

What do Key Women Educators from the United States, Canada, Latin America, and Europe Say They Want and Need in Order to Remain in the Education Profession?

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A thesis submitted to the faculty of the
University of North Carolina at Chapel Hill
in partial fulfillment of the requirements
for the degree of Master of Arts in the School of Education.

Chapel Hill
2008

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ABSTRACT

ALISON C. CARLSON: What do Key Women Educators from the United States, Canada, Latin America, and Europe Say They Want and Need in Order to Remain in the Education Profession?

(Under the direction of Professor Barbara D. Day)

This comparative study was designed to investigate what key women educators, from the United States, Canada, Latin America, and Europe want and need in order to remain in the education profession. The study gives an indication of factors that contribute positively and negatively to teacher job satisfaction and teacher retention in these regions. The survey instrument was created by Dr. Barbara Day of the University of North Carolina at Chapel Hill. The data from all respondents were examined in total and a comparison between regions was also conducted.

ACKNOWLEDGEMENTS

I would like to express my appreciation to my advisory committee: Dr. Barbara D. Day, Dr. Xue Rong, and Dr. Frank Brown. Thank you for your ideas and advice that helped to shape my project. I would especially like to thank Dr. Day for her many years of guiding and advising me. She has been a role model, support, and encouragement to me since I entered the University of North Carolina at Chapel Hill as an undergraduate almost 20 years ago. I would also like to thank my teachers, professors, and colleagues who have taught and continue to teach me so many important lessons and have helped to instill a love for teaching, education, and learning within me. My appreciation goes especially to my mom, a life-long mathematics teacher and my Algebra II teacher, whose excellent teaching, dedication to her students, and love for education inspired me to become a teacher. A final thank you goes to my wonderful husband Jon, my adorable son Tyler, and my extended family for their constant love and support.

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LIST OF ABBREVIATIONS

DKG Delta Kappa Gamma

CHAPTER ONE

INTRODUCTION

Teacher job satisfaction and teacher retention have been topics of research for many years. Multiple studies have been conducted showing that almost 50% of teachers leave the profession within five years (Thornton, 2004). Karge (1993) found that up to 40% of teachers leave the profession within two years. McCreight (2000) states that teacher attrition is the largest single factor affecting the demand for teachers in the United States. Some studies reveal that bright college graduates are less likely to enter the teaching profession, and that even if they do, they leave in a short period of time (Murnane, Singer, Willet, Kemple, & Olsen, 1991; Schlechty & Vance, 1981). A study by Shen (1997) found that more experienced teachers were less likely to leave the profession than teachers with less experience. “Given the common finding that more academically talented teachers are likely to leave in the first few years of entering teaching, the issue of teacher retention gains more urgency” (Shen, 1997).

According to Brock and Grady (2000), the decision of a dedicated educator to leave the profession is often a process and not an overnight decision. They describe the process of burnout as a “chronic syndrome that becomes progressively worse.” For many educators, this process takes place because the teacher sees a discrepancy between his or her effort and the rewards received. “Passionate and dedicated teachers are most at risk for burnout. When their zeal and hard work are not rewarded, disillusionment prevails” (Brock & Grady, 2000).

It is those passionate, dedicated, and qualified teachers that the education world needs to retain in the classroom. These are the people that help to inspire and motivate our youth to learn and grow. Teachers are most closely involved with the day-to-day challenges of continuing to be enthusiastic, dedicated, and effective teachers. “Listening to their voices may be a better place to begin to address the teacher shortage over the long haul rather than focusing on short term, quick fix solutions” (Thornton, 2004, p. 11).

Purpose of the Study

The purpose of this study is to compare what key women educators, from the United States, Canada, Latin America, and Europe, say they want and need in order to remain in the education profession. The study will give an indication of the factors that contribute positively and negatively to teacher job satisfaction and teacher retention in these regions.

Data Collection and Analysis

The study will compare results of a survey given to Delta Kappa Gamma educators in the regions of the United States, Canada, Latin America, and Europe. Delta Kappa Gamma Society International is a professional honor society of women educators that promotes the professional and personal growth of its members and excellence in education. Members include educators in both private and public sectors: teachers, college and university professors, administrators and supervisors, librarians and educational specialists. Selection is based on professional qualifications, leadership potential and personal qualities. Members have at least three years in educational work and employment in the profession (www.deltakappagamma.org).

The survey consists of selected parts of a larger questionnaire designed by Dr. Barbara Day and curriculum and instruction doctoral students at the University of North

Carolina at Chapel Hill. The larger questionnaire was modified by the International Research Committee of the organization being studied. The items on the survey ask participants to rank given wants and needs on a Likert scale of 1 to 5 where “1” represents “Does Not Contribute” and “5” represents “Contributes Significantly.” The similarities and differences of the responses from the different regions will be compared in order to determine the factors that are the most and least significant in keeping educators in the profession. Data about age, highest academic degree achieved, professional career status, and professional position will also be collected and examined.

Importance of the Study

One of the findings of a 2006 working conditions survey of more than 75,000 North Carolina educators, representing 66 percent of the state’s teaching force, was that teacher working conditions affect teacher retention (Center for Teaching Quality, 2007). Through examining and comparing educators’ wants and needs, this study will help to outline facets of working conditions that impact teacher retention both positively and negatively. This study is useful to principals and other school district personnel as it can help them better understand what educators want and need in order to remain in the profession.

Education and policy leaders and researchers must continue to study factors that will help keep effective teachers in the classroom in order to change current policies that may be creating environments that lead to teacher job dissatisfaction. A teacher interviewed by Tye and O’Brien stated

I would give up teaching because 34 middle-schoolers in a room is too many, because I spend hours after school and on weekends grading papers and preparing lesson plans, because I spend too many hours in wasteful meetings... My family is neglected because of the at-home hours I have to spend working on school-related activities.
(Tye p. 28)

It is crucial, especially in this age where there is a higher demand for increased student achievement and accountability, for the education world to focus on how to recruit and retain effective, qualified educators.

Research Questions

1. What factors do key women educators identify as the most significant items that they want and need in order to remain in the education profession?
2. What factors do key women educators identify as the least significant items that they want and need in order to remain in the education profession?
3. What factors do key women educators in regions of the United States, Canada, Latin America, and Europe identify as the most significant items that they want and need in order to remain in the education profession?
4. What factors do key women educators in regions of the United States, Canada, Latin America, and Europe identify as the least significant items that they want and need in order to remain in the education profession?

Limitations of the Study

The following is a list of limitations of the study:

1. The study focuses on a small sample from a larger population of women educators within a certain organization. These educators were all selected for membership into the organization because they are considered to be “key women educators” in their field, so the results may not be representative of all women educators in the United States, Canada, Latin America, and Europe.
2. The geographic regions of the respondents were set by Delta Kappa Gamma. The Canadian provinces and Latin American countries were aggregated as a part of

their set regions. This should not have a significant impact on the data reported from those regions, however, because they make up a small percentage of the region. In the Southwest, the Latin American countries make up 1% of the total active membership in Delta Kappa Gamma in that region. In the Northeast and Northwest, the non-American DKG members make up 1% and 3% respectively.

3. The population of women educators in Delta Kappa Gamma consists of currently practicing educators as well as retired educators. The sample is representative of the population, but is not necessarily representative of the educational society at large. In fact, 43% of the respondents were retired educators and this could have impacted their responses to such items as increased salary or availability of collegial mentors, and reimbursement for graduate courses needed to advance.
4. The survey does not solicit information about the race of the educators who respond. The sample is representative of the organization which is a majority of Caucasian women educators.
5. The researcher does not have access to the surveys completed by each of the educators as the results were tallied by educators within the organization. The researcher will have to trust that the data were tallied with no errors.
6. The data collected were from a convenient sample of aggregated data. This directed and in ways limited the ways in which the researcher could analyze the data.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This study examines what key women educators in the United States, Canada, Latin America, and Europe want and need in order to remain in the education profession. The study will give an indication of the factors that contribute positively and negatively to teacher job satisfaction and teacher retention in these regions.

Theoretical Framework

The research on the complex problem of teacher retention and job satisfaction identifies several contributing factors (Ballinger, 2000; Dagenhart, O'Connor, Petty, & Day, 2005; Fredericks, 2001; Hancock, 1999; Ingersoll, 2001; Lucksinger, 2000; Marlow, Inman, & Betancourt-Smith, 1996; McCreight, 2000; National Commission on Teaching and America's Future, 1996; Petty, 2002; O'Connor, 2003; Shen, 1997; and Thorton, 2004).

These include:

- lack of administrative support;
- lack of collaboration and feelings of isolation;
- lack of community support and respect as a professional;
- absence of teacher empowerment and teacher role in school-wide decision-making;
- inadequate professional development opportunities;
- limited amounts of planning time;
- low, non-competitive salaries and lack of career advancement opportunities;

- unsafe work environments;
- lack of student motivation and challenges with student discipline;
- lack of parental support; and
- insufficient school and classroom resources.

This literature review includes a discussion of the following two theories of motivation: Herzberg's Theory of Motivators and Hygiene Factors and Maslow's Hierarchy of Needs Theory. It also includes a review of current research in the area of teacher job satisfaction and teacher attrition. The following influences are specifically examined: (a) administrative support; (b) collaboration of educators; (c) professional development; and (d) administrative needs, including increased salary and planning time.

Herzberg's Theory of Motivators and Hygiene Factors

Herzberg's Theory of Motivators and Hygiene Factors (1959) states that one set of rewards contributes to motivation while a separate set leads to dissatisfaction. According to Herzberg, "the motivators fit the need for creativity, the hygiene factors satisfy the need for fair treatment, and it is thus that the appropriate incentive must be present to achieve the desired job attitude and job performance" (p. 116). The first group of rewards, called satisfiers or motivators, contributes to a person's motivation if they are present, but they do not lead to dissatisfaction if they are not present. These are intrinsic matters including recognition, responsibility, advancement, achievement, and the work itself. Shen (1997) found that the intrinsic rewards of the teaching profession help teachers remain in the profession. Herzberg refers to the second group as dissatisfiers or hygiene factors. The absence of these factors lead to dissatisfaction, however, the presence of the factors does not necessarily lead to satisfaction. These factors are extrinsic things such as policies,

supervision, salaries, working conditions, and interpersonal relations. As Ramirez (2001) states,

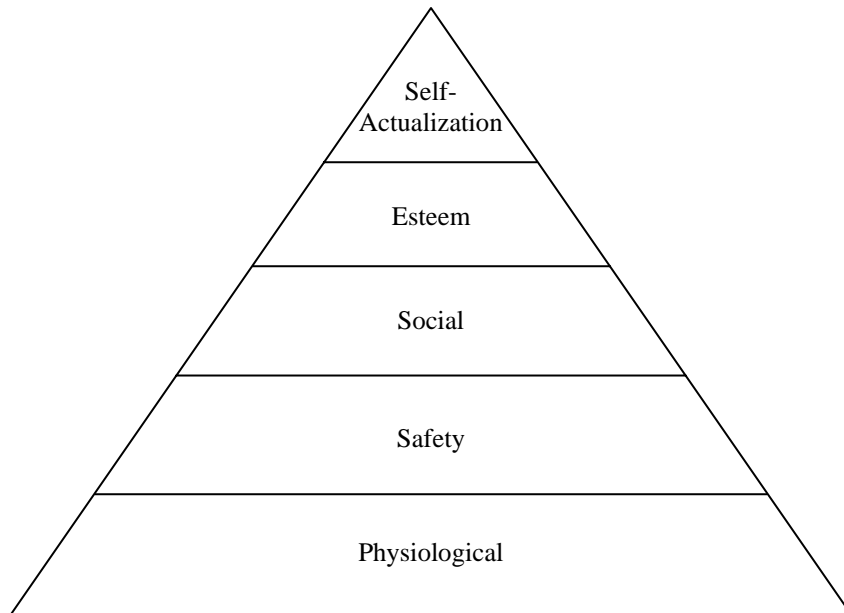
“these dissatisfiers are important and need the attention of employers. But the satisfiers-the motivators that are essential to spurring performance to higher levels-included achievement on the job, recognition for one's contribution or for a job well done, the work itself, job responsibility, opportunities for career advancement, and professional growth” (p. 18).

According to Marlow, Inman, & Betancourt-Smith (1996), teachers who identify intrinsic rewards as a measure of competence and professionalism instead of extrinsic rewards or advancement are more satisfied in their career. “Those who see teaching as a career, all-encompassing and life-long, rather than a job, present employment (which could change) in a particular situation, are more inclined to identify the satisfactions of their career” (p. 6). They found that over twice as many teachers (54%) reported that they believe teaching is important as compared to those (25%) who remain in the profession because of the need for income. Similarly, Dagenhart, O'Connor, Petty, and Day (2005) stated from their research that “the good news was that the number one reason teachers chose to remain in the profession was their love for the students and the teaching profession” (p. 110).

Maslow's Hierarchy of Needs

In the 1940's, Abram Maslow developed a need theory for motivation. He believed that need gratification was an underlying principle for a person's development and motivation. Maslow also believed that human beings aspired to become self-actualizing and that this took place through the satisfaction of needs on five different levels as shown in figure 2.

Figure 2. Maslow's Hierarchy of Needs



In the hierarchy, needs at a lower level must be met before a person is motivated by needs at a higher level (Glickman, Gordon, and Ross-Gordon, 2001). Basic physiological needs include things such as air, food, water, rest, sensory satisfaction, etc. These needs must be met first before a person can be motivated higher needs. A person's safety needs must then be met. This includes a stable, orderly, fair environment that is free from anxiety and fear. Social needs include the need to be loved and to feel a sense of belonging to a group and acceptance by others. Maslow divided esteem needs into two types. The first type is related to a person's self-respect and his or her inner desire for strength. The second type is more related to a person receiving respect and recognition from others. The final level of need is that of self-actualization. This is the need to reach one's full potential by continuing to grow and learn.

Administrative Support

In findings from a Gallup Poll, Buckingham and Coffman (1999) reported that the single most important variable in staff productivity and commitment is the quality of the relationship between staff and their direct supervisors. This finding speaks to the importance of the work of both Herzberg and Maslow. Administrators should focus on better understanding the intrinsic and extrinsic factors that affect teacher job satisfaction. “Frustrated teachers see poor working conditions as a sign of the administration’s inability to provide leadership and inability to support the school in general” (Marlow, Inman, & Betancourt-Smith, 1996, p. 4). Administrators have a responsibility to support their staff as well as to develop close working relationships with them. In order to maintain a staff of educators that is working towards the level of self-actualization, administrators need to do everything within their power to help meet the needs of the teachers at the lower levels of Maslow’s hierarchy and even empower the teachers to help make sure that each other’s needs are met at those levels as well. As Minarik, Thorton, and Perreault (2003) state, “instructional teams promote each teacher as a highly skilled professional, provide meaningful relationships within the web, encourage individual growth, and promote self-actualization” (p. 233).

Shen (1997) found that empowering teachers and giving them more influence and say in the decisions made at the school had a positive impact on teacher retention. Shen states that “teachers who feel that they have influence over school and teaching policies are more likely to stay” (p. 87). Administrators should look at empowering teachers to have a voice in the educational community as a way of providing them support. It shows support to the teachers by showing respect and trust in their professional knowledge and experiences. In order for teachers to have the ability to make informed decisions for the school, they must be

given critical background information that some administrators may not be used to putting in the hands of teachers. “Shared leadership means many more people than the administrators have the information and the power to make decisions and enact changes” (Lumis, 2001, p. 4). This takes open, two-way communication between the administration and the staff.

A larger scale example of this took place recently in Asheville, NC. In October 2007, education leaders joined with National Board Certified Teachers (NBCTs) for a symposium designed to create solutions to the problem of teacher recruitment and retention in high-needs schools. As a result of this and other symposia, policy makers have a set of recommendations from key educators for policies that the educators believe would help in these areas. The educational leaders in charge of these symposia recognize the importance of looking to teachers as professionals. As the John Wilson, executive director of the National Education Association (NEA) stated that “the vision and expertise from our critical partners and National Board Certified Teachers will be invaluable as we work to build the best possible learning environment for every child in America” (www.nbpts.org).

Collaboration

Marlow, Inman, & Betancourt-Smith (1996) found that “lack of fulfillment, boredom with the daily routine, stress, and frustration were emotional aspects of teaching identified as reasons for considering leaving the profession” (p. 3). These are characteristics that are often present especially when teachers are working in isolation from one another. According to the Turning Points publication, a collaborative culture is created through “faculty members working together, discussing important issues relevant to their role as professionals, and taking a significant role in the school’s decision-making process” (p. 3). The collaborative culture is important in order to create an environment where decisions and ideas are not

imposed upon teachers; instead they are created by the teachers (Lumis, 2001, p. 3). They go on to point out that creating this kind of culture is even made difficult because of the “culture of isolation” that has often been present in a school for years. This culture makes it hard for teachers’ needs of both belonging to a group and their esteem needs through receiving recognition of others to be met which hinders them from striving towards self-actualization. Isolation ultimately does not satisfy teachers’ intrinsic needs of recognition from their peers and even their enjoyment of the work of teaching itself which, according to Herzberg’s theory, could lead to a decrease in job satisfaction.

Collaboration also has an impact on a teacher’s outlook on their performance in reaching their objectives of increased student achievement. According to an Association for Supervision and Curriculum Development (ASCD) article by Kohm (2007), teachers who participate in collaborative working groups have more of an ownership over student achievement than those who depend on administrators to create and control working conditions. “In collaborative cultures, teachers’ individual and collective behavior enables them to maintain a consistent focus on student learning and exercise the flexibility they need to grow and change” (www.ascd.org). When teachers reach this level, they are acting on Maslow’s highest level of self-actualization as they are growing and learning in their field. In this age of accountability, education leaders and policy makers should think deeply about how to form policies that ensure that teachers have the time, resources, and administrative support to create cultures of collaboration.

High-Quality Professional Development

According to the National Staff Development Council (NSDC), staff development should be designed to be results-driven, standards-based, and job-embedded (nscd.org). In their standards document:

Staff development that improves the learning of all students deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (nsdc.org)

Staff and professional development have been shown as a factor in teacher job satisfaction. O'Connor (2003) surveyed a group of 370 North Carolina teachers of third, fourth, and fifth graders. 98% of the surveyed teachers responded that they are committed to ongoing professional growth and development. This was listed as the number one professional need by these teachers. In describing professional development, she found that teachers said that they wanted: “(1) quality staff development, (2) control/choice in staff development, (3) technology training as a part of their staff development, and (4) time and funding for graduate work” (p. 172). Dagenhart, O'Connor, Petty, and Day (2005) state that educators “want to have personal control over their own professional development, which includes pursuing college courses or advanced degrees, conferences, workshops, and training in new techniques” (p. 109). According to Brock and Grady (2000), teachers may become burned out by staying in the same job position for too long. They quote an unnamed principal in their book, *Rekindling the Flame*, who states, “schools in which teachers do not continue to learn are breeding grounds for being disgruntled. The key is keeping your staff learning and growing” (p. 63). Brock and Grady also mention the importance of teacher input into decisions surrounding professional growth. Teachers would rather work out a plan for professional development than have the plan imposed upon them by the administration.

Another way that educational leaders can support teachers in their professional development is to provide support and resources necessary to implement new and innovative instructional strategies that are learned through professional development work. A teacher who returns to his or her school enthusiastic about a new “best-practice” and then is not supported or even discouraged from using the practice can become less satisfied in their position. According to Thorton (2004), teachers reported that a “major source of dissatisfaction was the lack of empowerment to engage in quality/standards-based teaching practices” (p. 7).

Administrative Needs – Increased Salary and Time

Low salaries are commonly considered and reported to be one of the more significant reasons given by teachers for leaving the profession (Hammer, 1992) as well as a major source of dissatisfaction (Ingersoll, 2000; Liu & Meyer, 2005; Macdonald, 1995; Murnane & Olsen, 1990; Stinebrickner, 2001; Tye & O’Brien, 2002). Shen (1997) found that the annual salary of teachers had a positive correlation with teacher retention. “Teachers are expected to be twice as good, twice as altruistic, twice as flexible and one-half as concerned with salary” than other professionals (McClay, 1995). O’Connor (2003) found that the need for higher salaries was important to teacher retention. 83% of the respondents reported this need. Jorgenson (2007) states, “teachers may not be attracted to the profession by money, but many of them leave when they can't afford to support a family” (p. 44). Education and policy leaders need to continue to make strides to improve teacher salaries.

Time is scarce resource within the work of a school both for the administrators and the teachers. One aspect of time is teachers having time to plan curricula and lessons, grade papers, work collaboratively with their colleagues, provide extra assistance to students

outside of class, meet with parents, and still find time to eat lunch. Many current school schedules do not allow much time for teachers to perform all of these duties. Parent conferences are often held before or after school hours and lesson plans are made and papers are graded in the evenings when teachers are at home. O'Connor (2003) suggests that policy makers require a daily planning period for all teachers. In her study, 90% of the teachers surveyed reported that planning time is an important need for them.

Teachers are also under a time crunch to cover a given curriculum within a given amount of time. Many feel that there is more and more curriculum to try to cover each year before the standardized testing at the end of the year. Curriculum maps and pacing guides being used to help link standards to instruction are helpful tools to teachers, but for some educators, these guides can be deterrents of real teaching. In a study by Thornton (2004), an unnamed teacher commented that "it doesn't seem to matter whether students really understand what they learn. We just go through the program or the texts" (p. 8). This teacher felt the push of time with pacing guides and the need to cover a large amount of material in order to prepare for testing rather than teach concepts deeply and make sure that students are grasping the material. As Tye and O'Brien (2002) state,

It's not hard to spend extra time preparing lessons that you know will benefit your students that will capture their interest and increase their enthusiasm for learning; it's quite another matter to put in endless extra hours on tasks that actually detract from the students' learning experience. (p. 28)

With increased accountability, the expectations for student achievement are higher and now. This requires utilizing require challenging problem solving situations, in-depth discussions, and extended projects for small groups and individuals (Hong, 2001).

As teachers have gradually adopted such new approaches as writing workshops, literature circles, integrated curricula, problem-solving in math, and exploratory science, they have needed flexibility in the use of every minute of the school

day...Such curriculum has a certain indivisible quality that requires luxurious stretches of time for classroom implementation. Too many intrusions into that instructional time impede teachers in their efforts not-only to implement a rigorous curriculum but also to build the trusting environment that nurtures the learning. (p. 74)

United States, Canadian, Latin American and European Frameworks of Education

It is relevant to point out that there are differences in the frameworks of the United States, Canada, Latin America, and European educational systems. As Rury (2004) states,

Over the course of American history, it is clear that society has changed the schools, at the same time that the schools have exerted a telling influence on the shape of social change. The major social forces that have affected the schools - industrialization, urbanization, ideological change - were deeply rooted in the American historical experience.... and helped to give shape to the foundational elements of the nation's educational system. (p. 241)

With over 80 million kids in American schools today, Rury purports that schooling has become an even more significant factor and needs to have a significant positive impact on the future development of American civilization. In the United States, education has become a source of economic development to combat poverty and unemployment (p. 241).

Epstein (2004) states that historically, American education was established in local policy, local management, and local financial control, traditions deeply embedded in our political culture, but that recent historical trends are towards increased non-local power over schools.

He states that by Civil War times, “the common school had become the mainstream of education in the United States, thriving in hundreds of thousands of school districts from Maine to Oregon, financed largely by public taxes and controlled by local trustees” (p. 18).

While schools and the American educational system were developing as a large institution across the United States, they were not necessarily developing in a uniform fashion. Epstein describes these differences in the formation of schools across the United States in the following manner:

Southern states developed county school districts, while the Northeast organized around small towns. Southwestern and western school districts grew by annexation; hence San Jose, California, today has nineteen separate school districts within its city limits and San Antonio, Texas, has twenty. Common school reformers also created education agencies at the state level, but these generally were bare-bones units with scant power. (p. 18)

He goes on to describe that there is still a difference in the balance of control over curriculum, instruction, and assessment policies within states and school districts. Some states and districts have been making these functions more centralized and others have not become as centralized. They range from California and Florida who are among the more centralized, to Vermont and Iowa who are more decentralized (p. 19). With these differences in balance of control, it is interesting to examine the responses from educators across different regions within the United States in order to discover the similarities of what they say they want and need in order to remain in the field of education.

In Canada, control and responsibility for education rests with the provinces. Canadians have adopted a flexible interpretation of the support of education which focuses on giving every student an equal chance of achieving his or her individual learning potential (Jefferson, 2008). According to Jefferson, this requires cooperation of government, parents, community, business, and associated organizations along with the school systems. Schuetze (2003) states that issues of access and equity represent are an area of concern in the sorting and streaming practices of the public school (kindergarten to grade 12) system. According to Schuetze, some of “Canada’s secondary school programs favour university-bound students while treating as second-class those whose aptitudes and interests are more applied” (p. 4). He describes that in response to this issue, the educational system has responded with changes to increase program diversity and flexibility in the delivery of programs, but

Canadian education and training institutions have kept a traditional approach to instruction and place a high emphasis on cognitive learning through direct instruction methods.

Vegas (2005) describes the role of education as a critical means to defeating the huge challenges existing in Latin America including development, poverty, and inequality. She states,

Millions of students are failing to meet minimum learning requirements and to acquire basic skills and competencies. Almost one-fifth of children who enter primary school repeat grades or drop out of school. Among those who begin secondary or higher education, many do not finish. (Vegas, 2007, p. 26)

She asserts that “democratizing education by improving both its coverage and its quality is critical to overcoming the social and economic inequality that plagues Latin America” (p. 19). She goes on to say that a crucial part of this is making sure that all children have the opportunity to learn skills and knowledge that will help them to stop the cycle of underdevelopment and poverty. One reform that has been implemented within Latin America in order to address these issues is decentralization. “Decentralization is the process of re-assigning responsibility and corresponding decision making authority for specific functions from higher to lower levels of government and organizational units” (Di Gropello, 2006, p. 1). DiGropello (2006) states that the decentralization reforms “have been aimed at increasing enrollment, strengthening community participation, and improving efficiency” (p. 19). She also states that another objective that is less frequently cited is “the improvement of education quality through increased responsiveness to local needs and interests” (p. 19). According to Schiefelbein (2004) decentralization has not attained its set forth goals. He states,

However, by the year 2000, only half the students in Latin America understood what they read in a rather simple text. This finding can be expected given the lack of information and monitoring, poor initial teacher training, strong pedagogical

traditions (traditional teaching), and lack of companion components focused on the reform of teaching methods.

Vegas (2007) states that almost all countries in the region have universal primary enrollment, and access to secondary and higher education is on the rise as well; however, this is only a first step. She states that “policy makers in the region now need to focus on equalizing access to secondary and tertiary education; reducing socioeconomic and ethnic inequalities; and, above all, ensuring that all children learn” (p. 26).

Phelps (2006) describes European education systems as having multiple programs and tracks that offer many opportunities for students to achieve at high levels within different fields and occupations. He states that a “Swiss, German, Danish, or Austrian student who enters a vocational-technical track at the lower-secondary level and finishes by passing the industry-guild certification examination as a machinist enters an elite of the world’s most skilled (and best-paid) crafts persons” (p. 22). He contrasts this with students within the United States who graduate from a vocational or technical college and are then seen as receiving lower-quality training than those students who attended a four-year college. He states that the differentiation, starts at the middle school level in many countries, and can be seen in almost all of them by the upper-secondary level. He lists three different types of programs that students can enter into including: a) “advanced academic schools to prepare for university; b) general schools, for the working world or for advanced technical training; and c) vocational-technical schools, for direct entry into a skilled trade” (p. 22).

CHAPTER THREE

METHODS

Introduction

This study is a comparative study designed to investigate what key women educators, from the United States, Canada, Latin America, and Europe, say they want and need in order to remain in the education profession. The study will give an indication of factors that contribute positively and negatively to teacher job satisfaction and teacher retention in these regions.

Instrumentation

The survey used in this study consists of selected parts of a larger questionnaire designed by Dr. Barbara Day and curriculum and instruction doctoral students at the University of North Carolina at Chapel Hill. The original survey was a 113-item, self-administered questionnaire designed to examine the wants and needs of educators in the following areas: administrative support, community support, professional development opportunities, professional activities, perceptions of personal and professional attributes and placement on the career cycle. The students studied the validity of each survey item by performing several pilot studies with small samples of teachers. With data from 417 participants, Cronbach's alpha reliability of the subscales ranged from 0.76 to 0.90. The subscale ranges were the following: 0.90 for administrative support systems, 0.80 for parental/community support systems, 0.88 for professional development opportunities, 0.84 for professional activities, and 0.76 for personal characteristics (O'Conner, 2003).

The original survey was modified for this study by the International Research Committee of the organization being studied. The modified survey used in this study includes 22 items from the original survey. The items on the survey ask participants to rank given wants and needs on a Likert scale of 1 to 5 where “1” represents “Does Not Contribute” and “5” represents “Contributes Significantly.” Data about age, geographic location, highest academic degree achieved, professional career status, and professional position are collected on the surveys as well.

Data Collection and Analysis

The surveys were sent to Delta Kappa Gamma educators and results were tallied by members of the organization and combined into the following regions as designated by the Delta Kappa Gamma Society: Southeast, Southwest, Northeast, Northwest, and Europe. Latin America is included within the Southwest region. The study ensures the confidentiality of the participants. Names of participants will not be used in this study.

The researcher will analyze and rank the results from each region in order to determine the most and least significant items for each region. The similarities and differences of the responses from the regions will be compared. This will give an indication of the factors that have the most and least significant impact on teacher job satisfaction and teacher retention. The researcher will also report the data of the age, geographic location, highest academic degree achieved, professional career status, and professional position of the educators who completed the study. Data will be analyzed using descriptive statistics and percentages in order to answer the following research questions:

1. What factors do key women educators identify as the most significant items that they want and need in order to remain in the education profession?

2. What factors do key women educators identify as the least significant items that they want and need in order to remain in the education profession?
3. What factors do key women educators in regions of the United States, Canada, Latin America, and Europe identify as the most significant items that they want and need in order to remain in the education profession?
4. What factors do key women educators in regions of the United States, Canada, Latin America, and Europe identify as the least significant items that they want and need in order to remain in the education profession?

CHAPTER FOUR
RESEARCH FINDINGS

Demographic Data

In this section, the demographic data about the survey respondents are reported. The 18,875 respondents of the survey were from five different regions as defined by Delta Kappa Gamma Society including: Southeast, Southwest, Northeast, Northwest, and Europe. A full listing of the states and countries included within each region can be found in Appendix B. The small sampling of Delta Kappa Gamma (DKG) educators is representative of the larger population as documented in Table 4.1. Twenty-six percent of the respondents were from the Southeast region, 30% were from the Southwest region, 27% were from the Northeast region, 16% were from the Northwest region, and 1% of the respondents were from the European region. In the Delta Kappa Gamma Society, 31% are from the Southeast region, 28% are from the Southwest region, 29% are from the Northeast region, 11% are from the Northwest region, and 1% of the women educators are from the European region.

Table 4.1

Geographic Region of Respondents

	DKG Survey Respondents % (n = 18875)	DKG Total Membership % (n = 105, 916)
Southeast	26%	31%
Southwest	30%	28%
Northeast	28%	29%

	DKG Survey Respondents % (n = 18875)	DKG Total Membership % (n = 105, 916)
Northwest	15%	11%
European	1%	1%

Table 4.2 indicates the age range of the respondents from each region. A majority of the respondents were ages 50 – 69 with a very small percentage under thirty. In order to be nominated to be considered as a member of Delta Kappa Gamma society, a teacher needs to have at least three years in educational work and employment in the profession. Selection is based on professional qualifications, leadership potential and personal qualities (www.deltakappagamma.org).

Table 4.2

Age Range of Respondents

	SE % (n = 4805)	SW % (n = 5579)	NE % (n = 5057)	NW % (n = 2883)	EUR % (n = 157)	TOTAL (n = 18481)
Under 30	2%	1%	1%	1%	2%	1%
30 - 39	9%	5%	6%	5%	2%	6%
40 - 49	12%	17%	9%	10%	12%	12%
50 - 59	31%	27%	32%	30%	29%	30%
60 - 69	30%	30%	34%	32%	41%	32%
Over 69	16%	19%	17%	22%	14%	18%

Information on the highest academic degree equivalent attained was also collected. A sixty percent majority of the respondents held a Master's degree while 29% held a bachelor's degree 7% held a doctorate degree, and 4% indicated other. Table 4.3 shows the highest academic degree attained by region.

Table 4.3

Highest Academic Degree Equivalent of Respondents

	SE % (n = 4937)	SW % (n = 4971)	NE % (n = 4953)	NW % (n = 2925)	EUR % (n = 127)	TOTAL (n = 17913)
Bachelor	26%	35%	21%	39%	30%	29%
Master	58%	56%	68%	55%	49%	60%
Doctorate	9%	7%	7%	5%	11%	7%
Other	7%	2%	3%	0%	10%	4%

Note: Due to rounding, percentages do not equal 100%.

Table 4.4 presents the data on professional career status. This is information on whether the respondents were actively working in education or retired from education at the time of the survey. The data are reported by region. In total, 57% of the respondents were actively involved in education, while 43% were retired educators. A larger percentage of respondents were actively teaching in the Southeast and European regions.

Table 4.4

Professional Career Status of Respondents

	SE % (n = 4474)	SW % (n = 4992)	NE % (n = 4907)	NW % (n = 2822)	EUR % (n = 155)	TOTAL (n = 17350)
Active	65%	56%	53%	56%	62%	57%

	SE %	SW %	NE %	NW %	EUR %	TOTAL
	(n = 4474)	(n = 4992)	(n = 4907)	(n = 2822)	(n = 155)	(n = 17350)
Retired	35%	44%	47%	44%	38%	43%

In examining the present or last professional position, a majority (65%) of the participants were classroom teachers. Specifically, 40% of the respondents were elementary classroom teachers and 25% were secondary classroom teachers. This differs in the European region where only a total 45% of the respondents were elementary or secondary classroom teachers. Only 15% of the respondents were elementary classroom teachers and 30% were secondary classroom teachers. This region has the largest percentage (16%) of College and University professors who responded to the survey. Table 4.5 provides more specific information about the present or last professional position of the respondents by region.

Table 4.5

Present or Last Professional Position of Respondents

	SE %	SW %	NE %	NW %	EUR %	TOTAL
	(n = 4749)	(n = 5101)	(n = 5277)	(n = 2773)	(n = 143)	(n = 18043)
Classroom-						
Elementary	35%	38%	43%	45%	15%	40%
Classroom-						
Secondary	25%	24%	24%	23%	30%	25%
College-Univ						
Professor	6%	5%	5%	6%	16%	5%

	SE % (n = 4749)	SW % (n = 5101)	NE % (n = 5277)	NW % (n = 2773)	EUR % (n = 143)	TOTAL (n = 18043)
<hr/>						
Curriculum						
Specialist	5%	6%	6%	6%	7%	5%
Lib-Med						
Specialist	6%	5%	4%	6%	4%	4%
School						
Administrator	8%	7%	5%	3%	8%	6%
Counselor-						
Psychologist	4%	4%	3%	2%	3%	3%
Business-						
Corp Trainer	0%	0%	1%	1%	1%	0%
District						
Administrator	3%	4%	2%	1%	7%	3%
School						
Nurse	0%	0%	0%	0%	0%	0%
Other	7%	7%	7%	7%	9%	7%

Note: Due to rounding, percentages do not equal 100%.

Survey Responses

Surveys were sent to Delta Kappa Gamma educators and results were tallied by region. The survey asked participants to rank 22 wants and needs on a Likert scale of 1 to 5 where “1” represented “Does Not Contribute” and “5” represented “Contributes Significantly.” The responses from each region were ranked in order to determine the most

and least significant items for each region in order to give an indication of the factors that have the most and least significant impact on teacher job satisfaction and teacher retention. The following is a summary of the data collected as it relates to the research questions.

The first research question asked about the factors key women educators identify as the most significant items that they want and need in order to remain in the education profession. Table 4.6 shows the five most significant factors. Community respect/support as a professional was chosen by 78% of the respondents as a significant want or need to remaining in the education profession, while 67% chose administrative support with parents, 58% chose an active role in decision-making, another 58% chose a safe environment for teaching and learning, and 54% chose administrative support with discipline.

Table 4.6

Most Significant Factors

Factor	Respondents % (n = 18875)
Community respect/support as a professional	78%
Administrative support with parents	67%
Active role in decision-making	58%
Safe environment for teaching and learning	58%
Administrative support with discipline	54%

In the second research question, the least significant factors contributing to teacher job satisfaction and retention were examined. Table 4.7 shows the five items chosen as least significant factors. Standardized testing was chosen by 35% of the respondents as a factor that did not contribute significantly to their desire to remain in the education profession,

while 18% selected reimbursement for graduate courses needed to advance, 16% selected availability of collegial mentors, 13% chose recognition of accomplishments, and 12% chose availability of new evaluation/assessment techniques.

Table 4.7

Least Significant Factors

Factor	Respondents % (n = 18875)
Standardized testing	35%
Reimbursement for graduate courses needed to advance	18%
Availability of collegial mentors	16%
Recognition of accomplishments	13%
Availability of new evaluation/assessment techniques	12%

The third research question compared the responses of the key women educators across the five regions to find out if they identified the same factors as being most significant in contributing to job satisfaction. While the regions had differing factors as the top ranking factor, community respect/support as a professional showed up within the five most significant factors in all five of the regions. Having an active role in decision-making was a factor that showed up in four out of the five regions. There were three items that only showed up in the top five factors within one out of the five regions. Control over schedule and time showed up in the Southeast as the most significant factor contributing to those educators' desire to remain in the education profession. This factor did not appear in the top five of any of the other four regions. In the European region, there were two factors that did not appear in the other four regions' top five factors. These included the availability of new curriculum

innovations and the availability of new evaluation/assessment techniques. Table 4.8 shows the five most significant factors for each region.

Table 4.8

Most Significant Factors by Region

Factor	Respondents % (n = 18875)
Southeast (n = 4937)	
Control over schedule and time	94%
Adequate materials and supplies	82%
Administrative support with parents	81%
Community respect/support as a professional	81%
Administrative support with discipline	80%
Southwest (n = 5579)	
Safe environment for teaching and learning	77%
Community respect/support as a professional	76%
Active role in decision-making	76%
Administrative support with parents	75%
Adequate materials and supplies	75%

Northeast (n = 5277)	
Administrative support with parents	84%
Safe environment for teaching and learning	82%
Active role in decision-making	81%
Administrative support with discipline	77%
Community respect/support as a professional	77%

Northwest (n = 2925)	
Safe environment for teaching and learning	79%
Active role in decision-making	78%
Community respect/support as a professional	77%
Administrative support with discipline	75%
Active role in professional development	75%

Europe (n = 157)	
Active role in professional development	83%
Active role in decision-making	78%
Community respect/support as a professional	75%
Availability of new curriculum innovations	69%
Availability of new evaluation/assessment techniques	69%

In the fourth research question, the responses of educators across the five regions were compared to examine whether or not the educators identified similar factors as being

least significant to their desire to remain in the education profession. All five regions agreed that standardized testing was the least significant factor. Four of the five regions agreed on the other four least significant items with similar percentages. In the European region, there were two factors that did not appear in the other four regions' top five least significant factors. These included more administrative support with parents and more administrative support with discipline. Table 4.9 shows the least significant factors by region.

Table 4.9

Least Significant Factors by Region

Factor	Respondents % (n = 18875)			
	SE % (n = 4937)	SW % (n = 5579)	NE % (n = 5277)	NW % (n = 2925)
Standardized testing	34%	35%	32%	36%
Reimbursement for graduate courses needed to advance	17%	18%	16%	18%
Availability of collegial mentors	15%	15%	16%	15%
Recognition for accomplishments	12%	12%	13%	16%
Availability of new evaluation/assessment techniques	11%	11%	11%	13%

Europe (n = 157)

Standardized testing	41%
Administrative support with parents	25%
Administrative support with discipline	23%

	Europe (n = 157)
Reimbursement for graduate courses needed to advance	20%
Availability of collegial mentors	19%

CHAPTER FIVE

DISCUSSION

Findings

This study examined the wants and needs of key women educators in the United States, Canada, Latin America, and Europe. The study gives an indication of the factors that contribute positively and negatively to teacher job satisfaction and teacher retention. The data were examined overall and a comparison between regions was also conducted. Overall, the data show that the two most significant factors were community respect and support as a professional and more administrative support with parents. The data also show that there are similarities across the regions in what these key women educators say they want and need in order to remain in the education profession. The data for all five regions had community respect and support as a professional as a significant factor. The data also show that there are similarities in the factors that these educators said were not significant wants and needs. The least significant factors for all five regions included standardized testing, reimbursement for graduate courses needed to advance, and availability of collegial mentors.

The most significant factor contributing to job satisfaction and teacher retention identified by the respondents was community respect and support as a professional. This factor appeared in all of the regions as significant and 78% of the total respondents identified this as a significant factor. O'Connor (2003) also found that "parental support of teacher decisions/activities, students coming to school well rested and fed, and respect as a professional each garnered a high level of support among surveyed teachers with 90%, 90%,

and 89% of the respondents respectively reporting a significant rating.” As stated in the literature review, respect from colleagues and the community is an esteem need in Maslow’s Hierarchy. He stated that this need should be met before a person is able to move towards self-actualization (Maslow, 1970). According to Little (1988), teacher leaders thrive when they feel respected for their knowledge and experience. The key educators responding to this survey acknowledged community respect and support as a professional as the most important factor they want and need in order to remain in the classroom.

The second most significant factor contributing to teacher job satisfaction was administrative support with parents. This factor was identified by 67% of the respondents. The 67% were from 3 out of the 5 regions including the Southeast, Southwest, and Northeast. Administrators have a responsibility to support their staff as well as to develop close working relationships with them. Educators who do not feel supported by their administrators when working with parents can become frustrated and dissatisfied in the profession. Working conditions, including administrative support with parents, fit among Herzberg’s dissatisfiers or hygiene factors. These are factors that lead to job dissatisfaction if they are not present, but not necessarily to job satisfaction if they are present (Herzberg, 1959). A majority of these educators agreed that this hygiene factor was something that they wanted and needed in order to remain in the education profession. Interestingly, the European region identified administrative support with parents as a least significant factor with 25% of the respondents identifying it as such. The demographics of the respondents from the European region could have impacted this data. In the European region, only 15% of the respondents were elementary classroom teachers, 30% were secondary classroom teachers, and 16% were college/university professors. In the other regions, 40% were elementary classroom teachers

and 25% were secondary educators. Elementary classroom teachers have a high amount of contacts with parents. Secondary classroom teachers and college/university professors have contact with parents, but they also work more directly with older students rather than the students' parents. Since there were not as many elementary classroom teachers within the group of respondents from the European region and a higher amount of college/university professors, this could have impacted the data.

Four out of the five regions identified having an active role in decision-making as a significant want or need for remaining in the education profession. This included 58% of the total respondents. No regions identified this as an insignificant factor. The literature indicates that empowering teachers and giving them a voice in decisions made at the school has a positive impact on teacher retention (Shen, 1997). Lumis (2001) points out that in order for teachers to be involved in making decisions at schools, they must be given information and power. This takes shared-leadership, open two-way communication, and collaboration amongst staff members at the school. An environment must be created that will allow the teachers to create ideas and decisions and not just have decisions and policies imposed upon them (Lumis, 2001). In this kind of culture, educators are challenged to develop plans and solutions to problems or situations that exist at the school. Having an active role in decision-making can help to meet the educators' needs for self-actualization as they are growing and learning within their field.

The fourth most significant item chosen by the respondents was a safe environment for teaching and learning. This was identified by 58% of the total respondents and these educators were from three out of the five regions. No regions identified this as an insignificant factor. In a study by Petty, Smith, and Day (2007), 198 out of 199 key women

educators identified having a safe environment for teaching and learning as their number one administrative support need. Safety is a lower level need in Maslow's Hierarchy of needs. This includes a stable, orderly, fair environment that is free from anxiety and fear. In order for someone to move up to meet higher needs including social, esteem, and self-actualization needs, the safety needs must first be met (Maslow, 1970). School and system administrators, parents, and policy makers should all pay attention to the environments within schools in order to maintain safe and orderly environments where learning can take place.

Administrative support with discipline was identified as a significant factor by 54% of the total respondents. This factor was chosen by three out of the five regions as significant including the Southeast at 80%, the Northeast at 77%, and the Northwest at 75%. Again, these key educators are highlighting the importance of feeling that they are working together on the same team with the administration of the school and that their efforts within the classroom are valid and being supported. As with administrative support with parents, the European region identified administrative support with discipline as an insignificant factor.

Another interesting finding in the data is that the Southeast region was the only region to have control over schedule and time within their top five most significant factors. Ninety-four percent of the participants from the Southeast region said that control over schedule and time was a significant factor to remaining in the classroom. This speaks to the importance of teacher empowerment. These educators want to have a voice in decisions impacting their time spent with students. Teachers are under pressure to get a certain amount of material covered within a certain amount of time. Since they are the ones working most closely with the curriculum and the students, they need the flexibility to be able to change schedules and time within the school day in order to be able to successfully differentiate their curriculums

for the learners within their classes. If teachers do not have that flexibility and feel as though they are trapped within a certain schedule or demands for lots of meetings and paperwork that take away from instructional time, they can feel as though their needs are not being met. In Herzberg's model, going to lots of meetings and filling out paperwork makes the teachers may feel as though their intrinsic needs of involving themselves with the work itself, namely teaching students, are not being met. The absence of control over one's own schedule may even lead to dissatisfaction.

Availability of new curriculum innovations was chosen by 69% of the European respondents as being a significant factor keeping them in the education profession. This was not chosen by the other regions as significant or insignificant. As stated in the literature review, the European framework for education is much different from that of the United States and Latin America. European secondary schools have a variety of programs and tracks in which students can become involved.

The least significant factors for all five regions included standardized testing, reimbursement for graduate courses needed to advance, and availability of collegial mentors. The data are broken down by region within chapter four. Overall, these factors were listed as least significant by 34%, 17%, and 15% of the total respondents, respectively. In the United States the No Child Left Behind Act, there has been an increase in testing and a desire for more accountability for schools. According to Phelps (2007), standardized testing in Europe is multi-leveled and multi-tracked. He states that "students are differentiated by curricular emphasis and ability level, and so are their high-stakes examinations" (p. 22). Teachers are administering and being measured by standardized tests each year where their students are expected to show growth. Cawelti (2006) mentions that educators are often trapped by their

fear of not wanting to see their schools “fail” according to the standards that the states have in place as well as a fear of losing funding and public support. In light of this, it is interesting that these key educators also chose community respect and support as a professional as the most significant factor. As Maslow asserts, the need for esteem and being recognized by others is a high level need (1959). In order to help meet their own esteem needs, teachers can be led to a practice called “teaching to the test” in order to ensure that they are seen as capable and accomplished teachers to the public when testing data are published. Neill (2006) asserts that the higher the stakes on the tests, the more school systems focus instruction towards the test and the more instruction begins to resemble the test. Gonzalez (2006) states that teaching to the test instead of using more learning-centered forms of teaching “is often seen as a barrier to an information-age paradigm of education where a student can learn at his or her own pace and results are measured by attainment of individual, performance-based knowledge” (p. 28). Koretz (2005) purports that teaching to the test can lead to score inflation. If teachers resort to “teaching the test,” using boring drill and practice activities focused on the test, eliminating important content that is not covered on the test, and coaching students to do well on the tests to help scores increase, what is an increase in scores really measuring? Do the results in fact show an increase in student achievement or are they simply showing that the students have improved their test-taking skills? Experienced teachers are not blind to the impacts of these situations. Many of them entered the profession because of an intrinsic need to make a difference in the lives of children. According to Herzberg, being able to do the work itself, in this case without the confines of standardized testing, is something that leads to job satisfaction. Shen (1997) found that the intrinsic rewards of the teaching profession help teachers remain in the profession. According to

Marlow, Inman, & Betancourt-Smith (1996), teachers who identify intrinsic rewards as a measure of competence and professionalism instead of extrinsic rewards or advancement are more satisfied in their career. For this group of key educators, standardized testing is not a key factor to job satisfaction.

The other two factors identified as insignificant to job satisfaction and teacher retention by all of the regions were reimbursement for graduate courses needed to advance and availability of collegial mentors. The demographic data of the respondents could have impacted these responses. Eighty percent of the educators who responded to the survey were over the age of 50. Sixty-seven percent of the educators already held a master's or doctoral degree. Forty-three percent of the respondents were retired. These key educators may not have seen a personal need for continued graduate study or a collegial mentor as significant because they had already passed the point in their careers where those factors would be helpful to them.

Recognition for accomplishments was an insignificant factor by 13% of the total respondents who were from four out of the five regions. The European region did not list this factor as significant or insignificant. The literature shows that most teachers enter the profession not because of the need for a high salary or to have a high profile occupation, but for the intrinsic needs of wanting to make a difference.

Availability of new evaluation and assessment techniques was listed by 69% of the European respondents as being a significant factor keeping them in the education profession. This factor was insignificant to the other four regions. "Ironically, largely socialist Europe, with its relatively smaller socioeconomic (and academic achievement) disparities, acknowledges children's differences by offering a range of academic options and multiple

achievement targets” (Phelps, 2006, p. 20). In order to offer this wide range of achievement targets, educators must have ways of evaluating and assessing student learning as well as the effectiveness of instruction.

Recommendations for Future Research

Teacher job satisfaction and teacher retention are long-studied topics because they are very complex issues. Future research in this area should be continued so that we can better understand the intricacies of the subjects. In this study, there were many similarities in what the respondents said they wanted and needed in order to remain in the classroom. A replication of this study with a larger population of European educators would be beneficial. An additional study could also be conducted in which the Canadian and Latin American educators represent their own region.

Future qualitative research could help to uncover reasons for the differences between the regions by asking these key educators further questions about their views on the factors that they chose as significant and insignificant. These could include an exploration of reasons why the European region chose availability of new curriculum innovations and availability of new evaluation and assessment techniques as significant factors while the other regions did not list these as significant and even listed availability of new evaluation and assessment techniques as insignificant. Another study could further explore administrative support with parents and discipline to uncover more about why the European region listed those as insignificant items. An additional study could examine the Southeastern states represented in this study to determine if the unique characteristics of the region that contributed to the respondents selecting control over schedule and time as the most significant factor to them remaining in the classroom when other regions did not identify this as a significant item.

APPENDIX A

By placing a check mark in the appropriate column, please rate the significance of each of the following wants and needs in keeping you in the education profession.

Contributes significantly = 5.....4.....3.....2.....1 = Does not contribute

Responses		5	4	3	2	1
1	Active role in decision-making					
2	Active role in professional development					
3	Control over schedule and time					
4	Availability of new curriculum innovations					
5	Availability of new evaluation/assessment techniques					
6	Time to meet with support group of professionals					
7	Availability of collegial mentors					
8	Time to observe/collaborate with mentors/staff					
9	Recognition for accomplishments					
10	Technology training					
11	Reimbursement for graduate courses needed to advance					
12	Administrative support with discipline					
13	Administrative support with parents					
14	Opportunity to serve in leadership roles					
15	Salary					
16	Class size					
17	Uninterrupted time in the classroom					
18	Adequate materials					
19	Community respect/support as professionals					
20	Support to develop					
21	Standardized testing					
22	Safe environment for teaching and learning					

23) Age: _____ under 30 _____ 30 – 39 _____ 40 – 49 _____ 50 – 59 _____ 60 – 69 _____ 70+

24) Geographic Location: _____ USA _____ Canada _____ Latin America _____ Europe

25) Highest Academic degree equivalent: _____ Bachelor _____ Master _____ Doctorate
 _____ Other _____

26) Professional Career Status: _____ Active _____ Retired from education in general

27) Present or last professional position held:

_____ Classroom-secondary _____ Library/Media Specialist _____ School Nurse _____ Counselor/Psychologist _____ District Administrator	_____ Classroom-elementary _____ School Administrator _____ Curriculum Specialist area: _____ _____ College/University Professor _____ Business/Corporate trainer _____ Other _____
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APPENDIX B

Southeast	Southwest	Northeast	Northwest	Europe
Alabama	Arizona	Connecticut	Alaska	Denmark
Arkansas	Baja California	Delaware	Alberta	Finland
Florida	California	District of Columbia	British Columbia	Germany
Georgia	Colorado	Illinois	Idaho	Great Britain
Kentucky	Costa Rica	Indiana	Iowa	Iceland
Louisiana	El Salvador	Maine	Manitoba	The Netherlands
Mississippi	Guatemala	Maryland	Minnesota	Norway
North Carolina	Hawaii	Massachusetts	Montana	Sweden
South Carolina	Jalisco	Michigan	Nebraska	
Tennessee	Kansas	New Brunswick	North Dakota	
Virginia	Mexico DF	Newfoundland	Oregon	
	Missouri	New Hampshire	Saskatchewan	
	Nevada	New Jersey	South Dakota	
	New Mexico	New York	Washington	
	Nuevo Leon	Ohio	Wisconsin	
	Oklahoma	Ontario	Wyoming	
	Puebla	Pennsylvania		
	San Luis Potosi	Prince Edward Island		
	Texas	Puerto Rico		
	Utah	Quebec		
		Rhode Island		
		Vermont		
		West Virginia		

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