

DETERMINING FACTORS THAT LEAD TO LONG-TERM TEACHER RETENTION

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THE PROBLEM

- Keeping teachers in the classroom for a length of time can often be a difficult task.
- A lack of support, funding, and general inability to focus on teaching the students leads to teachers leaving the classroom often after less than five years of teaching and a turnover rate of at least 16%, (Carver-Thomas & Darling-Hammond, 2017).
- Teacher burnout, an all too common and often contributing factor to teachers leaving, is defined as general feelings of being overwhelmed, including other feelings such as fatigue, boredom, depression, and stress, as well as frustration and anxiety (Pircon, 2019).
- Teacher turnover, or the number of teachers who leave each year, negatively impacts students in many ways. High levels of teacher turnover lead to lower test scores, as well as a lack of understanding in all concept areas for students (Moore et al., 2018).
- Addressing factors that lead to teacher retention is ultimately where research should be headed
 - Teachers can focus on creating a positive environment and mindset
 - Must stem from those that exist within the school itself and are created to benefit the teachers and students alike.
- School site factors that contribute to keeping a teacher within the classroom include
 - Peer teacher support
 - Administration support
 - Additional training and professional development (Lloyd, 2012; Solomonson et al., 2018; Moore et al., 2018).

PURPOSE OF THE STUDY

- The purpose was to find what factors lead to retaining teachers in the classroom and ultimately keeping them in the profession long-term.
- Focused on the factors within the school site such as administration and peer support, as well as professional development and additional training that might help a teacher feel more supported and comfortable
- Research was performed to answer the following question:
 - What school site factors lead to teachers remaining in the classroom and ultimately the profession long-term?
 - Three additional questions were also addressed.
 - What is the relationship between administration support and teacher retention?
 - What is the relationship between a positive support system through grade-level and subject specific teaching peers and teacher retention?
 - What is the relationship between extra training related to classroom management as well as other specific areas, and teacher retention?

METHODOLOGY

- All teachers within the district were then sent an email asking for their participation which included an informed consent form and a link to the survey.
- The first question screen brought up demographic questions, which asked questions about their educational and teaching background, and their personal background.
- Three questions regarding the various factors that had been previously linked to teacher retention were then asked.
 - Asked on a scale-basis, with “one” signifying having very little or no impact on their decision to remain in the classroom long-term, and “five” signifying having a significant impact on their decision to remain in the classroom long-term.
- The questions asked were:
 - How much of a role did administrative support play in your decision to remain teaching?
 - How much of a role did grade-level or subject specific peer support play in your decision to remain teaching?
 - How much of a role did additional trainings in areas including classroom management, behavior management and planning play in your decision to remain teaching?
- Data was analyzed in order to determine the relationship between the factors and also showed which factors were the most significant in retaining teachers in the classroom.
 - Analyzed through both Excel and SPSS.
 - A correlational analysis was run, looking for relationships among the factors. This determined each factor’s influence on the teacher’s decision to remain teaching,
 - Information and data pertaining to the mean, median and standard deviation of each factor was also found and analyzed.

RESULTS

- Showed that the most significant factor in keeping them in the classroom was peer and grade level support, as identified through their survey responses, as well as the correlational analysis that was run.
- Teachers who have taught for the longest periods of time show that the most significant factor in keeping them in the classroom was peer and grade level support.
- Of the seven different types of credential categories, 1. Single Subject, 2. Multiple Subject, 3. Single Subject and Multiple Subject, 4. Special Education, 5. Multiple Subject and Special Education, 6. Single Subject and Special Education, and 7. Single Subject, Multiple Subject, and Special Education each arrived at the same result: peer and grade level support is the

number one factor in retaining teachers and keeping them in the classroom.

- Data provided shows that additional trainings, including professional developments and trainings associated with classroom management, different techniques and other types of trainings are not a significant factor in retaining teachers and keeping them in the profession long-term.

TABLES

Most Significant Factor in Retention by Credential Type

	Single Subject	Multiple Subject	Multiple Subject and Single Subject	Special Education	Multiple Subject and Special Education	Single Subject and Special Education	Multiple Subject, Single Subject and Special Education	Total
Admin Support	14	7	1	3	1	0	0	26
Peer/Grade Level Support	19	32	6	5	5	1	1	69
Additional Trainings	6	3	0	0	1	0	0	10
Total	39	42	7	8	7	1	1	105

How much of a role did administrative support play in your decision to remain teaching?

Mean	3.13
Median	3.00
Standard Deviation	1.31
Correlation Coefficient	r = .308

How much of a role did peer, grade-level or subject specific support play in your decision to remain teaching?

Mean	3.64
Median	4.00
Standard Deviation	1.21
Correlation Coefficient	r = .661

How much of a role did additional trainings and professional developments play in your decision to remain teaching?

Mean	2.36
Median	2.00
Standard Deviation	1.182
Correlation Coefficient	r = .266

IMPLICATIONS

- Teachers need peer support to be successful.
 - This needs to be something that is emphasized to both new and more experienced teachers.
 - Support from teachers who are both the same age and experience, as well as those with more experience and of a different age could both be beneficial
- Teachers should take the time to understand how important peer support can be and spend time working with grade-level and subject specific peers.
 - This can help to understand content better or other skills that may help them become better teachers and remain in the classroom longer.
- Although peer support is the overwhelmingly most significant factor, it could be different in other districts or different SES areas.
- Teachers are provided with emotional support
- Emotional intelligence is pertinent in teaching