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A Comparative Analysis of Determinants In Teacher Voluntary Career Change Within New Jersey Abbott School Districts

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ABSTRACT

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The purpose of this study research was to determine the extent that identified job characteristics impact a teacher's decision of career choice. Implications from this study suggest, from a policy perspective at the state and the individual district level, cohesive programs designed to address perceived job satisfaction of teachers with one to five years experience must be developed. The area of focus needs to be on the nature of work; concomitantly the areas of supervision and communication also need to be addressed. The need for further research on teacher career choice focusing on individual schools, identifying organizational factors absent in schools with high turnover rates compared with schools that have a low turn over rate

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DEDICATION

This dissertation is dedicated to my mother and father,
Ellen and John Swider, my first teachers.

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CHAPTER I
INTRODUCTION

Historical Background

Education has been described as the world's largest single enterprise. There are 3.1 million public school teachers in the United States contributing to students' educational outcomes and future economic status (National Center for Educational Statistics, 2005). Teachers are an essential element in the current labor intensive American educational system. Consequently, the availability of quality teachers is a matter of public concern as a result of the rhetoric surrounding globalization, the achievement gaps among nations and between races and ethnic groups as well as other educational issues that occupy public policy discussion (Henderson & Milstein, 2003).

Responding to the needs of an increasingly complex and technological society, Johnson (2004), concludes American teachers are being called upon to educate an increasingly diverse student body and to elevate these diverse pool of talent to mastery levels of higher academic standards than were previously called for by the consumers of the educational system's output. Testing mandates and curriculum packages will not suffice to accomplish this herculean task; skillful teaching yielding high levels of student skill and competency will be required (Darling-Hammond, Ancess & Ort, 2002). Accomplishment of this national need also necessitates an adequate supply of motivated and academically accomplished people who are interested, willing and able to commit to teaching as a career. Staffing schools with competent individuals is the singular most important function of school districts as well as a continuous process within the daily operations of a school district.

Research described in the professional literature is intertwined relative to the recruitment and retention of teachers within the profession. The empirical evidence of teacher persistence is derived from the economic theory of supply and demand within the labor market. This general economic theory (Ehrenberg & Smith, 1997) can be applied specifically to the teacher labor market. Two aspects of the general labor market theory applicable to the teaching force are recruitment and retention.

Indigenous to each school district are economic, political, social and historical factors that have a direct impact on the agency's recruitment capabilities and sustainability of new professionals within the district. Conversely, economic climate, social status, educational attainment of one's family and current public policy may have a direct impact on the personal decision making of an individual considering teaching as a career and persistence within the chosen profession. The single most prominent manifestation of the economic, political, social, and historical factors within a district is compensation. The personal and property wealth within a given school district, coupled with the educational attainment of the denizen and the community's collective notion of the value of education, determine the number of teachers the district is willing to employ and the number of professionals seeking and willing to teach within the system. Assuming the profession promises fulfillment of the individual's intrinsic needs, an attractive compensation package bundled with other attractive working conditions will induce professional entry and longevity. The competitive recruitment process compels districts to create alluring policies and practices that promote successful recruitment and retention of teachers. It is often difficult to separate the mechanisms of recruitment from the process producing retention because the research does not fall neatly into individual

categories. The organization and management of schools are an integral part of the school staffing phenomena; similarly these two institutional factors play an important role in finding solutions (Ingersoll & Smith, 2003). At the public policy level the discussion of teacher attrition is typically linked to other public policy matters outside the domain of the individual school system but embedded within larger economic, political, and demographic trends. The real concern, in contrast to conventional wisdom embodied in public policy, may reside in the specific working conditions within the individual system representing the long standing historical tradition of local control (Ingersoll, 2001). School systems, epitomizing local control, need to be examined differently than in the past if viable solutions to teacher retention are to be identified and implemented.

The Schools and Staffing Survey tracks information on teacher movement at the macro or national level. In an analysis of data from this national longitudinal study, Ingersoll (2001) posits that teacher turnover in a particular system is not synonymous with aggregate attrition. Ingersoll concludes that more than half of reported teacher turnover is actually migration from one school to another (2001). However, from the view point of those managing at the school level, teacher migration and attrition have the same effect, a decrease in staff which must be replaced. Attrition places financial and human resource burdens on school districts, therefore it is imperative to study factors that may drive an individual's decision to leave teaching.

Over the years researchers (Clotfelter, et al. 2004 & Ingersoll, 2001) continued to report that severe teacher shortages, in all fields, confront schools. This perceived deficit in teacher supply is cited as one factor in reduction of teacher quality. Reduction of

teacher quality is likely extracting its cost from students who achieve less academically under the tutelage of a weaker pool of pedagogues.

Many school districts experience difficulty in recruiting and retaining teachers. Urban schools serving the economically disadvantaged and minority students appear to be particularly at risk (Hanushek, Kain, & Rivkin, 2004). The recruitment and retention of qualified teachers tend to be problematic in areas of high poverty; which many times lead to the neediest of children being paired with new and/or the least qualified teachers (Sargent & Hannum, 2005 & Shen 1997).

Additionally, data presented by Ingersoll (2001) has shown that high poverty public schools have a moderately higher rate of teacher turnover than other public urban schools. In New Jersey, Abbott v. Burke (N.J. 1985) found that the education provided to some urban school children was inadequate. The failure of certain districts to achieve the "thorough and efficient" standard of the state constitution rendered the existing state aid formula unconstitutional and the court decision produced a new funding formula based on equity (the unequal treatment of unequals to obtain equality of outcome) to equalize student opportunity to achieve a "thorough education". The courts in Abbott II, 1990, (New Jersey Department of Education, 2007) and in subsequent rulings ordered the State to assure that the children in high need situations receive an adequate education defined by the constitution through the implementation of comprehensive programs and reform initiatives.

The seven criteria used by the NJ Department of Education (NJDOE) to identify districts as Abbott Districts are: a) urban setting, b) having the lowest socio-economic status rating on the NJDOE District Factor Group (DFG), c) showing "evidence of

substantial failure of thorough and efficient education", d) having a large percentage of disadvantaged student who need "an education beyond the norm", e) show the existence of excessive tax for municipal services, and f) having a large percentage of students of color (New Jersey Department of Education, 2007). Using these identifying factors, 31 school districts, as of 2003, have been classified by the State Legislature as Abbott School Districts.

A society that believes in providing all students the opportunity to achieve academically must have as a goal a public policy strategy to provide excellent teaching to urban schools with high incidences of poverty.

Theoretical Framework

The theoretical foundation of this study is based in standard economics and social theory, understanding that teachers are rational actors who make choices about their careers and lives based on individual proclivity for wages, work conditions, and other unobservable factors. Drawn from the sociology of organizations, teacher turn-over and subsequently, school staffing problems cannot be fully understood without looking closely at the characteristics of the organizations that employs teachers and examining the turnover at the level of the organization (Ingersoll, 2001). This assumption provides the general framework for selecting the variables for the study.

Statement of the Problem

It is imperative that urban schools be staffed with experienced and qualified teachers so as not to shortchange students who are entitled to receive the resources that are needed to achieve academically. It is, therefore, the responsibility of the policymakers and school leaders to attract more highly qualified entry level teachers to hard-to-staff

urban schools and provide them with the conditions that will encourage them to remain. This research will focus on the microcosm known as the Abbott Districts, selected because of the 1985 Abbott vs. Burke court case (LaMorte, 2005). These districts are representative of poor urban districts that exist across the nation.

Purpose of the Study

Although a number of studies have been undertaken to explore the organizational factors that may contribute to a teacher's decision to remain in the teaching profession, few focused solely on poor urban school districts. The primary purpose of this study will be to address the deficit in our understanding of factors influencing teacher attrition in New Jersey Abbott School Districts as representative of the national pool of poor urban districts. This research is designed to understand the forces that may contribute to teacher turnover, which in turn creates school staffing problems within Abbott School Districts and like districts nationwide.

Variables

This researcher will gather information from teachers in order to determine factors that effect a teacher's career choice and persistence. The nine facets are a) pay, b) promotion, c) supervision, d) fringe benefits, e) contingent rewards, f) operating procedures, g) coworkers, h) nature of work, and i) communication (Spector, 1994).

Main Research Question

The central focus of this study is establishing and understanding particular job characteristics as perceived by teachers that influence staffing of an Abbott School District. This information will identify, for the researcher, the management practices and

working conditions that contribute most to a teacher's decision: to persist in the Abbott District, move to another school district, or permanently exit the profession.

Specifically, the researcher will seek answers to the following question: What factors are most important to first and second year teachers when making career decisions compared to the factors most important to third through fifth year teachers when faced with the same career decisions?

Hypotheses

The following three hypotheses, related to teacher factors and school factors will be tested:

1. There is no statistically significant difference in the retention rate of "beginning" teachers and "experienced beginning" teachers as categorized by the following school factors: a) pay; b) promotion; c) supervision; d) fringe benefits; e) contingent rewards; f) operating conditions; g) coworkers; h) nature of work; and i) communication.
2. There is no statistically significant difference in the mobility rate of "beginning" teachers and "experienced beginning" teachers as categorized by the following school factors: a) pay; b) promotion; c) supervision; d) fringe benefits; e) contingent rewards; f) operating conditions; g) coworkers; h) nature of work; and i) communication.
3. There is no statistically significant difference in the exit rate of "beginning" teachers and "experienced beginning" teachers as categorized by the following school factors: a) pay; b) promotion; c) supervision; d) fringe

benefits; e) contingent rewards; f) operating conditions; g) coworkers; h) nature of work; and i) communication.

Significance of the Study

The shifting demographics of the nation are well documented. A challenge of the 21st century is attracting, supporting, and retaining new teachers in the nation's schools; this will require public and organizational policy addressing a full range of new teacher concerns. Understanding teacher turnover is important because of its link to student achievement and, ultimately, the effectiveness of the organization. An awareness of teacher turnover requires an examination of the characteristics and conditions of the organizations within which teachers work.

Career decisions of a teacher have been studied at many levels, but assessment of teachers' career choice in Abbott School Districts and by proxy low wealth, urban districts have not been substantially reviewed. The factors involved in school staffing, may serve to fill the gap, by effectively pointing the way toward changes in policy and procedure as we look to create stability in the teaching workforce within Abbott School Districts.

This research will help high school administrators in Abbott School Districts identify working conditions and practices that contribute to teacher retention as well as other institutional factors that challenge the teacher's decision to remain. The description of the working conditions and institutional factors identified by the two different groups of teachers may provide administrators with important information that may impact teacher retention based on the years of experience of the teacher. Subsequently, the implementation of practices that reduce teacher turnover in Abbott School Districts may

have a positive impact on the school community and student achievement. This study may provide information that can assist in reversing the damaging trend of teacher turnover.

Definition of Terms

Abbott District - a local educational agency within a class of school districts identified as "poorer urban districts" as a consequence of case law (Abbott vs. Burke). These districts are sometimes referred to as "special needs districts."

Beginning teacher - a teacher with one to two years teaching experience.

Compensation – will indicate rewards and incentives available to teachers.

Experienced beginning teacher - a teacher with three to five years teaching experience.

Exit - will indicate the teacher's desire to leave the teaching profession.

Mobility - will indicate the teacher's desire to continue teaching but in a different school district.

Organizational factors – will include compensation, professional culture, and work conditions.

Professional culture – will indicate the interaction and communication between and among colleagues and supervisor.

Persist - will indicate the teacher's desire to continue teaching in the Abbott School.

Work conditions- will indicate the nature of work and operating conditions in which teachers perform their job functions.

Limitations

1. The study will not attempt to quantify the effect of teacher turnover on the school community or student achievement.
2. The data is collected from a self- reported survey.
3. The sample population may not be a mirror image of the national pool of teacher candidates.
4. The sample population may represent a higher incident of non-certified staff in the school.

CHAPTER II

REVIEW OF RELEVANT LITERATURE

The challenge of supporting and retaining high quality teachers is a continuous organizational challenge (Hanushek, Kain, & Rivkin, 2004). The more difficultly the school organization has in providing a positive environment for new teachers, the less attractive and the more difficult the school becomes to staff. Findings in the literature are consistent with the labor market theory that working conditions, professional culture, and compensation are elements of overall satisfaction derived from the workplace (Ingersoll, 2001). Recruitment and retention of teachers is tied to similar school district factors that will be the focus of this study. When deciding whether to enter, persist, move, or leave teaching, individuals make ongoing assessments of the attractiveness of teaching relative to other occupations.

Shen (1997), Weiss (1999), Ingersoll (2001), and Ware & Kitsantas (2007) use the School and Staffing Survey and the Teacher Follow-up Survey in their research studies which have created a longitudinal timeline as a means to study teacher mobility on a national level. The researchers identified factors related to teacher mobility which continue to have implications for today's school; Ballou (1996) also identified factors related to teacher attrition and retention. Studies cited thus far, point to similar threads of concern regarding teacher mobility and allude to the need for further investigation.

Using information gathered from a data rich quantitative study (Lankford, Loeb, & Wyckoff, 2002) suggest that the reasons for teacher sorting may include salary, class size, preparation time, facilities, student discipline problems, and inadequate administrative support. Ingersoll (2001) suggests that causes of teacher attrition can be

divided into three categories, a) low compensation, which has a positive but small effect b) lack of administrative support, and c) student discipline problems. Additionally, Ingersoll reports, schools retain teachers by providing; a) greater autonomy and influence for teachers, b) administrative support for teachers, and c) a decrease in student discipline problems created by support from the administration. The study used the data obtained from the School and Staffing Survey (*SASS*) (1988-1989, 1991-1992, 1993-1994) and the Teacher Follow-up Survey (*TFS*) of (1990-1991). Although the SASS & TFS are a comprehensive look at teacher turnover, they use various sources for the statistical analysis over various time periods making it difficult to acquire specific explanations related to teacher sorting.

Johnson and Birkland (2003) found in a longitudinal interview study of 50 new teachers in Massachusetts that attrition is higher for young or new teachers and lower for more experienced teachers until they reach retirement age which aligns with Ingersoll (2001) whose findings come from a quantitative study utilizing the data from the SASS. Hanushek, Kain, and Rivkin (2004) who analyzed data on more than 30,000 Texas teachers from 1993-1996 also found that teachers who left teaching in Texas public schools were generally young teachers in their first two years of teaching or very experienced teachers near retirement.

Weiss (1999) using information extracted from the United States Department of Education School Staffing Surveys 1987-88 and 1993-94, looked at the problem of teacher attrition focusing on 5,088 first year teachers considered most vulnerable to workplace conditions. This data indicated that the strongest variables associated with first year teachers' feelings that it is worthwhile (a) to give their best effort, (b) commit to

a teaching career path, and (c) persist in the teaching profession is their perception of the school leadership and culture.

Using the SASS (1999-2000) teacher questionnaire, Ware and Kitsantas (2007) developed 2 teacher efficacy scales; a *collective teacher efficacy scale* and a *teacher professional commitment scale* to predict a teacher's professional commitment. The researchers identified items, in each scale, conceptually related to teachers' beliefs about their influence, control, support and expectations in their schools. Using a random sample of 3,060 cases randomly selected from the total data set suggest that an important and moderate relationship exists between various forms of efficacy and teacher commitment. These implications are significant for retaining teachers in the profession by enhancing their efficacy beliefs that they can deal with everyday challenges.

Using the SASS (1990-1991) and TFS survey, Stockard and Lehman (2004) found new teachers reported lower satisfaction with teaching if they perceived, (a) higher rates of student behavior problems, (b) inadequate influence over their work, (c) insufficient administrative support, and (d) ineffective leadership. These work conditions can be considered an aspect of overall workplace satisfaction, fitting the relationship between persistence and job satisfaction as described in the supply and demand framework. This quantitative data does not demonstrate causality; it offers details and may offer explanations regarding teacher persistence and attrition, although local recommendations are hard to assemble from a national study. It has been noted that nationally, 29% of public school teachers leave the profession after only 3 years and that 20% to 39% do not teach for more than five years (Ingersoll, 2001).

Ingersoll (2001) also found that teachers of mathematics and science were more likely to leave than teachers in other subject specialties conversely Strunk and Robinson (2006) identified foreign language teachers having a higher probability of quitting. This may reflect a high value for foreign language ability in an increasing global economy outside of education. This data was gathered from the Schools and Staffing Survey (1999 -2000) addressing teacher attrition in a multilevel analytic framework. These findings are consistent with the premise that individuals new to labor markets may be exploring labor market options and that individuals with higher abilities may have more career options. When comparing these studies however, it is necessary to know what particular definition of "turnover" is being used by the author.

The activities related to recruiting and retaining the best and brightest teachers for our public schools, while maintaining high standards, have become a struggle. States, districts, and schools have instituted many initiatives to recruit new teachers in response to the reported problem, tackling the gap in teacher availability as a supply and demand issue. The labor market supply and demand theory suggest that individuals with greater opportunities, as attractive alternatives to education, would be less likely to enter the teaching profession then those with lesser opportunities. Individuals with higher abilities are more likely to have a wider range of job opportunities. Ballou (1996) conducted a longitudinal study of more than 50,000 new graduates with bachelor degrees and found that college graduates from more selective institutions were less likely to choose a teaching major and were less likely to choose teaching after certification than those from less selective institutions.

Responding to these problems, policymakers have made attempts to increase the supply of teachers by initiating a wide range of programs to recruit new teachers. Programs designed to entice professionals into teaching careers have included alternate route certifications, financial incentives, and the Provisional Teachers Program of New Jersey. These processes while worthwhile will not solve the staffing problems faced by schools.

Based on prior research, there appears to be a correlation between measured academic ability and attrition, teachers with higher measured ability have a higher probability of leaving teaching. Similarly teacher retention varied by level of education and specialty. Lankford, Loeb, & Wyckoff (2002) in a longitudinal study tracking a cohort of New York public school teachers presented data supporting the assumption that more qualified teachers have higher rates of turnover in terms of attrition and migration. Kelly (2004), using data from the SASS (1990-1991) and the TFS (1992), suggests that teachers without regular certification are more likely to leave education than teachers who are certified.

Compensation

Evidence suggests that higher salaries are associated with lower teacher attrition (although there is no empirical evidence on its effect on teacher quality) and that teachers respond to salary opportunities outside their district and profession, consistent with the prediction of labor market theories. Shen's (1997) findings using the information from SASS 1991 with a sample size of 3,612 teachers, indicated a positive correlation between teachers with less experience who leave teaching due to compensation while teachers with more experience tend to stay and that salary correlated positively with teacher

retention. This study was limited by its one-year time frame and that itdoes not reflect teacher career patterns. Similarly, Kelly (2004) agrees that teachers with higher salaries are less likely to leave a school but only slightly so, and the effect is strongest when a teacher is new to teaching. A quantitative, longitudinal study analyzing data on more than 300,000 Texas teachers found that teachers who left the public schools were generally either in their first two years of teaching or nearing retirement (Hanushek et al., 2004).

Other studies offer evidence suggesting that teacher salaries are correlated with teacher retention (Hanushek et al., 2004 and Lankford et al., 2002). Johnson and Birkeland (2003) in a descriptive analysis of a longitudinal interview study of 50 new teachers reported that teachers who left teaching within the first three years cited low pay as a contributing factor. Podgursky, Monroe, and Watson (2004) offered a similar conclusion based on a longitudinal study of new public school teachers who began teaching in Missouri between 1990 and 1996. Garrison's (2006) research predicated on a small qualitative study of 527 teachers, suggests that compensation and benefits show little relation to satisfaction with teaching as a career. The data was obtained from a randomly selected sample of teachers, in a rural area of Southern California, who were interviewed to determine differences between their conditions during their first years of teaching and the conditions that contributed to dissatisfaction and attrition among teachers. Concomitantly, Bacolod's (2007) findings suggest that work conditions play a relatively more important role in determining where a new teacher ends up choosing to teach, rather than differences in teacher wages. The data came primarily from a restricted –use version of the National Center for Education Statistics Baccalaureate and Beyond

Longitudinal Study and is limited to fresh college graduates and do not constitute the total potential teacher pool.

The findings of the Massachusetts Signing Bonus program (Liu, Johnson, & Peske, 2004) a qualitative study based on 13 interviews found little evidence that monetary incentives were more effective than alternative training programs to induce individuals into the teaching profession. The data from this small sample size makes the results suggestive to the general teaching population.

Loeb and Page (2000) found that states that increased teaching wages to that of other similarly college educated employees experienced a decrease in student dropout rates from 1960-1990. This suggests that an increased salary may promote higher teacher quality as measured by student outcomes, which may be the result of more highly qualified teachers being retained. Other research argues that raising the salaries across the board showed no meaningful increase in teacher quality.

There are mixed findings in the literature regarding salaries and teacher attrition; similarly the issue of teacher quality has not been adequately addressed. It is held that the teacher shortages disproportionately fall on and exacerbate staffing inequities in low income and disadvantaged schools. The depth and breath of training and preparation of the teaching force varies. Accordingly, disadvantaged school districts unable to match the salaries, benefits and resources offered by more affluent schools have difficulty competing for and retaining more qualified teaching candidates.

Professional Culture

There are a number of working conditions related to teacher recruitment and retention in schools. Policies that may play a prominent role in a teacher's decision to

persist, migrate or become mobile, or exit the profession are; (a) mentoring programs, (b) level of autonomy granted to the teacher, (c) the amount of administrative support a teacher receives, and (d) statewide school accountability policies. The challenge is to prepare new teachers to survive in the complex and demanding environment of today's schools.

Smith and Ingersoll (2003) using the SASS (1990-2000) and the TFS found that 3000 teachers who experienced induction and mentoring during their first year of teaching were less likely to leave teaching or change schools. Induction programs that provide support, guidance and orientation for new teachers appear to have a positive effect on the retention of beginning teachers. A limitation of this study is that it did not collect data from both participants and non participants in the program. Additionally, the study could not or did not control for other relevant factors that might account for differences in outcomes of induction programs.

Johnson and Birkeland (2003) found that collegial sharing and encouragement supported good teaching while helping to reduce teacher turnover. The strongest positive associated factors are having a mentor in the same specialty, having common planning periods with teachers in the same subject area, and regularly scheduled collaborative time. The same findings supported by Smith and Ingersoll (2004) provide general support for the use of mentor teachers and collaborative activities to reduce teacher turnover. However, this dataset did not collect information on the type of induction program (ie., intensity, duration, structure, or cost) and questions regarding which programs are effective have not been addressed.

Elfers, Plecki, and Knapp (2006) suggest problems of teacher retention are likely to reside at the level of individual schools. The finding is based on data from Washington state using two primary sources: (a) analyses of a comprehensive longitudinal database of all of the state's classroom teacher from 1996-2002; and (b) six surveys of a representative standing sample of the state's classroom teachers during two recent school years (2003-2004) and (2004-2005). The survey results indicate that teachers considered the presence of staff with whom they feel comfortable working, collegial community with other teachers, and presence of staff who share their values about teaching and schooling to be strong reasons to stay in their school. The geographic location of their school, proximity to home and personal and family considerations all comprise other reasons that teachers identify as influences on their decision to stay in a particular school. The data, longitudinal in nature, are based on annual personnel reports submitted by each school district, which primary support school apportionment and financial services and is not designed to study teacher retention

Shen's (1997) study found that teachers who persisted perceived that administrators understood their problems. While school administrators may have some ability to manipulate school conditions to increase teacher autonomy, administrators cannot anticipate how teachers will respond to such efforts. This does indicate that the perceptions of teachers are important and must be addressed. Johnson and Birkeland (2003) reported that the main reason given by teachers who quit teaching or moved was a feeling of ineffectiveness, which was attributed primarily to inadequate administrative support, inappropriate teaching assignments, lack of formal curricula and other resources. Teachers in the study were more likely to stay in schools with an integrated professional

culture instead of schools centered on individual activities. The degree of teacher autonomy and discretion in making decisions about various school and instructional practices were factors associated with teacher satisfaction and their sense of commitment to teaching and their intentions to remain in teaching. These finding are echoed by Ingersoll (2001).

It is essential to examine teacher satisfaction with workplace conditions from the perspective of the teacher. This data can provide the information promoting teacher satisfaction, commitment, and continuing improvement or it can offer reasons for discouragement, withdrawal, and possibly a worsening instructional environment. Empowering teachers so that they feel they have influence over school and teaching policies is necessary. This feeling of empowerment could have a positive effect on the school, teachers, and students (Shen, 1997). Working collaboratively with fellow teachers and administrators gives teachers confidence in their ability to teach and handle the various tasks the work requires (Brunetti, 2001). In the past teaching was performed in isolation; today teamwork and collegiality are indispensable to the improvement of public education. When administrators are engaged in the daily professional lives of teachers, teachers will feel supported and successful which will lead to teachers feeling welcomed, involved, and committed to the teaching profession (Johnson & Birkeland, 2003).

Effective organizations will benefit from a limited degree of turnover; however, widespread attrition can have serious consequences in an organization that requires interaction among stakeholders. A larger part of the concern over the teacher supply is teacher attrition that is particularly high among teachers in their first five years of service

(Ingersoll & Smith, 2003). From this vantage point a high turnover rate of teachers in schools may cause staffing problems. Subsequently it may also cause harm to the school environment and student performance.

Work Conditions

Weiss (1999) found that an important relationship exists between the workplace and new teachers' experiences. The researcher also reported that the current system does not provide supportive inductive experiences to allow teachers to deal with the frustrations encountered. New teachers lack resources and tools necessary to deal with the frustrations and are vulnerable to the unsupportive workplace. Many teachers in the United States start their careers in disadvantaged schools where turnover is highest; they are assigned to the most educationally needy students, given the most demanding teaching load, receive few curricular materials, and no mentoring (Darling-Hammond, 1998).

In deciding whether to persist or leave teaching, individuals make ongoing assessments of the attractiveness of teaching relative to other occupations. The school environment plays a significant role in their decision, these are characteristics that are not within the individual's control but instead are based on the demographics of the population they serve. Recruitment and retention of teachers is tied into many school district factors: size, location, wealth, student composition and grade level.

The attrition and migration rates of beginning teachers vary from study to study. The idea that public school teachers in high poverty schools are more likely than their peers in medium-poverty schools to leave resonated time and again (Johnson & Birkeland, 2003; Ingersoll, 2001). These studies addressed the relationship between

student factors and teacher attrition, however due to the complexities of the variables surrounding the findings it is difficult to draw clear conclusions as the studies supporting the impact of a single variables are few. In cases that address a single variable it isn't clear that the same independent variable is being examined. Shen (1997), for example, focused on the impact of teaching in a school with a large percentage of students eligible for free and reduced price lunch while Lankford et al. (2002) discussed high-poverty schools. It is also not clear that Johnson and Birkeland (2003) discussing the seriousness of "students about school" is the same factor Ingersoll (2001) describes when discussing "lack of student motivation".

Smith and Ingersoll (2004) found that teacher attrition and mobility varied by school characteristics. Public school teachers in high-poverty school were more likely to leave (16%) than their counterparts in medium poverty schools (9%). These findings are very similar to those reported by Lankford et al. (2002), teacher turnover rates tend to be higher in urban schools, particularly large urban schools, 78% as compared with 46% in suburban schools. Hanushek et al. (2004) echo the same influencing factors in their study of more than 30,000 Texas teachers.

Many of the studies addressing the same factor did not completely agree on their significance. While some studies point to the negative impact of student discipline on teacher retention, Shen (1997) found student behavior not to be a particularly strong factor. Furthermore, it is likely that different school and student factors are related to one another and are interdependent complicating the discussion of the impact on teacher recruitment and retention. For example, a correlation might exist between high levels of poverty and diversity at a school and student discipline problems. Kelly (2004) using the

SASS (1990-1991) and the TFS found that undesirable work conditions contribute to teacher attrition. The data also revealed that teachers who taught lower track classes were less satisfied with teaching, although it had no effect on the attrition rate. Although the statistical analysis used in these studies tries to develop interdependence, it is not completely clear which factors play the most important role in teacher attrition. Ingersoll, (2001) found the rate of teacher turnover higher in high-poverty public schools than more affluent schools while Johnson and Birkeland (2003) noted that a correlation between student poverty and teacher attrition was due to lack of resources and instability rather than the poverty of the students. Shen (1997) supported the findings of Ingersoll but noted that there was little correlation between teacher attrition and teacher perception of student behavior. Evidence that high poverty school districts have a higher rate of teacher turnover based on that single factor is unclear when looked at in relationship with other variables.

Studies also note the importance of the teacher's perceived influence over school decisions as a major factor in their decision making process. Shen (1997) indicates that teachers who perceived they had more influence remain longer in the same school, conversely, teachers who remained longer in the same school were more likely to perceive they had influence.

Liu et al., (2004) found that a lack of resources contributed to teacher attrition, supported by Johnson (2004) in a book that quoted the same study. These findings should be considered suggestive due to the small sample size and the specific nature of the study.

Kelly (2004) found that behavioral climates of schools were related to increased attrition; additionally he found that teachers who taught low track classes were less satisfied with teaching. Stockard and Lehman (2004) found similar results among new teachers in schools with higher rates of behavior problems in which they felt they had less influence over their work, less support and less effective leadership.

Summary

The literature suggest that school staffing problems are to a large extent a result of a "revolving door" where teachers depart teaching for reasons other than retirement (Ingersoll, 2001). Simply recruiting more teachers will not solve the teacher crisis. It is apparent that factors affecting school staffing need to be altered through policy that can have an influence on the decision of an individual to enter, persist, migrate or exit the teaching profession. The literature supports the theory that recruitment and retention of teachers depends on the attractiveness of the teaching profession relative to other opportunities. In addition, consistent findings related to characteristics of schools and districts illuminate the assumption that compensation, professional culture, and working conditions effect teacher recruitment and retention.

School leaders are the policymakers and have the ability to support teachers (Johnson & Birkeland, 2003). The ultimate challenge for educational leaders is to identify and understand the factors contributing to teacher satisfaction (or dissatisfaction) and help improve the educational system. Teacher turnover and the negative impact it has on student achievement must be successfully addressed in order to prepare students for the 21st century.

It is imperative that these identified schools be staffed with experienced and qualified teachers so as not to shortchange students who are entitled to receive the resources that are needed for them to achieve academically. It is therefore the responsibility of the policymakers to attract more teachers to hard-to-staff urban schools and then convince the good teachers to stay.

CHAPTER III

METHODOLOGY

Subjects

The participant pool for the research is approximately 1,566 teachers whose professional experiences ranges from one year to five years and who work in seven New Jersey Abbott school districts.

Procedures

After receiving permission to conduct the research from the chief school administrator included or his or her designee, and school principal, a cover letter, a numbered Job Satisfaction Survey (Appendix A), and a stamped, self-addressed envelope was placed in teacher mailboxes. The responses provided the data for the research.

Instrumentation

For the quantitative portion of the study, the researcher used the *Job Satisfaction* Survey (JSS). The *JSS* (Spector, 1994) originally copyrighted in 1985, was chosen to measure teachers' general job satisfaction. Approval to use the revised version (1994) of the JSS was obtained from the author, Spector, Department of Psychology, University of South Florida.

The *JSS* has several important features and it is divided into parts that provide a multi-dimensional measure of teacher opinions, using in a Likert-type scale. The instrument can be completed in 10- 15 minutes and the data obtained from the survey can be scored relatively easily and is conductive for statistical analysis. The survey is divided into nine sub categories; (a) pay, (b) promotion, (c) supervision, (d) fringe benefits, (e)

contingent rewards, (f) operating procedures, (g) coworkers, (h) nature of work, and (i) communications.

Items on the JSS are written in each direction. The negatively worded items will be reversed scored. Scores on each of the nine subscales, based on 4 questions each with six choices per item ranging from "strongly disagree" to "strongly agree" can range from 4 – 24; the total score based on the sum can range from 36 – 216. The frequency of response to each question was determined according to a Likert-style response that was solicited. An analysis of teacher responses was conducted in order to demonstrate which variables are most strongly associated with a teachers' career choice.

Saane et al. (2003) report the Job Satisfaction Survey has an internal consistency coefficient (Cronbach's alpha) of .91, and the test-retest reliability (Pearson correlation) of .71. The time interval between test and re-test was 18 months. Content validity refers to the degree of the work factors included in the selected instrument. The Job Satisfaction Survey established content validity by including 9 out of 11 independent items that are relevant in relation to job satisfaction, using the multi-trait multi method and the Job Descriptive Index.

Survey Instrument (Subscale)

The Job Satisfaction Survey (Spector, 1994) collects data about teacher perceptions on nine subscales; the survey consists of 36 questions. The subscales and question numbers are as follows:

	N of Items	Description	Question Numbers
Pay	4	Pay and remuneration	1, 10,19,28
Promotion	4	Promotion opportunities	2,11,20,33,
Supervision	4	Immediate supervisor	3,12,21,33
Fringe Benefits	4	Monetary and non monetary fringe benefits	4,13,22,29,
Contingent Rewards	4	Appreciation, recognition, and reward for good work	5,14,23,32
Operating Conditions	4	Operating policies and procedures	6,15,24,31
Co –workers	4	People you work with	7,16,25,34
Nature of Work	4	Job tasks themselves	8,17,27,35
Communications	4	Communication within the organization	9,18,26,36,
Total Satisfaction	36		

Data Analysis

Survey responses were coded according to two categories: "beginning" teachers, those with 1-2 years teaching experience, and "beginning experienced" teachers those with 3-5 years teaching experience. The data collected illuminated teachers perceived satisfaction with variables attributed to how highly satisfied teachers differ from teachers with low levels of satisfaction. The sample was divided into two groups each in specific

strata: 1. teachers who completed one to two years of teaching in the 2007-2008 school year and (a) expect to teach in the same school district in 2008-2009, (b) expect to teach in another school district, and (c) expect to exit from the teaching profession; 2. teachers who completed three to five years of teaching experience in the 2007-2008 school year and (a) expect to teach in the same school district in 2008-2009, (b) expect to teach in another school district, and (c) expect to exit from the teaching profession;

Analysis of scores was completed for all three hypotheses. A layered chi square analysis will be used to draw conclusions from the data. The statistical treatment determined if there existed statistically significant differences between the two groups. All comparisons and differences discussed in the report were tested for statistical significance at the .05 level.

CHAPTER IV

ANALYSIS OF THE DATA

Overview

Chapter IV discusses the findings from the analysis of the data obtained from this study. The purpose of this study was to determine if there is a statistically significant difference between perceived job satisfaction and career choice of teachers with 1-2 years experience versus perceived job satisfaction and career choice of teachers with 3-5 years experience working in Abbott School Districts in New Jersey. The reference to "beginning" teacher throughout this document should be interpreted as teachers with 1-2 years experience, while reference to "experienced beginning" teachers should be interpreted as teachers with 3-5 years experience. This study enabled teachers in these demographic groups to express their perceptions regarding job satisfaction.

A letter of consent was mailed to the Office of the Superintendent of each of the 31 Abbott School Districts in New Jersey. One week after the initial mailing this researcher made follow-up telephone calls to the Superintendent's office referencing the mailing and interest in participation.

Fourteen superintendents did not respond to either written or verbal request of participation thereby eliminating their district from the prospective respondent pool of the study. Five of these fourteen could not be reached by phone for the follow-up request.

Nine superintendents declined to have their professional personnel participate in the study. Their declinations were communicated either by mail or direct conversation. Initially, eight superintendents agreed to have their instructional personnel solicited for

study participation; however for undisclosed reasons one superintendent reversed his acceptance.

The raw data collected from the 289 teacher respondents represents the remaining participant pool from seven Abbott School Districts. The compilation of data from these respondents has been examined, interpreted and reported for the reader. Both statistical tables and narratives are used to illuminate the findings and guide the discussion.

Demographics

Table 1

Distribution of Teachers in Abbott School Districts by Years Experience

Years experience	n	%	Cumulative %
1-2 years experience	35	12.1	12.1%
3-5 years experience	251	86.9	86.9%
Missing	3	1	1%
Total	289	100.0	100%

Of the 289 teachers in Abbott School Districts who participated in the study, 35 (12.1%) have 1-2 years experience, 251 (86.9%) have 3-5 years experience, and 3 (1%) did not report years experience (see Table 1).

Table 2

Distribution of Teachers in Abbott School Districts by Career Choice

Career Choice	n	%	Cumulative %
Persist	252	87.2	89.7%
Move	22	7.8	94.8%
Exit	7	2.4	97.2%
Missing	8	2.8	100%
Total	289	100.0	100%

Of the 289 teachers in Abbott School Districts who participated in the study, 252 (87.2%) made the choice to persist, 22 (7.6%) made the choice to move to another school district, 7 (2.4%) made the choice to exit, and 8 (2.8%) did not report the information (see Table 2).

Career choice decision and individual subscale reveals movement of teachers with 1-2 years experience and 3-5 years experience within the category of remain, move, or exit categorized by individual subscales. The *chi-square* test (Tables 3-5) was used to determined whether there was a significant difference between the perception of teachers with 1-2 years experience and 3-5 years experience and career choice, by each subscale.

Hypothesis 1

Hypothesis 1 predicted that there would be no statistically significant difference in the retention rate of "beginning" teachers and "experienced beginning" teachers as categorized by the school factors: (a) pay; (b) promotion; (c) supervision; (d) fringe benefits; (e) contingent rewards; (f) operating conditions; (g) coworker; (h) nature of work; and (i) communication. The results of a *chi square* test supported this prediction in eight of the nine categories (see Table 3). The factor "nature of work" rejected this prediction, $\chi^2(15,\ N = 35) = 27.22,\ p < .027$.

Table 3

Analysis of Career Choice to Remain – Pearson Chi Square

Remain	N	Value	df	p value (2 sided)
Pay	246	22.22	20	.328
Promotion	233	15.95	19	.660
Supervision	246	14.88	16	.533
Fringe Benefits	245	19.88	18	.339
Contingent Rewards	239	11.59	20	.929
Operating Procedures	221	19.40	18	.367
Coworkers	247	14.73	19	.740
Nature of Work	248	27.22	15	.027*
Communication	243	13.58	20	.851

* $p < .05$

The variable "pay" supported this prediction, χ^2 (20, N = 246) = 22.22, p < .328. "Beginning" teachers and "experienced beginning" teachers who remain in their career choice indicated that they "disagreed slightly" or "agree slightly" when reflecting on the pay being a factor in their decision. It can be determined that 84.4% of "beginning" teachers compared with 90.5% of the "experienced beginning" teachers

expect to remain in their current teaching positions when pay is being considered as a determining factor.

The variable "promotion" supported this prediction, χ^2 (19, N = 233) = 15.95, p < .660. "Beginning" teachers and "experienced beginning" teachers who persist in their career choice indicate that they "disagreed slightly" when reflecting on the subscale promotion opportunities as being a factor in their career choice. It can be determined that 82.1% of "beginning" teachers compared with 90.5% of the "experienced beginning" teachers expect to remain in their current teaching positions when promotion is being considered as a determining factor.

The variable "supervision" supported this prediction, χ^2 (16, N = 246) = 14.88, p < .553. "Beginning" teachers and "experienced beginning" teachers who persist in their career choice indicate that they "agree moderately" when reflecting on the subscale supervision as being a factor in their career choice. It can be determined that 84.4% of "beginning" teachers compared with 90.2% of the "experienced beginning" teachers expect to remain in their current teaching positions when supervision is being considered as a determining factor.

The variable "fringe benefits" supported this prediction, χ^2 (18, N = 245) = 19.88, p < .339. "Beginning" teachers and "experienced beginning" teachers who persist in their career choice indicate that they "agree slightly" to" agree moderately" when reflecting on the subscale fringe benefits as being a factor in their career choice. It can be determined that 83.9% of "beginning" teachers compared with 90.1% of the "experienced beginning" teachers expect to remain in their current teaching positions when fringe benefits are being considered as a determining factor.

The variable "contingent rewards" supported this prediction, χ^2 (20, N = 239) = 11.59, p < .929. "Beginning" teachers and "experienced beginning" teachers who persist in their career choice indicate that they "agree slightly" to" agree moderately" when reflecting on the subscale contingent rewards as being a factor in their career choice. It can be determined that 83.3% of "beginning" teachers compared with 89.9.1% of the "experienced beginning" teachers expect to remain in their current teaching positions when contingent rewards are being considered as a determining factor.

The variable "operating procedures" supported this prediction, χ^2 (18, N = 221) = 19.40, p < .367. "Beginning" and "experienced beginning" teachers who persist in their career choice indicate that they "disagree moderately" to "disagree slightly" when reflecting on the subscale operating procedure as being a factor in their career choice. It can be determined that 82.8% of "beginning" teachers compared with 90.4% of the "experienced beginning" teachers expect to remain in their current teaching positions when operating conditions are being considered as a determining factor.

The variable "coworkers" supported this prediction, χ^2 (19, N = 247) = 14.73, p < .740. "Beginning" teachers and "experienced beginning" teachers who persist in their career choice indicate that they "agree slightly to "agree moderately" when reflecting on the subscale coworker as being a factor in their career choice. It can be determined that 83.3% of "beginning" teachers compared with 90.6% of the "experienced beginning" teachers expect to remain in their current teaching positions when coworkers are being considered as a determining factor.

The variable "nature of work" rejected this prediction, χ^2(15, N = 248) = 27.22, p < .027. "Beginning" and "experienced beginning" teachers who persist in their

career choice indicate that they "agree moderately" when reflecting on the subscale nature of work as being a factor in their career choice. It can be determined that 84.4% of "beginning" teachers compared with 90.2% of the "experienced beginning" teachers expect to remain in their current teaching positions when nature of work is being considered as a determining factor.

The variable "communication" supported this prediction, χ^2 (20, N = 243) = 13.58, $p < .851$. "Beginning" and "experienced beginning" teachers who persist in their career choice indicate that they "agree slightly" to "agree moderately" when reflecting on the subscale communication as being a factor in their career choice. It can be determined that 83.9% of "beginning" teachers compared with 90.0% of the "experienced beginning" teachers expect to remain in their current teaching positions when communication is being considered as a determining factor.

Hypothesis 2

Hypothesis 2 predicted that there would be no statistically significant difference in the move rate of "beginning" teachers and "experienced beginning" teachers as categorized by the school factors: (a) pay; (b) promotion; (c) supervision; (d) fringe benefits; (e) contingent rewards; (f) operating conditions; (g) coworker; (h) nature of work: and i) communication. The results of a *chi-square* test supported this prediction in all nine categories (see Table 4).

Table 4

Analysis of Career Choice to Move – Pearson Chi Square

Move	N	Value	df	p value (2 sided)
Pay	22	14.15	13	.363
Promotion	21	9.97	9	.353
Supervision	22	18.63	16	.288
Fringe Benefits	22	11.91	9	.218
Contingent Rewards	22	9.67	10	.469
Operating Conditions	20	10.62	11	.475
Coworkers	21	13.43	13	.415
Nature of Work	22	15.27	11	.170
Communication	22	13.59	8	.093

The variable "pay" supported this prediction, χ^2 (13, N = 22) = 14.15, p < .363 "Beginning" teachers and "experienced beginning" teachers who expect to move to a different school district indicate they "disagree slightly" with pay being a factor in their decision. It can be determined that 12.5% of "beginning" teachers compared with 7.4% of the "experienced beginning" teachers expect to move to a different school district when pay is being considered as a determining factor.

The variable "promotion" supported this prediction, χ^2 (9, N = 21) = 9.97, p < .353. "Beginning" teachers who expect to move to a different school district indicated that they "disagree slightly" to "agree slightly" when reflecting on the subscale of promotion opportunities as being a factor in their career choice, while "experienced beginning" teachers indicate that they "disagree slightly" with the same factor. It can be determined that 14.3% of "beginning" teachers compared with 7.3% of "experienced beginning" teachers expect to move to a different school district when promotion is being considered as a determining factor.

The variable "supervision" supported this prediction, χ^2 (16, N = 22) = 18.63, p < .288. "Beginning" teachers who expect to move to a different school district "disagree slightly" to "agree slightly" when reflecting on the subscale supervision as being a factor in their career choice, while "experienced beginning" teachers who expect to move to a different school district "disagree moderately" to "disagree slightly" when considering the same factor. It can be determined that 12.5% of "beginning" teachers compared with 7.4% of "experienced beginning" teachers expect to move to a different school district when supervision is being considered as a determining factor.

The variable "fringe benefits" supported this prediction, χ^2 (9, N = 22) = 11.91, p < .218. "Beginning" teachers and "experienced beginning" teachers who expect to move to a different school district "disagree slightly" to "agree slightly" when reflecting on the subscale fringe benefits as being a factor in their career choice decision It can be determined that 12.9% of "beginning" teachers compared with 7.4% of "experienced beginning" teachers expect to move to a different school district when fringe benefits are being considered as a determining factor.

The variable "contingent rewards" supported this prediction, χ^2 (10, N = 22) = 9.67, p < .469. "Beginning" teachers who expect to move to a different school district indicate that they "disagree slightly" when reflecting on the subscale of contingent rewards as being a factor in their career decision, while "experienced beginning" teachers "disagree moderately" to "disagree slightly" with the same factor. It can be determined that 13.3% of "beginning" teachers compared with 7.6% of "experienced beginning" teachers expect to move to a different school district when contingent rewards are being considered as a determining factor.

The variable "operating procedures" supported this prediction, χ^2 (11, N = 20) = 10.62, p < .475. "Beginning" teachers who expect to move to a different school district "disagree moderately" when reflecting on the subscale operating procedure as being a factor in their career choice decision, while "experienced beginning" teachers "disagree moderately" to "disagree slightly" with the same factor. It can be determined that 13.8% of "beginning" teachers compared with 7.3% of "experienced beginning" teachers expect to move to a different school district when operating conditions are being considered as a determining factor.

The variable "coworkers" supported this prediction, χ^2 (13, N = 21) = 13.43, p < .415. The "beginning" teachers who expect to moves to a different school district as their career choice indicate that they "agree slightly" to "agree moderately" when reflecting on the subscale coworker as being a factor in their career choice, while "experienced beginning" teachers who expect to move to a different school district "disagree slightly' to "agree slightly" with the same factor. It can be determined that 13.3% of "beginning" teachers compared with 6.9% of "experienced beginning" teachers

expect to move to a different school district when coworkers are being considered as a determining factor.

The variable "nature of work" supported this prediction, χ^2 (11, N = 22) = 15.27, $p < .170$. "Beginning" teachers who expect to move to a different school district indicate that they "agree moderately" when reflecting on the nature of work as being a factor in the career decision, while "experienced beginning" teachers who expect to move to a different school district indicated that they "agree. It can be determined that 12.5% of "beginning" teachers compared with 7.3% of "experienced beginning" teachers expect to move to a different school district when nature of work is being considered as a determining factor.

The variable "communication" supported this prediction, χ^2 (8, N = 22) = 13.59, $p < .093$. "Beginning" and "experienced beginning" teachers who expect to move to a different school district as their career choice indicate that they "disagree moderately" to "disagree slightly" when reflecting on the subscale of communication as being a factor in their career choice. It can be determined that 12.9% of "beginning" teachers compared with 7.5% of "experienced beginning" teachers expect to move to a different school district when communication is being considered as a determining factor.

Hypothesis 3

Hypothesis 3 predicted that there would be no statistically significant difference in the exit rate of "beginning" teachers and "experienced beginning" teachers as categorized by the school factors: (a) pay; (b) promotion; (c) supervision; (d) fringe benefits; (e) contingent rewards; (f) operating conditions; (g) coworker; (h) nature of

work: and (i) communication. The results of a *chi-square* test supported this prediction in all nine categories (see Table 5).

Table 5

Analysis of Career Choice to Exit – Pearson Chi Square

Exit	N	Value	df	p value (2 sided)
Pay	6	6.00	5	.306
Promotion	6	6.00	3	.112
Supervision	7	7.00	6	.321
Fringe Benefits	7	2.91	5	.713
Contingent Rewards	7	2.91	5	.713
Operating Conditions	6	2.40	3	.494
Coworkers	7	2.91	4	.572
Nature of Work	7	7.00	6	.321
Communication	7	2.91	5	.713

The variable "pay" supported this prediction, χ^2 (5, N = 6) = 6.00, p < .306. "Beginning" teachers who expect to exit the profession "disagree slightly" when reflecting on pay as being a factor their decision. However, "experienced beginning" teachers who expect to exit the profession "agree slightly" that pay is a factor in their

career choice. It can be determined that 3.1% of "beginning" teachers compared with 2.1% of the "experienced beginning" teachers expect exit the profession when pay is being considered as a determining factor.

The variable "promotion" supported this prediction, χ^2 (3, N = 6) = 6.00, p < .112. "Beginning" teachers and "experienced beginning" teachers who expect to exit the profession indicate that they "disagree slightly" to "agree slightly" when reflecting on the subscale promotion opportunities as being a factor in their decision. It can be determined that 3.6 % of "beginning" teachers compared with 2.2% of the "experienced beginning" teachers expect to exit the profession when promotion is being considered as a determining factor.

The variable "supervision" supported this prediction, χ^2 (6, N = 7) = 7.00, p < .321. "Beginning" teachers who expect to exit the profession indicated that they "disagree moderately" to "disagree slightly" when reflecting on the subscale of supervision as being a factor in the career decision. However "experienced beginning" teachers who expect to exit the profession indicated that "agree slightly" to "agree moderately" that supervision is a factor in their career choice. It can be determined that 3.1 % of "beginning" teachers compared with 2.5% of the "experienced beginning" teachers expect to exit the profession when supervision is being considered as a determining factor.

The variable "fringe benefits" supported this prediction, χ^2 (5, N = 7) = 2.91, p < .713. "Beginning" teachers who expect to exit the profession "disagree slightly" when reflecting on the subscale fringe benefits as being a factor in their career decision. However "experienced beginning" teachers "agree slightly" to "agree moderately" that

fringe benefits are a factor in their career choice. It can be determined that 3.2 % of "beginning" teachers compared with 2.5% of the "experienced beginning" teachers expect to exit the profession when fringe benefits are being considered as a determining factor.

The variable "contingent rewards" supported this prediction, χ^2 (5, N = 7) = 2.91, p < .713. "Beginning" teachers who expect to exit the profession indicate that they "disagree moderately" to "disagree slightly" when reflecting on the contingent rewards as being a factor in the career decision, while "experienced beginning" teachers " disagree slightly" with the same factor. It can be determined that 3.3 % of "beginning" teachers compared with 2.5% of the "experienced beginning" teachers expect to exit the profession when contingent rewards are being considered as a determining factor.

The variable "operating procedures" supported this prediction, χ^2 (3, N = 6) = 2.40, p < .494. "Beginning" teachers who expect to exit the profession indicate that they "disagree moderately" when reflecting on operating procedures as being a factor in their career choice while "experienced beginning" teacher "disagree slightly" when considering the same factor. It can be determined that 3.4% of "beginning" teachers compared with 2.3% of the "experienced beginning" teachers expect to exit the profession when operating conditions are being considered as a determining factor.

The variable "coworkers" supported this prediction, χ^2 (4, N = 7) = 2.91, p < .572. The "beginning" teachers who expect to exit the profession as their career choice indicate that they "disagree slightly" to "agree slightly" when reflecting on the subscale coworker as being a factor in their career choice, while "experienced beginning" teacher "agree moderately" when considering the same factor. It can be determined that 3.3% of

"beginning" teachers compared with 2.4% of the "experienced beginning" teachers expect to exit the profession when coworkers are being considered as a determining factor.

The variable "nature of work" supported this prediction, χ^2 (6, N = 7) = 7.00, p < .321. Beginning" teachers who expect to exit the profession indicated that they "disagree moderately" to "disagree slightly" when reflecting on the nature of work as being a factor in the career choice, while "experienced beginning" teachers who expect to exit the profession indicated that they "agree slightly" to "agree moderately" with the same factor It can be determined that 3.3% of "beginning" teachers compared with 2.4% of the "experienced beginning" teachers expect to exit the profession when nature of work being considered as a determining factor.

The variable "communication" supported this prediction, χ^2 (5, N = 7) = 2.91, p < .713. "Beginning" and "experienced beginning" teachers who expect to exit the profession as their career choice indicate that they "disagree slightly" to "agree slightly" when reflecting on the subscale of communication as being a factor in their career choice It can be determined that 3.2% of "beginning" teachers compared with 2.5% of the "experienced beginning" teachers expect to exit the profession when communication is being considered as a determining factor.

Supplementary Unplanned Analysis

Appendix B (Frequency Tables) will be used to extract the perceptions expressed by the respondents to each subscale. Teacher mobility and individual subscales (see Table 6) show the relationship between making a decision about career choice and each subscale, additionally years experience and individual subscales (see Table 7) show the relationship between a teacher's years experience and each subscale. The *chi-square* test was used to determine whether there was a significant difference for each variable.

Table 6

Analysis of Individual Subscales – Pearson Chi Square

	N	Value	df	p value (2 sided)
Pay	277	42.67	40	.357
Promotion	263	34.75	38	.620
Supervision	278	87.99	38	.000*
Fringe Benefits	277	38.13	36	.372
Contingent Rewards	271	49.89	40	.136
Operating Conditions	249	27.37	38	.899
Coworkers	278	51.90	38	.066
Nature of Work	279	58.74	32	.003*
Communication	275	66.15	40	.006*

* $p < .05$

Table 7

Analysis of Years Experience and Individual Subscales – Pearson Chi Square

	N	Value	df	p value (2 sided)
Pay				
1-2 years	32	22.09	28	.777
3-5 years	242	43.34	40	.331
Promotion				
1-2 years	28	26.05	22	.249
3-5 years	232	33.24	38	.689
Supervision				
1-2 years	32	57.11	24	.000*
3-5 years	243	77.05	36	.000*
Fringe Benefits				
1-2 years	31	10.66	20	.954
3-5 years	243	37.93	36	.381
Contingent Rewards				
1-2 years	30	46.95	30	.025*
3-5 years	238	44.31	40	.295

Table 7 (continued)

Analysis of Years Experience and Individual Subscales – Pearson Chi Square

Operating Procedures				
1-2 years	29	23.66	22	.365
3-5 years	218	23.50	36	.946
Coworkers				
1-2 years	30	16.30	20	.698
3-5 years	245	47.65	38	.136
Nature of Work				
1-2 years	32	36.38	22	.028*
3-5 years	245	63.35	32	.001*
Communication				
1-2 years	31	51.56	30	.008*
3-5 years	241	55.67	40	.051

* $p < .05$

The respondents indicated that the subscale "pay" was not significant in making a decision regarding career choice $\chi^2(40, N = 277) = 42.67, p < .357$. The overall frequency indicates that 9.2% of teachers "agree moderately" that pay is a determinant in career choice. When examining each group, neither group found "pay" to be significant: 1-2 years experience $\chi^2(28, N = 32) = 22.09, p < .777$ and 3-5 years experience $\chi^2(40, N = 242) = 43.34, p < .331$.

The respondents indicated that the subscale "promotion" was not significant in making a decision regarding career choice $\chi^2(38, N = 263) = 34.75, p < .620$. The overall frequency indicates that 2.6% of teachers "agree moderately" that promotion is a determinant in career choice. When examining each group, neither group found "promotion" to be significant: 1-2 years experience $\chi^2(22, N = 28) = 26.05, p < .249$ and 3-5 years experience $\chi^2(38, N = 232) = 33.24, p < .689$.

The respondents indicated that the subscale "supervision" was significant in making a decision regarding career choice $\chi^2(38, N = 278) = 87.99, p < .000$. The overall frequency indicates that 47.2 % of teachers "agree moderately" that supervision is a determinant in career choice. When examining each group, both groups found "supervision" to be significant: 1-2 years experience $\chi^2(24, N = 32) = 57.11, p < .000$ and 3-5 years experience $\chi^2(36, N = 243) = 77.05, p < .000$.

The respondents indicated that the subscale "fringe benefits" was not significant in making a decision regarding career choice $\chi^2(36, N = 277) = 38.13, p < .372$. The overall frequency indicates that 24.6% of teachers "agree moderately" that fringe benefits are a determinant in career choice. When examining each group, neither group found "fringe benefits" to be significant: 1-2 years experience $\chi^2(20, N = 31) = 10.66, p < .954$ and 3-5 years experience $\chi^2(36, N = 243) = 37.93, p < .381$.

The respondents indicated that the subscale "contingent rewards" was not significant in making a decision regarding career choice $\chi^2(40, N = 271) = 49.89, p < .136$. The overall frequency indicates that 8.2 % of teachers "agree moderately" that contingent reward is a determinant in career choice. When examining each group, teachers with 1-2 years experience found "contingent rewards" to be significant $\chi^2(30, N$

= 30) = 46.95, $p < .025$ while teachers with 3-5 years experience did not find the same variable significant $\chi^2(40, N = 238) = 44.31, p < .295$.

The respondents indicated that the subscale "operating procedure" was not significant in making a decision regarding career choice $\chi^2(38, N = 249) = 27.37, p < .899$. The overall frequency indicates that 1.2% of teachers "agree moderately" that operating condition is a determinant in career choice. When examining each group, neither group found "operating procedures" to be significant: 1-2 years experience $\chi^2(22, N = 29) = 23.66, p < .365$ and 3-5 years experience $\chi^2(36, N = 218) = 23.50, p < .946$.

The respondents indicated that the subscale "coworkers" was not significant in making a decision regarding career choice $\chi^2(38, N = 278) = 51.90, p < .066$. The overall frequency indicates that 32.2% of teachers "agree moderately" that coworker is a determinant in career choice. When examining each group, neither group found "coworkers" to be significant: 1-2 years experience $\chi^2(20, N = 30) = 16.30, p < .698$ and 3-5 years experience $\chi^2(38, N = 245) = 47.65, p < .136$.

The respondents indicated that the subscale "nature of work" was significant in making a decision regarding career choice $\chi^2(32, N = 279) = 58.74, p < .003$. The overall frequency indicates that 60.8% of teachers "agree moderately" that nature of work is a determinant in career choice. When examining each group both groups found "nature of work" to be significant, however teachers with 3-5 years experience found "nature of work " to be more significant $\chi^2(32, N = 245) = 63.35, p < .001$ than teachers with 1-2 years experience $\chi^2(22, N = 32) = 36.38, p < .028$.

The respondents indicated that the subscale "communication" was significant in making a decision regarding career choice $\chi^2(40, N = 275) = 66.15, p < .006$. The overall frequency indicates that 15.2% of teachers "agree moderately" that communication is a determinant in career choice. When examining each group both teachers with 1-2 years experience found "communication " to be significant $\chi^2(30, N = 31) = 51.56, p < .008$ while "communication approached significance for teachers with 3-5 years experience $\chi^2(40, N = 241) = 55.67, p < .051$.

CHAPTER V

Conclusions and Recommendations

Summary of Research

The purpose of this research was to determine the extent that identified job characteristics impact a teacher's decision of career choice and how this decision making differed among teachers with 1-2 years teaching experience and 3-5 years experience teaching in New Jersey Abbott School Districts. The survey was developed to collect data on nine job characteristics: pay; promotion; supervision; fringe benefits; contingent rewards; operating procedures; coworkers, nature of work; and communication which might impact a teacher's decision regarding career choice. The data was collected from 289 teachers in 7 New Jersey Abbott Schools. The schools districts participating in this study represent a geographical cross section of Abbott Districts in New Jersey. The data obtained was from a small sample size of self-reporting individuals within the acquiescing districts with complete anonymity.

Job Related Variables

Independence of variables, confirmed by a *Chi Square* test, resulted in statistical significant for 1 of the 9 variables related to career choice and years of teaching experience. The variable "nature of work", for teachers with 1-2 years experience who expected to remain in their current teaching assignment, was the only significant finding of this study. These data suggest that teachers who feel supported and successful, will be involved and committed to the teaching profession concurring with prior research (Johnson & Birkeland, 2002). The research also indicates that the longer a person persists in a teaching assignment, the less likely the individual will leave the profession.

Concomitantly, these individuals also report a sense of commitment to the profession and a desire to remain within the profession.

It is important to note that although no statistically significant difference existed between teachers with 1-2 years experience and teachers with 3-5 years experience, both groups identified *supervision* and *communication* as very important factors embedded in career choice decision making. These findings mirror the established research on teacher job satisfaction in the professional literature. *Supervision*, in this study, was identified as an important organizational factor for teachers, which supports Shen's study (1997) suggesting that teachers who persist perceive that administrators understand their problems. The findings of this study are also consistent with the findings of Johnson and the Next Generation of Teachers (2004).

Communication was also identified as an salient factor, when making a career choice, but more so for "beginning" teachers than "experienced beginning" teachers. This finding is supported by Johnson and Birkeland (2003) and Smith and Ingersoll (2004). It would seem, then, that providing "beginning" teachers an opportunity to communicate with other professionals on a daily basis would assist them in knowing and understanding their particular job and responsibilities.

Teachers with 1-2 years experience were influenced by contingent rewards when making a decision regarding career choice, while teachers with 3-5 years did not identify the same factor as important. This may be due to variables outside the professional realm, such as gender, race or marital status. This finding warrants further research and discussion.

In contrast to other related findings Shen's (1997), Kelly (2004) the data do not suggest that there is a positive correlation between teachers with less experience who leave teaching due to compensation (Bacolod, 2007) while teachers with more experience tend to stay.

Recommendations for Action

The data from this study clearly indicate that teachers who may move or expect to move from their current teaching assignment in an Abbott School District are most at risk during the initial two years of employment. The following recommendations for action are supported by this study to effectively assist in addressing a teacher's decision regarding career choice.

1. The implementation of a quick and inexpensive psychological screening for prospective teacher candidates in Abbott School districts may assist with the selection and persistence of entry level teachers. A candidate's propensity to favor and /or be satisfied with intrinsic rather than extrinsic rewards may be suggestive of greater likelihood for professional persistence. The collection of such data in the human resources office may help to guide district recruitment efforts.

2. From a policy perspective, at the state and the individual district level, cohesive programs designed to address "beginning" and "experienced beginning" teachers job satisfaction must be developed specifically in the area of supervision, nature of work, and communication.

3. Programs that help entry levels teachers know and understand their particular job and responsibilities need to be developed in an attempt to develop lines of communications between the novice teacher and those responsible for guiding and

nurturing these novices. These types of programs need to be addressed at the schools of higher education as well as in the individual school districts.

4. Administration must provide continuous support to entry-level teacher allowing for an integrated professional culture that structurally supports a collaborative environment encompassing many facets of job satisfaction. Collaboration and communication need to become infused into the culture of the organization. It is imperative that in-service training be provided for all administrators and teacher to assist with effective communication.

5. Although a teacher's career choice is not solely linked to leaders' actions it is plausible that management style in the domains of discipline, communication with staff and parents, student performance, and school environment affect will effect whether a teacher chooses to stay.

6. Teachers whose professional profile include worthwhile mentoring, positive administrative support. Collegial sharing, collaboration and encouragement, along with professional autonomy should be encouraged to share experiences with novice teachers. Policies and investments that support purposeful networking between experienced professionals and entry-level inductee are likely to have a lasting impact on overall persistence rates. Schools themselves can provide a structure for intensive professional development opportunities through administrative/ teacher study groups.

7. District human resource management strategies, including personnel policies and agreements with local unions, may exert influences on teacher mobility rates within an individual district.

8. Examine school- level work conditions as possible factors affecting teacher mobility; teacher assignments, collegial community, and support services are credible avenues of exploration.

9. Policymakers, at the federal, state, and local level, must begin to explore ways to acknowledge that teachers take pride in what they do and want to grow and improve throughout their career. Professional organizations should do more to provide professional development opportunities.

Recommendation for Further Research

As a result of this study, recommendations for further research can be made:

1. The literature review substantiates that a correlation between measured academic ability and attrition exists. However, because the study does not track for previous academic record, teaching specialty and outside opportunities these issues must be examined in further research.

2. Additional research needs to be done on providing incentives for teachers to persist realizing that the teacher is arguably the most important factor in student achievement.

3. There is also a need for more research on teacher career choice focusing on the impact and conditions of the individual school units. What organizational factors are absent in schools with high turnover rates compared to schools that have a low turnover rate?

4. Finally, there is a need to replicate this study as a true cross sectional study with a larger sample size, more descriptors, and a qualitative research component.

New Jersey Abbott School Districts are unique environments for teachers, very different in many ways from other public school. Time, energy, and money are continuously being spent on recruiting and hiring new teachers. Although this cycle is part of normal district operation, is it not smarter to train and retain current teachers than continuously start anew? Clearly, the issue is resource allocation: recruitment versus professional development. Teachers who migrate to a different school or exit the profession withdraw taxpayer investment in the system by reducing valuable resources: knowledge of students, organization, and curriculum. Administrators and Boards of Education need to take a hard look at what is needed to establish a community of professionals who create relationships, implement initiatives, and become part of the organization.

This research identified organizational factors that affect teacher career choice. The governance body and the management cadre can address the factors that produce a school environment where teachers find supportive conditions conducive to generating a positive teaching experience. In view of the fact that the organizational factors of supervision, nature of work, and communication do contribute to a teacher's decision to persist, move or exit, it make sense for policymakers to focus on ways to alter these conditions.

The challenge therefore is to promote high levels of classroom practice seeking to ensure academic success of all students while simultaneously developing programs for novice teachers. School districts and other educational organizations must make teacher learning a priority (Moir and Gless, 2001) which in the future will act as catalyst for changing school cultures and improving the teaching profession. The professional

educational community must accept this unique opportunity that challenges the educational status quo. It is suggested that no single policy or program will meet the needs of this diverse population of teachers. Therefore, many policies and programs will be needed to address and improve teacher retention.

Continued data driven research will go a long way toward helping school leaders and policy makers efficiently solve the teacher recruitment and retention problems facing today's schools.

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Appendix A

Job Satisfaction Survey

	Job Satisfaction Survey **Paul E. Spector** **Department of Psychology** **University of South Florida** 	
	1 = Disagree very much 4 = Agree slightly 2 = Disagree moderately 5 = Agree moderately 3 = Disagree slightly 6 = Agree very much	Please circle the one number for each question that comes closest to reflecting your opinion about using the choices to the left.
1	I feel I am being paid a fair amount for the work I do.	1 2 3 4 5 6
2	There is really too little chance for promotion on my job.	1 2 3 4 5 6
3	My supervisor is quite competent in doing his/her job.	1 2 3 4 5 6
4	I am not satisfied with the benefits I receive	1 2 3 4 5 6
5	When I do a good job, I receive the recognition for it that I should receive.	1 2 3 4 5 6
6	Many of our rules and procedures make doing a good job difficult.	1 2 3 4 5 6
7	I like the people I work with.	1 2 3 4 5 6
8	I sometimes feel my job is meaningless.	1 2 3 4 5 6
9	Communications seem good within this organization	1 2 3 4 5 6
10	Raises are too few and far between.	1 2 3 4 5 6
11	Those who do well on the job stand a fair chance of being promoted.	1 2 3 4 5 6
12	My supervisor is unfair to me.	1 2 3 4 5 6

13	The benefits we receive are as good as most other organizations.	1 2 3 4 5 6
14	I do not feel that the work I do is appreciated.	1 2 3 4 5 6
15	My efforts to do a good job are seldom blocked by red tape.	1 2 3 4 5 6
16	I find I have to work harder at my job because of the incompetence of people I work with.	1 2 3 4 5 6
17	I like doing the things I do at work.	1 2 3 4 5 6
18	The goals of this organization are not clear to me.	1 2 3 4 5 6
19	I feel unappreciated by the organization when I think about what they pay me.	1 2 3 4 5 6
20	People get ahead as fast here as they do in other places.	1 2 3 4 5 6
21	My supervisor shows too little interest in the feelings of subordinates.	1 2 3 4 5 6
22	The benefit package we have is equitable.	1 2 3 4 5 6
23	There are few rewards for those who work here.	1 2 3 4 5 6
24	I have too much to do at work.	1 2 3 4 5 6
25	I enjoy my coworkers.	1 2 3 4 5 6
26	I often feel that I do not know what is going on with the organization.	1 2 3 4 5 6
27	I feel a sense of pride in doing my job.	1 2 3 4 5 6
28	I feel satisfied with my chances for salary increases.	1 2 3 4 5 6
29	There are benefits we do not have which we should have.	1 2 3 4 5 6
30	I like my supervisor.	1 2 3 4 5 6

31	I have too much paperwork.	1 2 3 4 5 6
32	I don't feel my efforts are rewarded the way they should be.	1 2 3 4 5 6
33	I am satisfied with my chances for promotion.	1 2 3 4 5 6
34	There is too much bickering and fighting at work.	1 2 3 4 5 6
35	My job is enjoyable.	1 2 3 4 5 6
36	Work assignments are not fully explained.	1 2 3 4 5 6

Years Experience ___ 1-2 ____ 3-5

What do you expect your main activity will be during the next school year.
(2008-2009)
Check (X) only one.

_____ Teaching in this school.
_____ Teaching in another school in this school system.
_____ Working in an occupation outside the field of education.

Appendix B

Frequency Table

Frequencies

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FREQUENCIES
  VARIABLES=Teacher Mobility pay promotion supervision fringe rewards
  conditions coworkers nature communication total
  /ORDER=  ANALYSIS .
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Frequency Table

Years experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-2 years experience	35	12.1	12.2	12.2
	3-5 years experience	251	86.9	87.8	100.0
	Total	286	99.0	100.0	
Missing	999	3	1.0		
Total		289	100.0		

Career choice

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Remain	252	87.2	89.7	89.7
	Move	22	7.6	7.8	97.5
	Exit	7	2.4	2.5	100.0
	Total	281	97.2	100.0	
Missing	999	8	2.8		
Total		289	100.0		

Pay

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4.00	8	2.8	2.8	2.8
	5.00	7	2.4	2.5	5.3
	6.00	5	1.7	1.8	7.0
	7.00	7	2.4	2.5	9.5
	8.00	12	4.2	4.2	13.7
	9.00	9	3.1	3.2	16.8
	10.00	21	7.3	7.4	24.2
	11.00	23	8.0	8.1	32.3
	12.00	14	4.8	4.9	37.2
	13.00	22	7.6	7.7	44.9
	14.00	22	7.6	7.7	52.6
	15.00	20	6.9	7.0	59.6
	16.00	16	5.5	5.6	65.3
	17.00	29	10.0	10.2	75.4
	18.00	19	6.6	6.7	82.1
	19.00	15	5.2	5.3	87.4
	20.00	8	2.8	2.8	90.2
	21.00	6	2.1	2.1	92.3
	22.00	7	2.4	2.5	94.7
	23.00	13	4.5	4.6	99.3
	24.00	2	.7	.7	100.0
	Total	285	98.6	100.0	
Missing	System	4	1.4		
Total		289	100.0		

Promotion

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4.00	8	2.8	3.0	3.0
	5.00	12	4.2	4.4	7.4
	6.00	7	2.4	2.6	10.0
	7.00	4	1.4	1.5	11.5
	8.00	11	3.8	4.1	15.6
	9.00	15	5.2	5.6	21.1
	10.00	22	7.6	8.1	29.3
	11.00	24	8.3	8.9	38.1
	12.00	30	10.4	11.1	49.3
	13.00	31	10.7	11.5	60.7
	14.00	17	5.9	6.3	67.0
	15.00	29	10.0	10.7	77.8
	16.00	14	4.8	5.2	83.0
	17.00	12	4.2	4.4	87.4
	18.00	11	3.8	4.1	91.5
	19.00	11	3.8	4.1	95.6
	20.00	5	1.7	1.9	97.4
	21.00	5	1.7	1.9	99.3
	23.00	1	.3	.4	99.6
	24.00	1	.3	.4	100.0
	Total	270	93.4	100.0	
Missing	System	19	6.6		
Total		289	100.0		

Supervision

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4.00	1	.3	.3	.3
	5.00	1	.3	.3	.7
	6.00	1	.3	.3	1.0
	7.00	2	.7	.7	1.7
	8.00	3	1.0	1.0	2.8
	9.00	7	2.4	2.4	5.2
	10.00	4	1.4	1.4	6.6
	11.00	2	.7	.7	7.3
	12.00	4	1.4	1.4	8.7
	13.00	11	3.8	3.8	12.6
	14.00	7	2.4	2.4	15.0
	15.00	10	3.5	3.5	18.5
	16.00	16	5.5	5.6	24.1
	17.00	13	4.5	4.5	28.7
	18.00	18	6.2	6.3	35.0
	19.00	24	8.3	8.4	43.4
	20.00	27	9.3	9.4	52.8
	21.00	27	9.3	9.4	62.2
	22.00	28	9.7	9.8	72.0
	23.00	25	8.7	8.7	80.8
	24.00	55	19.0	19.2	100.0
	Total	286	99.0	100.0	
Missing	System	3	1.0		
Total		289	100.0		

Fringe Benefits

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4.00	3	1.0	1.1	1.1
	6.00	2	.7	.7	1.8
	7.00	1	.3	.4	2.1
	9.00	3	1.0	1.1	3.2
	10.00	5	1.7	1.8	4.9
	11.00	9	3.1	3.2	8.1
	12.00	21	7.3	7.4	15.4
	13.00	19	6.6	6.7	22.1
	14.00	19	6.6	6.7	28.8
	15.00	22	7.6	7.7	36.5
	16.00	18	6.2	6.3	42.8
	17.00	27	9.3	9.5	52.3
	18.00	23	8.0	8.1	60.4
	19.00	21	7.3	7.4	67.7
	20.00	22	7.6	7.7	75.4
	21.00	17	5.9	6.0	81.4
	22.00	16	5.5	5.6	87.0
	23.00	19	6.6	6.7	93.7
	24.00	18	6.2	6.3	100.0
	Total	285	98.6	100.0	
Missing	System	4	1.4		
Total		289	100.0		

Contingent Rewards

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4.00	5	1.7	1.8	1.8
	5.00	8	2.8	2.9	4.7
	6.00	6	2.1	2.2	6.8
	7.00	7	2.4	2.5	9.3
	8.00	12	4.2	4.3	13.6
	9.00	14	4.8	5.0	18.6
	10.00	16	5.5	5.7	24.4
	11.00	12	4.2	4.3	28.7
	12.00	29	10.0	10.4	39.1
	13.00	20	6.9	7.2	46.2
	14.00	20	6.9	7.2	53.4
	15.00	24	8.3	8.6	62.0
	16.00	16	5.5	5.7	67.7
	17.00	19	6.6	6.8	74.6
	18.00	15	5.2	5.4	79.9
	19.00	25	8.7	9.0	88.9
	20.00	8	2.8	2.9	91.8
	21.00	9	3.1	3.2	95.0
	22.00	6	2.1	2.2	97.1
	23.00	3	1.0	1.1	98.2
	24.00	5	1.7	1.8	100.0
	Total	279	96.5	100.0	
Missing	System	10	3.5		
Total		289	100.0		

Operating Procedures

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4.00	12	4.2	4.7	4.7
	5.00	10	3.5	3.9	8.6
	6.00	8	2.8	3.1	11.7
	7.00	15	5.2	5.9	17.6
	8.00	18	6.2	7.0	24.6
	9.00	31	10.7	12.1	36.7
	10.00	20	6.9	7.8	44.5
	11.00	30	10.4	11.7	56.3
	12.00	26	9.0	10.2	66.4
	13.00	29	10.0	11.3	77.7
	14.00	15	5.2	5.9	83.6
	15.00	12	4.2	4.7	88.3
	16.00	8	2.8	3.1	91.4
	17.00	6	2.1	2.3	93.8
	18.00	10	3.5	3.9	97.7
	19.00	1	.3	.4	98.0
	20.00	2	.7	.8	98.8
	21.00	1	.3	.4	99.2
	22.00	1	.3	.4	99.6
	23.00	1	.3	.4	100.0
	Total	256	88.6	100.0	
Missing	System	33	11.4		
Total		289	100.0		

Co-workers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4.00	1	.3	.3	.3
	6.00	2	.7	.7	1.0
	7.00	1	.3	.3	1.4
	8.00	3	1.0	1.0	2.4
	9.00	3	1.0	1.0	3.5
	10.00	4	1.4	1.4	4.9
	11.00	5	1.7	1.7	6.6
	12.00	6	2.1	2.1	8.7
	13.00	11	3.8	3.8	12.6
	14.00	16	5.5	5.6	18.2
	15.00	11	3.8	3.8	22.0
	16.00	23	8.0	8.0	30.1
	17.00	28	9.7	9.8	39.9
	18.00	31	10.7	10.8	50.7
	19.00	25	8.7	8.7	59.4
	20.00	24	8.3	8.4	67.8
	21.00	22	7.6	7.7	75.5
	22.00	27	9.3	9.4	85.0
	23.00	15	5.2	5.2	90.2
	24.00	28	9.7	9.8	100.0
	Total	286	99.0	100.0	
Missing	System	3	1.0		
Total		289	100.0		

Nature of Work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	7.00	1	.3	.3	.3
	8.00	1	.3	.3	.7
	10.00	3	1.0	1.0	1.7
	11.00	3	1.0	1.0	2.8
	12.00	5	1.7	1.7	4.5
	13.00	3	1.0	1.0	5.6
	14.00	4	1.4	1.4	7.0
	15.00	10	3.5	3.5	10.5
	16.00	8	2.8	2.8	13.3
	17.00	14	4.8	4.9	18.2
	18.00	20	6.9	7.0	25.2
	19.00	13	4.5	4.5	29.7
	20.00	27	9.3	9.4	39.2
	21.00	33	11.4	11.5	50.7
	22.00	31	10.7	10.8	61.5
	23.00	51	17.6	17.8	79.4
	24.00	59	20.4	20.6	100.0
	Total	286	99.0	100.0	
Missing	System	3	1.0		
Total		289	100.0		

Communication

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4.00	1	.3	.4	.4
	5.00	4	1.4	1.4	1.8
	6.00	3	1.0	1.1	2.8
	7.00	3	1.0	1.1	3.9
	8.00	7	2.4	2.5	6.4
	9.00	9	3.1	3.2	9.5
	10.00	19	6.6	6.7	16.3
	11.00	15	5.2	5.3	21.6
	12.00	18	6.2	6.4	27.9
	13.00	16	5.5	5.7	33.6
	14.00	16	5.5	5.7	39.2
	15.00	24	8.3	8.5	47.7
	16.00	24	8.3	8.5	56.2
	17.00	18	6.2	6.4	62.5
	18.00	24	8.3	8.5	71.0
	19.00	18	6.2	6.4	77.4
	20.00	21	7.3	7.4	84.8
	21.00	15	5.2	5.3	90.1
	22.00	15	5.2	5.3	95.4
	23.00	7	2.4	2.5	97.9
	24.00	6	2.1	2.1	100.0
	Total	283	97.9	100.0	
Missing	System	6	2.1		
Total		289	100.0		