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An Exploratory Study of Principals' and Teachers' Perceptions of School Work Conditions in Sinclair County, Georgia

Veronica Lawrence

AN EXPLORATORY STUDY OF PRINCIPALS' AND TEACHERS' PERCEPTIONS OF
SCHOOL WORK CONDITIONS IN SINCLAIR COUNTY, GEORGIA

by

VERONICA LAWRENCE

Under the Direction of Susan Trimble

ABSTRACT

This quantitative study investigated principals' (n = 16) and teachers' (n = 362)

perceptions of five work conditions domains: Professional Development, Facilities and

Resources, Leadership, Empowerment, and Use of Time. This quantitative study used two

instruments: principal work conditions survey and teacher work conditions survey to collect data.

Data were analyzed using descriptive statistics and a factorial analysis of variance. Findings

revealed observed differences in principals' and teachers' perceptions of school work conditions.

The factorial analysis of variance (ANOVA) showed statistically significant differences for

domain scores of Facilities and Resources, Leadership, and Empowerment by type of school. No

significant differences were found for age and teaching experience for these three domain scores.

INDEX WORDS: Index term, Work conditions, Professional development, Leadership,
Facilities and resources, Empowerment, Use of time, Domains

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DEDICATION

I dedicate this dissertation to my late mother, Mary Elizabeth Lawrence, whose strength during the last year of her life gave me a new appreciation of a mother's love. Her example of strength kept me working on the dissertation when I wanted to give up. To my late nephew, Tao Natari Lawrence, whom I admired and loved dearly, I dedicate this dissertation to you. You will remain in my heart forever. To my late father, L. G., I now realize you were doing the best you knew how. To my late aunt, Charolette, your unconditional love for your nieces and nephews will always be remembered, this is for you. All of whom I lost during the writing of my dissertation, I dedicate it to you. To my niece, Nanje, may you be motivated and encouraged to reach your dreams.

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CHAPTER I

INTRODUCTION

General Introduction

In virtually any business organization, individuals work under certain work conditions that have been associated with the satisfaction and productivity of employees. Schools are no different (Center for Teaching Quality, 2007). However, while businesses often focus on employee satisfaction, many schools often struggle to address critical work conditions. Often, teachers are isolated in classrooms behind closed doors; others do not have basic materials to do their jobs. Some are inundated with non-essential duties with little input into the design and organization of their schools. Others are provided with little opportunity for career advancement and professional growth. Such work conditions are predictably related to teacher turnover and create difficulties in maintaining teachers in classrooms (Center for Teaching Quality, 2007).

Evidence indicated that teacher work conditions are a central cause of chronic teacher attrition problems (Ingersoll, 2001, 2003a; National Commission on Teaching and America's Future, 2003; Said, 2000). Working conditions, including professional teaching conditions, play a substantial role in decisions to leave teaching in a particular school or district, and they contribute to decisions to leave the profession altogether. National survey data showed that teachers' plans to remain in teaching are highly sensitive to their perceptions of working conditions (Ingersoll, 2001, 2003a; National Commission on Teaching and America's Future, 2003; Said, 2000). The proportion of teachers who reported that they plan to remain in teaching as long as they are able are

strongly associated with how teachers feel about the administrative support, resources, and teacher input and influence over policy in schools (Darling-Hammond, 1997).

In 2003, compelled by the growing shortages of highly qualified and effective teachers and the shortage of minority teachers, the Board of Regents of the University System of Georgia launched pilot programs through the Destination Teaching initiative to increase the number and diversity of University System of Georgia prepared teachers to teach in high-need school systems (University System of Georgia, 2005a). Two years later in 2005, based on the success of Destination Teaching, the Board of Regents approved the Double the Number, Double the Diversity Initiative to increase overall teacher production and the production of minority teachers for Georgia's public schools (University System of Georgia, 2005a).

The Georgia Framework for Teaching is a product of the Georgia Committee on Quality Teaching. It was designed to align the cross-agency work of the Georgia Department of Education (2009), the Professional Standards Commission, and the University System of Georgia on the preparation, progression, development and success of educators. The Georgia Framework for Teaching developed a teacher working conditions survey and recruited 10 pilot school districts. Positive outcomes from the pilot project have resulted in the implementation of an expansion of the program in partnership with the Department of Education, the Georgia Partnership for Excellence in Education, and the Georgia Chamber of Commerce (University System of Georgia, 2005a).

In 1998, the Board of Regents launched an initiative to strengthen education at all levels in Georgia (University System of Georgia, 2005b). The first phase of this initiative

was implemented between 1998 and 2002. This initial phase involved strengthening the quality of Georgia's teachers through the adoption and implementation of the Regents' *Principles for the Preparation of Educators for the Schools*. Phase Two was implemented from 2002 to 2005 to establish multiple pathways for those who wish to become teachers and continue to strengthen teacher quality. Knowledge gained during the first two phases were used to develop Phase Three known as *Double the Number, Double the Diversity of Teachers Prepared by the University System of Georgia and Retained by the State's Public Schools* initiative (University System of Georgia, 2005b).

The Board of Regents of the University System of Georgia (2005b) launched Phase Three of its on-going teacher-preparation initiative, with a focus to strengthen all levels of Georgia's educational system. The goal was to implement a bold plan to double the number and diversity of the teachers the University System prepares by 2010. The plan requires the University System of Georgia (2005b) to work with the Georgia Committee on Quality Teaching to address teacher attrition. The emphasis was to reduce by one-third the numbers of new public-school teachers who leave the profession within their first few years by providing them with increased support. According to data from Georgia's Professional Standards Commission (2008), 15 percent of new teachers hired in Georgia leave after their first year, 26 percent leave after three years, and 35 percent after five years. Teachers, with only provisional certification, leave at more than twice the rate of teachers prepared in traditional, university-based programs.

With projected public-school enrollment increases and no change in the teacher attrition rate, Georgia needed approximately 14,500 new teachers by 2010. Reducing the

teacher attrition rate by one-third was projected to decrease this number to about 11,600 teachers. The state's Professional Standards Commission has indicated that 69 percent of the new teachers hired by Georgia public schools in 2003 were needed because of attrition (Georgia Professional Standards Commission, 2008a).

Half of all teachers leave the profession within five years, according to the National Commission on Teaching and America's Future (2003). Many states spend millions per year to replace teachers who have left the teaching profession. The state of Georgia alone spends more than $400 million a year replacing teachers lost to attrition (Afolabi, Nweke, Eads, & Stephens, 2007; Georgia Professional Standards Commission, 2008a). This figure is an increase of nearly $60 million from 2001 (Afolabi et al., 2007). If the state had reduced attrition by 35%, the cost of replacing teachers would have been reduced by more than $136 million. Ingersoll (2003a) noted that the size of the teaching force, combined with its relatively high turnover, means that there are large flows in, through, and out of schools each year. Ingersoll (2003a) also argued that school staffing problems to a significant extent are the result of a concept coined by Ingersoll (2001), *revolving door* phenomenon. Ingersoll's revolving door means large numbers of teachers leave teaching long before retirement but few replace them (Ingersoll, 2001). Hanushek, Kain, and Rivkin (2004b) concurred with Ingersoll regarding the revolving door concept because teachers come and go, with few teachers to replace them when they leave.

In an effort to increase teacher retention, funds may be channeled towards increasing salaries, which are strongly linked to teacher turnover rates (Ingersoll, 2003a). However, salary is not the only issue. Other strategies include improving teacher

workplace conditions, providing more professional development in areas that teachers find most challenging such as classroom management, increasing support such as mentoring for new teachers, and increasing administrative support (Ingersoll, 2003a).

Georgia State University had spent more than two years studying teacher retention in the metro Atlanta area (Diamond, 2009). The results revealed teachers remain in the teaching profession if they have a good relationship with colleagues and administrators. They remain if the school emphasizes student success and teachers receive the tools and freedom to improve learning. In contrast, teachers leave when they feel they lack power and cannot express their concerns and opinions. They leave over school policies and teaching philosophies (Diamond, 2009).

There is a growing consensus among researchers and educators that the single most important factor in determining student performance is the quality of classroom teachers (Alliance for Excellent Education, 2005). Therefore, if the national goal of providing an equitable education to children across the nation is to be met, it is critical that efforts be concentrated on developing *and retaining* high-quality teachers in every community and at every grade level (Alliance for Excellent Education, 2005).

Teacher retention is an important factor in determining a school's learning environment (Teacher Policy Research, 2005). It is difficult for school administrators to implement new policies, effect necessary changes or meet higher standards when the teaching workforce is in constant flux. Low performing, high poverty urban schools are at a greater disadvantage because teacher retention in these schools tends to be lower than in higher performing schools. More qualified teachers are more likely to transfer out of

lower performing schools, leaving the least qualified teachers to teach the neediest students (Teacher Policy Research, 2005).

Statement of the Problem

It was not known why those teachers leave schools. This study hypothesized that work conditions may or may not be reasons why and sought to find reasons regarding work conditions in schools as perceived by teachers and principals in one mid-sized rural school district in middle Georgia. The research base includes national and state wide studies of work conditions but not studies that address district or several studies addressing possible differences between perceptions of teachers and principals regarding work conditions. The statement of the problem was divided into two sections: national level and district level.

National level problems. Several national level problems drive this study. They are teacher shortage, teacher attrition, and lack of qualified teachers. The three problems identified in this study overlap and may be intertwined wherein one problem impacts the other problem as in a domino effect.

Problem 1: Teacher shortage. Teacher shortage is well documented in national and state research studies. Research studies on teacher shortage of qualified teachers provide reasons why new teachers leave teaching (Said, 2000; Ingersoll, 2001, 2003a; National Commission on Teaching and America's Future [NCTAF], 2003). Said (2000) accounted for the perceived teacher shortage by declaring that the teacher shortage has been attributed to large numbers of individuals at retirement age, increased student enrollment, and states reducing class sizes.

Some controversial findings were identified in NCTAF's study related to the national crisis caused by a teacher shortage. Findings revealed high rates of teacher turnover and attrition are undermining efforts to achieve quality teaching for every child. It was concluded the teacher shortage may not find a solution. As a result, quality teaching not achieved for every child until work conditions driving teachers out of teaching change (NCTAF, 2003).

McCreight (2000) examined research on teacher shortages, attrition, recruitment, and retention. Teacher attrition is the largest single factor determining demand for additional teachers in the United States. Teachers leave for such reasons as low salaries, unprepared for the realities of teaching, rigorous certification examinations, and lack of career advancement opportunities. In addition, low emphasis on professional development, marital status, health-related haphazard hiring and retention practices, and retirement were other reasons. Many states are experiencing shortages, and shortages occur in many subject areas. Strategies for reducing teacher shortage include preparing new teachers via formal induction programs, recruiting private school teachers and certified people from the private sector, and recruiting online. Offering loan forgiveness programs, raising public awareness, training paraprofessionals, awarding conditional scholarships to outstanding candidates, allowing out-of-field teaching, employing retired teachers, and offering day care for teachers' children are other strategies (McCreight, 2000).

Barriers to recruitment and retention include pay cuts when moving from one district to another, the need for recertification after moving to another state, and low

salaries (McCreight, 2000). Suggestions for recruitment and retention include conducting statewide assessments of teacher supply and demand, establishing K-16 collaboration to match graduates with jobs in high demand areas, developing K-16 partnerships to improve teacher preparation, improving working conditions, upgrading hiring practices, and providing ample time for staff development (McCreight, 2000).

Johnson et al. (2001) reported incentives may attract new teachers, but only improving the culture and working conditions of schools may keep them. Ingersoll's (2003a) analysis of federal survey data for more than 50,000 teachers nationwide indicated that 42 percent of all those leaving the profession report they did so because of job dissatisfaction. When asked why they were dissatisfied, little or no support from school administration, low salaries, lack of teacher influence over decision making, lack of discipline all factored into the decision. Ingersoll also found poor working conditions and lack of significant on-the-job training and support were the major reasons why teachers left the profession within the first five years.

Ingersoll (2003b) narrowed the field of teacher shortage specifically to the school level. Results revealed teachers leave the teaching profession for reasons generally separated into two main areas: (a) work conditions that include school and personal demographics (i.e., socioeconomic status of schools, poor neighborhoods, age, teaching experience, type of school), lack of support from principals, low salary, lack of materials and supplies; and (b) lack of input into decision-making and low student motivation. Ingersoll concluded teacher shortages in America had become a national concern that is being addressed.

Problems in Georgia were presented in this study. More in depth review of literature was reported in chapter 2 of this dissertation. With the funding and support of BellSouth and a state-level Steering Committee, school and business leaders in 10 Georgia school districts that volunteered to participate in this project had the opportunity to listen to individuals who know best what is happening in the classroom–the teachers themselves. In addition, implementation of improvement plans was based on what school and business leaders heard from teachers. Through the *Quality Learning and Teaching Environments (QLTE) Survey*, teachers and professional school staff revealed what is needed in classrooms and schools to help children learn better. School and business leaders then developed and implemented action plans to address survey results. Many districts targeted time with specific actions such as changes to the bus and physical education schedules. They also provided additional early release time and expanded planning time. Some districts improved staffing in computer labs, reduced paperwork, or provided needed copiers and other supplies (Georgia Teacher Retention Study, 2006).

This study was based on the North Carolina Teacher Working Conditions Initiative that was begun as a pilot study in 2001 by then Governor Michael Easley who was concerned about the results of working conditions among schools in the Charlotte-Mecklenburg Schools (CMS) School District. Each year between 15% and 20% of the teachers in Charlotte-Mecklenburg Schools in North Carolina school district left their classrooms (Charlotte Advocates for Education, 2004; Hanushek, Kain, & Rivkin, 2004). Experienced teachers are, on average, more effective at raising student performance than those in their early years of teaching (Hanushek et al., 2004).

As a result, too many teachers left the profession after less than a full career and too many left troubled inner-city schools for suburban ones (Hanushek et al., 2004). The causes of these problems have not been well understood. In particular, it is not known whether teachers leave schools with high concentrations of disadvantaged and low-achieving populations for financial reasons or because of the working conditions associated with serving these students. Nor are there good estimates of what kinds of salary increases would need to be offered to slow the turnover among teachers (Hanushek et al., 2004).

High teacher turnover rates result in deficit of quality teachers for every classroom and thus lower quality of instruction, loss of continuity within the school (Charlotte Advocates for Education [CAE], 2004). School reforms require sustained and shared commitment by a school's staff, which is difficult to achieve with continual staff turnover. Time, attention, and funds being devoted to attracting new teachers and not to the classrooms seems to be the main problem. It is estimated each teacher turnover costs the North Carolina school system $11,500. In searching the national, state, and local literature, Charlotte Advocates for Education (CAE, 2004) found consistently teachers cited *working conditions* as a major factor in determining whether they stay at a school. Principal leadership was often given as the key component in creating this positive working environment.

The main objective for the Charlotte Advocates for Education (CAE, 2004) sought to understand the relationship among principals, culture, and retention of teachers. Relying extensively upon work completed by the West Mecklenburg Collaborating for

Educational Reform Initiative and Governor Easley's Teacher Working Conditions

Initiative, the objective was to discover the answers to certain questions. The first

question was, "What specific skills, training, experiences, and characteristics affect a

principal's ability to be an effective leader who creates a supportive environment?" The

second question was, "What specific strategies principals have implemented to impact the

shaping of the working and learning environment in their schools?" The final question

was, "What support can be provided to principals in becoming more effective including

training and continual professional development (CAE, 2004)?"

A report on the 2006 North Carolina Teacher Work Conditions Survey (Hirsch,

Emerick, Church, & Fuller, 2006a) found that 78% of teachers agreed their school is a

good place to work and learn. Evidence throughout the survey indicated that teachers

with positive perceptions about their work conditions were much more likely to stay at

their current school than educators who were more negative about their conditions of

work, particularly in the areas of leadership. Disparities were evident not just in whether

positive work conditions were presented, but in whether school leadership made efforts to

improve them. Teachers who wanted to remain in their schools were far more likely than

those who wanted to move to believe that school leadership was working to improve

conditions. While 63% of teachers who wanted to stay believed that leadership is

addressing leadership issues, 23% of teachers who wanted to move to another school

believed the same statement to be true (Hirsch et al., 2006a).

The debate about teacher supply, demand, retention, and attrition has been

renewed in recent years by an increased concern about the reduced numbers of

prospective teachers entering teacher education programs, the high attrition rate of beginning teachers, and the resulting teacher shortages (Gimbert, Cristol, & Sene, 2007). America's public schools are experiencing teacher shortages, especially in low-income urban areas, because of increased school enrollment, teacher retirement, reduction in class size, teacher attrition, and turnover related to low salaries, job dissatisfaction, and lack of administrative support and influence over decision-making. The increased interest in teacher quality has been the topic of debate for policy-makers, the public, and the educational community. Gimbert et al.'s study determined if a nontraditional teacher preparation program, the Transition to Teaching program, was a viable way to ease the teacher shortages in a high poverty, urban U.S. school district, and at the same time, to evaluate the impact of teacher training on students' academic achievement. The results of this study afforded evidence that the students taught by first-year, alternatively prepared teachers achieved as well as or better than their peers taught by traditionally certified first-year teachers, according to student achievement in mathematics, specifically Algebra I.

Even in 2010, North Carolina is still experiencing a teacher shortage. The state's public schools hire over 10,000 teachers each year and will need to hire between 70,000 and 80,000 teachers by 2010 (NTC, 2010a). The state's schools of education produce roughly 3,300 graduates per year, with only 2,200 filling teaching positions the next school year in North Carolina. As a result, a major gap occurred and schools must continue to fill each year with a mix of lateral entry candidates, teachers from other states, and teachers returning to the profession after time away. Recently, groups ranging

from Governor Easley's Education First Task Force to the National Commission on Teaching and America's Future have suggested that state and local educational leaders refocus their efforts on teacher retention as a key strategy to mitigate the teacher shortage. In recent years, North Carolina has put into place accountability for teacher education programs, mentoring programs for new teachers, and has boosted teacher salaries in an effort to attract and retain quality teachers. Even with these important efforts, the state's teacher attrition rate stands at 13% annually, with a number of school systems experiencing attrition rates of 20-30% each year and school-level attrition averaging 20-25% (NTC, 2010a).

Literature indicates the current teacher shortages are one of attrition and not supply (Chapman, 2005; Dai, Sindelar, Denslow, Dewey, & Rosenberg, 2007; Department of Defense, 2010; Department of Education, 2010; Ingersoll, 2003b). The teacher shortage is not evenly distributed nor is it uniform (Chapman, 2005). Factors such as subject areas, social and economic levels of districts, geographic regions, and ethnicity of the students affect the composition, distribution, and the need for teachers (Chapman, 2005).

Alternative certification programs were established to quickly certify teachers, but the question is whether those teachers remain in the classroom any longer than the traditionally trained (Chapman, 2005). Chapman's (2005) dissertation study utilized a self-report survey that was used to investigate the attrition and minority certification rates between participants in an alternative teacher certification program coupled with the

support from the Troops to Teachers (TTT) program and those participants in a traditional certification program.

Chapman (2005) found no significant difference between the attrition rates of the two programs: Troops to Teachers (TTT) and a traditional certification program. Only a weak relationship was indicated between the programs and the attrition rates. There was a significant difference between the minority certification rates of the two programs. A strong relationship was found between the programs and the number of certified minorities. Chapman's study contributed to the limited knowledge of how attrition and certification rates differed between licensing programs. Chapman concluded the need for more research to be conducted in the areas of the components of a quality alternative certification program; the effect teacher induction and funding programs have on attrition rates; and the rates, reasons, and future response to the unequal attrition rates.

Recently, the financial imbalance in many school districts is so large that there is no alternative to teacher layoffs (Boyd, Lankford, Loeb, & Wyckoff, 2010). In virtually all school districts, layoffs are currently determined by some version of teacher seniority. Yet, alternative approaches to personnel reductions may substantially reduce the harm to students from staff reductions relative to layoffs based on seniority. Boyd et al. found differences in New York City public schools that would result when layoffs are determined by seniority in comparison to estimated teacher value-added for fourth and fifth grade teachers employing math and English language arts student achievement. Differences were found between seniority and value-added based layoffs were larger and more persistent than anticipated (Boyd et al., 2010). Consequently, limited applicability

of teacher value-added measures and concerns about potential lack of effectiveness should not be criteria in determining teacher layoffs. One problem is ignoring effective seniority-based measures completely. Instead, the use of multiple measures of effectiveness for layoff decisions may alleviate the effect of teacher layoffs, which eventually create a teacher shortage in school districts (Boyd et al., 2010).

Problem 2: Teacher attrition. The National Commission on Teaching and America's Future (1996, 2003) found teachers leave teaching for many reasons. It is predicted that within the next decade, one half of teachers currently in America's classrooms may either retire or leave the profession altogether. More teachers are leaving schools than are being employed (NCTAF, 2003). Teachers leave the teaching profession at higher rates than those employed. Almost one half of all new teachers leave the profession within the first five years, creating a situation where more teachers leave the teaching profession when compared to teachers entering the profession (NCTAF, 2003). It was concluded work conditions may lead to high rates of attrition among teachers. Thus it may lead some educators to suggest the existence of a teacher attrition problem rather than a teaching shortage problem (NCTAF, 2003).

The literature shows that almost one third of all new teachers leave the classroom after three years and nearly one half of all new teachers leave after five years. Over a quarter of a million teachers stop teaching every year (Emerick & Hirsch, 2006; Ingersoll, 2001a, 2003a; NCTAF, 1996, 2003). Teachers leave for a variety of reasons such as retirement, poor work conditions, low socioeconomic status of schools and

communities, lack of staff development, lack of respect for teachers' time, poor administrative support, and inadequate facilities and resources (NCTAF, 2003).

Hanushek et al. (2004) found that teachers decide whether to remain at a school for a multiplicity of reasons, which can be divided into four main categories. First, characteristics of the job, including salary and working conditions; second, alternative job opportunities; next, teachers' own job and family preferences; and finally, school districts' personnel policies. Although Hanushek et al. (2004) were not able to examine the ways in which all of these factors affect teachers' decisions with respect to their employment situation; they were able to examine directly the impact of salary and certain working conditions. They were also able to draw some reasonable inferences about how family considerations and alternative job opportunities influence their decisions by examining how teachers' choices differed by gender and experience (Hanushek et al., 2004).

Ingersoll (2003a) narrowed the field of teacher shortage specifically to the school level. Results revealed teachers leave the teaching profession for reasons generally separated into two main areas: (a) work conditions that include school and personal demographics (i.e., socioeconomic status of schools, poor neighborhoods, age, teaching experience, type of school), lack of support from principals, low salary, lack of materials and supplies; and (b) lack of input into decision-making and low student motivation. Ingersoll concluded teacher shortages in America had become a national concern that is being addressed.

Hanushek et al. (2004) concluded retention rates can also be affected by the number of years teaching spent in a particular location. The more years working in a particular district, the more costly it becomes to leave. Leaving may be due to insufficient salary, responsibilities, and job opportunities are often connected directly to teaching experience within the same school district. The financial attractiveness of moving to another school district also dissipates with the passage of time. Since many districts credit a transferring teacher with only a limited number of years of experience when they transfer out of district, teachers may be willing to settle for a salary reduction if they transfer to other school districts (Hanushek et al., 2004). In general, changing careers becomes more expensive with age and years of teaching experience. Teachers may have to relinquish the higher salary for years of teaching experience within a particular field. The time to accumulate gains from any change in job or career grows shorter as an individual becomes older. Consequently, a teacher's years of experience are compared with other teachers with similar levels of experience (Hanushek et al., 2004).

Buckley, Schneider, and Shang (2005) suggested an important factor in the teacher decision to stay or leave was the quality of school facilities as one of the work conditions. These researchers investigated the importance of facility quality using data from a survey of K-12 public school teachers in Washington, District of Columbia. They found facility quality is an important predictor of the decision of teachers to leave their current position, even after controlling for other contributing factors (Buckley et al., 2005).

Research has dramatically increased an understanding of teacher retention in America's schools (Boyd, Langford, Loeb, & Wyckoff, 2005; Hanushek et al., 2004; Ingersoll, 2001, 2004; Ingersoll & Kralik, 2004; Ingersoll & Smith, 2003, 2004; Johnson, 2004; Loeb, Darling-Hammond, & Luczak, 2005). These studies showed that teacher mobility differed both by teacher characteristics and by the characteristics of their students. Teachers were more likely to stay in schools in which student achievement was higher and teachers – especially white teachers – were more likely to stay in schools with higher proportions of white students. Teachers who scored higher on tests of academic achievement were more likely to leave, as were teachers whose home town was farther from the school in which they taught. Attributes of teachers and the students they taught appeared to interact. In particular, teachers having stronger qualifications (i.e., measured by scores on a general knowledge certification exam) were more likely to quit or transfer than were less-qualified teachers, especially if they taught in low-achieving schools (Boyd et al., 2005).

Reducing teacher attrition might help improve the teacher workforce; however, whether this is actually the case is an open question. How teacher attrition affects the quality of the teacher workforce depends upon a number of factors, including the typical gains in effectiveness teachers realize from additional years of experience, how the average quality of entering cohorts of teachers differ from those who entered the profession earlier, and how turnover affects the functioning of the school and in turn the effectiveness of other teachers. A crucial factor is whether those teachers who leave teaching are more or less effective than their peers who remain. Research on the

relationship of teacher attrition and teacher effectiveness is just now emerging (Boyd et al., 2005).

Hanushek, Kain, O'Brien, and Rivkin (2005) found teachers leaving schools in an urban Texas district on average had lower student achievement gains than did the teachers who remained in the same school. This finding was true for those transferring within the district as well as those leaving. They found differences in teacher effectiveness greater for teachers making intra-district transfers following second and third years of teaching. Goldhaber, Gross and Player (2007) also found teachers who transferred and left teaching were less effective than those who remained.

While states and districts are experimenting with programs to encourage retention, one body of research highlights the importance of supportive working conditions (NTC, 2010a). Factors such as time, leadership, professional development, access to resources, and teacher empowerment all exert a significant influence on the extent of satisfaction teachers feel in their jobs. Research indicated that "teachers with positive perceptions about their working conditions are much more likely to stay at their current school than educators who are more negative about their conditions of work, particularly in the areas of leadership and empowerment" (Hirsch & Emerick, 2007, p. 14).

Teacher attrition has attracted considerable attention as many federal, state and local policies intended to improve student outcomes focus on recruiting and retaining more qualified and effective teachers (Boyd, Grossman, Lankford, Loeb, & Wyckoff, 2008). However, policy makers are often frustrated by the appearance of high attrition

rates among teachers' early careers. Boyd et al. considered patterns of attrition and retention among teachers in New York City elementary and middle schools and explored the crucial question as to whether teachers who transferred among schools or left teaching entirely were more or less effective than those who remained. Boyd et al. also considered how teacher attrition may enhance or reduce the misdistribution of teacher quality by the race, income and achievement of students in those schools. Findings revealed mixed results and raised questions about current retention and transfer policies.

When given the opportunity, many teachers choose to leave schools serving poor, low-performing and non-white students (Boyd, Gross, Ing, Lankford, Loeb, & Wyckoff, 2009). While a substantial research literature has documented this phenomenon, far less research effort has gone into understanding what features of the working conditions in these schools drive this relatively higher turnover rate (Affeldt, 2011; Buckley et al., 2004a; Said, 2000; Twomey, 2005). Boyd, Gross, et al. (2009) explored the relationship between school contextual factors and teacher retention decisions in New York City. Findings demonstrated that measures of teachers' perceptions of the school administration have by far the greatest influence on teacher-retention decisions. This effect of administration is consistent for both the first year teachers surveyed and for the full sample of New York City teachers, and is confirmed by a survey of teachers who have left teaching in New York City.

The United Nations celebrated World Teachers' Day on October 5, 2011, with a warning that 6.1 million more teachers are needed to meet the internationally agreed Millennium Development Goal of attaining universal primary education by 2015 (U.N.

News Centre, 2011). Two million of these are additional posts, with sub-Saharan Africa alone accounting for more than half. But the shortfall also affects industrialized nations such as the United States, Spain, Ireland, Italy and Sweden, according to data published by the U.N. Educational, Scientific and Cultural Organization (UNESCO) Institute for Statistics.

Teachers are needed to replace those leaving the profession for a variety of reasons such as retirement, illness or career change (U.N. News Centre, 2011). Of the two million additional posts, sub-Saharan Africa accounts for 1,115,000, the Arab States for 243,000, South and West Asia for 292,000, and North America and Western Europe for 155,000 account for the rest. In contrast, Central and Eastern Europe, Central and East Asia, Latin American and the Caribbean together account for only 11 per cent of the global shortage. The theme of World Teachers' Day 2011 is *Teachers for Gender Equality*, reflecting a profession in which women outnumber men in primary schools, accounting for 62 per cent of teachers worldwide. In some countries, female teachers account for 90 per cent of primary school teachers. But their working conditions, pay, and status are deteriorating (U.N. News Centre, 2011).

Problem 3: Highly qualified teachers. States must ensure that highly qualified teachers are in all classrooms in the nation and adhere to the guidelines of the No Child Left Behind Act (2002). This law requires school districts to place highly qualified teachers in every classroom. When teachers leave the profession in great numbers, students do not have highly qualified teachers to teach them and as a result, children in America's classrooms are failing and may not graduate in large numbers. Schools do not

have sufficient highly qualified teachers in classrooms to teach children. Highly qualified teachers may be the key to a teacher shortage. NCTAF (2003) reported that the nation has embarked on an educational crisis of a shortage of highly qualified teachers.

Many large urban school districts are rethinking their personnel management strategies, often giving increased control to schools in the hiring of teachers, reducing, for example, the importance of seniority (Boyd, Lankford, Loeb, Ronfeldt, & Wyckoff, 2011). Prior research on teacher transfers uses career history data, identifying the school in which a teacher teaches in each year. Based on this data, it is unclear of the extent to which the patterns are driven by teacher preferences or school preferences, since the matching of teachers to schools is a two-sided choice (Boyd et al., 2011). These researchers used applications-to-transfer data to examine separately which teachers apply for transfer and which get hired and, in so doing, differentiate teacher from employer preferences. Findings revealed that teachers with better pre-service qualifications (i.e., certification exam scores; college competitiveness) were more likely to apply for transfer, while teachers whose students demonstrate higher achievement growth are less likely. On the contrary, schools prefer to hire higher quality teachers across measures that signal quality. The results suggested not only that more effective teachers prefer to stay in their school, but that when given the opportunity schools are able to identify and hire the best candidates (Boyd et al., 2011).

The third problem of teacher attrition is highly likely to be associated with teacher shortage (NCTAF, 2003). In many cases, the problem of teacher attrition is not being addressed by looking at root causes, such as work conditions. Instead, national and state

policy makers appeared to try to rectify teacher shortage with a boost in employment, while not addressing important issues such as the poor work conditions that may cause teachers to leave classrooms. Instead of trying to solve the difficult problems that teachers face, policy makers seem to focus simply trying to hire more teachers each year. By focusing energies on employment of more teachers, policy makers and school districts are only addressing adding more teachers, rather than focusing on the real cause of teacher attrition or analyzing why teacher leave the teaching profession altogether (NCTAF, 2003). Compelling evidence exists that the teacher shortage will not be solved until educators and policy makers deal with the problem of teacher attrition as well as work conditions that impact retention and attrition (Center for the Study of Teaching and Policy, 2001; Feng, 2006; Ingersoll, 2003a; Metropolitan Educational Research Consortium, 1999; National Commission on Teaching and America's Future, 2003; U.N. News Centre, 2011).

Feng (2006) found that the determinants of teacher attrition using matched teacher-student class-level information for all Florida public school teachers in a single year. The results indicated that classroom characteristics, such as students' performance on standardized tests, percent of Black students at classroom level, play a larger role than school-average student characteristics in determining teacher attrition. These findings suggested that in addition to salary, classroom assignment is an important factor when considering policies to promote teacher retention and teacher quality (Feng, 2006).

More recently, Congress debated on a part of the legacy of the No Child Left Behind Act regarding whether legislators believe teachers should be required to complete

a minimum level of training and demonstrate competence before they enter the classroom; and especially whether poor and minority students, English language learners, and students with disabilities deserve equal access to such well-qualified teachers (Affeldt, 2011).

Historically, for years advocates and reformers have been pointing to the large achievement gap between black and Latino students and their white and more affluent peers, which has stayed stubbornly large since the Reagan reforms wiped out the educational investments and anti-poverty programs that had caused it to shrink significantly in the 1970s. In addition to the effects of growing childhood poverty and lack of health care, this gap has been exacerbated by a system that spends less on the schools that serve poor children and that frequently offers them the least qualified teachers and principals. Beginning in the late 1980s, as dwindling and unequal salaries caused growing teacher shortages in poor districts, states were encouraged to lower standards for entering teaching in these communities rather than increasing salaries or improving working conditions. In many states, nearly 50% of the state's new teachers entered without training, virtually all of them assigned to teach in high-need schools. By the 1990s, it became common in some states for segregated schools serving high-need students in urban and rural areas to be staffed by a revolving door of inexperienced and untrained teachers (Affeldt, 2011; Ingersoll, 2001; Hanushek, Kain, & Rivkin, 2004b).

This is one of the problems that NCLB tried to solve when it called for highly qualified teachers in all schools. States and districts were required to put in place recruitment and retention plans to ensure that schools could be staffed by teachers who

knew their subject matter and how to teach it. Many states proved that they could greatly reduce teacher attrition and the need for emergency hires by equalizing salaries between rich and poor districts, offering scholarships to attract candidates to high-need fields and locations, and improving mentoring for beginners. For example, North Carolina's Teaching Fellows program paid for the preparation of hundreds of talented candidates who pledged to teach for four years in the state's schools, bringing long-term talent into the education system to teach math, science, and other critical subjects. Other successful examples include the teacher residency model and 'grow your own' programs, where teachers are fully trained and prepared with the tools they need to be effective in the classroom and provide the support they need to stay (Affeldt, 2011).

However, the Bush administration allowed teachers who had just begun training in alternate routes to be called *highly qualified* although they had minimal to no training and had met no standards of teaching competence. This encouraged the ongoing concentration of untrained novices in schools serving the neediest students, without public accountability or any requirements to solve the underlying problem. In California, for example, more than two thirds of interns taught in highly segregated schools that served more than 75% minority students, and more than 50% seek special education credentials (Affeldt, 2011).

Low-income and minority parents and students sued the federal government to challenge this administrative interpretation and won, with a short-lived victory. Within a few weeks and with no public notice or debate in 2010, Congress enacted an amendment—its sole amendment to NCLB in the ten-year history of the law—to write

the Bush-era regulation into statute. As a result, Congress labeled *teachers-in-training* in

alternative route programs as highly qualified, condoned their disproportionate

concentration in low-income, high-minority schools, and permitted states and districts to

conceal facts from parents and the public (Affeldt, 2011).

    The Harkin/Enzi Bill builds this amendment into the foundation of the

Elementary and Secondary Education Act of 1965 reauthorization bill. While the bill

maintains NCLB's *highly qualified teacher* terminology, its definition of the term to

include teachers-in-training lowers the standard and provides less protection for at-risk

students. Another problem is the bill's highly qualified teacher standard applies only to

teachers in their first year. Then the bill eludes teacher qualifications to focus on teacher

evaluation results in states that have implemented evaluation systems (Affeldt, 2011).

    District level problems. This school system is facing a teacher retention problem

and has experienced a loss of new teachers over a two-year period. During 2006-2007,

more than 300 newly certificated teachers with less than three years of teaching

experience were employees in the selected school district. Each year, approximately 15%

of elementary, 11% of middle, and 11% of high school teachers have left the selected

school district during 2006-2007. Nearly one-half of these new teachers in the selected

school district have less than three years of teaching experience and as a result leave their

classrooms for various reasons. Teachers, who left schools in Sinclair County School

System, stated dissatisfaction with poor support from principals and frustration with

workplace conditions as main reasons why they sought other job opportunities.

As part of Sinclair County School District's Improvement Plan (2006-2007), one of performance goals was to improve customer service at the school and system level. One specific objective of this goal was to "provide means for exit interviews for employees who are leaving the system" (p. 40). The Assistant Superintendent for Human Resources is the person responsible for implementing this objective during 2007-2008. The Human Resources Department in Sinclair County School System in 2006-2007, reported a 3% increase in retention rates over the last two years.

Purpose of the Study

The specific purpose of this study was an attempt to find out what principals and teachers perceive about the work conditions at their schools. This study also examined whether differences existed in perceptions of teachers and principals related to work conditions at their schools. Finally, this study investigated if any differences exist in perceptions of teachers when analyzed by demographics such as age, experience, and type of school (i.e., elementary, middle, and high school). No one, not even teachers want to work in conditions that are less than satisfactory to teach children. Positive working conditions, where educators are supported and empowered, are essential to creating schools where teachers and administrators want to work and students thrive (Hirsch, Emerick, Church, & Fuller, 2007).

This study follows an initial study in Sinclair County School System in 2006-2007 through 2007-2008. The study found that a relationship may exist between teacher work conditions and teacher retention. Through the Quality Learning and Teaching Environments (QLTE) Survey was conducted throughout school districts in Georgia in

2008. The results of the district-wide study revealed that teachers and professional school staff needed more time to plan and collaborate with each other to provide better instruction to help children learn better (Teacher Quality Project in Georgia, 2008). More specifically, teachers and professional staff reported that they needed more time to plan and collaborate. As a result, school districts provided additional early release time and expanded planning time for teachers. Other areas of need included reduced paper work, more copiers and additional instructional materials and supplies. School and business leaders then developed and implemented action plans to address survey results. Specific actions were taken and initial improvements were made that included changes to the bus schedules and physical education schedules. Some districts improved staffing in computer labs, reduced paperwork, or provided needed copiers and other materials and supplies for teachers (Teacher Quality Project in Georgia, 2008). The study in Sinclair County will utilize the 2008 North Carolina Teacher Work Conditions Survey (Moir, 2008) and to support some of the findings of the Teacher Quality Project in Georgia (2008) by surveying school principals and teachers in Sinclair County School System.

Research Questions

The following research questions focused on analyzing the variables related to principals and teachers' perceptions of work conditions at their schools.

1. What are current principal and teacher perceptions of work conditions in Sinclair County?

2. Are there differences in work conditions perceptions of principals and teachers in Sinclair County?

3. Are there any differences in teacher work conditions perceptions when analyzed

   by demographics such as age, experience, and type of school?

Conceptual Framework for the Study

The conceptual model to organize the variables in this study was Figure 1:

Chapman's Model. This study used identified components of Chapman's model in terms

of inputs, process, and outputs. Chapman's Model (1983, 1984) is an adaptation of

Holland's (1973) and Krumboltz's (1979) conceptual frameworks. Both Holland's and

Krumboltz's conceptual frameworks are similar in design. Chapman (1983, 1984)

modified and combined both theories and created a new model. Holland's theory, known

as *vocational choice* suggests reasons why teachers leave the teaching profession; the

reasons may be connected to changes in personality, work conditions in the environment,

or perceptions of teaching.

Chapman expanded on Holland's theory of vocational choice and Krumboltz'

social learning theory and developed a public school teacher retention/attrition model

(Chapman, 1983; Chapman, 1984; Chapman & Green 1986). Figure 1 of Chapman's

model suggests that teacher retention is a function of: (a) teachers' personal

characteristics; (b) educational preparation; (c) initial commitment to teaching; (d) quality

of first teaching experience; (e) social and professional integration into teaching; and (f)

external influences. *Inputs* include a teacher's personal characteristics such as gender and

age. Educational preparation includes quality of teacher preparation program, student

performance (e.g., grade point average, course grades), and degree obtained. *Process*

involves initial commitment to teaching and quality of first year teaching measures

overall learning experiences as a teacher. Professional and social integration in teaching are measures of a teacher's values, skills and abilities, and accomplishments. *Outputs* refer to the external influences that are measured based upon environmental conditions (e.g., employment climate, alternative employment opportunities, salary, and job training). Chapman's (1983, 1984) conceptual framework as adapted forms the theoretical framework for the study.

As depicted in Figure 1, Chapman (1983, 1984) created the terminology, modified, and extended Holland's (1973) theory of vocational choice and Krumboltz's (1979) social learning theory, to create a model of teacher retention and teacher attrition (Chapman, 1983, 1984; Chapman & Green, 1986). Chapman's Model suggests that teacher retention is a function of teachers' personal characteristics of gender and age and educational preparation, or quality of teacher preparation program, and student performance. Other traits considered by Chapman are initial commitment to teaching, educational degree, and the quality of first-year teaching experiences. This model considers social and professional integration into teaching such as accomplishments as a teacher, skills and abilities, and a teacher's values. Finally, Chapman's model involved the outputs of external environmental conditions including external influences, employment, job training, and salary (Chapman, 1983, 1984; Chapman & Green, 1986).

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┌─────────────────────────────────────────────────────────────────┐
│                            Inputs                                 │
│                                                                   │
│   Teacher's Personal Characteristics (e.g., age and gender)       │
│                                                                   │
│   Educational Preparation (e.g., quality of teacher preparation   │
│   program)                                                        │
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                                 │
                                 ▼
┌─────────────────────────────────────────────────────────────────┐
│                          Processes                                │
│                                                                   │
│   Initial Commitment to Teaching                                  │
│                                                                   │
│   Quality of First Teaching Experience                            │
└─────────────────────────────────────────────────────────────────┘
                                 │
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│                           Outputs                                 │
│                                                                   │
│   External Influences                                             │
│                                                                   │
│   Environmental Conditions (e.g., employment climate, salary,     │
│   and job training)                                               │
└─────────────────────────────────────────────────────────────────┘
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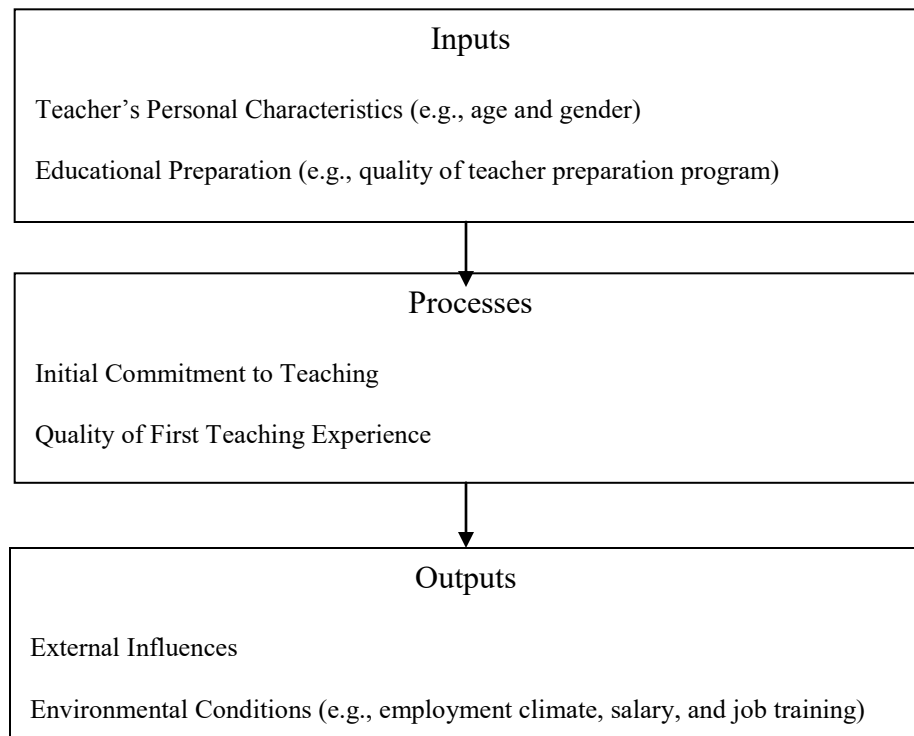
Figure 1

Chapman's Model of Public School Teachers' Retention and Attrition

Krumboltz's (1979) theory contributed to Chapman's Model (1983, 1984) and is based on the social learning theory. Krumboltz identified four factors that determine whether or not teachers remain in the teaching profession. These factors are genetic endowment and special abilities, race, gender, physical appearance, physical characteristics, environmental conditions and activities (i.e., social, cultural, political or monetary factors, learning experiences), and how teachers engage in problem solving. The researcher of this dissertation adapted and modified *Chapman's Model of Public School Teacher Retention and Attrition*, as previously presented in Figure 1.

Importance of the Study

This study was important because the answers to the research questions may help this school system rethink aspects of the current work conditions and possible differences in perceptions between principals and teachers. More importantly, following such possible deliberations, work conditions may improve, particularly if the results draw attention to the areas of time, facilities and resources, leadership, empowerment, and professional development.

The 2008 North Carolina Teacher Work Conditions Survey (Moir, 2008) of this study was utilized to survey principals' and teachers' perceptions of work conditions in Sinclair County School System. Based on 2006-2007 survey data from the Department of Human Resources in the county, it is not yet known how many of these teachers were beginning teachers and experienced teachers.

Limitations

This study was not a scientifically or statistically rigorous experimental model with control and treatment groups. The researcher was not attempting to establish any correlation or causation. Some conclusions may be drawn if and when strong evidence of principals' and teachers' perceptions supports a particular finding. It was, rather, an exploratory study of perceptions of principals and teachers regarding work conditions at their schools in Sinclair County School District.

One of the limitations in this study was that the survey only measured principals' and teachers' perceptions of work conditions at one point in time (Creswell, 2009). As a result, a limitation was the non-experimental survey and data did not imply causality or

cause and effect. The principals' and teachers' responses from the 2008 North Carolina Teacher Working Conditions Survey (Moir, 2008) were analyzed using a statistical command package known as SPSS, version 20.0. Data interpretation occurred during a specified time period to give principals and teachers a window of opportunity to respond in a timely manner.

Another limitation was that special education centers, charter schools, private schools, alternative middle and high schools, and pre-kindergarten participants were excluded in this study since only accredited public elementary, middle, and high schools in Sinclair County School District in Georgia meet the criterion to participate in the study. Next, the researcher surveyed approximately 12 elementary school principals, four middle school principals, and three high school principals and 330 elementary school teachers, 138 middle school teachers, and 132 high school teachers who are still in the school district and not those who have left. The results may contain bias in some way. For example, those teachers who stay may not particularly care what attrition strategies are used since they plan to remain anyway. The reader is, therefore, cautioned, as well as the researcher, not to use the evidence from this or other district studies to reach conclusions about individual principals' and individual teachers' perceptions of work conditions.

While some inferences can be made at the school level as a group of schools, the reader, as well as the researcher, is cautioned to refrain from considering the evidence to be strong, particularly for smaller schools. The design of the study produced results that are not applicable to individual schools. To establish statistical significance, a minimum

sample or population is required because, as the sample gets smaller, the error of estimate increases. To avoid the possibility of giving incomplete or inaccurate information that would lead to wrong conclusions, the researcher has avoided analysis where an insufficient population can be identified.

Delimitations

Due to the limited number of principals in this urban school district, caution is advisable when generalizing beyond the sample. Generalizability may be limited only to Sinclair County School District. All studies, regardless of sampling techniques and statistical integrity are delimited to the characteristics of the sample selected for the research. One of the assumptions was that participants were honest and candid in their responses to the survey questions and that surveys are returned to the researcher in a timely manner.

The researcher has no control over the number of teachers who are elementary, middle, and high school and who complete and return the work conditions survey for teachers. The researcher has little or no control in teachers' level of teaching experience in this study. All teachers were asked to voluntarily participate.

Definition of Terms

The list of definition of terms was operationally defined to provide clarity for the reader:

Attrition. Teacher attrition is a component of teacher shortage (i.e., changes in teacher status from year to year). The debate about teacher supply, demand, retention, and attrition has been renewed in recent years by an increased concern about the reduced

numbers of prospective teachers entering teacher education programs, the high attrition rate of beginning teachers, and the resulting teacher shortages (Gimbert, Cristol, & Sene, 2007).

Facilities and resources. Facilities and resources refer to teachers' access to people, materials, and tools to teach effectively, as well as to the extent to which their school is safe and well-maintained (Berry et al., 2007). Facilities and resources are the availability of instructional, technology, office, communication, and school resources to teachers (NTC, 2010).

Highly qualified teacher. A highly qualified teacher applies to public elementary or secondary school teachers who teach a core academic subject. The term *core academic subjects* means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography (Georgia Professional Standards Commission, 2008a).

New teacher support. New teacher support means guiding teachers under the leadership of supportive principals and experienced teachers during new teachers' initial and formative years (Urbanski & O'Connell, 2007).

Professional development. Professional development refers to the quality and quantity of teachers' formal opportunities to learn what they need to know and do in order to be effective with the students they teach (Berry et al., 2007). Professional development is availability and quality of learning opportunities for educators to enhance their teaching (NTC, 2010).

Retention. Teacher retention is an important factor in determining a school's learning environment. It is difficult for school administrators to implement new policies, effect necessary changes or meet higher standards when the teaching workforce is in constant flux. Low performing, high poverty urban schools are at a greater disadvantage because teacher retention in these schools tends to be lower than in higher performing schools. More qualified teachers are more likely to transfer out of lower performing schools, leaving the least qualified teachers to teach the neediest students (Teacher Policy Research, 2005, p. 2).

School leadership. School leadership refers to how administrators and other school leaders shape a shared vision for success, enhance school climate, enforce norms, and recognize good teaching (Berry et al., 2007). School leadership is the ability of school leadership to create trusting, supportive environments and address teacher concerns (NTC, 2010).

Sinclair County School District. Sinclair County School District is located in southeastern Georgia, with nearly 20,000 students, 20 schools organized into twelve (12) elementary schools (Grades PreK-5), four (4) middle schools (Grades 6-8), three (3) high schools (Grades 9-12), and one alternative school (Grades 7-12). Nearly 90 central and school administrators, 105 support personnel, and 1,400 PK-12 teachers are employed in this school system (Georgia Department of Education, 2010).

Teacher empowerment. Teacher empowerment refers to opportunities for teachers to develop as professionals, receive recognition as instructional experts, and utilize their unique skills to solve educational problems. This concept is not about

developing teacher power at the expense of administrative authority, but about professionalizing teaching and effectively using teachers' expertise (Berry et al., 2007).

Time. Time refers to the opportunities teachers have to meet the needs of their students given school schedules, non-instructional duties, paperwork, and availability (or inaccessibility) of structured venues to collaborate with colleagues (Berry et al., 2007). Time is available time to plan, to collaborate, to provide instruction, and to eliminate barriers in order to maximize instructional time during the school day (NTC, 2010).

Summary

This study explored three questions. It sought to find out how principals and teachers perceive as work conditions at their schools in one Georgia district. The study also examined differences in perceptions of teachers and principals related to work conditions at their schools. Finally, this study examined differences in perceptions of teachers when analyzed by demographics such as age, experience, and type of school. Three problems were the foci of this study. They are teacher shortage, teacher attrition, and highly qualified teachers. The topic of work conditions has been associated with teacher retention and was examined in this study. This study was important because the answers to the research questions may help this school system rethink aspects of the current work conditions and possible differences in perceptions between principal and teacher. More importantly, work conditions may improve, particularly if the results draw attention to the areas of time, facilities and resources, leadership, empowerment, and professional development.

CHAPTER II

REVIEW OF RESEARCH AND RELATED LITERATURE

Introduction

This chapter reviews the literature on work conditions in schools. It consists of findings from a literature search using databases (i.e., ERIC, EBSCO, and Google). The review spans the years of (1975-2010) and covers governmental reports, research articles, peer-reviewed articles, national research journals, books, papers from national conferences, and unpublished dissertations.

The literature review is organized by topics of reviewed studies. The literature review begins with national research of teacher work conditions. State level investigations of teacher work conditions in the states of North Carolina, California, Nevada, and Georgia are then described. This section is followed by a more detailed discussion of the research on specific aspects of work conditions such as time, facilities and resources, leadership, empowerment, professional development, and instructional leadership. A summary of these specific aspects restates the key findings.

The remainder of the literature review includes a section on the research related to principals presented. The chapter concludes with an overview of the research on principals' and teachers' work conditions.

National Research of Teachers Work Conditions

National research demonstrated the importance of addressing school work conditions to improve teacher attrition rates. Three national studies addressed the importance of work conditions. Two of these national studies were conducted in 2004.

The National Center for Educational Statistics (2004) reported that teachers who left schools cited an opportunity for a better teaching assignment, dissatisfaction with support from administrators and dissatisfaction with workplace conditions as the main reasons why they sought other opportunities. Furthermore, NCES reported that teachers experienced a positive, collaborative school climate and support from colleagues and administrators that were the most important factors influencing whether they stayed in a school. It was concluded that school districts and schools were in need of maintaining highly qualified teachers because teachers did not remain in the profession long enough to become experienced and highly qualified.

Another 2004 report by Loeb, Elfers, Knapp, Plecki with Boatright (2004) conducted a meta-analysis of national surveys regarding reform efforts that include teachers' excessive workload, lack of time and frustration as areas in need of focus and improvement. A third national study by the Center for Teaching Quality (2007) using national surveys of the North Carolina Teacher Work Conditions Initiative of teachers indicated that a positive, collaborative school climate and support from colleagues and administrators were the most important factors influencing whether they stayed in a school.

National research efforts validated the importance of three areas of teacher work conditions in teacher retention. They were: (a) opportunity for a better teaching assignment, dissatisfaction with support from administrators and dissatisfaction with workplace conditions; (b) excessive workload, lack of time and frustration with reform

efforts; and (c) positive, collaborative school climate and support from colleagues and administrators.

State Level Investigations of Teacher Work Conditions

Research from Georgia, North Carolina, California, and Kansas demonstrated that school work conditions such as time, facilities and resources, leadership, empowerment, and professional development were critical components to decreasing teacher attrition rates, particularly professional development and facilities and resources (Center for Teaching Quality, 2007; Charlotte Advocates for Education, 2004; Fall & Billingsley, 2010; Governor Michael Easley's Teacher Working Conditions Initiative, 2003; Georgia Governor's Office of Student Achievement, 2009; Hanushek, Kain, & Rivkin, 2004; Hirsch, 2005; Hirsch & Emerick, 2007; Hirsch & Church, 2009; New Teacher Center, 2010). Five states addressed work conditions and teacher attrition in state-wide studies: North Carolina, California, Kansas, Nevada, and Georgia. One state was the first to conduct a pilot study on work conditions and teacher attrition in 2001 and continued every two years through 2010 (New Teacher Center, 2010a). Three states conducted studies on work conditions and teacher attrition in 2006, 2008, and 2010 (North Carolina, California, and Kansas), one in 2007 (Nevada), and another state in 2008 (Georgia). The studies are described below.

Historical Perspective of the North Carolina Teacher Work Conditions Initiative

Each year between 15% and 20% of the teachers in Charlotte-Mecklenburg Schools (CMS), North Carolina school district leave their classrooms (Charlotte Advocates for Education, 2004; Hanushek et al., 2004). Experienced teachers are, on

average, more effective at raising student performance than those in their early years of

teaching (Hanushek et al., 2004). Until now, the roots of these problems have not been

well understood. In particular, it is not known whether teachers leave schools with high

concentrations of disadvantaged and low-achieving populations for financial reasons or

because of the working conditions associated with serving these students. Nor are there

good estimates of what kinds of salary increases would need to be offered to slow the

turnover among teachers (Hanushek et al., 2004).

That percentage is even higher for teachers who have less than three years of

experience (U.S. Department of Education, 2007). High teacher turnover rates result in

deficit of quality teachers for every classroom and thus lower quality of instruction, loss

of continuity within the school, and school reforms require sustained and shared

commitment by a school's staff. This is difficult to achieve with continual staff turnover.

Time, attention, and funds being devoted to attracting new teachers and not to the

classrooms seems to be the main problem. It is estimated each teacher turnover costs the

North Carolina school system $11,500. In searching the national, state, and local

literature, Charlotte Advocates for Education (CAE, 2004) found consistently teachers

cited *working conditions* as a major factor in determining whether they stay at a school.

Principal leadership was often given as the key component in creating this positive

working environment.

Governor's Teacher Working Conditions Initiative

The Governor's Teacher Working Conditions Initiative expands on a North

Carolina Professional Teaching Standards Commission pilot project in 2001. With the

support of the State Board of Education, the Commission adopted working conditions as a primary focus. The Commission, through research and focus groups, developed 30 working conditions standards for schools in five broad categories. The standards were validated by focus groups and by more than 500 teachers. The Commission then developed a survey based on the standards. In the fall of 2001, this survey was administered in a pilot study to 2,300 teachers and administrators in 60 schools throughout the state. The pilot provided important feedback on the working conditions in participating schools. Based on these results, Governor Easley expanded the initiative in 2002 to encompass every public school-based educator in the state (Governor Michael Easley's Teacher Working Conditions Initiative, 2003).

The 2002 North Carolina Work Conditions Survey

To ensure that North Carolina addressed retention of quality teachers, Governor Michael Easley launched a Teacher Working Conditions Initiative in May 2002 in collaboration with the North Carolina Professional Teaching Standards Commission. Supportive working conditions are recognized by practitioners and researchers as critical to keeping good teachers in the classroom. Consistently, working conditions rank as one of the top reasons why teachers decide to remain or leave the public schools. The goal of the Initiative is to improve working conditions and increase the retention of quality teachers for all of North Carolina's children (NTC, 2010a).

In May of 2002, in partnership with the Commission, assistance from the North Carolina Association of Educators (NCAE), and support and funding from BellSouth-NC, the Governor mailed out surveys to every licensed public school-based educator in

North Carolina. The goals of the survey were to hear from teachers and administrators about what they identify as areas in need of improvement, understand what school characteristics appear to affect those perceptions, and provide data on working conditions to local school leaders and state policymakers (Governor Michael Easley's Teacher Working Conditions Initiative, 2003).

During spring 2002, Governor Michael F. Easley of North Carolina asked educators to participate in the second statewide Teacher Working Conditions Survey so that he could hear *directly* from teachers and principals as to what they believe are the best ways to improve schools in North Carolina. He expressed concerns about work conditions and how such conditions may be related to reasons why teachers were leaving classrooms in large numbers in the state of North Carolina. Governor Easley suggested that research was conducted on work conditions and the impact on teacher retention and attrition. A pilot study made North Carolina the first state to conduct a study on work conditions and teacher retention and attrition. The results produced 30 work conditions standards for schools in five work conditions, including Time Management, Facilities and Resources, Leadership, Personal Empowerment, and Opportunities for (Governor Michael Easley's Teacher Working Conditions Initiative, 2003).

Educators were asked to respond to each of the statements with a value of "1" through "6" with "1" representing "Strongly Disagree" and "6" representing "Strongly Agree." All statements are written to indicate a positive description of the school environment (*e.g.,* "The principal is a strong, supportive leader" and "Adequate and appropriate time is provided for professional development"). Therefore, higher scores

always indicated a more positive opinion of the school environment. Surveys were completed and returned voluntarily by 42,209 educators from 1,471 schools in 115 of the state's 117 school districts. Seventy-six percent (76%) of the schools had a response rate of 50% or higher. The Center for Child and Family Policy at Duke University conducted preliminary analysis on the data. The findings represented in this report are those of the Center. The Center's analysis provided two kinds of reports on the data: average reports and frequency distribution reports (Governor Michael Easley's Teacher Working Conditions Initiative, 2003).

Average reports. The average reports provided the average response for each statement by each group of respondents. They also depicted the summary score for each category of statements: Time, Facilities and Resources, Leadership, Empowerment, and Professional Development. As a higher average score for a statement means greater satisfaction with that statement, a higher average summary score for a category indicates more overall satisfaction with that category. All average reports showed the difference between the averages, and an asterisk indicates that this difference is statistically significant, or too large to attribute reasonably to chance factors (Governor Michael Easley's Teacher Working Conditions Initiative, 2003).

Frequency distribution reports. For each statement from the survey, the frequency distribution reports provide the percentage of responses for each of the values, 1 through 6 (from strongly disagree to strongly agree). Frequency reports provide a view of the range of values that educators might ascribe to a given statement—not just the average value of the responses to that statement. Frequency reports depicted this

comparison for every value (1-6) of every statement (1-39). The Center has also begun an

effort to examine the relationship between teacher, student and school characteristics and

with working conditions. The Governor's Office plans to continue that effort and provide

additional reports with findings to the public and policymakers as the studies are

completed (Governor Michael Easley's Teacher Working Conditions Initiative, 2003).

The 2004 North Carolina Work Conditions Survey

Work conditions studies and teacher attrition have been conducted in five states:

North Carolina, California, Kansas, Nevada, and Georgia. These studies focused on work

conditions that impacted teacher attrition (i.e., teacher empowerment, school leadership,

professional development, and facilities and resources). An exemplary study conducted

by the Charlotte Advocates for Education (2004) entitled the North *Carolina Teacher*

Work Conditions Survey produced 30 work conditions standards for schools in the

aforementioned work conditions.

A landmark study was conducted by Charlotte Advocates for Education (CAE,

2004) based on two concerns of the Governor of North Carolina, Michael Easley. First,

the traits and strategies of principals were explored within Charlotte-Mecklenburg

Schools, particularly those in high needs schools. Secondly, traits and strategies

principals who had been most successful in retaining teachers while continually

improving student achievement were explored.

Using pre-determined criteria, 20 principals were identified. To begin identifying

principal traits and successful strategies used by them, surveys were designed and sent to

those principals. Results revealed common themes from focus group data. For more in-

depth understanding of these common characteristics and strategies, these principals were invited to participate in a focus group centered on key issues identified in the survey results. Information from the surveys and focus groups were then analyzed (Charlotte Advocates for Education, 2004). While CAE (2004) understands that their study did not provide a comprehensive analysis enabling scientific conclusions, it provided valuable input into the process of making certain that effective principals were focused on raising student achievement and retaining teachers.

The following are key observations based upon the questionnaire and focus group responses. In addition, implications of each observation are given. Principals who have been more successful in retaining teachers have characteristics of successful entrepreneurs (CAE, 2004). They are:

1. visionary leaders who possess the ability to conceptualize goals for their schools as well as the ability to operationalize the necessary plans;

2. risk-takers who value research and data, can analyze this data rapidly, synthesize important information, and make good decisions quickly;

3. self-motivated and tenacious in doing what it takes to make their school successful;

4. problem-solvers; and

5. committed to and passionate about their profession (Charlotte Advocates for Education, 2004, p. 2).

Findings from the CAE (2004) study revealed that principal development and training was not solution to the problem of being successful in retaining teachers. CAE

found that schools and school districts should recruit and employ individuals who not only had excellent education backgrounds, but also had specific innate qualities. Other findings revealed that successful principals reported beliefs in strong, instructional, operational, and strategic leadership in schools were equally as important as being supported and fostering their professional growth. Additional findings showed that operational issues dominated much of their time, leaving too little time available for instructional leadership.

Findings from the CAE (2004) study showed that the traditional leadership structure within schools needs to be re-examined to determine if in fact it is the most effective and efficient structure to meet the needs of teachers and students. As a result, the following conclusions from the CAE study were drawn. Successful principals:

1. understand the value of people; value teachers as individuals and sincerely want them to succeed and grow;

2. give direct assistance to teachers;

3. provide continual feedback to their teachers and find ways to provide teachers with professional development opportunities, both in-house and off campus;

4. ensure teachers have the opportunity to work collaboratively with peers and to increase leadership abilities;

5. demonstrate the value of teachers by actively involving them in meaningful decision-making; and

6. understand the most effective use of discretionary dollars is to provide additional

     personnel to support and assist teachers in being successful with students (CAE,

     2004, p. 2).

Several implications resulted from the CAE (2004) study. First, principals must

be given professional development to assist them in understanding strategies to

strengthen relationships, help teachers grow, and enable teachers to be successful in

improving student achievement. Principals must be held accountable for using those

strategies. Secondly, principal preparation and continuing professional development must

include practical information, how to be a principal through practical solutions, as well as

theory.

Next, to be successful, principals must have received appropriate and effective

adult education concerning the operations of leading a school (e.g. creating a budget and

developing master schedules). The final implication from the study is principals are the

crucial element in the school. Therefore, having high quality on-going continuous

leadership development that is appropriately funded is a necessity.

Findings on the results of the 2004 Teacher Working Conditions Survey

(Charlotte Advocates for Education, 2004) are based on analysis of the overall statewide

results and comparative data on the responses from teachers, principals and other licensed

personnel, educators in elementary, middle and high schools, and educators in different

size schools. Overall, survey results show little satisfaction with working conditions.

Only one of the five categories had an average score of more than 4 out of 6 and no

statement on the survey received a rating of higher than 4.57. Thus, while there were

some positive findings, the results demonstrated the need for improvement in the working conditions for educators (Governor Michael Easley's Teacher Working Conditions Initiative, 2003).

Different views from principals. Principals and teachers have contrasting different views of teacher working conditions, with principals more satisfied in every category (Governor Michael Easley's Teacher Working Conditions Initiative, 2003). Teachers are less satisfied with every aspect of the school environment than are their peers in non-teaching jobs. The gap between how teachers view working conditions versus their principals is greater than the gap between teachers and other licensed personnel. The difference between teachers and principals is greatest in the domains of Time and Empowerment, but gaps between teachers and principals are statistically significant for every statement on the survey. Inside the domains, there are some particularly large discrepancies (Governor Michael Easley's Teacher Working Conditions Initiative, 2003). Principals and teachers have vastly different perceptions of the time that teachers have to collaborate with colleagues; whether teachers have funds to purchase supplies; whether leaders shield teachers from disruptions; the role of teachers in decision-making; and whether professional development is based on teacher and school goals (Governor Michael Easley's Teacher Working Conditions Initiative, 2003).

Teachers' positive views of school leadership. Of the five categories of working conditions, respondents gave Leadership the highest average score (4.2). Within this domain, respondents gave the highest values to statements describing leaders as strong and supportive, holding teachers to high standards, and providing a strong shared vision

for the school. At the same time, respondents were less positive about principals' efforts to shield them from disruptions, address concerns about leadership and give priority to supporting teachers (Governor Michael Easley's Teacher Working Conditions Initiative, 2003).

Teachers' critical views about time. Teachers were least positive about the time provided to them to work on curriculum, classroom management and individual instruction, time to work with colleagues and mentors, and time for professional development. Additionally, teachers were not positive about the demands on their time by duties such as paperwork and lunch duty that interfere with teaching and preparation (Governor Michael Easley's Teacher Working Conditions Initiative, 2003).

Teachers' mixed views. Educators had mixed views of facilities and resources, empowerment, and professional development (Governor Michael Easley's Teacher Working Conditions Initiative, 2003). Statewide, the scores fell under an average of four on the six-point scale. Educators were relatively positive about the safety and cleanliness of their schools, the avenues for parent involvement, and leadership's effort to provide professional development focused on school goals. However, they were less than positive about their role in decision-making, the incentives for risk-taking, access to clerical assistance, and resources for instructional supplies. In addition, the resources available for professional development and the respect for different types of professional learning may impact teachers' professional development growth in skills needed (Governor Michael Easley's Teacher Working Conditions Initiative, 2003).

Findings of the 2004 North Carolina teacher work conditions survey. One of the findings in the 2004 North Carolina Teacher Work Conditions Survey was the difference in perceptions of teachers and principals since it was concluded that that administrative leadership was critical to improving work conditions (Governor Michael Easley's Teacher Working Conditions Initiative, 2003). Principals reported to be more positive about work conditions in every area, particularly about the amount of time teachers had and how empowered they were to make decisions about education issues (Governor Michael Easley's Teacher Working Conditions Initiative, 2003). Contrary to the findings, data demonstrated that teachers did not feel the same way as principals about their time. Teachers believed that principals did not respect nor recognize their time. Moreover, one of the findings was that teachers did not feel empowered by principals to use their time as they deemed important (Southeast Center for Teaching Quality, 2004).

Other findings indicated that elementary school staff is more satisfied with most aspects of their working conditions as compared with their middle and high school peers—except on the issue of Time (Governor Michael Easley's Teacher Working Conditions Initiative, 2003). For each statement in the Leadership, Empowerment, and Development categories, elementary school personnel are much more satisfied than middle or high school personnel (Governor Michael Easley's Teacher Working Conditions Initiative, 2003).

Elementary teachers are more satisfied about professional development in their schools and administrator's role in supporting their learning (Governor Michael Easley's

Teacher Working Conditions Initiative, 2003). Middle and high school personnel are less likely to believe that teachers are centrally involved in decision making, that their administrators support teachers, shield teachers from disruptions, and communicate state initiatives to teachers (Governor Michael Easley's Teacher Working Conditions Initiative, 2003). But, their perceptions reverse on the issue of Time. Elementary teachers are much less satisfied about time to work on curriculum, classroom management, and individual instruction than their middle and high school colleagues (Governor Michael Easley's Teacher Working Conditions Initiative, 2003).

Wayne, Yoon, Peizhu, and Garet (2008) found little is known about whether professional development can have a positive impact on achievement in different types of schools and settings. A strong base of research is needed to guide investments in teacher professional development. Despite a consensus in the literature on the features of effective professional development, there is limited evidence on the specific features that make a difference for achievement.

The results of the 2004 North Carolina Teacher Work Conditions Survey revealed that educators in smaller schools are more satisfied than their peers in larger schools (Charlotte Advocates for Education Study, 2004). The school size results compare schools with fewer than 500 members to those with 500 to 750 members and to schools with more than 750 members. In general, those in small schools tend to feel more satisfied with their working conditions than those in medium-sized schools, who tend to feel more satisfied than those in large schools. The comparison of small schools to large schools shows that for every statement in Leadership, Empowerment, and Professional

Development, those in small schools are much more satisfied than those in large schools are. The Facilities and Resources category has mixed results: those in medium-sized schools feel most satisfied, followed by those in small and large schools (Governor Michael Easley's Teacher Working Conditions Initiative, 2003).

Preliminary analysis also showed factors such as years of experience in education, the percent of students who are ethnic minorities, and the percent of students eligible for free or reduced price lunch do not appear to have a significant relationship to working conditions satisfaction, while factors such as the ABCs status of schools and the percent performing at grade level do. Further research is planned to more fully examine the relationships between working conditions and these student, teacher and school characteristics (Governor Michael Easley's Teacher Working Conditions Initiative, 2003).

School and district level reports. In addition to the statewide summary of results, the Governor's Teacher Working Conditions Initiative compiled reports for all participating schools and districts. School and District reports were sent to principals and superintendents in late January (Governor Michael Easley's Teacher Working Conditions Initiative, 2003).

Individual school reports. School's reports were generated for all schools where 40% (for reasons of statistical reliability) or more of licensed personnel responded to the survey. There were 1,103 school reports (1,471 schools were presented in the results). School reports show results for teachers only and provide frequency distribution results (percentages responding at each value, one through six, for each of the 39 statements).

School reports compare the results of the school with those of the district and the state for each of the 39 statements (Governor Michael Easley's Teacher Working Conditions Initiative, 2003).

School district reports. Each district with schools responding to the survey received a district report. The report includes an average score report and a frequency distribution report that compares the school district with the state. There are 115 district reports. In addition to their school and district reports, principals and superintendents received an exemplary schools report. This report lists the ten exemplary schools (schools with the highest index scores) in each of the five categories of working conditions. The findings released in this report represented the first step of Governor Easley's Teacher Working Conditions Initiative. In addition to the data included in this report, the Initiative will undertake the following (Governor Michael Easley's Teacher Working Conditions Initiative, 2003):

1. Develop in-depth profiles of exemplary schools that are making growth in student achievement and have high teacher satisfaction with working conditions;

2. Conduct additional research into the relationships between perceptions of working conditions and variables such as student achievement, school resources, student characteristics, teacher experience and quality;

3. Continue to survey teachers and other licensed personnel on their perceptions of working conditions; and

4. Communicate findings to the policy community and work with policymakers to address working conditions issues. (p. 8)

In conclusion, the findings of the Governor's Teacher Working Conditions Survey place the voices of teachers and educators at the center of the debate about how to keep good teachers in the profession. The statewide results and the school and district reports provide state and local education leaders with current, comprehensive information about teacher working conditions that need attention. Perhaps the most important work building on this survey occurred in schools where teachers, principals and other school personnel come together to take stock of their responses and develop a consensus action plan for improvement. Ensuring outstanding teachers in public school classrooms across the state is one of North Carolina's most important jobs. If dramatic gains are to be made in education and building the kind of schools that children deserve and the economy demands, then North Carolina, and other states must remain committed to aggressive teacher recruitment and retention efforts. North Carolina has taken important steps in teacher recruitment and put in place successful and nationally acclaimed programs. The state had to intensify its focus on teacher retention and solve the teacher shortage by keeping high quality teachers in classrooms (Governor Michael Easley's Teacher Working Conditions Initiative, 2003).

In summary, the Charlotte Advocates for Education (2004) conducted Governor Easley's pilot study, the North Carolina Teacher Work Initiative. The findings from the Charlotte Advocates for Education were that teachers consistently cited work conditions as a major factor in determining whether they remained at or left a school. The next finding was principal leadership was cited as the main component in creating positive

work conditions. A survey of principals also revealed common work condition themes of time, facilities and resources, leadership, empowerment, and professional development.

The 2006 North Carolina Teacher Work Conditions Survey

Hirsch, Emerick, Church, and Fuller (2007) issued a report on the 2006 North Carolina Teacher Work Conditions Survey. These researchers found that 78% of teachers agreed that their school was a good place to work and learn. Teachers who reported positive perceptions about work conditions were much more likely to stay at their current school than teachers who were more negative about work conditions, particularly in the areas of leadership. Disparities were evident not just in whether positive work conditions were presented, but in whether school leadership made efforts to improve them. Teachers who wanted to stay in their schools were far more likely to remain than those who wanted to leave. Teachers who wanted to stay believed that school leadership was working to improve work conditions. Although 63% of teachers who wanted to stay believed that leadership was addressing leadership issues, 23% of teachers who wanted to move to another school believed the same statement to be true.

The 2008 North Carolina Teacher Work Conditions Survey (Moir, 2008)

The 2008 North Carolina Teacher Work Conditions Survey (Moir, 2008) contains 72-item using a 5-point Likert scale survey in which participants rated survey questions. The term, *educators*, consists of teachers and principals in this study. Survey questions assessed five work conditions domains of time, facilities and resources, leadership, empowerment, and professional development.

Use of time domain. The first factor was the time domain that examines the time educators are able to perform their jobs effectively through planning, teaching, and engaging in professional learning (Moir, 2008). This domain contains 10 questions. Educators were asked if they have reasonable class sizes that afford them time to meet the educational needs of all students; time to work with a mentor both within and outside of the classroom; time to collaborate productively with colleagues; time for professional development; and time for planning within the normal instructional day. Other questions in the time domain required educators to indicate the number of hours in an average week they have time for planning, participating in school-related activities involving student interaction and grading papers, parent conferences, and attending meetings (Moir, 2008).

Facilities and resources domain. The second factor was the facilities and resources domain that determines whether educators have accessibility to adequate space, materials, supplies, and equipment, and the quality and safety of the school environment (Moir, 2008). Educators were asked if they have adequate professional work space, sufficient access to office equipment, reliable communication and instructional technology for classrooms, instructional supplies, and access to a broad range of educational support personnel. Other areas of facilities and resources included a school environment that is clean and well maintained and safe. Educators were also asked if school leadership makes a sustained effort to address teacher concerns and if the overall school has adequate materials, equipment, classrooms, and other facilities to do a good job at work (Moir, 2008).

Education support personnel or professionals (ESPs) serve a variety of positions in public schools. ESPs drive school buses to and from school and on field trips and athletic games, clean school buildings, plan and prepare meals for teachers and students, and handle students' health needs as school nurses. They also serve as security guards, paraeducators, office assistants, and technology technicians (National Education Association, 2011). ESPs usually are the first to arrive at school by opening the school building each day and the last to leave after cleaning and secure the building for the next school day. It would be difficult if schools had to operate without them. Although ESPs make up more than 40 percent of all public school employees, their role in supporting students and teachers is often overlooked. On average, they have more than a decade of experience on the job (National Education Association, 2011).

Leadership domain. Leadership was the third domain that examines educators' perceptions of the effectiveness, supportiveness, and professionalism of school leaders (Moir, 2008). Educators were asked if the school improvement team is an effective aspect of leadership, faculty and staff have a shared vision, principal communicates his/her expectations to faculty, staff, parents, and students, address student concerns, try to shield teachers from disruptions, supportive principal, and teachers are held to high professional standards for delivering instruction. Other areas include teacher performance evaluations are handled in a reasonable and appropriate and consistent manner, receive feedback to improve teaching and learning, recognized for professional accomplishments, and new teachers have effective mentors, and available opportunities for advancement (Moir, 2008). One question asked which position best describes the person who is most

responsible person for providing instructional leadership. Participants were instructed to select one of the following: principal, assistant principal, department chair or grade level leader, school-based curriculum specialist, director of curriculum and instruction or other central office, other teachers or none of the above (Moir, 2008).

Empowerment domain. Section 4 was the empowerment that domain examines the principal giving autonomy and leadership roles of professional school staff (Moir, 2008). This domain includes 15 questions. Educators were asked if they are involved in decision making about important educational issues, recognized as educational experts, educational risk-taking by teachers is encouraged and supported, atmosphere of trust and mutual respect, teachers feel comfortable raising issues and important concerns, working together to improve teaching and learning, school leadership and teachers consistently enforce rules for student conduct, and determining content of professional development programs. Other areas of empowerment are teachers have a role in hiring teachers, deciding how the school budget is spent, and opportunities for parents to express concerns and propose solutions (Moir, 2008).

Professional development domain. Section 5 is professional development domain that covers opportunities to design and engage in professional learning activities designed to strengthen knowledge, skills, and understandings (Moir, 2008). This domain contains 18 questions. Educators were asked if knowledge and skills receive priority to improve student achievement, opportunities to learn from each other, time to plan with colleagues, sufficient resources and administrative support, professional development activities are based on state or national standards, and encouraged to take advantage of

district professional development activities (Moir, 2008). Educators were asked whether they teach students with Individual Education Plans (IEP) or 504 Plans and Limited English Proficient (LEP) status. Other areas of professional development consist of enrolling in graduate courses, workshops, informal, job-embedded professional development activities, coaching or mentoring program, and attendance at conferences or professional meetings. Two questions asked which aspect of their work environment most affects a willingness to remain on the job and is most important in promoting student learning. Educators were asked to respond to one of the following: time during the work day, school facilities and resources, school leadership, teacher empowerment, professional development, and collegial atmosphere (Moir, 2008).

The 2010 North Carolina Teacher Working Conditions Survey

Since 2002, the Office of the Governor, the North Carolina Professional Teaching Standards Commission and the North Carolina State Board of Education have made a sustained commitment to listen to educators and to reform schools in order to create the working conditions necessary for student and teacher success. With five iterations of the North Carolina Teacher Working Conditions Survey (NCTWC) completed, research has consistently shown that the conditions teachers face in schools and classrooms are essential elements of student performance. Previous analysis using 2002, 2004, 2006, 2008 (Hirsch, 2005; Hirsch & Emerick, 2007; Hirsch & Church, 2009), and 2010 survey (New Teacher Center, 2010) data demonstrated that schools where leaders empower faculty, create safe school environments, and develop supportive and trusting environments in which teachers work are most successful in promoting student learning.

In 2010, North Carolina was still experiencing a teacher shortage. The state's public schools hired over 10,000 teachers each year and need to hire between 70,000 and 80,000 teachers by 2010 (New Teacher Center, 2010). The state's schools of education produce roughly 3,300 graduates per year, with only 2,200 filling teaching positions the next school year in North Carolina. As a result, a major gap in schools is present each year with a mix of lateral entry candidates, teachers from other states, and teachers returning to the profession after time away. Groups ranging from Governor Easley's Education First Task Force to the National Commission on Teaching and America's Future have suggested that state and local educational leaders refocus their efforts on teacher retention as a key strategy to mitigate the teacher shortage.

In recent years, North Carolina has put into place accountability for teacher education programs, mentoring programs for new teachers, and has increased teacher salaries in an effort to attract and retain quality teachers (NTC, 2010a). Even with these important efforts, the state's teacher attrition rate stands at 13% annually, with a number of school systems experiencing attrition rates of 20-30% each year and school-level attrition averaging 20-25% (NTC, 2010a).

Results from the analysis of the 2010 North Carolina Teacher Working Conditions Survey and student performance illustrate some important findings (NTC, 2010a). Working conditions are more positive in high performing schools. In particular, students are achieving at higher levels in schools where the students and faculty know expectations of conduct, policies are consistently implemented, and the building is safe. Safe and supportive learning conditions are essential components of student success.

This finding builds on previous results and provides more nuanced information. It is not that Teacher Leadership, Facilities and Resources, and School Leadership are no longer important. It appears, with new data and more questions, that it is particular aspects of leadership and facilities that may be the most closely connected to student results. Teachers are empowered to help create and implement student conduct policies. School leaders must also create trusting, supportive environments, but particularly attend to communicating and consistently implementing conduct expectations to the school and community. Additionally, while schools need clean and adequate space, safety is critical (NTC, 2010a).

Responses revealed that while teachers identify the construct of Instructional Practice and Support as having the most impact on student achievement, statistical analysis of the data indicate that Managing Student Conduct has the greatest predictive power on student achievement. To do their best work with students, teachers need supportive working conditions that provide the best opportunities to be effective. Creating positive work environments for teachers in every school across North Carolina is an essential element to creating the learning environments that will maximize student success (NTC, 2010a).

Fall and Billingsley (2010) used teacher data from the Study of Personnel Needs in Special Education to compare the district and school supports, work manageability, professional development, and induction of early career special educators in high- and low-poverty districts. Findings revealed that teachers in high-poverty districts reported less desirable work conditions than their counterparts in more affluent districts. When

compared to teachers in low-poverty districts, those in less affluent districts viewed their principals and colleagues as less supportive, perceived less involvement in school decisions, reported having fewer materials, and indicated higher and more diverse caseloads. By contrast, the two teacher groups reported similar professional development and induction opportunities (Fall & Billingsley, 2010).

In 2010, 105,688 educators responded to the North Carolina Teacher Working Conditions Survey (89 percent), the highest proportion since the advent of the survey in 2002 (New Teacher Center, 2010a). The survey assessed eight areas. Five of these areas—Time, Facilities and Resources, Teacher Leadership, School Leadership and Professional Development—are similar to the NCTWC Survey conducted in 2008 and can be compared. Three new areas—Community Support and Involvement, Managing Student Conduct, and Instructional Practices and Support—have been added to this fifth interpretation of the survey to better assess and improve key conditions across the state. Additional questions were asked of only some survey participants, including a ninth section on new teacher support for novice teachers and principals only items on district support.

Independent research utilizing the NCTWC Survey data found that working conditions variables account for 10 to 15 percent of the explained variation in math and reading scores across schools, after controlling for individual and school level characteristics of schools (Ladd, 2009). Using 2010 survey results, the New Teacher Center (NTC, 2010a) analyzed the relationship between teacher working conditions and student performance as measured by the 2010 performance composite (the percentage of

students that are performing at or above grade level-Achievement Level III-in subjects

and courses included in the accountability model). Eight working conditions areas were

assessed on the Survey. Five constructs that have been consistently used since the advent

of the Survey—Time, Facilities and Resources, Teacher Leadership, School Leadership

and Professional Development—and three new areas were added: Managing Student

Conduct, Community Support and Involvement, and Instructional Practices and Support.

Background characteristics on students (poverty, ethnicity, etc.), teachers (licensure

status, education level, etc.) and schools (size, turnover rate, etc.) were gathered from the

North Carolina Department of Instruction for the 2009-2010 school years and included in

the analysis (NTC, 2010a).

The 2010 NCTWC Survey asked teachers to identify which working condition is

most critical to promoting student learning. Across all three school levels (elementary,

middle, and high) Managing Student Conduct emerged as a critical condition associated

with higher student learning, along with Instructional Practices and Support at the middle

school level and Community Support and Involvement and Time at the high school level.

The finding is consistent with previous research as many of the questions in the

Managing Student Conduct construct include items drawn from the Facilities and

Resources, Teacher Empowerment, and School Leadership areas, all found to be

significant predictors of student performance in previous iterations of the survey. Items

include "Students at this school understand expectations for their conduct"; "Students at

this school follow rules of conduct"; "Policies and procedures about student conduct are

clearly understood by the faculty"; "School administrators consistently enforce rules for

student conduct"; "School administrators support teachers' efforts to maintain discipline in the classroom"; "Teachers consistently enforce rules for student conduct"; and "The faculty work in a school environment that is safe" (NTC, 2010a).

Teachers reported that instructional practices and supports are critical. Of the eight working conditions areas presented to them, teachers most frequently cited Instructional Practices and Support (37 percent) followed by Managing Student Conduct (15 percent) and Time during the work day (15 percent) in 2010 as the aspect of their working environment most critical to student success. In 2006, teachers reported Time (29 percent) as the most important and in 2008 identified Teacher Empowerment (28 percent). The 2010 finding builds on learning from previous years, but adds greater clarity with more specific options. Teachers reported that student success is not just about empowerment/leadership, but more specifically about autonomy in how and what they teach and about time focused on collective learning and instructional improvement (NTC, 2010a).

Use of time domain. Teachers reported that they needed more time to collaborate and teach. Teachers need time to work with students, learn from each other, analyze student data, and devise instructional strategies to ensure that all students learn. Yet finding time, particularly during the school day, has been identified as one of the most significant working conditions challenges since the survey was initiated in 2002. Creating schedules that maximize both instructional and collaborative time for staff is a difficult but essential element to providing positive working conditions and student success (NTC, 2010a).

While North Carolina educators reported more challenges in the area of time than in other conditions, improvements have been documented across several areas. More than seven out of 10 educators reported that teachers have sufficient time to collaborate (73 percent, up from 63 percent in 2010) are allowed to focus on educating students with minimal interruptions (71 percent). Teachers are protected from duties that interfere with the essential role of educating students (70 percent). There is a slight decline in educator agreement from 2008 to 2010 on two questions on the survey, both in the area of time, likely due to reductions in staffing—both teachers and support personnel—due to large budget cuts (NTC, 2010a).

Nearly half of educators agreed that efforts are made to minimize the amount of routine paperwork required of teachers (56 percent in 2008 versus 54 percent in 2010). Nearly two-thirds (64 percent) of educators agreed that the non-instructional time provided in their school is sufficient; up from about half (51 percent) in 2008. However, wide disparities between districts were seen as more than eight out of 10 educators (85 percent) agreed in some districts and less than half (47 percent) in others. Further, while the state average increased 13 percentage points; several districts showed declines in agreement rates or no change. Teachers reported difficulty finding sufficient time to focus on aspects of delivering and improving instruction (NTC, 2010a).

Approximately one-quarter of North Carolina teachers (23 percent) reported receiving less than one hour in an average week for individual planning and more than half (56 percent) have less than an hour per week of collaborative planning time. Half of teachers (49 percent) indicated that they spent an hour or less per week communicating

with parents/guardians and the community. More than half of teachers (56 percent) spent more than one hour per week presenting assessments, similar to the proportion who report at least that amount of time utilizing the results (55 percent) and preparing for federal, state and local assessments (57 percent). Yet, at the same time, about half (49 percent) spent more than an hour per week performing supervisory duties, participating in required meetings (56 percent), completing paper work (51 percent) and addressing student discipline issues 42 percent). Not surprisingly, half of teachers spend five or more hours per week on school-related activities outside of the work day and one fourth of teachers (24 percent) spent at least 10 hours (NTC, 2010a).

Facilities and resources domain. Teachers were more positive about facilities and resources that are provided. To be effective in the classroom, teachers need access to appropriate curricular materials, technology, supplies, and resources. Classroom and school environments need to be safe and conducive to learning. Despite budget problems with budget cuts, educators in North Carolina were more likely to agree that they had sufficient resources to do their jobs effectively than in previous years. Nine out of 10 educators reported that the physical environment of classrooms supports teaching and learning and eight out of 10 reported that their school was clean and well-maintained (NTC, 2010a).

More than eight out of 10 (82 percent) educators indicated that teachers had sufficient access to instructional materials, up from three-quarters (77 percent) in 2008. Eight out of 10 educators agree that there is sufficient access to appropriate instructional technology. Similar proportions of educators (81 percent) reported that the speed of

Internet connections in the school support instructional practices. However, the variation across districts in the state was large, ranging from 55 to 98 percent with more than 20 districts with fewer educators agreeing in 2010 than in 2008 (NTC, 2010a).

Leadership domain. Teachers were more engaged in decision making. The first of the North Carolina Professional Teaching Standards is teachers are leaders in their classroom, school and the profession. As the evaluation instrument assessing this and other standards is adopted across the state, the results of the Teacher Working Conditions in 2010 show significant growth since 2008. Over eight out of 10 educators (82 percent) agreed teachers are relied upon to make decisions about educational issues, up from six out of 10 (61 percent) in 2008. More than three-quarters of respondents (76 percent) agreed their school faculty has an effective decision making process, an increase of 14 percentage points from 2008 (62 percent; NTC, 2010a).

Teacher leadership. More than eight out of 10 educators (84 percent) reported teachers are trusted to make educational decisions, up from three-quarters (74 percent) in 2008. Nine out of 10 educators agree teachers are effective leaders in their school. More than eight in 10 (83 percent) educators reported teachers were relied upon to make decisions about educational issues, an increase from six in 10 (63 percent) in 2008. Even in the districts with fewest educators reporting they are engaged, seven out of 10 educators report teachers are relied upon and every district in the state improved since the last survey (NTC, 2010a).

As in previous years, North Carolina educators reported teachers are engaged in decisions that impact their classroom, but not their school. More than half of educators

(54 percent) reported teachers play a large role in devising teaching techniques and four out of 10 note a large role for teachers in selecting grading and assessment practices (42 percent) and selecting instructional materials (39 percent; NTC, 2010). Yet, teachers are less likely to be engaged in decisions that impact their own professional learning and school. Four out of 10 report teachers play a small or no role in determining the content of professional development and one-third (32 percent) note a similar lack of engagement in establishing student discipline policies. Less than one out of five educators report that teachers play a large role in budgeting (18 percent) or hiring (19 percent) decisions in their school (NTC, 2010a).

School leadership. More efforts are made to address teacher concerns. Analysis of previous survey data have demonstrated that school leadership is one of the strongest predictors of teacher retention and future employment plans (Hirsch, 2005a; Hirsch & Emerick, 2007; Hirsch & Church, 2009). In 2010, when asked which aspect of teaching conditions most affects their willingness to keep teaching at their school, almost three out of 10 (28 percent) educators selected school leadership, nearly two times more than any other working condition area assessed. School leadership was more likely to create trusting, supportive school environments in 2010 according to educators (NTC, 2010a).

Approximately three-quarters (72 percent) of educators reported that there was an atmosphere of trust and mutual respect in their school, compared to about half in 2004 and two thirds in 2008 (NTC, 2010a). More than eight in 10 (83 percent) educators agreed that the School Improvement Team in their school provided effective leadership, up from six out of 10 (63 percent) in 2008. Nine out of 10 educators (87 percent) reported

the procedures for teacher evaluations were consistent, up from three-quarters (76 percent) two years ago (NTC, 2010a). Nearly eight in 10 (79 percent) of respondents agreed that the school leadership consistently supports teachers, up from seven out of 10 (72 percent) in 2008. However, the range across districts was significant, from six out of 10 in some to almost unanimity in others with several districts noting declines in agreement since 2008 (NTC, 2010a). To summarize, the survey provided more specific information as to what areas school leadership is making a sustained effort to address. Similar to other questions related to school leadership, all five areas that were asked in both the 2008 and 2010 surveys showed sizable gains over the past two years. In particular, educators were significantly more likely to say efforts were being made to address school leadership issues.

Professional development domain. Teachers indicated professional development support improved student learning. Despite state funding cuts to professional development, educators were more positive about the resources and effectiveness of professional growth opportunities provided in 2010 than in previous survey iterations. About eight out of 10 educators (78 percent) reported that there were sufficient resources available for teacher professional development in their school, up from six out of 10 (58 percent) in 2008. Two-thirds (65 percent) of educators agreed that they had an appropriate amount of time to receive their professional development in 2008, compared to more than three-quarters (78 percent) in 2010. Eight out of 10 educators reported that their professional

development deepens teachers' content knowledge, up from about seven out of 10 (69 percent) in 2008. Nine out of 10 educators (89 percent) agree that professional development enhances teachers' abilities to improve student learning, up from two-thirds (68 percent) in 2008. At least eight out of 10 educators agreed with the question in every district in the state and all districts had more educators agree in 2010 than in 2008 (NTC, 2010a).

To better understand professional development in North Carolina, teachers were asked what areas of professional development they needed to teach their students more effectively as well as the areas in which they had received more than 10 hours of professional development over the past two years. Although more than half of teachers received a significant amount of professional development in integrating technology into instruction and differentiating instruction (53 percent respectively), about six out of 10 North Carolina teachers reported needing more support in these two areas (NTC, 2010a).

About half of teachers indicate a need for professional development in addressing different student populations in their classrooms including special education students (57 percent), English language learners (50 percent), and gifted and talented students (50 percent); all were areas where less than two in 10 teachers received 10 or more hours of professional development over the last two years. Less need for additional support is reported in the areas of teaching methods (37 percent) and content area (35 percent), likely due in part to the many educators who have participated in support opportunities in these areas (NTC, 2010a).

Community support and involvement. Parents and the community are engaged. North Carolina educators reported that the parents and the community are engaged in and supportive of schools across the state. Nine out of 10 educators (89 percent) agreed that their school maintains clear, two-way communication with the community. Nine out of 10 educators (90 percent) reported that their school does a good job of encouraging parent/guardian involvement. Almost all educators (96 percent) agreed that teachers provide parents/guardians with useful information about student learning. Educators' perceptions of community support and involvement of their work are also positive. More than eight out of 10 agreed that the community they serve is supportive of their school (85 percent) and that community members support teachers, contributing to their success with students (84 percent). On issues related specifically to parents and guardians, teachers are less positive but still encouraging. While more than eight out of 10 (86 percent) reported that parents and guardians know what is going on in their school, less than three-quarters (74 percent) acknowledge parents and guardians support teachers. About seven out of 10 (72 percent) agreed parents and guardians are influential decision makers in their school. However, this average masks a wide range across North Carolina districts from four out of 10 (43 percent) to 100 percent (NTC, 2010a).

Managing student conduct. Safe schools with consistent disciplinary procedures reported for students to be successful, a carefully managed environment needs to be established and maintained. Rules and expectations must be clearly understood by both students and staff, and those rules need to be enforced consistently over time. Assuring that effective policies are in place will help to make the learning environment safe and

optimal for student achievement. Over nine out of 10 educators (93 percent) report that they work in a school environment that is safe. Educators are also positive about student conduct with 85 percent noting that students understand expectations for their conduct and that almost three quarters (72 percent) follow conduct rules. Eight out of 10 educators indicate that teachers consistently enforce rules for student conduct, while seven out of ten note that administrators are consistent. Again, there is variation across the state with fewer than half agreeing that rule enforcement is consistent in some districts while all educators agree in others (NTC, 2010a).

Instructional practices and support. Some aspects of instructional practices and support are much better than others. Utilizing teachers where they can be most successful and empowering them in collaborative learning communities to take ownership of decisions around teaching and learning are critical to supporting teacher efficacy and enhancing student learning. Educators are overwhelmingly supportive about supports and instructional risk taking. More than nine out of 10 educators (93 percent) agreed that teachers are encouraged to try new things and improve instruction. Almost nine out of 10 (87 percent) of respondents reported that teachers work in professional learning communities to develop and align instructional practice, and that provided supports translate into improvements in instructional practices by teachers (86 percent). In all North Carolina districts, at least seven out of 10 educators agreed that supports improve instructional practices (NTC, 2010a).

About three-quarters of educators (77 percent) agreed that teachers have autonomy to make decisions about instructional delivery (i.e. pacing, materials and

pedagogy). Two-thirds of educators (68 percent) reported that teachers are assigned classes that maximize their likelihood of success with students. Educator response to issues of student assessment, another important component of Instructional Practices and Support is also positive. Over nine out of 10 educators (94 percent) agreed that teachers use assessment data to inform their instruction; however, fewer are in agreement that they have timely access to those materials. Three-quarters (76 percent) of educators reported that state assessment data are available to them in time to impact instructional practices. Educators were more favorable towards local assessment results (88 percent) and their timeliness. If educators are to be held accountable for applying assessment results to instructional design, they need to be given better access to these materials (NTC, 2010a).

California Studies

Three important studies by Darling-Hammond (2000), Ingersoll (2003b), and a study conducted by the Public Policy Institute of California (2006) examined work conditions and teacher attrition. Darling-Hammond (2000) reported that California Public Schools faced challenges, including low academic performance and a shortage of highly qualified teachers. She concluded that one way to address challenges is to improve work conditions and ultimately, decrease teacher attrition. Later, Ingersoll's (2003b) study in California Public Schools was one of the most extensive examinations of work conditions data that revealed a clear, but difficult lesson. The author concluded that if educators wanted to improve the quality of teachers and schools, then improvement was needed in the quality of the teaching job.

In 2006, a web-based survey was conducted by the Public Policy Institute of California (2006) on work conditions and teacher attrition. Slightly over 2,000 educators from California were surveyed. Results found more than one fourth (28%) of teachers who left before retirement indicated that they would return to teaching if improvements were made to work conditions (i.e., teaching and learning conditions). Monetary incentives were found to be less effective in enticing them to return to teaching than principal leadership and school climate that teachers reported deserved more attention in local school district efforts (Duke University, 2006; Hanushek et al., 2004).

Likewise, other research (Bryk & Schneider, 2002; Rosenholtz, 1989) addressed teacher work conditions. These studies found that building a sense of trust in schools were critical factors in retaining teachers in the classroom. These studies found that both teacher work conditions and building a sense of trust in schools were linked to greater teacher effectiveness.

Although there are considerable large-scale data on teacher attrition, few researchers have gleaned information specifically related to English teachers' risk for attrition. Hancock and Scherff (2010) examined the effects of teacher characteristics, teaching conditions, student variables, self-efficacy, external support, and salary on secondary English language arts teachers' attrition risk. Data from the 2003-2004 Schools and Staffing Survey, a comprehensive nationally representative survey of teachers, principals, and schools conducted by the National Center for Educational Statistics, were examined. Based on logistic regression analysis, the three most significant predictors for

teacher attrition risk were being a minority teacher, years of teaching experience, and teacher apathy.

Kansas Teacher Work Conditions Survey

In addition to North Carolina and California examining work conditions and perceptions of principals and teachers, Kansas investigated work conditions that impacted the attrition rate of teachers. The 2006 Kansas Teacher Work Conditions Survey conducted by Hirsch, Emerick, Church, Reeves, and Fuller (2006b) reported data from approximately 22,000 educators for almost 1,000 schools across Kansas. These authors concluded that, in general, teachers in Kansas reported more positive work conditions than educators in Arizona, Ohio and Clark County, Las Vegas, Nevada. Data were used to assess whether teachers believed schools were good places to teach and learn and to become an impetus for data-driven reform strategies.

Results of the 2006 Kansas Teacher Work Conditions Survey were congruent to findings in North Carolina with similar work conditions initiatives. There was little variation in perceptions based on individual teacher background and demographics. However, differences in teacher perceptions between schools were found. Not all schools had adequate teaching and learning environments necessary to retain teachers and ensure student success. Some of the dissimilarities in the findings of work conditions were because of similarities in student demographics. Students that attended schools in high socioeconomic areas reported more positive work conditions, especially in the area of teachers who were empowered in their schools.

Clark County School District in Nevada

Not only was research found regarding the impact of work conditions on retaining teachers in schools in North Carolina, California, and Kansas, but another study was conducted in Nevada. In 2007, Clark County Education Association and Clark County School District in Nevada conducted a web-based survey of all school-based licensed educators. The Clark County School District, as of 2005, is the fifth largest school district in the United States. It serves all of Clark County, Nevada, including the cities of Las Vegas, Henderson, North Las Vegas, Boulder City, and Mesquite. Other areas served by Clark County are census-designated places of Laughlin, Blue Diamond, Logandale, Bunkerville, Goodsprings, Indian Springs, Mount Charleston, Moapa, Searchlight, and Sandy Valley.

Analysis of data by Berry, Fuller, and Williams (2007) of the 2007 Clark County in Nevada's Teaching and Learning Conditions Survey revealed several important findings. The first finding was teachers were committed to teaching, but they sought more support and opportunities to lead. Secondly, novice teachers faced pressures both in and out of school that may impact attrition (Berry et al., 2007). Next, elementary, middle, and high school teachers' perceptions of almost every facet of teaching and learning conditions were different. Then, administrators believed teachers were central to decision-making, but most teachers disagreed. Finally, teachers in both Empowerment and (initially identified) Teaching and Learning Conditions schools reported positive work (teaching and learning) conditions (Berry et al., 2007).

Teacher Quality Projects in Georgia

Three Teacher Quality Projects in Georgia were the foci of this section of the review of the literature. The first project was the Teacher Quality Project in Georgia and Governor's Office of Student Achievement in 2008. The second project was the First Quality Learning and Teaching Environments Survey conducted by the Governor's Office of Student Achievement (GOSA, 2011) from school years 1997-1998 to 2008-2009. The third project was the Second Quality Learning and Teaching Environments Survey that was conducted in November 2006. The foci of these projects were teacher work conditions and the relationship to teacher attrition and investigation of teacher retention using Georgia public school employment data school years (GOSA, 2011).

Teacher Quality Project in Georgia and Governor's office of student achievement in 2008. The vision of the Teacher Quality Project and Governor's office of student achievement in 2008 is to enhance the economic prosperity and quality of life of Georgians, their communities, and the state by working collaboratively to build premier learning and teaching environments in Georgia's public schools. The Georgia Chamber of Commerce partnered with local chambers to sponsor the Teacher Quality project also formerly known in the pilot phase as the *BellSouth Quality Learning and Teaching Environment Initiative* (Georgia Teacher Retention Study, 2006).

School environments for learning and teaching have come to the forefront in many states. The nation recognizes that school districts' inability to support high quality teaching in many schools, especially high need schools, impacts districts' ability to keep highly effective teachers and to improve student achievement. Resources available will

increase as more states, including Georgia, focus on teacher working conditions as a critical element in the education of children (Georgia Teacher Retention Study, 2006).

The Southeast Center for Teaching Quality developed a toolkit based on the five domains (i.e., Use of Time, Facilities and Resources, Leadership, Empowerment, and Professional Development). Those domains were addressed by surveys in North Carolina, South Carolina, and Georgia. The toolkit is intended to help all stakeholders--community members, teachers, principals, administrators and policymakers--better understand and respond to teacher working conditions in schools (Georgia Teacher Retention Study, 2006).

Floyd County Schools District in Georgia developed an Action Plan as part of their participation in the BellSouth Quality Learning and Teaching Environments (QLTE) initiative. Ten Georgia school districts (e.g., Baker County, Marietta City, Montgomery, Richmond County, Toombs County, Valdosta County Schools, Vidalia City, Bibb County, Dougherty County, Lowndes County, Hall County, and Floyd County) were selected to pilot the initiative to attract and retain quality teachers. The public and private initiative sought to use teacher input to improve working conditions for teachers throughout the state of Georgia. Floyd County Schools highly rated the school system for teaching and learning conditions on the survey sponsored by BellSouth. This information was used to improve the quality of the school district. The system is working hard to make sure that teachers are a part of the process to seek improvement for the children of Floyd County (Georgia Teacher Retention Study, 2006).

At the beginning of the 2005-2006 school year, a meeting was held with all school faculties to share the BellSouth survey results (Georgia Teacher Retention Study, 2006). The QLTE committee then held district focus groups to clarify results of the survey and to get ideas for improvements the Action Plan was developed. The information teachers shared with the QLTE committee narrowed the groups focus for improvement to four major areas: Time Constraints, Improving Facilities and Resources, Empowering Teachers, and Improving Professional Learning Opportunities. The committees investigating options in these improvement areas made recommendations of improvements that were made at the local school level. Each school was encouraged to develop a school plan for QLTE improvements (Georgia Teacher Retention Study, 2006).

In the domain of time constraints, the QLTE committee identified four areas of focus to include: reassessment of all paperwork, reassessment of the SST process, streamlining absence reporting procedures, and class size. It was determined that three areas required additional study and teacher participation to get to the root of the problem. By developing teacher initiated solutions as the basis for improvement, the committee believed that plans can be implemented that truly work for teachers. The QLTE committee formed three study committees consisting of teachers to take a thorough examination into the topics of paperwork, student support team (SST), and absence reporting. Three different groups of teachers were given an opportunity to study these areas over the summer and made recommendations for improvement to be included in the QLTE Action Plan (Georgia Teacher Retention Study, 2006).

Teaching workload includes, but is often not limited to, the amount of time spent working, the number of classes taught, and the number of students in each class (National Council of Teachers of English, 2012). Additionally, English teachers spend only about three-quarters of their average work week at school (Dusel, 1955). This average does not reflect the amount of time necessary to adequately address the needs of students. For example, teachers of English language arts consistently find themselves working outside of school, thus lengthening their work week. This means that teachers of English, on average, work longer hours than their colleagues in other disciplines (National Council of Teachers of English, 2012).

A teacher with 125 students who spends only 20 minutes per paper must have at least 2,500 minutes, or a total of nearly 42 hours, to respond to all the students' papers (National Council of Teachers of English, 2012). Therefore, responding to one paper per week for each of their 125 students requires English teachers to work over 80 hours a week. This response and evaluation time must also be balanced with time for in-class instruction, planning and preparation, administrative paperwork and functions, as well as school supervisory and advisory responsibilities. No other nation requires teachers to work a greater number of hours a day and year than the United States (National Council of Teachers of English, 2012). Compared to their counterparts in other industrialized nations, U.S. teachers lack adequate time for class preparation and collaborative work with their colleagues.

The first factor was the Use of Time domain that examines the time educators are able to perform their jobs effectively through planning, teaching, and engaging in

professional learning (Moir, 2008). This domain contains 10 questions. Educators were asked if they have reasonable class sizes that afford them time to meet the educational needs of all students; time to work with a mentor both within and outside of the classroom; time to collaborate productively with colleagues; time for professional development; and time for planning within the normal instructional day. Other questions in the time domain required educators to indicate the number of hours in an average week they have time for planning, participating in school-related activities involving student interaction and grading papers, parent conferences, and attending meetings (Moir, 2008).

In an effort to empower teachers, the committee developed two plans that were put in place 2004-2005 and one that was implemented 2005-2006. A teacher advisory group was formed during 2007-2008 that met with the superintendent. A discussion was held to address teacher concerns or recommendations. Additionally, an annual survey similar to the BellSouth survey was developed to allow teachers to communicate with administration on a regular basis. During 2008-2009, an assessment was developed to allow teachers to evaluate administrators on an annual basis (Georgia Teacher Retention Study, 2006).

A teacher advisory group was formed that was scheduled to meet with the superintendent three times a year to discuss teacher concerns or recommendations. This advisory group was made up of the current Teacher of the Year from each school in the system. The first meeting of this group was held in March, 2006. The meeting time was structured such that time away from class was minimized (Georgia Teacher Retention Study, 2006).

The system also implemented an annual survey for staff similar to the BellSouth survey to allow teachers and system staff members to communicate with administration on a regular basis. Plans for the survey were given near the end of each school year beginning in the late spring, 2006 (Georgia Teacher Retention Study, 2006). An assessment was developed to allow teachers to evaluate administrators on a yearly basis. The administrative assessment study group was chaired by the executive director of human resources. An assessment instrument was submitted to the committee for adoption during May, 2006 (Georgia Teacher Retention Study, 2006).

The Action Plan focused on two major areas for improvement in professional learning: improved collaboration among teachers and enhancements made in paraprofessional professional development opportunities (Georgia Teacher Retention Study, 2006). An individual was appointed to chair the committee to formulate opportunities for teachers to collaborate and share with colleagues. Others on the committee included elementary, middle, and high school teachers, administrators, and central office staff. The group explored options for improving collaboration opportunities for teachers. The group considered options for opportunities on the school level, within the school system and outside the system. The committee recommendations were presented to the QLTE committee in May, 2006 (Georgia Teacher Retention Study, 2006).

Through the Quality Learning and Teaching Environments (QLTE) Survey, teachers and professional school staff revealed that they were the best judge of how to use their time. One of the recommendations was to provide teachers with additional early

release time to visit other schools and observe teachers and reflect on teaching. Finally,

teachers wanted expanded planning time to collaborate and plan with other teachers on

their grade level (Georgia Teacher Retention Study, 2006).

First quality learning and teaching environments survey. The second project

was the First Quality Learning and Teaching Environments Survey (Georgia Teacher

Retention Study, 2006). Ten Georgia school districts, with over 7,000 educators,

participated in the first survey in January 2005, which had a response rate of 83%. Seven

of these school districts and supporting community/business partners analyzed results,

identified areas for improvement, and implemented clearly targeted action plans (Georgia

Teacher Retention Study, 2006).

Second quality learning and teaching environments survey. The third project

was the Second Quality Learning and Teaching Environments Survey. A follow-up study

was conducted in Georgia (Georgia Teacher Retention Study, 2006). Seven Georgia

school districts participated in the second QLTE survey, administered in November 2006.

An 84% response rate from over 7,000 educators who teach over 93,000 students was

found. Two-thirds of the respondents (67.5%) had taken the 2005 survey. The seven

school districts included 148 schools from northwest to southeast Georgia, urban and

rural, large and small. District demographics ranged from 13% to 87% minority

populations and 39% to 70% children in poverty (Georgia Teacher Retention Study,

2006).

The results were based on an analysis of results from the seven pilot school

districts which participated in both surveys: Bibb County Schools, Dougherty County

Schools, Floyd County Schools, Hall County Schools, Lowndes County Schools, Valdosta City, and Vidalia City Schools. While the seven volunteer districts did not necessarily constitute a representative sample of the diverse school systems across the state or indicate the perceptions of all of Georgia's educators, the report does underscore many emerging trends along with learning and teaching implications for Georgia's educational system (Georgia Teacher Retention Study, 2006).

Survey questions focused on five domains–Time, Facilities and Resources, Leadership, Empowerment, and Professional Learning–and ended with two overall summary questions. Educators were asked to rate positive statements about their working conditions on a scale of 1-5, with 5 representing *strongly agree*, and 1 representing *strongly disagree*. An analysis of overall trends was performed that districts can use as they examine their specific results. Implications were based on the relative ranking of questions and domains within districts and on change across time between the 2005 and 2006 surveys (Georgia Teacher Retention Study, 2006).

Major Findings for All Domains

The majority of educators reported learning and teaching environments had improved at their schools (Georgia Teacher Retention Study, 2006). Gains were reported across all domains when total responses from the first and second survey were compared. The relative ranking of the domains changed slightly, with gains in the Leadership domain outpacing gains in Empowerment domain. The Use of Time domain remained in last position. Teachers in all districts rated their working conditions as above average. On

the 1-5 scale, the average rating is 3. A rating above 3 was considered above average

(Georgia Teacher Retention Study, 2006).

Educators reported that the Use of Time domain was the area of greatest

improvement, with substantial gains (Georgia Teacher Retention Study, 2006). Educators

indicated modest gains in Facilities and Resources and Leadership domains and slight

gains in Empowerment and Professional Development domains. Educators were district-

specific about what helped them promote student learning. Depending on the district,

educators chose Use of Time, Facilities and Resources, Empowerment, or Leadership

domains as the most significant factors for improving student achievement. Teachers and

administrators viewed learning and teaching environments differently. Administrators

across all districts were consistently more positive in ratings for all domains, particularly

about the amount of time educators have. Educators did not believe work environments

supported them as professionals. A number of questions across domains targeted areas

which were considered hallmarks of a profession, among them opportunities for

advancement within their profession and opportunities to learn from one another

(Georgia Teacher Retention Study, 2006).

Use of time domain. The Use of Time domain, the area of greatest concern in the

first survey, showed the greatest improvement (Georgia Teacher Retention Study, 2006).

Many district action plans targeted the time domain as the area needing most

improvement, and results indicate clear progress. Across all districts, the mean for the

time domain increased 12.5%. Two areas which educators pinpointed as areas of concern

in 2005 showed major improvement in the 2006 survey: student loads and time during the

school day to collaborate productively with colleagues (Georgia Teacher Retention Study, 2006). Educators also indicated substantial progress in the area of class size. While there were major gains in the time domain, it remained the lowest of the five domains as a major concern (Georgia Teacher Retention Study, 2006).

Improvements in Use of Time domain were promising; however, Georgia educators still reported spending numerous unpaid hours outside the regular school work day (Georgia Teacher Retention Study, 2006). Planning time is critical to the educator's central responsibility of teaching children. Teachers must have lessons planned, materials ready, and activities prepared when students enter their classrooms each day. They must have papers graded on time and grades averaged at regular reporting intervals. Despite these demands, two out of three teachers reported having less than one hour a day for planning during the school day. Teachers reported increases in their planning time during the instructional school day. From 2005 to 2006, the percentage of teachers reporting fewer than three hours a week for planning decreased, while the percentage of teachers reporting more than three hours a week for planning increased (Georgia Teacher Retention Study, 2006).

Despite improvements, the number of unpaid hours remains high. Teaching is a demanding profession, and dedicated educators often go above and beyond time included in the school day to fulfill their responsibilities and provide additional professional services to their students and schools (Hirsch, 2005a; Johnson, 2006; National Education Association, 2008). Most teachers reported spending unpaid hours each week on school-related activities working directly with students, such as field trips, tutoring, sponsoring

clubs, and coaching. In addition, many educators spend unpaid time on school-related

activities such as serving on school and district committees and school leadership teams

(Hirsch, 2005a; Johnson, 2006; National Education Association, 2008). Leadership teams

are collaborative teams which are the impetus driving professional learning communities

of school district leaders, principals, and team leaders (Eaker & Keating, 2009).

Over half reported spending one or more unpaid hours a week on these

responsibilities. While progress is encouraging, the low rating for the Time domain

reflects that educators are not provided sufficient time within the school day to carry out

the responsibilities placed upon them. Whether it is planning for teaching and learning,

meeting with parents, working with students on extracurricular activities, tutoring, or

participating on school improvement teams/district committees, educators indicated that

they spend high amounts of their personal time fulfilling their professional

responsibilities (Georgia Teacher Retention Study, 2006).

Facilities and resources domain. Educators in Georgia considered Facilities and

Resources as highly important for promoting student learning, were specific about what

they need, and perceived that these needs were being addressed (Georgia Teacher

Retention Study, 2006). In six of seven districts, educators ranked Facilities and

Resources as first or second in importance for efforts to promote student learning

(Georgia Teacher Retention Study, 2006). Providing adequate facilities and resources is

important to educators and students. On a day-to-day basis, educators need equipment,

materials, and supplies to be readily available to facilitate student learning and to

maximize valuable time. Waiting for a phone, for copies to be made, or for a broken

machine to be repaired not only causes frustration but also decreases the time educators have for students (Georgia Teacher Retention Study, 2006).

Educators believed that their districts and schools were addressing the specific needs they identified, but more work remains to be done (Georgia Teacher Retention Study, 2006). In the 2005 survey, educators indicated needs for professional space, adequate supplies, and convenient access to office equipment, phones, and email. Educators saw the most improvement in these areas (Georgia Teacher Retention Study, 2006). Despite these gains, these areas remained near the bottom within the Facilities and Resources domain. As in the 2005 survey, educators were generally positive about school safety, cleanliness, maintenance, and leadership efforts to make the most of their resources (Georgia Teacher Retention Study, 2006).

Leadership domain. Leadership is critical for educator retention (Georgia Teacher Retention Study, 2006). Educational leaders played a decisive role in creating a school environment leading to success for students, teachers, and staff. School leaders influenced school climate and conditions as they develop strategic plans, establish relationships, manage performance, and communicate with students, staff, families, and communities. The importance of leadership was a consistent finding in both surveys, with educators ranking Leadership as the most important factor in their decision to keep teaching at schools (Georgia Teacher Retention Study, 2006).

Overall, results in the Georgia Teacher Retention Study (2006) indicated teachers are pleased with School Leadership and believed leadership was improving. Leadership was ranked as the highest or second highest overall domain in all seven districts.

Educators reported a high degree of satisfaction with leadership in the first survey, and reported gains in this area on the second survey, with educators in six districts indicating School Leadership had improved. The greatest area of progress occurred in administrative enforcement of rules for student conduct. This question was rated lowest by 90% of the districts in the 2005 survey but showed the greatest improvement in the 2006 survey. Teachers rated school leaders on a high scale for maintaining high professional standards for teachers. Teachers were less positive about parent and community involvement and implementation of school councils (Georgia Teacher Retention Study, 2006).

      Empowerment domain. Georgia educators reported relatively little change in the Empowerment domain (Georgia Teacher Retention Study, 2006). As in the 2005 survey, educators were positive about their roles in improving schools and instructing students. Within the Empowerment domain, questions concerning teacher participation in the school improvement plan and teachers and staff working together to improve teaching and learning were frequently ranked in the top of the domain. As in the 2005 survey, educators were least positive about opportunities for advancement within the teaching profession. Educators in all ten districts ranked this question in the bottom three questions in the domain (Georgia Teacher Retention Study, 2006).

      Professional development domain. The Professional development domain was ranked highly by educators on both surveys. Seven of eight districts ranked this domain in the top two. Educators agreed their school emphasized focused, ongoing professional learning opportunities throughout the school year. Educators also indicated their school

leadership makes a sustained effort to provide quality professional learning opportunities. Educators reported only slight gains in this domain, with little change in the rankings for specific questions (Georgia Teacher Retention Study, 2006).

While Professional Development domain did not necessarily include collaborative learning opportunities, there were some gains reported in this area. As on the 2005 survey, educators in 2006 were least positive about opportunities to learn from one another. Educators in all 7 districts ranked this item as the lowest within the domain. However, this item also showed the most gain in 4 of the 7 districts (Georgia Teacher Retention Study, 2006).

Georgia educators have been heard (Georgia Teacher Retention Study, 2006). The QLTE Survey has provided community and school leaders from the 10 pilot districts with valuable information about what teachers and students need to optimize their work. Leaders in the pilot districts later went to work, targeting areas of need, building on areas of strength, and implementing intensive plans (Georgia Teacher Retention Study, 2006). Their hard work had produced results. Leaders in the pilot districts had successfully improved the conditions in which educators teach and students learn and have committed to continue this work (Georgia Teacher Retention Study, 2006). Leaders at the state level have pledged to listen intently to teacher voices for these voices to impact their actions (Georgia Teacher Retention Study, 2006).

Georgia Governor's Office of Student Achievement (GOSA)

The focus of this project was to examine career patterns and teacher retention using Georgia public school employment data from school years 1997-1998 to 2008-

2009 (Scafidi, Sjoquist, & Stinbrickner, 2007). Using administrative data of ($N = 13,966$) employees who were new public school teachers in Georgia in the 1998-1999, 1999-2000, and 2000-2001 school years, data were obtained from the Certified Personnel Index (CPI) files provided by the Georgia Department of Education (2008). Each public school employee listed in the CPI was given a numerical identifier and a job code to allow researchers to track the movement of teachers in and out of the public school system as well as across occupations within public education. The results revealed 62.8% of new teachers were working in the Georgia public school system ten years later. At the five year mark, 74.7% of new teachers were still in public education in Georgia. This figure is a much higher retention rate than assumed. Hence, Georgia retains its public educators at a rate that is significantly higher than is often presented (Scafidi et al., 2007).

Results for those new teachers who left public education in their first 10 years of teaching, slightly over two-thirds returned within two years (Scafidi et al., 2007). New teachers made transitions into other occupations in public education within 10 years after entering the Georgia public schools system. The most common moves were into administration and education support (i.e., media specialist, technology specialist, assistant principal, instructional supervisor, and principal, GOSA, 2011). Of the 13,996 new teachers under study, 6,619 (47%) made a transition during the decade, with 13.9% moving into another position within public education and 22.7% returned to teaching. As a result, over 67% of new teachers who leave and return to public education in Georgia return to a Georgia public school within two years (Scafidi et al., 2007).

Teachers who were less than 26 years old had lower retention rates than other new teachers, with 59.1% of new young teachers remaining in the Georgia public school system after 10 years compared to 62.8% for all new teachers (Scafidi et al., 2007). For younger new teachers, nonwhite teachers and male teachers had higher retention rates than white and female teachers. Male teachers who left were slightly more likely to return to public education than female teachers who left. Nonwhite teachers who left teaching were more than twice as likely to return to public education as white teachers, with 35.6% compared to 17% for younger new teachers. Overall for new teachers, the leave rates were virtually the same between white and nonwhite teachers and female and male teachers (Scafidi et al., 2007).

The Georgia Professional Standards Commission (2008b) submitted a report on August 27, 2008 entitled *Georgia Teacher Shortages, Supply and Demand*. By the federal definition, *shortage* is defined as a lack of full certification, or in Georgia terminology *Clear Renewable* certification, which means lack of full certification. The federal definition is more rigorous than the No Child Left Behind *not highly qualified* or the more commonly used term *out of field* definition in which a teacher has no certification for the field being assigned and taught. Based on the number and percent of Georgia teachers without full certification of the highest twelve subject areas, the area with the highest number of the 12 is special education—elementary (Georgia Professional Standards Commission, 2008b).

The sources of newly hired Georgia teachers during the 2006-2007 school years were: 3,389 returning from absence (22.6%); 3,843 traditional programs (25.7%); 3,374

alternate routes (22.5%); 4,273 other states (28.5%); and 100 from other sources (0.7%). The majority of teachers (81.9%) are certified new teachers by Georgia public institutions of higher education (colleges and universities) and the remaining from private institutions (18.1%) for 2006-2007 school years. By 2012, 28,749 new teachers are needed in Georgia to meet growth and replacement demands, with 6,504 expected to return from absence, 6,476 from alternate routes, 7,376 from traditional teacher preparation programs in colleges and universities, and 8,201 from other states (Georgia Professional Standards Commission, 2008b).

More recently, Downey (2010) reported that a new state study finds teacher attrition is not as high among Georgia teachers as it was thought to be, even attrition in mathematics and science. The Governor's Office of Student Achievement (GOSA) released interesting data on teacher retention in Georgia in 2006 under the Georgia Teacher Retention study. The results of this study revealed that teachers leaving the classrooms in Georgia were not as high among Georgia teachers as it was thought to be. The GOSA report included teachers who leave the profession but return to the classroom later or take other education jobs. When teachers left and then returned demonstrated that teachers remained in teaching. The concept of leaving and returning had not been reviewed in Georgia.

GOSA's executive director, Kathleen Mathers said,

This analysis is important because its findings clearly refute the long-held notion that half of Georgia's teachers leave the profession within five years. Instead, by appropriately broadening the definition of retention, we've learned that nearly 75 percent of Georgia's new teachers remain in public education after five years.

The report used Georgia public school employment data from 1998-2009. The results were as described below:

1. Of teachers who began teaching when they were less than 26 years old, nonwhite teachers and male teachers had higher retention rates than white and female teachers. Nonwhite teachers who left teaching were more than twice as likely to return to a professional role in public education as white teachers.

2. Nearly 73 percent of teachers in Georgia's rural school districts remained in public education after 10 years, while teachers in urban and suburban districts outside of metro Atlanta persisted in teaching at a rate of nearly 66 percent, and teachers in the 20-county metro Atlanta area persisted at nearly 59 percent.

3. Approximately 72 percent of new math and science teachers remained in public education after five years, compared with the nearly 75 percent of all new Georgia teachers.

GOSA's deputy director, Eric Wearne concluded,

> This analysis, which used actual Georgia employment data, suggests that Georgia teachers are staying in our schools for longer and in greater numbers than many people commonly assume. Also, many teachers are returning to our schools after brief stints away, possibly at home with small children or in graduate school. Both of these results indicate that Georgia is an attractive place to work in education.

The Andrew Young School of Policy Studies (Georgia State University, 2010) analyzed the career choices of public school teachers in Georgia during the first six years of teaching. It has been substantiated that teachers leave teaching during their first five years of teaching (Allen, 2005; Center for Teaching Quality, 2007; Ingersoll, 2003a, NCTAF, 2003; University of Georgia System, 2005b). The Andrew Young School of

Policy Studies reported that replacing teachers who quit teaching is an expensive venture

for public schools to undertake in the wake of Georgia's growing need for teachers. One

explanation for Georgia's teacher shortage was that teachers were leaving teaching to

accept high paying jobs in other professions. Over 90,000 teachers were employed in

Georgia K-12 schools a decade ago. In 2006, Georgia needed approximately 100,000

new teachers, which was a 22% increase over current levels at that time. A substantial

increase in the number of school-aged children in Georgia has created the need for more

teachers.

Similar to the results of GOSA's report previously mentioned, the Andrew Young

School of Policy Studies (Georgia State University, 2010) also concluded that Georgia

teachers who left teaching did not leave for higher paying jobs outside of their teaching

field, but had left and returned. This finding was especially true for female teachers who

make up the majority (83%) of the teaching profession in Georgia. Only a small

percentage (less than 5%) of new teachers left teaching for non-teaching professions;

whereas male teachers left at less than 10% for non-teaching professions. Overall, less

than 5% of new teachers leave in their first year for higher paying non-teaching jobs in

Georgia. Interestingly, data were reported for teachers leaving the profession who stayed

in Georgia. Although Georgia teachers leave, many stay in education. Over 22% female

teachers leave and take a non-teaching job in public education; whereas 27% male

teachers do the same (Georgia State University, 2010).

Work Conditions and Use of Time

Work conditions and use of time were investigated by DiPaola and Walther-Thomas (2003), Renard (2003), and a major study by the Southeast Center for Teaching Quality (2004). These studies concluded that teachers throughout the United States are facing a crisis in their classrooms because of time, or the lack thereof. Two research studies conducted by DiPaola and Walther-Thomas (2003) and Renard (2003) supported teachers' use of time for common planning with other team members. DiPaola and Walther-Thomas found that sufficient common planning time may be built into the schedules of classroom teachers and specialists so they can address instructional needs and classroom concerns. These researchers concluded that effective leaders encourage teachers' use of time through collaboration and common planning time. Those researchers recognized the importance of effective and communication structures such as providing a common planning time for all team members.

Renard (2003) concluded that improving the work condition of use of time was an important factor in keeping teachers on the job. Findings indicated teachers spend more hours planning units and lessons, and grading papers than on actual teaching students. In addition, reflecting on successes and failures in the classroom were other reasons why teachers would remain on the job. Current discussions of new teacher attrition rarely deal with the central problem that is new teachers are expected to assume the same responsibilities and duties as veteran professionals. Additionally, new teachers are expected to carry out those duties with the same level of expertise within the same time constraints as experienced teachers. Rather than being given extra time to learn on the

job, new teachers are often given the most difficult students, courses that they are not trained in, and difficult teaching schedules.

One of Renard's (2003) recommendations is school administrators make a commitment to give new teachers time to gradually learn their profession. For the first few years, administrators should not expect teachers to advise or coach extracurricular activities, serve on committees, or attend unnecessary professional development sessions. Other recommendations include making certain that new teachers have the same planning period as their mentor, and keeping them in the same courses or grade levels until they gain more experience (Renard, 2003).

A major study on the topic of work conditions was use of teachers' time and how it impacted teacher attrition. The Southeast Center for Teaching Quality (2004) examined the relationship between how teachers were able to use their time and the impact on teacher attrition. Findings in this study revealed that there is only so much of time during the school day for teachers to fulfill their duties and responsibilities, some of which are not related to delivering instruction to students. In addition, three other important findings were reported regarding use of time management. First, teachers reported that principals did not respect nor recognize their time to plan together or alone. Second, principals had different perceptions about use of teachers' time than teachers did. Finally, teachers did not feel empowered by principals regarding the amount of time to use as they felt was important (Southeast Center for Teaching Quality, 2004). Hirsch's (2005b) study revealed that teachers at all grade levels typically have less than an hour a day of designated planning time to prepare for multiple teaching periods. The majority of

teachers surveyed in South Carolina reported spending more than five hours per week outside the school day on school-related activities such as grading student papers and holding parent conferences (Hirsch, 2005b).

Johnson (2006) found that the lack of time to plan, teach, and assess not only creates stressful work conditions, it diminishes the quality of instruction. By altering schedules, schools are finding creative ways to provide more instructional time for students and noninstructional time for teachers to plan and collaborate with peers. Practices that ensure productive and focused use of this time also should be implemented. Johnson advised that administrators take care to ensure what is referred to as *fair and appropriate* teaching assignments. Responsibility for several different courses, split assignments between several schools, and excessive teaching loads all consume what limited time a teacher may have. Johnson concluded that these situations can contribute to diminished morale, effectiveness, and ultimately commitment.

Earlier research supported that teachers are working longer hours than in the past (Darling-Hammond, 1997). Teachers generally spend on average 50 hours per week on duties involving instruction. This includes an average of 12 hours per week on non-paid but school-related duties (i.e., bus duty, grading papers, entering grades into computer, and extracurricular activities after school (National Education Association, 2008). Additional hours are spent supervising students in club activities after school. Teachers spend staff development hours to improve their teaching skills during the evening and in graduate programs during the summer (Ladd, 2009).

Teaching has become more complex in the 21st century because more time to learn new skills and stay abreast of technology trends. Teachers have less time to collaborate with team mates in how to best teach the diverse students that enter their classrooms each year (Ladd, 2009). The majority of teachers (70%) reported in a study involving a survey that there is not enough time to cover the curriculum topics mandated by their state's curriculum guides (Doherty, 2001). Time is what teachers claim that they have less of. Simply reducing teachers' workload may increase job satisfaction and thereby reduce teacher attrition, especially among new teachers who leave teaching within five years (Allen, 2005; NCTAF, 2003).

Additionally, collaboration with colleagues may increase teacher efficacy (Ware & Kitsantas, 2007; Watkins, 2005). In contrast, frustrations with non-teaching, administrative routines and paperwork may contribute to increased teacher dissatisfaction, unhappiness, and leaving the profession (Ma & MacMillan, 1999; Thompson, McNamara, & Hoyle, 1997). The earlier work of Rosenholtz (1989) claimed that more opportunities for teachers to collaborate with colleagues and engage in more expanded leadership roles may cause more teacher effectiveness, adoption of new teaching strategies, and a strong desire to remain in teaching. Collaboration and common planning time were found to be most effective in reducing new teachers' attrition rates when placed in induction programs for new teachers (Smith & Ingersoll, 2003).

On any typical school day, it can be observed that elementary teachers have fewer common planning periods in which to collaborate than middle school and high school teachers (Ladd, 2009). While most middle school and high school teachers have

scheduled time for planning, in many instances, it is not common planning time where all teachers can meet at one time to work on instructional plans and other concerns (Ladd, 2009). School administrators must plan a master schedule and allot common planning periods for teachers. Some principals have not been trained how to create and implement such schedules that would allow time for teachers to collaborate and learn together from each other (Ware & Kitsantas, 2007; Watkins, 2005).

Work Conditions and Facilities and Resources

In addition to work conditions related to time (i.e., use of time management during the school day and respect for their time), teachers cited inadequate school facilities and resources as work conditions that caused them to leave teaching altogether (Southeast Center for Teaching Quality, 2004). Several important research studies on work conditions of school facilities and resources and teacher attrition are presented in this section. Three studies were conducted in Washington, D.C. (Buckley, Schneider, & Shang, 2004a; Marvel, Lyter, Peltola, Strizek, & Morton, 2007; Said, 2000), Sargent (2003), California (Public Policy Institute of California, 2006), in Ohio (Center for Teaching Quality, 2007), and Twomey's (2005) study is a doctoral dissertation. All of these studies found that the quality of facilities and adequate resources were determining factors in teachers staying or leaving the teaching profession.

On an international research level, Said (2000) explored the importance of teacher attrition and work conditions of school facilities in America. Findings from Said's study revealed that in large, urban school districts, teacher attrition rates were high. School facilities were often inadequate in poor communities. Said (2000) concluded that urban

school districts will more than likely lose teachers who may be attracted to higher salaries in more affluent, suburban communities and school districts than poor school districts with failing school facilities.

Said (2000) found that teachers were attracted to higher salaries in affluent school districts and would leave poor school facilities. Twomey (2005) found that teachers' decision to leave or stay depended on the quality of work conditions in school facilities. Twomey found that teachers would remain in school districts that improved work conditions of school facilities, even if those districts were located in poor school districts. Likewise, Sargent (2003) concluded that if schools are to succeed in retaining teachers, proper infrastructure of facilities may allow teachers to focus most of their time and energy on teaching. Other researchers concurred that schools ensured teachers have adequate resources and materials to perform their jobs (Darling-Hammond, 2003; Ingersoll & Smith, 2003c).

Other research studies supported the three studies on facilities and resources. Similar to the findings of Buckley et al. (2004a), the Public Policy Institute (2006), and the Center for Teaching Quality (2007), Hirsch, Emerick, Church, and Fuller's (2006a), study found that nearly one fourth (20%) of teachers surveyed reported that providing clean school facilities and adequate resources such as materials, supplies, and other resources were important factors that determined whether they remained in teaching.

Buckley et al. (2004a) conducted their study of teacher attrition and the importance of the quality of school facilities in Washington, D. C. These researchers examined teacher attrition and the extent to which the quality of facilities in schools

influenced teacher attrition. K-12 teachers were surveyed to determine perceptions of the importance of quality of school facilities. They hypothesized that work conditions of school facilities might affect whether teachers remained at a school (Emerick & Hirsch, 2006; Ingersoll, 2001a, 2003a; NCTAF, 1996, 2003; U.S. Department of Education, 2007). Buckley et al.'s (2004a) study revealed that the poor quality of teachers' schools was one of the main reasons why they decided to leave current teaching positions. In addition to work conditions of facilities and resources, Buckley et al.'s study found that two most important demographic factors influencing teachers' decision to leave: Age and years of teaching experience. One conclusion reached was that new teachers left within one to three years compared to experienced teachers who tended not to leave as quickly but seemed to accept poor work conditions as a part of the environment.

Furthermore, Buckley et al. (2004a) concluded that the quality of a school facility was an important predictor of teachers' decisions to remain in schools. However, participating educators were fairly positive about most facilities and resources issues addressed on the survey. About two thirds of teachers agreed with most statements related to the availability and accessibility of resources.

Facilities and resources as work conditions and teacher attrition were addressed in a web-based survey by the Public Policy Institute of California (2006). While teachers may have only complained about the quality of school facilities and inadequate resources, they primarily depended on principals to improve school facilities to reduce teacher attrition thus keeping teachers in schools (Public Policy Institute of California, 2006). Findings revealed that more than one fourth of teachers who left reported that they would

return to work if improvements were made to work conditions (i.e., teaching and learning conditions and school facilities).

The Center for Teaching Quality (2007) investigated adequate work conditions of school facilities and resources in 27 school districts in Ohio. Nearly 5,000 respondents participated in this study where teachers reported that inadequate school facilities were quite important. Teachers cited adequate school facilities as one of the factors that determined whether they remained at schools.

Teachers' perceptions of their working environment are affected by the level of facilities and instructional resources available to them (Marvel et al., 2007). A supportive workplace provides the curricular infrastructure teachers need to teach effectively. Material resources are needed to give life to curricular standards and to support instruction. Teachers generally support standards-based teaching and learning. However, many lack adequate material or support to successfully implement a standards-based curriculum (Johnson, 2006).

A curriculum begins with standards but also includes pacing guides, outcome expectations, formative and summative assessments, rubrics, textbooks, unit and lesson plans, and supports such as instructional interventions for struggling students (Marvel et al., 2007). Teachers new to the profession regularly spend many hours outside the school day locating or creating curricular materials—often at their own expense (Marvel et al., 2007). These teachers operate in what is referred to as a *survival mode*, staying just ahead of their students and scrambling to add flesh to the skeleton of standards. As instructional approaches are adopted by districts and schools, leaders must consider what new and

veteran teachers will need in hand to effectively implement them and take steps to provide those resources (Marvel et al., 2007).

Johnson (2006) reported that while well-designed school facilities can assist teachers in teaching more effectively, what matters most is whether the building is maintained and resources are available. Furthermore, Johnson stated that neglected maintenance of equipment not only conveys indifference for those who use the school but also interferes with effective instruction. Science equipment that malfunctions in the chemistry lab, electrical systems that fail to support classroom computers, weak lighting that makes it hard to read, and poor acoustics that discourage discussions during class. Ill-equipped schools and classrooms can destroy even the best teacher's effectiveness and ruin educational attainment for students (Johnson, 2006).

In a study undertaken in Washington DC, researchers reported that quality of school buildings was found to be one of the major determining reasons why teachers stayed on the job (Buckley, Schneider, & Shang, 2004). They concluded that the benefits of facilities improvement for retention can be equal to or even greater than those from pay increases (Buckley et al., 2004). Buckley et al. concluded that antiquated and deteriorating facilities hinder teaching and learning experiences in the classroom. Poor indoor air quality has been identified as a major contributor to students with asthma being absent from school frequently. Researchers have noted that many teachers, staff, and students suffer from what is known as *sick building syndrome*, which affects performance and increases absenteeism (Buckley et al., 2004).

Other researchers uncovered similar findings. A study conducted by Schneider (2003) in Chicago revealed that 40 percent of teachers who graded their facilities a *C or lower* on a scale of *A through F* reported that poor conditions were reasons why they considered changing schools and another third had thoughts of leaving teaching altogether. Murnane and Steele (2007) reported that inadequate facilities and resources make it extremely difficult to serve large numbers of diverse children with complex needs. In addition to inadequate facilities, other researchers found that when teachers had adequate teaching materials and supplies, increased gains were associated with the scores from National Assessment of Educational Progress (NAEP) mathematics and reading tests at the elementary and middle school levels (Grissmer & Flanagan, 2001). Providing needed materials and supplies, with other resources, along with directions for their use, positively influences individual teacher and collective efficacy belief (Ware & Kitsantas, 2007). Conversely, lack of resources contributes negatively to job dissatisfaction and attrition (Buckley et al., 2004; Stockard & Lehman, 2004; Ware & Kitsantas, 2007; Watkins, 2005).

Work Conditions and Administrative Support

Administrative support has been found to be one of the most areas in need of improved work conditions. Administrative support was also listed as one of the most important reasons teachers remain in the teaching profession (Ingersoll, 2001a, 2003a; Ingersoll & Smith, 2003; Emerick & Hirsch, 2006; Fallon, 2007). Studies (Ingersoll, 2001a, 2003a; Emerick & Hirsch, 2006; Fallon, 2007) indicated that not only did teachers

report that they wanted more opportunities for professional development, but support from principals and mentor teachers was important to new teachers.

Additional findings from studies by Ingersoll (2001a, 2003a), new teachers cited lack of teacher support from principals and experienced teachers as reasons why they left teaching. Teachers who leave schools cited opportunity for a better teaching assignment, dissatisfaction with support from administrators, and dissatisfaction with workplace conditions as the main reasons they seek other positions (National Center for Education Statistics, 2004). Teachers indicated that a positive, collaborative school climate and support from fellow teachers and principals are the most important factors influencing whether they remained in a school (Loeb, Darling-Hammond, & Luczak, 2005). In national surveys, teachers identified excessive workload, lack of time, and frustration with reform efforts as areas in need of focus and improvement (Loeb, Elfers, Knapp, & Plecki, 2004).

According to Ingersoll (2001a, 2003a), new teachers cited feelings of being overwhelmed by expectations and immense scope of the job as reasons why they left teaching. The majority of teachers in the same study expressed feelings of isolation and lack of support from principals and fellow teachers. Other findings revealed that new teachers do not have the opportunity to meet with experienced teachers who may be able to provide support since they are assigned similar tasks as experienced teachers. As a result, Ingersoll concluded that new teachers need support from all levels of the school, especially principals and other teachers.

Ingersoll's (2001a, 2003a) research revealed a factor that positively influenced teachers' decision to remain or leave schools, that is, the lack of or inadequate administrative support to new teachers. Findings from Ingersoll's analysis of national data suggested that inadequate support from principals and experienced teachers contribute to even higher teacher attrition rates than other factors. Teachers reported that they need support from principals who may be preoccupied with other administrative matters to deal with new teachers (Ingersoll, 2001a, 2003a).

Consequently, principals may not communicate as effectively, or as often with new teachers. Principals typically appoint or assign more experienced teachers to new teachers, thus relieving principals of these responsibilities. Findings from Ingersoll's (2001a, 2003a) study revealed that teachers wanted more support from principals. Ingersoll concluded that new teachers with administrative support remained in schools regardless of other work conditions such as facilities and resources (Ingersoll, 2001a, 2003a).

Similar to Ingersoll's (2001a, 2003a) research, Emerick and Hirsch (2006) asserted that educators, policy makers, and community leaders recognize that administrative support is important. Other findings showed that work conditions were essential elements to help retain teachers. Likewise, Fallon (2007) suggested that most new teachers are given little or no support from principals who have busy schedules and little time for new teachers. As a result, new teachers are assigned experienced teachers who provide some support after school and sometimes during the school day (Fallon, 2007). Without any support, the end result is that new teachers are most at risk of leaving

the teaching profession. Fallon reported that lack of support and poor work conditions are cited by teachers as among primary reasons why they leave teaching.

The review of literature in this study supported the finding that principals use various strategies to provide assistance to teachers and staff in the domains of use of time, facilities and resources, teacher empowerment, opportunities for professional development, and guidance and support (instructional leadership and administrative support). The most important finding was administrative support was needed by new teachers (Emerick & Hirsch, 2006; Fallon, 2007; Ingersoll, 2001a, 2003a; Ingersoll & Smith, 2003). A study that was conducted by Duke University (2006) indicated that teachers are more likely to remain in the profession if they are satisfied with the principal's leadership and school climate. Findings showed that many school districts focus on mentoring programs and salary increases to keep teachers. While those should be part of a comprehensive effort to retain well-qualified teachers, Duke University's study, which was supported by other studies (Ingersoll, 2001a, 2003a; Ingersoll & Smith, 2003; Emerick & Hirsch, 2006; Fallon, 2007) showed principal leadership and school climate warrant more attention in local school district efforts. Another finding was school districts are struggling to recruit and retain enough teachers to make up for the veteran teachers who are expected to retire in the next decade.

Positive and supportive leadership by principals mattered to teachers (Coggshall, 2006; Hirsch, 2005b; Hirsch & Emerick, 2007; Marvel et al., 2007). Leadership in South Carolina, "identified by more than one-quarter of teachers as the most crucial working condition in making their decisions about whether to stay in a school, was significantly

predictive of teacher retention" (Hirsch, 2005b, p. 12). When comparing schools with high and low turnover rates, Hirsch and Emerick (2007) found the greatest variation in leadership and empowerment. More than half of those who left the teaching profession in 2004–2005 indicated they received better recognition and support from administration in their new jobs, as did 41 percent of teachers who left the classroom for a noninstructional position in the field of education (Marvel et al., 2007).

One survey highlighted the importance of trust between administrators and teachers and found it to be strongly correlated with teacher turnover. Among the attributes associated with trust was the communication of clear expectations to parents and students, a shared vision among faculty, consistent administrative support for teachers, and processes for group decision making and problem solving (Hirsch & Emerick, 2007). Administrative support for student discipline also was an issue of considerable importance to teachers (Hirsch & Emerick, 2007). Surveys indicated student behavior was one of the reasons teachers left or seriously considered leaving the profession. Principals, as instructional leaders are expected to enhance workplace conditions by attending to teachers' professional need for clear and consistent discipline policies, instructional support, and recognition (Coggshall, 2006).

Work Conditions and Instructional Leadership

In addition to adequate facilities and resources findings from significant studies revealed a relationship between work conditions and instructional leadership in retaining teachers. Work conditions and instructional leadership were found to be important in six significant studies: Belmont (2002), Colley (2002), Darling-Hammond (2003), the

Charlotte Advocates for Education Study (2004), Emerick and Hirsch (2006), and a study

conducted at Duke University (2006). Belmonte's study found that teachers were

attracted to schools with good leadership but left schools with poor leadership. Belmont

investigated factors that attracted and retained teachers in low-performing schools. It was

concluded that leadership was critical to reducing teacher attrition rates.

Similar to Belmont's study, a study by Colley (2002) investigated work

conditions and instructional leadership but from the perspective of sense of ownership.

Cooley found that teachers feel a sense of ownership and participation is gained by

teachers when administrators improve work conditions in the school environment.

Darling-Hammond (2003) asserted that keeping good teachers was one of the top

priorities for any school leader. Substantial research showed that, among all school

resources, excellent teachers had the largest impact on student learning. High attrition

rates, especially during the first few years of teaching, imposed heavy costs on schools,

including the organizational costs of termination, substitutes, new training, and lost

learning. Most important, high teacher turnover consigned students to a continual list of

relatively ineffective teachers. Darling-Hammond suggested four major factors that

strongly influenced whether or not teachers remained in schools: salaries, work

conditions, and teacher preparation, and mentoring and induction programs. She asserted

that a school's investments in these areas will pay for themselves when balanced against

the costs of attrition.

Contrary to the findings of Darling-Hammond (2003), Emerick and Hirsch (2006)

believed that administrative support included everyone in the central office and local

schools. These researchers concluded that effective leadership is an important component in work conditions including decision making, providing a safe school environment, and providing a supportive and trusting work environment for all faculty and staff and students. Exemplary administrators involved central office staff and all stakeholders who provide a supportive environment in reducing teacher attrition.

Findings from Charlotte Advocates for Education's (2004) study were that teachers selected leadership, which was by far the most important work condition that influenced their personal decisions to remain in schools. Leadership had the strongest correlation with teachers' intentions to remain at their current schools at all school levels—elementary, middle, and high schools (Charlotte Advocates for Education, 2004).

In Emerick and Hirsch's (2006) study, administrators were surveyed about teacher attrition within schools. Findings showed that administrators were accountable for ensuring teacher satisfaction and provided appropriate work conditions for teachers. Substantial gaps were found between the perceptions of teachers and administrators regarding the degree to which school leadership addressed teacher concerns. Emerick and Hirsch's study found an important factor that positively influenced and reduced teacher attrition was instructional leadership. Leadership was found to be related to work conditions in both studies by Emerick and Hirsch's (2006) and Charlotte Advocates for Education (2004).

Emerick and Hirsch's (2006) overall findings found that administrators who create safe school environments and develop supportive, trusting school environments were successful in keeping teachers in their schools and classrooms. These authors

concluded that the primary ingredient to maintaining teachers and decreasing teacher attrition is effective leadership that provides a supportive work environment in which teachers feel supported.

While effective leadership is important in making teachers feel supported by administrators, Emerick and Hirsch's (2006) study revealed that administrators cannot retain teachers and provide support to teachers alone, but rely on district support. Principals seek assistance and commitment from central office staff, other principals, and district staff. Work conditions cannot improve without a commitment from district and school level leadership. Superintendents, principals, and central office staff are primary personnel in retaining teachers. School leaders at all levels may use resources and other strategies to strengthen efforts to ensure that efforts to maintain ways to keep teachers in classrooms increased.

Similar to findings of the North Carolina Teacher Work Conditions Survey (2004), a study conducted at Duke University (2006) revealed that new teachers were more likely to remain in the profession if they were satisfied with the principal's leadership and work conditions in the school climate. This finding was attributed to the fact that the principal was the key player in school-level decision-making; however principals included teachers in decision-making.

Findings in six studies (Belmont, 2002; Charlotte Advocates for Education Study, 2004; Colley, 2002; Darling-Hammond, 2003; Duke University, 2006; Emerick & Hirsch, 2006) revealed a relationship among work conditions, instructional leadership, and teacher retention. Effective leaders include teachers in decision-making as an

important component in the retention of teachers in schools (Emerick & Hirsch, 2006). A study conducted by Duke University (2006) concluded that while principals were primary decision makers in schools, teachers were content with work conditions when principals allowed them to become empowered individuals in school-level decision-making.

With the proliferation of alternative route (AR) to a teacher shortage, especially in the field of special education teacher preparation programs, many teacher educators are likely to be involved in AR program design and implementation. Unfortunately, few resources have focused on best practices for program developers to prepare the nontraditional participants who typically populate their programs. Washburn-Moses and Rosenberg (2008) presented a series of guidelines intended to assist teacher educators in the development of AR programs. These guidelines were presented within the context of best practices in teacher education by these researchers, relate directly to what is known about the characteristics of successful AR programs as well as the participants who access these programs.

School administrators influence conditions under which teachers teach have been understudy for a decade (Clotfelter, Ladd, Vogdor, & Wheeler, 2006; Papa, Lankford, & Wyckoff, 2003). A principal's leadership style, communication skills, and supportive behaviors also influence teacher recruitment and retention (Ballou & Podgursky, 1998; Bogler, 2001; Berry, Smylie, & Fuller, 2008; Lyons, 1987; Miller & Rowan, 2006). More recently, the role of the principal has surfaced as one of the most important factors that impact whether or not teachers remain in teaching. However, in a study of principals who worked with the teachers, researchers found that principals had no formal preparation for

and assistance in minimizing excessive duties and responsibilities on teachers (Reichardt, Snow, Schlang, & Hupfeld, 2008).

Ladd (2009) concluded that no one single model of leadership appears to be appropriate for all teachers in a given school. Hence, researchers should examine the impact of leadership style on teacher and student performance and study the context interactions of the personal characteristics of leaders and their subordinates (Somech & Wenderow, 2006). Regardless of context, school leaders who are perceived as aloof, impersonal, and manipulative have teachers who may be unhappy and less committed to their jobs. In contrast, school leaders who are perceived as personable, caring, and warm may have teachers who are more satisfied and dedicated to their jobs (Porter, Wrench, & Hoskinson, 2007; Tschannen-Moran, 2004).

Quantitative research on school leadership has focused on open communication, support, trust, and participation (Ladd, 2009). When teachers feel supported by school leaders, they are more likely to stay in teaching (Johnson, Kardos, Kauffman, Liu, & Donaldson, 2004). Teachers are protected from duties that interfere with the essential role of educating students (70 percent). Leadership support consists of school leaders who support teachers in classroom management and discipline, protects teachers from outside forces such as community leaders and parents who may want to attack teachers, and reduce nonteaching responsibilities and duties (Johnson et al., 2004). Research supports each area to show a relationship to new teachers' commitment to teaching (Buckley et al., 2004; Stockard & Lehman, 2004). Principals who work on difficult solutions for teachers are viewed as supportive by some teachers (Tschannen-Moran, 2004). The traits of

fairness and honesty on a consistent basis and establishing routine to distribute resources fairly are considered by teachers to be support from school leaders (Bryk & Schneider, 2002).

Work Conditions and Teacher Empowerment

Several studies revealed that teacher empowerment was related to work conditions in elementary, middle, and high schools located in urban, suburban, and rural school districts (Dee, Henkin, & Duemer, 2003; High, Achilles, & High, 1989; Hirsch & Emerick, 2007; Johnson, 2006; Marvel et al., 2007; Shen, 2001; Spreitzer, 1995). All of these studies examined teacher empowerment as related to work conditions. In these studies, teachers reported that having input into decisions affecting their classrooms and instructional delivery was an important factor in determining whether they remained or left a school. Thus teacher empowerment seems to be related to work conditions and task motivation and ultimately decreases teachers' desire to leave schools. A more detailed description of these studies follows.

High, Achilles, and High's (1989) findings revealed that teachers wanted decision-making responsibilities that were meaningful. Teachers also reported that they wanted to be involved in making decisions affecting their classrooms, such as curriculum and instruction. However, teachers expressed little interest in involvement with routine matters.

The same study was based on an earlier study by Spreitzer (1995) who found that empowered teachers had higher levels of commitment to their schools and the desire to remain in teaching than teachers who were not empowered. The work condition of

teacher empowerment was found to be related to teacher attrition in Spreitzer's study. Furthermore, when teachers had control over their work in school reform, they remained on the job. Administrators who engaged teachers in decision-making and teacher empowerment work conditions were able to keep teachers in classrooms longer than administrators who did not engage teachers. However, Spreitzer concluded that decision-making that is not meaningful to teachers may result in teacher attrition. Consequently, meaningful teacher empowerment may result in low attrition rates.

Shen (2001) concluded that work conditions and cultures differed significantly in urban, suburban, and rural schools with possible differences that may be found in teacher empowerment in these schools. Results revealed organizational structures of elementary and secondary schools differed greatly due to the nature of instructional delivery. Therefore, findings revealed differences between the perceptions of elementary and secondary teachers influence on schoolwide and classroom issues. Finally, teachers' characteristics, such as full-time status, tenure, and years of experience related to how they perceive influence in schools and classrooms.

In an empirical study by Dee, Henkin, and Duemer (2003), teacher input into decision-making made the difference in the desire to remain or leave a school. Research of Dee et al. supports the notion that superfluous power has a positive influence on teacher attrition. Teachers reported a desire to make mature judgments with the support of principals.

Historically, teachers have been permitted to make instructional decisions within their classrooms but have experienced much less influence in other school functions

(Dee, Henkin, & Duemer, 2003; High, Achilles, & High, 1989; Shen, 2001; Spreitzer, 1995). Findings from these studies revealed that teachers derive greater satisfaction from their work when they are able to contribute to decisions such as scheduling, selection of materials, and professional development experiences. Studies showed that of the teachers who left the classroom, more than half reported greater control over their own work and the ability to exert greater influence over workplace policies and practices in their new position (Hirsch & Emerick, 2007; Johnson, 2006; Marvel et al., 2007).

One way to engage teachers in a collaborative decision-making process is a school improvement team. Analysis of survey results in North Carolina suggested that the effectiveness of a school improvement team at the middle and high school levels has an effect on teacher retention (Hirsch & Emerick, 2007). Another avenue for teachers to expand their influence is through varied instructional leadership roles. Johnson (2006) claimed there is "growing interest today in differentiated roles, which would provide teachers a chance to extend their professional influence" (p. 14). Some schools and districts have instituted positions allowing for a reduced course load while fulfilling other obligations such as peer review and coaching.

Watkins (2005) found a relationship between teacher decision-making and teacher retention. However, it was concluded that decision-making depends on principals who have the final decision to encourage teacher autonomy. This finding was supported by researchers who also found that teachers who report more control over the policies that affect their jobs are more likely to remain in teaching (Bogler, 2001; Ingersoll & Kralik, 2004; Stockard & Lehman, 2004; Ware & Kitsantas, 2007; Watkins, 2005). Teachers'

level of autonomy in instructional practice directly influences feelings of efficacy and level of commitment to the organization (Firestone & Pennell, 1993; Kirkman & Rosen, 1999).

Most research on teacher empowerment has focused on individuals' perceptions of self-efficacy. However, recent research has identified *collective efficacy* as an equally, if not more, important component of school improvement (Ware & Kitsantas, 2007). Collective efficacy refers to an individual's belief in the group's capabilities and influences professional commitment. Moreover, collective efficacy is associated with school improvement that moves beyond individual teachers making decisions for their classrooms and students and toward teams and school faculty jointly making decisions in the interest of what is best for children (Wayne & Youngs, 2003).

Consequently, participation in decision-making might increase teachers' feelings of trust and sense of fairness because they directly influence classroom activities and learn to defend their practices (Firestone & Pennell, 1993; Wayne & Youngs, 2003). Conversely, the lack of control over classroom decisions, such as selecting curriculum and designing discipline policy in today's high-stakes testing environment, is cited as a primary reason teachers leave the classroom (Buckley et al., 2004). The issue is not that teachers reject standards-based reforms and more centralized curriculum, but that they seek the flexibility needed to shape their teaching for the diverse learners in their classrooms (Janssen, 2004; Johnson, Kardos, Kauffman, Liu, and Donaldson, 2004; Watkins, 2005).

Work Conditions and Professional Development

Findings on work conditions and professional development opportunities emerged from the major studies of Reed, Reuben, and Barbour (2005) and Horn (2005). Each of these studies supported providing professional development for teachers. Professional development training fosters effectiveness in decision-making includes, but is not limited to, training in the areas of group process skills, problem-solving skills, and communication skills.

Reed et al.'s (2005) study suggested providing time for teachers to engage in professional development would decrease teacher attrition. Ensuring that teachers have continued opportunities to participate in meaningful staff development to develop skills to meet the diverse needs of learners contributes to a positive and supportive working environment. In the first-year phase-in of the Arizona teacher working conditions survey, 55 percent of teachers rated "effectiveness with the students" as the most important factor influencing employment decisions (Hirsch & Emerick, 2006, p. 11).

Developing teachers' abilities to educate students is at the core of successful professional development. School communities should analyze data and collaborate to identify and implement those practices that data suggest could improve student achievement (Hirsch & Emerick, 2006). Johnson (2006) noted that teachers increasingly are expecting to collaborate with peers. While a degree of autonomy is appreciated by teachers, isolation from the support of colleagues can have a detrimental effect on teacher satisfaction, effectiveness, and retention.

For the past two decades, research has emerged on understanding what and how teachers learn. Increasing evidence indicated that student achievement has improved because teachers participate in staff development (Firestone & Pennell, 1993; Ma & MacMillan, 1999; Stockard & Lehman, 2004). Additionally, implications have been drawn for improvement in teaching and student learning (Ladd, 2009). Emerging studies revealed that certain forms of professional development not only increase teacher effectiveness, but also result in higher job satisfaction leading to greater teacher retention. Those studies indicated that the most effective professional development emphasize specific content that students need to learn and focus on difficulties students encounter in learning the content (Birman, Desimone, Porter, & Garet, 2000; Kennedy, 1998).

Additional research has shown that in order for professional development opportunities to prove successful, they must be closely related to the specific context of individual schools and teachers (Loeb, Rouse, & Shorris, 2007). For effective school improvement, professional development should focus on coherent and challenging curricula, with instructional activities that will engage students' learning (Bryk, Nagaoka, & Newmann, 2000).

In a study of two high school math departments, Horn (2005) found a positive relationship between the professional development programs the math teachers participated in beyond the school (e.g., Complex Instruction training and professional development for using graphing calculators) and in-school collaboration. Horn said, "Collegial conversations seemed to serve the important purpose of providing discursive

and interactional tools for actually implementing some of these [professional development] ideas in their classrooms with students" (p. 232).

The results of an earlier study by Cohen and Hill (1997) who surveyed 1,000 California elementary school teachers indicated that schools were more likely to have high student achievement when teachers took part in professional development focused on specific subject areas of need. More importantly, teachers in schools with high student achievement were given the opportunity to collaborate with other teachers. Cohen and Hill used research-based methods in studying what their students knew and did not know to improve instruction. When teachers spend most of staff development time studying general education strategies rather than specific needs of students, it was found that students' performance suffered. They concluded that professional development should focus on an analysis of curriculum and how students respond to instruction and not on generic staff development or one staff development course fits all (Cohen & Hill, 1997).

Research on Teachers' Perceptions of Working Conditions

Similar to other employees, teachers make personal decisions about whether to remain in their current jobs based both on the level of compensation and on the quality of the work environment (Ladd, 2009). For teachers, the work environment is determined largely by the educational challenges associated with the diversity of students in the school and the characteristics of schools that are generally easy for the researcher to measure (i.e., race/ethnicity, socioeconomic status, gender).

The work environment also includes a number of hard-to-measure factors (Buckley, Schneider, & Yang, 2005; Elfers, Plecki, & Knapp, 2006; Ingersoll, 2001;

Johnson, Berg, & Donaldson, 2005; Stockard & Lehman, 2004) such as the quality of the school's leadership and the extent to which teachers are allowed to give input into instructional decisions that impact teaching and learning. In addition, work conditions include teachers being supported in their efforts to improve student learning and opportunities for professional development.

Until recently, little statewide data was available on work conditions for teachers (Ladd, 2009). Now many states, including Georgia, North Carolina, Kentucky, and California have begun to conduct studies to hear from teachers regarding their work conditions. Large statewide surveys have been conducted to generate rich data on teachers' perceptions of their working conditions. One of the leaders in this movement on hearing from teachers' work conditions is the state of North Carolina.

North Carolina is the first state to have administered a statewide survey of working conditions to all teachers and administrators (Hirsch & Emerick, 2006; Ladd, 2009). The survey was first initiated by the governor in 2002 and has been administered to all teachers and administrators by the Center for Teaching Quality every second year since then. Though the response rates were below 50 percent for the first two years of the survey, they exceeded 70 percent in 2006 (Hirsch & Emerick, 2006, 2008; Ladd, 2009) and 2010 (New Teacher Center, 2010). In North Carolina, the average teacher attrition rate for districts is more than 12% and, in some districts, is as high as 24 percent (Center for Teaching Quality, 2007). The state of North Carolina may hire approximately 11,000 teachers annually because of student population growth and class size reduction efforts, but largely due to teacher shortage problems. More than half of the teachers prepared in

North Carolina, through both traditional and lateral entry programs were no longer teaching five years later (Center for Teaching Quality, 2007).

Ladd (2009) conducted a quantitative study using data from North Carolina to examine the extent to which survey based perceptions of working conditions were predictive of policy-relevant outcomes, independent of other school characteristics such as a diverse student population. Working conditions in her study were found to be highly predictive of teachers' desire to remain in or leave their schools, with leadership leading the five dimensions as the most important domain.

The primary conclusion of Ladd's (2009) study was that working conditions of the type on the North Carolina survey are highly predictive of teachers' career plans to leave schools, but are far less predictive of one-year actual departure rates and student achievement. Another finding was in empowering teachers where no statistically significant evidence was found of lower planned departure rates emerges at the elementary or middle school levels when teachers have more decision making authority (as measured by the teacher empowerment factor), after the school's measurable characteristics have been controlled for. Only at the high school level does teacher empowerment emerge as a predictor of lower planned departure rates. Time constraints appear to play a more important role at the elementary and middle school levels than at the high school level (Ladd, 2009).

Finally, Ladd's (2009) study revealed that the quality of leadership in a school is more predictive of planned moves within a district, while the school's racial mix of students is more predictive of planned moves out of the district. Such findings tend to

provide strong support for the views of teachers' organizations that policy makers would do well to pay far more attention to working conditions than they have to date and to provide a strong rationale for periodic surveys of teachers. At the same time, however, these results indicate more about teacher preferences than about some of the specific behaviors or outcomes in which policy makers may be interested. Moreover, some serious concerns remain about potential biases associated with the fact the teachers' stated intentions and their perceptions of working conditions may be confounded on the survey.

In Ladd's (2009) study, leadership still emerged as a predictor of actual departure rates, but the coefficients are much smaller than for planned departures. Even for this outcome, however, leadership differences across elementary schools are associated with differences in departure rates that are comparable in magnitude to those associated with differences in the fraction of black students in those schools. Taken as a group, variation in the working conditions variables accounts for about 15 percent of the explained variation in actual departure rates in elementary schools, 13 percent in middle schools, and 10 percent in high schools.

Principals' Responses to Teacher Working Conditions Survey

Having data for all schools are essential since North Carolina's Professional Educator Evaluation instruments presently rely on the Teacher Working Conditions Survey as an essential data artifact for educators to reflect whether they are meeting state standards. The North Carolina State Board of Education also recommended the Teacher

Working Conditions Survey results be integrated into the annual School Improvement

Plans (NTC, 2010b).

Survey respondents included 2,100 principals who were asked questions both

about the working conditions in their school and the supports they received as school

leaders from their district. Assessing principal working conditions is important given the

critical role principals play in establishing school policies, setting the tone within the

school, providing leadership and implementing the school improvement plans. Analysis

from the 2008 Teacher Working Conditions Survey demonstrated that principals who

report more supportive conditions are better able to provide positive teaching conditions

for their faculty (NTC, 2010b).

Responding principals are well distributed in their experiences as a school leader,

with 11 percent in their first year as a principal. About half (46 percent) have been the

principal in their current school for three years or less with 15 percent in their first year at

the building. Fifteen percent have been the leader of their school for ten years or more

(NTC, 2010b).

Support of principals. Principals in North Carolina are very positive about

several aspects of the support they receive from their school district, enabling them to

create positive working conditions in their school. Findings showed that 84 percent of

principals agreed that their school has a sufficient number of licensed staff to meet the

educational needs of their students. Seven in 10 (72 percent) agree that they have a

sufficient number of support staff, with almost nine in 10 (87 percent) agreeing that they

receive instructional resources commensurate to meet the needs of students. Nearly eight

out of 10 principals (84 percent) agreed that they were actively involved in district decisions about educational issues. Almost nine in 10 principals noted that they received resources that are commensurate with other schools (89 percent). Virtually all principals (97 percent) reported that their school was provided sufficient data and information to make informed decisions.

In the New Center Teacher (2010b) study, more than eight out of 10 principals (84 percent) reported that their district encourages cooperation among schools and almost all principals (97 percent) reported that there is an atmosphere of trust and mutual respect within their district and that central office provides principals support when they need it (94 percent). Almost eight out of 10 principals (79 percent) agreed that professional development for principals is a priority in his or her district, and that sufficient resources are available to participate in professional development opportunities (73 percent; NTC, 2010b).

Overall, principals in the New Teacher Center Study (2010b) appeared satisfied as nine out of 10 (91 percent) agreed that school is a good place to work and learn. Additionally, 88 percent of principals who responded indicate that their immediate plans are to continue as principal at their current school, and an additional two percent indicated that their plans are to serve as a principal in a different school within the same district. When asked, principals indicated that teacher leadership (24 percent), instructional practices and support (23 percent), and school leadership (21 percent) are the aspects of their working conditions that most affect their willingness to remain as an administrator at their school (NTC, 2010b).

More time needed to provide instructional leadership. The greatest concern expressed by principals is about the time they have to do their job. New obligations in principal standards, a recent formative, coaching-based evaluation procedure for teacher development, and the demanding expectations of leading a school in the 21st century place additional strains on the amount of time principals have available. Almost one-third of principals disagree that central office has streamlined procedures to minimize principals' time on non-instructional tasks and that principals have sufficient time to focus on instructional leadership issues (e.g., data analysis, professional development, etc.). Principals spend more time on administrative tasks than on instructional leadership to bolster teaching and learning in their school.

Principals appear to be spending most of their time in an administrative capacity, with more than 90 percent of respondents spending more than 3 hours a week on administrative duties and 49 percent spending more than 10 hours weekly. A majority of principals spend less than three hours a week covering classes (61 percent), attending central office meetings (77 percent), and working directly with students (67 percent). More time is spent working with parents and the community, with more than one-third of principals spending an average of one hour per day attending meetings. One-quarter spent a commensurate amount of time on student discipline issues. About two-thirds of principals reported spending more than three hours a week observing and coaching teachers (67 percent); four out of 10 spent similar amounts of time on instructional planning with teachers (NTC, 2010b).

More support needed to work with teachers. Principals were asked to identify

areas in which additional support would help them to lead their schools more effectively.

Principals report needing additional help evaluating and coaching teachers and working

with student learning data. In 2010, support in teacher remediation and coaching is the

most identified area of professional development need (45 percent), followed by student

assessment (44 percent). In 2008 these ranked third and fourth, respectively, in terms of

need. Implementation of a new statewide teacher evaluation system which began in the

2008-2009 school year utilizes a formative, coaching-based approach. The

implementation of this new system may be contributing greatly to the increased need of

support in this area (NTC, 2010b).

Four out of 10 principals indicated that they need support in data-driven decision-

making (42 percent) and teacher evaluation (40 percent). In 2008 data driven decision-

making was ranked first among professional development needs, whereas 11 percent

of responding principals indicated a need for professional development around teacher

evaluation. Additional support needs in the area of teacher evaluation are also most likely

in response to the new teacher evaluation instrument. One-third of principals indicate a

need for additional support in the areas of instructional leadership (36 percent), budgeting

(34 percent), working with parents and the community (32 percent), and school

improvement planning (31 percent; NTC, 2010b).

Mentoring and induction support for principals also appears to be an issue for new

principals. About half (48 percent) of the 678 new principals with three years of

experience or less who responded to the survey were formally assigned a mentor, but

many of those who received induction support were not ever observed in their school by their mentor (41 percent) nor did they observe their mentor's school (54 percent). Additionally, three out of 10 supported new principals (29 percent) and reported not engaging in any school improvement planning with their mentor (NTC, 2010b).

More positive view of working conditions. Compared to 2008, principals across the state are even more favorable about many aspects of their school's working conditions. On all but one of the similarly worded items, principals were more positive (as with teachers, class sizes are reasonable was the only exception). In some cases, 10 percent more principals were positive about school conditions (NTC, 2010b).

Different perspectives of working conditions. Principals viewed many working conditions differently than teachers (NTC, 2010b). Whereas some differences in perceptions of teaching conditions should be expected between bosses and employees in any industry, the disparity between principals and teachers across North Carolina schools is large. On every survey item the 2,100 principals responded significantly more positively about teacher working conditions than the approximately 92,000 participating teachers. The greatest gaps in perceptions between teachers and principals are in the areas of time and student conduct (NTC, 2010b). There are gaps between the perceptions of teachers and administrators regarding how school leadership addresses teacher concerns. The degree of these discrepancies is startling and must be taken into consideration for any working conditions reforms to be successful.

The greatest differences in perceptions are on items in the time construct, particularly around the amount of paperwork and duties required of teachers, the

noninstructional time provided to teachers, and interruptions during the school day. For example, only half of teachers (52 percent) agree that efforts are made to minimize paperwork compared to virtually all principals (96 percent). Teachers and principals differ in their perceptions of student conduct and efforts to enforce rules of conduct. Almost all principals agree that school administrators consistently enforce rules for student conduct compared to seven out of 10 teachers (69 percent), a difference of 30 percentage points. Similar disparities are found in perceptions of students following rules of conduct (NTC, 2010b).

Principals are much more likely to report that teachers feel comfortable raising issues and that there is an atmosphere of trust and mutual respect. Principals and teachers perceive instructional issues differently as well. Two-thirds of teachers (66 percent) reported that teachers are assigned classes that maximize their chance of success compared to almost all principals (97 percent). Principals are significantly more likely to agree that professional development is differentiated to meet individual teachers' needs. Although teachers and principals varied greatly in their perception of the use of time in school and managing student conduct, the gap is significantly smaller in areas related to school leaderships' efforts to address concerns about teacher leadership, instructional practices and support, and community support and involvement (NTC, 2010b).

Eight out of 10 teachers (84 percent) agreed that their school leadership makes a sustained effort to address teacher leadership concerns in their school (although 99 percent of principals agree) and concerns about instructional practices and support (87 percent of teachers agree versus 99 percent of principals). Additionally, principals and

teachers are more in agreement that leadership makes a sustained effort to address concerns about facilities and resources and community support and involvement with differences between principals and teachers at or below 12 percentage points (NTC, 2010b).

Wide disparities between the perceptions of principals and teachers have been documented in analysis of North Carolina Teacher Working Conditions Survey data since its inception in 2002. These findings are typical in other states as well. It should not be inferred from these findings that principals do not want to address conditions in these areas. Rather, they do not perceive that these are issues of concern to the same extent as teachers. This perceptual gap is important for school leaders to consider when prioritizing issues for school improvement. Like teachers, principals need supportive working conditions to provide the leadership necessary to create school environments where teachers want to stay and students learn. Overall these findings suggest that principals believe they are supported and that they are supporting positive working conditions in their school (NTC, 2010b).

Time allocation emerges as a challenge in that while much of principals' use of time occurs in the area of administrative duties, parent meetings, and discipline, more time is needed in the areas of teacher coaching and instructional support. This is reinforced by the new principal standards and teacher evaluation process as well as the finding that teacher leadership plays an important role in retaining principals at their school. Shifts in the role of the principal to address these emerging issues are likely shaping their desire for more professional development in those same areas. While

overall principals are more positive about their working conditions, wide gaps continue to be found between their views and teachers. Awareness of these disparities is critical for designing effective school improvement plans and engaging in productive dialog to improve teacher working conditions (NTC, 2010b).

Summary of Research

The review of literature focused on findings from five aspects of work conditions: use of time, facilities and resources, teacher empowerment, leadership, and professional development. First, Use of Time research findings demonstrated that principals and teachers have different perspectives of how teachers' time is used during the instructional day. Work conditions and use of time were investigated by DiPaola and Walther-Thomas (2003), Renard (2003), and a major study by the Southeast Center for Teaching Quality (2004). These researchers concluded that teachers throughout the United States are facing a crisis in their classrooms because of time, or the lack thereof. Johnson (2006) found that the lack of time to plan, teach, and assess not only creates stressful work conditions, it diminishes the quality of instruction. Facilities and Resources research findings showed that teachers remain in the teaching profession if their facilities are clean and well kept and if they have adequate instructional materials and supplies to do an effective job (Buckley et al., 2004a; Marvel et al., 2007; Said, 2000; Southeast Center for Teaching Quality, 2004).

Several studies revealed that teacher empowerment was related to work conditions in elementary, middle, and high schools located in urban, suburban, and rural school districts (Dee, Henkin, & Duemer, 2003; High, Achilles, & High, 1989; Hirsch &

Emerick, 2007; Johnson, 2006; Marvel et al., 2007; Shen, 2001; Spreitzer, 1995).

Findings on work conditions and professional development opportunities emerged from

the major study of Reed, Reuben, and Barbour (2005).

Reed et al.'s (2005) study suggested that providing time for teachers to engage in

professional development would decrease teacher attrition. When work conditions for use

of teachers' time were improved in Reed et al.'s study, teachers became more skilled and

knowledgeable in instructional strategies. Research has shown that in order for

professional development opportunities to prove successful, they must be closely related

to the specific context of individual schools and teachers (Loeb et al., 2007). Positive and

supportive leadership by principals matters to teachers (Coggshall, 2006; Hirsch, 2005b;

Hirsch & Emerick, 2007; Marvel et al., 2007). The most important finding from the

review of literature was instructional leadership is desired by new teachers (Emerick &

Hirsch, 2006; Fallon, 2007; Ingersoll, 2001a, 2003a; Ingersoll & Smith, 2003b). A study

that was conducted by Duke University (2006) indicated that teachers are more likely to

remain in the profession if they are satisfied with the principal's leadership and school

climate.

Gaps in the Literature

Although the literature shows ample descriptions of work conditions in national

and state studies, the literature shows a lack of empirical evidence regarding work

conditions in three areas: (a) district level studies such as Clark County School District,

(b) studies that look at school level studies of principals' and teachers' perceptions of

work conditions and (c) state level studies that investigate work conditions topics of

quality professional development, and continuous support of administrators to (North Carolina Work Conditions Initiative Study and the Kansas Teacher Work Conditions Survey). Each of the gaps are described in more detail below.

Gaps in district level studies. The first gap is found in the lack of district level studies. This review found one study only. A district level study of the Clark County School District in Nevada (Berry et al., 2007) looked at work conditions and teachers' perceived levels of empowerment and school leadership. Although administrators believed that they were empowering teachers, this was not teachers' perception and they disagreed with this finding. The study did not investigate use of time, facilities and resources, instructional leadership, and opportunities for professional development. Therefore, there is a gap in the literature about those perceptions of work conditions by principals and teachers in one district.

Gaps in school level data. The second gap found in the literature review of work conditions in school level data in the Sinclair County School District. The school district in this study is currently experiencing a high attrition rate of teachers. Two gaps were found in the review of literature in school level studies in this study. The first gap was lack of information on the current percentage of teachers who left Sinclair County School District. The second gap was reasons why teachers left Sinclair County. Until such information is available to show these two gaps, then these gaps will remain until filled (see Tables 1 and 2).

Gaps in state level studies. All three California studies (Darling-Hammond, 2000; Ingersoll, 2003b, Public Policy Institute of California, 2006) concluded that if

school districts wanted to improve the quality of teachers and schools, then improvement was needed in the quality of the teaching job by improving work conditions and ultimately, decreasing teacher attrition. Findings of the Kansas Teacher Work Conditions Survey (Hirsch et al., 2006b) revealed that not all schools had adequate teaching and learning environments necessary to retain teachers and ensure student success. Students who attended schools in high socioeconomic areas had more positive work conditions.

Berry et al. (2007) of the 2007 Clark County in Nevada's Teaching and Learning Conditions Survey revealed that teachers wanted to be more involved in leadership roles and differences were found among perceptions of teachers based on grade levels (i.e., K-5, 6-8, and 9-12 grades). A study conducted by the Teacher Quality Project (2008) in Georgia found that teachers wanted to decide how best to use their time (i.e., observing other teachers in their school or another school, time to reflect on teaching, and use of planning time).

Three state level studies conducted in California (Darling-Hammond, 2000; Ingersoll, 2003b; Public Policy Institute of California, 2006) examined work conditions and teacher attrition at their sites but did not investigate principals' perceptions. All studies found that improving work conditions of the quality of the teaching job and teaching and learning conditions also improved teacher retention. None of the studies investigated principals' perceptions (Darling-Hammond, 2000; Ingersoll, 2003b; Public Policy Institute of California, 2006). Thus, there is a gap in study of perceptions of principals toward working conditions.

The Kansas Teacher Work Conditions Survey was conducted by Hirsch et al. (2006b) who looked at work conditions that influenced teacher attrition, but principals' perceptions were not examined in this study. Hirsch et al. (2006b) found variations in socioeconomic status of schools. Teachers believed schools were good places to work. Differences in teachers' perceptions showed few differences based on teacher background. The Clark County School District in Nevada (Berry et al., 2007) looked at work condition of teacher empowerment and teacher attrition. Principals' perceptions of decision-making and empowerment were examined. In Georgia, the Teacher Quality Project (2008) looked at the work condition of use of time and its relationship to teacher attrition. While principals' perceptions were examined in the Clark County School District in Nevada, they were no studies of principals' perceptions found in Kansas Teacher Work Conditions Survey (Hirsch et al., 2006b) and the Teacher Quality Project (2008) in Georgia. Therefore, a gap was found in the lack of principals' perceptions in studies in Kansas City and Georgia.

Gaps in principals' and teachers' work conditions studies. Another gap is lack of research on principals' perceptions. Several studies examined perceptions of principals' and teachers' work conditions. These studies were conducted in North Carolina (Charlotte Advocates for Education, 2004), California (Darling-Hammond, 2000; Ingersoll, 2003b; Public Policy Institute of California, 2006), Kansas (Hirsch et al., 2006b), Nevada (Berry et al., 2007), and Georgia (Teacher Quality Project, 2008). The Charlotte Advocates for Education (CAE, 2004) study investigated work conditions related to reasons why teachers left classrooms. Principals' perceptions were investigated

in this study. Their perceptions were found to be different from teachers' perceptions in use of time and teacher empowerment. However, the CAE study did not examine professional development, leadership, and facilities and resources. Hence, there is a gap in professional development, leadership, and facilities and resources.

CAE (2004) found that schools and school districts recruit and employ individuals who not only had excellent education backgrounds, but also had specific innate qualities. Other findings revealed that successful principals reported beliefs in strong, instructional, operational, and strategic leadership in school were equally as important as being supported and fostering their professional growth. Additional findings showed that operational issues dominated much of their time, leaving too little time available for instructional leadership. Findings from the CAE (2004) study showed that the traditional leadership structure within schools needs to be re-examined to determine if in fact it is the most effective and efficient structure to meet the needs of teachers and students. Thus, there is a gap in the role of principals in a traditional leadership structure to find out the most effective and efficient structure to best meets the needs of teachers and students.

Few Studies of Gaps in Quality Professional Development and Work Conditions Studies

Finally, a gap was found in the lack of empirical evidence related to the work conditions that involve the preparation, and continuous support of school leaders. More specifically, this gap was found in two related studies that compared principals' perceptions with teachers' perceptions: (1) North Carolina Work Conditions Initiative Study (Charlotte Advocates for Education, 2004) and (2) the Kansas Teacher Work

Conditions Survey (Hirsch et al., 2006b). Although the North Carolina Work Conditions Initiative Study compared teachers' perceptions with principals' perceptions. The studies did not target time, facilities and resources, teacher empowerment, opportunities for professional development, and guidance and support (instructional leadership and administrative support). As a result, gaps were found in the research base that addressed specific aspects in work conditions in the aforementioned studies. The Kansas Teacher Work Conditions Survey (Hirsch et al., 2006b) found gaps in the research base of professional development and empowerment.

Summary of Gaps

The above section reviews the literature related to work conditions and associated factors. The gaps were: the lack of perceptions of principals and teachers in district level studies and school level studies; the lack of information on the current percentage of teachers who left Sinclair County School District; the lack of studies exploring principals' perceptions (Darling-Hammond, 2000; Ingersoll, 2003b; Public Policy Institute of California, 2006); and the lack of empirical evidence related to the work conditions that involve opportunities for professional development for principals and teachers; lack of administrative support for new teachers; and lack of support of principals.

Gaps in the literature were limited or no empirical evidence regarding district level studies that look at the perceptions of principals' and teachers' work conditions at their sites, especially principals. Gaps were found in studies that investigate work

conditions of quality professional development. In addition, gaps were found the lack of administrative support for new teachers.

The gaps identified in the literature review became a starting point for the design of this study, in that the gaps guided the choice in the following research questions in district-wide sampling: 1. What do principals and teachers perceive as work conditions at their schools? 2. Are there differences in perceptions of principals and teachers related to work conditions at their schools? 3. Are there any differences in perceptions of teachers when analyzed by demographics such as age, experience, and type of school? This study addressed in some fashion, the gaps in administrative support of new teachers and perceptions of principals, explored differences in perceptions of teachers and principals related to work conditions at their schools, and explored whether any differences in perceptions of teachers when analyzed by demographics such as age, experience, and type of school. This study surveyed a district to determine what principals and teachers perceive as work conditions at their individual school settings. Chapter 3 presents the research design, instrumentation, research procedures, population and sampling, data collection, and data analysis.

CHAPTER III

METHODOLOGY

Introduction

This quantitative study used a survey entitled, 2008 North Carolina Teacher Work Conditions Survey (Moir, 2008) to explore principals' and teachers' perceptions of work conditions in their schools. This survey was delivered to 12 elementary school principals, four middle school principals, and three high school principals for a total of 19 principals. The same survey, under a different name to specify principals and teachers, was delivered to 330 elementary school teachers, 138 middle school teachers, and 132 high school teachers for a total of 600 teachers. These surveys measured principals' and teachers' perceptions of work conditions as related to time, facilities and resources, leadership, empowerment, and professional development. This chapter describes the research design of this study that examines work conditions in schools in the entire school district from the perspective of the principals and teachers. This chapter presents the research questions, the setting, participants, and instrumentation, research procedures, data collection, and data analysis are presented. A summary concludes this chapter.

Research Questions

The overarching question in this study is: What are the work conditions of Sinclair County? More specifically, How are work conditions of time, facilities and resources, leadership, empowerment, and professional development in Sinclair County perceived by principals and teachers? There was a need for this study because the answers to the research questions may help the target school system rethink the kinds of

work conditions and possible differences in perceptions between principal and teachers. More importantly, work conditions may improve, particularly in the areas of staff development, time management for teachers, assistance to principals in instructional leadership, and improvements in the overall conditions of school facilities. The following research questions focused on the perceptions of principals' and teachers' work conditions:

1. What are current principal and teacher perceptions of work conditions in Sinclair County?

2. Are there differences in work conditions perceptions of principals and teachers in Sinclair County?

3. Are there any differences in teacher work conditions perceptions when analyzed by demographics such as age, experience, and type of school?

The Setting

Sinclair County School System serves the entire county with nearly 20,000 students, including all five municipalities located within. Sinclair County School System has 20 schools that are organized into three different categories: twelve (12) elementary schools (Grades PreK-5), four (4) middle schools (Grades 6-8), three (3) high schools (Grades 9-12), and one alternative school (Grades 7-12). The alternative school will be excluded in this study because it is a non-traditional school in Sinclair County. Nearly 90 administrators, 105 support personnel, and 1,400 PK-12 teachers are employed in this school system (Georgia Department of Education, 2010).

During 2010-2011, there were slightly more than 1,300 full-time PK-12 teachers in this school system (Georgia Department of Education, 2010). The school system employed over 700 (54%) teachers with one to ten years of teaching experience, including 60 teachers (< 1%), with less than one year of teaching experience. There were nearly 600 (46%) teachers with 11 years to more than 30 years of teaching experience. Over 900 (69%) teachers in this school system were White, approximately 400 (30%) were Black, and nearly 50 (< 1%) remaining belong to other races/ethnicity. The majority of teachers (1,100) in the school system were female (85%) compared to over 200 (15%) who were male teachers (Georgia Department of Education, 2010).

Sample size. This section covered two types of numbers. First, the number of surveys to conduct a statistical analysis was determined. Second, the number of actual surveys that were delivered was decided. To determine the minimum sample size required for statistical analysis, the researcher used a formula by Raosoft (2004), a sample size online calculator to determine the number of completed surveys from the total county teacher population, as depicted in Table 1. Based on Raosoft calculations, with a confidence level of 95%, the sample size was a minimum of 300 that was used for this study.

Number of surveys needed to do statistical analysis. In this section, it was determined that the number of surveys required to conduct a statistical analysis was 1,238 for total number of teachers, as shown in Table 1. The specific breakdown required 682 elementary teachers, 282 middle school teachers, and 274 high school teachers. For elementary teachers, 165 surveys were delivered; for middle school teachers 69 surveys

were delivered; and 66 surveys were delivered to high school teachers to conduct a statistical analysis.

Number of actual surveys that were delivered. In this section, the number of actual surveys that were delivered was doubled in order to get a minimum return rate of 50% of the surveys. For elementary teachers, rather than 165 surveys that were delivered out, 330 surveys were delivered. For middle school teachers, rather than 69 surveys that were delivered, 138 surveys were delivered. For high school teachers, rather than 66 surveys that were delivered, 132 surveys were delivered. In this way, rather than 300 surveys that were delivered, a total of 600 surveys were delivered, as depicted in Table 1. A detailed description of the breakdown is shown in Table 1.

Table 1

Number of Surveys to Distribute to Each Grade Span

Type of School	Total Number of Teachers (N = 1,238)	Percent of County Teacher Population	Surveys Needed to do Statistical Analysis (n = 300)	Surveys Needed to Send Out (n=600)
Elementary	682	55%	165	330
Middle	282	23%	69	138
High	274	22%	66	132

Participants

Participants in this study were certified, K-12 full-time teachers and principals employed in the Sinclair County School System. Classroom teacher participants were selected using a stratified random sample methodology by school type and then by school

respectively. This number was determined by hand-calculating how many elementary (K1-5), middle (6-8), and high school (9-12) teachers were needed in this study with a 95% confidence level and a total population size of 1,238 (see Table 1).

Elementary school teachers (grades 1-5). A sample of teachers was surveyed at 12 elementary schools. To determine the total number of elementary school teachers needed to participate by school, for analysis purposes or surveys delivered, the researcher obtained the number of elementary school teachers at each school. This number was divided by the total number of elementary school teachers to determine the percentage of surveys that would be distributed to each school in this study. That percentage of surveys was multiplied by the total number of returned surveys to be delivered to get the number of surveys to send to each elementary school. For example in Elementary School 1, 48/682 = 7% x 165 = 12 surveys to send to Elementary School 1. At School 1, the researcher will sample 12 teachers, School 2—15 teachers, School 3—15 teachers, School 4—10 teachers, School 5—15 teachers, School 6—10 teachers, School 7—13 teachers, School 8—15teachers, School 9—12 teachers, School 10—15 teachers, School 11—13 teachers, and School 12—20 teachers (see Appendix C).

Middle school teachers (grades 6-8). There were four middle schools participating in this study. To determine the total number of middle school teachers needed to participate by school, the researcher obtained the number of middle school teachers at each school. This number was divided by the total number of middle school teachers to determine the percentage of surveys that would be distributed to each teacher in each school in this study. That percentage of surveys was multiplied by the total

number of returned surveys to be delivered to get the number of surveys to send to each middle school. For example in Middle School 1, 74/282 = 26% x 69 = 18 surveys to send to Middle School 1. At Middle School 1, the researcher sampled 18 teachers; Middle School 2—14 teachers; Middle School 3—18 teachers, and Middle School 4—19 teachers (see Appendix C).

High school teachers (grades 9-12). There were three high schools participating in this study. To determine the total number of high school teachers needed to participate by school, the researcher obtained the number of high school teachers at each school. This number was divided by the total number of high school teachers to determine the percentage of surveys that would be distributed to each teacher in each school in this study. That percentage of surveys was multiplied by the total number of returned surveys to be delivered to get the number of surveys to send to each high school. For example in High School 1, 76/274 = 28% x 66 = 18 surveys to send to High School 1. At School 1, the researcher sampled 18 teachers; School 2—18 teachers; and School 3—30 teachers (see Appendix C).

Principals. The sample for principals included all principals in Sinclair County: twelve (12) elementary school principals, four (4) middle school principals, and three (3) high school principals ($N = 19$). Principals were defined as certified full-time administrators of elementary, middle, and high schools. This study did not include school principals and administrators of psycho educational centers, private schools, charter schools, and alternative schools located in the county.

Research Design

The research design is a quantitative study. This design fits the data because it answered the three research questions to determine principals' and teachers' perceptions of work conditions that may provide factual and accurate data regarding current work conditions at their school sites. This quantitative study explores how work conditions in Sinclair County are perceived by principals and teachers. The University of New England (2000) provided examples of descriptive research that yields quantitative data. Descriptive studies reported summary data of domain scores such as means and standard deviations. Survey research typically includes such type of measurement, but may frequently go beyond descriptive statistics to draw conclusions (Association for Educational Communications and Technology, 2001).

For Research Questions 1 and 2, the independent variables were groups (principals and teachers). Descriptive statistics were used to analyze these two research questions. For Research Question 3, the independent variables were age, teaching experience, and type of school. The dependent variables for Research Questions 1, 2, and 3 were domain scores. A factorial analysis of variance (ANOVA) was used to analyze Research Question 3. The instrument that was used to collect data regarding principals' perceptions was the 2008 North Carolina Principal Work Conditions Survey for Principals (Moir, 2008; see Appendix A). The instrument that was used to collect data regarding teachers' perceptions was the 2008 North Carolina Teacher Work Conditions Survey for Teachers (Moir, 2008; see Appendix B). The instruments were the same instrument with the exception of the title *for principals* was added to specify that it was

for principals and several items on the principal survey were changed to fit the principal's profile; however the wording was basically the same. No changes were made on the survey for teachers.

Instrumentation

The first North Carolina Teacher Working Conditions Survey was developed and piloted in 2001 as a paper and pencil test to assess whether or not the state's working conditions standards created by the North Carolina Professional Teaching Standards Commission (NCPTSC) were in place. The survey progressed to an online survey in 2004, questions added and full report issued with analysis. In 2006, substantial increase in response rate with 75,000 respondents, detailed analysis on high priority high schools. The 2008 North Carolina Teacher Work Conditions Survey (Moir, 2008) showed that more than 104,000 school-based licensed educators completed the survey (87%) and all districts had a participation rate of 60% or better. Every traditional public school had a 40% response rate or higher. Nearly 2,000 principals responded to the survey on whether or not they had district support to help create positive teaching conditions.

The North Carolina Professional Teaching Standards Commission pilot project began in 2001. With the support of the State Board of Education, the Commission adopted *working conditions* as a primary focus. The Commission, through research and focus groups, developed 30 working conditions standards for schools in five broad categories (time, facilities and resources, school leadership, personal empowerment, and opportunities for professional development). The standards were validated by focus groups and by more than 500 teachers. The Commission then developed a survey based

on the standards. In the fall of 2001, this survey was administered in a pilot study to 2,300 teachers and administrators in 60 schools throughout the state. The pilot provided important feedback on the working conditions in participating schools.

The Governor's Teacher Working Conditions Initiative was concerned about working conditions for educators and based on preliminary results he expanded the initiative in 2002 to encompass every public school-based educator in the state (Governor Michael Easley's Teacher Working Conditions Initiative, 2003). In May of 2002, in partnership with the Commission, assistance from the North Carolina Association of Educators (NCAE), and support and funding from BellSouth-NC, the Governor mailed out surveys to every licensed public school-based educator in North Carolina. The goals of the survey were to hear *directly* from teachers and administrators about what they identify as areas in need of improvement, understand what school characteristics appear to affect those perceptions, and provide data on working conditions to local school leaders and state policymakers (Governor Michael Easley's Teacher Working Conditions Initiative, 2003).

During spring 2002, Governor Michael F. Easley of North Carolina asked educators to participate in the second statewide Teacher Working Conditions Survey so that he could hear *directly* from teachers and principals as to what they believe are the best ways to improve schools in North Carolina. He expressed concerns about work conditions and how such conditions may be related to reasons why teachers were leaving classrooms in large numbers in the state of North Carolina. He conducted a study to investigate work conditions and teacher retention and attrition. Governor Easley's pilot

study made North Carolina the first state to conduct a study on work conditions and teacher retention and attrition. The results produced 30 work conditions standards for schools in five work conditions including Time Management, Facilities and Resources, Leadership, Personal Empowerment, and Opportunities for Professional Development (Governor Michael Easley's Teacher Working Conditions Initiative, 2003).

In the North Carolina study, educators were asked to respond to each of the statements with a value of "1" through "6" with "6" representing "Strongly agree" and "1" representing "Strongly disagree." All statements are written to indicate a positive description of the school environment (*e.g.,* "The principal is a strong, supportive leader" and "Adequate and appropriate time is provided for professional development"). Therefore, higher scores always indicated a more positive opinion of the school environment. Surveys were completed and returned voluntarily by 42,209 educators from 1,471 schools in 115 of the state's 117 school districts. Seventy-six percent (76%) of the schools had a response rate of 50% or higher (Governor Michael Easley's Teacher Working Conditions Initiative, 2003).

Since the original pilot study in 2001 and the second survey in 2002, there have been four previous analysis using 2002, 2004, 2006, and 2008 survey data (Hirsch, 2005; Hirsch & Emerick, 2007; Hirsch & Church, 2009; Moir, 2008; New Teacher Center, 2010a, 2010b). The researcher selected the 2008 North Carolina Teacher Work Conditions Survey (Moir, 2008) because it contains the five domains of time, facilities and resources, empowerment, and professional development and it is the most recent survey with the five domains**.** These are the same dependent variables as in this study.

The items in the instrument are the same as the current 2008 North Carolina Teacher Work Conditions Survey (Moir, 2008) in Appendix A. The 2010 North Carolina Teacher Work Conditions Survey (New Teacher Center, 2010) was not selected although it is most current survey because additional work conditions have been added that are not the focus of the present study.

The items from the survey in this study were generated from the original pilot 2001 survey and have previously been checked for reliability by North Carolina officials. The original 2001 pilot survey first offered was a 39 question 1-6 Likert scale paper and pencil survey. The electronic version and the scan of it were taken down when North Carolina Governor Michael Easley left office (personal email communication with Dr. Eric Hirsch, February 23, 2011).

Educators in this study were asked to respond to each of the statements with a value of "1" through "5" with "1" representing *Strongly Disagree* and "5" representing *Strongly Agree*. Statements are written to indicate a positive description of the school environment (e.g., "The principal is a strong, supportive leader" and "Adequate and appropriate time is provided for professional development").

Reliability of instruments in the current study: Cronbach's alpha results. Reliability was tested in the current study using Cronbach's alpha test for each domain scores (i.e., Professional Development, Facilities and Resources, Leadership, Empowerment, and Use of Time) to establish and test the reliability and internal consistency of the subscales for consistency in how well each of the participants in this study were in marking those items on the survey. Cronbach's alpha coefficient test

determined the correlation coefficient between participants' responses to a single item and the response to other items in the subset. An alpha coefficient of .70 is considered reliable (Chatterji, 2004; Hopkins, 1998).

The more homogeneous the items in the scale are, the higher the Cronbach's alpha will be. Gross-Portney and Watkins (2000) stated, "A good scale is one that assesses the different aspects of the same attribute; that is, the items are homogenous" (p. 575). Therefore, a "value that gets near 0.90 is considered to be high, and the scale can be considered reliable" (Gross-Portney & Watkins, p. 577). Cronbach's alpha requires a large sample size for measuring each item and determining reliability, which is why for the current study the Cronbach's alpha was determined after all data were collected.

For the Cronbach's Alpha test for Professional Development, there were 362 teachers and eight items in the domain scores. The reliability statistics for Professional Development domain scores was 0.84 for those eight items in the subscale, as shown in Table 2. This meant that teachers in the current study were consistent in how well they were in marking those eight items on the teacher survey.

For the Cronbach's Alpha test for Facilities and Resources, there were 362 teachers and 10 items in the domain scores. The reliability statistics for Facilities and Resources domain scores was 0.80 for those 10 items in the subscale. This meant that teachers in the current study were consistent in how well they were in marking those 10 items on the teacher survey, as depicted in Table 2.

For the Cronbach's Alpha test for Leadership, there were 362 teachers and 19 items in the domain scores. The reliability statistics for Leadership domain scores was

0.92 for those 19 items in the subscale. This meant that teachers in the current study were consistent in how well they were in marking those 19 items on the teacher survey, as displayed in Table 2.

For the Cronbach's Alpha test for Empowerment, there were 362 teachers and 15 items in the domain scores. The reliability statistics for Empowerment domain scores was 0.92 for those 15 items in the subscale. This meant that teachers in the current study were consistent in how well they were in marking those 15 items on the teacher survey, as depicted in Table 2.

For the Cronbach's Alpha test for Use of Time, there were 362 teachers and 10 items in the domain scores. The reliability statistics for Use of Time domain scores was 0.75 for those 10 items in the subscale. This meant that teachers in the current study were consistent in how well they were in marking those 10 items on the teacher survey, as shown in Table 2.

The summary results for Cronbach's alpha tests show all domain scores contain reliability at high levels: Professional Development (0.84); Facilities and Resources ($a = 0.80$); Leadership ($a = 0.92$), Empowerment ($a = 0.92$); and Use of Time ($a = 0.75$). The alphas for survey items in each of the domain scores were sufficient for this quantitative study. This meant that the more homogeneous were the items in the scale, the higher was the Cronbach's alpha. With coefficients ranging from .00 to 1.00, the larger indices indicated a higher degree of reliability. Internal consistency of domain scores was measured and calculated using Cronbach's alpha and mean responses for each scale using

SPSS, version 20.0. Table 2 shows Cronbach's Alpha reliability statistics for all domain

scores.

Table 2

Cronbach's Alpha Reliability Statistics for All Domain Scores

Domain Scores	Number of Survey Items	Cronbach's Alpha
Professional Development	8	0.84
Facilities and Resources	10	0.80
Leadership	19	0.92
Empowerment	15	0.92
Use of Time	10	0.75

Permission to use survey. Dr. Eric Hirsch, Chief Officer of External Affairs gave

permission to use the survey in an email dated February 23, 2011. The researcher

requested and obtained permission to use the survey the 2008 North Carolina Teacher

Work Conditions Survey (Moir, 2008) in this study. The instrument has undergone five

revisions in 2002, 2004, 2006, 2008, and 2010 by the North Carolina Professional

Teaching Commission (personal communication via email with Eric Hirsch, Chief

Officer of External Affairs on February 23, 2011).

Validity for the 2008 North Carolina teacher work conditions survey. In

2008, 104,249 (87%) educators responded to the 2008 North Carolina Teacher Work

Conditions Survey (Moir, 2008), the highest proportion thus far since the initial testing of

the survey in 2002. Every traditional public school and school district in the state of

North Carolina reached the minimum response rate (40%) necessary to have valid data, providing information needed to gauge successes and areas of concerns in their own school community (Hirsch, 2009a). The analysis presented throughout the report are based on the responses to the 2008 North Carolina Teacher Working Conditions (NCTWC) Survey (Moir, 2008), which has been revised from past iterations (2002, 2004 and 2006) with the input from a variety of key stakeholders, policymakers and educators on the North Carolina Professional Teaching Standards Commission, the Governor's Teacher Advisory Council and the State Board appointed Teacher Working Conditions Advisory Board. Analysis of the psychometric soundness of the NCTWC Survey indicate that it is a reliable and valid measure of the presence of teaching conditions in participating schools (Hirsch, 2009a).

Examining the validity of the 2008 North Carolina Teacher Work Conditions Survey (Moir, 2008) addresses questions of whether the instrument is a true measure of what it is attempting to assess; in this case the presence of teacher working conditions.

Content validity. The 2008 North Carolina Teacher Work Conditions Survey (Moir, 2008) is based on past iterations of the survey first developed in North Carolina. In creating the first working conditions survey in 2001, the North Carolina Professional Teaching Standards Commission (NCPTSC) completed a literature review of the role of working conditions on teacher dissatisfaction and which of those conditions contributed to teacher mobility. The work, driven by analysis of state and national survey data from the National Center for Education Statistics' School and Staffing Survey, focused on areas that teachers identified as conditions. Some of these conditions drove their

satisfaction and employment decisions, including administrative support, autonomy in making decisions, school safety, class size, and time.

The NCPTSC created 30 state working conditions standards passed by the North Carolina State Board of Education in five areas: use of time, facilities and resources, leadership, empowerment, and professional development. While the list is by no means exhaustive, those 30 standards served as the foundation for the first survey in North Carolina in 2002 on which the 2004, 2006 and 2008 North Carolina surveys are based. The survey was designed to assess whether or not educators believed that those standards were in place in schools across the state. This is the reason why every educator was assessed making the unit of analysis…the school (Hirsch, 2009b).

In 2004, the survey was expanded from 39 question paper/pencil survey on a 1 to 6 scale to a 72 question online survey with Likert questions re-scaled from 1 to 5. Many of the items were "reality questions", drawn from the National Center for Education Statistics School and Staffing Survey, to see if teachers' reporting of issues such as non-instructional time and professional development received had an impact on their perceptions of whether supportive working conditions were in place (Hirsch, 2009b).

In 2004, a sample of educators was asked to rank on an ordinal scale the relevance and importance of each question on the 2004 instrument. Those questions were then compared to the factor analysis to verify the importance of a set of critical conditions in each area of the survey. The questions rated as most important also had the highest factor loads and most make up the battery of core questions still used in 2006 and 2008 in North Carolina and other states. Correlations were run between the perceptual

and "reality" questions on the survey to better understand teaching conditions. There were statistically significant and meaningful correlations between teachers' perception of time and how much planning time they received and how many hours outside of the school day the worked. In South Carolina, where more than 160 variables were made available to triangulate the data, it was found that teachers were more negative about the availability of resources when a higher proportion of students were taught in portable classrooms (Hirsch, 2005, 2009b).

Through presentations and technical assistance to thousands of educators in North Carolina and across the nation, feedback on the wording of the questions and other areas to assess has been gathered and utilized to improve the survey instrument. The 2008 North Carolina TWC Survey is based on the state's 2004 and 2006 instruments with minor revisions. The same general core constructs have been utilized since 2002, although a section on beginning teacher support only for those teachers in their first three years in the profession was added in 2006 and items for principals only that assess district support were asked in 2008 (Hirsch, 2009b).

Reliability for the 2008 North Carolina teacher work conditions survey.
Reliability tests the consistency of how well test items or questions relate to each other on a measurement (Creswell, 2003, 2009; New Teacher Center, 2008). To test the reliability of survey items, Cronbach's Alpha was performed to determine the internal consistency of the five factors. Findings from the 2008 North Carolina TWC Survey showed that the five domains were reliable with alphas above 0.80. Time was 0.81; facilities and resources had internal consistency of 0.86; the leadership factor had the highest level of

0.93 reliability coefficient; empowerment was 0.84; and professional development had a

reliability coefficient of 0.86 (New Teacher Center, 2008).

Theoretically speaking, alphas may range in value from 0.0 to 1.0 (DeVellis,

2003). However, obtaining either of these extreme values is unlikely. A negative alpha

indicates negative correlations among scale items. DeVellis recommended the following

alpha levels when assessing the internal consistency of a scale: below .60 is unacceptable;

between .60 and .65 is undesirable; between .65 and .70 is minimally acceptable; between

.70 and .80 is respectable; between .80 and .90 is very good; and anything much above

.90 may indicate the scale needs fewer items.

Factor analysis can also be used to assess scale reliability. The primary function

of factor analysis is to determine the number of factors, or *latent variables*, that underlie a

specific concept, or dimension (DeVellis, 2003; Floyd & Widaman, 1995). DeVellis

suggested a factor loading of .65 or higher as strong. Based on Bush's (2009) assessment,

factor loadings above 0.40 were considered acceptable for his study.

The 2008 North Carolina Teacher work conditions survey (Moir, 2008). In

this study, the researcher selected the 2008 North Carolina Teacher Work Conditions

Survey (Moir, 2008) that contains 72-item using a 5-point Likert scale survey in which

participants rated survey questions. Both teachers and principals were administered the

same survey under two different names for principals and teachers (see Appendixes A

and B). Demographic information includes position, gender, age, race/ethnicity, grade

level of school, information for teachers and principals regarding years of experience.

Other demographic information includes highest degree attained, National Board for

Professional Teaching Standards, advanced teaching or leadership certificate, and number of years employed. The term, *educators*, consists of teachers and principals in this study. Survey questions assessed five work conditions domains of time, facilities and resources, leadership, empowerment, and professional development.

As depicted in Table 3, within the 72 survey items, each domain is described by purpose and number of questions. These domains are supported by the factor analysis of the 2008 North Carolina Teacher Work Conditions Survey (Moir, 2008) study. These domains relate to work conditions about educators' role in influencing work conditions.

Procedures

The researcher requested permission from the Institutional Review Board (IRB) at Georgia Southern University and the target school district superintendent to conduct this study. The researcher personally emailed principals and teachers requesting their voluntary participation in this research study. Next, copies of informed consent letters were delivered with the surveys (see Appendix G) to each principal's school.

Procedures for principals. For principals, their names were placed in the "blind" section of email recipients so that other principals did not see the names of the principals who were invited to volunteer. Each letter contained the name of researcher, email address of researcher, purpose of the study, a statement to participate voluntarily in the research study, briefly discuss risks, compensation or benefits, costs, privacy issues, time required, and contact information of researcher and advisor.

Table 3

Domains Assessed by the 2008 North Carolina Teacher Work Conditions Survey (Moir, 2008)

DOMAIN	PURPOSE	QUESTIONS
Use of Time	Examines the principal providing the time available to educators to perform their jobs effectively through planning, teaching, and engaging in professional learning	1-10
Facilities and Resources	Examines the principal providing professional staff's accessibility to adequate space, materials, supplies, and equipment, and the quality and safety of the school environment	11-20
Leadership	Examines teachers' perceptions of the effectiveness, supportiveness, and professionalism of principals as school leaders.	21-39
Empowerment	Examines the principal giving autonomy and leadership roles of professional school staff	40-54
Professional Development	Examines the principal providing educators' opportunities to design and engage in professional learning activities designed to strengthen their knowledge, skills, and understandings	55-72

To ensure that each principal received a copy of the informed consent letter, the researcher personally delivered surveys to each principal in 19 schools. Each principal's packet contained a copy of the informed consent letter (see Appendix C) explaining the purpose of the study, a survey, and a self-addressed envelope for return of survey via

interoffice mail to the researcher. Principals were instructed to place surveys in the self-addressed envelope and return surveys and signed consent letters via interoffice mail to the researcher. The researcher maintained confidentiality of all participants' identities. No identifying marks were placed on surveys or envelopes that revealed the identity of participants. The procedures for principals and teachers were described below.

The following procedures were followed for principals in this study:

1. The researcher obtained a list of all principals at each school. Principals' names were listed alphabetically by last name first.

2. Elementary principals' packets were coded in the following manner: EP-1 through EP-12. Middle school principals' packets were coded: MP-1 through MP-4. High school principals' packets were coded HP-1 through HP-3. For example, EP-1 means elementary school principal 1 who employed at the first school on the list. MP-2 means middle school principal 2 who is employed at the second school on the list. HP-3 means high school principal 3 who is employed at the third school on the list.

3. The researcher placed surveys in participants' mailboxes.

4. Each principal's packet contained the following information: informed consent letter explaining the purpose of the study, a survey, and a self-addressed envelope for ease of returning surveys.

5. Principals were instructed to place surveys and signed consent letters in the envelope and return to the researcher via interoffice mail. After 10 days of data

collection, the researcher placed the reminder letters and another survey in all participants' mailboxes.

6. Data from principals' responses were entered into the SPSS program for analysis.

7. Confidentiality was maintained. All responses were kept in a locked file cabinet and subsequently destroyed once the data are entered into SPSS and the final defense has been completed.

8. Participants were instructed not to place their names on the survey.

Procedures for teachers. The following procedures were followed for teachers in this study:

1. The researcher obtained a list of all teachers in each school. Teachers' names were listed alphabetically by last name first. The researcher used a random number generator through the SPSS program to determine which teachers received surveys at each school. The appropriate number of surveys to give to teachers per school is already shown in Appendix C.

2. Elementary teachers' packets were coded in the following manner: ET-1 through ET-330. Middle school teachers' packets will be coded: MT-1 through MT-138. High school teachers' packets will be coded HT-1 through HT-132.
For example, ET-1 means elementary school teacher 1 who is first on the list. MT-2 means middle school teacher 2 who is second on the list. HT-3 means high school teacher 3 who is third on the list. The researcher asked each principal to announce the study in their faculty meetings. The researcher placed surveys in participants' mailboxes.

3. Each teacher's packet included the following information: informed consent letter explaining the purpose of the study, and a survey.

4. Teachers were instructed to place surveys and signed consent letters in a self-addressed envelope and return to the researcher via interoffice mail. After 10 days of data collection, the researcher placed reminder letters and another survey in participants' mailboxes that had not yet completed the survey.

Data Collection

The researcher collected quantitative data from principals' and teachers' responses using the 2008 North Carolina Teacher Work Conditions Survey (Moir, 2008) that was self-administered by principals and teachers in Sinclair County School System. In addition, a demographic section of the survey was used to collect information about participants such as age, gender, race/ethnicity, type of school (elementary, middle, or high school), and years of administrative or teaching experience. Responses from the survey were collected and entered into the SPSS program, version 20.0 for analysis.

Data Analysis

This section described data analysis used for each research question. Data analysis for Research Question 1 was descriptive statistics. Data analysis for Research Question 2 was descriptive statistics. Data analysis for Research Question 3 was a factorial analysis (ANOVA).

Analysis for research question 1. Research Question 1 asks, What are current principal and teacher perceptions of work conditions in Sinclair County? Research Question 1 was analyzed using descriptive statistics.

Analysis for research question 2. Research Questions 2 asks, Are there differences in work conditions perceptions of principals and teachers in Sinclair County? Research Question 2 was analyzed by conducting descriptive statistics. Research Question 2 could not be answered by conducting a test for significance because the sample size for principals was small and not large enough to do a significance test. Therefore, descriptive statistics of the domains were used to address Research Question 2.

Analysis for research question 3. Research Question 3 asks, Are there any differences in teacher work conditions perceptions when analyzed by demographics such as age, experience, and type of school? Research Question 3 was analyzed using a factorial analysis. For Research Questions 1 and 2, the independent variables were groups (principals and teachers). For Research Question 3, the independent variables were age, teaching experience, and type of school. The dependent variables for Research Questions 1, 2, and 3 were domain scores.

Summary

The researcher explored principals' and teachers' perceptions of work conditions perceptions related to working conditions, specifically time, facilities and resources, leadership, empowerment, and professional development. This study explored the perceptions of 10 elementary school principals, four middle school principals, and two high school principals and 157 elementary, 96 middle, and 109 high school teachers' work conditions and the impact of those factors on working conditions. The 2008 North Carolina Teacher Work Conditions Survey (Moir, 2008) collected data related to the

following research questions: (1) What are current principal and teacher perceptions of work conditions in Sinclair County? (2) Are there differences in work conditions perceptions of principals and teachers in Sinclair County? and (3) Are there any differences in teacher work conditions perceptions when analyzed by demographics such as age, experience, and type of school?

Data from the surveys were analyzed to determine how principals and teachers perceive their work conditions in Sinclair County (Research Question 1), and to determine if there are differences in work conditions perceptions of principals and teachers in Sinclair County (Research Question 2), and determine if any differences in teacher work conditions exist in perceptions when analyzed by age, teaching experience, and type of school (Research Question 3).

Chapter Three presented the sample population, research design, instrumentation, procedures, data collection, and data analysis. Chapter Four presents the findings of the study based on the analysis of three research questions.

CHAPTER IV

REPORT OF DATA AND DATA ANALYSIS

Introduction

Chapter 4 describes the results for Research Questions 1, 2, and 3 based upon the data analysis that focused on variables related to perceptions of principals' and teachers' work conditions. An introduction is followed by the return rate of surveys from principals and teachers in this study. Participants are described in detail. Next, the findings are presented in three parts. The first part is analysis of Research Question 1 (principals' and teachers' work conditions profiles by domain) using descriptive statistics. The second part of this chapter is an analysis of Research Question 2 (i.e., comparisons of domain scores of principals and teachers), analyzed by descriptive statistics. Finally, an analysis of Research Question 3 includes differences in teacher work conditions perceptions when analyzed domains by age, teaching experience, and type of school (i.e., elementary school, middle school, and high school), using analysis of variance (ANOVA). A summary of major findings concludes this chapter.

Return Rate of Surveys for Principals

Table 4 depicts the actual return rate of surveys for principals that were completed and returned in this study. Overall, sixteen (84%) of the 19 principals completed and returned surveys in this study. Of the 12 elementary principals, 10 (83%) completed and returned surveys. For elementary schools, 10 out of 12 schools had an 83% return rate of surveys. Four out of four (100%) middle school principals completed and returned surveys. For middle schools, 4 out of 4 schools had a 100% return rate of surveys. Of the

three high school principals, two (66%) high school principals completed and returned

surveys. For high schools, 2 out of 3 schools had a 66% return rate of surveys, as

displayed in Table 4. Therefore, the overall survey school returns rates for principals

exceeded expected return rate of 50%.

Table 4

Return Rate of Surveys for Principals

Principals	Number Sent Out	Number Completed and Returned	Total Percent Completed and Returned
Elementary School Principals	12	10	83%
Middle School Principals	4	4	100%
High School Principals	3	2	66%
Total	19	16	84%

Return Rate of Surveys for Teachers

Overall, high school teachers returned surveys at the highest rate (83%) followed

by middle school teachers (53%) and then elementary school teachers (48%). Of the 330

surveys delivered to elementary school teachers, 157 (48%) were completed and

returned. For elementary schools, 11 out of 12 schools had an overall 91.6% return rate of

surveys. Of the 138 surveys delivered to middle school teachers, 96 (70%) were

completed and returned. For middle schools, 4 out of 4 schools had an overall 100%

return rate of surveys. Of the 132 surveys delivered to high school teachers, 109 (83%)

were completed and returned. For high schools, 3 out of 3 schools had an overall 100%

return rate of surveys. Of the 600 surveys delivered to elementary, middle, and high school teachers, with 362 returned for an overall survey return rate of 60% percent. Therefore, the overall survey school returns rates for teachers exceeded expected return rate of 50%. Table 5 displays the actual number and percentage of teacher surveys that were completed and returned in this study with no missing information.

Table 5

Return Rate of Surveys for Teachers

Type of School	Number Sent Out	Number Completed and Returned	Percent Completed and Returned
Elementary Schools			
School 1	24	1/24	<1%
School 2	30	10/30	33%
School 3	30	9/30	30%
School 4	20	0/20	0%
School 5	30	11/30	37%
School 6	20	17/20	85%
School 7	26	19/26	73%
School 8	30	23/30	77%
School 9	24	21/24	88%
School 10	30	17/30	57%
School 11	26	18/26	69%
School 12	40	11/40	28%
TOTAL	330	157/330	48%
Middle Schools			
School 13	36	24/36	66%
School 14	28	6/28	21%
School 15	36	35/36	97%
School 16	38	31/38	82%
TOTAL	138	96/138	70%
High Schools			
School 17	36	30/36	83%
School 18	36	29/36	80%
School 19	60	50/60	83%
TOTAL	132	109/132	83%

Participants

This section is a summary of the descriptive and demographic data of the participants (16 principals and 362 teachers) who took part in the study. The median age

of the principals was 50-59 years. The median age of teachers was 30-39 years. The

females in the study represented 72 percent of the total study population. The males in the

study represented 28 percent of the total study population. Participants responded to a

principal survey or a teacher survey. Participants were given the option of providing

additional comments at the end of the survey.

General Demographic Information for Principals

The results of participants' responses to general demographic information were

included in this section. The demographic variables for principals were gender, age,

race/ethnicity, years at current school, total years as a principal, highest degree attained,

years as administrator, administrator in Georgia, and years employed at the current

school.

Principal data for this study were obtained from a sample of certified, full-time

administrators serving students in Grades K-12 in a single school district. Sixteen (84%)

principals out of 19 principals participated in this study. Approximately 2/3 (63%) of the

participants were females principals and male principals comprised approximately 1/3

(37%) the total population of principals in this study. An equal percentage of participants

had Educational Specialist and Doctoral degrees. The median age of principals in this

study was 50-59 years old. More elementary principals (63%) were represented in this

study than middle and high school principals. As administrators, 69% had 7-10 years of

experience and more than half (56%) had 7-9 years as an administrator in the State of

Georgia. Seven principals (44%) had been employed from 1 to 3 years at their present

school. This data reflect the entire population of the study. Table 6 depicts principals'

demographic data.

Table 6

Demographic Data for Principals (n = 16)

Variable	N	Percent
Gender		
Male	6	37%
Female	10	63%
Age		
30-39 years	4	25%
40-49 years	7	44%
50-59 years	4	25%
Over 60 years	1	6%
Race/ethnicity		
Black/African American	6	37%
White/Caucasian	10	63%
Grade level of school		
Elementary	10	63%
Middle (6-8)	4	25%
High (9-12)	2	12%
Years at Current School		
1-3 years	8	50%
4-7 years	6	37%
8-11 years	1	7%
More than 11 years	1	6%
Total Years as Principal		
1-5 years	7	44%
6-10 years	4	25%
11-15 years	4	25%
More than 15 years	1	6%
Highest Degree Attained		
Educational Specialist	8	50%
Doctorate	8	50%
Years as Administrator		
7-10 years	11	69%
11-15 years	2	13%
16-20 years	2	12%
More than 26 years	1	6%
Administrator in Georgia		
7-9 years	9	57%
10-12 years	3	19%
13-15 years	1	6%
16-18 years	2	12%
More than 18 years	1	6%
Years Employed @ Current School		
1-3 years	7	44%
4-6 years	3	19%
7-9 years	4	25%
10-12 years	1	6%
More than 18 years	1	6%

General Demographic Information for Teachers

Teacher data for this study were obtained from a sample of regular education classroom teachers, working with students in grades kindergarten through 12, serving a single school district. There were 157 of 330 (48%) elementary school teachers, 96 of 138 (70%) middle school teachers, and 109 of 132 (83%) high school teachers for a total of 362 of 600 (60%) who participated in this study. Demographic information for teachers included gender, age, race/ethnicity, grade level taught, years at current school, and total years as a teacher.

More females (81%) returned surveys than males (19%), as depicted in Table 6. One hundred and thirty-two (37%) participants were 30-39 years old. Two hundred and fifty-six (71%) participants were White/Caucasian. Eighty-nine (25%) participants were Black/African American. Eleven (3%) participants were Asians and Other Race. Six (2%) participants were Hispanic and American Indian. Participants included 354 (97%) teachers who taught Grades K-12; while nine (3%) teachers taught special education, music, technology, and physical education. Seventy-eight (22%) teachers had 1-5 years of teaching experience; while 93 (26%) had 6-10 years of teaching experience. Ninety-five (26%) had 11-15 years of teaching experience. Ninety-six teachers had over 15 years of teaching experience. This data reflect the entire population of the study. Table 7 presents demographic data for teachers.

Table 7

Demographic Data for Teachers (n = 362)

Variable	N	Percent
Gender		
Male	68	19%
Female	294	81%
Age		
Under 30 years	54	15%
30-39 years	132	37%
40-49 years	102	28%
50-59 years	58	16%
Over 60 years	16	4%
Race/ethnicity		
Black/African American	89	25%
White/Caucasian	256	71%
Hispanic	3	< 1%
American Indian	3	< 1%
Other race/ethnicity	7	2%
Asian	4	1%
Grade level taught		
Elementary(K-5)	148	41%
Middle (6-8)	96	26%
High (9-12)	109	30%
Other (9-12)	9	3%
Years at current school		
1-3 years	88	24%
4-7 years	149	41%
8-11 years	66	18%
More than 11 years	59	17%
Total years as a teacher		
1-5 years	78	22%
6-10 years	93	26%
11-15 years	95	25%
More than 15 years	96	27%

Analysis of Research Question One

Research Question 1 asked, what are current principal and teacher perceptions of work conditions in Sinclair County? Research Question 1 was presented in two sections. This first section, *Domains and Total Means for Principals* is for principals. The second section describes *Domains and Total Means for Teachers*. Research Question 1 was

analyzed using descriptive statistics of means and standard deviations and descriptive

statistics using frequencies and percents to examine scores for principals' and teachers'

work conditions by domain scores from the surveys. As displayed in Table 7, *Domains*

and Total Means for Principals are represented by rankings from highest to the lowest of

the five domains: Professional Development, Facilities and Resources, Leadership, Use

of Time, and Empowerment.

The survey questions required participants to express agreement, neither agree nor

disagree, or disagreement for survey items. The scores for principals' work conditions

and teachers' work conditions were analyzed by domain. Each domain was set up as a 5-

point Likert scale of 5 = *Strongly agree*, 4 = *Somewhat agree*, 3 = *Neither agree or*

disagree, 2 = *Somewhat disagree*, and 1 = *Strongly disagree*.

The value system of the 5-point Likert scale from the survey reflects the extent of

the presence of best practices in principals' and teachers' schools. The meaning of the

numbers represented in the Likert scale is reserved in this study for statements of practice

at their school that reflect best practices. A high mean of 5 indicates principals and

teachers *strongly agreed* on this domain and that these practices occurred in their schools.

A mean of 4 to 4.5 and above indicates that principals and teachers *strongly agreed* that

these practices were highly present in their schools. A mean of 3.5 and above indicates

that principals and teachers *somewhat agreed* that these practices were somewhat present

in their schools. A mean of 3 indicates that teachers *neither agreed nor disagreed* that

these practices were present in their schools. A low mean of 2 to 2.5 and above means

that teachers *somewhat disagreed* that these practices were not present in their schools. A

mean of 1 to 1.5 and above indicates that principals and teachers *strongly disagreed* that these practices were not present in their schools.

Principals' work conditions by domains. The scores for principals' work conditions were first analyzed by domains. What these numbers mean and their implications for practice are discussed in Chapter 5. Principals' work conditions by domains indicated the Professional Development domain as the *highest* (M = 4.55) response to work conditions. The Empowerment domain was the *lowest* (M = 3.89) response to work conditions implementation for principals. Table 8 presents domains and total means for principals.

Table 8

Domains and Total Means for Principals

Domain	Mean
Professional Development	4.55
Facilities and Resources	4.50
Leadership	4.17
Use of Time	4.07
Empowerment	3.89

The mean of Professional Development only included the 8 items with ratings 1-5. The means of eight Likert-type variables were quantitatively calculated, as depicted in Table 9 (i.e., enhance teacher knowledge/skills, learn from one another, planning with colleagues during the day, professional development activities, based on state or national standards, local school district activities, quality professional development, and good

place to work and learn). Table 9 depicts the *Means of Work Conditions by Domains for Principals.*

Each domain is described below in the order from highest to lowest rating, as depicted in Table 9. Each analysis of each domain addresses specific questions. The domains in order from the highest to lowest for principals are Professional Development, Facilities and Resources, Leadership, Use of Time, and Empowerment. What these numbers mean and their implications for practice are discussed in Chapter 5.

Professional development domain. The Professional Development domain had the highest ranking among all domains, as depicted in Table 9. For the Professional Development domain, all of the principals (100% or 16 of 16 principals) strongly agreed on all variables in this domain. The following are details by question. For principals, the specific questions in the Professional Development domain that were rated higher than other variables were 'Teachers in my school have time to plan with their colleagues during the school day' (M = 4.81, SD = 0.40), 'Overall, my school is a good place to work and learn' (M = 4.81, SD = 0.40). Further analysis of these interpretations is in Chapter 5.

All principals perceived these practices to be highly present in their schools included enhancing teacher knowledge and skills, learning from one another, and availability of sufficient professional development activities. Other practices that all principals perceived were highly present in their schools were professional development activities based on state or national standards, local school district professional

development activities, a sustained effort to provide quality professional development, and school is a good place to work and learn.

Facilities and resources domain. The Facilities and Resources domain had the second highest ranking among all domains, as depicted in Table 9. For the Facilities and Resources domain, 90.0% of the principals in this study perceived these practices as highly present in their schools. The explanation was principals perceived that providing adequate space for teachers to work so they would have sufficient access to technology, Internet, and email for reliable communication purposes. Principals perceived that they ensured adequate instructional supplies and materials were provided for teachers and students, provided a clean and safe environment with sustained efforts so teachers could perform their best teaching.

The following are details by question, as depicted in Table 9. Overall, the first finding for Facilities and Resources shows principals perceived these practices to be highly present in their schools and strongly agreed on 9 of 10 (90.0%) questions (i.e., space to work, sufficient access, reliable communication instructional supplies, instructional technology, clean and safe environment, sustained effort, and good job teaching) of the Facilities and Resources domain. These findings are discussed in Chapter 5.

The three highest responses to questions selected by principals in the Facilities and Resources domain were 'Teachers and staff work in a school environment that is clean and well maintained' (M = 4.87, SD = 0.37), 'Teachers and staff work in a school environment that is safe' (M = 4.87, SD = 0.37), and 'The school leadership makes a

sustained effort to address teacher concerns about school facilities and resources' (M = 4.87, SD = 0.37). What these numbers mean and their implication for practice are discussed in Chapter 5.

The one specific question receiving the lowest responses under this domain was educational support personnel (9.1%) 'Teachers have access to a broad range of educational support personnel, including tutors, family specialists, mental health professionals, nurses, psychologists, and social workers' (M = 3.56, SD = 1.20). The explanation for this low rating of the question regarding educational support personnel may have been because all personnel were not present at their schools; perhaps some but not all were present. Educational support personnel (ESPs) serve a variety of positions in public schools. Although ESPs consist of more than 40 percent of all public school employees, their role in supporting students and teachers often is unnoticed (National Education Association, 2011).

Leadership domain. The Leadership domain was ranked third among all domains, as depicted in Table 9. A third place ranking does not mean a low rating, as all the rankings were at 4 or above level, which means that the practices were highly present in their schools. Overall for the Leadership domain, 89.4% of principals perceived these practices to be present in their schools. They agreed that school leadership was highly present in their schools. Working conditions practices that were perceived to be highly present included promoting student learning followed by providing teachers with adequate time during the work day to collaborate. Principals agreed that their role as

school administrator was to provide adequate time for teachers to collaborate during the work day as highly present in their schools.

For principals, the highest responses for three specific questions in the Leadership domain were 'Teachers are held to high professional standards for delivering instruction' (M = 4.75, SD = 0.44), 'Teacher performance evaluations are handled in a reasonable and appropriate manner' (M = 4.75, SD = 0.44), and 'The procedures for teacher performance evaluation are consistent' (M = 4.75, SD = 0.44). The specific question receiving the lowest response under the Leadership domain was 'Members of the school improvement team are elected by teachers' (M = 2.25, SD = 1.48). At the end of the survey, participants were asked, "Any additional information regarding work conditions at your school?" There were three comments by principals. One principal added a comment to Question #19 "Members of the school improvement team are elected by teachers." In response to this question, the principal responded, "Going forward, the school improvement team will be elected by teachers and the principal. They were selected by administration since this is a new school and we needed to meet in the summer to make decisions."

Some principals had concerns regarding what they could do better and how they can provide a vision to parents and staff. One principal responded specifically to Question #24 and said, "The principal communicates his or her expectations to students, parents, faculty and staff." In addition, this principal responded "I could do better with parents." Another principal addressed his/her concerns with Question #35, "Which position best describes the person who is most responsible for providing instructional

leadership for your work?" This principal responded, "As principal, I provide the vision and big picture. I have much help from the assistant principal and instructional coach overseeing and assisting in the implementation of that vision."

In the Leadership domain, 17 of 19 (89.4%) questions showed principals strongly agreed and agreed that these practices were highly present in their schools. Only 2 of 19 (10.6%) questions showed principals disagreed with the leadership team being elected by teachers and who is ultimately responsible for leadership. This low ranking indicated that this practice was not highly present in their schools. What these numbers mean and their implication for practice are discussed in Chapter 5.

Use of time domain. The Use of Time domain was ranked next to the last among all domains for principals, as depicted in Table 9. However, the mean of 4.07 indicates that principals perceived the work conditions as present in their schools. The ranking does not mean a lack of such work conditions. For the Use of Time domain, 62.5% of principals strongly agreed on the majority of variables in this domain regarding protecting teachers' time from duties that interfere, providing adequate time to collaborate with colleagues to reduce routine, and handling teacher concerns about their use of time in school.

For the Use of Time domain, principals neither agreed nor disagreed regarding class size, student load, and being assigned a mentor. The explanation that principals neither agreed nor disagreed on these variables might have been class size and student load come under the auspices of the Georgia State Department of Education, with no control by the principal. Providing mentors for new teachers may have been of least

importance because principals may not provide new teachers time to gradually learn

their profession since they perform similar duties as experienced teachers such as

advising student groups or coach extracurricular activities, serving on committees, and

attending professional development sessions after school.

Overall, principals strongly agreed on 5 of the 8 (62.5%; i.e., duties interfere,

collaborate, adequate time, reduce routine, teacher concerns about use of time in school)

in the Use of Time. Although principals may have indicated that these work conditions

were highly present in their schools, they strongly agreed on these questions. They may

have done so because they protected teachers from activities that interfered with

performing their jobs, provided adequate time for collaboration to reduce daily routine,

and addressed concerns regarding how effectively teachers used their time (Ware &

Kitsantas, 2007; Watkins, 2005). However, 3 of 8 (37.5%) variables show principals in

this study neither agreed nor disagreed (i.e., class size, student load, and mentor). The

reasons for such responses are discussed in Chapter 5.

For principals (n = 16), the specific questions in Use of Time domain that were

rated higher than other variables were 'Teachers have time to collaborate productively

with their colleagues' (M = 4.68, SD = 0.47) and 'Adequate and appropriate time is

provided for professional development yearly' (M = 4.75, SD = 0.57). The specific

question receiving the lowest response under this domain was 'Teachers have reasonable

student loads affording them time to meet the educational needs of all students' (M =

3.12, SD = 1.25), as depicted in Table 9. What these numbers mean and their implication

for practice are discussed in Chapter 5.

In the Professional Development domain, principals rated it as number one of the five domains. Only eight items from the survey for principals were considered Likert-type scale items. This meant that principals rated those items on a scale from a high 5 = *strongly agree* to low 1 = *strongly disagree*. Other non-Likert items under Professional Development domain were deleted from this study. On the same survey, Facilities and Resources domain contained 10 Likert-type questions using the same scale as the remaining domains in this study. In the Leadership domain, there were 19 questions from the survey for principals. Principals rated the Leadership domain as third on the survey. The Use of Time domain was rated next to the last for principals with eight questions from the principal survey. Finally, the Empowerment domain for principals was rated last of the domains, with 15 questions from the principal survey. Table 9 shows the means of work conditions by domains for principals.

Table 9

Means of Work Conditions by Domains for Principals (n = 16)

Domains	Mean	Standard Deviation
Professional Development		
Enhance teacher knowledge/skills	4.43	0.72
Learn from one another	4.62	0.61
Planning with colleagues during day	4.81	0.40
Professional development activities	4.43	0.72
Based on state or national standards	4.43	0.51
Local school district activities	4.56	0.62
Quality professional development	4.31	1.01
Good place to work and learn	4.81	0.40
MEAN	4.55	
Facilities & Resources		
Space to work	4.37	0.80
Sufficient access	4.50	0.81
Reliable communication	4.56	0.51

Instructional supplies	4.31	0.79
Educational support	3.56	1.20
Instructional technology	4.50	1.03
Clean environment	4.87	0.34
Safe environment	4.87	0.34
Sustained effort	4.87	0.34
Good job teaching	4.62	0.50
MEAN	4.50	
Leadership		
Team elected by teachers	2.25	1.48
Effective team	4.06	0.85
Support available	4.50	0.63
Shared vision	4.25	0.85
Communicate policies	4.37	0.71
Communicate expectations	4.56	0.62
Address teacher concerns	4.43	0.72
Shield teachers	4.62	0.50
Consistent support provided	4.62	0.71
High professional standards	4.75	0.44
Performance evaluations	4.75	0.44
Teacher performance	4.75	0.44
Receive feedback	4.50	0.63
Staff recognized	4.12	0.88
Effective mentors	4.12	0.88
Opportunities to advance	4.06	1.12
Responsible for leadership	2.87	1.45
Concerns about leadership	4.31	0.79
Effective school leader	4.50	0.63
MEAN	4.17	
Use of Time		
Class size	3.18	1.37
Student load	3.12	1.25
Duties interfere	4.12	1.02
Mentor	3.93	0.99
Collaborate	4.68	0.47
Adequate time	4.75	0.57
Reduce routine	4.25	0.77
Teacher concerns about use of time	4.56	0.51
MEAN	4.07	
Empowerment		
Decision making	3.87	0.80
Educational experts	4.25	0.77
Sound professional decisions	4.56	0.72
Risk-taking by teachers	4.12	0.71
Trust and mutual respect	4.37	0.71
Comfortable raising issues	4.18	0.75

Work together	4.31	0.87
Establish/implement discipline	3.93	0.77
Principal enforces rules for conduct	4.25	0.77
Teacher enforces rules for conduct	3.81	0.91
Content of professional development	3.31	1.13
Hiring new teachers	2.75	1.57
School budget is spent	3.12	1.40
Parents express concerns	3.81	1.16
Empower teachers and parents	3.81	0.54
MEAN	3.89	

Empowerment domain. The Empowerment domain was last among all domains, as depicted previously in Table 9. For the Empowerment domain, nearly half (46.6%) of principals strongly agreed that these practices were highly present in their schools. Next, another nearly half (46.6%) agreed on the questions that these practices were present (but not highly present) in their schools. Principals perceived that the following variables occurred in their schools: involved teachers in decision making, considered teachers to be educational experts who are risk takers, and regarded them with mutual trust and respect. Principals in this study reported teachers felt comfortable raising issues of concern, worked well together, and the principal was usually the one who enforced rules for student conduct. For the Empowerment domain, principals also agreed discipline was established and implemented, teachers enforced rules for student conduct, professional development was meaningful, parents expressed concerns, and teachers and parents were empowered.

Overall, about half of the principals strongly agreed on 7 of 15 (46.6%) questions under the Empowerment domain, with means ranging from 4.12 to 4.56, which meant that they perceived the practices as present in their schools, as depicted previously in Table 9. The mean of 3.89 indicates that principals perceived the work conditions as

present (but not highly present) in their schools. The ranking does not mean a lack of such work conditions. These data can be interpreted as meaning that principals perceived the practices as present in their schools that they involve teachers in decision making, consider them to be educational experts who are risk takers, and regard them with mutual trust and respect. Principals in the current study reported teachers feel comfortable raising issues of concern, work together well, and the principal is usually the person who enforces rules for student conduct (Georgia Teacher Retention Study, 2006).

In addition, principals perceived the practices as present (but not highly present) in their schools when they agreed on 7 of 15 (46.6%) questions, with questions means ranging from 3.12 to 3.93, as depicted previously in Table 9. Principals agreed that they established and implemented discipline, teachers also enforced clear and consistent discipline policies for student conduct, the content of professional development was meaningful, parents expressed concerns, and the principal empowered teachers and parents.

Principals neither agreed nor disagreed and disagreed on 2 of 15 (1.33%) remaining Empowerment variables. The lowest level of neither agree nor disagree was 'school budget is spent', with a mean of 3.12. This means that principals neither agreed nor disagreed regarding how the school budget is spent in this study. The lowest level of disagreement was 'hiring new teachers', with a mean of 2.75 (Scafidi et al., 2007), which means principals disagreed with this question if these practices were present in their schools. Further analyses of these interpretations are in Chapter 5.

Table 9 shows the highest item rated by principals was 'Teachers are trusted to make sound professional decisions about instruction and student progress' (M = 4.56, SD = 0.72). The specific question receiving the lowest response under this domain was 'Teachers have a role in the hiring of new teachers at this school' (M = 2.75, SD = 1.57). What these numbers mean and their implications for practice are discussed in Chapter 5.

Summary of Principals' Work Conditions by Domains

The scores for principals' work conditions were analyzed by domains. The findings for principals' work conditions by domains indicated principals' highest responses to work conditions related to Professional Development that was ranked first, followed by Facilities and Resources, Leadership, Use of Time, and Empowerment domains. Principals' work conditions by domains indicated the Empowerment domain as the lowest response to work conditions. For Research Question 1, principals' ratings for Professional Development were the highest of domain scores and Empowerment was the lowest of domain scores from responses on the principal survey. Next, teachers' work conditions by domains are presented and discussed.

Teachers' Work Conditions by Domains

The scores for teachers' work conditions were first analyzed by domains. What these numbers mean and their implications for practice are discussed in Chapter 5. Teachers' work conditions by domains indicated the Professional Development domain as the *highest* (M = 3.94) response to work conditions. The Use of Time domain was the *lowest* (M = 3.01) response to work conditions implementation for teachers. Table 9 presents domains and total means for teachers.

These data mean that teachers perceived those work conditions in the area of Professional Development domain as present (but not highly) in their schools. The findings indicated that all teachers agreed (but not strongly) that enhancing teacher knowledge and skills, learning from one another, planning with colleagues during the day, professional development activities, state or national standards, local school district activities, quality professional development, and school is a good place to work and learn occurred in their schools in this study. Further analyses of these findings are in Chapter 5. Teachers' work conditions by domains indicated the Professional Development domain as the highest response to work conditions. A mean of 4 to 4.5 and above indicates that teachers strongly agreed that these practices were present in their schools. The Use of Time domain was the lowest (M = 3.01) response to work conditions for teachers. The interpretation for this finding did not mean that teachers disagreed; it means that teachers' average mean score was lower than other domains in this study. A mean of 3.5 and above indicates that teachers somewhat agreed that these practices were present in their schools.

In the Professional Development domain, teachers rated it as number one of the five domains. Only eight items from the survey for teachers were considered Likert-type scale items. This meant teachers rated those items on a scale from a high 5 = *strongly agree* to low 1 = *strongly disagree*. Other non-Likert items under Professional Development domain were not part of this study. On the same survey, Facilities and Resources domain contained 10 Likert-type questions using the same scale as the remaining domains in this study. In the Leadership domain, there were 19 questions from the survey for teachers. Teachers rated the Leadership domain as third on the survey. The

Empowerment domain was rated next to the last for teachers with eight questions from the teacher survey. Finally, the Use of Time domain for teachers was rated last of the domains, with 15 questions from the teacher survey. Table 10 presents domains and total means for teachers.

Table 10

Domains and Total Means for Teachers

Domain	Mean
Professional Development	3.94
Facilities and Resources	3.78
Leadership	3.71
Empowerment	3.29
Use of Time	3.01

The mean of Professional Development only included the 8 items with ratings 1-5. Each domain is described below in the order from highest to lowest rating. Each analysis of each domain addresses specific questions. The domains in order from the highest to lowest are Professional Development, Facilities and Resources, Leadership, Empowerment, and Use of Time. What these numbers mean and their implication for practice are discussed in Chapter 5.

Professional development domain. The Professional Development domain had the highest ranking among all domains. What these numbers mean and their implication for practice are discussed in Chapter 5. For the Professional Development domain, an equal percentage of teachers strongly agreed (50.0%) and agreed (50.0%) that

professional development was highly present at their school than the other four domains in this study. An equal number of teachers *agreed* that enhancing teacher knowledge and skills, learning from one another, planning with colleagues during the day, and professional development activities were present at their schools.

For the Professional Development domain, 4 of 8 (50%) teachers strongly agreed on half of the variables in this domain. Another half 4 of 8 (50.0%) of the teachers agreed that specific practices were highly present in their schools. The following are details by question. For teachers, the specific question in the Professional Development domain that was rated higher than other variables was 'Overall, my school is a good place to work and learn' (M = 4.19, SD = 0.93). The specific question receiving the lowest response under the Professional Development domain was 'Teachers in my school have time to plan with their colleagues during the school day' (M = 3.65, SD = 1.20), as depicted in Table 11. These data can be interpreted as meaning that teachers perceived work conditions in the area of professional development as highly present to somewhat present in their schools. Further analyses of these interpretations are in Chapter 5.

Facilities and resources domain. The Facilities and Resources domain had the second highest ranking among all domains. The following are details by question. For the Facilities and Resources domain, 70% if the teachers strongly agreed that these practices were highly present in their schools. The explanation was teachers were provided adequate space in which to work. In addition, teachers perceived that they had a clean and safe environment in which to work and students to learn was highly present in their schools. Teachers further perceived that the following practices were highly present in

their schools. Teachers were provided sufficient access to technology, Internet, and email

for reliable communication purposes, instructional supplies were provided, sustained

effort, and they had performed a good job teaching. Teachers neither agreed nor

disagreed if these practices were present in their schools. Table 11 depicts the means of

work conditions by domains for teachers.

Table 11

Means of Work Conditions by Domains for Teachers (n = 362)

Domains	Mean	Standard Deviation
Professional Development		
Enhance teacher knowledge/skills	3.87	0.99
Learn from one another	3.91	0.97
Planning with colleagues during day	3.65	1.20
Professional development activities	3.76	1.07
Based on state or national standards	4.13	0.91
Local school district activities	4.00	0.97
Quality professional development	4.08	0.95
Good place to work and learn	4.19	0.93
MEAN	3.94	
Facilities & Resources		
Space to work	4.17	1.83
Sufficient access	3.27	1.43
Reliable communication	3.75	1.30
Instructional supplies	3.37	1.20
Educational support	3.08	1.21
Instructional technology	3.72	1.26
Clean environment	4.31	0.92
Safe environment	4.25	0.94
Sustained effort	3.99	0.99
Good job teaching	3.98	0.95
MEAN	3.78	
Leadership		
Team elected by teachers	2.38	1.30
Effective team	3.20	1.17
Support available	3.65	1.08
Shared vision	3.73	1.14
Communicate policies	3.99	0.99

Communicate expectations	4.20	0.95
Address teacher concerns	3.80	1.12
Shield teachers	3.66	1.22
Consistent support provided	4.18	1.10
High professional standards	4.37	0.86
Performance evaluations	4.34	0.87
Teacher performance	4.25	0.98
Receive feedback	4.05	1.06
Staff recognized	3.85	1.17
Effective mentors	3.44	1.21
Opportunities to advance	3.29	1.22
Responsible for leadership	2.75	1.58
Concerns about leadership	3.31	1.18
Effective school leader	4.05	1.11
MEAN	3.71	
Empowerment		
Decision making	3.14	1.21
Educational experts	3.44	1.21
Sound professional decisions	3.68	1.17
Risk-taking by teachers	3.21	1.13
Trust and mutual respect	3.51	1.24
Comfortable raising issues	3.38	1.26
Work together	4.11	0.88
Establish/implement discipline	3.24	1.28
Principal enforces rules for conduct	3.27	1.34
Teacher enforces rules for conduct	3.40	1.27
Content of professional development	2.96	1.27
Hiring new teachers	2.51	1.35
School budget is spent	2.33	1.40
Parents express concerns	3.75	1.00
Empower teachers and parents	3.45	1.13
MEAN	3.29	
Use of Time		
Class size	2.79	1.33
Student load	2.64	1.22
Duties interfere	2.69	1.27
Mentor	2.92	1.25
Collaborate	3.46	1.20
Adequate time	3.84	1.07
Planning time during normal day	2.56	0.82
Coaching, field trips, club sponsorships	2.43	1.40
Preparation, grade papers, parent conferences	3.61	1.07
Reduce routine	3.07	1.27
Teacher concerns about use of time in school	3.18	1.21
MEAN	3.01	

schools and included receiving educational support from school personnel such as tutors,

family specialists, mental health professionals, nurses, psychologists, and social workers.

Overall, the first finding for Facilities and Resources shows teachers strongly agreed on 3 of 10 (30.0%) for responses selected by teachers in the Facilities and Resources domain, which meant these practices were highly present in their schools. The three highest responses were 'Teachers and staff work in a school environment that is clean and well maintained' (M = 4.31, SD = 0.92), 'Teachers and staff work in a school environment that is safe' (M = 4.25, SD 0.94), and 'Teachers have adequate professional space to work productively'. The specific question receiving the lowest response under this domain was 'Teachers have sufficient access to office equipment such as copy machines' (M = 3.27, SD = 1.43), as depicted previously in Table 11.

The second finding was teachers agreed (but not strongly) on 7 of 10 (70.0%) for responses selected by teachers in this domain, which meant these practices were present (but not highly present) in their schools. Teachers somewhat agreed that they were provided sufficient access to technology, Internet, and email for reliable communication purposes, instructional supplies were provided, sustained effort, and they had performed a good job teaching. Teachers neither agreed nor disagreed on receiving educational support from school personnel including tutors, family specialists, mental health professionals, nurses, psychologists, and social workers, as depicted previously in Table 11. What these numbers mean and their implications for practice are discussed in Chapter 5.

Leadership domain. The Leadership domain was ranked third among all domains. Over half (52.7%) of the teachers perceived that these practices were present in their schools and agreed on the majority of questions for the Leadership domain.

Teachers perceived that they had an effective team with support available and they agreed with the shared vision for the school. Teachers perceived that these practices were present in their schools and agreed that the principal communicated policies, addressed their concerns, and shielded them from undue classroom interruptions during the school day and they were recognized publicly for their good work. They also perceived that this practice was present in their schools opportunities were available that allowed them to advance; however, they expressed concerns about leadership, as depicted previously in Table 11.

For teachers, the highest response in the Leadership domain was 'Teachers are held to high professional standards for delivering instruction' (M = 4.37, SD 0.86). The specific question receiving the lowest response for this domain was 'Members of the school improvement team are elected by teachers' (M = 2.38, SD = 1.38), as presented earlier in this section. What these numbers mean and their implications for practice are discussed in Chapter 5.

Empowerment domain. The Empowerment domain was next to last among all domains. A small percentage (<1%) of teachers in this study perceived these practices were highly present in their schools and *strongly agreed* that teachers worked together well in the Empowerment domain. In addition, 73.3% of teachers perceived these practices were present in their schools and agreed on the majority of questions showing that they were involved in decision making, educational experts, make sound professional decisions, and perform risk-taking. Teachers also perceived these practices were highly present in their schools and agreed there is trust and mutual respect and they feel

comfortable raising issues. The explanation for teachers in the Empowerment domain showed less than one fourth (20.0%) of teachers disagreed regarding input into the school budget.

The highest response to teachers' work conditions related to the Empowerment domain was 'Teachers work together to improve teaching and learning' (M = 4.11, SD = 0.88). The specific question receiving the lowest response in this domain was 'Teachers have a role in deciding how the school budget will be spent' (M = 2.33, SD = 1.40), as depicted previously in Table 11. What these numbers mean and their implication for practice are discussed in Chapter 5. A middle school teacher commented in the written comments on the survey, "Trust in teachers and their judgment have eroded to nothing. We do not feel supported." Another teacher said, "Teachers do not feel valued or respected as professionals."

Use of time domain. The Use of Time domain was last among all domains. Less than half (45.5%) of teachers agreed on the variables for Use of Time (i.e., collaborate, adequate time, and lesson preparation, grade papers, and parent conferences, reduce routine, and teacher concerns about the use of time in school). The mean of 3.01 indicates that teachers perceived the work conditions as somewhat present in their schools. The ranking does not mean a lack of such work conditions practices. More than half (54.5%) of teachers perceived that these practices were not present in their schools and disagreed that they are not protected from duties that interfered with their essential role of educating students. Teachers disagreed that new teachers are provided time to work with a mentor both within and outside of the classroom. New teachers may not be given sufficient time

to gradually learn their profession before assuming similar responsibilities as experienced teachers. New teachers are expected to advise student groups or coach extracurricular activities, serve on committees, and attend meetings after school.

For teachers, the specific questions that were rated higher than other variables were 'Adequate and appropriate time is provided for professional development yearly' ($M = 3.84$, $SD = 1.07$). The specific question receiving the lowest response for teachers was school-related activities (Hirsch, 2005; Johnson, 2006; National Education Association, 2008; i.e., coaching, field trips, club sponsorships; $M = 2.43$, $SD = 1.40$), as shown previously in Table 11. What these numbers mean and their implications for practice are discussed in Chapter 5.

Summary of Teachers' Work Conditions by Domains

The scores for teachers' work conditions were analyzed by domain. The findings for teachers' work conditions by domains indicated teachers' highest responses to work conditions related to Professional Development that was ranked first, followed by Facilities and Resources, Leadership, Empowerment, and Use of Time domains. Teachers' work conditions by domains indicated Use of Time domain as the lowest response to work conditions.

Analysis of Research Question Two

Research Question 2 asked, Are there differences in work conditions perceptions of teachers and principals in Sinclair County? Research Question 2 was analyzed by conducting descriptive statistics (i.e., mean, standard deviation, and mean total) by domain scores to compare differences between the independent variables of groups

(principals and teachers) and domain scores. Research Question 2 could not be answered by conducting a test for significance because the sample size for principals was small and not large enough to do a significance test. Therefore, descriptive statistics of domain scores were used to address Research Question 2.

To verify that the survey was constructed to sum the scores, the researcher emailed Dr. Eric Hirsch, author of the principal survey and teacher survey (see Appendices A and B) who granted permission on January 5, 2011 for the researcher to use the North Carolina Teacher Working Conditions Survey (NCTWC) in this study. On May 4, 2012, the researcher wrote, "I have one question to draw upon the data from the NCTWC in another way. May I sum the total scores for principals and teachers and compare the totals for principals and teachers from the NC Teacher Working Conditions Initiative survey?" and requested permission from Dr. Hirsch to sum (total) the scores of each question to have a grand total, and then make a comparison. In addition, the researcher wanted to know if the survey was designed in such a way to permit that type of analysis.

On August 15, 2012, the researcher sent a reminder notice to Dr. Hirsch asking him to respond to her previous email sent to him on May 4, 2012. Dr. Hirsch responded on August 20, 2012, "It is up to you how to utilize the results of the NCTWC Survey in your research. In terms of your question, NTC traditional compared perceptions of conditions of principals and teachers." Dr. Hirsch's study analyzed the survey by items and not by domains. Without a clear response from Dr. Hirsch, the researcher forged

ahead and used the domain scores to provide structure to the analysis recommended by a member of the researcher's committee.

Comparison of domain responses by principals and teachers. As displayed in Table 12, principals' responses were higher than teachers on all domains, which meant they perceived the highly presence of items within the five domains at their schools than did teachers. Although the means were different for principals and teachers, the rank order was the same for the first three domains (i.e., Professional Development, Facilities and Resources, and Leadership). The difference for principals and teachers is shown in Empowerment and Use of Time domains. The Empowerment domain was ranked the lowest for principals; while the Use of Time domain was ranked the lowest for teachers. Table 12 shows the comparison of domain scores of principals and teachers.

Table 12

Comparison of Domain Scores of Principals and Teachers

Domain Scores	Principals (n = 16)	Teachers (n = 362)
Professional Development	4.55	3.94
Facilities and Resources	4.50	3.78
Leadership	4.17	3.71
Use of Time	4.07	3.01*
Empowerment	3.89	3.29

Note: *Use of Time was last for Teachers and is "out of rank order" as a result.

High percentages of principals' and teachers' rank order of domains. Table 13 depicts separately percentages of principals' and teachers' ratings of questions highly

present. The questions displayed in this table show the highest ratings of questions within each domain for principals and teachers. Ratings of both principals and teachers were at or above 50% for all domains. The range of ratings for principals and teachers was 50% to 100%. Table 13 shows high percentages of principals' and teachers' rank order of domains by specific questions.

Table 13

High Percentages of Principals' and Teachers' Rank Order of Domains by Specific Questions

Questions Rated High	Percentage of PRINCIPALS' rating question high or agreed	Percentage of TEACHERS' rating question high or agreed
TIME		
Teachers have reasonable student loads affording them time to meet the educational needs of all students.	50%	56%
Adequate and appropriate time is provided for professional development yearly.	94%	71%
Teachers have time to collaborate productively with colleagues.	100%	60%
FACILITIES AND RESOURCES		
Teachers have adequate professional space to work productively.	94%	80%
Teachers have convenient access to reliable communication technology, including phones, faxes, and email.	100%	70%
Teachers and staff work in a school environment that is clean and well maintained.	100%	86%
Teachers and staff work in a school environment that is safe.	100%	84%
The school leadership makes a sustained effort to address teacher concerns about school facilities and resources.	100%	74%
Overall, this school has adequate materials, equipment, classrooms and other facilities for me to do a good teaching job teaching students.	100%	76%
LEADERSHIP		
The faculty and staff have a shared vision.	88%	66%

The leadership effectively communicates local, state, and national educational policies and initiatives and how they affect teaching and learning.	88%	77%
The principal communicates his/her expectations to students, parents, faculty, and staff.	94%	83%
My principal consistently supports me when I need it.	88%	80%
Teachers are held to high professional standards for delivering instruction.	100%	88%
Teacher performance evaluations are handled in a reasonable and appropriate manner.	100%	86%
The procedures for teacher performance evaluation are consistent.	100%	83%
Overall, my principal is an effective leader.	94%	74%
EMPOWERMENT		
Teachers work together to improve teaching and learning.	75%	84%
Opportunities are available for parents to express their concerns and propose solutions to improve the school.	69%	64%
There is an atmosphere of trust and mutual respect.	88%	58%
The school leadership consistently enforces rules for student conduct.	81%	52%
Teachers consistently enforce rules for student conduct.	63%	56%
PROFESSIONAL DEVELOPMENT		
Enhancing teacher knowledge and skills receives priority as the most important strategy to improve student achievement.	88%	74%
Teachers in my school are provided opportunities to learn from one another.	94%	76%
Professional development activities at my school are based on state or national standards.	100%	67%
The school leadership makes a sustained effort to provide quality professional development in my school.	94%	81%
Overall, my school is a good place to work and learn.	100%	84%

Comparison of Elementary School Principals' and Elementary School Teachers'

Domain Scores

This section compares domain scores of elementary, middle, and high school

principals with elementary, middle, and high school teachers. A comparative description

is presented below, as shown in Table 13. Overall, elementary school principals had higher mean scores on 4 of 5 domains than elementary school teachers. These four domains were Professional Development, Facilities and Resources, Use of Time, and Empowerment. One exception for this finding was elementary school teachers had a higher mean than elementary school principals in the Leadership domain, as shown in Table 14. Elementary, middle, and high school principals' high mean scores meant those principals were in stronger agreement on the presence of those items and domains than elementary, middle, and high school teachers who agreed, but not strongly agreed on these domain items. Table 13 depicts comparisons of elementary, middle, and high school principals' and elementary, middle, and high school teachers' domain scores.

The mean of Professional Development only included the 8 items with ratings 1-5. While elementary school principals had higher mean scores on 4 of 5 domains than elementary school teachers, one exception for this finding was elementary school teachers had a higher mean than elementary school principals in the Leadership domain, as shown in Table 14. Overall, the explanation in this study was elementary school principals' mean scores were higher than all elementary school teachers' scores in 4 of 5 domains. The one exception was elementary school teachers' mean scores were higher than elementary school principals in the Leadership domain. Elementary principals' mean scores were higher than elementary school teachers probably because those principals thought they were doing a good job and maybe they wanted to impress teachers with high ratings. However, teachers did not think so. This higher score for elementary school teachers meant that teachers were in stronger agreement (M = 4.45) than elementary

school principals who also were in strong agreement (M = 4.23), but not as strong as teachers.

While elementary school teachers strongly agreed regarding leadership in their schools, this may mean elementary school teachers voiced concerns about leadership in their schools. A teacher declared, "Principals' expectations of teachers have become overwhelming; however many of these are not generated at the school level." One elementary teacher commented, "I am very concerned about pressures felt by educators and fear the burn out will be forthcoming. The responsibilities of a classroom teacher require much more than can be accomplished on a daily basis."

Elementary school teachers' mean scores were probably higher than elementary school principals because principals at the elementary level may be more accessible to teachers in terms of visibility and the presence of the principal in the school building, support provided, addressing teacher concerns, protecting teachers from uninterrupted activities during the school day, high professional standards, consistent evaluation and feedback, and mentors assigned to help teachers.

Elementary school teachers expressed concerns about the administrative team working well together. A teacher stated, "Our school works hard as a team to provide the best to all students. Great positive reinforcement!" Another teacher stated the importance "for the administrative team to be able to work together. When they do not, it affects the entire school." A supportive elementary school teacher commented "our administration is moving in the right direction. They are under a great deal of stress, too." An elementary school teacher stated, "We have a supportive leadership team and a positive school

environment." In contrast, an elementary school teacher stated, "My principal is very emotional and unorganized. It affects all aspects of teaching and implementation of programs and our relationship with students and colleagues." Another elementary school express concerns with administration and school demographics, "I have concerns about the school leadership being able to work well together to deal with the demographic changes (i.e., race/ethnicity and socioeconomic status) in the student population are becoming *rougher*."

Comparison of Middle School Principals' and Middle School Teachers' Domain Scores

Table 14 shows a comparison of elementary, middle, and high school principals' domain scores with elementary, middle, and high school teachers' domain scores. Overall, middle school principals had higher mean scores on all five domains than middle school teachers.

Middle school teachers in this study reported the *highest* mean scores in Facilities and Resources, Leadership, Empowerment, and Professional Development domains. Middle school teachers had the *lowest* mean score in the Use of Time. Middle school teachers in this study had concerns about "meaningless professional development." One middle school teacher commented, "Too much time is spent on meaningless professional development." Another middle school teacher said, "Professional development opportunities have steadily shrunk. Most are offered after hours or weekends." "Attendance at conferences or professional meetings is reserved for a select few."

In the comments section of the survey, middle school teachers appeared to express more concerns about discipline problems than other teachers. A middle school teacher stated, "Discipline needs to be enforced by teachers and administration." Middle and high school teachers voiced concerns regarding discipline in schools, "If discipline were consistent by both teachers and administrators, this would be an excellent school because we should hold students accountable for behavior and academics." Another teacher stated, "There should be consistency in discipline, school-wide!" Yet another wrote "The school environment prevents teachers from holding students accountable for behavior and academics; thus lowering student achievement and college/career readiness."

In the current study, middle school teachers indicated professional development activities that enhanced their knowledge and skills and optimized their strengths. Those teachers commented that they want more opportunities to learn from one another and plan during the day with colleagues on their grade level. Teachers participated in professional development courses offered at little or no cost by the school district.

Under the Professional Development domain, all teachers perceived that their school was a good place to work and learn. Several middle school teachers made positive about their schools, "It is a great place to work. My time at this school has been very rewarding." Under Use of Time, a middle school teacher commented, "…ratio of special education students in co-teaching class is too high."

Comparison of High School Principals' and High School Teachers' Domain Scores

Overall, high school principals reported higher means in Facilities and Resources domain when compared with high school teachers, as shown in Table 14. Table 14 shows comparisons of elementary, middle, and high school principals and elementary, middle, and high school teachers' domain scores.

The Facilities and Resources domain revealed that 100% of high school principals had higher mean scores on all five domains than all high school teachers. For high school principals in this study, the highest mean scores were in the Facilities and Resources domain. High school teachers cited inadequate school facilities and resources (i.e., good teachers vs. bad teachers). For high school teachers in this study, the highest mean scores were in Professional Development and Leadership.

Under this domain, a high school teacher wrote for comments at the end of the survey, "Overall, this school has adequate materials, equipment, classrooms, and other facilities for me to do a good job teaching students" is included. While several high school teachers had good comments about teachers doing a "good job teaching", a high school teacher expressed concerns about [effective teachers and] ineffective teachers. The teacher said, "All teachers who are ineffective in instruction are not held accountable at my school. Bad teachers are continuing to be allowed to be bad teachers. This contributes to low student achievement and low good teacher morale." A high school teacher stated, "We are short on supplies and technology because we are short on funding!" Such comments were not indicated by principals who wrote few comments.

Comments made at the end of the survey indicated that high school teachers in this study were concerned that excessive student loads occurred at their schools regarding Use of Time. Principals assigned student loads based on state guidelines for such. A high school teacher stated, "All schools are getting too big to make personal connections with families and students. Small schools are better."

Table 14

Comparisons of Elementary, Middle, and High School Principals' and Elementary, Middle, and High School Teachers' Domain Scores

Position	N	Time	Facilities and Resources	Leadership	Empowerment	Professional Development
Elementary School Principals	10	3.98/0.92	4.46/0.68	4.23/0.79	3.97/0.87	4.52/0.65
Elementary School Teachers	157	3.12/1.19	4.01/1.05	4.45/0.92	3.61/1.15	4.05/0.91
Middle School Principals	4	4.61/0.67	4.45/0.56	3.94/0.84	3.61/0.66	4.50/0.88
Middle School Teachers	96	3.22/1.13	3.71/1.07	3.41/1.16	3.04/1.13	3.68/0.96
High School Principals	2	4.56/0.63	4.85/0.21	4.26/0.37	4.10/0.90	4.75/0.51
High School Teachers	109	2.96/1.13	3.53/1.34	3.66/1.53	3.05/1.19	3.86/0.90

Summary of Comparisons of Elementary, Middle, and High School Principals' and Elementary, Middle, and High School Teachers' Domain Scores

Comparisons of elementary, middle, and high school principals and elementary, middle, and high school teachers domain mean scores revealed principal mean scores were higher than teachers in all domains in all positions, with the exception of elementary

school teachers who had a higher mean score in Leadership than elementary school principals. Overall, the highest mean response for all teachers by type of school for elementary, middle, and high school teachers was the Professional Development domain.

The domain receiving the lowest mean responses for all elementary, middle, and high school teachers was the Use of Time domain. Interestingly, the finding was elementary school teachers had the highest mean scores in all five domains when compared to middle school teachers and high school teachers. Additionally, the Professional Development domain was ranked highest by elementary school teachers than among other teachers in this study. Overall, middle school teachers had the lowest mean scores in 4 of 5 domains than elementary school teachers and high school teachers (i.e., Use of Time, Leadership, Empowerment, and Professional Development). High school teachers had the lowest mean rating in 1 of 5 domains than elementary school teachers and middle school teachers (i.e., Facilities and Resources).

Analysis of Research Question Three

Research Question 3 related to teachers only. It asked, Are there any differences in teacher work conditions perceptions when analyzed by demographics such as age, teaching experience, and type of school (i.e., elementary school, middle school, and high school)? The results are depicted in Tables 14 through 26. For Research Question 3, the independent variables were age, teaching experience, and type of school. The dependent variables for Research Question 3 were domain scores.

Factorial analysis of variance (ANOVA). To discern differences in teacher work conditions when analyzed by age, teaching experience, and type of school (i.e.,

elementary school, middle school, and high school), Research Question 3 was analyzed using a factorial analysis of variance (ANOVA) to determine if statistically significant differences existed among the independent variables (i.e., age, teaching experience, and type of school) by domain scores. In addition, descriptive statistics were used to determine the means of the five domains by age, teaching experience, and type of school. Descriptive statistics from the ANOVA is presented first followed by the factorial ANOVA for Research Question 3.

Post hoc tests. If significant F values were obtained in the ANOVA, a post hoc test was performed to discern exactly where those significant differences were. A significant F value in the ANOVA indicates that the means are not all equal and it was not known which means were significantly different from which other ones. As a result, post hoc tests were performed using Least Significant Different (LSD) for equal variances.

Descriptive statistics for age, teaching experience, and type of school. A total of 362 teachers participated in this study. Descriptive statistics are presented in this section for age, teaching experience, and type of school. For age, 54 teachers were less than 30 years of age in this study, with 132 between the ages of 30-39 years. One hundred and two teachers were 40-49 years old and 58 were 50-59 years of age. Sixteen teachers were over 60 years old. For years of teaching experience, 78 teachers had 1-5 years of teaching experience, 93 had 6-10 years, and 95 had 11-15 years of teaching experience. Ninety-six teachers had more than 15 years of teaching experience. For type

of school, there were 157 elementary school teachers, 96 middle school teachers, and 109

high school teachers who participated in this study, as shown in Table 15.

Table 15

Between-Subjects Factors of Age, Teaching Experience, and Type of School

Independent Variables	Value Label	Number
Age of Teacher	Under 30	54
	30-39 years	132
	40-49 years	102
	50-59 years	58
	Over 60 years	16
Total		362
Teaching Experience	1-5 years	78
	6-10 years	93
	11-15 years	95
	More than 15 years	96
Total		362
Type of School	Elementary school	157
	Middle School	96
	High School	109
Total		362

Factorial analysis of variance (ANOVA) for research question 3. Research

Question 3 asked, Are there any differences in teacher work conditions perceptions when

analyzed by demographics such as age, experience, and type of school? A factorial

analysis of variance (ANOVA) design was used to analyze Research Question 3 as

related to domain scores of Professional Development, Facilities and Resources,

Leadership, Empowerment, and Use of Time by the independent variables of age,

teaching experience, and type of school (elementary, middle, and high school). This

section presents the findings related to the domain scores when analyzed by age, teaching experience, and type of school. Each domain is presented below, with subtitles for each variable of age, teaching experience, and type of school. Analysis of variance is able to compare many distributions. Significant ANOVA findings are presented for the five domain scores by age, teaching experience, and type of school. Significance in the ANOVA tables indicates that the three groups (elementary, middle, and high school teachers) are not same. The mean of at least one pair is significantly different. The post hoc LSD test determined which pair or pairs actually had significantly different means. The results are presented in the sections below.

Professional development domain scores by age, teaching experience and type of school. The Corrected Model for Professional Development domain scores by age, teaching experience, and type of school was not significant. No statistically significant differences were found in the model for age, teaching experience, and type of school.

Facilities and resources domain scores by age, teaching experience and type of school. The results of the factorial ANOVA for Facilities and Resources domain scores by age, teaching experience, and type of school (elementary, middle, and high school teachers) revealed only type of school was significant. No significant differences were found for age and teaching experience. Only type of school was significant. Since significance was found in the Corrected Model and in the F value in the ANOVA, a post hoc test was performed to discern exactly where those significant differences were.

The Corrected Model for Facilities and Resources was statistically significant, $F(47, 361) = 1.501$, $p < .024$. Since significance was found in the model, further examination also indicated a significant finding for Facilities and Resources domain scores by type of school, $F(2, 360) = 7.214$, $p < .001$, as shown in Table 16. No significant differences were found for age and teaching experience. The p value for Facilities and Resources domain scores is shown to equal .001, which is less than .05 (α). Table 16 displays tests of between-subjects effects ANOVA for facilities and resources.

Table 16

Tests of Between-Subjects Effects ANOVA for Facilities and Resources

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	3601.273[a]	47	76.623	1.501	.024*
Intercept	114920.119	1	114920.119	2251.140	.000
Age	37.059	4	9.265	.181	.948
Teaching Experience	68.178	3	22.726	.445	.721
Type of School	736.592	2	368.296	7.214	.001*
Error	16029.622	314	51.050		
Total	540840.000	362			
Corrected Total	19630.895	361			

a. R Squared = .183 (Adjusted R Squared = .061)

Post hoc results for Facilities and Resources by type of school revealed exactly where those significant differences were. Table 17 depicts the post hoc analysis that revealed significant differences between elementary school teachers and middle school teachers and high school teachers. The results show a highly significant interaction between elementary school teachers, middle school teachers, and high school teachers. Elementary school teachers (p = .000) had different perceptions than middle school teachers (p = .001) and high school teachers (p = .000) regarding Facilities and Resources. Elementary teachers differed significantly with both middle school teachers and high school teachers in the Facilities and Resources domain scores by type of school, as shown in Table 17.

Next, a significant difference was found between middle school teachers (p = .001) and elementary school teachers (p = .000), but not with high school teachers (p = .076). The results show a highly significant interaction between middle school teachers and elementary school teachers, but not with high school teachers. Middle school teachers had different perceptions than elementary school teachers but not with high school teachers regarding Facilities and Resources, as depicted in Table 17.

Another significant difference was found between high school teachers (p = .000) and elementary school teachers (p = .000), but not with middle school teachers (p = .076). The results show a highly significant interaction between high school teachers and elementary school teachers. High school teachers had different perceptions than elementary school teachers but not with middle school teachers regarding Facilities and

Resources. Table 17 displays multiple comparisons of facilities and resources domain scores by type of school.

Table 17

Multiple Comparisons of Facilities and Resources Domain Scores by Type of School

	(I) Type of school	(J) Type of school	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
LSD	Elementary School Teacher	Middle School Teacher	3.0539*	.92570	.001*	1.2326	4.8753
		High School Teacher	4.8340*	.89079	.000*	3.0814	6.5867
	Middle School Teacher	Elementary School Teacher	-3.0539*	.92570	.001*	-4.8753	-1.2326
		High School Teacher	1.7801	1.00006	.076	-.1876	3.7478
	High School Teacher	Elementary School Teacher	-4.8340*	.89079	.000*	-6.5867	-3.0814
		Middle School Teacher	-1.7801	1.00006	.076	-3.7478	.1876

*The mean difference is significant at the .05 level.

Leadership domain scores by age, teaching experience and type of school.

The results of the factorial ANOVA for Leadership domain scores by age, teaching experience, and type of school (elementary, middle, and high school teachers) revealed only type of school was significant. No significant differences were found for age or

teaching experience. Only type of school was significant. Since significance was found in the F value in the ANOVA, a post hoc test was performed to discern exactly where those significant differences were.

The Corrected Model for Leadership was statistically significant, $F(47, 361) = 1.943$, $p < .000$. Since significance was found in the model, further examination also indicated a significant finding for Leadership domain scores by only type of school, $F(2, 360) = 4.639$, $p < .010$, as shown in Table 18. No significant differences were found for age and teaching experience. The p value for Leadership domain scores for type of school is shown to equal .010, which is less than .05 (α). Table 18 depicts the tests of between-subjects effects ANOVA for leadership.

Table 18

Tests of Between-Subjects Effects ANOVA for Leadership

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	16611.071[a]	47	353.427	1.943	.000*
Intercept	414932.505	1	414932.505	2281.336	.000
Age	839.370	4	209.842	1.154	.331
Teaching Experience	112.553	3	37.518	.206	.892
Type of School	1687.612	2	843.806	4.639	.010*
Error	57110.752	314	181.881		
Total	2057218.000	362			
Corrected Total	73721.823	361			

a. R Squared = .225 (Adjusted R Squared = .109)

Post hoc results for Leadership by type of school revealed exactly where those significant differences were. Table 19 depicts the post hoc analysis that revealed significant differences among elementary school teachers, middle school teachers, and high school teachers. The results show highly significant interactions among elementary school teachers, middle school teachers, and high school teachers. Elementary school teachers ($p = .000$) had different perceptions than middle school teachers ($p = .000$) and high school teachers ($p = .003$) regarding Leadership. Elementary school teachers differed significantly with both middle school teachers and high school teachers in the Leadership domain scores by type of school, as shown in Table 19.

Next, a significant difference was found among middle school teachers ($p = .000$), elementary school teachers ($p = .000$), and high school teachers ($p = .006$). The results show highly significant interactions among middle school teachers, elementary school teachers, and high school teachers. Middle school teachers differed significantly with both elementary school teachers and high school teachers in the Leadership domain scores by type of school, as displayed in Table 19.

Another significant difference was found among high school teachers ($p = .003$), elementary school teachers ($p = .003$), and middle school teachers ($p = .006$). The results show highly significant interactions among high school teachers, elementary school teachers, and middle school teachers. High school teachers had different perceptions than elementary school teachers and middle school teachers in the Leadership domain scores by type of school. Table 19 depicts multiple comparisons of leadership domain scores by type of school.

Table 19

Multiple Comparisons of Leadership Domain Scores by Type of School

			Multiple Comparisons Dependent Variable: Leadership Domain Scores				
	(I) Type of school	(J) Type of school	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
LSD	Elementary School Teacher	Middle School Teacher	10.2803*	1.74731	.000*	6.8423	13.7182
		High School Teacher	5.0876*	1.68140	.003*	1.7794	8.3958
	Middle School Teacher	Elementary School Teacher	-10.2803*	1.74731	.000*	-13.7182	-6.8423
		High School Teacher	-5.1927*	1.88765	.006*	-8.9067	-1.4786
	High School Teacher	Elementary School Teacher	-5.0876*	1.68140	.003*	-8.3958	-1.7794
		Middle School Teacher	5.1927*	1.88765	.006*	1.4786	8.9067

*The mean difference is significant at the .05 level.

Empowerment domain scores by age, teaching experience, and type of

school. The results of the factorial ANOVA for Empowerment domain scores by age,

teaching experience, and type of school (elementary, middle, and high school teachers)

revealed only type of school was significant. No significant differences were found for

age or teaching experience. Only type of school was significant. Since significance was

found in the *F* value in the ANOVA, a post hoc test was performed to discern exactly where those significant differences were.

The Corrected Model for Empowerment was statistically significant, $F(47, 361) = 2.207$, $p < .000$. Since significance was found in the model, further examination also indicated a significant finding for Empowerment domain scores by type of school, $F(2, 360) = 11.307$, $p < .000$, as shown in Table 20. No significant differences were found for age and teaching experience. The *p* value for Empowerment domain scores is shown to equal .000, which is less than .05 (α). Table 20 displays tests of between-subjects effects ANOVA for empowerment.

Table 20

Tests of Between-Subjects Effects ANOVA for Empowerment

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	13511.746[a]	47	287.484	2.207	.000
Intercept	174020.317	1	174020.317	1335.912	.000
Age	959.453	4	239.863	1.841	.121
Teaching Experience	147.839	3	49.280	.378	.769
Type of School	2945.759	2	1472.879	11.307	.000*
Error	40902.685	314	130.263		
Total	940910.000	362			
Corrected Total	54401.431	361			

a. R Squared = .248 (Adjusted R Squared = .136)

Post hoc results for Empowerment by type of school revealed exactly where those significant differences were. Table 21 depicts the post hoc analysis that revealed significant differences among elementary school teachers, middle school teachers, and high school teachers. The results show a highly significant interaction among elementary school teachers, middle school teachers, and high school teachers. Elementary school teachers (p = .000) had different perceptions than middle school teachers (p = .000) and high school teachers (p = .000) regarding Empowerment. Elementary teachers differed significantly with both middle school teachers and high school teachers in the Empowerment domain scores by type of school, as shown in Table 21.

Next, a significant difference was found between middle school teachers (p = .000) and elementary school teachers (p = .000) but not with high school teachers (p = .903). The results show a highly significant interaction between middle school teachers and elementary school teachers, but not with high school teachers. Middle school teachers differed significantly with elementary school teachers in the Empowerment domain scores by type of school, as shown in Table 21.

Another significant difference was found between high school teachers (p = .000) and elementary school teachers (p = .000) but not with middle school teachers (p = .903). The results show a highly significant interaction between high school teachers and elementary school teachers but not with middle school teachers. High school teachers had different perceptions than elementary school teachers but not with middle school teachers in the Empowerment domain scores by type of school. Table 21 depicts multiple comparisons of Empowerment domain scores by type of school.

Table 21

Multiple Comparisons of Empowerment Domain Scores by Type of School

	(I) Type of school	(J) Type of school	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
LSD	Elementary School Teacher	Middle School Teacher	8.6709*	1.47872	.000*	5.7615	11.5804
		High School Teacher	8.4752*	1.42295	.000*	5.6755	11.2749
	Middle School Teacher	Elementary School Teacher	-8.6709*	1.47872	.000*	-11.5804	-5.7615
		High School Teacher	-.1957	1.56749	.903	-3.3389	2.9474
	High School Teacher	Elementary School Teacher	-8.4752*	1.42295	.000*	-11.2749	-5.6755
		Middle School Teacher	.1957	1.59749	.006	-2.9474	3.3389

*The mean difference is significant at the .05 level.

Use of time domain scores by age, teaching experience and type of school.

The Corrected Model for Use of Time domain scores by age, teaching experience, and type of school was not significant. No statistically significant differences were found in the model for age, teaching experience, and type of school.

Summary of ANOVA Findings for Research Question Three

Research Question Three was analyzed using a factorial analysis of variance (ANOVA). In the ANOVA, if the Corrected Model revealed significance, then post hoc tests were examined to see if significance was found in the independent variables and to determine exactly where those differences were.

Demographics for age, teaching experience, and type of school. Descriptive statistics for age showed 54 teachers were less than 30 years of age in this study, with 132 between the ages of 30-39 years. One hundred and two teachers were 40-49 years old and 58 were 50-59 years of age. Sixteen teachers were over 60 years old. For years of teaching experience, 78 teachers had 1-5 years of teaching experience, 93 had 6-10 years, and 95 had 11-15 years of teaching experience. Ninety-six teachers had more than 15 years of teaching experience. For type of school, there were 157 elementary school teachers, 96 middle school teachers, and 109 high school teachers who participated in this study.

Factorial analysis of variance (ANOVA). The factorial ANOVA showed statistically significant differences for domain scores of Facilities and Resources, Leadership, and Empowerment by type of school. No significant differences were found for age and teaching experience for these three domain scores. For Professional Development and Use of Time domain scores, no statistically significant differences were found in the Corrected Model for age, teaching experience, and type of school.

Facilities and resources domain scores. The results of the factorial ANOVA for Facilities and Resources domain scores by age, teaching experience, and type of school

(elementary, middle, and high school teachers) revealed only type of school was significant. No significant differences were found for age or teaching experience. Post hoc results show elementary teachers differed significantly with both middle school teachers and high school teachers in the Facilities and Resources domain scores by type of school. The results show a highly significant interaction between middle school teachers and elementary school teachers, but not with high school teachers. High school teachers had different perceptions than elementary school teachers but not with middle school teachers regarding Facilities and Resources.

Leadership domain scores. The results of the factorial ANOVA for Leadership domain scores by age, teaching experience, and type of school (elementary, middle, and high school teachers) revealed only type of school was significant. No significant differences were found for age and teaching experience. Post hoc results show highly significant interactions among elementary school teachers, middle school teachers, and high school teachers. Elementary school teachers differed significantly with both middle school teachers and high school teachers in the Leadership domain scores by type of school. Middle school teachers differed significantly with both elementary school teachers and high school teachers in the Leadership domain scores by type of school. The results show highly significant interactions among high school teachers, elementary school teachers, and middle school teachers.

Empowerment domain scores. The results of the factorial ANOVA for Empowerment domain scores by age, teaching experience, and type of school (elementary, middle, and high school teachers) revealed only type of school was

significant. No significant differences were found for age and teaching experience. Only type of school was significant. Post hoc results show a highly significant interaction among elementary school teachers, middle school teachers, and high school teachers. A significant difference was found between middle school teachers and elementary school teachers but not with high school teachers. High school teachers had different perceptions than elementary school teachers but not with middle school teachers in the Empowerment domain scores by type of school.

Descriptive Results of Domain Scores for Teachers by Age

Overall, the highest mean response for all teachers was the Professional Development domain by age. The domain receiving the lowest mean responses for all teachers was the Use of Time domain by age. Table 22 depicts the means of all domains for teachers by age.

Table 22

Means of Domain Scores for Teachers by Age (n = 362)

Domains	Under 30 (n=54)	30-39 (n=132)	40-49 (n=102)	50-59 (n=58)	Over 60 (n=16)
Use of Time	2.85	2.83	2.89	2.82	2.38
Facilities and Resources	3.82	3.80	3.80	3.76	3.59
Leadership	3.71	3.63	3.78	3.65	3.63
Empowerment	3.29	3.24	3.40	3.21	3.15
Professional Development	3.98	3.97	3.97	3.92	3.87

Overall, teachers under age 30 showed the highest mean responses in two domains: Facilities and Resources and Professional Development. Teachers aged 40-49 showed the highest mean responses in three domains: Use of Time, Leadership, and Empowerment. Teachers over 60 had the lowest means in all domains. To describe teacher and descriptive domains by age, descriptive statistics were used to determine the means of teachers by age. There were 54 teachers under the age of 30, 132 teachers aged 30-39 years, 102 teachers aged 40-49, 58 teachers aged 50-59 years, and 16 teachers over the age of 60 years, as depicted previously in Table 22.

Teachers under 30. Overall, teachers under 30 had the highest means in Facilities and Resources and Professional Development. The interpretation for this finding is teachers under age 30 may not readily accept inadequate working conditions of a school building, lack of space, adequate instructional supplies, educational support personnel, working in a clean and safe environment as would an experienced teacher who might have become accustomed to those working conditions, as depicted previously in Table 22.

Facilities and resources domain. Teachers under age 30 showed one of the highest mean responses in one of two domains, Facilities and Resources. This finding may mean although teachers under 30 are typically new to the profession, inadequate facilities and resources may not be acceptable. This finding might also mean new teachers may desire adequate maintenance and upkeep of school buildings and are given necessary instructional supplies and materials with which to do a good job teaching, as depicted previously in Table 22.

Professional development domain. Teachers under 30 years of age had one of the highest mean responses in one of two domains, Professional Development. In the professional development, young teachers may need meaningful professional development activities that meet their individual needs to improve areas of weakness and enhance teacher knowledge and skills, as depicted previously in Table 22.

Teachers aged 40-49. Teachers aged 40-49 had the highest means in Use of Time, Leadership, and Empowerment. These findings can be interpreted as meaning teachers at this age perceive work conditions in the use of time, leadership, and empowerment as highly present in their schools, as depicted previously in Table 22.

Use of time domain. Teachers aged 40-49 had the highest means in Use of Time in this study. The interpretation might be due to working conditions that may not negatively impact student learning such as class size and student load and serving as mentors. This finding may mean teachers at this age typically serve as mentors to new teachers (Ingersoll, 2003), as depicted previously in Table 22.

Leadership domain. Under the Leadership domain for teachers aged 40-49, leadership was rated highest in this study among other ages (Ingersoll, 2001a, 2003a; Ingersoll & Smith, 2003; Emerick & Hirsch, 2006; Fallon, 2007). This finding may mean teachers at this age may seek consistent leadership support from an effective school leader, as depicted previously in Table 22.

Empowerment domain. Under the Empowerment domain for teachers aged 40-49, teacher empowerment was rated highest in this study among other ages. This finding may mean that teachers feel empowered about having input into decisions affecting their

classrooms and instructional delivery that may determine whether they remain at a school, as depicted previously in Table 22.

Teachers over 60. An interesting finding was teachers over 60 had the lowest means by age in all five domains. This finding may have resulted from the negative effects of all domains on teachers' age. Teachers over 60 presumably are at retirement age. They may be cognizant that they can retire whenever they desire, and as a result, their perceptions may be lowered to indicate disengagement in teaching. All ages rated Professional Development highest and Use of Time lowest, as depicted previously in Table 22.

Summary of Domain Scores for Teachers by Age

Overall, the highest mean response for all teachers' ages was the Professional Development domain. The domain receiving the lowest mean responses for all teachers' ages was the Use of Time domain. Overall, teachers under age 30 showed the highest mean responses in two domains: Facilities and Resources and Professional Development. Teachers aged 40-49 showed the highest mean responses in three domains: Use of Time, Leadership, and Empowerment. Teachers over 60 had the lowest means in all domains.

Descriptive Results of Domain Scores for Teachers by Teaching Experience

To describe teacher and descriptive domains by teaching experience, descriptive statistics were used to determine the means of teachers by teaching experience. There were 78 teachers with 1-5 years of teaching experience, 93 teachers with 6-10 years of experience, 95 teachers with 11-15 years of teaching experience, and 96 teachers with more than 15 years teaching experience.

Overall, the highest mean response for all teachers' years for teaching experience was the Professional Development domain. The domain receiving the lowest mean responses for all teachers' age groups was the Use of Time domain. Overall, teachers with 1-5 years of teaching experience showed the highest mean responses in two domains: Facilities and Resources and Professional Development, as shown in Table 23.

Teachers with 6-10 years of teaching experience showed the highest mean responses in two domains: Professional Development and Facilities and Resources. Teachers over 60 had the lowest means in all domains. Teachers with 11-15 years of teaching experience showed the highest mean responses in two domains: Professional Development and Facilities and Resources. Teachers with over 15 years of teaching experience showed the highest mean responses in two domains: Professional Development, Leadership, and Facilities and Resources. Table 23 depicts the means of domains for teachers by teaching experience.

Table 23

Means of Domains for Teachers by Teaching Experience

Domains	1-5 years (n=78)	6-10 years (n=93)	11-15 years (n=95)	Over 15 years (n=96)
Use of Time	3.06	2.94	3.05	3.02
Facilities and Resources	3.91	3.71	3.84	3.70
Leadership	3.69	3.44	3.69	3.74
Empowerment	3.29	3.22	3.32	3.33
Professional Development	4.04	3.89	3.97	3.94

Teaching experience 1-5 Years. Teachers with 1-5 years of teaching experience had the highest mean responses in three domains: Use of Time, Facilities and Resources, and Professional Development. These data can be interpreted as meaning that teachers with 1-5 years of teaching experience perceive work conditions in these three domains as highly present in their schools, as depicted previously in Table 22.

Use of time domain. The means of the Use of Time domain for teachers by teaching experience shows that teachers with 1-5 years, 11-15 years, and over 15 years of teaching experience were ranked nearly equal by teachers, as shown previously in Table 28. Teachers with 6-10 years of teaching experience rated Use of Time as somewhat present in their schools. This finding may mean teachers with 6-10 years of teaching experience may desire more input into how they use their time since this group had the lowest rating among other teachers.

Facilities and resources domain. These data can be interpreted as meaning teachers with 1-5 years of teaching experience perceived work conditions in the area of facilities and resources as not highly present in their schools. This finding might mean teachers with 1-5 years of teaching experience may not readily accept inadequate working conditions of a school building, as depicted previously in Table 22.

Professional development domain. For teachers with 1-5 years of teaching experience, these data can be interpreted as meaning teachers with 1-5 years of teaching experience perceive work conditions in the area of professional development as highly present in their schools, as depicted previously in Table 22.

Teaching experience 6-10 years. Teachers with 6-10 years of teaching experience had the highest mean responses in two domains: Professional Development and Facilities and Resources. These data can be interpreted as meaning that teachers with 6-10 years of teaching experience perceive work conditions in these two domains as highly present in their schools, as depicted previously in Table 22.

Professional development domain. This finding might indicate teachers with 6-10 years of teaching experience perceive professional development training may allow them to participate in local school district activities based on state or national standards and provide them with quality professional development (Barbour, 2005; Reed et al., 2005), as depicted previously in Table 22.

Facilities and resources domain. This finding might can be interpreted as meaning teachers perceive work conditions such as clean school facilities, a safe school environment, and adequate working space in which to do a good job teaching (Buckley et al., 2004a; Center for Teaching Quality, 2007; Hirsch et al., 2006a; Public Policy Institute, 2006), as depicted previously in Table 22.

Teaching experience 11-15 years. Teachers with 11-15 years of teaching experience had the highest mean responses in three domains: Professional Development and Facilities Resources. These data can be interpreted as meaning that teachers with 11-15 years of teaching experience perceive work conditions in these two domains as highly present in their schools, as depicted previously in Table 22.

Professional development domain. These data can be interpreted as meaning teachers with 11-15 years of teaching experience perceive work conditions in the area of

professional development emphasize quality specific content where teachers can learn

from one another and improve knowledge and skills to help students learn (Birman,

Desimone, Porter, & Garet, 2000; Kennedy, 1998), as depicted previously in Table 22.

*Facilities and resources domain***.** These data can be interpreted as meaning

teachers with 11-15 years of teaching experience perceive work conditions in the area of

facilities and resources as highly present in their schools. Teachers with 11-15 years of

teaching experience might accept poor work conditions as a part of the environment more

readily than new teachers who might leave the teaching profession due a clean and safe

environment and lack of instructional supplies and materials (Buckley et al., 2004a), as

depicted previously in Table 22.

Teaching experience over 15 years. Teachers with over 15 years of teaching

experience had the highest mean responses in two domains: Professional Development

and Leadership. The interpretation for this finding is that teachers with over 15 years of

teaching experience may seek *leadership* positions or become teacher leaders who can

lead department meetings, train teachers in classroom management, and time

management, as depicted previously in Table 22.

*Professional development domain***.** These data can be interpreted as meaning

teachers with over 15 years of teaching experience perceive work conditions in the area

of professional development opportunities to learn from one another (Georgia Teacher

Retention Study, 2006) , as depicted previously in Table 22.

*Leadership domain***.** These data can be interpreted as meaning teachers with over

15 years of teaching experience perceive work conditions in the area of leadership an

opportunity to advance to leadership positions and serve as effective mentors, as depicted previously in Table 22.

Summary of Domain Scores for Teachers by Teaching Experience

Overall, the highest mean response for all teachers was the Professional Development domain. The domain receiving the lowest mean response for teachers was the Use of Time domain. Teachers with 1-5 years of teaching experience showed the highest mean responses in three domains: Use of Time, Facilities and Resources, and Professional Development. Teachers with over 15 years of teaching experience showed the highest mean responses in two domains: Leadership and Empowerment. To describe teacher and descriptive domains by teaching experience, descriptive statistics were used to determine the means for teachers by teaching experience. The results of domains for teachers by type of school are presented in the next section.

Descriptive Results of Domain Scores for Teachers by Type of School

To describe domains for teachers by type of school (elementary, middle, and high school), descriptive statistics were used to determine the means for teachers by type of school. Overall, the highest mean response for all teachers by type of school for elementary, middle, and high school teachers was the Professional Development domain. The domain receiving the lowest mean responses for all elementary, middle, and high school teachers was the Use of Time domain. There were 157 elementary school teachers, 96 middle school teachers, and 109 high school teachers who participated in this study. Table 24 depicts the means of domains for teachers by type of school (i.e., elementary, middle, and high school).

Table 24

Means of Domains for Teachers by Type of School (Elementary, Middle, and High

School)

Domains	Elementary School Teacher (n=157)	Middle School Teacher (n=96)	High School Teacher (n=109)
Use of Time	3.12	2.85	2.99
Facilities and Resources	3.72	3.71	3.53
Leadership	3.92	3.41	3.66
Empowerment	3.61	3.04	3.05
Professional Development	4.09	3.73	3.96

Elementary school teachers (n = 157). Interestingly, the finding was elementary

school teachers had the highest mean scores in all five domains when compared to middle

school teachers and high school teachers. Additionally, the Professional Development

domain was ranked highest by elementary school teachers than among other teachers in

this study. This finding might mean that elementary school teachers perceived that these

five domains were highly present in their schools. Elementary school teachers in this

study may have been more satisfied about professional development in schools and

administrator's role in supporting teacher learning (Governor Michael Easley's Teacher

Working Conditions Initiative, 2003).

Professional development domain. Elementary school teachers rated the

Professional Development domain as highly present in their schools. This rating was the

highest among middle school and high school teachers for the Professional Development

domain, as shown previously in Table 23. An elementary school teacher stated she had finished a graduate program in math education and the "strategies and information learned in those classes were used daily."

Leadership domain. The second rating for elementary school teachers was leadership. Elementary school teachers rated this domain as highly present in their school. Again, it was the highest rating among middle school and high school teachers for the Leadership domain, as depicted previously in Table 23. An elementary school teacher wrote, "Without good leadership, a school cannot be successful. Our school makes an effort to do everything well." Another elementary school teacher wrote, "This school system and school use a "top down model school level" [that] tends to listen to the teachers. But the county level does what they want regardless of input from the school level or community." Another said, "Teachers here focus more on personal gain rather than student achievement. However, that is due partly to the pressure of raising standards and unrealistic state and federal goals." An elementary school teacher wrote, "Many experiences I disagree with are beyond school level control. Too many mandates and requirements are coming from district and state level."

Facilities and resources domain. The third rating for elementary school teachers was facilities and resources. Elementary school teachers rated this domain as highly present in their schools. Similar to Professional Development and Leadership domains, it was the highest rating among middle school and high school teachers for the Facilities and Resources domain, as depicted previously in Table 28. An elementary school teacher wrote that the school where she worked was "not a Title I school" and teachers had "very

limited availability of technology." Another elementary teacher wrote, "I just wanted to mention since we are a Title 1 school, we receive more funds for technology. Not all schools have this benefit."

Empowerment domain. The fourth rating for elementary school teachers was empowerment. Elementary school teachers rated this domain as highly present in their schools. Similar to Professional Development, Leadership, Facilities and Resources, and Empowerment domains, it was the highest rating among middle school and high school teachers for the Empowerment domain, as depicted previously in Table 23. Elementary school teachers expressed concern about being viewed as professionals and voicing their opinions without being scrutinized, "We are viewed as professionals who are empowered to do our jobs to the best of our ability and allowed to feel as if we can freely communicate with administers and express concerns without feeling like we're going to be frowned upon."

Use of time domain. The last rating for elementary school teachers was use of time. Elementary school teachers rated this domain as highly present in their schools. Similar to Professional Development, Leadership, Facilities and Resources, and Empowerment domains, it was the highest rating among middle school and high school teachers for the Use of Time domain, as depicted previously in Table 23. Elementary school teachers were among the top group who felt that teachers should have reasonable class sizes affording them time to meet the educational needs of all students. One conclusion was that smaller class sizes may help elementary school teachers to increase student achievement and increase more student contact.

Similarly, more experienced teachers may be helped by having more time to reach more students. Elementary school teachers reported that "state class sizes are way too large." An elementary school teacher commented, "I would like to have meetings each day during the planning session." Another elementary school teacher said, "Making plans and prep time are very limited." A teacher said, "Mentors are effective but have too many teachers to mentor." One teacher summed it up by saying, "More planning time is needed for co-teachers to differentiate appropriately."

Elementary school teachers reported their planning time is "very limited" and elementary school teachers commented that they wanted "more time to plan with co-teachers to differentiate appropriately, work in room, and create game; and more time to teach children." Elementary school teachers want "less paper work, data analysis, and testing would give teachers more time to plan and teach children." One elementary school teacher said, "Let's get back to the basics and educate, not test to death."

Middle school teachers (n = 96). Overall, middle school teachers had the *lowest* mean scores in 4 of 5 domains than elementary school teachers and high school teachers (i.e., Professional Development, Facilities and Resources, Leadership, Empowerment, and Use of Time), as depicted previously in Table 23.

Professional development domain. Middle school teachers rated the Professional Development domain as highly present in their schools. This finding can be interpreted as meaning middle school teachers perceived work conditions in the area of professional development as highly present in their schools, as depicted in Table 23. One middle school teacher wrote, "Too much time is spent on meaningless professional

development." Another middle school teacher wrote, "Professional development opportunities have steadily shrunk. Most are offered after hours or weekends." "Attendance at conferences or professional meetings is reserved for a select few", said another.

Leadership domain. The second rating for middle school teachers was leadership. Middle school teachers rated this domain as present in their schools. For the Leadership domain, middle school teachers perceived that the principal selects an effective team and provide support to teachers by communicating policies and expectations to faculty and staff, as depicted previously in Table 23. These data can be interpreted as meaning that middle school teachers perceived work conditions in the area of leadership as somewhat present in their schools. A middle school teacher wrote, "The principal sets standards and is an example for us to emulate." Another middle school teacher wrote, "I like this school, its people, leadership, and enjoy working here. The principal sets standards and example by which they are. The last two have been excellent examples to emulate."

Facilities and resources domain. The third rating for middle school teachers was facilities and resources. Middle school teachers rated this domain as present in their school, as shown previously in Table 23. Middle school teachers wrote no comments about facilities and resources.

Empowerment domain. The fourth rating for middle school teachers was empowerment. Middle school teachers rated this domain as present in their school, as shown previously in Table 23. The Empowerment domain for middle school teachers was next to the lowest among the five domains. This finding might mean middle school

teachers desired more input into decisions affecting their classrooms and instructional delivery. Middle school teachers appeared to express more concerns about discipline problems than elementary teachers. A middle school teacher stated "Discipline needs to be enforced by teachers and administration." Middle school teachers voiced concerns regarding discipline in schools, "If discipline were consistent by both teachers and administrators, this would be an excellent school because we should hold students accountable for behavior and academics."

A middle school teacher wrote, "School leaders must also be consistent when disciplining students. Students receive too many changes to correct inappropriate behavior which disrupts the learning environment." Another wrote, "Lack of consistency with discipline is one of the issues that need to be addressed at our school. One middle school teacher wrote, "Teachers do not seem to have a lot of power when it comes to discipline. It seems like students are not held accountable for their behavior or academic actions."

Use of time domain. The last rating for middle school teachers was use of time. Middle school teachers rated this domain as somewhat present in their school, as shown previously in Table 23. This finding for Use of Time being the lowest of the five domains might mean middle school teachers in this study desire to collaborate during the day with colleagues, have adequate planning time, to not have duties that interfere with instruction, be assigned a mentor to work with, and have reasonable class sizes that afford them time to meet the educational needs of all students.

A middle school teacher reported that reasonable student loads will help them to "teach better with fewer students to meet students' needs." Another middle school teacher wrote, "…ratio of special education students in co-teaching class is too high." Another wrote, "All schools are getting too big to make personal connections with families and students. Small schools are better."

As a result, middle school teachers may have felt excessive student loads did not afford them time to meet the educational needs of all students. Another commented about the lack of time, "Talking about time—we do not have enough time. Sometimes you have morning and after noon duties, lunch duty, and subbing for an absent teacher during planning all in the same week and same day." Middle schools also have athletic games that require teachers to spend time after school hours.

High School Teachers (n = 109). Overall for high school teachers in this study, the highest rating was professional development. The lowest rating for high school teachers was use of time. These ratings were similar to elementary school and middle school teachers.

Professional development domain. High school teachers rated the Professional Development as highly present in their schools among other domains in this study. This finding may mean that high school teachers were somewhat satisfied with the level and kinds of professional development activities. High school teachers' comments at the end of the survey portrayed a different view than their ratings of professional development. One teacher comments, "Professional development opportunities have steadily shrunk

while I have been here. Most [are] offered after hours or weekends. Trust in teachers and their judgment have eroded to nothing. We do not feel supported."

Leadership domain. The second rating for high school teachers was leadership. This finding may mean that high school teachers perceived leadership as present in their schools. A high school teacher expressed concerns about ineffective teachers and implied that leadership may be responsible, "All teachers who are ineffective in instruction are not held accountable at my school. Bad teachers are continuing to be allowed to be bad teachers. This contributes to low student achievement and low good teacher morale."

Facilities and resources domain. The third rating by high school teachers in this study was facilities and resources. This finding might mean that high school teachers want adequate instructional supplies and technology. Providing needed materials and supplies, with other resources, along with directions for their use, may positively influence individual teacher and collective efficacy belief (Ware & Kitsantas, 2007). A high school teacher expressed frustration with facilities and resources and wrote, "We are short on supplies and technology because we are short on funding!" To emphasize the use of facilities and resources, a high school teacher said "Technology, please!"

Empowerment domain. The fourth rating by high school teachers in this study was empowerment which meant it was somewhat present in their schools. High school teachers appeared to express more concerns about discipline problems than elementary teachers in their comments at the end of the survey. A high school teacher wrote, "Minor discipline infractions are ignored. I would prefer that we do not make rules that we cannot or will not enforce." Discipline is not consistent, dress code, punishments," wrote

another high school teacher. Another high school teacher wrote, "Our students mostly do what they want, when they want, and where they want."

A high school teacher summed observations of administrators who ignored student misbehavior and wrote, "Our male assistant principals (APs) are reactive, not proactive. If they are not behind closed doors, they are on their I-Pads, even when they are meant to be on duty monitoring students. On any given day, you can walk through the commons area or cafeteria and find our male leaders sitting, talking with coaches, playing games on their I-Pads, and ignoring student misbehavior." A high school teacher expressed concerns about parental involvement and student discipline and wrote, "Get [the] emphasis off educators and back on the parents."

Use of time domain. The last rating for high school teachers was use of time. These data can be interpreted as meaning that high school teaches perceived work conditions in the area of use of time as not present in their schools. This finding might mean high school teachers' negative perception of the Use of Time such as large class sizes and student loads, lack of collaboration with colleagues, and excessive responsibilities after school coaching and club sponsorships.

The interpretation for the Use of Time domain for type of school (elementary, middle, and high school), teachers' perceptions of this domain were neither agree nor disagree for elementary and somewhat disagree for middle school teachers and high school teachers. Those results are similar to the results for the means of domains for teachers by age.

The reason high school teachers rated planning within the normal instructional day higher than other groups might have been because high schools participate in more formal athletics as extracurricular activities than elementary and middle schools. As a result, administrators may assign high school teachers, on a rotational basis, to cover sports after school hours such as football, baseball, basketball, soccer and other athletics. A teacher commented, "Teachers at our school have morning duty, lunch duty, and afternoon duty. We are also required to work at least 2 or 3 hours at sporting events (i.e., football, basketball, baseball, or soccer)."

High school teachers commented that their planning time is spent "subbing for an absent teacher during your planning all in the same week and same day" because the "handling of substitutes for absent teachers is appalling." A high school teacher stated, "…there seems to be quite a bit of discontent; particularly in regards to consistency and the 'sub' (substitute teacher) situation." One teacher expressed frustration regarding teachers who must teach in the absence of teachers, "The handling of substitutes for absent teachers is appalling."

High school teachers agreed that teachers have "morning duty, lunch duty, and afternoon duty." Teachers have additional duties and responsibilities that take away from planning time." In retrospect, one teacher seemed supportive and understanding that principals must do whatever was "necessary and if it were possible to fulfill those needs in some other way, our administration would not hesitate to do so."

High school teachers may have believed that collaboration is more important than other groups because of departmentalized schedules where more time is needed to

collaborate productively with colleagues within their departments. Middle school teachers have a common planning time similar to high school teachers. In contrast, elementary teachers typically have little or no time to collaborate with colleagues since there is no common planning time when all teachers can meet together to plan and collaborate.

Summary of Domain Scores for Teachers by Type of School

Interestingly, the finding was elementary school teachers had the highest mean scores in all five domains when compared to middle school teachers and high school teachers. Additionally, the Professional Development domain was ranked highest by elementary school teachers than among other teachers in this study. Overall, middle school teachers had the lowest mean scores in 4 of 5 domains than elementary school teachers and high school teachers (i.e., Use of Time, Leadership, Empowerment, and Professional Development). The finding that high school teachers had the lowest mean rating in 1 of 5 domains than elementary school teachers and middle school teachers (i.e., Facilities and Resources) might mean they want adequate instructional supplies and technology.

One of the differences related to type of school for high school teachers is collaboration is more important than elementary and middle school teachers. This difference may be explained by the fact that middle school and high school teachers have more departmentalized schedules where more time is needed to collaborate productively with colleagues within their departments. Elementary teachers have fewer common planning periods to collaborate than middle school and high school teachers.

Elementary teachers typically have little or no time to collaborate with colleagues since there is no common scheduled planning time when grade level teachers meet together to plan and collaborate. Teachers at all grade levels actually have less than an hour a day of designated planning time to prepare for multiple teaching periods.

A finding in the current study revealed elementary school teachers perceived the Use of Time was critical to teaching and student learning on all five domains when compared to middle school teachers and high school teachers. This finding was confirmed by Governor Mike Easley's Teacher Working Conditions Initiative (2003). The latter study found one of the variables of Use of Time--*reasonable student loads*--afforded teachers time to meet the educational needs of virtually all students as most important to them. The current study's finding was aligned with Governor Mike Easley's Teacher Working Conditions Initiative finding.

A finding in the current study showed high school teachers perceived that collaboration is more important than elementary and middle school teachers because of departmentalized schedules where more time is needed to collaborate productively with colleagues within specialized departments, which confirmed a finding in a study by Ladd (2009). The latter study found elementary teachers had fewer common planning periods in which to collaborate than middle school and high school teachers. The current study's finding is aligned with Ladd's finding.

A finding in the current study showed elementary teachers perceived to typically have little or no time to collaborate with colleagues since there is no common scheduled planning time when grade level teachers meet together to plan and collaborate which

confirm a finding of Hirsch's (2005) study. The latter study found teachers at all grade levels actually had less than an hour a day of designated planning time to prepare for multiple teaching periods. The current study's finding was aligned with Hirsch's finding.

One of the differences related to type of school is elementary school teachers, middle school teachers, and high school teachers value their time and reported how critical use of time is to teaching and student learning. This difference may be explained by the fact that principals believe teachers have adequate time to do all the things they need to do and teach, too. Teachers on the other hand feel just the opposite. Teachers seem to think principals do not value nor respect their time and use their time for nonteaching duties when they could be engaged in lesson preparation for students. Principals feel just the opposite and probably think teachers do not manage their time wisely. Therefore time is wasted by teachers on nonteaching duties such as telephone usage, visiting other teachers' classrooms to talk casually rather than managing their classes, copying materials during class time, and poor preparation of materials for students.

CHAPTER V

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

Chapter 5 includes several sections and compares selected findings of the present study with the literature. The chapter also includes a discussion of findings, implications for educational leadership, and ends with recommendations. The comparisons and implications are discussed as related to educational leadership and the impetus for the current study.

Summary

Over a two-year period (2006-2007 and 2007-2008), Sinclair County School District experienced teacher shortage problems that provided the impetus for this investigation. The current study was designed to examine the perceptions of principals and teachers to find out what principals and teachers perceive about the work conditions at their schools, to examine if differences exist in perceptions of teachers and principals related to work conditions at their schools, and investigate if any differences exist in perceptions of teachers when analyzed by demographics such as age, experience, and type of school. Teachers were leaving the school district with less than three years of teaching experience. One of the reasons teachers left teaching may be working conditions in the school district. The topic of work conditions relates to the problem of teacher retention in the school district. As past research has indicated, the study used surveys to collect perceptions of principals and teachers about work conditions at their schools. Chapter V discusses what the findings mean for the field of educational administration in Sinclair County School District. The findings also have implications for the district.

Analysis and Discussion of Research Findings

Research question one. Research Question 1 asked, "What are current principal and teacher perceptions of work conditions in Sinclair County?" The section below presents any findings that align or do not align to other findings of previous studies. Chapter 4 presented most of the findings by domains.

Principals. The findings as compared to the literature in this section of Research Question 1 are arranged from the highest to lowest in terms of principals' perceptions of these domains. In the current study, principals ranked Professional Development domain first and the Empowerment domain last. A discussion of the findings is presented with what it means for educational leadership in Sinclair County. Other domains might need to be addressed by the administration in their efforts to retain teachers. It might be advisable for administration to look at the lowest domain for ways to improve retention in the Empowerment domain.

Professional development domain. A finding of the current study showed principals perceived adequate and appropriate time were provided for professional development yearly did not confirm findings of Ingersoll (2001a, 2003a), Emerick and Hirsch (2006), and Fallon (2007).

A finding of the current study showed principals perceived school as a good place to work and learn. This finding confirmed findings in a study by Hirsch et al. (2006a). The latter study found the majority of principals agreed school was a good place to work and learn. The current study's finding was aligned to the findings of this study.

A finding in the current study found principals perceived that teachers were provided with professional development opportunities to meet individual needs rather than general professional development for all teachers. This finding was similar to the finding in a study by the New Teachers Center (2010b). The latter study found principals perceived professional development was differentiated to meet individual teachers' needs (NTC, 2010b). The current study's finding was aligned with findings of the New Teachers Center study.

Facilities and resources domain. A finding of the current study showed principals perceived they ensure teachers and staff work in a safe school environment confirmed a finding of the New Teacher Center's (2010b) study. The latter study found educators and administrators were generally positive about school safety, cleanliness, and leadership efforts to make the most of their resources. The current study's finding was aligned to a finding of this study. Similarly, both studies showed a consensus regarding school safety, cleanliness, and leadership efforts to make most of resources.

Leadership domain. A finding of the current study showed principals perceived leadership at a higher level in their schools than middle and high school teachers. Differences in this finding were elementary school teachers perceived leadership at a higher level than middle and high school principals. The current study finding did not determine if leadership was a factor that influenced their decision to remain at a school. Thus, it cannot be compared to a finding from the study by Charlotte Advocates for Education (2004). The latter study found principals did not select leadership as the most important work condition that influenced teachers' decision to remain at schools.

Although the purpose of the current study and the Charlotte study is not the same, both studies addressed leadership as part of work conditions. This finding is not aligned with the current study's finding. What it means for Sinclair County School District is that the Board of Education should carefully consider the selection of individuals as principals to lead schools.

A finding of the current study showed principals perceived that teachers are held to high professional standards for delivering instruction confirmed a finding of the New Teacher Center's (2010b). The latter study found teachers are held to high professional standards for delivering instruction which are aligned to a finding of the current study. Although a finding in these studies were similar, participants were in two different states, North Carolina and Georgia. In addition, the North Carolina study was conducted statewide and the current study in Georgia was district wide.

Use of time domain. A finding in the current study showed principals perceived that teachers had adequate time to collaborate productively with colleagues. This finding was confirmed by Governor Mike Easley's Teacher Working Conditions Initiative (2003). The latter study found teachers had time to collaborate productively with colleagues and adequate and appropriate use of time for yearly professional development. The current study's finding was aligned with this finding.

Empowerment domain. A finding of the current study that showed principals perceived teachers were involved in local decision making confirmed findings of the study from three studies: (a) North Carolina Teacher Work Conditions Survey (2004); (b) Duke University (2006); and (c) Berry et al. (2007). A finding from the North Carolina

Teacher Work Conditions Survey demonstrated the principals perceived teachers were involved in decision-making at the local school level. Duke University's findings showed principals perceived that they included teachers in decision-making. Researchers at Duke concluded new teachers were more likely to remain in the profession if they were satisfied with being included in decision-making at the school.

Additionally, Duke University concluded while principals were primary decision makers in schools, teachers were content with work conditions when principals allowed them to become empowered individuals in school-level decision-making. The third study in support of the current study, Berry et al., found principals perceived teachers as central to decision-making. Duke University researchers agreed with Berry et al. that principals perceived teachers as central in decision-making at the school level. The current study's findings were aligned findings of the three studies described above.

Differences among the three studies were related to the sample population and purpose of the study when compared with the current study. Both the North Carolina Teacher Work Conditions Survey (2004) and the Center for Child and Family Policy at Duke University were conducted in the state of North Carolina. The North Carolina Teacher Work Conditions Survey (2004) surveyed over 100,000 teachers, with over 60% of all school districts participating, and approximately 2,000 principals. Duke University's (2006) sample population included over 40,000 educators from nearly 1,500 schools in 115 of the state's 117 school districts, with over 76% of school participating. Berry et al. (2007) conducted a web-based survey whereas the other two studies did not. Berry et al. survey of school-based licensed educators in the Clark County School

District, the fifth largest school district in the United States. This school district served all

of Clark County, Nevada, including the cities of Las Vegas, Henderson, North Las

Vegas, Boulder City, and Mesquite, Laughlin, Blue Diamond, Logandale, Bunkerville,

Goodsprings, Indian Springs, Mount Charleston, Moapa, Searchlight, and Sandy Valley.

The number of principals and teachers surveyed were unavailable for Berry et al.'s study.

A finding of the current study showed principals perceived that they ensured an

atmosphere of trust and mutual respect in their schools confirmed a finding of the New

Teacher Center's (2010a) study. The latter study found the majority of principals reported

an atmosphere of trust and mutual respect within the school district (NTC, 2010b). The

current study's finding was aligned to a finding in this study.

Teachers. The findings related to teachers as compared to the literature in this

section of Research Question 1 are arranged from the highest to lowest in terms of

teachers' perceptions of these domains. In the current study, teachers ranked Professional

Development domain first and the Use of Time domain last. A discussion of the findings

is presented with what it means for educational leadership in Sinclair County. Other

domains might need to be addressed by the administration in their efforts to retain

teachers. It might be advisable for administration to look at the lowest domain for ways to

improve retention in the Use of Time domain.

Professional development domain. A finding of the current study showed teachers

ranked professional development highest. Teachers' perceived adequate and appropriate

time was provided for professional development yearly. This finding did not confirm

findings of Ingersoll (2001a, 2003a), Emerick and Hirsch (2006), Fallon (2007), and

Johnson (2006). A finding of the current study was not aligned to the findings of those studies that found teachers wanted more opportunities for professional development.

The discrepancy in the findings might be attributed to two types of professional development. First, professional development is not a *one size fits all* where all teachers take the same courses. Second, professional development is tailored to meet the individual needs of each teacher and teachers had the opportunity to select professional development training to enhance or improve instructional skills. Thus, teachers in the current study may have had the opportunity to select the latter, whereas teachers in the other studies might not have had a choice but had to take the same staff development as everyone else. Research found teachers wanted more opportunities for professional development, which was not aligned to a finding of the current study (Emerick & Hirsch, 2006; Fallon (2007; Ingersoll, 2001a, 2003a). As a result, teachers in the current study were equally divided in their choices between taking professional development courses that everyone else takes and selecting courses based on individual needs. In other words, teachers in the current study had a choice in professional development choices whereas studies in the literature, teachers may not have had such leniency.

Although teachers were equally divided between their perceptions of the two types of professional development of "one size fits all" and courses based on individual needs in the current study, they expressed concerns regarding professional development in their written comments on the survey. One middle school teacher commented "too much time is spent on meaningless professional development." A middle school teacher said "Professional development opportunities have steadily shrunk. Most are offered after

hours or weekends." "Attendance at conferences or professional meetings is reserved for a select few", said another.

Facilities and resources domain. A finding in the current study revealed teachers perceived facilities and resources and professional development at the top of the five working conditions domains. A finding of the current study showed teachers perceived aspects of facilities and resources as present in their school, which confirmed a finding by the Center for Teaching Quality (2007). The latter study found similar results regarding the quality of school facilities and inadequate resources. Additionally, teachers generally rely on the principal to improve school facilities. The current study's finding was aligned to a finding in the Center for Teaching Quality study.

A finding of the current study showed teachers perceived to have adequate professional space to work productively did not confirm a finding of the Georgia Teacher Retention (2006) study. The latter study found teachers reported the need for adequate professional space to work productively. As a result, this study is not aligned to findings of the current study.

A finding in the current study showed that teachers perceived that they were working in a school environment that was clean and well-maintained confirmed a finding of the Georgia Teacher Retention Study (2006). The latter study found Georgia teachers considered Facilities and Resources as highly important for promoting student learning which was aligned to the current study's findings. In the Georgia Teacher Retention Study, teachers were specific about what they needed, and perceived that those needs were addressed. Furthermore, teachers in the Georgia Teacher Retention Study reported

the need for professional space, adequate supplies, and convenient access to office equipment, phones, and email. Teachers were generally positive about school safety, cleanliness, maintenance, and leadership efforts to make the most of their resources (Georgia Teacher Retention Study, 2006).

Overall, the interpretation for Facilities and Resources shows teachers *strongly agreed* on 3 of 10 (30.0%) variables (i.e., space to work, clean environment, and safe environment) of the Facilities and Resources domain (Buckley et al., 2004a; Center for Teaching Quality, 2007; Hirsch, Emerick, Church, & Fuller, 2006a; Public Policy Institute, 2006). The finding was teachers strongly agreed that they were provided adequate space in which to work (Ladd, 2009). In addition, teachers agreed that they had a clean and safe environment in which to work and students to learn (Moir, 2008). Teachers were relatively positive about the safety and cleanliness of their schools, the avenues for parent involvement, and leadership's effort to provide professional development focused on school goals. However, they were less than positive about their role in decision-making, the incentives for risk-taking, access to clerical assistance, and resources for instructional supplies (Governor Michael Easley's Teacher Working Conditions Initiative, 2003).

Teachers *agreed* on 7 of 10 (70.0%) variables for the Facilities and Resources domain. Teachers agreed that they had sufficient space to work, sufficient access to copy machines, Internet, and email for reliable communication purposes, educational support, instructional technology, clean and safe environment, sustained effort is provided to address teacher concerns, and they had performed a good job teaching. Teachers were

relatively positive about these variables being present in their schools. However, they were less than positive about resources for instructional supplies (Governor Michael Easley's Teacher Working Conditions Initiative, 2003).

The specific variable receiving the lowest responses under Facilities and Resources domain was instructional supplies (10.0%) such as 'Teachers have sufficient access to instructional supplies'. These data can be interpreted as meaning that teachers perceived work conditions in the Facilities and Resources domain for instructional supplies was not present in their schools. The reason for this low rating of the question regarding teachers having sufficient access to instructional supplies may be that teachers were less positive about resources for instructional supplies (Governor Michael Easley's Teacher Working Conditions Initiative, 2003). What this means for Sinclair County is that the Board of Education should ensure teachers have sufficient access to instructional supplies and materials. Teachers probably feel this way because they may have to spend personal funds to supplement what they receive in instructional supplies and materials.

Leadership domain. A finding in the current study showed that teachers perceived administrative enforcement of rules for student conduct confirmed findings of two studies by Coggshall (2006) and Hirsch and Emerick (2007). Coggshall found teachers perceived principals are instructional leaders and enhance workplace conditions having clear and consistent discipline policies. Hirsch and Emerick reported administrative support for student discipline also was an issue of considerable importance to teachers. The finding implied teachers did not select members of the school improvement team. Overall, these data can be interpreted as meaning teachers perceived work conditions in the area of

leadership where teachers selected members of the school improvement team was not present in their schools.

Another finding was teachers *strongly agreed* on 7 of 19 (36.8%) variables for the Leadership domain. Teachers perceived principals communicated expectations with consistent support provided. Teachers agreed that principals held them in high professional standards through teacher performance evaluations with feedback. Teachers strongly agreed that their principal was an effective school leader.

In addition, teachers *agreed* on 10 of 19 (52.7%) variables for the Leadership domain. Teachers perceived that they had an effective team with support available and they agreed with the shared vision for the school. Teachers agreed the principal communicated policies, addressed their concerns, and shielded them from undue classroom interruptions during the school day. Teachers agreed the principal recognized them publicly for good work. They also agreed there were opportunities to advance and they expressed their concerns about leadership (see Table 19).

Only 2 of 19 (10.6%) variables showed teachers perceived that they did not have opportunities for advancement within the teaching profession (other than school level administration) are available to teachers and the school improvement team is not elected by teachers. There are two interpretations that may be made.

First, the reason for the low rating of 2.75 for opportunities to advance for teachers may be due to lack of opportunities to lead. When teachers are viewed as leaders in schools, opportunities may abound for them to assume leadership roles such as chairpersons of committees, department chairs, and grade level chairs (Center for

Teaching Quality, 2007; Moir, 2008). Thus, few opportunities for advancement within their profession are made available to teachers (Georgia Teacher Retention Study, 2006).

Second, teachers disagreed with selecting individuals on the school improvement team. This finding from the current study meant principals selected individuals to serve on the school improvement team. This responsibility was solely that of the principal because members of the team are expected to serve in a supportive role to the principal to form a supportive team. Principals selected members who support the school's vision to help reach the school's goals. It stands to reason that the principal would not select non-supportive individuals on the team. As a result, principals selected team members (Georgia Teacher Retention Study, 2006). An elementary school teacher stated, "We have a supportive leadership team and a positive school environment." Sinclair County may need to provide avenues for teachers to assume leadership positions and are able to advance into higher level positions. The school district may set up programs for teacher leaders and develop a pool of teachers who may be interviewed for administrative positions.

Empowerment domain. What can be learned from the current study is that empowerment is a domain that needs to be addressed by the administration, as it was ranked low by both teachers and principals. Under the area of empowerment, teachers are concerned that principals have not empowered them to handle student discipline. As a result, many teachers perceived principals should enforce discipline in schools.

Use of time domain. A finding in the current study showed teachers perceived they had adequate time to plan with colleagues during the school day. The current study's

finding did not confirm a finding of a study by the Teacher Quality Project in Georgia (2008). The latter study found teachers and professional school staff needed more time to plan and collaborate with each other to provide better instruction to help children learn better.

The current study confirmed findings of three additional studies, DiPaola and Walther-Thomas (2003), Renard (2003), and a major study by the Southeast Center for Teaching Quality (2004) regarding adequate planning time for teachers to work with colleagues. The latter studies found teachers had inadequate time to collaborate and plan with other teachers. A finding in the current study was aligned with the findings in those studies.

Teachers perceived in the current study they did not have a high level of implementation of time allotted to collaborating and teaching. This finding confirmed a finding of the earlier study by Governor Mike Easley's Teacher Working Conditions Initiative (2003). The latter study found teachers need time to work with students, learn from each other, analyze student data, and devise instructional strategies to ensure all students learn. Finding time, particularly during the school day, was identified as one of the most significant working conditions challenges for teachers in the 2003 study. The study also found creating schedules that maximized both instructional and collaborative time for staff was a difficult but essential element to providing positive working conditions and student success. The current study's finding was aligned with a finding in Governor Mike Easley's Teacher Working Conditions Initiative.

The current study indicated that both principals and teachers rated the highest means for Professional Development and Facilities and Resources domains. The lowest means for both principals and teachers were Empowerment and Use of Time. It may be surmised that professional development and facilities and resources are not the first concern of principals and teachers. The highest ratings from these two domains may mean for Sinclair County that administrators should continue to provide the types of professional development activities and facilities and resources as they currently do. Next, administrators in Sinclair County may need to address the domains with the lowest ratings.

Research question two. Research Question 2 asked, "Are there differences in work conditions perceptions of teachers and principals in Sinclair County?" Findings for Research Question 2 revealed overall, principals had higher levels of implementation for all five domains than did teachers, with the exception of elementary school teachers' perceptions of leadership were higher than principals. Principals and teachers' highest rankings were similar for Professional Development, Facilities and Resources, and Leadership. Lowest rankings were different for principals and teachers in the areas of Empowerment and Use of Time where Empowerment was lowest for principals and Use of Time was lowest for teachers.

The findings for the current study are aligned or not aligned to the findings of previous studies as described below. A discussion of what these findings mean for Sinclair School District are included for each domain.

Professional development domain. Both principals and teachers rated professional development as the highest working conditions in their schools. However, a difference between principals' and teachers' perceptions related to professional development is where adequate and appropriate time is provided for professional development yearly. This difference may be explained by the fact that while professional development was provided in a general context, it may not have been meaningful to teachers' specific strengths and needs for improved teaching and learning. The current study's findings were aligned to Reed et al.'s (2005) finding which stated that providing time for teachers to engage in meaningful professional development would decrease teacher attrition.

These data in the current study in the Professional Development domain can be interpreted as meaning principals agreed that teachers in their schools had time to plan with colleagues during the school day, and overall their schools are good places to teachers to work and students to learn. All variables in this domain show principals strongly agreed to enhance teacher knowledge and skills, teachers learn from one another, sufficient professional development activities are available, professional development activities are based on state or national standards, local school district professional development activities, school leadership makes a sustained effort to provide quality professional development, and school is a good place to work and learn. This means for Sinclair County that administrators provide professional development to include meaningful courses, planning time is made available so teachers can collaborate with

each other, and teachers learn from one another when given the opportunity to work together.

   Facilities and resources domain. For the purpose of this study to understand perceptions of work conditions, high ratings for the Facilities and Resources domain would make one infer that teachers perceive that they have adequate facilities and resources. Both principals and teachers rated facilities and resources as the second highest working conditions in their schools. A finding in the current study showed elementary school principals, middle school principals, and high school principals perceived Facilities and Resources as highly present in their schools than elementary school teachers, middle school teachers, and high school teachers. High school principals reported Facilities and Resources of a high level of importance than elementary school and middle school principals. This finding confirmed a finding of the Center for Teaching Quality (2007). The current study's finding was aligned with the latter study's finding that inadequate school facilities were quite important to principals. This means for Sinclair County that administrators continue to provide adequate resources and facilities for teachers.

   One difference between principals and teachers is related to *Facilities and Resources* such as teaching and learning in clean and safe school buildings. Both principals and teachers were in agreement that school buildings are safe and clean, however, principals were in 100% agreement compared to teachers with 86% in agreement. This difference may be explained by the fact that principals perceived this domain as highly present in their schools than teachers. Perhaps teachers were referring

to the classroom toilets and cafeteria compared to principals' attention to administrative offices and halls.

For Sinclair County School District, this domain appears not to be a problem, if one can take the perceptions of employed teachers and assume that the teachers who left felt the same way. These data can be interpreted as meaning principals favored providing adequate space for teachers to work so they would have sufficient access to technology, Internet, and email for reliable communication purposes (Ladd, 2009). In addition, principals made certain adequate instructional supplies and materials were supplied for teachers and students, provided a clean and safe environment with sustained efforts so teachers could do a good job teaching (Moir, 2008).

Leadership domain. A finding in the current study showed that principals rated leadership at a higher level than teachers. Likewise, the Charlotte Advocates for Education (CAE, 2004) found principals rated leadership higher than did teachers. The difference between these two studies was in elementary school teachers in the current study who rated leadership at a higher level than elementary school principals. The CAE study did not identify whether teachers were elementary, middle, and high school. However, both studies found principals rated leadership at a higher level than teachers.

A finding in the current study showed teachers, especially elementary teachers, perceived administrative support from principals higher than elementary school principals. This current study's finding did not confirm a finding in the Georgia Teacher Retention Study (2006). The latter study found teachers were content with leadership and reported that school leadership was improving. Leadership was ranked as the highest

overall domain in all seven districts in the Georgia Teacher Retention Study. Differences in the current study's finding and findings from the Georgia Retention Study were in the quantity of school districts and participants, although the current study's response rate was comparable (i.e., principals—83%; teachers 60%).

A difference between principals and teachers is related to *Leadership* domain where principals support and protect teachers from outside forces such as community leaders and parents, who may be non-supportive and reduce non-teaching responsibilities and duties. This difference may be explained by the fact that while teachers are in the public eye and are public servants, they are more open to criticism from community leaders and parents than nonpublic officials. Principals show support by ensuring teachers are well-informed and are aware of state and local initiatives and board policies that must be followed.

Another difference between perceptions of principals and teachers is related to the use of Leadership. On one hand principals perceived teachers are involved in decision-making practices, while teachers perceived otherwise. This difference may be explained by the fact that while principals are primary decision makers in schools teachers are content with work conditions when they are allowed to become empowered individuals in school-level decision-making. Without a doubt, the principal is the key player in school-level decision-making. However, effective leaders include teachers in decision-making as an important component in retaining teachers in schools.

Regarding leadership, the findings are mixed and do not appear to be conclusive to warrant attention by administrators. These differences mean for Sinclair County is

first, principals perceived teachers are held to high professional standards for delivering instruction as being highly present at their school. Secondly, principals perceived teacher performance evaluations are handled in a reasonable and appropriate manner. Finally, principals perceived that the procedures for teacher performance evaluation are consistent.

Empowerment domain. This domain was ranked as one of two lowest domains in implementation at their schools for both principals and teachers. For Sinclair County School District, this means administrators may need to look at the role of empowerment for teachers at school. In the current study, differences were found between principals and teachers consistently enforcing discipline. Findings in the current study revealed that 13 of 16 principals reported that they "consistently enforced the rules for student conduct", whereas 188 of 362 teachers reported that principals consistently enforced the rules for student conduct. In contrast, principals reported that 228 of 362 (63%) teachers consistently enforced rules for student conduct, whereas 9 of 13 principals reported that teachers consistently enforced rules for student conduct. In the current study, middle and high school teachers expressed more concerns about discipline problems than elementary teachers.

This discrepancy in the perceptions of principals and teachers toward consistently enforcing rules for student conduct is supported by other studies. Both principals and teachers in the current study perceived that the other should enforce rules for student conduct. Those findings in the current study were confirmed by the New Teacher Center's (2010b) study. The latter study also found differences between principals and

teachers' perceptions in the consistency of discipline enforced by principals and teachers. The NTC study found the majority of principals reported consistently enforcing rules for student conduct. In contrast, nearly half of the teachers reported principals consistently enforced discipline. Teachers in the NTC study reported principals and teachers must both consistently enforce discipline and student misconduct. Both groups in the NTC study perceived discipline enforcement by principals and teachers as in need of improvement.

Likewise, the current study showed both principals and teachers perceived student discipline should be the responsibility of both principals and teachers. This means for Sinclair County that both principals and teachers are responsible for student conduct. The Board of Education sets policies for student conduct that is enforced by both principals and teachers at the local school level. Students and their parents are made aware of such policies through open parent-teacher discussions, brochures, rules posted in classrooms and hallways, and consistency in enforcing such policies handed down by the Board.

In the current study, a middle school teacher stated "Discipline needs to be enforced by teachers and administration." Middle and high school teachers voiced concerns regarding discipline in schools, "If discipline were consistent by both teachers and administrators, this would be an excellent school because students are held accountable for behavior and academics." Another teacher stated "There must be consistency in discipline, school-wide!"

Another difference related to *Empowerment* is related to decision-making at the school level. This difference may be explained by the fact that principals are viewed by

teachers as central and key decision makers. Principals may think they are involving teachers when they meet with leadership teams, discuss situations in departmental meetings and faculty meetings, when in fact, they are not involving teachers, rather they are informing teachers of the decision that has *already been made*. Teachers may resent the 'already made decision' and harbor resentment towards administration. This means for Sinclair County the need for consistency in student conduct enforcement by both principals and teachers and communicating such rules for enforcement to students and parents.

*Use of time domain***.** Principals and teachers disagreed on the level of implementation of practices related to the Use of Time domain. This discrepancy between principal and teacher scores in the Use of Time domain of the current study confirmed the similar findings in three studies. The current study's finding confirmed a finding in Governor Michael Easley's Teacher Working Conditions Initiative (2003) that also showed differences in perceptions of principals and teachers. This finding in the current study also confirmed differences between perceptions of principals and teachers in the 2004 North Carolina Teacher Work Conditions Survey and the New Teacher Center (2010b).

A finding in the current study showed teachers' perceptions of time spent on school-related activities (i.e., coaching, field trips, and club sponsorships) and non-teaching time was not as rated very high when compared to domain scores of principals, which confirmed a finding of the Georgia Teacher Retention Study (2006). The latter study found teachers spent unpaid hours each week on school-related activities working

directly with students, such as field trips, tutoring, sponsoring clubs, and coaching

(Georgia Teacher Retention Study, 2006). The current study's finding was aligned with

those findings. A difference between the two studies was type of teacher was investigated

(i.e., elementary school, middle school, and high school) in the current study but not the

Georgia Teacher Retention Study that did not investigate non-teaching time.

Class size and student load come under the auspices of the State Department of

Education, with no control under the principals' jurisdiction (National Council of

Teachers of English, 2012). Teaching workload includes the amount of time spent

working, the number of classes taught or student loads, and the number of students in

each class or class size (National Council of Teachers of English, 2012). For example,

English teachers may spend only about three-fourths of the average work week at school

or they work outside of the school grading papers and recording grades (Dusel, 1955;

Hirsch, 2005; National Council of Teachers of English, 2012). Based on this information,

use of time does not adequately address the needs of all students (National Council of

Teachers of English, 2012). Since many studies support the current study's finding of the

use of time spent working, the number of classes taught or student loads, and the number

of students in each class or class size, Sinclair County might benefit from addressing

those working conditions for teachers' use of time.

One of the differences between perceptions of principals and teachers related to

the Use of Time is principals perceived teachers had adequate time to collaborate

productively with colleagues and to plan. Teachers' perceptions were in opposition to

principals. Teachers were less positive about time to collaborate productively with

colleagues. This difference may be explained by the fact that time to collaborate with teachers in the same subject area, particularly in middle and high schools. Teachers are generally isolated from one another when it comes to the use of time.

Research question three. Research Question 3 asked, "Are there any differences in teacher work conditions perceptions when analyzed by demographics such as age, experience, and type of school?" Overall, the results of the factorial ANOVA for five domain scores by age, teaching experience, and type of school (elementary, middle, and high school teachers) show statistically significant differences only for three of the five domains of Facilities and Resources, Leadership, and Empowerment. No significant differences were found for age or teaching experience for these three domain scores. The factorial ANOVA for Professional Development and Use of Time domain scores revealed no significant differences by age, teaching experience, and type of school.

The following discussion presents the meaning of these significant findings for Facilities and Resources, Leadership, and Empowerment by type of school. The findings of the current study are related to the literature, and then discussed, as to what they may mean in the field of educational administration.

Professional development by type of school. The results of the factorial ANOVA for Professional Development domain scores by age, teaching experience, and type of school (elementary, middle, and high school teachers) revealed no significant differences were found for age or teaching experience.

Descriptive statistics for professional development domain scores. Descriptive statistics revealed elementary school teachers had the *highest* mean scores in all five

domains when compared to middle school teachers and high school teachers. Additionally, the Professional Development domain was ranked highest by elementary school teachers than among other teachers in this study. Overall, middle school teachers had the *lowest* mean scores in 4 of 5 domains than elementary school teachers and high school teachers (i.e., Use of Time, Leadership, Empowerment, and Professional Development). The finding that high school teachers had the lowest mean rating in 1 of 5 domains than elementary school teachers and middle school teachers (i.e., Facilities and Resources) might mean they want adequate instructional supplies and technology.

Descriptive statistics show one of the differences related to type of school is high school teachers strongly feel they have adequate and appropriate time for professional development each year and professional development is an important activity. However, elementary school and middle school teachers believe professional development courses are too generic and are 'one size fits all' plan for teachers. This difference may be attributed to the fact that teachers expressed the need for time to be engaged in meaningful professional development to become more skilled and knowledgeable in instructional strategies and other areas of identified strengths and weaknesses. Principals should ensure teachers have continued opportunities to develop skills to meet diverse needs of learners since meaningful professional development contributes to a positive and supportive working environment.

These data can be interpreted as meaning that elementary school teachers perceived work conditions in all domains as highly present in their schools. These factors were found to be predictors in research studies that determined whether or not teachers

remained in or left the teaching profession (Buckley et al., 2004a; Center for Teaching Quality, 2007; Marvel et al., 2007; Public Policy Institute of California, 2006; Said, 2000; Sargent, 2003; Twomey, 2005).

Facilities and resources by type of school. The results of the factorial ANOVA for Facilities and Resources domain scores by age, teaching experience, and type of school (elementary, middle, and high school teachers) revealed only type of school was significant. No significant differences were found for age or teaching experience. Post hoc results show elementary teachers differed significantly with both middle school teachers and high school teachers in the Facilities and Resources domain scores by type of school. The results show a highly significant interaction between middle school teachers and elementary school teachers, but not with high school teachers. High school teachers had different perceptions than elementary school teachers but not with middle school teachers regarding Facilities and Resources.

Twomey (2005) found teachers remained in school districts that improved work conditions of school facilities, even if those districts were located in poor school districts. Teachers need adequate space in which to work and teach. They also need reliable and accessible communication (i.e., telephones, email service, Internet access, and computers in classrooms) and instructional supplies, books, and materials for students (Murnane & Steele, 2007). Additionally, a clean and safe school facility is a necessity for teaching and learning to occur (Darling-Hammond, 2003; Ingersoll & Smith, 2003).

Descriptive statistics for facilities and resources domain scores. Overall, high school principals reported higher means in Facilities and Resources domain when

compared with high school teachers. The explanation for the Facilities and Resources domain was 100% of high school principals had higher mean scores on all five domains than all high school teachers. For high school principals in this study, the highest mean scores were in *Facilities and Resources*. High school teachers in the current study perceived Facilities and Resources as somewhat present in their schools. Murnane and Steele (2007) reported that inadequate facilities and resources make it extremely difficult to serve large numbers of diverse children with complex needs. Conversely, lack of resources contributes negatively to job dissatisfaction and attrition (Buckley et al., 2004; Stockard & Lehman, 2004; Ware & Kitsantas, 2007; Watkins, 2005). As a result, high school teachers may have felt excessive student loads did not afford them time to meet the educational needs of all students. Those teachers agreed they were protected from duties that interfered with the essential role of educating teachers.

   Leadership by type of school. The results of the factorial ANOVA for Leadership domain scores by age, teaching experience, and type of school (elementary, middle, and high school teachers) revealed only type of school was significant. No significant differences were found for age or teaching experience. Post hoc results show highly significant interactions among elementary school teachers, middle school teachers, and high school teachers. Elementary school teachers differed significantly with both middle school teachers and high school teachers in the Leadership domain scores by type of school. Middle school teachers differed significantly with both elementary school teachers and high school teachers in the Leadership domain scores by type of school. The

results show highly significant interactions among high school teachers, elementary school teachers, and middle school teachers.

Descriptive statistics for leadership domain scores. Descriptive statistic results show elementary, middle, and high school principals had higher mean domain scores than middle and high school teachers, but not elementary school teachers. Interestingly, elementary school teachers reported higher mean domain scores in leadership than elementary school principals. Another interesting finding was elementary school teachers had the highest mean scores in all five domains when compared to middle school teachers and high school teachers.

For the field of educational administration, principals and school districts should further explore reasons why elementary school teachers' responses were higher in leadership than elementary school principals and why this group of elementary school teachers had higher mean domain scores in leadership than middle and high school teachers. In considering the dynamics of how secondary school departments are set up, elementary school teachers may have more accessibility to the principal throughout the school day. Secondary schools are departmentalized and have several assistant principals in each department; therefore middle and high school teachers may not have as much accessibility to the principal and their concerns may not be addressed as rapidly as elementary school teachers. As a result, leadership for middle and high school teachers probably was not rated as high as elementary school teachers.

A study conducted by Duke University (2006) reported teachers are more than likely to remain in teaching if they are happy with the principal's leadership. Positive and

supportive leadership was a concern for teachers (Coggshall, 2006; Hirsch, 2005; Hirsch & Emerick, 2007; Marvel et al., 2007). Teachers feel that they are held in high professional standards for delivering instruction (Southeast Center for Teaching Quality, 2004). They also perceived teacher performance evaluations are handled in a reasonable and appropriate and consistent manner, and they receive feedback to improve teaching and learning (Moir, 2008). Furthermore, descriptive results show teachers feel the principal is an effective school leader (NTC, 2010a).

Empowerment by type of school. The results of the factorial ANOVA for Empowerment domain scores by age, teaching experience, and type of school (elementary, middle, and high school teachers) revealed only type of school was significant. No significant differences were found for age and teaching experience. Only type of school was significant. Post hoc results show a highly significant interaction among elementary school teachers, middle school teachers, and high school teachers. A significant difference was found between middle school teachers and elementary school teachers but not with high school teachers. High school teachers had different perceptions than elementary school teachers but not with middle school teachers in the Empowerment domain scores by type of school.

The explanation for the Empowerment domain was elementary school teachers may be less focused on empowerment in terms of having input into decisions about the school, being comfortable raising issues, school budget and hiring new teachers. Their focus may be more focused on being viewed as educational experts, trust and mutual respect, working together, establishing and implementing discipline and control of the

classroom, principal enforcing discipline, and the content of professional development to help teachers improve skills and abilities (Center for Teaching Quality, 2007; Charlotte Advocates for Education, 2004; Fall & Billingsley, 2010; Governor Michael Easley's Teacher Working Conditions Initiative, 2003).

In contrast, empowering teachers was not found to be statistically significant to determine elementary school teachers' leaving the teaching profession in Ladd's (2009) study. Ladd found only at the high school level was teacher empowerment found as a predictor leaving the teaching profession. Elementary school teachers expressed appreciation about being viewed as professionals and voicing opinions without being scrutinized. A comment on the survey in the current study stated, "We are viewed as professionals who are empowered to do our jobs to the best of our ability and allowed to feel as if we can freely communicate with administers and express concerns without feeling like we are going to be frowned upon." When comparing elementary school teachers' input into school decisions, middle and high school teachers are less likely to believe that teachers are centrally involved in decision making, administrative support of teachers, shield teachers from disruptions, and communicate state initiatives to teachers (Governor Michael Easley's Teacher Working Conditions Initiative, 2003).

Descriptive statistics for empowerment domain scores. Overall, all teachers in this study agreed student loads were present in their schools. However, they disagreed about excessive class sizes and student loads, especially at the secondary school levels. High schools have athletic games that require supervision and attendance after school hours by teachers and staff. In this study, teachers reported extracurricular school-related

activities (i.e., coaching, field trips, and club sponsorships) infringed upon their time during after school hours. However, teachers in this study disagreed on over half of the Use of Time variables regarding class size, student load, duties interfere, mentor, and planning time during the normal school day. Class size means the number of students in each class. Student load refers to the number of classes assigned to each teacher to instruct in one school day.

In addition, teachers disagreed on coaching, field trips, and club sponsorships that require them to spend time outside of the regular school day. Consequently, middle school and high school teachers' classes are departmentalized into content areas. For example, each teacher's student load may be five classes in mathematics, another teacher may have five in science, and a teacher may have five classes in social studies, and so forth. Class sizes are more than likely larger in middle schools and high schools than elementary schools where class sizes may not be as large because of the student-teacher ratio for type of school and according to state guidelines for class sizes (Gimbert et al., 2007; Said, 2000).

Summary of Research Question Three

The results of the factorial ANOVA for Facilities and Resources, Leadership, and Empowerment domain scores by age, teaching experience, and type of school (elementary, middle, and high school teachers) revealed only type of school was significant for these three domain scores. No significant differences were found for age and teaching experience. The Corrected Models for Professional Development and Use of Time were not significant. Therefore, no statistically significant differences were found

for Professional Development and Use of Time domain scores in the current study. Overall, the highest mean response for all teachers' for age, teaching experience, and type of school was the Professional Development domain. In contrast, the lowest mean response for all teachers' for age, teaching experience, and type of school was the Use of Time domain.

Implications

Implications for this study are speculated for the field of educational administration. The current findings made a contribution to the literature to improve educational practice for principals and teachers in Sinclair County School District. The school district may need to rethink aspects of the current work conditions for elementary, middle, and high school teachers in the areas of Empowerment and Use of Time, the two lowest working conditions domains. While the Professional Development domain was perceived as the highest working conditions domains by this study and other major studies in the literature, no statistically significant differences were found. However, gaps in the literature show observed differences in perceptions between principals and teachers regarding professional development where both agree that professional development is adequate but teachers want more meaningful professional development activities that help to enhance their instructional ability, skills, and knowledge. However, teachers believed that professional development should be more meaningful and related to the teaching profession.

Differences also were found for adequate collaboration during planning with colleagues under the use of time. While principals perceived teachers received adequate

planning time, elementary teachers perceived just the opposite because common planning times are not available to elementary school teachers based on master schedules for all groups. Middle school and high school teachers have common planning times built into the master schedule and therefore, these group responses to the use of time domain scores were not as low as elementary school teachers. More importantly, following such possible deliberations, work conditions may improve, particularly if the results draw attention to the working conditions of professional development, facilities and resources, leadership, empowerment, and use of time.

Additionally, principals and teachers in the current study had contrasting views of teacher working conditions, with principals perceiving these working conditions at a higher level than did teachers. This finding was supported in the study by Governor Michael Easley's Teacher Working Conditions Initiative (2003). Governor Easley's study found principals were more satisfied in every domain. Teachers were less satisfied with every aspect of the school environment than peers in non-teaching jobs. The gap between how teachers view working conditions versus principals is greater than the gap between teachers and other licensed personnel.

The difference between teachers and principals in the current study is greatest in four domain scores of Professional Development, Facilities and Resources, Leadership, and Empowerment by type of school. Highly significant interactions were found for the Use of Time by age and type of school. Gaps between teachers and principals are statistically significant for statements on the teacher survey for those four domain scores.

Inside the four domains, there are some particularly discrepancies, especially in the Use of Time domain scores where no statistically significant differences were found for these domain scores by age, teaching experience, and type of school. While the Use of Time domain was perceived as the lowest working conditions domains in this study and other major studies in the literature, no statistically significant differences were found. However, gaps in the literature show observed differences in perceptions between principals and teachers regarding use of time where both principals perceived teachers had adequate time to collaborate during planning times. In contrast, teachers perceived that their time was interrupted during planning periods with other duties that were not related to instruction but served as deterrents to teaching children.

The current study's findings at the school level, which corroborate previous research suggest the importance of addressing how principals and teachers use their time and empower teachers. Principals in the current study were more likely to believe that positive working conditions were present in all five domains, while teachers, in some instances differed in their beliefs. For example, elementary school teachers differed with elementary school principals in the leadership domain. Another example was principals perceived teachers had adequate and appropriate use of time, while teachers did not. Finally, principals felt teachers were included in decision-making at the school level, and teachers disagreed.

Professional development was most important at the elementary school level. Research indicated teacher empowerment is related to work conditions in elementary, middle, and high schools located in urban, suburban, and rural school districts (Dee,

Henkin, & Duemer, 2003; High, Achilles, & High, 1989; Hirsch & Emerick, 2007;

Johnson, 2006; Marvel et al., 2007; Shen, 2001; Spreitzer, 1995). All of these studies

examined teacher empowerment as related to work conditions. In these studies, teachers

reported that having input into decisions affecting their classrooms and instructional

delivery was a factor in determining whether they remained or left a school. Thus teacher

empowerment seems to be related to work conditions and task motivation and ultimately

decreases teachers' desire to leave schools.

Type of school was statistically significant for Facilities and Resources,

Leadership, and Empowerment domain scores but not for age and teaching experience.

No significant differences were found for age or teaching experience for these three

domain scores. In addition, no significant differences were found in Professional

Development and Use of Time domain scores by age, teaching experience, and type of

school. Although no significance was found for Professional Development and Use of

Time, implications for further investigation by administrators of school districts and

schools are warranted.

Professional development domain. The implications for Professional

Development domain scores by type of school for educational administration should

focus on an analysis of curriculum and how students respond to instruction and not on

generic staff development or one staff development course fits all. Professional

development should be meaningful and related to teachers' individual strengths and

weaknesses. Although principals and teachers agreed that teachers have adequate

professional development activities, teachers commented that professional development should be meaningful and related to their jobs.

Facilities and resources domain. The implications for Facilities and Resources domain scores by type of school for educational administration is teachers rated this domain scores second among other domain scores. Teachers agreed but not strongly agreed as principals did that their facilities were adequate, however they did not agree that they had adequate materials and supplies with which to help children to reach their full potential. High school teachers especially reported that they were low on funds and wanted more technology. Inadequate and antiquated facilities and resources make it difficult to educate diverse children with complex needs (Murnane & Steele, 2007). In addition to inadequate facilities, inadequate teaching materials and instructional supplies were intimated to cause decreases in reading and math scores on the National Assessment of Educational Progress at the elementary and middle school levels (Grissmer & Flanagan, 2001). In contrast, school districts should provide sufficient materials and instructional supplies, with other resources that may positively benefit teachers and students (Buckley et al., 2004; Stockard & Lehman, 2004; Ware & Kitsantas, 2007; Watkins, 2005).

Another implication for educational administration for Facilities and Resources is school districts should provide adequate teacher's textbook guides, assessment tools, textbooks for each student in every subject, classroom computers and technology, unit lesson plans, and other resources to help teachers do a better job teaching and students ultimately achieving success (Marvel et al., 2007). Teachers new to the profession

regularly spend personal funds on curricular materials (Marvel et al., 2007). As instructional approaches are adopted by districts and schools, principals should consider providing adequate resources for all teachers to help them do the best job ever teaching.

Leadership domain. The implications for Leadership domain scores by type of school for educational administration are teachers rated this domain third among other domain scores. While elementary, middle, and high school principals rated all domains higher than middle and high school teachers. The only exception was elementary school teachers rated leadership at a higher level than elementary school principals. Principals and school districts should focus on middle and high school teachers to ensure that they are included in having their concerns addressed by the principal and opportunities to advance to administrative positions are made available to them.

Teachers perceived two leadership concerns. First, middle and high school teachers want more input into how the school improvement team is selected. Both principals and teachers agreed that teachers had no input into this decision and as a result, this area of leadership was rated low by both groups. One of the implications for educational administration is that principals may consider permitting the entire teaching staff to select a specific number of teachers to be representatives on the school improvement team. Secondly, middle and high school teachers perceived principals to be available to address their concerns while shielding them from disruptions during the instructional school day. Principals should protect teachers from undue interruptions that interfere with instruction so teachers can meet the needs of virtually all students.

Empowerment domain. The implications for Empowerment domain scores by type of school for educational administration are teachers rated this domain next to the last among other domain scores. From the Empowerment domain scores on the teacher survey, there were several low scores that may need attention from educational administration in the current study. First, middle and high school personnel did not perceive that teachers are centrally involved in decision making and making sound professional decisions on their own. Principals should support teachers through mutual respect and trust their ability to make sound professional decisions for their students and themselves. Secondly, elementary, middle, and high school teachers perceived they had no input into school budget concerns. This survey item was rated the lowest in the Empowerment domain scores. The reason why it was rated so low is because teachers actually rarely have any input into how the school budget is spent. Principals agreed on the principal survey that this was indeed a fact. For educational administration implications, principals may appoint teacher representatives to the school budget committee for input when budgets are planned and implemented. Third, middle and high school teachers perceived that principals should enforce rules for conduct and make students accountable for their behavior and academics. Next, teachers rated very low their having input into the hiring of new teachers. Principals agreed that teachers had little or no input into this decision. One of the implications is that principals can permit school teams (e.g., grade level chairs or department chairs) the opportunity to interview new teachers to see if they will make an effective team member or to see if they fit with the team's goals.

Use of time domain. The implications for the Use of Time domain scores for educational administration are teachers rated this domain last among other domain scores. While no significance was found in the current study for Use of Time by age, teaching experience, and type of school, implications are presented for educational administration.

From the Use of Time domain scores on the teacher survey, there were several low scores that may need attention from educational administration in the current study. First, middle and high school teachers perceived large class sizes and secondly, excessive student class loads to be problematic. The Use of Time domain was the area of greatest concern in the current survey since teachers, especially elementary school teachers who had little or no planning time built into the master schedule, perceived that they did not have adequate time to collaboratively plan with colleagues during the school day. This finding was confirmed by a study from the Georgia Teacher Retention Study (2006), which showed two areas that educators indicated were problems: student loads and time during the school day to collaborate productively with colleagues. Similar to the current study, teachers in the Georgia Teacher Retention Study also rated Use of Time as the lowest of the five domains as a major concern.

Third, middle and high school teachers perceived that due to excessive hours spent on noninstructional duties they did not have enough time to plan which is critical to their central responsibility to provide instruction. This finding was supported by Georgia teachers who reported spending many unpaid hours outside the regular school work day (Georgia Teacher Retention Study, 2006). Most teachers reported spending unpaid hours each week on school-related activities working directly with students, such as field trips,

tutoring, sponsoring clubs, and coaching. In addition, many educators spend uncompensated time on school-related activities such as serving on school and district committees and school leadership teams (Hirsch, 2005; Johnson, 2006; National Education Association, 2008).

The Use of Time domain is an area that has implications for educational administration in this study. While it was rated the lowest in the current study, it was also rated the lowest in other major studies (Georgia Teacher Retention Study, 2006; Governor Easley's Teacher Working Conditions Initiative, 2003). This low rating for the Use of Time domain may reflect that teachers are not provided sufficient time within the school day to carry out the responsibilities placed upon them. Whether it is planning for teaching and learning, meeting with parents, working with students on extracurricular activities, tutoring, or participating on school improvement teams/district committees, teachers perceived that in addition to teaching all day long, they spend enormous amounts of their personal time fulfilling other professional responsibilities (Georgia Teacher Retention Study, 2006).

Middle and high school teachers perceived that they are affected the greatest for spending excessive time outside of the regular school day on extracurricular activities with students. The reason middle and high school teachers rated planning within the normal instructional day and coaching, field trips, and club sponsorships lower than elementary school teachers might have been because secondary teachers participate in more formal athletics as extracurricular activities than elementary school teachers. As a

result, administrators may assign high school teachers, on a rotational basis, to cover

sports after school hours such as football, baseball, basketball, soccer and other athletics.

Further research. It is important to remember that the original intent of this

research study was to include a survey of principals' and teachers' perceptions of

working conditions in Sinclair County School District to compare their answers related to

working conditions. It was important to gain their perspectives of working conditions and

to see if there was an equal perception of working conditions, or if there was a difference

in the perceptions between the two groups. This type of research allowed for further

improvement and needed research on working conditions to improve teacher retention.

This study was limited by one school district in Georgia. However, it can be

expanded to include all school districts in Georgia and add credence and further findings

to the Georgia Teachers Retention Study (2006). This study asked principals and teachers

about their perceptions of work conditions, examined differences in work conditions

perceptions of teachers and principals, and explored differences, if any, in teacher work

conditions perceptions when analyzed by demographics such as age, experience, and type

of school. These questions were formulated by the researcher based on the review of

literature.

This quantitative study provided information that was confirmed by other research

studies that differences were found between the two groups of principals' and teachers'

perceptions of working conditions in their respective schools at the elementary, middle,

and high school levels. The information gained from this type of study may be replicated

in another state and the results can be compared to the results of this study conducted in

Georgia. This exhaustive quantitative study included three research questions. In hindsight, only research question three could have been investigated as a stand alone question because of its comprehensive analysis and results. Much information was gained and found in the results of this study. Further research may find another population of principals and teachers to conduct this study using a different methodology and research design. For this reason, additional research studies and comparisons of different groups may be beneficial to the field of educational administration from a diverse perspective.

Recommendations

Based upon the findings and conclusions, the following recommendations were made for implementing the results of the study. From the findings of this study, these findings and recommendations are offered to enhance efforts to improve teacher working conditions. The recommendations are presented by domains in perceived importance by principals and teachers in this study from the highest to lowest domains. The *Professional Development* domain was rated first among all domains by both principals and teachers in the current study, yet teachers expressed concerned about the meaningfulness of professional development activities in the optional comments section at the end of the survey. Therefore, it is recommended that principals allow teachers to select the content of professional development based on their strengths and weaknesses to enhance instructional delivery, skills, and knowledge. Teachers should be given the opportunity to select professional development classes germane to their strengths and weaknesses. Both principals and teachers rated the *Facilities and Resources* domain as the second highest working condition in their schools. Based on the current finding, it is recommended that

Sinclair County School District use instructional funds for providing adequate materials and instructional supplies, including classroom computers and technology for students and for teachers to do the best job teaching and educating students in their care.

Although the *Leadership* domain was rate*d as the third* highest working conditions, elementary school teachers perceived leadership at a higher level than elementary school principals and middle and high school teachers. In the current study, both principals and teachers disagreed that members of the school improvement team were elected by teachers. Currently, principals had the sole responsibility for appointing members of the school improvement team. As a result, it is recommended that principals a specific number of teachers to vote who will serve as representatives of the school improvement team.

The *Empowerment* domain was one of two domains that were rated by principals as next to the last working conditions in their schools. Two questions were rated low by principals in the current study. First, teachers did not have a role in deciding how the school budget was spent. Secondly, teachers did not have a role in the hiring of new teachers at school. These two items were rated low by principals and teachers as not present in their schools. Based on the findings, it is recommended that principals empower teachers to have input in the interviewing of new teachers or teachers who are eligible for hire, and to have some input into how the school budget is spent.

Based on the wide difference in the current study's means of principals and teachers related to the domain of *Empowerment*, it is recommended that administrators consistently enforce rules for student conduct. Although principals in the current study

reported that they consistently enforced rules for student conduct, over half of the teachers disagreed. Additionally, it is recommended that teachers consistently enforce rules for student conduct. Principals were in close agreement with teachers that teachers consistently enforce rules for student conduct.

For teachers, the *Use of Time* domain was the lowest rating in this study among all domains. In the Use of Time domain for middle and high school teachers in this study, six of 11 questions were rated low by teachers in their schools (i.e., class size, student loads, duties that interfere, mentoring, planning time during the normal day, and non-instructional duties and responsibilities). Therefore, based on the current findings of low mean domain scores related the use of time, it is recommended that Sinclair County School District allocate funds to help reduce the student load (e.g., number of classes assigned to each teacher to allow them to meet the needs of all students, and reduce the class size (e.g., number of students assigned to each class) for the same reason. It is also recommended that school districts and principals arrange master schedules so elementary school teachers can have a common planning time during the week similar to middle and high school teachers.

Based on the current finding of low mean scores of teachers related to the *Use of Time* domain, it is recommended that school districts and principals protect teachers from interruptions that interfere with instructional delivery, allow adequate planning during the normal day, and reduce non-instructional duties and responsibilities.

Conclusions

The initial aim of the current study was to explore this topic of principals' and teachers' perceptions of work conditions because Sinclair County school district was facing a teacher retention problem and has experienced a loss of new teachers over a two-year period (2006-2007 and 2007-2008). Working conditions might be a cause of the loss of new teachers. This study showed three major findings. First, both principals and teachers indicated Professional Development as the highest response to work conditions. Secondly, principals work conditions indicated the Empowerment domain as the lowest response to work conditions. Finally for teachers, the Use of Time domain was the lowest response to work conditions.

Findings in this study complement previous research on principals' and teachers' perceptions of working conditions. Principals and teachers both ranked highly the implementation of practices related to Professional Development and Facilities and Resources domains. They both ranked as lowest the implementation of practices related to Empowerment for principals and Use of Time for teachers. These findings have implications for Sinclair County School District which needs to examine the rankings of these last two domains.

As district wide and schoolwide improvements in working conditions are the result of collaboration between the principal and teachers, it was important to know if there were differences in the perception of principals and teachers related to work conditions. The current study found discrepancies in domain scores. These discrepancies have implications for new strategies to improve working conditions. Emphasis by the

school district needs to address empowerment and use of time issues. The

implementation of the recommendations may result in the improvements to the problem

of teacher retention in Sinclair County School District.

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APPENDIX A

THE 2008 NORTH CAROLINA TEACHER WORK CONDITIONS SURVEY FOR

PRINCIPALS (Moir, 2008)

PLEASE DO NOT PUT YOUR NAME ON THIS SURVEY.

　　　　Thank you for voluntarily participating in this survey. Feel free to add comments in the section at the end of the survey. No one except the researcher will see your individual responses and confidentiality will be maintained, so please be as candid as possible.

General Information:

Position:
   a.   Elementary School Principal
   b.   Middle School Principal
   c.   High School Principal

Gender
   a.   Male
   b.   Female

Age
   a.   Under 30
   b.   30-39
   c.   40-49
   d.   50-59
   e.   Over 60

Race/Ethnicity
   a.   Black or African American
   b.   White or Caucasian
   c.   Hispanic
   d.   Alaska Native
   e.   American Indian
        Native Hawaiian or Other Pacific Islander
   f.   Mixed or Multiple Ethnicity
   g.   Some other race or ethnicity
   h.   Asian

Grade Level of School

    a. Elementary K-5
    b. Middle 6-8
    c. High School 9-12

Information for Principals:

1. Number of years you have been a principal at your present school (including this year)
   a. 1-3 years
   b. 4-7 years
   c. 8-11 years
   d. More than 11 years

2. Total number of years you have been a principal (including this year)
   a. 1-5 years
   b. 6-10 years
   c. 11-15 years
   d. More than 15 years

3. What is the highest degree you have attained?
   a. Bachelor's
   b. Master's
   c. Educational Specialist
   d. Doctorate
   e. Other

4. How many total years have you been employed as an administrator (including this year)?
   a. 1-3 years
   b. 4-6 years
   c. 7-10 years
   d. 11-15 years
   e. 16-20 years
   f. 21-25 years
   g. More than 26 years

5. How many total years have you been employed as an administrator (including this year) in the State of Georgia?
   a. 1-3 years
   b. 4-6 years
   c. 7-9 years
   d. 10-12 years
   e. 13-15 years
   f. 16-18 years

g. More than 18 years

6. How many total years have you been employed in the school in which you are currently working?
   a. 1-3 years
   b. 4-6 years
   c. 7-9 years
   d. 10-12 years
   e. 16-18 years
   f. More than 18 years

Section 1: Use of Time

Please rate how strongly you agree with the following statements about the use of time in your school, using the following scale:

5 = Strongly agree
4 = Somewhat agree
3 = Neither agree or disagree
2 = Somewhat disagree
1 = Strongly disagree

1. Teachers have reasonable class sizes affording them time
   to meet the educational needs of all students.   5 4 3 2 1

2. Teachers have reasonable student loads affording them time
   to meet the educational needs of all students.   5 4 3 2 1

3. Teachers are protected from duties that interfere with their
   essential role of educating students.   5 4 3 2 1

4. New teachers are provided time to work with a mentor both
   within and outside of the classroom.   5 4 3 2 1

5. Teachers have time to collaborate productively with their
   colleagues.   5 4 3 2 1

6. Adequate and appropriate time is provided for professional
   development yearly.   5 4 3 2 1

Please rate how strongly you agree with the following statements about the use of time for teachers in your school, using the following scale:

5 = Strongly agree
4 = Somewhat agree
3 = Neither agree or disagree
2 = Somewhat disagree
1 = Strongly disagree

7. The school leadership makes an effort to reduce routine
    administrative duties or paperwork that interfere with
    the job of teaching.   5 4 3 2 1

8. The school leadership makes a sustained effort to address
    teacher concerns about the use of time in my school.   5 4 3 2 1

Section 2: Facilities and Resources

Please rate how strongly you agree with the following statements about your school facilities and resources, using the following scale.

5 = Strongly agree
4 = Somewhat agree
3 = Neither agree or disagree
2 = Somewhat disagree
1 = Strongly disagree

9. Teachers have adequate professional space to work
    productively.   5 4 3 2 1

10. Teachers have sufficient access to office equipment such as
    copy machines.   5 4 3 2 1

11. Teachers have convenient access to reliable communication
    technology, including phones, faxes, and email.   5 4 3 2 1

12. Teachers have sufficient access to instructional supplies.   5 4 3 2 1

13. Teachers have access to a broad range of educational support
    personnel, including tutors, family specialists, mental health

professionals, nurses, psychologists, and social workers.   5 4 3 2 1

14. Computers and other current instructional technology for
classrooms are sufficiently available.   5 4 3 2 1

15. Teachers and staff work in a school environment that is clean
and well maintained.   5 4 3 2 1

16. Teachers and staff work in a school environment that is safe.   5 4 3 2 1

17. The school leadership makes a sustained effort to address
teacher concerns about school facilities and resources.   5 4 3 2 1

18. Overall, this school has adequate materials, equipment,
classrooms, and other facilities for teachers to do a good job
teaching students.   5 4 3 2 1

Section 3: Leadership

Please rate how strongly you agree with the following statements about you, as a school leadership, using the following scale.

5 = Strongly agree
4 = Somewhat agree
3 = Neither agree or disagree
2 = Somewhat disagree
1 = Strongly disagree

19. Members of the school improvement team are elected by teachers.   5 4 3 2 1

20. The school improvement team is an effective aspect
of leadership at this school.   5 4 3 2 1

21. School administrators and licensed support personnel are
available and give priority to supporting teachers.   5 4 3 2 1

22. The faculty and staff have a shared vision.   5 4 3 2 1

23. The leadership effectively communicates local, state, and national
educational policies and initiatives and how they affect teaching
and learning.   5 4 3 2 1

24. The principal communicates his or her expectations to students,
parents, faculty and staff.   5 4 3 2 1

25. The school leadership makes an effort to address teacher concerns.   5 4 3 2 1

26. School leaders at all levels try to shield teachers from disruptions, allowing teachers to focus on educating students. 5 4 3 2 1

27. The principal consistently supports teachers when they need it. 5 4 3 2 1

28. Teachers are held to high professional standards for delivering instruction. 5 4 3 2 1

29. Teacher performance evaluations are handled in a reasonable and appropriate manner. 5 4 3 2 1

30. The procedures for teacher performance evaluation are consistent. 5 4 3 2 1

31. Teachers receive feedback that can help them improve teaching and learning. 5 4 3 2 1

32. Staff members are recognized for professional accomplishments. 5 4 3 2 1

33. New teachers have effective mentors who are trained to meet clear and appropriate standards. 5 4 3 2 1

34. Opportunities for advancement within the teaching profession (other than school level administration) are available to me. 5 4 3 2 1

35. Which position best describes the person who is most responsible for providing instructional leadership for your work?

    a. Principal
    b. Assistant principal
    c. Department chair or grade level leader
    d. School-based curriculum specialist
    e. Director of curriculum and instruction or other central office
    f. Other teachers
    g. None of the above

Please rate how strongly you agree with the following statements about your school leadership, using the following scale:

5 = Strongly agree
4 = Somewhat agree
3 = Neither agree or disagree
2 = Somewhat disagree
1 = Strongly disagree

36. In my school, a sustained effort is made to address
teacher concerns about school leadership.   5 4 3 2 1

37. Overall, I am an effective school leader.   5 4 3 2 1

Section 4: Empowerment

Please rate how strongly you agree with the following statements about empowerment in your school, using the following scale:

5 = Strongly agree
4 = Somewhat agree
3 = Neither agree or disagree
2 = Somewhat disagree
1 = Strongly disagree

38. Teachers are centrally involved in decision making about
important educational issues.   5 4 3 2 1

39. Teachers are recognized as educational experts.   5 4 3 2 1

40. Teachers are trusted to make sound professional decisions
about instruction and student progress.   5 4 3 2 1

41. Reasonable educational risk-taking by teachers is encouraged
and supported.   5 4 3 2 1

42. There is an atmosphere of trust and mutual respect.   5 4 3 2 1

43. Teachers feel comfortable raising issues and concerns
which are important to them.   5 4 3 2 1

44. Teachers work together to improve teaching and learning. 5 4 3 2 1

45. Teachers help establish and implement policies for
student discipline.   5 4 3 2 1

46. The school leadership consistently enforces rules for
student conduct.   5 4 3 2 1

47. Teachers consistently enforce rules for student conduct. 5 4 3 2 1

48. Teachers assist in determining the content of in-service
professional development programs at the school.   5 4 3 2 1

49. Teachers have a role in the hiring of new teachers at this school.   5 4 3 2 1

50. Teachers have a role in deciding how the school budget will be spent. 5 4 3 2 1

51. Opportunities are available for parents to express their concerns
and propose solutions to improve the school.   5 4 3 2 1

52. A sustained effort is made in my school to empower teachers
and parents and other members of the school community.   5 4 3 2 1

Section 5: Professional Development

Please rate how strongly you agree with the following statements about professional development in your school, *using the following scale:*

5 = Strongly agree
4 = Somewhat agree
3 = Neither agree or disagree
2 = Somewhat disagree
1 = Strongly disagree

53. Enhancing teacher knowledge and skills receives priority
as the most important strategy to improve student achievement.   5 4 3 2 1
54. Teachers in my school are provided opportunities to learn
from one another.   5 4 3 2 1

55. Teachers in my school have time to plan with their colleagues
during the school day.   5 4 3 2 1

56. Sufficient resources and administrative support are available
to allow teachers to take advantage of professional development
activities.   5 4 3 2 1

57. Professional development activities at my school are based
on state or national standards.   5 4 3 2 1

58. Teachers are encouraged to take advantage of professional
development opportunities offered by the local school district.   5 4 3 2 1

59. Do you have teachers who teach students who:
A. Have an Individual Education Plan or 504 Plan?
a. Yes
b. No

B. Are Limited English Proficient?
   a. Yes
   b. No

60. Of the following areas of professional development, which one is your personal priority for improvement over the next year?

   a. Special education—students with disabilities
   b. Special education—academically gifted students
   c. Limited English Proficiency
   d. Closing the Achievement Gap
   e. Your Content Area
   f. Methods of Teaching
   g. Student Achievement
   h. Classroom Management Techniques
   i. Reading Strategies
   j. Math Strategies
   k. None of the above
   l. All of the above

61. In the past 2 years, have you had 10 hours or more of training or professional development in any of the following areas? (Check all that apply)

   a. Special education—students with disabilities
   b. Special education—academically gifted students
   c. Limited English Proficiency
   d. Closing the Achievement Gap
   e. Your Content Area
   f. Methods of Teaching
   g. Student Achievement
   h. Classroom Management Techniques
   i. Reading Strategies
   j. Math Strategies
   k. None of the above
   l. All of the above

62. Of the areas listed in Question 62, which provided teachers with successful instructional strategies that they have also incorporated into their instructional delivery methods?
   a. Special education—students with disabilities
   b. Special education—academically gifted students
   c. Limited English Proficiency
   d. Closing the Achievement Gap
   e. Their Content Area

f. Methods of Teaching
g. Student Achievement
h. Classroom Management Techniques
i. Reading Strategies
j. Math Strategies
k. None of the above
l. All of the above

63. Of the areas listed in Question 63, which strategies were useful for teachers' efforts to improvement in student achievement?

a. Special education—students with disabilities
b. Special education—academically gifted students
c. Limited English Proficiency
d. Closing the Achievement Gap
e. Your Content Area
f. Methods of Teaching
g. Student Achievement
h. Classroom Management Techniques
i. Reading Strategies
j. Math Strategies
k. None of the above
l. All of the above

64. In the past two years, have you enrolled or participated in any of the following professional development activities?

A. Graduate courses
   a. Yes
   b. No
B. Workshops, institutes, and/or academies
   a. Yes
   b. No

C. Informal, job-embedded professional development activities
   a. Yes
   b. No

D. Participation in a coaching or mentoring program
   a. Yes
   b. No

E. Attendance at conferences or professional meetings
   a. Yes
   b. No

F. School leadership
  a. Yes
  b. No

65. Looking across all of the professional development activities that you have participated in during the past two years, which type of professional development has been most beneficial to you as a principal?

  a. Graduate courses
  b. Workshops, institutes, and academies
  c. Job-embedded professional development activities
  d. Participation in a mentoring or coaching program
  e. Attendance and conferences or professional meetings
  f. School leadership

Please rate how strongly you agree with the following statements about professional development in your school, using the following scale:

5 = Strongly agree
4 = Somewhat agree
3 = Neither agree or disagree
2 = Somewhat disagree
1 = Strongly disagree

66. The school leadership makes a sustained effort to provide quality professional development in my school.   5 4 3 2 1

67. Which aspect of the work environment most affects teachers' willingness to keep teaching at your school?

  a. time during the work day
  b. school facilities and resources
  c. school leadership
  d. teacher empowerment
  e. professional development
  f. collegial atmosphere

68. Which aspect of working conditions is most important to teachers in promoting student learning?

  a. time during the work day
  b. school facilities and resources
  c. school leadership
  d. teacher empowerment

  e. professional development
  f. collegial atmosphere

Please rate how strongly you agree with the following statements about professional development in your school, using the following scale:

5 = Strongly agree
4 = Somewhat agree
3 = Neither agree or disagree
2 = Somewhat disagree
1 = Strongly disagree

69. Overall, my school is a good place to work and learn.   5 4 3 2 1

70. Have you participated in any professional development activities
  within the past two years that focused on enhancing your
  skills as an instructional leader?

  a. Yes
  b. No

Any additional information regarding work conditions at your school?

_____
_____
_____
Thank you for your valuable participation in this survey.

APPENDIX B

THE 2008 NORTH CAROLINA TEACHER WORK CONDITIONS SURVEY

FOR TEACHERS (Moir, 2008)

PLEASE DO NOT PUT YOUR NAME ON THIS SURVEY.

Thank you for voluntarily participating in this survey. Feel free to add comments in the section at the end of the survey. No one except the researcher will see your individual responses and confidentiality will be maintained, so please be as candid as possible.

General Information:

Position:
    a.   Elementary School Teacher
    b.   Middle School Teacher
    c.   High School Teacher

Gender
    a.   Male
    b.   Female

Age
    a.   Under 30
    b.   30-39
    c.   40-49
    d.   50-59
    e.   Over 60

Race/Ethnicity
    a.   Black or African American
    b.   White or Caucasian
    c.   Hispanic
    d.   Alaska Native
    e.   American Indian
    f.   Native Hawaiian or Other Pacific Islander
    g.   Mixed or Multiple Ethnicity
    h.   Some other race or ethnicity
    i.   Asian

Grade Level Currently Teaching
  a. Kindergarten
  b. Grade 1
  c. Grade 2
  d. Grade 3
  e. Grade 4
  f. Grade 5
  g. Grade 6
  h. Grade 7
  i. Grade 8
  j. Grade 9
  k. Grade 10
  l. Grade 11
  m. Grade 12
  n. Special Education Teacher
  o. Technology Specialist
  p. Physical Education Teacher
  q. Music Teacher

Information for Teachers:
  1. Number of years you have been a teacher at your present school (including this year)
      a. 1-3 years
      b. 4-7 years
      c. 8-11 years
      d. More than 11 years

  2. Total years you have been a teacher (including this year)
      a. 1-5 years
      b. 6-10 years
      c. 11-15 years
      d. More than 15 years

Section 1: Use of Time

Please rate how strongly you agree with the following statements about the use of time in your school, using the following scale:

5 = Strongly agree
4 = Somewhat agree
3 = Neither agree or disagree
2 = Somewhat disagree
1 = Strongly disagree

1. Teachers have reasonable class sizes affording them time to meet the educational needs of all students.   5 4 3 2 1

2. Teachers have reasonable student loads affording them time to meet the educational needs of all students.   5 4 3 2 1

3. Teachers are protected from duties that interfere with their essential role of educating students.   5 4 3 2 1

4. New teachers are provided time to work with a mentor both within and outside of the classroom.   5 4 3 2 1

5. Teachers have time to collaborate productively with their colleagues.   5 4 3 2 1

6. Adequate and appropriate time is provided for professional development yearly.   5 4 3 2 1

Please rate the number of hours you spend participating in the activities below, using the following scale:

5 = More than 10 hours
4 = More than 5 hours but less than or equal to 10 hours
3 = More than 3 hours but less than or equal to 5 hours
2 = Less than 3 hours
1 = None

7. In an average week of teaching, how much time do you have for planning within the normal instructional day?   5 4 3 2 1

8. In an average week of teaching, how many hours do you spend outside the regular school work day (before school, and/or on the weekend) on each of the following types of activities?

A. School-related activities involving student interaction, such as coaching, field trips, tutoring, transporting students, club sponsorships, etc.   5 4 3 2 1

B. Other school-related activities, such as preparation, grading papers, parent conferences, attending meetings   5 4 3 2 1

Please rate how strongly you agree with the following statements about the use of time in your school, using the following scale:

5 = Strongly agree
4 = Somewhat agree
3 = Neither agree or disagree
2 = Somewhat disagree
1 = Strongly disagree

9. The school leadership makes an effort to reduce routine
administrative duties or paperwork that interfere with
the job of teaching.   5 4 3 2 1
10. The school leadership makes a sustained effort to address
teacher concerns about the use of time in my school.   5 4 3 2 1

Section 2: Facilities and Resources

*Please rate how strongly you agree with the following statements about your school
facilities and resources, using the following scale.*

5 = Strongly agree
4 = Somewhat agree
3 = Neither agree or disagree
2 = Somewhat disagree
1 = Strongly disagree

11. Teachers have adequate professional space to work
productively.   5 4 3 2 1

12. Teachers have sufficient access to office equipment such as
copy machines.   5 4 3 2 1

13. Teachers have convenient access to reliable communication
technology, including phones, faxes, and email.   5 4 3 2 1

14. Teachers have sufficient access to instructional supplies. 5 4 3 2 1

15. Teachers have access to a broad range of educational support
personnel, including tutors, family specialists, mental health
professionals, nurses, psychologists, and social workers.   5 4 3 2 1

16. Computers and other current instructional technology for
classrooms are sufficiently available.   5 4 3 2 1

17. Teachers and staff work in a school environment that is clean
and well maintained.   5 4 3 2 1

18. Teachers and staff work in a school environment that is safe. 5 4 3 2 1

19. The school leadership makes a sustained effort to address
    teacher concerns about school facilities and resources. 5 4 3 2 1

20. Overall, this school has adequate materials, equipment,
    classrooms, and other facilities for me to do a good job
    teaching students. 5 4 3 2 1

Section 3: Leadership

Please rate how strongly you agree with the following statements about your school
leadership, using the following scale.

5 = Strongly agree
4 = Somewhat agree
3 = Neither agree or disagree
2 = Somewhat disagree
1 = Strongly disagree

21. Members of the school improvement team are elected by teachers. 5 4 3 2 1

22. The school improvement team is an effective aspect
    of leadership at this school. 5 4 3 2 1

23. School administrators and licensed support personnel are
    available and give priority to supporting teachers. 5 4 3 2 1

24. The faculty and staff have a shared vision. 5 4 3 2 1

25. The leadership effectively communicates local, state, and national
    educational policies and initiatives and how they affect teaching
    and learning. 5 4 3 2 1

26. The principal communicates his or her expectations to students,
    parents, faculty and staff. 5 4 3 2 1

27. The school leadership makes an effort to address teacher concerns. 5 4 3 2 1

28. School leaders at all levels try to shield teachers from disruptions,
    allowing teachers to focus on educating students. 5 4 3 2 1
29. My principal consistently supports me when I need it. 5 4 3 2 1

30. Teachers are held to high professional standards for
    delivering instruction.   5 4 3 2 1

31. Teacher performance evaluations are handled in a reasonable
    and appropriate manner.   5 4 3 2 1

32. The procedures for teacher performance evaluation are consistent.   5 4 3 2 1

33. Teachers receive feedback that can help them improve teaching
    and learning.   5 4 3 2 1

34. Staff members are recognized for professional accomplishments.   5 4 3 2 1

35. New teachers have effective mentors who are trained to meet
    clear and appropriate standards.   5 4 3 2 1

36. Opportunities for advancement within the teaching profession
    (other than school level administration) are available to me.   5 4 3 2 1

37. Which position best describes the person who is most responsible
    for providing instructional leadership for your work?

    a. Principal
    b. Assistant principal
    c. Department chair or grade level leader
    d. School-based curriculum specialist
    e. Director of curriculum and instruction or other central office
    f. Other teachers
    g. None of the above

*Please rate how strongly you agree with the following statements about your school
leadership, using the following scale:*

5 = Strongly agree
4 = Somewhat agree
3 = Neither agree or disagree
2 = Somewhat disagree
1 = Strongly disagree

38. In my school, a sustained effort is made to address
    teacher concerns about school leadership.   5 4 3 2 1

39. Overall, my principal is an effective leader.   5 4 3 2 1

Section 4: Empowerment
Please rate how strongly you agree with the following statements about empowerment in your school, using the following scale:

5 = Strongly agree
4 = Somewhat agree
3 = Neither agree or disagree
2 = Somewhat disagree
1 = Strongly disagree

40. Teachers are centrally involved in decision making about
    important educational issues.   5 4 3 2 1

41. Teachers are recognized as educational experts.   5 4 3 2 1

42. Teachers are trusted to make sound professional decisions
    about instruction and student progress.   5 4 3 2 1

43. Reasonable educational risk-taking by teachers is encouraged
    and supported.   5 4 3 2 1

44. There is an atmosphere of trust and mutual respect.   5 4 3 2 1

45. Teachers feel comfortable raising issues and concerns
    which are important to them.   5 4 3 2 1

46. Teachers work together to improve teaching and learning.   5 4 3 2 1

47. Teachers help establish and implement policies for
    student discipline.   5 4 3 2 1

48. The school leadership consistently enforces rules for
    student conduct.   5 4 3 2 1

49. Teachers consistently enforce rules for student conduct.   5 4 3 2 1

50. Teachers assist in determining the content of in-service
professional development programs at the school.   5 4 3 2 1

51. Teachers have a role in the hiring of new teachers at this school.   5 4 3 2 1

52. Teachers have a role in deciding how the school budget will be spent. 5 4 3 2 1

53. Opportunities are available for parents to express their concerns
and propose solutions to improve the school.   5 4 3 2 1

54. A sustained effort is made in my school to empower teachers
and parents and other members of the school community.   5 4 3 2 1

Section 5: Professional Development

Please rate how strongly you agree with the following statements about professional
development in your school, *using the following scale:*

5 = Strongly agree
4 = Somewhat agree
3 = Neither agree or disagree
2 = Somewhat disagree
1 = Strongly disagree

55. Enhancing teacher knowledge and skills receives priority
as the most important strategy to improve student achievement.   5 4 3 2 1

56. Teachers in my school are provided opportunities to learn
from one another.   5 4 3 2 1

57. Teachers in my school have time to plan with their colleagues
during the school day.   5 4 3 2 1

58. Sufficient resources and administrative support are available
to allow teachers to take advantage of professional development
activities.   5 4 3 2 1

59. Professional development activities at my school are based
on state or national standards.   5 4 3 2 1

60. Teachers are encouraged to take advantage of professional
development opportunities offered by the local school district.   5 4 3 2 1

61. Do you teach students who:

A. Have an Individual Education Plan or 504 Plan?
   a. Yes
   b. No

B. Are Limited English Proficient?
   a. Yes
   b. No

62. Of the following areas of professional development, which one is your personal priority for improvement over the next year?

   a. Special education—students with disabilities
   b. Special education—academically gifted students
   c. Limited English Proficiency
   d. Closing the Achievement Gap
   e. Your Content Area
   f. Methods of Teaching
   g. Student Achievement
   h. Classroom Management Techniques
   i. Reading Strategies
   j. Math Strategies

63. In the past 2 years, have you had 10 hours or more of training or professional development in any of the following areas? (Check all that apply)

   a. Special education—students with disabilities
   b. Special education—academically gifted students
   c. Limited English Proficiency
   d. Closing the Achievement Gap
   e. Your Content Area
   f. Methods of Teaching
   g. Student Achievement
   h. Classroom Management Techniques
   i. Reading Strategies
   j. Math Strategies

64. Of the areas listed below, which ones provided you with successful instructional strategies that you have incorporated into your instructional delivery methods?

   a. Special education—students with disabilities
   b. Special education—academically gifted students
   c. Limited English Proficiency
   d. Closing the Achievement Gap
   e. Your Content Area
   f. Methods of Teaching

g. Student Achievement
h. Classroom Management Techniques
i. Reading Strategies
j. Math Strategies

65. Of the areas listed below, which strategies were useful for your efforts to improvement in student achievement?
a. Special education—students with disabilities
b. Special education—academically gifted students
c. Limited English Proficiency
d. Closing the Achievement Gap
e. Your Content Area
f. Methods of Teaching
g. Student Achievement
h. Classroom Management Techniques
i. Reading Strategies
j. Math Strategies

66. In the past two years, have you enrolled or participated in any of the following professional development activities?

F. Graduate courses
a. Yes
b. No

G. Workshops, institutes, and/or academies
a. Yes
b. No

H. Informal, job-embedded professional development activities
a. Yes
b. No
I. Participation in a coaching or mentoring program
a. Yes
b. No

J. Attendance at conferences or professional meetings
a. Yes
b. No

67. Looking across all of the professional development activities that you have participated in during the past two years, which type of professional

development has been most beneficial to you as a teacher (check all that apply)?

    a.   Graduate courses
    b.   Workshops, institutes, and academies
    c.   Job-embedded professional development activities
    d.   Participation in a mentoring or coaching program
    e.   Attendance and conferences and professional meetings
    f.   National Board Certification

Please rate how strongly you agree with the following statements about professional development in your school, using the following scale:

5 = Strongly agree
4 = Somewhat agree
3 = Neither agree or disagree
2 = Somewhat disagree
1 = Strongly disagree

68. The school leadership makes a sustained effort to provide quality
    professional development in my school.   5 4 3 2 1

69. Which aspect of your work environment most affects your
    willingness to keep teaching at your school?

    a. time during the work day
    b. school facilities and resources
    c. school leadership
    d. teacher empowerment
    e. professional development
    f. collegial atmosphere

70. Which aspect of working conditions is most important to you in promoting student learning?

    a. time during the work day
    b. school facilities and resources
    c. school leadership
    d. teacher empowerment
    e. professional development
    f. collegial atmosphere

Please rate how strongly you agree with the following statements about professional development in your school, using the following scale:

5 = Strongly agree
4 = Somewhat agree
3 = Neither agree or disagree
2 = Somewhat disagree
1 = Strongly disagree

71. Overall, my school is a good place to work and learn.　　　　5　4　3　2　1

72. Have you participated in any professional development activities
　　within the past two years that focused on enhancing your
　　skills as a teacher?

　　c.　Yes
　　d.　No

Any additional information regarding work conditions at your school?

_____
_____
_____

Thank you for your valuable participation in this survey.

APPENDIX C

NUMBER OF SURVEYS TO DELIVER TO TEACHERS BY SCHOOL

Number of Surveys by Elementary School (*n* = 165) Actual Number Delivered (*n* = 330)

School	Number of Teachers	Percent of Surveys to Send	Number of Surveys to Send
1	48/682	7%	12 (24)
2	61/682	9%	15 (30)
3	64/682	9%	15 (30)
4	43/682	6%	10 (20)
5	63/682	9%	15 (30)
6	40/682	6%	10 (20)
7	52/682	8%	13 (26)
8	62/682	9%	15 (30)
9	51/682	7%	12 (24)
10	60/682	9%	15 (30)
11	54/682	8%	13 (26)
12	84/682	12%	20 (40)

Number of Surveys by Middle School (*n* = 69) Actual Number Delivered (*n* = 138)

School	Number of Teachers	Percent of Surveys to Send	Number of Surveys to Send
1	74/282	26%	18 (36)
2	56/282	20%	14 (28)
3	72/282	26%	18 (36)
4	80/282	28%	19 (38)

Number of Surveys by High School (*n* = 66) Actual Number Delivered (*n* = 132)

School	Number of Teachers	Percent of Surveys to Send	Number of Surveys to Send
1	76/274	28%	18 (36)
2	74/274	27%	18 (36)
3	124/274	45%	30 (60)

APPENDIX D

INFORMED CONSENT LETTER FOR PRINCIPAL**S**

COLLEGE OF EDUCATION
DEPARTMENT OF LEADERSHIP, TECHNOLOGY AND HUMAN DEVELOPMENT

Dear Principals:

My name is Veronica Lawrence and I am a doctoral student in the Averitt College of Graduate Studies of Georgia Southern University in Statesboro, Georgia. My dissertation topic is "An Exploratory Study of Principals' and Teachers' Perceptions of School Work Conditions in Sinclair County, Georgia." The purpose is to explore what principals and teachers perceive as work conditions at their schools.

Through two surveys, the researcher will explore the perceptions of principals and teachers regarding work conditions at their respective schools. You are being asked to complete a survey that will take approximately 30 minutes to complete. The information that you provide will be kept strictly confidential. No names or names of schools, or school district will be revealed in this study. There are no personal benefits to you for being in this study. The risks to participants are considered minimal, which means the probability and magnitude of harm or discomfort anticipated are not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests (Federal regulations 45 CFR 46.102(i)).

Participation is completely voluntary. There is no penalty for not participating in this study. If you choose to participate, you may withdraw from this study at any time, either during or after your participation, by contacting me, without negative consequences. Should you withdraw, your data will be eliminated from the study and will be destroyed. There is no monetary payment for participating in this study. You may request a copy of the summary of the final results by writing to the researcher at the address below.

Participants have the right to ask questions and have those questions answered. If you have questions about this study, please contact the researcher named above or the researcher's faculty advisor, whose contact information is located at the end of the informed consent. For questions concerning your rights as a research participant, contact Georgia Southern University Office of Research Services and Sponsored Programs at the following email IRB@georgiasouthern.edu or call (912) 478-0843. If you have any questions about any part of this research and the school's involvement, please inform the researcher before signing this form. If you have further questions you may contact Dr. Susan Trimble, who is supervising this study at the contact information below.

Two copies of this informed consent form have been provided. Please sign both, indicating you have read, understood, and agreed to participate in this research. Return one to the researcher and keep the other for your files. The Institutional Review Board of Georgia Southern University retains access to all signed informed consent forms.

Title of Project: An Exploratory Study of Principals' and Teachers' Perceptions of School Work Conditions
Principal Investigator: Veronica Lawrence, 1809 Yaupon Court, Conyers, Georgia 30094, (770) 785-9625.

Dr. Susan Trimble, Georgia Southern University, P. O. Box 8134, Statesboro, Georgia 30460, (912) 478-5596, or susatrim@georgiasouthern.edu.

_____   _____
Participant Signature   Date

I, the undersigned, verify that the above informed consent procedure has been followed.

_____   _____
Investigator Signature   Date

APPENDIX E

INFORMED CONSENT LETTER FOR TEACHERS

COLLEGE OF EDUCATION
DEPARTMENT OF LEADERSHIP, TECHNOLOGY AND HUMAN DEVELOPMENT

Dear Teachers:

My name is Veronica Lawrence and I am a doctoral student in the Averitt College of Graduate Studies of Georgia Southern University in Statesboro, Georgia. My dissertation topic is "An Exploratory Study of Principals' and Teachers' Perceptions of School Work Conditions in Sinclair County, Georgia." The purpose is to explore what principals and teachers perceive as work conditions at their schools.

Through two surveys, the researcher will explore the perceptions of principals and teachers regarding work conditions at their respective schools. You are being asked to complete a survey that will take approximately 30 minutes to complete. The information that you provide will be kept strictly confidential. No names or names of schools, or school district will be revealed in this study. There are no personal benefits to you for being in this study. The risks to participants are considered minimal, which means the probability and magnitude of harm or discomfort anticipated are not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests (Federal regulations 45 CFR 46.102(i)).

Participation is completely voluntary. There is no penalty for not participating in this study. If you choose to participate, you may withdraw from this study at any time, either during or after your participation, by contacting me, without negative consequences. Should you withdraw, your data will be eliminated from the study and will be destroyed. There is no monetary payment for participating in this study. You may request a copy of the summary of the final results by writing to the researcher at the address below.

Participants have the right to ask questions and have those questions answered. If you have questions about this study, please contact the researcher named above or the researcher's faculty advisor, whose contact information is located at the end of the informed consent. For questions concerning your rights as a research participant, contact Georgia Southern University Office of Research Services and Sponsored Programs at the following email IRB@georgiasouthern.edu or call (912) 478-0843. If you have any questions about any part of this research and the school's involvement, please inform the researcher before signing this form. If you have further questions you may contact Dr. Susan Trimble, who is supervising this study at the contact information below.

Two copies of this informed consent form have been provided. Please sign both, indicating you have read, understood, and agreed to participate in this research. Return one to the researcher and keep the other for your files. The Institutional Review Board of Georgia Southern University retains access to all signed informed consent forms.

Title of Project: An Exploratory Study of Principals' and Teachers' Perceptions of School Work Conditions in Sinclair County, Georgia
Principal Investigator: Veronica Lawrence, 1809 Yaupon Court, Conyers, Georgia 30094, (770) 785-9625.

Dr. Susan Trimble, Georgia Southern University, P. O. Box 8134, Statesboro, Georgia 30460, (912) 478-5596, or susatrim@georgiasouthern.edu.

_____   _____
Participant Signature   Date

I, the undersigned, verify that the above informed consent procedure has been followed.

_____   _____
Investigator Signature   Date

APPENDIX F

RECRUITMENT LETTER FOR PRINCIPALS

GEORGIA SOUTHERN UNIVERSITY

COLLEGE OF EDUCATION
DEPARTMENT OF LEADERSHIP, TECHNOLOGY AND HUMAN DEVELOPMENT

Dear Principals:

My name is Veronica Lawrence and I am a doctoral student in the Averitt College of Graduate Studies of Georgia Southern University in Statesboro, Georgia. I would like to invite you to participate in my research study to explore what principals and teachers perceive as work conditions at their schools. You may participate or may not participate. You have been selected because you are a certified, full-time elementary school, middle school, or high school principal in Sinclair County School District in Georgia.

Participants will be asked to participate in a survey on work conditions for teachers that may require approximately 30 minutes to complete. The information that you provide will be kept strictly confidential. No names or names of schools, or school district will be revealed in this study. There are no personal benefits to you for being in this study. The risks to participants are considered minimal, which means the probability and magnitude of harm or discomfort anticipated are not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests (Federal regulations 45 CFR 46.102(i)).

Participation is completely voluntary. There is no penalty for not participating in this study. If you choose to participate, you may withdraw from this study at any time, either during or after your participation, by contacting me, without negative consequences. Should you withdraw, your data will be eliminated from the study and will be destroyed. There is no monetary payment for participating in this study.

If you would like to know more information about this study, an information letter can be obtained by sending me an email. If you decide to participate after reading this letter, you will be mailed an informed consent letter and a survey. Do not put your name on the survey. Return your survey to me in a self-addressed return envelope that will be provided.

If you have any questions, please contact me at vlmindspring.com or my advisor, Dr. Susan Trimble, at Georgia Southern University, P. O. Box 8134, Statesboro, Georgia 30460, (912) 478-5596, or susatrim@georgiasouthern.edu.

Thank you for your consideration.

Sincerely,

Veronica Lawrence, Doctoral Student
Georgia Southern University

APPENDIX G

RECRUITMENT LETTER FOR TEACHERS

COLLEGE OF EDUCATION
DEPARTMENT OF LEADERSHIP, TECHNOLOGY AND HUMAN DEVELOPMENT

Dear Teachers:

My name is Veronica Lawrence and I am a doctoral student in the Averitt College of Graduate Studies of Georgia Southern University in Statesboro, Georgia. I would like to invite you to participate in my research study to explore what principals and teachers perceive as work conditions at their schools. You may participate or may not participate. You have been selected because you are a certified, full-time K-12 classroom teacher in Sinclair County School District in Georgia.

Participants will be asked to participate in a survey on work conditions for teachers that may require approximately 30 minutes to complete. The information that you provide will be kept strictly confidential. No names or names of schools, or school district will be revealed in this study. There are no personal benefits to you for being in this study. The risks to participants are considered minimal, which means the probability and magnitude of harm or discomfort anticipated are not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests (Federal regulations 45 CFR 46.102(i)).

Participation is completely voluntary. There is no penalty for not participating in this study. If you choose to participate, you may withdraw from this study at any time, either during or after your participation, by contacting me, without negative consequences. Should you withdraw, your data will be eliminated from the study and will be destroyed. There is no monetary payment for participating in this study.

If you would like to know more information about this study, an information letter can be obtained by sending me an email. If you decide to participate after reading this letter, you will be mailed an informed consent letter and a survey. Do not put your name on the survey. Return your survey to me in a self-addressed return envelope that will be provided.

If you have any questions, please contact me at <u>vlmindspring.com</u> or my advisor, Dr. Susan Trimble, at Georgia Southern University, P. O. Box 8134, Statesboro, Georgia 30460, (912) 478-5596, or <u>susatrim@georgiasouthern.edu</u>.

Thank you for your consideration.

Sincerely,

Veronica Lawrence, Doctoral Student
Georgia Southern University

APPENDIX H

PERMISSION LETTER FROM SCHOOL DISTRICT

NEWTON COUNTY SCHOOL SYSTEM
CURRICULUM AND INSTRUCTION DEPARTMENT
2109 NEWTON DRIVE, N.E.
P.O. BOX 1469
COVINGTON, GEORGIA 30015
Phone: (770) 787-1330 * Fax (770) 784-4968

GARY S. MATHEWS, Ph.D. Superintendent   **Samantha Fuhrey, Ed.S.** *Executive Director Secondary Education*

January 26, 2012

To Whom it May Concern:

After reviewing the study, "An Exploratory Study of Principals' and Teachers' Perceptions of School Work Conditions in Sinclair County, Georgia", presented by Ms. Lawrence, a graduate student at Georgia Southern University, permission is granted for the study to be conducted in the Newton County School System.
Any data collected by Ms. Lawrence will be kept confidential; Ms. Lawrence has agreed to provide the Newton County School System a copy of the aggregate results from her study.

If you have any questions, please don't hesitate to contact me.
Sincerely,

Samantha Fuhrey

Samantha Fuhrey

APPENDIX I

ADDITIONAL COMMENTS by PRINCIPALS and TEACHERS

Additional Comments by Principals

Any additional information regarding work conditions at your school?

Question #19: They will be in the future. They were selected by administration since this is a "new" school and we needed to meet in the summer to make decisions. Question #24: Could do better with parents.

Question #35: As principal, I provide the vision and big picture. I have much help from the assistant principal and instructional coach overseeing and assisting in the implementation of that vision.

Additional Comments by Teachers

At the end of the survey, elementary school, middle school, and high school teachers were given the option to make comments. The results are described below under specific domains for each group of teachers. All domains are not represented because the comments were grouped as teachers provided and based on their concerns at the time of the survey. In addition, some comments may overlap based on school type (i.e., elementary school, middle school, and high school).

Elementary School Teachers

Use of time. Elementary school teachers were among the top group who felt that teachers should have reasonable class sizes affording them time to meet the educational needs of all students. One conclusion was that smaller class sizes may help elementary school teachers to increase student achievement and increase more student contact.

Similarly, more experienced teachers may be helped by having more time to reach more students. Elementary school teachers reported that "state class sizes are way too large." An elementary school teacher commented, "I would like to have meetings each day during the planning session."Another elementary school teacher said, "Making plans and prep time are very limited." A teacher said, "Mentors are effective but have too many teachers to mentor." One teacher summed it up by saying, "More planning time is needed for co-teachers to differentiate appropriately."

Elementary school teachers also believed that "expectations of teachers have become overwhelming; however many of these are not generated at the school level." One elementary teacher commented, "I am very concerned about pressures felt by educators and fear the burn out will be forthcoming. The responsibilities of a classroom teacher require much more than can be accomplished on a daily basis."

Elementary school teachers reported their planning time is "very limited" and elementary school teachers commented that they wanted "more time to plan with co-teachers to differentiate appropriately, work in room, and create game; and more time to teach children." Elementary school teachers want "less paper work, data analysis, and testing would give teachers more time to plan and teach children." One elementary school teacher said, "Let's get back to the basics and educate, not test to death." An elementary school teacher commented that the school where she worked was "not a Title I school" and teachers had "very limited availability of technology." An elementary teacher said, "I just wanted to mention since we are a Title 1 school, we receive more funds for

technology. Not all schools have this benefit." To emphasize the use of facilities and resources, a high school teacher said "Technology, please!"

Leadership. An elementary teacher believed that "without good leadership, a school cannot be successful. Our school makes an effort to do everything well." An elementary school teacher stated "This school system and school use a "top down model school level" [that] tends to listen to the teachers. But the county level does what they want regardless of input from the school level or community." Another said "Teachers here focus more on personal gain rather than student achievement. However, that is due partly to the pressure of raising standards and unrealistic state and federal goals." A teacher declared, "Many experiences I disagree with are beyond school level control. Too many mandates and requirements are coming from district and state level."

Elementary school teachers expressed concerns about the administrative team working well together. A teacher stated, "Our school works hard as a team to provide the best to all students. Great positive reinforcement!" In contrast, a teacher commented, "I have concerns about the school leadership being able to work well together to deal with the demographic changes in the student population becoming *rougher*" Another teacher state the importance "for the administrative team to be able to work together. When they do not, it affects the entire school." A supportive elementary school teacher commented "our administration is moving in the right direction. They are under a great deal of stress, too." An elementary school teacher stated, "We have a supportive leadership team and a positive school environment." In contrast, an elementary school teacher stated, "My

principal is very emotional and unorganized. It affects all aspects of teaching and implementation of programs and our interactions with students and colleagues."

Empowerment. Elementary school teachers expressed concern about being viewed as professionals and voicing their opinions without being scrutinized, "We are viewed as professionals who are empowered to do our jobs to the best of our ability and allowed to feel as if we can freely communicate with administers and express concerns without feeling like we're going to be frowned upon."

Professional development. Contrary to several teacher concerns, several teachers expressed positive comments about their schools. Elementary school teachers were supportive of their schools with comments "My school is a great place to be. We have a supportive leadership team and a positive school environment." One teacher said "I have taught at four different elementary schools and so far, this school has been the best place to work." Another teacher commented "Best school I have ever worked in!! The staff is wonderful and caring. You feel like you are at home here! Great place to teach!" A teacher enjoyed the "team work." Another enjoyed the "excellent parent support." A teacher stated she had finished a graduate program in math education and the "strategies and information learned in those classes were used daily." Finally, other teachers commented, "We work in a very comfortable learning environment with administrators that support our efforts." "It is nice to work at my school!" "We have a great staff. It makes a big difference."

Middle School Teachers

Use of time. All teachers reported that 'reasonable student loads afforded them time to meet educational needs of all students' were most important to them. A middle school teacher commented, "…ratio of special education students in co-teaching class is too high." Another stated, "All schools are getting too big to make personal connections with families and students. Small schools are better." As a result, elementary and high school teachers may have felt excessive student loads did not afford them time to meet the educational needs of all students. Those teachers reported teachers are protected from duties that interfere with their essential role of educating teachers as most important to them. Another commented about the lack of time, "Talking about time—we do not have enough time. Sometimes you have morning and after noon duties, lunch duty, and subbing for an absent teacher during planning all in the same week and same day."

Middle schools have athletic games that require after school hours from teachers. A high school teacher stated "We are also required to work at least 2 or 3 hours at sporting events (i.e., football, basketball, baseball, or soccer)." An elementary school teacher commented, "I would like to have meetings each day during the planning session." Another elementary school teacher said, "Making plans and prep time are very limited."

Leadership. A middle school teacher commented "The principal sets standards and is an example for us to emulate." I like this school, its people, leadership, and enjoy working here. The principal sets standards and example by which they are. The last two have been excellent examples to emulate.

Empowerment. Middle school teachers appeared to express more concerns about discipline problems than elementary teachers. A middle school teacher stated "Discipline needs to be enforced by teachers and administration." Middle school teachers voiced concerns regarding discipline in schools, "If discipline were consistent by both teachers and administrators, this would be an excellent school because we should hold students accountable for behavior and academics."

All teachers felt that "School leaders must effectively enforce school rules when disciplining students. School leaders must also be consistent when disciplining students. Students receive too many changes to correct inappropriate behavior which disrupts the learning environment." "Lack of consistency with discipline is one of the issues that need to be addressed at our school. Discipline is not consistent, dress code, punishments, etc." reported another high school teacher. Another teacher stated, "Teachers do not seem to have a lot of power when it comes to discipline. It seems like students are not held accountable for their behavioral of academic actions."

Professional development. One middle school teacher commented "too much time is spent on meaningless professional development." Another middle school teacher said "Professional development opportunities have steadily shrunk. Most are offered after hours or weekends." "Attendance at conferences or professional meetings is reserved for a select few.

Some middle school teachers made positive about their schools, "It is a great place to work. My time at this school has been very rewarding." Another stated "I feel I'm blessed to be among such great leaders who are focused on the children."

High School Teachers

Use of time. The reason high school teachers rated planning within the normal instructional day higher than other groups might have been because high schools participate in more formal athletics as extracurricular activities than elementary and middle schools. As a result, administrators may assign high school teachers, on a rotational basis, to cover sports after school hours such as football, baseball, basketball, soccer and other athletics. A teacher commented, "Teachers at our school have morning duty, lunch duty, and afternoon duty. We are also required to work at least 2 or 3 hours at sporting events (i.e., football, basketball, baseball, or soccer)."

High school teachers commented that their planning time is spent "subbing for an absent teacher during your planning all in the same week and same day" because the "handling of substitutes for absent teachers is appalling." A high school teacher stated, "…there seems to be quite a bit of discontent; particularly in regards to consistency and the 'sub' (substitute teacher) situation." One teacher expressed frustration regarding teachers who must teach in the absence of teachers, "The handling of substitutes for absent teachers is appalling."

High school teachers agreed that teachers have "morning duty, lunch duty, and afternoon duty." Teachers have additional duties and responsibilities that take away from planning time." In retrospect, one teacher seemed supportive and understanding that principals must do whatever was "necessary and if it were possible to fulfill those needs in some other way, our administration would not hesitate to do so."

High school teachers may have believed that collaboration is more important than other groups because of their departmentalized schedules where more time is needed to collaborate productively with colleagues within their departments. In contrast, elementary teachers typically have little or no time to collaborate with colleagues since there is no common planning time when all teachers can meet together to plan and collaborate. Middle school teachers, on the other hand have a common planning time similar to high school teachers.

Facilities and resources. A high school teacher stated, "We are short on supplies and technology because we are short on funding!"

Leadership. A high school teacher expressed concerns about ineffective teachers, "All teachers who are ineffective in instruction are not held accountable at my school. Bad teachers are continuing to be allowed to be bad teachers. This contributes to low student achievement and low good teacher morale."

Empowerment. High school teachers appeared to express more concerns about discipline problems than elementary teachers. A high school teacher noted that "Minor discipline infractions are ignored. I would prefer that we do not make rules that we cannot or will not enforce. Our students mostly do what they want, when they want, and where they want. Our male assistant principals (APs) are reactive, not proactive. If they are not behind closed doors, they are on their I-Pads, even when they are meant to be on duty monitoring students. On any given day, you can walk through the commons area or cafeteria and find our male leaders sitting, talking with coaches, playing games on their I-

Pads, and ignoring student misbehavior." A high school teacher expressed concerns about parental involvement, "Get [the] emphasis off educators and back on the parents."

High school teachers voiced further concerns regarding discipline in schools, "If discipline were consistent by both teachers and administrators, this would be an excellent school because we should hold students accountable for behavior and academics." Another teacher stated "There should be consistency in discipline, school-wide!" Yet another wrote "The school environment prevents teachers from holding students accountable for behavior and academics; thus lowering student achievement and college/career readiness."

Professional development. "Professional development opportunities have steadily shrunk while I have been here. Most [are] offered after hours or weekends. Trust in teachers and their judgment have eroded to nothing. We do not feel supported."

High school teachers also expressed positive comments about their schools, "I am so proud to teach and learn in such a great school. I feel supported and my students have the tools they need to achieve success." Another said, "It would be great if all ideas of improvement would be looked at objectively rather than subjectively." Other teachers commented, "I enjoy working at my school and I like the atmosphere at my school" and "I enjoy my job a great deal. I have no real concerns for myself. However, I overhear others and there seems to be quite a bit of discontent; particularly in regards to consistency and the "sub" [substitute teacher] situation."