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Walden University

College of Education

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Sophonria Beckford

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Walden University
2020

Abstract

Media's Influence on Secondary Teachers' Perceptions of Their Roles and Attrition

by

Sophonria Beckford

MA, College of Saint Rose 2007

BA, Mercy College 2000

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

April 2020

Abstract

Past researchers have argued that teacher attrition rates result from burnout, job dissatisfaction, and lack of support, but they have not explored the possibility of the media's ability to influence the perception teachers have regarding their roles. The purpose of this study was to gain insight into whether the media influenced secondary teachers' self-perceptions and attrition in a public high school in the Midwest. Social influence theory served as the theoretical framework. The research questions focused on how the media's portrayal of educators in print and film influenced how teachers perceived themselves and teacher attrition. For this qualitative case study, 8 teachers volunteered for the interview phase, and 23 participants completed the anonymous survey, which led to identifying emergent themes related to the social influence on teachers' self-perception of their role and possible links to attrition. Data analysis consisted of 7 preset labels and 6 emergent codes aligned with the research questions, later examined to gain insight into the problem, which revealed that professional and social environments influence the participants' perceptions of their role and professional identity. The findings of this study led to the recommendation of a 3-day professional development course that may be used as the foundation of teacher preparation curriculum. The results of the research may impact social change by improving secondary teachers' understanding of how the media's social influence can alter perceptions they have of their roles.

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Dedication

I want to dedicate this research proposal to my family, especially my children. I hope that you know that all the hard work and the sacrifices I made to complete this research were for you. I pray that my perseverance, despite the tears I have shed, serves as a model for each of you as you make your way through life. This degree has been a lifelong dream of mine, and it was not until I had all of you in my life that I realized that everything I had done I did to make sure you were proud of me. Without your support, I doubt that I would have been able to complete this journey.

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Section 1: The Problem

Introduction

This section begins with the definition of the problem at the local level and within the larger population, followed by the rationale for the study outlining the evidence of the problem from professional literature and at the local level. Then, I included the definition of special terms associated with the study and discussed the study's significance. Next, I presented the research questions that guide the study before moving on to the review of professional literature. After examining several public documents at the study location in addition to a wide range of professional literature, I organized a review of the literature to document the link between the media's influence and teachers' perceptions of their roles and possibly attrition rates. I concluded this section with a discussion of implications for possible professional development opportunities for the study site.

Most of the literature I reviewed, documented a history of the various factors that influenced teacher attrition: the threat of public scrutiny, the discrepancy between preservice teaching expectations and in-service teaching realities, parent-teacher relationships, and education reform mandates (Bolin, 2007; Buchanan, Prescott, Schuck, Aubusson, & Burke, 2013; Day, 2012; Morales Cortes, 2016). According to researchers, 51% of teachers reported that their wellbeing and work-related stress levels significantly improved once they left the classroom and began a professional career in noneducation related fields (Goldring, Taie, Riddles, & Owens, 2014). Researchers have argued that lack of efficacy and a distorted professional identity largely contribute to the continuing increase of teacher attrition rates nationally (Aloe, Amo, & Shanahan, 2014).

Additionally, researchers have found that factors like accountability mandates, high stakes testing, and an increase in public pressure create a culture that compromised teacher efficacy and possibly teacher attrition (Prelli, 2016). Given that the national teacher attrition rate has nearly doubled since the 1990s, efforts to support and retain highly qualified teachers have fallen short (Strauss, 2017). Accordingly, researchers have argued that the perception teachers have of their role depended on whether the influence of outside forces conflicted with their goal of promoting student success; thus, scholarly discourse and teacher preparation programs should focus on building teacher quality and sustaining teacher efficacy (Aloe et al., 2014; Delamarter, 2015; Pierro, Kruglanski, & Raven, 2012; Prelli, 2016; Yoo, 2016). Any attempt to implement initiatives to sustain teacher efficacy should initially explore the causal relationship between the influential nature of a dominant group's core beliefs and how teachers perceived their roles (Klassen & Chiu, 2010; Salloum, 2016).

Inherently, people want to develop strong, positive relationships, so they change their behaviors and beliefs based on what they perceive to be acceptable by a dominant group (Hodges, Meagher, Norton, McBain, & Sroubek, 2014). According to researchers, a dominant group's interests determined what content the media shared, which ultimately shaped how the public perceived and judged what they saw (Salloum, 2016). For example, researchers have asserted that if for-profit entities have the power to shape people's political, religious, or cultural beliefs through the media, thus controlling how media portrayed teachers and the education system (Buchanan et al., 2013). According to researchers, films notably played significant roles in how people behaved, learned

information, interpreted critical events and experiences, and ultimately could influence how teachers constructed their personal and professional identities (Alhamdan, Al-Saadi, Du Plessis, Hamid, & Honan, 2014; Delamarter, 2015; Gibbons et al., 2010; Jeffres, Atkin, Lee, & Neuendorf, 2011; Jubas & Knutson, 2013; Maier, Gentile, Vogel, & Kaplan, 2013). Likewise, past researchers have agreed that many teachers struggled to reconcile their preservice notions of teaching with the media's portrayals of educators, which had a significant influence on how teachers behaved (Salloum, 2016; Tarman, 2012; Weber & Mitchell, 2000). Although the portrayal of educators in the media is not a new topic, the scholarly discourse about the consequences has intensified (Dalton, 2013). Essentially, the media's social influence, as a behavioral construct, could significantly alter how teachers viewed their ability to be effective and possibly influenced teacher attrition.

Definition of the Problem

Despite the research on the factors influencing teachers' perceptions of their roles and attrition rates, the administrators at the study school have not explored the media's influence on how teachers perceive themselves and the potential effect on the school's attrition rates. In 2016, the study school reported its attrition rate at approximately 13%. Accordingly, the district revealed a need to identify the factors affecting attrition and establish teacher retention initiatives by increasing professional development opportunities for struggling teachers. Although the district's 2015-2016 District Improvement Plan (DIP) did not contain specific references to factors that influenced

attrition, the district acknowledged the need to find ways to retain highly qualified teachers and reduce teacher attrition.

Similarly, the study school reported in its 2015 Campus Improvement Plan (CIP) that approximately 20 out of nearly 190 teachers (13%) did not return at the end of the 2014-2015 school year. Out of the approximate 20 teachers who did not return to the study school, 13 either left the district, retired, or started a profession outside of education. That meant nearly 62% of the teachers who left the study school left teaching altogether; whether their departure resulted from diminished efficacy or social influence remained uncertain. Nevertheless, the study school's administrators acknowledged a need to support new and first-year teachers to increase retention rates.

Comparatively, at the end of the 2015-2016 school year, almost 20 out of nearly 200 teachers at the study site did not return. Out of the teachers who left at the end of the 2015-2016 school year, the school reported that approximately ten teachers did not return to the teaching profession. Essentially, 53% of teachers, who did not return to the study school, left the profession altogether. In response to their attrition rate, the study school implemented a teacher mentor program to support teachers new to the district and profession.

Similarly, the Texas Education Agency (T.E.A.) reported that in 2011-2012, school districts with over 50,000 students, like that of the study school's district, had teacher attrition rates of 11.5%, which the agency stated outpaced the 2011-2012 new hires rate (Ramsey, 2016). Also, the attrition rate in school districts compared to the study school's district servicing over 50,000 students increased from 12.0% to 15.5%

between 2012 and 2015 (Ramsey, 2016). According to a 2017 attrition report, T.E.A. acknowledged that attrition increased during the 2015-2016 school year, and the new hire rate decreased (Ramsey M. C., 2017).

Additionally, Ramsey (2017), who defined teacher attrition as a loss of employees and not as a complete departure from the profession as defined by Goldring et al. (2014), reported teacher attrition in Texas during the 2015-2016 academic school year at 10.34%. However, Ramsey did not include an explanation or provide reasons why teachers left, nor indicated whether teachers left the profession entirely. Thus, there appeared to be an approximate 0.7% difference when comparing the study school's 2015-2016 teacher attrition rate to that of the state's 2015-2016 report. Additionally, Ramsey reported that the state's teacher attrition rate averaged 10.40% from 2011 to 2015, and the new teacher hire rate averaged 11.89% from 2012 to 2015. However, Ramsey conceded that during the 2015-2016 academic school year, the teacher attrition rate increased (10.34%) in comparison to previous years; whereas, the new teacher hire rate (11.65%) declined. Given that Ramsey's definition of attrition as a loss of employees contradicts Goldring et al.'s definition of attrition as teachers leaving the profession altogether, the attrition rate in Texas could be higher than reported. Moreover, the study school's attrition rate (teachers leaving the profession) nearly matched the national 51% teacher attrition rate presented in Goldring et al.'s longitudinal teacher attrition and mobility report.

Moreover, 51% of the teachers in the U.S. between 1988 and 2013 reported that they left the profession because of workload management, and 53% of teachers reported leaving because of poor work conditions (Goldring et al., 2014). Globally, the number of

teachers leaving the profession outpaced the growth of student enrollment and teacher retention rates in many school districts, essentially depleting the profession of significant instructional expertise in the classrooms (Buchanan et al., 2013; Zasytkin, Zborowski, & Shuklina, 2015). Despite the research, the factors that influenced teachers' efficacy, that is, their ability to construct a professional identity, continues to be a complicated topic as educators leave the field (Buchanan et al., 2013). Currently, the study school did not document the reasons teachers left the school, making it difficult to compare the school's attrition rate to Texas and the U.S Department of Education's attrition data (K. Ellis, personal communication, October 23, 2017). The new hire data were not included in both the school's 2014-2015 and 2015-2016 CIPs.

Overall, a review of public documents uncovered that the study school's approximate 13% attrition rate was higher than the 8% national rate (U.S. Department of Education, 2014). Also, the administrators at the study school did not specifically compare the teacher attrition rates to new teacher hire and retention rates in the CIPs; however, the school district included feedback shared by teachers regarding their pedagogy and job satisfaction from the staff perception survey in the district's improvement plan. Besides teachers citing the need to be included in the decision-making process on the district's survey, any feedback regarding teachers' roles, their perceptions, or factors leading to attrition remained unclear. Admittedly, the study school's 2015-2016 teacher attrition rate decreased in comparison to the previous school year; however, the data indicated that the attrition rate continued to outpace the school's new teacher hire rate.

Moreover, in the study school's 2014-2015 and 2015-2015 CIPs, school administrators acknowledged a need to identify the factors affecting attrition to set up retention initiatives for struggling teachers. The administrators at the study school have consistently taken advantage of districtwide initiatives such as teacher mentor programs, assigning campus instructional coaches, and ongoing professional development to reduce the attrition rate. Although proactive, these initiatives did not address how teachers constructed their professional identities, which influenced their perceptions of their roles, or whether any of these ideas influenced attrition.

Also, district administrators found that the increase in teacher absenteeism during the 2015-2016 academic school year necessitated additional action to retain highly skilled teachers and reduce teacher absences resulting in a district-wide monetary incentive initiative. Financial incentives may have motivated some teachers to limit their absences, but the fact remains that addressing the core issue necessitates improving teachers' "attitudes towards [the] teaching profession [thus contributing] to their success and devotion in professional life... increase[ing] the quality of the teaching profession as well as... increase[ing] the student success" (Kontas, 2016, p. 94). Offering financial incentives may have temporarily reduced teacher absenteeism, but it may not have been enough to reduce the teacher attrition rate. Whether the teacher absenteeism rate is a consequence of a diminished sense of efficacy and frustration can only be determined through researching the factors that influenced teacher perceptions of their roles.

Although the gap regarding teacher attrition has been widely addressed in professional literature, identifying the reasons why educators decided to leave the

profession continues to be difficult (Mason & Matas, 2015). Researchers have argued that teacher attrition will continue to be problematic at the local, state, national, and global levels if teachers lack social support (Mason & Matas, 2015). By making teacher retention a priority, the administrators at the study school acknowledged a gap of knowledge between teacher attrition and underlying causes that influenced it. Also, researchers have contended that broad employment exit questions resulted in equally broad responses such as workload, lack of support, or work environment (Mason & Matas, 2015). Additionally, researchers determined that previous research on attrition failed to ask the specific questions that would have led to a simple correlation: the interrelationships between attrition and the factors influencing it (Mason & Matas, 2015). Moreover, research should explore whether the relationships teachers build within their professional communities shape their professional identity (Craig, 2017).

According to researchers, teachers relied on the relationships they formed with their students, administrators, and the community (Mason & Matas, 2015). If the perceptions and expectations of those groups shifted, teachers internalized the changes, which fostered feelings of frustrations and possibly attrition (Henry, 2016; Kontas, 2016). Although factors such as work environment, support, and workload generally influenced teacher attrition, researchers have argued that the issue essentially resulted from a breakdown in a socially constructed relationship. This caused teachers to reshape their beliefs and behaviors even though it conflicts with their professional identity and sense of efficacy (Akhmetova, Mynbayeva, & Mukasheva, 2015).

Although the administrators at the study school affirmed that support for new and first-year teachers needed to be strengthened and maintained to retain quality teachers, teachers faced an increase in professional responsibilities and public scrutiny that shaped their perceptions of their roles (Mason & Matas, 2015). For the study school's administrators to track factors for teacher attrition, they needed to include questions specific to teachers' reasons for leaving the school and the profession; otherwise, addressing the gap with targeted and effective district initiatives and staff development focused on teacher retention proved difficult. To close the gap, teachers needed the resources to navigate the social pressures and challenges that influenced their efficacy and professional identity, or the district risked having to staff classrooms with underqualified teachers (Morales Cortes, 2016; Strauss, 2017).

Additionally, researchers found that failing to help teachers develop an understanding of what influenced their practices proved detrimental to teacher retention efforts (Morales Cortes, 2016). Thus, attrition rates will continue to increase if school leaders fail to provide teachers with the resources they need to address their perceived lack of efficacy and competence (Izadinia, 2014). Mainly, how teachers see themselves could be the result of how the media portrays them (Aloe et al., 2014; Delamarter, 2015).

Researchers suggested that the media played a significant role in how publicly constructed opinions about educators shaped how teachers perceived themselves (Buchanan et al., 2013; Dalton, 2013; Salloum, 2016). The gap of knowledge regarding the complex issue of attrition may exist because the connection between social influence and teachers' perceptions of their roles have not been fully explored (Izadinia, 2014).

Researchers have established that factors, such as media portrayal of educators, influenced teachers' perceptions of themselves and their efficacy (Alhamdan et al., 2014; Aloe et al., 2014; Buchanan et al., 2013; Goldring et al., 2014; Reyes & Rios, 2003; Townsend & Ryan, 2012). Considering past research, an analysis of whether social constructs, like the media, influenced the perceptions teachers at the study school have of themselves as educators, and whether those perceptions possibly affected teacher attrition rates could be beneficial.

Rationale

A minimal amount of research focused on how social narratives transmitted to the public influenced teachers' perceptions of their effectiveness (Tsouloupas, Carson & Matthews, 2014). Until recently, researchers focused on factors that influenced teachers' dissatisfaction and burnout but not the media's ability to shape the perception teachers have regarding their roles (Edling, 2015; Rumschlag, 2017). To date, researchers have tended to focus on the public perception of teachers as incompetent, underqualified, or wholly unprepared to perform their duties and the inevitable stress it caused for teachers (Harfitt, 2015). At times, the negativity regarding the ineffectiveness of teachers and the education system only exasperated the disparity between how teachers perceived themselves and the public's perception (Edling, 2015). Thus, the renewed interest in teacher attrition and efficacy requires further examination that links the relationship between the public's perception of teachers, teacher efficacy, and the media's ability to influence both (Edling, 2015; Pardal, Albuquerque, Lopes, & Ferrao, 2013).

Researchers have suggested that failure to recognize that direct and indirect images of teachers, which contradicted teachers' perception of their roles, had catastrophic effects that usually resulted in increased attrition rates of teachers (Gu & Benson, 2015; Yong & Yue, 2007). Also, some researchers have claimed that teachers continued to feel that they lacked the empowerment to shape their identity outside of societal context and struggled to fit into their professional environment (Hussain, Hussain-Abbasi, Awan, & Farid, 2012). According to other studies, the perceptions that teachers have regarding the dignity of their roles differed from the socially constructed professional images of teachers marginalized the importance of teachers within society (Hussain et al., 2012; Salloum, 2016).

Professional identity. Recent developments in the education field have shown the need to understand that teachers who tried to fit into fictitious teacher images perpetuated by the media often failed to form a clear understanding of their roles as educators (Alhamdan et al., 2014; Dalton, 2013). According to researchers, the perception teachers have of their roles, and sense of worth relied heavily on the relationships they developed within their personal-professional communities, influenced the dialogue regarding the teaching profession, and the teachers' place in the societal structure (Craig, 2017; Gu & Benson, 2015; Zasytkin et al., 2015). As indicated by past researchers, a flawed socially constructed perception of what makes an ideal teacher tended to be problematic to the teachers' sense of efficacy (Kitching, 2009; Margolis & Nagel 2006; Rumschlag, 2017).

Mandates such as No Child Left Behind, later replaced by the Every Student Succeeds Act, continue to cause significant levels of conflict in some school districts because of the systematic misrepresentation of teachers (Edling, 2015). The media-fueled notion that teaching is easy sets up unreasonable expectations in parents, policymakers and students; thus, possibly compromising teacher efficacy and attrition by pressuring educators to identify themselves as “servants of the state’ merely carrying out public policy” (Grimmett, Fleming, & Trotter, 2009, p. 5; Rumschlag, 2017; Swetnam, 1992). The cultural belief that school curricula should be a “collection of common beliefs and rituals” and that teachers should do as “they are told and do a good job within the confines of the job” (Niemi, Smith, & Brown, 2011, p. 73) contributed to the how teachers perceived their roles and formed their professional identity. For underprepared, unsupported teachers, this belief set up a fundamental conflict between how teachers understood their roles and public expectation, which added to the increase in attrition rates (Strauss, 2017).

In comparison to the findings in the professional literature, the influence of media on teachers’ professional identities, perceptions of their roles, and the possible attrition rate were not examined at the study school. However, the administrators at the study school have acknowledged that they must address teacher retention. According to the study school’s 2012 Campus Improvement Plan (CIP), the new hire rate decreased to 7.6%; the document did not indicate that the decrease was symptomatic of attrition. Additionally, the report did not make a connection between budget restriction and attrition rates. Although the 2012 CIP did not reveal why the new hire rate decreased, the

2015-2016 attrition rate of 9.7% seemed to outpace the 2012 reported new teacher hire rate of 7.6%.

Additionally, the 2014-2015 and 2015-2016 campus improvement plans did not include data about new teacher hire rates. In response to the school's teacher perception survey, the study school's district improvement plan for 2014-2015 was to analyze teacher demographic and performance data to retain teachers. Considering the attrition rate, the campus improvement plans at the study school for both 2014-2015 and 2015-2016 indicated that support for both new and veteran teachers must increase so that their confidence regarding their effectiveness in the classroom remains steadfast.

Efficacy. In a district survey, 19% of teachers at the study school indicated that there were no opportunities to provide input on school improvement and accountability decisions, which may have affected how teachers perceive their efficacy. Additionally, the school's 2012 teacher perception survey indicated that teachers found the lack of recognition for their efforts discouraging. As reported in the 2013 teacher perception survey, the staff at the study school felt that they would appreciate recognition for good work. The decreased sense of teacher efficacy, or lack thereof, may cause teachers to perceive themselves as being incompetent in performing their professional responsibilities, which may lead to an increase in teacher attrition. The factors that influenced teacher efficacy were not explored at the study school. The administrators at the study school did not have the 2015-2016 teacher perception survey available for this study. Considering the study school's 2015-2016 attrition rate of 9.7%, administrators found it pertinent to develop professional resources to decrease attrition.

Attrition. The amount of teachers who have left the profession surpassed the reported new teacher hire rate, but the reasons were not examined at the study school. Some of the teachers at the study school perceived the expectations of academic excellence driven by the district's accountability rating that might foster feelings of frustration. Such accountability may have influenced how teachers at the study school perceived their effectiveness as educators. A diminished sense of efficacy may ultimately affect teacher attrition.

Additionally, the study school's 2012 staff perception survey results indicated that teachers recognized that the outcome of student performance influenced their instructional practices. Essentially, staff members, who may feel pressured to conform, communicated their need to experience more opportunities for input and that communication between stakeholders needed to be strengthened. With the district's projected student enrollment rate of approximately 9,780 students by 2020, the attrition rate at the study school may prove to be problematic when staffing the classrooms across the district.

Public perception. According to a demographic survey conducted by the administrators at the study school, the data show that 55.49% of parents' involvement at the study school created a sense of scrutiny that may cause the depersonalization of teachers, and as a result, poor parent-teacher relations (Rumschlag, 2017; Williams & Engel, 2012; World Media Group, L.L.C., 2013). The portrayal of teachers as incompetent and lazy often led to moments of frustrations and discouragement (K. Lancaster, personal communication, September 17, 2015). Additionally, the perceptions

of people outside of the profession may have influenced how teachers view themselves. For example, teacher, K. Petty stated that “[she feels] like most of the media attention is either really positive...teacher going above and beyond for students or really negative—teacher and student unhealthy relationship stuff” (personal communication, September 18, 2015). Through the theoretical framework of the social influence theory, the study intended to explore teachers’ perceptions of their role and how they perceived the impact of media portrayals on teacher perceptions and possibly attrition.

Definition of Terms

The following section contains the terms referenced throughout this document.

Every Student Succeeds Act: The education law that replaced No Child Left Behind, essentially shifting accountability decisions to the state and district levels (Darrow, 2016).

Media: Media consist of sources of information, such as film, newscasts, or books, that communicate social, cultural, and political norms to society (Barkow, O’Gorman & Rendell, 2012; Garcia, 2015). Due to the media’s influence, it may interfere with society’s ability to form accurate judgments and perceptions based on what it knows to be true (Edling, 2015; Gerstl-Pepin, 2015; Riley, Brown, & Braswell, 2007).

Pop culture (or popular culture): The terms refers to a distinguishing subset of shared cultural values that may either be difficult to change or fluctuate based on the current trends or beliefs negotiated by dominant social networks (Barkow et al., 2012; Kidd, 2014).

Social influence: A constructive behavioral process, is defined as an individual's natural inclination to change his beliefs and behavior according to the expectations and practices of the dominant group— a colleague or competitor (Muchnik, Aral, & Taylor, 2013). Social influence is the result of an individual's perception of explicit or implicit societal pressure to conform to the behaviors of the dominant group (McLeod, 2007, 2008, 2016; Shedlosky-Shoemaker, Costabile, DeLuca, & Arkin, 2011; Sicilia, Saenz-Alvarez, Gonzalez-Cutre, & Ferriz, 2015).

Teacher attrition: A precursor to teacher turnover defined as teachers leaving the profession primarily because of unsatisfactory workplace conditions (Goldring et al., 2014). The definition of attrition does not include teachers changing schools or filling administrative roles within the system (Gardner, 2010; Sass, Flores, Claeys, & Perez, 2012).

Teacher efficacy: Defined by Flores and Day (2006) as the “an ongoing and dynamic process which entails the making sense and (re)interpretation of one's values and experiences that may be influenced by personal, social and cognitive factors” (as cited in Dassa & Derose, 2017, p. 103). Teacher efficacy refers to what the teacher can do professionally (Yoo, 2016). In effect, factors beyond a teacher's control may change the perception in one's ability to effectively deliver instruction, motivate students, and increase student achievement (Bedir, 2015; Calik, Sezgin, Kavgaci, & Kilinc, 2012).

Teacher identity: A socially constructed perception of self, shaped by the relationship between theories, experiences, and professional context (Izadinia, 2014). Additionally, teacher identity is formed by the perception that educators have about their

professional responsibility, approach to instructional practices, and the ability to make decisions based on their professional training and experiences; thus, evaluating when and how to act in the classroom and reflecting on the process (Beauchamp & Thomas, 2009; Edwards, 2015; Robinson, 2012).

Significance of the Study

The lack of professional appreciation may have led to teachers at the study school feeling unsupported by parents, colleagues, and administrators, which may have affected teachers' perceptions of themselves and possible attrition. Thus, school administrators attempted to address the changing attitudes that teachers have of their roles and potential teacher attrition because discontentment and frustration adversely affect the educational environment. Researchers have agreed that distorted, unflattering, and unrealistic portrayals of educators provoke expectations that are uncompromising and unattainable, thereby adding to teachers' job dissatisfaction and possible attrition (Akhmetova et al., 2015; Goldstein, 2010).

As conveyed by past researchers, the scrutiny of the educational system by the community, stakeholders, and policymakers tended to shape educator pedagogy (Cavanagh, 2012). To understand the problem at the local level, I explored how the portrayal of teachers, negative or positive, through television, literature, movies and other media outlets reshape teachers' professional identities and public perception (Henry, 2016; Kelly & Caughlan, 2011; Riley et al., 2007; Townsend & Ryan, 2012). In a teacher satisfaction survey conducted by Resmovits (2013), teacher job satisfaction dropped 23% since 2008, and 73% of teachers surveyed felt that it is difficult to

accommodate the community. The representations of teachers as incompetent possibly corresponded to society's perception that teachers failed to play a significant role in successfully educating their students (Riley et al., 2007; Salloum, 2016; Townsend & Ryan, 2012). Additionally, parental discernments possibly led teachers to compromise their perception of their roles, thereby resulting in feelings of resentment and frustration with the profession, thus leaving the profession.

Consequently, the school district's acknowledgment of teacher attrition rate of nearly 11% in comparison to the national attrition rate of 8% should spur professional development initiatives to address how teachers viewed their roles and reduction of attrition rates (U.S. Department of Education, 2014). The study provided insight into how the media influenced the way teachers perceived their roles. Furthermore, the study may be used as a tool to teach preservice and experienced educators how to avoid the emotional, and psychological changes in their professional identity which indirectly affects student development and learning (Chang-Kredl & Colannino, 2017; Henry, 2016; Kersaint, Lewis, Potter, & Meisels, 2007). The study provided insight on not only why, some educators felt an overwhelming pressure to conform to the demands of their community, but how these pressures influenced the perception that teachers have about their roles and possible attrition (Boyer & Hamil, 2008; Swetnam, 1992; Wang, Hall, & Rahimi, 2015). The project deliverable, outlined in Section 3, may be used as a resource for educators of teachers and professional development facilitators to balance out the conflicting expectations and perceptions of teachers' perceptions of their role and development of professional identity.

Research Questions

According to researchers, the media often used the perceptions of the dominant collective group to change the opinions or beliefs of the rest of the public (Piazza, 2014). However, researchers argued that it is essential to question how “the social, cultural and political” (Barkow et al., 2012, p. 121) implications of the media’s interference shifted the relationship between society’s collective perception of teachers and teacher efficacy (Doyle et al., 2018; Piazza, 2014). Based on the research literature, outside influences, such as the media, often hindered teacher efficacy, the day-to-day professional practices, and possibly attrition. Additionally, researchers contended that the media has the power to communicate policy issues that “shape the public’s perception of teachers” (Riley, Brown, & Braswell, 2007, p. 264), thus limiting the ability of educators to act within the scope of their responsibilities (Gerstl-Pepin, 2015; Robinson, 2012).

Considering the review of the literature, understanding teachers’ perceptions of their roles and the possible impact of social influences has on teacher attrition seemed important. Also, through the review of literature, it appeared that social influence played a significant role in how the perception of the public directly or indirectly altered how teachers viewed their ability to be effective and possibly influenced teacher attrition. To address this issue, I presented the following questions:

1. What are high school teachers’ perceptions of their roles as educators?
2. How do high school teachers feel about the way the media (TV, film, and print) portray educators?

3. How does the media's portrayal of educators influence the way high school teachers construct their professional identities?
4. What connections do high school teachers make between teacher attrition rates and the media's portrayal of educators?

Researchers specified that the media's portrayal of educators often influenced the beliefs and behaviors of the public and educators. For example, researchers have indicated that positive movies about teachers encouraged struggling teachers to improve and fostered enthusiasm educators had for their craft (Garcia, 2015; Jubas & Knutson, 2013; Kaskaya, Onlo, Akar, and Ozturan-Sagirli, 2011). On the other hand, movies have the power to instill insecurities in teachers' sense of their professional competence (Schwarz-Franco, 2016). Not discussed at length in past research is the possible connections between the media's portrayal of educators, teachers' perception of their roles because of the depictions and teacher attrition.

The design of the research questions fostered the exploration of teachers' perceptions, how media portrayals influence their efficacy and possible attrition. A prevalent theme connecting all the past research centered on how teacher burnout and frustrations regarding their roles led to a high attrition rate, which underscored a lower "quality of educational experiences and disrupts the organizational capacity to sustain quality programs" (Sass et al., 2012, p. 5; Zasytkin et al., 2015). Researchers argued that failing to understand that messages communicated through the media created a contradiction between the perceptions teachers have of their role, and the actual reality hindered school districts ability to retain highly effective educators, diminished an

awareness necessary to shift the dialogue to one focused on increasing teacher efficacy and possibly reducing attrition (Sass et al., 2012; Schwarz-Franco, 2016). As such, an examination of the influence of the media on the perception teachers had of their roles through the research questions served beneficial in opening a line of discourse for new teacher training and on-going professional development.

Review of Literature

Introduction

The previous section outlined the research problem and observations that facilitate the examination of social influence theory, as it relates to the research. This section consists of an explanation of the social influence theory to facilitate a connection to the influences affecting teachers' perceptions of their roles and possibly attrition during the review of the broader problem. Past research outlined issues such as political pressures, parental expectations, reform initiatives, work conditions, and student behavior as critical factors that define educators. However, the previous research lacked information regarding the role that social influence theory played in how teachers perceived themselves.

Theoretical Framework: An Overview of the Social Influence Theory

Understanding whether the images transmitted by media influence how teachers perceived their effectiveness necessitated a basic understanding of the social influence theory. Behavioral theorists such as Muzafer Sherif (1935), Solomon Asch (1951), Richard S. Crutchfield (1955), Stanley Milgram (1963 & 1974), Bibb Latane (1981), and Lisa Rashotte (2007) mostly agreed that people eventually changed their beliefs and

behaviors because they wanted to be accepted by their peers and a dominant group (McLeod, 2007, 2008, 2016). According to social influence theorists, nearly 50% of research participants changed their behaviors even when they knew it was wrong solely because of their peers' and the dominant group's scrutiny (Wren, 2013). However, nearly all the participants admitted to reverting to their original opinions when in private (Wren, 2013).

Admittedly, social influence occurs when individuals believed they lacked the knowledge or confidence to participate in the decision-making process (Hodges et al., 2014). Sherif (1935) found that social influence hinged on the innate human desire for acceptance and approval of the dominant group (Wren, 2013). Other social influence theorists, such as Asch and Crutchfield, extended the definition of social influence by arguing that a collective group has perceived higher social status and intelligence influences individuals around them (Wren, 2013). Essentially, social influence theorists, like Sherif (1935), Asch (1951), Crutchfield (1955), and Latane (1981) believed that people alter their behaviors and beliefs based on the perceived knowledge base of the dominant group; this is most evident when individuals doubted their knowledge and skillsets (Hodges et al., 2014; Wren, 2013).

Also, social influence concerns the shift in an individual's behaviors and beliefs because of their experiences with social forces. Like Asch's (1951) seminal definition, Rashotte (2007) defined social influence "as a change in an individual's thoughts, feelings, attitudes, or behaviors that results from interaction with another individual or a group" (p. 1). Essentially, social influence is the force behind the invention or

reinvention of an individual's beliefs and behaviors, which often resulted from access to information obtained via the opinions of others; however, the process of acquiring the views differed (Skewes, Skewes, Roepstorff, & Frith, 2013). Additionally, researchers have argued that people conformed to the beliefs and values of the collective group even when the possibility of harming others existed (McLeod, 2007, 2016). Furthermore, researchers contended that because people often conformed their behavior to avoid ostracization or punishment by doing what is right according to the dominant group's core values and beliefs (Latane, 1981; Hodges et al., 2014; McLeod, 2016).

In a broader context, the communicated perceptions and values shaped or reshaped the public's opinion about specific issues based on the dissemination of the information (Jeffres et al., 2011). For instance, Hodges et al. (2014) and McLeod (2016) argued that the cultural tenet of social influence is evident when, in the absence of information, confidence, or personal knowledge, most people tended to conform to the guidance of those they consider the authority figures. As such, the social influence theory is best evidenced when individuals relied on the knowledge of others that they thought superior, trustworthy sources of information and the collective knowledge of the group. Social influence—the shift in behavior and beliefs—is the consequence of person-to-person or even group-to-group interaction.

By definition, social influence is the social-psychological quality that influences people to yield to the pressure of a dominant group (Mastchke & Sassenberg, 2012; McLeod, 2016). Based on the social influence theory, teachers who lacked the expertise or confidence to remain immune to the influence of others often shifted their behaviors to

fit those of the norms of the dominant group to compensate for their shortcomings (Hodges et al., 2014; Whalon, Conroy, Martinez, & Werch, 2015). Thus, the social influence theory leads to understanding how teachers' perceptions of themselves and their behaviors changed based on how others viewed or portrayed them (Edling, 2015).

Review of the Broader Problem

The review of the problem was organized and written after conducting searches for published information specifically relating to the topic using ERIC, SAGE, Google, ProQuest, PsycINFO, and PsycARTICLES databases. I used the Boolean search for topic-specific terms: *attrition, attrition, and retention of educators, best practices, education reform, efficacy, Every Student Succeeds Act, instructional practices, job satisfaction, media portrayal of teachers, media representation of teachers, No Child Left Behind, pop culture influence, social influence, social influence theory, teacher attitudes, teacher attrition, teacher burnout, teacher identity, teacher image, teachers in film, teacher morale, teacher perceptions of roles, teacher satisfaction, and teacher stereotypes*. I found the sources used for the review of literature through the Walden University website or a local community college library. The inclusion of books aided in building a comprehensive understanding of the broader problem.

Teacher Efficacy and Identity

As argued by researchers, most people perceived educators as social agents who encompassed a wide variety of roles, such as social workers, disciplinarians, and stand-in parents; yet, teachers must remain empathetic and exhibit an awareness of their position as instructors (Kontas, 2016). Hence, the perceptions educators had of their workplace

environment, and the inherent responsibilities led to the construction of teacher efficacy (Wang et al., 2015). Additionally, Henry (2016) and Pillen, Den Brok, and Beijaard (2013) have suggested that the formation of teachers' identities changed depending on their beliefs and behaviors in response to the demands associated with their profession. However, the ability to demonstrate their professional competence derived from "factors, both at an individual and community level" (Sutherland, Howard, & Markauskaite, 2010, p. 455).

Ideally, teachers with a strong sense of efficacy and professional identity confidently guided students towards academic success and fostered the confidence teachers had in their instructional expertise (Edwards, 2015; Hoigaard, Giske, & Sundsli, 2012; Ozder, 2011). These self-assured teachers consistently demonstrated the ability to discern information practical in their practices from useless information (Hall et al., 2012). Essentially, teachers with a strong sense of self-efficacy positively influenced student achievement (Davey, 2013). However, researchers found that significant changes in educational policies, accountability constraints, and lack of professional recognition adversely affected teacher efficacy, which altered pedagogy, and ultimately influenced attrition rates (Aloe et al., 2014; Buchanan, 2012; Gardner, 2010; Rumschlag, 2017).

Largely, researchers have determined that educators' behaviors and professional motivations relate directly to their perceptions of their instructional expertise, accountability mandates, and the cooperation, support, and recognition from stakeholders (Berryhill, Linney, & Fromewick, 2009; Gardner, 2010; Hong & Hamot, 2015; Hoigaard et al., 2012; Hughes, 2012; Rumschlag, 2017). However, researchers found that an

identity crisis occurred when teachers merged the changing directives of stakeholders and their changing perceptions of their roles, which often led to disillusionment and frustration (Delamarter, 2015; Henry, 2016; Robinson, 2012). Thus, the expectations and values of society influenced how teachers constructed their professional identity (Everton, Turner, Hargreaves & Pell, 2007; Kontas, 2016). The idea that teachers serve the public created issues that arose when the perceived public image of a traditional teacher conflicted with what teachers perceived to be their professional identities (Delamarter, 2015; Everton et al., 2007; Gu & Benson, 2015).

Additionally, researchers argued that educators are expected to follow the mandates instituted by policymakers because of the socially constructed belief of teachers as public servants; thus, causing teachers to modify their behavior in response (Gu & Benson, 2015; Mulholland & Wallace, 2012; Robinson, 2012). Past researchers suggested that teachers who struggled to construct a professional identity early in their careers, often assented to societal definitions of teachers as inadequately prepared and professionally inept, which at times led to undue stress (Epstein, Rosenberg, & Smith, 1991; Gu & Benson, 2015).

Additionally, researchers concluded that the various media-propagated images of super-hero teacher shocked teachers when they were faced with the realities of their profession (Farhi, 1999; Kaskaya et al., 2011; Niemi et al., 2011; Scull & Peltier, 2007). Edling (2015) argued that the media either oversimplify or misrepresents the complexities of teaching; thereby, shaping for society a warped image of what teaching entails. Furthermore, Edling found that teachers were usually associated with

representations of incompetence and often shown to be “lacking the necessary qualities” (p.402), resulting in blaming teachers for the seeming crisis in education.

Moreover, Grestl-Pepin (2015) argued that the public impression of teachers as the main obstacles in politically driven school reform warrants a serious analysis into the unrealistic expectations that teachers are “able to overcome any social, emotional and cultural challenges” (p. 702) that may affect student learning (Swetnam, 1992). Past researchers, Grimm et al. (2009), asserted that reforms or “neo-liberalism undermines the ‘professionalism’ of educators, thereby creating a “serious conflict” (p. 5) between the formations of a professional identity, the educators’ instructional practice, and societal perception. In addition, researchers have determined that the struggle to redefine roles, results from the conflict between the educators’ sense of efficacy and the educational environment of which they are a part (Caprara, Barbaranelli, Borgogni & Steca, 2003; Henry, 2016). Essentially, the teachers’ principled beliefs in their ability to successfully perform their task conflicted with the reality of the system’s efficacy— “collective efficacy” (Caprara et al., 2003, p. 822), forcing a reinvention of the teachers’ professional identities (Delamarter, 2015).

Additionally, Salley (2010) stated if teacher individuality and “autonomy [in] regards [to] instructional techniques... [are] removed, it begs to question—what exactly are teachers expected to do in the classroom” (p. 12). The feedback from decision-makers and superiors either damaged teachers’ efficacy or contributed to its strength (Prelli, 2016). Also, researchers argued that teachers who failed to adjust their perceived roles and instructional practices to fit into society's outdated and unrealistic standard

caused teachers to experience job dissatisfaction, disillusionment, and burnout (Rumschlag, 2017; Swetnam, 1992). Furthermore, researchers found that the level of frustration teachers experienced diminished their efficacy, which often led to an increase in attrition rates (Aloe et al., 2014).

The Social Influence on Teachers' Efficacy and the Perceptions of Their Roles

Social influence is contingent upon an individual's susceptibility to conform to outside forces. Researchers have emphasized that an essential aspect of the social influence theory lies in the assertion that people alter their behaviors based on how a dominant group acts towards them or by how the dominant group perceives the behavior of those not in the core group (Aronson, Wilson, & Akert, 2013; Guadagno, Muscanell, Rice, & Roberts, 2013; Hodges et al., 2014; McLeod, 2007, 2008, 2016). In context, the attitudes of a dominant group, like stakeholders in the educational community, influenced the attitudes and perceptions teachers developed about their efficacy and roles (Kontas, 2016). Although some researchers believed that those with a strong sense of efficacy and emotional steadfastness were not susceptible to social influence, others argued that human beings, no matter their role in the workplace or social status, were innately susceptible to outside influences at varying levels (Burns & Christiansen, 2011; Hodges et al., 2014).

To test this theory, Hodges et al. (2014) studied a group of research participants by placing them in a group of people and giving them information and questions to consider. During the experiment, Hodges et al. observed that research participants changed their responses and behaviors based on the perceived dominant norms and

expectations of the group. However, some participants stood firm in their convictions based on the confidence of their knowledge (Hodges et al., 2014). Despite the participants' initial trust in their expertise and skillsets, some lacked the confidence to resist the influence of what they perceived to be the dominant group. Additionally, Hodges et al. found that most of the participants exhibited a significant level of trust in the responses provided by others when they were unfamiliar with the topic.

However, the researchers conceded that those few participants who disagreed with the information shared by others did so because of their familiarity or experience with the concepts presented (Hodges et al., 2014). The outcome of Hodges et al.'s research confirmed Latane's seminal study, which determined that social influence is most prevalent when the dominant group is united in their decision making, those with low efficacy are less confident or consider themselves less knowledgeable and tend to seek the acceptance of the group by conforming to the dominant group's behaviors and beliefs (Latane, 1981). Additionally, Hodges et al. determined that individuals might counter social influence more effectively if they have a significant amount of information to aid them in the decision-making process instead of conforming to the beliefs of others.

It is important to acknowledge that, even though the researchers identified the possibility to deviate from socially acceptable beliefs and behaviors, the outcome compellingly suggested that social influence is a powerful trigger in controlling and shaping actions and perceptions (Hall et al., 2012; Hodges et al., 2014; Ozder, 2011). Additionally, past researchers, focused on Latane's explanation of social influence, highlighting both the negative and positive effects society's demands have on individuals

in a workplace-like setting (Nowak, Szamrej, & Latane, 1990). The seminal research also determined that 92% of the sample group changed their behavior “so as to increase the coherence of attitudes” (p. 668) within the group. Also, researchers pointed out that people conformed their attitudes and behaviors to that of the dominant group (Nowak et al., 1990; McLeod, 2007, 2008, 2016; Skewes et al., 2013). Although the researchers determined the inevitability of social influence in group settings, none of them disclosed if the influence was a result of messages communicated through the media (Hodges et al., 2014; Latane, 1981; Nowak et al., 1990). The results of past research, however, indicated that there might be a plausible relationship between the influence of the media and teachers’ perceptions of their roles to justify further examination.

Researchers have agreed that personal, social, and emotional factors influenced attitudes and beliefs regarding the education system and greatly affected educators’ professional identities and perceptions of their efficacy (Dassa & Derose, 2017; Glover, Garmon, & Hull, 2011; Townsend & Ryan, 2012). According to researchers, the preconceived ideas that teachers formed about the ideal image of professional competency came from teacher preparation programs (Delamarter, 2015; Savas, Bozgeyik, & Eser, 2014; Henry, 2016; Sutherland et al., 2010). However, researchers found that teacher identities experienced constant changes as motivations, and institutional pressures fluctuated (Henry, 2016). As such, teachers’ efficacy and perceptions of their roles depended on the continuous shift between personal, professional, organizational motivations (Henry, 2016; Kontas, 2016).

Generally, researchers have stated that factors other than the preconceived ideas teachers have of their roles could control their behaviors and beliefs (Henry, 2016). For example, the extensive variations in society's characterization of educators pressured teachers to give up their professional control and assume the public image of a current superhero-like educator (Delamarter, 2015; Everton et al., 2007). Thus, the discourse in the media surrounding teacher education and practices that "call into question current teachers' identities as professionals" (Cohen, 2010, p. 105) influenced educators to redefine their understanding of their roles, professional identity, and even best practices (Henry, 2016).

The Media as an Instrument of Social Influence

Although conflicts arose when what the media shared conflicted with the audience's beliefs and behaviors, the media's influence controlled how people understood their society and its values (Kidd, 2014). The idea that portrayals in the media influenced teacher efficacy and professional identities, as supported by the social influence theory, suggests that the dominant groups in society either influenced beliefs and behaviors through direct communication or indirect messages (Hodges et al., 2014; Rashotte, 2007). Thus, researchers believed that the portrayal of educators in the media contributed to society's sense of a shared reality and values, which led to the indirect manipulation of teacher efficacy and identity (Henry, 2016; Kidd, 2014; Pierro et al., 2012).

Contrarily, researchers have argued that positive images of teachers in the media prevented societal tendencies to perpetuate stereotypes of certain groups and professions,

which influenced negative perceptions teachers had of their roles, professional identity, and sense of efficacy (Chang-Kredl & Colannino, 2017; Delamarter, 2015; Glover et al., 2011; Kaskaya et al., 2011). Like Hodges et al. (2014), Latane (1981), and Nowak et al. (1990), Glover et al. (2011) examined the nature of social influence. However, Glover et al.'s (2011) seminal research specifically questioned how messages transmitted through television programs influenced human behaviors and interactions. Also, Glover et al.'s (2011) detailed that the “media plays a significant role in shaping individual attitudes and beliefs in that they determine both the context in which one learns as well as the content of values and ideals acquired” (p. 89). The results of the research demonstrated that social influence, conveyed via the media, created a strong sense of ethical and moral codes that influence people to modify their behaviors based on the beliefs of the majority.

Similarly, researcher Latane (as cited in Nowak et al., 1990) found that as individuals:

...we are inhibited by the surveillance of others and made less guilty by their complicity. We are threatened by the power of others and angered by their attack. Fortunately, we are also comforted by the support of others and sustained by their love. (p. 343)

However, Hodges et al. (2014), Latane (1981), and Nowak et al. (1990), Glover et al. (2011) did not directly address the notion of a strong sense of efficacy preventing undue influence. Also, none of the studies by Glover et al. (2011), Hodges et al. (2014), Latane (1981), and Nowak et al. (1990) focused on the theory of social influence functions in teachers' perceptions of their roles and attrition. Although these researchers

focused more on overall human behavior rather than on a specific group within a particular profession, they provide insight into how the transmittance of dominant attitudes, beliefs, and behaviors influence change.

In contrast, some researchers have suggested that the public only uses the media to supplement their knowledge base, but other researchers have argued that the media played a significant role in how individuals interpreted and remembered important events and information (Austin & Strange, 2012; Garcia, 2015; Reyes & Rios, 2003). At times, the messages communicated through the media damaged an individual's concept of self. Researchers Maier et al. (2013) ascertained that the media possess an ability to change our behaviors and beliefs. Also, researchers determined that the attitudes and expectations communicated through the media were detrimental to individuals and their perception of themselves and their well-being (Maier et al., 2013). Although the researchers focused on the influential nature of the media on mental health, Maier et al. (2013) drew attention to the fact that individuals tended to sacrifice their welfare to conform to the collective norm.

According to the researchers' findings, the participants' willingness, or lack thereof, to seek support from their peers or a certified professional depended on if a personally corresponding image appeared to be harmful or stereotypical (Maier et al., 2013). Essentially, most of the participants adjusted their help-seeking behaviors based on the beliefs and expectations of the dominant group, as depicted in the media (Maier et al., 2013). While Maier et al. pointed out that the participants did not intentionally internalize the images portrayed by the media, the probability that the "collective

messages [that were seen] in the media and the figures [shown]" (p. 2) significantly influenced individual attitudes, behaviors, and perceptions of themselves. Admittedly, media functions as a training entity that affects the public's opinion and understanding of critical issues (Jubas & Knutson, 2013).

According to past research by Jeffres et al. (2011), associating media to people who appeared to be knowledgeable and trustworthy carried significant meaning because it pointed to the inherent power media has in shaping and reshaping the beliefs and behaviors of individuals. The researchers suggested that media functions as a method of socialization, and as such, can cultivate identities and shape the expectations of society by emphasizing "uniform" values (Jeffres et al., 2011, p.105). Additionally, the media can create the distinction between what is right and wrong and good or bad because of the emotional appeal the representations have on the audience (Edling, 2015; Jubas & Knutson, 2013; Salloum, 2016; Saltmarsh, 2009). Furthermore, past researchers affirmed that media, films have a significant effect on behaviors comparable to the influence of a parental unit or pedagogical agents (Gibbons et al., 2010; Jubas & Knutson, 2013). Despite the variables in the research, the researchers determined that individuals tended to conform to society's norms because they perceive society as a persuasive channel of information (Jeffres et al., 2011; Jubas & Knutson, 2013; McLeod, 2007, 2008, 2016; Salloum, 2016).

Additionally, researchers have argued shifting the public's perception of a targeted group of people depending on the dissemination of uncontested stereotypical representations (Cohen, 2010; Edling, 2015). Cohen also found that the change of

perceptions and behaviors connected to the visual images and the “socially-determined” (Gibbons et al., 2010, p. 657) reactions of individuals to those images. Likewise, Edling argued that the media created situations that undermined teachers by forcing them to conform to the will of the dominant group. Therefore, the norms set by the dominant group influenced the behaviors and beliefs of those who desired to be accepted (Edling, 2015; Matschke and Sassenberg, 2012; McLeod, 2007, 2008, 2016). Essentially, the media sets and communicates the norms of the dominant group and constructs images that others perceive as truth (Edling, 2015). Thus, how directors chose to build and transmit the images seen in films often disrupted or limited the audience’s ability to separate fact from fiction (Kidd, 2014).

The Portrayal of Educators in Films

No matter the format, many use media to communicate shared values, educate, and construct visual representations of perceived cultural norms (Kidd, 2014). However, the interests of a dominant group historically controlled the broadcast of perceived social and moral roles associated with teachers (Alhamdan et al., 2014). According to past researchers, most media characterized educators and teaching in a wholly harmful and inaccurate manner, which often resulted in teachers attempting to conform to the most accepted socially constructed image; however, this often led to frustration and job dissatisfaction in teachers (Chang-Kredl & Colannino, 2017; Krausz, 2002; Riley et al., 2007). The idealistic, superhero-like representation of educators signifies a social force beyond the control of teachers; these representations fostered societal expectations by stakeholders causing contentious relationships between the parents, students, and

teachers, presenting a learning paradigm for educators and stakeholders (Saltmarsh, 2009; Swetnam, 1992; Williams & Engel, 2012). Saltmarsh conveyed that the portrayal of educators is “an aspect of a conservative cinematic and ideological code where we would expect to see a hero being tested” (p. 12), and the hero’s expected success fosters the public’s connection to the heroic image. However, the cinematic representations of teachers created distorted perceptions of teachers’ identities (Delamarter, 2015)

Researchers determined that teachers’ need for social validation resulted from the desire to be portrayed in the media as competent professionals (Edling, 2015; Guadagno et al. 2013; Kaskaya et al., 2011). Also, past researchers found that teachers often competed with the stereotypical cinematic images of super teachers, which placed additional pressures on teachers and diminished the realistic perceptions teachers had of their roles (Farhi, 1999). Essentially, the portrayal of educators not only influenced the public but also significantly affected how educators felt about themselves and their craft (Reyes & Rios, 2003). Consequently, the portrayal of educators forced most teachers to internalize the images; thereby, creating a sense of failure when they were unable to achieve the perfect teacher image.

Since most media appear to be trustworthy sources of information, the public naturally accept what the media communicates as the accurate representation of reality (Garcia, 2015). For example, films like *Lean on Me*, *The Principal*, *Bad Teacher*, *Dead Poet’s Society*, and *Me* depict teachers who can save every dejected student from the dangers of society while simultaneously adhering to accountability measures. However, past researchers argued that the misrepresentations of teachers created problematic

demands on where and how teachers behaved in the classrooms (Swetnam, 1992).

Moreover, cinematic depictions of teachers often encourage the public to compare their children's teachers to the life-risking, system-changing, nonconforming instructional delivering, self-sacrificing silver screen counterparts (Dalton, 2013). Also, failure to meet these idealistic images generated feelings of frustration and incompetence within the educator because of their inability to conform to those expectations (Berryhill et al., 2009; Edling, 2015; Farhi, 1999; Silberman-Keller, Bekerman, Giroux, & Burbules, 2008).

Dalton (2013) and Farhi (1999) seemed to agree that most school-centered films did little to dispute the misconceptions the public had about educators; the movies tended to encourage the fallacies. The ideal images forced teachers to adopt professional identities constructed by society, which altered the teachers' sense of effectiveness (Alhamdan et al., 2014; Yong & Yue, 2007). Thus, the cinematic representation of teachers created distorted perceptions of teachers' professional identifies (Delamarter, 2015). Seminal researchers argued that these expectations caused conflicts between the opinions and interactions of educators, parents, students, and policymakers resulted from inadequate support or recognition, causing teachers to leave the school or the profession entirely (Protheroe, 2006).

Moreover, Dalton (2013) and Delamarter (2015) argued that educators should be concerned with how the media portrays teachers. Take, for example, Michelle Pfeiffer in the 1995 film *Dangerous Minds*. A young white teacher who selflessly took on a group of inner-city underprivileged, socioeconomic challenged gang-affiliated high school

students, changed their unruly behavior, ultimately successful in changing the course of their academic and social lives, by teaching them martial arts, and gave everyone an A in her class (Gillard, 2012; Saltmarsh 2009; Simpson, Bruckheimer & Smith 1995).

Certainly, the teacher's success in the film may be considered commendable, but it failed to represent the myriad of responsibilities and demands that teachers must follow (Edling, 2015). The teacher's success is measured by how her students' moral growth and belief in themselves, not by their academic progress (Delamarter, 2015). Also, the curriculum or federal education mandates did not interfere with how she engaged with each student (Dalton, 2013). In an age of reform and high stakes testing, taking up valuable class time to teach martial arts and visiting the homes of each student is not possible unless, like this portrayal of a high school teacher, teachers only have one class. Most of today's high school teachers could argue that they have multiple classes throughout the instructional day, and some teachers may have over thirty students in each class period (Falla, 2013).

However, not all cinematic representations of teachers depicted the issues Pfeiffer's character faced. Take, for instance, Robin Williams's character in *Dead Poet's Society*, a teacher in an all-male boarding school where every student was on track to a successful life (Haft et al., 2006). His character, Keating, can be considered indicative of the iconic image of the media deemed a good teacher (Dalton, 2013). Keating, unburdened with the task of motivating students to learn, basked in the enjoyment his students' willingness to learn. Additionally, the various learning styles of his pupil or low-performing students did not hinder Keating's instruction. On the one hand, Ozder (2011) argued that teachers with a strong sense of self-efficacy demonstrated effective

teaching styles despite the myriad of learning styles in the classroom. On the other hand, Keating's class consists of students who are all high achievers and whose feelings supersede academic results (Delamarter, 2015).

Dalton (2013) suggested that the public often attempted to make sense of what the media portrayed in comparison to their own experiences. “[The] expectations of teachers in real life are formed by the interplay between commercial film and lived experiences” (Dalton, 2013, p. 81). One film that Dalton suggested may be detrimental to educators is *Bad Teacher*. Cameron Diaz, in the 2011 film *Bad Teacher*, plays a teacher, Elizabeth, who is a young gold digger recently dumped by her fiancé desperate for income (Kasdan, 2011). According to the character, she chose to teach because of the perceived ease of the profession. The character entered the classroom drunk, used profanity, slept at her desk, and showed movies instead of teaching. She lacked the interest in her students' education until she learned of a monetary incentive for teachers whose students pass the state exam—merit pay. Although the ultimate success of Elizabeth's students centered her shift to content instruction, the underlying message that the promise of personal financial gain intrinsically motivated teachers persisted throughout the film (Delamarter, 2015).

Moreover, this image fostered the notion that people do not enter the teaching profession for the salary or respect, but because they were not qualified to do anything else (Akbulut & Karakus, 2011; Schwarz-Franco, 2016). Diaz's depiction of a teacher speaks to what the public perceives as incompetence in an era of high-stakes testing and accountability measures (Garcia, 2015). Essentially, the character's reasons for teaching

differs from the realities that teachers face—complicated workloads, policy mandates that conflict with teacher practice, student engagement (or lack thereof), administrative pressure or lack of administrative support, and standardized testing (Buchanan et al., 2013; Delamarter, 2015; Hanley, 2007; Hong & Hamot, 2015; Hughes, 2012; Schwarz-Franco, 2016).

Diaz's character can be considered a contrast to teachers who dedicate themselves to proving their worth as vital contributors to student growth and success spent long hours in the school environment and out and receive little compensation or acknowledgment or support from community members/society (Falla, 2013). Dalton (2013) argued that the film, *Bad Teacher*, differs from films about teachers because every teacher in this film was morally corrupt and detrimental to the students' well-being. Conversely, Garcia (2015) argued that movies about teaching influenced ineffective teachers to improve. In the same respect, Dalton admitted that when Hollywood depicted images of good teachers, they often emanated political agendas used to further school reform initiatives. Moreover, various family-friendly shows on channels like Nickelodeon depicted educators as stereotypical blundering incompetent dupes easily manipulated by students. These shows portrayed compassion challenged teachers whose sole purpose was the destruction of their students' self-esteem and academic progress (Gillard, 2012). Researchers, however, argued that despite knowing that the reality and circumstances were not comparable to those of Williams and Pfeiffer's characters, educators changed their instructional behaviors and identities to fit the actions like those portrayed because of the pressures exerted by society (Delamarter, 2015).

Based on the research, the media does not accurately portray the realities of what teachers experience in the classroom daily, and I venture to say that teachers are not portrayed realistically (Delamarter, 2015). Of course, some teachers would love to be like Mr. Keating (*Dead Poets Society*), but how many educators teach in an all-male boarding school, where all the students are self-motivated learners with no variations in learning styles? Today's teachers must conform to this image to gain the respect of the community. A seminal study conducted by Schueler (1997) identified the following:

The strongest media effect on public opinion is referred to as "agenda-setting"-- those issues or events, which receive a greater degree of media attention, become the issues and events that are uppermost in people's minds...In effect, the media direct individuals' attention toward particular issues and away from others.

Although the aspect of transformative teaching inspired teachers to live up to the perceived standard, teachers must recognize the unrealistic conditions in those film settings (Schwarz-Franco, 2016; Scull & Peltier, 2007; Swetnam, 1992). Exaggerated images of educators often sway the opinions people have of educators, and the public remains ill-informed of the day-to-day complexities involving teaching (Schwarz-Franco, 2016). According to researchers, the media's conceptualizations of bad teachers often forced teachers to adapt their behaviors to fit the image of creative instructional geniuses who ensure students' success through self-sacrifice and deprecation (Garcia, 2015).

Kidd (2014) stated that film directors have the freedom to filter their personal views through the images they portray. So, if what "parents see of [teachers] are generally negative" (Sandefur & Moore, 2004, p. 42), it may lead them to create a

universal view of teachers based on the stereotype (Kidd, 2014). Moreover, Cohen's (2010) qualitative analysis of newspaper reports about education between 2006 and 2007 added that the government's social power might shape public opinion of educators. Therefore, if the media chooses to direct the public's attention to the appalling aspects of the teaching profession, the effects will be uncomplimentary to teachers. On the other hand, Gillard (2012) stated that films such as *Dangerous Minds*, *Dead Poets Society*, and *Bad Teacher* represents Hollywood's attempt to idealize fictional educators capable of changing students and themselves for the better. Either way, it is highly likely that the images portrayed in the media alter teachers' professional behaviors and beliefs. The inherent power of the media to shape the public image of educators leads to a collective perception of what motivates teachers to perform in the classroom (Garcia, 2015).

The Media's Influence on Teachers' Identity

Researchers have suggested that as influential figures and instructional experts, the primary function of teachers should be to seize every opportunity to mold and guide a child's life in a manner that will generate productive members of society (Boyer & Hamil, 2008; Miettunen & Dervin, 2014). In broader terms, society perceives that sufficient training makes educators instructional experts (Bedir, 2015). As visible public servants, teachers must exhibit behavioral standards indicative of "decent citizens" (Schwartz, 1960, p. 82), displaying their professional image according to societal demands (Hussain, Javed, Eng, & Mohammed, 2013; Riley, Brown, & Braswell, 2007). However, teachers struggled to establish and maintain a professional identity when the images portrayed by the media undermined them. As a result, educators largely altered

their identity, beliefs, instructional practices, and the role they played based on the overwhelmingly influential media portrayal (Tatto, 1998). Also, researchers have concluded that:

...teachers' false expectations have been shaped, in part, by the images and representations of teachers found in children's literature, toys, TV shows, and... movies (Delamarter, 2015, p. 4).

However, researchers have argued that teachers must overcome the difficult task of establishing a professional identity and cultivate an efficacy to reinforce the belief in their effectiveness (Caprara et al., 2003; Klassen & Chiu, 2010; Tatto, 1998; Vahasantanen, 2015).

Nevertheless, the media plays a significant role in the transmittal of defined expectations. According to researchers, the stereotypical images of educators caused the public to view educators in an unfavorable light and significantly changed teachers' perception of their roles and possibly influenced attrition (Falla, 2013; Jenlink, 2014; Hall & Langton, 2006). As the literature indicated, the sentiments of society, broadcasted by the media, were major factors in educators' perceptions of their ability to perform (Bolin, 2007). The complex contradictions of societal expectations and the reality of what teachers face on a day-to-day basis created a tense relationship between teachers and stakeholders, which forced teachers to acquiesce to the dominant group's belief (Hodges et al., 2014; Olivant, 2015). Moreover, Olivant (2015) found that public scrutiny of educators damaged teachers' perceptions of their effectiveness as professionals. Since teachers' sense of motivation and endurance stemmed from their feelings of competency

and usefulness, the lack of respect and a “deprofessionalization” (Olivant, 2015, p. 120) of teachers’ qualifications influenced attrition (Skaalvik & Skaalvik; 2014).

Like advertising, media has the potential to send subliminal messages to the public. Goldstein (2010) argued that the business-like nature of the media makes it possible for the media to wield control over the business markets and profit margins. Researchers demonstrated that the media’s agenda usually influenced the ideologies and political stances that dictated their profits; hence, the media has significant power in terms of shaping public perception concerning the education system (Goldstein, 2010). Additionally, Entman (1989) argued that the media’s influence could be most pervasive when society lacked in-depth, expert knowledge or background information on a topic; thus, effectively shaping society’s attitude. Furthermore, how the media propagated the images greatly influenced how society views educators as well as how teachers perceived their identities and roles (Garcia, 2015; Sandefur & Moore, 2004).

Wall’s seminal (2008) examination of teachers in career and trade union publications found that images of female teachers overwhelmingly represented them as mother figures—often an extension of the student’s maternal parent. In comparison, the publications portrayed male teachers as strict disciplinarians, capable of striking fear in even the most difficult of children with one daunting look (Wall, 2008). The research suggested that propagating idealistic images such as those mentioned through newscasts, film, print ads, or music fostered the perception that the real school system is in a crisis because of the incompetence of the educators. According to Bolotin, Joseph, and Burnaford’s (2001) seminal research, the media-induced perception of educators’ may be

attributed to society's grip on unrealistic expectations, which leaves educators frustrated with their inability to be viewed as competent.

In effect, films not only entertain but also teach people how and what to feel regarding specific situations and events or people (Delamarter, 2015). Pedagogical in nature, media serves as instruments of educational experiences as an extension of social and cultural ideas (Jubas & Knutson, 2013; Saltmarsh, 2009). Goldstein (2010) deduced that most of the public developed their perceptions of the public-school system based on the stereotypical portrayals they have heard on television, seen in a movie, or read in the newspapers and on the internet. Researchers have agreed that the "media's symbolic forms of representations...influence the meaning one arrives at" (cited in Sandefur & Moore, 2004, p. 42), which shaped perception (Saltmarsh, 2009). Also, Goldstein's (2010) examination of meticulously constructed print ads, centered on lousy teaching, uncovered that public attention shifted to the "worst teachers" (p. 13), which essentially led the public to cast blame on teachers en bloc for the failures of the educational system. Markedly, Reyes and Rios (2003) affirmed the notion that the media has the deep-rooted power to construct, within the public, a distorted definition of educators that may be a matter of concern for those in the field.

Researchers determined that some educators might rely primarily on the teacher images in film to construct their professional identities, which may lead to teacher frustration, burnout, and possibly attrition (Delamarter, 2015; Fontaine, 2010). Moreover, Reyes and Rios (2003) asserted, "there is a dangerous intermingling of fact and fiction with regard to the teaching profession that may affect [society's] expectations

about real educators” (p. 4), thus forcing educators to conform to unrealistic expectations. Additionally, the acceptance of the images portrayed on film made it highly likely that the educators emulate the preferred behavior in both their personal and professional lives, causing a professional identity crisis (Delamarter, 2015; Fontaine, 2010). Researchers argued that media depicting educators should be realistic and beneficial in the construction of teacher identity (Chang-Kredl & Colannino, 2017; Fontaine, 2010).

The Media’s Influence on Teacher Efficacy

The need for teachers to construct and understand their efficacy is not a new concept. Past researchers Tschannen-Moran, Woolfolk Hoy, and Hoy (1998) defined teacher efficacy as an educator’s ability to understand his role, effectively perform, and organize his instructional duties within the context of his professional domain (cited in Milner & Woolfolk Hoy, 2003). Some researchers have argued that outside forces do not have a significant effect on individuals with strong efficacy (Hodges et al., 2014). However, whether direct or implied, the information shared with the public can either form new perceptions or alter old ones. Also, Maier et al.’s (2013) found that the messages communicated through the media and pop culture “have a powerful influence on the development of attitudes and beliefs” (p. 2) of individuals despite their efficacy. Although the researchers focused their study on the media’s influence on self-stigma in seeking physiological help, the theory applied to other facets of society because the media served as a tool for learning (Jubas & Knutson, 2013; Maier et al., 2013).

Therefore, educators and stakeholders need to come to an understanding of how undue influences affect instructional practices and the implications those potential

changes have on student achievement. For instance, past researchers have argued that the perceived belief that the public “foot[s] the bill” (Robb, 2006, p. 5) and pays the teachers’ salaries may indirectly pressure educators to fit into their “socially sanctioned roles” (Alhamdan et al., 2014, p. 492), and “do whatever the parents...want, even when these directives conflict with the teachers’ professional judgments” (Robb, 2006, p. 5) and their sense of efficacy.

The conflict may stem from what researchers indicated as an apparent disconnect between the realities of what teachers experience in the classroom and the exasperation expressed by parents and policymakers (Alhamdan et al., 2014; Bacon, 1995; Bousquet, 2012). As a result of the societal influence, teachers constantly “need to defend themselves against the public belief” (Bousquet, 2012, p. 5) that they are failing their students; thus, redefining their professional identity which results in a weakened sense of efficacy from an attempt to establish themselves as instructional experts. Nevertheless, researchers have asserted that those educators with a strong sense of efficacy, in an equally supportive environment, will not be as easily susceptible to direct or indirect social influences regarding their roles because, despite the media portrayal, they have a clear understanding of their roles and deem their instruction effective (Hoigaard et al., 2012; Pendergast, Garvis, & Keogh; 2011).

Whether considered a form of entertainment or not, there must be an examination of how the unrealistic portrayals of teachers influenced society’s perceptions of educators, which in turn influences the educators’ understanding of their effectiveness as educators (Garcia, 2015; Townsend & Ryan, 2012). Researchers Townsend and Ryan

underscored that the media's depiction of teachers necessitated careful examination to determine "the possible influence" (p.150) the images have on the teachers and their instructional behaviors. Eventually, the images triggered a change in the teacher's perception of his role; thus, resulting in the teacher "failing to engage with students" (Bousquet, 2012, p. 7), which "leads to a decrease in student performance" (Bousquet, 2012, p. 7).

However, Zasytkin et al. (2015) asserted that teachers must be respected and seen as well-educated and amply prepared intellectuals charged with generating productive citizens to bolster the development of their society. The researchers have argued that, as a social construct, teachers must be able to function in a manner conducive to the intellectual and societal development of their students, which requires a specific set of competencies (Zasytkin et al., 2015). Despite their assertion, Zasytkin et al. acknowledged that teachers do not attain a level of prestige without significant societal resistance. On the other hand, Hong and Hamot (2015) argued that teachers who perceived themselves as transformational decision-makers tended to exercise their instructional authority despite the societal pressure and federal mandates. However, Hong and Hamot conceded that certain factors, like low performing schools, placed constraints on teachers, which inevitably caused the teachers to perceive that their expertise as too deficient to be successful.

The pressure to conform to a dominant group may be too much for teachers to resist. Researchers found that some educators succumbed to the pressure to comply with best practice policies because they lacked a belief in their expertise of instructional

practices, which led teachers to approach instruction defensively (Robb, 2006; Savas et al., 2014; Wang et al., 2015). Other researchers argued that defensive instruction occurred when teachers changed their instructional practices, at times, even watering down the curriculum, to remain compliant with public mandates (Suleiman, 1998). Understanding why teachers with an established sense of efficacy resorted to defensive instruction, requires that researchers close the gap in understanding of how society developed an image of the quintessential educator and how this representation mostly infused itself into the formation of teacher identity. Past researchers Schueler (1997) and Yong and Yue (2007) have indicated that we must understand that the social influence theory rationalizes the media's image of educators, which influences how teachers perceive themselves amidst the criticism of the community.

Researchers suggested that the images projected by media reaffirmed stereotypes and the "poor image [of educators] among the public, the government, media, and other professions" (Everton et al., 2007, p. 249) which hindered educators' ability to perceive themselves as capable professionals within the classroom and the community resulting in a diminished sense of efficacy (Beauchamp & Thomas, 2009; Goldstein 2010; Savas, et al., 2014; Townsend & Ryan, 2012). Some teachers felt that the community did not respect them as professionals because local and national teacher accountability measures made educators look incompetent (Craig, 2012; Edling, 2015). Also, Craig and Margolis and Nagel (2006) conveyed that national educational reforms seemed to misrepresent what occurs within the school and strips teachers of their input; yet, educators felt the pressure to prove that they were responsive to the demands of policymakers and

stakeholders. Also, Goldstein (2010) argued that proponents of educational reform agendas possessed the power to mold public perception regarding educators by controlling how they interpreted media's messages as conveyed through the images. Considering the media's 2017 report that nearly 35% of teachers left the profession between 2009-2014, policymakers should consider making the teaching profession appealing enough to retain educators beyond five years; therefore, the discourse regarding societal perceptions and federal mandates that shape how teachers perceive their roles remains relevant (Edling, 2015; Strauss, 2017).

Seminal research by Ginsberg and Lyche (2008) outlined that reports such as *A Nation at Risk, No Child Left Behind* (later changed to *Every Student Succeeds Act*) gave the media an impression that educators were the root cause of the failures within the; thereby, creating, within the public, a sense of distrust and fear of teachers. Additionally, Bunting (2006) argued that federal mandates or reform initiatives, like *No Child Left Behind* (NCLB), stripped educators of their instructional competence and creativity, and dictate best practices driven by data and accountability measures. As a result of the federal mandates and public perception, educators adapted to new demands. For instance, the public (in addition to differentiating instruction based on the learning styles of their students) expects teachers to guide the moral development of their students by instilling in the students ethical values and behaviors as dictated by the community (Kitchel, Smith, Henty, Robinson Lawver, Park, and Schell, 2012; Schwartz, 1960). The cultural belief is that school curricula should be a "collection of common beliefs and rituals" and that teachers should do as "they are told and do a good job within the

confines of the job” (Niemi et al., 2011, p. 73). This belief sets up a fundamental conflict between how teachers perceive their roles and public expectation. As a result, the societal expectations, and perceptions regarding the roles of teachers adversely influenced the beliefs and behaviors of educators, which changed how teachers interacted with their students (Torres, 2012).

Tatto (1998) and Vahasantanen (2015) recommended that teacher preparation programs should focus on shaping the beliefs and professional roles of teachers so that teachers developed a positive professional identity and sense of efficacy. Teachers must be able to construct and maintain a positive perception of their roles that reduces damage to their sense of efficacy (Savas et al., 2014). Researchers have stated that defining and constructing a professional identity is a complex issue that can be confused by contradictions between the teachers’ perceptions of their roles and societal expectations (Edwards, 2015; Hussain et al., 2012). Additionally, seminal research by Beauchamp and Thomas (2009) indicated that as educators navigate the changing landscape of the educational system, they experience a shift in the construction of their professional identity influenced by the contradictions and tensions they face. As a result, educators adapted their instructional behaviors to dispel the truth from a “sea of distortions” (Riley et al., 2007, p. 265) perpetuated through some media and filters into the community.

Also, researchers have agreed that the portrayal of teachers, which led to devaluation of the profession, had direct consequences in instructional practices because it “[diminishes the teachers’] authority to act” (Cohen, 2010, p. 116) which resulted in teachers being “systematically ignored” (Edling, 2015, p. 409) by decision-makers and

stakeholders (Verhoeven, Aelterman, Rots, & Buvens, 2006). Furthermore, researchers have argued that the stereotypes of teachers are harmful and that the “media hold[s] important roles” (Reyes & Rios, 2003, p. 4) in the formation of stereotypes regarding educators, which influences the teacher and student performance (Edling, 2015).

Researchers found that parents usually placed the blame on teachers if the students failed their classes despite the factors outside of the teacher’s control, which undermined the teachers who tended to exhibit changes in their professional behavior (Mathur, 1978; Yong and Yue, 2007). Eventually, a lack of understanding may contribute to an educator’s dissatisfaction and eventual departure from the profession.

Defensive Behavior and Instructional Practice

Teachers who perceive themselves as ineffective develop a negative attitude towards their instructional roles and become distrustful of the system (Aloe et al., 2014). A review of seminal research provided an understanding of how expectations constructed by society may pressure educators to behave in a manner deemed socially acceptable (Mathur, 1978; Schueler, 1997). Also, Suleiman (1998) argued that the sociopolitical constraints placed on educators compromised their ethical and professional obligations, their concept of professional empowerment, and instructional practices; thus, leading to the unintended, yet devastating suppression of student achievement. Teachers, who lacked self-efficacy because of conforming to the expectations of outside forces, did not exhibit behaviors that were conducive to student success (Wang et al., 2015).

Robinson (2012) reasoned that educators tended to adapt to the requirements instituted through government policy, not only to redefine their professional identity but

also change their practices. Additionally, researchers suggested that perplexing or contradictory expectations often yielded “changes in practices that may be unintended” (Robinson, 2012, p. 235). Past researchers discovered that educators often deviated from what they knew to be right and behaved in ways detrimental to the learning environment because they lacked the power and respectability to control their instructional ideals (Olivant, 2015; Tatto, 1998). Suleiman (1998) defined the change in behavior and practice as “defensive instruction” (p. 7), in which the educator “yields to the external and internal pressures” (p. 7) as they attempt to perform their duties. According to researchers, hostilities projected by the media contributed to teachers’ defensive behaviors (Edling, 2015). There is no clear evidence after Suleiman’s (1998) research that further explores the phenomenon of defensive instruction. However, Buchanan (2012) believed that defensive behavior indicated feelings of discontentment, lack of confidence, or workplace injustice.

Similarly, Zoghbi-Manrique-de-Lara (2010) suggested that the response of employees who experienced job dissatisfaction often leads to a disruption in the workplace (Zoghbi-Manrique-de-Lara, 2010). Employees who experienced discontentment or workplace injustice tended to exhibit behaviors considered detrimental to the normal operations of the workplace. Also, the disgruntled employees experienced a “lack of identification with the organization” (Zoghbi-Manrique-de-Lara, 2010, p. 135), evident in their lack of productivity. Essentially, the defensive attitude created atypical behaviors that often led to poor work ethics, fragmentation in workplace relationships, and a decrease in work production. Although Zoghbi-Manrique-de-Lara (2010) did not

specifically identify educators in the study, it may be safe to connect to Suleiman (1998) and Tatto's (1998) defensive instruction theory which indicated that educators' susceptibility to acquiesce to the pressure of societal expectations and alter their instructional practices, possibly to the detriment of the students.

Considering past research on teacher efficacy, identity, and the social influence theory, the assumption may be that educators unwillingly yield to outside pressures because of the images transmitted through the media and pop culture (Edling, 2015). Also, Kitchel et al. (2012) hypothesized that educators tended to assess their own beliefs and skillsets based on the opinions and the skill sets of others. Additionally, researchers found that educators' sense of inferiority and dissatisfaction depend on how the teachers internalize their experiences, and the opinions of their colleagues or others they believe to be authority figures (Dassa & Derose, 2017; Kitchel et al., 2012).

Similarly, Hytten (2011) identified that even educators with a relatively strong sense of efficacy could be eventually discouraged and swayed to follow the status quo if they were beleaguered by individuals who are not of like mind and practice. Likewise, Beauchamp and Thomas (2009) determined that public discussion about educators strongly influenced teachers to change their instructional behaviors and beliefs. Likewise, Cohen (2010) suggested that simple observations of teachers in the classroom reveal the media's ability to attribute certain characteristics to educators. For the most part, researchers reasoned that individuals tended to change their mindsets and behaviors on the mere suggestion that society held a contradictory viewpoint and expected teachers to behave according to established expectations (Beauchamp & Thomas, 2009; Cohen,

2010; Nowak et al., 1990). Factors like the increased levels of accountability and societal demands influenced a shift in the behaviors and practices of twenty-first-century educators (Boote, 2006; Bousquet, 2012; Dassa & Derose, 2017; Lumsden, 1998; Townsend & Ryan, 2012). There must be a shift in the representations in the media that often tend to undermine educators. Acknowledging the driving forces, in this case, the media, which created a wedge between society and educators, will lead to building relationships conducive to student success.

Implications

The purpose of this case study was to provide teachers with professional development days that would allow them to explore how societal portrayals of teachers affect teachers' perceptions of their roles and possible teacher attrition. The data gathered from the interviews and anonymous surveys led to a professional development opportunity that focuses on equipping teachers with the coping skills that make them want to remain teachers. A structured professional development course may reshape teachers' professional identities and generate motivation within teachers to be successful in the classroom, classroom management; thus, improving student achievement (Calik et al., 2012; Gardner, 2010; Tatto, 1998; Vahasantanen, 2015).

Additionally, other possible professional development may center on fostering the connection between the teachers and the community so that teachers feel their input and efforts are not fruitless. For instance, the most recent campus improvement plan found that teachers sought recognition for good work ethics and performance. A possible professional development project may provide current teachers with coping mechanisms

against outside influences that make teachers feel undervalued and dissatisfied with the profession. Preferably, a three-day professional development could be used during summer professional development sessions and as a foundation course in teacher preparation programs. Using PowerPoint and interactive activities, teachers engaged in honest discourse, which may negate the conviction that the teachers' efforts are unrecognized or unappreciated. The objective was to ensure that teachers participated in communal activities to increase their efficacy and effective instructional behaviors in the classroom (Bousquet, 2012; Hoigaard et al., 2012; Pearson, Albon, & Hubball, 2015; Simons, 2009). Constructing quality professional development allowed educators to better prepare against undue influences on their perception of their roles and possible attrition.

Specifically, for the local setting, the possible implication for social change may require an analysis of how the views transmitted by the media influence teachers' perception of their roles and potential attrition. According to Scull and Peltier (2007), "[p]opular culture theorists suggest that portrayals of individuals and institutions are both a representation of societal values and a device that can either lead to reinforcement or reexamination of those values" (p. 15). It might be reasonable to consider that the resulting change in teacher morale has a direct impact on pedagogy at the study school, which in turn may affect student performance. The portrayal of educators may have an effect on the conduciveness of the learning environment; thus, the depiction of educators in the media can result in a change in student achievement. If teachers deem that the public lacks respect, or that the public is unsupportive, they may detach themselves from

the instructional process, which may result in a “decreased quality of teaching” (CYC-Online, 2001). A decrease in the quality of teaching may lead to attrition.

Optimistically, the scrutiny of the problem may provide for an opportunity for there to be a discussion that addresses the issue of how the media’s influence affects the perception teachers have of their roles and possible attrition. Future research may provide greater insight on how the social influence on instructional practices may lead to “a negative attitude toward the students,” resulting in the teachers distancing “themselves from [the students] as much as possible” (Yong & Yue, 2007, p. 79). In the meantime, this research focused on how the media portrayal of teachers influences teachers’ perceptions. Also, this research focused on secondary educators and not elementary educators. The intention was to provide an informative discourse to a larger population of educators and decision-makers in the United States.

Summary

In Section 1, I introduced and discussed the impact of the social influence theory on teachers’ perception of their roles and efficacy, and possible implications for teacher attrition. An analysis of the literature revealed that the portrayal of teachers in mass media has significant effects on educators’ professional efficacy and their instructional practices. Understanding the manifestations of these perceptions will allow for those in the profession to use the findings of the research to further educator training. However, to gain a deeper understanding of the community’s perception, there must be an examination of the social influence theory. The dynamics of social behavior in which the dominant group or individual exerts its beliefs and demands on others predicates the

social influence theory (Aronson et al., 2013; Barkow et al., 2012; Burns & Christiansen, 2011; Guadagno et al., 2013; Rashotte, 2007; Schueler, 1997; Shedlosky-Shoemaker et al., 2011; Skewes et al., 2013; Whalon et al., 2015; Yong & Yue, 2007).

In a sense, the social influence theory is dependent upon the construct of society and an individual's desire to conform to the perceived group norms (McLeod, 2007, 2008, 2016). As such, the research hypothesizes that the applicability of social influence theory applies to a school setting as well. In Section 2, I describe the research methodology, which includes the theoretical framework, justification, data collection process, and participant selection. In Section 3, I present the analysis of the research findings, and Section 4 outlines reflections and suggestions for future research that will be beneficial in understanding the roots of the preconceptions surrounding educators and may allow decision-makers to remedy the treatment bestowed on educators.

Section 2: The Methodology

Introduction

In this section, I discussed the methodology for the study, specifically, the research design, approach, and justification for the research design. I described the participants, including selection criteria, a justification for the number of participants, ethical protections of the participants, and measures taken to ensure the confidentiality of the participants' identities, followed by a description of data collection procedures, which includes interview and survey procedures, and my role as the researcher. The section concludes with the methods used for data analysis, including coding and credibility procedures to ensure the accuracy and credibility of the findings.

Qualitative Research Design and Approach

Since education is a social construct, I chose to study cases specifically related to the social experiences and relationships teachers share in the workplace (Harland, 2014). Although quantitative researchers specifically concentrate on gathering statistical data to explain a hypothesis, qualitative methodologies often produce descriptive narratives that lead to a deeper understanding of the research participants' unique perceptions of real-life experiences (Guetterman & Fetters, 2018; Harland, 2014). Grounding the case study with research questions specifically designed to explore a unique phenomenon existing between teachers' perceptions of their professional identity and role and the influence of the media, may lead to a better understanding of factors that influence complex human behaviors (Glesne, 2011; Guetterman & Fetters, 2018; Harland, 2014; Merriam, 2009). Therefore, a qualitative case study research method helped to determine how teachers

understand, interpret, shape their environment, and seek meaning based on their experiences before comparing the experiences to those of other educators (Baker & Edwards, 2012; Klenke, 2016; Merriam, 2009).

Social Influence Theory Tied to Case Study Methodology

In the literature review in Section 1, I provided an outline of the social influence theory that may indicate a plausible relationship between the portrayal of educators in the media and the influence those images have on how teachers perceive their role and sense of efficacy. Also, review of the literature established the idea that the beliefs of a dominant collective group may cause individuals to reshape or rethink their perceptions and behaviors to fit those of the collective (Hodges et al., 2014; Jeffres et al., 2011; Maier et al., 2013).

However, most of the literature did not explore possible connections between the portrayal of teachers in the media and teachers' perceptions of their efficacy and professional identity. To discover how educators interpret the relationships of their experiences to societal influences, I used a qualitative case study approach. Additionally, understanding the theory behind social influence, led to a clearer understanding of teachers' susceptibility to change their behaviors and beliefs in their desire to form relationships with their peers and superiors (Whalon et al., 2015). The inherent flexibility of a case study allowed for the collection of various data collection methods designed to explore how educators reacted to or perceived the portrayals of educators in the media and how those reactions possibly contribute to attrition (Klenke, 2016; Pearson et al., 2015).

Rationale for a Case Study Methodology

Traditionally, researchers use case studies to explore an issue through multiple sources so that it—social influence theory and teacher perceptions may be understood and used to inform best practices and policies (Baxter & Jack, 2008; Klenke, 2016; Pearson et al., 2015). The nature of my study required an in-depth exploration of the influence of the media on the perceptions of educators and the possible effect on attrition rates. Researchers have determined that a case study allows researchers to narrow their scope by explicitly focusing on the in-depth experiences shared by the participants (Milner & Woolfolk Hoy, 2003; Klenke, 2016; Pearson et al., 2015). Through the case study methodology, I learned whether the media's portrayal of educators influenced the perceptions secondary teachers have of their professional identity and role (Harland, 2014; Schwarz-Franco, 2016). For this research, I used one-on-one interviews and an anonymous online survey in the case study methodology to gather descriptive experiences of a group of 31 secondary educators to gain insight into their perceptions regarding the possible influence the media has on their efficacy and professional identity. The district denied my request for permission to access the district's exit interview data specifically related to reasons for attrition as an additional source of data.

Although most past researchers successfully revealed the influential nature of messages communicated through the media and the nature of social influence theory in a group setting, the studies have not explicitly concentrated on the perceptions educators have about whether the media influence their understanding of their efficacy, professional identity, or possibly teacher attrition rates (Maier et al., 2013; Schwarz-Franco, 2016).

Understanding the perspectives of the educators may add to the discourse surrounding the influential nature of the media's portrayal of teachers that ultimately influences how society views educators. My research also rationalized how the socially constructed representations of educators influenced teachers and indirectly their students' academic progress.

Exploring the perspectives of educators in a specific social context, entailed collecting rich, descriptive data from the experiences of various educators (Creswell, 2012; Guetterman & Fetters, 2018; Harland 2014). A case study was an appropriate choice for this study because it allowed for an in-depth examination of the issue through the experiences of the participants in their bounded system—a public high school setting through multiple data collection instruments—interviews and anonymous surveys to ascertain different perspectives of the phenomenon (Baxter & Jack, 2008; Merriam, 2009; Pearson et al., 2015). Since case studies center on a bounded system, I narrowed the scope of the research by specifically focusing on uncovering how teachers' experiences influenced their perceptions of their professional roles in their workplace (Harland, 2014; Klenke, 2016; Roberts & Allen, 2015; Woodside, 2010).

To document the perspectives of the research participants, I used the results of the case study research design and methodology to design a three-day staff development session focused on building teacher efficacy, helping teachers identify a positive professional identity, and possibly reducing attrition (Pearson et al., 2015; Simons, 2009). Additionally, I used the case study's results to inform best practices and offer recommendations for professional development (see Appendix A) as constructive

interventions against negative social influences (Creswell, 2012; Harland, 2014; Merriam, 2009; Whalon et al., 2015).

Declined Use of Other Research Designs and Methods

Although several methodologies may have been informative, I rejected the other options because they either proved excessively time-consuming or unproductive to answering the research questions. According to researchers, a narrative methodology usually narrows the focus of the research to the chronological experience(s) of a single individual and the subsequent systematic approach the individual undertook to achieve the desired outcome (Byrne, 2017; Creswell, 2012; McAlphine, 2016). Researchers typically use the narrative methodology to develop a story, over a lengthy period, that studies how the personal and professional experiences of an individual developed him or her into an educator or school leader (Creswell, 2012; McAlphine, 2016).

While the educators' environment plays a pertinent part in shaping professional identities, the primary focus of the research entails exploring how teachers perceive themselves, and whether those perceptions result from the influence of the media. Chronicling the chronological sequence of the participants' experiences and perceptions will prove unnecessary; therefore, merely reporting the actions a teacher takes over a long period to develop his or her professional identity or role may not have adequately answered my research questions (Baxter & Jack, 2008; Byrne, 2017). So, I considered and rejected the narrative research design and methodology because of the various limitations and restrictions associated with my study.

Additionally, I rejected an ethnographic research design and methodology because it requires that the researcher observes the participant's day to day life over a length of time, record the data, and interpret the findings (Sanchez-Jankowski, 2018). Although social influence is a cultural construct, I designed the research to examine how teachers perceive themselves and whether the media influenced those perceptions (Bamkin, Maynard, & Golding, 2016; White, Drew, & Hay, 2009). Considering the purpose of the research, the participants' stories proved more conducive to understanding the perceptions they have of themselves rather than mainly relying on my interpretations of observational notes. Therefore, an ethnographical methodology is best suited when comparing the characteristics and interactions of participants in different professional cultures (Bamkin, Maynard, & Golding, 2016; Creswell, 2012). Admittedly, I observed the participants' behaviors during the interview phase of the research and used the observations to communicate their emotional reactions to specific experiences.

Also, I considered and rejected a longitudinal research method because, as with the narrative and ethnographic research designs, the methodology is primarily time-intensive (see Creswell, 2012). Like the ethnographic research design, longitudinal research design and methodology relies mainly on the researcher's interpretation of field notes, which might have increased the potential of researcher bias and did not meet the framework of the research. Similarly, a mixed-method approach did not suit the purpose of the study because it required that I collect both quantitative and qualitative data from a larger participant pool to examine, which may lead to an extensive amount of time to log

response frequencies of data points and run statistical data reports (Creswell, 2009; Creswell, 2012; Guetterman & Fetters, 2018; Montero-Marín et al., 2013).

Additionally, using an experimental methodology primarily leads to documenting the numerical frequency of participants' responses and not the perceptions of the study participants in a prescribed environment (Creswell, 2009; Gibson, Espeland, Wagner, & Nelson, 2016). Moreover, I did not focus on the number of times participants agreed. Instead, I focused on an in-depth analysis of the participants' responses to my research questions and the unique insight into what teachers perceived influenced their behaviors and beliefs (Pearson et al., 2015). While a quantitative study might provide statistical data and percentages linked to student achievement, it does not provide rich detail on the factors that influence how teachers perceive themselves and their effectiveness.

Overall, I rejected these research designs and methodologies because of the increased potential that my interpretations of observation notes could taint the study with researcher bias (Evangelinou-Yiannakis, 2017). Also, an instrumental case study allowed for "various methods and methodologies can be employed" (Glesne, 2011, p. 22) to explore the media's portrayals of educators to the perceptions of secondary teachers at the study school (see Pearson et al., 2015). Exploring "real-life situations...results in a rich and holistic account" (Merriam, 2009, p. 50) of how the portrayal of educators in media and pop culture influences teachers' beliefs about their roles and possibly teacher attrition. Furthermore, using interviews and anonymous surveys in a qualitative case study limited to a specific case made it easier to make connections and simplified a

complex phenomenon so that the readers may use the information to inform best their practices (Harland, 2014; Harling, 2002; Roberts & Allen, 2015; Soy, 1997).

Participants

For this study, I pooled participants from the study site—one of the largest K-12 suburban school districts in the Midwest. The district, established in 1939, has since grown to service more than 109,000 students. At the time of the research, the school had approximately 200 staff members; 160 (88%) are teachers, 15 (8%) are professional support, and seven (4%) are administrators. Close to 72 (66%) of the staff members at the study school reportedly had more than 11 years of teaching experience, and almost 86 (55%) had 1 to 10 years of teaching experience (Texas Education Agency, 2014).

Although I conducted the study at my professional workplace, I took special precautions to minimize undue influence by sharing general information about the study via a general information and recruitment email to the approximately 180 staff members and allowed them the option to contact me if they wanted to participate). This procedure eliminated the possibility of selecting participants based on my personal bias. Also, the design of the research and the parameters established by the school district minimized the risk of the school's administrators using the data for appraisals, performance evaluations, job advancements, or stigma. Additionally, my connection to the study site increased the probability of gaining access to a pool of participants willing to share their experiences.

The participant pool consisted of approximately 180 teachers. For this research, eight participants volunteered for one-on-one interviews, and 23 staff members responded to the anonymous online survey. Each participant had to meet the following

criteria: (a) be voluntarily willing to participate in this research; (b) have at least one year of classroom instructional experience and at least 18 years of age, and (c) be current, non-probational faculty members at the study school. I established the criteria for the participant group because teachers who taught for at least a year have developed a perception of their relative roles as teachers through their daily interactions in and out of the school building. I excluded other staff members based on the selection criteria because educators are the only members of the school community who can share their experiences with the portrayal of educators in the media and whether the images influenced the teachers' perceptions of their roles and possible attrition. A random sampling method may have resulted in getting information from non-educators or staff members at the study school, who may not have had adequate experiences to effectively contribute to answering the research questions if they are not serving in the same capacity as an educator; therefore, I rejected using a random sampling method.

Since a case study requires an in-depth examination of descriptive "data gathered through a participant focus group, in-depth interviewing, and document collection and analysis" (Glesne, 2011, p. 22), a small number of participants for the one-on-one interviews and anonymous surveys seemed more practical (Baker & Edwards, 2012; Marshall, Cardon, Poddar, & Fontenot, 2013; Klenke, 2016; Pearson et al., 2015). According to past researchers, most qualitative methods reach saturation somewhere between six and 15 interviews and open-ended surveys; an increase of participants may weaken the data and (Marshall et al., 2013). Interviews, specifically, reach 90% thematic

saturation with a minimum of eight participants (Namey, Guest, McKenna, & Chen, 2016).

Since qualitative inquiry reaches saturation with a participant pool of less than 20, I initially chose to limit the participants to a manageable range of participants: eight to 10 for the one-on-one interviews and 12 to 15 for the anonymous survey so that I did not nullify the data collected (Marshall et al., 2013; Namey et al., 2016; Roberts & Allen, 2015). Additionally, I conducted one-on-one interviews instead of a focus group because, in a larger setting, "the attitudes and opinions of individuals" may be a direct reflection of those further up the group's perceived established hierarchy (Rashotte, 2007). Although one-on-one interviews allowed me to observe the nature of social influence in a professional setting, it limited my ability to gain insight into the unique experiences of each participant and whether outside forces, such as relationships with co-workers and administrators, influenced those experiences. Moreover, minimizing the focus on a specific professional eliminates the probability of administrative retaliation against the participants.

IRB Approval

Once I received IRB approval, I met with the principal and submitted a written request for permission to conduct the study on the campus. Then, I contacted the school district's department of School Improvement and Accountability and completed the required application. It took approximately two weeks for the district's research committee to review and approve the research. Having worked for the school district

since 2009 helped strengthen my credibility and eliminated lengthy negotiations to gain access to potential participants (Evangelinou-Yiannakis, 2017; Wang, 2013).

The principal or his designee, adhering to the district's parameters set to protect the participants from researcher coercion, sent the general information and information email in a mass group email so that interested staff members could decide on whether to participate. To minimize the perception of coercion, I described the nature of the research and its parameters in the body of the general information and invitation email. Additionally, the email included a link to the interview informed consent form for staff members interested in participating in the interview. The interview participants had a reasonable amount of time to review the consent forms before deciding whether to sign it. The staff members interested in the anonymous online survey, however, had to acknowledge their consent on the first page of the survey before being allowed to complete it. I designed the online survey to maintain true anonymity by purposefully omitting questions that solicited identifiable markers and information.

During both phases of the study, the participants received a reminder that they could withdraw from the research at any time without consequences. The slow response time and low completion rates of the anonymous online survey required that I kept the survey open longer and collected additional survey responses to ensure saturation by maintaining a manageable number of at least 20 participants (Marshall et al., 2013; Namey et al., 2016; Roberts & Allen, 2015). Besides the established participant selection criteria, the interview and survey questions were purposefully designed to avoid collecting demographic information or other identifiable information linked to the

participants, including names and contact information. Following the requirements of the IRB, I did not require or use confidential information during the data analysis phase. Additionally, my relationship with the participants caused minimal risk and increased the possibility that participants shared anecdotes that contained sensitive information, which I needed to omit to protect the participants and their colleagues (Klenke, 2016; Unluer, 2012; Wang, 2013).

Researcher's Role

While the shared mutual respect, trust of the staff, and understanding of the school's culture made the research environment more amiable, I maintained a professional distance as an insider researcher to limit the assumption of perceived researcher bias (Evangelinou-Yiannakis, 2017; Glesne, 2011; Unluer, 2012; Wang, 2013). Despite periodic assignments as a substitute assistant principal and as a team leader, my contractual role is that of a teacher. At the time of the research, I did not have the contractual responsibilities associated with an administrative position. Most importantly, I did not have the authority to appraise teachers or evaluate their job performance in any aspect at the time of the study.

Additionally, my role as a colleague reduced the possibility of the participants echoing the perceived opinions of administrators or appraisers. As such, I took the necessary precautions to protect the participants' demographically sensitive and easily identifiable information. As an insider researcher, I maintained a comfortable and safe environment so that the participants did not feel coerced or discouraged to share their responses to the research questions (Evangelinou-Yiannakis, 2017; Harland, 2014).

At times, the research environment during the interview data collection phase resulted in the participants sharing information nonessential to the research. Therefore, the ethical dilemma associated with the relaxed comfort levels of the participants required that I recorded the data with the appropriate levels of consideration and respect so that I did not convey a disinterest in what the participants shared (Evangelinou-Yiannakis, 2017). However, I omitted any information shared outside of the scope of the research in the research findings (Glesne, 2011; Pearson et al., 2015; Wang, 2013).

Although I created the interview and survey questions to examine the participants' perceptions of their roles and possible attrition, I did not want to elicit private information outside of their professional attitudes. On the other hand, the potential benefit of my professional relationship with the interview participants, specifically, increased their eagerness to share their experiences and opinions, and perhaps achieve some level of therapeutic catharsis and self-awareness that is beneficial to constructive professional reflection (Dennis, 2014; Evangelinou-Yiannakis, 2017; Merriam, 2009). Minimizing the potential risks to the health of the participants, I ensured that the participants fully understand the voluntary nature of their involvement. While a minute possibility existed that the participants could disclose details of personal or professional crisis as they shared their observations, the interview and survey questions were specially designed to limit traumatic memory recall and minimize the risk of participants unintentionally disclosing personal information, such as medical/mental health, substance use, or family history.

Most importantly, as the researcher during data collection through the interviews and online surveys, I assumed the role of a student learning from the experts. As the

researcher, I remained conscious of my roles as a teacher and researcher in the study site so that I did not corrupt the data collected. Additionally, I remained aware that I had to avoid influencing the participants' behaviors or responses to the research questions with my own personal and professional experiences and knowledge in my roles as a teacher on the research site (Evangelinou-Yiannakis, 2017; Lodico, Spaulding, & Voegtle, 2010; Wang, 2013). Participants received additional reassurances that my role during the study was to explore the participants' experiences and perceptions in the hopes of establishing how and why the portrayal of educators influences the teachers' perceptions of their roles and possible attrition in the most ethical way possible.

Participant Protection

Due to the anonymity of the online survey, any identifiable characteristics linked to the participants were relatively undiscoverable. Additionally, I maintained the role of researcher and remained focused on collecting data relevant to the research to protect the participants during both phases of the study, including any irrelevant information shared by the participants that could have adversely affected the trustworthiness of the data I collected. Interviewees determined a meeting place and time that fell within their comfort levels, which decreased the possibility of disruptions (Evangelinou-Yiannakis, 2017). Considering that I have substituted in the assistant principals' office or served as a team leader, conducting the one-on-one interviews during off-contract hours, and sending out anonymous surveys minimized the potential assumptions of coercion, professional risks to participants, and increased the trustworthiness of the research.

Also, to reduce the perception of undue influence, I began each interview with a reminder that the findings may include sensitive information relevant to the research (Glesne, 2011; Klenke, 2016; Wang, 2013). The participants were guaranteed the right to decide whether they wanted to continue with the research. In addition to communicating the confidential nature of the study, I informed the participants that reciprocity (monetary payment) did not apply, and their participation was strictly voluntary. Also, I reassured the participants by telling them their engagement and the outcomes of the study did not influence informal or formal observation or performance evaluations by the administrations or appraisers.

Ethical Standards Applied

Every ethical consideration as required by Walden University, the National Institute of Health (1045697 and 2842414), and the IRB to protect the participants applied during the research process. The nature of the case study required that I obtained informed consent from the school district, study school, and all the participants. The goal of informed consent was to establish a professional partnership with the participants in the effort to maintain the trustworthiness of the data (Glesne, 2011; Klenke, 2016; Wang, 2013). Before accepting the consent and conducting the interviews, I made sure that the potential participants understood the purpose and potential risks of the research (Lodico et al., 2010; Pearson et al., 2015). The participants received reminders of the voluntary nature of their participation and their ability to opt-out of the research at any time they see fit (Pearson et al., 2015).

As part of the consent process, I asked the participants about their willingness to share potentially sensitive or personal experiences on an ongoing basis (Pearson et al., 2015). Before collecting the data, I reminded participants of the "confidentiality and security of [the] information" (Merriam, 2009, p. 162) shared during the research process before signing the consent form (Alby, Zucchermaglio, & Fatigante, 2014). Additionally, I informed the participants of how I would record and use the information they shared with me so that they may make an informed decision on whether to participate in the study.

Based on the selection criteria, the possibility existed that the 23 survey respondents and eight interview participants included a protected, vulnerable group: economically disadvantaged, in crisis, pregnant, or over the age of 65. However, I did not collect or report data of participants categorized as a protected group because I considered the data irrelevant to the research. Although this was not clinical research, in which the physical emotional and physical health of the participants might have been affected, the informed consent form kept the participants informed and me, the researcher, accountable during the data collection process (Alby et al., 2014). However, the nature of qualitative research could have unintentionally caused the participants to relive professional events or disclose upsetting information as they responded to interview questions. In the event of such cases, I initiated the necessary "referrals to [counseling resources] for assistance" (Merriam, 2009, p. 231).

None of the interview or survey participants disclosed any knowledge or involvement in criminal activity or allegations of abuse, so I did not need to alert the

authorities. Since the participants are adult educators at the study site and not minors, it was not necessary to obtain parental consent (Aaltonen, 2016). The data collection process for each participant did not begin until I received consent forms from the participants.

Data Collection

Based on a review of the literature in Section 1, I found that educators altered their behaviors and beliefs based on how others perceived them. Therefore, I collected and recorded qualitative data and stories about how the media may influence teachers' perceptions of their roles. Since I sought to explain the link between teachers' perceptions of their roles and the media's influence, I used a qualitative case study to identify the thematic strands. Due to the nature of a case study and the data that it yielded, I grounded the study in the research questions so that I did not collect irrelevant information (Harland, 2014; Roberts & Allen, 2015; White et al., 2009). The data collection process took approximately two to three weeks (Merriam, 2009). During this timeframe, I collected qualitative data and stories relevant to the study from the participants through one-on-one interviews and anonymous online surveys. Also, data collected from the district's teacher exit interview information specifically related to teacher attrition.

Validating the findings depended on the type of data I collected from the interviews and anonymous survey responses. To add to the validation process, I could not allow personal biases to affect the analysis and interpretations of the data, so I had to control my personal feelings and experiences (Evangelinou-Yiannakis, 2017; Harland, 2014; Merriam, 2009). Fundamentally, the nature of the case study required that I

document the behaviors, perceptions, experiences, and opinions of the participants and present this information in a manner that informs educators on best practices.

The participant sample size consisted of eight participants for the one-on-one interviews and the sample size of 23 participants for the anonymous online surveys on purposeful selection to reach saturation. As stated by Merriam (2009), "purposeful sampling is based on the assumption that the investigator wants to discover, understand, and gain insight and therefore must select a sample [size] from which the most can be learned" (p. 76). Specifically, purposeful sampling entailed that I targeted a select group of people who could share the most about their experiences with a phenomenon (Palinkas et al., 2015).

The primary reason for purposeful sampling was to focus on the characteristics of the staff members at the study school that allowed me to answer the research questions and reach saturation, thereby bounding the research (Klenke, 2016; Merriam, 2009). Examining the detailed descriptions of the perceptions of 31 teachers at the study school who meet my criteria was sufficient to reach saturation because a more significant number would have convoluted the data (Creswell, 2009; Glesne, 2011; Latham, 2013; Roberts & Allen, 2015). Also, the convenience of purposeful sampling dictated the location and the availability of the research participants.

Using a process like that of other researchers, I submitted both instruments to the school district's department of School Improvement and Accountability so that they could check and determine that the questions did not include researcher bias, lead or confuse the research participants, and aligned to the purpose of the research (Baker & Edwards,

2012; Lodico, Spaulding, & Voegtle, 2010; Stoica, 2019). The instruments linked to the research questions, which intended to measure the attitudes, beliefs, and perceptions of the participants as they relate to my research in a specific field (Latham, 2013; Klenke, 2016; Lodico et al., 2010). The design of the interview and survey instruments limited the potential risk of the participants disclosing personal information that may have affected their reputations and employability.

The personal and confidential nature of the interviews and anonymous online survey allowed me to explore relationships and themes in the participants' responses. Additionally, the design of the research questions limited the potential of administrators using the information against the participants; thereby, maintaining confidentiality. Also, I designed the interview and survey instruments to collect in-depth accounts of the participants' perceptions of their roles and whether the media influenced the perceptions. According to researchers, a small sample size for each of the respective phases of the research may produce an in-depth study; thus, my research analysis depended on the initial and emergent research questions (Baker & Edwards, 2012; Marshall et al., 2013; Namey et al., 2016). Mainly, the interview and survey data answered the research questions and addressed the purpose of the research.

Semi-structured Interviews

The 16 open-ended interview questions included follow up questions pertained solely to the perception teachers have of their roles and whether the media played a role in shaping their professional identity and possible teacher attrition rates. The interview questions specifically focused on eliciting detailed descriptions of teachers' perceptions

but purposefully limited the scope of the collected data to improve validity and avoid deeply personal matters that may affect the teachers' reputations and employability (Stoica, 2019). The interviews took two to three weeks to complete, which allowed for an in-depth exploration of the individual participants' experiences and perceptions as educators (Latham, 2013; Lodico, Spaulding, & Voegtle, 2010; Klenke, 2016; Merriam, 2009). I conducted the interviews in person during off-contract hours as the participants' schedules permitted. For the one-on-one interviews, the participants determined how much information they chose to share with me, which depended on the rapport I built with the participants. According to researchers, sharing a collective professional group or space increases the likelihood of the participants' total engagement in the study (Hatch, 2002; Latham, 2013).

Also, the time intensiveness of the discussions necessitated time management conducive to exploration and time management. Since the case study research examined a specific phenomenon, each interview session lasted a minimum of 20 minutes in length. Researches have stated that the average interview usually lasts between 20 and 40 minutes (Gill, Stewart, Treasure, & Chadwick, 2008). As a precaution, each participant had a one-hour time slot, if I needed to delve deeper into a participant's responses to the interview questions. Also, the longer interview windows gave me an immediate opportunity to begin transcribing the interview data. As indicated by past researchers, the interview process offered in-depth insight into the social conditions experienced by the participants and allowed for self-discovery for the participants (Crouch & McKenzie, 2006; Klenke, 2016). Using similar procedures outlined in research conducted by Alby

et al. (2014), Hatch (2002), and Klenke (2016), I remained respectful and considerate of what the participants chose to share during each interview, so they did not feel demoralized or forced to participate and reiterated the voluntary nature of the research to each participant.

The interview protocol required that I pretype the questions with ample space for me to record the date and start/end time of interviews and take notes as each participant shared his or her experiences (Creswell, 2012). I immediately recorded the participants' responses to the interview questionnaire that I used to code for reemerging ideas and themes. Preset thematic codes included: attrition, efficacy, the influence of media on teacher professional identity, media's portrayal of teachers, social influence theory, and teacher's roles (Britzman, 2012; Dabić & Stojanov, 2014; Guest, Bunce, & Johnson, 2006). Also, I included additional codes when the emergence of ideas and themes that I did not precoded (Dabić & Stojanov, 2014).

The transcription of the audio recordings served to fill in information that missed during the collection of the data and "preserve[s] the integrity of the data" (Lodico et al., 2010, p. 126). According to Evangelinou-Yiannakis (2017), audio recording interviews provided the research participants "the opportunity to read the relevant interview transcriptions, allowing thus for transparency to take place as well as checks against the accuracy and integrity of the data" (p. 279). Therefore, I asked each participant for permission to tape the session and recorded the data as soon as I could because waiting too long increased the risk of erroneous recall or misinterpretation of the data (Creswell, 2012; Evangelinou-Yiannakis, 2017; Glesne, 2011).

After each interview, I reviewed the data to examine each participant's experiences (Creswell, 2012; Glesne, 2011). To ensure the accuracy of data collection, I kept a printed chart of each coded interviews to review. Also, I listened to the taped interviews to cross-check with my handwritten notes. Each participant received their individual transcribed interview so that they could perform a member check of their responses.

Anonymous Online Survey

The online survey consisted of nine questions aligned to the purpose of the research designed by me. Potential participants for the anonymous online survey accessed the survey using the link embedded in the general information and recruitment email. Like the potential interview participants, potential participants for the anonymous online survey had an opportunity to read the consent form and print a copy before deciding to complete the survey. For added security, the survey included a statement of consent that participants answered before beginning the survey. During the one-on-one interviews phase, I monitored and documented in a log the return rate of the surveys; however, I did not track any identifiable information linked to the participants.

The survey link was sent out in a general recruitment email by the study site's principal or his designee to protect the staff from the possibility of researcher coercion to participate in the research and limit the potential of tracking the email addresses of the participants' responses to the survey questions. The data collected derived from the completed surveys. Since I did not want to overburden the participants of the online survey, the survey participants responded to nine open-ended survey questions designed

to cross-validate the one-on-one interview questions and answer the overarching research questions. The design of the survey questions required that the participants provided candid short-answer responses freely because closed-ended questions restricted the participants' freedom to respond, thereby limiting the opportunity to obtain rich descriptive data (Creswell, 2012; Dabić & Stojanov, 2014; Roberts & Allen, 2015).

The survey phase of this study allowed me to protect the identities of the survey participants by making the survey anonymous and limiting my interaction with them, and as such, reduce possible transference of my biases. The anonymity of the survey limited the contact between participants so that they do not share their responses and invalidate the data, which made the survey responses authentic. Although 23 respondents participated in the survey phase, researchers have argued that a survey pool of more than 15 participants may be too large and could interfere with the quality of the data and analysis of participants' responses (Glesne, 2011; Marshall et al., 2013; Roberts & Allen, 2015).

As expected, the survey questions encouraged participants to share experiences that led me to discover shared (or not) perspectives. Allowing the participants to share their experiences in a low-risk setting increased my ability to understand the participants' various attitudes but limited the opportunity to probe participants further (Glesne, 2011; Lodico, Spaulding, & Voegtle, 2010; Roberts & Allen, 2015). The survey phase took longer than the anticipated 3 to 5 days. While I waited for the survey responses, I continued to work on transcribing and coding the interview data that I collected. Once I received all the survey responses, I analyzed the data to add clarity to and cross-validate

the interview data (Dabić & Stojanov, 2014). Gathering data from the survey responses gave me a more in-depth insight into social influence and teacher perception of their roles.

During the online survey phase of the case study, I logged the dates and times of the returned surveys in a journal before attempting to export the participants' responses to NVivo for analysis. Although I only needed the contribution of 12 to 15 participants for the anonymous online surveys, the 23 returned surveys did not diminish the depth of information shared by the participants during the process (Creswell, 2012). Researchers Baker and Edwards (2012) have stated that "the deep and profound relationship often established between the researcher and respondent can often make up for lack of varieties of people" (p. 8). I reviewed and manually coded each response so that I could cross-validate the interview data and look for patterns. Also, I kept a separate log to record the dates and times of completed surveys. Survey participants could review their responses before and after submitting their surveys. For the online surveys, I analyzed and coded the open-ended responses, tracked the data reports in SurveyMonkey, and printed PDF files of the returned surveys for further analysis so that I could compare the survey data to the interview data.

Data Analysis

According to researchers, data analysis does not follow a prescribed formula; however, the goal should be to gain insight from a specific phenomenon within context (Houghton, Murphy, Shaw, & Casey, 2015). For the data analysis phases, I used a selective coding strategy by creating seven preset labels and six emergent codes that

aligned with each of the research questions: attrition, efficacy, the influence of media on teacher professional identity, media's portrayal of teachers, social influence theory, teacher's perception of their role.

After that, I looked for emerging codes that were categorized by themes and emerging subthemes. After approximately 3-4 weeks, I checked the data from each of the phases for recurrent themes. A line-by-line analysis of the interview data proved to be more manageable to facilitate the synthesis of the data and was more helpful during the concept and themes analysis. The interview and survey questions allowed me to cross-validate the data/stories and identify the thematic strands relevant to understanding the phenomenon (Creswell, 2012; Vaughn & Turner, 2016).

Next, I analyzed the qualitative interview data by manually coding and identifying reemerging themes identification using the comments feature in Microsoft Word and exporting them into a new document using DocTools (See Appendix B). I separated the coded the interview data by research questions and left enough space to annotate for identified topics based on the preset codes and emergent themes such as human motivation theory, the influence of teacher efficacy on student achievement, support for teachers, teacher preparation (certification) programs, teacher shortage (crisis), in the margins. I used this process as well for the survey question responses.

Member checking. According to researchers, the member check process allows the research participants to verify their recorded responses before it is used in the findings and increases the level of trust the participants have in the research process (Dennis, 2014; Lodico et al., 2010). Also, some researchers use member checks to "ensure that the

researcher's own biases do not influence how the perspectives are portrayed" (Lodico et al., 2010, p. 274) and provide the participants a deeper insight of how their challenges may be useful to others (Dennis, 2014). This process may be necessary because the data that are collected may be vulnerable to my potential biases, and it may be tempting to omit or misinterpret information that I may not want to use (Merriam, 2009). Member checks took approximately one to two weeks, after which I shared the results to the interview participants. Once the participants double-checked the data, I compared the themes from the qualitative interview and surveyed data to the research questions to determine if the media influences teachers' perceptions of their roles and possible attrition. Likewise, SurveyMonkey offered online survey participants the opportunity in real-time to review their responses before and after the submission of their surveys.

Using Sonix, an online, automated transcription software, I transcribed the audio recordings of each interview session and compared the transcribed copies with my handwritten notes for accuracy. I wrote down all interviewee responses and observed their behavior in a notebook and audio record as permitted by the participants during the interview. Following the recording of the interview responses, I recorded my reflections in a notebook immediately after each interview so that I could maintain the accuracy of the information the participants shared (Glesne, 2011). Based on what I discovered in my notes and transcribed copies of the interviews, I collected more data than necessary with the one-on-one interviews and the surveys because of the trust I have built with the participants, so I had to use my coding scheme to analyze the collected data (Creswell, 2012; Dennis, 2014; Glesne, 2011).

Usually, researchers use triangulation as a method to check for saturation and to uncover similar findings from multiple data collection tools; therefore, I used the method to examine what the data revealed from "multiple perspectives" (Fusch & Ness, 2015; Glesne, 2011, p. 47; Lodico et al., 2010; Roberts & Allen, 2015). Additionally, I used triangulation to collect rich details about the case and verified my findings to determine the reliability and the trustworthiness of the participants' responses to each of the research questions (Pearson et al., 2015). Because the district limited my access to their employees' exit interview data, the surveys, one-on-one interviews, and member checks allowed me to identify emerging themes, lies, and discrepant cases during data analysis (Dennis, 2014; Merriam, 2009). To protect the participants and the information they shared with me, I kept confidentially and secured allowed by the law and Walden University for at least five years before deleting or shredding it. Also, the accounts for the software programs and my laptop are password-protected to keep the collected data confidential.

Only a small number of the interview participants returned their respective copies of the transcribed interviews with corrections that needed to be made. I updated the coded interview data with the participants' requested corrections. Using the interviews, surveys, and member checks helped me triangulate the data and check for data saturation (Fusch & Ness, 2015). Through triangulation (multiple methods validation processes), I added credibility to the data collection and analysis by cross-checking the interview and survey responses (Fusch, 2015; Glesne, 2011; Houghton et al., 2015; Merriam, 2009). Based on the data that emerged, I recorded only the relevant qualitative findings because,

according to Lodico et al. (2010), it "can be convincing and powerful," validating the research (p. 282). Maintaining a focus on the research required that I found the commonalities in the essential concepts and themes.

Evidence quality. While unintentional, some words may carry more meaning than I projected or conveyed bias, thereby skewing the trustworthiness of my research, I performed member checks to avoid the issue. When reporting my findings, I ensured that the language did not convey my biases by using the participants' statements and avoided using impersonal pronouns (Creswell, 2012; Klenke, 2016). Reporting on the perspectives of the participating teachers as they pertained to how media portrayal influences their perceptions of their professional identity, instructional role, and behaviors remained the focus. For example, I delineated the difference between the connotative and denotative meanings of terms I used when reporting the data. Additionally, I reviewed the interview responses and compared them to the survey questions for accuracies and to confirm the internal validity and trustworthiness of the data interpretation (Klenke, 2016; Merriam, 2009).

Dealing with discrepant cases. I recorded and categorized any issues, such as the participants' inability to recognize their reported experiences or contradicted data in the transcription of the data because they relate to the integrity of the study. Also, I determined how many discrepant cases occurred and how many of my participants were involved or affected (Bickman & Rog, 2009; Dennis, 2014). Essentially, both the study's supporting data and the discrepant data were recorded and assessed for its influence on the study's results (Bickman & Rog, 2009). However, such cases revealed an alternative

perspective and some insight on possible emerging patterns and themes as I analyzed the data. In some cases, the discrepant data contradicted the thematic patterns identified.

Data Analysis Results

The purpose of this case study was to explore whether the media influences the perceptions of teachers in a public high school in the Midwest have of their professional identity, instructional role, and their insight on attrition rates. To achieve this goal, I conducted a qualitative case study using data collected from eight transcribed one-on-one interviews, and 23 returned anonymous online surveys. During the data collection phase, every effort was made to protect the identities of the research participants and adhere to the school district's and IRB's approved data collection procedure.

Each interview participant received a pseudonym to protect their identities, and the online survey was completely anonymous. The interview and anonymous survey data supported comprehensive data analysis which consisted of identifying reoccurring ideas and themes using Preset thematic codes: attrition, efficacy, influence of media on teacher professional identity, media's portrayal of teachers, social influence theory, teacher's roles (Britzman, 2012; Dabić & Stojanov, 2014; Guest et al., 2006). The themes that emerged during the data analysis phase included: human motivation theory, the influence of teacher efficacy on student achievement, support for teachers, teacher preparation (certification) programs, teacher shortage (crisis).

Before beginning each interview, participants were given a copy of their respective signed consent forms for their records and reminded of the voluntary nature of their participation. Additionally, I asked each of the interview participants for permission

to audio record their individual sessions so that I could ensure that the collected data were accurate. Each participant received an automated transcribed copy of the interview for member checking within 24-48 hours of the session. To safeguard the data's accuracy, any changes made to the transcribed copies of the interviews resulted from the participants' requests.

For the findings and analysis, the data yielded from the research questions were coded using a mix of deductive and inductive methods and then categorized based on preset codes and emerging themes. The primary focus of the first five interview questions was to address the first research question, which asked what high school teachers perceived their role to be as educators. The first four interview questions focused primarily on the perceptions teachers have of their roles and how those perceptions were formed. The interview five questions for Research Questions 2 and 3 focused on their beliefs and experiences regarding the media's portrayal of teachers. The interview questions for the fourth research question explored whether the participants could identify a connection between attrition rates and the media's portrayal of educators.

The perceptions of the interview participants and the commonalities were collected in response to the four overarching research questions. Each of the interviews was transcribed using Sonix, an automated, online transcription software program. Using the comments feature in Microsoft Word, each transcription was scrutinized to identify emerging themes, which were coded and categorized. The comments were extracted from each coded transcription using DocTools and placed in a chart for further analysis (see Table 1).

Table 1. *Coded Interview Using DocTools. Note: For the complete chart, see Appendix B*

Page	Comment scope	Codes: preset and emerging	Participant
4	parents who are going to take offense to the part that doesn't align with their beliefs. And that can be very challenging	conflict: Beliefs of parent and teacher don't align	TEACHER A
4	And anytime you give something that challenges the beliefs of a student or a parent they can it can create pushback	conflict: perception of teacher's role is not in alignment	TEACHER A
1	my passion for the subject matter	Definition of a teacher	TEACHER B

Interview Results

The 16 open-ended interview questions, which included follow-up questions, explored whether the participants could identify a connection between their perception of their instructional roles, the media's portrayal of educators, and possible contributions to attrition rates. For the findings and analysis, the data yielded from the research questions were coded using a mix of deductive and inductive methods and then categorized based on preset codes and emerging themes. The data provided rich narratives. The primary focus of the first five interview questions was to address the first research question, which asked what high school teachers perceived their roles to be as educators. The other interview questions focused primarily on the perceptions teachers have of their roles and whether the media influenced those perceptions.

Research Question 1: What are high school teachers' perceptions of their individual roles as educators? When asked to describe the qualities that they perceived to define them as educators, all but one of the participants specifically listed the ability to form a relationship with students as a key characteristic of educators, which was followed by a passion for teaching and content knowledge. Although not specifically listing relationship building as a trait necessary to define a teacher's role, Teacher C's response indicated that the inability to connect with students contributed to a diminished sense of efficacy:

I feel like I'm a horrible, horrible teacher ... We are having to circumvent the lack of interest in a greater level of detachment shorter attention span where the level of disruption and trying to almost like play like a parental role as well as an education role. Having knowledge like that, at least on my end, I can be more empathetic to the child's needs if I know that this is what they're going through.

Most of the interviewees explained that their perception of their role as educators could be attributed to their experiences with other teachers.

While the interview participants could list additional characteristics like compassion, flexibility, classroom management, sense of humor, and creativity to define their professional identity and perceptions of their roles, the participants' perceptions conflicted with an idealistic image of teachers grounded in an archaic educational system that has not evolved, which may be attributed the structure of teacher preparation programs. The variance in the teachers' responses suggested a systematic failure to define teachers' professional identity. Their answers may also be indicative of the

evolving nature of teachers' perceptions of their role as changes federal and local mandates dictate what the public expects of teachers. According to Teacher C, current teacher preparation programs still mold preservice teachers to the original model, thus failing to address the needs of teachers today. The teacher recommended that teachers should use the media's representation of educators for a list of dos and don'ts.

Furthermore, Teacher D argued that the original construct of the education system "was to equip people just to be and or to ameliorate conditions of poverty or to culturally assimilate groups of people." Teacher H's experience, which mainly consisted of coursework that appeared disconnected from the authentic experience in the classroom, seemingly supports Teacher D's observation. Like Teacher H, two other teachers shared that they felt ill-prepared to fulfill their role as classroom teachers and often had to study to stay ahead of her students despite their content knowledge. Additionally, Teacher B shared that he overestimated his ability to do his job within the first year and experienced several "rude awakenings." However, another participant stated that daily interactions with other experienced teachers helped shape professional identity.

While not previously considered, the emerging idea that current teacher preparation programs molded preservice teachers to an outdated image necessitated further exploration. The nature of the semi-structured interview provided me with the opportunity to adjust the interview questions to elicit the experiences and insights of the remaining interview participants. When asked to explain whether teacher preparation programs influenced their perceptions of their role, one teacher stated, "I don't think you can prepare somebody. To take on that role without them being in the classroom with

these children...I know what it looks like now what am I supposed to do in it?" Another teacher argued that "We're supposed to be this model. This facilitator of this model that allows [us] to guide [our] students, but the reality is that it's going to be kind of like kicking and screaming."

To get a better understanding of the ideal image the interviewees referenced in their responses, the interviewees were instructed to describe their perceptions of the ideal teacher image communicated to them.

Table 2. *Interviewees' Understanding of the Model Teacher*

Commentary	Participant
"When new teachers start out, they come across or they try to establish a very strong strict you will do what I say because I am the authority figure type of classroom."	Teacher C
"Teachers starting out start off with this either belief that they're going to change the world."	Teacher D
"Young, female, elementary school."	Teacher E
"My education classes prepped me for... more curriculum design."	Teacher F
"Honest, thorough, and organized."	Teacher G
"Do whatever I got to get them to learn."	Teacher H

Before adjusting the interview question, most of the participants listed the characteristics they believed helped define their role as educators. However, their initial responses do not align with their perceptions of the ideal teacher. Even though they had not considered it at first, the teachers recognized that teacher preparation programs and their experiences with other teachers played equally important roles in developing a professional identity and perceptions of their role. As a result, those entering the field

usually form their professional identity based on the societal attitudes ingrained in teacher education or preparation programs.

Ultimately, most of the participants stated that the disconnect between the coursework and actual classroom experience left them feeling inadequate or ineffective. Both Teacher A and Teacher C shared that they believed themselves to be poor teachers. Teacher A specifically explained that it was challenging to overcome idealistic expectations and personal insecurities in the first year. Likewise, Teacher H stated that a disconnect between teacher practicum and the reality creates the perception that teaching is easy. The teacher's explanation revealed that the course work does not adequately prepare teachers for dealing with complex human behaviors and social constructs.

Similarly, Teacher D stated that often, teacher preparation programs fail to prepare educators for what teaching entails. The participants' responses convey the thematic idea that teachers usually do not understand the magnitude of the teaching profession until they first experience it. Teacher B stated, "That it's kind of like jumping into cold water for the first time." The participants' responses suggest a need to restructure current teacher preparation programs and professional development so that they align more with the teachers' needs to learn through socialization and less on coursework.

Research Question 2: How do high school teachers feel about the way the media (TV, film, and print) portray educators? In response to the interview question, Teacher D stated that:

I think that the media latches on to dialogue or latches on to an idea or concept, and it disperses it in a way where people don't do a good job of critically reflecting on it. They are put into this [...] football team mentality where if they're on this team, they need to get there. It's by its nature designed to sell its ideas and [...] part of selling ideas is to create, you've got to get people feeling like there is a necessity to engage in the consumption of the information.

All eight participants appeared to agree that the media carefully selected what it wants to communicate with the public. When asked to elaborate on their observation, the participants' responses all included that most images they have seen consisted of inappropriate student-teacher relationships. For example, Teacher C stated that "the media has romanticized [inappropriate student-teacher relationships] to some degree...maybe that also is contributing to a greater frequency of younger teachers...having these affairs." Additionally, the participants seemed to agree that the portrayals of teachers, whether in print or film, seem mostly negative. The participants' responses indirectly indicated that people, including themselves, could be influenced by the images and messages the media chooses to communicate.

Two of the participants shared that the teachers in shows like *Saved by the Bell* and *Magic School Bus* initially appeared professional, but after some scrutiny, they felt that the teachers on the shows behaved outrageously and characterized as incompetent. Although two of the participants believed that the positive images of teachers doing something unusual or groundbreaking for their students gave them a sense of pride, the teachers noticed that those rare images included caveats that appeared to undermine the

teachers' motives. Essentially, the participants' responses revealed that the media constructs images of teachers that do not necessarily serve to inform the public unbiasedly but to create a sense of hysteria about teachers. This suggests the idea that people tend to use what they see or read in the media to construct an understanding of their world.

In contrast, four out of the eight participants believed that films like *Freedom Writers*, *Dangerous Minds* and *Dead Poets' Society* portray teachers as individuals who can work miracles and save their students from complete failure; however, the participants acknowledge that those images do not accurately reflect the realities teachers face daily. Teacher G became increasingly upset as she discussed the film *Freedom Writers* and stated, "the reason it pissed me off was because this teacher who was supposedly so amazing only did the job for like five years, and she was amazing for five years and then she quit to go on and do something that had nothing to do with teaching." Likewise, Teacher A stated that she did not "like [the movie *Dangerous Minds*] because it makes it seem as if every other teacher in that school didn't care. She's the only one who's gonna [sic] come in, and suddenly she's going to save the day." Some of the participants, like Teacher E, admitted that while they enjoyed the film *Bad Teacher*, the teachers in the film fit the media's archetype of a lazy, incompetent, bumbling fool individual which encourages them "to be the opposite and work to improve the image of teachers."

Research Question 3: How does the media's portrayal of educators influence the way high school teachers construct their professional identities? The participants

acknowledged that they started their career with the belief that they were going to change the world. According to the participants, teachers often enter the classroom with an idealistic view of what teaching will be like and that students will naturally follow directions; however, that is not the reality of the classroom. While ideal, the participants' responses indicated that their understanding of what that classroom looked like before they stepped foot in one did not match the reality of their initial experiences. As stated by Teacher F, her professional identity does not include the task of counseling students; yet, she feels that there exists an expectation that she, and teachers in general, must play the role of counselors, parents, and disciplinarians.

Similarly, Teacher C stated that teachers today go above and beyond teaching. In addition to having to circumvent a lack of interest or detachment in the content, most of the participants stated that they feel like they must also instill social skills. Also, most participants expressed their frustration in having to play a parental role as well as an educational role. According to the participants, the disconnect between societal or administrative perceptions and the teacher's perception often creates an inconsistency in their professional identity and efficacy. The participants explained that conflict lies with the misalignment of their values and morals and the morals and values of the people in a position of power or positions of authority. Teacher D explicitly stated, "That professional identity crisis could easily be addressed with support from not just community but also administration.

Most of the participants argued that there needs to be a culture change that is empathetic towards understanding teachers and the profession. Teacher E stated that she

often fulfills a role that conflicts with her training and responsibilities as a teacher, which entails delivering the content in a way that engages students and improves student achievement. Other participants stated that they feel pressured to behave in a way that they thought did not seem to be in the best interest of the students. Teacher D shared that he was asked to turn a blind eye or speak on behalf of someone not behaving ethically. Based on what the participants shared, conflict stems from the pressures of outside sources, which influences how a teacher may perform his job. For example, several of the participants shared that they feared losing their jobs or certification if they failed to comply to outside demands.

Efficacy. When asked about the experiences that influenced their sense of efficacy, the participants' responses were divided. Some felt that their efficacy depended on the support or lack of support from administrators and parents. Other participants believed that their efficacy fluctuated according to societal expectations. The participants who stated that neither administrative, parental, nor societal expectations influenced their efficacy tended to contradict themselves as they elaborated on their responses or shared specific experiences. As teachers shared their perceptions, they often felt the need to defend their role or instructional decisions in the classroom. Often, whether it was intentional or not, teachers admitted to feelings of doubt and indecision. For example, teacher G stated that parents did not influence her instructional beliefs or behaviors. However, as the teacher continued to share her story, it became clear that her relationship with one student, mainly a friendship with the student's parent, created doubt in her ability to cover content that could be misinterpreted as a commentary on the student's

family dynamics. Additionally, Teacher E explained that the state exams played a significant role in how effective she considered herself as a teacher.

On the other hand, the participants stated that a supportive culture motivated and encouraged them to continue reflecting on their practices and the effectiveness of their instruction. In terms of efficacy or teacher confidence, the participants mostly believed that it depended on the teacher's perception of how well they have been prepared or how well they are supported. Their confidence or lack of confidence could be the result of administrative expectations or societal expectations. Teacher E, in particular, stated that a district moving to scripted lesson plans fails to build confidence because it takes away from teacher choice freedom. The teacher's explanation conveyed the idea that a lack of support and confidence leaves a teacher feeling as if he or she cannot be trusted.

Research Question 4: What connections do high school teachers make between teacher attrition rates and the media's portrayal of educators? Based on the responses of the interview participants, it can be concluded that the media influences society's perceptions of teachers. The participants seemed to agree that the images disseminated by the media tend to devalue and criminalize teachers. As a result, teachers have subjected to the social perception that their job is not important because of the perceived ease. According to one of the participants, the media feeds the public's perceptions that the people who go into teaching are ill-suited for any other profession. The constant scrutiny makes teachers feel as if their "head[s] are on a platter." According to Teacher C, the negative portrayals of teachers create "a lack of interest in this career" because of the "hostile clientele." Based on the responses of the participants, the negative teacher

images in the media can be linked to the lack of support and resources they experience. The participants consistently noted that the lack of support from their administrators adds to ideas that the media communicates because it appears that teachers cannot be trusted to perform their duties. Two out of the eight interview participants shared that they resigned because they had philosophical differences with their administrators and stakeholders. The responses indicate that the participants believe they are expected to do directed.

Based on the participant's responses, an emerging theme included the idea that the lack of support is not limited to strangers or administrators; participants experience it in their personal lives as well. Teacher G believes that teacher leaves the profession because “it is hard work and ...they don’t understand [...] how much [they] physically, mentally, and emotionally have to put into it.” The pressures associated with the teaching profession appear to be compounded by the lack of support of participants' family and friends. “The reason was because the relationship that I was in was strained and...she felt like my occupation was taking too much attention away from [her]” (Teacher D); however, the participants acknowledged that they were unaware of the strain teaching had on their relationships: “you're not aware of it until it comes to a head” (Teacher D). Likewise, Teacher E shared that since becoming a teacher, she and her grandfather no longer have a close relationship because he doesn’t view teaching as a respectable profession.

Overall, the participant's responses indicated the thematic idea that the media’s presentation of teachers as “glorified babysitters does a huge disservice to teaching” and

the profession (Teacher H). Whether the media's motives might be—political or monetary, the participants believed that the incessant focus on the relatively small negative incidents surrounding the teaching profession leads to a mischaracterization of all teachers. One participant argued that the media “forget[s] that we’re human beings and...they prey upon our weaknesses” (Teacher C). Equally, only three of the eight participants admitted that the “lack of representation and communal bonding” results from educators failing to advocate for themselves as content experts and professionals. The participants' responses indicated that teacher attrition could be addressed if schools created ongoing support systems for teachers and not the “once and done” professional development that leaves teachers unsatisfied (Teacher D).

Survey Results

The anonymous online survey consisted of nine open-ended questions. To collect the qualitative data for the anonymous online survey comparable to the purpose as the interview, on whether the participants could identify a connection between their perception of their instructional roles, the media's portrayal of educators, and possible contributions to attrition rates, I used SurveyMonkey.com. Like the interview data, the results of the survey were broken up by research questions and thematic categories. The anonymous online survey which included a statement of consent that interested participants were required to sign before being allowed to continue with the survey. A negative response to the statement of consent disqualified respondents from participating in the survey. The survey remained open on SurveyMonkey.com for approximately three weeks.

Out of the 23 returned anonymous online surveys (60.87% completion rate), nine (39.13%) of the returned anonymous surveys were incomplete. The anonymity of the survey and the ethical considerations extended to the participants did not allow me to come to a definitive reason to explain the incompleteness rate. Researchers, Roberts, and Allen (2015) have argued that participants of surveys should not be forced to answer questions before proceeding to the next question because it violates the informed consent and voluntary nature of their participation. Even though I analyzed each returned survey, I relied mainly on the data in the surveys that I could generalize to the local and larger populations. Based on my review of the surveys, I discovered that the respondents did not always elaborate on their responses to the open-ended questions, which made it difficult to explore the data further for emerging themes and discrepancies in the data.

The completed survey responses were exported into a PDF file the day after the survey closed. Initially, I planned to import the survey data into NVivo, a qualitative data analysis software program but found it easier to manually organize, analyze, and code the small number of returned surveys. Like the collected interview data, the respondents' answers to the survey questions were coded with preset codes established by the research questions: attrition, efficacy, the influence of media on teacher professional identity, media's portrayal of teachers, social influence theory, teacher's role. The collected data were separated by research questions and further analyzed for emerging ideas and themes.

Research Question 1: What are high school teachers' perceptions of their individual roles as educators? Confidence and the ability to improve students'

opportunities for academic success emerged as two common themes as respondents described their perceptions of their role as educators. One of the respondents stated that teachers who do not perceive themselves as content experts lack confidence and “will not be able to command a classroom.” In response to the sub-question on efficacy, two of the respondents stated that they agreed with the definition of efficacy but did not explain the applicability of the statement to their experiences. One respondent shared that the current climate of accountability plays a major role in a teacher’s sense of efficacy. Additionally, the respondent stated that “having a 100% passing rate...determines how effective a teacher is even if the students did not earn the grades.” Another respondent, however, explained that “I feel that that ten years ago I would have interpreted as the definition of teacher efficacy as stated above but after teacher (sic) for 25 years this is not how I feel anymore.”

While the respondents’ answers to the question suggested the existence of factors, such as accountability measures, student performance, and experiences, that influence a teacher’s sense of efficacy, I did not have the opportunity to explore further the respondent’s feelings and learn of the experiences that contributed to any changes. In comparison, the interview data revealed that teachers’ perceptions of their role and sense of efficacy depended on teacher preparation programs and the support teachers got from their administrators, colleagues, parents, and other stakeholders. Although limited, the respondents’ answers suggested that efficacy and professional identity can be changed because of socialization and self-actualization.

Research Question 2: How do high school teachers feel about the way the media (TV, film, and print) portray educators? Most of the respondents listed negative characteristics of teachers in TV shows, films, and print when asked to share their observations.

Table 3. *Some Respondents' Observations of Teacher Portrayals in TV Shows, Films, and Print*

Perceptions	Themes	Respondents' Direct Quotes
Positive responses	inspirational, innovative, relationship-focused, saviors	<p>"It's a teacher who wants to inspire and save the world or 'clean up' a school."</p> <p>"Robin [Williams] in <i>Dead Poet's Society</i>...cares about the individual and the literature. He encourages students to think independently."</p>
Negative responses	ill-prepared, incompetent, lazy, unmotivated, unprofessional	<p>"[The media] rely on stereotypes that hurt us professionally."</p> <p>"They are portrayed as complete idiots who couldn't do anything else, so they decided to teach."</p> <p>"I feel like media portrays teachers as individuals who are stiff and stagnant; having no soul or feelings."</p> <p>"I think teachers are portrayed as kid-hating far too frequently."</p>
Neutral responses		<p>"...movies and TV shows where teachers are characters are comedies that display the parody behind what 'good teachers' do in the classroom."</p> <p>"I can honestly say I do not watch these shows or movies much because... there is never a true account of what teachers do that I know of."</p>

Research Question 3: How does the media's portrayal of educators influence the way high school teachers construct their professional identities? The interview questions aligned to this guiding research gradually coaxed the interview participants to reflect on

whether the media influence their behaviors and professional identity. Most of the responses to the survey questions associated with the third research question indicated that the respondents believed that the media did not significantly influence their behaviors or the construction of a professional identity. One respondent, however, elaborated by stating:

During the first 10-15 years, I can definitely say. I believed I was making a difference. I believed that I had a gift for teaching and always tried to better my craft. I tried to keep my kids involved in their learning, and I held them accountable...Now I find myself trying to figure out what extra I can do to help my students pass, so they don't think I'm incompetent. I feel like I care more than they do. Somewhere somehow, there's this idea that everyone can challenge a teacher's authority. Even my parents are now making excuses and asking what I am going to do to help their students.

Another respondent answered, "Seeing negative and superficial ideas coming from media influence me to continue to educate and deliver research-based practices and provide data to guide my instruction further." In contrast, a respondent shared that the media's negative portrayal of teachers evoked feelings of sadness. Three of the respondents skipped these questions.

While most of the respondents rejected the idea that the media possibly influenced their perceptions of their role and professional identity, the data collected from the other respondents revealed that the media's portrayal of teachers either influenced them to work harder or lead to feelings of incompetence. The data indicated that the media could

motivate teachers with a positive professional identity and a strong sense of efficacy to seek opportunities to improve their craft in the same way it can discourage struggling teachers. The interview data appears to convey the reverse idea—although initially rejecting the idea of the media’s influence, the interview participants gradually acknowledged the influential nature of the media on the teachers’ perceptions of their role and professional identity. However, both data sets illustrated that the media’s portrayal of educators could either encourage or discourage educators.

Research Question 4: What connections do high school teachers make between teacher attrition rates and the media’s portrayal of educators? The respondents were asked to support their responses with their own experiences and observations to explore the potential connection of teacher attrition rates and the media’s portrayal of teachers in the fourth research question. While the respondents admitted that the media could influence teacher attrition, they could not answer definitively. For example, one respondent stated that “I feel like the public does not value or respect teachers due to what they think they know based on media. Parents who only hear what media shares don't respect us, and therefore, kids don't.” The respondent, however, stated that “I can't provide any concrete evidence.”

When asked whether the portrayal of teachers had prompted a desire to leave the profession themselves, most of the respondents stated that burnout and micromanagement contributed to the idea of attrition. The respondents’ answers did not provide me with an opportunity to explore the factors that influenced their feelings of burnout or frustrations associated with being micromanaged. Another respondent shared that the decision to

leave the profession twice had more to do with starting a family. The respondent believed that there seemed to be an unspoken expectation that teachers sacrifice time spent with their families to achieve unrealistic pass rates of their students. One of the interview participants shared a similar sentiment when explaining a decision to end a relationship because of the time-consuming nature of a teacher's role. On the other hand, one of the respondents stated that "I do not think if I was in school now, I would seek a degree in education." The respondent's answer to the issue of attrition lends itself to the idea of a teacher shortage discussed in much of the current research.

Limitations of the Study

Limitations of the Interview

Although researchers have argued that thematic saturation of at least 90% could be reached with a small sample size between six and 15 interviews, a more significant number, albeit time-consuming, could have provided me with the ability to categorize the participants' responses based on the professional experiences they shared or the teacher preparation programs they experienced (Marshall et al., 2013; Namey et al., 2016; Roberts & Allen, 2015). Also, writing down observational notes proved to be time-consuming and limited my ability to make eye contact consistently with the participants so that the session did not appear to be too impersonal. Audio recording each interview, however, made it easier to ensure the accuracy of my written notes and provided the participants with an accurate account of their responses. While the one-on-one interviews provided me the opportunity to observe the participants' emotions and behaviors as they responded to questions, I found it necessary to drawback and redirect

some of the participants when their descriptions of personal and professional experiences appeared to evoke an emotional response.

Limitations of the Survey

The nature of the anonymous online survey limited my ability to probe respondents on some of their responses. Also, the anonymity made it difficult to observe the respondents' behaviors as they answered each of the survey questions. Additionally, the parameters set by the school district's department of School Improvement and Accountability limited my recruitment capabilities, which forced me to keep the survey open for longer than initially anticipated to collect the number of completed surveys to reach saturation. The security filter on the school district's email server could have possibly redirected the general information email to the staff's spam folder, which may also have contributed to the response rate of the anonymous online survey. Other factors that could have contributed to the response rate include the time required to respond to open-ended questions and what past researchers have termed as "survey fatigue"—the participants' may have been overloaded with surveys not associated with this research (Roberts & Allen, 2015, p. 102). Even though Roberts and Allen suggested that the anonymity of online surveys is "ethically defensible," they argued that the quality of the collected data might be affected (p. 104).

Summary of the Findings

Data from the one-on-one interviews and the anonymous online surveys were examined to find evidence of commonalities among the participants' responses. The analysis of the data from this project study revealed that both professional and social

environments influenced teachers' perceptions of their role and professional identity. The findings revealed that despite wanting to improve professionally, teachers experience burnout and frustration because they have not achieved a sense of competency and efficacy that would allow them to grow. Additionally, the findings indicated that teachers who lack a strong sense of efficacy had trouble in establishing relationships with their colleagues and students. Moreover, the research participants suggested that teacher course work and preparation programs played a role in how teachers formed their sense of efficacy and professional identity at varying levels.

Development of teachers' professional identity. The participants of the study acknowledged that what the media communicates about educators does not often fall within their scope of control but believed that support within the professional community strengthens their efficacy and professional identity. However, the participants who have experienced conflicts in professional resulted from the unrealistic ideals communicated and the day-to-day reality of their professional experiences. The participants' responses revealed that preservice and current teachers developed their professional identity through their personal experiences and social interactions with other educators.

Human motivation. To explore teachers' perceptions of their role and how they perceive the impact of media portrayals on teacher perceptions and possibly attrition, I relied on the social influence theory as the theoretical framework for this doctoral project study. However, I discovered that Maslow's theory of human motivation allowed me to examine further the perceptions teachers have of their professional identity and instructional role. Additionally, the data from the interviews and surveys also revealed

that teachers with an established professional identity and a strong sense of efficacy most often engaged in reflective practices, which motivated them to identify areas for growth. The desire to grow professionally, as one survey respondent indicated, continuously motivates teachers to seek out best practices conducive to the success of their students.

The analysis of the data indicated a connection between what the media communicates about teachers and teachers' perceptions of their role and sense of efficacy. The participants' responses to the interview and survey questions revealed that teachers who struggle to achieve self-actualization experience a crisis in professional identity and a weakened sense of efficacy. Based on the analysis of the results, this struggle is indicative of the social construct of the teaching profession. Teachers who fail to have their psychological needs met often become frustrated and unmotivated, which results in burnout and dissatisfaction.

Influence of teacher efficacy on relationship building. Most of the ideas presented by the participants included some components of relationship building. The analysis of the participants' responses revealed that teachers who established lasting, supportive relationships with their peers reciprocated the same for their students. The participants believed that their success, or lack thereof, depends on the relationships they developed with their colleagues and students. While the images could influence professional identity and efficacy the media portrays of educators, the data from the interview and surveys indicated that day-to-day social interactions are equally influential. Empowering teachers increase their sense of efficacy.

Teacher preparation (certification) programs and professional development.

The solutions offered by the participants focused on finding ways to use what the media communicates about teachers as an educational tool. One of the respondents suggested that the film *Kindergarten Cop* should be used in teacher preparation programs to illustrate the stages of teacher development. Additionally, the analysis of the interview and survey data indicated a need to support teachers' perceptions of their role and sense of efficacy through coursework and programs focused on their social well-being.

Teacher shortage (crisis). From the analysis of the interview and survey data, I also found that there was a need to focus on the idea of teacher shortage. Whether the teacher shortage crisis can be linked to traditional preparation programs or alternative certification pathways, the participants seemed to agree that teachers feel ill-prepared and unsupported in their role. Based on the data, a connection between teacher attrition rates, the level of education teachers received, and the quality of the professional development program seems likely.

Project Deliverable

Interview and survey data conveyed a need to help teachers develop and maintain their efficacy and professional identity by creating professional development that must be provided and sustained over time. As a review of the literature indicated, teaching is a social practice, so the development of teachers' professional identity and sense of efficacy should be grounding in the idea of public support (de Araujo Donnini Rodrigues et al., 2018; Nickel & Zimmer, 2019; Zhang & Zeller, 2016). Based on the findings, I

developed a three-day professional development recommendation session that created an implementation plan for the school district.

Summary

In Section 2, I discussed the methodology of the qualitative study, the design of the study selection of participants, and how the data was collected and analyzed. The purpose of this case study was to explore whether the media influences the perceptions of teachers in a public high school in the Midwest have of their professional identity, instructional role, and their insight on attrition rates. During the data analysis process, I examined eight interview transcripts, and the results of 23 returned anonymous online surveys pre-set and emerging themes. Despite having preset themes: attrition, efficacy, the influence of media on teacher professional identity, media's portrayal of teachers, social influence theory, teacher's roles, I discovered emerging ideas. The themes that emerged during the data analysis phase were human motivation theory, the influence of teacher efficacy on student achievement, support for teachers, teacher preparation (certification) programs, teacher shortage (crisis). After analyzing the data, the results of this doctoral project study led to the development of a three-day professional development workshop for teachers.

Section 3: The Project

Introduction

Interview and survey data conveyed a need to help teachers develop and maintain their efficacy and professional identity by creating professional development that must be provided and sustained over time. As a review of the literature indicated, teaching is a social practice, so the development of teachers' professional identity and sense of efficacy should be grounding in the idea of public support (de Araujo Donnini Rodrigues et al., 2018; Nickel & Zimmer, 2019; Zhang & Zeller, 2016). Based on the findings, I developed a three-day professional development recommendation session that created an implementation plan for the school district. Included here is the summary of the results.

Description of the Project

The purpose of the professional development project centers on providing teachers with a humanistic approach in merging their efficacy and professional identity within an organized support system (Bilal, Guraya, & Chen, 2019). The three-day professional development will help reinforce and reshape the perceptions teachers have of their professional identity and role as a teacher. Additionally, the professional development sessions will address the misconceptions of teachers and their professional role portrayed by the media.

Researchers found that professional development should be grounded in the psychology of positivity to influence teachers' professional growth and efficacy (Korthagen, 2017). Thus, teachers, as human beings, benefit from positive interactions focused on their well-being, which may influence professional identity and perceptions of

competencies (Korthagen, 2017; Pharis, Wu, Sullivan, & Moore, 2019). More specifically, researchers found that teachers developed a professional identity through:

...the socialization process that unfolded in the different schools...their identity construction processes were driven by the constitutive contradictions and tensions between these individuals and the contexts where they attempted to engage in. (de Araujo Donnini Rodrigues et al., 2018, p. 152)

Once teachers understand the foundation of their professional identity and role, they can begin to focus on growth, which according to Maslow's humanistic theory, is the next step towards self-actualization (McLeod S., 2018). Self-actualization refers to the attainment of personal growth present throughout a person's life (Arslan, 2017; Maslow, 1943; McLeod, 2018). According to Maslow (1943), growth results from a person who continually seeks to improve and find meaning in his personal and professional life (Maslow, 1943; McLeod, 2018; Rumschlag, 2017).

Goals for the professional development program. The goal for the project study is to develop teachers further so that they continue to improve through reflection, and in turn, students grow academically. Data collected from the anonymous online surveys and the one-one-interviews influenced the following learning objectives:

1. Unpack, recognize, rebuild, and strengthen teacher efficacy and professional identity through reflection. Korthagen (2017) found that "strong professionals can indeed be characterized by the fact that they regularly reflect on their experiences to improve their future behavior. In other words, strong

professionals learn from their experiences in a conscious and systematic manner through reflection” (p. 392).

2. Understand the uniqueness and evolving nature of teachers’ professional identity by examining images in print and film
3. Establish a community that provides ongoing feedback and support for teachers.
4. Develop strategies to minimize the media’s influence on the weakening of teachers’ perceptions of their role and efficacy
5. Set goals for professional growth (self-actualization)

To achieve the goal of the project, I have targeted the audience to include 7-12 secondary teachers, campus instructional coaches, assistant principals, and teacher appraisers in a large Texas public school district. Each day of the professional development requires specific, relevant instructional materials. Therefore, I will need access to a projector to display presentation slides, and composition notebook’s to be used as reflection journals each participant, index cards for informal evaluations, DVDs of films, copies of children's books, and copies of handouts for each task to facilitate the professional development session properly.

Implementation plan. An application to conduct professional development in the school district must be submitted and approved by the director of staff development before the sessions begin. The professional development consists of three-day sessions focusing on reinforcing positive perceptions teachers have of their professional role and addressing reasons for the misconceptions of educators portrayed in the media. The

session design incorporates a blended-learning setting, which combines self-paced group activities, media content, and short facilitator lectures. Most of the instruction will be face-to-face. Participants will have access to the films if they choose to watch them again at home. Initially, teachers will attend a summer professional development session as part of their responsibilities. Once teachers develop a working understanding of the factors that influence their teaching self-efficacy, they can focus on self-actualization and growth, which is the next stage in Maslow's humanistic theory.

Rationale

Based on the findings discussed in Section 2, teachers do not experience frustration and burnout because they overextend themselves. When teachers lack the knowledge, teachers feel inept at performing their duties (Dupriez, Delvaux, & Lothaire, 2016; Moore, 2016; Rumschlag, 2017). Teachers ultimately burnout because they have attempted to fill a role that goes beyond their experience and professional identity. Essentially, teachers need to be able to engage in cooperative learning activities so that they can share their knowledge of best practices (Kimmelman & Lang, 2019). To meet the growing need to help teachers maintain their efficacy, educators of teachers could create staff development to build upon teacher efficacy and help self-actualization to sustain over-time (Bilal et al., 2019, p. 692; Kimmelman & Lang, 2019; Rumschlag, 2017).

The project addresses the problem of the media's influence on how teachers perceive themselves and the potential effect on the study school's teacher attrition rates. Without practical, sustained support, teachers who developed their professional identity

and sense of efficacy based on their personal and professional experiences, teachers may lack the motivation to achieve personal and professional growth (Harfitt, 2015). To effectively attempt to address the problem, the professional development project must be grounded in the acknowledgment that teachers want to be respected by their peers, administrators, and society. Based on the results of the data analysis discussed in Section 2, it is safe to assume that teachers often overextend themselves to attempt to live up to perceptions of outside forces or fulfill a role that goes beyond their professional capacity.

In comparison to traditional teacher preparation courses and professional development, researchers found that using a cooperative learning model provides teachers opportunities to share ideas, problems solve, and explore perspectives (Kimmelman & Lang, 2019). Also, researchers found that improvement in teacher quality and student progress can be directly linked to contact hours associated with ongoing professional development that is relevant (Kimmelman & Lang, 2019; Pharis et al., 2019). Furthermore, researchers found that a cooperative learning model benefits teacher educators as well because they can explore new perspectives. However, Korthagen (2017) argued that educators of teachers must teach professional development programs at the district and school levels who have in-depth knowledge of what their peers need and should create professional development to build or rebuild teacher efficacy. According to Korthagen, “this implies a need for learning in those responsible for teacher education programs or innovation projects: people who wish to try and influence teacher learning” (p. 391).

Review of Literature

The review of the literature focuses on explaining the effectiveness of professional development and addresses the appropriateness of the project study's genre. The review of literature is organized by discussing the influence of teachers' social status and the link to attrition, self-actualization of teachers, the effectiveness of person to person instruction as discovered by the research data and sustaining professional development. The review of literature entailed performing a Boolean search for specific terms such as *attrition rate of teachers, best practices, burnout, cooperative learning, effective professional development, efficacy, humanistic theory, instructional practices, job satisfaction, media portrayal of teachers, media representation of teachers, preservice teachers, professional development, self-actualization, social influence, support systems for teachers, teacher attitudes, teacher attrition, teacher identity, teacher job dissatisfaction, teacher mentor program, teacher morale, teacher perceptions, teacher preparation programs, teacher shortages, teacher stereotypes, work conditions.* I found the sources used for the review of literature through the Walden University website and at a local community college library. The inclusion of educational leadership and psychology books aided in building a comprehensive understanding of the research topic. Based on the research results discussed in Section 2, teachers who lack efficacy or a solid professional identity seem reluctant to implement new practices because of low self-confidence, which often results in burnout and attrition. Researchers, however, argued that creating a collaborative and supportive learning model for teachers will improve efficacy and sustain a viable professional identity (Moore, 2016; Pharis et al.,

2019). Additionally, researchers found that teachers who did not have opportunities to participate in effective professional development believed themselves ineffective and unprepared in the classroom (Pharis et al., 2019). Notably, teachers' privy to the support of mentors felt a professional comradery with liked-minded individuals in their career field (Kimmelmann & Lang, 2019; Moore, 2016).

Defining the Professional Identity of Teachers

Historically, the educational system has implemented mandates to control teachers' professional identity by influencing their behaviors and beliefs to fit the current political and societal climate (Smaller, 2015). Ideally, preservice teachers construct their professional identity based on their personal experiences and the associations they make to the images communicated by their society (Imperio Isidro & Button, 2016; Salloum, 2016). Additionally, Salloum's research indicated that teachers' professional identity relies as much on their own experiences and learning as it does on societal perceptions. Moreover, researchers have argued that teachers' understanding of their roles and professional identity is unique to everyone and continuously changes (Imperio Isidro & Button, 2016; Salloum, 2016; Smaller, 2015). While researchers have disagreed on whether teacher education programs or interactions with colleagues proved more influential in shaping professional identity, they seemed to agree that the development of professional identity relies on the social construct of the environment (de Araujo Donnini Rodrigues, de Pietri, Santiago Sanchez, & Kuchah, 2018; Nickel & Zimmer, 2019; Smaller, 2015; Salloum, 2016; Warner 1975).

Ideal socially constructed teacher image. However, the socially constructed ideal teacher image learned by teachers in their teacher preparation programs often conflict with their complex and evolving role (Dupriez et al., 2016; Harfitt, 2015; Imperio Isidro & Button, 2016). The constant fluctuation in the definition of teachers' role makes it difficult for educators of teachers to help teachers develop a concrete image of the ideal teacher (Rumschlag, 2017; Salloum, 2016; Shen et al., 2015; Smaller, 2015). The criticism and scrutiny results from the constant changes in what policymakers and the public believe to be teachers' role (Dupriez et al., 2016; Smaller, 2015). The constant changes make it difficult to develop a concrete idea of teachers' role; thereby, leading to "de-skilling" the teachers, which creates public distrust in them (Smaller, 2015, p. 136). Additionally, Smaller rationalized that teachers are not seen as professionals, which makes it easier to redefine the teachers' role as suited by policymakers. Furthermore, Dupriez et al. and Smaller suggested that stripping teachers of their professional autonomy and professional identity influences how they perceive their role and sense of efficacy.

Social Status of Teachers Linked to Attrition

While the researchers extensively explored, factors leading to teacher burnout and job dissatisfaction over the years, only a few researchers have linked the social status of teachers to the increase in attrition rates and the teacher shortage crisis (Arnup & Bowles, 2016; Savas et al., 2014; Dupriez et al., 2016; Fiorilli, Albanese, Gabola, & Pepe, 2017; Moore, 2016; Rumschlag, 2017). Some of the researchers attributed teacher frustrations to the notion that many people did not consider teaching comparable to other professions.

Unlike professionals in the legal, medical, and sales fields, some may believe that teachers do not command the same level of respect (Dolton, Marcenaro-Gutierrez, Pota, Boxser, & Pajpani, 2013).

The notion that teaching is easy sets up unreasonable expectations in parents, policymakers and students; thus, possibly compromising teacher efficacy and attrition by pressuring educators to identify themselves as “servants of the state’ merely carrying out public policy” (Grimmett et al., 2009, p. 5; Swetnam, 1992). The “low-trust relationship between society and teachers” results from the influence of the media’s portrayal of teachers (Alhamdan et al., 2014, p. 491). Furthermore, Alhamdan et al. (2014) suggested that the media’s portrayal of teachers significantly influences policymakers and the public’s perception of educators creating a hostile professional environment for educators—subjecting them to further media attacks. Federal mandates, such as No Child Left Behind, continue to cause significant levels of conflict in some school districts because of the systematic misrepresentation of teachers (Edling, 2015).

Furthermore, the media’s depiction of teachers as public servants, who lack the prestige in comparison to other professions, causes the bottom-up accountability demands made by the public and a “decrease in the feeling of personal accomplishment” for teachers (Mathur, 1978; Savas et al., 2014, p.159; Ziiatdinova, 2011). This perception usually results in a decrease in teachers’ professional autonomy and decision-making behavior; thereby, diminishing their efficacy (Robb, 2006; Vahasantanen, 2015). Consequently, the perception that teaching does not require any skills beyond familiarity with the subject matter detracts from the credibility of the profession. As a result, some

teachers believe that society restricts their instructional freedom and undermines the control inherent with the responsibility of their profession that is essential in shaping teachers' identities and roles (Cohen, 2010; Craig, 2012; Edling, 2015).

Moreover, Dupriez et al. (2016) argued against the long-held idea that a school's socio-economic level influenced teacher burnout and attrition. Their research indicated that job conditions and not work conditions contributed to attrition rates. According to Dupriez et al., work conditions pertain to teacher preparation programs, federal accountability mandates, and the social status of teachers within the society; whereas, work environment correlated to day-to-day interactions with administrators, colleagues, and students. Researchers noted that the discrepancies relating to the complexities of teaching and public expectations fostered negative images of the teachers and the education system (Dupriez et al., 2016; Harfitt, 2015). Because teachers' professional identity varies, "the way in which they fulfill their role in society varies," so it is difficult to mold teachers to a specific model (Salloum, 2016, p. 210; Smaller, 2015).

Media as a Teaching Tool

Researchers argued that the social construct of the educational system makes it easier to communicate to the public the idea of teachers as incompetent and unskilled. Because people construct their knowledge of the world based on what they see and read in the media, forming judgments about teachers seem inevitable (Smaller, 2015; Vandermeersche, Soetaert, & Rutten, 2013). However, research conducted by Imperio Isidro & Button (2016), Salloum (2016), and Vandermeersche et al. (2013) indicate that educators of teachers and professional development coaches should use the media to

engage teachers in reflective practices. The research supports the idea teachers explore the images disseminated by the media to promote more favorable representations of teachers.

Maslow's Theory of Human Motivation

In his 1943 research on human motivations, Maslow argued that human beings have five basic psychological needs (Figure 1) that control their personal development (Maslow, 1943; McLeod, 2018). Furthermore, Maslow explained that these basic needs dominate human behavior behaviors and beliefs until people can satisfy those needs. Comparing it to hunger pangs, Maslow argued that unmet needs become the main psychological focus in a person's life, which limits the potential for personal growth (Maslow, 1943). Maslow, however, found that “a want that is satisfied is no longer a want,” and the person becomes better prepared to “tolerate the deprivation of that need in the future” (Maslow, 1943, p. 345). So, once a person satisfies an unmet need, the individual can move on to achieve other goals. In conjunction with the social influence theory, Maslow's 1943 study of human motivations emphasizes that characteristically good people, who have unmet needs, can be corrupted through relationships they have developed and socialization with others (Maslow, 1943; McLeod, 2018).

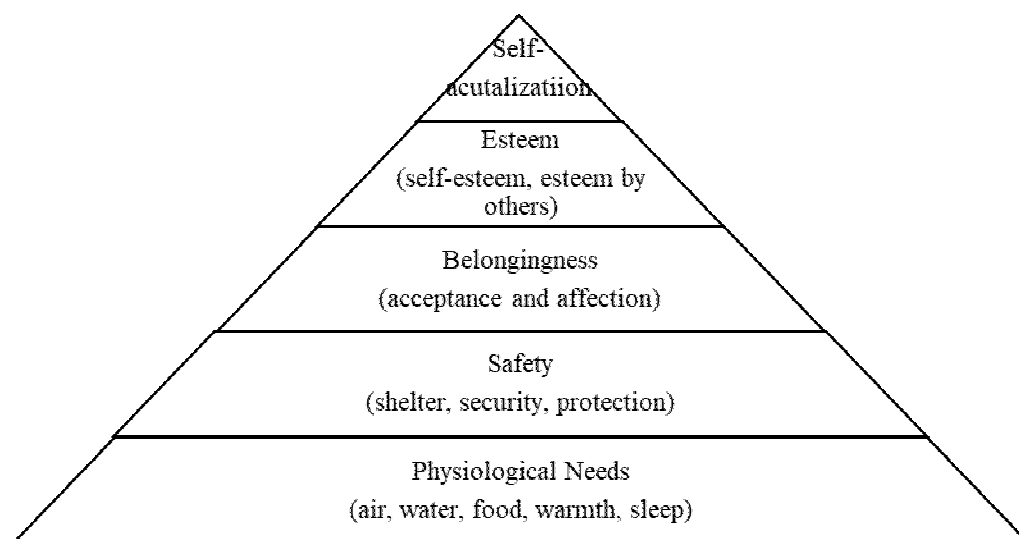


Figure 1. Maslow's Hierarchy of Human Needs. Adapted from A theory of human motivation. *Psychological Review*, 50(4).

The relationships that people develop with others play an important role in alleviating social issues such as loneliness and depression (Cherry, 2019). People can avoid these problems by finding a supportive group of individuals, usually at work, athletic teams, and religious groups (Cherry, 2019; Jerome, 2013). Thus, the need to satisfy these basic needs, as indicated by Maslow's human motivation theory, drives human behaviors, which makes people susceptible to the influences of outside forces. Researchers have even argued that self-actualization can be achieved in educational settings as well. However, people with low self-esteem will not perform at their full potential until their needs are satisfied (McLeod S., 2018). Based on Maslow's theory, teachers must have their needs met to become better equipped at handling those unmet needs later. For example, researchers have argued that teachers who have established a

strong professional identity and confidence in their efficacy are better able to navigate difficult situations inherent to their role (Arnup & Bowles, 2016; Savas et al., 2014).

Motivation and Self-actualization

Seminal research of human behavior conducted by Asch, Crutchfield, Latane, Maslow, and Sherif, discovered that basic core needs intrinsically and extrinsically influence human behavior (Edling, 2015; Hodges et al., 2014; McLeod, 2016; McLeod, 2018). The desire to be accepted within a dominant, core group, impacts what motivates people to change their beliefs and behaviors. Based on the seminal research, the link between human behavior and the influence of a dominant core group attributed to the emergence of the social influence theory.

Additionally, researchers argued that first-year teachers fail to reach self-actualization because of their overpowering concern with their professional competence at a time when they must begin helping their students be successful (Warner, 1975). Nickel and Zimmer (2019) argued that teachers who struggle to grow because they have failed to achieve a perceived ideal of a teacher's role. The researchers explained that these teachers experience disappointment, which inhibits their ability to achieve self-actualization. To support the professional growth of struggling teachers, Combs (as cited in Warner, 1975) argued that teacher training and professional development should be grounded in the idea that "becoming a teacher is part of an overall process of 'becoming' as a person, part of the development of a total, personality...and that process of becoming must 'start from security and acceptance'" (p. 3). Furthermore, Edling (2015), Hodges et al. (2014), McLeod (2016, 2018) found that people assimilated their behaviors and

beliefs so that they can fit into the dominant group even if the group's practices and beliefs contradict what the individual personally feels or knows to be correct.

Thus, when looking at the research data and the themes that emerged during the data analysis portion as described in Section 2, it is safe to assume that teachers are also susceptible to the desire to be accepted within the dominant group. The dominant group in the case of teachers would be their peers, administrators, stakeholders, and the community at large. Maslow's theory of human influence offers additional insight into why teachers capitulate to social influence. Except for survival, Arslan (2017) found that a teacher's ability to achieve self-actualizations depends on whether the other needs have been satisfied. The research indicated that teachers who successfully achieve self-actualization displayed greater levels of professional growth, positive social interactions, confidence, and a strong professional identity.

Self-Efficacy

Researches have argued that a disconnect between what teachers perceive their roles to be and the expectations the public often generates a crisis between the teachers' knowledge and the influence of the public's power (de Araujo Donnini Rodrigues et al., 2018). Strengthening teacher efficacy depends on the understanding that a teacher's role evolves as mandated by social and political influences (Savas et al., 2014). According to Imperio Isidro and Button (2016):

A teacher is not just one person but has multiple selves in the classroom— one has to be a teacher, a parent, a counselor, even a psychiatrist at times... there is no

‘cookie cut teacher’ and that students also mold their teacher, as one’s identity in general is constructed based on things that happened in one’s life. (p. 44)

Research by Shen et al. (2015) and Smaller (2015) suggests, however, that teachers who overextend themselves to meet a perceived ideal experienced a decreased sense of efficacy when subjected to cynical attitudes about their role. As a result, teachers experience difficulties establishing a professional identity and a sense of efficacy, which eventually leads to attrition (Dupriez et al., 2016; Shen et al., 2015; Smaller, 2015). Additionally, the lack of respect and societal support teachers experience diminishes teachers’ sense of professional accomplishments and makes managing daily demands difficult, causing burnout and job dissatisfaction (Fiorilli et al., 2017; Salloum, 2016).

On the other hand, researchers found that teachers who feel empowered have a strong sense of efficacy developed through the constant desire to become better educators (Nickel & Zimmer, 2019). The researchers found that teachers in supportive environments felt comfortable and committed to improving their practice through constant reflection; thus, able to establish similarly supportive environments for their students by “prioritizing student choice and engagement, differentiating instruction, and focusing on the whole child to help learners become self-actualized” (Harfitt, 2015; Nickel & Zimmer, 2019, p. 149).

Professional Development Programs

Researchers have argued that teachers who are sensitive to the social and political pressures associated with their professional role require course work and professional

development on building the teacher's sense of efficacy more so than a primary focus on practicum (de Araujo Donnini Rodrigues et al., 2018; Smaller, 2013). While the researchers admitted that teacher's initial professional identity depended on the memories of their personal experiences of school teachers, the researchers discovered that teachers strengthened or reshaped their professional identity through their direct interactions with experienced educators of teachers and mentors. The idea is that effective professional development acknowledges the next phase in human psychology, which helps to "create an environment of team spirits, generate a feeling of acceptance and belonging by organizing company parties or company culture training" (Jerome, 2013, p.43). Teachers benefit from a learning environment that fosters a progression to self-actualization.

Researchers argued that teachers and educators of teachers who engaged in collaborative learning activities gave teachers confidence in their ability to effectively promote student learning more successfully than teachers who lacked the support (Bilal et al., 2019; Kimmelman & Lang, 2019; Pharis et al., 2019). Likewise, researchers suggested that fellowships or "advice networks [are] associated with improved teacher quality" (Pharis et al., 2019, p. 44). Additionally, researchers found that collaborative activities created learning environments conducive to constructive, timely feedback from peers and mentors and fostered improvement in teachers only through the creation of relationships—fellowships (Bilal et al., 2019).

Since researchers have argued that teaching is a social practice, the development of teachers' professional identity and sense of efficacy should be grounding in the idea of communal support (de Araujo Donnini Rodrigues et al., 2018). Researchers have

suggested that educators of teachers and professional development facilitators must establish a trusting relationship with the teachers so that they can personalize the learning process and provide timely feedback (Kimmelman & Lang, 2019; Moore, 2016). Furthermore, the research found that professional development significantly increased how teachers perceived their effectiveness, increased pedagogical confidence, fostered lasting support networks with their peers, and motivated teachers to offer their best service (Bilal et al., 2019; Jerome, 2013; Moore, 2016). As cited in Korthagen (2017), teachers often develop their professional identities and behaviors in response to perceived notions of ideal teacher behavior. Essentially, the researcher argued that teachers learn their professional behaviors through socialization with other educators (Savas et al., 2014).

On the other hand, researchers have argued that professional development programs usually fail because they do not know how to put the theory into practice (Korthagen, 2017). So, the possibility exists that teachers copy rather than construct knowledge about their professional identity, which creates a professional identity crisis (de Araujo Donnini Rodrigues et al., 2018). The researchers found that teacher education programs focused on the practical application have improved teacher confidence and the pedagogical practices of new and veteran teachers (Korthagen, 2017; Bilal et al., 2019).

Although professional development will take three full days, the continuum should include a reciprocal supportive environment throughout the school year to help maintain and foster intrinsic motivation within teachers (Kimmelman & Lang, 2019; Shen et al., 2015). Effective professional development can counteract the media's ability

to alienate teachers by making them feel valued. Professional development should be structured so that teachers can meet their psychological needs, as indicated by the human motivation theory. According to Maslow's hierarchy of needs, we can assume that teachers will not be motivated to improve their practices if their need for belonging remains unfulfilled. Once teachers' needs are reasonably satisfied, they are more willing to reflect on their role and participate in peer-to-peer activities that encourage their professional growth.

Project Description

Needed Resources, Existing Supports, and Potential Barriers

To conduct this professional development, I will need access to a laptop and a projector, such as a Promethean Board, to show PowerPoints. To view the films, teachers attending professional development will need to bring their laptops or have one provided to them by the school. Also, I will distribute the copies of children's' books an accompanying handout (see Appendix A).

Additionally, I will need access to a space large enough to accommodate the number of teachers who plan to attend the professional development session: teaching theatre, conference room, auditorium, or school library. Possible barriers that I anticipate for this professional development include technical issues that may interfere with my ability to project the PowerPoint slides or inadequate space to facilitate the sessions. To address the possibility of technical problems, I will need one of the school's tech support personnel on hand each day. In case of any issues with adequate space, I will need to

know in advance how many teachers have signed up through the district's online staff training portal so that I can adjust as necessary.

The professional development for this project was adapted from the research by Imperio, Isidro, and Button (2016), the teacher images and portrayals included in the professional development sessions are: Ms. Frizzle from *The Magic School Bus Explores the Senses* (Cole & Degen, 1999); Mr. Slinger from *Lily's Purple Plastic Purse* (Henkes, 1996); Arizona in *My Great Aunt Arizona* (Houston, Lamb, & HarperCollins, 1992); Mr. Falker in *Thank You, Mr. Falker* (Polacco, 1998); John Kimble from *Kindergarten Cop* (Reitman, 1990); Elizabeth Halsey from *Bad Teacher* (Kasdan, 2011); LouAnne Johnson from *Dangerous Minds* (Smith et al., 1999); and John Keating from *Dead Poets Society* (Haft et al., 2006).

Day One. The first day of professional development include introductions, icebreakers activities, setting ground rules, and setting up teacher groups. Then, teachers will spend time writing their answers to questions about (1) what they perceive their roles to be; (2) reflect on how they developed their professional identity; (3) explain if their professional identity resulted from experiences with teachers or teacher preparation program. Throughout the professional development, teachers will define the term “teacher image” and write down their thoughts in a reflection journal, a composition notebook. After those opening activities, teachers will watch the first film—*Kindergarten Cop* (Reitman, 1990), before reading two out of four children books about teachers: *The Magic School Bus Explores the Senses* (Cole & Degen, 1999) and *Lily's Purple Plastic Purse* (Henkes, 1996). Then, the teachers will reflect and discuss within

their groups on the images they have seen and compare their initial responses to the images. Afterward, teachers will read an article titled “an actual bad teacher explains why ‘bad teacher’ is the truest teaching movie ever” (Blevins, 2017). Teachers will meet a group with peers to discuss commonalities and differences. The session for the day will end with a word cloud reflection activity and write down one thought-provoking piece of information in their reflection journals.

Day Two. As part of the warm-up activities, teachers will share out the professional commonalities, as well as differences, they noticed during the previous day’s discussion. Teachers will then Google images of teachers and take notes on the images that stand out to them. Afterward, teachers will report their findings to the entire class. Using their notes, teachers discuss will whether they experienced the stereotypes discovered in the Google images. Then, teachers will write about cultural and societal values that they believe defined their perception of our role as a teacher for approximately 10 minutes and discuss in their assigned groups. Teachers will share with their group members how a stereotype most affected them, including whether their behavior changed. Did they try to fit the stereotype or reject it? Then, teachers will watch the film *Dangerous Minds* (Smith et al., 1999) before reading *Thank You, Mr. Falker* (Polacco, 1998). The teacher will then discuss their observations of the teachers in both pieces. The day will conclude with teachers coming up with what they consider to be an accurate explanation of their professional identity and come up with strategies to maintain their professional identity and efficacy.

Day Three. Day three will begin with sharing out some reflections of the previous day and addressing some of the questions that teachers may have. Teachers will then read an excerpt from *Funny, You Don't Look Like a Teacher* (Weber & Mitchell, 1995) and create a self-portrait. Afterward, teachers will watch *Shut Up! And Let Me Teach* (Shaw, 2016) and *Teacher Identity* (Rigby, 2018). The teachers will reflect on the excerpt and videos before drafting an actionable plan to continue the dialog and support throughout the school year. The teachers will establish the parameters for the networking and mentorship that they will eventually receive from their peers. Teachers will be reminded that they must come up with the networking protocols or to determine the needs of the teachers in terms of their understanding of their professional and decreasing teacher attrition.

This professional development requires a significant amount of professional reflection and personal interaction. So, teachers come up with a personalized rather than a district-mandated plan based on their needs assessment. Teachers will have the freedom to establish what it is that they need and want in terms of maintaining their efficacy and professional identity. Each group will submit a written plan outlining their set parameters for networking, mentorship, and contact days. This session will end with teachers reflecting on the three days of professional development and completing an electronically distributed Google Form asking for an evaluation of the three-day professional development session.

Project Evaluation Plan

The professional development evaluations will be based on the discussion and feedback each day, a continuous learning/reflection journal, and a professional development evaluation and feedback survey. The goal of effective professional development should be that the participants have learned something of significance that they can use to inform their best practices (Allen, 2019). To assess the effectiveness of the professional development, I will perform two informal evaluations: day one will include a word cloud reflection activity and write down one thought-provoking piece of information in their reflection journals; day two will conclude with teachers coming up with what they consider to be an accurate explanation of their professional identity and come up with strategies to maintain their professional identity and efficacy. On the third day, teachers will complete a formal evaluation using a Google Form reflecting on the three days of professional development. The feedback will not only give the participants time to reflect on their learning but will allow me to be responsive to the teachers' needs and make the necessary adjustments to improve the next day's session. Also, the feedback from the participants may lead to the design of a foundation course for teacher preparation programs.

The implementation of the project's evaluation will assess whether professional development was effective in addressing the issue of the media's influence on teachers' perceptions of their roles. Further, the informal and formal evaluations were intended to determine if the teachers found value in the collaborative activities and informed their best practices. Improving teachers' sense of efficacy could positively influence student

achievement. Additionally, the information that the evaluations provide will allow for future implementation of professional development within the education community.

Project Implications

The implementation of the professional development project is vital for several reasons. Firstly, teachers can learn about the media's influence on how teachers perceive their role and the attrition rate; professional development, which includes a mentorship component, is most likely valuable feedback needed to facilitate a supportive environment. Secondly, this project addresses the fact that teachers might want to engage in reflective response activities in foundations courses that provide teachers with opportunities to develop and maintain their professional identity. It also offers ongoing reflective activities and mentorship opportunities for teachers throughout their professional careers, grounded in the idea of public support. Thirdly, teachers will have time to reflect on how they developed their professional identity and efficacy. Lastly, teachers can better understand the images that may influence their professional behaviors and beliefs.

Section 4: Reflections and Conclusions

Introduction

In Section 4, I discuss the project's strengths and make recommendations for future research considerations and professional development courses. Additionally, I reflect on scholarship, the project's potential impact concerning social change, and implications and directions for future research. The section concludes with an evaluation of myself as a reflective practitioner and developer of a professional development program.

Project Strengths and Limitations

The availability of children's books, films, YouTube videos, thematically linked articles, and a blended learning environment contributed to the professional development program's effectiveness. The professional development course I developed may create a foundation for the district to begin exploring a different approach to increasing teacher efficacy. Also, the project study can be used by curriculum writers to plan a semester course for new and veteran teachers.

A limitation of the project is that data collected at the study site, specifically the anonymous online survey data, may not be enough to support broader generalizations. Although informative, the anonymous online surveys did not align with the idea of learning being a social practice. For teachers to engage in collaborative activities, they should be privy to an environment conducive to relationship building and trust. To achieve that goal, educators of teachers and curriculum writers may need to rely more on

their review of current research literature and less on the results of the anonymous online survey.

Recommendations for Alternative Approaches

As I analyzed the data, I learned how to evaluate various project deliverables as a possible explanation of a gap in practice. I considered several alternative delivery methods for the project study. I found it important the delivery mode for the project aligned to the collaborative and reflective nature of developing a professional identity and building a sense of efficacy.

White paper. While a white paper presents a comprehensive narrative of a problem, the objective is to offer a specific solution and steps to a problem. This project, however, goes beyond providing a solution. The white paper is an outline of the necessary steps decision-makers and stakeholders would need to take to address a local and larger problem. A white paper could be considered the first step in designing a professional development program, which takes the steps and constructs them in a way that involves active participation and learning.

Curriculum design. An effective teacher education curriculum intentionally prioritizes specific, core learning experiences, and modules to address students' needs. Curriculum design follows an organizational structure that should correspond to requirements necessary to justify credits earned. The professional development model, however, can be easily adjusted in response to the evolution of society and the changing needs of educators.

Program evaluations. This study, while exploring the perceptions teachers have of their teacher education programs, did not evaluate an existing program. Program evaluations are designed to provide ongoing feedback regarding the effectiveness of a program currently in place. The three-day professional development course, however, included an evaluation regarding the effectiveness of the sessions that did not include ongoing assessments.

Scholarship, Project Development and Evaluation, and Leadership and Change Scholarship

Throughout this study, I developed new proficiencies as a scholar, which taught me the importance of analyzing qualitative research data and utilizing credible sources to support my findings. I believe that the research process provided me with the knowledge and capacity to contribute to educational discourse and social change. Additionally, reading seminal and current research provided me the opportunity to immerse myself significantly in interdisciplinary inquiries and outcomes, which provided me with a better understanding of how to conduct research. Additionally, I gained an understanding of policy and its implications for education.

Project Development and Evaluation

By developing the project, I learned that a well-planned and executed professional development program could address issues that may exist within an organization. The experience I had with the development of the professional development program was informative. To offer an effective professional development program, I had to research information about the pros and cons of professional development before determining the

best format. Because learning is a social act, I wanted to make the professional development course as interactive as possible by limiting the facilitator's lecture time. Before starting this project, I was unfamiliar with decisions that drive the creation of professional development programs and the detailed planning they entailed. Constantly reflecting on the purpose of the project helped to guide my approach to creating professional development.

Leadership and Change

Becoming a scholar included several trials and tribulations—especially the 11 rejections I experienced at the proposal stage, which culminated in a two-year setback. As a result, I experienced moments of frustration and self-doubt, but I refused to give up. I attribute my perseverance and self-reliance to the belief that the project study and professional development program could affect change. Despite the challenges and setbacks, I emerged with a deeper understanding, new, and research expertise about how the media influences teachers' perceptions of their roles and efficacy.

The initial coursework required by Walden University primed me as a practitioner, which prepared me for the intensive, in-depth research portion of this program. Towards the end of the doctoral process, my weekly Skype meetings with my Chair and Walden University classmates provided me with invaluable insight on how to read and interpret scholarly material as a practitioner. Walden University's doctoral program prepared me to be more assertive and engaged in meaningful discourse about change in practices that lead an environment conducive to creating a highly qualified teaching staff and improving student growth. The doctoral program has helped me gain

valuable research skills that are helpful as I work collaboratively in my current position to lead my department and contribute to schools' goals and vision. This doctoral journey, while taxing, has been worthwhile.

Analysis of Self: Scholar

My initial interest in completing a doctoral study began in 2005 but ended when a drunk driver killed my husband in 2006, leaving me a widow and mother of three small boys ages two, seven, and ten. Although I went on to complete my second master's degree in School Administration, I had to put this life-long dream of mine on hold to raise my three sons. When I learned of Walden University's online doctoral program in 2011, I decided to try reaching my goal once again.

Before beginning this process, I did not fully appreciate the dedication, sacrifice, and time it took to be a scholar. It never dawned on me that I had to spend several days reviewing the literature to form one paragraph of synthesized information. While I believed that I had mastered understanding the ideas of other researchers and my data, presenting a synthesis of the information and writing my analysis in a clear and precise way challenged me. While always under pressure due to time constraints, I began to realize that attention to detail could slow down whatever momentum I may have experienced. As such, I learned that a scholar and a leader must present their research and findings effectively, clearly, and timely. As a scholar, I became more intentional in collecting data and using the data to make recommendations that best-informed practices. I learned to be deliberate in how I presented the results; eventually, the findings could be used to improve teacher preparation programs and professional development.

Analysis of Self: Practitioner

Being immersed in this doctoral for eight years has made me a practitioner within the context of my field of study. Throughout this doctoral process, I developed an understanding of instructional excellence and demonstrated the competence to explore research for ways to implement highly successful strategies that provided insight to implement the influence media has on teachers' perceptions of their role, efficacy, and ultimately best practices that could lead to an increase in student success. Most importantly, I enjoy working with teachers to help them improve their practice so that they can, in turn, grow with their students.

While enrolled in Walden University's doctoral program, I have had the opportunity to work closely with several Department Chairs and school administrators to brainstorm ideas, problem-solve to work collaboratively toward a common goal by implementing initiatives that positively influenced school culture and performance. Although my research specifically focused on teachers, perceptions of their roles and efficacy, I applied these skills that I acquired while researching to provide recommendations to increase student accountability and joined committees focused on improving teacher quality and school performance. Also, I served on participated in leadership development cadres, written curriculum, and conducted professional development in restorative discipline, the reader's/writer's notebook, and increasing student accountability. As I read more research, I increased my aptitude to inform best practices and improve teachers' sense of efficacy. The experience of doing this study led to my most recent teacher-leadership experiences serving as an English II team leader,

English Department Chair, acting as a substitute assistant principal, and attending Curriculum Council meetings with the Director of Instruction.

Analysis of Self: Project Developer

As an educator and instructional leader, I developed a strong appreciation for the planning, educators of teachers, and professional development facilitators put into providing teachers with appropriate strategies to inform their best practices. This study allowed me to use the literature and results of the data analysis to develop a professional development program that effectively led to the professional development of myself and peers while encouraging and shaping student growth. During the project development process, I developed new skills that allowed me to apply it across disciplines. The development of my project gave me a different outlook on how to incorporate what I learned in my research; to positively stimulate and create an environment of cognitive thinking and professional reflection. That's when I included children's books and film for teachers to use to reflect on their values and beliefs as educators.

Reflection on the Importance of the Work

The goals of the project design are vital to the continued development of teacher education courses that relate to educational and societal biases that affect educators. It allows teachers and teachers-educators to explore another factor of teachers' perceptions of themselves and efficacy. Other than traditionally used factors including teacher workload, burnout, student behavior, federal and state mandates, and standardized testing to inform their practices. Completing this project study ensured my ability to advocate factors that influence teachers' perceptions of their roles and efficacy. Completing this

project also gave me confidence, which allowed me to engage in discourse with colleagues and administrators in an informed manner and approach. Essentially, I am more inclined to approach ideas and problem resolutions that are supported by research.

Implications, Applications, and Directions for Future Research

Conclusion

The general purpose of this study was to gain insight into whether the media influenced teachers' self-perceptions and attrition in a public high school in the Midwest. The data determined how the media influenced the way teachers perceive themselves and a sense of efficacy, but I also learned through the data analysis process that teachers initially did not consider the possibility that the media influenced how they developed their instructional practices and the motivation to become better at their craft. Although the data analysis revealed that the media, in some way, could influence teachers' behaviors and beliefs, I discovered that the media's influence could be used to train preservice and veteran teachers. If the media Instead of focusing on the negative images of teachers, the data may be used to generate a focus on how to use the media as part of a professional development program, which in turn would be the foundation of teacher education coursework.

At the organizational level, this project can be implemented throughout the entire school district and foster a learning environment that allows for ongoing reflective activities and mentorship opportunities. Furthermore, the project can be structured to include enhancing teachers' pedagogy, thus positively affecting students' academic

achievement. Also, this initiative may provide teachers with confidence in their ability and resources to be effective in the classroom.

While research on teacher efficacy training courses will continue for some time, the need for coursework and professional development responsive to the evolving nature of a teacher's role is important to retaining teachers. Therefore, I recommend that teacher education programs use the findings of this research to make changes in their curriculum that are responsive to the needs of teachers as well as the ever-evolving nature of teachers' professional identity. Considering that the media possesses the ability to influence the way teachers perceive themselves, establishing a platform where critiquing the way media constructs images of teachers could be empowering for preservice and veteran teachers. Furthermore, by initiating a change in the training of teachers, we will be able to help them make better use of the misrepresentation of teachers in the media so that they stop viewing themselves victims, or in terms of archaic or negative stereotypes. Ultimately, using the results of the data analysis may facilitate a change in how professional development sessions and teacher education courses use the media to build teacher confidence and reduce attrition.

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Appendix A

Project Deliverable: Three-Day Professional Development

Three-Day Professional Development Agenda**OUTCOME**

By the end of the three-day session, you will have unpacked, recognized, rebuilt, and strengthened your efficacy and professional identity through discussion, collaborative learning activities, and reflection.

OBJECTIVES

1. Understand the uniqueness and evolving nature of teachers' professional identity by examining images in print and film.
2. Establish a community that provides you with ongoing feedback and support.
3. Develop strategies to minimize the media's influence on the weakening of your perception of your role and efficacy.
4. Set goals for professional growth (self-actualization).

DAY 1 AGENDA ITEMS**Welcome**

7:30-8:00

- Registrations/sign-in
- Introductions

Launching the Blended Learning Module

Review objectives and procedures (10-15 minutes)

Distribute materials

Learning Goal 1: How do teachers develop their professional identity?

8:00- 8:15

Launch: Introduce the day's activities

8:20- 8:35

Reflect: What are your perceptions of the ideal teacher? (personal reflection in a composition notebook, 15 minutes)

8:35-9:00

Explore: Define the term "teacher image" (10 minutes)

9:00-11:00

Exploration Stations: Teacher Images in Media (handout)

- View: John Kimble from Kindergarten Cop (Reitman, 1990); Elizabeth Halsey from Bad Teacher (Kasdan, 2011)
 - You may watch the film at home to complete the analysis
- Read: Ms. Frizzle from The Magic School Bus Explores the Senses (Cole, 1999); Mr. Slinger from Lily's Purple Plastic Purse (Henkes, 1996)

11:00- 12:00

Lunch

12:05-1:15

Group Share: Similarities and Differences, discussion

1:20-2:00

Review: Compare and reflect- What did you learn today? (personal reflection in a composition notebook, 15 minutes)

2:00-2:50

Word Cloud activity: List three descriptors of an ideal teacher based on films and books

2:50-3:15

Evaluate: One Takeaway Parking Lot (index card)

3:15-3:30

Gallery Walk and Exit

DAY 2 AGENDA ITEMS

Learning Goal 2: What do teachers think about the way the media portrays teachers? Does the media have any influence on how teachers perceive themselves?

Welcome

7:30-8:00

- Sign-in

Launch: Introduce the day's activities

8:00- 8:15

Review objectives and procedures

8:15-8:30

View: Google Images- Myth vs. Reality (10-15 minutes)

8:35- 9:00

Reflect: Complete the following statements based on your Google search-

- “The most accurate teacher image(s) is ...because...”
- “In my opinion, the most unrealistic image of a teacher is... because...”

9:00-11:00

Exploration Stations: Teacher Images in Media (handout)

- View: LouAnne Johnson from *Dangerous Minds* (Smith, 1995); and John Keating from *Dead Poet’s Society* (Weir, 1985).
 - You may watch the film at home to complete the analysis
- Read: Arizona in *My Great Aunt Arizona* (Houston, 1992); Mr. Falker in *Thank You, Mr. Falker* (Polacco, 1998)

11:00-12:00

Lunch

12:05-1:40

Complete rotation stations

1:40-2:30

Group Share: Discuss your analysis with your group

2:30-2:45

Reflect: In what ways can you use the images you have explored to better understand what it means to be an “ideal” teacher (personal reflection in a composition notebook, 15 minutes).

2:45-3:00

Group Share: The ideal teacher

3:15-3:30

Evaluate: “When comparing what I learned about efficacy and professional identity in my teacher preparation program to what I have learned in this session, I ...” (index cards)

DAY 3 AGENDA ITEMS

Learning Goal 3: How can teachers support each other as their professional identity evolves?

Welcome

7:30-8:00

- Sign-in
- Recap

Launch: Introduce the day’s activities

8:00- 8:15

Review objectives and procedures

8:25-9:00

Explore: Evolving nature of teachers’ professional identity

- What influence do cultural and societal values have on your professional identity?

9:00-10:00

Group Share: Which piece is most representative of your professional reality?

What are the most advantageous ways to use what you have examined to strengthen your professional identity and support colleagues in doing the same?

11:00- 12:00

Lunch

12:05-12:15

Reflect: What influence do cultural and societal values have on your professional identity? (reflection in a composition notebook)

12:15-1:00

Group share- Reflection

1:05-1:20

View: "Teacher Identity" by Liam Rigby and discuss

1:20-2:30

View: "Shut Up! And Let Me Teach" by Chandra Shaw

2:35-3:10

Discussion

3:10-3:20

Reflection: How might the information and materials shared in this PD be useful to preservice teachers? (personal reflection in a composition notebook)

3:20- 3:30

Goal Setting: Next Steps (handout)

Evaluate: Professional Development Evaluation and Feedback (Google Form)

ANALYSIS OF TEACHER IMAGES IN MEDIA *(handout)*

Complete the assignment for each piece you study by answering the questions in paragraph form. Your answers should be complete and comprehensive, demonstrating that you've examined the teacher's image in-depth.

Be sure to identify:

the title

the year it was published or released _____

the name of the author or director

where the story is set

the time in which the story takes place

1. Who is the main character and what is he or she like?

a. Compare the character to yourself.

2. How do each of the following react to the teacher?

a. Students

Additional Notes:

NEXT STEPS (*handout*)

With your group, work through each section to create a plan to achieve your professional growth goals.

REFLECT Using what you have learned, set two (2) actionable goals your team will further pursue this school year:

1.

2.

COMMIT List the steps you and your team will take to achieve your set goals.

Professional Development Evaluation and Feedback (Google Form)

My attendance at this professional development was determined by local needs.

Strongly agree

Agree

Disagree

Strongly disagree

The presenter was knowledgeable and effective.

Strongly agree

Agree

Disagree

Strongly disagree

I gained knowledge and skills to implement this professional development into my job.

Strongly agree

Agree

Disagree

Strongly disagree

As a result of this professional development experience, I will use my new knowledge and skills in the following ways:

- 1.
- 2.
- 3.

To continue learning about this topic I need the following:

- 1.
- 2.
- 3.

What You See Isn't Always What You Get:

Exploring Teacher Images in Media and Their Influence on Efficacy and Professional Identity

Sophronia Beckford
Walden University, 2019

Presenter's Notes:

1. Follow the timeline in the agenda. Adjust as necessary in response to participants' needs
2. Review objectives and procedures (10-15 minutes)
3. Distribute materials

What You See Isn't Always What You Get:

Exploring Teacher Images in Media and Their Influence on Efficacy and Professional Identity

Sophronia Beckford
Walden University, 2019

Presenter's Notes:

1. Follow the timeline in the agenda. Adjust as necessary in response to participants' needs
2. Launch: Introduce the day's activities
3. Instruct the participants to open their composition notebooks to a clean sheet and complete the journal reflection

Teacher Images in the Media

Presenter's Notes:

Instruct the participants to define the term “teacher image” (10 minutes)

Exploration Stations

- John Kimble from Kindergarten Cop (Reitman, 1990)

Analysis of Teacher Images in Media (handout)

Complete the assignment for each piece you study by answering the questions in paragraph form. Your answers should be complete and comprehensive, demonstrating that you've examined the particular teacher image in-depth.

Be sure to identify:

- the title _____
- the year it was published or released _____
- the name of the author or director _____
- where the story is set _____
- the time period in which the story takes place _____

1. Who is the main character and what is he or she like?

2. Compare the character to yourself.



Evaluation: One Takeaway Parking Lot

Presenter's Notes:

- Group Share: Similarities and Differences, discussion
- Review: Compare and reflect- What did you learn today? (personal reflection in a composition notebook, 15 minutes)

What You See Isn't Always What You Get: Exploring Teacher Images in Media and Their Influence on Efficacy and Professional Identity

Day 2:

Recap and Review

Presenter's Notes:

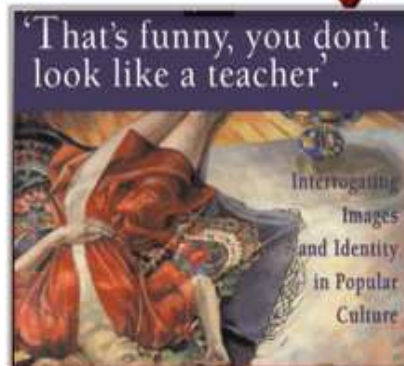
1. 1. Follow the timeline in the agenda. Adjust as necessary in response to participants' needs
2. Launch the activities for the day
3. Instruct the participants to perform a Google search and personal reflection of the teacher images they encounter

What You See Isn't Always What You Get: Exploring Teacher Images in Media and Their Influence on Efficacy and Professional Identity

Day 3:
Recap and Review

Presenter Notes:

- **Launch:** Introduce the day's activities



Excerpt from Fanny, You Don't Look Like a Teacher

by Sandra Weber and Claudia Mitchell, 1995 (PDF launch)

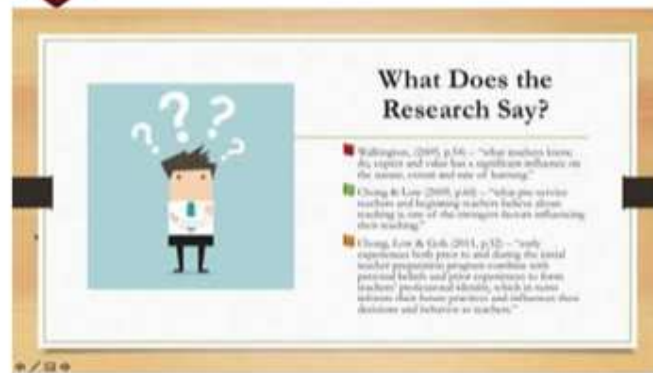
Images and Teacher Identity

In the ongoing deliberations on teachers' work and professional development, teacher identity is too often treated as superfluous and singular in nature. It is usually taken for granted in some a priori way as an outcome of pedagogical skills or as an aftermath of classroom experience (Beckett, 1992). Drawing on Goodson (1990), Elbaz (1991) notes that this way of viewing the teacher "represents a subject who is on the one hand depersonalized, that is, essentially interchangeable with other subjects, and on the other hand static, seen as existing outside time or unchanging" (p. 7). Beckett (1992) concurs, stating that this static view epistemologically scripts teacher identity as synonymous with the teacher's role and function, but role and function are not synonymous with identity.

Presenter's Notes:

- **Explore:** Evolving nature of teachers' professional identity
 - What influence do cultural and societal values have on your professional identity?

"Teacher Identity" by Liam Rigby



"Shut Up! And Let Me Teach" by Chandra Shaw



Presenter's Notes:

- What influence do cultural and societal values have on your professional identity?
- Group Share: Which piece is most representative of your professional reality? What are the most advantageous ways to use what you have examined to strengthen your professional identity and support colleagues in doing the same?

So, What's Next?

Next Steps : Goal Setting

Next Steps (handout)

With your group, work through each section to create a plan to achieve your professional growth goals.

REFLECT Using what you have learned, set two (2) actionable goals your team will further pursue this school year:

1.

2.

COMMIT Describe the activities and steps you and your team will take to achieve your set goals. Use the back if more space is needed.

Evaluation and Feedback Survey (Google Form)

Presenter's Notes:

1. Provide instructions for the participants to complete an electronically distributed Google Form asking for an evaluation of the three-day professional development session.

Appendix B

Sample DocTools Chart of Coded Interviews

Research Question #1: HS teacher's perceptions of teacher-role

Themes:

1. Defining characteristics of a teacher
 - a. Positive student teacher relationship
 - i. Do you love the kids/not for the money
 - b. Instructionally
 - i. Skill set
 - ii. Knowledge of and passion for content
 - iii. Flexible
 - c. Care about student's well-being outside of classroom
 - d. Counselor, parent
 - e. Boundaries
 - f. Professional identity developed in teacher education/prep programs
 - i. Idealistic vs realistic
 - g. evolves with time and experience
 - h. personal sacrifices- relationships, time, freedom, hobbies
2. Efficacy
 - a. Confidence or lack of confidence
 - b. Defensiveness, defensive instruction
 - c. Felt pressure to perform
3. Social influence
 - a. Teacher behavior/beliefs
 - b. What drives societal expectations/ perceptions
4. Teacher Preparation – Educational Preparation
 - a. Alternate teacher preparation
 - b. Lack of programs for secondary education teachers
 - c. Classroom experience was in their first year of teaching – lacked field experience
 - d. Teacher Preparation lacked dynamic critical thinking

Page	Comment scope	Codes: preset and emerging	Participant
4	parents who are going to take offense to the part that doesn't align with their beliefs. And that can be very challenging	conflict: Beliefs of parent and teacher do not align	TEACHER A
4	And anytime you give something that challenges the beliefs of a student or a parent they can it can create pushback	conflict: perception of teacher's role are not in alignment	TEACHER A
1	my passion for the subject matter	Definition of a teacher	TEACHER B
3	there's a lot of nurturing and support that goes into that. And filling in some of that role	Definition of a teacher Perception of role- being the parent	TEACHER A
1	Patient creativity adaptability innovation and humor	Definition of a teacher Qualities of educator	TEACHER C
1	Persistent knowledgeable positive encourager.	Definition of a teacher Teacher qualities	TEACHER F
1	my perspective hardworking accommodating motivational out of the box thinker.	Definition of a teacher	TEACHER H
5	these individuals in that impose this notion of what an educator is or is not or order ought not be.	Definition of a teacher's role Teacher identity Who defines it?	TEACHER D
1	what their definition was and then basically taking the	Definition of	TEACHER

	real-life aspects of that definition. Like finding a common ground between the two.	role Teacher prep vs reality	C
1	honest and thorough.	Definition of teacher	TEACHER G
1	Compassionate	Definition of teacher Compassion	TEACHER A
1	Compassionate	Definition of teacher compassion	TEACHER A
1	patient. I think I'm too patient and too empathetic.	Definition of teacher	TEACHER D
1	caring about their lives outside of school getting involved in their lives in whatever way you.	Definition of teacher	TEACHER E
1	caring and knowledgeable	Definition of teacher	TEACHER E
7	a good teacher and the willingness to learn and adapt	definition of teacher characteristics	TEACHER E
1	organized	Definition of teacher Perception Qualities of a teacher	TEACHER G
1	Compassionate	Definition of teacher	TEACHER A
1	Environment	Definition of teacher	TEACHER A
1	Respectful	Definition of teacher	TEACHER A
1	compassionate and caring about	Definition of teacher	TEACHER A

1	Compassionate	Definition of teacher	TEACHER A
1	honest and thorough.	Definition of teacher Qualities	TEACHER G
1	nobody's ever all of those things in their first year	Definition of teacher Perception of role Professional identity Qualities of a teacher	TEACHER G
1	we're supposed to be this model. This facilitator this model or this you know guide them by the hand of this educational ideal but the reality is that you know in the process guiding it is gonna be kind of like kicking and screaming	Definition of teacher Teacher role Model vs reality	TEACHER C
5	Because I know my personality can be one where it tends to naturally want to lead.	definition of teacher characteristics/ personality- natural leader	TEACHER H
3	I kind of wish that I could keep doing so because it creates its own little culture	Definition of teacher- Preservice	TEACHER D
8	there is a sarcastic on that's realistic. Passionate one.	Definition or image of teacher teacher teacher prep/education program realistically	TEACHER F
5	I feel confident in being an effective teacher although I always know that there's room for improvement.	Efficacy Confidence,	TEACHER H

		reflection	
2	Very confident. I know my skill set.	Efficacy Confidence	TEACHER F
5	parents can make you doubt yourself like well I know I said this. Was I wrong? And you have to go back and check your content check what you said. Yes. And you know I really did say it correctly. I'm good. And that can that can influence you know how you feel.	Efficacy Doubts and fears-social influence	TEACHER A
5	And so that definitely influences my instruction. And then you know there are there are times. You try really hard to separate the parent from the kids sometimes when you get those extreme parents who are fussing at you and yelling at you.	Efficacy Social influence Effect on instruction	TEACHER A

Appendix C

Sample Member Checked Transcribed Interview Transcript

Interview: Teacher F
ID: KG 2019-04-25-11-35-16.WAV

Beckford: [00:00:00] Uh yeah. I think I deleted it. (laughter)

Beckford: [00:00:03] Describe the qualities that you believe define you as an educator.

Teacher F: [00:00:08] Persistent knowledgeable positive encourager encourager.

Beckford: [00:00:16] And what do you believe your role is as a high school teacher?

Teacher F: [00:00:18] To take a student from where they are with a skill set to my skill set. So my skills is English specifically analytical. So I need to get them to a higher level.

Beckford: [00:00:31] And how did you develop a clear understanding of your role as a teacher?

Teacher F: [00:00:37] Well it changes. The expectation is we are everything. Counselor coach parent well as teaching the skill and at the end of the day no matter how many of those roles you fulfill it's the skill you have been hired to do. So I don't know. Did I answer it? (laughter)

Beckford: [00:01:02] Yes.

Beckford: [00:01:06] And do you feel that you've ever been asked directly or indirectly to fulfill a role that doesn't fit or match your definition?

Teacher F: [00:01:16] Every day every day.

Beckford: [00:01:19] Can you elaborate a little on that?

Teacher F: [00:01:20] Counseling. These kids all have needs. I think this generation is even different from previous in 21 years. I'm seeing more and more students that don't know how to cope with troubles of everyday life and it's coming to our table. So you have to deal with it. You either send them to the counselor and fit they get off but regardless day in day out they are dealing with emotional problems stressful problems that they're dealing with that they can't learn your skill if it doesn't get taken care of.

Beckford: [00:01:54] How might your interactions with parents or stakeholders influence your feelings about your role as a teacher?

Teacher F: [00:02:02] For me it's dependent on the year. I almost left teaching over always feeling my head was on a platter. That you could do no right by the parent. And this was a particular school culture where the parents got their way and so there was heavy pressure to do with the point of you to do rather than what was right in the classroom. I have only experienced that a couple of times in my 21 years. But it's definitely been a school culture issue where the parent is allowed to get away with the way they are treating the teachers and when it's been negative and not supportive it's been enough to make you want to not try.

maybe
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the
parent
wants
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no
idea

Beckford: [00:02:44] Has it ever affected your self-confidence or student-teacher relationships?

Teacher F: [00:02:48] Yes.

Teacher F: [00:02:49] But how do I explain that? I think that I experience some things with parents that were so negative that it made me wonder why I was doing the job. I'm not certified for it if I'm not doing what I need you to do. What's the point of doing it? It made me personally miserable. And it is hard to relate to the student because you've got the parents voice in the back of your head no matter what that kid is doing in front of you. You still hear the words that the parent has over you.

Beckford: [00:03:16] Reflect back on your teacher education or prep program and describe how prepared you feel you were to fulfill your role as a teacher.

Teacher F: [00:03:31] Well I got my teacher prep 21 years ago so it's different than today. I had a semester teaching eighth grade honor English and outside of Fort Worth and I had a semester teaching ninth grade outside of Grapevine Colleyville area. I think student teaching gave me a realistic view of time management because I remember times where I felt really overwhelmed and thought it was just as I was new but I still felt overwhelmed. My education hands down prepared me. Like not my education course my skill courses and English only prepared me more than my educational courses. The educational courses did not prepare me as well as the actual student teaching experience did. The student teaching experience showed me what it was gonna be like ~~them~~ what the classes did.

Teacher F: [00:04:26] And what the parent thing like is it just negative or did I say positive stuff because there are positive ways.

Beckford: [00:04:32] You can add positive ones.

Teacher F: [00:04:33] Well I was gonna say positive ^{things} it keeps you going. I got at this particular school in the school culture I've had so much interaction that when the days get really tough that extra motivation of that not just that that on matters but how much that child matters to that parent and how much you matter to that parent and it's motivating to encourage me when it gets rough.

Beckford: [00:04:56] Teacher efficacy is defined as the teacher's confidence and her role to promote student learning. Considering your previous responses how could it. Do you feel as you are today confident in fulfilling your role?

Teacher F: [00:05:10] Based on how I define my role. Very confident. I know my skill set. I know what the kids need to learn. I know how to get them. There are the other roles that are unexpected roles that are thrown on you, not confident. There are many times that I feel I am not trained to be a therapist or a counselor or a crisis manager and we are not given the skills or the toolset for how to deal with that. We're given how to run a lesson, how to run a classroom, how to

Positive interaction motivates me to keep going