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THE IMPACT OF SCHOOL PROFILES WITHIN THE COMPETING VALUES
FRAMEWORK (CVF) ON THE DECISION OF EDUCATORS TO LEAVE THE
PROFESSION ENTIRELY

By

Erika M. Ashford

A Dissertation

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Requirement for the Degree of
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ABSTRACT

The purpose of this study was to explore the relationships between the perceived ways in which 248 Tennessee high schools address the “organizational tensions, trade-offs, and conflicts” (Cameron, Quinn, DeGraff, & Thakor, 2006, p. 50) embodied in the Competing Values Framework (CVF) and the percent of educators at those schools intending “to leave education entirely.” To this purpose, item-, scale, and “quadrant”-level responses aligned with the CVF were selected from data derived from the 2013 administration of the *Teaching, Empowering, Leading, and Learning* survey in Tennessee (*TELL Tennessee*). To control for school characteristics that might confound the aforementioned relationships, *TELL* data were merged with concurrent information derived from Tennessee Department of Education (TDOE) website and analyzed using hierarchical multiple regression procedures.

Although the TDOE data appeared to have little impact on the intentions of educators to leave or stay in the profession, organizational dynamics related to the CVF proved to have a consistently measurable effect on such decisions. As hypothesized in the CVF literature, the effect of a “balanced” CVF profile was to depress the percent of educational “leavers,” while the effect of an “unbalanced” one tended to increase that percentage ($\beta = -0.13, t = -2.03, p = .044$). In terms of other model dynamics, higher scores on the “Rational Goal” ($\beta = -0.18, t = -2.70, p = .007$), “Internal Process” ($\beta = -0.17, t = -2.60, p = .010$), and “Human Relations” quadrants ($\beta = -0.17, t = -2.67, p = .008$) of the CVF were shown to be negatively linked to the percent of professional “leavers.” Appearing to most inhibit educators’ deciding to leave education entirely, however, were scores on the CVF’s “Open Systems” quadrant ($\beta = -0.23, t = -.60, p < .001$), with items related to the Innovation scale the most strongly negatively related ($r = -0.24, p < .001, pr = -0.25, p < .001$).

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CHAPTER ONE

INTRODUCTION

Introduction

Researchers have compared the teaching profession to a revolving door (Hare & Heap, 2001; Ingersoll, 2001). They argue that school staffing problems are caused not so much by an insufficient supply of qualified individuals, but by “too many teachers leaving or intending to leave the profession.” Teacher turnover is particularly pronounced in certain teaching fields, such as special education, mathematics, and science. Although all types of districts report problems retaining new teachers, this problem is particularly pronounced in schools located in low-income areas. The turnover rate for schools located in high-poverty areas, for example, can climb as high as 50 percent (Hare & Heap, 2001).

Teacher turnover is problematic for a variety of reasons. First and most obvious, it forces states, districts, and schools to devote attention, time, and financial resources to initiatives designed to attract additional candidates to replace those who leave the profession. In addition, once schools and districts hire new teachers, they must expend “enormous energies developing [these] new teachers, who are likely to leave after only a few years and be replaced by yet another recruit in need of special resources and support” (NASBE, 1998, p. 7). Teacher turnover can also undermine schools' efforts to implement reforms; successful school reform requires sustained and shared commitment by school staff. Staff turnover means that new teachers, unfamiliar with and uncommitted to those reforms, must somehow be brought on board. According to Guarino, Santibanez, and Daley (2006), there are direct disadvantages for school organizations as well. The skills and training that make for quality teaching take time to acquire, and research shows that new teachers are less effective at producing student achievement than more experienced teachers (Guarino, Santibanez & Daley, 2006). Prior research demonstrates

there is a strong relationship between teacher turnover and lower levels of proficiency, particularly in low-performing schools that serve large percentages of minorities and students receiving free or reduced lunch (Boyd et al., 2005; Burkhauser, 2016; Johnson et al., 2004; Steven & Gicheva, 2016). Given the high turnover rate and its negative consequences on school performance, Ingersoll (2001) argues: “teacher recruitment programs alone will not solve the staffing problems of schools if they do not also address the organizational sources of low retention” (p. 501).

Indeed, the teaching profession suffers from chronic and relatively high annual turnover compared with many other occupations (Ingersoll, 2003). Furthermore, Callahan (2016) found that almost a third of teachers leave within the first five years of entering the profession. Financially speaking, teacher turnover is problematic because of the operational costs it adds to school districts and ultimately taxpayers (Borman & Dowling 2008; Burkhauser, 2016; Callahan, 2016; Ingersoll, 2003; Ost & Schiman, 2015). While these findings are important to the body of research on teacher turnover, scholars typically approach the problem from an economic lens that utilize the labor market for explaining teachers’ employment intentions (Gulosino, Ni, & Rorrer, 2019).

Creating positive working conditions requires a commitment of management and personnel, and the development of a corresponding infrastructure to support such an environment. Both, Boyd et al. (2011) and Kraft et al. (2016) investigated the relationship between school climate, also known as organizational culture and working conditions, and teacher career decisions. What Boyd and Kraft discovered above is valuable in promoting the success of schools through the identification of organizational culture or climate and its

corresponding relationship to organizational commitment and working conditions, yet several gaps remain in our knowledge of this association.

Statement of the Problem

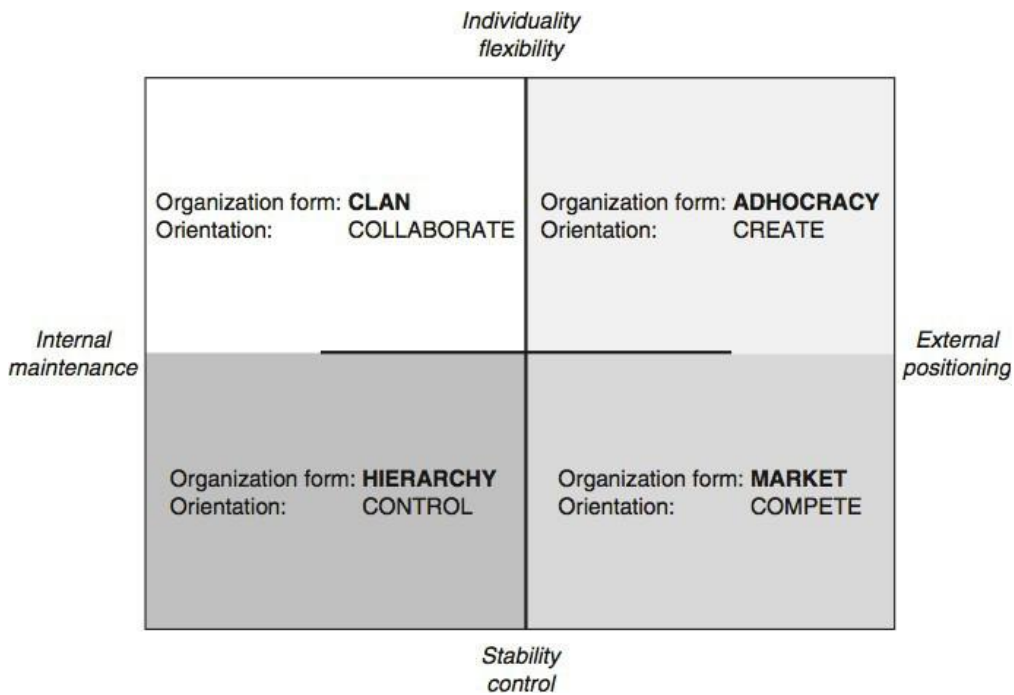
There is increasing recognition that strong organizational culture and climate affect productivity, performance, commitment and behavior (Darling-Hammond, 2010; Loeb & Luczak, 2013; Rosenholtz, 1989). Measuring schools' organizational culture and climate can be complicated with many different variables to consider.

By examining teachers' perceptions of working conditions and their likelihood of leaving, one may be able to develop an idea of culture types that predispose teachers to leave entirely. Following prior literature, teachers who want to leave their schools may exhibit low morale and commitment to organizations. The theoretical perspective of this analysis, drawn from competing values framework (CVF), holds that workplace and organizational conditions, specifically, culture and climate, are contributing to teachers' low morale and commitment and leading them to want to leave the profession entirely.

Organizational climate and culture have become important to researchers and practitioners in the field of management over the last two decades (Detert & Jenni, 2000). The competing values framework (CVF) evolved out of empirical attempts to determine how organizational culture is dictated by internal and external relationships. The four major quadrants defined by the CVF are labeled as follows: 1) Human Relations Model; 2) Open System Model; 3) Internal Process Model, and 4) Rational Goal Model (Quinn & Rohrbaugh, 1983). These four quadrants are either controlled and stable or flexible and discretionary. In order to analyze the organizational climate and culture, the CVF labels each of the four quadrants

by its dominant characteristic or orientation. The four types of culture, which result from this analysis are defined as 1) Clan; 2) Hierarchy; 3) Adhocracy; and 4) Market (Quinn, 1988f).

Figure 1. Competing Values Framework Chart



The primary aim of this study was to analyze data collected from the TELL Tennessee Survey (2013) and align the results to the Competing Values Framework (CVF) to determine whether teachers' observations about a set of topically organized school climate dimensions are associated with their immediate professional plans.

Research Questions

The following questions guided this research study:

1. Controlling for the effects of student and faculty characteristics and concurrent measures of school accountability, is there a relationship between a school's

exhibiting a fully balanced, somewhat unbalanced, or completely unbalanced profile on the CVF and the decisions of educators to leave the profession entirely?

2. Controlling for the effects of student and faculty characteristics and concurrent measures of school accountability, is there a relationship between item-level, scale-level, and quadrant-level scores on the CVF's Rational Goal Approach to organizational effectiveness and the decisions of educators to leave the profession entirely?
3. Controlling for the effects of student and faculty characteristics and concurrent measures of school accountability, is there a relationship between item-level, scale-level and quadrant-level scores on the CVF's Internal Processes Approach to organizational effectiveness and the decisions of educators to leave the profession entirely?
4. Controlling for the effects of student and faculty characteristics and concurrent measures of school accountability, is there a relationship between item-level, scale-level, and quadrant-level scores on the CVF's Human Relations Approach to organizational effectiveness and the decisions of educators to leave the profession entirely?
5. Controlling for the effects of student and faculty characteristics and concurrent measures of school accountability, is there a relationship between item-level, scale-level, and quadrant-level scores on the CVF's Open Systems Approach to organizational effectiveness and the decisions of educators to leave the profession entirely?

Significance of the Study

It is the researcher's belief this study can contribute to the understanding of school culture and climate relative to teachers' immediate professional plans. Despite the contribution and the growing interest in school climate and working conditions improvement, there is no consistent agreement in the literature on the appropriate theoretical construct, measurement and characteristic to be utilized by practitioners in academia (Grissom, Viano, & Selin, 2016; Ladd, 2011; Johnson et al., 2004). This study sought to fill in the gap of research by examining whether schools with a balanced CVF profile are associated with the percent of educators at a school who intend to leave education entirely.

Establishing a positive school culture and climate has been identified as a fundamental element when attempting to improve personnel commitment and performance. Tennessee Tell survey results showed that working conditions made a huge impact on state policy. Statewide teacher retention rates fell between 85 and 95 percent and there was considerable variation across districts in overall retention. School conditions were found to be significantly related to retention rates of teachers (TNDOE, 2011, 2014). These findings demonstrated how important it was to focus on teacher retention efforts. In collaboration with the New Teacher Center (NTC), the Tennessee Department of Education established an initiative to evaluate the working conditions of teachers in order to make strides toward improving teacher retention rates in the state. The primary goal of this initiative was to provide school systems with data to drive their decisions toward improvement (New Teacher Center, 2013a, b).

Organizational culture and climate and organizational commitment are crucial to the overall performance and effectiveness of any school system. The implications from this study could be of importance to school leaders, teachers, and various school agencies in their efforts to

improve the culture and climate of school systems. If schools can create a strong organizational culture for their organizations, it would enable them to foster committed teachers with healthy values and beliefs. By illustrating the importance of considering culture and climate when studying schools and teachers, this study may add new dimensions to the field of research and assist with increasing school responsiveness and commitment of teachers.

Limitations and Delimitations of the Study

Possible limitations and delimitations to this study include:

1. This study is delimited to all public schools located in the State of Tennessee.
2. This study is delimited by the school climate inventory/instrument (New Teacher Center) used in this study.
3. This study utilizes a single-item measure of teachers' intent to leave the profession instead of a multiple-item measure.
4. Because the survey relies on teachers' perceptions, the actual working conditions, school climate and culture are not known. Perceptual data is also constrained by emotional states of the teacher respondents at a particular point in time.
5. This study results are based on Competing Values Framework (CVF).
6. This study focuses on a small percentage of teachers intending to leave the profession.

Definition of Terms

For the purpose of this study, the following terms and definitions were used:

1. *Teacher Attrition*. A gradual reduction in work force without firing of personnel, such as when workers resign or retire and are not replaced.
2. *Teacher Retention*. Education research, which focuses on the impact school characteristics and teacher demographics have on teachers remaining in the teaching profession until retirement.
3. *Teacher Intent to Leave*. A decrease in commitment level that results in educators leaving the profession entirely.
4. *Competing Values Framework (CVF)*. A theoretical framework used to understand a wide variety of organizational and individual phenomena .

Organization of the Study

The study was organized into five chapters. Chapter 1 presents the introduction, background, purpose of the study, problem statement, specific research questions, significance of the study, the limitations of the study, and the definition of terms. Chapter 2 contains an extensive review of the literature with focus on the competing values framework (CVF), teacher turnover and intent to leave, school working conditions, organizational culture effectiveness and related business and organizational theories, which emphasize the value of strong organizational culture to the effectiveness of any organization. Chapter 3 includes the research methodology for this study. Chapter 4 includes the results of analyses, disseminates the results of the qualitative review and content analyses, and addresses the research questions. Chapter 5 summarizes the findings and conclusions and discusses implications of the study along with potential areas for future research.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter will analyze the competing values framework (CVF) and review literature regarding teacher turnover and intent to leave, school working conditions, organizational culture effectiveness and related business and organizational theories that emphasize the value of strong organizational culture and climate relative to teachers' intent.

Turnover and Intent to Leave

The desire to leave one's teaching job is based on the premise that more qualified teachers seize opportunities to leave difficult working conditions to work in more appealing environments. Intention to leave refers to a decrease in commitment level that results in educators desire to leave the school. Prior studies have noted that intention to leave is an appropriate proxy because it is linked to actual teacher turnover. There is abundant empirical literature exploring individual and school level indicators of teachers' career decisions.

Among teacher characteristics, studies found that age is a reliable predictor of teacher turnover and intent to leave (Billingsley, 1993; Boe, Bobbitt, Cook, Whitener, & Weber, 1997; Murnane & Olsen, 1990). Studies on the association of race and ethnicity and teacher turnover have provided mixed results (Boe, Bobbit, Cook et al., 1997; Ingersoll, 2001). In one set of studies, both African-American and Hispanic teachers have lower likelihood of leaving when compared to their White counterparts (Adams, 1996; Ingersoll, 2001; Kirby et al., 1999; Quartz et al., 2008; Shen, 1997). However, other researchers found that white teachers have higher propensities to quit and transfer to schools with fewer minority students (Hanushek, Kain, & Rivkin, 2002).

In another set of studies, organizational sociologists have examined the complex and dynamic interplay between work characteristics, work behavior and teachers' personal characteristics in explaining their risk of leaving the profession. For example, researchers such as Kane and Orsini (1999) noted that the percent of minority teachers who exhibited quit behavior reported the lack of diversity among teacher and student populations, along with feelings of isolation, as the top reasons for leaving the profession

In terms of teachers' subject matter knowledge, mathematics and science teachers appear more likely to leave the education field than other teachers (Brown & Wynn, 2007). Murnane and Olsen (1990) found that elementary teachers had the lowest risks to leave, with high school mathematics and science teacher counterparts having higher risks. When examining the interaction between certification and school levels, evidence suggests that secondary level teachers with mathematics standard certificates were less likely to leave the field than those with probationary certification (Hampden-Thompson, Herring & Kienzl, 2008). In addition to these fields, teachers qualified in special education and bilingual education also may find favorable opportunities for job transfer and quit behavior because of competition from business and industry (Flores & Claeys, 2011; Kersaint et al., 2007).

Among school-level factors, poverty status remains a major contextual predictor of teachers' intent to transfer or quit, particularly since many high minority schools are located in low-income communities. Researchers point to patterns of teacher movement between schools in which teachers leave schools with high concentrations of low-achieving, low-income, and racial minority students and transfer to schools serving higher achieving, more affluent students and fewer racial minority students (Boyd et al., 2005; Clotfelter et al., 2008; Hanushek et al., 1999; Scafidi, Sjoquist, & Stinebrickner, 2007).

School Working Conditions

There are many studies that have chronicled the priority of school working conditions, including administrative supports, values, and expectations of students, teachers and administrators (Ma, Ma, & Bradley, 2008). Understanding how administrators and teachers believe in their schools places a huge impact on the quality of teaching and learning conducted in the building and their commitment to the vision and mission of the school and happiness in their job. Working condition is a very critical factor in any profession, as it becomes the catalyst of the workers' level of excellence. It also attributes to the workers' dedication to the overall mission of the organization and serves as the driver of the values and beliefs displayed in the work environment, which can either uplift the growth of the organization or hinder the growth with an environment fostered by negative energy. In a school setting, this becomes significant because the impact of unfavorable working conditions is then displayed and shared in the culture of the school that impacts the classroom environment and student expectations for high achievement. An atmosphere, which lacks positive human relations, open systems for change, desire to invest in the common goal, and control becomes chaotic in a school setting and is detrimental to students, teachers and school success as a whole.

Earlier research has tapped into the essential factors of effective schools, but current research has started to turn these factors into more generalized school organizational factors, such as principal support, school climate, challenging curriculum and instruction, and professional community and capacity (Battle for Kids, 2010; Bryk & Schneider, 2002; Bryk et al., 2010; Johnson et al., 2004). However, there is still deficient research that opens the dialogue on the relationship between organizational effectiveness, teacher retention, or teachers leaving education altogether. Researchers on school climate have found that students feel they receive

less support from their high school teachers as compared to when they were in elementary school (Eccles et al., 1993). Also, students feel when they enter high school there is a decrease in personal relationship building with their teachers than with their elementary teachers (Feldlaufer, Miggely, & Eccles, 1988).

How a school identifies itself can be housed clearly in the perceptions of the working conditions in the school. Working conditions can include many elements to a school setting. According to Borman and Dowling (2008), surveys have collected data that tend to support teacher perceptions in the following areas: autonomy of decision-making, inclusion in school planning, student discipline and use of instructional time. As in any organization, the happier the people of the organization, the more likely they are to stay committed to the work of organization (Borman & Dowling, 2008; Burkhauser, 2016; Goldring et al., 2014; Gulosino et al., 2016; Kraft et al., 2016; Pratt & Booker, 2014; Torres, 2016).

Pratt and Booker (2014) discovered that an additional five percent of highly effective teachers chose to leave their schools because they perceived they were not afforded the time to deliver effective instruction to their students. The researchers further found when teachers are unable to fully execute their profession, many do not feel they are being productive and offering their students the best education and do not feel respected or valued for the services they render. In support of this research, the 2012-2013 Teacher Follow Survey (TFS) found that 52.8% of teachers who left the profession in 2013 believed to have found better working conditions in their new jobs (Goldring et al., 2014). As a result, more researchers are focusing on the responsibility of school-based leaders and on ways to decrease teacher turnover.

A secondary category of working conditions is on how teacher induction and mentoring program provide new teachers the supports to thrive and steer their course the first few years of

teaching (Borman & Dowling, 2008; Callahan, 2016; Ingersoll, 2003; Ost & Schiman, 2015). However, the impact for many schools and districts is when there is high turnover, there is additional cost and training to keep up with the demand of having effective teachers in the classroom. Another area is in teacher grade-specific experience and teaching assignments that can significantly impact a teacher's decision to leave within the first five years as furthered stated by Ost and Schiman (2015). Their findings suggest as for any career that consistency and time in their area of expertise is what is needed to enhance their craft. For teachers, honing their craft comes from remaining in the same grade or in their specific content area over years of time. If a teacher is moved from grade to grade or content to content every year, it builds frustration and leaves a teacher feeling inadequate and less confident in rendering the best level of education for students. Unfortunately, this indicates high teacher turnover impacts other areas, including staffing needs based on seniority, which moves new teachers around more often than most.

There are many variables that can influence individual school characteristics, including, but not limited to urban, suburban, rural, the grade-level structure, overall student enrollment, percentage of minority students enrolled, percentage of students receiving free or reduced lunch (FRL), and student achievement measures. In constructing the problem, these variables have been a huge bridge between the data collected and teacher turnover rate. Results from the 2012-2013 Teacher Fellow Survey (TFS) report indicated teacher turnover was more than 6 percent higher in schools where 75% percent or more of the students received FRL. This data point implicates that schools where there are more students needing resources and support more teachers are choosing to leave if their needs and the students' needs are met. As it pertains to the essence of the CVF, if schools are not balancing the components of human relations, open

systems, internal processes and rational goals to meet the school's needs, teachers are not willing to work in conditions that does not promote growth, movement or support.

School based administrators are taking on the task to foster a school culture and climate that generates high levels of commitment, continuity, and cohesion among employees (Burkhauser, 2016;Ingersoll, 2001;Ingersoll, 2003). Gulosino et al. (2016) noted that a balanced CFV would increase the likelihood of a teacher staying at their school as a possible answer to decreasing teacher turnover. On the other hand, Ingersoll (2001) made it clear that it is difficult to pin point the actual cause of employee turnover when it is housed in ineffectiveness and low performing organizations. One measure put in place by some universities and colleges in conjunction with school districts around the country to combat high teacher attrition is offering alternative pathways for more opportunities for new teachers to come into the profession. Many criticize this decision because the concern shifts from teachers leaving due to lack of support to hiring teachers who come in already lacking the true commitment and dedication needed for an effective organization; thus, contributing more to the turnover crisis. Torres (2016) research confirms this criticism in identifying a pattern among scholars that suggest some of the recent0 attrition rates were due to a lack of commitment on the part of teachers who entered the profession via an alternative pathway.

School Effectiveness Research

Since the Coleman Report, collectively known as the school effectiveness research, which examined the impact of teacher and school factors on student achievement, focus has been on the influence of the impact of students' family background on their success (Lezotte, 2001). While this focus is mostly dominated by quantitative and qualitative research types, a small percentage of research studies fail to tackle the relationship between school productivity and

organizational conditions (Bol & Berry, 2005; Desimone et al., 2002). There is more of a surge in research on school effectiveness that bring other factors to the discussion around teachers' belief systems that contribute to the overall school culture. One of the most noted longitudinal project on school effectiveness by Bryk (1990-1996) research targets the identifying multifaceted dimensions of school improvement and its impact on school culture and climate. The core of their theory is on the technical core of instruction, the classroom productivity, the manner in which teachers and students engage in subject matter, the amount of effective learning time in classroom productivity, and the effective use of resources to support the productivity in class. Bryk et al. (2010) characterized four organizational dimensions that influence the technical core: 1) professional capacity; 2) school learning climate; 3) instructional guidance; and 4) parent/community factors. The professional capacity dimension explores collaborative teacher relationships in developing effective instructional practices impacting student achievement. The school learning climate dimension focuses on the shared values and expectations of the school community. The instructional guidance dimension aims to showcase the strength of the school wide curriculum and instruction program. The parent and community dimension gathers the significance of family life and community development, which influences student achievement.

Much of the research surrounding school effectiveness today focuses on how effective schools are based on what cultivates the school culture and climate from internal and external forces. When looking through the lens of the CVF, we can begin to see the working of an effective organization. The professional capacity is housed in the human relations approach. The school-learning climate is housed in the rational goal approach. The instructional guidance is housed in the internal process approach. The parent and community influence is housed in the open systems approach. Based on the CVF research, in order for a school to be effective, there

must be a balance in CVF over all four areas. When there is no balance, the school becomes unbalanced in all areas.

Total Quality Management (TQM)

Total Quality Management (TQM) is a unique approach to measuring managing behavior in an organization through the study of the scientific method and contribution of everyone in refining the organization's target goals and needs. TQM does not end at the study of the people alone but the internal processes that move the flow of the organization from the supplier to the product and the ways to enhance everything the organization does. The strength of the TQM approach is coupling statistical analyses and employee feedback to draw out the greatest potential of the organization and its people building.

TQM has evolved into an inventive management model in a variety of organizations. More scholars have utilized this model and expanded its reach in the areas of organizational climate, administrative skills, learning, and culture (Rahman, 2004). Deming's (1985) work took hold the core of the TQM values in the clarity of mission and vision, leadership, experimentation, transferring of knowledge, and teamwork as underlying characteristics for an effective organization (Sosik & Dionne, 1997). When TQM is applied to the educational setting is look through the lens of different measures on leadership support, culture change in a school, service rendered as a school, merging scientific method and data to assist in decision-making, power of communication as a team, and being perceptive to the internal processes that comprises the educational system.

A big key to the strategy of using TQM is the full inquiry on whether the elements and processes of an organization add value to the system. When we think about the systems thinking analyzed in Deming's (1985) 85-15 rule, which states when an organization discovers the

underlying problem, 85% is based on processes and only 15% is based on the people themselves. If this system is correct, the best way to improve or enhance an organization is to design a system where people understand the processes and are allowed to and supported in executing the will of the organization based on their understandings. Betts (1992) stated the relationship among the elements of an organization is maintained by an exchange of energy, and in turn it creates a synergy that adds value and support to the system. He further stated a healthy system searches for ways to balance the different dynamics of an organization through self-regulation to overcome the stress between people energy and internal processes of organization. Understanding this balance supports the idea that what happens in one part will impact the other parts, so to combat this concern, building a strong unit that builds all parts is a great accomplishment in forming an effective organization.

In using a system approach, it really helps to put into perspective the key role of the customers (families/students) and their needs. Education has many moving parts that make up how the system work and there are times when as a scholarly community must do more research on understanding the internal and external workings in a school setting. Deming's (1986) research has been used in this type of study because of its nature of uncovering the root cause of an organization, thereby opening the research gate to other factors that can contribute to school effectiveness, such as school formulation of goals, priorities setting, and meeting student and staff needs. The major element in school effectiveness is the starting with the end in mind and meeting the needs of the consumer (students) and its people (staff). Deming (1986) defines improvement efforts as actions aimed to meet the needs of the consumer, present and future. What he is referring to here is improvement should lessen the amount of needed enhancements as the organization grows and continues to meet the needs of its consumers. If we see this

through the lens of student achievement, there should be an increase in school effectiveness that will increase the balance between what is expected to happen and what happens in the organization. There should be constant and consistent levels of improvement in any organization to ensure its effectiveness in its purpose and intent as an organization. When this occurs in a school setting it builds teacher confidence and capacity that promotes innovation to the school and in turn meets the needs of its students and embraces the essence of school effectiveness and commitment.

Organizational Culture

Sparked by Rutter's (1979) influential work on secondary school characteristics and student success is the interpretation that school values is as an indicator to student achievement. Rutter (1979) further depicts characteristics of school norms to include patterns of behaviors, social and professional interactions, and the school's belief and value system. The literature does not provide documentation for the positive influence of a mutual culture; a small percentage of the research speaks to the conventional and integrated nature of organizational culture effectiveness as practiced in school settings.

Competing Values Framework

The Competing Values Framework (CVF) is an organizational model of culture effectiveness and work environment used in a wide array of academic disciplines (i.e., business and management, sociology and public policy) (Quinn & Rohrbaugh, 1983). The framework is widely accepted but it has limited applications in a broad range of organizational research, particularly in school settings (Gulosino et al., 2016). The CVF can be utilized as a strategic tool, not only to develop programs, but it can also be utilized to assist organizations and institutions in diagnosing their current or desired culture.

Several assumptions are underlined in the CVF. This framework looks at two positive tensions between flexibility and stability and internal and external focus. What causes one type of tension is in an area of flexibility and freedom and yet still maintains a controlled environment where ideas can be limited by the processes in place. What causes the second type of tension is between the internal focus and outside impact versus the external focus with internal impact. These positive tensions create four quadrants that are laid out by a vertical axis and horizontal axis. The vertical axis, which stretches from top in flexibility, is where quadrants human relations and open systems share and the bottom in stability is where quadrants rational goal and internal processes share. The horizontal axis that spans across from internal focus at the left is where quadrants human relations and internal processes share and external focus from the right is where quadrants open systems and rational goals share. The CVF has two opposites. In the top right and bottom left corner of the grid, the open systems quadrant to create in a flexible and external environment that promotes radical innovation with a lot of risk and yet the internal process quadrant to control in a stable and internal environment promotes smaller and more incremental innovation with little risk. In the top left and bottom right corner of the grid, the human relations quadrant to collaborate in a flexible and internal environment that promotes training and developing a sustained organization for the long term and the rational goals quadrant to compete in a stable and external focus promotes goal setting for a short term and not the full development for sustainability. The place where these two axes meets is where there is a need to exercise balance among the four quadrants (Quin, 1988).

Second, the four quadrant goals described should be thought of as a set of common criteria for benchmarking the culture of organizations (Cameron & Quinn, 2006). What makes this framework unique is the way it helps measure the culture of any organization based on

member behaviors and how those behaviors produce specific types of organizational competencies and how those competencies produce very specific types of values. For example, a school organization will likely reflect each of the quadrants. However, depending on the school culture and climate, it may reflect more dominance of quadrant among the others. As Battle for Kids (2010) and Quinn (1988), many contradictions of goals and values are often found in schools and organizations, especially as it relates to overcoming the challenging demands of high performance. The CVF approach may be of interest to school leaders as a means to diagnose their existing culture for reforming and structuring schools for effective teaching and learning (Elmore, 1996; Levin, 2002). Quinn's (1988) framework is grounded in theory that a healthy culture and climate in an organization, more specifically in this research study, is when employees (educators) have the ability to play multiple roles and simultaneously consider and balance competing demands that are represented by each set of expectations shared in each quadrant of the CVF approach. Prior studies by Cameron and Quinn (1999, 2006) have shown the four quadrants can be dominant in some organizations in either one or two quadrants.

Steers (1975) showcased that not all roles in the CVF quadrant are equal in effort based on his review of the 17 models of organizational effectiveness. Thus, Steers (1975) suggests differential weights on various roles depending on the running goals of an organization.

This research study contends that teachers make a decision to leave education in its entirety based on the imbalance of one or more quadrants in the CVF. Teachers are then forced to try to maintain a level of calmness and stability within their influence and yet, the impact of the entire school culture influences the work ethics and stability of teachers. The CVF greatest goal is exposing the type of culture in an organization in order for the organization to be conducive to effective performance and longevity. However, a teacher will leave education in its

entirety when their school culture does not promote a balance between stability and flexibility and internal and external forces that can be common in a school setting. In any organization there is a value that is most dominant than others; however, for an effective organization based on the CVF, an organization must balance out being controlled with freedom and internal and external goal setting.

Summary

While there are still many unanswered questions about teacher sustainability and its relationship to school culture and climate, working conditions, teacher effectiveness and retention, research regarding CVF implies the importance of organizational balance in retaining teachers and creating workplace environments which fosters effective performance. Thus, this study analyzed and aligned teacher workplace perceptions to the CVF to determine how school profiles impacted the intentions and retention of teachers.

CHAPTER THREE

METHODOLOGY

Introduction

The purpose of this study was to explore the relationships between the percent of educators at a school who intended to leave education, entirely, and their perceptions of the manner in which their school resolved the organizational tensions, trade-offs, and conflicts embodied in the CVF and described by Cameron et al. (2006). Represented by responses to two dozen items selected from the 2013 state-wide administration of the *Teaching, Empowering, Leading, and Learning Survey in Tennessee (TELL)*, the specific CVF dynamics under investigation were embedded in the five following research questions:

1. Controlling for the effects of student and faculty characteristics and concurrent measures of school accountability, is there a relationship between a school's exhibiting a fully balanced, somewhat unbalanced, or completely unbalanced profile on the Competing Values Framework (CVF) and the decisions of educators to leave the profession entirely?
2. Controlling for the effects of student and faculty characteristics and concurrent measures of school accountability, is there a relationship between item, scale, and quadrant level scores on the CVF's Rational Goal approach to organizational effectiveness and the decisions of educators to leave the profession entirely?
3. Controlling for the effects of student and faculty characteristics and concurrent measures of school accountability, is there a relationship between item, scale, and quadrant level scores on the CVF's Internal Processes approach to organizational effectiveness and the decisions of educators to leave the profession entirely?

4. Controlling for the effects of student and faculty characteristics and concurrent measures of school accountability, is there a relationship between item, scale, and quadrant level scores on the CVF's Human Relations approach to organizational effectiveness and the decisions of educators to leave the profession entirely?
5. Controlling for the effects of student and faculty characteristics and concurrent measures of school accountability, is there a relationship between item, scale, and quadrant level scores on the CVF's Open Systems approach to organizational effectiveness and the decisions of educators to leave the profession entirely?

This chapter entails the explanation of the methodologies to be used in this study. Specifically, this study used secondary analysis to analyze the existing set of data to come up with complete and detailed information. Next, the study described the *TELL* survey from where data were mined. This study further discussed the psychometric elements of the *TELL*. Consequently, the study outlined the conditions through which the secondary data used in this study would be collected and provided tables to explain descriptive characteristics about Tennessee educators and their responses. By extension, this study also discussed the sources and meanings of key words such as control, dependent and independent variables used in the study. The final segment of this chapter presents an analysis of the approaches to be used to answer the previously stated research questions.

Study Design

Research can be categorized as experimental, qualitative, quantitative, or non-experimental and so forth, depending on the terms of its general methodology. Questionnaires, records, tests, standardized observations, and existing databases are best applicable when using

qualitative approach. A quantitative approach is mostly used when source data from human samples as such as population data is being examined.

Due to the nature of this study, the five research questions were approached using both non-experimental and quantitative styles and mainly working in an enquiry style, which is secondary analysis. Based on this assertion, secondary data analysis can be used to mine useful information from detailed reports such as those related in a social arena. Therefore, population related data such as age, employment rate, and gender can be analyzed through secondary data analysis methods.

Secondary data analysis is also useful when generating highly detailed reports concerning a certain topic in any field of study. Thus, reports focusing on certain topics, for instance, unemployment require a secondary analysis approach. Secondary data analysis is also useful for reports using questions to obtain information from several sources. In addition, one can use secondary analysis when analyzing data using a theory or original framework that did not exist in the original report. Lastly, the approach is useful when re-analyzing more sophisticated techniques to test hypotheses as well as answer questions comprehensively from the original document (Gulosino et al., 2016).

Given the aforementioned uses of secondary data analysis, as outlined by Hakim (1982), this research used the approach in three different ways. First, the approach was used to organize original observations. Since it employed the CVF, it was used to rearrange the observations in the original report.

The *TELL* is an instrument of constructs useful in measuring climate. According to TNDOE (2011), it uses ideas put across by the CVF to critically analyze how schools can be

made more effective. Thus, for the purpose of this study, it was used to examine climates in different schools and to determine how to enhance productivity in school communities.

Instrument

A sizeable number of scholars have suggested different terms to describe school climate. Some refer to it as learning environment while others refer to it as teacher working conditions. For the purpose of this study, it was noted the most reliable instruments were those easiest for respondents to comprehend.

The *TELL* is a school climate instrument that is widely believed to examine factors based on the perceptions of teachers, which may impact productivity in school communities. It was originally developed in 2002 by the New Teacher Center (NTC) and first used in North Carolina before spreading to other regions. At the time of this study the *TELL* had been administered across 18 states to approximately 1.5 million teachers in the United States. Today, it continues to provide information to both practitioners and policymakers to enhance research-based constructs (TNDOE, 2011).

Eight Research-Based Constructs

To better assist with productivity, scholars have proposed eight research-based constructs, which are necessary for generation of a proper research (Gulosino et al., 2016). Being one of the constructs, time is a great resource. Thus, a researcher must have a well-drafted time plan to ensure collaboration and provision of guidelines during the research. Struggling in the last minute and working hurriedly brings confusion and poor performance. Secondly, facilities and resources in the form of instructional, technological and physical states are necessary for any teaching undertaking to be effective. In addition, community support and involvement, which is

best seen in parent and guardian communication and influence in the school, facilitates teaching and research. Other factors such as managing students' behaviors, teacher leadership, which includes involving teachers in decision making, school leadership and professional development whereby educators are continuously educated impact teaching and research, positively. Finally, improving instruction and student learning begins with data support given to teachers.

In addition to data concerning the above eight climate-related constructs, *TELL* also highlights the number of years respondents have served at a particular school, years of teaching experience as well as grades served by the respondents, and provides demographic data regarding the respondents. By extension, the *TELL* provides the participants' general level of satisfaction by asking questions regarding work satisfaction and whether or not the school they serve is a good place to work and learn. In addition, the respondents are able to share their immediate professional intentions to remain at their current school, to transfer to another school or leave the teaching profession, completely.

Evidence of the Validity and Reliability of the *TELL*

To some, the degree of informal evidence of the validity of the *TELL* instrument seems intrinsic in the instrument's longevity and widespread adoption (TNDOE, 2011). Information published on the *TELL TN* website stemmed from literature relative to the impact of teacher working conditions on their job satisfaction. This information was also sourced from school and staffing surveys used to better understand teacher mobility. For the purpose of this study, this means the literature reviewed was valid, as it entailed both, factor analysis and Rasch measurement modeling to survey the reliability of *TELL* in a study including more than 400,000 teachers from over 5,010 schools in 12 states (TNDOE, 2011).

Swanlund (2011) observed more than 13 constructs existed, as opposed to eight that the instrument aimed to measure. Swanland (2011) noted that the supplementary constructs comfortably fit within the eight-construct framework while the additional five items simply serve to perfect four of the original domains. Other scholars who analyzed *TELL Tennessee Survey* data using an approach reminiscent of Swanlund (2011) identified 10 constructs where the facilities and resources constructs and instructional practices and support constructs were split into two subsets.

Focus of the Present Study and Description of Sample Demographic

Demographic characteristics of sample: individual level.

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

Demographic characteristics of sample: institutional level.

After aggregating this data to the school level and merging them with additional information obtained from the TDOE website, 248 secondary-level institutions were found to have non-missing values on the intake and outcome variables that were projected for use in this study. As shown in Table 2, with respect to intake variables pertinent to students, TDOE statistics indicated that on average slightly more than 50% of such students qualify for free and reduced lunch (53.36%), a little less than one-quarter could be categorized as being non-White (23.35%) and about 13% might be classified as subject to some sort of learning disability (12.23%). As also shown in Table 2, with respect to intake variables pertinent to faculty, responses to *TELL* items indicated on average, somewhat more than half of educators at these institutions claimed more than 10 years of experience (55.14%) while a somewhat smaller proportion indicated their having been employed at their present school more than six years (51.41%).

In terms of the school's functioning as an academic institution, TDOE accountability data indicated the concurrent percent of students proficient and advanced approached 60% in Algebra ($M = 58.91\%$, $SD = 14.00$) and exceeded 60% in English ($M = 60.60\%$, $SD = 14.91$). These outcomes, notwithstanding, both, the attendance rate and the graduation rate for these 248 schools were quite high, exceeding 90% in the former instance ($M = 94.46$, $SD = 2.14$) and nearing 90% in the latter instance ($M = 88.99$, $SD = 7.71$). As contrasted with these high percentages observed for positive student outcomes, the percentages attached to negative student outcomes were never observed to exceed 10%, specifically, 9.4% for the student suspension rate, 1.8% for the event dropout rate, and 5.87% for the cohort dropout rate.

Given these outcomes, it is perhaps not surprising that less than 5% of the faculty at the school intended to “leave education entirely” ($M = 83.47$, $SD = 8.44$) and tended to agree on average that their school was a good place to work and learn ($M = 3.13$, $SD = 0.21$).

Table 1

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

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

Table 2

Demographic Characteristics of the Sample: Institutional Level (N = 248)

Characteristic	<i>M</i>	<i>SD</i>
Students on F/R Lunch (%)	53.36	17.17
Minority Students (%)	23.35	26.07
Students w/ Disabilities (%)	12.23	6.00
Teachers > 10 Years' Experience (%)	55.14	10.91
Teachers > 10 Years' Tenure (%)	51.41	11.84
Attendance Rate 2013 (%)	94.46	2.14
Suspension Rate 2013 (%)	9.40	9.96
Graduation Rate 2013 (%)	88.99	7.71
Event Dropout Rate 2013 (%)	1.80	1.52
Cohort Dropout Rate 2013 (%)	5.87	5.11
Algebra I Proficiency 2013 (%)	58.91	14.00
English II Proficiency 2013 (%)	60.60	14.81
Averaged Proficiency 2013 (%)	59.75	12.94
Level of Satisfaction w/the School (<i>M</i>)	3.13	0.21
Intending to Leave Education (%)	4.70	4.30

Competing Values Framework Dynamics for the Sample

As presented in Table 3, means and standard deviations were computed for each of the items selected to represent the organizational practices linked to the eight functions (scales) within the four quadrants comprising the CVF. For all item sets, three items per function (scale) and six items per quadrant, internal consistency reliability statistics proved to be more than adequate, with Coefficient Alphas ranging as high as $\alpha = .96$, but none dropping below the minimally acceptable threshold of $\alpha = .70$.

Once the means for the four quadrant means for all schools had been calculated, CVF balance scores were created in several steps. First, the school's quadrant mean was compared to the norm for that quadrant, as represented by the grand mean for that quadrant, specifically, the Rational Goal Quadrant ($M = 3.07$, $SD = 0.22$, $\checkmark = .95$), the Internal Process Quadrant $M = 2.99$, $SD = 0.19$, $\checkmark = .94$), the Human Relations Quadrant ($M = 2.88$, $SD = 0.24$, $\checkmark = .92$), and the Open Systems Quadrant ($M = 3.03$, $SD = 0.16$, $\checkmark = .85$). If a school's quadrant score was equal to or exceeded the quadrant norm, the school received a value of 1 for that quadrant and a value of 0 if it did not. Apropos the CVF literature on balancing the competing demands of effectiveness, a school's CVF profile was considered to be fully balanced if the sum across quadrant mean thresholds was four (perfect), a result characterizing slightly less than one-third of the schools (32.3%). With respect to profiles that were somewhat unbalanced, 38.7% of the schools were at or above the quadrant mean on one quadrant (16.5%), two quadrants (9.3%) or three quadrants (12.9%). Never scoring at or above the quadrant mean were some 29% of the sampled schools, these schools were classified as completely unbalanced.

Analysis

For each of the five research questions, hierarchical multiple regression was employed to arrive at the extent of relationship between the outcome variable, that is, the percent of educators at the school intending to leave education, entirely, and one of five CVF dynamics. With respect to question one, the interest was in the percent of school leavers and the school's status with respect to the CVF taken as a whole. For this question, schools were classified as fully balanced, somewhat unbalanced, or completely unbalanced, using dummy coding. Employing the fully balanced group of schools as the reference category, the initial regression highlighted the contrast between the fully balanced group versus the completely unbalanced group and the contrast between the fully balanced group versus the somewhat unbalanced group. The second regression highlighted the contrast between somewhat unbalanced group and the fully unbalanced group.

Questions two through five focused on determining the relationships between leaving education and the constituent eight practices linked to each of the four quadrants comprising the CVF. For each quadrant, zero-order correlations were computed between means obtained on each of six items, two scales, and the quadrant as a whole and the percent of leavers. Subsequently, a four-block hierarchical multiple regression was conducted to discern the relationship between the percent of leavers and the quadrant mean after controlling for the following three sets of covariates:

1. Three student demographic variables (Percent Free/Reduced Lunch, Percent Minority, and Percent Students with Disabilities)
2. Two faculty demographic variables (Percent of Faculty with More than 10 Years' Experience, Percent of Faculty with More than Six Years' Tenure)

3. Five measures of school accountability (concurrent rates of Student Attendance, Suspension, Graduation, Event Dropout, and Cohort Dropout).

The CVF dynamic in question was entered in the final block and its statistical significance noted with respect to explaining the outcome, over and above the contribution of the previous blocks of variables. Where statistical significance was observed, it was concluded that the CVF dynamic, to some extent, increased or decreased the percent of educators intending to leave the profession. Where statistical significance was not observed, it was concluded that the CVF dynamic had no impact on the leaving phenomenon.

Table 3

CVF Means and Standard Deviations: Rational Goal Quadrant

CVF Component	<i>M</i>	<i>SD</i>
RATIONAL GOAL QUADRANT ($\alpha = .95$)	3.07	0.22
PRODUCTION SCALE ($\alpha = .88$)	3.12	0.21
Q6.1f In this school we take steps to solve problems.	3.00	0.25
Q7.1e Teachers are held to high professional standards for delivering instruction.	3.32	0.19
Q7.1k The faculty are recognized for accomplishments.	3.05	0.28
DIRECTION SCALE ($\alpha = .94$)	3.01	0.24
Q6.1g Teachers are effective leaders in this school.	3.07	0.23
Q7.1a The faculty and leadership have a shared vision.	3.01	0.27
Q7.1j The school improvement team provides effective leadership at this school.	2.95	0.27

Table 4

CVF Means and Standard Deviations: Internal Process Quadrant

CVF Component	<i>M</i>	<i>SD</i>
INTERNAL PROCESS QUADRANT (✓ = .94)	2.99	0.19
COORDINATION SCALE (✓ = .91)	2.83	0.28
Q2.1c Teachers are allowed to focus on educating students with minimal interruptions.	2.85	0.30
Q2.1e Efforts are made to minimize the amount of routine administrative paperwork teachers are required to do.	2.80	0.33
Q2.1g Teachers are protected from duties that interfere with their essential role of educating students.	2.84	0.29
MONITORING SCALE (✓ = .85)	3.14	0.16
Q7.1f The school leadership facilitates using data to improve student learning.	3.33	0.19
Q8.1c Professional development offerings are data driven.	3.03	0.20
Q9.1c Teachers in this school use assessment data to inform their instruction.	3.07	0.17

Table 5

CVF Means and Standard Deviations: Human Relations Quadrant

CVF Component	<i>M</i>	<i>SD</i>
HUMAN RELATIONS QUADRANT ($\alpha = .92$)	2.88	0.24
FACILITATION SCALE ($\alpha = .96$)	2.89	0.32
Q6.1e The faculty has an effective process for making group decisions to solve problems.	2.80	0.29
Q7.1b There is an atmosphere of trust and mutual respect.	2.95	0.36
Q7.1c Teachers feel comfortable raising issues and concerns that are important to them.	2.90	0.35
MENTORING SCALE ($\alpha = .85$)	2.87	0.21
Q7.1h Teachers receive feedback that can help them improve teaching.	3.10	0.23
Q8.1e Professional development is differentiated to meet the needs of individual teachers.	2.67	0.25
Q8.1j Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	2.84	0.22

Table 6

CVF Means and Standard Deviations: Open Systems Quadrant

CVF Component	<i>M</i>	<i>SD</i>
OPEN SYSTEMS QUADRANT ($\alpha = .85$)	3.03	0.16
INNOVATION SCALE ($\alpha = .75$)	3.14	0.15
Q8.1h Teachers are encouraged to reflect on their own practice.	3.12	0.17
Q9.1g Teachers are encouraged to try new things to improve instruction.	3.22	0.15
Q9.1i Teachers have autonomy to make decisions about instructional delivery (i.e. pacing, materials and pedagogy).	3.09	0.22
BROKERING SCALE ($\alpha = .78$)	2.91	0.19
Q4.1b This school maintains clear, two-way communication with parents/guardians and the community.	3.06	0.21
Q4.1c This school does a good job of encouraging parent/guardian involvement.	3.09	0.22
Q8.1g Professional development provides teachers with strategies to involve families and other community members as active partners.	2.60	0.25

CHAPTER FOUR

RESULTS

Introduction

The purpose of this study was to explore the relationship between educators at 248 high schools who intended to leave education, entirely, and the manner in which these schools resolved the tensions and tradeoffs illuminated by the CVF. Deriving from this overall purpose were the following five research question:

1. Controlling for the effects of student and faculty characteristics and concurrent measures of school accountability, is there a relationship between a school's exhibiting a balanced or unbalanced profile on the Competing Values Framework (CVF) and the decisions of educators to leave the profession entirely?
2. Controlling for the effects of student and faculty characteristics and concurrent measures of school accountability, is there a relationship between item-, scale-, and quadrant-level scores on the CVF's Rational Goal approach to organizational effectiveness and the decisions of educators to leave the profession entirely?
3. Controlling for the effects of student and faculty characteristics and concurrent measures of school accountability, is there a relationship between item-, scale-, and quadrant-level scores on the CVF's Internal Processes approach to organizational effectiveness and the decisions of educators to leave the profession entirely?
4. Controlling for the effects of student and faculty characteristics and concurrent measures of school accountability, is there a relationship between item-, scale-, and quadrant-level scores on the CVF's Human Relations approach to organizational effectiveness and the decisions of educators to leave the profession entirely?

5. Controlling for the effects of student and faculty characteristics and concurrent measures of school accountability, is there a relationship between item-, scale-, and quadrant-level scores on the CVF's Open Systems approach to organizational effectiveness and the decisions of educators to leave the profession entirely?

This chapter opens with an inspection of the correlation matrices that underwrite the multiple regression analyses that were employed to answer the five research questions. A presentation of the outcomes common to all five analyses bridges the connection between these correlation matrices and the first four blocks of the multiple regressions. Accompanied by brief discussions, summaries of the outcomes unique to each of the five multiple regressions are subsequently provided for each research question. A brief synopsis of what was learned from these analyses concludes this chapter.

Outcomes Related to the Covariates and the Percent of Leavers

To enhance the findings of the study, six covariates were added to the dynamics of the analysis as a measure to compare if student demographics, faculty tenure and experience or even student proficiency in tested areas made an impact on why educators leave the profession. After including them in the analysis, the inspection of the zero-order correlation matrix summarizing the relationships between the six covariates employed in these analyses and the dependent variable (i.e., percent of educators at the school intending to leave education entirely) suggested such intentions had little to do with students (see Table 7). Based on the results, the school-wide percent of students on free and reduced lunch ($r = -.018, p = .775$), the percent of students of minority background ($r = -.062, p = .331$) nor the percent of students classified as learning disabled ($r = -.027, p = .668$) evidenced statistically significant correlations with the percent of school leavers. Similarly, the level of student performance did not seem to be a critical factor in

prompting educators to leave their profession. As also shown in the table, the correlation between the average concurrent percent of students proficient in algebra and English and the percent of educational leavers approached zero ($r = -.006, p = .919$). However, this correlation, like the three previously mentioned, trends in the expected direction). Although one's length of time in the profession may help to explain why some educators make near-term plans to leave, the explanation was less than perfect. While the percent of experienced faculty at the school was significantly correlated with the percent of educational leavers ($r = .149, p = .012$), the percent of tenured faculty was not ($r = .087, p = .172$).

Flowing from the relationships previously described are the results of the first four blocks of the hierarchical multiple regressions conducted on the dependent variable (see Table 8). Consistent with the outcomes presented in the correlation matrix, none of the student demographic variables appearing in the first block of the hierarchical multiple regression were observed to be statistically significantly related to the percent of professional leavers. The incorporation of two faculty-oriented covariates in the model's second block increased the model R^2 by about 2.1%, but only one of the two covariates entered—namely, the percent of faculty with more than ten years' experience—could be seen to be predictive of the percent of faculty planning to leave education entirely ($\beta = 0.19, t = 2.07, p = .040$). Adding the percent of students proficient in English II and Algebra I in a fourth regression block increased the model R^2 by an additional .04%, but the covariate itself was not statistically significantly related to the ultimate outcome ($\beta = -0.09, t = -0.96, p = .340$).

Table 7

Matrix of Zero-Order Correlations between Student, Faculty, and Institutional Covariates and the School-Wide Percent of Educators Who Intend to Leave the Profession Entirely

Variable	1	2	3	4	5	6	7
1. Students on F/R Lunch (%)	1	.414**	.222**	-.242**	-.216**	-.722**	-.018
2. Minority Students (%)		1	.035	-.534**	-.279**	-.494**	-.062
3. Students w/ Disabilities (%)			1	.010	-.003	-.271**	-.027
4. Teachers > 10 Years' Tenure (%)				1	.702**	.278**	.087
5. Teachers > 10 Years' Experience (%)					1	.215**	.149*
6. Averaged Proficiency 2013 (%)						1	-.006
7. Intending to Leave Education (%)							1

* $p < .05$, ** $p < .01$ (two-tailed).

It should be noted that in attempting to fit this and subsequent regression models to the data, procedures outlined by Field (2013) were followed to check for linearity and unusual cases and to determine whether the statistical assumptions of homoscedasticity, normality, and independence were tenable. With no violations of these assumptions observed, final regressions were executed with the results presaged by those given in the matrix of correlations involving the CVF scores.

Outcomes Related to the Independent Variables and the Percent of Leavers

As contrasted with the school demographic covariates, greater power in explaining the percent of school leavers may be attributed to the CVF scores that served as this study's independent variable (see Table 9). Largely independent of the aforementioned covariates, all five CVF variables were significantly related to the outcome and did so in the expected direction as follows:

- The percent of school leavers decreased as the CVF profile balanced ($r = -.134, p < .05$).
- The percent of school leavers decreased as scores on the CVF Rational Goal Quadrant increased ($r = -.163, p < .01$).
- The percent of school leavers decreased as scores on the CVF Internal Process Quadrant increased ($r = -.155, p < .05$);
- The percent of school leavers decreased as scores on the CVF Human Relations Quadrant increased ($r = -.155, p < .05$).
- The percent of school leavers decreased as scores on the CVF Open Systems Quadrant increased ($r = -.155, p < .05$).

From this data, the researcher concluded that in reference to all five research questions, the higher the CVF scores, the less likely educators were willing to leave the profession. If a school had a balanced CVF score, which means the school had a healthy balance of stability and control and internal and external forces, then an educator was willing to work through other obstacles and remain in the profession. For the other four research questions, the data supports that when a school had high scores in each quadrant, whether balanced or on its own, an educator was willing to remain in the profession. This indicates a healthy organizational culture promotes a healthy climate and educators are willing to remain, but when the school culture becomes unhealthy, they are more likely to leave the profession.

Table 8

Hierarchical Regression Outcomes Common to All Five Research Questions Concerning the School-Wide Percent of Educators Who Intend to Leave the Profession Entirely

Source	<i>B</i>	<i>S.E.B.</i>	β	<i>t</i>	<i>p</i> =
Block 1: Student Demographics					
Model Fit: $F(3, 244) = 0.383, p = .776, R^2 = .005$					
F/R Lunch Students (%)	0.00	0.02	0.02	0.22	0.824
Minority Students (%)	-0.01	0.01	-0.07	-0.96	0.337
LD Students (%)	-0.02	0.05	-0.03	-0.43	0.664
Block 2: Student Demographics + Faculty Demographics					
Model Fit: $F(5, 242) = 1.299, p = .265, R^2 = .026,$					
F Change (2, 242) = 2.665, $p = .072$					
F/R Lunch Students (%)	0.01	0.02	0.04	0.53	0.598
Minority Students (%)	-0.01	0.01	-0.06	-0.74	0.460
LD Students (%)	-0.02	0.05	-0.03	-0.50	0.619
Faculty Tenure (%)	-0.02	0.04	-0.07	-0.66	0.508
Faculty Experience (%)	0.07	0.04	0.19	2.07	0.040
Block 3: Student + Faculty Demographics + Student Proficiency					
Model Fit: $F(6, 241) = 1.234, p = .289, R^2 = .030,$					
F Change (1, 241) = 0.913, $p = .340$					
F/R Lunch Students (%)	0.00	0.02	-0.02	-0.19	0.852
Minority Students (%)	-0.01	0.01	-0.08	-0.98	0.328
LD Students (%)	-0.03	0.05	-0.04	-0.67	0.501
Faculty Tenure (%)	-0.03	0.04	-0.07	-0.67	0.500
Faculty Experience (%)	0.08	0.04	0.19	2.10	0.037
Student Proficiency (%)	-0.03	0.03	-0.09	-0.96	0.340

Interestingly, the CVF scores were largely independent of the covariates included in the model. To this general rule, exceptions included the percent of minority students and scores on the CVF Internal Process Quadrant ($r = -.140, p < .05$) and the percent of students with disabilities and scores on the CVF Rational Goal Quadrant ($r = .087, p = .172$), Human Relations Quadrant ($r = .087, p = .172$), and the Open Systems Quadrant ($r = .087, p = .172$). Based on this data, the covariates in most cases did not influence an increase or decrease of the CVF scores. The CVF scores stood alone. However, where little impact was seen was between the percent of minority students and scores in the Internal Process Quadrant and percent of students with disabilities and scores in the Rational, Human Relations and Open Systems quadrants.

Table 9

Matrix of Zero-Order Correlations between Student, Faculty, and Institutional Covariates, the School-Wide Percent of Educators Who Intend to Leave the Profession Entirely, and Outcomes Related to CVF Scores

Variable	CVF Balance	Rational Goal	Internal Process	Human Relations	Open Systems
1. Students on F/R Lunch (%)	.020	-.061	.087	.039	-.017
2. Minority Students (%)	-.068	-.051	-.140*	-.081	-.005
3. Students w/ Disabilities (%)	.115	.197**	.113	.195**	.161*
5. Teachers > 10 Years' Tenure (%)	-.048	.032	.032	.079	-.010
4. Teachers > 10 Years' Experience (%)	-.033	.080	.015	.103	.051
6. Averaged Proficiency 2013 (%)	.061	.111	.034	.063	.091
7. Intending to Leave Education (%)	-.134*	-.163**	-.155*	-.155*	-.221**

* $p <$

.05, ** $p <$.01 (two-tailed).

Results Pertinent to Research Question 1

Regarding the relationship between schools exhibiting a balanced or unbalanced profile on the CVF and the decisions of educators to leave the profession entirely, the results were consistent with those involving the two zero-order correlations matrices (see Table 10). With the percent of faculty with more than ten years' experience proving to be a statistically significant predictor of the outcome ($\beta = 0.19, t = 2.15, p = .032$) in a positive (upward) direction, the school's status as balanced or unbalanced in terms of its climate proved to be a statistically significant predictor of the outcome in a negative (downward) direction. As the CVF literature might forecast, fewer educators were likely to leave education entirely as a more balanced CVF climate was experienced ($\beta = -0.13, t = -2.03, p = .044$), the addition of this variable increased the proportion of variance explained by 1.6%. What remained to be seen, however, were the specific practices linked to which quadrants that increased or decreased the numbers of leavers.

Table 10

Hierarchical Regression Outcomes Pertinent to Research Question One Concerning the School-Wide Percent of Educators Who Intend to Leave the Profession Entirely and CVF Balance Scores

Source	<i>B</i>	<i>S.E.B.</i>	β	<i>t</i>	<i>p</i> =
Block 4: Student + Faculty Demographics + Student Proficiency + CVF Balance Model Fit: $F(7, 240) = 1.659, p = .120, R^2 = .046,$ F Change (1, 240) = 4.111, $p = .044$					
F/R Lunch Students (%)	0.00	0.02	0.00	0.00	0.999
Minority Students (%)	-0.02	0.01	-0.10	-1.16	0.249
LD Students (%)	-0.02	0.05	-0.03	-0.40	0.688
Faculty Tenure (%)	-0.03	0.04	-0.09	-0.86	0.389
Faculty Experience (%)	0.08	0.04	0.19	2.15	0.032
Student Proficiency (%)	-0.02	0.03	-0.07	-0.73	0.468
CVF Balance	-1.13	0.56	-0.13	-2.03	0.044

Results pertinent to Research Question Two

Regarding the relationship between a school's scores on the Rational Goal Quadrant of the CVF and the decisions of educators to leave the profession, entirely, the results were consistent with the correlations previously observed (see Table 11). With the percent of faculty with more than ten years' experience proving to be a statistically significant predictor of the outcome ($\beta = 0.21, t = 2.33, p = .020$) in a positive (upward) direction, the school's scores on the Rational Goal Quadrant proved to be a statistically significant predictor of the outcome in a

negative (downward) direction ($\beta = -0.18, t = -2.70, p = .007$). These findings indicated teachers who had many years of experience were more prone to leave the profession in an earlier time due to their amount of service. However, the CVF Rational Goal Quadrant impacted the educator leaving, but due to more a matter of lack of organizational structure.

As can be seen in Table 12, both of the Rational Goal Quadrants' constituent scales, namely the production scale ($r = -.17, p = .01$) and the direction scale ($r = -.15, p = .02$), were both statistically significantly correlated with the percent of teachers intending to leave education entirely, the former scale somewhat more so than the latter. Having the highest item mean value of the six in the quadrant, the production scale item concerning teachers being held to high standards for delivering instruction ($M = 3.32, SD = 0.19$) also exhibited the highest zero-order correlation ($r = -.19, p < .001$) and partial correlations ($pr = -.20, p < .001$) with the dependent variable. Conversely, having the lowest item mean value of the six in the quadrant, the direction scale item concerning the school improvement team's providing effective leadership at the school ($M = 2.95, SD = 0.27$) exhibited the lowest zero-order correlation ($r = -.11, p = .07$) and partial correlations ($pr = -.12, p = .06$) with the dependent variable. Aside from the zero-order correlation for the direction item concerning the vision shared by faculty and staff ($r = 0.12, p = 0.06$), all of the other direction-related linkages observed were statistically significant. From the data, it showed that under the rational goal scales in production and direction scales, there seemed to be correlation in percentage of teachers leaving in these areas. In the area of production, when teachers were perceived to have to adhere to higher standards in delivering instruction, the percentage of teachers wanting to leave the profession was higher. In the area of direction, when there was less structure in the areas of effective leadership or vision in a school, the percentage of teachers willing to leave the profession was higher.

Results Pertinent to Research Question 3

Consistent with the correlations previously observed, the relationship between a school's scores on the Internal Process Quadrant of the CVF and the decisions of educators to leave the profession entirely was statistically significant (see Table 13). With the percent of faculty with more than ten years' experience proving again to be a statistically significant predictor of the outcome ($\beta = 0.20$, $t = 2.20$, $p = .029$) in a positive (upward) direction, the school's scores on the Internal Process Quadrant proved similarly to be a statistically significant predictor of the outcome in a negative (downward) direction ($\beta = -0.17$, $t = -2.60$, $p = .010$). Adding this variable to the model increased the proportion of variance explained in the percent of leavers by some 2.6%. Further, findings showed teachers who had many years of experience were more prone to leave the profession in an earlier time due to their amount of service. However, the researcher observed the CVF Internal Process Quadrant goal also impacted the educator leaving due to not having strong policies and procedures in place.

Inspection of the table that shows the zero-order and partial correlations of the item-level and scale-level scores with the percent of school leavers suggested that the effect of the quadrant had less to do with practices related to monitoring ($r = -0.13$, $p = .05$, $pr = -0.11$, $p = .07$) than those related to coordination ($r = -0.13$, $p = .04$, $pr = -0.15$, $p = .02$). Among the monitoring practices, only the item pertinent to teachers' use of assessment data to inform instruction ($r = -0.18$, $p = .01$, $pr = -0.16$, $p = .01$) proved to be statistically significantly related to the outcome. In regards to coordination, practices concerning allowing teachers to focus on instruction with minimal interruptions ($r = -0.16$, $p = .01$, $pr = -0.17$, $p = .01$) and protecting teachers from duties that interfere with their essential role of educating students ($r = -0.12$, $p = .05$, $pr = -0.13$, $p = .04$)

evidenced either zero-order or partial correlations that were significantly related to the percent of school leavers.

Upon closer observation of the Internal Process Quadrant, there were two scale areas that also made an impact on teachers leaving. In the area of monitoring, relative to teachers using data to inform instruction, there was an increase of teachers wanting to leave when there was a high demand. This falls under the concern of teachers feeling the pressure to meet tests scores over their level of professionalism in the classroom. In the area of coordination, when teachers felt they were not given class autonomy and protected from duties that interfere with class instruction, the percentage of teachers willing to leave the profession without teacher support was higher.

Table 11

Hierarchical Regression Outcomes Pertinent to Research Question Two Concerning the School-Wide Percent of Educators Who Intend to Leave the Profession Entirely and CVF Rational Goal Quadrant Scores

Source	<i>B</i>	<i>S.E.B.</i>	β	<i>T</i>	<i>p</i> =
Block 4: Student + Faculty Demographics + Student Proficiency + Rational Goal Quadrant CVF Scores Model Fit: $F(7, 240) = 2.127, p < .001, R^2 = .058,$ F Change (1, 240) = 7.291, $p = .007$					
F/R Lunch Students (%)	0.00	0.02	-0.01	-0.13	0.896
Minority Students (%)	-0.01	0.01	-0.08	-0.97	0.334
LD Students (%)	0.00	0.05	0.00	-0.02	0.983
Faculty Tenure (%)	-0.03	0.04	-0.09	-0.84	0.401
Faculty Experience (%)	0.08	0.04	0.21	2.33	0.020
Student Proficiency (%)	-0.02	0.03	-0.06	-0.59	0.557
Rational Goal Scores	-3.39	1.26	-0.18	-2.70	0.007

Table 12

Zero Order and Partial Correlations Observed between the School-Wide Percent of Educators Who Intend to Leave the Profession Entirely and CVF Item and Scale Scores Pertinent to the Rational Goal Quadrant

Item, Scale, or Quadrant	<i>M</i>	<i>SD</i>	<i>r</i>	<i>p</i> =	<i>pr</i>	<i>p</i> =
Q6.1f In this school we take steps to solve problems.	3.00	0.25	-0.15	0.02	-0.16	0.01
Q7.1e Teachers are held to high professional standards for delivering instruction.	3.32	0.19	-0.19	0.00	-0.20	0.00
Q7.1k The faculty are recognized for accomplishments.	3.05	0.28	-0.13	0.04	-0.14	0.03
Production Scale	3.12	0.21	-0.17	0.01	-0.18	0.00
Q6.1g Teachers are effective leaders in this school.	3.07	0.23	-0.19	0.00	-0.21	0.00
Q7.1a The faculty and leadership have a shared vision.	3.01	0.27	-0.12	0.06	-0.15	0.02
Q7.1j The school improvement team provides effective leadership at this school.	2.95	0.27	-0.11	0.07	-0.12	0.06
Direction Scale	3.01	0.24	-0.15	0.02	-0.17	0.01
Rational Goal Quadrant	3.07	0.22	-0.16	0.01	-0.18	0.01

Table 13

Hierarchical Regression Outcomes Pertinent to Research Question Three Concerning the School-Wide Percent of Educators Who Intend to Leave the Profession Entirely and CVF Internal Process Quadrant Scores

Source	<i>B</i>	<i>S.E.B.</i>	β	<i>T</i>	<i>p</i> =
Block 4: Student + Faculty Demographics + Student Proficiency + Internal Process Quadrant CVF Scores Model Fit: $F(7, 240) = 2.047, p = .050, R^2 = .056,$ F Change (1, 240) = 6.747, $p = .010$					
F/R Lunch Students (%)	0.01	0.02	0.03	0.27	0.788
Minority Students (%)	-0.02	0.01	-0.12	-1.39	0.166
LD Students (%)	-0.02	0.05	-0.03	-0.40	0.690
Faculty Tenure (%)	-0.03	0.04	-0.09	-0.84	0.403
Faculty Experience (%)	0.08	0.04	0.20	2.20	0.029
Student Proficiency (%)	-0.02	0.03	-0.07	-0.69	0.494
Internal Process Scores	-3.84	1.48	-0.17	-2.60	0.010

Table 14

Zero Order and Partial Correlations Observed between the School-Wide Percent of Educators Who Intend to Leave the Profession Entirely and CVF Item and Scale Scores Pertinent to the Internal Process Quadrant

Item, Scale, or Quadrant	<i>M</i>	<i>SD</i>	<i>r</i>	<i>p</i> =	<i>pr</i>	<i>p</i> =
Q2.1c Teachers are allowed to focus on educating students with minimal interruptions.	2.85	0.30	-0.16	0.01	-0.17	0.01
Q2.1e Efforts are made to minimize the amount of routine administrative paperwork teachers are required to do.	2.80	0.33	-0.09	0.17	-0.10	0.10
Q2.1g Teachers are protected from duties that interfere with their essential role of educating students.	2.84	0.29	-0.12	0.05	-0.13	0.04
Coordination Scale	2.83	0.28	-0.13	0.04	-0.15	0.02
Q7.1f The school leadership facilitates using data to improve student learning.	3.33	0.19	-0.10	0.11	-0.09	0.16
Q8.1c Professional development offerings are data driven.	3.03	0.20	-0.06	0.32	-0.06	0.31
Q9.1c Teachers in this school use assessment data to inform their instruction.	3.07	0.17	-0.18	0.01	-0.16	0.01
Monitoring Scale	3.14	0.16	-0.13	0.05	-0.11	0.07
Internal Process Quadrant	2.99	0.19	-0.16	0.01	-0.16	0.01

Results Pertinent to Research Question 4

After controlling for the effects of the covariates, scores on the Human Relations Quadrant of the CVF also served to statistically significantly predict the percentage of educators intending to leave the profession, entirely (see Table 15). With the percent of faculty with more than ten years' experience evidencing again a statistically significant link to the outcome ($\beta = 0.21, t = 2.34, p = .020$) in a positive (upward) direction, the school's scores on the Human Relations Quadrant proved to have such a link in a negative (downward) direction ($\beta = -0.17, t = -2.67, p = .008$). Adding this variable to the model increased the proportion of variance explained in the percent of leavers by 2.6%.

Similar to previous results, it showed that teachers who have many years of experience were more prone to leave the profession in an earlier time due to their amount of service. However, the CVF quadrant rational goal also impacted the educator leaving, but due to more a matter of lack of collaboration and teambuilding.

The accompanying table of the zero-order and partial correlations of the item-level and scale-level scores with the percent of school leavers (see Table 16) suggests that practices related to mentoring ($r = -0.19, p < .001, pr = -0.18, p < .001$) are somewhat more strongly related to the outcome than those related to facilitation ($r = -0.12, p = .06, pr = -0.15, p = .02$). Among the mentoring practices, those pertinent to differentiating professional development to meet the needs of individual teachers ($r = -0.19, p < .001, pr = -0.19, p < .001$) and conducting professional development in a way that enabled opportunities to work with colleagues to refine teaching practices proved to be statistically significantly related to the outcome ($r = -0.18, p = .01, pr = -0.17, p = .01$).

In regard to facilitation, none of the item-level correlations were statistically significantly linked to the outcome. However, all three of the item-level partial correlation coefficients were linked, and to the exact same degree ($pr = -0.14$, $p = .03$).

When observing the data from the Human Relations Quadrant, the scale area of mentoring had an impact on teachers wanting to leave the profession. This finding indicated teachers who felt the professional development offered did not meet their needs or present opportunities to refine their teaching practices with their colleagues were more likely to leave. In the area of facilitation, there seemed to be no impact in the teachers leaving the profession.

Table 15

Hierarchical Regression Outcomes Pertinent to Research Question Four Concerning the School-Wide Percent of Educators Who Intend to Leave the Profession Entirely and CVF Human Relations Quadrant Scores

Source	<i>B</i>	<i>S.E.B.</i>	β	<i>T</i>	<i>p</i> =
<p>Block 4: Student + Faculty Demographics + Student Proficiency + Human Relations Quadrant CVF Scores Model Fit: $F(7, 240) = 2.104, p = .044, R^2 = .058,$ F Change (1, 240) = 7.135, $p = .008$</p>					
F/R Lunch Students (%)	0.00	0.02	0.01	0.16	0.877
Minority Students (%)	-0.02	0.01	-0.09	-1.09	0.275
LD Students (%)	-0.01	0.05	-0.01	-0.11	0.915
Faculty Tenure (%)	-0.03	0.04	-0.08	-0.76	0.446
Faculty Experience (%)	0.08	0.04	0.21	2.34	0.020
Student Proficiency (%)	-0.02	0.03	-0.06	-0.57	0.568
Human Relations Scores	-3.08	1.15	-0.17	-2.67	0.008

Table 16

Zero Order and Partial Correlations Observed between the School-Wide Percent of Educators Who Intend to Leave the Profession Entirely and CVF Item and Scale Scores Pertinent to the Human Relations Quadrant

Item, Scale, or Quadrant	<i>M</i>	<i>SD</i>	<i>R</i>	<i>p</i> =	<i>pr</i>	<i>p</i> =
Q6.1e The faculty has an effective process for making group decisions to solve problems.	2.80	0.29	-0.13	0.05	-0.14	0.03
Q7.1b There is an atmosphere of trust and mutual respect.	2.95	0.36	-0.11	0.09	-0.14	0.03
Q7.1c Teachers feel comfortable raising issues and concerns that are important to them.	2.90	0.35	-0.11	0.09	-0.14	0.03
Facilitation Scale	2.89	0.32	-0.12	0.06	-0.15	0.02
Q7.1h Teachers receive feedback that can help them improve teaching.	3.10	0.23	-0.11	0.07	-0.13	0.05
Q8.1e Professional development is differentiated to meet the needs of individual teachers.	2.67	0.25	-0.19	0.00	-0.19	0.00
Q8.1j Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	2.84	0.22	-0.18	0.01	-0.17	0.01
Mentoring Scale	2.87	0.21	-0.19	0.00	-0.18	0.00
Human Relations Quadrant	2.88	0.24	-0.16	0.01	-0.17	0.01

Results Pertinent to Research Question 5

Consistent with the correlations previously observed, the relationship between a school's scores on the Open Systems Quadrant of the CVF and the decisions of educators to leave the profession entirely were robust ($\beta = -0.23$, $t = -3.60$, $p < .001$), increasing the proportion of variance explained in the outcome by nearly 5% (see Table 17). Compared with the *beta* weight associated with the percent of faculty with more than ten years' experience ($\beta = 0.22$, $t = 2.43$, $p = .016$), the Open Systems Quadrant score was the stronger of the two variables that were statistically significantly linked to the outcome. Similar to previous results, it showed that teachers who had many years of experience were more prone to leave the profession in an earlier time due to their amount of service. However, the CVF Open Systems Quadrant also impacted the educator leaving due to a lack of vision and less room for innovation.

With all three of its constituent items evidencing both zero-order and partial correlations that were statistically significant (see Table 18), the innovation scale score ($r = -0.24$, $p < .001$, $pr = -0.25$, $p < .001$) appeared to be somewhat more strongly associated with the percent of school leavers than the score for the brokering scale ($r = -0.17$, $p = .01$, $pr = -0.18$, $p < .001$). Heightening the effect of the former was the highly significant innovation item "Teachers are encouraged to try new things to improve instruction" ($r = -0.24$, $p < .001$, $pr = -0.24$, $p < .001$). Diminishing the effect of the latter was the non-significant brokering item regarding schools doing a good job of encouraging parent and guardian involvement ($r = -0.12$, $p = .07$, $pr = -0.13$, $p = .05$).

When observing the data from the Open Systems Quadrant, the scale area of innovation had a higher impact on teachers wanting to leave the profession. When teachers felt they were restricted in trying new things to improve instruction, it increased the percentage of educators leaving the profession. In the area of the brokering scale, there was an impact on educators

leaving the profession; however, not as much as the innovation because there was not as much emphasis on how well the school promoted parental involvement.

For the purpose of this study, the cocor program was used to compare the strength of overlapping correlations (Diedenhofen & Musch 2015). Results indicated there was a one-tailed, statistically significant difference between the correlation computed for the Open Systems Quadrant and the percent of leavers and those computed for the Rational Goal Quadrant and the Human Relations Quadrant ($z = 1.7267, p = .0421$; $z = 2.0045, p = .0225$, respectively). No statistically significant difference was observed when the correlations for the Open Systems Quadrant and the Internal Process Quadrant and the outcome were compared ($z = 1.5719, p = .0580$).

When looking at the data points from the cocor program and comparing correlations among the quadrants, it was discovered there was more of a similar correlation between Open Systems with the percent of leavers and Rational Goal and Human Relation quadrants. However, there was limited significance between Open Systems and Internal Processes quadrants. This indicated there was a strong link between Open systems, Rational Goal, and the Human Relations quadrants in higher percentages of educators leaving the profession when these quadrants had lower scores. However, in adding the Internal Process Quadrant to the comparison, there was not as much of an increase in the percentage based on the other quadrants. This indicated among all 4 quadrants, the internal process quadrant had the less impact on the percent of educators deciding to leave the profession.

Table 17

Hierarchical Regression Outcomes Pertinent to Research Question Four Concerning the School-Wide Percent of Educators Who Intend to Leave the Profession Entirely and CVF Open Systems Quadrant Scores

Source	<i>B</i>	<i>S.E.B.</i>	β	<i>T</i>	<i>p</i> =
<p>Block 4: Student + Faculty Demographics + Student Proficiency + Open Systems Quadrant CVF Scores Model Fit: $F(7, 240) = 2.959, p = .005, R^2 = .079,$ F Change (1, 240) = 12.940, $p < .001$</p>					
F/R Lunch Students (%)	0.00	0.02	0.00	0.04	0.971
Minority Students (%)	-0.01	0.01	-0.07	-0.90	0.371
LD Students (%)	0.00	0.05	0.00	0.04	0.971
Faculty Tenure (%)	-0.03	0.04	-0.10	-0.95	0.344
Faculty Experience (%)	0.09	0.04	0.22	2.43	0.016
Student Proficiency (%)	-0.01	0.03	-0.04	-0.40	0.686
Open Systems Quadrant	-6.34	1.76	-0.23	-3.60	0.000

Table 18

Zero Order and Partial Correlations Observed between the School-Wide Percent of Educators Who Intend to Leave the Profession Entirely and CVF Item and Scale Scores Pertinent to the Open Systems Quadrant

Item, Scale, or Quadrant	<i>M</i>	<i>SD</i>	<i>r</i>	<i>p</i> =	<i>Pr</i>	<i>p</i> =
Q8.1h Teachers are encouraged to reflect on their own practice.	2.80	0.29	-0.18	0.00	-0.18	0.00
Q9.1g Teachers are encouraged to try new things to improve instruction.	2.95	0.36	-0.24	0.00	-0.24	0.00
Q9.1i Teachers have autonomy to make decisions about instructional delivery (i.e. pacing, materials and pedagogy).	2.90	0.35	-0.19	0.00	-0.21	0.00
Innovation Scale	2.89	0.32	-0.24	0.00	-0.25	0.00
Q4.1b This school maintains clear, two-way communication with parents/guardians and the community.	3.10	0.23	-0.13	0.04	-0.16	0.01
Q4.1c This school does a good job of encouraging parent/guardian involvement.	2.67	0.25	-0.12	0.07	-0.13	0.05
Q8.1g Professional development provides teachers with strategies to involve families and other community members as active partners.	2.84	0.22	-0.18	0.00	-0.17	0.01
Brokering Scale	2.87	0.21	-0.17	0.01	-0.18	0.00
Open Systems Quadrant	2.88	0.24	-0.22	0.00	-0.23	0.00

Summary

In this study, hierarchical regression analyses suggested no relationships between the percent of educators at a school who intended to leave education entirely and such school-level characteristics as the percent of students on free and reduced lunch, the percent of minority students, and the percent of students classified as learning disabled. While the percent of faculty with more than ten years' experience was positively related to the percent of leavers, the percent of faculty with more than six years' tenure evidenced no such connection. The same lack of connection was observed with respect to the average concurrent percent of students proficient in Algebra I and English II.

The data collected and analyzed for this study indicated in relation to the school-level characteristics discussed in this study there were no relationships with educators leaving the profession, except for in the cases of where the years of experience were a factor and when an educator felt it was time to leave based on number of years served.

Although these six covariates appeared to have little impact on the professional intentions of educators to leave or stay in the profession, organizational dynamics related to school climate and framed in terms of the CVF proved to have a measurable effect on such decisions. As hypothesized in the CVF literature, the effect of a balanced CVF profile was to depress the percent of educational leavers, while the effect of an unbalanced profile tended to increase that percentage ($\beta = -0.13, t = -2.03, p = .044$). In terms of CVF sub scores, higher values on the Rational Goal ($\beta = -0.18, t = -2.70, p = .007$), Internal Process ($\beta = -0.17, t = -2.60, p = .010$), and Human Relations quadrants ($\beta = -0.17, t = -2.67, p = .008$) of the CVF were negatively linked to the percent of professional leavers. Appearing to most inhibit educators' deciding to leave education entirely, however, were scores on the CVF Open Systems Quadrant ($\beta = -0.23, t$

= -3.60, $p < .001$), with the items related to innovation being most strongly negatively related ($r = -0.24$, $p < .001$, $pr = -0.25$, $p < .001$).

There appeared to be little impact from the six covariates aligned to the school-level characteristics. However, in relation to the organizational dynamics of school climate there was an impact on educators deciding to leave the profession. If the school CVF profile was balanced there was a decrease in the percentage of educators leaving the profession. As it related to all four CVF profile quadrants, the higher the score, the less likely an educator would leave the profession. However, of the four quadrants, the open systems quadrant had the most impact in the percentage of leavers of the profession. Based on the findings, within Open Systems Quadrant over all other quadrants, there were a higher percentage of educators wanting to leave the profession. This indicated a school with vision and openness to new ideas was a strong factor for educators remaining in a school.

CHAPTER FIVE

DISCUSSION

Introduction

The purpose of this study was to explore the relationships between the perceived ways in which 248 Tennessee high schools addressed the organizational tensions, trade-offs, and conflicts embodied in the CVF and the percent of educators at those schools intending to leave education entirely (Cameron, Quinn, DeGraff, & Thakor, 2006). The primary aim of this study was to determine whether teachers' observations about a set of topically organized school climate dimensions were associated with their immediate professional plans. This study utilized findings from the *TELL Tennessee Survey* (2013), aligning five questions with the relationship between a school exhibiting balanced or unbalanced profile on the CVF and the decisions of educators to leave the profession entirely. The following four student demographic variables were considered: 1) percent free and reduced lunch; 2) percent minority; 3) percent of learning disabled; and 4) percent proficient in Algebra I and English II. The following two faculty demographic variables were used to investigate school culture and climate impact on educators' decision making to leave or stay at assigned school: 1) years of experience and 2) tenure or years in the assigned school. After merging these data with covariates pertinent to student and faculty characteristics, five sets of hierarchical multiple regressions were conducted to determine the effect organizational dynamics related to the CVF had on educators' decision making to leave a school entirely.

The following questions were addressed in this research study:

1. Controlling for the effects of student and faculty characteristics and concurrent measures of school accountability, is there a relationship between a school's exhibiting a balanced or

unbalanced profile on the Competing Values Framework (CVF) and the decisions of educators to leave the profession entirely?

2. Controlling for the effects of student and faculty characteristics and concurrent measures of school accountability, is there a relationship between item-level, scale-level, and quadrant-level scores on the CVF's Rational Goal approach to organizational effectiveness and the decisions of educators to leave the profession entirely?
3. Controlling for the effects of student and faculty characteristics and concurrent measures of school accountability, is there a relationship between item-level, scale-level, and quadrant-level scores on the CVF's Internal Processes approach to organizational effectiveness and the decisions of educators to leave the profession entirely?
4. Controlling for the effects of student and faculty characteristics and concurrent measures of school accountability, is there a relationship between item-level, scale-level, and quadrant-level scores on the CVF's Human Relations approach to organizational effectiveness and the decisions of educators to leave the profession entirely?
5. Controlling for the effects of student and faculty characteristics and concurrent measures of school accountability, is there a relationship between item-level, scale-level, and quadrant-level scores on the CVF's Open Systems approach to organizational effectiveness and the decisions of educators to leave the profession entirely?

Impact of Organizational Effectiveness and Decisions of Educators Leaving the Profession

For this study, the CVF was utilized as a measure of organizational structure. Specifically, the CVF was utilized to examine the extent school structures impact educators' decisions to stay committed to teaching and learning or leave the field altogether in search of something more fitting to meet their personal and professional needs. The CVF provided schools the opportunity to score themselves in areas, which supported their culture and climate. Additionally, it provided implications regarding the schools' effect on the welfare of educators

and students. For this study, the focus was on educators and their feelings on how their needs were being met and their willingness to commit to the school. The research questions were created to look at the school dynamics as a whole in a balanced or unbalanced CVF score and to observe which quadrant, Rational Goal, Internal Process, Human Relations and Open Systems, gives specific descriptors of how a school may function based on the characteristics that drives the culture and climate of the school.

The CVF is titled Competing Values Framework because there are conflicting elements in organizational dynamics that must be positively balanced to support the effectiveness of the organization's structure and the needs of the people it impacts. This framework looks at two positive tensions between flexibility and stability and internal focus and external focus. What causes one type of tension is for an organization is to function in an area of flexibility and freedom and yet still maintain a controlled environment where ideas can be limited by the processes in place. What causes the second type of tension is between the internal focus and outside impact versus the external focus with internal impact. The positive balance must be between focusing on the internal and external forces and the allowed measurement of flexibility and control in the organization. This research study sought to measure the organizational dynamics of schools and the impact such dynamics had on educators' decision to stay or leave, not only a school, but also, the profession in its entirety.

For each of the five research questions, hierarchical multiple regression were employed to arrive at the extent of relationship between the outcome variable—that is, the percent of educators at the school intending to leave education entirely—and one of five CVF dynamics.

Research Question 1

With respect to question one, the main variable of interest is in the percent of teachers leaving the profession in its entirety and the school's status with respect to a balanced or unbalanced CVF score taken as a whole. The effect of a balanced CVF profile tended to lower the percent of educational leavers while the effect of an unbalanced one tended to increase the percentage. This significance aligned to the importance of organizational climate and culture, which is essential to the welfare of educators. Organizational climate and culture impacts the relationship that is established between the educators and the school setting. When looking through the cultural lens of CVF it includes four types: 1) clan; 2) adhocracy; 3) market; and 4) hierarchy. As in any organization, if one type is only used, it hinders and excludes many ideas as well as the input of many individuals.

Educators are, by nature, community builders, as they are responsible for strengthening stakeholders through teaching and learning. The field of education relies on building up the educators to begin building up the communities. So, each of these cultural characteristics taken, solely, can render a school ineffective by embracing only one way to address several issues and concerns. However, for a school to be effective, it must get on one accord and agree to be a group of people united by a common interest (clan). Clan by itself can leave educators becoming territorial in nature and does not promote open community for ideas and input from others. For a school to be effective, it must have room for flexibility, adaptability and an informal structure that allows for individual initiative and self-organization. This structure is known as adhocracy. Adhocracy itself can create an environment of silos between educators, which results in educators establishing their own paths without concern for overall school vision.

For a school to be effective and a model of workplace commitment, it must have a structure that promotes goal setting and provides bottom line results for educators to have a measurement on their level of success in reaching the intended school goal. This structure refers to market. Market itself can become a path of competition among educators that can stifle collaboration and teambuilding.

For a school to be effective and a model of workplace commitment, there must be uniformity, policies and procedures in place for the entire organization to follow to promote consistency, fairness, and efficiency. This structure is known as hierarchy. Hierarchy can interfere with educator morale by hindering creativity and innovation for future development.

Relative to this study, educators indicated in their responses to the survey questions they were less likely to leave the profession if they were at a school where all cultural types were embraced and balanced in the structure of the school. In the eyes of an educator, a school that fosters a climate that embraces collaboration, creativity, organizational planning and accountability will support and encourage their personal and professional development and in turn, positively impact student achievement. Based on the findings of this study, the other plus to a balanced CVF for educators was its ability to make a difference and make changes to better the system.

The belief administrators and teachers have in their schools places a huge impact on the quality of teaching and learning conducted in the building and their level of commitment to the vision and mission of the school and happiness in their job. Working condition is a very critical factor in any profession, as it becomes the catalyst of the workers' standard of excellence, dedication to the overall mission of the organization and the driver of the values and beliefs displayed in the work environment, which can either uplift or hinder growth of the organization.

In a school setting, this becomes significant because the impact of unfavorable working conditions is then displayed and shared in the culture of the school, which then impacts the classroom environment, expectations, and student achievement. An atmosphere lacking positive human relations, open systems for change, desire to invest in common goals, and control of the atmosphere equals chaos in a school setting and is detrimental to student, teacher and school success for the community at large.

Research Question 2

Higher scores on CVF Rational Goal Quadrant were shown to be negatively associated to the percent of professional leavers. The higher the score the less likely educators were to leave the profession. This finding support the rational goal approach had a significant relationship to lower percentages of teachers leaving the profession. According to Cameron, Quinn, DeGraff, and Thakor (2006), the rational goal model is a more controlling approach that promotes productivity and outputs. Within this model, educators' focus is on educating students from all ethnicities, socioeconomic backgrounds, religions and other factors that promote differences within a classroom and school. Education has evolved from just learning content to meeting the social needs of students as well. As students change, educators are forced to make changes to meet their students' needs. However, to ensure they are effective requires planning the right lessons, organizing the right activities and requesting and utilizing the right resources to achieve the goal of student achievement. The rational goal model places an emphasis on this level of organizing a school setting to meet the desired goal of educating students.

Based on the findings of this study, educators were more willing to stay committed to an organization that fostered strategic planning, performance management and efficiency measures. An organization that does not have strong planning skills can create an atmosphere of confusion

and chaos because there is no direct path to the end goal. Educators daily are holding students and others accountable for their part in the big picture of educating students. When a school does not have accountability measures in place, this creates an atmosphere where practices are misinformed, assumptions are made, and areas of concern are not appropriately addressed. If an organization does not hold itself accountable there is no clear measure of true success. Educators must utilize all resources given to them to meet their desired goals. If an organization is not efficient in their use of resources, the organization will not be able to fully reach its potential, as some areas will be lacking in what is needed for success.

Research Question 3

Consistent with the correlations previously observed, the relationship between a school's scores on the Internal Process Quadrant of the CVF and the decisions of educators to leave the profession entirely was statistically significant. Higher scores on Internal Process Quadrant were shown to be negatively associated to the percent of professional leavers.

There are two words that are critical to the success function of a school stability (calmness) and control (foundation). Educators are forced daily to make decisions that require stability and control in order to fulfill their responsibility to their communities. An effective organization must have an internal process that promotes solidarity among the members of the organization; in this case among educators. Thus, it is not surprising that educators are willing to stay in a school where policies, processes and procedures, which foster an environment of order and clear expectations, are in place. An organization without such internal processes will find itself self-destructing because it lacks a foundation and the ability to build a vision, establish purpose, and measure change for the organization as whole. When an organization has developed strength in their internal processes they are able to centralize resources, design policy

and guidelines and enhance management in recordkeeping to measure success. Educators look for these measures in a school because it assists them in being effective in their roles. Educators see centralized resources as a go to place to obtain all needed information and materials in which they will not have to use their time, energy and resources for what they need. Educators see having policies and guidelines in place as a clear measure of an organization that establishes clear expectations and direction, which reinforces educational goals and supports continuity of practice. Educators see records management as a means of retaining information for present and future planning and re-using information as an indicator to reflection and measuring the school success and singling out what works and do not works for its success. Educators must reflect on practice, because without reflection there is no professional or personal growth.

A teacher's career is housed in the success of their students from their level of instruction. If a teacher is unable to fully execute their profession, then many do not feel they are being productive and offering their students the best education and feel not respected or valued for the service they render.

Research Question 4

After controlling for the effects of the covariates, scores on the Human Relations Quadrant of the CVF were statistically significant in predicting the percentage of educators intending to leave the profession, entirely. Higher scores on the Human Relations Quadrant were shown to be negatively associated to the percent of professional leavers.

The findings support the Human Relations Quadrant had a significant relationship to lower percentages of teachers leaving the profession. This significance is aligned to the core of educators' belief in a flexible approach that encourages commitment and belonging. For an educator, this belief must be the thread in the school fabric of building a team on a unified front

for success for the school. This model is critical to the development of educators, as it is the first entry in the type of organization an educator is joining for their career. An organization must build a team that shares the beliefs and values that will support collaboration and decision-making. An educator wants to be a part of team that will develop its members and work together to develop a healthy climate that fosters high morale and cohesiveness. When there is low morale, disgruntled attitudes and negative energy hinders change, forward thinking and growth.

Educators walk into a school and their first impression is made in their new staff orientation. Educators want to feel they are joining an organization, which promotes success through upfront communication, clear vision and mission for the school, and opportunities for collaboration and teambuilding. Even though, seeing students succeed is the ultimate reward for educators, there is still the desire to be recognized for teamwork and extra efforts. This practice sustains positive energy and increases morale within the organization. Rewards and recognition are not just about receiving tangible items for doing what is expected, but acknowledging the efforts, achievements, collective work as a team, and driving force behind the overall success of the school. What further enhances educators' excitement to stay committed is knowing they are in an environment where they can grow and develop their capacity. Education is all about growth and expansion. Thus, to meet the ever-changing needs of education, educators feel the need to continue to learn. It is important for educators to feel they are a part of an organization that encourages personal and professional development. This in turn helps build capacity of leaders in the building. When educators feel they are respected, appreciated, and treated as a professional, they are more likely to stay committed to the profession. Educators who feel they are deficient and not an asset are less likely to stay and more likely to leave the profession altogether, seeking work in an organization where they feel valued.

If researchers begin to see this through the lens of student achievement, there should be an increase in school effectiveness that will increase the balance between what is expected to happen and what happens in the organization. There should be constant and consistent levels of improvement in any organization to ensure its effectiveness, purpose, and intent as an organization. When this happens in school settings it builds teacher confidence and the capacity to promote innovation and creativity, which leads to the implementation of effective practices to meet the needs of students.

Research Question 5

Consistent with the correlations previously observed, the relationship between a school's scores on the Open Systems Quadrant of the CVF and the decisions of educators to leave the profession entirely are very robust, increasing the proportion of variance explained in the outcome. Higher scores on the CVF Open Systems Quadrant were shown to be the most strongly negatively associated to the percent of professional leavers. This significance is aligned to the expectation that educators should be open to new opportunities and new ways to educate. The open systems model is a flexible approach that emphasizes innovation and transformation. A school setting that utilizes this approach believes in the power of vision, encourages creativity and entrepreneurship, and fosters a space of expansion. An educator would be less likely to leave the profession when they are housed in an environment where there is vision. In organizations without a vision, people become stagnant. Further, there is no sense of direction as to where the school is headed or end goal to measure success. Educators need structure and clear directions to ensure they are meeting the needs of their students and they look to see that enforced in their school organizational climates. The encouragement of creativity and entrepreneurship is very important to educators because they can try new things, think outside

the box and create pathways that promote success. As the field of education continues to change, so must ideas. Educators are more likely to leave the profession when they no longer feel needed or valuable to share ideas and contribute to the overall growth of the school. Also, educators are more committed to staying in the profession when they feel they are being heard and not stifled in change due to the organization wanting to maintain the status quo and continue in antiquated ways and processes. Educators feel constricted when there is no room for change in our changing society.

To foster a climate of entrepreneurship, a school organization must support some level of autonomy for its educators. When an educator feels their level of expertise and decision-making is trusted in providing the best education for students and building the capacity of the school, they are more committed to staying in the profession.

The common thread from the data analysis concerning all five research questions and its findings rest upon the initial goal, which was finding a relationship with the CVF scores and educators decision to leave the education profession. In reference to Question 1, the researcher found the greater the balance among the all four quadrants, the less likely an educator would leave the profession. In Question 2, the researcher found higher CVF scores, decreased the percentage of educators leaving the profession. In Question 3, the researcher found higher CVF scores, decreased the percentage of educators the percentage of educators leaving the profession, In Question 4, the researcher found higher CVF scores, decreases the percentage of educators leaving the profession. In Question 5, the researcher also found higher CVF scores, decreased the percentage of educators leaving the profession. After viewing the scores, the researcher noted the strongest relationship between CVF scores and educators leaving was found in the Open Systems Quadrant. This indicated the importance of balance in all areas to sustain a

healthy school culture and climate. However, educators indicated more through the open systems approach, if a school does not have a clear vision and space for educators to share ideas, there is more of a higher percentage of educators willing to leave the profession, entirely.

Commonalities in Six Covariates across the Research Questions

A four-block hierarchal multiple regression was conducted to observe relationships between percent of leavers and the quadrant after controlling for the six covariates. The six covariates included three student demographic variables, percent of free and reduced lunch students, minority students and average proficiency, and two faculty variables, experience and tenure. The findings showed the six covariates had very little impact on teachers leaving the school and or profession, entirely. This suggested student demographics and faculty experiences did not override organizational dynamics as a key factor in teachers leaving the education profession. This finding further suggested an educator would be more likely to leave if their voice was not heard and there was no vision or forward thinking than they would for reasons associated with student ethnicity or socioeconomic status and its impact on student behavior or achievement. This implication is critical, as it implies educators are willing to work through obstacles if they feel the organizational dynamics of their schools are supported in a balanced way that fosters growth, change, structure and professionalism.

Implications for Practice

The primary aim of this study was to analyze data collected from the *TELL Tennessee Survey* (2013) and align the results to the CVF to determine whether teachers' observations about a set of topically organized school climate dimensions were associated with their immediate professional plans. Based on the findings, the following implications emerged:

- *Implication 1:* The level of student performance does not indicate a prompting for educator to leave the profession in proficiency of Algebra and English. The implication here is more research must be conducted around teachers' subject matter knowledge, grade-specific experience and teaching assignments.
- *Implication 2:* The percent of school leavers decrease as scores on the CVF Rational Goals, Internal Process, Human Relations, and Open Systems quadrants increase. This indicates the higher a school score in each quadrant to make up the overall score the less likely the educator will leave. This further indicates when a school employs the characteristics of a quadrant, it promotes a healthier climate and educators are willing to remain in the school. The implication here is more research must be conducted around creating those characteristics that promote healthy working conditions and develop strong organizational dynamics in an organization.
- *Implication 3:* Based on the findings, there is a strong indicator that the more balanced a school the less likely teachers will leave the teaching profession, entirely. What remains to be seen, however, are the specific practices linked to which quadrants that increase or decrease the numbers of leavers. The implication here is deeper research on what characteristics, skills and qualities of leadership are found in each quadrant and to what extent each characteristic impacts an educator's decision to leave teaching careers. Are there some characteristics that are more tolerated over others in making career choices?
- *Implication 4:* According to the empirical results, we see the higher the score in the Rational Goal Quadrant the less likely educators will leave. In the area of production, when teachers are perceived to have to adhere to higher standards in

delivering instruction, there are higher percentages of teachers wanting to leave the profession. In the area of direction, when there is less structure in the areas of effective leadership or vision in a school, there are higher percentages of teachers willing to leave the profession. The implication here is the need for more research around the level and expectations of teachers delivering instruction and what can be measured as a means to support what is too much in expectation for the teacher. The other implication is around the focus on the importance of school vision and mission for educators working at commitment level.

- *Implication 5:* In the Internal Process Quadrant, there were two scale areas that also made an impact on teachers leaving. In the area of monitoring, relative to teachers feeling pressure when utilizing data to inform instruction, there was an increase in teachers wanting to leave due to high demands. This falls under the concern of teachers feeling the pressure to meet tests scores over their level of professionalism in the classroom. In the area of coordination, when teachers felt they were not given class autonomy and/or protected from duties that interfered with class instruction, there was a higher percentage of teachers willing to leave the profession without teacher support. The implication here is there is need for more research regarding the impact testing scores have on educators working at commitment level and the importance for teacher autonomy in making long-term career plans.
- *Implication 6:* When observing the data from the Human Relations Quadrant, the scale area of mentoring had an impact on teachers wanting to leave the profession. In the area of facilitation, there seemed to be no impact in the teachers leaving the profession. This finding implies the need for additional research regarding the

importance of professional development and building capacity to increase the working commitment levels of teachers rather than having teachers leave the profession because they feel their needs are not being met.

- *Implication 7:* When observing the data from the Open Systems Quadrant, the scale area of innovation had a higher impact on teachers wanting to leave the profession. When teachers felt they were restricted in trying new things to improve instruction, an increase in the percentage of educators leaving the profession was found. In the area of the brokering scale, there was an impact on educators leaving the profession; however, not as much as the innovation because there was not as much emphasis on how well the school promoted parental involvement. However, the first implication here is the need for further research on teacher autonomy to utilize all and new materials and resources to enhance a teacher's craft, build level of expertise and to meet the student needs. The second implication is for more research around external support from parents and community to assist in meeting classroom expectations.
- *Implication 8:* The empirical results inform us that there is a strong link between Open Systems, Rational Goal and Human Relations quadrants in that a higher percentage of educators left the profession when these quadrants had lower scores. However, in adding the Internal Process Quadrant to the comparison, there was not as much of an increase in the percentage based on the other quadrants. This indicates among all 4 quadrants, the Internal Process Quadrant has the less impact on the percent of educators deciding to leave the profession. The implication here is the need for more research around how each CVF quadrant expresses a characteristic that is important to developing school culture and climate and establishing a strong

organizational climate that promotes a healthy working environment that supports educators in increasing their working commitment level.

Recommendations for Future Study

The current study focused on the relationship between the organizational dynamics embodied in the CVF and the percent of educators intending to leave the education profession, entirely. For the purpose of this study, responses from the 2013 *Teaching, Empowering, Leading, and Learning (TELL) Tennessee* survey were examined. The following recommendations is for future research to better understand the variables of this study:

1. Replicate the study with a more diverse sample from other states to increase the generalizability to the results of this study. It is important to expand this sample from different regions of the United States to see if there is a difference in the region and culture of the city and state. Due to the fact this issue of educators leaving the profession is crossing state line, it is imperative to see which states have a greater impact to understand how to tackle the phenomenon specific to the region.
2. Replicate the study and focus on the CVF's impact on the relationship between why educators transfer from one to school to another and/or move from one school district to another. It is important to expand the perspective of educators leaving schools, transferring to other schools and districts and between public and private schools. It is important to observe predictors on how the type of school impacts an educator's decision to make career decisions.
3. Conduct a qualitative study with a focus group to ascertain teachers' perceptions of leadership and organizational dynamics, incorporating data collection based on

interviewing, observation and documenting analysis that may reveal specific leader behaviors impacting migration and attrition that cannot be captured in survey data.

4. Compare and analyze the perceived impact of the CVF with other frameworks that measure organizational dynamics, such as Total Quality Management (TQM) based on Deming's 14 points, and Organizational Culture Assessment Instrument (OCAI) based on the work of Cameron and Quinn diagnosing and changing organizational culture.

Conclusion

While the CVF has been a major factor in the business and non-profit organization world for years, its impact on understanding school dynamics is becoming a new trend in education, particularly as we continue to study the influence school culture and climate has on student achievement. Organizational growth and success is just as important in the field of education as in any other field that serves people. Therefore, there is much need for constant study and discussion on the dynamics of school organizations and how factors within the dynamics impact the growth and success of the interrelated parts of schools. As implied by many researchers, the success of any school or district is directly correlated to the success of teachers and the achievement of the students they serve. Thus, an unhealthy or toxic environment of any kind can impact the well being of any individual exposed to that environment. As we look at our schools, we must measure the wellness and healthiness of its organization to ensure the success of the services rendered to the community through the education of our next generation leaders.

Despite the contribution and the growing interest in determining the relationship between the CVF and its influence in the school setting and overall happiness of the educators in their work environment, there is still a lack of consensus about organizational characteristic

measurements and careful delineation of constructs. The field is evolving and calls for rigorous and empirically sound research on the causes for teacher turnover and their decisions to leave the education profession, priority regarding school working conditions, relationships between school productivity and organizational conditions, and organizational culture. This study provided a systematic inquiry into the impact of school profiles within the CVF on the decision of educators to leave the education profession, entirely. In other words, how well is the school culture and climate fostering an environment where educators are supported, happy with their working conditions, and meeting the needs of students? Further insights are likely to be produced from ongoing research into school culture and climate and its influence on healthy schools fostering a healthy environment that promotes educator commitment and high student achievement. The theoretical perspective of this analysis, drawn from the CVF, holds that workplace and organizational conditions, specifically, culture and climate, are contributing to teachers' low morale and commitment and leading them to want to leave the profession, entirely.

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