

A CASE STUDY OF
WHY TEACHERS CHOOSE TO REMAIN IN ONE URBAN SCHOOL DISTRICT

By

ANITRA D. WALKER

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Approved By:

Dr. Travis Twiford, Chair

Dr. Jean Crockett

Dr. Joseph Melvin

Dr. Stephen Parson

Dr. Mary Yakimowski-Srebnick

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Anitra D. Walker

Abstract

Riley (1998) indicated that our nation's neediest communities, those with high rates of poverty and all too often large minority populations, suffer most from shortages of qualified teachers. Schools with these characteristics are often our Title 1 schools. Staffing these schools can be a very difficult task. Haberman (1987) attributed the shortage of qualified urban educators to factors such as racism, fear, a generally negative perception of what teaching in an urban setting is like, and the low percentage (5%) of faculty in schools of education who have urban teaching experience, which affects their ability to prepare teachers for urban settings. With the passage of the No Child Left Behind Act (NCLB), a new federal regulation, this task becomes even more arduous. This act requires that, effective the first day of the 2002-2003 school year, new teachers hired to teach in Title 1 schools be "highly qualified" (U. S. Department of Ed., 2002).

This study was designed to determine why teachers choose to remain in the urban setting. The researcher surveyed experienced teachers (minimum of 10 years) in the Norfolk Public Schools District, a large southeastern urban school district, to determine the reasons why teachers stay in this urban district. The sample included all current teachers in this district with a hire date of August 1991 or before. The survey instrument used was designed to gather the following information: (1) why do teachers select urban school districts?, (2) why do teachers remain in this urban school district?, (3) what professional development activities are important in urban districts?, (4) what is the level of commitment of teachers who remain?, and (5) what is the relationship between reasons why teachers remain and their level of teacher commitment?

Distributions of frequencies, mean scores, and standard deviations revealed survey results as they related to (a) gender of teacher, (b) race/ethnicity of teacher, (c) grade level assignment, (d) number of years of teaching experience in an urban district, (e) age of teacher, and (f) education level of teacher. A composite score was calculated for the teacher commitment section of the survey instrument. Also, a correlation matrix was conducted to determine the significance of the relationship between reasons why teachers choose to remain in this district and levels of teacher commitment. Other statistical analyses used were t-tests, ANOVAs, and Tukey post-hoc tests.

The results of the study revealed that teachers choose to remain in this urban school district because they feel they have been effective in working with urban children; they have developed good collegial relationships within the district; and they have gained a sense of self satisfaction from working in this district. These reasons and several others were found to have statistical significance in teachers' levels of commitment. Also, teachers who were female, African-American, middle school teachers, with greater years of experience proved more likely to remain in this urban district.

The findings of this study reveal significant implications to this and other urban school districts. Teachers have to feel some intrinsic motivation to remain in urban districts. Districts should use the results of this study to assist in developing opportunities for teachers to enhance their levels of self-satisfaction and to improve their hiring practices. Attention to these issues will increase teacher retention rates in urban districts. This study provides a foundation for future study in the areas of teacher retention, commitment, teacher certification and retention, and teacher quality.

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CHAPTER 1

Introduction

Given certain incentives in suburban districts that include flexibility, more motivated students, and more favorable working conditions, urban schools experience difficulty in retaining skilled teachers. (Congressional Digest, Office of Educational Research and Improvement, U. S. Department of Education, 1999, p. 197)

Recruiting New Teachers, Inc., (2000), indicated that in America we will need to hire two million teachers in the next 10 years to meet increasing enrollment demands and to replace teachers who are retiring. Stone (1998) pointed out that “although the call of crisis may not be warranted for many American public schools, the one area where a sense of urgency is profound is in the case of urban and inner-city schools” (p. 228).

Current statistics show that the 47 school districts serving the nation’s largest cities educate a student population that represents a full 40% of the country’s low-income pupils and almost 75% of the nation’s minority students (Council of Great City Schools, 1996). The fourth annual state report card reports that enrollment in public elementary and secondary schools is projected to grow by four percent between 1997 and 2009, to 48.1 million (Olson, 2000). Urban school districts, unfortunately, have been characterized as being the least favorable places to teach. Weiner (1999) indicates that “at its best, teaching in city schools is exhausting, exhilarating, frustrating and fulfilling” (p. 1).

“Urban schools typically feel the biggest crunch, because they often offer lower pay and more challenging work than better off districts in the suburbs” (Hoff, 2001, p. 19). Riley (1998) indicated that our nation’s neediest communities, those with high rates of poverty and, all too often, large minority populations, suffer most from shortages of qualified teachers. Although

wealthier suburban districts often have a flood of applicants for every job opening, many urban and disadvantaged rural districts find it difficult to attract and retain qualified teachers.

With the institution of the No Child Left Behind Act (NCLB) (United States Department of Education [U.S. DOE], 2002), the federal government has mandated a number of requirements for state and local education districts. In addition to districts developing accountability systems, making certain that all children can read by the third grade, annual testing of public school students in reading and math, and annual school performance report cards, the act requires that a “highly qualified” teacher be in every public school classroom by 2005-2006. This mandate became effective much earlier for Title 1 schools. Title 1 schools should have had “highly qualified” teachers beginning with the first day of the 2002-2003 school year. In this act, the federal government defines “highly qualified” as holding full state licensure and teaches only in area(s) of endorsement (U. S. DOE, 2002).

Historical Perspective

Historically, there is evidence as far back as the early 1940s that documents the difficulty in retaining teachers. So, the problem that exists today is not a recent phenomenon. Past research has focused on factors that attract individuals to teaching. “This is somewhat surprising since educators have long recognized that while a certain amount of turnover among school staff is inevitable, and indeed desirable, high rates of teacher turnover are disruptive to program continuity and planning” (Theobald, 1990, p. 241).

National Context

The Southeast Center for Teacher Quality (2002) indicated that a national study revealed a teacher turnover rate of 13.0%. Because of constant teacher turnover, urban districts continue to have massive shortages of teachers across all grade levels and content areas. Natriello and Zumwalt (1993) indicate that “urban schools have experienced difficulty in finding sufficient numbers of qualified teachers willing to work under what are generally regarded as less desirable conditions and with disadvantaged students who are viewed as more difficult to teach” (p. 49).

As evidenced by research, the teacher shortage has come and gone over the years. In 1950, the National Commission on Teacher Education and Professional Standards conducted a national study of teacher supply and demand. In summarizing the findings of the study, Maul (1950) concluded the following:

The critical shortage of well-prepared elementary school teachers was as great as it had been at any time in recent years. Data additionally reported that the nation’s elementary schools could not possibly be staffed in 1950 and 1951 with adequately-prepared teachers. (Maul, 1950, p. 10)

Lloyd H. Elliot, of Cornell University, (1950) made some suggestions on how to handle the teacher shortage and to eventually end the teacher supply problem. He emphasized that the positive side of teaching be developed and marketed, and interpreted more directly to those who have the potential for success. He also encouraged working towards a more cohesive college-level teacher training program.

Facing a shortage of about 200 teachers for the 1951-1952 school year, Edward Broome, Superintendent, Montgomery County, Maryland, proposed to his school board a unique strategy (Klausmeier, 1987). He proposed going into his community to find former teachers and

administrators who were interested in returning to the teaching force during that time of crisis. Once his project was approved, he was granted permission to establish refresher courses for these individuals. The candidates also had to submit an application and be interviewed. Of the 100 who applied, 70 were selected, and they were all women. After all was done, 61 actually completed all the work and 40 of those were hired. Fifteen additional participants were selected to be substitutes as they continued completing work towards their certification.

Maul (1952) had his own ideas about how to alleviate the teacher shortage. He suggested advocating a new kind of public-relations program that would pull together all special interest groups affected by the shortage. He called for the establishment of clearer lines of communication with the public. His suggestions also included teachers working directly with parents to influence the choices youth make regarding selected vocations, and school administrators working directly with school boards and local groups.

The 21st annual study conducted in 1968 by the National Education Association gave an estimate of national demand for teachers. It estimated that for 1968 a total of 499,650 teachers would be needed to attain minimum levels of “quality staffing” (NEA, 1969). Quality staffing numbers would be to replace unqualified teachers and meet the demand caused by increasing enrollments and those teachers leaving the profession. Without the focus of replacing unqualified teachers with “quality” teachers, the need to meet enrollment demands exceeds 284,700 for elementary and secondary combined. In 1969, the 22nd annual study on teacher supply and demand in public schools reported that “in some teaching fields and in some population areas the demand for qualified teachers still exceeds the supply” (NEA Bulletin, 1969, p. 90) for that year. Numbers indicate an estimated short fall of 164,450 in elementary schools and 57,950 in

secondary schools for a total shortage of 222,400 teachers. Additional research conducted by the NEA Research Division (1970, 1972) concluded similar shortages in the teaching profession.

The 1980s presented another shortfall of teachers. In a 1985 Teacher Supply and Demand report based on an opinion survey of teacher placement officers “eighteen subject areas were identified as having some or considerable teacher shortage, compared to sixteen one year earlier” (Akin, 1985, p. 5). The three-page survey instrument used to obtain data for the report was sent to 66 placement officers within the United States including Alaska and Hawaii. Sixty-one of the instruments were returned. During that time urban districts such as New York City had a difficult time of finding teachers to staff disadvantaged schools (Klausmeier, 1987). Information reported by the Associated Press (as cited by Klausmeier, 1987) indicated that the National Center for Education Statistics predicted that the drought of the 1980s would accelerate and, “by 1992, the schools could be 232,000 teachers short of the number needed” (p. 9). A national report on teacher shortages in public schools compiled using data from the 1987-1988 school year indicated that a “total of 1,970 public school districts offered pay incentives to recruit or retain teachers in shortage fields during school year 1987-1988” (Ancarrow, 1991, p. iii). It was during this school year that Klausmeier (1987) reported that severe national shortages of teachers would reach crisis proportions during the next 10 years. Velotta (1994) indicated that “with enrollments projected to increase 18 percent by 1998 and 24 percent by 2003, it is likely that additional teachers will be needed in all fields of secondary education” (p. 13). She also reports that elementary enrollment is expected to increase 15 percent by 2003.

The National Education Association predicted that the worst teacher shortage is in the making (NEA, 2001). “Nationwide, some 2.4 million teachers will be needed in the next 11 years because of teacher attrition and retirement and increased student enrollment” (NEA, 2001,

p. 1). A summary of elementary and secondary public school teachers, and enrollments over the last 40 years can be found in Figure 1.

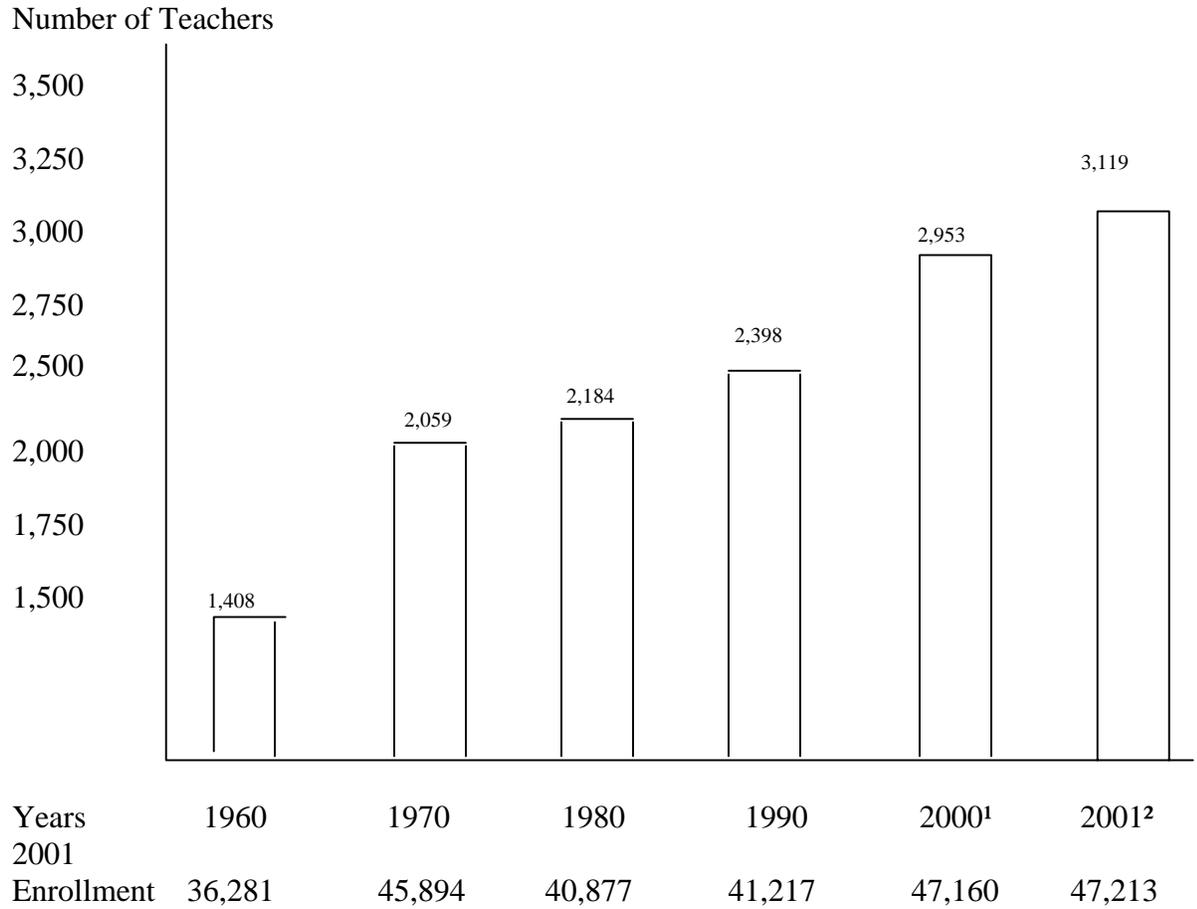


Figure 1. Public elementary and secondary teachers and enrollment. Fall 1960 to Fall 2001

(in thousands)

Note: ¹Estimated, ²Projected

(U. S. Department of Education, 2001)

State Context

The need for teachers in Virginia has risen steadily for the past few years. During the 1997-1998 school year, approximately 7,600 new teachers were hired. That number increased by 8.0% in 1998-1999 to 9,500 new teachers and by 8.8% to 10,800 new teachers during the 1999-2000 school year. The projected number of new teachers needed for the 2000-2001 year was about 7,600 (VDOE, 2000). This number represents a decrease of 7.0% from the previous year.

Unfortunately, the universities in Virginia only graduated approximately 4,000 teachers from their preparation programs in the year 1999 (VDOE, 2000). That number decreased greatly to 2,862 for the year 2000 (VDOE, 2002) and down to 2,646 for the 2001-2002 school year (VDOE, 2003). Reports indicate that the Richmond and Tidewater areas project the largest demand for teachers over the next five years. Teacher attrition, especially in high-poverty urban and rural communities, and the number of teachers retiring also have added significantly to the teacher shortage. Virginia's largest school division, Fairfax County, had the largest number of openings of any public school division in the state for the 2001-2002 school year with 2,018 estimated full-time openings (VDOE, 2002).

Local Context

The nine urban school districts included in Region 2 in Virginia reported approximately 1.21% (157 of 12,977) unfilled/unendorsed positions in the 2000-2001 school year (VDOE, 2000; Table 1). In the Virginia Public School Systems' Instructional Personnel Profile 1999-2000 survey, Norfolk Public Schools, the urban district in this study, reported having 49 unfilled positions at the time the survey was conducted, approximately 31.0% of the unfilled/unendorsed positions reported. The information provided above was not updated in the 2001-2002 Virginia Department of Education Report on Supply and Demand of Instructional Personnel.

Between January and December of 1998, Norfolk Public Schools, the district in this study, hired 341 new teachers to replace teachers who had resigned or retired and teachers to fill positions created by the implementation of new programs or initiatives. During the same time periods in 1999 and 2000, 488 and 472 teachers were hired, respectively for the same reasons: replacing retired or resigned teachers, and for new programs or initiatives.

Table 1

Total teaching positions and unfilled fulltime teaching positions in Virginia urban school districts for the 1999-2000 school year

School District	Total Positions	Unfilled Positions
Alexandria	1,050	0
Danville	0	0
Hampton City	1,764	18
Newport News City	2,327	14
Norfolk City	2,792	49
Petersburg	504	5
Portsmouth City	1,741	1
Richmond	1,853	63
Suffolk City	946	7

Note. These figures are based on 1998-1999 data. (VDOE, 2000)

Statement of the Problem

“Nationally, approximately one-half of beginning teachers leave teaching in the first six years. In a few urban districts one-half of the beginners leave in a three- to four-year period” (Haberman & Rickards, 1990, p. 297). Howey and Zimpher (1991) found that large urban school districts have the majority of teacher job openings. It is also said that in suburban areas there are often up to 500 applicants for each teacher vacancy (Haberman, 1986).

In the 1990 RATE IV (research studies about teacher education) survey, 80.0% of preservice teachers reported they would prefer hometown teaching positions. Seventy-five percent reported they would go within 50 miles of their hometowns or colleges, but only 30.0% would look for a position nationally (Brookhart, Loadman & Freeman, 1992). The conductors of the RATE IV study also found that, as in previous studies, 76.0% of the students reported they would prefer to teach in suburban or town settings. Haberman (1987) attributed the shortage of qualified urban educators to, among other reasons, racism, fear, a generally negative perception of what teaching in an urban setting is like, and the low percentage (5.0%) of faculty in schools of education who have urban teaching experience, which affects their ability to prepare teachers for urban settings.

In an effort to better prepare teachers for teaching in urban schools, Harvard University is revamping its teacher preparation program. The restructuring will be designed to provide prospective teachers with more exposure to the education of students in public school classrooms (Archer, 2001). The research studies about teacher education (RATE) indicate that prospective teachers intend to return to small towns to teach middle-income children of average intelligence in traditionally organized schools (Zimpher, 1989).

The research on teacher shortages indicates that as a result of the inability to retain teachers in urban schools, school districts are forced to hire persons who are uncertified or who have possibly been unsuccessful in other districts. Jones and Sandidge (1997) believe that there is “inadequate preparation of many teachers to provide culturally relevant curricula for students in urban settings” (p. 192). Urban teachers face pressures unlike those of their colleagues in suburban districts. Urban teachers, prepared and under-prepared, must continue to improve the academic success of students who are more culturally diverse and who come largely from poverty stricken environments (ASCD, 2003). Research also indicates that there are some specific reasons why teachers choose not to teach in urban districts and also what it takes to keep those who do end up in urban settings. Educational administrators are faced with a difficult task in this time of teacher shortage. The research conducted thus far on retention of teachers would benefit all in developing programs and strategies to build and maintain a diverse, committed and knowledgeable teaching force.

Purpose of the Study

The purpose for this study is to identify those variables that are significant indicators of teachers’ reasons for remaining in an urban school district. In an effort to understand the problem, there have been some major research findings in the area of teacher retention in urban schools. This, along with the fact that urban teachers are leaving their districts at alarming rates highlights the dilemma that urban school districts face. Researchers have found that there are specific reasons why teachers choose to leave urban districts. Urban school districts would be wise to examine these reasons and focus their efforts on improving teachers’ perceptions about their districts.

An extensive search has located only one study that has been conducted to determine why some teachers choose to stay in urban districts. That particular study was conducted in the Baltimore, MD school district (Vaughn & Yakimowski, 2003). The information that could be gleaned from these urban school teachers would be quite useful. The results of this study could shed light on some experienced teachers' beliefs and perceptions about remaining employed in an urban setting and to determine if levels of commitment to teaching in an urban district vary between different populations of teachers. The reasons identified in the findings could be used to develop support groups, professional development activities, and programs to aid teachers in dealing with the issues involved in urban schools. One of the most interesting avenues to be studied is whether or not gender, race/ethnicity, teaching assignment, number of years of experience, age and education level are significant in determining the level of commitment of urban school teachers.

Research Questions

The research questions for this study are:

1. Why do teachers select urban school districts?
2. Why do teachers remain in this urban school district?
3. What professional development activities are important in urban districts?
4. What is the level of commitment of teachers who stay?
5. What is the relationship between reasons why teachers stay and their level of commitment?

The sub-questions to be answered are:

- A. Do responses differ by gender?
- B. Do responses differ by race/ethnicity?

- C. Do responses differ by grade level assignments: elementary, middle and high?
- D. Do responses differ by number of years of teaching experience?
- E. Do responses differ by age groups?
- F. Do responses differ by the education levels of teachers?

Limitations

This study was limited to Norfolk Public Schools, one urban school district in southeastern Virginia. Only teachers with a minimum of 10 years of experience in urban schools were surveyed.

Results of this study can only be generalized to this district. The knowledge gained from this study should serve as only a foundation to understanding the reasons teachers remain in urban school districts.

Theoretical Framework

This study followed the theoretical concept that inquires into the relationship between retention and commitment. It will study teachers' reasons for remaining as they relate to levels of commitment of teachers in urban schools.

The specific theory with which this study aligns most is the human capital theory of occupational choice. It assumes the existence of a "systematic assessment of the benefits and costs of entering and staying in a profession" (Shen, 1997, p. 34). Another researcher, Lortie (1975) also used this theory in explaining teacher retention and attrition. As related to this theory, Murnane, Singer, Willett, Kemple & Olsen (1991) and his team of researchers studied the effect of salary, gender, ethnicity and subject specialization on teacher retention.

The researcher in this study chose to determine the effect of gender, race/ethnicity, grade level assignment, number of years of experience, age, and level of education on why teachers

select urban school districts, why teachers choose to stay in urban school districts, and what is their level of commitment (Figure 2). The reasons used on the survey represent benefits or costs of staying in and selecting an urban school district. An analysis of the reasons cited by teachers is expected to insight a sense of urgency to produce some outcomes such as increased teacher retention, improved staff development, and improved recruitment strategies.

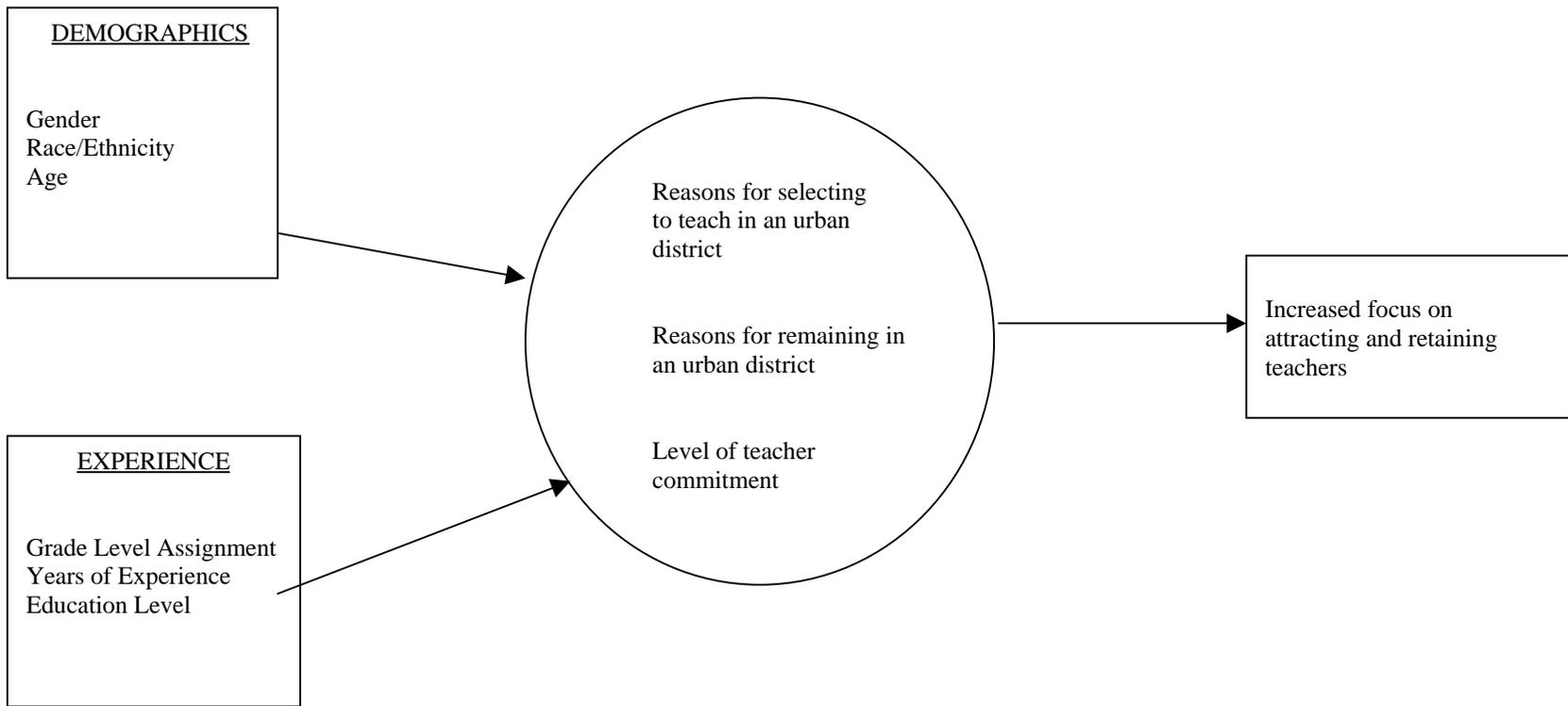


Figure 2. A conceptual frame to attract and retain teachers.

Significance of the Study

The urban district studied here hired 488 teachers from January 1999 through December 1999, and 472 from January 2000 through December 2000. This represents a turnover rate of between 15.2% and 16.1% compared to the 1996-1997 Virginia turnover rate of 6.0%. Exit surveys of those teachers indicate that 35.0% left because they were relocating, another 32.0% left because they were dissatisfied with supervision, and another 21.0% left for personal reasons. The surveys also show that approximately 24.0% of the 101 who completed the survey left to teach in neighboring school districts (NPS, 2001). These figures highlight the need for this district to develop strategies to retain its current teacher workforce.

This study will provide useful data to administrators in urban school districts. It will provide school district administrators with information about teachers' perceptions in this urban district. It will also unveil strategies and programs that "stayers" believe to be working. The information obtained from the study could also provide districts with data to be used to recruit new teachers and to give insight into what types of teachers choose urban schools.

Finally, this study will provide helpful recommendations to improve existing programs within this urban district or suggest new programs to assist teachers with coping in an urban school environment. "It behooves district administrators to know some of the teacher characteristics which relate to their retention. District administrators could then better plan their future personnel requirements" (Adams & Dial, 1993, p. 91).

Table 2

Operational Definitions of Variables

Variable	Definition
Teacher shortage	<p>A lack of trained and licensed teachers to adequately support the instructional program of a school district.</p> <p>It occurs when the demand for teachers exceeds the supply of teacher applicants with requisite certification and qualifications. (OERI, 1986, p. 4).</p>
Urban district	<p>Three chief characteristics define urban public schools in the United States: size, location, and composition. These schools are located in cities that have the oldest facilities with the greatest space limitations. They also have more diverse populations with the majority of students being African-American. (Fideler and Haselkorn, 1999)</p>
Retention	<p>An effort on a school district's part to keep teachers.</p>
Professional development	<p>A process designed to foster personal and professional growth for individuals within a respectful, supportive, positive organizational climate having as its ultimate aim better learning for students, and continuous, responsible self-renewal for educators and schools. (Hoyle, English & Steffy, 1985, p. 154).</p>
Leavers	<p>Those persons who choose to leave a particular district for reasons such as other employment, relocation of spouse, position with another district and personal reasons. (Haberman & Rickards, 1990; Adams & Dial, 1993)</p>
Stayers	<p>For the purpose of this study, they are defined as those persons who have chosen to stay in a particular district for at least 10 years.</p>
Teacher commitment	<p>Conceptualized as teacher identification with, involvement with, and loyalty to the school (as a formal organization). (Tyree, 1996, p. 296).</p>

Organization of the Study

This dissertation has been organized into five chapters. Chapter 1 contains the context and background, research questions to be answered, limitations, purpose of the study and definitions. Chapter 2 is a review of the literature that relates directly to the questions to be answered in the study. Chapter 3 contains the methodology used to conduct the study and analyze the data. Chapter 4 presents the findings of the study. The last chapter, Chapter 5, includes conclusions, a summary of findings, implications, and recommendations for future research.

CHAPTER 2

Review of the Literature

The following is a review and synthesis of related research studies and articles found in various databases. The databases found to be most beneficial to the researcher were OVID online/ERIC, Psyc Info and Infotract. The keywords that proved most fruitful in the searches of these databases included teacher retention, urban teacher/education, teacher supply and demand, teacher commitment, and teacher shortage.

The articles selected for review were directly related to the research questions for this study. Emphasis was placed on articles published in educational journals by scholars in the field and authors who were cited regularly throughout the review of literature. A summary chart of all studies reviewed can be found in Appendix A. Only one study was found that was directly related to why teachers remain in urban school districts (Vaughn and Yakimowski, 2003).

This literature review is organized into the following sections: (a) Predictor variables of Teacher Retention and Commitment by demographics, (b) Teacher Commitment, (c) Choosing Teaching as a Career, (d) Who leaves the Profession and Why, and (e) Teacher Retention. The section on predictor variables will include a review of studies used to aid the researcher in determining the variables to be used in this study. The remainder of the chapter will include a review of commentary articles related to each section.

Predictors of Teacher Retention/Commitment

This section details the data that the researcher used to make decisions regarding the selection of predictor variables in the study. A review of the literature revealed that a number of variables were utilized in analyzing data. Only those variables that proved statistically significant in relation to teacher retention and commitment were used in this study.

“Not surprisingly, previous research has shown that, at the individual level, the demographic characteristics of teachers, such as their teaching experience, sex, race, and education, are often found to be strongly related to their attitudes and experiences in schools.” (NCES, 1997, p. 10)

Gender

In a review of related literature, findings associated with gender tend to vary. In most studies, gender has consistently resulted in positive relationships between teacher retention and commitment. Seventeen of the 21 studies (approximately 81.0%) reviewed by the researcher used gender as a predictor variable for analyzing data. The NCES (1997) study revealed that male teachers reported slightly less commitment than female teachers. These findings were considered to be statistically significant in this study at a .05 probability level.

“To education researchers, the degree of teacher commitment is one of the most important aspects of the performance and quality of school staff” (NCES, 1997, p. 2). The National Center of Educational Statistics compiled a report to look at the relationships between various types and examples of teacher professionalization and the commitment of teachers to their teaching careers. Characteristics of professions and professionals reviewed in the report included credentials, induction, professional development, authority and compensation. The data for this study were gathered from the 1990-1991 Schools and Staffing Survey (SASS). The survey consisted of four sets of questionnaires: (1) for each school sampled, (2) for the principal or headmaster, (3) for the district office of each public school system, and (4) for a sub-sample of the faculty within each school. Approximately four teachers from each school were randomly selected for a total sample size of 53,347 teachers from 11,589 schools. (NCES, 1997).

The study was conducted using items from the Teacher Demand and Shortage questionnaire for Public School Districts, the Public and Private School Questionnaires, and the Public and Private Teacher Questionnaires of SASS.

To measure teacher commitment, one questionnaire item was asked of teachers: “If you could go back to your college days and start over again, would you become a teacher or not” (NCES, 1997, p. 10)? The researchers indicated that teachers who responded that they would definitely become a teacher did “so because they feel enthusiasm, engagement, and satisfaction with their teaching jobs” (p. 10).

A number of variables were analyzed in the NCES study. These variables included school characteristics such as school sector, size, urbanicity, level, the race-ethnicity of the student population, level of poverty of the student population served by the school, and the size of the school district. For private schools, the affiliation of the school was included. Demographic characteristics of the teacher respondents included levels of education, sex, experience, and race/ethnicity.

A multiple regression was used to explore whether levels of teacher commitment were statistically significant to teacher characteristics, school characteristics, and characteristics of professions and professionals. The results of the analysis showed that:

Among the overall population of elementary and secondary school teachers, all four of the individuals teacher demographic characteristics examined were associated with commitment. That is, the data show that there were differences among different types of teachers in how committed they felt to their career choice of teaching. Male teachers reported slightly less commitment than did female teachers. Teachers with graduate degrees reported slightly less commit-

ment than did teachers with bachelor's degrees or less. Minority teachers reported slightly less commitment than did white teachers. Teachers with more teaching experience reported slightly less commitment than did teachers with less experience. (NCES, 1997, p. 15).

Chapman (1984), State University of New York at Albany, conducted a study of teacher retention to test a model of the influences on teacher retention. This model utilizes the social learning theory applied specifically to teaching careers.

The model suggests that to understand teachers' decisions to persist in or leave teaching, it is necessary to take into account: (a) the personal characteristics of the teachers, (b) the nature of teacher training and early teaching experiences, (c) the degree to which the teacher is socially and professionally integrated into the teaching profession, (d) the satisfaction teachers derive from their careers, and (e) the external environmental influences impinging on the teacher's career.

(Chapman, 1984, p. 646).

In Chapman's study, nearly 3,000 University of Michigan graduates completed the Survey of Graduates with Teaching Certificates. The sample was made up of 400 randomly selected recipients each year who graduated from the University of Michigan for every other year beginning in 1946 and ending in 1978. If there were less than 400 graduates in a particular year, all graduates were surveyed. A total of 5,764 graduates were contacted with 2,933 responding, a return rate of 51.0%. Those who responded were classified into three groups: (a) those who started in and remained in teaching; (b) those who started in and subsequently left teaching; and (c) those who prepared for, but never actually entered teaching. Chapman used

discriminant analysis to study differences among the groups on measures suggested by the model. Because of the fact that the model is longitudinal and portions are nonrecursive, this study provides only a partial test of the model since data were collected only once and will not support a recursive analysis.

Based on the criteria set for the study and participants, 1,282 graduates fit the grouping criteria and had missing data on less than five items. During the analysis of data, the missing variables for each were replaced with the group mean for that variable. A discriminant analysis was used and it yielded two functions, both significant at the $p \leq .001$. Primary discrimination of the first function was between those who had taught continuously since graduation and those who prepared for teaching but never taught. There was a minimal difference noticed among the groups on personal characteristics. A higher initial commitment to teaching was reported by those who taught continuously. They were also more likely to have obtained additional education and believed their education was useful to their careers. Primary discrimination on the second function was between those who left teaching within five years and those who never taught. Chapman found that those who left teaching tended to be female and older.

Also, in Bowman's (1984) study in comparing current and resigned personnel, he found that three fourths of the current teachers and four fifths of the resigned teachers were female. His study was a comparison on selected variables for current and resigned personnel from an urban school district. The subjects were also classified by school district employment status -- current, new or resigned. Currently employed teachers were those hired before May, 1983, and were still employed after the first month of the 1983-1984 school year. There were 263 kindergarten teachers, 251 mathematics teachers and 124 science teachers who met the criteria. Random sampling procedures were used to select and obtain 50 teachers from each instructional area. On

the other hand, resigned teachers were those in the three critical areas who resigned between April, 1982, and the end of the first month of the 1983-1984 school year. The total number of resigned teachers was 47 with 41 participating in the study for an 87.0% response rate. The instrument used for this study was designed to cover six basic domains:

(1) background information, (2) teaching position, (3) interest and satisfaction in teaching assigned subject, (4) factors related to teaching, (5) factors potentially related to resignation, and (6) attitudes toward teaching as a career.

Data for this survey were collected through interviews. Approximately half were done in person and the others were done by phone. Answers from each participant were recorded on a copy of the survey instrument. A coding system was devised and used to transcribe the responses and group identification information on data code sheets. From this data, a database was created. Descriptive statistical procedures were utilized to summarize the data.

Frequency and percentage distributions were obtained for variables involving categorical and ordinal levels of measurements as well as some quantitatively scaled measures. Means and standard deviations were computed for the variables that used quantitative scales. These analyses provided information on each of the two groups of teaching personnel. On selected variables, the analyses were performed for each of the three critical instructional areas. Also, inferential analyses were utilized to compare means for the two groups of subjects on selected quantitatively scaled variables. The t-test for independent groups was applied with these variables to detect differences at the .05 level of significance.

(Bowman, 1984, p. 5)

In support of the findings above, Adams and Dial (1993) found that the risks for women leaving the district in the study were 37% greater than the risk for men. Adams and Dial (1993) conducted a survival analysis study of teachers employed in a large urban school district in the Southwest. This study included data for 2,452 White, Black, and Hispanic first-year or “new” elementary teachers (Grades 1 through 8). Data were collected during a six and a half-year period from August 1985 to November 1991. The length of employment for participants varied from a few days to six and a half years. The only teachers used in the study were those who left the district voluntarily or who were still working for the district when the data collection ended. The actual sample included 2,327 teachers, 834 who left voluntarily and 1,493 teachers who were still working in the district at the conclusion of the data collection period. The five factors investigated in this study were sex, age, ethnicity, education, and certification route. They were analyzed to determine their relationship with teacher survival in a large urban school district.

A Cox regression model was used to model teacher turnover in the district. The event history analyses models the “hazard” attrition rather than the “survival” or retention rate. “The modeling approach which was used in this analysis was similar to that used in a typical ANCOVA; group differences on the dependent variable were assessed after controlling for other covariates. The base model was derived from the empirical findings of other researchers” (Adams and Dial, 1993, p. 95). The results indicated that there was a statistically significant relationship of the covariates in the base model, sex, ethnicity, age, and teacher survival in this district. The results revealed that when comparing hazard rates (risks) of leaving for men and women, men were less likely to leave than women. The risk for women was 37.0% greater than men. The study also indicated that teachers who began teaching before the age of 40 were 43.0%

more likely to leave than those who began after the age of 40. Adams and Dial (1993) also found that whites left districts at a rate four times greater than blacks and 57.0% more than Hispanics.

Race/Ethnicity

Teacher race/ethnicity has proven to be a statistically significant variable in relation to teacher retention and commitment. Of the 21 studies reviewed by the researcher, 10 (or approximately 48.0%) used race/ethnicity as a predictor variable.

Adams and Dial (1993) reported results that indicated whites were nearly four times as likely to leave the districts as blacks and whites were more likely to leave at a rate of 57.0% more than Hispanics. These results were significantly related to teacher survival in one large school district in the southwest. Contrary to Adams & Dial (1993), the NCEES (1997) revealed that white teachers reported slightly more commitment than minority teachers.

Billingsley and Cross (1992) studied predictors of commitment, job satisfaction, and intent to stay in teaching. They compared these factors for general and special educators:

They hypothesized the following: (p.457)

1. Commitment and job satisfaction will be higher among older teachers, women, and those with more years of teaching experience.
2. Commitment and job satisfaction will be higher among teachers with higher levels of work involvement and leadership support.
3. Commitment and job satisfaction will be higher among those with lower levels of role conflict, role ambiguity, and job stress.
4. Intention to remain in the profession will be higher among those with higher levels of job satisfaction and commitment.

Teacher data were collected from the Virginia Department of Education's computerized personnel file for the 1988-1989 school year. Samples of 558 special educators and 589 general educators were randomly drawn from a pool of 51,349 teachers. Respondents totaled 463 and 493, respectively. Each teacher in the sample was mailed a questionnaire. The questionnaire was composed of items for which responses would determine intent to stay in teaching, professional commitment, and commitment to their respective school divisions.

Respondents were predominantly white with only 13.5% nonwhites among the general educators and 17.5% nonwhites among the special educators. Females constituted the majority of both groups, 82.0% and 95.0% for the general and special educators respectively. The special educators were somewhat younger ($M = 32.8$) than the general educators ($M = 37.97$). (Billingsley & Cross, 1992, p. 459)

Significance at the .05 level was recognized for all of the differences noted above between the two groups. "Independent sample t-tests were used to test mean differences on the composite scales across the two samples" (p. 460). The findings indicate that "among the commitment variables, only commitment to the school division was significantly different ($p \leq .003$), with commitment somewhat higher among the general educators ($M = 2.39$ vs. $M = 2.25$)" (Billingsley & Cross, 1992, p. 460). Billingsley and Cross (1992) found the demographic variables contributed little to the prediction of the criterion variables. Race was the only demographic variable that contributed significantly to the prediction of job satisfaction in both samples and the behavioral measure of professional commitment within the special education group.

Grade Level Assignment

The grade level assignment of teachers was used as a predictor variable in 10 of the 21 studies (approximately 48.0%) reviewed in this study. Theobald (1990) found that an elementary teaching assignment was statistically significant at the 95.0% level in school years 1984-1985, 1985-1986, and 1986-1987. An elementary teaching assignment was positively correlated with female teachers' decisions to remain in the teaching profession.

Theobald (1990) reported that K-12 public school teachers in the state of Washington were influenced by personal and professional characteristics when deciding to stay or leave. Data for this study were collected from Certified Personnel Reports kept by Washington State's Office of the Superintendent of Public Instruction. Data from the following school years were used in the study: 1984-1985, 1985-1986, and 1986-1987. Theobald (1990) found that "age, years of teaching experience, salary, and an elementary teaching assignment are all statistically significant", (p. 244). He also found that "two district variables, pupil-staff ratio and assessed valuation per pupil, are also significantly related to retention behavior", (p. 244). Two district variables, pupil-staff ratio and assessed valuation per pupil, were also found to be significantly related to retention behavior during each of the three years studied. The study consisted of all certified teachers employed as of October 1 by school districts in the state. Theobald (1990) provided evidence that women who were older than 45 are less likely to leave a teaching position than older men. Age in this study was found to be statistically significant at the .05 level during the three years studied.

Tyree (1996) "followed and expanded upon the conceptualization of teacher commitment" (p. 296). The purpose of his study was to review conceptualizing and measuring commitment to high school teaching. It was done using three dimensions (p. 296):

1. identification with the school/workplace -- the extent to which teachers strongly support or associate their goals with those of the school.
2. involvement -- their reported willingness to go beyond the bounds of their required or contracted work and commit extra time to school activities.
3. loyalty -- teachers' willingness to remain in the school.

In his attempt to explore the multiple dimensions of commitment to teaching, Tyree (1996) used data from one of the High School and Beyond surveys. It is a continuous effort to collect information from nationally representative public and private high schools and is compiled using a number of surveys.

One of the surveys conducted in 1984 used information from 482 schools. Impressions from 10,370 high school teachers were gathered. The results were stratified randomly "to obtain sufficient numbers of less common types of schools for analysis" (Tyree, 1996, p. 297). Two sub-samples of 1,000 and 500 were selected from the larger sample.

Descriptive statistics were used to analyze teachers': (a) identification with teaching a subject, (b) identification with students as persons, (c) involvement with teaching a subject and (d) involvement with students. Factor and reliability analyses were used to assess the likelihood of multidimensionality (versus unidimensionality; p. 299). "Chi-square tests were also used to allow for a comparison of k-factor models. Sample factors were performed and a two-or-more factor model improved on the one-factor model in all four samples" (p. 300). Tyree indicates that these results are in line with the concept that commitment to teaching is multidimensional. Teaching should be measured by three dimensions of commitment: identification, loyalty, and involvement.

Number of Years of Experience

Number of years of experience was used as a predictor variable in 11 of the 21 studies (52.0%) reviewed. The NCES (1997) study found that teachers who were more experienced had less commitment than less experienced teachers.

Hawkins (1998) found a positive correlation between tenure (years of experience within a district) and affective organizational commitment. This study was conducted with a sample of 396 high school principals from a national database. Surveys were sent out to 132 female and 264 male principals. The researcher received a total of 202 usable responses. Demographic variables studied included gender, age, and length of service (organizational tenure) within the school district. A stepwise multiple regression, means and standard deviations were used to analyze the data. The commitment items used in this study are not exclusive to principals. They are items used to measure employee commitment level. Although Hawkins's study surveyed a very different population, his focus on commitment of employees (principals) in education allowed for a generalization across education employees.

Boe, Bobbitt, Cook, Whitener and Weber (1997) conducted a national study to determine predictors of retention, transfer and attrition of special and general education teachers. Although the study was not focused on urban school teachers, it lends itself to be referenced for a greater understanding of which teachers are more likely to stay, transfer within district or leave teaching. Boe, Bobbitt, Cook, Whitener and Weber (1997) conducted a national study to determine predictors of retention, transfer, and attrition of special and general education teachers. Data for their study were "collected through the Public School Teachers Questionnaire of the 1987-1988 Schools and Staffing Survey

(SASS), and the subsequent Questionnaire for Current Teachers and the Questionnaire for Former Teachers of the 1989 Teacher Followup Survey” (Boe et al., 1997, p. 393). A total of 4,798 teachers (special education teachers $n = 639$ and general education teachers $n = 4,159$) participated in this study.

A variety of teacher demographic characteristics were analyzed including teacher qualifications, assignment, employment conditions, and school characteristics. To test for associations among variables, a chi square test of statistical measures was done. “In view of the large number of associations investigated in this research, only predictor variables that were significantly related to teacher status (i.e., staying, moving, and leaving) at the $p \leq .01$ level” (Boe et al., p. 396) were shared and analyzed.

The following characteristics were found to be associated with teachers’ decisions to change schools or leave teaching: age of teacher, teachers with children under age 6, number of dependent children and change in child dependency status, marital status and change in marital status, certification status in main teaching assignment, year of most recent degree, years of teaching experience, full-time versus part-time employment, teaching level and base school year salary for full-time teachers.

The researcher looked at only those demographic characteristics similar to those used in this study. Boe et al. (1997) found that teaching level (elementary vs. secondary) was a factor in whether teachers chose to change schools or leave teaching. The attrition rates for elementary (6.1%) and secondary teachers (5.9%) were similar, but the results showed that elementary teachers transferred between schools at a higher rate than secondary teachers (9.2% vs. 6.1% respectively). Relative to teaching level, the patterns

of moving and leaving were found statistically significant for general education teachers but not for special education teachers (Boe, Bobbitt, Cook, Whitener and Weber, 1997).

The results of this study lead the researchers to “suggest a combination of teacher characteristic variables relevant to hiring decisions, a combination of school variables relevant to hiring decisions, and a combination of school variables relevant to employment conditions. They suggested that each of these would yield a guideline for improving teacher retention: (1) hire experienced teachers, ages 35 to 55, who have dependent children over age 5; and (2) place teachers in full-time assignments, for which they are fully certified, and pay them high salaries. (Boe, Bobbitt, Cook, Whitener, and Weber, 1997, p. 407) Unfortunately there are very few school districts that could follow these guidelines to the letter.

It is also important to indicate that in this study there were a few demographic characteristics that showed no evidence, from a national perspective, as being associated with teacher turnover. Those characteristics being race/ethnicity, gender, teacher qualification variable of highest degree earned. “With respect to employment conditions, the availability of pension benefits did not appear to be associated with turnover (Boe et. al., 1997, p. 408). There were also school characteristic variables that were found to have no association with teacher turnover. Those variables were: school size, minority enrollment percentage, community type (i.e. rural, small town, suburban/large town, urban), and region of the nation.

This team of researchers reported that teachers who had four or more years of experience, 6.8% transferred within district and 5.6% left teaching. Also, for teachers with fewer than four

years of experience, 14.5% transferred and 9.2% left teaching. These results were statistically significant for general education teachers at the .001 probability level.

In Kushman's (1992) study, he found a positive, but statistically insignificant correlation between organizational commitment and number of years of experience. This was tested at both the .01 and .05 levels of probability. Kushman focused on the organizational dynamics of teacher workplace commitment of urban elementary and middle schools. The study included 750 teachers from 63 elementary and middle schools. He indicated that there were three components of organizational commitment: (a) the willingness of the individual to exert effort on behalf of the organization, (b) a desire to stay with the organization, and (c) acceptance of its major values and goals (p. 7). This study was done in two phases. The first phase was a quantitative study to determine statistical relationships between teacher commitments and organizational antecedents and outcomes in elementary and middle schools. The second phase consisted of a qualitative case study to better understand the dynamics of teacher commitment.

The results of the study showed that there are positive relationships between organizational commitment and job satisfaction and teacher efficacy. Also, "the evidence indicates that schools with histories of academic success (i.e., higher than expected achievement gains) do indeed have more organizationally committed teachers; the relationship was statistically significant, although somewhat weak" (Kushman, 1992, p. 36). Using a 3 x 2 analysis of variance (ANOVA) a test was done for differences in each type of teachers' commitment across schools grouped by academic effectiveness and student socioeconomic status. Kushman found that although there were main effects for academic effectiveness for reading but not for math. In terms of organizational commitment, as predicted, it was found to be higher in more academically effective schools. "For reading achievement, organizational

commitment in effective schools was nearly .80 standard deviations higher than in average schools and nearly 1.25 standard deviations higher than in ineffective schools” (p. 22).

“The findings also indicated that disadvantaged schools can count on commitment to student learning to be high even though organizational commitment is low” (Kushman, 1992, p. 37). Unlike what was expected, the results did “not support a statistical relationship between commitment to student learning and student achievement gains, although non-significant positive relationships were found” (p. 37). A finding that seems opposite to the typical belief was that commitment to student learning was positively related to teacher turnover. Kushman was not clear “why teachers are more likely to leave schools where commitment to student learning is high” (p. 37).

The case studies suggest that there is a cycle to the commitment-achievement relationship. Inner city schools can develop cycles of success, where the commitment of teachers causes students to excel, which, in turn, sparks even greater teacher commitment and sustained academic excellence (Kushman, 1992, p. 39).

Age

The age of teachers was used as a variable in 15 of the 21 studies (approximately 71.0%) reviewed in this study. Boe, Bobbitt, Cook, and Weber (1997) indicated that age is the most reliable predictor of teacher attrition for both younger and older teachers. In their study, at a probability level of .01, age was found to be strongly associated with teachers’ decisions to change schools or leave teaching during the 1988-1989 school year. Higher attrition rates occurred at the less than 30 and older than 50 age groups than the 30 – 49 age group. Special education and general education teachers in the movers and leavers categories showed similar statistically significant patterns.

Bowman's study (1984) had similar findings. The study was delimited to classroom teacher personnel assigned to the teaching areas of kindergarten, mathematics, and science. Eligibility to be a subject in the study required at least 50.0% time assignment in one of the three critical instructional areas. Bowman's findings revealed that females made up 75.0% of the current teachers, and 80.0% of the resigned teachers, and the mean age for current teachers was 40.5 years and 31.56 years for resigned teachers. In terms of marital status, about 25.0% of each group was single.

Education Level

The education level of teachers has proven to be a statistically significant variable in studying teacher retention and commitment. In nine of the 21 studies reviewed (approximately 43%) educational level was used as a variable in analyzing teacher retention and commitment.

The NCES (1997) reported that teachers with less than a graduate degree were more committed than those with graduate degrees. These results were found to be statistically significant at the .05 level of probability. The results of the study by Bowman (1984) revealed that the professional preparation of current teachers and those who had resigned differed. Three fifths of the resigned teachers had completed only a bachelor's degree, but three fifths of the current teachers had at least a master's degree. Also, current teachers had earned significantly more graduate hours in their respective teaching areas (13.91) than resigned teachers had earned (8.37).

Billingsley and Cross (1992) in their comparison of special education teachers (N = 463) and general education teachers (N = 493) found that a larger percentage of special education teachers reported having a master's degree (52.0%) than did general education teachers (33.1%). "The number of respondents reporting an educational specialist's certificate or a doctorate was

small in both samples and comparable, 4.1% for special educators versus 5.1% for general educators. All of the differences noted above were statistically significant at the .05 level” (Billingsley & Cross, 1992, p. 460).

Teacher Commitment

Even after teachers are hired by urban schools, urban districts often have difficulty retaining their services (Adams & Dial, 1993). As cited by Hawkins (1998), Caudron (1996) and Meyer and Allen (1997) indicate that “organizations that are downsized and schools that are characterized by organizational change still need a core of employees, especially leaders, who are committed to the values and goals of the organization” (p. 4). Many teachers move to seek better working conditions and higher salaries in suburban school districts once they acquire some experience (Yasin, 1999). Haberman and Rickard (1990) indicated that there are some urban districts that lose one-half of their beginning teachers in a three- to four-year period. In some inner-city schools in the Los Angeles Unified School District, “teacher retention rates are often less than 50%” (Colbert & Wolff, 1992, p. 193).

The pressures that urban teachers face have changed drastically from the 1960s to the 1990s. Teachers are asked to do much more academically so that urban children hold their own when compared to children in other types of districts. “Urban educators have a disproportionately large share of lower socioeconomic students. They are asked to bring these students to a high level of academic achievement and to do so at a time when the tax base and other resources are, in many places, diminishing” (Stone, 1998, p. 5).

One of the greatest challenges in the crisis of urban schools is getting teachers to stay once they have been employed. Bruno (1986) summarized the situation, stating that there is ongoing research being done on: (1) the transfer of quality teachers from predominately minority

schools, (2) the poor quality of instructional programs at these schools, (3) teacher stress, and (4) the lack of incentives to teach and stay at inner city schools.

Cities with urban school districts are faced with more social ills and concerns than most cities. “These concerns include increasing levels of violence in and around school campuses, funding inequities that exist between urban schools and their more affluent counterparts, and inadequate preparation of teachers to provide culturally relevant curricula for students in urban settings” (Jones & Sandidge, 1997, p. 192).

Haberman (1987) indicated that urban teachers have an average career of three to five years and after five years approximately one-half of those teachers remaining leave teaching. He considered this to be the reason for a teacher shortage in the 120 largest urban school districts. Croasmun, Hampton and Herrman (1999) believe that the “lack of specific teacher education programs tailored especially for urban teachers have contributed to this high rate of urban attrition” (p. 16).

“Common to all the conceptualizations of commitment found in the literature is a link with turnover; employees who are strongly committed are those who are least likely to leave the organization” (Allen & Meyer, 1990, p. 1).

Richards, O’Brien and Akroyd (1994) wanted to explore the ability of extrinsic and intrinsic work rewards to predict the organizational commitment of marketing and health occupations teachers. A listing of those two program area teachers was provided by the North Carolina State Department of Education.

Five hundred and eighty marketing teachers and 348 health occupations teachers were sent a cover letter, questionnaire, and a pre-addressed stamped envelope. The response rate for returns was 51.0%: 282 marketing and 193 health occupations teachers responded.

The questionnaire for the study was composed of four sections: teacher demographics, extrinsic work related rewards, intrinsic work related rewards and organizational commitment. A four point Likert-type scale was used for rating. Other instruments were also used in the study. “The extrinsic and intrinsic work rewards were measured using an instrument developed by Mottaz (1988). Organizational commitment was measured using the Organizational Commitment Questionnaire (OCQ) developed by Mowday, Steers, and Porter (1979)” (Richards, O’Brien, and Akroyd, 1994, p. 5).

The researchers used frequency distributions and cross tabulations to confirm statistical assumptions. Also correlation analyses and stepwise multiple regression analyses were done.

Analyses of the two multiple regression models yielded significant results.

Six of the eight independent variables entered the stepwise procedure for Marketing education teachers with five of the six significant at the .01 level.

Five of the eight independent variables entered the stepwise procedure for Health Occupations education teachers with three of the five significant at the .01 level. (Richards, O’Brien, and Akyroyd, 1994, p. 6).

In comparing both groups of teachers, two intrinsic rewards were statistically significant: significance and involvement. On the other hand, there was no similarity between extrinsic rewards in the two groups of teachers. “Marketing education teachers perceived supervision, promotion, and coworkers as significant to their organizational commitment. Health occupations education teachers perceived general working conditions as significant to their organizational commitment” (Richards, O’Brien, and Akyroyd, 1994, p. 9).

Choosing Teaching as a Career

Hanson (1995) indicates that little research, qualitative or quantitative, has been conducted on why individuals choose teaching as a career. Manos (1997) reports that “as many educators can attest, they always seemed to know they were meant to be teachers” (p. 6). She also finds that “some choose teaching because of classroom experiences – positive and negative” and “some are drawn there because they believe they can improve education” (p. 6).

Reid & Caudwell (1997) conducted a study in England on why individuals chose teaching as a career. This qualitative study was done with interviews of 28 volunteer secondary Postgraduate Certificate in Education (PGCE) students who were in the middle of completing their program. The purpose of the study was to determine their reasons for: (1) choosing teaching as a career, (2) why they did not want a job other than teaching, (3) why they wanted to be a secondary and not a primary school teacher, and (4) what factors had been important in the decision to embark on their PGCE course” (p. 47). The results discussed below will include only those related to why they chose to become teachers. The questions in the interview offered 21 reasons for choosing teaching. Participants answered by responding that each item was very important/important or very important. The two most popular reasons given were “enjoying working with students” and “feeling that teaching would bring job satisfaction”. Ninety-six percent responded that those two items were very important/important and 64.0% responded very important. Other reasons cited as being very important included: I wanted to share my knowledge (45.0%), I felt I would enjoy the working atmosphere (44.0%), and I felt teaching would be a challenge (40.0%). All other items received less than 40.0% for being very important. The results were analyzed by gender, age, the arts, science, and mathematics.

When districts begin to feel the crunch of the teacher shortage, they tend to become very creative in their efforts to recruit teachers. They turn to “unconventional sources of recruitment” (Kirby, Grissmer & Hudson, 1991). Serow (1993) called the group generated by creative recruitment the “late entry, nontraditional, or second-career” teachers (p. 197). He indicated that the most common trait associated with these latecomers, is a well-developed sense of altruism, usually expressed in terms of wanting to help young people or to give back something of themselves to society (p. 197).

Serow’s (1993) study of 26 prospective late entry teachers was conducted to determine the reasons why these candidates chose teaching as a second career. The participants in this qualitative study included 16 women and 10 men all between the ages of 23 and 50. Of the group, there were 23 Whites, 2 Hispanics, and 1 African-American, and all except five had a bachelor’s degree.

Data for the study were collected through surveys and interviews. The interview format for the study involved questions regarding demographic background, previous work experience, reasons for wanting to teach, and their perceptions of teaching. After all interviews were recorded, the researcher looked for similarities among the group, and categorized participants based on their responses. The categories used were (Serow, 1993, p. 202):

(1) Extender -- respondent whose interests in teaching is an extension or continuation of well established beliefs and behaviors.

(2) Subject-oriented -- respondents who view teaching as a chance to work in a particular academic or vocational discipline.

(3) Practical -- respondents who cited security, scheduling, or simply the availability of work as the primary basis for their attraction to teaching.

(4) Rectifiers – respondents who see their earlier career decisions as fundamentally incompatible with their personal goals and needs.

The results indicated that 10 participants were categorized as extenders, 6 as subject-oriented, 7 as practical, and 4 as rectifiers. Two of the participants were placed in two categories and counted twice. One was listed as unclassified.

“By combining the extenders and the rectifiers, it becomes clear that just over half of the sample can be regarded as having a long-term interest in teaching or very similar sorts of work” (Serow, 1993, p. 202). The researcher concluded that over half of the participants seem to fall into the “natural teacher” mold and that the others were “either primarily subject- rather than child-oriented or are simply drawn by one or another of teaching’s extrinsic characteristics” (Serow, p. 203).

Another study by Bastick (2000) cited that there have been studies done in Canada, the United States, the United Kingdom, and Australia on why teachers join the profession. He cites that in Canada researchers found that teachers choose teaching for the following reasons: “the need to make a difference to students and society, teachers as role models for students, the teacher-student exchange as one of the mutual growth and continuous learning for both, a wish to share personal knowledge and expertise, and the creation of a positive learning environment” (p. 343). He also states that of 100 college students majoring in education, he found that most students chose teaching in order to make a positive difference in the lives of children and 92.0% chose teaching because they loved children.

Bastick (2000) conducted his study in Jamaica. The sample consisted of 1444 participants, 383 males and 1053 females, ranging from 16 to 52 years old. The study was conducted in three stages: open interviews, an island-wide survey, and analysis of the survey

data to test the consistency of the EIA (Extrinsic, Intrinsic, Altruistic) factor model. He found that the results obtained from the extrinsic motivation items were similar to those of other developing countries but was in contrast to results from metropolitan countries. The participants in this study indicated that extrinsic motivation was the most important (24.2%), altruistic motivation was second (14.6%) and intrinsic motivation was third with 8.8%.

Who Leaves the Profession and Why

Darling-Hammond (1997) indicated that “at a time when hiring demands are greater than they have been, 30 percent of new teachers leave within a few years of entry” (p. 44). A number of studies have been conducted to determine which teachers are most likely to leave urban schools. The following pages will introduce and discuss the findings of several studies directly related to who leaves teaching and why.

Two studies found that most teachers leave urban districts for other employment (Adams & Dial, 1993; Haberman & Rickards, 1990). A third study, Grissmer and Kirby (as cited in Adams and Dial, 1993), reported that teachers who resigned did so because of relocation of spouse and acceptance of a different teaching position with another local school district. Useem (2003) in her study of high-poverty middle school teachers in Philadelphia found that teachers in her study left due to salary and student discipline issues. Haberman and Rickards (1990) indicated more detailed findings. This study was conducted in the Milwaukee Public Schools. Names of all teachers who resigned, retired, or terminated their contracts between January 1988 and December 1988 were compiled from school system reports. One hundred and twenty four names were gathered and questionnaires were sent to all. Forty written responses were received and ten others were interviewed by phone, for a response rate of approximately 40.0%. These answers were used to determine their reasons for leaving the urban school district. Their results

showed 17 left for other employment, 12 due to residency requirements, 11 for personal reasons, seven were moving from the area, two retired, and one left to further his or her education. They also pointed out that these same teachers perceived the problems in urban education to be in rank order: discipline, inadequate support from administrators and supervisors, heavy work load, inadequate preparation time, lack of parental support, underachieving students, clerical burden, dealing with students' different cultural backgrounds, inadequate support staff, inadequate resources and supplies, salary, communication with staff or different cultural backgrounds, and class size.

Brownell, Smith, and McNellis (1997) conducted a qualitative study of the attrition of teachers in special education. Their three year project surveyed 1,500 teachers, who were tracked for 2 years, and then 50 of the "leavers" were to be interviewed. After deliberation about sample size, they concluded that 50 interviews would not be sufficient. The final sample size was 103 (60.0%) of the leavers who completed the survey.

The interviews were conducted by phone and data were entered into a computer software program during the interview. Teacher comments and reasons for leaving included "lack of administrative support, significant student discipline problems, diverse student needs, high case loads, numerous preparations, excessive paperwork, and insufficient preparation to teach students with disabilities" (Brownell et al., 1997, p. 190).

The National Center for Education Statistics (NCES, 1997) reported that teachers leave the profession for the following reasons: retirement (27.4%), pregnancy or child rearing (14.3%), pursue another career (12.1%), family/personal move (10.0%), family/personal reasons (6.6%), health concerns (4.7%), and sabbatical or other break from teaching (3.4%). Ten years earlier, in a 1988 study conducted by NCES, the reasons teachers gave for leaving were: retirement

(22.3%), pregnancy and child rearing (18.9%), pursuit of another career (13.4%) and dissatisfaction with teaching (9.0%). In the 1988 study, dissatisfaction with the teaching profession seemed to be a significant issue compared to the 1997 study where it was not reported. Retirement and pregnancy/child rearing have been the number one and two reasons for the past 10 years.

In another effort to determine why teachers leave, the Virginia Department of Education contracted the Virginia Tech Center for Survey Research (1999) for assistance with conducting a survey. The Center was responsible for developing the survey instrument, conducting the survey, and preparing a database of the results. The survey was distributed to all of the 132 school divisions in the state. Participants in the study included only building administrators and teachers employed in public school divisions in the state. One hundred and twenty-six districts (95.0%) responded.

Employees reported a variety of reasons for teachers leaving the profession. The state reported that the numbers of teachers leaving their positions was approximately 6,000 in 1997-1998 and increased to more than 7,500 in 1998-1999 and decreased slightly to 6,780 in 1999-2000 (VDOE, 2000). The results of the survey indicated the following reasons, in rank order, for Virginia teachers leaving positions in 1999-2000: employment in another Virginia division, spouse/partner relocation, retirement, personal/health/family, employment in an out-of-state division, entering administrative position, another profession, and continuing education.

Wilhelm, Dewhurst-Savellis, and Parker (2000) conducted an analysis on teacher stress and why teachers leave and why they stay. This 15-year longitudinal study began in 1978 with 170 teacher trainees at the University of Sydney. Due to withdrawals from the study for a variety of reasons, the final sample size was 156 (a response rate of 92.0%). The review involved a

semi-structured interview that sought data on “work, social network, patterns of illness and coping styles used when stressed and depressed” (Wilhelm, Dewhurst-Savellis, & Parker, 2000, p. 293). Two groups (those who stayed and those who left) were compared to determine if their personalities and/or lifestyles had an affect on their career decisions. A number of questionnaires were utilized in this study: “the Costello Comrey scale (1967), that measured trait depression and anxiety, the Eysenck Personality Inventory (1964) that measured neuroticism, the Rosenberg self-esteem scale (1965), the Bem Sex-Role inventory (1979) that measured masculinity and femininity, the Interpersonal Sensitivity measure (IPSM) that measured nuances of interpersonal sensitivity, and ratings of occupational satisfaction and importance that covered any work situation’ (Wilhelm et al., 2000, p. 293). The researcher also designed questions related to “reasons for entering teacher training, the imagined pleasures and difficulties associated with teaching and a series of questions related to satisfaction with a wide range of teaching-related items” (p. 293). In the 1993 survey, teachers were asked to record their three most important reasons for staying, and if applicable, their three most important reasons for leaving.

After all reasons were placed on a survey, teachers were asked to rate those items using a Likert scale. When added, the total of their responses produced a total satisfaction score. As a result of scores, the participants were divided into groups labeled “satisfied”, “neutral”, and “unsatisfied”. “Comparisons were then conducted to determine whether these groups differed in terms of personality and lifestyle” (Wilhelm, Dewhurst-Savellis, & Parker, p. 294). This study utilized t-tests, discriminant function analyses, chi-square, a bivariate correlation, one-way analyses, and stepwise regressions to analyze the data collected.

The study yielded the following statistically significant results:

(1) The majority of teachers (74.0%) in the “not teaching” group left within the first five years of teaching. The reasons they gave were student behavior, conflict with a fellow-employee, lack of student feedback, pay and stress.

(2) The standardized canonical discriminant function coefficients suggest that self-rated social desirability is the best predictor for distinguishing between the “teaching” (M = 106.1 and SD = 9.4) and “not teaching” (M = 102.5 and SD = 10.3) groups.

(3) A combined $X^2(2) = 13.8, p. \leq 0.001$ indicates that there is a strong association between the groups and predictors.

(4) With reference to occupational satisfaction, masculinity and trait depression scores were significant predictor variables for the “not teaching” group, and femininity was the only significant predictor variable for the “teaching” group.

(5) With regard to occupational importance, trait depression and masculinity scores proved significant predictors for the “not teaching” group, and dependency scores for the “teaching” group. (Wilhelm, Dewhurst-Savellis, and Parker, 2000)

In analyzing the data collected to determine the reasons why teachers stayed, the researchers reported that teachers frequently identified the following reasons for staying in the profession: pay, holiday and leave conditions, making a difference for students and student feedback. The reasons given by the “non-teaching” group for leaving were: did not like teaching, or forced to leave because of pressure from another person, misbehavior from students, or because their children took priority (Wilhelm, Dewhurst-Savellis, and Parker, 2000).

In a survey of teachers who left Norfolk Public Schools during and after the 1999-2000 school year (NPS, 2001), a number of reasons were given for leaving the district. One hundred

and nine surveys were returned. Data were not available to determine how many surveys were sent out. The reasons given for leaving included moving from the area, dissatisfaction with supervision, to teach in a surrounding district, unsatisfactory working conditions, family responsibilities, other employment, and failure to enjoy type of work.

Teacher Retention

Local school districts have a major responsibility in the effort to retain teachers. Teachers new to the profession and those new to urban settings need assistance to adjust successfully to the urban environment. Michele Foster (2004) believes that urban schools should focus on “the idea of improving the achievement of low-income students by enhancing the competence and performance of teachers who are already working in the neediest schools” (p. 401). To aid these newcomers in becoming better-prepared teachers for urban schools, mentoring programs are becoming more prevalent (Chapman & Green, 1986; Freiberg, Zbikowski, & Ganser, 1994; Odell & Ferraro, 1992). Weiner (1999) said, “more often than not in urban schools, little mentoring of substance occurs if the program does not contain funding for a reduced teaching load for both the mentor and new teacher, allowing them time to collaborate” (p. 31).

Fry and McKinney (1997) indicated that in conducting their research “most participants reflected on their limited contact with other races and most commented on the need to develop these relationships to become a better teacher (or a better person)” (p. 193). Jones and Sandidge (1997) also indicated that “teachers who feel comfortable in urban, multicultural environments appear to be much more supportive of and sensitive to the needs of their students” (p. 199). In this section, two studies will be reviewed.

Freiberg, Zbikowski, and Ganser (1994) examined a mentoring program which attempted to “meet the specific needs of beginning teachers in a large, urban school district” (p. 2). In this

program, 18 experienced teachers were excused from teaching duties to mentor ten new teachers each. Both qualitative and quantitative data were collected through surveys of teachers, principals, and representatives of the mentor board, and also interviews of three focus groups and mentors. Data were collected from January 1992 to June 1993. The results of this 2- year study indicated that teachers do believe there are “significant and detrimental problems associated with teaching in a large, urban district” (p. 9). “Urban mentors, such as master teachers, cooperative teachers, peer coaches, and support teachers, play a critical role in the training, support, and retention of newcomers” (King & Bey, 1995, p. 3). Without support from school administrators and a district wide effort of support, many beginning teachers become overwhelmed and discouraged. As a result, they leave for other careers (Riley, 1998; Colbert & Wolff, 1992). In response to this problem, mentoring programs which pair beginning teachers with experienced teachers have proliferated across the country (Frieberg, Zbikowski, & Ganser, 1994, p. 2).

“Given our high expectations for students and teachers today, teachers need professional development experiences that allow them to update their skills continually” (Riley, 1998, p. 22). Teachers should be provided with numerous opportunities to build their capacity. Riley (1998) indicates that many new teachers come to the profession unprepared which leads to ineffectiveness in the classroom.

There have been some major research findings in the area of teacher retention for urban schools. The fact that urban teachers are leaving their districts at alarming rates is enough to understand the dilemma that urban school districts face. Researchers have found that there are specific reasons why few educators chose to teach in urban schools and why some chose to leave. On the other hand, there is very little research available that explains why some teachers

choose to stay in urban districts. This study will determine why teachers have chosen to remain in this southeastern Virginia urban school district.

“There is little information available about the motivation of teachers and their reasons for staying in or leaving teaching” (Wilson & Pearson, 1993, p. 73). These authors also indicated that a 1991 survey of out-of-service teachers concluded that motivation for teachers was found in: job satisfaction, good relations with pupils, being rewarded fairly, and working in a well managed school.

Summary

Darling-Hammond (1999) reported that “administrative leadership also influences the supply and turnover of teachers. Many studies have noted that good schools in low income communities have strong principals who serve as instructional leaders” (p. 259).

NCES (1997) and Sclan (1993) agreed that although resources and working conditions have an effect on teachers’ decisions, research suggests that teachers choose to enter and remain in schools where they feel well supported in their efforts to teach. Research also shows that it does not matter about student wealth or poverty, and that schools with poor leadership typically have difficulty attracting and retaining teachers.

“By designing thoughtfully constructed packages of professional standards, incentives, and improved working conditions, states will attract and keep more high-quality teachers. Students will benefit, and the profession will be more highly regarded for the important work it does”. (Darling-Hammond, 2001, p. 17).

CHAPTER 3

Methodology and Research Design

This chapter outlines the research procedures used to conduct this study. Among the topics discussed are the site of the study, population targeted, procedures followed in field-testing the validity and reliability of the instrument, and analyses of the data collected. The results of the study identify those predictor variables that are significant indicators of teachers' reasons for staying and choosing to teach in an urban school district and also the level of commitment of those teachers.

Setting

This case study was conducted in the Norfolk Public Schools District, an urban school district located in southeastern Virginia. The district is located within a city that has a population of approximately 239,400 and covers an area of 66 square miles. There are approximately 58 educational sites within the district.

This urban school district services approximately 36,000 students who attend the city's five high schools, eight middle schools, 35 elementary schools and 10 alternative education sites. The current teaching force was approximately 3,200 (2001-2002 school year). The racial/ethnic composition of the teaching force for that year was 43.0% African American, 54.5% Caucasian and 2.5% other and the gender breakdown was 82.0% women and 18.0% men.

Population

The target population for this study consisted of experienced teachers in this district who had remained for a minimum of 10 years. The names of these teachers were identified through utilization of an automated database. An all-inclusive sample was used of current teachers hired before August 1991.

Permission to conduct this study in the selected school district was requested and approved by the district's Department of Research, Testing, and Statistics (see Appendix B). Approval from the Virginia Polytechnic Institute and State University Institutional Review Board for Research was also granted (see Appendix B).

Instrumentation

A teacher survey instrument was used to gather the information needed to answer all of the research questions. The first step in formulating the survey involved a review of the problem, purpose of the study along with the research questions, and a review of surveys used in similar studies. The commitment factor section of the instrument was developed using questions from a survey instrument developed by Allen and Meyer (1990) and used by Hawkins (1998) in his efforts to determine predictors of organizational commitment among high school principals. His and other similar studies used a Likert scale design for the survey instrument. The Likert scale design was chosen for two reasons: (a) research studies reviewed indicate that it provides for the most honest interpretation of responses in these types of studies, and (b) it is needed to obtain scores for each area of the instrument.

The teacher questionnaire was composed of three parts. The first part was designed to obtain the following demographic information: (a) gender, (b) race/ethnicity, (c) present assignment (grade level), (d) number of years of experience in an urban district, (e) age, and (f) education level. Part II was designed in a Likert-style scale format and consisted of two parts: reasons for selecting to teach in an urban school district and reasons for remaining in this urban school district. The section included statements about the teachers' reasons for selecting to teach in an urban district, reasons for staying and their perceptions of professional development

activities. Part III of the instrument was designed to generate a composite score to determine the level of commitment of each respondent (see Appendix C).

Validity tests were conducted of the teacher survey instrument using an expert panel composed of doctoral candidates in an Educational Leadership cohort. Development of the questions for the survey and the content validity testing were done by this expert panel comprised of experienced education leaders pursuing advanced degrees. Before validating the instrument, the panel of doctoral students was given a brief introduction of the study and an overview of the instrument itself. After a reassessment of the needs of the survey instrument and three rounds of validation to reword items, the original instrument was revised and a section on commitment factors was added. “The arguments for pre-testing (the instrument) are compelling. No one wants to invest large sums of money and considerable effort in hefty research design only to fail to achieve the research objectives due to some unforeseen error” (Babbie, 1990, p. 220).

The instrument was designed to define the exact domain of the items asked and how well by association that domain is sampled by the test items and the clarity of each (Gall, Borg, & Gall, 1996). The domains used were: extrinsic factors, intrinsic factors, professional development factors, and commitment factors. The responses to the content validity test items were analyzed using the Statistical Package for the Social Sciences (SPSS) to determine frequencies and percentages of responses. Using the panel’s suggestions for wording, those items with less than an acceptable percentage (85.0%) were revised and a corrected version of the instrument was tested. After the fifth round of validations, all 32 items on the survey instrument met at least an 85.0% level of agreement (see Appendix D). The commitment items tested at .85

for the median reliability when used in the Allen and Meyer scale and at .78 when tested in Hawkins' study (Hawkins, 1998).

Data Collection Procedure

An email from the Senior Director of Research, Testing, and Statistics was sent to Principals indicating approval of the study with a request for cooperation. Written documentation of the approval can be found in Appendix B.

The coded survey instruments were then sent out through the school district interoffice mailing system to each teacher who fit the criteria. Nine hundred and thirty teachers received the instrument. Teachers were asked to return completed surveys by interoffice mail to the researcher in the Department of Human Resources. The instruments were coded so that tracking could be done for a follow-up of unreturned surveys. The first mailing received a response rate of 51.5% (479 returned surveys). After reviewing the list of returned surveys and deleting the names of those teachers who had left the system during the summer, a second mailing of 369 was sent to all teachers who did not respond during the first mailing. Forty-six teachers responded for a total return rate of 56.4% (525 out of 930) significantly more than the 270 required for an effective sample size (Krejcie & Morgan, 1970). To provide validity to the results of the survey, the researcher made certain to obtain an acceptable response rate based on guidelines from Krejcie and Morgan (1970).

Data Analyses

The data collected for the study were reviewed and analyzed after coding the responses to each item and inputting them into the Statistical Package for the Social Sciences (SPSS). Missing scale scores for the commitment section were recorded as a "three" on the five-point scale. Missing items for the other sections were replaced with a "three" as well. The Likert-scale type

survey instrument contained 32 items used to determine reasons for selecting to teach in an urban school district, reasons for remaining, and levels of commitment. One negatively worded item (item 30) has been positively worded and analyzed for the purpose of presenting in tables. The rating scale used to indicate responses to items was (5) strongly agree, (4) agree, (3) undecided, (2) disagree, and (1) strongly disagree.

Characteristic Analysis

A descriptive analysis of the data provided a profile of the survey participants through the use of frequency distribution of the responses to the appropriate items on the questionnaire. The categories for each variable were assigned a code (i.e., for gender, male were assigned the code 1 and female assigned the code 2). The codes were then entered into the SPSS database. These scores indicate the number and percentage of teachers who participated in the study.

Each set of data was disaggregated by gender, race/ethnicity, present assignment (grade level), number of years of experience in urban classrooms, age, and education level. Frequencies were tabulated for all demographic variables. Also, responses for each item were analyzed to obtain item mean scores and standard deviations. These scores were then used to make statistical comparisons between and within the groups and to answer the research questions of the study.

Scale Analysis

Data were generated from SPSS to obtain frequencies of responses for each of the five response options on the survey instrument. The five options and the assigned weights for each can be found in Table 3.

Table 3

Likert-Scale Response Weights

Response	Scale Option	Weight
1	Strongly Disagree	(1.00 – 1.99)
2	Disagree	(2.00 – 2.99)
3	Undecided	(3.00 – 3.99)
4	Agree	(4.00 – 4.99)
5	Strongly Agree	(5.00)

Reasons for selecting. Responses to survey items 1 – 3 and 17 – 22 were used to identify the reasons of teachers for selecting to teach in an urban school district. Frequencies of responses for each item, mean scores and standard deviations were calculated. Analysis of this data by characteristic variables, frequencies of responses for each item, t-tests, an ANOVA, and Tukey post-hoc tests assisted the researcher in answering research question one and its sub questions: Why do teachers select urban school districts?

Reasons for remaining. Responses to survey items 4 – 10 and 17 – 22 were used to identify the reasons of teachers for remaining in an urban school district. Frequencies of responses for each item, mean scores and standard deviations were calculated. Analysis of these data by characteristic variables, frequencies of responses for each item, t-tests, an ANOVA, and Tukey post-hoc tests assisted the researcher in answering the second research question and its sub questions: Why do teachers remain in urban school districts?

Professional development. Items 11 – 16 were professional development items and were used to identify the activities teachers believed to be important to urban districts. Frequencies of responses for each item, mean scores and standard deviations were calculated. Analysis of this data by characteristic variables, frequencies of responses for each item, t-tests, an ANOVA, and Tukey post-hoc tests assisted the researcher in answering the third research question and its sub questions: What professional development activities are important in urban school districts?

Teacher commitment. The commitment level of each respondent was obtained by adding respondents' ratings for 10 specific items on the survey instrument. This section was represented by items 23 – 32. A numerical commitment score for each respondent was calculated by totaling the survey responses for this section and dividing by the number of items (10). The numerical score for each respondent indicates the teacher's level of commitment. Analysis of these data by demographic variables, frequencies of responses for each item, t-tests, an ANOVA, and Tukey post-hoc tests assisted the researcher in answering the third research question and its sub questions: What is the level of commitment of teachers who stay?

Relationship between commitment and reasons for remaining. The relationship between why teachers choose to remain in this urban district and their levels of commitment was determined by comparing the commitment composite scores with mean scores for all of the items used to determine reasons for remaining. Composite scores were calculated for only the commitment section of the survey instrument. A correlation matrix was also constructed to determine the significance of the relationship between why teachers choose to remain in this district and their levels of commitment. Analysis of the resulting data assisted the researcher in

answering the final question of the study and its sub questions: What is the relationship between reasons why teachers stay and their level of commitment?

CHAPTER 4

Analyses of Data

The purpose of this chapter is to present the analyses of data collected in the study of reasons why teachers remain in urban school districts. This section describes findings as they relate to each research question. Each question will be followed by a narrative describing items of the survey used to answer the question, and frequencies for Likert-scale ratings as they related to responses for each item. Descriptive information in the form of means and standard deviations are reported followed by statistically significant findings.

Characteristics of Survey Respondents

A total of 930 surveys were sent out to all teachers in this urban district who had been with the district for at least 10 years. After two mailings, a total of 525 surveys were received for a response rate of 56.4%. The frequency of responses for each rating on the Likert scale is presented for each of the 32 items. The responses were tabulated and presented in the tables throughout the chapter.

Table 4 presents the description of the respondents by showing each demographic variable and the number and percentage of respondents in each category. Of the respondents, 74 (14.1%) were males and 450 (85.7%) were females. The race/ethnicity of participants was: 171 (32.6%) African-American, 341 (65.0%) Caucasian, and 9 (1.7%) Other (American Indian, Hispanic, and Asian). In terms of grade level assignment, 278 (53.0%) were elementary, 101 (19.2%) middle, and 146 (27.8%) were from the high school level.

Table 4

Demographic Characteristics of Respondents

Variable	<i>N</i>	Percent
Gender		
Male	74	14.1
Female	450	85.7
Missing	1	.2
Total	525	100.0
Race/Ethnicity		
African-American	171	32.6
Caucasian	341	65.0
Other	9	1.7
Missing	4	.8
Total	525	100.0
Grade Level		
Elementary	278	53.0
Middle	101	19.2
High	146	27.8
Total	525	100.0
Years of Experience		
10 – 15	82	15.6
16 – 20	131	25.0
21 – 25	105	20.0
26 – 30	134	25.5
31 and more	56	10.7
Missing	17	3.2
Total	525	100.0
Age		
30 – 39	33	6.3
40 – 49	194	37.0
50 – 59	264	50.3
60 – 69	32	6.1
70 – 79	0	.0
Missing	2	.4
Total	525	100.0

Table 4 (continued)

Variable	<i>N</i>	Percent
Education		
Bachelor's Degree	271	51.6
Master's Degree	168	32.0
More than Master's	86	16.4
Total	525	100.0

As indicated in Table 4, at least 82 teachers (15.6%) had between 10 and 15 years of experience, 131 teachers (25%) had between 16 and 20 years of experience, 105 teachers (20%) had between 21 and 25 years of experience, 134 teachers (25.5%) had between 26 and 30 years of experience, and 56 teachers (10.7%) had 31 or more years of experience. The age category of 50 –59 was selected by most respondents (50.3%) with another 37.0% between the ages of 40 and 49. In terms of education level, most respondents merely had a bachelor’s degree (51.6%).

Analysis of Research Questions

Analyses were done based on demographic (predictor) variables. Tables in each section will report results of the analyses as well as significant findings for items when analyzed with demographic (predictor) variables.

Reasons for Selecting Urban School Districts: Overall Findings

Frequency distributions, mean scores, and standard deviations were calculated for the nine likert-scale survey items related to reasons for selecting urban districts in which to teach. As indicated in Table 5, overall ratings on the five-point rating scale ranged from a high of 4.01 to a low of 2.20. The top three reasons for opting to work in an urban school district were:

Item 19: I am familiar with the needs of urban children. (M = 4.01)

Item 17: I can build a rapport with urban children. (M = 4.00)

Item 20: The cultural diversity of children in an urban district is important. (M = 3.99)

Table 5

Reasons for Selecting to Teach in an Urban School District (N = 525)

Statement	Likert-Scale Rating					<i>M</i>	<i>SD</i>
	1 SD	2 D	3 U	4 A	5 SA		
1. I specifically sought employment in an urban district.	54	133	49	143	142	3.36	1.38
2. I was educated in an urban district; therefore, I wanted to teach in one.	149	147	42	86	94	2.67	1.49
3. There were no other positions available.	229	128	43	64	53	2.20	1.38
17. I can build a rapport with urban children.	9	13	30	87	84	4.00	1.05
18. My home is close to this urban district.	58	38	11	77	74	3.28	1.56
19. I am familiar with the needs of urban children.	13	13	17	97	84	4.01	1.10
20. The cultural diversity of children in an urban district is important.	15	12	23	83	90	3.99	1.15
21. I enjoy the challenges associated with urban districts.	12	25	29	82	68	3.78	1.17
22. The salary and fringe benefits I receive in this urban district are fair.	48	62	40	64	16	2.73	1.26
Overall Average						3.33	1.28

Responses for each item were disaggregated by gender. Means and standard deviations for males and females are presented in Table 6. Mean scores for females ranged from 2.21 to 4.07 and for males from 2.11 to 4.00. Though female respondents appeared to have higher mean scores on six (66.6%) of the nine items, analyses revealed that there were no significant differences between gender for any of the nine items.

Table 6

Reasons for Selecting to Teach in an Urban District Overall and by Gender

Statement	Overall (<i>N</i> = 525**)		Male (<i>n</i> = 74)		Female (<i>n</i> = 450)		SIG.	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>
1. I specifically sought employment in an urban district.	3.36	1.38	3.39	1.35	3.36	1.39	.208	.836
2. I was educated in an urban district; therefore, I wanted to teach in one.	2.67	1.49	2.62	1.44	2.68	1.50	-.305	.761
3. There were no other positions available.	2.19	1.38	2.11	1.36	2.21	1.39	-.569	.570
17. I can build a rapport with urban children.	4.00	1.05	3.67	1.12	4.07	1.03	-1.999	.051
18. My home is close to this urban district.	3.28	1.56	3.43	1.57	3.26	1.55	.620	.538
19. I am familiar with the needs of urban children.	4.01	1.10	4.00	1.14	4.01	1.10	-.051	.960
20. The cultural diversity of children in an urban district is important.	3.99	1.15	3.72	1.34	4.04	1.11	-1.345	.185
21. I enjoy the challenges associated with urban districts.	3.78	1.17	3.89	.99	3.76	1.21	.708	.482
22. The salary and fringe benefits I receive in this urban district are fair.	2.73	1.26	2.57	1.17	2.76	1.28	.911	.366
Overall Average	3.33	1.28	3.27	1.27	3.36	1.28	-.418	.528

* $p \leq .05$

** One respondent did not report gender.

Table 7 provides an analysis of mean scores for reasons for selecting based on race/ethnicity of respondents. African-American respondents had higher mean scores on six (66.6%) of the nine items reported. A t-test was done to determine statistical significance for each item based on race/ethnicity. Unlike gender, race/ethnicity proved to be statistically significant for reasons for selecting an urban school district. African-Americans and Caucasians' responses were statistically different for seven (77.7%) of the items. Significance was found for all items except item 18 ($p = .859$) and item 22 ($p = .072$).

Data disaggregated by grade level assignment of respondents is reported in Table 8. Even though, middle school respondents had higher mean scores on five (55.5%) of the nine items reported, an ANOVA revealed no significant difference based on grade level assignment. Mean scores for these middle school respondents ranged from 2.22 to 4.21.

Tables 9 and 10 report data disaggregated by number of years of experience and age of respondents. Both demographic groups proved statistically significant for items one and two for reasons for selecting. Tukey post-hoc tests revealed differences for the older and more experienced respondents when compared to other categories of respondents.

An analysis of mean scores and standard deviations based on education level of respondents is presented in Table 11. The highest mean scores for each item were evenly distributed between the four groups with mean scores between 2.04 and 4.16. An ANOVA revealed no significance between mean scores on any of the nine items as they relate to education level.

Table 7

Reasons for Selecting to Teach in an Urban District Overall and by Race/Ethnicity

	Overall (<i>N</i> = 525**)		African-American (<i>n</i> = 171)		Caucasian (<i>n</i> = 341)		SIG	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>
1. I specifically sought employment in an urban district.	3.36	1.38	3.80	1.28	3.14	1.39	5.292	.001*
2. I was educated in an urban district; therefore, I wanted to teach in one.	2.67	1.49	3.09	1.55	2.45	1.42	4.456	.001*
3. There were no other positions available.	2.20	1.38	1.92	1.25	2.31	1.42	-3.149	.002*
17. I can build a rapport with urban children.	4.00	1.05	4.48	.72	3.70	1.14	6.102	.001*
18. My home is close to this urban district.	3.28	1.56	3.30	1.59	3.33	1.53	-.178	.859
19. I am familiar with the needs of urban children.	4.01	1.10	4.37	.71	3.82	1.23	4.196	.001*
20. The cultural diversity of children in an urban district is important.	3.99	1.15	4.44	.87	3.68	1.25	5.229	.001*
21. I enjoy the challenges associated with urban districts.	3.78	1.17	4.22	.92	3.52	1.24	4.631	.001*
22. The salary and fringe benefits I receive in this urban district are fair.	2.73	1.26	2.55	1.27	2.86	1.25	-1.811	.072
Overall Average	3.33	1.28	3.57	1.13	3.20	1.32	1.605	.104

* $p \leq .05$

** Four respondents did not indicate race/ethnicity.

Note: Because of the low number of respondents in the “Others” category ($n = 9$), the results for that group are not reported.

Table 8

Reasons for Selecting to Teach in this Urban District Overall and by Grade Level Assignment

Statement	Overall (<i>N</i> = 525)		Elementary (<i>n</i> = 278)		Middle (<i>n</i> = 101)		High (<i>n</i> = 146)		SIG	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>
1. I specifically sought employment in an urban district.	3.36	1.38	3.32	1.43	3.44	1.34	1.38	1.33	.312	.732
2. I was educated in an urban district; therefore, I wanted to teach in one.	2.67	1.49	2.69	1.47	2.61	1.56	2.68	1.49	.090	.914
3. There were no other positions available.	2.20	1.38	2.19	1.41	2.22	1.40	2.19	1.33	.020	.980
17. I can build a rapport with urban children.	4.00	1.05	4.10	.98	4.17	.97	3.75	1.18	2.949	.054
18. My home is close to this urban district.	3.28	1.56	3.26	1.59	3.02	1.57	3.44	1.49	1.081	.341
19. I am familiar with the needs of urban children.	4.01	1.10	4.11	1.00	4.12	1.02	3.76	1.27	2.436	.090
20. The cultural diversity of children in an urban district is important.	3.99	1.15	4.04	1.12	4.21	.92	3.81	1.30	1.694	.186
21. I enjoy the challenges associated with urban districts.	3.78	1.17	3.81	1.13	4.00	1.00	3.62	1.30	1.376	.255
22. The salary and fringe benefits I receive in this urban district are fair.	2.73	1.26	2.70	1.27	2.60	1.26	2.85	1.27	.564	.570
Overall Average	3.33	1.28	3.56	1.27	3.38	1.23	3.28	1.33	1.170	.458

* $p \leq .05$

Table 9

Reasons for Selecting to Teach in an Urban District Overall and by Number of Years of Experience

Statement	Overall (<i>N</i> = 525**)		10 –15 (<i>n</i> = 82)		16-20 (<i>n</i> = 131)		21-25 (<i>n</i> = 105)		26-30 (<i>n</i> = 134)		31 + (<i>n</i> = 46)		SIG	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>
1. I specifically sought employment in an urban district.	3.36	1.38	3.06	1.41	3.15	1.37	3.42	1.35	3.56	1.35	3.57	1.46	2.800	.025*
2. I was educated in an urban district; therefore I wanted to teach in one.	2.67	1.49	2.31	1.43	2.22	1.35	2.82	1.50	3.02	1.48	2.96	1.61	7.053	.001*
3. There were no other positions available.	2.20	1.38	2.46	1.40	2.35	1.47	2.22	1.35	2.08	1.29	1.87	1.40	2.133	.076
17. I can build a rapport with urban children.	4.00	1.05	3.81	1.20	3.83	1.00	4.14	.79	3.93	1.13	4.28	1.22	1.324	.262
18. My home is close to this urban district.	3.28	1.56	3.16	1.64	3.16	1.60	3.25	1.56	3.46	1.51	3.19	1.69	.387	.818
19. I am familiar with the needs of urban children.	4.01	1.10	3.78	1.13	3.96	1.13	4.13	.76	3.90	1.26	4.18	1.25	.815	.517
20. The cultural diversity of children in an urban district is important.	3.99	1.15	3.85	1.26	3.89	1.12	4.10	.92	3.93	1.31	4.07	1.21	.361	.836
21. I enjoy the challenges associated with urban districts.	3.78	1.17	3.59	1.36	3.79	.98	3.74	1.10	3.81	1.20	3.86	1.33	.241	.915

Table 9 (continued)

Statement	Overall		10 –15		16-20		21-25		26-30		31 +		SIG	
	(N = 525**)		(n = 82)		(n = 131)		(n = 105)		(n = 134)		(n = 46)		F	p
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD		
22. The salary and fringe benefits I receive in this urban district are fair.	2.73	1.26	2.89	1.30	2.85	1.23	2.73	1.22	2.65	1.31	2.50	1.32	.544	.704
Overall Average	3.33	1.28	3.21	1.35	3.24	1.25	3.40	1.17	3.37	1.32	3.89	1.39	1.739	.461

*p ≤ .05

**Seventeen respondents did not indicate number of years of experience.

Table 10

Reasons for Selecting to Teach in this Urban Overall and by Age

Statement	Overall (<i>N</i> = 525**)		30-39 (<i>n</i> = 33)		40-49 (<i>n</i> = 194)		50-59 (<i>n</i> = 264)		60-69 (<i>n</i> = 32)		SIG	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>
1. I specifically sought employment in an urban district.	3.36	1.38	3.24	1.41	3.16	1.40	3.45	1.37	3.91	1.09	3.472	.016*
2. I was educated in an urban district; therefore, I wanted to teach in one.	2.67	1.49	2.33	1.51	2.43	1.38	2.82	1.54	3.10	1.47	4.007	.008*
3. There were no other positions available.	2.20	1.38	1.82	1.10	2.37	1.43	2.12	1.36	2.16	1.48	2.089	.101
17. I can build a rapport with urban children.	4.00	1.05	3.73	1.22	3.98	1.08	4.01	1.01	4.40	1.06	1.056	.369
18. My home is close to this urban district.	3.28	1.56	2.88	1.67	3.27	1.61	3.33	1.52	3.41	1.50	.448	.719
19. I am familiar with the needs of urban children.	4.01	1.10	3.79	1.37	4.02	1.05	4.00	1.12	4.21	1.05	.360	.782
20. The cultural diversity of children in an urban district is important.	3.99	1.15	3.47	1.51	3.98	1.11	4.04	1.13	4.21	1.12	1.296	.277
21. I enjoy the challenges associated with urban districts.	3.78	1.17	3.50	1.61	3.72	1.14	3.82	1.15	4.07	1.07	.658	.519

Table 10 (continued)

Statement	Overall (<i>N</i> = 525**)		30-39 (<i>n</i> = 33)		40-49 (<i>n</i> = 194)		50-59 (<i>n</i> = 264)		60-69 (<i>n</i> = 32)		SIG	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>
22. The salary and fringe benefits I receive in this urban district are fair.	2.73	1.26	3.19	1.28	2.59	1.23	2.72	1.28	3.14	1.23	1.551	.202
Overall Average	3.33	1.28	3.11	1.41	3.28	1.27	3.37	1.28	3.62	1.23	1.660	.332

* $p \leq .05$

** Two respondents did not report age.

Table 11

Reasons for Selecting to Teach in an Urban District Overall and by Education Level

Statement	Overall (<i>N</i> = 525)		Bachelor's (<i>n</i> = 271)		Master's (<i>n</i> = 168)		Master's + (<i>n</i> = 86)		SIG	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>
1. I specifically sought employment in an urban district.	3.36	1.38	3.32	1.41	3.35	1.40	3.49	1.27	.483	.617
2. I was educated in an urban district; therefore, I wanted to teach in one.	2.67	1.49	2.78	1.49	2.63	1.55	2.42	1.35	1.955	.143
3. There were no other positions available.	2.20	1.38	2.27	1.46	2.15	1.35	2.04	1.18	1.066	.345
17. I can build a rapport with urban children.	4.00	1.05	3.94	1.04	4.15	1.04	3.92	1.12	1.039	.355
18. My home is close to this urban district.	3.28	1.56	3.22	1.63	3.34	1.51	3.31	1.44	.150	.861
19. I am familiar with the needs of urban children.	4.01	1.10	3.94	1.17	4.14	.97	3.97	1.11	.768	.465
20. The cultural diversity of children in an urban district is important.	3.99	1.15	4.00	1.15	3.89	1.21	4.16	1.07	.681	.507
21. I enjoy the challenges associated with urban districts.	3.78	1.17	3.77	1.11	3.79	1.25	3.80	1.21	.009	.991

Table 11 (continued)

Statement	Overall (<i>N</i> = 525)		Bachelor's (<i>n</i> = 271)		Master's (<i>n</i> = 168)		Master's + (<i>n</i> = 86)		SIG	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>
22. The salary and fringe benefits I receive in this urban district are fair.	2.73	1.26	2.75	1.24	2.79	1.26	2.54	1.35	.561	.571
Overall Average	3.33	1.28	3.33	1.30	3.36	1.28	3.29	1.23	.746	.539

* $p \leq .05$

Note: Because of the small number of respondents in the Master's +30 (*n* = 79) and the Doctorate (*n* = 7) groups, these groups were combined and will be reported as Master's + (*n* = 86).

Reasons for Remaining in an Urban School District: Overall Findings

Reasons for remaining were explained through examining responses to 13 Likert type survey items. Results were analyzed overall and by demographic factors. These results are displayed in Tables 12 through 18. The top three reasons for remaining were:

Item 6: I have been effective in working with urban children. ($M = 4.51$)

Item 5: I have developed good collegial relationships within this district. ($M = 4.33$)

Item 7: Working in this urban district gives me a sense of self-satisfaction. ($M = 4.27$)

Responses for reasons for remaining items were disaggregated by gender (Table 13).

The responses of males and females did not differ greatly on these items; however, female respondents had higher mean scores on 10 (76.9%) of the 13 items in this section. Unlike gender and reasons for selecting, there was one item that proved to be statistically significant. Females were more positive in their responses to reasons for remaining. The fact that females were more positive is in support of the fact that females make up a great percentage of teachers in the profession.

Table 12

Reasons for Remaining in an Urban School District (N = 525)

Statement	Likert-Scale Rating					<i>M</i>	<i>SD</i>
	1 <i>SD</i>	2 <i>D</i>	3 <i>U</i>	4 <i>A</i>	5 <i>SA</i>		
4. I have received self-gratification from my years of teaching in this urban district.	11	16	20	256	222	4.26	.84
5. I have developed good collegial relationships within this district.	7	15	20	236	246	4.33	.80
6. I have been effective in working with urban children.	4	6	11	202	302	4.51	.67
7. Working in this urban district gives me a sense of self-satisfaction.	10	16	34	225	240	4.27	.86
8. Administrators in this urban district show appreciation for teachers' efforts.	49	96	90	204	84	3.34	1.22
9. Staff members in this urban district are recognized for a job well done.	42	122	86	206	67	3.26	1.18
10. In this urban district, administrators' behavior toward the staff is supportive and encouraging.	34	95	98	220	74	3.39	1.13
17. I can build a rapport with urban children.	10	9	39	212	195	4.23	.85
18. My home is close to this urban district.	96	64	24	107	148	3.33	1.58
19. I am familiar with the needs of urban children.	7	12	30	224	199	4.26	.81
20. The cultural diversity of children in an urban district is important.	23	23	41	193	197	4.09	1.06
21. I enjoy the challenges associated with urban districts.	17	35	53	211	162	3.97	1.03

Table 12 (continued)

Statement	Likert-Scale Rating					<i>M</i>	<i>SD</i>
	1 <i>SD</i>	2 <i>D</i>	3 <i>U</i>	4 <i>A</i>	5 <i>SA</i>		
22. The salary and fringe benefits I receive in this urban district are fair.	108	137	70	126	29	2.64	1.26
Overall Average						3.84	1.02

Table 13

Reasons for Remaining in an Urban District Overall and by Gender

Statement	Overall (N = 525**)		Male (n = 74)		Female (n = 450)		SIG	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>
4. I have received self-gratification from my years of teaching in this urban district.	4.26	.84	4.26	.79	4.27	.84	-.099	.922
5. I have developed good collegial relationships within this district.	4.33	.80	4.20	.83	4.36	.79	-1.490	.140
6. I have been effective in working with urban children.	4.51	.67	4.43	.72	4.52	.66	-.976	.331
7. Working in this urban district gives me a sense of self-satisfaction.	4.27	.86	4.18	.85	4.29	.86	-1.060	.292
8. Administrators in this urban district show appreciation for teachers' efforts.	3.34	1.22	3.23	1.21	3.36	1.22	-.809	.420
9. Staff members in this urban district are recognized for a job well done.	3.26	1.18	3.22	1.15	3.26	1.19	-.310	.757
10. In this urban district, administrators' behavior toward the staff is supportive and encouraging.	3.39	1.13	3.45	1.12	3.39	1.14	.427	.671
17. I can build a rapport with urban children.	4.23	.85	4.08	.97	4.26	.83	-1.373	.174
18. My home is close to this urban district.	3.33	1.58	3.81	1.37	3.26	1.60	2.771	.007*
19. I am familiar with the needs of urban children.	4.26	.81	4.21	.94	4.27	.79	-.529	.598
20. The cultural diversity of children in an urban district is important.	4.09	1.06	3.94	1.12	4.11	1.05	-1.148	.254
21. I enjoy the challenges associated with urban districts.	3.97	1.03	3.84	1.02	4.00	1.03	-1.136	.259

Table 13 (continued)

Statement	Overall (N = 525**)		Male (n = 74)		Female (n = 450)		SIG	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>
22. The salary and fringe benefits I receive in this urban district are fair.	2.64	1.26	2.66	1.12	2.64	1.29	.134	.893
Overall Average	3.84	1.02	3.81	1.02	3.85	1.02	-0.271	.440

*p ≤ .05

** One respondent did not provide gender.

Table 14 displays the mean scores and standard deviations for reasons for remaining by race/ethnicity. In this section, African-Americans had higher mean scores on 12 (92.0%) of the 13 items. As with race/ethnicity and reasons for selecting, a t-test to determine significance in the difference between responses for reasons for remaining revealed significance for a number of items.

Data disaggregated by grade level assignment are reported in Table 15. This data includes mean scores and standard deviations for responses to reasons for remaining. Of the 13 items in this section, middle school respondents had higher mean scores on 10 (76.9%) of the items. Although grade level assignment did not prove to be statistically significant for reasons for selecting an urban district, there were several items that proved statistically significant for reasons for remaining and grade level assignment. Differences were noted between high school respondents and both elementary and middle school respondents.

Table 14

Reasons for Remaining in this Urban District Overall and by Race/Ethnicity

Statement	Overall (N = 525**)		African-American (n = 171)		Caucasian (n = 341)		SIG	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>
4. I have received self-gratification from my years of teaching in this urban district.	4.26	.82	4.35	.82	4.22	.86	1.646	.101
5. I have developed good collegial relationships within this district.	4.33	.80	4.35	.81	4.33	.80	.285	.776
6. I have been effective in working with urban children.	4.51	.67	4.51	.67	4.51	.68	.115	.908
7. Working in this urban district gives me a sense of self-satisfaction.	4.27	.86	4.33	.84	4.25	.88	.978	.329
8. Administrators in this urban district show appreciation for teachers' efforts.	3.34	1.22	3.53	1.10	3.24	1.26	2.693	.007*
9. Staff members in this urban district are recognized for a job well done.	3.26	1.18	3.55	1.13	3.11	1.18	4.028	.001*
10. In this urban district, administrators' behavior toward the staff is supportive and encouraging.	3.39	1.13	3.62	1.03	3.28	1.16	3.353	.001*
17. I can build a rapport with urban children.	4.23	.85	4.44	.72	4.13	.90	4.059	.001*
18. My home is close to this urban district.	3.33	1.58	3.27	1.60	3.40	1.57	-.757	.449
19. I am familiar with the needs of urban children.	4.26	.81	4.52	.60	4.16	.86	5.239	.001*

Table 14 (continued)

Statement	Overall (N = 525**)		African-American (n = 171)		Caucasian (n = 341)		SIG	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>
20. The cultural diversity of children in an urban district is important.	4.09	1.06	4.47	.85	3.91	1.11	5.959	.001*
21. I enjoy the challenges associated with urban districts.	3.97	1.03	4.30	.82	3.84	1.08	5.117	.001*
22. The salary and fringe benefits in this urban district are fair.	2.64	1.26	2.76	1.28	2.58	1.26	1.415	.158
Overall Average	3.84	1.02	4.00	.94	3.77	1.05	1.936	.210

* $p \leq .05$

** Four respondents did not indicate race/ethnicity.

Note: Because of the low number of respondents in the “Others” category (n = 9), the results for that group are not reported.

Table 15

Reasons for Remaining in an Urban District Overall and by Grade Level Assignment

Statement	Overall (N = 525)		Elementary (n = 278)		Middle (n = 101)		High (n = 146)		<i>F</i>	SIG <i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
4. I have received self-gratification from my years of teaching in this urban district.	4.26	.84	4.26	.86	4.28	.87	4.26	.78	.025	.975
5. I have developed good collegial relationships within this district.	4.33	.80	4.32	.80	4.41	.86	4.31	.74	.525	.592
6. I have been effective in working with urban children.	4.51	.67	4.55	.64	4.56	.65	4.38	.73	3.534	.030*
7. Working in this urban district gives me a sense of self-satisfaction.	4.27	.86	4.27	.87	4.35	.81	4.23	.88	.584	.558
8. Administrators in this urban district show appreciation for teachers' efforts.	3.34	1.22	3.40	1.19	3.30	1.27	3.25	1.23	.746	.475
9. Staff members in this urban district are recognized for a job well done.	3.26	1.18	3.24	1.17	3.29	1.23	3.27	1.18	.079	.924
10. In this urban district, administrators' behavior toward the staff is supportive and encouraging.	3.39	1.13	3.45	1.12	3.32	1.15	3.34	1.15	.795	.452

Table 15 (continued)

Statement	Overall (N = 525)		Elementary (n = 278)		Middle (n = 101)		High (n = 146)		SIG	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>
17. I can build a rapport with urban children.	4.23	.85	4.24	.84	4.40	.66	4.11	.95	3.079	.047*
18. My home is close to this urban district.	3.33	1.58	3.29	1.60	3.51	1.60	3.31	1.55	.643	.526
19. I am familiar with the needs of urban children.	4.26	.81	4.31	.76	4.37	.70	4.12	.93	3.305	.038*
20. The cultural diversity of children in an urban district is important.	4.09	1.06	4.10	1.07	4.17	1.00	4.00	1.08	.733	.481
21. I enjoy the challenges associated with urban districts.	3.97	1.03	3.97	1.05	4.12	.87	3.89	1.10	1.405	.246
22. The salary and fringe benefits I receive in this urban district are fair.	2.64	1.26	2.59	1.26	2.53	1.27	2.82	1.25	1.728	.179
Overall Average	3.84	1.02	3.85	1.02	3.89	.99	3.79	1.04	1.322	.425

* $p \leq .05$

Mean scores and standard deviations for reasons for remaining disaggregated by number of years of experience are reported in Table 16. Years of experience proved statistically significant for both reasons for selecting and reasons for remaining. Further analysis found a statistically significant difference between the 16 – 20 and 26 – 30 years of experience groups and their responses to item 7 related to having a feeling of self-satisfaction from working in this urban district. Seventeen respondents did not indicate number of years of experience.

Tables 17 and 18 report data disaggregated by age and education level. Although the 60 – 69 age group respondents had higher mean scores on ten (76.9%) of the 13 items in this section, none of the items proved statistically significant. Education level of respondents did not prove to be a factor in responses to reasons for remaining. No statistical significance was found for any of the items.

Table 16

Reasons for Remaining in this Urban District Overall and by Number of Years of Experience

Statement	Overall (N = 525)		10 –15 (n = 82)		16-20 (n = 131)		21-25 (n = 105)		26-30 (n = 134)		31+ (n = 56)		SIG	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>
4. I have received self-gratification from my years of teaching in this urban district.	4.26	.84	4.11	.86	4.17	.84	4.30	.76	4.37	.77	4.30	1.01	1.772	.133
5. I have developed good collegial relationships within this district.	4.33	.80	4.26	.90	4.25	.87	4.41	.62	4.32	.76	4.48	.85	1.249	.289
6. I have been effective in working with urban children.	4.51	.67	4.46	.71	4.40	.75	4.54	.60	4.58	.62	4.52	.71	1.427	.224
7. Working in this urban district gives me a sense of self-satisfaction.	4.27	.86	4.15	.90	4.15	.91	4.32	.75	4.46	.71	4.23	1.03	2.901	.022*
8. Administrators in this urban district show appreciation for teachers' efforts.	3.34	1.22	3.17	1.18	3.37	1.22	3.46	1.14	3.31	1.26	3.38	1.27	.685	.602
9. Staff members in this urban district are recognized for a job well done.	3.26	1.18	3.11	1.27	3.37	1.18	3.21	1.12	3.29	1.15	3.34	1.25	.707	.588

Table 16 (continued)

Statement	Overall (N = 525)		10 –15 (n = 82)		16-20 (n = 131)		21-25 (n = 105)		26-30 (n = 134)		31+ (n = 56)		SIG	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>
10. In this urban district administrators' behavior toward the staff is supportive and encouraging.	3.39	1.13	3.23	1.14	3.51	1.13	3.51	1.04	3.32	1.16	3.34	1.20	1.217	.303
17. I can build a rapport with urban children.	4.23	.85	4.15	.83	4.22	.83	4.19	.96	4.16	.82	4.52	.81	1.721	.144
18. My home is close to this urban district.	3.33	1.58	3.49	1.47	3.11	1.62	3.41	1.58	3.39	1.57	3.40	1.65	.847	.496
19. I am familiar with the needs of urban children.	4.26	.81	4.03	.81	4.21	.87	4.28	.79	4.29	.77	4.41	.75	2.029	.089
20. The cultural diversity of children in an urban district is important.	4.09	1.06	3.93	1.05	3.97	1.13	4.04	1.07	4.16	.99	4.25	1.06	1.214	.304
21. I enjoy the challenges associated with urban districts.	3.97	1.03	3.86	1.00	3.96	1.00	3.94	1.11	3.89	1.09	4.24	.89	1.196	.312
22. The salary and fringe benefits I receive in this urban district are fair.	2.64	1.26	2.67	1.26	2.72	1.31	2.63	1.19	2.57	1.30	2.71	1.24	.259	.904
Overall Average	3.84	1.02	3.74	1.03	3.80	1.05	3.86	.98	3.85	1.00	3.93	1.05	1.325	-.339

* $p \leq .05$

Table 17

Reasons for Remaining in an Urban District Overall and by Age

Statement	Overall (<i>N</i> = 525**)		30-39 (<i>n</i> = 33)		40-49 (<i>n</i> = 194)		50-59 (<i>n</i> = 264)		60-69 (<i>n</i> = 32)		SIG	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>
4. I have received self-gratification from my years of teaching in this urban district.	4.26	.84	4.33	.69	4.24	.81	4.25	.88	4.44	.80	.616	.605
5. I have developed good collegial relationships within this district.	4.33	.80	4.42	.61	4.32	.74	4.32	.86	4.44	.72	.371	.774
6. I have been effective in working with urban children.	4.51	.67	4.58	.56	4.51	.59	4.50	.72	4.53	.84	.151	.929
7. Working in this urban district gives me a sense of self-satisfaction.	4.27	.86	4.36	.70	4.28	.77	4.23	.94	4.41	.87	.557	.644
8. Administrators in this urban district show appreciation for teachers' efforts.	3.34	1.22	3.52	1.09	3.30	1.17	3.28	1.27	3.81	1.06	2.124	.096
9. Staff members in this urban district are recognized for a job well done.	3.26	1.18	3.55	1.12	3.18	1.15	3.23	1.22	3.63	1.10	2.009	.122
10. In this urban district, administrators' behavior toward the staff is supportive and encouraging.	3.39	1.13	3.64	.99	3.39	1.09	3.31	1.19	3.78	.97	2.196	.088

Table 17 (continued)

Statement	Overall (<i>N</i> = 525)		30-39 (<i>n</i> = 33)		40-49 (<i>n</i> = 194)		50-59 (<i>n</i> = 264)		60-69 (<i>n</i> = 32)		SIG	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>
17. I can build a rapport with urban children.	4.23	.85	4.30	.95	4.27	.74	4.16	.92	4.46	.74	1.421	.236
18. My home is close to this urban district.	3.33	1.58	3.62	1.54	3.21	1.62	3.39	1.56	3.44	1.53	.783	.504
19. I am familiar with the needs of urban children.	4.26	.81	4.34	.81	4.24	.76	4.26	.84	4.30	.84	.172	.915
20. The cultural diversity of children in an urban district is important.	4.09	1.06	3.90	1.21	4.03	1.09	4.10	1.03	4.43	.90	1.585	.192
21. I enjoy the challenges associated with urban districts.	3.97	1.03	3.97	1.16	3.98	1.01	3.93	1.05	4.33	.84	1.367	.252
22. The salary and fringe benefits I receive in this urban district are fair.	2.64	1.26	2.79	1.35	2.61	1.24	2.59	1.27	3.13	1.25	1.846	.138
Overall Average	3.84	1.02	3.95	.98	3.81	.98	3.81	1.06	4.09	.96	1.169	.423

* $p \leq .05$

**Two respondents did not report their age.

Table 18

Reasons for Remaining in an Urban District Overall and by Education Level

Statement	Overall (N = 525)		Bachelor's (n = 271)		Master's (n = 168)		Master's + (n = 86)		SIG	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>
4. I have received self-gratification from my years of teaching in this urban district.	4.26	.84	4.25	.81	4.30	.83	4.21	.93	.398	.672
5. I have developed good collegial relationships within this district.	4.33	.80	4.34	.73	4.36	.83	4.26	.92	.509	.601
6. I have been effective in working with urban children.	4.51	.67	4.50	.58	4.55	.73	4.45	.81	.696	.499
7. Working in this urban district gives me a sense of self-satisfaction.	4.27	.86	4.29	.80	4.27	.88	4.23	1.01	.134	.875
8. Administrators in this urban district show appreciation for teachers' efforts.	3.34	1.22	3.31	1.23	3.37	1.18	3.38	1.24	.167	.846
9. Staff members in this urban district are recognized for a job well done.	3.26	1.18	3.24	1.16	3.28	1.22	3.26	1.18	.035	.965
10. In this urban district, administrators' behavior toward the staff is supportive and encouraging.	3.39	1.13	3.40	1.13	3.41	1.13	3.34	1.14	.131	.877

Table 18 (continued)

Statement	Overall (N = 525)		Bachelor's (n = 271)		Master's (n = 168)		Master's + (n = 86)		F	SIG p
	M	SD	M	SD	M	SD	M	SD		
17. I can build a rapport with urban children.	4.23	.85	4.22	.80	4.21	.95	4.31	.82	.331	.719
18. My home is close to this urban district.	3.33	1.58	3.39	1.60	3.33	1.57	3.15	1.56	.555	.575
19. I am familiar with the needs of urban children.	4.26	.81	4.23	.82	4.28	.80	4.33	.80	.502	.606
20. The cultural diversity of children in an urban district is important.	4.09	1.06	4.09	1.05	4.01	1.15	4.24	.89	1.197	.303
21. I enjoy the challenges associated with urban districts.	3.97	1.03	3.92	1.04	4.01	1.03	4.08	1.00	.844	.403
22. The salary and fringe benefits I receive in this urban district are fair.	2.64	1.26	2.60	1.27	2.82	1.24	2.44	1.26	2.564	.078
Overall Average	3.84	1.02	3.83	1.00	3.86	1.04	3.82	1.04	.620	.617

*p ≤ .05

Professional Development Activities: Overall Findings

There are six items 11-16 related specifically to professional development activities for teachers in urban school districts. Table 19 reports mean scores and standard deviations for these six items. Mean scores for professional development items ranged from 3.80 to 4.63 on the 5-point Likert-scale. The top three items were related to:

Item 15: Classroom Management ($M = 4.63$)

Item 13: New Teacher Support Groups ($M = 4.38$)

Item 11: Mentoring ($M = 4.30$)

Table 20 details the responses for the six professional development items after being disaggregated by gender. Mean scores for these items were high and a t-test revealed that female and male respondents responses were significantly different for several of the professional development items.

Table 19

Perceptions about Professional Development Items ($N = 525$)

Statement	Likert-Scale Rating					M	SD
	1	2	3	4	5		
11. Mentoring is important for teachers to be retained in urban districts.	7	13	57	184	264	4.30	.86
12. Peer observations are important professional development activities in retaining teachers in urban schools.	23	51	93	197	160	3.80	1.11
13. New teacher support groups are important professional development activities in retaining teachers in urban schools.	7	7	47	179	283	4.38	.81
14. Alternative assessment training is an important professional development activity in retaining teachers in urban schools.	8	24	100	201	190	4.03	.94
15. Classroom management training is an important professional development activity in retaining teachers in urban schools.	6	0	15	139	364	4.63	.65
16. Cultural awareness training is an important professional development activity in retaining teachers in urban schools.	13	27	56	178	245	4.18	.99
Overall Average						4.22	.89

Table 20

Perceptions about Professional Development Items Overall and by Gender

Statement	Overall (N = 525**)		Male (n = 74)		Female (n = 450)		SIG	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>
11. Mentoring is important for teachers to be retained in urban districts.	4.30	.86	4.09	.94	4.34	.84	-2.094	.039*
12. Peer observations are important professional development activities in retaining teachers in urban schools.	3.80	1.11	4.04	1.07	3.97	1.16	-.292	.771
13. New teacher support groups are important professional development activities in retaining teachers in urban schools.	4.38	.81	4.19	.90	4.42	.79	-2.050	.043*
14. Alternative assessment training is an important professional development activity in retaining teachers in urban schools.	4.03	.94	3.84	1.05	4.07	.91	-1.774	.079
15. Classroom management training is an important professional development activity in retaining teachers in urban schools.	4.63	.65	4.38	.82	4.67	.61	-2.944	.004*
16. Cultural awareness training is an important professional development activity in retaining teachers in urban schools.	4.18	.99	3.82	1.11	4.24	.96	-3.074	.003*
Overall Average	4.22	.89	4.01	.97	4.26	.87	-1.340	.156

* $p \leq .05$

**One respondent did not report gender.

Table 21 displays mean scores and standard deviations by race/ethnicity for professional development items. Of the six items in this section, the respondents in the African-American group had higher mean scores on 4 (66.6%) of the items. As with reasons for selecting and reasons for remaining, race/ethnicity also proved to be statistically significant for professional development items.

Mean scores and standard deviations are reported for professional development items by grade level assignment (Table 22). Mean scores ranged from a high of 4.68 to a low of 3.62. A t-test revealed significance for two items. Differences for both items were found between elementary and high and also middle and high school respondents. Grade level assignment also proved statistically significant for reasons for remaining.

Table 23 details mean scores and standard deviations disaggregated by number of years of experience. Mean scores ranged from 3.63 to 4.71. The 26 – 30 years of experience group had higher mean scores on four (66.7%) of the six items. However, none of the items had statistical significance when comparing responses of the groups. Seventeen respondents did not report number of years of experience.

The mean scores and standard deviations for professional development items by age are detailed in Table 24. Two respondents did not report age. The 30 - 39 age group had higher mean scores on three (50.0%) of the six items in this section. However, none of the items in this section proved statistically significant.

Mean scores and standard deviations for professional development items disaggregated by education level are detailed in Table 25. Respondents with more than a master's degree had strong opinions about the importance of professional development items in retaining teachers in urban schools. An ANOVA revealed no statistical significance for any of the items.

Table 21

Perceptions about Professional Development Items Overall and by Race/Ethnicity

Statement	Overall (N = 525**)		African-American (n = 74)		Caucasian (n = 450)		SIG	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>
11. Mentoring is important for teachers to be retained in urban districts.	4.30	.86	4.29	.94	4.31	.83	-3.210	.748
12. Peer observations are important professional development activities in retaining teachers in urban schools.	3.80	1.11	3.85	1.09	3.76	1.13	.844	.399
13. New teacher support groups are important professional development activities in retaining teachers in urban schools.	4.38	.81	4.41	.85	4.37	.80	.571	.569
14. Alternative assessment training is an important professional development activity in retaining teachers in urban schools.	4.03	.94	4.25	.85	3.92	.97	4.010	.001*
15. Classroom management training is an important professional development activity in retaining teachers in urban schools.	4.63	.65	4.58	.71	4.65	.63	-1.067	.287
16. Cultural awareness training is an important professional development activity in retaining teachers in urban schools.	4.18	.99	4.47	.84	4.03	1.04	5.125	.001*
Overall Average	4.22	.89	4.31	.88	4.17	.90	.481	.334

* $p \leq .05$

** Four respondents did not report race/ethnicity.

Note: Because of the low number of respondents in the “Others” category, the results for that group are not reported.

Table 22

Perceptions about Professional Development Items Overall and by Grade Level Assignment

Statement	Overall (N = 525)		Elementary (n = 278)		Middle (n = 101)		High (n = 146)		SIG	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>
11. Mentoring is important for teachers to be retained in urban districts.	4.30	.86	4.40	.77	4.38	.86	4.08	.98	7.405	.001*
12. Peer observations are important professional development activities in retaining teachers in urban schools.	3.80	1.11	3.87	1.13	3.88	1.12	3.62	1.05	2.842	.059
13. New teacher support groups are important professional development activities in retaining teachers in urban schools.	4.38	.81	4.42	.81	4.44	.88	4.28	.77	1.677	.188
14. Alternative assessment training is an important professional development activity in retaining teachers in urban schools.	4.03	.94	4.09	.92	4.15	.89	3.84	.97	4.449	.012*
15. Classroom management training is an important professional development activity in retaining teachers in urban schools.	4.63	.65	4.68	.63	4.60	.72	4.56	.64	1.712	.182
16. Cultural awareness training is an important professional development activity in retaining teachers in urban schools.	4.18	.99	4.21	.97	4.13	1.06	4.17	.98	.295	.745
Overall Average	4.22	.89	4.28	.87	4.26	.92	4.09	.90	3.063	.198

* $p \leq .05$

Table 23

Perceptions about Professional Development Items Overall and by Number of Years of Experience

Statement	Overall (N = 525)		10 –15 (n = 82)		16-20 (n = 131)		21-25 (n = 105)		26-30 (n = 134)		31+ (n = 56)		SIG	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	F	p
11. Mentoring is important for teachers to be retained in urban districts.	4.30	.86	4.22	.90	4.35	.86	4.20	.95	4.40	.69	4.32	.94	1.134	.340
12. Peer observations are important professional development activities in retaining teachers in urban schools.	3.80	1.11	3.63	1.12	3.97	1.06	3.70	1.13	3.79	1.09	3.84	1.20	1.481	.207
13. New teacher support groups are important professional development activities in retaining teachers in urban schools.	4.38	.81	4.32	.75	4.39	.80	4.29	.88	4.52	.63	4.38	1.02	1.544	.188
14. Alternative assessment training is an important professional development activity in retaining teachers in urban schools.	4.03	.94	4.12	.83	3.97	.92	4.11	.93	4.00	.95	3.95	1.09	.697	.594
15. Classroom management training is an important professional development activity in retaining teachers in urban schools.	4.63	.65	4.62	.58	4.61	.70	4.64	.68	4.71	.49	4.55	.89	.700	.592
16. Cultural awareness training is an important professional development activity in retaining teachers in urban schools.	4.18	.99	4.22	.90	4.13	1.03	4.23	.97	4.25	.87	3.93	1.31	1.251	.289
Overall Average	4.22	.89	4.19	.85	4.24	.89	4.19	.92	4.28	.79	4.16	1.07	1.134	.368

*p ≤ .05

Table 24

Perceptions about Professional Development Items Overall and by Age

Statement	Overall		30-39 (<i>N</i> = 525)		40-49 (<i>n</i> = 33)		50-59 (<i>n</i> = 194)		60-69 (<i>n</i> = 264)		SIG (<i>n</i> = 32)	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>
11. Mentoring is important for teachers to be retained in urban districts.	4.30	.86	4.52	.71	4.26	.91	4.29	.85	4.47	.76	1.273	.283
12. Peer observations are important professional development activities in retaining teachers in urban schools.	3.80	1.11	3.97	.98	3.65	1.19	3.86	1.07	4.09	1.00	2.374	.069
13. New teacher support groups are important professional development activities in retaining teachers in urban schools.	4.38	.81	4.45	.90	4.28	.79	4.44	.81	4.41	.84	1.544	.202
14. Alternative assessment training is an important professional development activity in retaining teachers in urban schools.	4.03	.94	4.21	.93	4.04	.87	4.00	.98	4.03	.97	.490	.689
15. Classroom management training is an important professional development activity in retaining teachers in urban schools.	4.63	.65	4.58	.83	4.64	.60	4.63	.67	4.59	.61	.139	.937
16. Cultural awareness training is an important professional development activity in retaining teachers in urban schools.	4.18	.99	4.19	1.00	4.17	.96	4.18	1.02	4.26	1.00	.066	.978
Overall Average	4.22	.89	4.32	.89	4.17	.89	4.23	.90	4.31	.86	.981	.526

* $p \leq .05$

Table 25

Perceptions about Professional Development Items Overall and by Education Level

Statement	Overall (N = 525)		Bachelor's (n = 271)		Master's (n = 168)		Master's +30/Doctorate (n = 86)		SIG	
	M	SD	M	SD	M	SD	M	SD	F	p
11. Mentoring is important for teachers to be retained in urban districts.	4.30	.86	4.31	.83	4.29	.92	4.30	.86	.034	.966
12. Peer observations are important professional development activities in retaining teachers in urban schools.	3.80	1.11	3.77	1.13	3.80	1.12	3.90	1.03	.414	.661
13. New teacher support groups are important professional development activities in retaining teachers in urban schools.	4.38	.81	4.36	.83	4.40	.79	4.42	.79	.206	.814
14. Alternative assessment training is an important professional development activity in retaining teachers in urban schools.	4.03	.94	4.06	.89	4.02	.99	3.99	.99	.181	.834
15. Classroom management training is an important professional development activity in retaining teachers in urban schools.	4.63	.65	4.63	.64	4.64	.65	4.62	.71	.404	.961
16. Cultural awareness training is an important professional development activity in retaining teachers in urban schools.	4.18	.99	4.18	.98	4.11	1.04	4.33	.94	1.327	.266
Overall Average	4.22	.89	4.22	.88	4.21	.92	4.26	.89	.428	.750

*p ≤ .05

Commitment of Teachers Who Remain: Overall Findings

The responses to items 23 – 32 were analyzed to answer this question (Table 26). Frequencies of responses for these 10 items are detailed based on the Likert scale ratings (1-5). The overall mean and standard deviations are reported based on overall responses of all candidates. A numerical commitment score was calculated for each respondent by totaling the survey responses for these items and dividing the sum by the ten items. Individual overall commitment scores ranged from 1.60 to 5.00.

Overall commitment scores were somewhat surprising. Although the majority of responses were agree and strongly agree for all items, the overall mean scores for all items ranged from 2.87 to 4.46. The top three commitment items were:

Item 23: The school district values student achievement. ($M = 4.46$)

Item 24: The district is committed to meeting the needs of all children. ($M = 4.03$)

Item 31: I would be happy to spend the rest of my career with this district. ($M = 4.03$)

Table 26

Levels of Teacher Commitment in an Urban School District

Statement	Likert-Scale Rating					<i>M</i>	<i>SD</i>
	1 SD	2 D	3 U	4 A	5 SA		
23. This school district values student achievement.	1	8	19	217	280	4.46	.66
24. The district is committed to meeting the needs of all children.	9	58	47	204	206	4.03	1.04
25. I enjoy discussing my school district with people outside of it.	9	64	77	237	138	3.82	1.01
26. I view the school district's problems as my own.	33	85	88	234	85	3.48	1.13
27. I feel emotionally attached to this school district.	25	50	67	235	148	3.82	1.09
28. This school district has a great deal of meaning for me.	19	42	72	239	153	3.89	1.03
29. I feel a strong sense of belonging to this school district.	14	48	72	238	153	3.89	1.01
30. It would be difficult to become as attached to another district.	57	93	163	151	61	2.87	1.16
31. I would be happy to spend the rest of my career with this district.	15	28	84	198	200	4.03	1.01
32. I feel a part of a family in this district.	39	48	89	218	131	3.67	1.16
Overall Average						3.80	1.03

Mean scores and standard deviations for levels of teacher commitment were disaggregated by gender and are reported in Table 27. Female respondents had higher mean scores on seven (70.0%) of the 10 items in this section. However, none of these items proved statistically significant when comparing mean scores of males and females.

Table 28 details mean scores and standard deviations for levels of teacher commitment reported by race/ethnicity. African-American respondents had the highest mean scores on nine (90.0%) of the 10 items in this section. Their mean scores ranged from 2.98 to 4.54. As with the prior three sections, a t-test revealed statistical significance in responses of African-Americans and Caucasians. Six of the commitment items proved significant, which includes two of the top three items.

Table 27

Levels of Teacher Commitment in an Urban District Overall and by Gender

Statement	Overall (N = 525**)		Male (n = 74)		Female (n = 450)		SIG	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>
23. This school district values student achievement.	4.46	.66	4.35	.82	4.48	.63	-1.269	.208
24. The district is committed to meeting the needs of all children.	4.03	1.04	4.04	1.08	4.03	1.03	.103	.918
25. I enjoy discussing my school district with people outside of it.	3.82	1.01	3.81	1.04	3.82	1.01	-.088	.930
26. I view the school district's problems as my own.	3.48	1.13	3.39	1.29	3.50	1.10	-.653	.516
27. I feel emotionally attached to this school district.	3.82	1.09	3.77	1.04	3.83	1.10	-.462	.645
28. This school district has a great deal of meaning for me.	3.89	1.03	3.92	.98	3.88	1.04	.297	.767
29. I feel a strong sense of belonging to this school district.	3.89	1.01	3.86	1.00	3.90	1.02	-.245	.807
30. It would be difficult to become as attached to another district.	2.87	1.16	2.76	1.23	2.89	1.15	-.881	.380
31. I would be happy to spend the rest of my career with this district.	4.03	1.01	3.99	1.01	4.04	1.01	-.386	.700
32. I feel a part of a family in this district.	3.67	1.61	3.65	1.21	3.68	1.16	-.193	.847
Overall Average	3.80	1.03	3.75	1.07	3.80	1.02	-.137	.672

* $p \leq .05$

** One respondent did not report gender.

Table 28

Levels of Teacher Commitment in an Urban District Overall and by Race/Ethnicity

Statement	Overall (N = 525**)		African-American (n = 171)		Caucasian (n = 341)		<i>t</i>	SIG <i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
23. This school district values student achievement.	4.46	.66	4.54	.63	4.42	.68	2.064	.040*
24. The district is committed to meeting the needs of all children.	4.03	1.04	4.15	.98	3.97	1.07	1.821	.069
25. I enjoy discussing my school district with people outside of it.	3.82	1.01	3.96	.90	3.76	1.05	2.296	.022*
26. I view the school district's problems as my own.	3.48	1.13	3.54	1.07	3.46	1.16	.724	.469
27. I feel emotionally attached to this school district.	3.82	1.09	3.86	.99	3.82	1.14	.455	.650
28. This school district has a great deal of meaning for me.	3.89	1.03	4.10	.84	3.79	1.10	3.535	.001*
29. I feel a strong sense of belonging to this school district.	3.89	1.01	4.06	.81	3.80	1.10	3.043	.002*
30. It would be difficult to become as attached to another district.	2.87	1.16	2.98	1.14	2.83	1.18	1.438	.151
31. I would be happy to spend the rest of my career with this district.	4.03	1.01	4.19	.88	3.95	1.06	2.716	.007*
32. I feel a part of a family in this district.	3.67	1.16	3.94	.95	3.55	1.24	3.880	.001*
Overall Average	3.80	1.03	3.93	.92	3.73	1.08	2.197	.141

* $p \leq .05$

**Four respondents did not provide race/ethnicity.

Mean scores and standard deviations for levels of teacher commitment by grade level assignment are reported in Table 29. There was not one group in this section that had higher mean scores on more items than other groups. Nonetheless, an ANOVA revealed statistically significant differences in responses between elementary and high school respondents for items 23 ($p = .004$) and 24 ($p = .008$).

An analysis of mean scores and standard deviations for levels of teacher commitment by number of years of experience are detailed in Table 30. The 31 and more years of experience groups had higher mean scores on eight (80.0%) of the 10 commitment items. An ANOVA revealed statistical significance for six items. Further analysis by Tukey post-hoc tests revealed significant differences in responses between the groups for five of the six items. The 31 and more years of experience group accounted for most of the differences.

Table 29

Levels of Teacher Commitment in an Urban District Overall and by Grade Level Assignment

Statement	Overall (N = 525)		Elementary (n = 278)		Middle (n = 101)		High (n = 146)		SIG	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>
23. This school district values student achievement.	4.46	.66	4.55	.57	4.36	.82	4.36	.67	5.513	.004*
24. The district is committed to meeting the needs of all children.	4.03	1.04	4.16	.97	3.95	1.19	3.84	1.03	4.867	.008*
25. I enjoy discussing my school district with people outside of it.	3.82	1.01	3.87	.97	3.85	1.06	3.71	1.05	1.178	.309
26. I view the school district's problems as my own.	3.48	1.13	3.44	1.13	3.55	1.15	3.51	1.12	.412	.662
27. I feel emotionally attached to this school district.	3.82	1.09	3.76	1.14	3.84	1.11	3.92	.97	.992	.372
28. This school district has a great deal of meaning for me.	3.89	1.03	3.86	1.07	3.95	.97	3.90	1.01	.322	.725

Table 29 (continued)

Statement	Overall (N = 525)		Elementary (n = 278)		Middle (n = 101)		High (n = 146)		SIG	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>
29. I feel a strong sense of belonging to this school district.	3.89	1.01	3.86	1.06	3.89	1.03	3.95	.90	.313	.732
30. It would be difficult to become as attached to another district.	2.87	1.16	2.80	1.15	3.00	1.17	2.92	1.18	1.265	.283
31. I would be happy to spend the rest of my career with this district.	4.03	1.01	4.02	1.03	3.89	1.12	4.14	.86	1.802	.166
32. I feel a part of a family in this district.	3.67	1.16	3.63	1.17	3.75	1.13	3.71	1.17	.547	.579
Overall Average	3.80	1.03	3.80	1.03	3.80	1.07	3.80	1.00	1.721	.384

* $p \leq .05$

Table 30

Levels of Teacher Commitment in an Urban District Overall and by Number of Years of Experience

Statement	Overall (N = 525**)		10 –15 (n = 82)		16-20 (n = 131)		21-25 (n = 105)		26-30 (n = 134)		31+ (n = 56)		SIG	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>
23. This school district values student achievement.	4.46	.66	4.46	.59	4.40	.70	4.50	.65	4.46	.68	4.45	.66	.341	.850
24. The district is committed to meeting the needs of all children.	4.03	1.04	4.04	.88	3.93	1.14	4.11	1.01	4.01	1.04	4.09	1.05	.573	.683
25. I enjoy discussing my school district with people outside of it.	3.82	1.01	3.77	.77	3.76	1.01	3.78	1.08	3.77	1.07	4.18	1.01	2.047	.087
26. I view the school district's problems as my own.	3.48	1.13	3.32	1.09	3.40	1.06	3.49	1.17	3.50	1.15	3.82	1.18	1.882	.112
27. I feel emotionally attached to this school district.	3.82	1.09	3.51	1.18	3.72	1.08	3.89	1.09	3.92	.98	4.21	1.04	4.277	.002*
28. This school district has a great deal of meaning for me.	3.89	1.03	3.65	1.01	3.74	1.07	4.04	.97	3.87	1.01	4.29	1.00	4.547	.001*

Table 30 (continued)

Statement	Overall (N = 525)		10 –15 (n = 82)		16-20 (n = 131)		21-25 (n = 105)		26-30 (n = 134)		31+ (n = 56)		SIG	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>
29. I feel a strong sense of belonging to this school district.	3.89	1.01	3.73	.94	3.73	1.12	3.97	.97	3.94	.96	4.14	1.07	2.411	.048*
30. It would be difficult to become as attached to another district.	2.87	1.16	2.67	1.01	2.74	1.13	2.90	1.14	2.84	1.19	3.48	1.21	9.323	.001*
31. I would be happy to spend the rest of my career with this district.	4.03	1.01	3.71	.97	3.73	1.12	4.17	.90	4.18	.93	4.46	.85	2.946	.020*
32. I feel a part of a family in this district.	3.67	1.16	3.38	1.07	3.67	1.13	3.81	1.07	3.60	1.26	4.00	1.21	3.015	.018*
Overall Average	3.80	1.03	3.62	.95	3.68	1.05	3.87	1.00	3.81	1.03	4.11	1.03	3.136	.182

* $p \leq .05$

**Seventeen respondents did not provide number of years of experience.

Mean scores and standard deviations for levels of teacher commitment disaggregated by age are reported in Table 31. Respondents in the 60-69 age group had higher mean scores on seven (70.0%) of the 10 items in this section. Mean scores for this group ranged from $M = 3.28$ to $M = 4.47$. An ANOVA revealed significance for two items. Tukey post-hoc results showed no statistical difference between groups for one of these items, but did show statistical difference between the 40 – 49 and two other groups (50 – 59 and 60 – 69) for item 31: I would be happy to spend the rest of my career with this district.

Table 32 details mean scores and standard deviations for levels of teacher commitment disaggregated by education level. There was no one group that had higher mean scores on more items than other groups. ANOVA results revealed statistical significance for only item 23 ($p = .047$). Tukey post-hoc results show a difference between the master's and more than master's groups for this item.

Table 31

Levels of Teacher Commitment in an Urban District Overall and by Age

Statement	Overall (N = 525**)		30-39 (n = 33)		40-49 (n = 194)		50-59 (n = 264)		60-69 (n = 32)		SIG	
	M	SD	M	SD	M	SD	M	SD	M	SD	F	p
23. This school district values student achievement.	4.46	.66	4.36	.55	4.45	.70	4.49	.65	4.34	.65	.794	.497
24. The district is committed to meeting the needs of all children.	4.03	1.04	4.21	.74	3.98	1.07	4.02	1.06	4.19	.93	.720	.520
25. I enjoy discussing my school district with people outside of it.	3.82	1.01	3.94	.83	3.85	.98	3.74	1.05	4.19	.97	2.200	.087
26. I view the school district's problems as my own.	3.48	1.13	3.30	1.07	3.33	1.14	3.58	1.12	3.84	1.11	3.185	.024*
27. I feel emotionally attached to this school district.	3.82	1.09	3.79	1.29	3.76	1.08	3.84	1.07	4.16	1.11	1.267	.285
28. This school district has a great deal of meaning for me.	3.89	1.03	3.88	1.05	3.85	1.02	3.88	1.04	4.22	1.07	1.214	.304

Table 31 (continued)

Statement	Overall (N = 525**)		30-39 (n = 33)		40-49 (n = 194)		50-59 (n = 264)		60-69 (n = 32)		SIG	
	M	SD	M	SD	M	SD	M	SD	M	SD	F	p
29. I feel a strong sense of belonging to this school district.	3.89	1.01	4.03	.95	3.79	1.07	3.90	.98	4.25	.95	2.162	.092
30. It would be difficult to become as attached to another district.	2.87	1.16	2.97	.98	2.82	1.14	2.86	1.18	3.28	1.22	1.556	.199
31. I would be happy to spend the rest of my career with this district.	4.03	1.01	4.00	.94	3.82	1.02	4.13	1.00	4.47	.76	5.859	.001*
32. I feel a part of a family in this district.	3.67	1.16	3.82	.92	3.63	1.09	3.64	1.24	4.09	1.09	1.733	.159
Overall Average	3.80	1.03	3.83	.93	3.73	1.03	3.81	1.04	4.10	.99	1.990	.217

* $p \leq .05$

** Two respondents did not provide age.

Table 32

Levels of Teacher Commitment in an Urban District Overall and by Education Level

Statement	Overall (N = 525)		Bachelor's (n = 271)		Master's (n = 168)		Master's + (n = 86)		<i>F</i>	SIG <i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
23. This school district values student achievement.	4.46	.66	4.46	.68	4.53	.54	4.31	.79	3.073	.047*
24. The district is committed to meeting the needs of all children.	4.03	1.04	4.06	1.04	4.02	.98	3.97	1.16	.285	.752
25. I enjoy discussing my school district with people outside of it.	3.82	1.01	3.79	1.04	3.86	.94	3.85	1.05	.270	.764
26. I view the school district's problems as my own.	3.48	1.13	3.50	1.13	3.47	1.10	3.44	1.20	.105	.901
27. I feel emotionally attached to this school district.	3.82	1.09	3.80	1.14	3.86	.98	3.81	1.31	.192	.826
28. This school district has a great deal of meaning for me.	3.89	1.03	3.89	1.05	3.93	.96	3.79	1.12	.552	.576

Table 32 (continued)

Statement	Overall (N = 525)		Bachelor's (n = 271)		Master's (n = 168)		Master's +30 (n = 86)		SIG	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>
29. I feel a strong sense of belonging to this school district.	3.89	1.01	3.87	1.03	3.90	.99	3.94	.99	.167	.846
30. I think I could easily become as attached to another district.	2.87	1.16	2.92	1.13	2.90	1.18	2.66	1.19	1.720	.180
31. I would be happy to spend the rest of my career with this district.	4.03	1.01	4.02	1.00	4.01	1.05	4.10	.96	.301	.740
32. I feel a part of a family in this district.	3.67	1.16	3.66	1.18	3.74	1.09	3.58	1.25	.538	.585
Overall Average	3.80	1.03	3.80	1.04	3.82	.98	3.74	1.08	.720	.622

* $p \leq .05$

Teachers' Commitment: Overall Findings

A Pearson's correlation was conducted to determine the relationship between reasons for remaining and commitment. All 13 items for reasons for remaining were analyzed with commitment levels of teachers. The analyses indicated statistical significance at the $p \leq .05$ level between commitment level scores and all of the reasons for remaining in an urban district except item 18: My home is close to this urban district.

Table 33

Correlation Matrix Results for Determining Relationship Between Commitment Level and Reasons for Remaining (N = 525)

Statement	Pearson Correlation With Commitment	Sig.	N**
4. I have received self-gratification from my years of teaching in this urban district.	.533	.001*	524
5. I have developed good collegial relationships within this district.	.436	.001*	523
6. I have been effective in working with urban children.	.355	.001*	524
7. Working in this urban district gives me a sense of self-satisfaction.	.489	.001*	524
8. Administrators in this urban district show appreciation for teachers' efforts.	.521	.001*	522
9. Staff members in this urban district are recognized for a job well done.	.514	.001*	522
10. In this urban district, administrators' behavior toward the staff is supportive and encouraging.	.552	.001*	521

Table 33 (continued)

Statement	Pearson Correlation With Commitment	Sig.	N**
17. I can build a rapport with urban children.	.474	.001*	464
18. My home is close to this urban district.	.015	.748	438
19. I am familiar with the needs of urban children.	.393	.001*	471
20. The cultural diversity of children in an urban district is important.	.416	.001*	476
21. I enjoy the challenges associated with urban districts.	.506	.001*	477
22. The salary and fringe benefits in this urban district are fair.	.312	.001*	468

* $p \leq .05$

** Number of teachers who responded to this item.

Findings as they relate to the research questions of this study can be summarized by stating that all of the demographic (predictor) variables used in this study were found to be statistically significant at the .05 probability level for at least one of the survey items used to answer the research questions. Only race/ethnicity proved to be significant for four of the five research questions. The fifth question related to the relationship between reasons for remaining and teacher commitment and did not require analyses by demographic variables. Statistically significant findings for each question as well as how these findings compare to the findings of other research studies are detailed in Chapter 5.

CHAPTER 5

Summary of Findings, Conclusions, and Implications and Recommendations

This study was designed to increase the level of knowledge regarding the reasons why teachers remain in urban school districts. The researcher believes this information to be beneficial to leaders of urban districts especially in their efforts to retain teachers. This chapter of the study includes a conclusion , a summary of the findings, and implications and recommendations for practice and further study.

Districts should understand that the results of this study indicate that intrinsic factors are true motivators of teachers' reasons to remain in urban districts. Developing a bond or personalizing the relationship between teacher and school acknowledges that long-term relationships play an important role in reasons why teachers choose to remain in an urban district. If teachers feel a disconnect between themselves and any aspect of the school, they become discouraged and leave.

Summary of Findings

Respondents indicated their main reasons for selecting to teach in an urban district to be: (a) they believed they were familiar with the needs of urban children (37.5% strongly agreed); (b) they felt they could build a rapport with urban children (37.7% strongly agreed); and (c) the cultural diversity of children in an urban district was important (40.4% strongly agreed). Findings for these reasons based on demographic variables indicate that race/ethnicity, years of experience, and age proved statistically significant for reasons for choosing to teach in an urban school district. Groups representing African-Americans, teachers with 31 or more years of experience, and older teachers proved more likely to be found in urban districts. There were no

studies found that identified specific demographic categories of candidates as being more likely to select the urban setting for a teaching career.

Results of the analyses done to determine reasons why teachers stay in this urban school district indicated that teachers remain for a number of reasons. More than half of the respondents (58.8%) strongly agreed that they stay because they have been effective in working with urban children; 48.9% strongly agreed that they stay because they have developed good collegial relationships within the district; and 48.8% strongly agreed that working in this district gave them a sense of self-satisfaction. The second item listed above, related to collegiality, is supportive of the findings in Useem's (2003) study.

Gender, race/ethnicity, grade level assignment, and years of experience proved statistically significant for reasons for remaining in an urban district. This Norfolk study also found results related to gender that were in contrast to findings in other studies. Female respondents in this study were more positive than males in their responses to reasons for remaining. Bowman (1984) and Adams and Dial (1993) found that females left the profession at a greater rate than men. When these findings are compared to those of this study, it leads one to conclude that since the Bowman (1984) and Adams and Dial (1993) studies were conducted some time ago, that maybe the attitudes of males and females have changed, circumstances were different, or employment trends have changed.

In addition to gender significance, an ANOVA revealed a number of other statistically significant findings. Race/ethnicity, grade level assignment and years of experience proved to be statistically significant for reasons for remaining. African-American respondents in the Norfolk study were more likely to remain than Caucasians. Findings of Adams and Dial (1993) support the Norfolk findings. However, the NCES (1997) study found Whites to remain more often than

others. In contrast, Theobald (1990) in his study of K-12 teachers and retention found that age, years of experience, salary and other variables were all statistically significant. He also found an elementary assignment and years of experience significant. The Norfolk study found middle school teachers more likely to remain. In support, Boe, Bobbitt, Cook, Whitener, and Weber (1997) found that retention occurred with age and experience.

Several of the professional development items proved to have statistical significance for many of the demographic variables used in this study. The top three items related to classroom management, new teacher support groups, and mentoring were all significant when comparing the responses of males and females. In addition to gender, race/ethnicity, grade level, and years of experience proved significant for professional development items. Although, none of the other other studies cited classroom management as an important professional development activity, the Norfolk study found it to be the most important for keeping teachers in urban schools. Frieberg, Zbikowski, & Ganser (1994) found mentoring to have positive effects on the perceptions of beginning teachers. King & Bey (1995) also indicated that mentoring plays an important role in the retention of teachers in urban districts.

The commitment levels of the respondents in the Norfolk study varied from a mean score of 1.60 to 5.00. The average mean score for all 525 respondents was 3.82 with a standard deviation of .64. When comparing mean scores for levels of commitment, five (83.0%) of the six demographic variables were found to be statistically significant. Gender did not prove to be significant.

There were several commitment-related studies with results similar and in contrast to the findings of this study. African-Americans showed a higher level of commitment when their mean scores were compared to Caucasians. These findings were similar to those of Adams and

Dial (1993) who found Whites less committed than Blacks and Hispanics. In contrast to the findings of this study and those of Adams and Dial (1993), the NCES (1997) found Whites to be more committed than minority teachers. In regards to grade level assignment, the findings of this study contradicted those of Theobald (1990). Middle school teachers in Norfolk generally had higher mean scores on the commitment items. Theobald found that teaching in an elementary assignment was positively correlated with female teachers' decisions to remain in the profession.

Number of years of experience for respondents in this Norfolk study revealed that the more experience a teacher had the more committed they were to the district. These findings support those of Billingsley and Cross (1992), Boe, Bobbitt, Cook, Whitener, and Weber (1997) and Kushman (1992) who found a positive correlation between commitment and number of years of experience. Again, the NCES (1997) results were in contrast to these findings. The results in that study found that less experienced teachers were more committed.

Of all of the demographic groups, race/ethnicity, grade level assignment, number of years of experience, age, and education level revealed some statistical significance for at least one of the top three commitment items. Responses of males and females did not differ enough to show statistical significance.

A correlation matrix (Table 33) showed a significant relationship between level of commitment and all reasons for remaining in this urban district except for the item related to distance of residence to the district. These findings indicate a strong relationship between teachers' decisions to stay in this urban district and their level of commitment.

Several studies have addressed the issues associated with teaching in urban schools and why teachers leave the teaching profession. The body of research related to the question of why teachers chose to stay in urban school districts is almost non-existent. This study begins to form

the foundation of knowledge to identify and understand reasons why teachers chose to remain in urban school districts. By understanding why teachers choose to stay in urban school districts, administrators can develop strategies that will create a climate conducive to teachers so that they will be more likely to remain.

All too often we hear about the horror stories of teaching in urban school districts and teachers' desires to leave for less stressful positions in suburban districts. They cite reasons such as student behavior, dissatisfaction with the profession, and inadequate support from administration. The Metropolitan Life Insurance Company (1986) indicated that teachers in urban schools felt underpaid, poorly recognized, and less likely to feel respected compared to their counterparts in other districts. This same organization reported six years later that teachers in urban schools cited more than anything that lack of support or help for students from their parents is a major factor in leaving teaching (Metropolitan Life Survey, 1992). This information paired with the estimates of supply and demand for teachers makes a strong case that districts, especially urban districts, should make significant efforts to retain their current workforce. The Virginia Department of Education (VDOE, 2002) indicated that survey data from 2001-2002 specify that certain geographic areas of Virginia will be hit the hardest in dealing with the teacher shortage. "Superintendent's Regional Study Groups 1 (Richmond area) and 2 (Tidewater) have projected the largest number of teachers needed over the next five years" (VDOE, 2002, p. 7).

Conclusion

The data from the study indicate that the main reasons teachers choose to stay in this urban district are: (a) they feel they have been effective in working with urban children, (b) they have developed good collegial relationships within the district, and (c) they have gained a sense

of self-satisfaction from working in the district. These and other reasons have been found to have statistical significance in their relationship to the commitment level of teachers.

In Useem's (2003) study of Philadelphia middle school teachers, she found that a "majority of the teachers spoke highly of their colleagues." When asked what they liked most about their school, "92.0% cited their colleagues." Teachers in Baltimore were surveyed in reference to their reasons for remaining in their urban district, more than half (57.9%) cited the challenges and 71.5% cited the rewards of teaching in an urban district as their reasons for remaining (Vaughn & Yakimowski, 2003). These findings are similar to those in the Norfolk study. Teachers in Norfolk also cited intrinsic reasons for remaining.

Implications and Recommendations

One of the major implications of this study is that if urban leaders are serious about retaining teachers, they should consider the perceptions of their experienced teachers. "The cost of replacing teachers needs to be viewed in light of the organizational costs of recruitment and hiring, substitutes, learning curve loss, and new training" (Southeast Center for Teacher Quality, 2002, p. 9).

Teachers in this study reported that their top reasons for remaining are intrinsic:

1. They feel they have been effective in working with urban children.
2. They have developed collegial relationships they wish not to dissolve.
3. They feel a sense of self-satisfaction in working with urban children.

Teachers also indicated that providing classroom management training, new teacher support groups and mentoring are important staff development activities for teachers in urban districts. Norfolk data indicate that based on gender and race/ethnicity, females and African-Americans see this as a more important issue than males and Caucasians.

Recommendations:

1. Encourage teachers to involve themselves more in understanding the cultures of the diverse populations in urban schools. This could be done by offering cultural awareness training for teachers and providing school activities that focus on diversity.
2. Develop and implement instructional and classroom management strategies to improve the effectiveness of teachers in urban schools. Administrators could focus on teachers using and sharing research based classroom strategies that work. The more engaged a student is in the learning process, the less likely the student is to disrupt the classroom environment.
3. Encourage and provide collaborative planning opportunities for teachers to allow them opportunities to share instructional ideas with colleagues. Administrators should build collaborate planning time into each teacher's schedule and develop schedules that allow content teachers to plan together.
4. Encourage and provide social activities that would increase opportunities for collegiality. Teachers in Norfolk as well as those in the Philadelphia study (Useem, 2003) found this to be important.
5. Develop hiring practices that focus on the selection of candidates based on intrinsic motivations.

It is very difficult for a district or an individual to have an affect on a teacher's sense of self-satisfaction. However, I do believe, and the data suggest, that a show of appreciation to teachers for their efforts can make an impact on a teacher's sense of self-worth.

Teachers surveyed also believe that it is important that classroom management training is provided to teachers. One of the difficulties faced by urban school districts is the challenge in

promoting positive student behavior and discipline. District leaders should support new and experienced teachers in their efforts to manage student behavior so as to maximize effective instruction. Professional development opportunities and training should be readily available and effectively devised to meet the needs of those involved.

Recommendations for further study include:

1. a qualitative analyses (interviews) of reasons why teachers remain in urban districts,
2. replicating this study in other urban districts to determine if their reasons for remaining are similar,
3. a study to determine if the certification route is significant in the retention of teachers in an urban school district,
4. a more in-depth investigation to determine if the commitment of teachers is to respective schools or the district as a whole,
5. a study to determine if reasons for selecting to teach in an urban district were related to commitment level,
6. a study to determine if higher pay or other extrinsic rewards make a difference in teacher retention,
7. a second and subsequent studies at 5 years intervals to determine if the perceptions of teachers in the district have changed over the years, and
8. a study of teachers with less than 10 years of experience to compare their perceptions to those of the more experienced teachers.

In conclusion, teachers who chose to remain in urban districts are very dedicated to serving the needs of the children they encounter in these districts. They have found a sense of

happiness and self-satisfaction in their efforts to work with urban children. Although these districts struggle financially, service students from high poverty areas, and continuously strive for academic success for their students, teachers have chosen to spend their careers there and are happy to do so.

The Manpower Demonstration Research Corporation and the Council of Great City Schools (2002) reported on the realization of staffing challenges of urban school districts. They indicated that although these districts often employ inexperienced teachers, have high teacher turnover, and have a difficult time of recruiting teachers, the need still exists to raise student achievement and decrease the achievement gap between gender, race/ethnicity, and socio-economic status of students in urban schools. This can only be done by providing students with highly qualified teachers in every classroom as mandated by NCLB. Retaining those teachers urban districts train through professional development is imperative if districts are to provide students the quality education they all deserve.

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Appendix A

Article Summary Chart

Table 34

Summary of Related Studies

Study/Citation	Purpose	Participants	Findings	Teacher Demographic Variables
<p>Adams & Dial, 1993</p> <p>Teacher Survival: A Cox Regression Model</p>	<p>To report the findings of survival analysis of teachers in a large urban school district in the Southwest.</p>	<p>2,452 white, Black, and Hispanic first-year or “new” elementary teachers (grades 1-8)</p>	<p>The covariates in the base model, sex, ethnicity, and age, were significantly related to teacher survival in this district.</p> <p>The effects of education were significant in explaining teacher survival in the district when added to a model which controlled for sex, ethnicity, and age.</p> <p>Certification route was significant in explaining teacher retention in a model which already controlled for sex, ethnicity, age, and education.</p> <p>The hazard rate, or risk, that men would leave the district was less than the hazard rate that women would leave.</p> <p>The risk of leaving the district for women was approximately 37% greater than the risk of leaving for men.</p>	<p>Gender (sex), work status, ethnicity, education level, certification route, beginning age</p>

Table 34 (continued)

Study/Citation	Purpose	Participants	Findings	Teacher Demographic Variables
			<p>Whites were nearly four times as likely to leave the district as Blacks.</p> <p>Teachers with only a bachelor's degree were 68% more likely to leave the district than teachers with a graduate degree.</p> <p>Traditionally certified teachers were approximately 19% more likely to leave the district than alternatively certified teachers.</p>	
<p>Bastick, 2000</p> <p>Why Teacher Trainees Choose the Teaching Profession</p>	<p>To compare the trainees in Metropolitan and Developing Countries</p>	<p>1444 Jamaican teacher trainees, 383 males and 1053 females (8 unknown)</p>	<p>Extrinsic motivation (24.2%), Intrinsic motivation (14.6%) and Altruistic motivation (8.8%) were distinct motivation for Jamaican teacher trainees.</p>	<p>Gender, age, number of years of training, from urban or rural area, and teaching experience.</p>
<p>Chapman, 1984</p> <p>Teacher Retention: The Test of a Model</p>	<p>To test one recent model of the influences on teacher retention grounded in social learning theory.</p>	<p>400 randomly selected teaching certificate recipients who graduated from the University of Michigan per year for every other year between 1946 and 1978.</p>	<p>A meaningful distinction was found between those who prepared for teaching but never taught and those who left within a few years of entering.</p>	<p>Gender (sex), age, race, additional education, GPA, program adequacy, educational experience</p>

Table 34 (continued)

Study/Citation	Purpose	Participants	Findings	Teacher Demographic Variables
			<p>Many of the more important correlates of attrition/retention were found to be outside the direct influence of school administrators or of teacher preparation programs.</p>	
<p>Frieberg, Zbikowshi, & Ganser, 1994</p> <p>Perceptions of Beginning Teachers in an Urban Setting: Does Mentoring Make a Difference?</p>	<p>To examine one mentoring program which attempts to meet the specific needs of beginning teachers in a large, urban school district.</p>	<p>164 surveys from 1992 & 186 surveys from 1993 (teachers) 104 surveys from 1992 & 81 surveys from 1993 (principals)</p>	<p>Teachers perceive significant and detrimental problems associated with teaching in a large, urban district.</p> <p>Mentored teachers have a mirror in which to view themselves.</p> <p>Mentors open up avenues for communication and encourage teachers to use them.</p> <p>The knowledge that the district is investing in a program that acknowledges the problems of beginning teachers and is attempting to address them seems to create a more positive view of the district.</p>	<p>Gender, race, age, teaching assignment, preparation for teaching, mentoring status, teaching experience, prior teaching setting, college/university</p>

Table 34 (continued)

Study/Citation	Purpose	Participants	Findings	Teacher Demographic Variables
<p>Reid & Caudwell, 1997</p> <p>Why did Secondary PGCE Students Choose Teaching as a Career?</p>	<p>To explore the reasons for choosing teaching as a career, why they did not want a job other than teaching, why they wanted to be a secondary and not a primary teacher, and what factors had been important in the decision to embark on their PGCE course.</p>	<p>28 volunteer PGCE students</p>	<p>Most significant reasons for wanting to be a teacher: enjoying working with children, and feeling that teaching would bring high job satisfaction.</p>	<p>Gender, age, science and mathematics or arts first degrees</p>
<p>Serow, 1993</p> <p>Why Teach? Altruism and Career Choice Among Nontraditional Recruits to Teaching</p>	<p>To examine background, experience and career orientation of prospective late entry teachers.</p>	<p>26 prospective second career teachers, (16 women & 10 men; 23 whites and 3 minorities; ranging in age from 23 – 50)</p>	<p>10 Extenders (Those whose interest in teaching can be seen as an extension of well established beliefs and behaviors)</p> <p>6 Subject-oriented respondents (view teaching as a chance to work in a particular academic or vocational discipline)</p> <p>7 Practical respondents (cited security, scheduling, or simply the availability of work as the primary basis for their attraction to teaching)</p> <p>4 Rectifiers (see their earlier career decisions as fundamentally incompatible with their personal goals and needs)</p>	<p>Gender, race/ethnicity, age, degree</p>

Table 34 (continued)

Study/Citation	Purpose	Participants	Findings	Teacher Demographic Variables
<p>Vaughn & Yakimowski, 2003</p> <p>Factors Impacting Staff Employment Decisions: Survey Results of Current and Former Teachers, Administrators, and Additional Staff</p>	<p>To better understand the factors which contribute to teachers' decisions to stay or leave the Baltimore City Public School System.</p>	<p>194 Former Teachers 3,559 Current Teachers 359 School Administrators 1820 Other Staff</p>	<p>Reasons for remaining: Challenges (57.9%) Rewards (71.5%) Level of comfort & Awareness (60.2%)</p>	<p>Gender, race/ethnicity, current assignment, instructional level, educational background, years of experience, certification status, participation in an induction program, participation in professional development.</p>
<p>Wilhelm, Dewhurst-Savellis & Parker, 2000</p> <p>Teacher Stress? An Analysis of Why Teachers Leave and Why They Stay</p>	<p>To examine reasons why members of a cohort of teachers chose to either leave or stay in the teaching profession, and whether differences exist between these sub-groups in terms of psychological state and lifestyle variables.</p>	<p>170 teacher trainees undertaking a postgraduate teaching diploma at the University of Sydney.</p>	<p>The data indicate that the majority of teachers (74%) in the "not teaching" group left within the first 5 years.</p> <p>Reasons for leaving: student behavior, conflict with a fellow-employee, lack of student feedback, and pay.</p> <p>Reasons for staying in the teaching profession: pay, holiday and leave conditions, making a difference for students, and student feedback.</p> <p>Those not employed at the time of the review say they left because: they did not like teaching, pressure from another person, misbehavior from students, or because their own children took priority.</p>	<p>Gender (sex), age, number of children, teaching status</p>

Table 34 (continued)

Study/Citation	Purpose	Participants	Findings	Teacher Demographic Variables
<p>VDOE, 2000</p> <p>Report on Supply and Demand of Instructional Personnel in Virginia: 1999-2000</p>	<p>To provide a better understanding of the hiring trends, practices, and employment needs of the school divisions across the state.</p>	<p>Teachers and building administrators employed in public school divisions during the 1999-2000 school year. 126 (95%) of the 132 divisions in Virginia.</p>	<p>Of 88,610 full-time equivalent instructional positions, 1,056 were filled with personnel unendorsed for the area in which they were assigned.</p> <p>The number of candidates completing teacher preparation programs in Virginia has declined from approximately 4,249 in 1996 to an estimated 3,500 in 2000.</p> <p>Although retirement is ranked third by teachers as the reason for leaving employment in Virginia, the majority of teachers leaving school divisions, do so to accept positions in other divisions in Virginia.</p>	<p>Race/ethnicity, source of newly-hired Virginia teachers, years of experience, gender</p>
<p>Brownell, Smith, McNellis, 1997</p> <p>Reflections on “Attrition in Special Education: Why Teachers Leave the Classroom and Where They Go”</p>	<p>To study teacher attrition in special education</p>	<p>103 former special education teachers</p>	<p>Factors that would cause a person to feel stressed and perceive their workload as unmanageable: administrative support, significant student discipline problems, diverse student needs, high case loads, numerous preparations, excessive paperwork, and insufficient prep time for students with disabilities.</p>	<p>Teaching exceptionality, status (stayers/leavers/transfers), licensure status (certified/uncertified)</p>

Table 34 (continued)

Study/Citation	Purpose	Participants	Findings	Teacher Demographic Variables
<p>Richards, O'Brien & Akroyd, 1994</p> <p>Predicting the Organizational Commitment of Marketing Education and Health Occupations Education Teachers by Work Related Rewards</p>	<p>To explore the ability of extrinsic and intrinsic work rewards to predict the organizational commitment of teachers in two vocational areas: marketing education and health occupations education</p>	<p>475 teachers (282 marketing education teachers and 193 from health occupations education teachers)</p>	<p>Two intrinsic rewards, significance and involvement, were significant to the organizational commitment of both groups of respondents.</p> <p>There was no similarity between extrinsic rewards in the two groups of respondents.</p>	<p>Program area, certification route</p>
<p>Tyree, 1996</p> <p>Conceptualizing and Measuring Commitment to High School Teaching</p>	<p>To explore the measurement of likely dimensions of commitment to teaching, drawing on conceptualization.</p>	<p>1,500 teachers (partitioned into two non-overlapping subsamples of 1,000 and 500.</p>	<p>Analyses show that commitment to teacher merits measurement as a multidimensional phenomenon.</p> <p>Teachers may commit themselves through their identifications and involvements with subjects and students.</p> <p>Teachers may demonstrate their commitment through their strong identification with either subject-oriented or student-oriented practices.</p>	<p>Assignment (high school teacher)</p>

Table 34 (continued)

Study/Citation	Purpose	Participants	Findings	Teacher Demographic Variables
<p>Useem, 2003</p> <p>The Retention and Quality of New Teachers in Philadelphia's High-Poverty Middle Schools: A Three-year Cohort Study</p>	<p>To examine the retention of new teachers who began their careers in seven of Philadelphia's high-poverty middle schools during the 1999-2000 school year.</p>	<p>60 new middle school teachers</p>	<p>57% of teachers hired in 1999-2000 still teaching in 2002-2003.</p> <p>Low salary was the chief source of dissatisfaction.</p> <p>32% remaining in their original assigned middle school at the end of year said they could see themselves staying for the next five to ten years.</p>	<p>Grade level assignment, certification, content area</p>
<p>Billingsley & Cross, 1992</p> <p>Predictors of Commitment, Job Satisfaction, and Intent to Stay in Teaching: A Comparison of General and Special Education</p>	<p>To identify variables that influence teachers' commitment and job satisfaction among both general and special educators.</p> <p>To determine the extent to which these commitment and satisfaction variables influence teachers' intent to stay in teaching.</p>	<p>463 special educators and 493 general educators from the Virginia Department of Education computerized personnel file.</p>	<p>Work-related variables are better predictors of commitment and job satisfaction for teachers than are demographic variables.</p> <p>Attitudinal and behavioral measures of commitment are significant predictors of intent to stay in teaching.</p> <p>Across special and general educators, job satisfaction is influenced by greater leadership support and work involvement, and lower levels of role conflict and stress.</p>	<p>Level of education, gender, age, race, total number of years taught, total number of years in current school division, and breadwinner.</p>

Table 34 (continued)

Study/Citation	Purpose	Participants	Findings	Teacher Demographic Variables
			<p>School commitment is significantly correlated with higher levels of leader support and lower levels of role conflict across both general and special educator samples.</p> <p>Role conflict was a significant predictor of job satisfaction across half-samples for both groups. Special educators reported significantly greater levels of role conflict and ambiguity than general educators.</p> <p>General educators reported significantly higher levels of stress.</p> <p>Demographics was not significantly related to commitment and job satisfaction.</p>	
<p>Bowman, 1984</p> <p>Kindergarten, Mathematics, and Science Teachers: Comparisons on Selected Variables for Current and Resigned Personnel from an Urban School District.</p>	<p>To assess selected variables for teachers in three critical instructional areas who remain in the employment of the school district.</p>	<p>50 teachers in each area: Kindergarten, Mathematics, and Science</p>	<p>The results of the study show that differences and similarities exist between current teachers and resigned teachers on certain variables.</p>	<p>Degree, teaching area, employment status, sex, age, marital status, participation in National Science Foundation or National Defense Education Act institutes.</p>

Table 34 (continued)

Study/Citation	Purpose	Participants	Findings	Teacher Demographic Variables
	<p>To assess selected variables for teachers in three critical instructional areas who do not remain in the employment of the school district.</p> <p>To compare selected variables that might differentiate between teachers in three critical instructional areas who remain or do not remain in the employment of the school district.</p>			
<p>NCES, 1997</p> <p>Teacher Professionalization and Teacher Commitment: a Multilevel Analysis</p>	<p>To report the effects of teacher professionalization on elementary and secondary teachers in the United States.</p>	<p>11,589 schools and 53,347 teachers</p>	<p>There were teacher and school differences in teacher commitment.</p> <p>There were district differences in the average level of commitment of teaching staffs.</p> <p>Four aspects stood out for their relationships to commitment: teacher classroom autonomy; amounts of faculty policymaking influence; effectiveness of assistance for new teachers; end of career salaries.</p>	<p>Levels of education, sex, experience, race/ethnicity</p>

Table 34 (continued)

Study/Citation	Purpose	Participants	Findings	Teacher Demographic Variables
<p>Hawkins, 1998</p> <p>Predictors of Affective Organizational Commitment Among High School Principals</p>	<p>To determine the extent that a selected organizational characteristic and work experience characteristics explained affective organizational commitment among high school principals in the United States.</p>	<p>396 High School Principals (132 females and 264 males)</p>	<p>Principals in this study valued fairness from school districts in return for their commitment.</p>	<p>Organizational tenure, age, gender</p>
<p>Kushman, 1992</p> <p>The Organizational Dynamics of Teacher Workplace Commitment: A study of Urban Elementary and Middle Schools</p>	<p>To draw implications for improving teacher commitment and reforming schools, particularly in inner cities.</p>	<p>Phase I: Quantitative Study 750 teachers from 63 elementary and middle schools</p> <p>Phase II: Case Studies 3 schools (each with less than 500 students)</p>	<p>Educators typically regard job attitudes like commitment as the causes of student learning, commitment can also be an effect of student learning.</p> <p>Teachers look to student achievement for confirming or disconfirming evidence of their effectiveness, and this information shapes their enthusiasm and commitment.</p> <p>In the school improvement process, staff commitment may initially fuel school improvement, but early student success, in turn, fuels future teacher commitment.</p>	<p>Years of teaching experience, sex, race, age, education, years in current school, salary scale</p>

Table 34 (continued)

Study/Citation	Purpose	Participants	Findings	Teacher Demographic Variables
<p>Boe, Bobbitt, Cook, Whitener & Weber, 1997</p> <p>Why Didst Thou Go? Predictors of Retention, Transfer, and Attrition of Special and General Education Teachers from a National Perspective</p>	<p>To provide national data on the associations between predictor variables and teacher retention, school transfer, and attrition in special education.</p>	<p>4,798 public school teachers from the 1989 Teacher Followup Survey</p>	<p>Teacher turnover decreased as the following variables increased: teacher age (until retirement), the number of dependent children, the level of certification, the number of years since the last degree was earned, teaching experience, and salary level.</p>	<p>Age, age of child, number of children, certification, year of last degree, teaching experience, employment status, teaching level, base salary</p>
<p>Theobald, 1990</p> <p>An Examination of the Influence of Personal, Professional, and School District Characteristics on Public School Teacher Retention</p>	<p>To provide a framework decision-makers can use in order to formulate public policies which will favorably influence the retention behavior of K-12 teachers.</p>	<p>K-12 teachers in Washington State who voluntarily or involuntarily resigned from individual school districts.</p>	<p>Age, years of teaching experience, salary, and an elementary assignment are all statistically significant at the 95% level in each year.</p> <p>Pupil-staff ratio and assessed valuation per pupil are also significantly related to retention behavior.</p> <p>Years of teaching and an elementary teaching assignment are both positively correlated with a “stay” decision among female teachers.</p> <p>Salary is positively correlated with a “stay” decision for male teachers.</p>	<p>Age, sex, years of experience, race, salary, level of education, teaching assignment</p>

Table 34 (continued)

Study/Citation	Purpose	Participants	Findings	Teacher Demographic Variables
<p>Haberman & Rickards, 1990</p> <p>Urban Teachers Who Quit; Why They Leave and What They Do</p>	<p>To determine teachers' perceptions of their problems and their subsequent activities.</p>	<p>50 resigned, retired, or voluntarily terminated Milwaukee teachers</p>	<p>Reasons for leaving: other employment, residency requirement, personal reasons, moving from area, retirement, and further education.</p> <p>Perceived problems: discipline, inadequate support from administrators and supervisors, heavy load, underachieving students, clerical burden, dealing with students' different cultural backgrounds, inadequate support staff, inadequate resources and supplies, salary, communication with staff on different cultural backgrounds, and class size.</p>	<p>Current employment status (resigned/retired/terminated/ teacher professional staff/ other employment/ unknown)</p>

Appendix B
Approval Letters

From: Beverly Roane
To: ESPrincipals@nps.k12.va.us; HSPrincipals@nps.k12.va.us; MSPrincipals@nps.k12.va.us
Date: 11/9/01 6:29PM
Subject: A Case Study of Why Teachers Choose to Stay in One Urban School Dist

The proposal of Anitra D. Walker, Doctory Candidate, VPI&SU, has been reviewed by RTS and found to meet the usual acceptable technical standards for such a study. Actual participation by the selected NPS teachers is voluntary on the part of the teachers being surveyed. The survey sample is composed of those NPS teachers that have taught in NPS for 10 or more years. Ms. Waiker wili contact the teachers to be sampled and their participation (completion of a survey) will be solicited. Your voluntary cooperation is requested.

If you have questions concerning this authorization for voluntary participation, please contact Beverly Roane, Senior Director, Research, Testing and Statistics (6283829)

cc: Boone, Melinda; Clark, Herman; Osteen, John; Victory, James; Walker, Anitra

Virginia
Tech Institutional Review Board

● ● VIRGINIA POLYTECHNIC INSTITUTE Dr. David M. Moore

AND STATE UNIVERSITY IRB (Human Subjects) Chair

Assistant Vice Provost for Research Compliance

CVM Phase II - Duckpond Dr., Blacksburg, VA 24061-0442 Office: 540n31-4991; FAX: 540n31-6033 e-mail: moored@vt.edu

MEMORANDUM

TO: Travis Twiford ELPS. 0302

Anitra Walker ELPS 0302 :

FROM: David M. Moore c:~::~". DATE: February 5, 2002

SUBJECT: Expedited Approval- "A Case Study of Why Teachers Chose to Stay in One Urban School District" - IRE #02-038

This memo is regarding the above.;mentioned protocol. The proposed research is eligible for expedited review according to the specifications authorized by 45 CFR 46.11 Q and 21 CFR 56.110. As Chair of the Virginia Tech Institutional Review Board, I have granted approval to the study for a period of 12 months, effective February 5, 2002.

Approval of your research by the IRB provides the appropriate review as required by federal and state laws regarding human subject research. It is your responsibility to report to the IRB any adverse react~ons that can be attributed to this study.

To continue the project past the 12 month approval period, a continuing review application must be submitted (30) days prior to the anniversary of the original approval-date" and a summary of the project to date must be provided. My office will send you a reminder of this (60) days prior to the anniversary date.

, " : " .

cc:File

Department Reviewer: M. D. Alexander. " . .

Appendix C

Letter to Survey Participants & Survey Instrument

June 3, 2002

Dear Experienced Teacher:

I am conducting a survey of all teachers in Norfolk Public Schools who have a minimum of ten years of experience in urban classrooms. The results of the survey will be used to determine the reasons why teachers choose to stay in urban schools. Results of the survey will also be used in developing future retention strategies and in making policy recommendations.

This survey should take less than 15 minutes to complete. Please use the school district interoffice mail (PONY) to return it to me in Human Resources by June 12, 2002. Individual responses will be kept confidential and reported in disaggregate form by race/ethnicity, present assignment (grade level), gender, age, level of education, and number of years of experience.

Thank you for continuing to be a part of what makes Norfolk Public Schools great. I look forward to receiving your responses.

Sincerely,

Anitra D. Walker
Doctoral Candidate
Educational Leadership and Policy Studies
Virginia Polytechnic Institute and State University

TEACHER SURVEY

The purpose of the survey is to gain insight into why teachers remain in this urban school district. Responses will also provide answers to the following questions: (1) Why do teachers select urban school districts? (2) What is the level of commitment of teachers who stay? (3) What professional development activities are important in urban school districts? (4) What is the relationship between reasons why teachers stay and their level of teacher commitment?

PART I: DEMOGRAPHICS

Directions: Please place a check mark (✓) next to each item that applies to you. Only make one selection for each item and please answer all questions.

1. GENDER Male Female

2. RACE/ETHNICITY: African American Caucasian
 American Indian Hispanic
 Asian or Pacific Islander

3. PRESENT ASSIGNMENT (GRADE LEVEL):
 Elementary Middle High

4. NUMBER OF YEARS OF EXPERIENCE IN AN URBAN DISTRICT
(Please include any urban teaching experiences outside of Norfolk Public Schools.)
 YEARS

5. AGE
 30 – 39 40 – 49 50 – 59 60 – 69 70 – 79

6. EDUCATION LEVEL
 Bachelor's Degree Master's Degree Doctoral Degree

PART II: SURVEY QUESTIONS

DIRECTIONS: Please respond to each item by circling the number that best indicates your opinion based on the scale below:

1 = Strongly Disagree 2 = Disagree 3 = Undecided 4 = Agree 5 = Strongly Agree

Reasons for selecting to teach in an urban school district:

1. I specifically sought employment in an urban district. 1 2 3 4 5
2. I was educated in an urban district; therefore, I wanted to teach in one. 1 2 3 4 5
3. There were no other positions available. 1 2 3 4 5

Reasons for remaining in this urban school district:

4. I have received self-gratification from my years of teaching in this urban district. 1 2 3 4 5
5. I have developed good collegial relationships within this district. 1 2 3 4 5
6. I have been effective in working with urban children. 1 2 3 4 5
7. Working in this urban district gives me a sense of self-satisfaction. 1 2 3 4 5
8. Administrators in this urban district show appreciation for teachers' efforts. 1 2 3 4 5
9. Staff members in this urban district are recognized for a job well done. 1 2 3 4 5
10. In this urban district administrators' behavior toward the staff is supportive and encouraging. 1 2 3 4 5
11. Mentoring is important for teachers to be retained in urban districts. 1 2 3 4 5
12. Peer observations are important professional development activities in retaining teachers in urban schools. 1 2 3 4 5

DIRECTIONS: Please respond to each item by circling the number that best indicates your opinion based on the scale below:

1 = Strongly Disagree 2 = Disagree 3 = Undecided 4 = Agree 5 = Strongly Agree

13. New teacher support groups are important professional development activities in retaining teachers in urban schools. 1 2 3 4 5
14. Alternative assessment training is an important professional development activity in retaining teachers in urban schools. 1 2 3 4 5
15. Classroom management training is an important professional development activity in retaining teachers in urban schools. 1 2 3 4 5
16. Cultural awareness training is an important professional development activity in retaining teachers in urban schools. 1 2 3 4 5

The following items could represent either a reason for you selecting to teach in this urban school district or a reason why you remain in this urban school district. Please indicate which category the response represents for you by circling the number under that category that best indicates your opinion for that item. (CIRCLE ONLY ONE NUMBER FOR EACH ITEM)

- | | <u>Reason for
Selecting</u> | <u>Reason for
Remaining</u> |
|---|---------------------------------|---------------------------------|
| 17. I can build a rapport with urban children. | 1 2 3 4 5 | 1 2 3 4 5 |
| 18. My home is close to this urban district. | 1 2 3 4 5 | 1 2 3 4 5 |
| 19. I am familiar with the needs of urban children. | 1 2 3 4 5 | 1 2 3 4 5 |
| 20. The cultural diversity of children in an urban district is important. | 1 2 3 4 5 | 1 2 3 4 5 |
| 21. I enjoy the challenges associated with urban districts. | 1 2 3 4 5 | 1 2 3 4 5 |
| 22. The salary and fringe benefits I receive in this urban district are fair. | 1 2 3 4 5 | 1 2 3 4 5 |

PART III: Teacher Commitment

DIRECTIONS: Please respond to each item by circling the number that best indicates your opinion based on the scale below:

1 = Strongly Disagree 2 = Disagree 3 = Undecided 4 = Agree 5 = Strongly Agree

- | | | | | | |
|--|---|---|---|---|---|
| 23. This school district values student achievement. | 1 | 2 | 3 | 4 | 5 |
| 24. The district is committed to meeting the needs of all children. | 1 | 2 | 3 | 4 | 5 |
| 25. I enjoy discussing my school district with people outside of it. | 1 | 2 | 3 | 4 | 5 |
| 26. I view the school district's problems as my own. | 1 | 2 | 3 | 4 | 5 |
| 27. I feel emotionally attached to this school district. | 1 | 2 | 3 | 4 | 5 |
| 28. This school district has a great deal of meaning for me. | 1 | 2 | 3 | 4 | 5 |
| 29. I feel a strong sense of belonging to this school district. | 1 | 2 | 3 | 4 | 5 |
| 30. I think I could easily become as attached to another
school district. | 1 | 2 | 3 | 4 | 5 |
| 31. I would be happy to spend the rest of my career
with this district. | 1 | 2 | 3 | 4 | 5 |
| 32. I feel a part of a family in this district. | 1 | 2 | 3 | 4 | 5 |

Appendix D
Content Validation for Survey Instrument

Validation of Survey Content for Intrinsic Factors, Extrinsic Factors, Professional
Development Factors, and Commitment Factors.

Items	Researcher's Category	Percent Agreement Round 4 (N=7)	Percent Agreement Round 5 (N=20)
1. This school district values student achievement.	D	57% *	85%
2. The cultural diversity of children in the district is important.	B	57% *	95%
3. I specifically sought employment in an urban district because it is where I wanted to teach.	A	85.7%	--
4. I teach in an urban district because I am familiar with the needs of urban children.	A	71%*	90%
5. Staff members in this district are recognized for jobs well done.	B	71%*	85%
6. Mentoring is an important aspect of professional development.	C	100%	--
7. The district is committed to meeting the needs of all children.	D	71%*	90%
8. I teach in an urban district because there were no other positions available.	B	71%*	95%
9. I enjoy discussing my school district with people outside of it.	D	100%	--
10. I decided to teach in an urban district because I enjoy the challenges associated with urban districts.	A	85%	--
11. I remain in this urban district because of the collegial relationships I have developed.	A	71%*	85%

Items	Researcher's Category	Percent Agreement Round 4 (N=7)	Percent Agreement Round 5 (N=20)
12. I view the school district's problems as my own.	D	57%*	85%
13. I feel a part of a family in this district.	D	57%*	85%
14. I teach in this district because of its proximity to my home.	A	57%*	85%
15. I feel emotionally attached to this school district.	D	71%*	85%
16. I intend to remain in an urban because I have been effective in working with urban children.	A	85.7%	--
17. The salary and fringe benefits I receive in this district are fair.	B	85.7%	--
18. I can build a rapport with urban children.	A	57%*	85%
19. Peer observations are an important part of my professional development.	C	100%	--
20. I feel a strong sense of belonging to this district.	D	85.7%	--
21. Cultural awareness training is an important part of my professional development.	C	100%	--
22. I was educated in an urban district; therefore I wanted to teach in one.	A	57%*	85%
23. I think I could easily become as attached to another school district.	D	71%*	85%
24. Teaching in an urban district gives me a sense of self-satisfaction.	A	85.7%	--

Items	Researcher's Category	Percent Agreement Round 4 (N=7)	Percent Agreement Round 5 (N=20)
25. I plan to spend the remainder of my career with this district.	D	85.7%	--
26. New teacher support groups provide much needed assistance for new teachers.	C	100%	--
27. Administrators show appreciation for the efforts of teachers.	B	85.7%	--
28. Teachers must receive training in classroom management.	C	100%	--
29. Administrators' behavior toward the staff is supportive and encouraging.	B	85.7%	--
30. Alternative assessment training is important in working with urban children.	C	85.7%	--
31. I have received self-gratification for my years of teaching in an urban district.	A	85.7%	--
32. This school district has a great deal of meaning for me.	D	71%*	90%

Note. Category A: Intrinsic Factors, Category B: Extrinsic Factors, Category C: Professional Development Factors, Category D: Commitment Factors. The * identifies those items that were re-tested in Round 5.