*, 144-152.

doi:10.106/j.tate.2016.08.012

Marsick, V., & Watkins, K. (2003). Demonstrating the value of an organization's learning

culture: The dimensions of the learning organization questionnaire. *Advances in*

Developing Human Resources, *5*(2), 132-151.

doi:10.1177/152342230303005002002

McCoy, M., Wilson-Jones, L., & Jones, P. (2013). Selected North Carolina beginning

and veteran teachers' perceptions of factors influencing retention and attrition.

Journal of Research Initiatives, *1*(1), 46-53. Retrieved from

http://digitalcommons.uncfsu.edu/jri.vol1.issl/7

Mehdinezhad, V., & Mansouri, M. (2016). School principal's leadership behaviors and its

relation with teachers' sense of self-efficacy. *International Journal of Instruction*,

9, 51-60. doi:10.12973ijii.2016.924a

Merriam, S., & Tisdell, E. (2016). *Qualitative Research: A Guide to Design and*

Implementation (4th ed.). [Kindle DX]. San Francisco, CA: Jossey-Bass.

Mintzes, J., Marcum, B., Messerschmidt-Yates, C., & Mark, A. (2013). Enhancing self-

efficacy in elementary science teaching with professional learning communities.

Journal of Science Teacher Education, *24*, 1201-1218. doi:10.1007/s10972-012-

9320-1

National Center for Education Statistics. (2011-2012). *Schools and Staffing Survey* [Data

file]. Retrieved from https://nces.ed.gov

Oakes, W., Lane, K., Jenkins, A., & Booker, B. (2013). Three-tiered models of

prevention: Teacher efficacy and burnout. *Education and Treatment of Children*, *36*(4), 95-126. doi: 10.1353/etc.2013.0037

O'Brennan, L., Pas, E., & Bradshaw, C. (2017). Multilevel examination of burnout among high school staff: importance of staff and school factors. *School Psychology Review*, *46*(2), 165-176. doi:10/17105/SPR-2015-0019.V46-2

Orb, A., Eisenhauer, L., & Wynaden, D. (2000). Ethics in qualitative research. *Journal of nursing scholarship*, *33*(1), 93-96. doi:10.1111.j.1547-5064.2001.00093.x

Ost, B. (2014). The relative importance of specific and general human capital. *American Economic Journal*, *6*(2), 127-151. doi:10.1257.app.6.2.127

Owusu-Bempah, J., Addison, R., & Fairweather, J. (2014). Commonalities and specificities of authentic leadership in Ghana and New Zealand. *Educational Management Administration & Leadership*, 1-21. doi:10.1177/1741143213502198

Ozdemir, S., Sezgin, F., & Kilic, D. (2015). School administrators' leadership competencies according to the views of school administrators and teachers. *Education and Science*, *40*(177), 365-383. doi:10.15390/EB.2015.3717

Papay, J. P., & Kraft, M. A. (2015). Productivity returns to experience in the teacher labor market: Methodological challenges and new evidence on long-term career improvement. *Journal of Public Economics*, *130*, 105-119. doi:10.1016/j.jpubeco.2015.02.008

Park, J., & Ham, S. (2016). Whose perception of principal instruction leadership? Principal-teacher perceptual (dis)agreement and its influence on teacher

collaboration. *Asia Pacific Journal of Education*, *36*(3), 450-469.

doi:10.1080/02188791.2014.961895

Pas, E. T., Cash, A. H., O'Brennan, L., Debnam, K. J., & Bradshaw, C. P. (2015). Profiles

of classroom behavior in high schools: Associations with teacher behavior

management strategies and classroom composition. *Journal of School*

Psychology, *53*, 137-148. doi:10.1016/j.jsp.2014.12.005

Powers, S., Kaniuka, T., Phillips, B., & Cain, B. (2016). The impact of teacher-led

professional development programs on the self-efficacy of veteran teachers.

Journal of Research Initiatives, *2*(1), 1-21. Retrieved from

https://digitalcommons.com.uncfsu.edu/jri

Price, J., & Murnan, J. (2004). Research limitations and the necessity of reporting them.

American Journal of Health Education, 35(2), 66-67.

doi:10.1080/19325037.2004.10603611.

Robertson-Kraft, C., & Duckworth, A. (2014). True grit: Trait-level perseverance and

passion for long-term goals predicts effectiveness and retention among novice

teachers. . *Teachers College Record*, *116*(3), 1-27. Retrieved from

www.tcrecord.org

Ronfeldt, M., Farmer, S. O., McQueen, K., & Grissom, J. (2015). Teacher collaboration

in instructional teams and student achievement. *American Educational Research*

Journal, *52*(3), 475-514. doi:10.312/002831215585562

Rumschlag, K. E. (2017). Teacher Burnout: A quantitative analysis of emotional exhaustion, personal accomplishment, and depersonalization. *International management review*, *13*(1), 22-36. Retrieved from http://www.usimr.org/

Ryan-Nichols, K., & Will, C. (2009). Rigour in qualitative research: mechanisms for control. *Nurse Researcher*, *16*(3), 70-85. doi:10.7748/nr2009.04.16.3.70.c6947

Sandelowski, M. (2000). Focus on research methods: Whatever happened to qualitative description? *Research in Nursing & Health*. *23*, 334-340. doi:10.1002/1098-240X(200008)23:4<334:AID-NUR9>3.0.CO;2-G

Salifu, I., & Agbenyega, J. S. (2013). Teacher motivation and identity formation: Issues affecting professional practice. *MIER Journal of Educational Studies, Trends& Practices*, *3*(1), 58-74. Retrieved from http://www.mierjs.in/ojs

Sanjari, M., Bahramnezhad, F., Fomani, F., Shoghi, M., & Cheraghi, M. (2014). Ethical challenges of researchers in qualitative studies: The necessity to develop a specific guideline. *Journal of Medical Ethics and History of Medicine*. *7*(14), 1-6. Retrieved from www.jmehm.tums.ac.ir

Sayadi, Y. (2016). The effect of dimensions of transformational, transactional, and non-leadership on the job satisfaction and organizational commitment of teachers in Iran. *Management in Education, 30*(2), 57-65. doi:10.1177/0892020615625363

Shapira-Lishchinsky, O., & Tsemach, S. (2014). Psychological empowerment as a mediator between teachers' perceptions of authentic leadership and their withdrawal and citizenship behaviors. *Educational Administration Quarterly*, *50*(4), 675-712. doi:10.1177.0013161X13513898

Shatzer, R., Caldarella, P., Hallam, P., & Brown, B. (2014). Comparing the effects of

    instructional and transformational leadership on student achievement:

    Implications for practice. *Educational Management Administration & Leadership*,

    42(4), 445-459. doi:10.1177/1741143213502192

Shaw, J., & Newton, J. (2014). Teacher retention and satisfaction with a servant leader as

    principal. *Education*, *135*(1), 101-106. Retrieved from

    http://www.projectinnovation.biz/index.html

Shenton, A. (2004). Strategies for ensuring trustworthiness in qualitative research

    projects. *Education for Information*, *22*(2), 63-75. doi:10.3233/efi-2004-22201

Shoshani, A., & Eldor, L. (2016). The informal learning of teachers: Learning climate,

    job satisfaction and teachers' and students' motivation and well being.

    International Journal of Educational Research, *79*, 52-63.

    doi:10.1016/j.ijer.2016.06.007

Skaalvik, E., & Skaalvik, S. (2014). Teacher self-efficacy and perceived autonomy:

    Relations with teacher engagement, job satisfaction, and emotional exhaustion.

    Psychological Reports: Employment Psychology & Marketing, *114*(1), 68-77.

    doi:10.2466/14.02.PRO.114k14w0

Skaalvik, E. M., & Skaalvik, S. (2015). Job satisfaction, stress and coping strategies in

    the teaching profession-what do teachers say? *International Education Studies*,

    8(3), 181-192. doi:10.5539/ies.v8n3p181

Skaalvik, E. M., & Skaalvik, S. (2016). Teacher stress and teacher self-efficacy as

    predictors of engagement, emotional exhaustion, and motivation to leave the

teaching profession. *Creative Education*, *7*, 1785-1799.

doi:10.4236/ce.2016.713182

Struyven, K., & Vanthournout, G. (2014). Teachers' exit decisions: An investigation into
the reasons why newly qualified teaches fail to enter the teaching profession or
why those who do enter do not continue teaching. *Teaching and Teacher
Education*, *43*, 37-45. doi:10.1016/j.tate.2014.06.002

Sun, J., & Leithwood, K. (2015). Direction-setting school leadership practices: a meta-
analytical review of evidence about their influence. *School Effectiveness and
School Improvement, 26* (4), 499-523. doi:10.1080/092543453.2015.1005106.

Thapa, A., Cohen, J., Guffey, S., & D'Alessandro, A. H. (2013). A review of school
climate research. *Review of Educational Research*, *83*(3), 357-385.
doi:10.3102/0034654313483907

The Wallace Foundation. (2013). *The school principal as leader: Guiding schools to
better teaching and learning* [White paper]. Retrieved from
http://www.wallacefoundation.org/knowledge-center/Documents/The-School-
Principal-as-Leader-Guiding-Schools-to-Better-Teaching-and-Learning-2nd-
Ed.pdf

Tobin, J. (2014). Management and leadership issues for school building leaders.
International Journal of Educational Leadership Preparation, *9*. Retrieved from
https://files.eric.ed.gov/fulltext/EJ1024110.pdf

Tracy, S. (2010). Qualitative quality: Eight "big-tent" criteria for excellent qualitative
research. *Sage Publications*, *16*(10), 837-851. doi:10.1177/1077800410383121

Tschannen-Moran, M., & Gareis, C. (2015). Faculty trust in the principal: An essential ingredient in high-performing schools. *Journal of Educational Administration*, *53*(1), 66-92. doi:10.1108/JEA-02-2014-0024

Tufford, L., & Newman, P. (2012). Bracketing in qualitative research. *Qualitative Social Work*, *11*(1), 80-96. doi:10.1177/1473325010368316

Uribe-Florez, L. J., Al-Rawashdeh, A., & Morales, S. (2014). Perceptions about teacher leadership: Do teacher leaders and administrators share a common ground? *Journal of International Education and Leadership*, *4*(1), 1-15. Retrieved from https://eric.ed.gov/?id=EJ1136038

Van Droogenbroeck, F., Spruyt, B., & Vanroelen, C. (2014). Burnout among senior teachers: Investigating the role of workload and interpersonal relationships at work. *Teaching and Teacher Education*, *43*, 99-109. doi:10.1016/j.tate.2014.07.005

Van Maele, D., & Van Houtte, M. (2015). Trust in school: a pathway to inhibit teacher burnout? *Journal of Educational Administration*, *53*(1), 93-115. doi:10.1108/JEA-02-2014-0018

Voelkel, R., & Chrispeels, J. (2017). Understanding the link between professional learning communities and teacher collective efficacy. *School Effectiveness and School Improvement*, *28*(4), 505-526. doi:10.1010/09243453.2017.1299015

von Fischer, P., & De Jong, D. (2017). The relationship between teacher perception of principal servant leadership behavior and teacher job satisfaction. *Servant Leadership: Theory & Practice*, *4*(2), 53-84. Retrieved from

http://csuepress.columbusstate.edu/sltp.vol14/iss2/14

Wahab, J., Fuad, C., Ismail, H., & Majid, S. (2014). Headmasters' transformational leadership and their relationship with teachers' job satisfaction and teachers' commitments. *International Education Studies*, *13*, 40-48. doi:10.5539.ies.v7n1340

Wall, C., Glenn, S., Mitchinson, S., & Poole, U. (2004). Using reflective diary to develop bracketing skills during a phenomenological investigations. *Nurse Research, 11*(4), 20-20. doi:10.7748/nr2004.07.11.4.20.c6212

Waltman, J., Bergom, I., Hollenshead, C., Miller, J., & August, L. (2012). Factors contributing to job satisfaction and dissatisfaction among non-tenure track faculty. *The Journal of Higher Education*, *83*(3), 411-434. doi:10.1353.jhe.2012.0014

Wang, H., Hall, N., & Rahimi, S. (2015). Self-efficacy and casual attributions in teachers: Effects on burnout, job satisfaction, illness, and quitting intentions. *Teaching and Teacher Education*, *47*, 120-130. doi:10.1016/j.tate.2014.12.005

Wiswall, M. (2013). The dynamics of teacher quality. *Journal of Public Economics*, *100*, 61-78. doi:10.21391ssm.1911309

Yin, R. K. (2014). *Case Study Research: Design and Methods* (5th ed.). Thousand Oaks, CA: Sage Publications, Inc.

Yin, R. K. (2016). *Qualitative Research from Start to Finish* (2nd ed.). [Kindle DX]. New York, NY: The Guilford Press.

You, S., & Conley, S. (2015). Workplace predictors of secondary school teachers' intention to leave: An exploration of career stages. *Educational Management:*

Administration and Leadership, *43*(4), 561-581. doi:10.1177/1741143214535741

Appendix A: Interview Protocol for Teachers

I. Greeting

II. Review of Consent Form

III. Participant Questions

IV. Opening Question (to establish rapport)

V. Review definition of professional practice based on Danielson's Framework for Teaching

VI. Interview Questions

1. In your day-to-day experience, what factors influence how satisfied you are with your job as a veteran teacher?

(Possible prompt): These factors can be anything that has a direct or indirect influence on you, such as schedules, class size, compensation, professional duties, policies, curriculum or anything else that you experience as a teacher.

   a. How do these factors affect your job satisfaction? Can you provide any specific examples?

   b. Of the factors you've mentioned, which ones motivate you to stay in the profession?

      i. Follow up question: Can you explain why or how this would motivate you to stay in the profession?

   c. Of the factors you've mentioned, which ones motivate you to grow as an educator, be open to try new things, or otherwise engage in your teaching practice at a deeper level?

       i. Follow up question: Can you explain why or how?

2. How do these factors influence your professional practice as a teacher?

    a. Possible follow-up questions

       i. How does this/these factors influence preparation and planning?

       ii. How does this/these factors influence classroom instruction?

       iii. How does this/these factors influence the classroom environment?

       iv. How does this/these factors influence completion of professional

         responsibilities?

       v. Are there are other ways these factors influence a veteran teacher using the

         Framework for Teaching as a reference?

3. In your day-to-day experience as a teacher, what factors may create dissatisfaction

or discontent with your job as a veteran teacher?

(Possible prompt): These factors can be anything that has a direct or indirect

influence on you, such as schedules, class size, compensation, professional duties,

policies, curriculum or anything else that you experience as a teacher.

    a. How do these factors affect your job satisfaction? Can you provide any

       specific examples?

    b. Of the factors you've mentioned, which ones might motivate you to leave the

       profession?

       ii. Possible follow-up questions

         a. Can you explain why or how this would motivate you to leave to

           profession?

4. How do these factors influence your professional practice as a teacher?

   a. Possible follow-up questions

      i. How does this/these factors influence preparation and planning?

      ii. How does this/these factors influence classroom instruction?

      iii. How does this/these factors influence the classroom environment?

      iv. How does this/these factors influence completion of professional

          responsibilities?

      v. Are there are other ways these factors influence a veteran teacher using the

          Framework for Teaching as a reference?

5. Describe the parts of an administrator's job that directly relate to motivating

   veteran teachers.

6. What influence do you believe administrators have on influencing veteran

   teachers' professional practice?

7. Is there anything else you would like to share with me about veteran teacher

   motivation and/or professional practice?

VII. Close of Interview

   a. Thank you

   b. Review of member checking procedures

   c. Participant questions

VIII. End of Interview

Appendix B: Interview Protocol for Administrators

I. Greeting

II. Review of Consent Form

III. Participant Questions

IV. Opening Question (to establish rapport)

V. Review definition of professional practice based on Danielson's Framework for Teaching

VI. Interview Questions

1. In your day-to-day experience, what factors influence how satisfied veteran teachers are with their jobs?

   (Possible Prompt): These factors can be anything that has a direct or indirect influence on a teacher, such as schedules, class size, compensation, professional duties, policies, curriculum or anything else that they experience as a teacher.

   a. How might these factors affect their job satisfaction? Can you provide any specific examples?

   b. Of the factors you've mentioned, which ones motivate them to stay in the profession?

   c. Of the factors you've mentioned, which ones motivate them to grow as an educator, be open to try new things, or otherwise engage in their teaching practice at a deeper level?

2. How might these factors influence their professional practice as a teacher?

   a. Possible follow-up questions

i. How does this/these factors influence preparation and planning?

ii. How does this/these factors influence classroom instruction?

iii. How does this/these factors influence the classroom environment?

iv. How does this/these factors influence completion of professional

responsibilities?

v. Are there are other ways these factors influence a veteran teacher using the

Framework for Teaching as a reference?

3. In your day-to-day experience, what factors may create job dissatisfaction or

discontent for a veteran teacher?

(Possible prompt): These factors can be anything that has a direct or indirect

influence on a teacher, such as schedules, class size, compensation, professional

duties, policies, curriculum or anything else that they experience as a teacher.

a. How do these factors affect their job satisfaction? Can you provide any

specific examples?

b. Of the factors you've mentioned, which ones might motivate them to leave the

profession?

i. Possible follow-up questions

a. Can you explain why or how this would motivate them to leave to

profession?

4. How do these factors influence their professional practice as a teacher?

a. Possible follow-up questions

i. How does this/these factors influence preparation and planning?

    ii. How does this/these factors influence classroom instruction?

    iii. How does this/these factors influence the classroom environment?

    iv. How does this/these factors influence completion of professional

      responsibilities?

    v. Are there are other ways these factors influence a veteran teacher using the

      Framework for Teaching as a reference?

5. Describe the parts of an administrator's job that directly relate to motivating veteran teachers.

6. What influence do you believe administrators have on influencing veteran teachers' professional practice?

7. Is there anything else you would like to share with me about veteran teacher motivation and/or professional practice?

VII. Close of Interview

    a. Thank you

    b. Review of member checking procedures

    c. Participant questions

VIII. End of Interview