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THE RELATIONSHIP BETWEEN TEACHERS' MEASURES OF RESILIENCE AND
SELF-EFFICACY WITH THEIR INTENT TO REMAIN IN THE TEACHING
PROFESSION

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This dissertation, written by Krisdhal E. Ugarte-Torre, and entitled *The Relationship Between Teachers' Measures of Resilience and Self-efficacy with Their Intent to Remain in the Profession*, having been approved in respect to style and intellectual content, is referred to you for judgment.

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DEDICATION

I dedicate this dissertation to Juan Carlos and Edith Ugarte, my parents. Forty years ago, they fled their homeland with the hope of giving their children better opportunities. They left behind their own prestigious accomplishments so that we could have a chance at ours. Without their act of selfless unconditional love, this would not have been possible.

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ABSTRACT OF THE DISSERTATION
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The study examined MDCPS teachers' measure of resiliency and self-efficacy and their intention to remain in the teaching profession. A survey was sent to 2,000 MDCPS teachers who work within schools located in the Central Region. The survey consisted of the Teachers' Sense of Self-Efficacy Scale, the Teacher Resiliency Survey, and the Intent to Stay Scale. Demographics information, teaching assignment, preservice preparation program, and Title I school status questions were part of the survey to account for them as control variables. The survey concluded with questions regarding the COVID-19 pandemic. An ordinary least-squares regression analysis was used to predict the value of teachers' intent to stay. The data on teacher resiliency were inconsistent when compared with the findings of the other data. Teacher-reported resiliency levels were extremely low when compared to the reported levels of self-efficacy and intent to stay. Four different regression models were run, two with the teacher resiliency variable and two without. The first regression model examined teachers' intent to remain in the teaching profession

with teacher resiliency as part of the variables. The results showed three variables with statistical significance: Teacher Self-Efficacy Scale, teachers' age, and Title I school status. The second model examined the relationship of teachers' intent to remain in MDCPS with teacher resiliency as part of the variables. The results revealed two variables with statistical significance: Teacher Self-Efficacy Scale and teachers who work at K8 Centers. The third regression model examined teachers' intent to remain in the teaching profession without teacher resiliency as part of the variables. The results indicated three variables with statistical significance: Teacher Self-Efficacy Scale, teachers' age, and working in a high school. The fourth model examined the relationship of teachers' intent to remain in MDCPS without teacher resiliency as part of the variables. The results revealed two variables with statistical significance: Teacher Self-Efficacy Scale and teachers who work at K8 Centers.

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ABBREVIATIONS AND ACRONYMS

BCPS	Broward County Public School
BENCH	Build Excellence in Novice Leaders thorough Challenges and High Expectations
CARE	Commitment, Attention, Reflection and Empathy Central
CRO	Region Office
ESE	Exceptional Student Education
FDOE	Florida Department of Education
FIU	Florida International University
FTE	Full-time Equivalent
IRB	Institutional Review Board
MDCPS	Miami Dade County Public Schools
MINT	Mentoring and Induction for New Teachers
MSO	My School Online
NCTAF	National Commission on Teaching and America’s Future
OLS	ordinary least squares
PLST	Professional Learning Support Team
PLST	Professional Learning Support Team
SCT	Social Cognitive Theory
TFA	Teach for America
TSSES	Teachers’ Sense of Self-Efficacy Scale

Chapter 1: Introduction

Background

Researchers have identified teacher retention as a critical area of concern in schools and districts around the country (Gu, 2014; Ingersoll, 2001; Jones, 2016; Redding & Henry, 2018). The National Commission on Teaching and America's Future (NCTAF) estimated that close to 46% of new teachers leave the profession within their first 5 years of teaching (Webb, 2018). The effects of poor teacher retention are significant both financially and academically.

In the United States, teacher attrition is reported to cost an excess of \$7 billion a year (Kaufman & Al-Bataineh, 2011; NCTAF, 2007), suggesting that “researchers and educators should focus on retaining good teachers who have been recruited and hired rather than focusing on how to find and train more teachers” (Kaufman & Al-Bataineh, 2011, p. 251). Moreover, recruiting and retaining teachers is vital for students' academic achievement. A cost of the poor retention of teachers is reduced quality in teaching and learning. When school districts spend their time, money, and other resources on constantly training new teachers, they shift these resources away from programs that would enhance the quality of existing educators (Quartz et al., 2008). The strongest predictor of student achievement is having teachers who hold full credentials in the classrooms (Darling-Hammond, 2000) which is not always the case when there are such high turnover rates. When teachers leave the classroom during the school year, there is a 7.5% standard deviation decrease, on average, in students' standardized test scores (Redding & Henry, 2018). Teacher turnover disrupts the continuity of classroom

instruction, negatively effects student learning opportunities and achievements, and compromises the effectiveness of overall school operations.

Statement of the Research Problem

In a large school district, such as Miami Dade County Public Schools (MDCPS), which is “the largest school district in Florida and the fourth largest in the country” (Loeb et al., 2012, p. 274) the issue of retention is one of significance. MDCPS is made up of a diverse culture of students as well as a diverse workforce. The 2019-2020 MDCPS Statistical Highlights Report showcases that there is a total of 19,294 instructional staff. The demographics for MDCPS instructional staff are as follows: 10, 574 (54.8%) are Hispanic, 4, 835 (25.1%) are Black Non-Hispanic, 3, 501 (18.1%) are White Non-Hispanic, and 384 (2.0%) are Other. The category of “other” encompasses American Indian or Alaskan Native, Asian or Pacific Islander, and Multicultural.

Four times a year the Florida Department of Education conducts the Full-time Equivalent (FTE) Survey for all public schools with the purpose of determining the funds school districts will receive based on student enrollment. Based on the October 2019 FTE survey, there are a total of 347, 069 students enrolled in the MDCPS District. The make-up of the student population is as follows: 250,497 (72.2%) are Hispanic, 67,708 (19.5%) are Black, 22,701 (6.5%) are White, 3,845 (1.1%) are Asian, 2,023 (0.6%) are Multicultural, 129 (<.1%) are Islander, and 165 (<.1%) are American Indian. MDCPS is an Urban school district where 235,144 (67.8%) of the district’s student population qualify for free and reduced lunch.

Current literature includes many reasons as to why teacher turnover has become a national issue. Gu (2014) observed that the current state of education is being overrun by governmental policies which have heightened teachers' accountability, working conditions, and emotional workload. Given the significant consequences of poor retention, researchers have also focused on understanding the various reasons teachers are leaving the profession. Working conditions, organizational factors, and the disconnect of preservice programs have all been identified as contributing factors for teachers exiting their careers (Boyd et al., 2011; Buchanan, 2010; Loeb et al., 2005; Smethem, 2007; Vagi et al., 2019). Teacher characteristics such as ambition, enlightened self-interest, and high cognitive abilities have been identified as being related to teacher retention (Jones, 2018). Robertson-Craft and Duckworth (2014) highlighted the significance of grit and perseverance, while Cano-Garcia et. al (2005) discussed agreeableness; these are noted as forms of teacher characteristics which enhance retention. Yet, fewer researchers have examined the role of teachers' self-efficacy and resilience on retention -- particularly in large urban school districts, such as MDCPS. The goal of my study was to investigate how teachers' resilience and teacher self-efficacy relate to their intent to remain in the teaching profession in one school district – MDCPS.

Purpose of the Study

The purpose of my study was to examine MDCPS teachers' measure of resiliency and self-efficacy and their intention to remain in the teaching profession. I surveyed MDCPS teachers working in schools located in the Central Region to determine their

levels of teacher self-efficacy and resilience as well as their intent to remain in the teaching profession, and in MDCPS.

Intention to stay has been used as proxy for attrition in studies on teacher retention (e.g. Bettini et al., 2020; Gersten et al., 2001). Intent to stay is negatively correlated to turnover (Mobley, 1977; Mobley et al., 1979). Koch and Steers (1978) categorized intent to stay as one of the dimensions of commitment. For these reasons MDCPS teachers' intent to remain in the profession and intent to remain within the organization are the dependent variables in this study.

Research Questions

The study was guided by two research questions:

1. Do measures of teacher resilience and teacher self-efficacy relate to their intent to remain in the teaching profession?
2. Do measures of teacher resilience and teacher self-efficacy relate to their intent to remain in Miami-Dade County Public Schools?

Statement of Significance

I examined how teachers' measures of teacher resilience and teacher self-efficacy relate to their intent to remain in the profession. This is of significance because if there is a relationship between teacher resilience or teacher self-efficacy and teachers' intention to remain in the teaching profession, the district may choose to focus on opportunities to bolster teachers' resilience and teacher self-efficacy. Geist and Mitchell (1992) noted that self-efficacy has the capacity to change as a result of learning, experience and feedback. Similarly, Cantor et al. (2019) and Cicchetti (2013) identified resiliency being malleable.

Because resilience and self-efficacy are malleable, MDCPS could redirect resources in existing professional development opportunities, and induction programs to focus on enhancing teacher resilience or teacher self-efficacy. If no relationship is found between either teacher self-efficacy or teacher resilience and teachers' intention to remain in the profession or in MDCPS, the district might re-evaluate any existing professional development efforts to enhance teacher resilience or teacher self-efficacy and consider redirecting those resources.

In addition, my aim was to contribute to the scholarly literature on teacher resiliency and teacher self-efficacy, doing so through the perspective of teachers from a large urban school district such as MDCPS. The study has the potential to be applicable to other urban public-school districts, large public-school districts, and diversely populated public-school districts.

Delimitations/Assumptions of Study

Previous researchers have found self-efficacy and resilience to be malleable (Cantor et al., 2019; Geist & Mitchell, 1992); I assumed this to be true. A further assumption was that there was a relationship between teachers' reported intention to remain in the profession and their actual behaviors. This study was conducted in a single school district; therefore, results are not generalizable to other districts. The participants for my study were teachers from the Central Region, one of the three regions within MDCPS. It was assumed that teachers in the Central Region are similar to those in the other two regions.

When selecting the best instrument in which to measure teacher resiliency, there were limited options for teacher resiliency scales that had rigorous testing. My initial search for instruments which measured the construct of resiliency yielded 14 different scales. Of those 14, scales only two directly applied to teachers. Of the two, one was created with teachers in Greece. When I presented the scale to a set of Broward County Public School Teachers, they expressed uncertainty about many questions that were being asked in the scale. This left me with a single scale which had limited previous testing.

An unforeseen delimitation for my study was due to the COVID-19 pandemic. This unprecedented time in history brought stressors into the personal lives of all in society. Teachers in MDCPS were thrust into remote teaching, which added to the strain of their daily lives. This delimitation affected the participation for those teachers that were selected, as evident through the emails I received from a few of the selected teachers who wanted to express their regret in declining the invitation. They further shared that they were getting ready to retire due to the circumstances or felt their time was limited but wanted to wish me well in my research. Both the physical and emotional health of teachers during the time of my study shaped the teachers' current experiences and served as potential delimitations.

Lastly, for this study, it was assumed teachers were honest when completing the survey. As a current MDCPS administrator, I am aware that my job title itself was a potential delimitation. Teachers may have been reluctant or felt uncomfortable sharing their inclinations to leave MDCPS or teaching. This fact compounded by the heightened

sense of strain between the teacher union, represented by teachers and the district, represented by school site administrators, only escalated the degree of this delimitation.

Definitions

In order to have a clear understanding of my study, it is paramount to define the key terms and concepts that were a part of my research. The first two crucial terms to define are the psychological constructs of self-efficacy and resilience, more specifically teacher self-efficacy and teacher resilience. Self-efficacy refers to the self-confidence one has to complete a task successfully (Yost, 2006). A teacher's self-efficacy comes from their belief in their ability to accomplish teaching tasks; therefore, it is not a measure of competence, but instead a perception of competence (Jamil et al., 2012). For the purpose of this study, teacher self-efficacy is defined as a teacher's belief in their abilities to successfully complete a teaching task (Jamil et al., 2012).

Resilience is seen as being an active process in a social system of interrelationships which is influenced by individual and environmental interactions (Gu, 2014). Matsen et al. (1990) defined resilience as, "the process of, capacity for, or outcome of successful adaption despite challenging or threatening circumstances" (p. 425). In this study, the phenomenon of teacher resilience is defined as what sustains teachers and empowers them to thrive in the profession (Guy & Day, 2007).

Next, I will define the variables whose definition may vary from one school district to another. Because my research took place in MDCPS District, I used definitions specific to that district. I conceived of a Teacher Preparation Program as dichotomous: Education Degree/Traditional Certification Route and Non-Education Degree/Alternative

Certification Route. Education Degree/Traditional Certification Route means the teacher successfully completed an educational degree from a college or university and went on to obtain a Florida Professional Teacher Certificate by passing the General Knowledge Test, the Professional Education Test and their chosen Subject Area Examination. The Non-Education Degree/Alternative Certification Route is for those who graduated from a college or university with any degree that was not education and went on to obtain a Florida Professional Teacher Certificate by completing a state approved Alternative Certification Program and passed the General Knowledge Test, the Professional Education Test, and their chosen Subject Area Examination.

School level and teaching assignments are defined as follows in MDCPS.

Elementary Schools are schools with grades kindergarten through fifth grade. A General Education Elementary Teacher is a teacher assigned to teach students all content courses in grades kindergarten through fifth grade. Middle Schools in MDCPS are schools with Grades 6 through 8. K-8 Centers are schools which combine grades kindergarten through eighth grade all in one school. Senior high schools are schools which have ninth through 12th grade students. Secondary teachers are teachers working in middle schools, K8 Centers and senior high schools who teach a specific content area, such as English, Math, Science, and Social Sciences. Elective teachers are those who teach in any of the previously mentioned school levels, but the courses they teach do not fall under a content area. Some examples of the possible elective courses are Art, Music, Foreign Languages, Physical Education, Dance, Theater, and so on. Lastly, a Special Education teacher is one who works with students who have been classified as having learning exceptionalities.

A final term which may be more known and whose definition is consistent is Title I School designation. Title I is a federally funded program which is a component of the Elementary and Secondary Education Act of 1965. The U.S. Department of Education sends funds to the Florida Department of Education who disperses funds to schools who have 75% or more students on free and reduced lunch, which signals they are at or above the set poverty threshold. Title I funds are to be used to provide disadvantaged and minority students with additional assistance in Math, Reading, Science, and Social Studies. The intended purpose of this additional assistance is to close the achievement gap between this student population and their peers.

Summary

My 21 years as an educator have given me the unique opportunity to experience education through various roles; from middle school English teacher to school counselor, and currently as an assistant principal I have seen first-hand the struggle educators face. During this time, I have noted that many educators who started their teaching careers with me are no longer practicing in the field. As I reflected on colleagues who have withstood the test of time and have been teaching for over 30 years, I realized that it was not because they had it easy or were always in good schools, but it seems to be that despite their trials and tribulations, they persist.

Falling back on my years as a counselor where I was trained to focus on the individual when attempting to examine a situation, I approached the phenomenon of teacher retention by focusing on the teachers as individuals. I became curious about the psychological constructs in humans that aide in overcoming challenges, adapting and

provide feelings of success. Through this process of being a reflective practitioner, I decided it would be a worthwhile scholarly pursuit to examine teachers' levels of resiliency and teacher self-efficacy and its potential relationship to teacher's intent to stay.

Teacher retention has been a major issue in the national realm of education which has been examined by many researchers (Gu, 2014; Ingersoll, 2001; Jones, 2016; Redding & Henry, 2018). Teacher retention threatens school districts' finances (Kaufman & Al-Bataineh, 2011), as well as students' academic progress (Redding & Henry, 2018). In an attempt to understand this phenomena, researchers have examined the working conditions found in schools (Buchanan, 2010; Boyd et al., 2011; Loeb et al., 2005), teacher demographics and characteristics (Geiger & Pivovarova, 2018; Murnane, 1996; Quartz, 2003), teacher certification (Ng & Peter, 2009; Shen, 1998; Zumwalt, 1996), and they have even looked at how urban schools fare in comparison to non-urban schools (Freedman & Appleman, 2009; Guin, 2004; Ingersoll, 2003; Loeb et al., 2005). This literature has been highlighted in Chapter 2 as part of my literature review.

The methodology used in this quantitative study is explained in Chapter 3. The chapter began by describing the process of selecting the participants from a database of eligible MDCPS teachers that work at schools located within the Central Region. The data were gathered from a survey which was made up of the Teachers' Sense of Self-Efficacy Scale (TSSES; Tschannen-Moran & Woolfolk Hoy, 2001), the Teacher Resiliency Survey (Muller et al., 2011), and the Intent to Stay Scale (Price & Mueller, 1986). The survey also addressed various control variables such as, questions

related to the school the participant works at, for example the Title I status and school's level, their preservice teacher preparation program, their teaching assignments, and demographic information. The survey also contained a section where teachers were asked if they felt that the COVID-19 pandemic had affected their intent to stay.

The chapter goes on to explain the factor analysis which I ran on the Teacher Resiliency Survey. The chapter concluded with an explanation of the regression analyses I ran to explain the relationship between teacher self-efficacy, teacher resiliency and participants' intent to remain in the teaching profession and intent to remain in MDCPS.

The findings of my study are reported in Chapter 4, which details the results for the regression models. I ran four different models, two which included the Teacher Resiliency Survey and two which did not. The first regression model examined teachers' intent to remain in the teaching profession with teacher resiliency as part of the variables. The results of my analysis showed three variables with statistical significance: Teacher Self-Efficacy Scale, teachers' age, and Title I school status. The second model examined the relationship of teachers' intent to remain in MDCPS with teacher resiliency as part of the variables. My analysis here revealed two variables with statistical significance: Teacher Self-Efficacy Scale and teachers who work at K8 Centers. The third regression model examined teachers' intent to remain in the teaching profession without teacher resiliency as part of the variables. The results of my analysis showed three variables with statistical significance: Teacher Self-Efficacy Scale, teachers' age, and working in a high school. The fourth model examined the relationship of teachers' intent to remain in MDCPS without teacher resiliency as part of the variables. My analysis here revealed two

variables with statistical significance: Teacher Self-Efficacy Scale and teachers who work at K8 Centers.

After reviewing the results from all four models, I made the decision to use the models without the Teacher Resiliency Survey for the reporting of my findings. The last section of Chapter 4 reported the frequencies for the COVID-19 questions. The final chapter of my dissertation discussed the implications of my research.

Chapter 2: Literature Review

Introduction

As noted in my introduction, the phenomena of teacher retention has been an alarming issue the field of education (Gu, 2014; Ingersoll, 2001; Jones, 2016; Redding & Henry, 2018). There is a plethora of research on teacher retention in which many have sought to grasp a better understanding of what can be done to help improve the retention of teachers. My literature review consists of highlighting such research. Researchers have broadly examined factors that are likely to predict retention among teachers. Some have looked at external factors (e.g. working conditions, school characteristics, and leadership) while other have looked at internal/personal characteristics (e.g. demographics, teacher training, certification, and age).

I begin with literature which examines some of these variables associated with teacher retention. The chosen variables are variables which are not only present in the existing empirical literature, but also pertinent and accessible within MDCPS and therefore can be used as control variables in my study. Next, I narrow my focus onto two psychological constructs: resiliency and self-efficacy and report empirical findings on these. The reason for my study is to examine areas significantly less researched. While there is a lot of work on the variables mentioned in this chapter, there is significantly less literature on these two concepts that have been looked at broadly, but less so within the teacher retention literature. I present the two guiding Theories of my research: Self-efficacy theory and resilience theory. Along with this, I share pertinent models of teacher self-efficacy and teacher resiliency. I conclude the chapter discussing the development of

teacher self-efficacy and teacher resiliency both on the national level and at the MDCPS level.

Factors Associated with Teacher Retention

Teacher Retention and Working Conditions

Most researchers on teacher attrition have focused on the working conditions of the schools' environment that are likely to result in teachers leaving the profession (Buchanan, 2010; Boyd et al., 2011; Loeb et al., 2005). Similar to working conditions, there are organizational factors such as teachers' workload, support, classroom management, salary and the prestige of the teaching profession which affect teacher retention (Buchanan, 2010). Boyd et al. (2011) focused on the working conditions thought to increase teacher turnover rates in New York City Public Schools. Boyd et al. indicated that "the administration factor is the only one that significantly predicts teacher retention decisions after controlling for other school and teacher characteristics" (p.323). The literature on working condition and its role in teacher retention is important to mention as it is prevalent when researching the topic. Yet, in my study these variables will not be accounted for directly as they are beyond the scope of my research.

Retention and Teacher Demographics

Teacher attrition is associated with teachers' demographics and characteristics. Geiger and Pivovarova (2018) specified age as a factor of teacher attrition, they noted teachers' attrition was higher when teachers were first hired or towards the end of their careers as they neared retirement. Similarly, Quartz (2003) found younger teachers also have higher attrition rates than middle aged teachers who are in the mid years of their

career. Gender is another notable characteristic as men tend to leave teaching on a more permanent basis than women (Murnane, 1996), whereas women are more likely to leave due to child rearing or life milestones such as marriage (Quartz, 2003). Teachers of different races and ethnicities appear to leave the profession at different rates. Quartz et al. (2008) reported that Latino teachers have higher retention rates from the education profession than White teachers. In a school district with a diverse population, as is MDCPS, these are some variables which are beneficial to explore.

Retention and Teacher Certification

Teacher certification is also a notable variable examined in the area of teacher retention (Ng & Peter, 2009; Randi, 2017; Zumwalt et al., 2017) as approximately 47 states use alternative certification routes to prepare teachers (Feistritzer et al., 2005). The first statewide alternative certification program was the New Jersey Alternative Route Program established in 1984 (Natriello, 2017) with the purpose of providing beginning teachers other means of joining the profession, which did not include the traditional college preparation path. Research on why teachers choose alternative certification varies, as do the alternative certification programs.

Ng and Peter (2009) noted that most second career alternatively certified teachers originally have intentions of teaching and choose the alternative certification route for the convenience of the program. While other alternative certification programs, such as Teach for America (TFA) are more of a steppingstone for college graduates. In the TFA program noneducation major college graduates from prestigious universities are recruited to teach in hard-to-staff schools for 2 years in exchange for the possibility of transferring

into noneducation well paid jobs or acceptance into top graduate schools (Maier, 2012). The varieties within alternative certification programs are some reasons researchers suggest that retention rates of alternative certified teachers are inconclusive (Ng & Peter, 2009; Shen, 1998; Zumwalt, 1996). Many school districts around the 47 states with alternative certification have their own in-house program for alternative certification making it a notable variable worth examining as a control variable.

Retention and School Characteristics

School characteristics have been shown in various studies to play a large role in teacher attrition. In high-poverty urban school settings, teacher attrition is 50% greater than in high-income schools (Freedman & Appleman, 2009; Ingersoll, 2003). Numerous studies of teacher attritions have accounted for school demographics. Guin's (2004) research on elementary schools revealed that there were disproportionately higher teacher turnover rates for schools, in general, where the rate of minority students was 50% or higher. These schools not only had higher turnover rates, but also had higher poverty levels. Loeb et al. (2005) noted that teachers appear to be drawn to schools in affluent communities which are attended by high achieving students and have a plethora of resources at their disposal.

While most literature on teacher attrition is focused on factors that will keep teachers in the profession once they have begun teaching, some studies examine teacher quality during their preservice experience. Vagi et al. (2019) reported that preservice professional quality is strongly and significantly related to teachers entering and being retained in the profession during the two years after their graduation. Smethem (2007)

found that literature pointed to a transitional shock for first year teachers as they enter the workforce. These researchers examined the disconnect between beliefs student teachers have about teaching and the reality of teaching.

Retention and Person-Level Factors

Numerous studies have also examined how person-level factors, in particular personality characteristics influence teacher retention (Bastain et al. 2017; Beltman et al., 2011; Cano-Garcia et al., 2005; Jamil et al., 2012; Jones, 2018; Robertson-Craft & Duckworth, 2014). Jones (2018), for instance, characterized teaching as a public service career and as such, teachers may be more likely to have values such as universalism versus power. In another study, Beltman et al. (2014) found that teachers who set goals that are more prosocial, were more likely to demonstrate a long-term commitment to teaching. Jones posits “possessing work specific psychological strengths such as resilience, hope, and optimism might buffer against attrition” (p. 5). Bastain et al. (2017) suggested conscientiousness, in particular self-efficacy (as a subdomain) is connected to retention of teachers in the profession. These observations support a need for research on teacher self-efficacy and resiliency.

Self-Efficacy and Resiliency

As noted in the literature review, a great deal of work has focused on the environmental conditions that influence teacher retention. Although some work has focused on personal characteristics, the current work will focus on the effect of two teacher-centered characteristics, namely self-efficacy and resiliency. Additionally, the current study is centered around a problem of practice and as such will present literature

which demonstrates the actionable aspect of self-efficacy and resiliency. Empirical research on their mailability will be highlighted.

Self-efficacy theory was derived from Bandura's Social Cognitive Theory (SCT). Social Cognitive Theory, previously known as Social Learning Theory in the 1960s. Social Cognitive Theory declares that learning takes place in a social context and that the dynamics of an individual interacting with their environment influences behavior. Much of the work on self-efficacy has focused on its effect on student outcomes. Broadly, research suggests that high levels of self-efficacy contribute to positive outcomes for students. More specifically, teachers' self-efficacy is associated with their confidence in inspiring their students (Tschannen-Moran & Woolfolk Hoy, 2001), and as a result, is positively correlated with student achievement (Ashton & Webb, 1986; Leithwood, 2006; Moore & Esselman, 1992; Gibson & Dembo, 1984). Bordelon et al. (2012) posited that a teacher's confidence level on their student's achievement can be explained by the notion that one's self-confidence can have an influence on another's success and mastery. Bangs and Frost (2012) went as far as to state that a teacher's confidence is essential in the improvement of students' academic performance.

The second characteristic this study will explore, resilience, refers to the ability a person has to endure and recover from setbacks and challenges (Taormina, 2015). It is important to note that resilience, once historically examined as a pathology-based medical model of human behavior, is now considered a proactive, wellness-based model of human development which focused on emergency of competence, empowerment, and self-efficacy (Richardson et al., 1990). More specifically, Taormina (2015) distinguishes

personal resilience from general resilience as he noted that the dictionary definition of resilience is a general term which can be applied to inanimate objects, such as a sports ball being resilient in retaining its shape after it has been struck. It is also worth noting that human resilience originally referred to studies of children at risk due to disadvantages and adversity, and researchers' interest in how some children were able to overcome adversity while others did not (Matsen, 2014). Yet, resilience is present throughout a person's life, not just in childhood, and thus appropriate to examine among adults (Cicchetti & Tucker, 1994; Luthar et al., 2000).

Self-Efficacy

Some research has identified self-efficacy as a factor in predicting professional commitment and retention. Evans and Tribble (1986), for instance, linked high levels of self-efficacy with professional commitment among preservice teachers. Among in-service teachers (those already working in the classroom), Coladarci (1992) found high self-efficacy was also associated with commitment to the profession. In fact, teachers who participated in Coladarci's study who showed higher levels of self-efficacy stated if they were starting their careers again, they would once again choose the teaching profession. Burley et al. (1991) found that teachers with high self-efficacy were more likely to remain in the teaching profession. While similarly, Glickman and Tamashiro (1982) reported that teachers who had left the teaching profession had lower self-efficacy levels than first year teachers. Given these findings, we can hypothesize a positive effect of self-efficacy and teacher retention. However, these studies are dated, and the current

study will explore whether self-efficacy continues to be a factor in predicting intended retention.

Self-efficacy theory was originally used in the social sciences literature. Yet, over the past 30 years, Self-Efficacy Theory has been used in a wide range of fields such as medicine, business, and social and political change just to name a few (Artino, 2012). Bandura (1986) defined self-efficacy as a person's judgment of their abilities to organize and execute courses of action required to deal with and attain designated types of performances. Bandura (1997) explained it is not just about the person possessing the skills and knowledge to perform the task at hand, the person must believe they will be successful in accomplishing said task under normal circumstances and more importantly under circumstances of distress. This is what he saw as the belief of the core of human functioning.

Bandura (1993) argued that much of how an individual behaves is dictated by the self-appraisal of their capabilities. Bandura (1993) identified four processes in which perceived self-efficacy employs its influence on behavior: (a) cognition, (b) motivation, (c) affect, and (d) through a selection process. I will highlight how each of these may individually influence teacher retention.

Self-Efficacy and Cognitive Processes

Bandura (1993) suggested, those with stronger perceived self-efficacy set higher goals for themselves and have solid commitments towards those goals. An individual must be confident in their ability to use the skills they possess to reach their personal goal accomplishments (Bandura, 1993). Cognitive processes and behaviors are thought to

involve more than an individual's ability to process knowledge. It involves the ability to apply that knowledge during challenging conditions.

In accordance with the logic of this concept, a person with the same skill sets and level of knowledge, has the potential to perform poorly on a task, well or extraordinarily well, all depending on their level of self-efficacious thinking (Bandura, 1993). This observation solidifies the effect a high level of self-efficacy has on the successful outcome of a task. Also, Bandura (1993) noted, it takes a strong level of self-efficacy to remain committed to a task which requires one to withstand difficult situational demands and failures that may have social repercussions. Teaching is one such profession riddled with social implications and repercussions.

Self-Efficacy and Motivation

Self-efficacy is also said to influence behavior through motivational processes. Bandura (1993) posited that individual motivation is generated by self-efficacy and guides actions. More specifically, he argued that individuals with a high level of self-efficacy see difficulty as an opportunity for mastery. They do not see ability as being innate, but rather see opportunities for growth. If they fail, they attribute the failure to a lack of skills or effort, which are both things that are within the control of the individual. Those with low self-efficacy, on the other hand, are more likely to perceive failure of difficult tasks personally and are consequently prone to stress and depression. Those with low self-efficacy are more likely to see ability as a biological factor with decreasing capacity over time (Bandura, 1993).

Bandura's (1993) observations are examples of the malleability of self-efficacy. If an individual with high self-efficacy levels believes they are able to be successful by improving their skills and increasing their efforts to accomplish a difficult task, then they are more likely to not give up when difficulty arises. Following the logic of this model, teachers with high levels of self-efficacy may have a sense of control which encourages them to seek professional development or other such learning opportunities to enhance their skills and knowledge in their trade.

Self-Efficacy and Affect

Affect is the third contribution; it is an individual's belief in the capacity they have to affect how much stress and anxiety they experience when a difficult situation arises. Affect is the emotional mediator of self-efficacy. Bandura noted that individuals with low self-efficacy perceive that they have little to no control over the stressors that arise in difficult situations. They are more prone to high levels of anxiety, depression, and may develop disturbing thought patterns (Bandura, 1993). While those with high self-efficacy, through thought control efficacy, are able to control disturbing thoughts and prevent them from manifesting (Bandura, 1993). They are able to handle stressful situations with lower levels of anxiety and depression.

Self-Efficacy and Selection Processes

The final contribution to cognitive development is selection process. Individuals select what activities they choose to be a part of and since people exist within the context their environments, beliefs of self-efficacy can shape the course of an individual's life

(Bandura, 1993). A person will avoid participating in activities they feel exceed their capabilities and therefore limit themselves. Career choices are a prime example of such:

The stronger people's belief in their efficacy, the more career options they consider possible, the greater the interest they show in them, the better they prepare themselves educationally for different occupations, and the greater their staying power and success in difficult occupational pursuits (Bandura, 1993, p. 135)

Social influences which are present in specific environments are capable of promoting specific competencies, interest, and values which can also affect the directions of an individual's personal development.

Together, these processes are likely to influence teacher retention. It is also notable that there are factors, defined by Bandura, that are likely to influence what researchers currently define as resilience. The next section will focus broadly on the definition and theoretical underpinnings of resilience.

Resilience

Resilience focuses on human competence despite adversity, making the concept useful in many domains. Garmezy and Masten (1986) defined resiliency as an individual's ability to cope with challenges and threats while being able to maintain a good sense of self. Werner and Smith (2001) stated resiliency was defined as the ability to withstand or cope efficaciously with adversity. While the definitions vary slightly between domains the foundation of successfully overcoming adversity is common amongst all definitions.

The resilience framework is categorized under positive psychology, as it “speaks to the strength that people demonstrate that enable them to rise above adversity” (Van Breda, 2001, p. 1). This theory does not focus on pathology, rather it focuses on strengths.

Masten (2001) characterized the resilience process as being “ordinary magic,” because resilient individuals employ practices that allow them to rise above stressors and trauma. While most of the work on resilience was founded by research in children (Masten, 2014; Werner & Smith, 1977, 1982, 1992), existing literature on adult resilience concurred that they are similar in many aspects (Luthar & Brown, 2007; Neenan, 2009; Ungar, 2004). Adult resilience is not only associated with personal characteristics (Luthar & Brown, 2007), it is influenced by many social factors which are context specific (Ungar, 2004), and can be learned and achieved by anyone (Neenan, 2009).

Studies in resilience are rooted in the area of disease and pathology, yet recent literature has explored how resilience helps individuals to cope and overcome stressors in their lives (Van Breda, 2011). Social workers, such as McCubbin, carried out studies which focused on other aspects of resilience. McCubbin (1983) studied military families in order to gauge how they dealt with stressors caused by family separation due to deployment. McCubbin and Patterson (1983) developed the double ABCX model of family adjustment and adaptation. This study on family resilience was unique as it was grounded on empirical research, and it focused on interpersonal family interactions (Van Breda, 2011).

Resilience Protective Factors

Resilience theorists shy away from the notion of resilience being just an internal phenomenon, instead they study the external factors which are involved in the development of resilience (Masten et al., 1990). Protective factors are a component of resilience theory which empower individuals to resist the stressors they may face. Protective factors are situations which can disrupt, shield, or avert problems from occurring (Greene et al., 2003). Protective factors are present through personal, social, familial, and institutional safety nets (Kaplan et al., 1996). These protective factors are examples of the malleability of resilience. They provide a foundation for actionable steps towards building resiliency.

Greene et al. (2003) compared how patterns observed by practitioners matched with existing literature. A snowball sample of 18 health-related practitioners were interviewed to gain an understanding of conditions these professionals thought serve as protective factors to life ordeals and contribute to resilience. These practitioners worked as clinical psychologists, master social workers, ministers, a physical therapist, counselor, and an emergency personnel trainer. These professionals were asked to describe characteristics their clients had which contributed to their resiliency when facing traumas. Greene et al. categorized the findings into three: (a) internal characteristics of resilience, (b) external characteristics of resilience, and (c) strategies to enhance resilience.

Reoccurring themes of personal attitude, spirituality/religion, education, and multilevel attachments emerged as protective factors in their study's data. Internal characteristics of resilience were personal attitudes, such as intelligence, curiosity,

problem-solvers, cheerful and having some sort of sense of humor. Continually, having a sense in the belief in something stronger than oneself during stressful and traumatic events was of central importance as 55% of participants stated spirituality/religion as a protective factor. External characteristics were family support, school, and community. All three demonstrate what literature refers to as resilience being an ecological process (Greene et al., 2003). Lastly, all practitioners gave their take on significant strategies that arose from their experiences. Some of these were, helping their clients build a safety net, acknowledging survivors' pain and helping them develop interpersonal comfort.

Werner and Smith began conducting a longitudinal study in 1955 on children from Kauai, Hawaii to document the development of children from birth to adulthood, given prebirth complications and growing up under adverse circumstances (Werner, 1992). As the study developed and the researchers examined the effects of poverty and growing up in an unstructured and disorganized environment, Werner and Smith (1977) documented mental-health issues, learning disorders, and anti-social personalities displayed by many of these children. Werner and Smith (1982) continued their study and documented the roots of resiliency in the children of Kauai who were successful at coping with the adversity in their environment. This became one of the most cited studies on protective factors. The protective factors documented showed children who were the most resilient were self-confident, active, independent, sociable, had social support from adults, developed bonds outside their families, posed high self-esteem and an internal locus of control (Doney, 2012). Understanding how protective factors interact with an individual can help to provide us with different strategies in building resiliency.

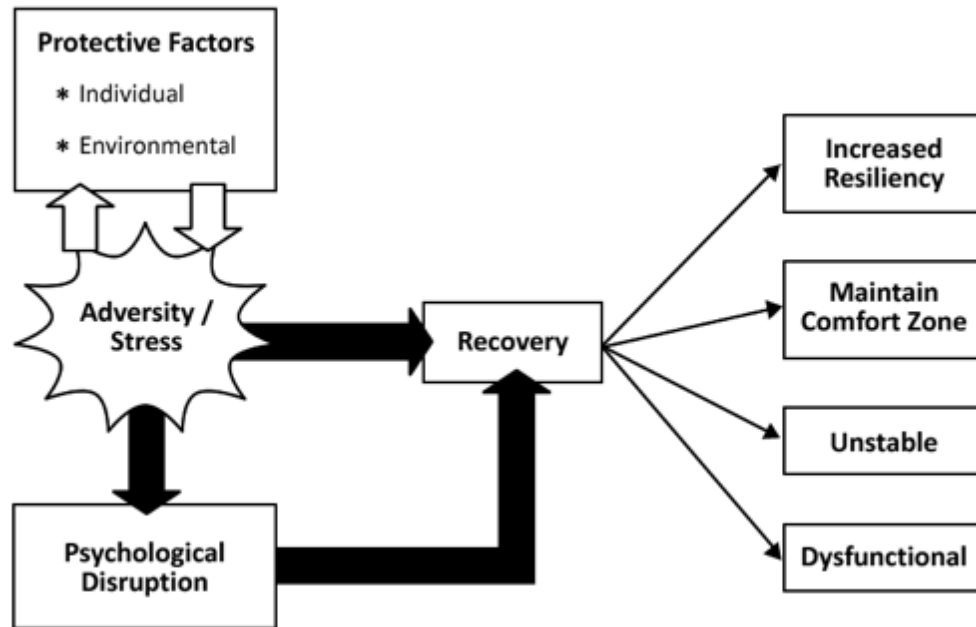
Workplace resilience theorists typically use family resilience models as the basis for their studies. Van Breda (2011) defined workplace resilience as “the characteristics and processes of organizations that help them to be resistant to disruption in the face of change and adaptive in the face of crisis situations” (p. 35). Workplace resilience begins to build when the organization is faced with stressors. There are three types of stressors: external, such as an economic recession; internal, such as fraud and mergers; or employee stressors, which are those faced by their individual employees. The protective factors which Van Breda (2016) identified to help a workplace build resilience are supportive networks, problem solving, appraisal, and harmony.

Henderson and Milstein (2003) focused on students and educators’ resiliency in schools. They postulated that resiliency is malleable, as it can be built in schools. They further explained it has to do with being able to rebound from adversity, and successfully develop academic, social, and vocational aptitude despite the experience of stressors. Resiliency is a characteristic which differs from person to person and is not stagnant, as it can grow or decline over time (Henderson & Milstein, 2003). Schools can take advantage of its malleability and exemplify the environmental conditions needed to foster resiliency through building protective factors. Henderson and Milstein classified protective factors as internal and environmental. A sample of internal protective factors are sense of humor, flexibility, self-motivation, and autonomy. Environmental factors include promoting close bonds, encouraging development of altruism, setting, and maintaining clear boundaries, and encouraging goal setting and mastery. All of these characteristics that can be enhanced and developed within the school setting.

The Resiliency Model (Richardson et al., 1990) held that when one faces any type of adversity one does so with individual and environmental characteristics, as well as with protective factors, which serve as buffers to the adversity. If the individual has enough buffers of protection, they will adapt to the adversity without it causing significant trauma or disruption to the individual's life and allow them to remain in their comfort zone. Furthermore, the individual has the potential to move to a level of increased resiliency due to the development of emotional strength and positive coping mechanisms which were established in the process of overcoming the adversity with which they were faced. In the absence of the necessary protection, individuals could undergo a process of psychological disruption in which it will take some time for them to reintegrate. Even though reintegration may sometimes take on dysfunctional characteristics it still has the potential to lead the individual to return to their comfort zone or develop an increased level of resiliency over time (see Figure 2).

Figure 2

The Resiliency Model



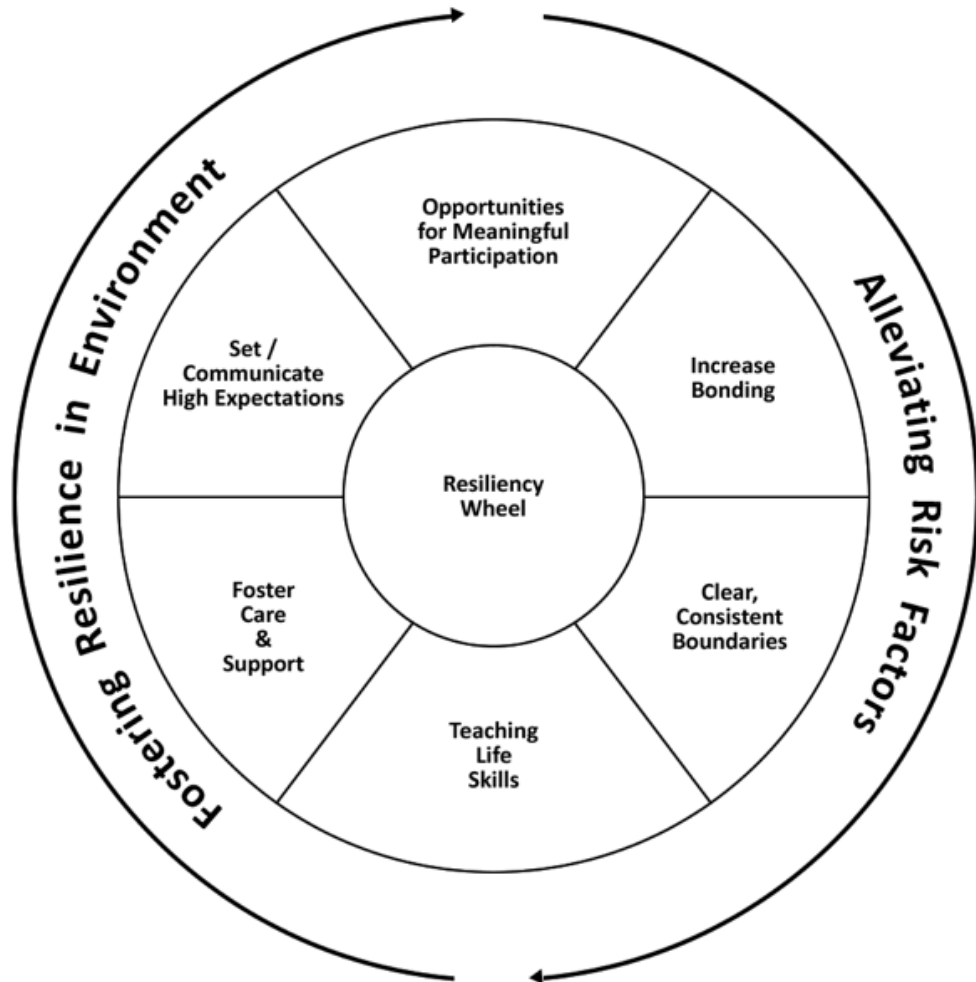
Adapted from Henderson & Milstein (2003) adapted from Richardson et al., 1990.

The Resiliency Model (Richardson et al., 1990) demonstrates some imperatives such as adversity does not lead straight to dysfunction, rather there are various possible outcomes for the individual. Even if the individual does experience an initial dysfunction it can be improved and even overcome with time. The researchers emphasized this model to be applicable to everyone as they see it as the process of life. The added notion being that the protective factors which serve as buffers have the potential of being taught and reinforced, which emphasize the malleability of resilience. Research on resilience highlights resiliency as being a process more than a trait (Henderson & Milstein, 2003; Richardson et al., 1990; Werner & Smith, 1992). Higgins (1994) found that although the

appearance is that some individuals display favorable characteristics which contribute to being resilient, characteristics associated with resiliency can be learned and fostered. Henderson and Milstein's (2003) resiliency literature revealed six consistent themes which can be fostered and enhanced upon in the school setting for building resiliency. Schools can provide teachers growth in the area of both environmental protective factors and individual protective factors (see Figure 3).

Figure 3

The Resiliency Wheel



Adapted from Henderson & Milstein (2003)

Further examples of the malleability of resilience can be seen in the work of Hawkins et al. (1992) which found that extensive research suggests three strategies in mitigating risk factors and moving the individual towards resiliency. These first three steps in the Resiliency Wheel include increase bonding, setting clear and consistent boundaries, and teaching life skills. Increasing bonding in education is a challenge as teaching tends to be an isolated activity within adults. Setting clear and consistent boundaries in schools is well defined when referring to student behavior, discipline policies and classroom management. This concept extends this idea to communicating to the teachers the rules or norms of what is expected from them. From the expected time to report to work to their designated departure time, procedures for reporting absences, how they request materials they may need and other such policies that exist in the school. The third mitigating factor is teaching of life skills. In schools this takes place in the professional development that is given to teachers. The effectiveness of professional development is in its meaningfulness. Administrators must allow teachers the opportunity to identify what their most pertinent need is for professional development. Professional development should also include opportunities for teachers to enhance skills such as goal setting, communication, problem-solving, and conflict management which can also improve resiliency.

The figures below denote the observable behaviors associated with each of Henderson and Milstein's (2003) six themes and compare how highly resilient teachers' actions differ from teachers with low resiliency. Figure 4 depicts an educator in need of

resiliency improvement and in contrast Figure 5 shows an educator with characteristics of resiliency.

Figure 4

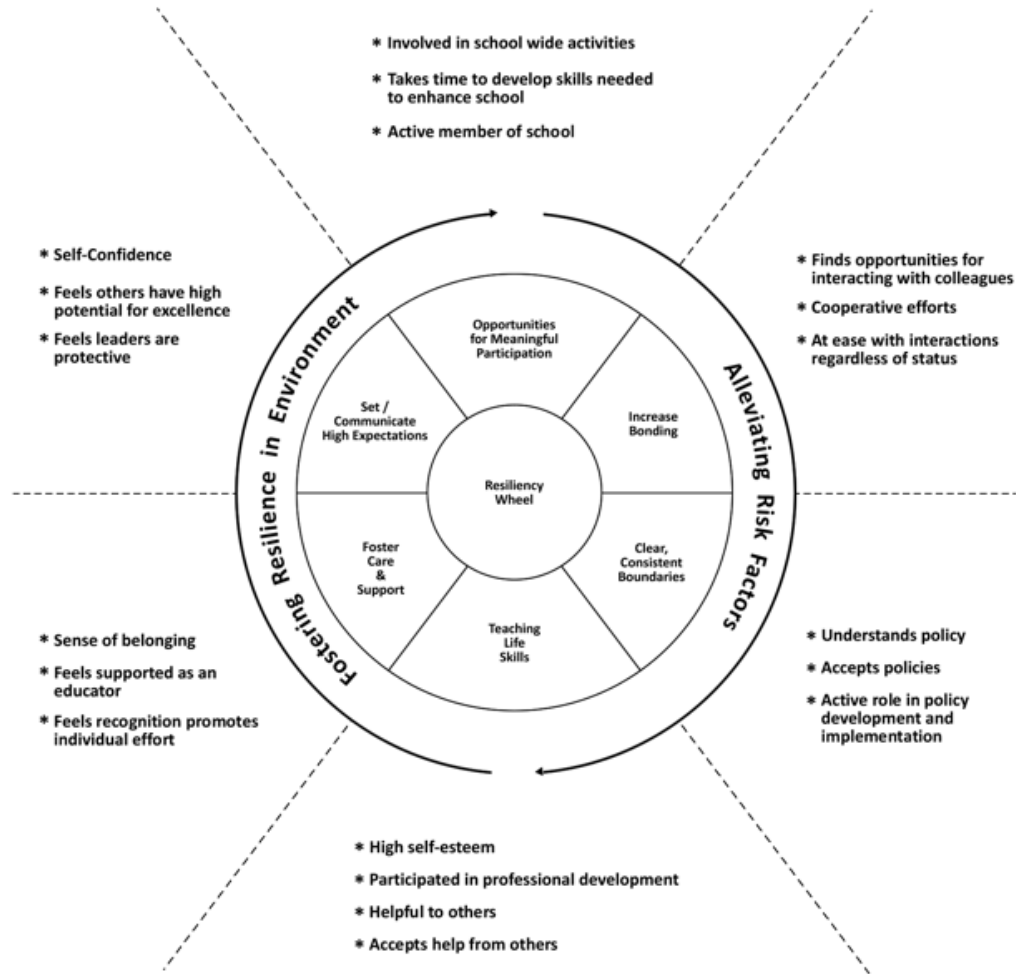
Educator in Need of Resiliency Improvement



Adapted from Educator Profile Needing Improvement on Resiliency. Source: Henderson & Milstein (2003).

Figure 5

Educator With Characteristics of Resiliency



Adapted from Educator Profile with Resiliency Characteristics. Source: Henderson & Milstein (2003).

Self-Efficacy and Resilience Connection

Challenges are abundant in education and teachers can use them as a way of building on their strengths and increasing their self-efficacy (Bowels & Pearman, 2017). Some of the most common types of educational challenges faced by teachers are instructional programming, classroom management, student engagement, and peer and parental cooperation (Bowels & Pearman, 2017). In this study I am arguing that teachers who are better equipped to navigate these stressors through self-efficacy and resilience are more likely to be retained. The following sections will describe, more specifically, the concepts of self-efficacy and resilience, within the context of teaching.

Teacher Self-Efficacy

Bandura, the pioneer in the theoretical framework of self-efficacy, emphasized that teachers must hold the belief that their work can not only influence their students, but also lead to their learning and outcomes in behaviors. Bowels and Pearman (2017) examined some aspects of teacher self-efficacy: confidence, commitment, community, content, challenge, control, collaboration, and collegiality. They highlighted these aspects as playing a unique role in the process of a teacher's education.

Confidence is a key role in a teachers' ability to influence student achievement (Ashton & Webb, 1986; Bangs & Frost, 2012; Bordelon et al., 2012; Gibson & Dembo, 1984; Leithwood, 2006; Moore & Esselman, 1992; Tschannen-Moran & Woolfolk Hoy, 2001). Bowels and Pearman (2017) include reflective practice as part of a teacher's confidence. In my study, the concept of self-efficacy is expected to influence teachers' retention.

Noddings (2012) denoted caring as one of the fundamental aspects of education, where in order for teachers to enhance their self-efficacy they must be able to share a relational bond with their students. The relational bond is established through specific acts, which include listening to the needs expressed by their students, finding ways to genuinely engage their students, and physical acts such as smiling. Critical to the caring relationship being developed involves the students' understanding and recognition that these acts are occurring purposefully.

Bowels and Pearman (2017) noted that schools are made up of many learning communities which are found in classrooms and referred to as the construct of "Collective Classroom Efficacy." Teachers are classroom community organizers that facilitate in developing students' academic and social skills which they will use not only in school, but in their personal lives outside the school building. The teacher is an active member in this community where one member's weakness is another's strength and as the community meets its goals their self-efficacy is strengthened. Content is not finite and therefore requires the establishment of a set of standards by which to guide teaching and learning (Bowels & Pearman, 2017). All four areas of content are interwoven and play a role in the development of a teacher's self-efficacy. These four areas are: academic content or "what to teach," pedagogical content or "how to teach and learn," assessment content or "why to teach and learn," and learner content, which involves a teacher's knowledge of their students as individuals.

Bandura's (1997) work solidified a connection between characteristics of control and self-efficacy. A teacher's self-efficacy is tied to their belief as to their abilities to

plan, organize, and accomplish activities to reach given educational goals (Skaalvik & Skaalvik, 2007). Teachers who have this sense of internal locus of control exhibit a strong sense of self-efficacy and tend to worry less about the demands of teaching, are more willing to take risks, are able to bring about more effective learning, better able to meet the needs of students and less likely to blame themselves for poor outcomes (Ghaith & Shaaban, 1999; Ng et al. 2010; Wertheim & Leyser, 2002).

Bowels and Pearman's (2017) last two aspects of teacher self-efficacy, collaboration, and collegiality are closely related. The sense of community amongst teachers inspires confidence in a teacher as they are able to create partnerships of collaboration and collegiality. Through these partnerships they are able to experience success through mentorship, professional developments and learning communities which in turn increase their self-efficacy. Goddard et al. (2000) noted that when individual teacher self-efficacy improves, so does the entire school culture. This makes the study of teacher self-efficacy a pertinent one.

Jamil et al. (2012) examined teacher self-efficacy in preservice teachers who were in the final semester, and student teaching experience. The researchers in this study defined teacher self-efficacy as a belief in one's abilities to successfully complete a teaching task. (Jamil et al., 2012). Jamil et al. noted that a strong sense of self-efficacy was linked to greater job satisfaction, more positive attitude towards teaching, less stress, and greater optimism. Yet, because new teachers have spent such little time in the classroom, their self-efficacy is thought to be drawn by attitude, disposition, their

knowledge of pedagogy, and the limited experience they actually have inside a classroom (Banduara, 1997; Gist & Mitchell, 1992; Woolfolk & Hoy, 1990).

Jamil et al. (2012) investigated how preservice teachers' level of self-efficacy is associated with their beliefs of how students learn, their personality, and their score on mastery teaching performance. The participants consisted of 509 preservice teachers in their final year of their preparation program. Data was collected when the preservice teachers were observed during their student teaching placement and when preservice teachers were completing their exit surveys at the end of their program. Teachers' personalities were measured using two subscales from Costa and McCrae's (1992) Neo Five Factor Inventory. Teachers' belief about children's learning were measured using Schaefer and Edgerton's (1985) Modernity Scale, and teacher self-efficacy was measured with Tschannen-Moran and Woolfolk Hoy's (2001) Teacher Sense of Efficacy Scale. Finally, mastery teaching performance was measured by Pianta, LaParo and Hamre's (2008) Classroom Assessment Scoring System. The results of a structural equation model indicated that preservice teachers who were more outgoing had greater self-efficacy. While those who were more anxious and had a negative affect were less confident about their teaching. When examining the view of student learning, those who were less authoritative and held a more child-centered approach were more efficacious at the end of their student teaching experience. Lastly, preservice teachers' mastery teaching performance had no effect on the level of teacher self-efficacy. Jamil et al.'s (2012) research sought to contribute to the literature in teacher attrition by suggesting a need for further research examining the effects of teacher self-efficacy. This reinforces the gap in

literature which can be addressed by examining the measure of teachers' self-efficacy who are currently in the teaching profession.

Tschannen-Moran and Woolfolk Hoy's (1998) research led to the development of the Multidisciplinary Model of Teacher Efficacy whereas there are four sources of efficacy lead teachers to a cognitive process. These four sources are based on Bandura's (1997) four sources of self-efficacy, Mastery Experience, Vicarious Experience, Verbal Persuasion, and Emotional State, which he found equips one to recognize both the presence and the power of self-efficacy in themselves and in their learners.

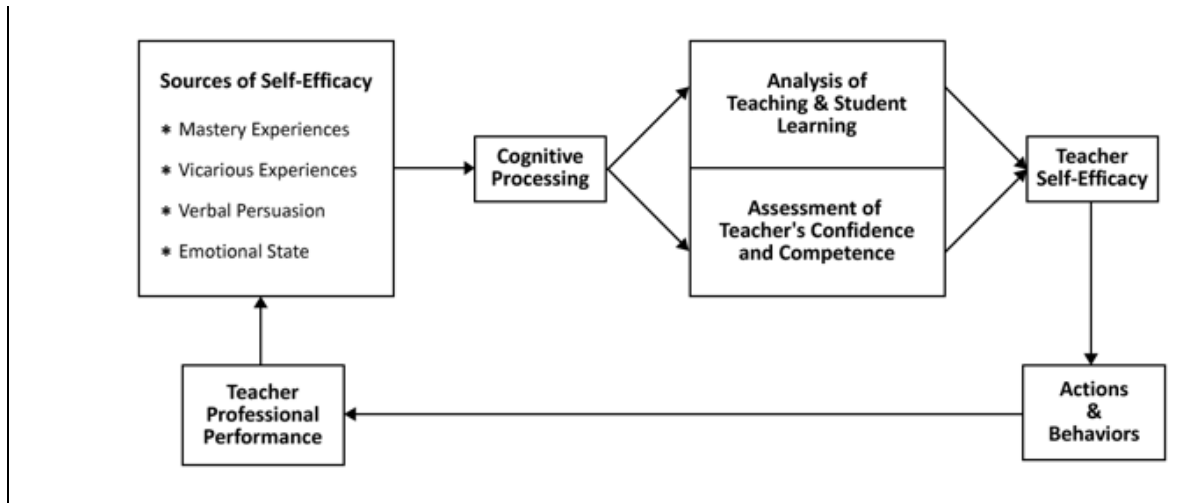
Mastery of Experience is where one has achieved success through being motivated and engaged in activities which one connects to on a personal level. Vicarious Experiences is when one observes the success of an equal peer and promotes one's belief in being able to implement similar success. Verbal Persuasion is found in one's environment, when one hears about success from valued sources, such as mentors and coaches, and it is accompanied by authentic feedback. In the final source of self-efficacy, Emotional State, one is able to maintain a successful outlook where through negotiations based on one's strengths the individual can increase their beliefs.

The Multidisciplinary Model of Teacher Efficacy follows the assumption that teachers use those four sources of self-efficacy to lead them to a cognitive process where they analyze the effectiveness of their teaching and learning by ways of their students' achievement and their own teaching competencies. The results of this analysis are a teacher's level of self-efficacy which manifests in consequences and actions which lead

to a teacher's professional performance which become further sources of efficacy. This circular cycle is illustrated in Figure 1.

Figure 1

Multidisciplinary Model of Teacher Efficacy



Source: Adapted from Bowles & Pearman (2017) adapted from Tschannen-Moran & Woolfolk Hoy, 1998

Teacher Resilience

Teacher resilience is characterized as a dynamic quality which empowers teachers to uphold moral purpose and commitment to helping children learn (Day & Gu, 2014; Gu & Day, 2007; Gu & Li, 2013). The teachers who participated in Gu's (2014) study perceived their resiliency to be driven by their vocational commitment to make a difference in their students' learning, the interaction between teachers, and the quality of academic, organizational, and social environments. Next, teacher resilience is role specific as it related to the power of the strong belief and commitment teachers have for their vocation, which is unique from many other professions (Hansen, 1995). Brunetti

(2006) dealt with teachers working in high poverty inner-city high schools in California. In this mixed method study teachers were given the Experienced Teacher Survey (Brunetti, 2001) to gauge their job satisfaction and examine factors which influenced them to remain in teaching. After completion of the survey teachers were identified who were willing to participate in interviews to further discuss satisfaction with teaching, students, professional and personal fulfillment and support for their work. Brunetti (2006) found that teachers remained in the classroom because of their devotion to their students, feelings of professional and personal fulfillment and support from administrators and colleagues. Despite those findings, Brunetti stated that the critical underlying condition was teachers' resilience. He defined teacher resilience as, "their ability to recover and stay on course, despite the serious problems and setbacks that they encountered on a daily basis and despite their feelings of heartache, discouragement and frustration" (p. 821).

Gu and Day (2007) examined teachers' resilience in response to challenges they may encounter during their career. They highlighted three reasons why teacher resilience is a noteworthy phenomenon. First, resilience has to do with recovering strength during adversity, which closely ties it to self-efficacy, strong sense of vocation and motivation to teach. Next, as role models, teachers must demonstrate for their students' resilient qualities. Lastly, teaching is a demanding profession, which needs to be refocused from stress and burnout to resilience which sheds a more positive light on ways teachers can maintain both motivation and commitment.

Gu's (2014) research is consistent with the current literature on teacher resilience which take a qualitative approach in examining teacher resiliency. Gu sought to gather a

deeper understanding of how teacher resilience may be related to student achievement and learning. This is relevant as research suggested a high-quality teacher can advance students with an extra year's worth of learning (Hanushek, 1992; Sutton Trust, 2011). In Gu's research, teachers' relational resilience was based on three sets of relationships: (a) teacher-teacher relations, (b) teacher-principal relations, and (c) teacher-student relations. Through these relations moral foundations were built, strong sense of collective efficacy and emotional attachments were formed which contributed to teachers' capacity to be resilient.

This research suggests resilience is relational, dynamic, embedded in interpersonal relationships, and is nurtured by the social and intellectual environment in which teachers work. When teachers are able to recover from adversity and build resilience, it can be a direct correlation to teacher retention (Tait, 2008). Finding ways to promote a positive school culture may be beneficial in the cultivation of resilience in teachers. This reinforces the significance of studying the resiliency of teachers in MDCPS.

Relational resilience is based on the premise of connections, mutual empathy, and empowerment of mutually enhanced relationships as the core of resilience building (Gu, 2014). Because resilience is used in multiple disciplines there are a variety of ways it is defined. Yet, some of the shared core beliefs of resilience are that it is a positive response to adversity (Gordon et al., 2000; Matsen et al., 1999); the dynamic process occurs within a social system which is influenced by interactions of the individual and the environment

(Benard, 1995; Garmezy & Rutter, 1983; Luthar et al., 2000); lastly that it can be nurtured, enhanced, and prompted (Cefai, 2004).

Doney (2013) examined the process by which secondary science teachers build resilience, and to determine if there was a correlation between resilience and teacher retention. Doney developed a resilience framework which consisted of three factors: a focus on stressors and protective factors, case studies of secondary science teachers, and a cross-case analysis to examine the resilience process. Doney defined her two research questions as: (a) How is resilience developed in novice secondary science teachers?, and (b) How does resilience affect novice teacher retention? Doney's study found that resilience is developed in novice secondary science teachers as stressors interact with protective factors and the protective factors counteract the negative effects of the stressors. She further posited that without stress the resilience building can not occur. This reinforces that resilience is more of a process resulting from a positive adjustment to an adversarial situation (Gu & Day, 2007). Doney (2013) concludes that building resilience can be a direct contributor to teacher retention.

Teacher resilience has three distinctive characteristics, it is context-specific, role-specific, and means more than "bouncing back" (Gu & Day, 2007; 2013; Gu & Li, 2013). The context of teachers' resilience requires an examination of not just their classroom or even their school, but it requires one to look at the entire education profession (Beltman et al., 2014). Empirical literature supports specific key factors which are positive influences on teacher resilience, such as, leadership trust, support for their learning and development, and positive feedback from their students and parents (Castro et al., 2010;

Brunetti, 2006; Meister & Ahrens, 2011). In addition, a positive school culture which cultivates an environment of professional growth is conducive to the development of teacher resiliency (Gu & Johansson, 2013; Robinson et al., 2009).

While qualitative studies, such as the ones mentioned above, provided a solid conceptual basis for understanding teacher resilience, there is still a need for quantitative research to further explore the phenomena. Muller et al. (2011) noted that because schools are conducive to creating trials for teachers, the characteristics of those teachers who overcame challenges and were able to persevere need to be investigated. They further noted that exploring this concept and identifying the factors which fostered this resiliency in teachers, has the potential of having more teachers remain in the profession. Muller et al. used Henderson's (2003) research as a foundation for their study. Henderson identified six protective factors for establishing an individual's resilience: purpose and expectations, positive connections, clear and consistent boundaries, meaningful participation, life guiding skills, and nurture and support. Muller et al. indicated that while all six of Henderson's protective factors were identified, they may contribute to teacher resiliency in unequal ways. Muller et al. renamed the protective factors in their study which demonstrated statistical significance. The factors they identified were purpose and expectations, clear and consistent boundaries, social identification, and nurture and support-general.

Muller et al. (2011) found that younger teachers who were less experienced placed a greater importance on support from their families and their friends than they did from their colleagues when it came to the area of nurture and support. Women reported

more role conflicts than men in the area of purpose and expectations. The authors noted that while results need to be carefully examined, as changes in cultural norms may affect the findings, teacher resilience is still a necessary factor in teacher retention.

Muller et al. (2014) further explored the role protective factors played in teacher resilience displayed by classroom health teachers and community-based health educators. Muller et al. sought to see if the educational setting, public K-12 school compared to community-based hospitals, government agencies and other settings, influenced the presence of resilience. They had a total of 743 participants (589 classroom health teachers, 154 community-based health educators) in their study. These participants took an online survey made up of three demographic questions along with the Teacher Resiliency Survey (Muller et al., 2011).

The results showed a difference between classroom-based teachers and community-based teachers. Muller et al.'s analysis revealed that community-based teachers had lower scores than classroom health teachers on three of the six subscales (Life-Guiding Skills, Nurture and Support, and Purpose and Expectations). Women scored higher than men on all six subscales (Clear and Consistent Boundaries, Life-Guiding Skills, Meaningful Participation, Nurture and Support, Positive Connections, and Purpose and Expectations). Veteran professionals of 11+ years had higher levels of resilience than experienced professionals of 6-10 years and new professionals of 1-5 years in three of the subscales (Clear and Consistent Boundaries, Life-Guiding Skills, and Meaningful Participation). The researchers concluded their study with the recommendations for further research into new teacher induction programs as a way to

enhance the role of protective factors and their likelihood of increasing educational professionals (Muller et al., 2014).

Overall, this literature emphasized the need for continued exploration of teacher resiliency and its role in teacher retention. Gu (2014) summed up the significance of my proposed study, in which resilience is one of the main independent variables of interest, when he stated:

At a time when the contemporary landscape of teaching is populated with successive and persisting government policy reforms that have increased teachers' external accountabilities, work complexity, and emotional workload, understanding why and how many teachers have been able to sustain their capacity to be resilient and continue to work for improvement is an important quality retention issue. (p. 502).

The next area will address what the literature shows is currently being done to develop teacher self-efficacy and teacher resiliency on a national level. Being that this study is focused on a problem of practice and is examining one school district—MDCPS, I will also address what MDCPS currently has in place to address both variables.

Development of Teacher Self-Efficacy and Teacher Resilience Nationally

Martin and Mulvihill (2019) reported what various institutions are doing regarding teacher self-efficacy in education. In their study they spoke to educational leaders and asked them to discuss the following question: “How can we, as teacher educators, build and support our preservice and in-service teachers’ efficacy that contributes to their success in school?” (p. 195). Ginsberg who has worked in many

Historically Black Colleges and Universities and whose work with The Branch of Educator Diversity has exposed her to working with teacher education programs at universities who serve primarily minority students, shared what these universities use as a guiding design for their education programs. These institutions establish a cohort model for their preservice teachers. This allows them to have a strong sense of support within each other where they can share ideas, concerns, and solutions. They put together a strong advisory system where faculty members, mentor teachers, and the preservice teachers can work as a team to support the preservice teacher's growth both academically and personal. Field experience for preservice teachers is also ongoing and is established from the start of their program, they scaffold the exposure for them right from the start.

Kohl was another participant in Martin and Mulvihill (2019) research. Kohl reported that through the work of Dweck (2006), they promote a growth mindset to increase teacher self-efficacy. Empowering teachers and preservice teachers to become lifelong learners will increase their continued professional development, and also foster self-reflection which will lead to opportunities for teachers self-assess their efficacy and even engage in conversations and collaborations with their colleagues and administrators. One common theme that ran throughout Martin and Mulvihill's study was that teacher self-efficacy was not just a trait to be desired, but essential for effective educators.

Mansfield et al. (2011) discussed what teacher education programs need to have in order to develop teacher resilience. They emphasized these programs need to address preservice teachers' emotional management, motivation as well as the social aspects of

resilience. They further stated that professional development should also focus more specifically on building resilience not just on limited skills.

Development of Teacher Self-Efficacy and Teacher Resilience in MDCPS

The Office of Professional Development in MDCPS offers school administrators, teachers, and support personnel research-based learning experiences through programs and resources which lead these educators acquire new knowledge, practice, and skills. The aim of the Office of Professional Development is to assist MDCPS educators in practices that will support student learning gains and will positively impact student achievement.

The Office of Professional Development is umbrella under which Leadership Development, Teacher Development, Performance Evaluation, School Support Staff Training, Diversity and Inclusion, and Pre-Service Teacher Trainings all fall under. All these programs offer a plethora of professional development opportunities, such as, Mentoring and Induction for New Teachers (MINT) program for first year teachers, Build Excellence in Novice Leaders through Challenges and High Expectations (BENCH) preparation program for aspiring Assistant Principals and Principals, Teacher LEADership Academy, Instructional Rounds for administrators, Custodian Induction Academy, Treasurer's Apprentice Academy, and Passport 2 Teach Program, just to name a few.

There are no programs as part of MDCPS's professional development which focus solely or directly on teacher self-efficacy or teacher resiliency; however, there seem to be programs which indirectly offer some skills for enhancement of teacher self-

efficacy and teacher resiliency. One such program is the Professional Learning Support Team (PLST) which every school in MDCPS is mandated to establish. These teams are made up of an Assistant Principal, a Professional Learning Growth Leader, a Teacher Support Lead Mentor, a Digital Innovations Leader, and an Instructional Coach. The PLST team is charged with developing and implementing a high-quality professional development plan for their schools. In order to assist the PLST teams, the Office of Professional Development meets with the team twice a year to offer training for the entire team. During the 2019-2020 school year, after schools moved to remote learning due to the COVID-19 pandemic, the Office of Professional Development began to offer a weekly PLST Virtual PD Café where they would offer support and give instructions to resources MDCPS was rolling out to assist teachers with remote teaching. During the 2020-2021 school year these PLST Virtual Café meetings have occurred monthly. These meetings were attended by approximately 300 teachers and Assistant Principals.

The PLST program encourages the development of professional development plans in schools which will increase collaboration between teachers, which Bowels and Pearman (2017) identified as an aspect of teacher self-efficacy and Henderson and Milstein (2003) as part of their resiliency wheel. According to the PLST, the proposed professional development should also be more than just about compliance, and should increase teacher autonomy, both of these concepts can also be linked back to Henderson and Milstein's work on resilience.

Summary

The empirical literature denoted teacher retention as one of the critical factors facing K-12 schools (Gu, 2014; Ingersoll, 2001; Jones, 2016; Redding & Henry, 2018). Some of the prevalent literature on the reason education is facing this phenomenon include: working conditions (Loeb et al., 2005; Buchanan, 2010; Boyd et al., 2011), organizational factors (Buchanan, 2010; Boyd et al., 2011), school characteristics (Freedman & Appleman, 2009; Guin's, 2004; Ingersoll, 2003; Loeb et al., 2005) and teachers' demographic characteristics such as gender (Murnane, 1996; Quartz, 2003), age (Geiger & Pivovarova, 2018) and teachers' ethnicity (Quartz et al., 2008). Teacher quality is another factor literature indicates affects teacher retention (Goldhaber, 2002; Smethem, 2007; Vagi et al., 2019). In addition, teachers' personality traits have also been cited (Bastain et. al. 2017; Beltman et al., 2011; Cano-Garcia et. al, 2005; Jamil et al., 2012; Jones, 2018; Robertson-Craft & Duckworth, 2014).

Two theories will guide this study—first, self-efficacy theory which Bandura (1986) defined as a person's judgment of their abilities to organize and execute courses of action required to deal with and attain designated types of performances. The main focus will be on teachers' self-efficacy which Jamil et al. (2012) defined as the belief teachers have in their abilities to successfully complete a teaching task. The second theory is resilience theory which Garmezy and Masten (1986) defined as an individual's ability to cope with challenges and threats while being able to maintain a good sense of self. The focus will be specifically on teacher resiliency. Teacher resiliency has been defined as a quality which empowers teachers to uphold moral purpose and commitment to helping

children learn (Day & Gu, 2014; Gu & Day, 2007; Gu & Li, 2013). The literature acknowledges the presence of protective factors as a way of building resiliency (Greene et al., 2003; Henderson & Milstein, 2003; Kaplan et. al., 1996; Van Breda, 2016).

Chapter 3: Methods

Introduction

The literature review provided a foundation for the need to investigate the potential associations between teacher resilience and teacher self-efficacy in relation to teacher retention. This chapter is a description of the methods which were used to conduct the quantitative study and explains the logic of the methodological choices I made.

The objective of this study is to examine how MDCPS teachers' measures of teacher resiliency and teacher self-efficacy relate to their intent to stay in the teaching profession and stay as teachers in MDCPS. I used a quantitative, nonexperimental, correlational design to conduct this study. A random sample of MDCPS teachers who worked at schools located within the Central Region were the population used to examine these potential relationships.

I gathered data through a survey which included the TSSSES (Tschannen-Moran & Woolfolk Hoy, 2001), the Teacher Resiliency Survey (Muller, Gorrow & Fiala, 2011), the Intent to Stay Scale (Price & Mueller, 1986), questions regarding the school at which the participant works at, such as the Title I status and school's level, their preservice teacher preparation program, their teaching assignments, and demographic information. The survey also contained a section where teachers were asked if they felt that the COVID-19 pandemic had affected their decision to remain in the profession.

The use of survey method has multifaceted benefits such as being used to generalize from the sample to the population. Due to the sizeable number of MDCPS

teachers needed to generalize to the population, it would be challenging to use a qualitative approach to meet the study's aim. Administering an online survey was an appropriate way to reach the large number of participants as well as provide for rapid turnaround in the collection of data. The survey was cross-sectional as time constraints did not allow for a longitudinal study.

Research Questions

The primary focus of my study was to examine the potential relationship between MDCPS's teachers sense of resilience and teachers sense of self-efficacy as it relates to their intention to remain in the teaching profession. Based on my review of existing literature, I determined that a quantitative study would be appropriate. In order to measure these two psychological constructs, I identified two research-based instruments which have been used in similar studies with teachers. The main analysis of the study is to examine if there is a relationship between teachers' resilience and teacher sense of self-efficacy and their intent to stay. The study was guided by two research questions:

1. Do measures of teacher resilience and teacher self-efficacy relate to their intent to remain in the teaching profession?
2. Do measures of teacher resilience and teacher self-efficacy relate to their intent to remain in Miami-Dade County Public Schools?

Data Sources: Population

The 2019-2020 MDCPS Statistical Highlights Report showcases that there is a total of 19, 294 "instructional staff" of whom 17,584 are classified as "teachers." In MDCPS there are 7,405 elementary teachers, 5,168 secondary teachers, 4,016

Exceptional Student Education (ESE) teachers and 995 other teachers. Under the category of “other teachers” the job titles are: student activities directors, athletic directors, placement specialists, teacher trainers, and teachers on special assignments. The demographics for MDCPS “instructional staff” are as follows; 10,574 (54.8%) are Hispanic, 4,835 (25.1%) are Black Non-Hispanic, 3,501 (18.1%) are White Non-Hispanic, and 384 (2.0%) are Other. The category of “other” encompasses American Indian or Alaskan Native, Asian or Pacific Islander, and Multicultural.

MDCPS are divided into three Regions (North, Central, and South) depending on their geographical location. When discussing the decision as to the sample size which would be most appropriate for my study two observations were made. One, there are currently eleven doctoral students in my cohort who will be running studies at approximately the same time so an effort should be made not to overburden the population. Two, because I am currently an administrator working within the Central Region Office (CRO) I might be able to obtain a higher response rate if I surveyed teachers from CRO schools. Therefore, I made the decision to survey teachers who work in schools located within the CRO. In CRO there is a total of 5,590 instructional personnel, 200 are counselors and 27 are media specialist, which leaves a total of 5,363 teachers who work at CRO school sites.

MDCPS’s office of Human Resource provided me a file with the names, gender, age, race, ethnicity, email addresses, job title, certification type, areas of certification, MDCPS hire date, years of teaching, school/work locations, school/work level, school tier, school regional center, voting districts, and designated school board member of all

teachers working within MDCPS. I was granted permission through the Institutional Review Board (IRB) process with both Florida International University (FIU) and MDCPS to send an email to a random sample of teachers in the Central Region. To avoid potential perception of coercion, teachers from my school were excluded from participating in the study. All other teachers classified under MDCPS's instructional personnel who work in schools located within the CRO had an equal probability of being selected to participate in the study.

I ran a power analysis for sample size using Qualtrics.xm sample size calculator. In a population size of 5,363 calculating a 95% confidence level with a 5% margin of error, the required sample size is 359 participants. I needed approximately 400 participants for my multivariate analysis. I anticipated a 20% response rate therefore, a total of 2,000 CRO teachers were invited to participate in the study. Teachers were chosen at random through Statistics Package for Social Sciences (SPSS) "random sample of cases" function.

Survey Instrument

My survey consisted of four parts: the TSSES (Tschannen-Moran & Woolfolk Hoy, 2001), the Teacher Resiliency Survey (Muller et al., 2011), Intent to Stay Scale (Price & Mueller, 1986), and a section on respondents' school, demographics, and two questions on their perceived impact of the COVID-19 pandemic on their intent to remain in the profession. The survey took participants approximately 10 minutes to complete. Appendix A includes the entire instrument.

I pretested my survey with Broward County Public School (BCPS) teachers prior to it being loaded into Qualtrics. My focus of this pretest was to gain insight into the interpretation of the survey through the use of cognitive interviewing. Of the 13 teachers I invited, six agreed to participate. The feedback given by the respondents consisted of changing the tense of a word or taking a word out of the sentence; for example, the question which read “Which school level do you currently teach at?” the suggestion made was to drop the word “at.” Consistent feedback given to me by five out of the six participants was that the surveys needed more explicit instructions. They were not sure if the scales were asking them about their personal lives or professional lives. I adjusted the directions to specify that teachers were to answer questions based on their professional lives and teaching experiences. I then drafted the survey in Qualtrics and once again decided to pre-test the Qualtrics version of the survey.

I sent the link for the survey to 20 MDCPS administrators and ten BCPS teachers with the focus of obtaining feedback regarding the structure of the survey, the ease to navigate the survey online as well as the survey content itself. Based on a practice encouraged by Dillman et al. (2009), I made the following adjustments: an FIU logo was added to the survey for authenticity purposes, section breaks were purposely added so that each question was displayed on one screen along with the directions. Finally, the question that asked about gender identification had the answers changed from “male, female, transgender” to “male, female, other” as “other” encompasses a wider range of options.

Teachers' Self-Efficacy Scale

Tschannen-Moran and Woolfolk Hoy (2001) used factor analysis to test the TSSSES and they found three consistently correlated factors: efficacy in student engagement, efficacy in instructional practices, and efficacy in classroom management. The results of the TSSSES analysis denotes its reliability and validity in both the short (12 question item) and long (24 question item) forms. One of my main survey measures was the TSSSES (2001), which has been utilized in data collection in three separate studies. The positive correlations with other measures of personal teaching efficacy support TSSSES's construct validity. The TSSSES was an appropriate measure to have used in my study to ascertain the relationship between teachers' measures of resiliency and self-efficacy and their intent to remain in the teaching profession with the MDCPS district. MDCPS teachers took the 12-item short form of the Teacher Sense of Self-Efficacy Scale.

Teacher Resiliency Survey

An extensive review of empirical literature resulted in the finding of 14 scales which measured resilience in an individual: Scale of Protective Factors (Ponce-Garcia et al., 2015), Predictive 6-Factor Resilience Scale (Roussouw & Roussouw, 2016), Ego Resilience Scale (Block & Kremen, 1996), Academic Resilience Scale (Cassidy, 2016), Resilience Scale and RS-14 (Wagnild & Young, 1993), Teacher Resiliency Scale (Daniilidou & Plastsidou, 2018), Personal Resilience Questionnaire (ODR, 1994), Resilience Scale for Adults (Friborg et al., 2005), Connor-Davidson Resiliency Scale (Connor & Davidson, 2003), CD-RISC-10 adapted from the Connor- Davidson R.S. 25

(Campbell-Sills & Stein, 2007), Brief Resilience Scale (Smith et al., 2008), and Teacher Resiliency Survey (Muller et al., 2011). All scales were examined for best fit into my research. Most of the scales were based on research done with post-traumatic stress patients or individuals who had undergone some type of trauma. The best fits were the two resiliency scales which were specifically designed to measure resilience in teachers. The Teacher Resiliency Scale (Daniilidou & Plastsidou, 2018) was created to measure the resiliency of teachers in Greece and when tested with a sample of BCPS teachers there was some confusion as to the appropriateness of the questions which made up this survey. The final decision was made to use the Teacher Resiliency Survey (Muller et al., 2011) as the means of measuring teacher resilience.

The Teacher Resiliency Survey (2011) consists of six subscales and is made up of 36-items. Muller et al. (2011, 2014) used this survey as part of two separate studies where they examined characteristics in preservice teachers and public-school teachers associated with resiliency. Their survey was based on Henderson's six protective factors. In their first study, the principal component analysis displayed a seven-factor solution which accounted for 63.4% of the original variance. In this study, the researchers considered factors with loading coefficients greater than .32 as loading on the eigenvector. Twelve of the questions had multiple loadings so the researchers choose to omit these questions and revise the survey. In this same study they sent their revised survey containing the 22 retained items to a new set of participants. The factor analysis for the revised survey revealed the existence of six factors which explained 66.97% of the total variance. Reliability coefficients ranged from .884 - .533 which indicated a strong

reliability for three out of the six factors. The authors attributed the low reliability scores of the last three factors as being due to the limited number of items that were retained to represent those factors after the initial study. They also noted its limitations as being limited to preservice and public-school teachers in a nonurban setting.

In the second study, Muller et al. (2014) used the original 36-item survey to examine protective factor characteristics associated with resilience among preservice teachers, public-school teachers, and community-based health educators. This time the data analysis consisted of gathering the means and standard deviation for each protective factor, as well as running *t*-tests and ANOVAs to gauge the difference between each of the protective factors and educator type, race and years of experience. Muller et al. reported significant differences in three of the six protective factors (Life Guiding Skills, Nurture and Support, and Purpose and Expectations) where health educators had lower levels than classroom-based teachers. Females reported higher level on each of the six protective factors than males. Hispanics reported higher levels than Blacks in the Meaningful Participation factor, though the researchers recommend further follow up on this finding as there were low numbers of Black respondents. Lastly, the more years of experience teachers have, higher levels are reported in Clear and Consistent Boundaries, Meaningful Participation, and Life Guiding Skills protective factors. Though this was the best measure of teacher resiliency that I could locate, it had not been extensively tested, nor had it shown a stable structure in these studies.

Teachers' Intent to Stay Scale

The teachers' Intent to Stay Scale (1986) is a four-question, Likert scale. The items in Price and Mueller's (1986) scale were factor analyzed and any that fell below .40 were not retained. Cronbach's alpha was computed as a measure of reliability. This scale's Cronbach's alpha ranges from .85 to .90 (Kim et al., 1996; Price & Kim, 1993). I was not able to locate other studies that included further evidence of this scale's validity. For the purpose of my study, I adapted the items on this scale to address both the teachers' intent to remain in MDCPS and their intent to remain in the teaching profession.

Context for Data Collection

It is important to take into account the context of the environment in which this study was conducted. Nationwide the 2020-2021 school year has been unique due to the worldwide COVID-19 pandemic. MDCPS School Board met with a panel of health experts and established a plan to "Reopen Smart, Reopen Safe". This plan called for schools to begin the year with the implementation of remote instruction, or My School Online (MSO) as it was referred to in MDCPS, then reevaluate the local conditions and potentially open the school buildings on October 5, 2020. The first day of school was set for August 19, 2020, but was delayed as MDCPS was implementing a new curriculum platform, K12, for virtual instruction and the week of August 24- August 28, 2020 was used to train teachers, students and parents in the logistics of the new platform.

MDCPS began the school year on August 31, 2020 with MSO. During this time the district faced many infostructure challenges, including a cyberattack which occurred

on September 3, 2020 which did not allow any teacher or student to sign into the K12 platform. The MDCPS School Board met on September 9, 2021, just over one week from the first day of school and decided to eliminate the use of K12 and overnight the platform disappeared leaving teachers to go back to using Microsoft TEAMS and Zoom as their means of instruction. Following the shift from the K12 curriculum on September 14, 2021 MDCPS provided new Pacing Guides which detailed the curriculum teachers would be following. On September 22, 2021 the MDCPS School Board met and decided to postpone the return to brick-and-mortar until October 14, 2020. Following this decision, the Florida Department of Education sent a letter to the MDCPS School Board stating that the delay of the original October 5th return to brick-and-mortar was in contradiction of the state approved reopening plan. Therefore, the school board once again met on September 29th and, with the potential loss of student funding, voted to revert to the October 5th date.

Data Collection

My original plan for data collection was to launch the survey the first week of September as it would give time for teachers to acclimate to the new school year as the school year start date was August 19, 2020. Due to the COVID-19 pandemic the school year start date was adjusted and I made the decision to hold off on launching my survey until early October when teachers had the opportunity to adjust to their new work environment. In late September when news came out that due to regulations by the Florida Department of Education (FDOE) MDCPS would have an earlier return to brick and mortar than had been anticipated. I realized that teachers would potentially need

another week or two for adjustments into the hybrid model of schooling after returning to brick and mortar which would push back the launch of my survey to late October or early November. At that time, I made the decision to go ahead with the study and I officially launched the survey on September 29, 2020.

I sent a prenotice email to the 2,000 teachers in my sample from my MDCPS email account on September 28, 2020. Since MDCPS's emails are set up to flag any emails that are not part of the organization, I hoped that receiving a prenotice from an MDCPS account might boost the participation rate. I used the introduction email to convey the following information: a brief introduction of myself as the researcher, the purpose of the study, and assurance of the confidentiality of participants' responses. A day later I sent the survey invitation email through Qualtrics, with access to the online consent form and the surveys to the randomly selected MDCPS participants. I sent the first reminder email to nonrespondents on October 10, 2020. The initial response to the survey was 161 surveys completed on the first day and 78 bounce back emails that were not received by the intended recipients. The response rate quickly decreased after the first day to about two to three survey completions a day. I sent a second reminder email through Qualtrics on October 23, 2020, which was a designated teacher's planning day, with the thought that teachers may have had more time available to complete the survey, therefore increasing the likelihood they would participate.

I closed the survey on November 6, 2020 and exported the data into SPSS. My initial response rate was 23% ($n=460$) who started the survey. After review of the data, I deleted 107 cases due to essential dependent variable data not being completed by the

participants, which left my study with a 17.5% final response rate ($n=353$). Due to other missing data, the number of cases in my regression analysis was intent to stay in MDCPS $n=307$ with a 5.43% margin of error, intent to stay teaching $n=310$ with a 5.4% margin of error.

Participants

The sample for this study consisted of the following: the majority of the participants were women (81.4%), and 18.6% were men. The mean age of participants was 46 years old, and the median was 47 years old. Over half of the participants were of Hispanic ethnicity (59%), 16.3% were White/Non-Hispanic, 17.5% were Black/Non-Hispanic, 1.7% were Asian or Pacific Islander, .3% were American Indian or Alaskan Native, and 5.2% reported their race/ethnicity as 'Other'.

The majority of teachers reported working in Elementary Schools (40.2%), while 17.8% worked in Middle Schools, 13.6% worked in K8 Centers, and 27.8% worked in High Schools. Accordingly, most had teaching assignments as General Elementary Teachers (35.4%), 8.2% were secondary English teachers, 9.1% were secondary Math teachers, 7.9% were secondary Science teachers, 7.9% were secondary Social Science teachers, 15.3% were Special Education teachers, and 14.7% were Electives teachers. More than two-thirds of the respondents held Education Degrees and were traditionally certified (69.4%), while 29.7% held Non-Education Degrees and were alternatively certified. Most of the teachers reported working in schools which fell under the Title I school classification (68.3%), and 30.6% worked in NonTitle I schools. Respondents' demographics are reported in Table 1.

Table 1*Teacher Characteristics*

Gender	<i>N</i>	Percentage
Male	65	18.6%
Female	285	81.4%
Ethnicity/Race	<i>N</i>	Percentage
White/ Non-Hispanic	57	16.3%
Black/ Non-Hispanic	61	17.5%
Hispanic	206	59%
Asian or Pacific Islander	6	1.7%
American Indian or Alaskan Native	1	.3%
Other	18	5.2%
School level	<i>N</i>	Percentage
Elementary School	142	40.5%
Middle School	63	17.9%
K-8 Centers	48	13.7%
High School	98	27.9%
Teaching assignments	<i>N</i>	Percentage
General Elementary Education Teacher	125	36%
English Secondary Teacher	29	8.4%
Math Secondary Teacher	32	9.2%
Science Secondary Teacher	28	8%
Social Science Secondary Teacher	28	8%
Special Education Teacher	54	15.5%
Electives Teacher	52	14.9%
Preservice Teacher Preparation Program	<i>N</i>	Percentage
Education Degree/ Traditional Certification Route	245	70%
Non-Education Degree/ Alternative Certification Route	105	30%
Title I School Status	<i>N</i>	Percentage
Title I School	241	69.1%
Non- Title I School	108	30.9%

The demographic measures I used in my study were somewhat different from the comparative demographics data available from MDCPS. The demographics information which I was able to compare was gender, ethnicity/race, and Title I school status (see Table 3). When comparing the statistics of the target population with the statistics of respondents to my study, I noted that there was a similar representation of female respondents to my survey as there is in the target population. There was a 7.6% underrepresentation of Black/Non-Hispanic respondents to my survey when compared to the targeted population. One possible explanation for this is that when MDCPS asks for ethnic information, they do so separately from race. When I requested that information, I tied Non-Hispanic race to the ethnicity question and that may have altered the way the question was answered. The most notable overrepresentation was the reporting of teachers that worked at Title-I status schools by 18.3%. During the 2000-2001 school year there are a total of 480 schools in MDCPS, 244 (50.8%) of these schools are Title I schools. My study concentrated in the Central Region which is the region that has the most amount of Title I schools in MDCPS. This is a possibility as to why there was a high representation of teachers who work at Title I schools.

Table 2*Demographics*

Gender	Target Populations	Respondents
Male	16%	18.6%
Female	84%	81.4%
Ethnicity/Race	Target Populations	Respondents
White/ Non-Hispanic	18.1%	16.3%
Black/ Non-Hispanic	25.1%	17.5%
Hispanic	54.8%	59%
Other	2%	7.2%
Title I School Status	Target Populations	Respondents
Title I School	50.8%	69.1%
Non-Title I School	49.2%	30.9%

Data Integrity

In order to ensure credibility in this study, I used a quantitative research method where MDCPS teachers were given the opportunity to participate in the survey. The independent variables I examined in the study were the measure of teacher’s self-efficacy levels, resiliency levels, and their intent to remain in the teaching profession. To limit the errors in data collection, I used Qualtrics to collect the responses to the survey. I informally piloted the survey with approximately six in-service teachers who are not employed by the MDCPS school district in order to assure the construct of the instrument. I also formally piloted the survey on Qualtrics with 20 MDCPS administrators and 10 BCPS teachers. There was no coverage error as the list of eligible participants accounted for all MDCPS teachers under “instructional personnel.” Also, as a 20-year employee of the MDCPS District, I was able to use verbiage with which the MDCPS teachers are familiar.

I sent two waves of reminder emails to the selected participants in an attempt to obtain more participation. In an attempt to lessen self-reporting error, I maintained the amount of identifiable data collected from the participants to a minimum. This increased the chances for them to answer the question of their intent to remain in the profession honestly.

During my dissertation proposal defense, I made the decision to include a section in the survey which addressed the current ongoing COVID-19 pandemic. Due to this pandemic MDCPS' buildings were closed on March 13, 2020 and after 3 days of professional development, teachers migrated into an online instructional model for the remaining of the 2019-2020 school year. Many teachers expressed their concerns, and frustrations with this type of instructional delivery. It was appropriate and pertinent to take into consideration the effects of the COVID-19 pandemic on the educational realm, specifically with teachers' intent to stay in the profession.

Data Analysis

I examined the relationship between teachers' measures of resiliency and self-efficacy and their intent to remain in the teaching profession and in MDCPS using ordinary least squares (OLS) regression. The dependent variables are the teachers' intent to remain in the teaching profession and teachers' intention to remain in MDCPS. The independent variables are teachers' self-efficacy and teachers' resiliency. I statistically controlled for gender, ethnicity, age, teacher preparation program, Title I school status, and school level (elementary, middle, K8, high) in which they teach. An OLS regression analysis was conducted as variables were simultaneously analyzed through SPSS.

This approach follows that of other studies that have sought to understand teachers' intention to remain in the profession in previous studies. For example, McConnell (2017) used multivariate analysis to examine the retention of teachers in STEM education. He used data compiled by the 2007-2008 School and Staffing Survey which is administered through the US Census Bureau. This research had a dependent variable of Math and Science teachers' intent to remain in the profession. Independent variables were accounted for at the teacher and school levels.

Scale Construct

I ran a reliability analysis of the data collected for the TSSSES (Tschannen-Moran & Woolfolk Hoy, 2001). The results were similar to that of Tschannen-Moran and Woolfolk Hoy (2001), where three factors emerged. As I ran my regression, the scale held together as one factor. Given that Tschannen-Moran and Woolfolk Hoy had also reported the emergence of one 18-item factor which could be used as a unidimensional scale, I decided to use one scale for my regression models. I ran an exploratory factor analysis with a varimax on the Teacher Resiliency Survey (2011) data. One strong factor with eight items emerged. I tilted this scale Greater Purpose Driven. For Price and Muller's Intent to Stay Scale (1986) I ran two separate reliability analysis which showed strong levels of internal consistency. Lastly, I ran the frequencies for the COVID-19 questions. I used ordinary least-squares regression analysis to predict the relationships of teachers' intent to stay in the teaching profession and their intent to remain in MDCPS.

Summary

In this chapter, I explained the methodological decisions I carried out to conduct my research. My study was designed as a quantitative, nonexperimental, correlational design. The main objective was to examine if teachers' self-efficacy and teachers' resiliency levels had any relationship with their intent to stay in MDCPS and the teaching profession. The source of data in my study was the survey which consisted of the TSSES (Tschannen-Moran & Woolfolk Hoy, 2001), the Teacher Resiliency Survey (Muller et al., 2011), the Intent to Stay Scale (Price & Mueller, 1986), COVID-19 questions, and demographics questions to account for the variables which were used for statistical control.

The survey was administered to a random sample of MDCPS teachers ($n=2,000$) who work at schools located within the Central Region to examine these potential relationships. After the data were cleaned, I had a 17.5% final response rate ($n=353$). I reported the demographics of my respondents and explained how my scales were constructed and my data analyzed. In the following chapter I will give the results of my regression analysis.

Chapter 4: Results

Introduction

Chapter 3 was a detailed account of the design which was used to carry out this quantitative study. It described the logic behind the methodological choices which were made to set up the study as well as to its analysis of the data. Chapter 3 discussed the research questions which were the driving force for the study. It concluded with explaining the data analysis which was used to interpret the reliability of the data and report the findings.

This chapter reports the findings of my study, in which I ran two regression models to understand the potential association of teacher self-efficacy and teacher resiliency on teachers' intention to stay in MDCPS and in the teaching profession, while statistically controlling for confounding variables. An ordinary least-squares regression analysis is an appropriate technique to predict the value of a single continuous dependent variable from a combination of independent variables (Mertler & Vannatta, 2013). The two scales I used for these measures were TSSES (Tschannen-Moran & Woolfolk Hoy, 2001) and The Teacher Resiliency Survey (Muller et al., 2014).

In this study, I aimed to understand the potential relation between teachers' reported level of self-efficacy, resilience, gender, race/ethnicity, age, teacher preparation program, school level, teaching assignment, and Title I school status has on teachers' intention to remain in the profession as well as remain teaching within MDCPS. After cleaning data, accounting for missing values, and constructing the multi-item measures, I conducted regression analyses and used the emerging Greater Purpose Driven Factor

from the Teacher Resilience Scale as the measure of teacher resiliency. I used the Teacher Sense of Self-Efficacy as a single scale as the measure of teacher self-efficacy. Prior to running my regression, I constructed my scales.

Scale Construction

Teachers' Sense of Self-Efficacy Scale

I used the TSSSES (2001) which was developed by Tschannen-Moran and Woolfolk Hoy in the College of Education at The Ohio State University. I was granted permission to use this instrument for the purpose of my study. This instrument is sometimes referred in literature as the Ohio State Teacher Efficacy Scale, but the authors noted they prefer to refer to it as the TSSSES. The instrument was based on Bandura's (undated) Teacher Self-Efficacy Scale with a focus on teacher capabilities.

The TSSSES used a nine-point Likert scale with the labels *A great deal* (9), *Quite a bit* (7), *Some degree* (5), *Very little* (3), and *Not at all* (1). This instrument was examined in three separate studies and through these studies the original 52 items instrument was reduced to a 24 item (long form) and 12 items (short form) made up of three subscales. The researchers applied principal-axis factoring with varimax rotation and extracted three factors which accounted for 51% of the variance. The three emerging factors were: efficacy for student engagement, efficacy for instructional strategies, and efficacy for classroom management.

The researchers calculated a score for each of these subscales by using the mean of the responses for the items. Cronbach's Alpha for TSSSES was $\alpha = .94$ for the long scale and reliability scores for the TSSSES short scale was $\alpha = .90$ (see Tables 3 and 4).

Table 3

Results of the Teachers' Sense of Self-Efficacy Scale (2001) Factor Analysis (Long Form)

TSSE	Cronbach's Alpha	Mean	Standard Deviation
Long Form	.94	7.1	.94
Short Form	.90	7.1	.98

A second-order factor analysis was done by Tschannen-Moran and Woolfolk Hoy (2001) where they used the responses from both their first and second studies and executed a principal-axis factoring of the three efficacy scales, they discovered which exposed one strong 18 item factor with loadings from .74 to .84. They speculated that this may be an appropriate measure of teacher resilience, so they conducted a principal-axis factor specifying one factor and all 18-items loaded in that one factor with the reliability of .95. The authors concluded that this could be used as a unidimensional scale, as well as three subscales. This 18-item scale was the bases for their third study in which they constructed their final 24 items and 12 items scale. See the list below below:

- How much can you do to control disruptive behavior in the classroom?
- How much can you do to motivate students who show low interest in school work?
- How much can you do to calm a student who is disruptive or noisy?
- How much can you do to help your students value learning?
- To what extent can you craft good questions for your students?
- How much can you do to get children to follow classroom rules?
- How much can you do to get students to believe they can do well in school work?

- How well can you establish a classroom management system with each group of students?
- To what extent can you use a variety of assessment strategies?
- To what extent can you provide an alternative explanation or example when students are confused?
- How much can you assist families helping their children do well in school?
- How well can you implement alternative teaching strategies in your classroom?

In order to account for missing data, I ran a frequency report and if a case had more than two missing values, that case was removed. If the case had only one missing value, then the scale mean was calculated using the 11 variables for which there was a score. Following the logic used by the authors, I ran a reliability analysis of my data. The results of my reliability analysis showed an Alpha of .91, Mean of 1.5 and $SD=.59$ (Table 4).

Table 4

Teachers' Sense of Self-Efficacy Scale

Scale	Cronbach's Alpha	Mean	Standard Deviation
TSSE	.91	1.5	.59

Teacher Resiliency Survey

The Teacher Resiliency Survey (2014) was used to determine the measure of the teachers' self-reported resiliency. The survey was developed by Muller et al. from Salisbury University. Permission was granted to use this instrument for the purpose of conducting my study. This instrument uses a five-point Likert scale from which answers ranged from strongly *agree* (5), *agree* (4), *neutral* (3), *disagree* (2), and *strongly disagree* (1).

In this instrument the researchers examined the teacher characteristics associated with resiliency and developed a survey based on six protective factors which the Henderson Resiliency Model (1996) reported are the strongest associated with resiliency. The six protective factors measured in the Teacher Resiliency Survey are: Purpose and Expectations (PE), Nurture and Support (NS), Positive Connections (PC), Meaningful Participation (MP), Life Guiding Skills (LGS) and, Clear and Consistent Boundaries (CCB).

Muller et al. (2011) ran exploratory factor analysis which is used to detect structure in relationships between variables as well as to reduce the set of variables (Muijs, 2016). They used a varimax rotation and examined the eigenvalue where they used Kaiser's (1960) rule and retained factors which loaded greater than one. They also examined the reliability of each subscale by noting Cronbach's alpha coefficients. These researchers retained items whose factor loading was more than 0.32 which was a total of 22 questions which loaded into six factors (Table 5)

They then ran a reliability analysis on the six identified subscales focusing on Cronbach's Alpha. The results indicated three of the six scales showed strong reliability while the other three fell short of the acceptable 0.7 score (Muijs, 2016; Table 5). The authors hypothesized the reason those three factors showed low internal consistency was due to the low number of items that were retained for the subscale after the exploratory factor analysis was conducted.

Table 5

Results of Mulleret al. 's (2011) Factor Analysis & Reliability Analysis

Construct Name	Eigenvalue	Cronbach's Alpha	Number of items retained on subscales
Purpose and Expectations	7.946	.884	8
Social Identification	1.874	.814	5
Nature and Support (General)	1.499	.832	3
Meaningful Participation	1.232	.590	2
Nurture and Support (Professional)	1.131	.692	2
Involvement	1.052	.553	2

The 22 questions which were retained are shown in Table 6 along with the factors which the authors originally proposed they belonged to, based on Henderson's (1996) Resiliency Model.

Table 6*Retained Items From Muller et al. 's (2011) Teacher Resiliency Survey*

Construct item loaded on	Item	Originally Proposed Factor
Purpose and Expectations	I have clear expectations of myself	Purpose and Expectations
Purpose and Expectations	I strive to fulfill my life's purpose	Purpose and Expectations
Purpose and Expectations	I am motivated to achieve my goals	Purpose and Expectations
Purpose and Expectations	I am driven to meet my expectations	Purpose and Expectations
Purpose and Expectations	I strive to acquire life-skills necessary to succeed	Life Guiding Skills
Purpose and Expectations	My life is guided by clear expectations	Purpose and Expectations
Purpose and Expectations	My priorities are well defined	Purpose and Expectations
Purpose and Expectations	I meet others expectations with my actions	Clear and Consistent Boundaries
Social Identification	The expectations placed on me by others are consistent	Clear and Consistent Boundaries
Social Identification	I feel valued for my efforts	Positive Connections
Social Identification	I feel connected to those around me	Positive Connections
Social Identification	I have a clear understanding of the policies established to direct my work	Clear and Consistent Boundaries
Social Identification	I am comfortable in the presence of my colleagues	Positive Connections
Nature and Support (General)	The people in my life support my efforts	Nurture and Support
Nature and Support (General)	My family and/or friends support my endeavors	Nurture and Support
Nature and Support (General)	The people in my life promote my success	Nurture and Support
Nurture and Support (Professional)	I participate in volunteer activities	Meaningful Participation
Nurture and Support (Professional)	I am an active participant in my school community	Meaningful Participation
Meaningful Participation	My colleagues encourage my efforts	Nurture and Support
Meaningful Participation	I am supportive of my colleagues	Nurture and Support
Involvement	Cultural norms influence my behavior	Clear and Consistent Boundaries
Involvement	I derive satisfaction from professional involvement	Meaningful Participation

I used the Teacher Resiliency Survey (Muller et al., 2011) as the instrument to measure teacher resiliency among the selected population of MDCPS teachers. As seen in Table 7, many of the items did not load on the factor anticipated by these researchers. So, following the methods used by Muller et al. (2011), I ran an exploratory factor analysis with a varimax rotation with Kaiser normalization on my data set, rather than conducting a confirmatory factor analysis. Following Muijs's (1996) logic of keeping items in which the eigenvalue loaded more than 0.3 or less than -0.3. I did not keep any items which loaded over 0.3 on more than one factors.

One strong factor emerged with eight items which showed strong loading (Table 7). I then ran a reliability analysis on the factor, and it showed a strong Cronbach's Alpha of .908 indicating a high level of internal consistency. Table 7 shows the eight items which loaded on my one factor, where the author originally proposed the item belonged, and if and where the item loaded after their factor analysis was concluded. Upon reflection of the eight-items that loaded this factor, I titled this factor as: Greater Purpose Driven.

Table 7*Items Which Loaded Into Greater Purpose Driven Factor for TRS*

Items	Eigenvalue	Original Proposed Factor by Muller et al.	How Item Loaded for Muller et al.
I contribute to the greater good of humanity.	.787	Meaningful Participation	Item did not load
I strive to fulfill my life's purpose	.757	Purpose and Expectations	Purpose and Expectations
I strive to acquire life skills necessary to succeed.	.749	Life Guiding Skills	Purpose and Expectations
I have clear expectations of myself.	.736	Purpose and Expectations	Purpose and Expectations
I effectively apply life skills to assist with day to day demands.	.736	Life Guiding Skills	Item did not load
I utilize problem solving skills.	.724	Life Guiding Skills	Item did not load
I am motivated to achieve my goals.	.702	Purpose and Expectations	Purpose and Expectations
I am supportive of my colleagues.	.702	Nurture and Support	Meaningful Participation

When I analyzed the data for teacher resiliency, I realized that these data seemed inconsistent with the findings of all the other data. The reported sense of teacher resiliency was extremely low (mean = 1.4993, median = 1.3750 and $SD = .58958$). The data indicated 83% of the teachers strongly disagreed with the teacher resiliency statements. Many teachers who reported very low resiliency also reported high levels of teacher self-efficacy as well as strong likelihoods of intent to stay both in MDCPS and in the teaching profession. In an attempt to examine what may have occurred, I went back to look at the survey on Qualtrics and I saw that in the directions I had written, "Please indicate the extent to which you agree or disagree with each of the following statements,"

so perhaps the respondents had this in mind when marking their answers and inadvertently marked “strongly disagree” as it was the first answer provided. Yet, the questions on teacher self-efficacy, which were just before the set of questions on teacher resilience also had the same format where the negative response was the first answer provided. Another possibility is that while reported sense of teacher self-efficacy is high during this challenging year of teaching through a pandemic, teachers’ resiliency is low. Given my uncertainty about the resiliency scale, I decided to run the regression model both with and without this variable.

Intent to Stay Scale

Price and Mueller’s (1986) Intent to Stay Scale was used to examine the measure of teachers’ intention to remain in the teaching profession. This survey was developed as Price and Mueller (1981) established a Causal Model of Turnovers in organizations. The data collected for this longitudinal study consisted of two parts, first they collected surveys from the participants and a year later they examined the turnover rate of those who had participated in the survey. This study constituted a major revision to Price’s original Causal Model of Turnover as he added intent to stay as an intervening variable between job satisfaction and turnover. The model indicated intent to stay as having a direct negative impact on turnover (Price & Mueller, 1981).

Price and Muller’s Intent to Stay Scale (1986) measures an individual’s intention to stay using a five- point Likert scale where the possible answers range from *strongly agree* (5), *agree* (4), *neutral* (3), *disagree* (2), and *strongly disagree* (1). Literature showed that the Cronbach’s Alpha for this scale has ranged from .850-.900 (Kim et al.,

1996; Price & Kim, 1993). In my study, I used the scale to measure the participants intent to remain within MDCPS as an organization as well as their intent to remain in the teaching profession.

I ran two separate reliability analysis for each scale. Listwise deletion was used to remove any cases that may have had missing data for any of the scale items. In the Intent to Stay in MDCPS scale there were three missing cases which were excluded. This scale had a Cronbach's Alpha of .844 indicating it has a strong level of internal consistency. The Intent to Stay in Teaching scale had a total of nine cases which were excluded. This scale had a Cronbach's Alpha of .849 also indicating a strong level of internal consistency.

Lastly, in order to be able to analyze all the instruments used in my survey, I standardized all scales with a mean of 0 and standard deviation of 1. Doing this allowed each measure to be on the same scale and allowed me to make comparisons between the scales.

Table 8
Teacher Self- Efficacy Scale

Scale	Items	Mean	SD
Teacher Self-Efficacy Scale ($\alpha = .91$)			
	How much can you do to control disruptive behavior in the classroom?	7.35	1.45
	How much can you do to motivate students who show low interest in school work?	6.89	1.43
	How much can you do to calm a student who is disruptive or noisy?	6.99	1.43
	How much can you do to help your students value learning?	7.13	1.53
	To what extent can you craft good questions for your students?	7.59	1.34
	How much can you do to get children to follow classroom rules?	7.56	1.27
	How much can you do to get students to believe they can do well in school work?	7.36	1.32
	How well can you establish a classroom management system with each group of students?	7.61	1.24
	To what extent can you use a variety of assessment strategies?	7.28	1.53
	To what extent can you provide an alternative explanation or example when students are confused?	7.83	1.22
	How much can you assist families helping their children do well in school?	6.45	.617
	How well can you implement alternative teaching strategies in your classroom?	7.27	1.51

Table 9
Intent to Stay Scale

Scale	Items	Mean	<i>SD</i>
Intent to stay in teaching ($\alpha=.849$)			
	I plan to leave teaching as soon as possible	2.05	1.08
	Under no circumstance will I voluntarily leave teaching before I retire	2.82	1.32
	I would be reluctant to leave teaching	2.54	1.23
	I plan to stay teaching as long as possible	2.35	1.23
Intent to stay in MDCPS ($\alpha=.844$)			
	I plan to leave MDCPS as soon as possible	2.15	1.14
	Under no circumstance will I voluntarily leave MDCPS before I retire	2.84	1.33
	I would be reluctant to leave MDCPS	2.65	1.23
	I plan to stay in MDCPS as long as possible	2.39	1.26

Table 10*Teacher Resiliency Survey Scale*

Scale	Items	Loadings	Mean	SD
Greater Purpose Driven (TRS) ($\alpha=.908$)	I am motivated to achieve my goals	.702	1.56	.830
	I strive to acquire life-skills necessary to succeed	.749	1.60	.797
	I am supportive of my colleagues	.702	1.46	.683
	I strive to fulfill my life's purpose	.757	1.50	.781
	I utilize problem solving skills	.724	1.46	.675
	I contribute to the greater good of humanity	.787	1.45	.724
	I have clear expectations of myself	.736	1.43	.781
	I effectively apply life skills to assist with day to day demands	.736	1.53	.765

Table 11*Categorical Variables Included in OLS Regression Model*

Variable	Group	%	Mean	SD
Gender	Female	81.4%	.8143	.38943
	Male (Reference)	18.6%	.1857	.38943
Race/Ethnicity	White/Non-Hispanic	16.3%	.1633	.37019
	Black/Non-Hispanic	17.5%	.1748	.38033
	Hispanic (Reference)	59%	.5903	.49249
	All Other Races	7.2%	.0716	.25825
Teacher Preparation	Education Degree/Traditional Certification (Reference)	70%	.7000	.45891
	Non- Education Degree/Non-Traditional Certification	30%	.3000	.45891
School Level	Elementary (Reference)	40.5%	.4046	.49151
	Middle	17.9%	.1795	.38431
	K-8 Center	13.7%	.1368	.34408
	High School	27.9%	.2792	.44925
Title I	Yes (Reference)	69.1%	.6905	.46293
	No	30.9%	.3095	.46293

Table 12*Continuous Variables Included in OLS Regression Model*

Variable	Mean	SD	Min	Max
Age	46.09	11.617	22	72
Teacher Sense of Self-Efficacy Scale	0	1	-2.99785	1.70867
Greater Purpose Driven (TRS)	0	1	-.84681	5.93763
Intent to Stay in Teaching	0	1	-1.42356	2.53166
Intent to Stay in MDCPS	0	1	-1.47141	2.43006

Correlations

In my data I see some uncertainties, which I discuss in further details below. Therefore, I will be reporting results with and without the teacher resiliency variable. Pearson correlation coefficients for all the independent variables in the study are highlighted below in Tables 13 and 14. The correlation matrix including teacher resiliency is shown in Table 13. Table 14 is the correlation matrix without teacher resiliency. Though most correlations are weak, there are statistically significant correlations among all of the concepts in the model. For example, Teacher Self-Efficacy is correlated with gender, age, race/ethnicity, teacher certification, and Title 1 status, and school type is correlated with gender, race/ethnicity, and Title 1 status. In the model which includes teacher resiliency the largest correlations are between working in a High School and being female ($r = -.353$) and working in a K-8 Center and working in a Title I school ($r = -.314$). In the model which does not include teacher resiliency the strongest correlations are again between working in a High School and being female ($r = -.351$) and working in a K-8 Center and working in a Title I school ($r = -.320$).

Table 13*Correlations Matrix With TRS Part 1*

	Teacher Self Efficacy	Teacher Resiliency	Female	Traditional Certification	Title I School
Teacher Self Efficacy	1				
Teacher Resiliency	-.187**	1			
Female	.107*	.027	1		
Traditional Certification	.136**	-.142**	.175**	1	
Title I School	-.120*	-.005	-.068	-.001	1
White	-.044	.006	-.149**	-.003	-.026
Black	.001	-.051	.033	-.113*	.170**
All Other Races	-.096*	.137**	-.136**	-.135*	.147**
Working in Middle Schools	-.051	-.061	-.086	-.139	.012
Working in K8 Centers	.091	-.035	.135*	.072	-.314**
Working in High Schools	-.062	.007	-.353**	-.070	.160**
Age	.198**	-.093	-.022	.184**	.069

* $p \leq 0.05$ ** $p \leq 0.01$ **Table 14***Correlations Matrix With TRS Part 2*

	White	Black	All Other Races	Working in Middle Schools	Working in K8 Centers	Working in High Schools	Age
Teacher Self Efficacy							
Teacher Resiliency							
Female							
Traditional Certification							
Title I School							
White	1						
Black	-.202**	1					
All Other Races	-.112*	-.117*	1				
Working in Middle Schools	-.054	.096*	.109	1			
Working in K8 Centers	-.093	.078	-.059	-.180**	1		
Working in High Schools	.063	-.040	-.038	-.291**	-.252**	1	
Age	.131*	.048	.019	-.088	-.088	.057	1

* $p \leq 0.05$ ** $p \leq 0.01$

In this first model, which includes teacher resiliency as part of the variables, tables 13 and 14 display the correlations between independent variables. Correlations were noted as being statistically significant if the p value was less than .05. Some notable relationship between variables are, teacher self-efficacy has a negative correlation with teacher resiliency ($r = -.187$), teacher self-efficacy and age have a positive relationship (r

= .198), teacher resiliency and traditional certification have a negative relationship ($r = -.142$), age and traditional certification have positive relationship ($r = .184$), age and being White have a positive relationship ($r = .131$), working at a high school and working at a Title I school have a positive relationship ($r = .160$), working at a high school and being female are negatively related ($r = -.353$), working at a K8 Center and being female are positively related ($r = .135$), and working at a K8 Center and working at a Title I school are negatively related ($r = -.314$).

Table 15

Correlation Matrix Without TRS Part 1

	Teacher Self Efficacy	Female	Traditional Certification	Title I School	White	Black	All Other Races
Teacher Self Efficacy	1						
Female	.100*	1					
Traditional Certification	.146**	.170**	1				
Title I School	-.129*	-.061	-.001	1			
White	-.038	-.151**	.001	-.032	1		
Black	.015	.039	-.095*	.191**	-.204**	1	
All Other Races	-.092	-.137**	-.132*	.143**	-.110*	-.118**	1
Working in Middle Schools	-.060	-.088	-.153**	.025	-.052	.088	.110*
Working in K8 Centers	.099*	.133*	.075	-.320**	-.091	.046	-.058
Working in High Schools	-.060	-.351**	-.059	.155**	.062	-.013	-.038
Age	.201**	-.031	.183**	.068	.139*	.044	.024

* $p \leq 0.05$ ** $p \leq 0.01$

Table 16*Correlation Matrix Without TRS Part 2*

	Working in Middle Schools	Working in K8 Centers	Working in High Schools	Age
Teacher Self Efficacy				
Female				
Traditional Certification				
Title I School				
White				
Black				
All Other Races				
Working in Middle Schools	1			
Working in K8 Centers	-.178**	1		
Working in High Schools	-.289*	-.251**	1	
Age	-.096*	-.089	.054	1

* $p \leq 0.05$ ** $p \leq 0.01$

In the second model, which excludes teacher resiliency as part of the variables, tables 15 and 16 display the correlations between independent variables. Correlations were noted as being statistically significance if the p value was less than or equal to .01 and statistical significance if the p value was less than or equal to .05. Some notable relationships between variables are: teacher self-efficacy is positively correlated with traditional certification ($r = .146$), teacher self-efficacy is positively correlated with age ($r = .201$), teacher self-efficacy has a positive correlation with being female ($r = .100$), self-efficacy has a negative correlation with Title I school status ($r = -.129$), and teacher self-efficacy has a positive correlation with working at a K8 Center ($r = .099$). Age and traditional certification showed a positive correlation ($r = .183$), age was positively correlated with being White ($r = .139$), and age was negatively correlated to working at a middle school ($r = -.096$). Working at a high school was negatively correlated to being female ($r = -.351$), and working at a high school was positively correlated with Title I

school status ($r = .155$). Working at a K8 Center was negatively correlated with Title I school status ($r = -.320$), and working at a K8 Center and being female had a positive relationship ($r = .133$).

Regression Analysis

When I ran my data and began to interpret the findings, I noted an unusual result for the teacher resiliency data. The reported data showed low levels of teacher self-reported resiliency. While this does not appear to be a data error it is inconsistent with the teacher self-efficacy, intent to stay and COVID-19 reported data. Therefore, I ran the regression models with and without teacher resiliency and have included the results for all models.

Missing Data

I handled missing data in the following manner: 107 cases were deleted from the initial 460 respondents for not having answered pertinent information relating to the dependent variable which left me with $n=353$. I used listwise deletion during the factor analysis process for constructing the Greater Purpose Driven Scale which emerged from the Teacher Resiliency Survey. The Intent to Stay in MDCPS model had $n=307$, and the Intent to Stay in Teaching model had $n=304$.

Regression Assumption

An assumption of regression is the existence of a linear relationship between independent variables and the dependent variable. My analysis of residuals revealed no cases more than three standard deviations away from the predicted score. This suggests that nonlinearity is not a concern for these models. I first ran the regression models using

all of the independent variables in my proposed models. However, when I ran the first model it appeared that the teaching assignments variables and the variables that measured the level of school where teachers worked overlapped. The tolerance statistic for teachers working at a senior high school was .359, suggesting that multicollinearity might adversely affect interpretation of the regression results. The reason for this was because I was capturing a lot of the same information with these variables. I kept the variable of school type in the model and omitted the variable of teaching assignment. The variable of school type separated the teachers into the same categories as teaching assignments did with the added bonus of specifying the category of secondary teachers into a more specific school setting of K-8 center, middle school or senior high school. This would be important for the results as those three secondary levels are unique in the way they operate, the learning environment they create, and the culture associated with each.

The tolerance statistic (Tables 18, 20, 22, and 24) for the independent variables ranged from .688 to .918 which indicates that multicollinearity is not an issue. I plotted residuals for both models to examine normality and there were no drastic deviations.

Intent to Stay in Teaching Regression Results

The first objective of this research was to examine how teachers' measures of teacher resilience and teacher self-efficacy related to their intent to remain in the teaching profession. I ran an ordinary least-squares regression analysis to predict the value of teachers' intent to stay in the teaching profession. My first attempt at building this model consisted of using all the independent variables that I originally proposed. However, the analysis revealed that the tolerance statistic for the independent variables started at .359.

While most literature will point out that there is no designated cut-off score that is written in stone, Allison (1999) suggested that tolerance below .40 can be a source of some concern. The independent variables of teaching assignments (General Education Elementary teacher, English secondary teacher, Math secondary teacher, Science secondary teacher, Social Science secondary teacher, and Special Education teacher) and school level (Elementary, Middle, K-8 Center, and Senior High School) of teachers seemed to be overlapping. I decided to keep the variable of type of school level of teachers and omit the variable of teaching assignment for all models. The reason for this was that the variables gave more specific information as it separated the secondary schools into K-8, Middle and High Schools, whereas the teaching assignment variables would only tell me what type of subject they taught and not at which level it was taught.

Regression Results: Intention to Stay in Teaching (With Teacher Resiliency Variable)

The regression model for intent to stay teaching which included teacher resiliency as a variable (Table 17) explained approximately 7.3% of the variance ($R^2 = .111$, adjusted $R^2 = .073$). The Teacher Senses of Self Efficacy Scale was the strongest predictor ($\beta = -.172$) of intent to stay teaching.

Table 17

Intent to Stay Teaching Model Summary (With TRS)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change
1	.333 ^a	.111	.073	.97299	.111

An analysis of this model indicated no significant relation was established in teachers' intent to remain teaching and their Teacher Resiliency Survey. Teacher Self-Efficacy had a small, negative association with teacher attrition ($\beta = -.172$; Table 18). The model revealed two more independent variables with statistical significance, Age had a small, negative association with teacher attrition ($\beta = -.141$), and Title I school status had a small, positive association with teacher attrition ($\beta = .125$). These results should be regarded with caution as the model explained only 7.3% of the variance and the β scores indicated a weak effect.

None of the following predictors had statistically significant associations with teachers' intention to remain in teaching, gender, ethnicity/race, school level, and traditional preservice certification program

Table 18*Intent to Stay Teaching Variable Significance (With TRS)*

Model	<i>B</i>	<i>SE B</i>	β	<i>p.</i>	Tolerance
Stay Teaching (Constant)	3.086	.314		.<.001	
Gender (Male as reference group)					
Female	-.171	.166	-.066	.303	.778
Age	-.012	.005	-.141	.020*	.875
Race/Ethnicity (Hispanic as reference group)					
White	-.194	.164	-.071	.235	.881
Black	-.134	.162	-.051	.490	.843
All Other	-.313	.255	-.074	.221	.860
School Level (Teachers working in Elementary Schools as reference group)					
Teachers working in Middle Schools	.035	.172	.013	.840	.768
Teachers working in K8 Centers	.277	.191	.093	.148	.770
Teachers working in High Schools	-.278	.151	-.125	.066	.688
Preservice Teacher Preparation Program (Non-Educational Degree/Alternative certification as reference group)					
Traditional Certification	-.037	.131	-.017	.779	.866
Title I School Status (Non-Title I School as reference group)					
Title I Schools	.270	.134	.125	.045*	.815
Scales					
Teacher Self Efficacy Scale	-.170	.059	-.172	.004**	.894
Greater Purpose Driven	.079	.058	.080	.173	.917

* $p \leq 0.05$ ** $p \leq 0.01$

Regression Results: Intention to Stay in Teaching (Without Teacher Resiliency Variable)

The regression model for intent to stay teaching without teacher resiliency as a variable (Table 19) explained approximately 7.2% of the variance ($R^2 = .106$, adjusted $R^2 = .072$).

Table 19

Intent to Stay Teaching Model Summary (Without TRS)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change
1	.325 ^a	.106	.072	.97713	.106

An analysis of this model indicated a small, negative association of Teacher Self-Efficacy with teacher attrition ($\beta = -.181$; Table 20). The model revealed two more independent variables with statistical significance, Age had a small, negative association with teacher attrition ($\beta = -.136$), and working in a High School had a small, negative association with teacher attrition ($\beta = -.143$). The Teacher Senses of Self Efficacy Scale was the strongest predictor ($\beta = -.181$) of intent to stay teaching. These results should be regarded with caution as the model explained only 7.2% of the variance and the β scores indicated a weak effect.

None of the following predictors had statistically significant associations with teachers' intention to remain in teaching, gender, ethnicity/race, school level working at, Title I status, and traditional preservice certification program.

Table 20*Intent to Stay Teaching Variable Significance (Without TRS)*

Model	<i>B</i>	<i>SE B</i>	β	<i>p.</i>	Tolerance
Stay Teaching (Constant)	3.128	.314		<.001	
Gender (Male as reference group)					
Female	-.173	.166	-.065	.300	.784
Age	-.012	.005	-.136	.023*	.876
Race/Ethnicity (Hispanic as reference group)					
White	-.201	.164	-.056	.222	.881
Black	-.146	.159	-.056	.359	.852
All Other	-.276	.254	-.065	.278	.877
School Level (Teachers working in Elementary Schools as reference group)					
Teachers working in Middle Schools	-.090	.170	-.033	.598	.776
Teachers working in K8 Centers	.295	.189	.099	.120	.769
Teachers working in High Schools	-.319	.149	-.143	.034*	.692
Preservice Teacher Preparation Program (Non- Educational Degree/Alternative certification as reference group)					
Traditional Certification	-.070	.130	-.032	.592	.8881
Title I School Status (Non-Title I School as reference group)					
Title I Schools	.254	.134	.117	.060	.810
Scales					
Teacher Self Efficacy Scale	-.181	.058	-.181	.002*	.910

* $p \leq 0.05$ ** $p \leq 0.01$

Intent to Stay in Miami Dade County Public School Regression Results

Regression Results: Intention to Stay in MDCPS (With Teacher Resiliency Variable)

The regression model (Table 21) for intent to stay in MDCPS explained approximately 6.6% of the variance ($R^2 = .104$, adjusted $R^2 = .066$). The Teacher Senses of Self Efficacy Scale was the strongest predictor ($\beta = -.155$) of intent to stay in MDCPS (Table 21 Intent). As in the previous model no statistically significant association was found in teachers' intent to remain in MDCPS and their Teacher Resiliency Survey. Similarly, there was a small, negative association with Teacher Self-Efficacy Scale with attrition from MDCPS ($\beta = -.155$). One more variable, teachers who work at K8 Centers had a small, positive association ($\beta = .173$) with attrition from MDCPS. It is once again worth noting that this model explained only 6.6% of the variance and the β scores also indicated a weak effect of each statistically significant predictor.

Table 21

Intent to Stay in MDCPS Model Summary (With TRS)

Model	<i>R</i>	<i>R</i> Square	Adjusted <i>R</i> Square	Std. Error of the Estimate	<i>R</i> Square Change
1	.322 ^a	.104	.066	.98353	.104

None of the following predictors had statistically significant associations with teachers' intention to remain in MDCPS, gender, ethnicity/race, school level working at, traditional preservice certification program. Unlike in Model 1 age did not show statistical significance, and neither did Title I school status. Following the default value of $p < 0.05$ as the cut-off point for statistical significance (Mertler & Vannatta, 2013) the

model did indicate a statistically significant correlation with three variables (Teacher Self-Efficacy, Age and working at the High School level).

Table 22*Intent to Stay in MDCPS Variable Significance (With TRS)*

Model	<i>B</i>	<i>SE B</i>	β	<i>p.</i>	Tolerance
Stay MDCPS (Constant)	2.911	.315		<.001	
Gender (Male as reference group)					
Female	-.098	.168	-.037	.559	.780
Age	-.010	.005	-.118	.051	.875
Race/Ethnicity (Hispanic as reference group)					
White	-.194	.165	-.070	.242	.882
Black	-.107	.163	-.040	.511	.845
All Other	-.083	.258	-.019	.749	.859
School Level (Teachers working in Elementary Schools as reference group)					
Teachers working in Middle Schools	.192	.173	.071	.268	.769
Teachers working in K8 Centers	.516	.191	.173	.007*	.762
Teachers working in High Schools	-.117	.152	-.052	.440	.688
Preservice Teacher Preparation Program (Non-Educational Degree/Alternative certification as reference group)					
Traditional Certification	-.013	.133	-.006	.440	.688
Title I School Status (Non-Title I School as reference group)					
Title I Schools	.222	.135	.102	.101	.815
Scales					
Teacher Self Efficacy Scale	-.155	.060	-.155	.010*	.891
Greater Purpose Driven	.083	.059	.083	.158	.918

* $p \leq 0.05$ ** $p \leq 0.001$

Regression Results: Intention to Stay in MDCPS (Without Teacher Resiliency Variable)

The regression model (Table 23) for intent to stay in MDCPS explained approximately 5.9% of the variance ($R^2 = .305$, adjusted $R^2 = .059$). Teacher working at K8 Centers was the strongest predictor ($\beta = .182$) of intent to leave MDCPS (Table 23 Intent). Similarly, there was a small, negative association with Teacher Self-Efficacy Scale with attrition from MDCPS ($\beta = -.156$). It is once again worth noting that this model explained only 5.9% of the variance and the β scores also indicated a weak effect of each statistically significant predictor.

Table 23

Intent to Stay in MDCPS Model Summary (Without TRS)

Model	<i>R</i>	<i>R</i> Square	Adjusted <i>R</i> Square	Std. Error of the Estimate	<i>R</i> Square Change
1	.305 ^a	.093	.059	.98471	.093

None of the following predictors had statistically significant associations with teachers' intention to remain in MDCPS, gender, ethnicity/race, school level working at, traditional preservice certification program, and Title I school status. Unlike in Model 1 age did not show statistical significance. Following the default value of $p \leq 0.05$ as the cut-off point for statistical significance (Mertler & Vannatta, 2013) the model did indicate a statistically significant correlation with two variables (Teacher Self-Efficacy, and working at the K-8 Center level).

Table 24*Intent to Stay in MDCPS Variable Significance (Without TRS)*

Model	B	SE B	β	<i>p.</i>	Tolerance
Stay MDCPS (Constant)	2.940	.313		<.001	
Gender (Male as reference group)					
Female	-.111	.167	-.042	.506	.786
Age	-.010	.005	-.114	.055	.879
Race/Ethnicity (Hispanic as reference group)					
White	-.181	.165	-.065	.273	.883
Black	-.112	.160	-.042	.485	.856
All Other	-.013	.255	-.003	.961	.878
School Level (Teachers working in Elementary Schools as reference group)					
Teachers working in Middle Schools	.143	.169	.054	.396	.779
Teachers working in K8 Centers	.540	.190	.182	.005*	.761
Teachers working in High Schools	-.141	.150	-.063	.347	.690
Preservice Teacher Preparation Program (Non- Educational Degree/Alternative certification as reference group)					
Traditional Certification	-.028	.130	-.013	.829	.878
Title I School Status (Non-Title I School as reference group)					
Title I Schools	.187	.134	.086	.164	.810
Scales					
Teacher Self Efficacy Scale	-.156	.059	-.156	.008*	.909

COVID-19

In March of 2020, the United States went into an unprecedented lock-down due to the COVID-19 pandemic. The MDCPS District closed their schools on March 13, 2020 pivoted to remote instruction on March 16, 2020. This was new uncharted territory for our school system and as such during my dissertation proposal defense my committee and I decided the addition of COVID-19 questions to my survey was warranted and appropriate. Two five-point Likert scale questions were added from which answers ranged from *strongly agree* (5), *agree* (4), *neutral* (3), *disagree* (2), and *strongly disagree* (1).

The first question inquired if during the COVID-19 pandemic teachers had often considered leaving the teaching profession. The results indicated that 44.7% of teachers disagreed or strongly disagreed with that statement, while 37.6% agreed or strongly agreed. The second question asked if teachers were more likely to leave the teaching profession due to their experience during the COVID-19 pandemic. Here the results indicated that that 47.3% of teachers disagreed or strongly disagreed with that statement, while 30.9% agreed or strongly agreed. Tables 25 show the results.

Table 25

COVID-19 Q1

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Often, I have considered leaving the teaching profession during COVID-19 pandemic.	18.1% (63)	20.1% (70)	16.6% (58)	23.5% (82)	21.8% (76)
I am more likely to leave the teaching profession because of my experiences during the COVID-19 pandemic.	10.6% (37)	20.6% (72)	20.9% (73)	25.2% (88)	22.6% (79)

Summary

The findings of the data I gathered were reported in this chapter. In continuation, following the logic used by the authors of the TSSES (Tschannen-Moran & Woolfolk Hoy, 2001), I ran a reliability analysis of the data I collected. The results mirrored those of the original study where three factors emerged. Nonetheless, when I ran my regression models, the scale held together as one. Based on the finding supported by Tschannen-Moran and Woolfolk Hoy (2001) who reported the emergence of one 18-item factor which could be used as a unidimensional scale, I made my decision to use one scale in my regression models.

Similarly, I followed the logic used by Muller et al. (2011) and ran an exploratory factor analysis with a varimax on The Teacher Resiliency Survey (2011) data. This analysis revealed one strong factor with eight items which I tilted, Greater Purpose Driven. This scale was used in the regression models to represent teachers'

resiliency level. For Price and Muller's Intent to Stay Scale (1986) I ran two separate reliability analysis for each scale. The analysis showed strong levels of internal consistency for these scales. Lastly, I ran the frequencies for the COVID-19 questions and will report their findings in the results chapter.

I then reported my analysis from the ordinary least-squares regression analysis which I used to predict the value of teachers' intent to stay in the teaching profession as well as their intent to remain in MDCPS. After my first model revealed high levels of multicollinearity ($>.1$), I made the decision to run my models without the variable of *teaching assignments* as this information was already being accounted for with the variable of 'school level' teachers reported working at.

I noted the unexpected results of the Teacher Resiliency Survey and decided to run the regression models with and without said survey. The first set of models I ran included the Teacher Resiliency Survey. In the model which was examining the relationship between teachers' intent to remain in teaching and all variables. My analysis revealed three variables with statistical significance: Teacher Self-Efficacy Scale ($p=.004$), teachers' age ($p=.020$) and Title I school status ($p=.045$). The second model I ran examined the relationship between the variables and teachers' intent to remain in MDCPS. My analysis for this model revealed two variables with statistical significance: Teacher Self-Efficacy Scale ($p=.010$) and teachers who work at K8 Centers ($p=.007$).

Next, I ran the same two regression models, excluding the Teacher Resiliency Survey. In the model which was examining the relationship between teachers' intent to remain in teaching and all variables. My analysis revealed three variables with statistical

significance: Teacher Self-Efficacy Scale ($p=.002$), teachers' age ($p=.023$) and working at a High School ($p=.034$). In the second model where I examined the relationship between the variables and teachers' intent to remain in MDCPS. My analysis revealed two variables with statistical significance: Teacher Self-Efficacy Scale ($p=.008$) and teachers who work at K8 Centers ($p=.005$). When comparing the results between the regressions which eliminated Teacher Resiliency and the one that did not, the data indicated similar findings in both models. I made the decision to not account for the Teacher Resiliency Survey results as part of my findings, as I feel the data is not a true representation on the resiliency levels of MDCPS teachers as well as that it does not coincide with the other data results of teacher self-efficacy, teachers' intent to stay, and effects of COVID-19.

This chapter concluded with a reporting of the frequencies for the COVID-19 questions. For COVID-19 Question 1 (Often, I have considered leaving the teaching profession during COVID-19 pandemic.), the data revealed that 44.7% of teachers disagreed or strongly disagreed with that statement, while 37.6% agreed or strongly agreed. For the second COVID-19 Question (I am more likely to leave the teaching profession because of my experiences during the COVID-19 pandemic), the data indicated that that 47.3% of teachers disagreed or strongly disagreed with that statement, while 30.9% agreed or strongly agreed.

In the chapter that follows, I will interpret the results of the data reported here along with the implications my data has for research and theory, implications for practice,

the implications for the role COVID-19 played in my study, and the limitations of my research.

Chapter 5: Discussion and Implications

Summary of Study

The problem of practice I investigated is that of teacher retention with a focus on the objectives of examining the relationship between teacher self-efficacy and teacher resiliency with their intent to stay in the teaching profession and their intent to stay working in MDCPS. This chapter begins by providing a summary of the study as well as provide the findings of this quantitative study. The chapter will conclude with the implications of my study, the limitations of my study and what this means for future research.

The theoretical frameworks I used to guide my study were Self-Efficacy Theory and Resilience Theory. I began my quantitative research by creating a survey which was made up of the TSSSES (Tschannen-Moran & Woolfolk Hoy, 2001), the Teacher Resiliency Survey (Muller et al., 2011), the Intent to Stay Scale (Price & Mueller, 1986), and questions which addressed their feelings on how the COVID-19 pandemic may have affected their intent to stay. To complete the survey, I included questions which would address various control variables in my study: participants' demographics information, Title I status of the schools the participants work, the school's level, their preservice teacher preparation program, and their current teaching assignments.

Through a database provided by MDCPS, I randomly selected 2,000 MDCPS teachers who work at schools located within the Central Region and sent them an invitation to take my survey. My study was conducted during an unprecedented time in the history of education, and in the midst of a turbulent start of school year within

MDCPS district. My survey was launched on September 29, 2020 and closed on November 6, 2020. After deleting cases with missing vital information, I had a total of 353 cases. I ran reliability analysis on the TSSES ($\alpha = .91$) which held together as on scale, and the Teacher Resiliency Survey ($\alpha = .908$) which had one strong factor emerge with eight items loading on it. When I examined the data for the Teacher Resiliency Survey, I noted that the data seemed to be askew as the majority of the respondents had reported having very low resiliency levels. These data did not match-up with the results of the teachers' self-efficacy levels, intent to stay nor COVID-19 responses.

I ran regression analyses to explain the relationship between teacher self-efficacy, teacher resiliency and participants' intent to remain in the teaching profession and intent to remain in MDCPS. I did this with and without the Teacher Resiliency Survey as part of the model, and when the data results were compared, I noted that the results were comparable. While I included all the data results in my dissertation. I made the decision to use only the model without the Teacher Resiliency Survey to report and interpret the findings of in this chapter. This will be done in the following sections of this chapter.

Reporting of Findings

The first findings in my study addressed the intent of staying in the teaching profession. My model explained 7.2% ($R^2 = .106$, adjusted $R^2 = .072$) of the variance. There were three statistically significant variables: Teacher Self- Efficacy ($p = .002$) which had a weak negative association ($\beta = -.181$), Age which also had a weak negative association ($\beta = -.136$), and last working in a High School had a weak, negative association ($\beta = -.143$) with teacher attrition.

The next findings in my study addressed the intent of staying in MDCPS. My model explained 5.9% of the variance ($R^2 = .305$, adjusted $R^2 = .059$). This model revealed two statistically significant variables: Teacher working at K8 Centers had a weak positive association ($\beta = .182$), and Teacher Self-Efficacy Scale had a weak negative association ($\beta = -.156$) with attrition from MDCPS.

In an effort to acknowledge the current environment of teaching during a global pandemic, I inquired teachers felt about COVID-19. The following are the findings: when asked if during the COVID-19 pandemic teachers had often considered leaving the teaching profession, the results indicated that 44.7% of teachers disagreed or strongly disagreed, 37.6% agreed or strongly agreed, and 16.6% were neutral. Next, when teachers were asked if they were more likely to leave the teaching profession due to their experience during the COVID-19 pandemic, 47.3% of teachers disagreed or strongly disagreed, 30.9% agreed or strongly agreed, and 20.9% were neutral.

Limitations

My study was conducted in a single school district, MDCPS, and therefore a limitation is that results are not generalized to other school districts. I narrowed the population sample to teachers who worked in schools located within the Central Region of MDCPS and while the Central Region is one of the most diverse regions, it still may be considered a limitation of my study. My final response rate was limited to 17.5% after deleting 107 cases from the original 406 responses, with a 4.68% margin of error. Potential nonresponse bias is another limitation to consider. Those teachers who did not respond to my survey may have a different opinion from those teachers who did reply.

COVID-19 may have played a role in this, as teachers have had a more strenuous school year and were less inclined to participate in an online survey.

COVID-19 may have also played a role in the teachers' reported intent to leave. During this time, job insecurities were high. Many businesses were closed and many more were not hiring. This certainly was not a conducive environment to leaving one's job and less so starting a new career or profession. Teachers may have felt they had little choice regarding their intent to leave teaching or MDCPS. The teacher resiliency scale was perhaps the biggest limitation as I had few options of scales that were used only to measure teacher resiliency and had been shown to have rigorous testing. My study findings were limited to the data collection of my survey and because of the inconclusive results of the reported teacher resiliency data, I was limited in the reporting of the resiliency data. It is worthwhile to note that if the teacher resiliency scale was to be administered at this time of the school year, at the end, it is possible that different results would be obtained. Also, my models explained a small percentage of the variance in intent to leave the teaching profession (7.2%) and intent to leave MDCPS (5.9%). The teachers who responded to my survey had strong senses of teacher self-efficacy, and this may have limited the potential predicative power of my study, as I did not have many participants who reported low levels of self-efficacy who took the survey.

The results of my study indicated that there may have been other variables, which I did not account for, that may be of importance. Teacher salary is one such factor that may have shown a relationship to teachers' intent to stay. The numbers of years teachers had been in the teaching profession and the number of years teachers had been working in

MDCPS are two more examples of variables which were not accounted for and may have been a limitation in my study. Because I am an administrator working in MDCPS, I did not want that to be a hinderance in teacher participation, so I limited the identifiable questions I asked in my survey. One of these questions was to ask what school they worked at. The answer to that would have given me more variables to address.

In my study, I did not investigate the affect training or professional development may have had. In order to renew a Teaching Certificate in the state of Florida, the applicant must attain a minimum of 120 points of professional development. Yet, the type of professional development is not specified. Examining the type of professional development teachers choose to pursue may have also given me more information. Similarly, participation in mentorship programs is another concept not accounted for. Lastly, simply by choosing to carry out a quantitative study, I limited myself in the ability to dig deeper into the meaning of the answers given. Also, the use of survey instruments required the participants to self-report perceived levels of self-efficacy and resilience as opposed to having done observation of behavior. Teacher resiliency and teacher self-efficacy are constructs that are by nature personal and individualistic. Asking teachers to share why they choose to teach, why they choose to work in MDCPS would have been questions more appropriate for a qualitative study, yet, they would have added another level of understanding. These limitations leave room for exploration in future studies.

Discussion of Findings

Teacher Self-Efficacy

For the purpose of my study, I used the definition cited by Jamil et al. (2012) which stated that teacher self-efficacy is defined as a teacher's belief in their abilities to successfully complete a teaching task. Teacher self-efficacy was the single factor that was statistically significant in both regression models. Teacher self-efficacy had a negative association in both models with teacher attrition, which indicates that as teacher self-efficacy increased the intent for teachers to leave teaching and leave MDCPS decreased. As Bandura (1993) stated, those with stronger perceived self-efficacy tend to set higher goals for themselves and have solid commitments towards those goals. These teachers are always looking for what lies ahead and opportunities in which to accomplish those goals. These teachers perceive setbacks as obstacles to overcome in order to achieve their goals. They take setbacks as learning opportunities, for example if their way of doing a particular teaching task did not work, next time they will adjust their approach instead of giving up. Another possible explanation is that teachers with high self-efficacy are goal setters who do not allow themselves to be detoured. They set out calculated objectives to help them attain their goals.

Commitment which is an aspect of self-efficacy may offer another explanation for these results. Teachers see their jobs, not just as a profession but as a vocation and as Bandura (1993) stated, it takes a strong level of self-efficacy to remain committed to a task which requires one to withstand difficult situational demands and failures that may

have social repercussions, such as those found in teaching. Teachers' commitment to their craft may aide in them staying as obstacles or challenges come their way.

Teachers with higher levels of self-efficacy are better at regulating their motivation. Bandura (1991) stated that self-beliefs of efficacy are a major contributor to self-regulation of motivation. In today's educational world, where high stakes are placed on state assessments, district policies are dictated by state mandates, and teachers find themselves as undervalued staff requiring motivation to stay the course.

Lastly, teacher self-efficacy is about the teacher's perception of their ability to perform a teaching task. In my study, the mean age of participants was 46 years old, this leads to a high probability that many of the respondents are not first year teachers and therefore have gained experience and trust their teaching skills, which in turns helps to foster a higher level of self-efficacy.

Age

In the regression model which examined the teachers' intent to stay in teaching, age was statistically significant and had a negative association with teacher attrition. This means as the teachers age increased their intent to leave teaching decreased. This finding was consistent with Geiger and Pivovarova (2018), Quartz (2003), and Curtis (2012) who found that younger teachers and new teachers were more likely to leave the profession than middle aged more experienced teachers. This could be because with age comes experience and with experience comes confidence. Another possible explanation may be that as teachers get older and closer to retirement age, they decide switching professions

may be more difficult and choose to remain in teaching. This could also explain why this variable was significant in intent to stay in teaching, but not in intent to stay in MDCPS.

Working at a High School

In the regression model which examined teachers' intent to stay in the teaching profession, working at a High School was a statistically significant predictor, with a negative association on teacher attrition. This signifies that those teachers who reported working in the High School level were less likely to leave the teaching profession.

High school level instruction is entirely content based. Teachers focus on teaching one subject and are therefore able to delve deeper into that one subject matter. Whereas in elementary schools, teachers are responsible for teaching all content areas in one grade level. Elementary teachers have the responsibility of planning for content across the curriculum. High school teachers are afforded the opportunity to become proficient in their one content, focusing their professional development time in just one content area. This structure allows for greater teacher autonomy.

The structure of high schools, where they have assigned personnel for specific tasks, also takes away some bureaucracy of paperwork from the high school teachers. For example, in elementary schools, classroom teachers are expected to do the paperwork for students who are to be referred to special education programs. They are also responsible for meetings to assure the paperwork is in order for these students. While in most high schools few to no students are in the beginning process of being identified for special education programs, and most high schools also have a teacher whose responsibility is to maintain the accuracy of the paperwork. This relieves most high school teachers from

extra paperwork, which translates into having more support and time to work on their craft.

Teacher income is also another difference between high school, middle school and elementary schools. While in MDCPS all teachers begin at the same base salary, teachers are able to make extra money by taking on supplements for extra assignments. MDCPS has a list of supplements that are allowed to be given, but they are based by school level (elementary, secondary). High schools have the biggest number of supplements allowed to be given than any of the other school levels. Teachers therefore have the opportunity of getting paid more than if they were teaching in the lower school levels.

While some of these characteristics may be similar in the middle school setting, one notable difference is the age and developmental level of the students that high school teachers are charged with educating. In middle schools, teachers are dealing with students undergoing a developmental transition in their lives. This is typically the onset of puberty and where teachers are charged with teaching more independence and responsibility to the students. For example, in their elementary school years, students are accustomed to being in one classroom with one or two teachers doing the majority of the content teaching. Then in middle school they switch to at least six classes, have six different teachers and need to adjust their schema of what school is. In high school students have already had three years of switching classes, having different sets of teachers, and adjusting to the new system of school. High school teachers do not have to deal with the transition years as middle school teachers do. High school students are in a

developmental stage where they require less management and supervision on the teachers' part. This allows teachers to once again focus on curriculum and instruction and waste less time on classroom management.

In my study, being a high school teacher has a statistically significant relationship with the intention to stay teaching. Focusing on one subject allows high school teachers more opportunities to become content experts and more teaching autonomy. Henderson and Milstein (2003) highlighted autonomy as an internal protective factor which strengthens teachers' ability to deal with adversity. High school teachers are also less bogged down with paperwork while having the opportunity at higher salaries. They are not tasked with introducing students to how schooling works as they are in the elementary level or dealing with the transitional years of schooling and child development as they are in the middle school. While my model does not contain a variable which accounts for earnings, this variable may be capturing some of the difference in teachers' pay.

Working at a K-8 Center

In the regression model which examined teachers' intent to stay in MDCPS, working at K-8 Centers was a statistically significant predictor, with a positive association on teacher attrition. This means that those teachers who reported working in K-8 Centers were more likely to intend to leave MDCPS. As the gap in student achievement between high-poverty and high-minorities students widened, many educational reforms were put into place in attempts to combat it. One such reform was K-

8 Centers (Byrnes & Ruby, 2007) where the elementary grade levels of Kindergarten through fifth grade were combined with the middle school grades of sixth through eighth.

The K-8 Center trend is one that has expanded in MDCPS, in the last 20 years. The 2002-2003 MDCPS Statistical Highlight Report shows that MDCPS began the K-8 Center conversion with seven K-8 Centers during that school year. This current school year MDCPS has 75 K-8 Centers which is a large amount, especially when compared to the two nearest school districts, Broward County Public Schools, which has five K-8 Centers, and Monroe County Public schools which has no K-8 Centers. This is such an abundant trend in MDCPS, that there are communities where the traditional middle school is no longer an option for students. While this has been a popular trend, Byrnes and Ruby (2007) argued that there was not much empirical research available that provided scientific evidence for supporting the effectiveness of K-8 Centers.

K-8 Centers are established primarily as elementary schools, and therefore adapt the elementary school model, philosophy and culture. This could be because many K-8 Centers begin as elementary schools which have been expanded into K-8 Centers or are K-8 Centers which always begin with the elementary grades. Regardless of the reasoning for this, K-8 centers seem to face a disconnect between the elementary grades and the middle school grades in the aspect that elementary schools are focused on establishing the foundations for learning in students. While middle schools are more about fostering student independence while dealing with the physical developmental changes students undergo at that age.

K-8 Center middle school teachers who see the need for a different culture in their grade levels may feel a lack of autonomy to change the elementary environment. Ingersoll (2006) discovered a direct connection between teacher attrition and the level of control teachers have in social and instructional decisions. This lack of control is a possibility as to why teachers choose to leave. The one size fits all approach to a K-8 center's mission/vision/cultures does not always work, teachers know this; yet, administrators often call for uniformity and render teacher input inconsequential.

Middle school aged children are going through changes in their bodies and often begin to ask questions regarding human growth and development, sexuality, substance abuse, and other such topics which are not generally addressed in elementary level. Often time the way these topics are tackled by teachers are based on school-wide policies or norms established in the school. Liu (2007) found that when it came to school-wide decision making the higher level of teacher involvement the lower the attrition rate would be. If middle school teachers are not given the opportunity to be a part of this decision making, it may lead to a level of frustration and be another cause for choosing to leave. Lack of autonomy plus lack of buy in maybe the combination that force K-8 Center teachers out of MDCPS.

Teacher Resiliency

One variable I thought was going to be significant in my study was that of teacher resiliency. My hypothesis was supported by a plethora of literature (Doney, 2013; Gu, 2014; Gu & Day, 2007; 2013; Gu & Li, 2013; Gu & Johansson, 2013; Robinson et al., 2009; Tait, 2008) that discussed the impact teacher resiliency has been shown to have on

teacher retention. Yet, from early on in my study, I found this construct to be a challenging one to measure. Beginning with initially finding 14 different resiliency scales, of which only two addressed teachers' resiliencies directly, to deciding on one that had shown a bit of instability but was still the best suited for my research. This continued as when I ran an exploratory factor analysis only eight of the items held together. Then when analyzing the data, I noticed that the responses seemed to be something off with the teachers' level of reported resiliency. While there did not appear to be any data error, the data was not consistent with the other data being reported, as high levels of teacher self-efficacy and intent to stay were evident.

The literature provides firm reasoning as to the importance of teacher resiliency (Doney, 2013; Day & Gu, 2014; Gu & Day, 2007; Gu & Li, 2013; Tait, 2008), however the context in which my data was collected may have been a factor in the uncertainty of the resiliency data collected. The 2020-2021 school year's start in MDCPS was delayed by two weeks as the district was training teachers and students on the new K12 platform they would be using for distance learning. After a very tumultuous start, where the district's infostructure faced cyber-attacks and the K12 platform was replaced overnight teachers were told they would be returning to brick-and-mortar just as I launched my survey.

MacIntyre et al. (2020) indicated that the Covid-19 pandemic has created many new stressors for teachers to deal with. From the rapid transition to online teaching, the intertwine of work and home life, to the overwhelming concern for their family's health has all resulted in high levels of stress. The participants' responses to the Teacher

Resiliency Survey, during this unprecedented difficult time may not be true indication of teacher resiliency in MDCPS. Given the uncertainty of the resiliency data, I decided to go report the variables which showed statistical significance in the model without teacher resiliency as a factor in the reporting of my findings, as the results were similar.

Resiliency is a skill set we are still trying to understand and needs to be further examined, especially in the teacher population. This provides an opportunity for future research.

Teachers' Reported Feelings on COVID-19 and Their Intent to Stay

Conducting my research during the COVID-19 pandemic provided me with a unique opportunity to ask how this had affected teachers' perception of teaching. My initial hypothesis is that I would see many teachers who had been professionally affected and were reconsidering teaching. When teachers were asked if they were more likely to leave teaching because of COVID-19 only 31% agreed or strongly agreed. Similarly, when asked if during the COVID-19 pandemic they had often considered leaving the teaching pandemic, only 38% agreed or strongly agreed. Gholami and Tirri (2012) pointed out that when teachers care about their students, commitment is at the core. During the COVID-19 pandemic the commitment teachers had to their students was highlighted in the local news, evident in the local schools, and is a strong possibility as to why my respondents had these results. General efficacy as well as personal efficacy are strong predictors of commitment to teaching (Coladarci, 1992), this finding supports the results as teachers in my study reported high, statistically significant levels of self-efficacy.

Noddings (2012) denoted caring as one of the fundamental aspects of education, where in order for teachers to enhance their self-efficacy they must be able to share a relational bond with their students. The bond that teachers share with their students is yet another possible reason why the COVID-19 pandemic did not seem to make my respondents feel as they were more likely to leave teaching.

Implications

Implications for Research

The findings of my study lead to many implications for future research. My results confirm that teacher self-efficacy is a worthwhile area of research. The findings in my study attest to this as it was the one predictor which was constant in both of my models. My literature review cited a plethora of research where teacher self-efficacy was addressed. Yet, few stated ways in which schools could enhance teacher self-efficacy. There is a need to examine the results of implementing programs into school sites which work on impacting teacher self-efficacy. My study also showed a small statistically significant relationship with intent to stay and high school and K-8 Center levels. When I was researching literature available to compare the characteristics of these two, I had a hard time finding studies which addressed teacher retention solely based on school level. Further examining this phenomenon would be beneficial as we may be able to find ways to duplicate desirable situations which will enhance the intent to stay for teachers.

Another implication for research is the need for better assessments for teacher's sense of resiliency. As indicated in my literature review, there is an abundance of

research which documents the importance of resiliency in teachers, yet when I attempted to find an instrument to use in my study I was limited on the options.

Lastly, these results indicate it would be worthwhile for my study to be replicated. I would recommend for other researchers to expand the sample size to include teachers in all three regions within MDCPS, this would allow for a more generalized understanding of how MDCPS teachers measure of self-efficacy and resilience relate to their intent to stay. Another recommendation would be to expand on the variables accounted for. As previously mentioned, including the number of years teaching would provide another dimension of understanding. Additionally, triangulating this quantitative research with focus groups of teachers to account for “perceived support” as variable would be beneficial.

Implications for Practice

As Henderson and Milstein (2003) noted schools are able to create opportunities to enhance protective factors which will strengthens a teacher’s ability to overcome challenges. Goal mastery is an example of an external protective factor. Bandura (1996) explained that individuals with a high level of self-efficacy see difficulty as an opportunity for mastery. They do not see ability as being innate but rather as opportunities for growth. An implication for practice of my study is the need for continued professional development which focuses on teacher self-efficacy. Mentoring through mastery experience is one such way. While MDCPS already has mentoring programs for beginning teachers (MINT, MINT 2.0, and SEED) consideration should be made to expand such efforts to the rest of the teaching population. This could be done by

having MDCPS school sites develop mentoring programs where teachers can build a supportive community where they can grow professionally. This type of mentoring can even be expanded on by creating partnerships between school sites. These partnerships can be strategic, as schools can identify targeted strengths they wish to focus on and then partner with schools who demonstrate to be successful in the identified outcome.

Teachers can be allowed to do observations in the partnering school, as well as have opportunities for best practice sessions lead by teachers from the other school. The important thing here will be teacher buy in and in order for this to occur, administrators must ensure that the process is teacher led. Teachers need to be the ones to identify what their needs are and the areas they would like mentoring on.

Noddings's (2012) research on how care supports self-efficacy is another opportunity for practice. CARE as an acronym stands for: Commitment, Attention, Reflection and Empathy. Building each one of these in teachers will support their self-efficacy. Commitment refers to the attachment a teacher develops to their students, and Noddings described attachment as extending to the educator's heart and soul. Attention is not just about being attentive, but rather when a teacher genuinely listens and is mindful of the needs their students are expressing. This requires teachers to engage with their students as individuals. Reflection refers to teachers practicing both proactive and responsive self-reflection, where they can be purposeful about their actions as well as find ways to improve their future interactions. Lastly, empathy invites teachers to place themselves in their student's "shoes" in order to better understand them. CARE requires teachers to build a strong connection to their students. In order to do this school

administrators should create opportunities for teachers, students, and their families to interact in non-academic centered ways. Having days when families are invited to come into the classrooms and share meals and take part in “getting to know us” activities would create the type of connections needed to enhance CARE and therefore bolster teacher self-efficacy.

Creating and promoting close bonds is yet another example of an external protective factor which can be enhanced in the school environment. Building teacher collegiality through professional learning communities is another practice which can be enhanced. Each MDCPS school site has a designated Professional Learning Support Team (PLST) which is responsible for supporting and establishing a high-quality school based professional development plan. The PLST can be used as a starting point for school sites to build collegiality and professional learning communities. This team can begin by focusing on opportunities for teachers form a bond or connection with each other. Having team building activities will lay a foundation for teachers to build respect for one another. With the building of respect comes trust and the feeling of working as one team. After establishing a solid foundation, the focus can be shifted to teachers becoming learners, which is the true purpose of professional learning communities (DuFour, 2004). Collaborative planning, teacher-driven observations, sharing of mastery experiences, and learning through vicarious experiences are a few examples of how professional learning communities can enhance teacher collegiality for the purpose of enhancing teacher capacity.

In continuation with the concept of building collective efficacy, a focus on training administrators to build and nurture teachers would help boost teachers' self-efficacy. Some examples as to what this would look like, is putting systems in place at the school sites which offer teachers strategies in which to combat commonly faced obstacles educators face. In other words, normalizing the idea that stressors will arise and equipping them with skills to revert to when need be.

Currently MDCPS's offers professional development courses for administrators through the Leader-2-leader program. The sessions offered are chosen from a yearly needs assessment survey and are aligned to the four Florida Principal Leadership Domains. MDCPS can take advantage of a program they currently have and add trainings which will equip administrators with research-based practices that will help them build teacher self-efficacy, particularly to those who are not teaching in high schools.

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APPENDIX

Appendix A: Instrument

11/7/2020

Qualtrics Survey Software



INTRODUCTION

The following questionnaire is short, only 48 questions, and should take about ten minutes to complete. Your participation is voluntary, and if at any time you come to any question you prefer not to answer please skip it and go on to the next. Your answers to all questions are confidential and only aggregate results will be reported. Should you have any questions or comments please contact me at kugar001@fiu.edu. Your help is greatly appreciated.

Please indicate whether or not you consent to participate in this study.

- I consent to participate in this study.
- I do NOT consent to participate in this study.

TEACHER SELF-EFFICACY

This first set of questions is asking about your experiences teaching your classes.

Please indicate your opinion about each of the questions by marking anyone of the nine responses in the columns on the right side, ranging from "None at all" to "A great deal" as each represents a degree on the continuum.

	Not at all (1)	(2)	Very little (3)	(4)	Some degree (5)	(6)	Quite a bit (7)	(8)	A great deal (9)
How much can you do to control disruptive behavior in the classroom?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much can you do to motivate students who show low interest in school work?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not at all (1)	(2)	Very little (3)	(4)	Some degree (5)	(6)	Quite a bit (7)	(8)	A great deal (9)
How much can you do to calm a student who is disruptive or noisy?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much can you do to help your students value learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To what extent can you craft good questions for your students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much can you do to get children to follow classroom rules?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

This first set of questions is asking about your experiences teaching your classes.

Please indicate your opinion about each of the questions by marking anyone of the nine responses in the columns on the right side, ranging from “None at all” to “A great deal” as each represents a degree on the continuum.

	Not at all (1)	(2)	Very little (3)	(4)	Some degree (5)	(6)	Quite a bit (7)	(8)	A great deal (9)
How much can you do to get students to believe they can do well in school work?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How well can you establish a classroom management system with each group of students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To what extent can you use a variety of assessment strategies?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not at all (1)	(2)	Very little (3)	(4)	Some degree (5)	(6)	Quite a bit (7)	(8)	A great deal (9)
To what extent can you provide an alternative explanation or example when students are confused?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much can you assist families in helping their children do well in school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How well can you implement alternative teaching strategies in your classroom?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

TEACHER RESILIENCE

When answering the next set of questions, think about your professional life. Please indicate the extent to which you agree or disagree with each of the following statements.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
My family and/or my friends support my endeavors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have clear expectations of myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I share a common set of values with the people in my life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My behaviors are influenced by cultural norms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I contribute to the greater good of humanity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I effectively apply life-skills to assist with day-to-day demands.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

When answering the next set of questions, think about your professional life. Please indicate the extent to which you agree or disagree with each of the following statements.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
My colleagues encourage my efforts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am motivated to achieve my goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My interactions with others provide me with a sense of belonging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My life is guided by clear expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am an active participant in my community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I strive to acquire life-skills necessary to succeed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

When answering the next set of questions, think about your professional life. Please indicate the extent to which you agree or disagree with each of the following statements.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I am supportive of my colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I strive to fulfill my life's purpose.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My interactions with others fail to provide me with a sense of belonging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I meet others' expectations with my actions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I utilize problem solving skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

When answering the next set of questions, think about your professional life. Please indicate the extent to which you agree or disagree with each of the following statements.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
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	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
The people in my life fail to support my efforts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My priorities are well defined.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel connected to those around me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other's expectations for me are constant.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I fail to contribute to life in a meaningful way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I lack those life-skills that I need to thrive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

When answering the next set of questions, think about your professional life. Please indicate the extent to which you agree or disagree with each of the following statements.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I encourage my family and /or friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I lack the motivation required to achieve my goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable in the presence of my colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a clear understanding of the policies established to direct my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I utilize my talents in a meaningful way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I communicate effectively to navigate life's twists and turns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

When answering the next set of questions, think about your professional life. Please indicate the extent to which you agree or disagree with each of the following statements.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
The people in my life promote my success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am driven to meet my expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy being around others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The expectations placed on me by others are often unclear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I recruit participants for volunteer activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I adapt to meet life's challenges.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

INTRODUCTION - INTENT TO STAY

The next questions ask about your intent to remain as part of Miami-Dade County Public Schools (MDCPS) and your intent to remain in the teaching profession. As a reminder your answers to the questions will be kept confidential and only aggregate results will be reported.

INTENT TO STAY IN MDCPS

Please indicate the extent to which you agree or disagree with each of the following statements about your employment with Miami-Dade County Public Schools.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
I plan to leave MDCPS as soon as possible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Under no circumstance will I voluntarily leave MDCPS before I retire.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would be reluctant to leave MDCPS.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to stay at MDCPS as long as possible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

INTENT TO STAY IN PROFESSION

Please indicate the extent to which you agree or disagree with each of the following statements about the teaching profession in general.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
I plan to leave teaching as soon as possible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Under no circumstance will I voluntarily leave teaching before I retire.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would be reluctant to leave teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to stay teaching as long as possible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

COVID-19

Please indicate the extent to which you agree or disagree with each of the following statements about the COVID-19 pandemic and your thoughts about remaining in the teaching profession.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Often, I have considered leaving the teaching profession during the COVID-19 pandemic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am more likely to leave the teaching profession because of my experiences during the COVID-19 pandemic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

DEMOGRAPHICS/CONTROL

To put your answers into context, I would like to gather some further information from you. Your answers will be held in the strictest confidence.

Which of the following best describes your gender?

Male

- Female
- Other

Which of the following best describes your Race/Ethnicity?

- White/ Non-Hispanic
- Black/Non-Hispanic
- Hispanic
- Asian or Pacific Islander
- American Indian or Alaskan Native
- Other

What is your current age?

Which choice best describes your preservice teacher preparation program?

- Education Degree/ Traditional Certification Route
- Non-Education Degree/Alternative Certification Route

Which school level do you currently teach at?

- Elementary
- Middle
- K-8 Center
- Senior High School

Which of the following best describes your current teaching assignment?

- General Education Elementary Teacher
- English Secondary Teacher
- Math Secondary Teacher
- Science Secondary Teacher
- Social Science Secondary Teacher
- Special Education Teacher

Electives Teacher

Do you currently teach at a Title I school?

Yes

No

Block 8

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VITA

KRISDHAL E. UGARTE-TORRE

Born, Managua, Nicaragua

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2006 M.S., School Counseling, Florida International University
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