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THE IMPACT OF ORGANIZATIONAL PROFILES WITHIN THE COMPETING VALUES  
FRAMEWORK (CVF) ON TEACHERS' INTENTION TO STAY IN THEIR SCHOOLS

by

Portia C. Hardman

A Dissertation

Submitted in Partial Fulfillment of the

Requirement for the Degree of

Doctor of Education

Major: Leadership and Policy Studies

The University of Memphis

August 2017

## Dedication

**I dedicate this body of work to Jesus Christ for Blessing me beyond measure with an irreplaceable lifeline of family, spiritual leaders, and confidants.**

To my parents, **Shirley Swauncy Hardman Cherry** and the **late George W. Hardman**, you are the foundation of my existence. Mom your unconditional love and resilience propelled me to accomplish the unimaginable. My late father's words of encouragement and his demonstration of perseverance in spite of the circumstances challenged me to succeed against all odds. To hear my brother and cheerleader, **Thomas E. Hardiman**, shout, "Sis, I'm so proud of you" is enshrined in my heart. My uncles (**Sherman, Douglas, Jerome, and Moses Swauncy**) would always share encouraging words with limitless support especially when Mom was out of town (**Jerome and Douglas**) and I had to take care of Boo 2 (Mom's cat).

My "Walk of Faith" was developed and nurtured through **My Apostle, Dr. Benjamin L. Smith and My Pastor, Fannie E. Kelley**. Without reservations, your love and support remain ceaseless. I treasure you, My Apostle and My Pastor!

To get through this thing called "Life", I needed the other part of my lifeline, my confidants. Each of you shared willingly your special gifts unbeknownst to you that I hold in high regards. Immeasurable gratitude for your unconditional love and kindness to you all (**Sherita Walsh, Myrtis Rankin, Shana Moore, Shawn Jones, Richard Horner, Melba Borum, Kathy Bryant, Yolanda Houston, Dell Malone, and Joseph Mitchell**).

**MY LIFELINE, I LOVE YOU BEYOND MEASURE!**

## Acknowledgements

*With my hands lifted up,*

*And my mouth filled with praise,*

*With a heart of thanksgiving, I will bless Thee, O Lord...*

I sang this verse of the hymn, *I Will Bless Thee, O Lord*, eloquently written by Esther Watanabe (1997) forthwith after my dissertation defense on the 9<sup>th</sup> day of May. I reverence My Creator, My El-Shaddai (God Almighty) for HIS Masterful Plan for my life's journey.

As I reflect on this season of my journey, it actually began on May 16, 2012 at 3:30 pm in the office of the late **Dr. Larry McNeal** to discuss becoming a doctoral candidate and earn an EdD Degree. At the end of our meeting, the late **Dr. Larry McNeal** passed me a Kleenex to wipe away the “tears of joy” and welcomed me into the Department of Leadership. I began my first doctoral class with **Dr. Reginald Leon Green** (committee member) shortly thereafter graduation in August 2012 with my Master of Science Instruction and Curriculum Leadership degree. **Dr. Green's** wealth of knowledge and wisdom in leadership propelled me to step away from the lens to take a panoramic view of the effectiveness of an organization, school culture. This is the conception of my tractate. As I matriculated through my Program of Study, **Dr. E Renée Sanders-Lawson** cultivated my thought process through Howard Gardner's *Changing Minds*. **Dr. Sanders-Lawson's** commitment in guidance remained constant. Several life-changing experiences by which one resulted in “Changing of the Guard”, **Dr. Charisse Atibagos Gulosino** (committee chair) selflessly accepted her multifaceted role in my quest. Not only did she serve as one of my professors, but my advisor, a co-author for my published Residency Project (<http://digitalcommons.gardner-webb.edu/joel/vol2/iss1/3>), and chairman of my proposal hearing and dissertation committee board. In altruistic collaboration with **Dr. Louis Franceschini** (committee member), he also serves as a co-author of my Residency Project as

well, my advocate, and scientific researcher using the grooming process especially for the statistical component of my dissertation. As schoolmates and study group partners, **Taurus Hines, Phoebe Maxwell, and Kimberly Jones**, the Fall Semester 2016 would have been a challenge to accomplish without their unwavering support. As a part of my support system, **Darren Walker** has operated in that vein since 2012. I would not have imagined sharing a vulnerable truth with **LaQuetta R. Jones-Taylor** in 2010 right before taking our semester exam in our Master's Program would lead us to earn an EdD simultaneously and develop a lifelong, unbreakable, loyalty bond. To my committee members aforementioned and **Dr. Orrin Cooper** (Department of Marketing and Supply Chain Management), their affirmative participation to serve, constructive feedback, and unanimous decision in approving my dissertation is just simply, You ROCK! To my principal at Wooddale High School, **Dr. Otis Clayton** and my Exceptional Children Advisor, **Shirley Flowers**, your unswerving permission in being excused from meetings/trainings to complete the final dissertation process is second to none. Endless gratitude to **Sharon Cutch** (colleague), **Teresa Burton** (SPED Educator), and **Linda Hollman** (colleague), for ensuring learning continued in my class during my brief hours off campus throughout the school year. Lastly, limitless expression of appreciation to **Janet Robbins, Rickey Lee Bates, and Michelle Stout** for assuring ALL of my documentations for this moment in time, 6<sup>th</sup> day of August, was in compliance.

As I am concluding this season of my journey as **Dr. Portia C. Hardman**, endless gratitude for **each of you** and the **starring roles you** played to make this possible. The song that comes to mind:

*How can I say thanks for the things you have done for me— The voices of a million angels could not express my gratitude— All that I am and ever hope to be, I owe it all to Thee.*

*To God be the Glory*

*For the things HE has done!*

The refrain of this song written by the late Andraé Crouch (1971) summarizes my entire Higher Education experience at the University of Memphis from Bachelor to Master's degrees and now **Doctor of Education!**

## Abstract

Hardman, Portia C. Ed.D. The University of Memphis, August 2017. The Impact of Organizational Profiles Within the Competing Values Framework (CVF) On Teachers' Intention to Stay in Their Schools. Charisse Gulosino, Ed.D.

On February 8th, an announcement came across the intercom to remind teachers and staff of the mandatory faculty meeting held in the library at 2:30, immediately after post duty. During the meeting, the principal distributed Declaration of Intent Form for the upcoming school year to every person in attendance to complete. As a part of the Instructional Leadership Team, I was privy to administration information. Out of 75 teachers and staff members, all selected to return next school year with the exception of two who intended to retire at the end of the school year. As the school year approached the end, over 35 teachers who indicated intent to return either resigned or transferred. The principal began to ponder, “Where did I go wrong?”

The purpose of this study is to explore the relationship between the rates at which teachers intend to “stay” at their schools and the manner in which their schools resolve the tensions and tradeoffs illuminated by the Competing Values Framework (CVF). To answer the study’s five research questions, a secondary analysis that applies hierarchical multiple regression to an existing dataset is undertaken. The dataset in question combines information from the 2013 administration of the *Teaching, Empowering Leading, and Learning (TELL)* survey in 1,425 Tennessee schools with concurrent school demographic and student achievement data archived on the Tennessee Department of Education (TDOE) website.

As the CVF would predict, the “balance” profile is very strongly linked to the percentage of school “stayers”, but without that outcome’s ambiguous association with the percent of students on free and reduced lunch. Controlling for seven other confounding variables in a

hierarchical multiple regression, CVF “balance” is the one most strongly associated with the outcome and by itself explains roughly 10% of the variability in the outcome.

The percent of school “stayers” is also associated with CVF profiles that privilege the flexible over the stable, the internal over the external, and their confluence in the “human relations” quadrant. Likewise, school climate due to working conditions is associated with teachers’ intention to stay. However, the connection between an emphasis on these CVF orientations and student achievement—particularly student achievement at “high poverty” schools—is complex and further study of these relationships is recommended.



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## **Chapter 1**

### **Introduction**

#### **Emergence of the Problem**

High teacher turnover rate in public schools has become a concern because of its negative impacts on student learning, especially for students in high-need schools (Bifulco & Ladd, 2006; Fryer & Fryer, 2011). In view of the problems caused by teacher turnover and the shortage of qualified replacement teachers there has been much policy debate in incentivizing high-quality teachers to stay in the profession. A study by Smith and Ingersoll (2004) noted that approximately 30% of all newly hired teachers either move to a different school or leave teaching at the end of their first year. The National Commission on Teaching and America's Future estimates that one-third of all new teachers leave after three years (NCTAF, 2003), while current research finds that between 40 - 50% of new teachers leave the profession within five years of entering the classroom (Ingersoll, 2002, 2003; Perda, 2013).

Further evidence of decreased teacher retention is illustrated in the report for the Alliance of Excellent Education in collaboration with New Teacher Center (NTC) reports that of the nation's 3.4 million teachers 13% depart from the profession yearly. The ripple effects from the decline in teacher retention may have had an impact on the supply of teacher education programs. NEA reports that between the years 2004 to 2012 teacher-preparation programs have decreased ten percent according to the data from the U.S. Department of Education.

#### **Previous Research Related to the Problem**

The school climate resulting from working conditions is closely related to teacher retention (Borman & Dowling, 2008). According to Ingersoll (2001), teachers tend to leave their current teaching assignments when they encounter environments that lack essential professional

supports that include: (1) support from school leadership; (2) organizational structures and workforce conditions that convey respect and value for them; and (3) induction and mentoring programs for new and experienced teachers. Studies have shown that in addition to compensation (Hanushek, Kain, Rivkin, & Branch, 2002; Lankford, Loeb, & Wyckoff, 2002), working conditions substantially influence teachers' career decisions even after accounting for the proportions of minority and disadvantaged students (Boyd, Grossman, Ing, Lankford, Loeb, & Wyckoff, 2011; Ladd, 2011). Other studies have pointed to the quality of school leadership as the most important determinant of teachers' career decisions (Boyd et al., 2011; Grissom, Loeb, & Nakashima, 2013; Ladd, 2009). In particular, analysis using the North Carolina TELL survey found the principal's leadership and relationship among colleagues are related to teachers' stated career intentions, independent of the school's student demographic characteristics (Ladd, 2009). Johnson, Kraft, and Papay (2012) also using TELL data, noted that the conditions that matter most in deciding to stay include the school's culture, the principal's leadership, and relationships among teachers.

Some of the most important research that elucidates the relationship between school climate and school improvement efforts has emerged from a multi-year study of schools in Chicago (Bryk et al., 2010). Bryk and Schneider (2002) concluded that the degree of "relational trust" (good social relationships) between teachers, and between teachers and students, is related to achievement. Clearly any meaningful analysis of teachers' working conditions must recognize the full range and interdependence of the factors that define the specific components of school climate, from professional capacity to instructional guidance and parent-school community ties (Bryk & Shneider, 2002; Bryk et al., 2010). More recent large-scale empirical studies by Ladd (2009), Johnson, et al., (2012), and Ferguson and Hirsch (2014) for the MET Project utilized

survey data from various states to estimate the impact of teaching and learning conditions on academic achievement. Using school-level value-added scores and TELL Survey data, Ladd (2009) found that working conditions predict school-level value-added scores in mathematics and, to some extent, in reading, over and above the variation explained by school-level student and teacher demographic characteristics. Of the five working conditions that Ladd examined, school leadership emerged as the most important factor of achievement in mathematics, whereas teachers' ratings of facilities had the strongest association with reading achievement. Johnson et al. (2012) found that in disadvantaged schools, better-perceived teaching conditions are associated with higher student academic outcomes. Finally, Ferguson and Hirsch's (2014) evaluation of the Bill & Melinda Gates Foundation's MET project found significant connections between the four areas of teaching conditions in the TELL survey (namely, student conduct management, demand on time, professional autonomy and professional development) and student value-added gains. These empirical studies demonstrate that teachers' ability to deliver effective instruction and facilitate learning for their students is deeply affected by the context in which they work, but also that this context may vary greatly from one school to another.

These studies guide this work in two ways. First, previous studies suggested that school level differences in teacher perceptions of their career intentions were associated with actual turnover patterns in schools (Boyd et al., 2005, 2007, 2011). These studies capitalize on new measures of the school context constructed from teacher responses to district and state-wide surveys. Researchers in this area have combined information from surveys about teachers' working conditions with data about whether they plan on staying in their current teaching assignment (Boyd et al., 2011; Johnson et al., 2012; Ladd, 2009, 2011). Similarly, because data from Tennessee did not allow this study to link teachers' survey responses to their actual career

decisions, the study relied on their stated intentions, in keeping with prior studies that confirm self-reported intentions are, in fact, strong predictors of teachers' actual decision to stay or vacate their current positions (Gulosino, Franceschini, & Hardman, 2016). Second, to avoid inflating or deflating individual teacher response, the study followed prior studies such as Boyd et al. (2011) that aggregated the results of teachers' professional intentions within the same school to provide a measurement that reflects the collective perceptions of a respondent group (i.e., teachers in elementary and middle schools).

Yet, despite the contribution and the growing interest in school climate and working condition improvement, there remains no consistent agreement in the literature on the proper definition, measurement, and disparity in its use by practitioners and academics (Johnson et al., 2004; Ladd, 2011). Measuring working conditions is complex, with many of the factors in the different domains appearing to be interrelated, making it difficult to understand relationships between variables. More recent empirical studies have sought to identify and include a wide range of factors such as school processes and school climate items when examining school-level outcomes (i.e., teacher retention and school achievement) (Johnson et al., 2012). However, features of the working conditions in these studies have not captured an integrated model of organizational effectiveness that embodies the paradoxes and competing demands of high performance.

### **Statement of the Problem**

There is increasing recognition that school improvement efforts must be holistic, addressing the processes through which teachers form relations with one another and influence one another as they contribute to the construction of working conditions (Darling-Hammond & McLaughlin, 1995; Rosenholtz & Simpson, 1989, 1990). Measuring working conditions is



complex, with many of the factors in the different domains appearing to be interrelated, making it difficult to understand relationships between variables. More recent empirical studies have sought to identify and include a wide range of factors such as school processes and school climate constructs when examining school-level outcomes (i.e., teacher retention and school achievement; Johnson et al., 2012). However, features of the working conditions in these studies have not captured an integrated model of organizational effectiveness that embodies the paradoxes and competing demands of high performance. This study seeks to begin to fill the gap in the research by examining how much variance in teachers' intention to stay is a function of a school's Competing Values Framework (CVF) profiles, controlling for student and teacher characteristics as well as performance status of schools.

The competing values framework (CVF) is a general organizational model of effectiveness that has been used in the management field especially in corporation communication, public relations and public affairs, human resources, business and management, and public policy (Quinn & Rohrbaugh, 1983). The framework is widely accepted but it has limited empirical tests/applications in a broad range of organizational research, particularly school settings. The CVF, as it relates to teacher workplace conditions, is the primary focus of this study. On the other hand, school climate dimensions have been recognized individually in organizational literature, but they have never been presented as integrated elements of a single conceptual framework and as a model to measure organizational effectiveness. This dissertation proposal complements prior studies on organizational culture effectiveness and related business and organizational theories (i.e., Total Quality Management or TQM) that point out the importance of organizational culture to the effectiveness of organizations.

## **Purpose of the Study and Research Questions**

The purpose of this study is to explore the relationships between the intentions of educators to remain at their current school and their perceptions of the manner in which that school resolves the “organizational tensions, trade-offs, and conflicts” (Cameron, Quinn, DeGraff, & Thakor, 2006, p. 50) embodied in the Competing Values Framework (CVF). Represented by responses to two dozen items selected from the 2013 state-wide administration of the *Teaching, Empowering, Leading, and Learning* survey in Tennessee (*TELL Tennessee*), the specific CVF dynamics under investigation are embedded in the following five research questions:

1. Over and above the influence of student and faculty characteristics, and the school’s status as a low-, moderately-, or high-performing elementary or secondary institution, is there a relationship between a school’s exhibiting a “competing values” profile that is balanced (three or four quadrant scores above the population mean) rather than unbalanced (two or fewer quadrant scores above the population mean) and the decisions of educators to continue working at that school?

2. Over and above the influence of student and faculty characteristics, and the school’s status as a low-, moderately-, or high-performing elementary or secondary institution, is there a relationship between a school’s exhibiting a “competing values” profile that is more externally focused (upper and lower left quadrants) than internally focused (upper and lower right quadrants) and the decisions of educators to continue working at that school?

3. Over and above the influence of student and faculty characteristics, and the school’s status as a low-, moderately-, or high-performing elementary or secondary institution, is there a relationship between a school’s exhibiting a “competing values” profile that is more oriented

towards issues of structure and control (lower left and right quadrants) than of flexibility and openness (upper left and right quadrants) and the decisions of educators to continue working at that school?

4. Over and above the influence of student and faculty characteristics, and the school's status as a low-, moderately-, or high-performing elementary or secondary institution, is there a relationship between a school's exhibiting a "competing values" profile more disposed towards achieving immediate results (lower-right quadrant) than evolving sustainable solutions (upper-left quadrant) and the decisions of educators to continue working at that school?

5. Over and above the influence of student and faculty characteristics, and the school's status as a low-, moderately-, or high-performing elementary or secondary institution, is there a relationship between a school's exhibiting a "competing values" profile more inclined towards making incremental improvements (lower-left quadrant) than enacting transformational change (upper-right quadrant) and the decisions of educators to continue working at that school?

In Tennessee, working conditions are found to play an important role in the state's policy development guidance.<sup>1</sup> Over the past several years, the Tennessee Department of Education, as well as partner institutions, has invested in large statewide surveys of all teachers that generate rich data on teachers' perceptions of their working conditions. In particular, the New Teacher Center (NTC) and Vanderbilt University's Peabody College of Education are the two organizations contracting survey administrations and vested in the expansion of working conditions surveys across the state; therefore, independent examination of the data have added valuable insight. For example, the results of the 2015 Tennessee Educator Survey led by the Vanderbilt team reveal that 80 percent of teachers at their school are satisfied and like being

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<sup>1</sup> For more details, see TNDOE (2011) "TELL Tennessee" survey results set standard and strategy available at <https://tn.gov/news/30788>.

there, up from 67 percent in 2014. Seventy-seven percent of teachers declare that they feel appreciated, a modest increase from 72 percent in 2014 (TNDOE, 2015).<sup>2</sup> In addition, the Tennessee Department of Education sponsored the New Teacher Center's TELL (Teaching, Empowering, Leading and Learning) Survey in 2011 and 2013 as part of the Race to the Top grant. Over 60,000 teachers participated in the survey in 2013, weighing in on a variety of work conditions including teacher perception of remaining at their current school (New Teacher Center, 2013a). Tennessee's TELL results from 2013 show that although teachers gave more positive ratings to their work conditions than their counterparts in other states; nearly half of the teachers still feel some dissatisfaction with the teacher evaluation system (TNDOE, 2013). These findings demonstrate how important it is to focus on retention efforts. Prior research shows that teachers at low-performing schools are much less satisfied with working conditions than their counterparts at high-achieving schools (Grissom, 2011). While more teachers say they like being at their school, there may be considerable variation across districts in overall retention.

### **Significance of the Study**

In the Tennessee TELL Survey, working conditions are found to play an important role in the state's policy development guidance. While statewide teacher retention rates tend to fall between 85% and 95%, there is considerable variation across districts in overall retention. School conditions are found to be significantly related to retention rates of highly effective teachers (TNDOE, 2014). Highly effective minority teachers are also more likely to leave their schools than other highly effective teachers (Ingersoll & May, 2011). These findings demonstrate how important it is to focus on retention efforts. In collaboration with the New Teacher Center (NTC), the Tennessee Department of Education established an initiative to

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<sup>2</sup> For more details, see TNDOE (2015). "Tennessee Educator Survey Report" is available at [http://tn.gov/assets/entities/education/attachments/data\\_survey\\_report\\_2015.pdf](http://tn.gov/assets/entities/education/attachments/data_survey_report_2015.pdf) and <http://tndoe.azurewebsites.net/>

evaluate the working conditions of teachers in order to make strides toward improving teacher retention rates in the state. The primary goal of the initiative is to provide school systems with data to drive their decisions toward improvement (New Teacher Center, 2013a).

Tennessee is arguably leading the way nationwide in K-12 education reform. Education reform initiatives such as Race to the Top, Common Core State Standards now TN-Ready, Response to Instruction and Intervention (RTI2), value-added teacher evaluation, and a plethora of other state and district procedures and expectations may appear to support the broad state goals of education. However, with regard to public school teachers and administrators, such initiatives can be a daunting challenge to implement within the school setting as each is different with varying conditions and capacity to improve. Knowing the perspectives of teachers with regards to teaching and learning condition and the support and environment within their school can help policymakers and practitioners understand what it will take to improve. While federal and state accountability mandates are clear about student performance results that schools are expected to achieve, they often do not provide the schools with much guidance in terms of how to accomplish these objectives. Therefore, the focal point of this study is how to retain highly effective teachers.

### **Limitations of the Study**

There are several limitations to be noted regarding this study. First, because the study deals with teacher perceptions, this study cannot necessarily draw the conclusion that working conditions in any school will consequently influence teachers' career decisions. A combination of actual behavior and propensity to give socially desirable responses might be considered to fully account for self-report bias. More rigorous analysis using, for example, data on teachers over two time periods (i.e., TELL Surveys in 2011 and 2013) that could observe whether a good

percentage of teachers who made the commitment to remain in teaching in the same school might get us closer to drawing such conclusions.

Second, a related limitation is the study's reliance on survey data which is often prone to unobserved heterogeneity. This study does not know, for example, whether teachers report their true intent to stay or leave, or even if they represent actual behavior. It is often a practical challenge to collect data on teacher professional intentions (plans) and comparable actual behavior of the same sample of teachers. The study also suspects that teachers with different career intentions view working conditions differently — which can have consequences for whether they stay in teaching or not. This study suspects that out-of-field assignments, teachers in special education classrooms, teachers with excessive loads, as well as high school teachers can have powerful impact on teachers' perceptions of working conditions – and subsequently on their willingness to stay in a certain school and teach effectively. The school-level aggregate data holds constant all other potential explanations. Likewise, the school-level averages for each CVF item scale allows us to examine measures of the work context that are not influenced by reporting bias or individual differences (Boyd et al., 2011).

Third, the data employed here is a snapshot of topically organized school climate responses. Longitudinal data linking teachers to schools as they remain in the same schools would allow for analysis of how the same teachers respond to school climate items tied to balanced CVF profiles. Longitudinal data would also make it possible to examine the implications of time varying factors on teacher retention. Besides increasing accountability pressures on teachers, the new teacher evaluation system (Tennessee Educator Acceleration Model or "TEAM") contains a number of provisions with direct implications for teacher retention, including use of multiple measures of professional practice aligned to student growth

and achievement gaps, which could result in the loss of teaching positions for some schools, and the potential for teacher dismissals for those who are considered ineffective. Because the state enacted the First to the Top Act of 2010 that required teacher evaluations and was implemented state-wide in school year 2011, the TELL survey data coincides with the time period in which schools could feel the direct effects of many of these provisions.

### **Definition of Terms**

The following terms are significant to this study:

**Competing Values Framework** – “The competing values framework (CVF) is a general organizational model of effectiveness used in a wide array of academic disciplines (i.e., business and management, sociology and public policy) (Quinn & Rohrbaugh, 1983).

**Organizational Culture** - Organizational culture is a shared set of beliefs and values, reinforced by an organization's symbols and structure, and manifested in the way people think and act (Meyer and Topolnytsky, 2000).

**Teacher Retention** - “The ability of schools to keep their classrooms staffed with quality teachers” (Perrachione, Rosser, & Petersen, 2008, p. 1)

**Tennessee Educator Acceleration Model (TEAM)** - TEAM is about principals and teachers working together to ensure the best possible instructions every day. Through frequent observation, constructive feedback, student data, and professional development, TEAM is designed to support all educators in doing their best work to help every student learn and grow (TNDOE, 2014).

**Total Quality Management-** Total Quality Management (TQM) is an ideology that all organizational functions must link together to meet the needs of those it serves as well the objectives of the organization (Hashmi, 2009). TQM considers an organization as a compilation

of systems that must aim on a continuum of improvement by utilizing the knowledge and experiences of workers (Hashmi, 2009).

### **Organization of the Study**

This study is organized into five chapters. Chapter 1 is the introduction to the study. The chapter includes a background of the study, a statement of the problem, purpose of the study, research questions, significance of the study, limitations, delimitations, assumptions, theoretical framework, definition of terms, organization of the study, and a summary.

Chapter 2 consists of a review of literature as it relates to teacher retention and school organizational factors, the intersections of competing values framework (CVF) and related theories in business, organizational, and school effectiveness, and the primary supporting theory (CVF) that frames this research.

Chapter 3 focuses on the proposed methodology. To analyze the data, the study provides a description of the data, research instruments, reliability/validity procedures, and data analysis.

Chapter 4 presents an analysis of the data and findings of the study. The chapter is divided into the following sections: study design, sample of participants and demographics, and quantitative findings and answers to research questions.

Chapter 5 includes the following: the discussion and implications of the findings, the relationship of the study to prior research, implications of the limitations, recommendations for practice, recommendations for future research, and a conclusion.



## **Chapter 2**

### **Literature Review**

This chapter is presented in sections that provide an overview of empirical studies that relate teachers' intention to stay and school working conditions, the intersections of CVF and related theories in business, organizational, and school effectiveness, and the primary supporting theory (CVF) that frames this research.

#### **Retention Intentions**

There is abundant theoretical and empirical literature exploring the economics and sociology of teacher retention. To date, several studies have explored issues related to teacher turnover, retention, and mobility across different types of schools. One strand of research uncovers important associations between teachers' decisions to stay or leave and organizational/contextual factors (Loeb et al., 2005), including compensation structure (Hanushek et al., 2002; Murnane & Olsen, 1990), mentoring programs and internship status (Smith & Ingersoll, 2004), and the school sector (Stuit & Smith, 2012). For example, Smith and Ingersoll (2004) suggest that new teachers are more likely to remain in their schools of origin when they are mentored by teachers in their subject areas. Another strand of work has explored the role of teacher-specific factors, including age and teaching experience (Hanushek et al., 2004), certification status (Guarino, Santibañez, & Daley, 2006), and demographic characteristics (Newton, Rosario, Fuller & Dauter, 2011). For example, Hanushek et al. (2004) examine data on more than 300,000 Texas public school teachers from 1993 to 1996 and conclude that those who left the Texas school system were generally either young teachers in their first two years of teaching or experienced teachers reaching retirement age. These studies have provided valuable insights into the factors that shape teachers' career decisions, allowing

administrators and educators to identify, engage and nurture organizational elements that are relevant to teachers' career intentions.

### **School Working Conditions**

School working conditions, which include administrative supports, values, and expectations of students, teachers, and administrators, are important to educational outcome (Ma, Ma, & Bradley, 2008). Making sense of the manner in which administrators and teachers perceive school working conditions is significant not only because of their status as critical actors in the school, but also because their beliefs have implications for teaching/learning and overall teacher retention. Early work that explored this issue included the essential factors of effective schools but more recent research has begun to turn these factors into more generalized school organizational factors, such as principal support, school climate, challenging curriculum, and instruction and professional community/capacity (Bryk et al., 2010; Williams, 2010). Unfortunately, there remains a paucity of research that sheds light on the relationship between school organizational factors and school achievement and career intentions. For example, Johnson and Birkeland's (2003) longitudinal study found that teachers' decisions to stay in a school or in the profession is contingent upon the level of staff and administrative support, availability of resources, support with classroom management, student learning and being provided a reduced workload. It is unclear in the literature, however, whether and how these perceptions influence school achievement.

Indeed, the research on retention intentions and school working conditions has increased in its importance over the last 30 years. Both scholars and practitioners have discussed its relationship to various types of organizational behavior. Retention intention has been related to trust, satisfaction, and commitment. In addition, retention intention can have a considerable

influence on their behavior in organizations and thus could have implications for organizational effectiveness. Current research on organizational culture effectiveness provides rich descriptions of effective school culture, yet at the same time the research ignores how such culture might be nurtured or created.

As noted below, this research proposal's emphasis on the competing values framework (CVF) complements the study of organizational culture effectiveness and related business and organizational theories that point out the importance of organizational effectiveness to the culture and climate of schools.

### **School Effectiveness Research**

While scholars since the Coleman Report (collectively known as school effectiveness research) have continued to examine the unique impact of teacher and school factors on student achievement after controlling for student and family background (Wilms, 2010), research published to date has been dominated by studies on observable inputs and easily quantifiable outputs, with very little research on the relationship between school productivity and organizational conditions (Bol & Berry, 2005; Desimone, 2002). Current effectiveness school research adds the factors of teachers' shared values, ideologies, attitudes, assumptions, and norms that knit a school community together. Perhaps the largest and best-known contemporary study of school effectiveness is the longitudinal project (1990-1996) by Bryk and colleagues at the Consortium on Chicago School Research aimed at identifying the multifaceted dimensions of school improvement. The crux of their theory of school organization and improvement is the technical core of instruction, which involves the classroom dynamics (teachers and students engaged in subject matter), the amount of effective learning time for these classroom dynamics, and the effectiveness of supplemental resources supporting these classroom dynamics. The

extent of educational productivity within the classroom (and school) depends on what happens in this technical core (referred to as the classroom black box). Bryk et al. (2009) describe four organizational dimensions that directly impact the technical core: professional capacity, school learning climate, instructional guidance, and parent/community factors. The parent and community dimension is supported by previous research on family inputs in academic achievement. The instructional guidance dimension highlights the school-wide supports concerning curriculum and instruction. The professional capacity dimension follows a long line of research that has explored how supportive interactions among teachers and teachers' adoption of effective instructional practices are related to student achievement. The learning climate dimension includes administrator and teacher perceptions, values and expectations of schools. Each of these dimensions is well-grounded in prior literature (i.e., school effectiveness literature), but they are examined often in isolation of each other.

### **Total Quality Management (TQM)**

Total Quality Management (TQM) is a holistic management approach, which uses the scientific method and the contribution of everyone in the organization to continuously improve everything the organization does in order to consistently meet or exceed its desired targets and needs. As a systems model, TQM looks not only within the organization, but also to the entire process from suppliers to customers to design, monitor, and improve everything the organization does. Combining the strength of statistical analysis and research within the power of listening to the employees closest to the processes, TQM gives a framework for improving our systems to optimize the potential of the organization and all those within it.

TQM has developed into an innovative management paradigm in a variety of organizations. Deming is recognized as the originator of TQM, though he has never applied this

particular label to his work. Research on TQM has expanded over the last ten years into the areas of organizational climate, administrative skills, learning, and culture (Powell, 1995). In 1993, Garvin captured the premise of the TQM values within the purview of the underlying organizational characteristics: clarity of mission and vision, leadership, experimentation, transferring of knowledge, and teamwork. Applied to education settings, TQM relies on: 1) support of leadership, 2) a change in the culture of the school, 3) customer focus, 4) the use of the scientific method and data for decision-making, 5) an emphasis on teamwork and communication, and 6) an understanding of the interrelationship of the processes that make up the education system.

A crucial part of TQM is the examination of elements and processes to determine if they do indeed add value to the system. Systems thinking is exemplified in Deming's "85-15" rule, that is, the belief that 85% of all production problems are attributable to use system rather than employee error. Continuous improvement in the production system is the means by which quality is constantly improved. The integration of elements in a system generates synergy and thus the potential to add value to the system. Betts (1992) states "the relationship among the elements is maintained by an exchange of energy" (pp. 38- 39). He further states that a healthy system is constantly searching for a dynamic balance through self-regulating mechanisms. It is the tension created by the flux of energy within and between processes that creates improvement. Through homeostasis, systems attempt to maintain their proper function and balance. The idea of balance suggests that what happens in a system does not happen in a vacuum because what happens in one part of the system will likely have some impact on other parts of the system.

Taking the systems point of view carries the idea of customers and needs yet further. While the needs of external customers (families/students) are of paramount importance to

everyone within the organization, every work process has a customer and a supplier, whether internal to the organization or external. Examples from education may clarify how the school system is made up of many sub-processes, all contributing to the broader goals of the school. Several additional concepts that have correspondence to Deming's work can be applied in the school settings: formulating goals, setting priorities, and students and staff needs. The needs of the students and school staff, as seen from the quality perspective, are the starting point of quality improvement. Deming described improvement efforts as "aimed at the needs of the consumer, present and future" (Deming, 1986, p. 5). Improving the system is intended to narrow the amount of variation within it. For student achievement, this means raising the mean of achievement while reducing variation. From TQM's perspective, the primary emphasis in school improvement is on raising the academic performance. Deming's intent is that everyone be involved in a continuous program of learning and improvement. This increases teachers' ability through improvement and innovation to the school and its external environment.

### **Organizational Culture**

Fueled by Rutter's (1979) seminal work on secondary school characteristics and student success, greater emphasis and attention has been placed on the ethos of the school as a determinant of student achievement. Rutter continues by describing components of the school's ethos to include elements of patterns of behaviors, social and professional interactions, and the school's belief and value system. While the literature does provide evidence for the positive influence of a shared culture, very little research addresses the prescriptive and holistic nature of organizational culture effectiveness as applied in school settings.

Quinn (1988) stated that culture could be thought of as the expression of the most important principles of an organization. The study of organizational culture has become one of

the most major domains of organizational research, and some scholars contend that it has become the single most influential line of research in the field, eclipsing studies of other organizational issues such as formal structure, organization-environment research, and bureaucracy (Ouchi & Wilkins, 1985; Owens, 1998).

Organizational culture has been defined as a "pattern of basic assumptions invented, discovered or developed by a given group as it learns to cope with its problems of external and internal integration that has worked well enough to be considered valid and therefore, to be taught to members as the correct way to perceive, think, and feel in relation to those problem" (Schein, 1985, p. 9). Many scholars have identified a variety of dimensions related to the term culture. These dimensions are important because they serve as a base upon which theories can be built in the future (Cameron & Ettington, 1988; Cameron & Quinn, 1999). Examples of the various dimensions proposed by culture researchers include the flexibility/control focus dimension, the internal/external focus dimension, the long-term/fast change focus dimension, and the incremental/new change focus dimension. Various authors have developed categories that help identify the different frameworks individuals utilize when organizing assumptions, interpretations, and values related to culture (Cameron & Ettington, 1988; Cameron & Quinn, 1999). One of these frameworks was originally developed by Quinn and Rohrbaugh (1983) in the development of a model of organizational culture effectiveness called the Competing Values Framework (CVF). The foundation of this theoretical framework is the assumption of competition among four potential outcomes in organizations (Buenger, Daft, Conlon, & Austin, 1996). The model proposes that all four outcomes may be equally important depending on the particular situation faced by the organization. The framework can be utilized as a strategic tool not only to develop effective goals and objectives that directly address the issue of concern but it

can also be used to aid organizations in diagnosing their current or desired culture (Quinn & Rohrbaugh, 1983).

### **Competing Values Framework (CVF)**

The competing values framework (CVF) views the assessment of organizational effectiveness as an exercise grounded in eight goals, roles and functions, namely: mentor, facilitator, broker, innovator, monitor, coordinator, director, and producer (Quinn & Rohrbaugh 1983). These roles are based upon four dimensions representing competing organizational values, assumptions and orientations namely: individuality/flexibility versus stability/control (top and bottom), internal guidance versus external focus (left and right), fast change versus long-term change (lower right and upper left), and new change versus incremental change (upper right and lower left). The CVF creates four quadrants on the organizational level. The quadrants are labeled rational goal, internal process, open system and human relations. In order to analyze the culture/climate, the CVF labels each of the four quadrants by its dominant characteristic. The four types of culture/climate that result from this setting are called Clan, Hierarchy, Adhocracy, and Market.

The rational goal quadrant (Quadrant 1) emphasizes productivity, performance, goal fulfillment and achievement (Cameron et al., 2006). It stresses control and has an external orientation. The premise is that a clear direction leads to growth and achievement. The purpose of schools with emphases on the rational goal tends to be the pursuit and attainment of well-defined objectives. Because of this quadrant's focus on considerations of the "bottom line", the culture/climate animating it is most often described in economic terms, as that of the "market" (Cameron & Quinn, 1999). Value drivers in a market culture are market share, goal achievement,



and profitability. Effectiveness criteria measured using the TELL survey are production and direction item scales.

The internal process goal quadrant (Quadrant 2) emphasizes measurement, internal efficiency, documentation, uniformity, information management, coordination and evaluation (Cameron et al., 2006). The organization sets up "monitoring" mechanisms to ensure that all of its parts work dependably and in a timely manner. The organizational norms are associated with a hierarchy culture/climate. Value drivers in a hierarchy culture are efficiency, timeliness and consistency and uniformity. The effectiveness criteria are continuity and stability, based on the premise that clear definition of procedures and practices guarantees stability. The purpose of schools with emphases on the internal process goal is on maintaining stability and implementing rules and regulations. Teachers are given well-defined roles and are expected to follow rules that outline what they do. Effectiveness criteria measured using the TELL survey are coordination and monitoring item scales.

The human relations quadrant (Quadrant 3) emphasizes cohesiveness, trust, morale, participation, and human resource development, implying that commitment will contribute to effort (Cameron & Quinn, 1999). It stresses flexibility, and is internally oriented. The organizational norms are associated with a clan culture/climate. Value drivers in a clan culture are commitment, communication and development. The purpose of schools with emphases on the human relations goal tends to be on human resources and training. Teachers tend to be participative, considerate, and supportive, and they facilitate interaction through teamwork and mentoring. Effectiveness criteria measured using the TELL survey are facilitation and mentoring item scales.

Finally, the open systems goal quadrant (Quadrant 4) maintains a primary focus on external support, growth, resource acquisition and adaptation to the external environment (Cameron & Quinn, 2011). It emphasizes flexibility/change, and is externally oriented. Quinn refers to the climate/culture of Quadrant 4 as "adhocratic" in nature. Value drivers in an adhocratic culture are innovative outputs, transformation and agility. The effectiveness criteria are adaptability, readiness, growth, external support and resource acquisition. The purpose of schools with emphases on the open system goal tends to be on nurturing creativity and other skills for innovation, while maintaining external legitimacy and obtaining external resources. Here teachers foster improvements in teaching, learning, and assessment. Teachers are given discretion and autonomy over their tasks and resources. Effectiveness criteria measured using the TELL survey are innovation and brokering item scales.

Several assumptions underlie the competing values framework (CVF) (see Appendix 1). First, each quadrant has two adjacent/parallel sides (two complementary quadrants) and a polar opposite (a highly contrasting quadrant). The vertical axis runs from flexibility at the top to control at the bottom. The horizontal axis runs from internal focus at the left to external focus at the right. The human relations and open system quadrants share the value of flexibility; the internal process and rational goal quadrants share an emphasis on control; the human relations and internal process share the value of internal focus; the open system and rational goal have a common emphasis on external focus. On the other hand, the CVF has two polar opposites. The rational goal quadrant, emphasizing control and external focus runs opposite to the human relations quadrant, which stresses flexibility and internal focus. The internal process quadrant, which is characterized by control and internal focus, runs counter to the open systems quadrant,

which emphasizes flexibility and external focus. The intersection of the two axes marks the spot where there is a need to exercise balance among the four quadrants.

Second, the four quadrant goals described should be thought of as a set of "common criteria" for benchmarking the effectiveness of organizations (Cameron & Quinn, 2006). Schools are unlikely to reflect one quadrant; rather, we would expect to find combinations of each quadrant goal, while some quadrant goals being more dominant than others. As Battle for Kids (2010) and others have found, paradoxical combinations of goals and values are often found in schools. Especially as it speaks to "mastering the paradoxes and competing demands of high performance" (Quinn, 1988), the CVF approach may be of particular benefit to those teachers interested in a more nuanced sense of their strengths and weaknesses for reforming "the school in its entirety" (Levin, 2002, p. 71) and for "getting to scale with good educational practice" (Elmore, 1996). Quinn's (1988) competing values framework (CVF) subscribes to the idea that the effectiveness of teachers increases when they display more types of behavior. Prior studies by Cameron and Quinn (1999, 2006, 2011) have noted that most organizations are dominated by one or two of CVF's quadrant goals. An extensive review of 17 models of organizational effectiveness by Steers (1975) reveals that not all roles in the CVF's quadrant goals are pursued with equal effort, and he suggests differential weights on various roles depending on the running goals of an organization. This study contends that teachers experience paradoxical demands or conflicting roles in their schools, and the effective teacher is able to meet these demands by displaying roles that are situated in at least two different quadrants. Thus, teachers could no longer depend on one type of teacher role behavior to cope with all the demands of the school environment. Teachers are faced with competing demands and expectations and the most effective teachers are the ones able to perform several role behaviors. Therefore, the framework

implies that the definition of an effective teacher does not imply being either a mentor, or a broker or a producer, but to be able to perform each of these roles when necessary. Inside each quadrant there are two role behaviors with total eight role behaviors which should be possible to perform by effective teachers. In other words, the concept of the paradoxical nature of organizational effectiveness is assumed in this study.

A third underlying assumption of the CVF is the importance of balance. Since there is a continuous flow of different forces competing for the teacher's attention, teachers find themselves working, consciously or not, to balance these competing demands in order to optimize the school's effectiveness. When one quadrant is overemphasized (internal vs. external; flexibility vs. control), teachers may become dysfunctional and the strengths of the quadrant may even become weaknesses. For example, too much flexibility or spontaneity can lead to arbitrary results; too much uniformity and structure can lead to stagnation and rigidity; too much external focus can result in neglect of internal efficiencies; and too much internal focus can result in teachers being insulated from developments in the profession. The CVF emphasizes that the pursuit of a single criteria of organizational effectiveness is less likely to become effective than is a broader and a more balanced approach. The CVF stops short of the normative prescription that the most effective school is one that has integrated the characteristics of all goal quadrants, but nonetheless recognizes that balance represents the capacity to respond to a wide set of environmental conditions.

A fourth underlying assumption of CVF is its relationship to the external verses the internal focus. Aforementioned polar opposites, the external focus in the open systems quadrant provides an increase in those who will remain. Persistence in creating value by targeting external opportunities such as acquisitions, identifying future trends, pursuing innovative ideas,

and competing for market share and growth (Open Systems and Rational Goal Models) (“The Competing Values Framework: An Introduction”, 2017). As a case in point, General Electric has remained one of the world’s most successful firms by constantly engaging, acquiring, and competing with entities outside its conventional market niches (Cameron et al., 2006).

At times, it is better to target maintaining objectivity, disaggregate data, and monitor the process by focusing on issue in the structure and control quadrants(lower left and right) rather than the flexibility and openness quadrants (upper left and right) according to Wen-Chia Huang (2007). Constant change compels the identification of something with stability to be managed effectively just as organizations require predictability and reliability to produce lasting value (Huang, 2007). “Companies that consistently outperform the market over time are those that have stable cultures, consistent visions, and dependable processes, including firms such as Harley-Davidson, Rubbermaid, and Walgreens” (Collins & Porras, 1996).

The final underlying assumption is building relationships as seen in human relations quadrant produces sustainability. Organizations with clan cultures, human relations quadrants, are also referred to as collaborate, group, or team cultures (Helfrich et al., 2007). The environment is commonly amicable with emphasis on teamwork, attachment, membership, and collaboration, coupled with a focus on flexibility and internal maintenance (Cameron & Quinn, 2006; Zammuto & O’Connor, 1992).

Thus, this study utilizes teachers' judgment about a set of topically organized school climate dimensions to determine whether teachers' intention to stay differs for schools with different CVF profiles. The study also aggregates to the school level teachers' responses to the dimensions of school climate to determine how much variance in teachers' intention to stay is a

function of a school's CVF profiles, controlling for student and teacher characteristics as well as performance status of schools.

## **Chapter 3**

### **Methodology**

The purpose of this study is to explore the relationships between the intentions of educators to remain at their current school and their perceptions of the manner in which that school resolves the “organizational tensions, trade-offs, and conflicts” (Cameron et al., 2006, p. 50) embodied in the Competing Values Framework (CVF). Represented by responses to two dozen items selected from the 2013 state-wide administration of the Teaching, Empowering, Leading, and Learning survey in Tennessee (TELL Tennessee), the specific CVF dynamics under investigation are embedded in the five research questions following:

1. Over and above the influence of student and faculty characteristics, and the school’s status as a low-, moderately-, or high-performing elementary or secondary institution, is there a relationship between a school’s exhibiting a “competing values” profile that is balanced (three or four quadrant scores above the population mean) rather than unbalanced (two or fewer quadrant scores above the population mean) and the decisions of educators to continue working at that school?

2. Over and above the influence of student and faculty characteristics, and the school’s status as a low-, moderately-, or high-performing elementary or secondary institution, is there a relationship between a school’s exhibiting a “competing values” profile that is more externally focused (upper and lower left quadrants) than internally focused (upper and lower right quadrants) and the decisions of educators to continue working at that school?

3. Over and above the influence of student and faculty characteristics, and the school’s status as a low-, moderately-, or high-performing elementary or secondary institution, is there a relationship between a school’s exhibiting a “competing values” profile that is more oriented

towards issues of structure and control (lower left and right quadrants) than of flexibility and openness (upper left and right quadrants) and the decisions of educators to continue working at that school?

4. Over and above the influence of student and faculty characteristics, and the school's status as a low-, moderately-, or high-performing elementary or secondary institution, is there a relationship between a school's exhibiting a "competing values" profile more disposed towards achieving immediate results (lower-right quadrant) than evolving sustainable solutions (upper-left quadrant) and the decisions of educators to continue working at that school?

5. Over and above the influence of student and faculty characteristics, and the school's status as a low-, moderately-, or high-performing elementary or secondary institution, is there a relationship between a school's exhibiting a "competing values" profile more inclined towards making incremental improvements (lower-left quadrant) than enacting transformational change (upper-right quadrant) and the decisions of educators to continue working at that school?

The present chapter continues with an explanation of the general methodology employed in this study—specifically, secondary analysis of an existing set of survey data. Immediately following is a description of the *Teaching, Empowering, Leading, and Learning (TELL) Questionnaire* from which these survey data were derived and a discussion of that instrument's psychometric properties. In the next section, an outline is provided of the conditions under which the secondary data specific to this study were collected; supplemented by two tables that statistically describe the set of Tennessee educators whose responses constitute the present dataset. Inclusive of a discussion of the source and meaning of the intake and outcome variables employed in this study, the final section of the chapter provides a statement of the analytic strategies to be employed in answering the research questions previously stated.



## Overall Methodology

According to Tashakkori and Teddlie (1998), research is usually categorized in terms of its general methodology, as qualitative, quantitative, experimental, or non-experimental. When employing a quantitative approach, questionnaires, tests, records, standardized observation instruments, and existing data bases can serve as appropriate sources for data (Patton, 1997). Common to the quantitative approach is the utilization of data from human samples and the placing of that the data in predetermined categories for statistical analysis, the intended result being an unbiased and objective interpretation of data (Creswell, 2008).

Drawing upon existing data sources, the researcher approached the five research questions posed by this study quantitatively and non-experimentally, working in a mode of inquiry commonly referred to as “analysis of secondary data” or more simply “secondary analysis.”

According to Hakim (1982), secondary data analysis may be defined as “further analysis of an existing data-set which presents interpretations, conclusions, or knowledge additional to, or different from, those presented in the first report on the data collection and its results” (p. 1). On this definition, specific uses to which such analyses may be put include:

- Condensed reports (such as social area analysis based on selected social indicators)
- More detailed reports (offering additional detail on the same topic)
- Reports which focus on a particular sub-topic (such as unemployment) or social group (such as ethnic minority)
- Reports angled towards a particular policy issue or question
- Analyses based on a conceptual framework or theory not applied to the original analysis

- Re-analyses which take advantage of more sophisticated analytical techniques to test hypotheses and answer questions in a more comprehensive and succinct manner than in the original report. (Hakim, 1982, p. 1)

Given the uses Hakim outlined, the present study would appear to lend itself to secondary analysis in at least three respects. First, as a way to organize the original observations, it employs the Competing Values Framework, “a conceptual framework or theory not applied to the original analysis” (Hakim, 1982, p.1). As is, the TELL is simply a loosely-coupled inventory of constructs aimed at measuring climate; use of the tightly-coupled system of ideas that the CFV represents brings to bear a long tradition of research into what factors drive human organization and the metrics employed to assess their effective functioning. Second, in merging the perceptual data derived from the TELL instrument with other data sources—specifically those dealing with school demographics and student outcomes--the study enables additional insight into how attention to very specific aspects of the school’s climate in proportional ways might make for more a satisfied, stable, and productive school community. Finally, going beyond a simple description of questionnaire outcomes in terms of frequencies and percentages, as exemplified by the myriad *TELL* reports that have been published online, the present study applies somewhat “more sophisticated analytical techniques to . . . answer questions” (Hakim, p. 1) that were either not fully addressed or were unaddressed previously.

## **Instrument**

**Context and history.** A review of the literature indicates that a wide variety of measures of the school environment—whether conceived of under the aegis of “school climate,” “learning environment” “teacher working conditions,” etc.—are in use. Witcher (1993) reviewed several of these measures and found that those that resulted in the most reliable assessments were those that

generated information about multiple aspects of the school—including “an emphasis on academics, an ambience of caring, a motivating curriculum, professional collegiality, and closeness to parents and community.” According to Witcher, these most reliable instruments were also easy for respondents to understand, were appropriate to several levels of schooling and possessed of adequate evidence of psychometric validity and reliability.

A school climate instrument that is widely thought to meet these requirements is the *Teaching, Empowering, Leading and Learning Questionnaire (TELL)*. Originally developed in 2002 by the New Teacher Center (NTC), the instrument made its debut in North Carolina but since then has been administered across 18 states to nearly 1.5 million educators (New Teacher Center, 2016). Currently being implemented in six states and in three metropolitan school districts, the *TELL* continues to provide information to both policymakers and practitioners about the following eight research-based construct:

- Time—Available time to plan, to collaborate, to provide instruction, and to eliminate barriers in order to maximize instructional time during the school day
- Facilities and Resources—Availability of instructional, technology, office, communication, and school resources to teachers
- Community Support and Involvement—Community and parent/guardian communication and influence in the school
- Managing Student Conduct—Policies and practices to address student conduct issues and ensure a safe school environment
- Teacher Leadership—Teacher involvement in decisions that impact classroom and school practices

- School Leadership—The ability of school leadership to create trusting, supportive environments and address teacher concerns
- Professional Development—Availability and quality of learning opportunities for educators to enhance their teaching
- Instructional Practices and Support—Data and support available to teachers to improve instruction and student learning. (TELL Tennessee Research Brief, 2013).

In addition to information about these eight climate-related constructs and a modicum of demographic data about the respondent (i.e., total years of teaching experience, number years at the school, grades served by the respondents' school), the TELL also provides some synoptic indicators of the respondents' level of satisfaction with the school with respect to an item concerning the degree to which they find their school to be "overall . . . a good place to work and learn" as well as an item about the respondents' "immediate professional intentions." These professional intentions embrace such choices as to whether the respondent intends to remain at his/her current school, to transfer to another school or district, or to leave the classroom for another position, either administrative, non-administrative, or entirely outside of education.

### **Evidence of the Validity and Reliability of the TELL**

Some degree of informal or *prima facie* evidence of the validity of the TELL instrument seems inherent in the instrument's longevity and widespread adoption. This sort of testimonial evidence aside, however, resources provided on the TELL TN website not only chart the evolution of the instrument's "content validity" but also report on statistical analyses pertinent to the reliability and "structural validity" of the eight research-based constructs alluded to previously. As summarized in a Spring 2013 research brief published on the TELL TN website, the items developed for the first iteration of the instrument originated in one part from a wide-

ranging literature review of research on the role of working conditions on teacher dissatisfaction and teacher mobility and in another part from School and Staffing Survey data. Over and above these issues of “content validity,” the same research brief also points to studies done to establish the instrument’s “structural validity.” Using data taken from 400,000 teachers from 5,000 schools in 12 states, Swanlund (2011) used a combination of factor analysis and “Rasch Measurement Modeling” to examine the dimensionality of the instrument. In his analyses, Swanlund found more constructs (13) than the eight that the instrument purported to measure. However, Swanlund went on to note that the additional constructs seemed also to fit comfortably within the eight-construct framework, with the additional five clusters of items serving to refine four of the original domains. When an early wave of TELL Tennessee data was analyzed using an approach similar to Swanlund’s, the analyst identified 10 constructs, with the Facilities and Resources construct and Instructional Practices and Support construct each splitting into two subsets.

All statistical analyses carried out on the TELL to date suggest that the original instrument and its variants do in the main “measure what they purport to measure” (Popham, 2016) but that more fine-grained conclusions may be drawn about specific groups of items within two or three of the constructs.

### **Focus of the Present Study and Description of Sample**

Informed by the TELL’s precedent use in the legacy Memphis City Schools as an element of the district’s partnership with the Gates Foundation, the Tennessee Department of Education (TDOE) subsequently adopted the TELL as its measure of choice with respect to school climate issues. Using school- and district level online reports derived from the second of two TELL administrations sponsored by the TDOE, University of Memphis, Department of

Leadership students and faculty subsequently mounted a series of pilot studies that involved the manipulation of the online TELL data and their merging with other TDOE school demographic and student achievement information. When the New Teacher Center was made aware of these efforts, they made available to the U of M Leadership students and faculty the entire TELL Tennessee dataset for 2013, this dataset is populated with some 61,341 observations linked to 1668 educational institutions.

**Demographic characteristics of sample: Individual level.** As Table 1 shows, about 44% of the 60,000 plus sample counted themselves as being from elementary institutions, roughly equal proportions linked themselves to middle schools (27.5%) and high schools (27.9%), and less than 1% indicated their connection to some “special” educational site (0.5%). Absent about 2% of all respondents who did not declare what position they occupied at their institution, nearly 90% of the respondents remaining indicated that they were teachers (89.1%), about equal numbers listed themselves as either principals (1.8%) or assistant principals (2.0), and the rest as some “other” education professional. While about 2% of the respondents also failed to indicate how long they had been an educator, slightly more than 45% indicated that their careers spanned 10 or fewer years (45.1%), while slightly fewer than 54% indicated that their careers exceeded 10 years (53.6%). With respect to school tenure, more than half of the respondents noted that they had been at their current schools six or fewer years, while a little less than half put their tenure at more than six years.

Table 1

*Demographic Characteristics of the Sample at the Individual Level (N = 61341)*

Characteristic	<i>f</i>	%
<b>School Level</b>		
Elementary	24185	44.3
High	15130	27.7
Middle	15039	27.5
Special	279	0.5
<b>Position</b>		
Teacher	54633	89.1
Principal	1107	1.8
Assistant Principal	1213	2.0
Other Education Professional	3199	5.2
Not Answered	1189	1.9
<b>Years of Experience</b>		
First Year	3552	5.8
2-3 Years	5698	9.3
4-6 Years	8051	13.1
7-10 Years	9782	15.9
11-20 Years	18412	30.0
20+ years	14471	23.6
Not Answered	1375	2.2
<b>Years at the School</b>		
First Year	8392	13.7
2-3 Years	10906	17.8
4-6 Years	11799	19.2
7-10 Years	10394	16.9
11-20 Years	12194	19.9
20+ years	5686	9.3
Not Answered	1970	3.2

**Demographic characteristics of sample: Institutional level.** When these data were aggregated to the school level and merged with additional information obtained from the TDOE website, some 1,425 institutions were found to have non-missing values on the intake and outcome variables that were projected for use in this study. As shown in Table 2, with respect to intake variables pertinent to students, TDOE statistics indicated that on average slightly more than 60% of such students qualify for free and reduced lunch (61.7%), a little more than one-quarter could be categorized as being non-White (26.6). and about 15% might be classified as subject to some sort of learning disability (14.6%). As also shown in Table 2, with respect to intake variables pertinent to faculty, responses to TELL items indicated that, on average, somewhat more than half of educators at these institutions claimed more than 10 years of experience (55.8%) while a somewhat smaller proportion indicated their having been employed at their present school more than six years (50.0%). In terms of future professional intentions, Table 2 also reveals that almost 85% of all TELL respondents indicated on average that they planned to keep working at their present schools (84.6%), as contrasted with roughly 6% and 9% who respectively planned to “move” to another district or school (5.9%) or to “leave” the classroom altogether (9.4%). Consistent with these outcomes, next shown in Table 2 is that, on being asked whether their school “is a good place to work and learn,” most educators on average selected the “agree” response ( $M = 3.16$ ,  $SD = 0.26$ ), this choice denoting a rather high level of overall satisfaction with how their school functions.



Table 2

*Demographic Characteristics of the Sample at the Institutional Level (N = 1425)*

Characteristic	<u>All</u> (N = 1425)		<u>Elementary</u> (n = 693)		<u>Secondary</u> (n = 732)	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Free Reduced Lunch (%)	60.7	21.24	62.5	23.18	59.0	19.09
Minority Students (%)	26.6	27.44	30.9	28.43	22.6	25.84
Students w/ Disabilities (%)	14.6	4.98	15.6	4.71	13.6	5.04
Teachers w/ more than 10 Years' Experience (%)	55.8	13.25	56.4	13.96	55.3	12.52
Teachers w/ more than 6 Years' Tenure (%)	50.0	16.53	50.2	17.24	49.7	15.84
Respondents 'Staying' (%)	84.6	11.01	86.0	11.17	83.4	10.70
Respondents 'Moving' (%)	5.9	7.73	6.0	8.12	5.9	7.35
Respondents 'Leaving' (%)	9.4	6.79	8.0	6.33	10.7	6.96
Overall Satisfaction	3.2	0.26	3.2	0.27	3.1	0.25

### **Student Proficiency in Basic Subjects and School Effectiveness Indices**

In terms of the school's functioning as an academic institution, a three-year school performance index was constructed using the percent of students' proficient and advanced in reading and mathematics at the elementary level and in algebra and English at the secondary

level. Averaging across these two percentages and then obtaining a frequency distribution of these averages facilitated classification of both elementary and secondary schools relative to their own school type as either “low performing” (at or below 25<sup>th</sup> percentile in student proficiency and coded as “1”), “moderately performing” (between the 25<sup>th</sup> and 75<sup>th</sup> percentile in student proficiency and coded as “2”), or “high performing” (at or above the 75<sup>th</sup> percentile and coded as “3”). For statistics pertinent to these indices, see Table 3.

### **CVF Scale Means, Quadrant Means, and CVF Profile Scores**

For each of 24 TELL Tennessee items, the responses of each person were aggregated to the level of the school, resulting in the 24 school-level means organized by scale and quadrant in Tables 4 through 7. To arrive at each of the eight CVF scale means, the means obtained for each of the scale’s three constituent items were themselves averaged, once each of these prospective scales had been vetted for internal consistency reliability. Similarly, to arrive at each of the four CVF quadrant means, the means obtained for each of the quadrant’s six constituent items were themselves averaged and the internal consistency reliability of the quadrant mean checked.

Once the four quadrant means for all schools had been computed, the different CVF profile scores could be created. To compute each school’s “balance” profile, the school’s quadrant mean was compared to the “norm” for that quadrant, as represented by the mean for that quadrant: specifically, the Rational Goal Quadrant ( $M = 3.17, SD = 0.26, \alpha = .96$ ), the Internal Process Quadrant ( $M = 3.07, SD = 0.22, \alpha = .86$ ), the Human Relations Quadrant ( $M = 2.99, SD = 0.28, \alpha = .93$ ), and the Open Systems Quadrant ( $M = 3.12, SD = 0.20, \alpha = .88$ ). If a school’s quadrant score was equal to or exceeded the quadrant “norm,” the school received a value of “1” for that quadrant and a value of “0” if it did not meet that threshold. Apropos the CVF literature on “balancing” the competing demands of effectiveness, thus a school’s CVF

profile was considered to be balanced if the sum across quadrant mean thresholds was either four (perfect) or three (good): a result characterizing slightly less than half of the schools (44.8%). With respect to unbalanced profiles, some 8.3% of the schools were at or above the quadrant mean on two quadrants, with the 47% remaining of schools scoring at or above the quadrant mean either once (13.3%) or not at all (33.7%).

Aside from the “balance” profile, CVF scores reflective of other of the model’s “organizational tensions, trade-offs, and conflicts” were created by subtracting quadrant scores from one another. Summing across the Rational Goal and Open Systems quadrant scores to arrive at the school’s tendency to be “externally focused” and the Internal Process and Human Relations quadrant scores to arrive at the school’s tendency to be “internally focused” enabled a representation of the school’s relative responsiveness to issues and opportunities in its environment, as opposed to those occurring within itself. Similarly, summing across the Rational Goal and Internal Process quadrant scores to create a school “stability” index and the Human Relations and Open Systems quadrants scores to create a school “flexibility” index enabled a representation of a school’s tendency to address problems with a bias towards either centralization or decentralization. With respect to the school’s comfort level with respect to the scope and speed of change, the CVF profile concerned with the former was computed by subtracting the school’s Internal Process quadrant score from its Open Systems quadrant score, while CVF profile concerned with the latter was computed by subtracting the school’s Rational Goal quadrant score from its Human Relations quadrant score.

Table 3

*School Performance Indices Based on Student Proficiency in Basic Subjects/Courses*

TDOE TCAP Achievement Indices 2010-2013	<u>All</u> ( <i>N</i> = 1191)		<u>Elementary</u> ( <i>n</i> = 693)		<u>Middle</u> ( <i>n</i> = 298)	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Read Proficiency (%)	47.4	14.23	47.5	15.02	47.3	13.05
Math Proficiency (%)	42.8	14.85	46.1	14.62	38.3	13.94

TDOE EOC Achievement Indices 2010-2013	<u>English</u> <u>Proficiency</u> (%)		<u>Algebra</u> <u>Proficiency</u> (%)		<u>ACT Composite</u> <u>Score</u>	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Secondary ( <i>N</i> = 289)	60.0	13.64	49.0	14.88	19.0	1.97

Performance Indices 2010-2013	<u>Low</u> <u>Performing</u> (1)		<u>Moderately</u> <u>Performing</u> (2)		<u>High</u> <u>Performing</u> (3)	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
All Schools	348	24.42	722	50.67	355	24.91
Elementary Only	291	24.52	603	50.80	293	24.68
Secondary Only	72	25.09	144	50.17	71	24.74

Table 4

*CVF Means and Standard Deviations: Rational Goal Quadrant*

CVF Component	<i>M</i>	<i>SD</i>
Rational Goal Quadrant ( $\alpha = .96$ )	3.17	0.26
Production Scale ( $\alpha = .88$ )	3.22	0.25
Q6.1f In this school we take steps to solve problems.	3.10	0.29
Q7.1e Teachers are held to high professional standards for delivering instruction.	3.45	0.21
Q7.1k The faculty are recognized for accomplishments.	3.10	0.32
Direction Scale ( $\alpha = .94$ )	3.13	0.28
Q6.1g Teachers are effective leaders in this school.	3.19	0.27
Q7.1a The faculty and leadership have a shared vision.	3.13	0.31
Q7.1j The school improvement team provides effective leadership at this school.	3.07	0.31

Table 5

*CVF Means and Standard Deviations: Internal Process Quadrant*

CVF Component	<i>M</i>	<i>SD</i>
Internal Process Quadrant ( $\alpha = .86$ )	3.07	0.21
Coordination Scale ( $\alpha = .90$ )	2.85	0.29
Q2.1c Teachers are allowed to focus on educating students with minimal interruptions.	2.89	0.31
Q2.1e Efforts are made to minimize the amount of routine administrative paperwork teachers are required to do.	2.78	0.35
Q2.1g Teachers are protected from duties that interfere with their essential role of educating students.	2.89	0.29
Monitoring Scale ( $\alpha = .87$ )	3.29	0.19
Q7.1f The school leadership facilitates using data to improve student learning.	3.48	0.22
Q8.1c Professional development offerings are data driven.	3.13	0.23
Q9.1c Teachers in this school use assessment data to inform their instruction.	3.27	0.21

Table 6

*CVF Means and Standard Deviations: Human Relations Quadrant*

CVF Component	<i>M</i>	<i>SD</i>
Human Relations Quadrant ( $\alpha = .93$ )	2.99	0.28
Facilitation Scale ( $\alpha = .95$ )	2.99	0.36
Q6.1e The faculty has an effective process for making group decisions to solve problems.	2.95	0.33
Q7.1b There is an atmosphere of trust and mutual respect.	3.03	0.40
Q7.1c Teachers feel comfortable raising issues and concerns that are important to them.	2.97	0.40
Mentoring Scale ( $\alpha = .87$ )	2.99	0.25
Q7.1h Teachers receive feedback that can help them improve teaching.	3.21	0.26
Q8.1e Professional development is differentiated to meet the needs of individual teachers.	2.78	0.29
Q8.1j Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	2.96	0.27

Table 7

*CVF Means and Standard Deviations: Open Systems Quadrant*

CVF Component	<i>M</i>	<i>SD</i>
Open Systems Quadrant ( $\alpha = .88$ )	3.12	0.20
Innovation Scale ( $\alpha = .78$ )	3.18	0.19
Q8.1h Teachers are encouraged to reflect on their own practice.	3.21	0.20
Q9.1g Teachers are encouraged to try new things to improve instruction.	3.29	0.19
Q9.1i Teachers have autonomy to make decisions about instructional delivery (i.e. pacing, materials and pedagogy).	3.04	0.29
Brokering Scale ( $\alpha = .84$ )	3.05	0.24
Q4.1b This school maintains clear, two-way communication with parents/guardians and the community.	3.19	0.25
Q4.1c This school does a good job of encouraging parent/guardian involvement.	3.24	0.28
Q8.1g Professional development provides teachers with strategies to involve families and other community members as active partners.	2.73	0.29



## **Analysis**

For each of the five research questions, hierarchical multiple regression was employed to arrive at the extent of relationship between the outcome variable—that is, the percent of teachers who intend to remain at the school—and the five different CVF profiles just described. After entering three “student-oriented” variables in the first block (Percent Free/Reduced Lunch, Percent Minority, and Percent Students with Disabilities); two “faculty-oriented” variables in the second block (Percent of Faculty with More than 10 Years’ Experience, Percent of Faculty with More than Six Years’ Tenure), and two “school status” variables in the third block (School Performance Level, Level of Students Served), the CVF profile in question will be entered in the final block and its statistical significance noted with respect to explaining the outcome, over and above the contribution of the previous blocks of variables. Where statistical significance is observed, it may be concluded that the CVF profile to some extent heightens or detracts from teacher retention; where statistical significance is not observed, it may be concluded that the profile has no impact on teacher retention.

## Chapter 4

### Results

The purpose of this study is to explore the relationship between the rates at which teachers intend to “stay” at their schools and the manner in which their schools resolve the tensions and tradeoffs illuminated by the Competing Values Framework (CVF). Deriving from this overall purpose are the more specific research questions that follow:

1. Over and above the influence of student and faculty characteristics, and the school’s status as a low-, moderately-, or high-performing elementary or secondary institution, is there a relationship between a school’s exhibiting a “competing values” profile that is balanced (three or four quadrant scores above the population mean) rather than unbalanced (two or fewer quadrant scores above the population mean) and the decisions of educators to continue working at that school?

2. Over and above the influence of student and faculty characteristics, and the school’s status as a low-, moderately-, or high-performing elementary or secondary institution, is there a relationship between a school’s exhibiting a “competing values” profile that is more externally focused (upper and lower left quadrants) than internally focused (upper and lower right quadrants) and the decisions of educators to continue working at that school?

3. Over and above the influence of student and faculty characteristics, and the school’s status as a low-, moderately-, or high-performing elementary or secondary institution, is there a relationship between a school’s exhibiting a “competing values” profile that is more oriented towards issues of structure and control (lower left and right quadrants) than of flexibility and openness (upper left and right quadrants) and the decisions of educators to continue working at that school?

4. Over and above the influence of student and faculty characteristics, and the school's status as a low-, moderately-, or high-performing elementary or secondary institution, is there a relationship between a school's exhibiting a "competing values" profile more disposed towards achieving immediate results (lower-right quadrant) than evolving sustainable solutions (upper-left quadrant) and the decisions of educators to continue working at that school?

5. Over and above the influence of student and faculty characteristics, and the school's status as a low-, moderately-, or high-performing elementary or secondary institution, is there a relationship between a school's exhibiting a "competing values" profile more inclined towards making incremental improvements (lower-left quadrant) than enacting transformational change (upper-right quadrant) and the decisions of educators to continue working at that school?

The chapter commences with an inspection of the descriptive statistics underwriting the multiple regression analyses employed to answer the five research questions. Accompanied by brief discussions, summaries of the aforementioned multiple regression analyses are provided for each research question in turn. A brief synopsis of what was learned from these analyses concludes the chapter.

### **Descriptive Statistics**

Inspection of the zero-order correlation matrix that summarizes the relationships between the seven "control" variables employed in these analyses and the dependent variable (i.e., teachers' intention to remain at their current schools) suggests that, without too much overlap, almost all of the seven are relevant to explaining variation in the latter (see Table 8). With the exception of the percentage of students with disabilities ( $r = .02$ ), variables addressing student, faculty, and institutional characteristics all appear to be significantly related to teachers' decisions to remain at their schools. Although the percentage of minority students ( $r = -.37$ ) and

the percentage of students on free and reduced lunch ( $r = -.21$ ) appear to depress significantly the percentage of school “stayers,” variables linked to faculty composition—namely, the percent of experienced ( $r = .24$ ) and “tenured” ( $r = .33$ ) teachers—positively contribute to the school’s teacher retention rate. Whether as cause or effect, the school’s proficiency level also appears to boost teachers’ willingness to stay at their schools at a level that would seem to offset factors associated with student demography ( $r = .24$ ).

Table 8

*Matrix of Zero-Order Correlations between Control Variables in the Model and Percent of School “Stayers”*

Variable	2	3	4	5	6	7	8
1. F/R Lunch Students (%)	.40**	.27**	-.15**	-.10**	-.08**	-.71**	-.21**
2. Minority Students (%)	1	-.15**	-.20**	-.43**	-.15**	-.41**	-.37**
3. Students w/ Disabilities (%)		1	-.01	.08**	-.20**	-.12**	.02
4. Faculty Experience (%)			1	.65**	-.04	.17**	.24**
5. Faculty Tenure (%)				1	-.01	.20**	.33**
6. School Status (E/S)					1	-.04	-.12**
7. School Proficiency Level						1	.24**
8. "Stayers" (%)							1

\*  $p < .05$ , two-tailed;\*\* $p < .01$ , two-tailed.

While the strength of relationship among these control variables varies, the relationships observed between two pairs of these variables appear to be especially strong. As teachers’ persisting over time is a feature common to one pair of these variables, the correlation between the percent of teachers at the school with more than ten years of experience and the percent of teachers at the school with more than six years’ tenure is robust ( $r = .65$ ). Somewhat more robust, however, is the correlation between the percent of students on free and reduced lunch and

the school's performance level, based on student proficiency ( $r = -.71$ ). As the effective schools literature has historically held, while student poverty can exercise a profoundly negative effect on student achievement, there may be steps the schools can take in terms of organizational culture, climate, and leadership to moderate that association.

Suggesting some possibilities in this regard is the matrix of zero-order correlations highlighting the relationships between the five CVF profiles examined in this study and the control and dependent variables previously considered (see Table 9). Consistent with the CVF literature, a "balanced" CVF profile appears to be the one most strongly and unambiguously related to positive organizational outcomes. Irrespective of the percentage of students on free and reduced lunch ( $r = -.05$ ), a balanced CVF profile is both positively and significantly linked not only to a higher percentage of teacher "stayers" ( $r = .36$ ) but also to higher levels of student proficiency ( $r = .13$ ).

Table 9

*Matrix of Zero-Order Correlations between CVF Outcomes and Other Variables in the Model*

Variable	UNB V BAL	STAB V FLEX	EXT V INT	RG Q V HR Q	IP Q V OS Q
F/R Lunch Students (%)	-.05	.01	-.28**	-.23**	.19**
Minority Students (%)	-.06*	-.06*	.05	-.01	-.07**
Students w/ Disabilities (%)	.07*	.01	-.08**	-.06*	.06*
Faculty Experience (%)	.03	-.12**	.06*	-.04	-.11**
Faculty Tenure (%)	.03	-.09**	.00	-.07**	-.05*
School Status (E/S)	-.13**	.05*	-.12**	-.06*	.11**
School Proficiency Level	.13**	.02	.18**	.17**	-.10**
Percent "Stayers"	.36**	-.13**	-.03	-.12**	-.05

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\*  $p < .05$ , two-tailed; \*\* $p < .01$ , two-tailed.

Illustrative of these relationships are two bar graphs labelled Figure 1 and Figure 2. Evident in the first of these figures is a gradual but noticeable increase in the percent of teachers expressing an intent to “stay” at their schools by the number of CVF quadrants the school scored above the quadrant mean (that is, the “balance sum”). When graphed against the percent of teacher “stayers,” the difference between schools with a balance sum of “0” (meaning no quadrant scores above the mean) and schools with a balance sum of “4” is in excess of 10%. Indeed, when “stayer” means are computed from the combination of the 638 schools with a balance sum of “3” or higher ( $M = 89.01$ ,  $SD = 6.01$ ) and the combination of the 787 schools with a balance sum of “2” or lower ( $M = 81.11$ ,  $SD = 11.78$ ), the effect size difference exceeds a robust eight-tenths of a standard deviation ( $g = 0.82$ ). Cohen (1988) characterizes an effect of this magnitude as “strong.”

Evident in the second of these figures is a similarly noticeable difference in the percentages of schools categorized as low-, moderately- or high-performing by their CVF balance profile. While the percentages of moderately-performing schools are similar for both kinds of profiles, readily observed in the figure are the 7% more low-performing schools and nearly 10% fewer high-performing schools among institutions having an unbalanced CVF profile (a balance sum at or above “3”) as opposed to a balanced CVF profile (a balance sum at or above “3”). When a *chi-square* test of independence is conducted on these frequencies, the outcome is highly statistically significant ( $\chi^2 (2) = 25.67$ ,  $p < .001$ ) yielding a Cramer’s *V* effect size of 0.13 that is identical to the tabled zero-order correlation.

While there appears to be no ambiguity about the positive nature of the relationships between school performance, teacher retention, and a “balanced” CVF profile, understanding the

nature of the relationships with school outcomes and other CVF profiles is less straightforward. For example, both associated with higher percentages of teacher “stayers” are, first, an inclination towards organizational flexibility as opposed to organizational stability ( $r = -.13$ ) and, second, an emphasis on the “human relations” quadrant as opposed to the “rational goal” quadrant ( $r = -.12$ ). Unfortunately, inspection of the zero-order correlations concerning these CVF profiles suggests a something of disconnect between “staying,” school performance, and the CVF dynamics that seem better to promote such performance. While warm “human relations” may promote staying, it would seem to be an orientation more focused on the organization’s “rational goals” that better enables student performance ( $r = .17$ ). Such a performance-focused orientation appears also to be more “externally” disposed in general ( $r = .18$ ), characterized not only by the aforementioned stronger focus on “goals” but also by incorporating perspectives on problem solving and resource acquisition that are more “open” to capitalizing on opportunities in the wider environment ( $r = -.10$ ).

On the evidence of the zero-order correlations shown here, schools with higher percentages of students on free and reduced lunch might in particular reconsider the ways they currently think about and resolve the organizational dilemmas and tensions illuminated by the CVF. Historically most in need of a school climate that abets student achievement, such schools might correct their overall tendency to overemphasize the “internal” at the expense of the “external” ( $r = -.28$ ), to focus more on “rational goals” than “human relations” ( $r = -.23$ ), and to think in terms of “open systems” rather than “internal processes” ( $r = .19$ ).

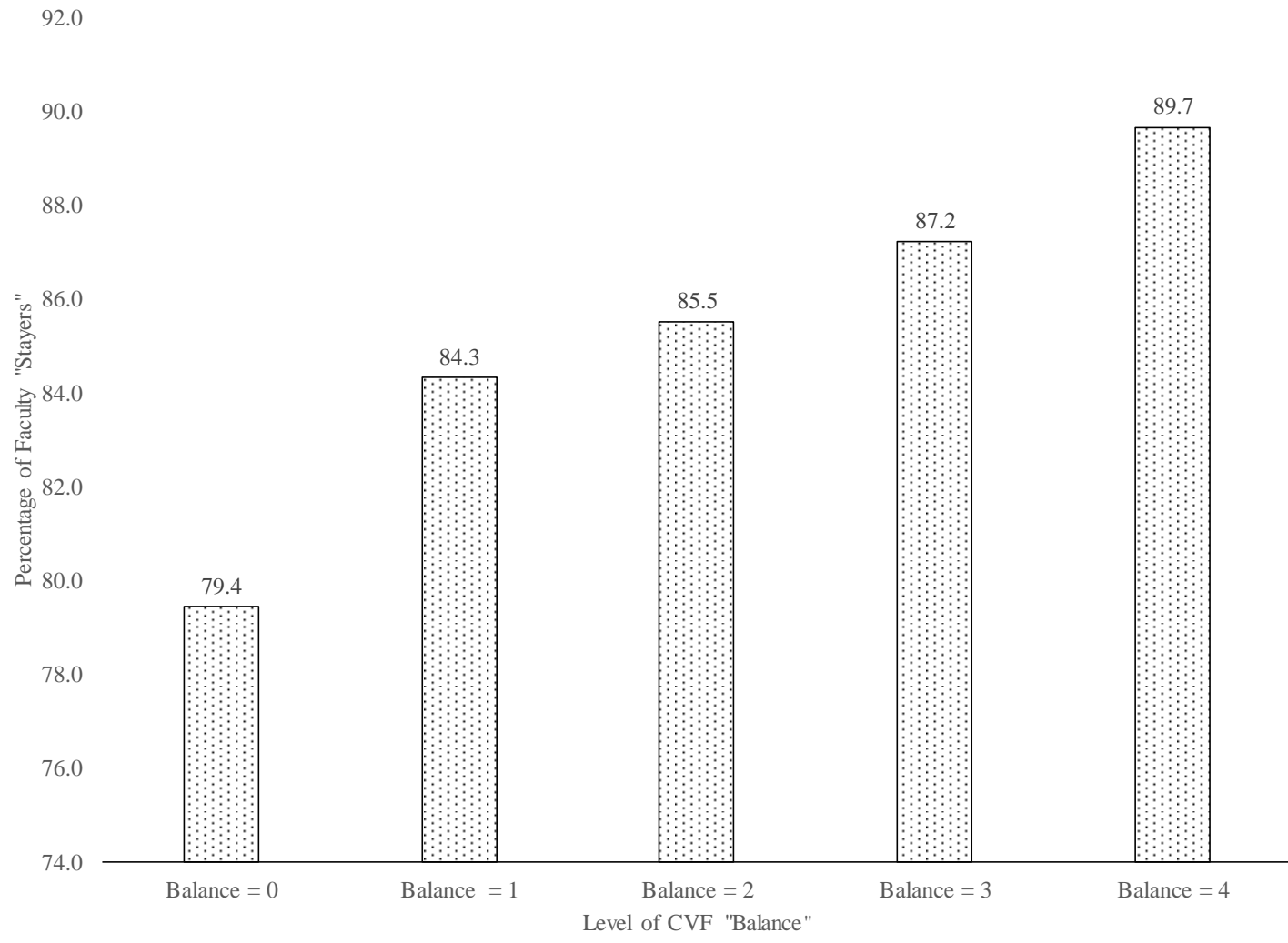


Figure 1. Percentage of School "Stayers" by CVF Balance Sum



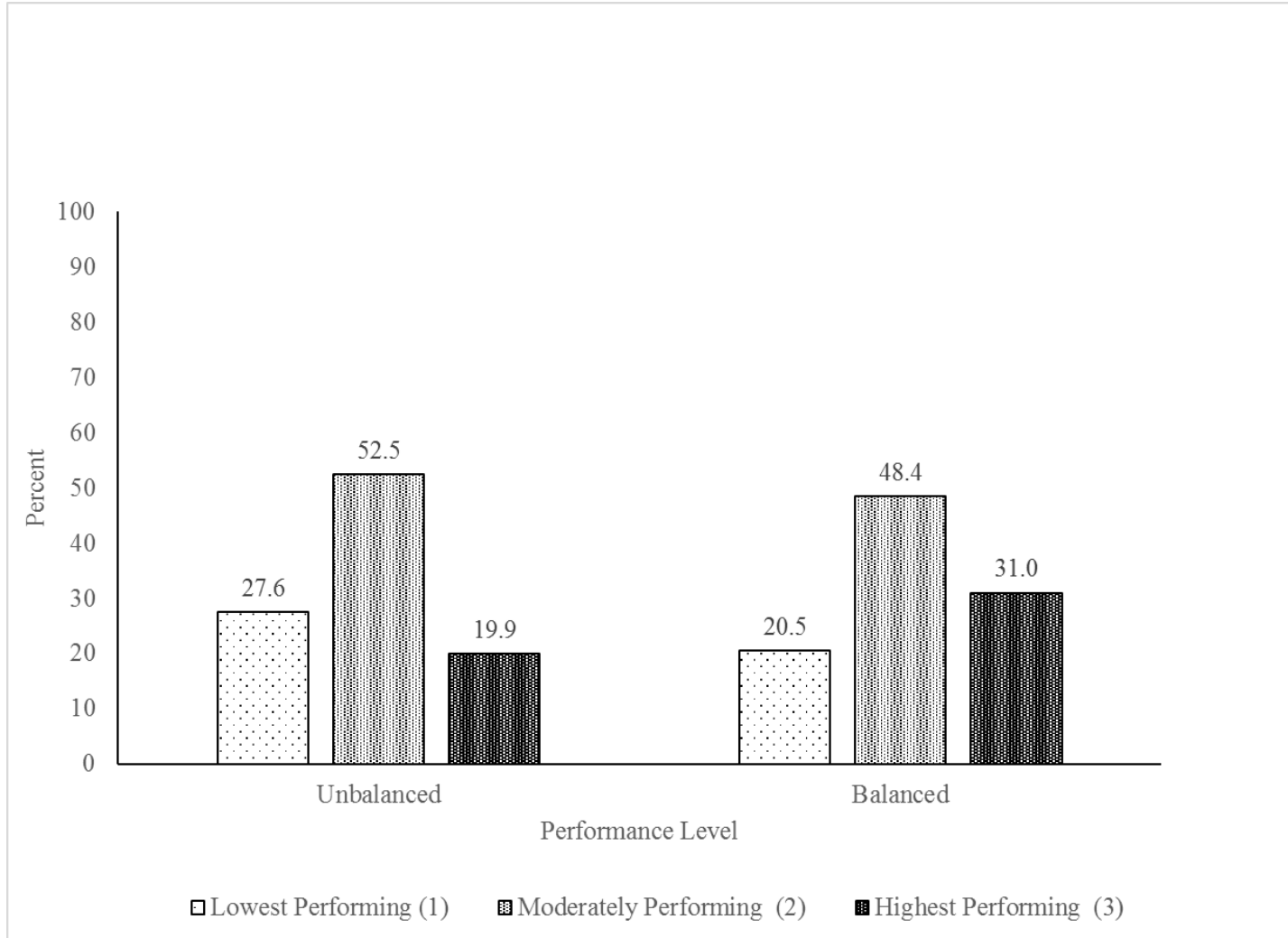


Figure 2 . School Performance Level by CVF Balance Profile

## Outcomes Common to All Five Hierarchical Multiple Regression Analyses

For the five hierarchical multiple regressions that were conducted to answer the research questions, the statistical outcomes were identical for blocks one through three. They differed only with respect to block four and the inclusion of the CVF profile named for that particular question. In attempting to fit these five regression models to the data, procedures outlined by Field (2013, p. 316) were followed to check for linearity and unusual cases and to determine whether the statistical assumptions of homoscedasticity, normality, and independence were tenable. With no violations of these assumptions observed, final regressions were conducted with the results following.

**Block 1 outcomes: Student demographic variables.** As presented, in Tables 10, 11, 12, 13, and 14, the three student demographic variables included in block one collectively explain a statistically significant proportion of the variance in the percentage of teachers “staying” at the school ( $F(3, 1421) = 78.74, p < .001, R^2 = .14$ ). Inspection of the block statistics reveals the percent of minority students to have the largest *beta* weight and thus the greatest importance among the student-oriented demographic variables in explaining the percent of school “stayers,” ( $\beta = -0.34, t = -12.24, p < .001$ ).

**Block 2 outcomes: Faculty demographic variables.** Over and above the student-related demographic variables, the addition of the two faculty-oriented demographic variables in block two does not appear to improve the overall “fit” of the model to the data but does nevertheless seem to explain a significant proportion of variance in the percentage of “stayers ( $F(2, 1419) = 35.96, p < .001, R^2 = .18$ ). While both faculty-oriented demographic variables are statistically significantly related to teachers’ “staying,” the mean percent of faculty with more than ten years’ experience appears to be less important in this respect than the mean percent of faculty with

more than 10 years' tenure ( $\beta = 0.07, t = 2.27, p = .023$  compared to  $\beta = 0.17, t = 4.72, p < .001$ ).

The contributions of either of the faculty-oriented variables notwithstanding, it is still the percentage of minority students at this point in the analysis that is the variable of greatest importance to explaining variation in the percent of faculty "stayers," however ( $\beta = -0.25, t = -8.31, p < .001$ ).

**Block 3 outcome: Institutional demographic variables.** As was the case with the addition of the two faculty-oriented demographic variables, the overall "fit" of the model to the data does not seem to improve with the addition of the two variables related to institutional demographics. Nevertheless, a statistically significant four percent increase in the proportion of variance in the percentage of school "stayers" is explained by the inclusion of these variables ( $F(2, 1417) = 25.27, p < .001, R^2 = .21$ )., this increase largely owing to knowledge of the school's status ( $\beta = -0.17, t = -6.76, p < .001$ ) rather than the school's proficiency level ( $\beta = 0.04, t = -1.16, p = .245$ ). Although the school's status as an elementary institution is an important predictor of the percent of teachers who intend to "stay" at the school, status still runs a distant second to the percent of the student body who are of minority background ( $\beta = -0.295, t = -9.51, p < .001$ ). At the same time, the importance of the school's status in explaining variation in the percentage of "stayers" is on par with the percent of faculty with more than six years' tenure ( $\beta = 0.15, t = 4.31, p < .001$ ).

**Summary: Block 1 through 3 outcomes.** To sum up the results of the analyses to this point, higher percentages of "stayers" may be found at elementary schools with lower percentages of minority students and students with disabilities. There appear to be more faculty at the schools with more than six years' tenure and more faculty at these schools tend to have more than 10 years' experience. Controlling for these factors, links between the percent of school

“stayers” and the percent of students on free and reduced lunch links and between the percent of school “stayers” and the school’s proficiency level are not statistically significantly different from zero. What the various CVF profiles may contribute to the model are statistics presented in turn for each of the analyses following.

### **Analysis for RQ1**

With the inclusion of the seven control variables explaining roughly 21% of the variance in the percentage of school “stayers,” inspection of the block four statistics indicates that five of the seven remain statistically significant once the CVF “balance” profile is included in the model (see Table 10). Of these five variables, the percent of minority students is the most important in explaining the outcome ( $\beta = -0.29, t = -9.51, p < .001$ ); followed by the percent of faculty with over six years’ tenure ( $\beta = 0.16, t = 4.87, p < .001$ ); and the institutional status of the school as elementary rather than secondary ( $\beta = -0.13, t = -5.66, p < .001$ ). While the percent of faculty with more than 10 years’ experience ( $\beta = 0.06, t = 2.10, p = .036$ ) and the percent of students with disabilities ( $\beta = -0.07, t = -2.69, p = .007$ ) both make relatively minor contributions to understanding of the phenomenon of school “staying,” the contribution made by the CVF “balance” profile is a major one. Not only does the addition of the CVF variable enhance the overall “fit” of the model to the data ( $F(8, 1416) = 79.81, p < .001$ ), its inclusion also raises the proportion of variance explained in the outcome by a statistically significant 10% ( $F(1, 1416) = 202.93, p < .001, R^2 = .31$ ).

### **Analysis for RQ2**

As previously mentioned with respect to RQ1, the model statistics are the same for blocks one through three, with the percent of the student body who are of minority background ( $\beta = -0.29, t = -9.51, p < .001$ ) observed to have the strongest link to the percent of faculty who

intend to stay at their current school. Together with six other control variables, the percent of students who are of minority background explains roughly 21% of the variance in the percent of school “stayers.”

Table 10

*Hierarchical Regression Summary of a “Balanced” Competing Values Framework Profile (CVF) on the 2013 Percentage of School “Stayers” (N = 1425)*

Source	B	S.E.B.	$\beta$	t	p =
Block 1: Student Demographics					
Model Fit: $F(3, 1421) = 78.74, p < .001, R^2 = .14$					
F/R Lunch Students (%)	-0.04	0.01	-0.07	-2.52	0.012
Minority Students (%)	-0.14	0.01	-0.34	-12.24	0.000
Students w/ Disabilities (%)	-0.02	0.06	-0.01	-0.38	0.707
Block 2: Student + Faculty Demographics					
Model Fit: $F(5, 1419) = 63.95, p < .001, R^2 = .18,$					
$F$ Change (2, 1419) = 35.96, $p < .001$					
F/R Lunch Students (%)	-0.04	0.01	-0.08	-2.83	0.005
Minority Students (%)	-0.10	0.01	-0.25	-8.31	0.000
Students w/ Disabilities (%)	-0.01	0.06	-0.01	-0.26	0.797
Faculty Experience (%)	0.06	0.03	0.07	2.27	0.023
Faculty Tenure (%)	0.11	0.02	0.17	4.72	0.000
Block 3: Student + Faculty + Institutional Demographics					
Model Fit: $F(7, 1417) = 54.46, p < .001, R^2 = .21,$					
$F$ Change (2, 1417) = 25.27, $p < .001$					
F/R Lunch Students (%)	-0.02	0.02	-0.04	-1.08	0.282
Minority Students (%)	-0.12	0.01	-0.29	-9.51	0.000
Students w/ Disabilities (%)	-0.12	0.06	-0.05	-1.97	0.049
Faculty Experience (%)	0.06	0.03	0.07	2.12	0.034
Faculty Tenure (%)	0.10	0.02	0.15	4.31	0.000
School Status (E/S)	-3.72	0.55	-0.17	-6.76	0.000
School Proficiency Level	0.64	0.55	0.04	1.16	0.245

Table 10 (continues)

Table 10 (continued)

*Hierarchical Regression Summary of a “Balanced” Competing Values Framework Profile*

*(CVF) on the 2013 Percentage of School “Stayers” (N = 1425)*

Source	B	S.E.B.	$\beta$	t	p =
Block 4: All Demographics + CVF Profile					
Model Fit: $F(8, 1416) = 79.81, p < .001, R^2 = .31$					
$F$ Change (1, 1416) = 202.93, $p < .001$					
F/R Lunch Students (%)	-0.03	0.02	-0.06	-1.68	0.093
Minority Students (%)	-0.11	0.01	-0.28	-9.74	0.000
Students w/ Disabilities (%)	-0.15	0.05	-0.07	-2.69	0.007
Faculty Experience (%)	0.05	0.02	0.06	2.10	0.036
Faculty Tenure (%)	0.11	0.02	0.16	4.87	0.000
School Status (E/S)	-2.93	0.52	-0.13	-5.66	0.000
School Proficiency Level	-0.15	0.52	-0.01	-0.30	0.768
CVF "Balance" Profile	7.08	0.50	0.32	14.25	0.000

As seen in Table 11, and as contrasted with the addition of the CVF “balance” profile, statistics pertinent to the CVF “stability/flexibility” profile only explains an additional 1% of the variance in the outcome, with higher CVF scores on the flexibility-oriented quadrants associated with higher numbers of school stayers ( $\beta = -0.11, t = -4.43, p < .001$ ). While statistically significant, the importance of this profile to explaining the phenomenon of school “staying” is exceeded by the percent of minority students ( $\beta = -0.31, t = -9.95, p < .001$ ); the institutional status of the school as elementary rather than secondary ( $\beta = -0.16, t = -6.63, p < .001$ ); and the percent of faculty with over six years’ tenure ( $\beta = 0.14, t = 4.03, p < .001$ ). Also statistically significant, the percent of students with disabilities is negatively associated with the “percent of

school “stayers” ( $\beta = -0.05$ ,  $t = -2.03$ ,  $p = .042$ ), but less strongly than the CVF profile in question.



Table 11

*Hierarchical Regression Summary of a Stability- versus Flexibility-Focused CVF Profile on the 2013 Percentage of School “Stayers” (N = 1425)*

Source	B	S.E.B.	$\beta$	t	p =
Block 1: Student Demographics					
Model Fit: $F(3, 1421) = 78.74, p < .001, R^2 = .14$					
F/R Lunch Students (%)	-0.04	0.01	-0.07	-2.52	0.012
Minority Students (%)	-0.14	0.01	-0.34	-12.24	0.000
Students w/ Disabilities (%)	-0.02	0.06	-0.01	-0.38	0.707
Block 2: Student + Faculty Demographics					
Model Fit: $F(5, 1419) = 63.95, p < .001, R^2 = .18,$					
$F$ Change (2, 1419) = 35.96, $p < .001$					
F/R Lunch Students (%)	-0.04	0.01	-0.08	-2.83	0.005
Minority Students (%)	-0.10	0.01	-0.25	-8.31	0.000
Students w/ Disabilities (%)	-0.01	0.06	-0.01	-0.26	0.797
Faculty Experience (%)	0.06	0.03	0.07	2.27	0.023
Faculty Tenure (%)	0.11	0.02	0.17	4.72	0.000
Block 3: Student + Faculty + Institutional Demographics					
Model Fit: $F(7, 1417) = 54.46, p < .001, R^2 = .21,$					
$F$ Change (2, 1417) = 25.27, $p < .001$					
F/R Lunch Students (%)	-0.02	0.02	-0.04	-1.08	0.282
Minority Students (%)	-0.12	0.01	-0.29	-9.51	0.000
Students w/ Disabilities (%)	-0.12	0.06	-0.05	-1.97	0.049
Faculty Experience (%)	0.06	0.03	0.07	2.12	0.034
Faculty Tenure (%)	0.10	0.02	0.15	4.31	0.000
School Status (E/S)	-3.72	0.55	-0.17	-6.76	0.000
School Proficiency Level	0.64	0.55	0.04	1.16	0.245

Table 11 (continues)

Table 11(continued)

*Hierarchical Regression Summary of a Stability- versus Flexibility-Focused CVF Profile on the 2013 Percentage of School “Stayers” (N = 1425)*

Source	B	S.E.B.	$\beta$	t	p =
Block 4: All Demographics + CVF Stability/Flexibility Profile					
Model Fit: $F(8, 1416) = 50.73, p < .001, R^2 = .22$					
$F$ Change (1, 1416) = 19.59, $p < .001$					
F/R Lunch Students (%)	-0.01	0.02	-0.03	-0.78	0.434
Minority Students (%)	-0.12	0.01	-0.31	-9.95	0.000
Students w/ Disabilities (%)	-0.12	0.06	-0.05	-2.03	0.042
Faculty Experience (%)	0.05	0.03	0.06	1.88	0.060
Faculty Tenure (%)	0.09	0.02	0.14	4.03	0.000
School Status (E/S)	-3.63	0.55	-0.16	-6.63	0.000
School Proficiency Level	0.77	0.55	0.05	1.41	0.160
CVF Stability/Flexibility Profile	-7.53	1.70	-0.11	-4.43	0.000

### Analysis for RQ3

As with the preceding research questions, the model statistics are the same for blocks one through three, with the percent of the student body who are of minority background ( $\beta = -0.29, t = -9.51, p < .001$ ) observed to have the strongest link to the percent of faculty who intend to stay at their current school (see Table 12). Together with six other control variables, the percent of students who are of minority background explains roughly 21% of the variance in the percent of school “stayers.”

As contrasted with the addition of the CVF “balance” profile, the addition of the CVF “external/internal” profile adds less than 1% to the proportion of the variance in the explained in the outcome, with higher CVF scores on the internally-oriented quadrants associated with higher numbers of school stayers ( $\beta = -0.07, t = -2.86, p = .004$ ). While statistically significant, the

importance of this profile to explaining the phenomenon of school “staying” is exceeded by the percent of minority students ( $\beta = -0.28, t = -8.95, p < .001$ ); the institutional status of the school as elementary rather than secondary ( $\beta = -0.18, t = -7.07, p < .001$ ); and the percent of faculty with over six years’ tenure ( $\beta = 0.15, t = 4.41, p < .001$ ). Also statistically significant, the percent of faculty at the school with more than ten years’ of experience is linked to the percent of school stayers students ( $\beta = 0.07, t = 2.15, p = .032$ ), but no more strongly than the CVF profile in question.

Table 12

*Hierarchical Regression Summary of an Externally- versus Internally-Oriented CVF Profile on the 2013 Percentage of School “Stayers” (N = 1425)*

Source	B	S.E.B.	$\beta$	t	p =
Block 1: Student Demographics					
Model Fit: $F(3, 1421) = 78.74, p < .001, R^2 = .14$					
F/R Lunch Students (%)	-0.04	0.01	-0.07	-2.52	0.012
Minority Students (%)	-0.14	0.01	-0.34	-12.24	0.000
Students w/ Disabilities (%)	-0.02	0.06	-0.01	-0.38	0.707
Block 2: Student + Faculty Demographics					
Model Fit: $F(5, 1419) = 63.95, p < .001, R^2 = .18,$					
$F$ Change (2, 1419) = 35.96, $p < .001$					
F/R Lunch Students (%)	-0.04	0.01	-0.08	-2.83	0.005
Minority Students (%)	-0.10	0.01	-0.25	-8.31	0.000
Students w/ Disabilities (%)	-0.01	0.06	-0.01	-0.26	0.797
Faculty Experience (%)	0.06	0.03	0.07	2.27	0.023
Faculty Tenure (%)	0.11	0.02	0.17	4.72	0.000
Block 3: Student + Faculty + Institutional Demographics					
Model Fit: $F(7, 1417) = 54.46, p < .001, R^2 = .21,$					
$F$ Change (2, 1417) = 25.27, $p < .001$					
F/R Lunch Students (%)	-0.02	0.02	-0.04	-1.08	0.282
Minority Students (%)	-0.12	0.01	-0.29	-9.51	0.000
Students w/ Disabilities (%)	-0.12	0.06	-0.05	-1.97	0.049
Faculty Experience (%)	0.06	0.03	0.07	2.12	0.034
Faculty Tenure (%)	0.10	0.02	0.15	4.31	0.000
School Status (E/S)	-3.72	0.55	-0.17	-6.76	0.000
School Proficiency Level	0.64	0.55	0.04	1.16	0.245

Table 12 (continues)

Table 12 (continued)

*Hierarchical Regression Summary of an Externally- versus Internally-Oriented CVF Profile on the 2013 Percentage of School “Stayers” (N = 1425)*

Source	B	S.E.B.	$\beta$	t	p =
Block 4: All Demographics + CVF Internal/External Profile					
Model Fit: $F(8, 1416) = 48.92 < .001, R^2 = .21$					
$F$ Change (1, 1416) = 8.21, $p < .001$					
F/R Lunch Students (%)	-0.04	0.02	-0.07	-1.79	0.074
Minority Students (%)	-0.11	0.01	-0.28	-8.95	0.000
Students w/ Disabilities (%)	-0.11	0.06	-0.05	-1.92	0.055
Faculty Experience (%)	0.06	0.03	0.07	2.15	0.032
Faculty Tenure (%)	0.10	0.02	0.15	4.41	0.000
School Status (E/S)	-3.90	0.55	-0.18	-7.07	0.000
School Proficiency Level	0.59	0.55	0.04	1.09	0.277
CVF External/Internal	-4.78	1.67	-0.07	-2.86	0.004

#### **Analysis for RQ4**

As with the three research questions preceding, the model statistics are the same for blocks one through three, with the percent of the student body who are of minority background ( $\beta = -0.29, t = -9.51, p < .001$ ) observed to have the strongest link to the percent of faculty who intend to stay at their current school. Together with six other control variables, the percent of students who are of minority background explains roughly 21% of the variance in the percent of school “stayers.”

As with the addition of the CVF “balance” profile, inclusion of the CVF “rational goal/human relations” profile in the fourth block of Table 13 explains an additional 10% of the variance in the outcome, with higher CVF scores on the internally-oriented, “human relations”

quadrants associated with higher numbers of school stayers ( $\beta = -0.15, t = -6.08, p < .001$ ).

While statistically significant, the importance of this profile to explaining the phenomenon of school “staying” is exceeded by the percent of minority students ( $\beta = -0.28, t = -9.26, p < .001$ ) and the institutional status of the school as elementary rather than secondary ( $\beta = -0.18, t = -7.25, p < .001$ ). In this model, the percent of faculty with over six years’ tenure ( $\beta = 0.14, t = 4.03, p < .001$ ) appears to be less strongly linked the percentage of school “stayers” than in previous models, while the percent of students with disabilities is appears to be more strongly linked the percentage of school “stayers” than in previous models, ( $\beta = -0.08, t = -2.11, p = .035$ ). Not significant in this model are the percent of faculty at the school with more than ten years’ of experience ( $\beta = 0.06, t = 1.91, p = .056$ ); the percent of students with disabilities ( $\beta = -0.05, t = -1.94, p = .053$ ); and, as with the previous three models, the school’s proficiency level ( $\beta = 0.05, t = 1.31, p = .191$ ).

Table 13

*Hierarchical Regression Summary of Contrasting the Rational Goal versus Human Relations**CVF Orientations on the 2013 Percentage of School “Stayers” (N = 1425)*

Source	B	S.E.B.	$\beta$	t	p =
Block 1: Student Demographics					
Model Fit: $F(3, 1421) = 78.74, p < .001, R^2 = .14$					
F/R Lunch Students (%)	-0.04	0.01	-0.07	-2.52	0.012
Minority Students (%)	-0.14	0.01	-0.34	-12.24	0.000
Students w/ Disabilities (%)	-0.02	0.06	-0.01	-0.38	0.707
Block 2: Student + Faculty Demographics					
Model Fit: $F(5, 1419) = 63.95, p < .001, R^2 = .18,$					
$F$ Change (2, 1419) = 35.96, $p < .001$					
F/R Lunch Students (%)	-0.04	0.01	-0.08	-2.83	0.005
Minority Students (%)	-0.10	0.01	-0.25	-8.31	0.000
Students w/ Disabilities (%)	-0.01	0.06	-0.01	-0.26	0.797
Faculty Experience (%)	0.06	0.03	0.07	2.27	0.023
Faculty Tenure (%)	0.11	0.02	0.17	4.72	0.000
Block 3: Student + Faculty + Institutional Demographics					
Model Fit: $F(7, 1417) = 54.46, p < .001, R^2 = .21,$					
$F$ Change (2, 1417) = 25.27, $p < .001$					
F/R Lunch Students (%)	-0.02	0.02	-0.04	-1.08	0.282
Minority Students (%)	-0.12	0.01	-0.29	-9.51	0.000
Students w/ Disabilities (%)	-0.12	0.06	-0.05	-1.97	0.049
Faculty Experience (%)	0.06	0.03	0.07	2.12	0.034
Faculty Tenure (%)	0.10	0.02	0.15	4.31	0.000
School Status (E/S)	-3.72	0.55	-0.17	-6.76	0.000
School Proficiency Level	0.64	0.55	0.04	1.16	0.245

Table 13 (continues)

Table 13 (continued)

*Hierarchical Regression Summary of Contrasting the Rational Goal versus Human Relations*

*CVF Orientations on the 2013 Percentage of School “Stayers” (N = 1425)*

Source	B	S.E.B.	$\beta$	t	p =
Block 4: All Demographics + CVF Rational Goal/Human Relations					
Model Fit: $F(8, 1416) = 79.81, p < .001, R^2 = .31$					
$F$ Change (1, 1416) = 202.93, $p < .001$					
F/R Lunch Students (%)	-0.04	0.02	-0.08	-2.11	0.035
Minority Students (%)	-0.11	0.01	-0.28	-9.26	0.000
Students w/ Disabilities (%)	-0.11	0.06	-0.05	-1.94	0.053
Faculty Experience (%)	0.05	0.03	0.06	1.91	0.056
Faculty Tenure (%)	0.10	0.02	0.14	4.18	0.000
School Status (E/S)	-3.94	0.54	-0.18	-7.25	0.000
School Proficiency Level	0.71	0.54	0.05	1.31	0.191
CVF RG/HR Profile	-16.86	2.77	-0.15	-6.08	0.000

**Analysis for RQ5**

As with the three research questions preceding, the model statistics are the same for blocks one through three, with the percent of the student body who are of minority background ( $\beta = -0.29, t = -9.51, p < .001$ ) observed to have the strongest link to the percent of faculty who intend to stay at their current school. Together with six other control variables, the percent of students who are of minority background explains roughly 21% of the variance in the percent of school “stayers” (see Table 14).

In the fourth block of the regression, adding the CVF “internal process/open systems” profile neither improves the overall “fit” of the model to the data ( $F(8, 1416) = 47.75, p < .001$  compared to  $F(7, 1417) = 54.46, p < .001$ ), nor significantly contributes to the proportion of



variance explained ( $F(1, 1416) = 0.831, p = .362, R^2 = .21$ ). Consistent with the previous models, most strongly linked to the percent of teacher “stayers” are the percent of minority students ( $\beta = -0.30, t = -9.53, p < .001$ ), the institutional status of the school as elementary rather than secondary ( $\beta = -0.17, t = -6.64, p < .001$ ), and the percent of faculty with over six years’ tenure ( $\beta = 0.15, t = 4.25, p < .001$ ). Less important in this respect but still statistically significantly are the links between the percent of teachers intending to stay at the school and the percent of faculty at the school with more than ten years’ of experience ( $\beta = 0.07, t = 2.08, p = .038$ ) and the percent of students with disabilities ( $\beta = -0.05, t = -1.99, p = .047$ ). Because of the ambiguous relationship between student achievement and the percent of teachers staying at the school, those variables most strongly associated with student achievement—namely, school proficiency level ( $\beta = 0.04, t = 1.21, p < .227$ ) and percent of students on free and reduced lunch ( $\beta = -0.03, t = -0.86, p = .389$ )—do not emerge as statistically significant in this model.

Table 14

*Hierarchical Regression Summary of Contrasting the Internal Process and Open Systems CVF**Orientations on the 2013 Percentage of School “Stayers” (N = 1425)*

Source	B	S.E.B.	$\beta$	t	p =
Block 1: Student Demographics					
Model Fit: $F(3, 1421) = 78.74, p < .001, R^2 = .14$					
F/R Lunch Students (%)	-0.04	0.01	-0.07	-2.52	0.012
Minority Students (%)	-0.14	0.01	-0.34	-12.24	0.000
Students w/ Disabilities (%)	-0.02	0.06	-0.01	-0.38	0.707
Block 2: Student + Faculty Demographics					
Model Fit: $F(5, 1419) = 63.95, p < .001, R^2 = .18,$					
$F$ Change (2, 1419) = 35.96, $p < .001$					
F/R Lunch Students (%)	-0.04	0.01	-0.08	-2.83	0.005
Minority Students (%)	-0.10	0.01	-0.25	-8.31	0.000
Students w/ Disabilities (%)	-0.01	0.06	-0.01	-0.26	0.797
Faculty Experience (%)	0.06	0.03	0.07	2.27	0.023
Faculty Tenure (%)	0.11	0.02	0.17	4.72	0.000
Block 3: Student + Faculty + Institutional Demographics					
Model Fit: $F(7, 1417) = 54.46, p < .001, R^2 = .21,$					
$F$ Change (2, 1417) = 25.27, $p < .001$					
F/R Lunch Students (%)	-0.02	0.02	-0.04	-1.08	0.282
Minority Students (%)	-0.12	0.01	-0.29	-9.51	0.000
Students w/ Disabilities (%)	-0.12	0.06	-0.05	-1.97	0.049
Faculty Experience (%)	0.06	0.03	0.07	2.12	0.034
Faculty Tenure (%)	0.10	0.02	0.15	4.31	0.000
School Status (E/S)	-3.72	0.55	-0.17	-6.76	0.000
School Proficiency Level	0.64	0.55	0.04	1.16	0.245

Table 14 (Continued)

*Hierarchical Regression Summary of Contrasting the Rational Goal versus Human Relations  
CVF Orientations on the 2013 Percentage of School “Stayers” (N = 1425)*

Source	<i>B</i>	<i>S.E.B.</i>	$\beta$	<i>t</i>	<i>p</i> =
Block 4: All Demographics + CVF Internal Process/Open Systems Profile					
Model Fit: $F(8, 1416) = 47.75, p < .001, R^2 = .21$					
$F$ Change (1, 1416) = 0.831, $p = .362$					
F/R Lunch Students (%)	-0.02	0.02	-0.03	-0.86	0.389
Minority Students (%)	-0.12	0.01	-0.30	-9.53	0.000
Students w/ Disabilities (%)	-0.12	0.06	-0.05	-1.99	0.047
Faculty Experience (%)	0.06	0.03	0.07	2.08	0.038
Faculty Tenure (%)	0.10	0.02	0.15	4.25	0.000
School Status (E/S)	-3.67	0.55	-0.17	-6.64	0.000
School Proficiency Level	0.66	0.55	0.04	1.21	0.227
CVF IP/OS Profile	-1.93	2.12	-0.02	-0.91	0.362

**Summary**

As the CVF would predict, the “balance” profile is very strongly linked to the percentage of school “stayers” ( $r = .36, p < .01$ ) but without that outcome’s ambiguous association with the percent of students on free and reduced lunch ( $r = -.05, p = .07$ ). Controlling for seven other confounding variables in a hierarchical multiple regression, CVF “balance” is the one most strongly associated with the outcome ( $\beta = 0.32, t = 14.25, p < .000$ ) and by itself explains roughly 10% of the variability in the outcome.

The percent of school “stayers” is also associated with CVF profiles that privilege the flexible over the stable ( $\beta = -0.11, t = -4.45, p < .000$ ), the internal over the external ( $\beta = -0.07, t$

= -2.86,  $p = .004$ ), and their confluence in the “human relations” quadrant ( $\beta = -0.15$ ,  $t = -6.08$ ,  $p < .000$ ). However, the connection between an emphasis on these CVF orientations and student achievement—particularly student achievement at “high poverty” schools—is complex and further study of these relationships is recommended.

## Chapter 5

### Summary and Conclusion

The influential literature analyzing the impact of the various quadrants of the Competing Values Framework (CVF) and the significance of balance relies on studies that have been done in the business sector. There is limited literature in the realm of the public sector as well as the education sector relating to CVF. According to Borman and Dowling, school climate resulting from working conditions is linked to teachers' intent to stay (2008). Since CVF is an overall organizational culture model, the ultimate goal of the study is to use CVF to determine the extent of the relationship between teacher retention and the paradoxes, trade-offs, and conflicts contained in the different components of CVF.

The goals of this study were to: 1) determine if balance within the organizational culture as it pertains to CVF is a significant factor in determining school effectiveness with regards to retention, 2) analyze if school effectiveness with regards to teacher retention is more correlated with internally or externally focused schools as well as if more individuality or control factors, 3) investigate if one particular quadrant of the “competing” component of CVF is predominant in determining school effectiveness with regards to teachers' intent to stay at their current school.

#### **Summary: Control Variables (Student, Faculty, and Institutional Demographics)**

The results indicate that the three student demographic variables (free lunch, minority students, and students with disabilities) hold a significant proportion of the variance in the percentage of “stayers” at the current school. Of the control variables, minority students have the greatest impact and importance than the other two student demographic variables in explaining those teachers who are “stayers”.

The school's proficiency level, the percent of faculty with more than 10 years' experience, and the percent of faculty with more than six years' tenure all make relatively minor contributions to understanding of the phenomenon of "school stayers."

### **Effects of "Balanced" CVF Profiles versus "Unbalanced" CVF Profiles on Teachers' Intent to Stay (Research Question 1)**

The first question examines whether teacher retention is significantly more oriented toward balanced (three or four quadrant scores above the population mean) rather than unbalanced (two or fewer quadrant scores above the population mean). A "balanced" CVF profile has a strong relationship to teachers' intent to stay. A multiple regression analysis reveals that the CVF "balanced" profile is strongly associated to the percentage of school "stayers". The two covariates that have a significant impact on satisfaction are the school's percentage of minority students and its school's proficiency level.

These findings are consistent with Cameron and Quinn's (1999) concept of balance and the competing demands that are represented by each quadrant. According to Quinn, the CVF asserts that the pursuit of a single criteria of organizational effectiveness is less likely to become effective than a broader and more balanced approach (2011).

### **Effect of Externally Focused CVF Profiles versus an Internally Focused CVF Profiles on Teachers' Intent to Stay (Research Question 2)**

The second question examines whether the rates at which teachers intend to stay at their schools is significantly more oriented towards externally focused (upper and lower left quadrants) than internally focused (upper and lower right quadrants) CVF profiles. The regression output reveals that contrasting externally focused and internally focused CVF profiles has a significant impact on the phenomenon of school "staying", adding less than 1 percent in

explained variance. On the other hand, higher CVF scores on the internally focused CVF profile are associated with higher numbers of school stayers, but their impact is much lower than the ones observed in other control variables (namely student, faculty and school characteristics).

### **Effect of Stability CVF Profiles versus Flexibility CVF Profiles on Teachers' Intent to Stay (Research Question 3)**

The third question examines whether the rates at which teachers intend to stay at their schools is significantly more oriented towards stability CVF profiles (lower left and right quadrants) than flexibility CVF profiles (upper left and right quadrants) CVF profiles. The regression reveals that contrasting stability and flexibility CVF profiles has a significant impact on respondents' overall intent to stay at their current schools, contributing less than 1% in explained variance. On the other hand, higher CVF scores on the flexibility CVF profile are associated with the percent of school stayers, but their impact is much lower than the ones observed in other control variables (namely student, faculty and school characteristics).

These findings are consistent with other studies on flexibility. Teachers who intend to stay adapt more toward flexibility than stability. To illustrate, some organizations are viewed as effective if they are changing, adaptable, and transformational. Other organizations are looked upon as effective if they are stable, predictable, and consistent (Cameron, 2009). Reliability and efficiency is preminent when an organization is stable; however, flexibility becomes crucial when the environmental forces create a need for change (Quinn & Rohrbaugh, 1981).

### **Effects of Diagonal Quadrants, Rational and Human Resource CVF Profiles on Teachers' Intent to Stay (Research Question 4)**

The fourth question examines whether the rates at which teachers intend to stay at their schools is significantly more oriented towards rational goal CVF profile (lower-right quadrant)

than human relations CVF profile (upper left quadrant). The regression output reveals that contrasting rational goal and human relations CVF profiles has a significant impact on the phenomenon of school “staying”, increasing the R-square to 0.31. On the other hand, higher CVF scores on the human relations CVF profile are associated with higher numbers of school stayers, but their impact is exceeded by the percent of minority students and school status.

The rational goal quadrant is oriented toward the external environment with significance in productivity, performance, achievement, and goal fulfillment (Cameron et al., 2006). The premise of human relations quadrant is trust, teamwork, and cohesiveness with a focus to the internal dimension of CVF (Cameron & Quinn, 199). These results imply that effective communication, professional development, and understanding self and others increase the likelihood of teachers’ intent to remain at their current schools. It is plausible that “stayers” remain at their current location because their school culture value teachers. Johnson and Birkeland’s (2003) allude to teachers’ decisions to stay in a school or in the profession is contingent upon the level of staff support.

### **Effect of Diagonal Quadrants, Internal Process and Open Systems CVF Profiles on Teachers’ Intent to Stay (Question 5)**

The fifth question examines whether the rates at which teachers intend to stay at their schools is significantly more oriented towards internal process CVF profile (lower left quadrant) than open systems CVF profile (upper right quadrant). The regression reveals that contrasting internal process and open systems CVF profiles does not impact teachers' intent to stay at their schools.

The internal process CVF profile focuses on the internal concerned with improving efficiency, as well as cutting costs out of production (Cameron, 2006). The hallmarks of this



quadrant are the extensive use of processes, systems, and technology (Cameron, 2006). The open system CVF profile effectively handles discontinuity, change, and risk (Cameron, 2006). Common characteristics of the organization's culture are found in employees' freedom of thought and action so that rule breaking and stretching beyond barriers (Cameron, 2006). The regression results reveal no impact of these diagonal quadrants on teachers' intent to stay in their current schools.

The next sub-section restates the main research findings in relationship to the literature and the contributions and implications the investigation makes to the theory.

First, a proclivity or predisposition for staying in their current schools is consistent with claims that more teachers seize opportunities to leave difficult working conditions to more appealing environments. Among school-level factors, the school's percentage of minority status remains a major contextual predictor of teachers' career intention. Researchers point to patterns of teacher movement between schools in which teachers leave schools with high concentrations of low-achieving, low-income, and racial minority students and "stayers" in schools serving higher achieving, more affluent students and fewer racial minority students (Boyd, Lankford, Loeb, & Wyckoff, 2005; Clotfelter et al., 2004; Hanushek et al., 1999; Scafidi, Sjoquist, & Stinebrickner, 2007).

Second, a statistically significant relationship exists between balance and the phenomenon of school "stayers". A balanced CVF profile emerges as the strongest and most consistent factor associated with teachers' intent to stay at their current schools. The emergence of this finding is consistent with previous CVF studies. The CVF asserts that high functioning organizations are those that integrate the characteristics of all goal quadrants, and thus recognize a simultaneous emphasis on control and flexibility and internal and external factors. In many

ways the importance of a balanced CVF profile separate from student, teacher and institutional characteristics is good news from a policy perspective, since it is the job of schools to serve all students (i.e., minority students) but nurturing a positive school culture and climate is amenable to policy change. This study suggests that policies aimed at nurturing a balanced CVF profile may be effective at reducing teacher turnover.

Fourth, among all four quadrants, the human relations (HR) profile has the strongest relations on teachers' career intentions. This finding confirms prior research in terms of recognizing the importance of flexibility when dealing with employees (teachers) inside the organization.

Finally, despite the dominance of the human relations profile relative to the other CVF profiles, human relations does not always equate to high academic achievement. The findings reveal that a "balanced CVF" combined with the schools' percentage of minority students and its school's proficiency level is the model that explains the most variance. Such findings support the claims by Quinn and other CVF scholars, claiming that imbalance leaning toward any one quadrant meant that the positive qualities of the opposite quadrant (rational goal CVF profile in this case) are overlooked. The pull of daily academic pressures faced by educators in schools is real, and hence it is not clear that the best solution is to embrace a dominant orientation and value set (human resources quadrant) over time as educators adapt and respond to challenges and changes in the educational environment.

### **Implications for Practice**

It is important that educators understand the importance of the CVF as it relates to teachers' intention of staying in their current schools. A school culture that promotes an entire organization, including balancing the competing demands that are represented by each of the

quadrants, has been shown as an effective means of mitigating teacher turnover. In contrast, a school culture that does not promote balance sets the stage for organizational failure.

The findings of this study could lay the groundwork for further investigation into teachers' career intentions (i.e., staying, moving or quitting teaching altogether) and CVF profiles. The researcher believes that the organizational culture of these schools likely is a contributor to teachers' intent to stay in their schools.

Based on the findings, the following recommendations are offered:

- 1) School administrators and teachers alike should invest time and effort into creating a balanced culture within schools. Specifically, as indicated by the findings, teachers tend to favor the human resources CVF profile, and therefore weaken a quadrant or its diagonal opposite, namely the rational goal profile.
- 2) Because teachers are biased towards one CVF quadrant, school leaders should assess whether or not their teachers even have the time to commit to other organizational goals. This can be done by analyzing workloads to see if teachers are being asked to accomplish too much. Anonymous surveys with open-ended questions would also help determine teachers' career plans.

### **Suggestions for Future Research**

The current study focused on the relationship between teachers' career intentions ("stayers") and four dimensions of the CVF. The following suggestions for future research are made to provide a better understanding of the variables:

1. A more diverse sample from other states would help provide more generalizability to the results of the research. In particular, while this study provides perceptual data that about teachers' career intentions and school contextual factors, the study's secondary data analysis

does not provide enough richness to capture the actual turnover rates and working conditions. Also, this study focuses only on one state (Tennessee), and so the level of generalizability to other states may be limited due to differences in geography, socioeconomic makeup, urban vs. rural settings and other contextual factors. In addition, the TELL-Tennessee data is a single snapshot of the perceptions held by the teachers at that time.

2. Other aspects of teachers' career intentions should be investigated. This research focused on the rates at which teachers intend to stay at their current schools, but future studies could garner more details about different types of career teachers' intentions such as staying, transferring, or leaving the profession.

3. This same study could be replicated using an actual CVF instrument with high reliability and validity on the quadrant measures. If the results of subsequent investigations confirm the validity and reliability of the CVF instrument, then the beta coefficients estimated will provide meaningful practical guidance to managers about the policies and practices that will have the most effect on teacher retention.

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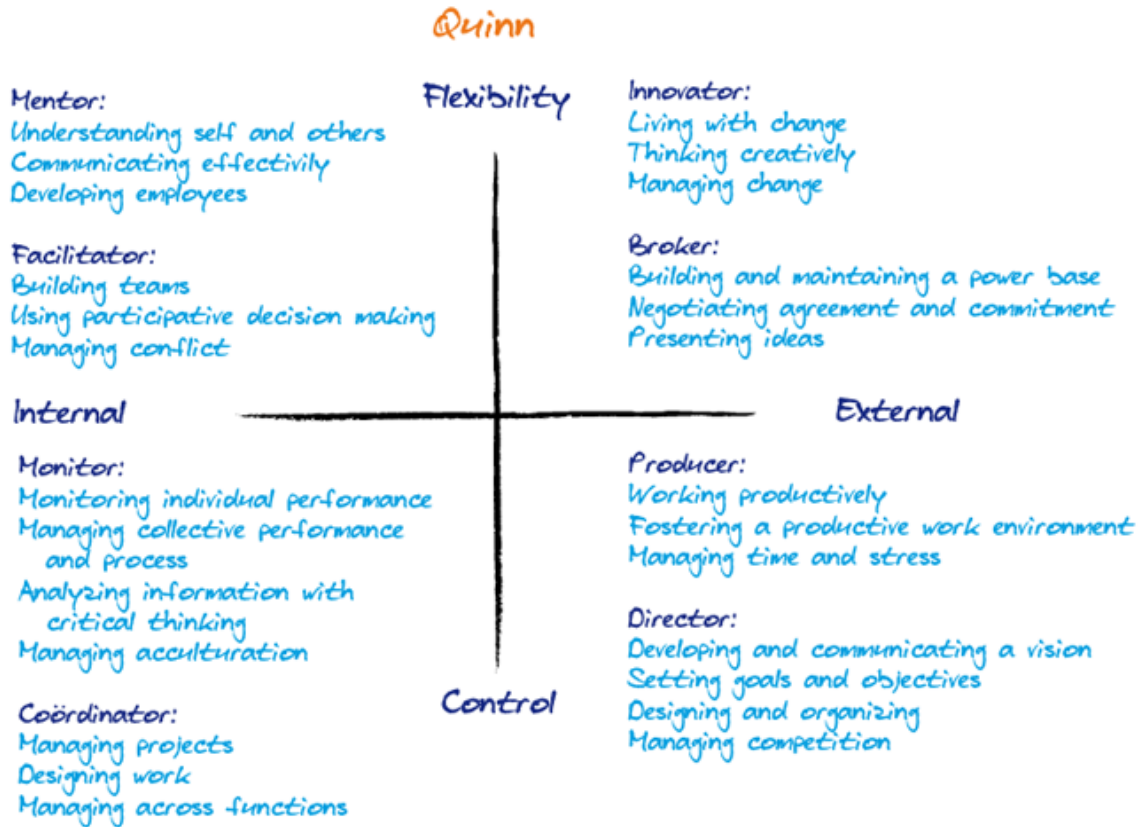
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Appendix 1



[http://www.quinnassociation.com/en/robert\\_e\\_quinns\\_competing\\_values\\_framework](http://www.quinnassociation.com/en/robert_e_quinns_competing_values_framework)