Idaho Public Charter School Teacher Job Satisfaction: A Mixed Methods Study

A Dissertation

Presented in Partial Fulfillment of the Requirements for the

Degree of Doctor of Education

With a

Major in Educational Leadership in the

Department of Graduate Education

Northwest Nazarene University

by

Marie McGrath

May, 2021

Major Professor: Russell Joki, Ed.D.

AUTHORIZATION TO SUBMIT

DISSERTATION

This dissertation of Marie McGrath, submitted for the degree of Doctor of Education with a major in Educational Leadership and titled "Idaho Public Charter School Teacher Job Satisfaction: A Mixed Methods Study," has been reviewed in final form. Permission, as indicated by the signatures and dates given below, is now granted to submit final copies.

Major Professor DocuSigned by: Dr. Russell Joki 5816DC3D428741D... Dr. Russell Joki Date 4/30/2021 | 18:18:56 MDT

Committee Members DocuSigned by: Dr. Chelle Robins C2F23FF0FFE5438... Dr. Chelle Robins Date 5/2/2021 | 09:43:14 MDT

DocuSigned by: Dr. Christie Jorgensen E3AE81CA7C27474... Dr. Christie Jorgensen Date 5/3/2021 | 09:58:13 MDT

Doctoral Program Director DocuSigned by: Bethani Studebaker DFE07B692FFB4DB... Dr. Bethani Studebaker Date 5/3/2021 | 09:59:13 MDT

Discipline's College Dean DocuSigned by: Lori Sanchez 1F6287564ACC4DC... Dr. LoriAnn Sanchez Date 5/4/2021 | 09:57:56 MDT

ACKNOWLEDGEMENTS

First of all, I would like to acknowledge all of the educators in my life, from my kindergarten teacher all the way to my graduate professors. My greatest mentors have been my teachers. I would like to particularly thank Alix Carlson, my second-grade teacher who recognized my strengths and cared for me so much as a person, and who is still one of my biggest cheerleaders. Thank you to Bette Ferguson who sparked my passion for research writing and National History Day and who used personalized writing conferences to help me be a better writer. Thank you to Frank Durado for believing in me more than I believed in myself. I would also like to acknowledge my professors in my undergrad and graduate studies, particularly Evelyn Bennett, Dr. Michael Lodahl, Dr. Stan Steiner, and Dr. Michael Poe, all of whom mentored and inspired, and continue to mentor and inspire, me in various ways. Lastly, I would like to acknowledge my family. My children Danner, Garrison, and Kestrel inspire me to be dedicated to what I believe and to not take life too seriously. And lastly, my soul mate Lance, for without his complete attention to our family life this work would have never been possible.

DEDICATION

This work is dedicated to my mom, Karen Hatcher Schloss. She has always been my biggest cheerleader.

ABSTRACT

In this mixed methods study, charter school teachers in Idaho were surveyed and interviewed regarding perceptions of job satisfaction and factors that informed their decisions to stay at or leave their charter school job, using the Minnesota Satisfaction Questionnaire (short form), researcher designed questions regarding demographic information, and open-ended questions regarding reasons for staying at or leaving their charter school job.

The study found that Idaho charter school teachers experience an average degree of satisfaction with their work and that teachers who are newer to the profession or to the charter school setting do not experience levels of satisfaction as high as more veteran charter school teachers. Idaho charter school teachers cited high levels of satisfaction with intrinsic factors such as teacher autonomy, the ability to stay busy, variety in their work, steady employment, and the opportunities to use their own methods. Work factors with lower levels of satisfaction were pay for the amount of work they do, the way their principal handles employees and makes decisions, and the manner in which school policies are carried out. Participants cited coworker relationships, school culture, and strong administration as the most frequent reasons for staying in their job.

Implications of the study for charter school administrators and policy makers include charter school leader examination of hiring and recruitment practices and implementation of practices that reinforce teachers who are a "good fit" for the charter school, strengthening of teacher mentoring programs, compensation for additional job duties, ensuring processes that allow charter school teachers to advance in their job, implementation of practices that build staff camaraderie and support, retaining high levels of teacher autonomy within the classroom, and

ensuring charter administrators are highly trained and mentored in best practices in school leadership, mission of the school, and culture building.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

Chapter I

Introduction

Nearly forty years ago, in 1983, The National Commission on Excellence in Education published *A Nation at Risk: The Imperative for Educational Reform*, a report which documented the conditions of education at that time in the United States, and reported recommendations intended to mitigate the growing concern over lack of quality and shortage of teachers in the country (Dolan, 2008). Some of the recommendations from *Nation at Risk* include increased accountability for teacher preparation programs, competitive salary scales for teachers, implementation of teacher evaluation systems that strive to retain effective teachers and remove ineffective ones, adoption of eleven month contracts for teachers, implementation of teacher career ladders, flexibility for alternate routes to certification, financial incentives for prospective teachers, and the mentoring of beginning teachers by master teachers (*A Nation at Risk: The Imperative for Educational Reform*, 1983). About a decade later, Carson, Huelskamp and Woodall (1993) presented a briefing on the Sandia report that revealed the state of education in the United States and outlined a major concern regarding public school teachers in particular:

> The common view among educators was that they were competently handling an increasingly demanding job with little support or recognition from the general public. The common view among non-educators was that educators were no longer delivering a quality product and should be pressured to perform better. The combination of low status of educators and a lack of confidence from the public may paint a bleak picture for the future. It raises the specter of a downward spiral in future educational quality (p. 290).

This climate of the high demands of the work of education itself coupled with declining assurances from American citizens regarding public education may lead to an erosion of the desirability of public school teaching as a career.

An essential component of successful students and schools is effective teachers, and this single factor in the educational landscape needs to be a priority in discussions about current education policy and practice (Adnot, Dee, Katz, & Wyckoff, 2017; Hanushek & Rivken, 2004; Sutcher, Darling-Hammond & Carver-Thomas, 2016). The caliber and strength of the teacher workforce in the United States and the ability of public school systems to both recruit and retain educators has become a national concern, as effective teachers are essential to student learning and academic success (Banerjee, Stearns, Moller, & Mickelson, 2017; Cowan, Goldhaber, Hayes, & Theobald, 2016; Dolan, 2008; Hanushek & Rivken, 2004; Sutcher et al., 2016). To add to this need, student enrollment numbers are growing, and one population that is increasing exponentially is public charter school students (Lake & Hill, 2012; National Alliance for Public Charter Schools, 2020; National Center for Education Statistics, 2017). As of the 2016-17 school year, nearly 7,000 charter schools served over 3 million children in 44 states as well as Puerto Rico and Guam (National Alliance for Public Charter Schools, 2020). Charter school enrollment has grown from 2.1% of the public school population in 2005-06 to 6.5% of the public school population in the 2018-19 school year (National Alliance for Public Charter Schools, 2020). Due to this robust growth in enrollment, the need for quality teachers and an understanding of how schools can not only attract but retain teachers will be especially pressing in the charter school setting. To add to this need, charter schools have more difficulty than traditional schools with teacher recruitment and retention and often need educators with different skill sets than traditional public school settings, making charter schools even more at risk for not

being able to fill teaching positions with candidates of high quality (Cano, Flores, Claeys & Sass, 2017; Gius, 2016; Miron & Applegate, 2007; Newton, Rivero, Fuller, & Dauter, 2018; Sass, Flores, Claeys, & Perez, 2012; Stuit & Smith, 2012).

In the United States, the field of teaching represents approximately 4% of the civilian workforce, and as the overall population of students in the country continues to grow, there will be an ongoing need for high quality teachers both in the near and distant future (Dolan, 2008; Ingersoll, 2004; National Center for Educational Statistics, 2019; Sutcher et al., 2016). Retaining teachers should be a priority for all public school leaders, but particularly for those who lead charter schools. The tendency for charter school teachers to have higher attrition rates than traditional public school teachers threatens not only charter school student achievement and the ability of charter schools to provide consistency in their missions and programs, but it creates instability in the charter school movement itself (Roch & Sai, 2017; Smith & Ingersoll, 2004; Stuit & Smith, 2012). In order to ameliorate the issues of teacher recruitment and retention, it is imperative for charter school administrators to understand what factors impact teacher job satisfaction.

Statement of the Problem

The issue of teacher attrition is particularly prevalent in the state of Idaho, where school districts and charter schools have reported increased difficulty in recruiting and securing quality candidates to fill their teaching positions, as will be discussed below, with an emphasis on the high level of Idaho public charter school attrition. (Idaho State Board of Education, 2018). Ensuring the nation's classrooms have qualified and effective teachers is one of the most pressing issues the United States faces (Ingersoll, 2004; Sutcher et al., 2016). Nationally, recruitment into the teaching field is a concern, as enrollment in teacher education programs is

waning (Aragon, 2016; Sutcher et al., 2016; U.S. Department of Education, 2019). Teacher recruitment has historically been given more attention than teacher retention, but with nearly half of beginning teachers leaving the profession within the first five years of teaching, policymakers and school leaders must examine areas in which to create a professional atmosphere that retains workers for the long term rather than focusing on recruitment alone `(Barnes, Crowe & Schaefer, 2007; Dolan, 2008; Sutcher et al., 2016; Watlington, Shockley, Guglielmino, & Felsher, 2010). With PreK-12 public student enrollment projected to grow by three million pupils over the next ten years, having a robust supply of quality educators who commit to the profession as a career is imperative to the success of our school systems (Dolan, 2008; Sutcher et al., 2016). If current trends continue, by the year 2025 the demand for teachers will increase by 20%, or 316,000 teaching positions (Sutcher et al., 2016).

Nationally, schools lose many teachers each year due to attrition; the average annual exiting rate for educators is eight percent (National Center for Education Statistics, 2017; Sutcher et al., 2016). Ingersoll (2003) refers to the occupation of public school teaching in America as a "revolving door" (p. 11). In addition, it is difficult to even attempt to determine how many teachers are in the supply pool, as many eligible candidates may not have intentions of getting a job in the teaching field; Policy makers must know the number of those who are both eligible and willing to teach (Dolan, 2008). Dolan (2008) states "Understanding who stays, who leaves, and who moves (and why) is crucial for determining how the nation can keep teachers returning to the classroom year after year" (p. 5). Retaining effective teachers is integral to the success of any school (Banerjee et al., 2017; Ronfeldt. Loeb, & Wyckoff, 2013).

While all schools experience a normal amount of teacher attrition, higher than average turnover can produce problems such as inconsistency in professional development, shortages in

certain content areas, and erosion of teacher leadership (Allensworth, Ponisciak & Mazzeo, 2009). Low performing schools experience difficulty with closing the achievement gap because they are continually having to address teacher turnover (Barnes et al., 2007). High performing teachers who exit their schools are often hard to replace with teachers of similar quality (Adnot et al., 2017; Boyd, Grossman, Lankford, Loeb & Wyckoff., 2008). Losing effective teachers who provide a high quality education to students is a great concern (Sutcher et al., 2016; Watlington et al., 2010). A focus on teacher recruitment only and supply-side solutions may make the teacher shortage situation worse, as recruitment strategies could lead to a diminishing of standards for teacher qualifications and undermine efforts to keep teacher quality high (Cochran-Smith, 2006; Ingersoll, 2004). Policies that do not address teacher satisfaction, but base intentions solely on recruiting more teachers, could backfire and undermine teacher working conditions in general (Ingersoll, 2004).

Teacher attrition costs schools financially, institutionally, and instructionally, particularly in high need schools (Allensworth et al., 2009; Barnes et al., 2007; Gibbons, Scrutinio, & Telhaj, 2018; Sutcher et al., 2016; Watlington et al., 2010). When teachers leave, it impacts not only the students, but the morale of the staff and the culture of the school in general (Sutcher et al., 2016). In 2006, the National Commission on Teaching and America's Future conducted a pilot study to determine the range of financial costs for a district related to teacher attrition. Cost elements studied from five different districts involved recruitment and advertising, special incentives, administrative processing, training for new hires, training for first year teachers, training for all teachers, learning curve, and transfer costs (Barnes et al., 2007). The study found the average cost of losing one teacher ranges from $10,000 to $26,000 per position, depending on the district and demography of the school (Barnes et al., 2007; Watlington et al., 2010). Urban districts can

spend more than $20,000 on average for on each new teacher hired; these costs include expenses related to separation, recruitment, hiring, and training (Learning Policy Institute, 2017). If new teachers leave within their first two years, the district does not even see the result of their investment of these costs (Learning Policy Institute, 2017).

The data indicate that the lack of qualified teachers is due to this "revolving door" scenario where teachers leave their schools, and sometimes the profession entirely, before retirement, creating a detrimental cycle for schools to replace the teachers who have left (Ingersoll, 2004). High poverty schools, particularly in urban areas, lose on average 20% of their teaching staff annually (Ingersoll, 2004; Learning Policy Institute, 2017). One of the primary reasons teachers leave their posts is the fact they are dissatisfied or looking for other jobs (Aragon, 2016; Dolan, 2008; Ingersoll, 2004). Over time, teacher satisfaction nationally is on a downward trend due to factors such as work stress, lack of respect for the teaching profession, lack of resources, and student discipline issues, to name a few (Aragon, 2016; Dinham & Scott, 1998; Ingersoll, 2004; MetLife, Inc., 2013; Roch & Sai, 2017; Sutcher et al., 2016). Insufficient support from administration, such as not accommodating teacher needs, not being present in classrooms, not providing feedback, and lack of involving teachers in school decision making negatively impacts teacher satisfaction (Akdemir & Shelton, 2016; Roch & Sai, 2017). The teacher shortage that exists can primarily be solved by addressing teacher satisfaction and retention (Cochran-Smith, 2006, Dolan, 2008; Sutcher et al., 2016). Dolan (2008) states "Public school teachers most frequently report moving for better teaching assignments or because they were dissatisfied with administrative support or working conditions at their school" (p. 6). Teacher satisfaction should be studied in order to address issues of teacher retention and attrition.

In Idaho, teacher attrition issue is particularly prevalent, as noted above. Even though Idaho issues nearly 2,000 certified teaching certificates each year, only about two-thirds of those certificate holders are actually employed as teachers in the state itself (Idaho State Board of Education, 2018). To add, Idaho schools are projected to need 15.5% more teachers by the year 2024 than schools currently employ (Idaho State Board of Education, 2018). The data indicate that the demand will soon overwhelmingly exceed the supply. The Idaho State Board of Education (2018) predicts that on average 1,600 teachers annually will leave their posts, approximately 500 of them due to retirement, and 1,100 will leave schools for other reasons. In 2018, the Learning Policy Institute reported 9.1% of Idaho teachers indicated that they were planning to leave the profession, compared to the national average of 7.3% (Learning Policy Institute, 2018). Even though the state of Idaho has made a concerted effort to make starting salaries competitive through a tiered career ladder system and a starting salary of $40,000, the state has to address the increasing demand for teachers and attrition of teachers in the state (Idaho State Board of Education, 2018; Idaho State Board of Education, 2020). The fact that salaries in Idaho are lower than neighboring states and that Idaho has a higher than national average student to teacher ratio may drive teachers to looking out of the state for work (Learning Policy Institute, 2018; Moller, Moller, & Schmidt, 2016; Sutcher et al., 2016). Idaho loses a higher percentage of teachers yearly than its neighbors Washington, Oregon, and Utah (Sutcher et al., 2016).

Retaining charter school teachers is even more difficult (Anderson & Nagel, 2020; Cano et al., 2017; Roch & Sai, 2017; Stuit & Smith, 2012). As charter schools compete with traditional public schools in the labor market, it is imperative for charter leaders to closely examine factors that would lead to employee satisfaction in order to retain their staff for the long

term (Cannata & Penaloza, 2012; Wei, Patel & Young, 2014). Teachers who choose to work in a charter school may differ from their peers who choose a traditional setting because they might be looking for work that fits their disposition or educational expectations (Oberfield, 2017). Charter school teachers should fit with the specific mission of the school and acclimate to the unique culture of that particular setting, and sometimes that takes years of acculturation to master (Ndoye, Imig, & Parker, 2010). Mission specific schools often require training in methodology. For example, if a teacher desires to work at a Montessori or International Baccalaureate school, they must be trained in that methodology. This significantly narrows the playing field for teaching candidates. Nationally, charter schools face greater teacher turnover rates, increased job insecurity, and higher dissatisfaction with their jobs in general because of factors such as higher expectations for performance, lack of unionization, lower salaries, and lack of professional development opportunities (Cano et al., 2017; Gius, 2016; Miron & Applegate, 2007; Newton et al., 2018; Oberfield, 2017; Roch & Sai, 2017; Sass et al., 2012; Stuit & Smith, 2012; Wei et al., 2014; Weiner & Torres, 2016). This trend should concern leaders and advocates of charter schools.

Among Idaho public charter schools, the attrition rate is much greater than traditional public schools in the state, with charter schools experiencing an astounding 29-30% average rate of teachers leaving their charter school from 2016-2019 (Idaho State Department of Education, 2019b). Many Idaho charter schools are both content specialized (such as arts, technology, or vocational emphasis) and/or method specific (Harbor, Montessori, or Classical for example) and therefore may require highly qualified teachers with specific content skills and a dispositional methodological match to meet the guidelines of that charter school's philosophy or mission (Bluum, 2016; Idaho State Department of Education, 2019a). The high attrition rate coupled with

the need for skilled teachers warrant study in order to sustain the viability of the charter school movement in Idaho.

Often overlooked, teacher job satisfaction needs to be given more attention by school leaders and policy makers (Banerjee et al., 2017; Barnes et al., 2007; Okeke & Mtyuda, 2017; Sutcher et al., 2016). Job satisfaction in general is a primary factor in the decision a teacher makes to stay or leave their school or the teaching profession altogether (Boyd, Grossman, Ing, Lankford, Loeb & Wyckoff, 2011; Chiong, Menzies, & Parameshwaran, 2017; Sutcher et al., 2016). Some of the factors that lead to teacher satisfaction include salaries, the demographics of the school, overall teacher workload, professional development opportunities, the working relationship with colleagues in the school, teacher autonomy, and level of trust and respect between teacher and principal (Barnes, 2018; Borman & Dowling, 2008; Boyd et al., 2011; Guin, 2004; Hamilton, 2008; Harfitt, 2015, Ingersoll, 2004; Okeke & Mtyuda, 2017; Skinner, 2008; Sutcher et al., 2016).

Idaho educational leaders are aware of their supply and demand quandary, and recommendations from the Idaho State Board of Education include the development of an Idaho Teacher Supply and Demand Report, the development of coherent policy dialogue, actions that focus on attraction and retention of teachers, expansion of options in preparation and certification of teachers, and focused efforts on development and support for teachers already employed in Idaho public schools (Idaho State Board of Education, 2018). Currently, there is a lack of data regarding the conditions or factors that affect teacher attrition of either traditional or charter school teachers in Idaho. There is a lack of data that indicate the levels of teacher satisfaction generally in Idaho, and in particular there is a lack of data that indicate the levels of teacher satisfaction in Idaho charter schools (Idaho State Board of Education, 2018).

The information gleaned from this study will assist charter school leaders and boards when developing and implementing practices and policies to address the issue of teacher retention. The ability to retain effective teachers is of utmost importance to charter schools in Idaho, and assuring that school leaders have the information necessary to create the most conducive practices and environments to keep teachers is essential to the success of the Idaho charter school movement and its students. Gius (2016) asserts,

> An important component of the charter school experiment is attracting and retaining highly motivated and talented teachers. In order to accomplish this and especially given that some charter schools do not grant tenure and the dismissal procedure for charter teachers is somewhat more streamlined than it is for regular public school teachers, it is imperative that potential and current teachers view charter schools as very positive workplaces where job satisfaction is much higher than it is at regular public schools (p. 95).

The research questions in this study center around job satisfaction of public charter school teachers in Idaho. In addition to the factors that impact job satisfaction, it is important to identify the mission specific methodologies of the charter schools, particularly with those teachers who indicate that they have high levels of job satisfaction and demonstrate longevity with their schools. Charter school leaders need this information in order to maintain retention efforts in schools. Also, due to the fact that charter school legislation differs so much from state to state, there is a need for research to be conducted at the state and local level in order to provide context for analyzing teacher turnover in specific settings (Torres & Oluwole, 2015). Research is also needed regarding how the mission of the charter may impact teacher satisfaction.

Background

Public school enrollment in the United States continues to grow at a steady rate: Student populations were three percent higher in 2017 than they were a decade earlier (National Center for Educational Statistics, 2019). Between the years of 1985 and 2017, public school enrollment increased 28%, from a total enrollment of 39.4 million students to 50.9 million students (National Center for Educational Statistics, 2020). The K-12 population is expected to grow by an additional three percent by 2027 (National Center for Educational Statistics, 2019). In 2019, with an enrollment of 50.7 million students in K-12 education, the total number of students in the U.S. is the highest that it has ever been (National Center for Educational Statistics, 2019).

With this consistently increasing student population, the demand for K-12 educators has increased over the last decade as teachers continue to be hired, not only to fill positions added due to increased enrollment, but also to fill jobs and reinstate educational programs that were eliminated or not filled during recessions, particularly during the recession of 2008 (Aragon, 2016; Sutcher, et al., 2016). As of 2017, approximately 3.6 million full-time equivalent educators worked in schools, and even though public school enrollment grew by 3% that year, the percentage of full-time teachers dropped by 1% (National Center for Educational Statistics, 2019). In 2015 alone, tens of thousands of non-certified educators with temporary or emergency credentials were hired by school districts just to fill staff shortages (Sutcher et al., 2016). In the fall of 2017, American public schools employed about 3.5 million full-time equivalent public school elementary and secondary instructors, which is 1% lower than it was in the fall of 2007 (National Center for Educational Statistics, 2020). This rate of staffing does not keep up with the numbers of students who are being served in our schools. An additional concern is that schools may not have viable candidates or a healthy pool of candidates from which to choose.

Carver-Thomas and Darling-Hammond (2019) assert, “Effectively retaining teachers is crucial to making sure there are enough well-prepared and committed teachers to staff all of our nation’s schools and that the teachers in our classrooms have the time and experience to effectively serve all students” (p. 19).

Some assume that the teacher shortage in the United States is due primarily to increases in student enrollment coupled with the number of retiring teachers, and although those are legitimate factors, there is great concern regarding the level of teacher turnover within schools and an all-out exodus from the profession, particularly in high need schools where qualified teachers are hard to supply (Carver-Thomas & Darling-Hammond, 2019; Ingersoll, 2004). In the United States, the fact that the teacher workforce is not keeping up with enrollment is a growing concern, but statistics show that the potential teacher pipeline from college teacher preparation programs should be robust enough to supply schools adequately, even with growing numbers of students (Cowan et al., 2016; Ingersoll, Merrill, & Stuckey, 2014). Yet, only half of those college graduates are working as educators in schools in any given year (Cowan et al., 2016). Teaching as a job has become an incrementally less secure career field, particularly with young and less experienced beginning teachers, within specific content areas, and with certain student or school demographics (Allen, 2005; Allensworth et al., 2009; Borman & Dowling, 2008; Carver-Thomas & Darling Hammond, 2019; Dupriez, Delvaux, & Lothaire, 2016; Ingersoll, 2004; Sass et al., 2012). Teacher shortages in hard to fill fields such as STEM and special education coupled with trouble retaining teachers in disadvantaged or rural areas support the need for continued study in teacher attrition and retention (Carver-Thomas & Darling-Hammond, 2019; Cowan et al., 2016; Grissom, 2011).

Factors that impact teacher decisions to stay in, or leave, the field of education relate to several primary issues, including student discipline, salaries, and working conditions, to name a few (Allen, 2005; Boyd et al., 2011; Cha & Cohen-Vogel, 2011; Gonzalez, Brown, & Slate, 2008; Hughes, 2012; Ingersoll, 2004; Sutcher et al., 2016). Administrator support in the form of approachability, accommodating teacher needs, providing specific feedback, and recognition of teachers leads to greater job satisfaction for those teachers (Akdemir & Shelton, 2016). In addition, teachers appreciate when administrators frequently visit their classrooms, have an open door policy, maintain a teacher mentoring program, provide professional development based on teacher need and choice, and develop a strong curriculum with sufficient resources (Akdemir & Shelton, 2016). Teachers also feel administrator support when leaders have a central vision for the school, encourage teacher leadership, motivate high levels of collegiality among staff, and involve teachers in schoolwide decisions (Roch & Sai, 2017). Teachers are more satisfied when they are personally connected to their school, get personal fulfillment from their work, have opportunities to advance in leadership, and feel like they are performing a task that is altruistic in nature (Allensworth et al., 2009; Akdemir & Shelton, 2016; Edinger & Edinger, 2018; Gallant & Riley, 2014; Howes & Goodman-Delahunty, 2015; Moore, 2012; Nias, 1981; Skaalvik & Skaalvik, 2011). Factors such as school culture, subject or content area interest, teacher autonomy, strong collaborative relationships, and perceived professional mastery were indicators that proved to be of importance to retain long standing teachers in the field in the traditional public school setting (Allensworth et al., 2009; Buchanan, Prescott, Schuck, Aubusson, Burke & Louviere, 2013; Chiong et al., 2017). Satisfied teachers tend to stay in the profession (Allensworth et al., 2009; Chiong et al., 2017; Perrachione, Rosser & Petersen, 2008).

The unique public charter school setting

One particular educational setting more significantly impacted by this teacher supply and demand plight is public charter schools (Cano et al., 2017; Miron & Applegate, 2007; Newton et al., 2018; Stuitt & Smith, 2012). This situation may be due to the fact that charter schools lack the factors that teachers value in their jobs. Charter schools are public schools of choice, each with a unique mission, that are governed under a specific legislative contract with a district, state, or other agency (National Center for Education Statistics, 2019). Charter schools are tuition free public schools available to all students and are considered a school of choice, which means that parents make a proactive decision to seek out a choice of school setting for their child (Idaho Charter School Network, 2020). Each charter school must meet specific accountability measures that are outlined in the school's charter document, and they must meet the same academic standards as traditional public schools (Idaho Charter School Network, 2020; National Center for Education Statistics, 2019). Charter schools can operate under the guidance of a charter management organization (CMO) or can stand alone as their own independent school (National Center for Education Statistics, 2019). Charter schools were initially developed as an experimental entity that would be a platform for testing out new educational ideas or approaches, eventually resulting in information that could be generalized to the regular public school settings (Oberfield, 2017).

In Idaho, charter schools entered the educational landscape in 1998 (National Alliance for Public Charter Schools, 2020). The Public Charter Schools Act of 1998 (1998) was enacted to

> Provide opportunities for teachers, parents, students, and community members to establish and maintain public charter schools that operate independently from the existing traditional school district structure but within the existing public school system. In order

> to accomplish any of the following, public charter schools shall have equal access and authority to participate in all state and federal programs to the same extent as a traditional public school, irrespective of the instructional delivery method: (1) Improve student learning; (2) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students; (3) Include the use of different and innovative teaching methods; (4) Utilize virtual distance learning and online learning; (5) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site; (6) Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system; (7) Hold the schools established under this chapter accountable for meeting measurable student educational standards.

Charter schools in Idaho are required to submit a petition in order to open and operate, and the process of starting a charter typically takes about two years to move through all of the steps of approval. Any group or persons may draft a petition to open a charter school in Idaho. The petition must be signed by no less than 30 qualified electors from the district in which the charter school will reside, and this group also must attend training regarding how to draft the petition and how to follow the steps of the approval process. The charter petition is then submitted to the local school district or the Idaho Public Charter School Commission for approval (Idaho Charter School Network, 2020). The Idaho Public Charter School Commission's (PCSC) (2020) mission is to:

> Ensure PCSC-authorized public charter schools' compliance with Idaho statute, protecting student and public interests by balancing high standards of accountability with respect for the autonomy of public charter schools and implementing best authorizing

practices to ensure the excellence of public charter school options available to Idaho families.

Seventy-three percent of Idaho public charter schools are authorized by the PCSC. The PCSC reviews charter petitions, gives oversight for PCSC schools, and conducts the renewal process for existing charter schools. The commission also provides annual reports that give each school's performance outcome for accountability through a performance certificate. A school that does not meet performance criteria may not have their charter petition renewed or the petition may be renewed with conditions. Other authorizers also must follow the same process (Idaho Charter School Network, 2020).

The charter school petition in Idaho must outline in detail the academic program of the school as well as plans for standardized testing, hiring practices, safety issues, attendance areas, enrollment lottery procedures, and fiscal as well as legal compliance requirements. The petition outlines a particular teaching method or theme-based curriculum, such as Montessori, arts based, vocational-technical, or virtual learning, to name a few (Idaho Charter School Network, 2020). If approved, the charter petition will be issued for a period of between three and five years and then analyzed for renewal by its authorizer (Idaho Charter School Network, 2020; Idaho Public Charter School Commission, 2020). There is not a cap on the number of charter schools in Idaho (National Alliance for Public Charter Schools, 2020).

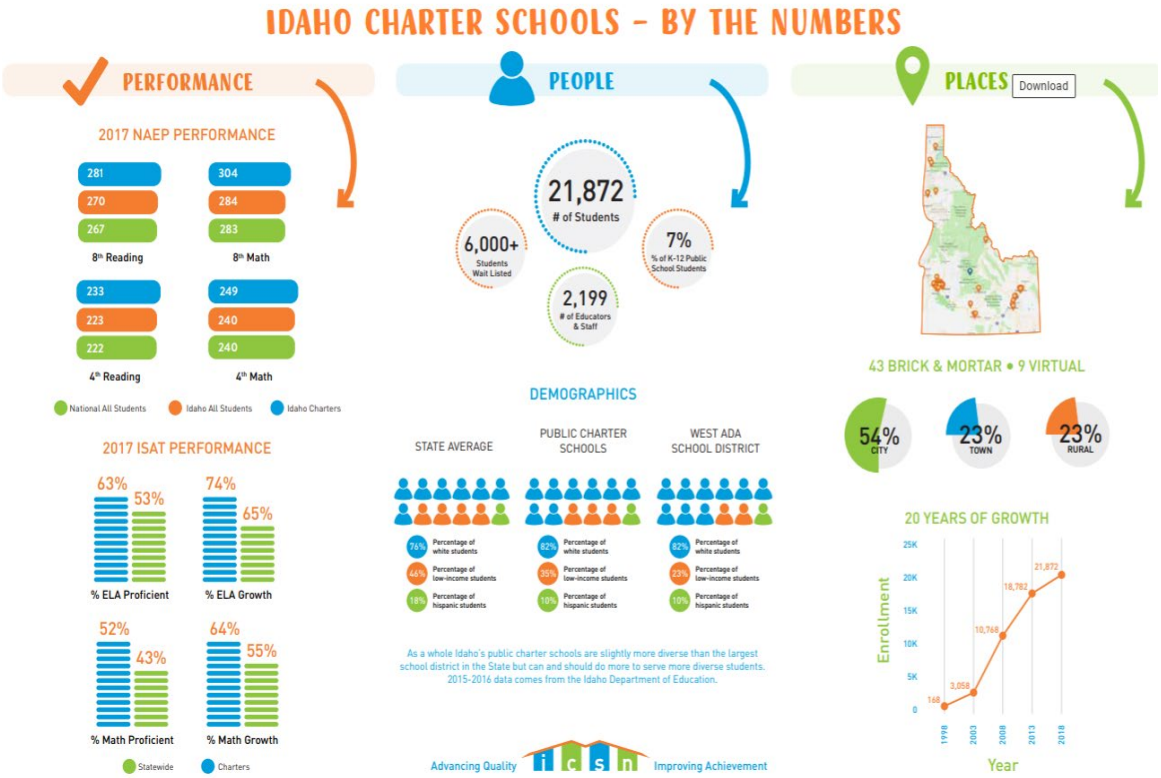
Nationally, public charter schools have become a popular choice for parents of K-12 students (Lake & Hill, 2012; U.S. Department of Education, 2019). Public charter schools serve 7.3% of the K-12 students in the United States (National Center for Education Statistics, 2020). Enrollment has increased from 2000 to 2016, growing by 571%, and serving over 3 million students (National Alliance for Public Charter Schools, 2020; U.S. Department of Education,

2019). Between the school years 2000–01 and 2016–17, the percentage of total traditional public schools in the U.S. decreased by 5%, while the percentage of charter schools increased by 5% (National Center for Educational Statistics, 2019). In the last decade, the number of charter schools in the U.S. has doubled and the number of students who attend a charter school has almost grown three-fold (National Alliance for Public Charter Schools, 2020). Across the United States, charter schools are growing in enrollment for students of color (National Center for Educational Statistics, 2019). In the 2016-17 school year, nationwide only 33% of all charter schools had 50% or more students who were white, whereas 57% of all traditional public schools were settings with 50% or more white students (National Center for Educational Statistics, 2019). In addition, charter schools increasingly serve students at-risk, for in the 2016-17 school year only 24% of traditional public schools were categorized as high poverty schools, compared to 36% of charter schools that held the same label, possibly due to the fact that a majority of charter schools are located in urban areas (National Center for Educational Statistics, 2019). Overall, however, charter schools have an average of approximately 5% fewer students of

United States serve 3.2 million students in 44 different states, with 219,000 public school teachers in the U.S. working in those charter schools (National Alliance for Public Charter Schools, 2020).

Idaho public charter schools serve approximately 22,000 students (approximately 7% of the state K-12 student population), with that number growing each year (Idaho Charter School Network, 2020; National Alliance for Public Charter Schools, 2020). Academically, Idaho public charter schools perform above the state and national average on standardized assessments (Idaho Charter School Network, 2020). Idaho public charter schools employ over 2,000 teachers and staff (Idaho Charter School Network, 2020).

Figure 1 "Idaho Charter School Statewide Data"



(Idaho Charter School Network, 2020).

Employment in charter schools may be more attractive to some teachers than traditional public schools, possibly because they choose to apply at mission specific schools that focus on ideals or methodologies that fit with that individual educator's philosophy (Barnes, 2018; Bomotti, Ginsberg, & Cobb, 1999; Calimeris, 2016; Lynch, 2012; Miron & Applegate, 2007; Torres, 2014; Wei et al., 2014). Charter teacher autonomy varies due to the regulations of each state, the relationship the charter has with its authorizer, and partnerships with outside organizations (Finnigan, 2007; National Alliance for Public Charter Schools, 2020). Charter school administrators often network with local colleges and universities in order to build relationships with potential teacher candidates, often fostering opportunities for practicums that lead to employment (Wenger, Dinsmore & Villagómez, 2012). Principals in charter schools

have more autonomy to not renew contracts or to terminate teachers as well as more autonomy to encourage teachers to be creative and innovative in their practices (Bickmore & Sulentic Dowell, 2018).

Even though charter school teachers may have a prerogative to be innovative and mission driven, factors outside of these intentions may give charter school teachers a disadvantage for employment longevity. Charter school teachers are more likely to leave their posts due to working conditions compared to their traditional public school peers (Cano et al., 2017; Stuit & Smith, 2012; Smith & Ingersoll, 2004). Charter schools nationally face even greater teacher turnover rates and decreased teacher job security than traditional public schools (Cano et al., 2017; Gius, 2016; Miron & Applegate, 2007; Newton et al., 2018; Sass et al., 2012; Stuit & Smith, 2012). Charter school teachers are less experienced than their traditional public school peers (Calimeris, 2016). To add, they are on average paid less than traditional public school teachers (Calimeris, 2016; Harris, 2006; Oberfield, 2017; Roch & Sai, 2017). These factors taken together create an environment that is ripe for employment instability.

In the state of Idaho, teacher shortages have become significant, with need in not only typical areas such as special education and math, but need in typically supply rich positions such as English and elementary teachers (Cross, 2017). Idaho education leaders are exploring policies to strengthen teacher recruitment and retention, with ideas such as a four-day school week, more competitive salaries, and a developed career ladder system that rewards effective teachers who stay in Idaho (Hanson & Yoon, 2018). One out of five Idaho teachers leave their current school to move to a position in a different school or leave the profession altogether (Hanson & Yoon, 2018). Idaho's current teacher pool is less experienced than in the past, for teachers with less than three years of experience and teachers with alternative authorization certificates are a

growing sector of Idaho's teacher pool, particularly in rural areas, with schools that are low-performing, and for schools that experience a high level of students of poverty (Hanson & Yoon, 2018). Idaho colleges are experiencing a decline in those students who choose teacher education as a major, with a decline of enrollment in teacher preparation programs at Idaho's colleges and universities of nearly 1,000 students from the 2015-16 to the 2017-18 school year (Hanson & Yoon, 2018; United States Department of Education, 2020).

The problem of teacher attrition is magnified in Idaho, as public school teacher attrition in general in Idaho is higher than the national norm (Idaho State Board of Education, 2018). Idaho's overall annual teacher attrition rate holds steady at 10% compared to 8% nationally (Idaho State Board of Education, 2018). The highest attrition rates in Idaho rest with schools that are categorized as rural (Idaho State Board of Education, 2018). In the 2015-16 school year alone, 18% of Idaho teachers under age 24 left their posts, 15% of teachers in Idaho left after their first year of teaching, and 23% of districts indicated that they had higher student- teacher ratios than desired due to unfilled positions because of lack of qualified candidates (Idaho State Board of Education, 2018). Teachers who prepared laterally through alternate certification programs have higher turnover rates than those teachers who go through a traditional college teacher preparation program (Idaho State Board of Education, 2018; Zhang & Zeller, 2016). Although the data do not indicate if teacher attrition is voluntary or involuntary, the data still highlight the high level of turnover the state of Idaho faces with young and inexperienced teachers (Idaho State Board of Education, 2018; National Center for Educational Statistics, 2019.).

Charter schools in Idaho have grown to more than 50 schools since the inception of the legislation that began the statewide movement in 1998 (Center for Research on Education

Outcomes, 2019). Lake and Hill (2012) describe Idaho as an "unrecognized engine of charter school growth" (p. 12). Nationally, analysts predict the most robust amount of growth in student enrollment generally to take place in the South and West (Dolan, 2008; National Alliance for Public Charter Schools, 2020). Smaller states such as Idaho that have a larger percentage of charter schools per capita are growing more rapidly than expected (Idaho Charter School Network, 2020; Lake & Hill, 2012). Seven percent of all public school students in Idaho attend a charter school, and that percentage grows each year (Idaho Charter School Network, 2020). One essential difference in the make-up of Idaho charter schools compared to many charter school movements in other states is Idaho's charter schools are mostly stand-alone schools with unique methodologies and not part of a larger charter management organization (CMO) (Center for Research on Education Outcomes, 2019). Freestanding, or stand-alone, charter schools are growing faster than charter management organization schools (Lake & Hill, 2012). CMO schools typically are more prevalent in states with large urban areas, such as Texas, California, and Arizona (Lake & Hill, 2012). Rural charter schools are another section that is increasing in number nationally (Lake & Hill, 2012). Academically, Idaho charter school students have typical learning gains in math but stronger gains in reading compared to their traditional Idaho public school peers, and the gain in reading is equivalent to an additional 24 days of learning annually (Center for Research on Education Outcomes, 2019; Idaho Charter School Network, 2020).

Since Idaho charter schools are growing by about a thousand students per year, increased attention to staffing is needed in order to adequately meet the needs of these schools (Idaho State Department of Education, 2019a). Data indicate that Idaho charter schools experience between 29-30% yearly teacher attrition on average, but there is a lack of data regarding the factors that

impact that attrition rate (Idaho State Department of Education, 2019b). To add to this, a gap also exists in data that would describe the level of job satisfaction that Idaho charter school teachers experience that may influence their decisions to stay at their post or leave their job for another school setting or the profession altogether (Idaho State Department of Education, 2019a). Data on Idaho charter school teacher job satisfaction may inform and enable charter school boards and administrators to enact policies and practices that could lead to higher teacher satisfaction and retention. In order to be competitive and successful, it is key that charter schools need to be perceived as places teachers want to work (Gius, 2016; Torres, 2013). More research is needed regarding what factors in charter schools correlate with job satisfaction of teachers (Torres, 2016). More study is needed to differentiate between charter school types and methodologies and how this relates to teacher satisfaction (Torres, 2014). Most of the charter schools in Idaho are stand-alone and not affiliated with a charter management organization, and this is atypical in the charter school landscape. Idaho is also a rural state that does not have as robust a teacher salary scale as surrounding states. These two main factors alone made Idaho a unique setting in order to study the issues of charter school teacher retention.

Purpose of the Study

The purpose of this mixed methods, descriptive, non-experimental study was to 1) determine the perceptions of Idaho public charter school teachers regarding job satisfaction; 2) determine which demographic factors (age, gender, ethnicity, grade level of teaching assignment, years of teaching experience, years of experience in a charter school, level of education, mission or typology of the school in which the teacher works) are significant to overall Idaho public charter school teacher job satisfaction; and 3) determine what job factors are given for Idaho public charter school teachers' decisions to stay at or leave their school.

The information from this study may be important for Idaho charter administrators and charter school board members in terms of analyzing their own retention practices. The following research questions served to guide this study.

Research Questions or Hypotheses

- What are the perceptions of Idaho public charter school teachers regarding job satisfaction?
- What demographic factors (gender, ethnicity, age, highest level of education, number of years of teaching experience, number of years of experience at a charter school, number of years of experience at their current charter school building, mission of the charter school where teacher is employed) are significant to overall Idaho public charter school teacher job satisfaction?
- What factors are given for Idaho public charter school teachers' decisions to stay at or leave their job?

Description of Terms

The following terms are integral in understanding this study.

Brick and mortar charter school. A charter school that resides within a physical building.

Charter school authorizer: Entities approved by state legislatures to evaluate new charter school petitions and oversee the compliance, effectiveness, and viability of approved schools (Idaho Public Charter School Commission, 2020). In the state of Idaho, charter school authorizers can be: 1) local board of trustees of a school district; 2) The Idaho Public Charter School Commission; 3) An Idaho public college, university or community college; 4) private, nonprofit, Idaho-based nonsectarian college or university that is accredited by the same

organization that accredits Idaho public colleges and universities (Public Charter Schools Act of 1998, 1998).

Charter management organization (CMO). A CMO is a non-profit organization that creates a group of schools with a shared educational vision and mission (Oberfield, 2017; Smith, Farrell, Wohlstetter & Nayfack, 2009).

Charter schools. Charter schools are public schools of choice, each with a unique mission or focus, that is governed under a specific legislative contract with a district, state, or other agency (Oberfield, 2017; National Center for Education Statistics, 2017). Each charter school must meet specific accountability measures that are outlined in the school's charter document (Oberfield, 2017; National Center for Education Statistics, 2017). Charter schools can operate under the guidance of a charter management organization (CMO) or can stand alone as their own school (Oberfield, 2017; National Center for Education Statistics, 2017). According to the Public Charter School Act of 1998, an Idaho charter school is defined as "a school that is authorized under this chapter to deliver public education in Idaho with equal access and authority to participate in all state and federal programs to the same extent as a traditional public school, irrespective of the instructional delivery method".

Intrinsic Motivators/Factors. Motivators related to achievement, recognition, the (nature of) work itself, responsibility, advancement, and growth (Herzberg, Mauser, & Snyderman, 1959).

Extrinsic Motivators/Factors. Motivators related to organizational policies and procedures, supervision, relationships with co-workers and supervisors, physical work environment, job security, and compensation (Herzberg et al., 1959).

Founder. A person, including employees or staff of a public charter school, who makes a material contribution toward the establishment of a public charter school in accordance with criteria determined by the board of directors of the public charter school, and who is designated as such at the time the board of directors acknowledges and accepts such contribution (Public Charter Schools Act of 1998, 1998).

Idaho Public Charter School Commission. An organization whose mission is to ensure that Idaho's Public Charter School Commission authorized public charter schools are in compliance with Idaho statutes and to protect student and public interest by ensuring accountability as well as autonomy with public charter schools (Idaho Public Charter School Commission, 2020).

Job Satisfaction. A dynamic construct which equates to how an individual feels about his or her job (Dinham & Scott, 1997).

Mission. A public declaration that schools use to describe their founding purpose and major organizational commitments, its instructional values, or its public commitments to its students and community (Glossary of Education Reform, 2014).

Performance certificate. A fixed-term, renewable certificate between a public charter school and an authorized chartering entity that outlines the roles, powers, responsibilities and performance expectations for each party to the certificate (Public Charter Schools Act of 1998, 1998).

Petition. The document submitted by a person or persons to the authorized chartering entity to request the creation of a public charter school (Public Charter Schools Act of 1998, 1998).

Professional development. Specialized training or learning designed to help administrators, teachers, and other educators improve their professional knowledge, skill, and effectiveness (Glossary of Education Reform, 2014).

School culture. Beliefs, perceptions, relationships, attitudes, and written and unwritten rules that shape and influence aspects of how a school functions (Glossary of Education Reform, 2014).

Self-efficacy. The ability to cope, expend effort, and sustain that effort in the face of obstacles and aversive experiences (Bandura, 1977). Expectations of efficacy are derived from performance accomplishment, vicarious experience, verbal persuasion, and physiological responses (Bandura, 1977). Beliefs of how capable one is when one performs in a particular situation (Bandura, 1977).

Stand-alone or non CMO charter school. A stand-alone, or non-CMO school is a public charter school that is not affiliated with a CMO (Oberfield, 2017; U.S. Department of Education, 2017; Smith et al., 2009).

Teacher autonomy. The professional independence of teachers in schools, particularly the degree to which teachers can make decisions about what they teach to students and how they teach it (Glossary of Education Reform, 2014).

Teacher burnout. Burnout is emotional exhaustion, depersonalization, and a reduction in feelings of personal accomplishment (Maslach, 1998).

Teacher demand: The number of teaching positions available (Dolan, 2008)

Teacher effectiveness. Attributes of what constitutes a good teacher; a set of experiences, traits, behaviors, and dispositions that are typically evident in effective teachers (Strong & Hindman, 2006).

Teacher recruitment. The process of providing an adequate number of quality candidates; recruitment—the process of attracting individuals to teaching; (Dolan, 2008; Strong & Hindman, 2006).

Teacher retention. The process of keeping teachers in the profession (Dolan, 2008).

Teacher supply. The number of individuals eligible to teach (Dolan, 2008).

Traditional public school (TPS). Publicly funded schools other than public charter schools or any school existing or to be built that is operated and controlled by a school district (National Center for Educational Statistics, 2019; Public Charter School Act of 1998, 1998).

Virtual or online school. Either a public charter school or a traditional public school that delivers a full-time, sequential program of synchronous and/or asynchronous instruction primarily through the use of technology via the internet in a distributed environment. Schools classified as virtual must have an online component to their school with online lessons and tools for student and data management (Public Charter Schools Act of 1998, 1998).

Significance of the Study

In order to grow and maintain a supply of teaching candidates, educational leaders need to address the issues surrounding teacher retention and attrition. Allensworth et al., (2009) state

> Knowing who is more likely to leave, and under what conditions, can help us improve stability rates by suggesting the reason behind the moves. Examining these patterns can also suggest areas of concern, particularly if there are high rates of instability among certain types of teachers in particular types of schools (p. 15).

In Idaho, the supply of educators as well as teacher retention are pressing issues facing school districts and charter schools (Idaho State Department of Education, 2018). With a teacher attrition rate that is above the national average, Idaho educational leaders must have all the tools

available to recruit and retain teachers (Idaho State Department of Education, 2018). Teacher attrition has many costs, including increased financial burdens to districts, impact on student achievement, increased work for administrators, and disruption to the culture of the school environment (Adnot et al., 2017; Allensworth et al., 2009; Barnes et al., 2007; Idaho State Board of Education, 2018; Ingersoll, 2004; Watlington et al., 2010).

The field of education is labor intensive, and Idaho charter schools draw from the same labor pool as traditional public schools in the state (ECONorthwest, 2014). This particular study is significant because Idaho charter schools are consistently growing in number and enrollment of students, and the demand for Idaho charter school teachers is continually increasing (ECONorthwest, 2014). Idaho's overall student enrollment is also growing at a steady rate (ECONorthwest, 2014). Idaho charter schools need to retain quality teachers. Individual states play a key role in facilitating best practices and policy to ensure proper supply and demand for the workforce, and Idaho is included in many states in the region that do not have data to connect teacher preparation programs to the demand for work in specific districts (National Center for Teacher Quality, 2018). In addition, the majority of potential candidates do not give the same consideration to a charter school that they do to traditional schools when applying for jobs, with some candidates rejecting the idea of working at a charter school altogether (Cannata, 2011). Little, if anything, is being done to use current data to enact policy solutions to the teacher supply and demand quandary in Idaho (National Center for Teacher Quality, 2018).

The Idaho State Board of Education (2018) published recommendations regarding how to attract, recruit, and retain teachers. These recommendations included monetary incentives, encouraging alternate routes to certification, supporting mentoring programs, and increasing teacher professional development (Idaho State Board of Education, 2018). Although these seem

like logical strategies, more information needs to be gathered by districts and schools regarding why teachers choose to stay in the field of teaching in order to reduce the impact of the current trend of the educational revolving door (Burkhauser, 2017; Cha & Cohen-Vogel, 2011; Ingersoll, 2003). Job satisfaction information and that data regarding factors that relate to that satisfaction can be used to create policy that can be more effective in retaining teachers in the Idaho charter school setting. This information may enable charter administrators to know how to institute practices in the culture of the school that may reinforce current employee job satisfaction and improve retention rates. The National Center for Teacher Quality (2018) recommends that states can address persistent shortages by implementing policies that attract a broad range of prospective candidates. Torres (2019) states "More research should focus on not just whether realistic job preview and fit affect outcomes of interest, but how and why they do" (p. 25). More research is needed regarding teacher turnover in charter schools and what practices could be effective to diminish this problem (Gawlik, 2016).

Gaining an understanding of how satisfied Idaho charter school teachers are in their work and what factors are important in retention not only benefits the charter school settings but also benefits the public education system as a whole, for this idea reaffirms that a "one size fits all" approach does not work practically (Herzberg et al., 1959; Newton et al., 2018). It is up to supervisors to anticipate the needs of their workers and be cognizant of the factors that relate to overall job satisfaction (Herzberg et al., 1959; Leithwood & Jantzi, 2005; Skalvik & Skalvik, 2011). Students who have been taught by highly satisfied teachers experience academic growth, and it is important for schools to keep teachers who are satisfied with their work (Banerjee et al., 2017; Christopher, Sammons & Gu, 2008). This data can help districts and charters not only retain teachers, but it can help them find the right teachers for the right job. It is basic and

essential that leaders know their employees and what motivates those in their charge (Herzberg et al., 1959). Teacher retention is a critical issue facing schools, and there may not be a more additionally critical setting than that of a charter school, particularly in a state like Idaho. As Ingersoll (2004) states, "The image that comes to mind is a bucket rapidly losing water because of holes in the bottom. Pouring more water into the bucket will not be the answer if the holes are not first patched" (p. 12). Addressing teacher retention is a move toward patching those holes.

The COVID-19 Pandemic Impact on the Study

An anonymous online survey, created by the researcher (Appendix A), was used to gather information from public charter school teachers throughout Idaho. In the online survey, participants were asked to consider the 2019-20 school year before the outbreak of COVID-19. The researcher concluded that the COVID-19 would provide a significant limitation that could impact results of the research dramatically, so the use of retrospective survey was used.

Overview of Research Methods

The purpose of this mixed methods, descriptive, non-experimental study was to 1) determine the perceptions of Idaho public charter school teachers regarding job satisfaction; 2) determine demographic factors (age, gender, ethnicity, grade level of teaching assignment, years of teaching experience, years of experience in a charter school, level of education, mission or typology of the school in which the teacher works) are significant to overall Idaho public charter school teacher job satisfaction; 3) determine what job factors are given for Idaho public charter school teachers' decisions to stay at or leave their school.

The online survey for this study included four sections. The first section included researcher created demographic information about the teachers that included the following inquiries (all queries were regarding the 2019-20 school year): gender, age, ethnicity, highest

level of education, number of years of teaching experience, number of years of experience at a charter school, grade levels of primary teaching assignment, number of years teaching at their current charter school building, and the mission of the charter school where participants worked.

The second section includes the Minnesota Satisfaction Questionnaire, MSQ, (short form). The Minnesota Satisfaction Questionnaire (short form) is designed to measure a person's satisfaction with their job (Weiss, Dawis & England, 1977). The short form of the questionnaire includes 20 questions that measure intrinsic satisfaction, extrinsic satisfaction, and overall job satisfaction (Weiss et al., 1977). The short form consists of questions that best represent the version of the long form, which is 100 questions that are categorized into the following domains: ability utilization, achievement, activity, advancement, authority, company policies, compensation, co-workers, creativity, independence, moral values, recognition, responsibility, security, social status, social service, supervision—human relations, supervision, technical, variety, and working conditions (Weiss et al., 1977). The MSQ uses a five point Likert scale that includes the responses very dissatisfied, dissatisfied, neutral, satisfied, and very satisfied. A percentile score of 75 or above would be considered “highly satisfied” in one’s work, and a percentile score of 25 or below would be considered “highly dissatisfied” with one’s work. Percentile scores in the middle range indicate average perceived job satisfaction (Weiss et al., 1977). The questionnaire is valid, reliable, quick to complete, and has been used widely in a variety of work settings over several decades (Weiss et al., 1977).

The next section of the survey includes questions regarding why the teacher chose to stay at or leave their charter school at the end of the 2019-20 school year. The open-ended questions were designed to solicit narrative responses from the participants. If a participant stayed at their current school for the 20-21 school year, they answered a question regarding why they chose to

stay. If a participant left their school after the 19-20 school year, they answered a question regarding why they chose to leave their charter school.

The final section of the survey was comprised of a question that asked respondents if they would be willing to complete a follow up interview with the researcher. If they answered yes, a separate link connected the participant to an additional, separate form that asks for name, phone number, and email of the respondent. The follow up interview consisted of a list of researcher designed questions (see Appendix B). The purpose of the follow up interview was to glean more specific information regarding specific factors that impacted the participant's decision to stay at or leave their job in the 2019-20 school year.

Survey data was collected in the months of October and November, 2020 and follow up interviews were conducted in December, 2020. This timeline gave the researcher adequate time to gather data, follow up with potential respondents regarding survey participation, conduct follow up interviews, and analyze the data. The online platform Qualtrics was used to collect the survey results. The results were secured through a computer that was password protected. Data was analyzed using descriptive statistics that included descriptive statistics: Measures of central tendency (mean), variability (standard deviations) and percentages. Exploratory factor analysis was used to identify clusters of variables. The explanatory constructs, also known as latent variables, represent clusters of variables that correlate highly with each other (Field, 2018). One limitation of collecting data at this time was that the data could be impacted by teacher experiences at their schools due to the COVID-19 guidelines and requirements. The national pandemic dramatically changed the way that teachers experienced their daily job duties. This unforeseeable event influenced the researcher's decision to use a retrospective survey and follow up interviews to collect data. The responses that participants gave when thinking back to the

first 6 months of their 2019-20 school year were more representative of teacher perceptions in a typical, pre-COVID environment.

Chapter II

Review of Literature

Introduction

A review of the literature analyzes the state of the teacher supply nationally, as well as the current state of teacher supply, attrition and retention in the state of Idaho and within charter schools. Utilizing the theoretical framework of Herzberg's Two Factor Theory and Maslow's Theory of Hierarchy of Needs, this literature review focuses on the reasoning behind why teachers, particularly in the charter school setting, choose to stay in their job or leave their job (Herzberg et al., 1959; Maslow, 1943). The review details the teacher attrition problem in the United States and Idaho as well as summarizes specific information about the issue of teacher attrition in public charter schools. A background on the history and governance of charter schools in the United States is provided. A review of the characteristics of charter school teachers and how those teachers compare with traditional public school teachers is given. Trends in teacher attrition in the United States is reviewed. An overview of national teacher demographics is given. Teacher attrition among specific settings, within specific teacher demographics, and within the state of Idaho is detailed. An overview of the impact of teacher attrition on student performance is addressed. Overall factors that affect both traditional and charter school teacher satisfiers related to self-efficacy, self-actualization, and motivators is reviewed. Specific data regarding job dissatisfiers among both traditional and charter teachers and how that relates to survival, belonging, and extrinsic (hygiene) factors is reviewed. The literature is presented through the conceptual lens of Herzberg's Two Factor Theory and Maslow's Theory of Hierarchy of Needs (Herzberg et al., 1959; Maslow, 1943).

Currently in the United States, teacher attrition is rising while at the same time more teachers are needed due to increasing student enrollment (National Center for Educational Statistics, 2019). The supply of teacher education candidates has been in decline over the past 50 years, with approximately 200,000 candidates graduating annually in the 1970s and only half that number graduating with an education degree in 2018 (American Association of Colleges for Teacher Education, 2018). Even though there is a solid number of teacher education graduates from colleges and universities who can fill those job openings, there is a trend in teachers leaving the profession after teaching for just a few years, thus leaving the teacher supply chain unpredictable (Cha & Cohen-Vogel, 2011; Cowan et al., 2016; Dupriez et al., 2016). Not only must schools secure teachers for new openings, they must replace educators who leave the school building, and replacing teachers, and particularly effective teachers, is difficult for schools (Adnot et al., 2017).

Public charter schools are one sector in the educational landscape of America where student enrollment continues to grow in number and percentage of public school students served (National Center for Education Statistics, 2020). Charter schools are particularly impacted by teacher attrition (Cano et al., 2017; Gius, 2016; Miron & Applegate, 2007; Newton et al., 2018; Roch & Sai, 2017; Sass et al., 2012; Stuit & Smith, 2012). Idaho is a state which loses more teachers, including charter school teachers, per year to attrition than the national average (Idaho State Board of Education, 2018). Even though Idaho produces more than 800 educators annually from its own college and university teacher preparation programs, 33% of those educators who become certified in the state do not serve as teachers in schools (Idaho State Board of Education, 2018).

Idaho charter schools serve approximately 8% of the entire state's student population and that number grows at a rate of more than 1,000 students per year (Idaho State Department of Education, 2019a). For Idaho charter schools to retain effective teachers, data is needed regarding how satisfied those teachers are in their workplace. The purpose of this mixed methods, descriptive, non-experimental study was to 1) determine the perceptions of Idaho public charter school teachers regarding job satisfaction; 2) determine demographic factors (age, gender, ethnicity, grade level of teaching assignment, years of teaching experience, years of experience in a charter school, level of education, mission or typology of the school in which the teacher works) are significant to overall Idaho public charter school teacher job satisfaction; 3) determine what job factors are given for Idaho public charter school teachers' decisions to stay at or leave their school.

Theoretical Framework

Job satisfaction is a key component of why people continue to work in a certain setting. The theoretical foundations of this study include Maslow's Theory of Hierarchy of Needs and Herzberg's Two Factor Theory. Much research on job satisfaction is rooted in the theory of The Herzberg Motivation-Hygiene, or two factor, theory. This theory was one of the theories used to frame this study. This theory originated from the age old question, "What do people want from their jobs?" (Herzberg et al., 1959). Herzberg et al. (1959) asserted,

> Work is one of the most absorbing things men can think and talk about. It fills the greater part of the waking day for most of us. For the fortunate, it is the source of great satisfactions; for many others it is the cause of grief (p. 3).

The Herzberg-Motivation-Hygiene theory was developed in the 1959 by Herzberg, Mausner and Snyderman. This theory was chosen by the researcher in order to bring perspective

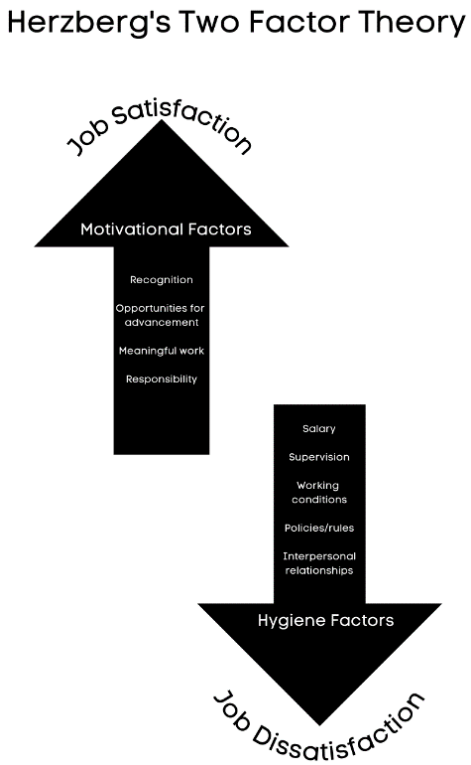
to the factors affecting charter school teacher job satisfaction. Extrinsic reasons are not unimportant to teachers but they are subordinate to the intrinsic reasons (Chiong et al., 2017). The intrinsic, or motivation, factors that are met lead to more highly satisfied employees and the extrinsic, or hygiene, factors that are met lead to less dissatisfied employees.

The Herzberg Two Factor theory delineates between two types of factors that lead to job satisfaction or dissatisfaction—hygiene factors and motivational factors (Herzberg et al., 1959). The motivators equate to higher order needs, whereas the hygiene factors equate to lower order needs (Dinham & Scott,1998). For example, intrinsic factors such as employee recognition and opportunity for advancement are motivators, and extrinsic factors such as salary and facility conditions are hygiene factors. Herzberg et al. (1959) stated that "Hygiene operates to remove health hazards from the environment of man. It is not curative; it is, rather, a preventative" (p. 113). Hygiene factors are extrinsic and required to avoid dissatisfaction at work (Herzberg et al., 1959). These hygiene factors include supervision, salary, employer policies and rules, fringe benefits, physical working conditions, job status, interpersonal relationships in the workplace, and overall job security (Herzberg et al., 1959). When these elements are not considered acceptable by the employee then job dissatisfaction increases (Herzberg et al., 1959). Fulfillment of hygiene factors does not lead to satisfaction but only creates an atmosphere in which the worker is less dissatisfied with their job (Herzberg et al., 1959).

The second type of factor is called motivational factors and include employee recognition, sense of work achievement, personal and professional growth opportunities, responsibilities at work, and the level of meaningfulness in the work itself (Herzberg et al., 1959). The hygiene factors must be addressed with employees to keep those employees from being dissatisfied, but the motivational factors need to be met to have true satisfaction with

employees that leads to personal commitment to work (Herzberg et al., 1959). The factors that lead to positive attitudes about work satisfy the person's need for self-actualization (Herzberg et al., 1959). Self-actualization, a concept studied by many theorists across the decades, does not just apply to one's personal life but to one's work world as well (Herzberg et al., 1959). Motivators satisfy a person's need for creativity and hygiene factors address the need for fair treatment in the workplace (Herzberg et al., 1959). Herzberg (1959) stated, "The fewer the opportunities for the 'motivators' to appear, the greater must be the hygiene offered in order to make the work tolerable" (p. 115). Factors that lead to job satisfaction and clearly distinct from those factors that lead to job dissatisfaction (Herzberg, 2008). Motivators are the primary cause of satisfaction and hygiene factors impact job dissatisfaction (Herzberg, 2008). Both types of factors were analyzed in this review.

Figure 2: Herzberg's Two Factor Theory



A.H. Maslow (1943) described man as “a perpetually wanting animal” (p. 395). Maslow identified five sets of goals, or basic needs, which are related to each other, arranged in a hierarchy of prepotency (Maslow, 1943). Maslow (1943) described the prepotent goal as a goal that will “monopolize consciousness and will tend of itself to organize the recruitment of the various capacities of the organism” (p. 394). Maslow identified five needs human beings have which must be met before the next level of need can be realized. The first level includes the physiological needs which focuses on the needs of the physical body and biological survival (Maslow, 1943). If physiological needs are met, then a new set of needs emerges--safety and security, which is the need to feel protected and live in a predictable world which is orderly (Maslow, 1943). If both physiological and safety needs are fulfilled, a human then yearns for love, affection, and belonging (Maslow, 1943). Esteem, or the desire for a stable, high evaluation of oneself, and self-respect, can be established after the basic three lower level needs are filled (Maslow, 1943). Finally, the need for self-actualization, or self-fulfillment, is the ability to actualize one’s potential, and this is the epitome of human need according to Maslow’s theory (Maslow, 1943).

Figure 3: Maslow’s Hierarchy of Needs

The theories of Maslow and Herzberg complement one another. The foundational needs described in Maslow's hierarchy relate to the "hygiene", or extrinsic factors that Herzberg outlines in his Two Factor theory. In addition, the "motivators" or intrinsic factors mirror the levels of self-esteem and self-actualization found in Maslow's hierarchy. In order to retain effective teachers and have a robust education workforce in the charter school setting it is imperative to study how these factors impact work satisfaction. The theoretical framework utilized in this study articulates Maslow's theory that basic needs have to be met before self-actualization can be realized, and also emphasizes the fact that only intrinsic, or Herzberg's motivating factors, can provide true satisfaction in a job (Herzberg et al., 1959; Maslow, 1943). Both Maslow's and Herzberg's theories relate to motivators and needs of human beings and nicely dovetail into a complimentary framework, as demonstrated in Figure 2.

Figure 4: Blended model of Herzberg and Maslow

Charter school history and governance

Charter schools in the United States are public schools of choice, each with a unique mission or focus, that is governed under a specific legislative contract with a district, state, or other agency (Oberfield, 2017; National Alliance for Public Charter Schools, 2020). Charter schools were once thought of as an experimental trend but now, after thirty years in the educational landscape, are perceived as a mainstay in the field of public education (Berends, Primus & Springer, 2019). Charter schools are primarily created by founders whose goal is to provide a different educational approach than the traditional public schools (National Alliance for Public Charter Schools 2020). Each charter school must meet specific accountability measures that are outlined in the school's charter document, and then in return, the charter school can remain autonomous and be responsive to its mission, often freeing the school up to engage in innovative methodologies or curricula (Finnigan, 2007; Oberfield, 2017; National Alliance for Public Charter Schools, 2020; National Center for Education Statistics, 2017). The charter of each school is reviewed by the governing agency that granted it and can be revoked by that agency if the charter document is not followed or if the measures of accountability are not met (National Alliance for Public Charter Schools, 2020; National Center for Education Statistics, 2017).

After the inception of the charter school concept began in the late 1980's, states swiftly passed legislation that allowed for the creation of charter schools (Oberfield, 2017). The first laws allowing charter schools were passed in Minnesota in 1991 and have grown in number to include charter legislation in 43 states and the District of Columbia (National Alliance for Public Charter Schools, 2020; National Center for Education Statistics, 2017). Early on, charter school proponents hailed the ability of charter schools to reimagine the role of teacher and the work that

the job of teaching entails (Berends et al., 2019). Although charter schools are designed to be autonomous, some states require charter schools to be more regulated their traditional public schools (Finnigan, 2007; National Alliance for Public Charter Schools, 2020). Charter schools are divided into two basic types, CMO and stand-alone (National Alliance for Public Charter Schools, 2020; Oberfield, 2017). CMO schools are managed by an outside entity and can be for-profit or non-profit, and stand-alone charter schools are independent in their management and thus may experience greater autonomy (National Alliance for Public Charter Schools, 2020; Oberfield, 2017). Most charter schools (88%) are located in urban-suburban areas, with the remaining 12% residing in rural areas (Crouch & Nguyen, 2020; National Alliance for Public Charter Schools, 2020).

Approximately 6.5% of all public school students (3.3 million students) in the United States attended public charter schools, and 8% of all public school students in Idaho attended charter schools (National Alliance for Public Charter Schools, 2020; National Center for Education Statistics, 2017). Charter schools nationally are growing at a steady pace, with demand remaining strong (National Alliance for Public Charter Schools, 2020; National Center for Education Statistics, 2020; Rebarber & Zgainer, 2014). From 2000 to 2016 public charter schools increased enrollment by 571% (Wang, Rathbun & Musu, 2019). When analyzing overall charter outcomes, some charter schools outpace their traditional counterparts while other charter schools do not perform as well (Betts & Tang, 2011; Gawlik, 2016; Wang et al., 2019). Charter schools are effective in their practices, at least in elementary and middle schools, with more evidence of robust student growth in math than in reading, and more impressive results in urban areas where the need for school reform is the greatest (Betts & Tang, 2011; Gawlik, 2016). Nationally, charter schools serve a more disadvantaged population and provide smaller, more

personalized learning environments for students (Rebarber & Zgainer, 2014). On the other hand, the charter system can encourage patterns of segregation by race, as there are greater discrepancies with racial demographics in charter schools than traditional public schools (Gawlik, 2016; National Alliance for Public Charter Schools, 2020). Charter schools on average receive less funding than traditional public schools (National Alliance for Public Charter Schools, 2020; Rebarber & Zgainer, 2014).

Charter School Teachers

Teachers who are employed by charter schools continue to increase in number, but as of 2018 still only represented about 6% of the teaching force (National Center for Education Statistics, 2019). Charter schools are sometimes the first choice for many job-seeking educators because charter teachers are often free from the bureaucratic nature of traditional school settings and choose mission specific schools that focus on providing innovation (Calimeris, 2016; Oberfield, 2017; Wei et al., 2014). Charter school teachers are more likely than traditional public school teachers to be certified through an alternate route or to not be fully certified, so teachers that may be overlooked by traditional schools can be considered by charter schools (Cannata & Penaloza, 2012; Carruthers, 2012; Oberfield, 2017; Rebarber & Zgainer, 2014; Stuit & Smith, 2012; Weiner & Torres, 2016). As of 2012, the proportion of charter schools employing teachers with an alternate form of certification was 20% (Rebarber & Zgainer, 2014). In general, charter school teachers are less experienced that traditional public school teachers (Calimeris, 2016; Carruthers, 2012; Oberfield, 2017; Reed & Rose, 2020; Stuit & Smith, 2012). In California, for example, charter school instructors have an average of nine years of teaching experience, compared to their traditional public school peers who have an average of 14.5 years of teaching experience (Reed & Rose, 2020). In addition, nearly one fourth of all California

charter school teachers are in their first two years of teaching (Reed & Rose, 2020). Charter schools often take charge of their own staffing procedures and create their own salary system based on teacher performance (Rebarber & Zgainer, 2014).

Teachers who apply to charter schools may choose to do so because they can be more involved in the development of the program, and they may be driven by the philosophy or mission of the school (Bomotti et al., 1999; Calimeris, 2016; Oberfield, 2017; Wei et al., 2017). Charter school teachers have more autonomy over curricular decisions (Finnagan, 2007). They also report having higher expectations for student achievement, a more engaging setting to teach, and a more supportive teaching environment than traditional teachers (Wei et al., 2014). On the other hand, charter school teachers reported fewer chances to engage in quality professional development, less instructional support, and more responsibility for student achievement than their non-charter peers (Bickmore & Sulenic-Dowell, 2018; Wei et al., 2014).

Teaching at a charter school has its drawbacks. Educators in charter schools reported less job satisfaction than teachers in traditional public schools, mostly due to job insecurity, salaries and benefits that are not as robust as traditional public schools, and perceptions of unsatisfactory working conditions (Roch & Sai, 2017; Stuit & Smith, 2012). To add, charter school teachers have less commitment to staying at their particular school than traditional public school teachers (Ni, 2017). Many charter teachers do not have an option to transfer to another school, particularly with non-CMO charter teachers, so often they end up just leaving the profession altogether (Ni, 2017). Charter school teachers perceived that their teacher evaluations were not as fair as traditional teachers (Wei et al., 2014). In addition, they are more concerned about job security and contract renewal with their school than their traditional public school teacher peers, and these teachers also often have the burden of higher expectations for performance and

assessment results (Calimeris, 2016; Stuit & Smith, 2012; Torres, 2014). Charter administrators have more freedom regarding personnel decisions (Finnigan, 2007). Charter schools have more flexible personnel policies to let go of ineffective teachers and thus are more likely to have involuntary exits of teachers than traditional public schools (Stuit & Smith, 2012). The lack of unionization in charter schools is a strong factor for teacher turnover (Oberfield, 2017; Roch & Sai, 2017; Stuit & Smith, 2012).

Compensation is more of a factor to leave a school for charter school teachers than their traditional public school peers, for charter teachers are twice as likely to cite salaries as their reason for departure from their school than their traditional public school peers (Stuit & Smith, 2012). Charter school teachers are generally paid less than their traditional public school peers (Calimeris, 2016; Roch & Sai, 2017, Oberfield, 2017; Stuit & Smith, 2012). Charter school teachers also work longer hours than their traditional public school peers and often leave education because of that factor (Bickmore & Sulenic-Dowell, 2018; Roch & Sai, 2017; Torres, 2014).

Charter school teachers are less likely to be a member of a union or participate in collective bargaining than traditional public school teachers, and many states actually exempt charter schools from being required to participate in the collective bargaining process (Calimeris, 2016; Gawlik, 2016; Oberfield, 2017; Roch & Sai, 2017; Stuit & Smith, 2012). Stand-alone charter teachers are more likely to join a teacher union than CMO schools, and teachers in stand-alone charters are more likely to have their teaching certificate than those in CMO schools (Oberfield, 2017).

Idaho charter history, governance, and typology

The Idaho Public Charter School Act of 1998 (1998) defines a charter school as

"A school that is authorized under this chapter to deliver public education in Idaho with equal access and authority to participate in all state and federal programs to the same extent as a traditional public school, irrespective of the instructional delivery method". Idaho charter school legislation was enacted in 1998, and from that time until 2020, 60 charter schools have opened in Idaho, and nine of those have closed since 1998, mostly due to financial problems (Idaho State Department of Education, 2020). The Public Charter School Act of 1998 (1998) states,

> It is the intent of the legislature to provide opportunities for teachers, parents, students, and community members to establish and maintain public charter schools that operate independently from the existing traditional school district structure but within the existing public school system.

The goals of the law were to improve student learning, increase learning opportunities for all students, utilize innovative teaching methodology, utilize virtual/distance learning, create new professional opportunities for teachers, provide parents with more choices in the public education system, and to hold these charter schools accountable for student performance (Public Charter School Act of 1998, 1998).

Idaho public charter schools serve approximately 23,500 students and employ over 2,000 certified teachers, with that number growing each year (Idaho Charter School Network, 2020; National Alliance for Public Charter Schools, 2020). Collectively, Idaho charter schools have approximately 6,000 students on their waiting lists (Idaho Charter School Network, 2020). Idaho charter schools perform above the state and national average on standardized assessments (Idaho Charter School Network, 2020). 8% of all public school students in Idaho are being educated at an Idaho public charter school (Idaho Charter School Network, 2020). Idaho public charter schools represent a variety of instructional methodologies. The largest proportion of Idaho

charter schools represent the following methodologies: Virtual learning, Harbor Method, International Baccalaureate, STEM/STEAM, and vocational education (Idaho State Department of Education, 2019c). Many parents in Idaho choose charter schools because they are typically small in size, they have a specific instructional component or philosophy, or they outperform traditional public schools in the district in which they reside (Center for the Research of Educational Outcomes, 2019). An estimate of one year's academic gain is observed for charter school students compared to average learning achievement growth of their traditional public school peers (Center for the Research of Educational Outcomes, 2019). Also, parents often are more satisfied with charter schools and notice higher parent participation in the life of the school than previous schools their children had attended (Buchanan & Waddle, 2004).

Teacher attrition in the United States

Individual states are tasked with providing public education to school-age children in their state. This responsibility, although encompassing, requires certified teachers as its primary resource. While educator supply and demand is not a new issue, it is difficult to predict the needs of school systems for the future due to the myriad of factors that impact teacher employment. Factors such as class size, salary, nonmonetary benefits, opportunities for promotion, family life compatibility, and working conditions all play a role in determining if an educator decides to stay in their place of employment (Carver-Thomas & Darling-Hammond, 2019; Hanushek, Kain, & Rivkin, 2004; Hughes, 2012; Kirby & Grissmer, 1993; Moller et al., 2016; Sutcher et al., 2016; Stinebricker, 1998).

The most current tide of concern regarding teacher attrition in the United States has been lingering since the 1970s and 1980s. In these decades, a quarter of the teachers who could teach never started teaching or left the field shortly after they began teaching (McCreight, 2000). At

the turn of the current century, schools in the western United States, urban schools, remote rural schools, and schools with low socioeconomic status were especially hard pressed to find and keep teachers (Aragon, 2016; Hanushek et al., 2004; McCreight, 2000; Shen, 1997). Some of these schools were forced to hire brand new teachers due to lack of experience in the candidate pool, and those inexperienced teachers are more likely to leave the field than their experienced peers (Hanushek et al., 2004; McCreight, 2000). In fact, approximately half of all teacher leave their initial teaching assignment within the first five years of their teaching career (Allen, 2005). In addition, anywhere from 19-30% of teachers leave the profession within the first five years of teaching (Sutcher et al., 2016). About 40% of all teacher job departures are due to job dissatisfaction or the goal of pursuing a more satisfying job, a different career, or to improve career opportunities in the field of education (Ingersoll, 2004).

In the last few years, teacher attrition in the United States remains at a concerning level. Nearly 90% of the teacher demand annually in the U.S. is caused by teacher attrition (Sutcher et al., 2016). The annual exiting rate of teachers in the United States is double the rate of school systems in places such as Finland, Singapore, and the province of Ontario, Canada (Sutcher et al., 2016). In the 2012-13 school year, the percentage of teachers who moved to a different school was 8.1%, and the percentage of teachers who left the field of education completely was 7.7% respectively (U.S. Department of Education, 2014). Fifteen years earlier, those rates were 7.9% and 5.6%, respectively (U.S. Department of Education, 2014). Teachers who have left the field and then re-enter at a later date comprise nearly one-half of all new hires in schools, but the number of teachers who are re-entering is not enough to make up for the need (Sutcher et al., 2016). Although the rate of teachers moving to different schools has not been significantly different over time, there is a growing rise in the percentage of teachers leaving the field entirely.

Only about one-third of teacher attrition nationwide is due to retirement, and the remaining 2/3 of attrition is due to outside factors (Sutcher et al., 2016). The majority of all teachers who leave the profession of education exit primarily because they are dissatisfied with their job and working conditions (Aragon, 2016; Cha & Cohen-Vogel, 2011; Simon & Johnson, 2015; Sutcher et al., 2016). The expected discrepancy between supply and demand in the year 2021 reveals an anticipated teacher shortage of 100,000 educators (Sutcher et al., 2016).

Changing teacher demographics

Over the last three decades, the teacher workforce demographic in the U.S. has grown increasingly complex and varied (Ingersoll et al., 2014). Unlike decades ago, first-year teachers currently make up the largest experience category, and about one quarter of teachers have been teaching for five years or less (Ingersoll & Merrill, 2014). Teachers new to the field (within their first ten years of teaching) have grown at a higher proportion to veteran teachers (eleven or more years of experience) (Ingersoll et al., 2014). Teachers in the current 21st century workforce are generally less experienced, and there is an increase in the ratio of beginning teachers to those who are experienced (Ingersoll et al., 2014). Many who are fresh out of college are also older but inexperienced teachers who have just started the world of full-time work or who have changed careers in mid-life (Ingersoll et al., 2014). Ten percent of the new teachers in 2011 were over 40 years old and starting a new career (Ingersoll et al., 2014). Teachers are also more ethnically diverse than ever before (Ingersoll et al., 2014). In regard to gender, both the number of women entering the teaching field and the proportion of females to males in education have increased (Ingersoll et al., 2014). Women have entered teaching at twice the rate of males, and if this trend continues, nearly 80% of all the teaching force will be female (Ingersoll et al., 2014).

Statistics show that the number of college graduates choosing the field of education has grown steadily and has kept up with K-12 student population around the country (Dolan, 2008; Cowan et al., 2016). Alarmingly though, only about half of students who graduate from a teacher education program are working in the education field (Cowan et al., 2016). Educators are less likely to work their entire career as a teacher through retirement; only a minority of teachers who leave the profession do so because they are at the end of their career (Ingersoll et al., 2014; Sutcher et al., 2016). Bastian, McCord, Marks and Carpenter (2017) caution "Given the performance and attrition of early career teachers, this greening of the teacher workforce puts a premium on districts and schools making high-quality teacher hiring decisions" (p. 1). This data indicates that school systems may not be able to rely on teacher commitments to staying in the profession that they entered.

Teacher attrition in specific settings

Teacher turnover is more prevalent in certain school settings and among certain content fields. Although the overall percentage of teacher attrition has increased within the last decade, teachers leaving jobs seem to be exiting at a higher rate from schools with particular demographics or in particular job contexts (Allensworth et al., 2009; Aragon, 2016; Barnes et al., 2007; Boyd et al., 2008; Carver-Thomas & Darling-Hammond, 2019; Cha & Cohen-Vogel, 2011; Hanushek et al., 2004; Ingersoll, 2004; Ingersoll et al., 2014). Low income, rural, highly urban schools, and schools with poor working conditions have difficulty attracting and retaining qualified candidates (Allensworth et al., 2009; Aragon, 2016; Barnes et al., 2007; Carver-Thomas & Darling-Hammond, 2019; Cha & Cohen-Vogel, 2011; Cowan et al., 2016; Grissom, 2011; Hanushek et al., 2004; Ingersoll, 2004; Ingersoll et al., 2014; Shen, 1997; Simon & Johnson, 2015). The data show that the teaching force has incrementally become less stable,

particularly in high need schools that serve at-risk or low performing students (Barnes et al., 2007; Hanushek et al., 2004; Ingersoll et al., 2014; Newton et al., 2018).

The subject content that a teacher teaches impacts teacher supply. The fields of elementary education, music, art, and vocational/technical education have stagnated in their growth of candidates going into these fields as well (Ingersoll et al., 2014). Shortages of teacher supply also exist more readily in specific content fields such as STEM (science, technology, engineering, math) and special education (Aragon, 2016; Carver-Thomas & Darling-Hammond, 2019; Dolan, 2008; Sutcher et al., 2016).

Student demographics impact teacher attrition. The age of students that a school serves has an influence on teacher attrition, for middle schools are more prone to lose teachers than elementary or high schools (Barnes et al., 2007; Klassen & Chiu, 2011). Schools that have students who perform low academically are more prone to have teachers leave than schools with stronger academic profiles (Allensworth et al., 2009; Barnes et al., 2007; Boyd et al., 2008; Carruthers, 2012). Schools that have a higher free and reduced lunch population have a more difficult time keeping beginning teachers than schools with a free and reduced lunch rate under 50% (Dolan, 2008; National Center for Education Statistics, 2015). In addition, schools with higher minority populations, particularly if those schools do not perform well academically, increase the likelihood that a teacher will leave their post (Allensworth et al., 2009; Barnes et al., 2007; Carver-Thomas & Darling-Hammond, 2019; Dolan, 2008: Hanushek et al., 2004; Newton et al., 2018; Shen, 1997; Simon & Johnson, 2015). To add, schools that were comprised of nearly 100% students of low income are at much greater risk for teacher turnover than schools with a lower percentage of low income students (Allensworth et al., 2009).

School building characteristics factor into teacher turnover. Smaller schools (below 250 students if elementary or combination, below 500 if middle level, and below 1,000 if secondary level) have a higher attrition rate than larger schools (Allensworth et al., 2009; Barnes et al., 2007). Teachers whose schools have an induction and mentoring program were more likely to stay at their school the following 5 years than teachers who did not have such a program (National Center for Education Statistics, 2015). Elementary schools that are larger (more than 700 students) have more stable teacher retention than smaller elementary schools, which may be due to teacher uncertainty regarding their role or staffing or due to the small environment where close working relationships could lead to conflict (Allensworth et al., 2009). Elementary teachers are more likely to leave a school that has a new principal (Allensworth et al., 2009). There is strong evidence that teacher attrition is more pronounced with teachers who work in the middle and high school settings than teachers who are in an elementary setting (Allen, 2005). Schools on academic probation are more likely to lose teachers than those that are not on probation (Allensworth et al., 2009). Finally, schools that experience a higher than average amount of discipline problems or that are perceived as unsafe are more likely to lose teachers than schools that have fewer discipline issues (Allensworth et al., 2009).

Teacher attrition among certain teacher demographics

Teachers perceive aspects of their work differently during various stages of their careers (Fraser et al., 2008). Experience influences attrition, for beginning teachers are nationwide more likely to leave their positions than those teachers with more experience (Allen, 2005; Allensworth et al., 2009; Barnes et al., 2007; Campbell, Gesualdi, & Moquin, 2019; Clandinin et al., 2015; Dolan, 2008; Hanushek et al., 2004; Hirsch & Emerick, 2007; Shen, 1997). The period of the first five years of a teaching career is a tenuous time frame, as it is typically when teachers

decide to stay or leave (Allen, 2005; Allensworth et al., 2009; Barnes et al., 2007; Idaho State Board of Education, 2018). This period in beginning teaching becomes even more at-risk for attrition when those new teachers work with primarily low performing students (Hanushek et al., 2004). On each end of the spectrum, young teachers and older teachers are particularly at risk for leaving, whereas middle-aged teachers have more stability in their careers and are more likely to stay in their school (Allen, 2005; Allensworth et al., 2009; Carver-Thomas & Darling-Hammond, 2019; Dolan, 2008; Hanushek et al., 2004; Idaho State Board of Education, 2018; Klassen & Chiu, 2011). Teacher attrition so early in a profession affects the type of educators that schools can employ, as many of the new hires are also new teachers who lack experience in the field (Brill & McCartney, 2008).

Gender and ethnicity also plays a minor role in teacher attrition. Beginning female teachers are more likely to stay in their job than beginning male teachers (National Center for Education Statistics, 2015). However, there is moderate evidence that plans to start a family, pregnancy, and childbearing impact a female teacher's decision to stay in or leave the teaching field (Allen, 2005). When disregarding experience, however, there is not a significant difference in attrition between male or female teachers (Allensworth et al., 2009). When ethnicity is examined, teachers who are white prove to be less stable in school employment than teachers of color, particularly when the school they are working in includes students of color (Allen, 2005; Allensworth et al., 2009).

Geography and the physical location of the school also prove significant to teacher attrition, for teachers who live physically far away from their workplace are also more likely to leave their school (Boyd et al., 2008). Teachers tend to leave schools in which the area in which they physically work is considered unsafe or is lacking amenities desirable to those teachers,

often exiting those settings for schools that are in more desirable locations (Aragon, 2016). Schools located in rural areas of the country have higher attrition rates than urban or suburban areas (Aragon, 2016). However, relative to urban/suburban traditional public school teachers, rural traditional public school teachers are more likely to stay in the same school and less likely to leave the profession itself (Crouch & Nguyen, 2020).

Teacher attrition in Idaho

In Idaho, approximately 1,900 teaching certificates are issued annually, and of those teacher candidates, only 66% are currently working as educators in Idaho public schools, leaving one-third of certified teachers out of the classroom (Idaho State Board of Education, 2018). Idaho's teacher attrition rate is 10% annually, whereas the national teacher attrition rate is 8% (Idaho State Board of Education, 2018). Approximately 76% of teachers in Idaho who leave the teaching field do so before retirement age, compared to the national rate of 66% (Idaho State Board of Education, 2018). Idaho tends to lose teachers who are at the beginning and end of their careers more often than teachers in the middle of their teaching career (Idaho State Board of Education, 2018). In the 2013-2014 school year alone, nearly one-third of Idaho teachers who started teaching left the public school system (Idaho State Board of Education, 2018). Teachers leaving the profession dramatically impacts the state financially as, Idaho school districts and charter schools spend a significant amount of their budget, nearly seven million collective dollars annually, to replace teachers who are lost to attrition (Idaho State Board of Education, 2018). In Idaho, teacher shortages impact the resources of the school system and negatively affect student achievement (Idaho State Board of Education, 2018).

Charter school teacher attrition

Attrition at charter schools is significantly higher than traditional public schools (Cano et al., 2017; Miron & Applegate, 2007; Newton et al., 2018; Sass et al., 2012; Stuitt & Smith, 2012). One study showed that the odds of teachers leaving a charter secondary school are up to four times higher than a traditional public setting (Newton et al., 2018). There are numerous facets to this attrition, however. Age and experience level play a factor in charter attrition, for teachers who have limited experience and/or who are younger (under 30 years of age) are much more likely to leave a charter school than a traditional setting (Anderson & Nagel, 2020; Cano et al., 2017; Lynch, 2012; Stuitt & Smith, 2012; Wei et al., 2014). On the other hand, teachers new to the profession are less likely to leave a charter school in their first few years than those who have been working at a charter school for a longer period, and this may be due to the lack of stamina that teachers have after they have worked in a demanding charter setting for several years (Torres, 2016). This also may be due to the fact that charter schools hire a larger ratio of new teachers to experienced teachers, and those new teachers may use the charter setting as an avenue to launch a career in a different setting (Torres, 2016). Interestingly, educators who start their careers at charter schools are more likely to leave the profession than their traditional public school peers but teachers who switch from a traditional to charter school setting are less likely to leave the profession (Cano et al., 2017). Charter school teachers with more experience were more likely to remain in the charter school sector than their inexperienced peers (Anderson & Nagel, 2020). While it is difficult to know how many teachers leave involuntarily from charter schools, data shows that traditional public school teachers stay in the profession for a longer length of time than charter school teachers, and that the odds of a charter school teacher leaving the teaching profession is more than twice that of a traditional public school teacher (Cano et al.,

2017; Oberfield, 2017). Charter school teachers who have higher levels of education are more likely to leave for better career options (Anderson & Nagel, 2020).

Overall, charter school teachers leave for the similar factors and considerations as traditional public school teachers (Cano et al., 2017; Stuit & Smith, 2012). Charter school teachers perceive that they have more control over decisions as well as the ability to more effectively collaborate and try innovative practices (Datnow, Hirschberg & Wells, 1994; Oberfield, 2017). Data taken from the Department of Education's School and Staffing Survey (SASS) was matched to teacher quality, defined by the ranking of college in which they received their teaching degree, with choice of work at a charter or traditional public school, and the findings of the study demonstrate that teachers from more highly ranked colleges are more likely to choose to teach at a public charter school than a traditional public school (Calimeris, 2016). Also, young and new teachers who are of higher quality are more likely to teach at a charter school (Calimeris, 2016; Miron & Applegate, 2007).

While some factors of working in a charter school may be favorable, the higher expectations, increased workload, lack of professional development and absence of the presence of a teacher's bargaining organization may make charter schools may be even more at risk for teacher attrition (Bickmore & Sulenic-Dowell, 2018; Calimeris, 2016; Jabbar, Chanin, Haynes & Slaugher, 2020; Roch & Sai, 2017; Wei et al., 2014). Workplace conditions and lack of administrator support factor into higher charter school teacher attrition (Bickmore & Sulenic-Dowell, 2018; Stuit & Smith, 2012).

Differences between leavers and stayers in the charter school setting were most significant in the areas of professional development and discipline systems, for teachers rate these two areas lower in quality than the other organizational conditions (Bickmore & Sulentic

Dowell, 2018; Torres, 2016). Charter schools are also more likely to have more intrusive groups of parents and school boards than traditional schools which may increase the pressure of the workplace, for most charter boards are comprised of parents from the school itself (Bomotti et al., 1999). Teachers report concerns over boards attempting to micromanage the school and having "too much power" (Bomotti et al., 1999). Many charter schools have missions that are more conducive to having experienced teachers that understand the reality and stressors of teaching in a public school setting. Employing effective teachers is especially important for charter schools since so many of those schools serve high need populations (Goff, Mavrogordato, & Goldring, 2012).

Certain school level factors and demographic factors are related to higher attrition in charter settings. Race plays a role in charter teacher attrition, as teachers who are minorities are more likely to leave a charter school setting than their Caucasian peers (Anderson & Nagel, 2020; Cano et al., 2017). Gender factors into attrition as well, for females who work in charter schools are less likely to leave their posts than their male counterparts (Cano et al., 2017). Charter school teacher attrition is higher for teachers who work in the upper-grade levels (Lynch, 2012; Miron & Applegate, 2007; Newton et al., 2018). New charter schools (in the first five years of operation) are significantly more at risk to lose teachers than charter schools that are already established, most likely due to the diverse and time-consuming work that starting a school entails (Newton et al., 2018, Torres, 2016). Urban/suburban charter school teacherare more likely to leave their job than those charter school teachers who work in rural settings, with attrition rates at 16% for rural charter school teachers and 23% for urban/suburban teachers (Crouch & Nguyen, 2020). The odds of a teacher leaving a charter school where the principal is

a first time administrator are between two and three times greater than charter principals in their second year (Torres, 2016).

The impact of teacher attrition on charter schools creates a problem for the charter school movement. High attrition rates consume charter school resources, impede professional development efforts, and may make parents see the school as not stable (Cano et al., 2017; Miron & Applegate, 2007). The disruption caused by losing so many teachers every year makes it difficult for charter schools to remain consistent with their missions over time and this may affect long term charter school performance and cultural consistency within the school, for it is disruptive to the entire organization (Lynch, 2012; Stuit & Smith, 2012, Torres, 2016). Lynch (2012) asserts "Proponents of charter schools would be well advised to focus their efforts on reducing teacher attrition, particularly the excessively high turnover of young, new teachers (p. 128-129).

Impact of teacher attrition

Data demonstrates that teacher turnover often has a negative impact on student achievement, and educator attrition comes with both visible and invisible expenses including costs to school culture, consistency of professional development, and staff morale, just to name a few (Brill & McCartney, 2008). Teacher attrition has its share of burden to schools, including economic, institutional, and instructional costs (Adnot et al., 2017; Allensworth et al., 2009; Idaho State Board of Education, 2018, Ingersoll, 2004). Teacher turnover even negatively impacts the students of the "stayers", or those teachers who do not leave the grade level or school (Ronfeldt et al., 2013; Sutcher et al., 2016). In addition, staff trust is eroded when high turnover is present, and existing personnel must carry the additional responsibility of bringing new teachers into the fold.

The most dramatic effect, however, is the cost of student achievement, for high turnover rates in schools diminish student achievement not only for the students who are directly impacted but for the students in the school as well (Boyd et al., 2008; Brill & McCartney, 2008; Carver-Thomas & Darling-Hammond, 2019). Replacing high-performing teachers who leave with teachers of comparable caliber is difficult (Adnot et al., 2017). Data from the Schools Workforce Census was used to relate student achievement with the attrition of teachers. Results indicated that students in their final year of secondary school score lower on their final school assessments if they had higher rates of teacher entry in the subjects they were studying (Gibbons et al., 2018). Overall, teacher turnover hinders adequate student achievement, particularly in low performing schools, even after controlling for teacher quality (Ronfeldt et al., 2013; Sutcher et al., 2016). Teacher turnover impacts at risk schools in particular, for low performing and high poverty schools are most at risk for teachers leaving (Barnes et al., 2007).

Losing a teacher from the field of education may not always have a negative impact, and this loss may even be beneficial to a school or have a neutral effect (Adnot et al., 2017, Ingersoll, 2004). Ineffective teachers who quit or who are dismissed may be replaced by educators of higher quality and skill (Adnot et al., 2017). In a study of teacher performance assessment, turnover of ineffective teachers can make student outcomes more positive, particularly with disadvantaged students who may benefit more from the skills of experienced teachers (Adnot et al., 2017). When low performing teachers exit education, students perform better (Adnot et al., 2017; Christopher et al., 2008).

Teacher attrition has a significant impact on schools financially, with costs per teacher averaging approximately $10,000 to $26,000, depending on the district and demography of the school (Barnes et al., 2007; Dolan, 2008; Watlington et al., 2010). The national burden of

teacher attrition amounts to approximately 8 billion dollars annually (Sutcher et al., 2016). This is a particular burden on high poverty or at-risk schools where resources are sparse, draining resources that could be used for students or teachers who stay (Barnes et al., 2007). Some of the costs associated with teacher turnover are recruitment, hiring, administrative processing, induction training and ongoing training, sick leave, and vacation pay (Barnes et al., 2007; Watlington et al., 2010). Attrition of beginning teachers in particular burdens districts, teacher prep programs, and the morale of the school community (Dolan, 2008). Barnes et al. (2007) write, "In a vicious cycle, teacher turnover lowers student achievement, and lower student achievement leads to teacher turnover" (p. 8). Locating, interviewing, and training new instructors is a financial strain on schools that can be mitigated by teacher retention (Idaho State Board of Education, 2018). This pattern of teacher turnover and low student achievement reinforces the difficult reality of the career of teaching itself.

Factors impacting teacher attrition

Teachers may leave their workplace for many different reasons, and schools should expect a small amount of mobility (Allensworth et al., 2009). Some teachers leave their post to work as a teacher in another building or district, and some leave the profession all together (Dolan, 2008). About one third of teacher attrition is due to retirement (Sutcher et al., 2016). The decision to leave or to stay a teaching job or even the whole teaching profession does not occur as a one-time event, but it is a cumulative result of teacher perception of job satisfaction (Boyd et al., 2011; Gallant & Riley, 2014; Klassen & Chiu, 2011; Morgan, Ludlow, Kitching, O'Leary, & Clarke, 2010).

The theoretical framework chosen for this study articulates Maslow's theory that basic needs have to be met before self-actualization can be realized, and also emphasizes the fact that

only intrinsic, or Herzberg's motivating factors, can provide true satisfaction in a job (Herzberg et al., 1959; Maslow, 1943). To this, when these higher-level factors are in place, teachers are less likely to leave their work. Teachers are more likely to remain in settings where they feel mutual respect for their colleagues and think that the culture of the school is one of shared commitment to student learning and innovation (Allensworth et al., 2009; Buchanan et al., 2013). Work environments where teachers are valued and supported by their colleagues is a key factor in a teacher staying at their school (Allensworth et al., 2009; Buchanan et al., 2013). Teachers who have the opportunity to engage in professional learning and believe they are competent in implementing instructional strategies are more likely to stay in the profession (Buchanan et al., 2013; Klassen & Chiu, 2011). Teachers are more likely to stay in settings where they perceived that they have strong school leadership and administrator support in the form of specific feedback, recognition of teachers, maintaining a strong curriculum and resources, communicating frequently and effectively, and creating leadership opportunities for teachers (Allensworth et al., 2009; Akdemir & Shelton, 2016; Boyd et al., 2011; Carver-Thomas & Darling-Hammond, 2019). Teachers want to have control of their work, for lack of teacher autonomy is a factor that leads to teacher turnover (Ingersoll, 2004; Moore, 2012). In addition, teachers are more likely to stay in schools where they perceive parental involvement and support is high (Allensworth et al., 2009).

On the other hand, Herzberg's hygiene factors, if not met, can lead to job dissatisfaction Herzberg, 1959). In addition, if basic needs are not met, Maslow contends that one cannot reach the categories of self-esteem and self-actualization, which are the intrinsic factors that Herzberg contends need to be met in order for satisfaction to take place. Dissatisfaction with salary, a hygiene factor that is extrinsic and is at the base of Maslow's hierarchy, is a significant factor

that drives teachers to leave their post (Boyd et al., 2011). Student behavior, an extrinsic factor that may challenge a feeling of security and safety, is a significant factor in the likelihood that a teacher will remain at their school (Allensworth et al., 2009). Finally, dissatisfaction with their job's working conditions, another hygiene factor, can be a primary reason teachers give for leaving their work (Boyd et al., 2011). Pay factors into teacher retention, as experienced teachers who have salaries above the national average are more likely to stay in the field of education (Carver-Thomas & Darling-Hammond, 2019). There is also strong support that overall compensation does play a role in a teacher's decision to leave their school (Allen, 2005; Aragon, 2016).

Teacher job satisfaction, self-efficacy, self-actualization, and motivators

The literature on career satisfaction defines job satisfaction as a dynamic idea which equates how a person feels about their particular job. The presence of specific factors will impact how much satisfaction one experiences in their job (Dinham & Scott, 1997). This particular viewpoint stems from the work of Herzberg and identifies satisfying factors as intrinsic factors (called motivators) (Dinham & Scott, 1997, Herzberg et al., 1959). This theory has been widely accepted and applied to research about work satisfaction (Dinham & Scott, 1997). Motivation factors such as achievement, the work itself, responsibility, and job advancement were found to reinforce Herzberg's theory of satisfaction (Ali, 2013).

One hygiene factor, salary, seems to defy Herzberg's theory as it relates to public school teachers (Gawel, 1996). In addition, teachers feel satisfaction when administrators focused on their esteem needs, which may counter Maslow's theory as self-actualization as the desired need above esteem (Gawel, 1996).

School systems that focus on positive aspects of teaching and building teacher capacity system wide do more to motivate teachers to stay in the field (Klassen & Chiu, 2011; Morgan et al., 2010). Most teachers are satisfied with their work, even though the work may seem difficult at times (Moore, 2012). Although teachers may experience negative factors, the ongoing positive, intrinsic factors in the work assist in maintaining the desire to stay in education (Bogler, 2001; Klassen & Chiu, 2011; Moore, 2012; Morgan et al., 2010; Skaalvik & Skaalvik, 2011; Skaalvik & Skaalvik, 2015). As teachers grow with experience, their level of job satisfaction also increases (Buchanan et al., 2013). This is a time consuming process that requires attention on the part of the administration. Teachers who stay in the profession reported that they were improving their craft and that gradually, they were able to handle the job (Buchanan et al., 2013).

There are a variety of factors that data indicate reinforce teacher satisfaction in their work. Teachers are satisfied when they feel competent and experience prestige, self-worth, independence, autonomy with workload, and the ability to develop as a professional (Bogler, 2001; Buchanan et al., 2013; Ingersoll, 2004; Klassen & Chiu, 2011; Moore, 2012; Nias, 1981; Perrachione et al., 2008; Shen, 1997). Teachers also appreciate being challenged professionally and acknowledged for their good work by their supervisors (Chapman & Lowther, 1982; Nias, 1981; Shen, 1997).

Experiencing support and connection in the school community is critical to teacher satisfaction. This support includes follow-through with student discipline issues, setting high and realistic academic expectations, maintaining parental involvement, and ensuring teacher teams have time to meet together (Akdemir & Shelton, 2016). Overall job satisfaction and perceived level of effectiveness are related to the amount and degree of support teachers perceive they are receiving from their school as an organization (Buchanan et al., 2013; Cannata &

Penaloza, 2012; Edinger & Edinger, 2018; Gallant & Riley, 2014; Harfitt, 2015; Karge, 1993; Moore, 2012; Perrachione et al., 2008). Teachers are more satisfied with their work when they have a strong sense of belonging and connection in the school and feel like they are helping the community and children in particular (Allensworth et al., 2009; Clandinin et al., 2015; Edinger & Edinger, 2018; Gallant & Riley, 2014; Moore, 2012; Nias, 1981; Skaalvik & Skaalvik, 2011). This support and belonging must be fostered throughout the career of a teacher, for teachers who are new to the profession tend to feel more supported and satisfied than their experienced counterparts who may feel less attention given to their development as teachers (Fraser, Draper, & Taylor, 1998; MetLife. Inc., 2013). Parent involvement and support are also key factors in teacher satisfaction, and teachers are more likely to stay in a setting where there is heavy parental involvement (Allensworth et al., 2009; Hughes, 2012; Loeb & Luczak, 2013; Moore, 2012; Skaalvik & Skallvik, 2011). Identification with the mission, shared goals and values, sense of professional community, and agreement with prevailing norms of the school is a factor that helps teachers feel like they belong and feel satisfied with their work (Cannata & Penaloza, 2012; Harfitt, 2015; Hirsch & Emerick, 2007; Moore, 2012; Skaalvik & Skaalvik, 2011). These expressions of feelings about their work reinforce Herzberg's Theory of Motivation as well as Maslow's Theory of Hierarchy of Needs (Bogler, 2001; Herzberg et al., 1959; Maslow, 1943).

The job of teaching and the fruit of the work itself are satisfying factors for teachers. The work of effective teaching can produce the following intrinsic factors related to job satisfaction: student growth and achievement, teacher professional achievement, creating a positive atmosphere in the classroom, recognition from peers and supervisors, job mastery, opportunities for growth, and strong relationships (Dinham & Scott, 1997). Intrinsic and altruistic reasons, as well as the perception of feeling highly skilled as a teacher, are evident as

reasons for both entering and staying in the profession (Bogler, 2001; Chiong et al., 2017; Klassen & Chiu, 2011; Howes & Goodman-Delahunty, 2015; Moore, 2012).

Job dissatisfiers in teaching: Survival, safety, belonging, and the hygiene factors

The factors that lead to dissatisfaction in teaching are the extrinsic, or hygiene factors that relate to survival, physical or emotional safety, or basic belonging. These factors include policies and procedures, unrealistic work expectations, lack of respect for teachers in society, the expectation that the teacher will solve social issues, poor job supervision, being treated impersonally by administration, and increased administrative responsibilities (Dinham & Scott, 1997). All of these factors are considered detractors from the actual job of teaching and working with students (Dinham & Scott, 1997).

Factors that lead to teacher job satisfaction are discrete from those contributing to teacher dissatisfaction, with teachers indicating that the dissatisfying factors are frequently the ones that push them to resign (Dinham & Scott, 1997). There are a good number of teachers who are not dissatisfied with their job. Only about one-third of teacher attrition is due to teacher retirement, and most of the teachers who leave their jobs before retirement do so because of dissatisfaction with the conditions of their work (Sutcher et al., 2016). Many teachers start out optimistic and positive but their progress is prevented by factors of dissatisfaction and disillusionment (Gallant & Riley, 2014).

Dinham & Scott (1997) write “Changing education must inevitably mean changing teachers, or at least more pressure being place on teachers to change both themselves and their practices” (p. 364). This change can be a stressor for teachers. Stress and feelings of burnout contribute to feelings of lower job satisfaction (MET Life Survey of the American Teacher, 2013). Emotional exhaustion is one of the strongest motivators for teachers to leave the teaching

field (Hong, 2010; Howes & Goodman-Delahunty, 2015; Skaalvik & Skaalvik, 2011; Skaalvik & Skaalvik, 2015). Buchanan (2009) writes

> The in loco parentis nature of teaching renders it less flexible than many other professions in terms of the intensity and ebb and flow of the work. Isolation is another aspect compounding the responsibilities for teachers, and setting the profession apart from many others. In some ways, teaching can be likened to single parenthood – of 25 or more children (p. 9).

Half of all teachers report feeling a great amount of stress several days per week, and elementary teachers are more likely to report that they are stressed than secondary teachers (MET Life Survey of Teacher Satisfaction, 2013). Some sources of stress are disruptive student behavior and conflicts in teacher teams (Skaalvik & Skaalvik, 2015). Teachers feel as though they should be constantly giving time to their students, and their own personal time is compromised—inciting feelings of isolation, loneliness, and lack of support. (Clandinin et al., 2015; DeMik, 2008; Gallant & Riley, 2014; Karge, 1993; Newberry & Allsop, 2017; Schaefer, Downey & Clandinin, 2014).

Teachers often feel the high workload and sense of pressure to be exhausting, both physically and mentally, and they indicate they are "worn out" at the end of the day (Skaalvik & Skaalvik, 2015). The workload that teachers experience contributes to feelings of being overwhelmed with the amount of time it takes to complete their work (Newberry & Allsop, 2017). Educators in the middle age of life find this work/life balance more difficult than new or experienced teachers, most likely because they are busy with major life events, such as marriage, having children, buying a house, etc. or because they do not feel the need to go above and beyond to impress school leadership and may lower their expectations of themselves as a teacher

(Fraser et al., 1998; Skaalvik & Skaalvik, 2015). Older beginning teachers who are single females are more prone to feel excess stress and isolation in the job of teaching, potentially due to the perception that older teachers do not need as much support or due to the fact that older women teachers may appear more confident due to life experiences (Karge, 1993). Teachers in higher academic levels had higher levels of stress and reduced feelings of self-efficacy, with teachers of older grades more likely to quit than teachers who work with young children (Klassen & Chiu, 2011). Teachers who consider leaving teaching reported feeling like they are "at the end of their rope", feeling unjustly blamed for problems of children, and concerned for their own physical health that may have been impacted by stress (Farber, 1984; Jackson, Schwab, & Schuler, 1986). Teachers truly have been given a uniquely difficult challenge which may result in guilt and pressure when they cannot fulfill all of the demand that are required of them (Dinham & Scott, 1997). All of these stressors challenge feelings of security and safety key to Maslow's hierarchy of needs (Maslow, 1943).

Some of the consequences from the stress felt from teaching included feelings of exhaustion, psychosomatism, lack of self-worth, and a feeling like one has not accomplished much in their work (Skaalvik & Skaalvik, 2015). In addition, teachers often had a negative outlook and felt frustrated and guilty for not feeling like they were meeting the needs of students (Schaefer et al., 2014; Skaalvik & Skaalvik, 2015). Klassen and Anderson (2009) state "In our view, the most significant changes in teachers' job satisfaction in the last 45 years center on increased time pressure--being asked to do too much with too little time--and teacher-pupil relationships" (p. 754). Teachers who are feeling like they can no longer handle the stressors of teaching may create "counterstories" about leaving the job in order to further their education or to take care of family, when in reality teachers often just cannot handle the expectations and

workload that comes with teaching (Schaefer et al., 2014). Interventions targeted at increasing teacher self-efficacy and competence may mitigate the effects of stress that comes with the job (Klassen & Chiu, 2011).

Extrinsic motivators were less cited as important reasons for job satisfaction than a positive school culture, subject or content area interest, and perceived professional mastery (Chiong et al., 2017; Gallant & Riley, 2014; Shen, 1997). A lack of opportunities for career advancement during mid-career may impact a teacher's feelings of overall satisfaction with their work (Fraser et al., 2008). The highest teacher satisfaction ratings are related to interpersonal relationships with students and colleagues (Allensworth et al., 2009; Buchanan et al., 2013; Fraser er al., 1998; Hamilton, 2018; Nias, 1981; Perrachione et al., 2008). Effective peer collaboration along with a vibrant professional community can help mitigate the consequences of dissatisfied teachers (Banjaree et al., 2017; Hong, 2010; Perrachione et al., 2008). Job retention is higher when teachers are given more influence over both school and classroom policies (Hong, 2010; Shen, 1997). Teachers feel dissatisfied when there is lack of unity among staff or when they are not recognized or supported in their work, especially by their administrators (Akdemir & Shelton, 2016; Gallant & Riley, 2014; Ingersoll, 2004, Moore, 2012; Newberry & Allsop, 2017; Okeke & Mtyuda, 2017). This lack of support may include not being present in classrooms, not following through on discipline issues, and not setting high enough expectations for the school culture (Akdemir & Shelton, 2016). Teachers who experience a lack of positive relationships or negative workplace conditions and lack of support from assigned mentors,colleagues and administrators are more likely to leave their work (Allensworth et al., 2009; Bogler, 2011; Buchanan et al., 2013; Ladd, 2011; Moore, 2012; Newberry & Allsop, 2017).

Student behavior also impacts teacher satisfaction, and teachers are more likely to remain at a school that is supportive of students and safe (Allensworth et al., 2009; Boyd et al. 2011; Buchanan et al., 2013; Gonzalez et al., 2008; Moore, 2012; Perrachione et al., 2008; Skaalvik & Skaalvik, 2011). Student discipline issues such as disrespect, absenteeism, lack of student engagement in learning, and lack of safety that may even make teachers fear for their lives impact teacher satisfaction (Ingersoll, 2004, Moore, 2012; Nias, 1981; Okeke & Mtyuda, 2017; Perrachione et al., 2008). Teachers in schools that are perceived as high need or problematic, regardless whether the settings are charter or traditional, with higher level of behavioral issues and higher rates of minority or at-risk students are more dissatisfied with their overall work situation (Allensworth et al., 2009; Ingersoll, 2004, Hanushek et al., 2004; Loeb & Luczak, 2013; Moore, 2012; Roch & Sai, 2017; Shen, 1997; Simon & Johnson, 2015: Sutcher et al., 2016). Departing teachers in high risk schools cited reduction in student discipline as a factor that would have encouraged them to stay in their job (Ingersoll, 2004).

Dissatisfied teachers are more likely to teach in schools where students are performing below grade level or are low income (Barnes et al., 2007; Boyd et al., 2011; Carruthers, 2012; MET Life Survey of the American Teacher, 2013). Teachers with higher achieving students experience higher job satisfaction (Allensworth et al., 2009; Perrachione et al., 2008; Roch & Sai, 2017). Physical working conditions, large class loads, and school environment lead to teacher dissatisfaction and impact teacher decisions to stay or leave a school (Buchanan, 2009; Howe et al., 2015; Loeb & Luczak, 2013; Moore, 2012; Nias, 1981; Perrachione et al., 2008; Simon & Johnson, 2015). Class size reduction was given as a primary incentive for retaining teachers in at-risk schools (Ingersoll, 2004).

Lack of resources is a common factor cited by teachers for leaving their schools (Ingersoll, 2004; Okeke & Mtyuda, 2017; Sutcher, 2016). Teachers are less satisfied with their job in schools where budgets have been cut or decreased (MET Life Survey of the American Teacher, 2013). Salaries are a factor with teacher satisfaction, although not a significant one, as many teachers leave the field of teaching to take a job that may have a salary lower than their teaching salary (Buchanan, 2009). Poor salary compared to other professions also impacts teacher satisfaction and ultimately affects their decision to stay (Gonzalez et al., 2008; Ingersoll, 2004, Howes & Goodman-Delahunty, 2015; Hughes, 2012; Perrachione et al., 2008). Teachers who have left both urban and rural schools that are at risk have suggested higher salaries and benefits as a measure that would encourage teacher retention (Ingersoll, 2004). In addition, physical location plays a part in teachers' feelings of isolation that lead to job dissatisfaction. Teachers who are located physically away from their peers, who teach in a rural or remote setting, or who are far away from the place in which they live feel isolation from their community, which impacts satisfaction (Buchanan et al., 2013, Newberry & Allsop, 2017).

A principal plays a key role in the teacher's satisfaction in the work environment (Banks, 2019; Burkhauser, 2017; MET Life Survey of the American Teacher, 2013; Shaw & Newton, 2014). Dissatisfied teachers cite the administration as a major influence in their decision to leave a school (Boyd et al., 2011; Gonzalez et al., 2008; Simon & Johnson, 2015). The teachers' dissatisfaction or satisfaction with the administrator dominates the degree of influence related to their decision to leave (Boyd et al., 2011; Clandinin et al., 2015; Carver-Thomas & Darling-Hammond, 2019; Simon & Johnson, 2015). Shaw and Newton (2014) assert "One can pour all the money in the world into training new crops and pass mandates to ensure high quality, but if schools do not have leaders who can cultivate and retain teachers, the effort is amiss" (p. 106).

High performing teachers are less likely to leave schools where they have an effective principal (Grissom & Bartanen, 2019). Quality of principal leadership was significantly more important for teachers that are in their first decade of teaching than veteran teachers (Chiong et al., 2017). The trust that teachers have in their administrators has a considerable amount of weight in the decision to stay or leave teaching (Allensworth et al., 2009; Brill & McCartney, 2008; Carver-Thomas & Darling-Hammond, 2019; Hong, 2010; Grissom & Bartanen, 2019; Karge, 1993; Shaw & Newton, 2014; Simon & Johnson, 2015). When principals are not supportive emotionally or do not show trust and empathy, teachers are more likely to feel isolated and eventually leave (Gallant & Riley, 2014). The principal who acts as a strong instructional leader is also an essential component of the desire to stay (Allensworth et al., 2009).

Overall teacher job satisfaction is not predicted when principals focused on instructional tasks, rather teachers are more satisfied when principals focus on creating a caring school climate that is friendly (Kouali, 2017; Shaw & Newton, 2014). Teachers prefer principals who focus on relationship building and who are trustful and respectful rather than a principal who focuses primarily on instructional tasks and feedback (Kouali, 2017; Shaw & Newton, 2014). Teachers cite how they view the effectiveness of their leaders as a key element in their likelihood to stay in their school (Allensworth et al., 2009; Boyd et al., 2011; Burkhauser, 2017; Hirsch & Emerick, 2007; Ladd, 2011; Torres, 2019). Lack of support from administrators in the form of not following through with student discipline, not recognizing or appreciating staff, or not being approachable leads to teachers wanting to leave their job (Akdemir & Shelton, 2016; Boyd et al., 2011; Howes & Goodman-Delahunty, 2015). Teachers who do not feel valued by their administration are also more at risk for leaving (Newberry & Allsop, 2017). The impact of an effective school leader is integral to allowing trust to develop in and among staff at a school, and

building that culture and school environment of belonging, trust and support leads to increased workplace satisfaction (Edinger & Edinger, 2018, Kouali, 2017; Moore, 2012; Shaw & Newton, 2014; Skaalvik & Skaalvik, 2011; Torres, 2019). Conversely, some hygiene factors, or issues of time for planning and collaboration are important job satisfaction factors for elementary and middle school teachers (Ladd, 2011). Relevant and quality opportunities for professional development are another predictor of teachers staying in their jobs (Buchanan et al., 2013; Loeb & Luczak, 2013).

Charter school teacher job satisfaction: Self-efficacy, self-actualization, and motivators

Working in a charter school setting comes with a specific desire to fulfill a certain professional goal to give back and work in an environment with a strong mission that is agreeable to the teacher (Torres, 2014; Weiner & Torres, 2016). With that, it would follow that teachers who work in charter schools should experience greater levels of autonomy and shared leadership than traditional public school teachers. Some studies show that charter school teachers feel a significantly higher level of autonomy than traditional public school teachers (Barnes, 2018; Calimeris, 2016; Ni, 2012; Ni, 2017, Skinner, 2008; Weiner & Torres, 2016). However, other studies show there is not a significant difference in the level of autonomy between charter school teachers and traditional public school teachers, and educators who work in a traditional setting experienced more opportunities to participate in the process of decision making at the school level (Bomotti et al., 1999; Crawford, 2001). Charter school teachers, however, feel more autonomy and satisfaction with the control that they have at the classroom level (Barnes, 2018; Bomotti et al., 1999; Skinner, 2008). To couple with the desire for professional autonomy, charter school teachers may seek out environments they think have more rigorous standards for teachers and students (Weiner & Torres, 2016). Autonomy and fit with the

school's mission, or institutional fit, is important to teachers who look for employment in charter schools (Lynch, 2012; Miron & Applegate, 2007; Ni, 2017; Torres, 2014; Torres, 2019; Weiner & Torres, 2016).

Charter school teachers feel satisfied when they are supported by their colleagues and administration and feel like they can collaborate successfully (Barnes, 2016; Ndoye et al., 2010; Ni, 2017; Wei et al., 2014). Charter schools provide a strong sense of acculturation, institutional support, and cultural structure that provides a feeling of belonging for teachers often missing from traditional public schools (Roch & Sai., 2017; Torres, 2019; Weiner & Torres, 2016). Support in the form of acculturation and induction training as well as feedback from frequent, often constructively critical, administrator classroom observations help charter teachers feel competent in their work, a factor that reinforces self-esteem and self-actualization (Banks, 2019; Weiner & Torres, 2016). This strong support is coupled with teacher development that also proves important to charter school educators. Charter school teachers are more satisfied with professional development and the choice and input that they have on the type of professional development that they receive compared to their traditional public school peers (Akdemir & Shelton, 2017; Banks, 2019; Ni, 2017; Skinner, 2008).

Intrinsic factors such as feelings of accomplishment and ability to do things for others are other particular reasons why teachers feel satisfied at charter schools (Banks, 2019; Barnes, 2018; Datnow et al., 1994). Charter school teachers are motivated to stay in their setting because of the relationships they build with their students and the satisfaction that they get when they know their students are succeeding (Banks, 2019). Charter teachers are motivated by knowing they are working with like-minded peers who are dedicated and hard-working and when they experience deep collegiality with their peers (Roch & Sai, 2017; Weiner & Torres, 2016). Parent

support and involvement is a key factor in charter school teacher satisfaction (Roch & Sai, 2017; Skinner, 2008).

Charter school legislation was written to give school staff more power in their autonomy and decision making (Bomotti et al., 1999; Crawford, 2001). Charter school teachers appreciate the flexibility, particularly coupled with teacher autonomy that they are given as educational professionals (Bomotti et al., 1999; Calimeris, 2016; Roch & Sai, 2017; Weiner & Torres, 2016). CMO teachers report feeling less control than teachers in stand-alone charters (Oberfield, 2017). Although charter school teachers have more autonomy in their individual classrooms, most do not have a significant impact on larger school policies such as hiring decisions, budgeting, or inservice programs, especially when they thought those policies would benefit children (Bomotti et al., 1999; Torres, 2014). Other studies show that teachers in charter schools have a great deal of influence over hiring, teacher evaluations, discipline, and developing standards, just to name a few (Skinner, 2008). Teachers in non-CMO, or stand-alone schools, experience a more robust level of autonomy than teachers in CMO schools (Torres, 2014). Newer teachers in several standalone charter schools are left alone more than CMO schools but they also feel as though they need more support and direction (Torres, 2014). CMO schools often have processes and structures in place that have been tested and are able to provide more organizational consistency than standalone charter schools (Torres, 2014).

Charter school teachers appreciate intrinsic more than extrinsic factors in the workplace (Banks, 2019; Barnes, 2018; Campbell et al., 2019; Lynch, 2012; Oberfield, 2017). Teachers in charter schools are more enthusiastic about their work and willing to stay in their jobs even if the pay is equal or lower than that received by their traditional school peers (Calimeris, 2016; Gius, 2016). Charter school teachers are less motivated by job security and benefits and more

motivated by personal advancement (Oberfield, 2017). In addition, charter school teachers expressed more significance with satisfaction of teaching and learning factors, whereas traditional public school teachers gave more significance to physical plant and support conditions (Bomotti et al., 1999).

Charter school teacher Dissatisfaction: Survival, Safety, Belonging and the Hygiene Factors

Overall, charter schools face greater teacher turnover rates, increased job insecurity, and higher dissatisfaction with their jobs than their traditional public school peers (Cano et al., 2017; Gius, 2016; Roch & Sai, 2017). In order to minimize dissatisfaction, teachers must feel safe, both emotionally and physically and must be able to perceive that they can provide for themselves. Charter school teachers' stress for job security may be compounded by the fact that charter school teachers report higher expectations for student performance than they experienced in the traditional public school setting, leading them to fear for losing their job if expectations are not met (Calimeris, 2016; Roch & Sai, 2017; Wei et al., 2014; Weiner & Torres, 2016). Charter teachers describe a culture of exhaustion where they feel both internally and externally pressured to ensuring that their school outperforms the traditional public schools near them (Montaño, 2015). They feel a greater responsibility to ensure that students are academically successful and engaged, with a heightened level of professional accountability that they may not experience in a traditional setting (Bickmore & Sulenic-Dowell, 2018; Crawford, 2001; Wei et al., 2014). When students do not reciprocate this heightened sense of responsibility, teachers feel frustration and lack of professional efficacy (Torres, 2013).

Charter school teachers frequently work in an environment where turnover is the norm instead of the exception (Bickmore & Sulenic-Dowell, 2018; Margolis, 2005). These teachers

often do not have the collective bargaining opportunities that their traditional public school colleagues experience, and there is a great degree of difference in how each state handles their procedures and processes for educator collective bargaining (Jabbar et al., 2020; Roch & Sai, 2017; Torres & Oluwole, 2015). Charter teachers are significantly less likely to belong to a union than their traditional public school peers (Calimeris, 2016; Roch & Sai, 2017). Lack of union presence for the protection of teachers is a factor for teacher attrition in charter schools (Akdemir & Shelton, 2017; Stuitt & Smith, 2012). Due to the overly restrictive bargaining laws, many charter schools have chosen to resist that particular path, leaving teachers wondering from year to year if they will be employed (Jabbar et al., 2020; Torres & Oluwole, 2015).

Teachers in charter schools are also affected by their school leaders' actions (Akdemir & Shelton, 2017; Barnes, 2018; Bickmore & Sulenic-Dowell, 2018; Bomotti et al., 1999; Lynch, 2012; Ni, 2017; Roch & Sai, 2017; Skinner, 2008; Torres, 2016). The disposition of a school leader impacts not only school culture in general, but it also has an effect on instructional decisions as well as how teachers feel about their workplace (Barnes, 2016; Bickmore & Sulentic Dowell, 2018). The satisfaction of charter school teachers is impacted by conditions that school leaders have much influence with, such as trust and principal efficacy (Barnes, 2016; Campbell et al., 2019; Ni, 2017; Roch & Sai, 2017; Torres, 2013; Torres, 2016). Charter school principals have a great amount of influence over the autonomy that they afford their teachers, a factor that leads to greater teacher satisfaction overall (Skinner, 2008; Torres, 2013; Torres, 2016). Charter teachers report feeling underappreciated and that the administration often did not recognize the hard work that teachers put into their jobs which may lead them to feel replaceable and devalued (Bickmore & Sulenic-Dowell, 2018; Weiner & Torres, 2016). Torres (2016) writes,

> …strategies to alleviate teacher burnout could focus not just on reducing teachers' overall workload and responsibilities but also on optimizing and regularly monitoring how teachers feel about the support from their principal and the efficacy of professional development they receive (p. 905).

To add to this, charter teachers report less perceived fairness, usefulness, and transparency in their job evaluations that their traditional public school peers (Wei et al., 2014). Charter school teacher job satisfaction is also impacted by intrusive charter school boards, with some teachers claiming they perceive the boards have too much power (Bomotti et al., 1999). Charter school boards and parents often feel intrusive or controlling to teachers (Bomotti et al.,1999).

Teachers who work in charter schools may feel overwhelmed with workload. Though charter teachers experience a level of autonomy that they sought when they joined the charter school movement, with that autonomy came unrealistic work expectations (Montaño, 2015; Roch & Sai, 2017; Torres, 2014, Weiner & Torres, 2016). Most charter schools are smaller in total enrollment than most traditional public schools, but class sizes, particularly at the elementary level, on average are higher for charter school teachers (Oberfield, 2017; Reed & Rose, 2020). Charter school teachers also report working longer hours and having longer contract terms than their traditional public school peers (Calimeris, 2016; Campbell et al., 2019; Ni, 2012; Weiner & Torres, 2016; Wenger et al., 2012). Participants in one study called the work "grueling", with continual work on the weekends, and with some schools even requiring their teachers to work ten hour days (Weiner & Torres, 2016). This leads many teachers to become distracted from their primary work and feel overwhelmed with the sheer amount of work that has to be done, leaving little time for personal responsibilities (Ni, 2012; Wenger et al., 2012; Weiner & Torres, 2016). Charter teachers report having to take on additional responsibilities

within the school that are not part of their job description (Ni, 2012; Wenger et al., 2012). Due to this unreasonable workload, charter school teachers report that they have fewer opportunities to take part in high quality professional development, particularly from outside the school (Bickmore & Sulenic-Dowell, 2018; Wei et al., 2014). Charter school teachers question how long they can work with these unrealistic expectations, and many charter teachers leave their school because they cannot sustain the level and amount of work expected of them (Montaño, 2015; Torres, 2014; Weiner & Torres, 2016).

There is a negative relationship between the factor of emotional exhaustion and work performance (Wright & Bonett, 1997). The other factors, depersonalization and personal accomplishment did not demonstrate a significant relationship with work performance (Wright & Bonett, 1997). Strategies to quell teacher burnout and stress could not only focus on workload and lightening responsibilities but also on levels of principal support and the quality of professional development that charter school teachers receive (Torres, 2016). Wright and Bonett (1997) write, "Until preventive measures are undertaken, it is reasonable to assume that we will continue to see the effects, i.e. performance deterioration, of emotionally exhausted workers" (p. 498).

Practices that have shown to reduce charter school teacher stress and dissatisfaction include shortening their workload, providing relevant and timely professional development, and frequent checks for teacher satisfaction throughout the year instead of administration waiting until the end when teachers may feel more apt to leave (Torres, 2016). Monitoring principal-teacher relationships and working to improve that dynamic increases commitment and retention of the teacher (Akdemir & Shelton, 2017; Torres, 2016). Including staff in analyzing working conditions gives school leaders an opportunity to address stress or dissatisfaction before it

becomes a contributing factor to teacher turnover (Torres, 2016). With this, school administrators and boards must understand what keeps teachers engaged and satisfied with their work. The retention effort may be even more of a priority at a charter school, where specific culture and philosophies are unique to the requirements of the school and where teachers must adhere to that culture and philosophy in order to experience a feeling of efficacy (Calimeris, 2016; Lynch, 2012; Torres, 2013; Wei et al., 2017).

Conclusion

This literature review presented an overview of the American teacher attrition problem as well as specific issues with teacher attrition in charter schools. The charter school movement in the state of Idaho was highlighted as an area for further study. An overview of the impact of teacher attrition on student performance was addressed. Factors affecting traditional teacher and charter teacher attrition were highlighted. Factors that impact traditional teacher job satisfaction and charter teacher job satisfaction were reviewed. Factors that impact traditional teacher stress and burnout and charter teacher stress and burnout were reviewed.

Teacher attrition in general across the United States is an ever-growing concern, and even more of a concern in the charter school sector. Understanding charter school teacher satisfaction and the character traits associated with satisfied charter school teachers and charter school teachers with longevity can empower policymakers and school leaders to do all within their power to hire teachers who are most likely to fit the mission of their school and stay in their building. Teacher attrition and retention are pressing issues in the American educational landscape. This attention is particularly dire in the charter school setting where attrition is higher than in the traditional public school setting. To add, the state of Idaho experiences higher teacher

attrition than most states. These settings coupled with the national trend of attrition compel the study of the satisfaction levels of charter school teachers in Idaho.

Chapter III

Design and Methodology

Introduction

In this chapter, the research design and methodology, research questions, description of participants, data collection methods, and limitations of this study are reviewed. The purpose of this descriptive, non-experimental study was to 1) determine the perceptions of Idaho public charter school teachers regarding job satisfaction; 2) determine demographic factors (age, gender, ethnicity, grade level of teaching assignment, years of teaching experience, years of experience in a charter school, level of education, mission or typology of the school in which the teacher works) are significant to overall Idaho public charter school teacher job satisfaction; 3) determine what job factors are given for Idaho public charter school teachers' decisions to stay at or leave their job.

The information from this study will be important for Idaho charter administrators and school board members in terms of analyzing their own retention efforts. The following research questions served to guide this study.

Research Questions or Hypotheses

- What are the perceptions of Idaho public charter school teachers regarding job satisfaction?
- What demographic factors (gender, ethnicity, age, highest level of education, number of years of teaching experience, number of years of experience at a charter school, grade level of teaching assignment, and mission of the charter school where teacher is employed) are significant to overall Idaho public charter school teacher job satisfaction?

- What factors are given for Idaho public charter school teachers' decisions to stay at or leave their job?

A gap in the research exists regarding Idaho public charter school teacher satisfaction. Due to the fact that charter schools are growing both in number and in enrollment nationwide, and due to the fact that teacher attrition is higher in charter schools than traditional public schools, new data regarding charter teacher satisfaction and data exploring factors regarding why charter school teachers stay in their setting or leave their job is integral for charter school leaders to design efforts to retain their teachers. This chapter explains the methodology for this mixed methods, descriptive, non-experimental study. This study relied on survey responses from full- time teachers in Idaho who taught at an Idaho public charter school during the 2019-20 school year. The survey employs questions from the Minnesota Satisfaction Questionnaire (short form), a frequently utilized survey to probe into overall job satisfaction and the factors that impact that satisfaction, as well as researcher designed questions (Weiss, et al., 1977).

An anonymous online survey, created by the researcher and implemented through the survey program Qualtrics (Appendix A), was used to gather information from public charter school teachers throughout Idaho who worked in a charter school during the 2019-20 school year. In the online survey, participants were asked to consider the 2019-2020 school year before the outbreak of the COVID-19 pandemic that occurred in the spring of that year. The researcher concluded that the changes in educational practices and job duties during the COVID-19 pandemic would provide a significant limitation that could impact results dramatically, so a retrospective design was utilized. The online survey for this study included four sections. The first section included researcher created demographic information about the teachers that included the following inquiries: gender, age, ethnicity, highest level of education, number of

years of teaching experience, grade levels of primary teaching assignment, number of years of experience teaching in a charter school, number of years teaching at their current charter school building, and the mission of the charter school where the teachers worked in the 2019-20 school year.

The second section included the Minnesota Satisfaction Questionnaire (short form). The Minnesota Satisfaction Questionnaire (short form) is designed to measure a person's overall satisfaction with their job (Weiss et al., 1977). The short form of the questionnaire includes 20 questions that measure intrinsic satisfaction, extrinsic satisfaction, and overall job satisfaction (Weiss et al., 1977). The short form consists of questions that best represent the version of the long form, which is 100 questions that are categorized into the following domains: ability utilization, achievement, activity, advancement, authority, company policies, compensation, co-workers, creativity, independence, moral values, recognition, responsibility, security, social status, social service, supervision—human relations, supervision, technical, variety, and working conditions (Weiss et al., 1977). The MSQ uses a five point Likert scale that includes the responses “very dissatisfied”, “dissatisfied”, “neither satisfied nor dissatisfied”, “satisfied”, and “very satisfied”. The questionnaire is valid, reliable, not time-consuming, and has been used widely in a variety of work settings over several decades (Weiss et al., 1977).

The next section of the survey included open ended questions regarding why the teacher chose to stay at or leave their charter school at the end of the 2019-20 school year. The open ended questions were designed to solicit narrative responses from the participants that could be categorized thematically using descriptive coding. If a participant stayed at their current school, they answered the question regarding why they chose to stay. If a participant left their school, they answered the question regarding why they chose to leave their charter school.

The final section of the survey was comprised of a question that asked respondents if they would be willing to complete a follow up interview with the researcher. If a participant answered "yes", a separate link connected the participant to an additional form that asked for name, phone number, and email of the respondent. Follow up interviews were scheduled at the convenience of the participant. The follow up interview protocol consisted of a list of researcher designed questions (see Appendix B). The purpose of the follow up interview was to glean rich, detailed information regarding specific factors that impacted the participant's decision to stay at or leave their job in the 2019-20 school year.

Survey data was collected in the months of October and November, 2020, and follow up interviews were conducted in December, 2020. This timeline gave the researcher adequate time to gather data, follow up with potential respondents regarding survey participation, conduct follow up interviews, and analyze the data. The online platform Qualtrics was used to collect the survey results. The results were secured through a computer that was password protected. Data was analyzed using descriptive statistics with SPSS. Measures of central tendency (mean), variability (standard deviations) and percentages were the descriptive statistics used. Comparison of group means using one sample *t*-tests, independent samples *t*-test, and ANOVA were used to determine statistical differences between the variables. One limitation of collecting data at this time was that the data could be impacted by teacher experiences at their schools due to the COVID-19 guidelines and requirements. The national pandemic dramatically changed the way that teachers experienced their daily job duties. This unforeseeable event influenced the researcher's decision to use a retrospective survey to collect data. The responses that participants gave when thinking back to the first 6 months of their 2019-20 school year were more representative of teacher perceptions in a typical, pre-COVID environment.

Research Design

The purpose of this mixed methods, descriptive, non-experimental study was to 1) determine the perceptions of Idaho public charter school teachers regarding job satisfaction; 2) determine demographic factors (age, gender, ethnicity, grade level of teaching assignment, years of teaching experience, years of experience in a charter school, level of education, mission or typology of the school in which the teacher works) are significant to overall Idaho public charter school teacher job satisfaction; and 3) determine what job factors are given for Idaho public charter school teachers' decisions to stay at or leave their job.

Descriptive research describes the relationship between variables without attempting to understand the cause (Hoy & Adams, 2016). An anonymous online survey was used to gather information from public charter school teachers throughout Idaho. The Minnesota Satisfaction Questionnaire (short form) delineates respondent satisfaction factors into three types, extrinsic, intrinsic, or general job satisfaction factors (Weiss et al., 1977). This instrument was chosen because it focuses on the reasons why employees feel satisfied in their work, is valid and reliable, and is free of cost for research purposes (Weiss et al., 1977). The MSQ has been used for decades to assess job satisfaction in a variety career fields (Weiss et al., 1977). The short form of the MSQ is a 20 item Likert response scale. Each item on the questionnaire refers to a specific reinforcer in the person's work environment (Weiss et al., 1977). The 20 item short form was developed from the 20 most representative items of the long survey. The MSQ allows for a more individualized profile of not just job satisfaction as a whole, but it also allows for data about specific reasons why workers are satisfied to be revealed (Weiss et al., 1977). The MSQ was developed under the assumption that there are individual and specific differences in the needs of all employees regarding work satisfaction (Weiss et al., 1977). Understanding these

differences is valuable not only to the employee themselves but to their employer as well (Weiss et al., 1977).

The MSQ was developed from research taken from the Minnesota Studies of Vocational Rehabilitation, or The Work Adjustment Project, which began in 1957 as a study on the general problem of adjustment at work (Weiss et al., 1977). The MSQ is useful because two individuals may express the same degree of satisfaction with their work but for very different reasons (Weiss et al., 1977). It has been used by hundreds of researchers for research studies regarding job satisfaction over the last six decades (Vocational Psychology Research, 2019). The survey is written at a fifth grade reading level for ease of comprehension (Weiss et al., 1977). The MSQ (short form) solicits responses for analyzing intrinsic, extrinsic, and general job satisfaction factors (Weiss et al., 1977).

All forms and manuals for the MSQ are available under a Creative Commons Attribution-Non Commercial 4.0 International License (Vocational Psychology Research, 2019). The license allows the MSQ to be used free of charge for clinical or research work (Vocational Psychology Research, 2019). The license does not require written consent, but acknowledgement must be given to Vocational Psychology Research, University of Minnesota for source material and for reproductions license (Vocational Psychology Research, 2019). There is no cost to use the assessment (Vocational Psychology Research, 2019). The assessment includes test directions, questions, and a comprehensive assessor manual (Vocational Psychology Research, 2019). The test directions were in print format only, and the researcher transferred the research questions to a digital format using Qualtrics.

Descriptive research describes the relationship between variables without attempting to understand the cause (Hoy & Adams, 2016). This study analyzes the perceptions of Idaho

public charter school teachers regarding job satisfaction, determines demographic factors (gender, age, ethnicity, highest level of education, number of years of teaching experience, number of years of experience at a charter school, number of years of experience at their current charter school building, and the mission of the charter school where they worked) that are significant to overall Idaho public charter school teacher job satisfaction, and inquires what factors impacted a teacher's decision to leave or stay in their 2019-20 work setting. The primary data collection method was through an online, anonymous teacher survey that included the Minnesota Satisfaction Questionnaire (short form) and researcher designed questions. In addition, interviews were conducted from participants who were willing to take part in follow up interviews about factors influencing their decision to stay in or leave their job. Responses to the questions in the open ended survey and in the follow up interviews were transcribed and then coded thematically using descriptive coding. Descriptive coding is sometimes also called "topic coding", and it summarizes the basic topic or passage of qualitative data (Saldaña, 2016). The coding of themes allows the researcher to discover what factors are most significant in the responses given by the participants. This data was used to reinforce and inform the data from the quantitative survey.

Pilot Study / Expert Panel Review

The researcher began the process with two field tests: a pilot study and an expert panel review, both of which assess the practicalities of the survey and the data collection process. Pilot studies allow researchers to test instruments, analyze methodology, and make adjustments to the data collection process before conducting the study itself (Marshall & Rossman, 2016). The researcher sent the survey questions to 10 public charter school teachers in Oregon using snowball sampling on social media. When the pilot study was completed, the researcher

analyzed the question, response, and response time, and refined data collection methods with an expert panel of three Idaho public charter school administrators who examined the survey and responses and offered suggestions. The suggestions included making survey formatting more user friendly so that verbiage was more clear and directions more concise and correcting spelling errors. The researcher considered any issues with the length of time for the pilot participants to respond to the survey in the research design of the actual study. The researcher conducted three pilot follow up interviews. Two of those pilot follow up interviews were conducted with teachers from the researcher's workplace, and one of the pilot follow up interviews was conducted with a participant who did not meet the criteria to qualify for the actual study. The researcher used feedback from the pilot follow up interviews to adjust any questions in the interview protocol. The researcher eliminated some questions from the pilot interview that seemed redundant and also combined questions that seemed to solicit similar information. In addition, the researcher added one question.

Participants

The primary focus of this study was public charter schools in the state of Idaho. The target population for this study was full-time, K-12 teachers who were employed by a public charter school in Idaho in the 2019-20 school year. An email contact list for all current brick and mortar public charter school principals was obtained from the Idaho State Department of Education website (Idaho State Department of Education, 2019c). The researcher then gathered public charter school principal emails and phone numbers from that list. Principals were contacted regarding the study, and requests were sent for the principal for the school to be a participant in the study. Follow up emails were sent by the researcher to the principals if they did not respond within one week to the researcher's request. The researcher was able to secure

permission from ten public charter school principals who agreed to have their schools participate in the study. The researcher also solicited the name of a school liaison (head teacher or counselor) who would be responsible for working with the researcher to disseminate the online survey and encourage teacher participation. The use of the liaison was chosen in as part of the study in order to minimize feelings of undue influence on the part of the school principal, since questions related to job satisfaction were part of the survey. Teachers from the public charter schools that agreed to participate were then emailed the questionnaire link along with an explanation of the study, directions on how to complete the survey, and consent to participate in the study. The researcher then gathered additional Idaho public charter school teacher emails from school websites of those charter schools whose principal did not respond to the researcher's original emails. The researcher did not email teachers of schools whose principals expressed that they did not want to participate. In addition, snowball sampling was used to reach out to other Idaho public charter school teachers via the social media platform Facebook. These teachers were also allowed the opportunity to participate in the study. A letter of explanation regarding the purposes of the study was included as well as a description of how the research may be used in the future.

Recruitment of participants occurred in the month of October, 2020. This gave the researcher adequate time to gather data, follow up with potential respondents regarding survey participation, and analyze the data. All emails and the survey itself included the statement of informed consent. The public charter teacher participant population size was 156. From all of the survey responses, the researcher found 145 surveys to be usable. The unusable surveys were considered ineligible because the respondent indicated that they either worked in a different state than Idaho or indicated that the 2020-21 school year was their first year in a charter school.

After completing the survey, respondents were asked to volunteer for a follow-up interview. Twenty respondents from the survey completed the form for a follow up interview. The researcher communicated with all the respondents via email regarding setting up a follow-up interview. Two of the respondents were teachers from the researcher's place of employment, so the researcher chose those respondents to be participants in the pilot follow up interview. Out of the remaining eighteen, seven participants responded back. One of those seven participants did not meet qualifications for the study, so the researcher used that respondent's interview as an additional pilot interview. Interviews were completed with the six teachers during the month of December using Google Meet video meeting platform or by phone. Interviews lasted anywhere from 15 minutes to an hour, depending on the length of the respondent's answers. Interview responses were recorded and transcribed.

Any possible risks to participants in this study were minimized. Some of the risks included discomfort with questions and time taken to complete the survey. To mitigate these risks, participants could withdraw at any time from the survey or follow up interview. Confidentiality was maintained through the Qualtrics program as well as with the anonymous nature of the instrument itself. During the follow up interviews, respondents were reminded that all responses are confidential and secured on a password protected computer. All survey responses were also secured on a password protected computer.

Data Collection

A mixed methodology was most appropriate for this study. The researcher sought and received approval for this study from Northwest Nazarene University's Institutional Review Board on May 5, 2020 with revisions approved in July, 2020. In April, 2020, the researcher gathered public charter school principal emails and phone numbers and sent requests for those

schools to be participants in the study The researcher received signed permission from ten public charter school principals. Upon agreement to have their school participate, the researcher asked the principal for the name of a teacher liaison who would be responsible to forward the same information to full-time certified teachers along with a link to take the survey. Using the program Qualtrics, the survey was sent to teachers through email with directions and with a description of the study. Survey participants gave their consent when they opened the digital survey. The researcher informed the participants that they data would be confidential and that the data would be used to determine public charter school teacher job satisfaction factors. The survey was open from October 23 to December 1, 2020.

The instrument that was used for this study was The Minnesota Satisfaction Questionnaire (short form) and questions designed by the researcher. The Minnesota Satisfaction Questionnaire (short form) is designed to measure a person's satisfaction with their job (Weiss et al., 1977) The short form of the questionnaire includes 20 questions that measure intrinsic satisfaction, extrinsic satisfaction, and overall job satisfaction (Weiss et al. 1977). The questionnaire is valid, reliable, and not time-consuming (Weiss et al., 1977). The MSQ uses a five point Likert scale that includes the responses very dissatisfied, dissatisfied, neutral, satisfied, and very satisfied (Weiss et al., 1977).

Researcher developed questions were added that included the following inquiries: gender, ethnicity, age, highest level of education, number of years of teaching experience, number of years of experience at a charter school, number of years of experience at their current charter school building, mission of the charter school where teacher was employed in the 2019-20 school year, and perceived extrinsic and intrinsic job factors that align with Idaho public charter school teacher’s decision to stay at or leave their school.

Analytical Methods

Data was analyzed using descriptive, non-experimental research methods. Preliminary analysis was utilized to gain descriptive statistics for each variable, including the mean, standard deviation, and number of cases in the study using SPSS. In addition, one sample *t*-tests, independent sample *t*-tests and one-way ANOVA were all utilized for statistical analyses on the survey data. For qualitative data, descriptive coding was used to determine themes that emerged in the data.

Limitations/Delimitations

Delimitations to this study include the decision of the researcher to choose Idaho public charter school teachers as subjects. There is ample research on teacher satisfaction in general and an adequate amount regarding public charter school teacher satisfaction. The researcher sought to focus on the unique educational setting of Idaho and public charter schools in order to gather information that may be unique to the state. This study is limited to charter schools in the state of Idaho. Even though Idaho has a good proportion of charter schools to traditional schools compared to other states, the findings may not generalize to the entire United States. Idaho has a unique educational landscape that may not generalize even to states outside of its region. Second, the data was gathered from a variety of public charter schools in Idaho, so the data may not generalize to all public charter schools in Idaho. Each charter school is, by design, different and thus the data that is gathered may be only able to be generalized to schools that share the same or similar mission.

The conceptual framework and the design of the study inform any limitations to the study, which are factors that are outside the researcher's control (Marshall & Rossman, 2016). The manner in which the study can be applied broadly is related to the overall design of the study

itself (Marshall & Rossman, 2016). There were several limitations to this study. The data only was reported from those teachers who chose to take the time and participate in the study. The study relied on the principal or teacher liaison of each public charter school to supply the email contacts of the teachers in the charter school or for a teacher to choose to take the survey solicitations via social media or direct email from the researcher. The study relied completely on data from surveys that teachers willingly participate in and on interview data taken from willing participants. Depending on administrator or liaison encouragement, teacher availability, or teacher perception of the importance of the topic or questionnaire, the participation rates per school varied. The researcher relied on the trustworthiness of the participants to be honest and thoughtful about their responses, both on the survey and in the follow up interviews.

Next, this research was conducted during a time of the national COVID-19 pandemic. The educational climate and environment was significantly impacted by this pandemic. Even though teachers were asked to take the survey retrospectively and only consider their jobs before the COVID-19 outbreak, teachers' perception of their job satisfaction may have been swayed, particularly if they are concerned about their personal safety or are anxious about their personal health at the time that the survey was administered.

Finally, the survey and interview protocol solicit probing questions that may have made the participants feel uneasy, particularly with questions regarding their satisfaction at work or why they left a job situation. Teachers may not have been completely honest in their responses, or their responses may have been impacted by the way they were feeling about their job or themselves on the particular day that they completed the survey or participated in the follow up interview. Teachers may have desired to portray their workplace or themselves in a more negative or positive light, and their motivation for taking the survey may have been skewed

(Field, 2018). The majority of the questions asked in the survey were interval level responses, and participants may not have interpreted the responses on each item consistently. Depending on how what is happening in the personal and professional lives of each teacher or how questions are understood by the participant, the results may have been skewed in either a positive or negative manner.

Chapter 4

Results

Introduction

A strong public school teacher workforce is imperative for public schools and students, and ensuring that the supply of teachers is robust is one of the key educational issues facing our nation (Ingersoll, 2004; Sutcher et al., 2016). In order to maintain this supply of teachers, school leaders must pay focused attention to teacher job satisfaction and retention factors (Cochran-Smith, 2006; Dolan, 2008; Sutcher et al., 2016). This focus is particularly important in public charter schools, a setting which is more at risk for teacher attrition (Anderson & Nagel, 2020; Cano et al., 2017; Roch & Sai, 2017; Stuit & Smith, 2012).

A review of the literature demonstrated that teacher attrition and retention has been and continues to be a focus of concern in American public schools (Sutcher et al., 2016; U.S. Department of Education, 2014). Research also indicated that that teacher attrition is more prominent in the charter school setting, and even more particularly in the State of Idaho, where public charter schools lose nearly 1/3 of their teachers annually (Idaho State Department of Education, 2019b). In both traditional and charter school settings, teacher attrition is even more profound among teachers new to the profession (Allen, 2005; Allensworth et al., 2009; Barnes et al., 2007; Campbell et al., 2019; Clandinin et al., 2015; Dolan, 2008; Hanushek et al., 2004; Hirsch & Emerick, 2007; Shen, 1997). A review of the literature also showed that teachers attrition negatively impacts schools academically and financially (Barnes et al., 2007; Boyd et al., 2008; Brill & McCartney, 2008; Carver-Thomas & Darling-Hammond, 2019; Dolan, 2008; Watlington et al., 2010). Job satisfaction is strong when intrinsic factors are met in a work situation (Herzberg et al., 1959). Teachers tend to stay in their work situations when intrinsic,

self-actualization needs are met (Allensworth et al, 2009; Buchanan et al., 2013; Herzberg et al., 1959; Ingersoll, 2004; Klassen & Chiu, 2011; Maslow, 1943; Moore, 2012). Charter school teachers in particular appreciate the intrinsic more than extrinsic factors in their job (Banks, 2019; Barnes, 2018; Campbell et al., 2019; Lynch, 2012; Oberfield, 2017).

The purpose of this study was to discover perceptions of Idaho charter school teacher satisfaction in order to assist charter school leaders and boards develop and implement practices and policies that address the issue of teacher retention. The ability to retain effective teachers is of utmost importance to charter schools in Idaho. Moreover, assuring that school leaders have the information necessary to create the most conducive practices and environments to retain teachers is essential to the success of the Idaho charter school movement and its students.
The results in this study are presented consistent with the research questions:

1. What are the perceptions of Idaho public charter school teachers regarding job satisfaction?
2. What demographic factors (gender, ethnicity, age, highest level of education, number of years of teaching experience, number of years of experience at a charter school, grade level of teaching assignment, and mission of the charter school where teacher is employed) are significant to overall Idaho public charter school teacher job satisfaction?
3. What factors are given for Idaho public charter school teachers' decisions to stay at or leave their job?

The results are presented in three sections. Section 1 includes descriptive data regarding the first two research questions. Section 2 addresses results for research question 3 and includes qualitative thematic data from the open ended question responses that were articulated in the

online survey. Section 3 additionally addresses results for research question 3 and includes qualitative narratives regarding the six interviews that the researcher conducted from volunteers who participated in the survey.

This mixed methods study used the Minnesota Satisfaction Questionnaire, MSQ, (short form) as well as researcher designed questions to survey charter school teachers in Idaho regarding perceptions of job satisfaction in the 2019-20 school year, prior to the 2020 COVID-19 pandemic. Follow up interviews were utilized to get more specific information regarding teacher satisfaction factors. The survey used in this study resulted in 156 responses from Idaho charter school teachers in Idaho. Of those, 145 of those responses were usable. The other responses were not usable because respondents did not meet the qualifications for the study (ie., not certified, not full-time, did not work at a charter school in the 2019-20 school year).

Section 1

The participants in the survey were more heavily represented by females than males. A majority (62%) were completed by teachers who were ages 40 years or older. The ethnicity of the survey respondents was predominately Caucasian (89%). Teaching experience was evenly distributed, with 31% of respondents being new teachers in their first five years of teaching, 41% in the middle years of teaching, and 28% veteran teachers of 16 years or more. In addition, a majority (55.9%) of the survey respondents had taught at a charter school for five years or less. Survey respondents represented all of the charter school methods in Idaho, with the most respondents coming from Harbor Method, Arts Integrated, International Baccalaureate, and College Prep methodologies. The grade levels that teachers work was represented evenly among the participants. The demographic factors of the 145 respondents are listed in Table 1.

Table 1

Participant Demographic Data (*n* = 145)

	Frequency	Percent (%)
Gender		
Male	30	20.7
Female	114	78.6
Not reported	1	.7
Age range (in years)		
20-29	17	11.7
30-39	37	25.5
40-49	44	30.3
50-59	36	24.8
60 or more	11	7.6
Ethnicity		
Caucasian	129	89
Native American/Other Pacific Islander	4	2.8
Hispanic/Latino	6	4.1
Asian	5	3.4
Black/ African American	0	0
Other/Unknown	1	.7
Years taught		
1-5	45	31
6-15	59	41
16+	41	28
Years taught in a charter school		
1-5	81	55.9
6+	63	43.4
Not reported	1	.7
Charter school methodology		
Arts Integration	18	12.4
Blended/Personalized Learning	6	4.1
Classical Learning	4	2.8
College Prep	16	11
Core Knowledge	5	3.4
Dual Language	4	2.8
Expeditionary Learning	13	9
Harbor	26	17.9
International Baccalaureate	25	17.2
Montessori	5	3.4
Project Based Learning	6	4.1
STEM/STEAM	7	4.8
Virtual/Online	2	1.4
Vocational/Technical	5	3.4
Waldorf	3	2.1

Grade level taught		
PreK-2	30	20.7
3-5	37	25.5
6-8	40	27.6
9-12	38	26.2

Table 2 details the demographics of the follow up interview participants. All but one participant was female. Four of the participants held a Master's degree and four of the participants were in their first 5 years of working at a charter school. Only one participant had worked in more than one charter school (Brandon). In addition, the participants represented a mix of methodologies, grade levels taught, and total years of experience. Interview participant demographic information is displayed in Table 2.

Table 2

Interview Participant Demographic Data (*n* = 6)

Participant	Gender	Grade level	Education level	Years teaching	Years teaching in charter	Methodology
Julie	Female	Elementary	BA	1-5	1-5	Waldorf
Brandon	Male	Secondary	MA	16+	16+	Harbor
Cara	Female	Secondary	MA	6-15	1-5	International Baccalaureate
Paige	Female	Elementary	MA	16+	6-15	Expeditionary Learning
Lori	Female	Secondary	BA	1-5	1-5	Blended/Personalized Learning
Tracy	Female	Secondary	MA	6-15	1-5	Harbor

Gathering information about Idaho charter school teacher perceptions regarding their job satisfaction is integral to informing the staff recruitment and retention efforts of those same charter school administrators and school boards. This study not only examined the overall

perceptions of job satisfaction in general but also probed into which particular factors Idaho public charter school teachers experience high degrees of satisfaction and which factors in which Idaho charter school teachers may not be as satisfied.

Results for Research Question 1: What are the perceptions of Idaho public charter school teachers regarding job satisfaction?

Research Question 1 was addressed by analyzing quantitative results from responses to the MSQ. This data was analyzed using a one sample *t*-test. One sample *t*-tests are used to determine if a sample comes from a population with a specific mean, whether than population is real or hypothesized (Laerd, 2020). The initial one-sample *t*-test was run to determine whether overall job satisfaction score in Idaho charter school teachers was different to the teacher occupational satisfaction normed score of 81.14, as defined by the Minnesota Satisfaction Questionnaire (MSQ) (Weiss & England, 1977). Although the normed score of 81.14 is taken from results from the MSQ long form, the developers of the survey demonstrated the validity of the short form in relation to the long form, and the short form is representative of the same factors that are measured in the long form (Weiss et al., 1977). Job satisfaction scores were normally distributed, as assessed by Shapiro-Wilk's test ($p > .05$) and the one outlier in the data was removed, as assessed by inspection of a boxplot (Appendix C). Respondent's mean job satisfaction score ($M = 80.24$, $SD = 12.07$) was lower than the normal score of 81.14, but the difference was not statistically significant, 95% CI [-2.87, 1.09], $t(144) = -.889$, $p = .375$, $d = -.07$. The lack of statistical significance indicates that the Idaho charter school teachers overall job satisfaction in this study does not differ from that of overall job satisfaction from teachers in the MSQ normed sample. This indicates that the overall job satisfaction for Idaho charter school teachers are typical.

Additionally, a one-sample *t*-test was used to determine whether specific job satisfaction factors in Idaho charter school teachers was different than the overall participant group mean of 4.1. Job satisfaction scores were normally distributed, as assessed by normal QQ plots (Appendix D), and several outliers in the data were identified, as assessed by inspection of a boxplot. The outliers were included due to the fact that they will not materially affect the overall results (Laerd, 2020). The intent was to determine which factors are significantly different when compared to the overall participant group mean of 4.1. Idaho charter school teachers experience high job satisfaction in the ability to keep busy, to do different things, to do things for other people, to use their abilities and judgement, and to use their own methods of teaching. Teachers also appreciate the way their job provides for steady employment. Idaho charter school teachers experience low job satisfaction (or dissatisfaction) in the abilities and practices of their school administrator, the chances to tell people what to do. They also are dissatisfied with how school policies are implemented and the amount that they receive for the work they do. Idaho charter school teachers are not satisfied with the amount of praise they receive or the opportunities for professional advancement. The factors that were significantly positive and significantly negative are displayed in Tables 3 and 4.

Table 3

Significantly positive job satisfaction factors

Factor
Being able to keep busy all the time (p = .001)
The chance to do different things from time to time (p = .001)
The way my job provides for steady employment (p = .000)
The chance to do things for other people (p = .000)
The chance to something that makes use of my abilities (p = .000)
The freedom to use my own judgement (p = .003)
The chance to try my own methods of doing the job (p = .003)

Table 4

Significantly negative job satisfaction factors (dissatisfaction)

Factor
The way my boss handles his/her workers (p = .001)
The competence of my supervisor in making decisions (p = .036)
The chance to tell people what to do (p = .000)
The way school policies are put into practice (p = .000)
The pay and the amount of work I do (p = .000)
The chances for advancement on this job (p = .000)
The praise I get for doing a good job (p = .000)

Job satisfaction factors on the Minnesota Satisfaction Questionnaire (short form) are designated as measuring intrinsic, extrinsic, and general job satisfaction factors. Intrinsic factors are related to achievement, recognition, the (nature of) work itself, responsibility, advancement, and growth (Herzberg et al., 1959). Extrinsic factors related to organizational policies and procedures, supervision, relationships with co-workers and supervisors, physical work environment, job security, and compensation (Herzberg et al., 1959). General job satisfaction factors are neither specific to intrinsic or extrinsic motivators (Weiss et al., 1977). Specific job satisfaction factors are ranked by highest mean to lowest mean responses (Table 5). The responses with the highest mean (greatest degree of job satisfaction) were all intrinsic or related to general satisfaction factors. The responses with the lowest mean (least degree of job satisfaction) were all related to extrinsic or general satisfaction factors, with the exception of one intrinsic factor ("The chance to tell people what to do").

The overall results of the perceptions of Idaho charter school teachers indicate that there is an average degree of overall satisfaction within the charter community regarding their jobs. Charter school teachers are satisfied with many of the intrinsically motivated factors, such as work autonomy, being busy at work, and the chance to work with and help others. Extrinsic factors such as pay, professional advancement, and praise for doing a good job are lacking in satisfaction for teachers. In addition, there was dissatisfaction with factors related to school administration.

Data regarding Idaho charter school teacher perceptions about their job satisfaction is integral to informing the staff recruitment and retention efforts of those same charter school administrators and school boards. This study next examined how Idaho charter school teacher demographics may be significant to job satisfaction in general.

Table 5

Job satisfaction factors by mean

Factor	Category	*M*	*SD*	*N*
The way my job provides for steady employment.	Intrinsic	4.61	.637	145
The chance to do things for other people.	Intrinsic	4.53	.646	145
The chance to do something that makes use of my abilities.	Intrinsic	4.44	.781	145
Being able to keep busy all the time.	Intrinsic	4.34	.836	145
The chance to do different things from time to time.	Intrinsic	4.34	.860	145
The freedom to use my own judgment.	Intrinsic	4.32	.856	145
The chance to try my own methods of doing the job.	Intrinsic	4.32	.889	145
The feeling of accomplishment I get from the job.	Intrinsic	4.23	.883	144
Being able to do things that don't go against my conscience.	Intrinsic	4.21	1.013	145
The way my co-workers get along with each other.	General	4.17	.931	145
The chance to work alone on the job.	Intrinsic	4.05	.923	145
The chance to be "somebody" in the community.	Intrinsic	4.03	.979	145
The working conditions.	General	4.01	1.047	145
The competence of my supervisor in making decisions.	Extrinsic	3.89	1.197	145
The way my boss handles his/her workers.	Extrinsic	3.74	1.269	145
The praise I get for doing a good job.	Extrinsic	3.70	1.137	145
The way school policies are put into practice.	Extrinsic	3.43	1.129	145
The chance to tell people what to do.	Intrinsic	3.35	.702	145
The chances for advancement on this job.	Extrinsic	3.35	1.024	145
My pay and the amount of work I do.	Extrinsic	3.24	1.260	145

Results for research Question #2: What demographic factors (gender, ethnicity, age, highest level of education, number of years of teaching experience, number of years of experience at a charter school, grade level of teaching assignment, and mission of the charter school where teacher is employed) are significant to overall Idaho public charter school teacher job satisfaction?

Examining demographic factors and how they relate to overall job satisfaction or to individual job satisfaction factors are key to informing charter school boards and administrators regarding specific recruitment and retention efforts for certain groups. Demographic indicators of gender, ethnicity, grade level taught, teaching experience, charter school teaching experience, age, education level, and school methodology were all examined to determine if there were significant differences regarding job satisfaction between groups. In some cases, the groups could not be analyzed because assumptions were not met for statistical testing.

Participant gender in this study is representative of the Idaho charter school teacher population, for the ratio of female to male teachers is nearly 4 to 1. (National Center for Educational Statistics, 2020). There was a significantly greater percentage of females (79.2%) who participated in the study than males (20.8%). Due to this discrepancy, the variable of gender in this study cannot be assessed for comparison of mean for any statistical significance.

Table 6

Total job satisfaction score by teacher gender

Gender	*N*	*M*	*SD*	*Std. Error*
Male	30	81.6	13.93	2.54
Female	114	80.0	11.54	1.08

Due to the fact that there was not homogeneity of variances established with the number of participants separated by gender, in lieu of an independent *t*-test, a frequency table was created to examine responses separated by gender. Table 7 supplies descriptive data that can be used to analyze trends and overall differences in gender regarding job satisfaction factors. There were differences of more than ten percentage points between males and females in the following areas of high satisfaction:

Females expressed higher levels of satisfaction for "The chance to try my own methods" and "Doing things that don't go against my conscience". Males had higher degrees of satisfaction in the areas of "The way my coworkers get along with each other", "The competence of my supervisor in making decisions", "The way my boss handles his/her workers", "The praise I get for doing a good job", "The way policies are put into practice." In many cases, males were more highly satisfied in these factors by more than 10% than females.

Table 7

Individual factors by gender

Factor	Gender	Highly dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Highly satisfied
The way my job provides for steady employment.	M	0%	3%	0%	33%	64%
	F	0%	3%	0%	29%	68%
The chance to do things for other people.	M	0%	0%	10%	27%	63%
	F	0%	2%	3%	36%	60%
The chance to do something that makes use of my abilities.	M	0%	10%	7%	27%	56%
	F	1%	2%	3%	38%	57%
Being able to keep busy all the time.	M	0%	0%	7%	37%	56%
	F	1%	5%	7%	37%	52%
The chance to do different things from time to time.	M	0%	3%	3%	44%	50%
	F	1%	5%	8%	32%	54%
The freedom to use my own judgment.	M	0%	7%	7%	40%	46%
	F	1%	4%	10%	33%	52%
The chance to try my own methods of doing the job.	M	0%	3%	17%	37%	43%
	F	2%	3%	8%	31%	56%
The feeling of accomplishment I get from the job.	M	0%	0%	7%	48%	45%
	F	1%	4%	10%	40%	45%
Being able to do things that don't go against my conscience.	M	0%	7%	17%	37%	40%
	F	2%	8%	11%	25%	54%
The way my co-workers get along with each other.	M	3%	10%	3%	27%	57%
	F	0%	6%	11%	43%	40%
The chance to work alone on the job.	M	0%	7%	20%	40%	33%
	F	0%	7%	14%	38%	39%

The chance to be "somebody" in the community.	M F	0% 2%	7% 4%	23% 23%	30% 31%	40% 40%
The working conditions.	M F	7% 1%	10% 10%	7% 11%	33% 40%	43% 38%
The competence of my supervisor in making decisions.	M F	3% 4%	3% 11%	17% 19%	23% 25%	54% 39%
The way my boss handles his/her workers.	M F	7% 7%	10% 16%	10% 7%	23% 41%	50% 29%
The praise I get for doing a good job.	M F	7% 4%	3% 14%	16% 19%	37% 37%	37% 26%
The way school policies are put into practice.	M F	6% 4%	27% 19%	10% 21%	27% 42%	30% 14%
The chance to tell people what to do.	M F	0% 1%	3% 2%	60% 70%	17% 21%	20% 6%
The chances for advancement on his job.	M F	3% 3%	13% 19%	30% 36%	27% 31%	27% 11%
My pay and the amount of work I do.	M F	3% 9%	20% 41%	17% 9%	27% 36%	33% 13%
My overall satisfaction as a teacher in a charter school.	M F	0% 1%	20% 8%	10% 12%	30% 32%	40% 47%

Total job satisfaction scores and charter school teacher age levels were examined to determine if there were any significant differences between groups by age. Table 8 includes job satisfaction scores by age. Due to a large discrepancy between numbers of respondents in each age group on the survey question, responses were combined in order to create two groups by age, charter school teachers from ages 20-39 and charter school teachers age 40 and above. An

independent samples *t*-test was used to determine if job satisfaction was different for teachers at these two different age levels. There were no outliers, as assessed by boxplot (Appendix C); data was normally distributed, as assessed as assessed by normal Q-Q plots (Appendix D); and there was homogeneity of variances, as assessed by Levene's test of homogeneity of variances (***p*** = .484). Job satisfaction score increased from ages 20-39 (*M* = 79.33, *SD* = 11.82) to ages 40+ (*M* = 80.79, *SD* = 12.25) but the difference was not statistically significant, 95% CI [-5.56, 2.65], ***t***(143) = -.701, ***p*** = .484, ***d*** = -1.45. The lack of statistical significance indicates that age is not a significant factor in Idaho charter school teacher overall job satisfaction.

Table 8

Total job satisfaction score by teacher age

Age range (in years)	*N*	*M*	*SD*
20-39	54	79.33	11.82
40+	91	80.79	12.25

Job satisfaction scores and charter school teacher ethnicity were examined to determine if there were any significant differences between groups by ethnicity. Due to the extreme discrepancies between participants who indicated their ethnicity was Caucasian and those who indicated another ethnicity, no statistical tests could be run to determine any significance regarding difference in overall teacher satisfaction as it related to this factor (Table 9). Idaho public charter school teachers who are Caucasian have a higher mean score on total teacher satisfaction than

any of the teachers of ethnicities that are not Caucasian. The participant group is representative of the ethnicity of Idaho charter school teachers (National Center for Educational Statistics, 2020).

Table 9

Total job satisfaction score by ethnicity

Ethnicity	*N*	*M*	*SD*
Caucasian	129	81.07	11.15
Native American/Other Pacific Islander	4	71.25	20.8
Asian	5	73.17	16.03
Hispanic/Latino	6	79.2	17.89
Other/Unknown	1	--	--

Participant education levels were examined to determine if this factor related to overall job satisfaction. Descriptive data is shown in Table 10. Participants were asked to indicate their highest education level: BA/BS (n = 59), MA/MS (n = 80), Ed.S. (n = 4), and Doctorate (n = 2). Due to the small numbers at the Ed.S. and Doctorate groups and discrepancies in number of respondents between the groups, the data was reorganized into two groups, teachers whose highest educational degree was an undergraduate degree (BA/BS) and teachers whose highest educational degree was a graduate degree (MA, MS, Ed.S. or Doctorate). An independent t-test was conducted to determine if overall charter school teacher satisfaction was different for groups

with different education levels. There were no outliers, as assessed by boxplot (Appendix C); data was normally distributed for each group, as assessed using normal Q-Q plots (Appendix D); and there was homogeneity of variances, as assessed by Levene's test of homogeneity of variances (p = .466). Job satisfaction was lower for undergraduate degreed teachers (M = 79.25, SD =13.02) than graduate degreed teachers (M = 80.93, SD =11.40), but the difference was not statistically significant, M = 1.67, 95% CI [-5.71, 2.36], $t(143)$ = -.820, p = .414. This data indicate that level of education is not a determining factor in overall Idaho public charter school teacher satisfaction.

Table 10

Total job satisfaction score by teacher education level

Education Level	*N*	*M*	*SD*
BA or BS	59	79.25	13.02
MA, MS, Ed. S. or Doctorate	86	80.93	11.40

Cumulative years of teaching experience was examined to determine if that characteristic was a significant factor in teacher satisfaction. Descriptive statistics are displayed in Table 11. Participants were classified into three groups for teaching experience: 1-5 years of teaching experience (n = 45), 6-15 years of teaching experience (n = 59), and 16+ years of teaching experience (n = 41). One-way ANOVA was conducted to determine if overall charter school teacher satisfaction was different for groups with different levels of overall teaching experience.

There were no outliers, as assessed by boxplot (Appendix C); data was normally distributed for each group, as assessed using normal Q-Q plots (Appendix D); and there was homogeneity of variances, as assessed by Levene's test of homogeneity of variances (p = .585). Data is presented as mean ± standard deviation. Job satisfaction score was significantly different between teachers with different levels of experience, $F(2, 142) = 5.258$, p = .oo6, $\omega^2 = 0.07$. Job satisfaction score increased from 1-5 year teacher (M = 75.97, SD = 12.69), 6-15 year teacher (M = 80.83, SD = 11.89) to the 16+ year teacher (M = 84.09, SD = 9.74) groups, in that order. Tukey post hoc analysis revealed that the mean increase from 1-5 year teachers to 16+ year teachers (8.11, 95% CI [2.11, 14.12]) was statistically significant (p = .005), but no other group differences were statistically significant. The results indicate that beginning teachers experience a much lower degree of job satisfaction than veteran teachers who have been in the field for 16 years or more. This significance is important for charter school administrators and boards in order to understand that there are unique differences between the needs of starting teachers and those who have mastered the craft.

Table 11

Total job satisfaction score by years of teaching experience

Years	*N*	*M*	*SD*
1-5	45	75.97	12.69
6-15	59	80.83	11.89
16+	41	84.09	9.74

To further assess the specific factors for job satisfaction in this demographic of years' experience teaching, an ANOVA was run to determine if any of the factor scores were significantly different for this demographic. The level of satisfaction regarding pay for the amount of work that one does was significantly different between these groups. There were no outliers, as assessed by boxplot (Appendix C); data was normally distributed for each group, as assessed using normal QQ plots (Appendix D); and there was homogeneity of variances, as assessed by Levene's test of homogeneity of variances (p =.539). Satisfaction with "pay for the amount of work I do" was significantly different between teachers with different levels of experience, $F(2, 142) = 8.338$, $p = .000$, $\omega^2 = 0.000$. Satisfaction with pay score increased from 1-5 year teacher ($M = 2.78$, $SD = 1.146$), 6-15 year teacher ($M = 3.21$, $SD = 1.295$) to the 16+ year teacher ($M = 3.83$, $SD = 1.116$) groups, in that order (Table 12). Tukey post hoc analysis revealed that the mean increase from 1-5 year teachers to 16+ year teachers (1.05, 95% CI [.167,

.44]) was statistically significant (p = .000), and the mean increase from 6-10 year teachers to 16+ year teachers (.643, 95% CI [.06, 1.22]) was statistically significant (p = .025).

Table 12

Satisfaction scores for "Pay for the amount of work I do" within teachers by years of experience

Years	*N*	*M*	*SD*
1-5	45	2.78	1.146
6-15	59	3.21	1.295
16+	41	3.83	1.116

The level of teaching assignment was examined to determine if that characteristic was a significant factor in teacher satisfaction. Table 13 demonstrates the descriptive statistics with these factors. Participants were classified into four groups: grades PreK-2 (n = 30), grades 3-5 (n = 37), grades 6-8 (n = 40) and grades 9-12 (n =38). A one-way ANOVA was conducted to determine if overall charter school teacher job satisfaction was different for groups who teach different grade levels. There were no outliers, as assessed by boxplot (Appendix C); data was normally distributed for each group, as assessed using normal QQ plots (Appendix D); and there was homogeneity of variances, as assessed by Levene's test of homogeneity of variances (p = .736). Job satisfaction scores increased from grades PreK-2 (M = 77.10, SD =13.30), to grades 6-8 (M = 79.77, SD =12.39), to grades 9-12 (M = 80.05, SD =11.06), to grades 3-5 (M = 83.51,

SD =11.36), in that order, but the differences between these groups was not statistically significant, $F(3, 141) = 1.626$, $p = .186$. This data indicate that grade level of the students taught is not a determining factor in overall Idaho public charter school teacher satisfaction.

Table 13

Total job satisfaction scores by grade level of teaching assignment

Grade level	*N*	*M*	*SD*
PreK-2	30	77.10	13.30
3-5	37	83.51	11.36
6-8	40	79.77	12.39
9-12	38	80.05	11.06

The unique charter school setting warranted examination of the number of years of experience that Idaho public charter school teachers have had working at a charter school and if that is a significant factor to overall job satisfaction. Participants were classified into two groups for overall years of teaching experience in a charter school: 1-5 years ($n = 81$) and 6+ years ($n = 63$). Table 14 includes descriptive statistics for this factor. An independent *t*-test was used to determine if overall charter school teacher job satisfaction was significantly different for teachers who worked at a charter school for a shorter or longer period of time. There were no outliers, as assessed by boxplot (Appendix C); data was normally distributed for each group, as assessed

using normal QQ plots (Appendix D); and there was homogeneity of variances, as assessed by Levene's test of homogeneity of variances (p =.691). Job satisfaction scores increased from 1-5 years teaching at a charter school (M = 78.07, SD =12.31) to 6+ years teaching at a charter school (M = 82.82, SD =11.39), a statistically significant difference, M = -4.74, 95% CI [-.770, 8.72], $t(141) = -2.36$, p = .020. This significance is important for charter school administrators and boards in order to understand that there are unique differences between the needs of starting teachers and those who have mastered the craft, as in the previous finding regarding overall teacher experience. This finding reinforces the need for school leadership to pay particular attention to the first five years of charter school employment, even if the teachers have prior public school teaching experience but are just starting new work at a charter school.

Table 14

Total job satisfaction score by years of teaching at a charter school

Years teaching at a charter school	*N*	*M*	*SD*
1-5	81	78.07	12.31
6+	63	82.82	11.39

To further assess the specific factors for job satisfaction in this demographic of years' experience teaching at a charter school, an independent *t*-test was run to determine if any of the factor scores were significantly different for this demographic. The level of satisfaction regarding pay for the amount of work that one does was significantly different between these groups (Table 15).

There were no outliers, as assessed by boxplot (Appendix C); data was normally distributed for each group, as assessed using normal QQ plots (Appendix D); and there was homogeneity of variances, as assessed by Levene's test of homogeneity of variances (p =.369). Satisfaction scores in the area of pay for the amount of work one does increased from 1-5 years teaching at a charter school (M = 2.9, SD =1.231) to 6+ years teaching at a charter school (M = 3.67, SD =1.178), a statistically significant difference, M = -7.65, 95% CI [-.364, -1.167], t(142) = -3.772, p = .000.

Table 15

Mean scores for the category "Pay for the amount of work I do" with "charter school years of experience"

Years teaching at a charter school	*N*	*M*	*SD*
1-5	81	2.9	1.231
6+	63	3.67	1.178

The unique methodology of each charter school warranted examination of those instructional methodologies to determine if that is a significant factor to overall job satisfaction. Regarding charter school methodology, there were not enough participants in each methodology group to run statistical tests on this variable. Descriptive statistics were gathered regarding the mean of each group (Table 16). There was, however, an adequate number of participants in three participant methodology groups (International Baccalaureate, Arts Integration and Harbor

Method) to run ANOVA to determine if there are statistical differences between overall job satisfaction between these three groups. One-way ANOVA was conducted to determine if overall charter school teacher satisfaction was different for groups with different school methodologies. There were no outliers, as assessed by boxplot (Appendix C); data was normally distributed for each group, as assessed by Shapiro Wilks ($p > .05$), and there was homogeneity of variances, as assessed by Levene's test of homogeneity of variances ($p = .329$). Total job satisfaction score was significantly different between teachers in schools with different teaching methodologies, $F(2, 65) = 3.643$, $p = .o32$, $\omega^2 = 0.029$. Tukey post hoc analysis revealed that the mean differences between International Baccalaureate and Harbor (7.03, 95% CI [0.524, 14.59]) was not statistically significant ($p = .073$), between Harbor and Arts Integration (8.021, 95% CI [0.167, 16.20]) was not statistically significant ($p = .056$), and between International Baccalaureate and Arts integration (0.986, 95% CI [7.34, 9.31]) was not statistically significant ($p = .957$). This data demonstrates that overall charter school methodology is significant in overall job satisfaction, but not significant when methodologies are compared to each other.

Table 16

Total job satisfaction score by charter school methodology

Charter school methodology	*N*	*M*	*SD*
Dual language	4	79.50	13.91
Blended/personalized learning	6	76.66	17.59
International Baccalaureate	25	78.48	11.43
Vocational/technical	5	83.60	9.28
STEM or STEAM	7	76.14	12.69
Expeditionary learning	13	84.76	7.96
College prep	16	81.12	12.35
Core knowledge	5	71.40	20.19
Project based learning	6	76.16	13.80
Montessori	5	79.60	12.91
Harbor method	26	85.07	9.74
Classical	4	82.25	12.52
Waldorf	3	80.33	17.78
Arts integration	18	77.05	12.51
Virtual/online	2	82.00	8.48

Section 2

Teachers articulated with their own words why they stayed at or left their charter school at the end of the 2019-20 school year. The open ended questions probing into reasons for job retention or exit solicited responses that allowed the researcher to code thematically using descriptive coding. In addition, the teacher follow-up interviews allowed the researcher to paint a portrait of each teacher and to give voice to the stories behind the situation.

Results for Research Question #3: What factors are given for Idaho public charter school teachers' decisions to stay at or leave their current job?

Understanding what specific job factors reinforce the desire to stay or leave a work assignment is important for Idaho charter school administrators and boards to take into account as they are examining school policies and practices. Although the MSQ (short form) provided strong data regarding perceptions of job satisfaction factors, it was important to hear the teachers' own words, as there were factors not listed in the survey that could have been revealed in the open ended responses as well as through he follow up interviews. Survey participants were asked an open ended question regarding why they chose to stay at their current charter school for the 20-21 school year. Survey participants who left their charter school were also asked to respond to an alternate question regarding why they chose to leave their charter school in the 20-21 school year. There were 127 usable responses from the "staying" question and 5 usable responses for the "leaving" question. Due to the low responses for the "leaving" question, responses were not coded by theme. "Leaving responses" are listed in Table 17. Selected responses for the "staying" question are listed in Table 18. Responses for the "staying" question were coded using descriptive coding and analyzed for frequency and are listed by frequency (greatest to least amount of occurrences) in Table 19.

Table 17

All responses from survey question "If you left the charter school that you worked at in the 2019-20 school year, why did you leave for the 20-21 school year?"

Response
"Simply moved to a different area and was too far from the school to stay employed there."
"Insufficient time and resources. Understaffed and overworked."
"COVID made it impossible for me to be in the building and the administration decided it was better to let me go than accommodate virtual teaching."
"Tyrannical administrator and apathetic board."
"I took a job at a charter school in my 'home town' so that I didn't have to commute 90+ miles per day. Especially now that my two sons are in High School and Middle School and participate in a variety of sports activities. This move cost me approximately 15% pay cut."

Table 18

Selected responses from survey question "If you stayed at the charter school that you worked at in the 2019-20 school year, why did you stay for the 20-21 school year?"

Response
"I believe in what we do and enjoy the autonomy and opportunities for leadership."
"This has been the best work experience I have had teaching."
"Teachers are given reasonable freedom to teach in the way that best suits the content/class. Teachers are treated like professionals and are empowered to approach their classes in the manner they see fit. The school has very high performance and behavior standards, and the administration protects and enforces those standards. We get to learn from our colleagues and are encouraged to work together or visit each other's classes to learn from one another."
"This is a place that is always looking at making teaching practices better and values service to others and community. I am able to advance my own teaching in ways that are developmentally appropriate and take the whole child into account."
"I share the same mission as the school where I teach. It's important for me to believe in the school where I work."
"I can't imagine teaching in a regular public school ever again. Our students are incredible and their parents have done a fine job of raising respectful polite children."
"I love my classroom and my job. Some days are long but we have a positive environment that takes care of their employees."

"It's the best job I can have teaching in Idaho."

"I love the people I work with. I also love how my boss supports me and my decisions. I am also very grateful for the amount of preps we receive which allows me ample time to work one-on-one with students."

"I am a part of this school. I feel ownership of what we've created and I wouldn't just walk away from that. The culture here is amazing and having the ability to own your work is priceless."

"I felt like my school was exactly what I had been searching for. I was able to teach in a way that mattered to kids. I also stayed to open the middle school this year and am excited to watch the charter school grow."

"The community that we have at our school makes it an incredible place to work. I love my students, my team, and feel so much support from the staff here. It's truly a great place to work. We do a lot of extra work and it is all worth it to see the students succeed!"

"I have great relationships with my coworkers, I feel appreciated, heard, and respected by my peers and administration, and I feel that the culture of the school meshes well with my own personality."

"This is the most supportive environment I have ever experienced for a job. The staff celebrates in each others' successes and we are supported by our boss to try new things, fail and try something again."

Table 19

Themes from survey question "If you stayed at the charter school that you worked at in the 2019-20 school year, why did you stay for the 20-21 school year?"

Theme	*N*	Percentage of participants
Co-workers	39	31%
Culture/great place to work	37	29%
Methodology or philosophy	27	21%
Boss or administration	23	18%
No other options-employment	21	17%
Love or like job assignment	21	17%
Students	21	17%
Familiarity/commitment to school	19	15%
Working conditions	15	12%
Autonomy	14	11%
Families/Communities	10	8%
Professional opportunities	4	3%
Different than traditional public school	3	2%

Section 3

Upon completing the questions in the survey, respondents were asked to volunteer for a follow up interview with the researcher. Out of the 154 respondents, 19 volunteered for the interview. Volunteer respondents were sent an email asking if they were still interested in the follow up interview, and if they were, to respond back to the researcher's email. Through email correspondence, the researcher secured interviews with 10 respondents. Those respondents were sent an invitation for a "Google Meet" video link based on available times that the respondents gave to the researcher. Four of the respondents did not attend the Google meet and did not respond when the researcher attempted to reschedule. Six of the respondents attended the Google meet virtual interview, and the researcher was able to secure a complete interview with those six participants. Online Google Meet interviews were conducted at a time that was convenient for the participant. The researcher opened the interview by asking the participants to "tell about their journey that led them to education". Pseudonyms were used for interviewee names and charter school names.

Participant Portrait #1: Julie—Oak Charter School

Julie is a first grade teacher who worked at a Waldorf charter school. She came to the interview from a small, sunlit room in her house. The sounds of small children emanated from the adjoining room. The open windows in Julie's room revealed a forested setting with a little bit of snow on the ground and trees. She apologized briefly the distracting noises in the background and the movements of her very active dog. Julie continually smiled throughout the interview. From the first question, it was evident that Julie loved talking about her work and her school. When asked to share her educational journey, Julie indicated that she came to work formally as a teacher through other fields that included environmental education as part of her

work. A former Peace Corps member and national parks employee, it was apparent that Julie cares about the world and making a difference in it. Both of Julie's parents were teachers, and she explained that being a teacher was, "*All she ever wanted to do".*

Upon receiving her bachelor's degree, she worked in a traditional public school setting for several years until she decided to take some time off to be at home with her young children. At her traditional public school experience in another state, Julie said, "*The most challenging part I think was all the top down decisions, and just feeling disconnected from any choice making or any say in, like, my professional development, my class size".* Julie was also very frustrated by the changing of curriculum: "*I had this great reading program and then the next year I was like, 'Oh, no textbook. What do you mean I just spent three years developing this awesome program with this textbook'?"* At the time that Julie was working at the traditional public school, she enrolled her daughter in a charter school in the same city as the public school in which she worked. Her daughter's experience at that charter school and Julie's own experience homeschooling her children during preschool directly impacted her decision to seek out a charter school that used the Waldorf method in her move to Idaho. The 20-21 school year was only her second year working in her charter school setting. Julie chose to work in a charter school because she was looking for an educational experience with the Waldorf methodology for her own child. Julie stated that she wanted to stay in the public school system because she wanted to serve public school students and she wanted a retirement plan. She stated that Oak Charter School had, "*Decent public school salaries compared to other charter schools in the west*".

Julie decided to remain at Oak Charter School for the 20-21 school year, "*Because of the good parent support and good attendance*". She was able to loop with her students and she felt

connected to that particular group of students that she had worked with in the 19-20 school year. She stated that parent involvement, the arts in the curriculum, using hands on methodology, and an emphasis on environmental education are the top reasons that she remained at Oak Charter School, even though Julie felt frustrated by the unpredictability of the system that she worked in. Factors such as covering for other teachers due to lack of substitutes, having to change job duties due to fluctuating enrollment, and additional extracurricular duties are some drawbacks of working at Oak Charter School. Julie also said, "*Specialist teachers are not paid enough to have good training*" and that she felt responsible for mentoring new or inexperienced teachers on her own time. When Julie came to Oak Charter School, she was surprised by the lack of "*basic needs*" required by teachers. She was not provided with a computer and had to supervise her own children during lunch. In her previous job, she explained "*We had unions, and we got these things*". Julie was also concerned that although she has, "*A great principal*", the administration is "*so stressed*". She doesn't, "*Get the sense of every day getting enough appreciation from the administration, and they're just so busy*."

Even with the drawbacks, Julie loved the ability to, "*Tell stories, fairy tales in first grade, and folk tales. We move a ton, we sing and we dance…It's fun, and I think it's a great way to learn".* She appreciated the opportunity to continue the focus on environmental education, a love from her former career, and the arts. Julie felt valued, particularly by the parents: "*They were very positive and they wanted to help support me in my classroom*". When she talked about her relationships with the staff, Julie felt very valued and appreciated by everyone at Oak Charter School.

Participant Portrait #2: Brandon—Elm Charter School

Brandon, a high school social studies teacher who works at a Harbor Method school, interviewed with the researcher by phone. Brandon was eager to talk about his work and stated that he always likes to help in efforts with educational research, even though he was waiting for a contractor to fix a water issue at his home, coming in and out of the interview to communicate with the contractor. Brandon was earnest, articulate, and a bit jovial in his responses. It was evident to the researcher that he was eager to share his story: *"I thought I could give you some good information because I have worked in two different charters."*

Brandon started talking about his educational journey by reminiscing about his own high school social studies teacher that, *"In a sense woke my brain up and got me thinking"*. This particular teacher and class inspired Brandon to, *"Be able to give back to other people. I wanted to be the guy to be able to deliver that to somebody and have an impact on their lives"*. Brandon had a dream of being an anthropologist and working with tribal peoples and possibly, *"Never coming back"*. After some soul searching regarding that major and upon the encouragement of one of this college professors to reconsider that career plan, Brandon changed his major to philosophy and history and pursued a teaching certificate.

Brandon started his teaching career as a long term substitute in a traditional public school setting. He secured a full-time teaching job at that same school after substituting for a year. He filled that position for one school year. Brandon ran into a buddy who worked at a charter school and his friend encouraged Brandon to apply for a job that was open at that school. He was offered the job and taught at that particular charter school for three years before his position was cut to part time. He couldn't afford to work part, so he sought employment elsewhere. Brandon worked one year in another traditional public school but did not feel satisfied in that job

or feel like that job was the right fit: *"I was like, I need to find a school that's my fit. Yeah, that's my fit."* He explained: "*I scoured all the charters and magnet schools around the valley and then I found [Elm Charter School]"* and he stated *"That sounds phenomenal, sounds like my fit"*.

The 20-21 school year was Brandon's fifteenth year at Elm Charter School. When Brandon was hired, he was given the ability to create several courses from scratch and had continually been able to create new classes based on student input. Brandon had a lot of autonomy in his job and that, "*It gives me the freedom to use my content knowledge and my creativity with developing stuff in conjunction with student interests"*. He believed this was a significant factor in him, *"Not seeing himself leaving the school"*. Brandon stated the autonomy, *"Helps me feel like I'm competent. I have the liberty to kind of do the things in the way that I think is best, and the principals that I've worked with at this school—they respect their staff to where like, 'you're the master in this content area, like you do it'. And you know, I really appreciate that."* Brandon stated that this autonomy is the most significant reason that he appreciated Elm Charter.

Brandon also expressed that he liked the small school atmosphere at Elm Charter School where he taught the same students for several different classes. He elaborated: *"I get to know students really well because it's small. And I've taught some of these families, I've taught four of their kids, and so it's like I feel part of their family. There's a lot of community sense there that I appreciate too."* He also appreciated that he can, *"Teach at a high level that's abstract."* Brandon expressed appreciation of the phenomenal coworkers and an administrator that, *"Respects our content mastery and doesn't micromanage"*. He described his administrator as,

"A super positive person, very supportive of the students and the staff, just solid all around". Brandon liked the ability to vertically align curriculum with his other co-workers.

Brandon expressed the importance of the right fit of student for a school was important. He stated that some of the students were, *"Not here for the culture or the expectations, they're just here because it is small."* He stated that if you don't have families that support the school culture, then it was, *"An uphill battle with the students and the parents"*. In addition, Brandon mentioned the availability of resources such as technology in his classroom, the adjusted school calendar with longer breaks, the culture of the school, and the ability to make decisions as a school without having to go through *"The red tape of bureaucracy"* as advantages to working in his charter school.

Participant portrait #3: Cara—Maple Charter School

Cara pulled her car over after a long day of work into a large parking lot in order to interview with the researcher. A middle and high school International Baccalaureate teacher with a Master's degree, Cara was youthful, vibrant, and a bit sassy. She started her educational story by revealing that she wanted to be a teacher since she was in second grade. One of her high school teachers continued to spark that desire, so when she went to college she knew she wanted to major in education. Cara was a first generation college student and no one in her family, *"Had any idea how you're supposed to do college"*. She credited her strong academic skills for helping her be successful in higher education.

Cara started out her career working in a traditional public school teaching speech and debate in Eastern Idaho. She felt as though her first position was her dream job and that teaching was her calling, and that she wanted to work exclusively with secondary students. After five years working in that setting, she left her job due to low pay and lack of opportunities to earn a

higher salary, lack of administrator support, and lack of opportunities to grow professionally. Cara explained, *"The economy tanked, and our salaries just completely bottomed out, and that was really sad. So the first five years of my teaching experience were quite rough. As a college degree holding professional, I was very frustrated with the lack of financial opportunities to grow."* She loved teaching but she felt disillusioned by the situation at her traditional public school. Cara described a desire to, *"Stretch and learn and do more"*, and her traditional public school did not fill that hope. Cara felt stuck in a rut, so she went back to school to get trained in the field of massage therapy, and after that, she decided to try teaching overseas. She described doing that as a unique experience that was challenging in numerous ways.

Upon returning to the U.S., Cara stated, *"It became harder and harder for me to look at getting out of education, and my soul is drawn to education."* While still teaching overseas, Cara started conversations with a school in Idaho that she felt really positive about, Maple Charter School. She was not solely interested in working at this school, but she was also interested in her own child attending Maple Charter School. Cara explained: *"In the midst of my apathy of trying to get out of education, I sent them my resume. I don't even think they had a job posting yet. It was a complete second thought. It was kind of a whim, and they reached out to me."*

The 20-21 school year was Cara's fourth year at Maple Charter School, a job that she said she, *"Adores working at"*. She stated, *"I absolutely love it. Sometimes some of the younger teachers will complain about different things and I'll just roll my eyes a little bit because I'm like, 'Oh, you've never worked out in public school…you don't understand the frustrations' Every school has problems and every workplace has challenges but working at Maple Charter School saved my soul, because my soul is a teacher, and I love teaching. It refilled my cup of*

hope." Cara stated that the most significant factor that drew her to Maple Charter School was the curriculum and the methodology. She used a similar program in her school overseas and really liked the inquiry focus of the curriculum. In her previous traditional public school work, she had a textbook that was dated and not relevant. She ended up, *"Reinventing the wheel"* and writing her own curriculum. She appreciated the fact that when she came to Maple Charter School there was already an inquiry based model with a very rigorous curriculum and with flexibility and creativity in how a teacher delivered instruction to students. Cara additionally appreciated the critical thinking piece of the instructional model at Maple Charter School.

When asked about the most desirable elements of her work, Cara stated, *"Relationships, number one, without a doubt, relationships. I feel like my school has such a high level of professional and personal advocacy, like the feeling that we have of being on the same team is different from any other school".* She expanded on this thought: *"The level of professionalism and team unity that we have at [Maple Charter School] is baffling to me. I'm not entirely sure how we do it".* Cara emphasized, *"Every single person there cares more about doing what's best for kids. From the administration to the district level people, the custodial staff, everyone, like everybody is there because we're doing what we think is best for kids."* Cara described her teammates as, *"Genuinely open and tolerant"*. People care about other as humans instead of just, *"The random teacher down the hall".*

Cara stated the other important factor for her was the autonomy that her job gave her. Teacher decisions did not come with bureaucratic hoops to jump through. She stated, *"Our administrators trust us to make decisions that are in the best interest of kids, and what's in the best interest of our team, and we also are encouraged to try new things. And if they fail, we say 'O.K., that was bad. Let's try something else'. I appreciate that".* Cara felt that she, "*Had*

grown more as a professional in the past four years at [Maple Charter School] than I did the last five or six years" at her traditional public school. She affirmed, *"Every charter is different"* but that she appreciated that the charter model gives communities more autonomy.

Participant portrait #4: Paige—Birch Charter School

Paige, a highly experienced and educated teacher who works at a school that implements Expeditionary Learning, started her interview with the researcher in the comfort of her own home. Paige was excited to share some technology resources that she had learned to use with her students. It was apparent that Paige had a heart for mentoring and demonstrating her craft. This master teacher started her career in a traditional public school teaching first grade as well as some multi aged level classes and fifth grade. Paige also taught at the high school level teaching literacy and study skills. A friend told Paige that she should be a teacher, and she felt honored by that.

Paige affirmed that she loved teaching in public school but got frustrated with how, *"Everybody had their own agenda. And so when you got a class, you would do your thing with them, but it didn't seem like buildings were on the same page."* She left the traditional K-12 public school setting to work in higher education and was able to get closely acquainted with schools of student teachers that she was supervising. These observations allowed her to refine her focus as she moved back into working in a K-12 setting. Paige decided that went she went back to that realm she would go back somewhere where she felt implemented best instructional practices.

Upon searching for a school for her own children, she found that setting. Paige enrolled her children at Birch Charter School, applied for a job there, and eventually started teaching there part time, a position that eventually worked into full-time employment. At the end of the

20-21 school year, Paige had been at Birch Charter School for thirteen years. She stated that this school, *"Fits the best practices that I want to do. Everybody is on the same page."* She described a community that shares the same teaching philosophy as, *"The beauty of a charter school."* Teachers and students can choose to be there if they embrace that philosophy. Paige stated that she, *"Wanted to teach at a place where I felt like education was happening, and it was consistent across the school".*

A significant factor that influenced Paige's decision to stay at Birch Charter School is that, *"The teachers are really considered professionals and our voice is heard. We help run the PD* (professional development) *and our opinions are valued, and that's something that's really big to me, that's a reason I stay".* Paige also felt like the charter methodology at her school was a good fit for her teaching style and appreciated the emphasis on best practices in teaching that exuded from the practice and philosophy at Birch. Paige added that at four previous traditional public schools she worked at felt different from Birch Charter School: *"And at the time, I couldn't pin it down…we weren't considered professionals, but in retrospect it was that our voice was not valued."*

An additional factor for Paige in her decision to stay was the families. She emphasized: *"The families that are there are they because they agree with the way we teach".* She reflected that she working with parents is something she valued. She elaborated: *"I do feel like the way we teach—we teach a lot of life skills, not just academic skills. And so I watch. I watch parents sometimes change their way they think about their children and the way that they parent."* Paige also valued her colleagues at Birch Charter School: *"We support each other and learn from each other. And so, I feel like that's reciprocal so I know I make a difference for other people just like they make a difference for me".*

Paige stated that coming to Birch Charter School required her to change some of her teaching practices, such as classroom management, to fit the mission of the charter. That was an adjustment for her. Paige stated that students leave the school, *"Feeling like leaders and like they can make a difference. I feel like the kids really get a deep understanding of what we're learning, and they can transfer it."* It was very apparent that Paige is deeply committed to the mission and community at Birch Charter.

Participant portrait #5: Lori—Aspen Charter School

Lori, a middle school teacher who works at a charter school that focused on Personalized/Blended Learning, joined the researcher in the interview but preferred to not turn her camera on. With a soothing and steady voice, Lori shared that she started her educational journey by majoring in secondary education with a social studies emphasis. She also got married straight from college and went to Washington state with her husband. Lori spent the first couple of years of her career substituting in the town in which she lived. After working as a substitute Lori took a hiatus from teaching in a formal setting to raise her family and homeschool her four boys. She explained: *"And so I only jumped back into the educational field a few years ago, and I jumped back in by subbing, and then we moved to Idaho. I transferred my teaching certification over here, and this position, well actually it was a different position, opened up the day I applied for it."* Lori accepted the job. The 20-21 school year was her third year teaching at Aspen Charter School.

Lori wasn't specifically looking to work at a charter school when she accepted the position. She applied to a number of schools in the area which she and her family settled in Idaho, and Aspen Charter School was the first one to offer her a job. She stated that she, *"Knew nothing about charter schools when she took the job, and Washington doesn't have a lot of*

charter schools, at least not around where I was. And then, you know, I'd heard about charter schools maybe in California and some of the voucher programs, and it was normally more from a financial end than having any working knowledge in my head before I came here. I kind of had the assumption that charter schools were more private schools and didn't have the understanding that charter schools could actually be public schools as well".

When asked why she chose to remain teaching at Aspen Charter School, Lori stated, *"I love the fact that it is smaller and the fact that I have a voice in decisions that are made and that I have really easy access to our administration to talk about issues that come up. I feel incredibly supported"*. She also stated that she loves the sense of community that she feels at the school: *"I know everyone who's in the building. I know the majority of parents and having that larger sense of community"*. Lori reiterated, *"I love the support, I love the sense of community that we have at the charter school."*

Lori explained that being small has its drawbacks, like teachers having to carry all the duties and not having paraprofessional support for her special education students or students that need academic intervention. Lori also explained that her school had experienced actions by members of the school community that have presented Aspen Charter School in a negative light to the public, and that the school was working on changing its image. She felt like her school was turning that image around, particularly due to the new administration that created a more structured environment. Lori appreciated the fact that her principal is, *"Restructuring things and putting a lot of things in order that haven't been in order"*. She stated, *"My principal is so affirming, even with the things I struggle with, and knowing that he has confidence in me"*. Lori felt a sense of camaraderie and that she was part of a larger team with her staff at Aspen. Lori

described how loved her staff made her feel on her birthday, and how supportive everyone was when she had to take a medical leave of absence.

When Lori started at Aspen is was at first a rough couple of years: "*I would say it's difficult, especially being a new teacher, and not necessarily knowing exactly what I'm supposed to be doing, and how to do that well, and wanting to do it well."* Lori mentioned a desire to go to other schools to observe other teachers and a desire to have stronger mentoring programs. She wished she, *"Had more confidence in myself because I really am doing a good job. And those words are powerful. And just the affirmation of, even on those days when we feel like nothing is going right, to have people who believe in you and that you can be honest with and say 'I'm struggling with this' and they say 'OK' and help brainstorm answers or come up with ideas or things to try and to not feel like you're doing it on your own."* Lori was frustrated because she felt like charter schools fight to exist. She wished there were more support for charter schools and charter teachers, particularly at the state level and by local school districts.

Participant portrait #6: Tracy—Willow Charter School

Tracy sat at her desk in her classroom with her workspace in the background. Even after a long day at work teaching English language arts to middle school students at a Harbor Method school, she appeared refreshed and settled. Maintenance workers were walking through her classroom, but she was unfazed by the disruption. When asked about her educational journey, she expressed that she, *"Knew I wanted to be a teacher about my sophomore or junior year of high school."* Initially she wasn't sure she would go to college because she really wanted to be a mom. But Tracy reflected more and knew she *"Wanted to be part of the community and be working…and then I just realized my strengths, like servanthood. I realized my family could be my classroom. And I just fell in love with it. And just knew exactly what I was supposed to do."*

Tracy described her small private college experience in teacher education as, *"Amazing—it was one of the best programs in the region."* She completed her undergraduate work in English with a secondary education track. Tracy said, *"I learned so much, I actually went into my first year teaching very competent, which is kind of an anomaly because everyone says your first year is supposed to be 'crazy' and you're just supposed to cry all the time. I actually felt really good about things, and I loved it."* She started out her career working for two years in a large traditional public high school that Tracy described had a bad reputation in the community. Tracy stated that the students worked hard when they were in class. Tracy loved her job and felt the, *"Community there was incredible",* and that she maintained friendships from that school and was in contact with former students, even though she left there in 2017. Tracy then took a job teaching overseas for 9 months because she felt burnt out from teaching in her school and completing her master's degree, and she wanted a change. She knew that she could use her career to travel and she, *"Cashed in on that".* Tracy taught for a school year overseas.

Upon returning to Idaho, Tracy said she felt like she was more inclined to want to work at a charter or private school. She secured a job at Willow Charter School. After researching Willow Charter School, Tracy thought that it *"Aligned with a lot of my goals and values in the classroom".* She stated *"I don't think I would have taken any job if I didn't feel comfortable with its expectations or procedures around curriculum and just culture".* She said she wasn't specifically looking for a charter school but for something that would fit well. She states, *"I wasn't going to just take a job just to take a job".* The 20-21 school year was her third year teaching at Willow Charter School.

Tracy elaborated on the factors of her job that kept her at Willow Charter School. She said one of the most significant factors was the size of the school and, *"Just the ability to have*

that community with my coworkers and feel like I actually know everyone at least at the secondary level. We enjoy our time together". She also says she stayed at Willow because the goals of the school fit perfectly with her teaching philosophy. The school's emphasis on growth mindset, Love and Logic, and building relationships with students were all things she loved and are reasons why she became a teacher as well as what she emulated in her life. She explained, *"I would rather stay here where I can assign homework and 90% of my students have the rigor and commitment to accomplish that, whereas if I assigned homework in my traditional public school, I'd get maybe 30% completion".* Tracy stated because students chose to be at the school, Willow was able to cultivate a culture of excellence and hard work. She stated that is hard to achieve in a traditional public setting. Tracy expected the same of herself: *"I'm held to that standard as well. So if I want my students to perform rigorously, I'm constantly working rigorously".*

Tracy pointed out some drawbacks to teaching in a charter setting. More classes to prepare for and lack of content area teammates makes planning more time consuming: *"It's tough sometimes to not have somebody to bounce ideas off of".* Tracy also thinks that the autonomy that comes with a charter school has some challenges: *"If I was at a [traditional] public school, admin are so far removed, I don't necessarily get to see those decisions, and sometimes it can be hard when you personally know your admin, and then they're kind of making decisions that are impacting my job."*

Chapter V

Discussion

Introduction

As the field of education settles into the 21st century, one issue that demands attention is the need for effective, highly qualified public school teachers who are dedicated to their profession (Adnot, Dee, Katz, & Wyckoff, 2017; Hanushek & Rivken, 2004; Sutcher, Darling-Hammond & Carver-Thomas, 2016). Issues such as the domestication of the profession itself, lack of robust salaries, and working conditions that lead to emotional burnout threaten the teaching field and the fate of schools throughout the United States. The educator supply chain must remain stable and robust in order for our public schools to remain relevant and our young people to be competitive in the global economy. Teacher attrition, particularly in a state like Idaho that ranks as one of the lowest in teacher pay and highest in teacher attrition in the nation, is a pressing concern that must be addressed now in order to not to regress further.

Specifically, effective teacher retention is imperative to not only the growth but the actual survival of public charter schools in the United States. Charter school teachers leave their schools more often than their traditional public school peers, and this fact alone needs to be given more attention by charter school administrators and boards (Cano et al., 2017; Miron & Applegate, 2007; Newton et al., 2018; Sass et al., 2012; Stuitt & Smith, 2012). Often excited to begin their teaching journey in a unique, mission-focused setting, charter school teachers often start out their employment with professional and personal anticipation. That sentiment slowly dwindles, as states like Idaho experience as much as 30% annual teacher attrition in charter schools (Idaho State Department of Education, 2019b). Understanding the factors that impact charter school teacher satisfaction will inform and direct charter school leaders to tailor

recruitment and retention efforts to their unique setting (Cannata & Penaloza, 2012; Wei, Patel & Young, 2014).

In this study, the researcher sought to discover the perceptions of Idaho public charter school teachers regarding their job satisfaction, reveal the job satisfaction perceptions of different demographic groups within the Idaho charter school teacher group, and determine what specific factors impact Idaho charter school teachers' decisions to stay at or leave their job. The research questions for this study were:

1. What are the perceptions of Idaho public charter school teachers regarding job satisfaction?
2. What demographic factors (gender, ethnicity, age, highest level of education, number of years of teaching experience, number of years of experience at a charter school, grade level of teaching assignment, and mission of the charter school where teacher is employed) are significant to overall Idaho public charter school teacher job satisfaction?
3. What factors are given for Idaho public charter school teachers' decisions to stay at or leave their job?

Discovering the overall perceptions of job satisfaction among charter school teachers, honing in on what group characteristics are significant to job satisfaction, and documenting what factors are important in a decision to remain at a job will inform charter school leadership and allow those leaders to focus their recruitment and retention efforts on the appropriate path.

In this chapter, discussion centers around the discoveries regarding the perceptions of job satisfaction of Idaho charter school teachers. The theories of Herzberg and Maslow are used to

frame this discussion. This chapter also addresses implications for professional practice and recommendations for further research in this area.

Summary of the Results, Discussion, and Recommendations for Charter School Practitioners and Policy Makers from Research Question 1

Research question 1 was: "What are the perceptions of Idaho public charter school teachers regarding job satisfaction?" Idaho charter school teachers' survey responses indicate that their overall job satisfaction is within the average range of what would be expected from traditional public school teachers (Weiss & England, 1977). Although there is no data comparing Idaho charter school teachers to Idaho traditional public school teachers, the overall total satisfaction scores from this study indicate that Idaho charter school teachers are neither highly satisfied nor highly dissatisfied when compared to the Minnesota Satisfaction Questionnaire teacher norm group. There are, however, specific factors within the overall perception of overall charter school teacher satisfaction that stand out as having either a significantly higher level of satisfaction or lower level of satisfaction compared to the other factors examined in this study.

All of the job satisfaction factors that were revealed as areas where Idaho charter school teachers are highly satisfied are factors are intrinsic factors in nature. Even though extrinsic factors are important to teachers, they are subordinate to intrinsic factors (Chiong et al., 2017). This discovery meshes with Herzberg's Two Factor Theory, in that the motivational (intrinsic) factors need to be met to have true satisfaction with employees that leads to personal commitment to work which then leads to the desire to stay in one's job (Herzberg et al., 1959). The factors that lead to positive attitudes about work satisfy the person's need for self-

actualization (Herzberg et al., 1959). Satisfaction with extrinsic factors decreases job satisfaction but does not address true satisfaction with work (Herzbert et al., 1959).

The top rated job satisfaction factor in this study was regarding how work provides for steady employment. This factor indicates that Idaho charter school teachers appreciate that stability that comes with the nature of the job itself. The framework of Maslow's Hierarchy of Needs develops at the first level which includes the physiological needs, or a focus on the needs of the physical body and biological survival (Maslow, 1943). If physiological needs are met, then a new set of needs emerges--safety and security, which is the need to feel protected and live in a predictable world which is orderly (Maslow, 1943). This basic need for survival and security is a strong and primal one. The fact that this factor is rated highly indicates that charter school teachers feel like their jobs are stable and that they can rely on steady employment, a perception that maybe not all charter school teachers around the nation feel due to the tenuous, business-like nature of charter schools and lack of union presence in any charter schools in Idaho (Jabbar et al., 2020; Torres & Oluwole, 2015).

Next, Idaho charter school teachers are satisfied in their opportunities to do things for other people. This factor relates to the concept of servanthood and generativity that often is the reason people choose teaching as profession in the first place. Teachers who work in charter schools are often motivated to stay at their school because of the relationships they build with their students and parents and the influence they have on student success (Banks, 2019). Oftentimes in charter schools there is a shared mission and vision from the school that requires commitment from all stakeholders, thus leading to the feeling of working toward a common goal. This satisfaction indicates that teachers in Idaho charter schools feel generative.

Idaho charter school teachers are highly satisfied with how they are able to make use of their own professional abilities. Charter school teachers may have unique training, talents or propensities that can be utilized by a charter school with a particular mission or philosophy. Teachers who are trained in specific methodologies are equipped to use those instructional strategies in a setting that not only accepts but requires and embraces those skills. In some cases, the only setting where a teacher that is trained in and wants to utilize their skills in a specific methodology can secure a public school teaching job is in a charter school setting. For example, if someone is a trained Waldorf method instructor, their only opportunity to use that specific skillset, particularly in a state like Idaho, may be at a charter school that has Waldorf methodology as its focus.

Charter school teachers who work in Idaho are satisfied with the ability to keep busy all the time and coupled with that, doing different things and having variety in their work. Often charter school teachers wear take on a myriad of roles within a school, and this variety seems to provide satisfaction to the teachers surveyed. Charter school teachers nationally cite that "busyness" or having extra duties or responsibilities as a burden and a reason that they might be dissatisfied in their work (Ni, 2012; Wenger et al., 2012; Weiner & Torres, 2016). This workload that enables teachers to keep busy and have variety in their work enhances feelings of competence and professional worth, thus leading to overall job satisfaction (Bogler, 2001; Ingersoll, 2004; Klassen & Chiu, 2011; Moore, 2012; Nias, 1981; Perrachione et al., 2008; Shen, 1997).

The ability to use their own professional judgment and instructional methods are other areas in which Idaho Charter School teachers experience high levels of satisfaction. The autonomy that is not only allowed charter school teachers but integral to the charter school

model itself encourages teachers to use their professional judgment and discretion in a manner that is free from perceived bureaucracy that often comes with traditional school systems. This professional autonomy and independence is often cited as a factor that reinforces in charter school teachers' job satisfaction (Barnes, 2018; Bomotti et al., 1999; Calimeris, 2016; Roch & Sai, 2017; Skinner, 2008; Weiner & Torres, 2016).

On the other side of the issue, there are areas in which Idaho charter school teachers do not experience a high degree of satisfaction. One area relates to the actions of charter school administrators. Idaho charter school teachers indicate the way their bosses handle their employees and the perception of the competence in their boss regarding decisions that were made were both areas of lower satisfaction. This is concerning, as supervisors play a noteworthy role in overall teacher satisfaction (Barnes, 2016; Campbell et al., 2019; Ni, 2017; Roch & Sai, 2017; Torres, 2013; Torres, 2016). Related to this, teachers experience lower levels of satisfaction regarding the praise that they receive for their work. Positive feedback from supervisors, particularly when the feedback is specific, helps sustain job satisfaction over time (Chapman & Lowther, 1982; Nias, 1981; Shen, 1997).

Pay for the amount of work that teachers do was marked with low levels of satisfaction by Idaho charter school teachers. This factor also was statistically significant for teachers that were new to the profession and/or to a charter school setting. Although pay is not as significant a motivator for charter school teachers as much as it is for traditional public school teachers, this factor still demands attention (Oberfield, 2019). Idaho public school teacher salaries (both traditional and charter) averaged $50,757 in the 2018-19 school year. Average teacher salaries in surrounding states are much higher. In the same school year, Washington state averaged $72,965, Oregon averaged $64,385, and Wyoming averaged $58,618 (National Center for

Education Statistics, 2020). Only the state of Utah was a comparable neighbor, at an average of $50,342 (National Center for Education Statistics, 2020). The discrepancy in pay not only within states, but within local districts and charter schools, may drive teachers to look for work elsewhere, particularly when that work is close in geography to their current job.

Idaho charter school teachers experience lower levels of satisfaction with respect to the opportunities to advance professionally in their job. This factor is an important one to charter school teachers nationally, as advancement on the job is a more significant motivator for charter school teachers than their traditional public school peers (Oberfield, 2019). Due to the size of many charter schools, and particularly in Idaho where most charter schools are not part of a charter network but are considered a stand-alone school, this factor demands attention. Idaho charter school teachers may leave their school because they think there is no path to promotion or leadership positions. Idaho charter school teachers experience a lower degree of satisfaction regarding the chance to tell people what to do. This particular factor may be related to dissatisfaction with chances for advancement in the job, as charter school teachers may want to move into official school leadership or supervisory roles but may not be able to due to the small, decentralized nature of most of their settings.

Satisfaction regarding how school policies are put into practice is an area where Idaho charter school teachers' satisfaction is low. The lack of established protocols or a lack central office may be ripe for inconsistency in policy implementation. Due to the fluid, easy nature of making changes to practices in charter schools as well as the fact that most charter schools in Idaho are in their first 10 years of operation, the perception may be that decisions are made without regard to long term consequences or without referencing longitudinal data.

Recommendations for Charter School Practitioners and Policy Makers

Offer contracts early

Idaho charter school teachers feel satisfied when they feel as though their job is stable. Because of a lack of union presence, often charter teachers do not have a negotiated master contract and are sometimes left wondering if and when they will be offered a contract for the next school year. Charter school boards and administrators can ease some of these concerns by offering contracts earlier than traditional public schools. In addition, strong policies and a staff handbook that is clear on staff expectations will solidify the feelings of job stability that charter school teachers experience.

Relationship building within staff

Charter school leaders need to provide opportunities for staff to get to know one another not only as teachers, but as people. It is evident in this study that strong co-worker relationships are key in reinforcing the commitment to a teacher's work. School events or structures that encourage staff to socialize, build relationships with one another, have fun, and bond emotionally create deeper connections among staff and a positive feeling of "family" that was alluded to by participants in this study. These personal connections tie the teacher to the school in a way that creates organizational buy-in and commitment.

Extended professional development in methodology

Robust professional development in the methodology of the charter school should be provided not only to teachers who are new to the school but continually to all teachers. Teachers who take a job at a charter school often do so because of the chosen methodology of the school, and lack of ongoing professional development to develop a strong methodology could leave educators feeling dissatisfied or lacking confidence in their ability to deliver appropriate

instruction. Charter school teachers should experience competencies that add to their work experiences and expertise in the methodology of the school.

Offer stipends for additional duties

Charter school teachers often expected to take on additional duties outside of their normal work day. Educators often do because they care deeply about the students and school. These extra duties and responsibilities can be wearing and leave teachers feeling unappreciated and weary. In order to maintain momentum and show value to staff, charter school administrators should develop a robust system for rewarding teachers with additional benefits, such as stipends or additional time off, that demonstrate the value of that additional workload. This extra load should not be an expectation that is placed on teachers as part of their regular contractual job duties. Additional work should not be an expectation of the administration, as seems often the case with many charter school leaders.

Encourage use of own methods and highlight those to other staff

Participants in this study indicated value and satisfaction with the ability to use their own methods in their teaching. This unique freedom that comes with working in a charter school needs to be accentuated. Effective teacher practices should be showcased and celebrated, and this benefit of use of one's own professional judgement should also be a selling point when advertising jobs in a charter school.

Administrator training and collaboration

Administrators can play a key role in teachers experiencing either a satisfying work experience or being discontent with their jobs. Although Idaho administrators are trained in a comprehensive manner to prepare for the job of school leader, charter administrators should continually receive training and professional development in the areas of best practices in school

leadership. Due to the fact that charter school leaders are often the "lone wolf" at the top without a team of district leaders to collaborate with, this professional development and networking is crucial to keeping the charter school leader connected to best practices in the field and practices of other schools, whether charter or traditional. Charter school leaders do not have formal structures in place to network with other school administrators, whether those school leaders are from traditional public schools or charter schools. Understanding how other school leaders practice, address educational policy issues, and manage buildings and districts is key for charter school leaders.

Strong policies, master contract, and thorough staff handbook

Charter schools often do not develop master contracts, for in Idaho the charter school board is not obligated to negotiate with a bargaining unit. This may leave teachers and other staff feeling a lack of protection and security. Charter school teacher should investigate the possibility of charter schools becoming their own bargaining unit so that charter teachers in Idaho have the opportunity to work with their board and bargaining association. In addition, master contracts should be developed in order for charter teachers to clearly understand their rights and responsibilities. A rigorous, thorough, and clear staff handbook should be developed and reviewed annually by a representative group of the school to ensure that policies are clearly communicated and implemented consistently.

Summary of the Results, Discussion, and Recommendations for Charter School Practitioners and Policy Makers from

Research Question 2

Research question 2 was: "What demographic factors (gender, ethnicity, age, highest level of education, number of years of teaching experience, number of years of experience at a

charter school, grade level of teaching assignment, and mission of the charter school where teacher is employed) are significant to overall Idaho public charter school teacher job satisfaction?"

The survey results did not indicate any statistical significance regarding the following demographics: highest level of education, age, or the grade level taught. In addition, the demographic categories of gender and ethnicity could not be analyzed statistically due to assumptions not being met in the statistical tests. It should be noted, however, that male teachers chose the response "highly satisfied" more than their female counterparts in regards to their feelings regarding how their principal handles staff, the competence of their principal, and the way school policies are implemented.

Statistically significant differences in work satisfaction were discovered between groups in the areas of overall teaching experience and also in teaching experience in a charter school. Teachers who taught in any setting for 16 years or more were significantly more satisfied with their work than beginning teachers (those who taught for 1-5 years). This result puts attention on the satisfaction levels of not only beginning teachers but also teachers who may have experience but are new to the charter school setting. Teachers who work in charter schools are less experienced in general than their traditional public school peers (Oberfield, 2019). This fact coupled with the more intense work expectations that also come with working at a charter school is not conducive to beginning teacher job satisfaction (Oberfield, 2019).

Idaho charter school teachers indicated significant differences in job satisfaction when grouped by the instructional methods they use in their school. This difference may point to the fact that teachers find a right institutional fit for themselves regarding the methodology of the school they work in. School mission and instructional philosophy need to mesh with the

personal pedagogical priorities of individual teachers. These differences within methodologies may explain why some teachers are highly satisfied while others are not and may also inform the high level of turnover in Idaho charter schools.

The difference in job satisfaction regarding those teachers with varying degrees of experience is related to the theoretical frameworks used in this study. Once physical needs are met, teachers can focus on higher level needs such as the desire for belonging and being generative in their work. Okeke & Mtyuda (2017) assert "In the school system, the salary one earns enables him or her to satisfy these needs but if the needs to unfulfilled it results in dissatisfaction, which affects productivity and quality performance at work" (p.55)
As teachers grow in experience, they are able to be more stable in their financial and safety needs (Maslow's physiological needs and Herzberg's "hygiene" factors). More experienced educators are more likely to be financially stable educators and in a position to strive for aspects of work that meet the need for Maslow's stage of self-actualization and Herzberg's "motivation" factors that are more likely to keep an employee satisfied long-term.

Recommendations for Charter School Practitioners and Policy Makers

Attention to hiring and beginning teacher support

School leaders should give abundant attention and resources to vetting employees to ensure that they are a good institutional fit for their school. This should initially happen at the job posting process and continue through the interview and hiring process. School leaders should build a hiring team that includes all stakeholders and should include scenario based questioning in the application and interview process to validate if the applicant's values align with the culture of the school. In addition, charter school leaders should assign mentors and instructional coaches to meet frequently with new teachers in the first three years of their

employment at a charter school, regardless of their experience in education as a whole. Mentors and instructional coaches should not only prioritize the development of teachers as instructors but so ensure that those teachers who are new to the charter school are well versed in the mission of the charter and instructional strategies that align with the methodology of the school. School leaders should emphasize to all staff that everyone is responsible for supporting teachers who are new to the school.

Ensuring methodological match and also ongoing training in that methodology

During the hiring process, it is crucial for charter school administrators and leaders to articulate what their charter methodology entails, both in philosophy and practice. A teacher that does not adhere to the values and practices of the institution can do harm to the school in the long run and may not adapt to the expectations of the charter, creating a situation where a potentially effective teacher is ineffective due to the unique expectations of the particular charter. This situation is detrimental both to the teacher and the charter school. Teachers who are hired should have programmatic training in the methodology of their charter and be evaluated on their effectiveness of their work within that model.

Summary of the Results, Discussion, and Recommendations for Practitioners from Research Question 3

Research question 3 was: "What factors are given for Idaho public charter school teachers' decisions to stay at or leave their job?" The most frequent reason that charter school teachers cited for staying at their job was related to co-worker relationships. Not only was this factor mentioned most frequently in the open ended response answers on the survey, but nearly every interviewee also recognized this as a factor that informs their decision to stay at their job. Support, collegiality, and the ability to work closely with like-minded people who not only care

about students and families but care about each other are important factors in teachers staying at their school. One of the interviewee's responses to the question regarding why she chose to stay at her charter school summarizes the sentiment: *"Relationships, without a doubt, number one, relationships"*. Teachers want to stay in places where people are committed to and care about one another. Teachers are more satisfied when they have a personal connection to the school.

References related to school culture was cited frequently as a reason why teachers stay at their charter school. Charter schools typically have a unique culture, often as part of their school mission. This culture, regardless of what it is, is normally not driven solely by the staff but also by the mission of the school. For example, if "high expectations" is a school cultural norm, and every employee embraces that norm, staff is going to feel like everyone is working on the same goal and have similar expectations. Teachers in the study referred to embracing the expectations of the school culture and holding themselves personally accountable to that culture as well. The fit with the teacher's values and school culture is important in order to ensure that proper matches are made during the hiring process as well as ongoing professional development to reinforce the cultural expectations.

Charter school proponents argue that traditional public schools are likely to have extensive rules and policies that hinder teacher effectiveness (Oberfield, 2019). This factor itself may be why some teachers are drawn away from a traditional setting to a charter school. In this study, teacher autonomy emerged as an important factor in teacher satisfaction and retention. This theme was not only recurrent, but cited by both survey respondents and interviewees as a difference that teachers chose a charter school in lieu of a traditional public school. Charter schools by nature are supposed to have a greater level of autonomy (Oberfield, 2019). It is apparent that this focus on autonomy at the school level trickles down to the classroom level as

well. The ability to make decisions as a professional, choose curriculum, and not have to go through levels of administrative approval before making decisions was a reinforcement for teachers to stay.

Charter school methodology was largely cited as a reason why Idaho charter school teachers remained at their job. The charter school movement itself requires schools to articulate and fulfill the mission of the approved charter petition. Twenty-one percent of the participants listed this as a factor that informed their decision to stay in their charter setting, and every one of the interviewees also discussed this as a reason that they were not only attracted to the school but choose to continue to work there as well. In some cases, interest in the methodology came from prior experience with that method in a different setting. Teachers experienced the method and saw the power of it and how their own personal practices or beliefs aligned with that method.

School administrators were also a factor for teacher retention. Principals who are approachable, provide feedback, are present in classrooms, and are supportive with student discipline are a key factor in the retention of teachers (Allensworth et al., 2009; Akdemir & Shelton, 2016; Boyd et al., 2011; Carver-Thomas & Darling-Hammond, 2019). Eighteen percent of participants in the survey listed “principal” or “administrator” as a reason why they stay in their workplace. All interviewees indicated that they appreciated their principal and how much support they receive from the school administration. This data seems to contradict the fact that survey questions related to the topic of “boss” did not indicate a high level of satisfaction in general. The discrepancy between these two pieces of data might indicate that some administrators afford a high level of support and other administrators do not give that to their teachers.

The theories of both Maslow and Herzberg cited in this study illustrate the intrinsic factors that create a level of job satisfaction that compels a teacher to stay at their job. Co-worker relationships, school culture, and adherence to a mission that the teacher embraces are all factors that are intrinsic in nature and that satisfy Herzberg's "motivation" factors. In addition, these factors compliment Maslow's theory of the need for belonging and self-actualization.

Recommendations for Charter School Practitioners and Policy Makers

Foster staff relationships and develop strong Professional Learning Communities

Charter school leaders should foster staff relationships. Additional time and attention, whether through strong Professional Learning Communities, shared class preparation time, or outside social events, should be allotted for strengthening the relationships of staff members. Bonds created in these groups will strengthen not only the professional but emotional lives of teachers. Professional Learning Communities provide teachers with a structure to share best practices and consistently collaborate with one another. Strong PLC structures within a school ensure that teachers who are new to the school have opportunities to collaborate with staff that are more experienced and have a deep understanding of the values and methodology of the charter school.

Articulate school culture

Coyle (2016) defines organizational culture: "While successful culture can look and feel like magic, the truth is that it's not. Culture is a set of living relationships working toward a shared goal. It's not something you are. It's something you do" (p. XX). Charter school leaders need not just to foster school culture but to articulate in clearly in terms of what the school "does". Defining goals and ensuring that these goals and practices are clear to all creates a sense of community and clear expectations that help teachers feel satisfied in their work. Leaders

should foster strong culture by organizing informal occasions for teachers, provide support with student discipline, set high but realistic academic expectations, maintain parental involvement, and provide time for staff teams to meet together (Akdemir & Shelton, 2016). Cultural practices should be revisited constantly and be explicit, not only with staff but with students and parents as well. Aligning cultural norms and practices that reinforce those norms creates an atmosphere where expectations are clear and

Hire principals who practice servant leadership

Oftentimes the principal or charter administrator who leads the school focuses on the business aspect of the school and less on the human resource aspect. Although the management duties of the job are important, teachers need a leader that can serve the needs of the staff and school. Servant leaders focus on listening, empathizing, acceptance, and foresight (Greenleaf, 1977). Servant leadership qualities are all characteristics that teachers value in their leaders. Boards should attend to hiring charter leaders who have knowledge not only in the financial and business matters of the school but also who have strong leadership skills.

Conclusion

One of the primary reasons that teachers give for leaving their school, district, or profession is dissatisfaction with their job (Aragon, 2016; Dolan, 2008; Ingersoll, 2004). Charter schools are a unique educational work setting. Finding teachers who are a fit for the mission of the school and also embrace innovation and autonomy are imperative for the health and vitality of the charter school movement in Idaho and around the nation. Idaho charter school leaders should work diligently and purposefully to continue to tend the factors that lead to high charter teacher satisfaction, namely teacher autonomy and professional judgement, school community and culture, valuing and giving opportunities for teachers to share their unique skills, and

identifying those particular skills and dispositions that make teachers a good match for their school. Charter school leaders also need to advocate for stable and robust teacher salaries, provide opportunities for charter school teachers to advance in their career, and foster a culture where charter school teachers thrive.

Recommendations for Further Research

Areas of further research should be considered from the findings in this study. First, more information is needed regarding the overall and specific job satisfaction factors of traditional public school teachers in Idaho. Data that articulated the factors that impact retention in the traditional schools as compared to charter schools would allow charter school administrators to tailor their retention and recruitment efforts even more delicately. The fact that Idaho charter school teachers leave their jobs at a higher the rate than their traditional public school peers should be of significant concern to any Idaho charter school leader (Idaho State Department of Education, 2019b). Additional research in this area would allow Idaho charter school leaders to discover what job satisfaction factors are indicative of all teachers and which factors are particular to Idaho charter school teachers, particularly since traditional public schools and charter schools often draw from the same labor pool.

When referencing strengthening the Idaho teacher labor force, the Idaho State Department of Education recommends actions that focus on the attraction and retention of teachers (Idaho State Board of Education, 2018). Information should be gleaned regarding the recruitment, interviewing, and hiring practices of Idaho charter school administrators. Understanding how charter leaders go about recruiting and marketing for applicants, how they structure and implement applicant interviews, and how they carry out their hiring processes would help researchers hone in on the strengths and needs of the current leader practices. Charter

school principals have more freedom regarding personnel hiring processes than principals who work in a district setting (Finnigan, 2007). Because of this autonomy, practices may vary from charter leader to charter leader, even within the same school. Finding the most qualified and compatible candidates for a charter school is essential to the health and growth of charter schools and ultimately the entire Idaho public school system.

Nationally, charter school teachers are less experienced than their traditional public school peers (Calimeris, 2016). Research regarding the induction and mentoring practices at charter schools in Idaho should be conducted. Understanding the perceptions of teachers who are new to charter schools would inform Idaho charter school communities in their efforts to ensure that new teachers are supported and feel effective in their practice. Studies that focus solely on the job satisfaction of teachers new to charter schools would glean recommendations that are tailored to this group specifically. Efforts should be made to determine what about the experiences of a beginning teacher or a new teacher to a charter school make their level of satisfaction less than their peers who have experience in the charter school setting.

Studies should be conducted regarding why teachers leave Idaho charter schools (Gawlik, 2016). The researcher in this study attempted to glean data regarding why charter school teachers in Idaho leave their schools, but this effort did not produce enough data to determine any factors that would lead to conclusions. Further research is needed regarding teacher attrition, particularly in the first few years of employment at a charter school. Research regarding exiting practices of charter schools would be helpful in understanding how charter schools can improve their retention efforts. Interviews with teachers who have quit their jobs should be conducted to determine the specific and nuanced factors, both extrinsic and intrinsic, that informed their decision.

Implications for Professional Practice

Effective teachers are essential to student success, and practices that can not only recruit but retain quality teachers should be a priority with school leaders and policymakers (Adnot et al., 2017; Hanushek & Rivken, 2004; Sutcher et al., 2016). Attracting and retaining high quality teachers needs to be made a priority for school administrators and boards, for losing a teacher comes with high cost, both to the pocketbook and morale of a school (Allensworth et al., 2009; Barnes et al., 2007; Gibbons et al., 2018; Learning Policy Institute, 2017; Watlington et al., 2010). Because of the continual growth of public charter schools in the United States, the need for qualified teachers will be particularly pressing in this setting (Lake & Hill, 2012; National Alliance for Public Charter Schools, 2020; National Center for Education Statistics, 2017). Understanding the job factors that lead to highly satisfied teachers is important for public charter school leaders to implement practices that lead to increased teacher job satisfaction. The results from this study indicate that Idaho charter school teachers are generally satisfied with their work. There are, however, specific factors regarding job satisfaction with Idaho charter school teachers that need attention. By attempting to remedy the specific factors that indicate lower satisfaction and reinforcing or replicating those areas in which teachers already feel high levels of satisfaction, Idaho charter school leaders can foster an environment that is ripe for strong recruitment and retention of effective teachers who are also compatible with their school.

First, Idaho charter school leaders should examine their recruitment and hiring practices. Many participants in this study cited the school being the "right fit" for them as a reason for accepting a job at their charter school and also as a reason why they chose to remain at the school. A "one size fits all" approach to hiring does not work practically in a charter school setting (Newton et al., 2018). Institutional fit is particularly important to teachers who work at

charter schools (Lynch, 2012; Miron & Applegate, 2007; Ni, 2017; Torres, 2014; Torres, 2019; Weiner & Torres, 2016). Finding a quality teacher whose educational values align with the mission of the school saves charter leaders not only economically in the long run, but also in the maintenance of a solid school culture (Sutcher et al., 2016). Efforts to only hire teachers in general without focusing on the institutional fit of the teacher with the school mission or method could undermine working conditions for all teachers (Ingersoll, 2014). Idaho charter school leaders should articulate clearly during the recruitment process the skills, propensities, and pedagogical practices that the school values. In addition, charter school hiring teams should develop specific questions to ask in the application and during the interview process. These questions should probe into instructional philosophies and use scenario based questioning that elicit responses that would reveal if the candidate is a good match for the school. For charter schools to be competitive, potential and current charter school educators need to view Idaho charter schools as positive places where teachers experience higher levels of satisfaction that their traditional public school peers (Gius, 2016). Charter leaders should take the results from this study and other research and target their efforts to showcase areas in which Idaho charter teachers experience levels of high satisfaction.

The Idaho State Board of Education recommends strong mentoring programs as a key component to the retention of teachers (Idaho State Board of Education, 2018). Attention to beginning teachers is of paramount importance in the Idaho charter school setting. With nearly half of all teachers nationally leaving the profession within the first five years, focus should be given on the retention of teachers not only in a school building but to the profession itself (Barnes et al., 2007; Dolan, 2008; Sutcher et al., 2016; Wallington et al., 2010).

Not only do charter schools need to induct and mentor teachers brand new to the profession, but the induction and embedded professional development that is provided to the new teacher must be systematic and relevant. Idaho charter leaders need to train all new teachers (including those who are experienced by have not worked in a charter school) in the practices and culture of the school. Robust professional development and acculturation to the life of the school is paramount to retaining charter school staff. New teachers not only need to feel equipped but they also need to feel like they are an integral part of the organization itself. Study participants cited co-worker relationships most frequently as the factor that keeps them at their school. Numerous participants described their school as a "family". This community and focus on collegial relationships should be fostered and purposefully tended in order to keep new teachers but also to retain existing teachers as well.

Teacher pay is an issue that frequently is cited nationwide for teacher attrition (Boyd et al., 2011). Compensation is more of a factor for charter school teachers exiting from their school, for they are twice as likely to indicate salaries as a reason for leaving their job than traditional public school teachers (Calimeris, 2016; Roch & Sai, 2017; Oberfield, 2017; Stuit & Smith, 2012). When considering public schools across the United States, teachers in charter schools make less on average than teachers in traditional public schools (Calimeris, 2016; Harris, 2006; Oberfield, 2017; Roch & Sai, 2017). Teachers are more likely to stay in the profession if they have salaries that are above the national average (Carver-Thomas & Darling-Hammond, 2019). Idaho charter school leaders should be particularly attuned to ensuring that their salary schedules are competitive and robust. Charter school leaders should be proactive about advocating at the state level for education funding and should make salaries a priority in their individual school budgets, particularly since most charter school teachers do not participate in

collective bargaining or have union representation (Calimeris, 2016; Jabbar et al., 2020; Roch & Sai, 2017; Torres & Oluwole, 2015). Charter teachers are often overwhelmed with the level of workload that comes with the job, and they often take on extra responsibilities in the school (Ni, 2012; Weiner & Torres, 2016; Wenger et al., 2012). Many of these extra duties are not compensated monetarily, and opportunities for teachers, particularly beginning teachers whose salaries are not as robust, should be given ample opportunities to earn stipends for extra duties or responsibilities outside their regular job description. Idaho charter school administrators should be transparent and communicative about movement on Idaho's teacher career ladder and have honest discussions with teachers regarding how they can increase their movement on the school's salary schedule. Idaho charter schools should develop opportunities to grow their own leaders, most of who have a deep understanding of how charter schools differ from traditional public schools.

Participants in this study indicated low levels of satisfaction with the ability to advance in their job. Charter school leaders and boards should develop systems within the school that specifically articulate the options for teachers to develop as leaders. Leadership succession plans should be in place, particularly if a charter school plans to experience growth. School structures such as instructional coaching, advisory boards, department head structures, and team leaders would allow Idaho charter school teachers to glean experience in instructional and administrative leadership. In addition, Idaho charter schools could partner with other charter schools of similar missions to access other leadership positions within the Idaho charter school network. For example, if a charter school is recruiting a school administrator, that particular charter school should reach out to other charter leaders who are at schools with the same or similar methodologies to discover if any of their teachers are seeking an administrative position.

Teachers who have worked in a charter school are in a unique and advantageous position to interview for leadership or administrative roles within the charter school movement.

Charter school teachers experience high levels of job satisfaction when they feel supported by their colleagues (Barnes, 2016; Ndoye et al., 2010; Ni, 2017; Wei et al., 2014). Relationships with co-workers are indicated as a high level of satisfaction for Idaho charter school teachers. Idaho charter school leaders can provide opportunities for staff team building and camaraderie. Idaho charter leaders should pay particular attention to the group dynamics in their school and address any issues that might threaten trust and effective collaboration. This can be done by organizing informal events to encourage staff to know one another, set high expectations for staff, and secure time for staff teams to meet together (Akdemir & Shelton, 2016). A focus on professional learning communities, committee work, and building a healthy staff culture will ensure that teachers perceive themselves as an integral part of the school community.

Oberfield (2019) states "Since the beginning of the charter school movement, proponents have expected that teachers in charter schools would have more classroom autonomy while at the same time would be held more accountable" (p. 63). Idaho charter school teachers are satisfied with their levels of autonomy, and this factor was integral to teachers' decisions to remain at their job. As the charter school movement grows, levels of teacher autonomy may diminish (Oberfield, 2019). Charter school leaders in Idaho, particularly those who are leading schools that are growing in number or part of a charter management organization, need to ensure that this autonomy stays strong. Teacher autonomy is important because it allows teachers to use the professional skills they were trained with, encourages teachers to use their discretion to do what's best for students, and allows space for innovation, a factor that is imperatively important

to the charter school movement (Oberfield, 2019). Charter school leaders should take advantage of every opportunity to afford their teachers autonomy and shared leadership. This autonomy not only reinforces the teacher in their professional practice, but also embeds them deeply in the structure of the school.

Administrators pay a crucial role not only in the initial hiring of the charter school teacher but to the retention of their staff, and the actions of a school leader impact how teachers view their work (Akdemir & Shelton, 2017; Barnes, 2018; Bickmore & Sulenic-Dowell, 2018; Bomotti et al., 1999; Lynch, 2012; Ni, 2017; Roch & Sai, 2017; Skinner, 2008; Torres, 2016). The way that charter administrators support their teachers, enforce school policies, and mentor teachers play a significant part in the satisfaction of a teacher regarding their work. When teachers do not feel appreciated by their leader, they feel replaceable and devalued (Bickmore & Sulenic-Dowell, 2018; Weiner & Torres, 2016). Charter boards, when they hire administrators, should involve their stakeholders in the process to ensure that the administrator is a good fit for the mission and culture of the school. In addition, Idaho charter school boards should pay particular attention to their administrator evaluation process and gain feedback from all stakeholders as part of the process of evaluating the administrator. In some cases with small Idaho charter schools, the sole administrator fills numerous roles and may be the only certified administrator working in the school. Boards would be wise to recruit nationally, as many charter schools have educational missions that may not be familiar to many Idaho administrators who are seeking a charter administrator role. School boards should provide ample opportunities for professional growth for administrators and encourage their school leaders to network frequently with others in the educational field. Boards should encourage principals to access principal

mentoring programs, particularly since a principal may not have administrative mentors in their school.

Reflections by the Researcher on the Study's Journey

The researcher in this study started the journey of researching this topic due to her concern with a lack of understanding regarding why teachers leave their work. As a public charter school leader, the researcher would witness teachers who were new to the charter setting live such different experiences—some teachers expressed deep satisfaction and love for their work in the charter setting and other teachers quit only after one year, feeling disillusioned and frustrated. This left the researcher wondering—what is the difference between these teachers? The researcher desired to identify factors that could be addressed in this unique charter school setting that could empower charter leaders like herself to identify the best candidates for the work as well as to employ efforts with current staff that would lead to higher job retention.

This results from this study produced a solid overview of charter school teacher satisfaction in Idaho. The mix of qualitative and quantitative data complimented the overall results and conclusions. The participant interviews added a richness and depth that captures a snapshot of the work of an Idaho charter school teacher. Changes the researcher would have made in this study would have been to use the long form version of the Minnesota Satisfaction Questionnaire. While the short form gleaned basic results, the long form would have supplied data that would have narrowed down the scope of the factors and provided for more specific recommendations for professional practice. The researcher was concerned with the additional time the survey would have taken if the long form were used. Surprisingly, participants seemed very willing to take the time to do the survey and follow up interviews, so this demonstrates a desire on the part of the teachers to have their voices heard. In addition, the COVID-19

pandemic created a unique setting in which to survey job satisfaction. Even though participants were asked to answer questions retrospectively, it proved difficult for participants to separate those two time periods (pre and post COVID-19 pandemic). Presenting the survey earlier (in the summer before the 20-21 school year began) would have made it easier to separate the 2019-20 and 2020-21 school years, thus preventing any bias or skewed perceptions regarding the 20-21 school year. To enrich the data that was discovered, the researcher also would have interviewed school leaders to glean perceptions of their understanding regarding teacher attrition at their school and overall teacher satisfaction.

Students in the United States, whether they attend a traditional public school or public charter school, must be afforded the most qualified, dedicated professionals in their educational lives. Without purposeful practices by policymakers and school leaders, the profession of teaching may continue to erode, leaving children with educational experiences that do not meet their needs. Idaho charter schools are not immune to this risk. Charter school leaders and boards must be aware of and systematically address the needs of their teachers and the factors that foster workplace and professional dedication.

References

A Nation at Risk: The Imperative for Educational Reform. (1983). "Recommendations". Retrieved from https://www2.ed.gov/pubs/NatAtRisk/recomm.html

Adnot, M., Dee, T., Katz, V., & Wyckoff, J. (2017). Teacher turnover, teacher quality, and student achievement in DCPS. *Educational Evaluation and Policy Analysis*, *39*(1), 54–76.

Akdemir, C. & Shelton, K. (2017). A Texas charter school district's teacher perceptions of administrator strategies that contribute to teacher retention. *The Charter Schools Research Journal, 12*(1), 3-34.

Ali, N. (2013). Motivation-Hygiene Theory: Applicability on teachers. *Journal of Managerial Sciences*, *7*(1).

Allen, M. B. (2005). Eight Questions on Teacher Recruitment and Retention: What Does the Research Say?. *Education Commission of the States (NJ3)*.

Allensworth, E., Ponisciak, S., & Mazzeo, C. (2009). The schools teachers leave: teacher mobility in Chicago public schools. Consortium on Chicago School Research.

American Association of Colleges for Teacher Education. (2018). *Colleges of Education: A National Portrait*. Retrieved from https://secure.aacte.org/apps/rl/res_get.php?fid=4178&ref=rl

Anderson, K. P., & Nagel, J. (2020). Crossing over? Mobility of early career charter and traditional public school teachers during an era of reform. *Journal of School Choice*, 14(3), 395-428.

Aragon, S. (2016). Teacher shortages: What we know. Teacher Shortage Series. *Education Commission of the States.*

Bandura, A. (1977). Self-efficacy: toward a unifying theory of behavioral change. *Psychological Review*, *84*(2), 191.

Banerjee, N., Stearns, E., Moller, S., & Mickelson, R. (2017). Teacher job satisfaction and student achievement: The roles of teacher professional community and teacher collaboration in schools. *American Journal of Education, 123*(2), 203-000.

Banks, T. (2019). *Factors Influencing Teachers To Remain At Charter Schools* (Doctoral dissertation. Retrieved from https://digitalcommons.nl.edu/diss/415/

Barnes, D. (2018). *Charter school teacher satisfaction and the factors that contribute to and predict satisfaction* (Doctoral dissertation). Retrieved from https://search.proquest.com Order No. 10842438.

Barnes, G., Crowe, E., & Schaefer, B. (2007). The Cost of Teacher Turnover in Five School Districts: A Pilot Study. *National Commission on Teaching and America's Future*. performance: a meta-analysis. *Personnel psychology*, *44*(1), 1-26.

Bastian, K. C., McCord, D. M., Marks, J. T., & Carpenter, D. (2017). A temperament for teaching? Associations between personality traits and beginning teacher performance and retention. *AERA Open*, *3*(1), 2332858416684764.

Berends, M., Primus, A., & Springer, M. G. (2019). *Handbook of research on school choice*. Routledge.

Betts, J. R., & Tang, Y. E. (2019). The effect of charter schools on student achievement. School choice at the crossroads: Research perspectives, 67-89.

Bickmore, D. & Sulentic Dowell, M. (2018). Understanding teacher turnover in two charter schools: Principal dispositions and practices. *International Journal of Leadership in Education*.

Bluum. (2016). *Parents' guide to Idaho's school and learning choices.* Boise, Idaho.

Bogler, R. (2001). The influence of leadership style on teacher job satisfaction. *Educational Administration Quarterly, 37*(5), 662-683.

Bomotti, S., Ginsberg, R., & Cobb, B. (1999). Teachers in charter and traditional schools. *Education policy analysis archives, 7,* 22.

Borman, G. D., & Maritza Dowling, N. (2008). Teacher attrition and retention: A meta-analytic and narrative review of the research. *Review of Educational Research, 78*(3), 367–409.

Boyd, D., Grossman, P., Lankford, H., Loeb, S., & Wyckoff, J. (2008). Who leaves? Teacher attrition and student achievement (No. w14022). National Bureau of Economic Research.

Boyd, D., Grossman, P., Ing, M., Lankford, H., Loeb, S., & Wyckoff, J. (2011). The influence of school administrators on teacher retention decisions. *American Educational Research Journal, 48*, 303-333.

Brill, S., & McCartney, A. (2008). Stopping the revolving door: Increasing teacher retention. *Politics & Policy, 36*(5), 750-774.

Buchanan, J. (2009). Where are they now? Ex-teachers tell their life-work stories. *Issues in Educational Research*, *19*(1), 1-13.

Buchanan, J., Prescott, A., Schuck, S., Aubusson, P., Burke, P., & Louviere, J. (2013). Teacher retention and attrition: Views of early career teachers. *Australian Journal of Teacher Education, 38*(3), n3.

Buchanan, R., & Waddle, J. (2004). Study of a charter school. *National Forum of Educational Administration and Supervision Journal*, *22*(4), 1-7.

Burkhauser, S. (2017). How much do school principals matter when it comes to teacher working conditions? *Educational Evaluation and Policy Analysis, 39*(1), 126-145.

Calimeris, L. (2016). The effect of teacher quality on the charter versus public school decision. *Journal of Economics and Economic Education Research, 17*(2), 112-136.

Campbell, M., Gesualdi, N., & Moquin, R. (2019). A descriptive portrait of teacher attrition at Tennessee charter schools. *International Journal of Innovation Education and Research*, *7*(5), 78-93.

Cannata, M. (2011). Charter schools and the teacher job search. *Journal of School Choice*, *5(1)*, 111-133.

Cannata, M., & Penaloza, R. (2012). Who are charter school teachers? Comparing teacher characteristics, job choices, and job preferences. *Education Policy Analysis Archives, 20*(29), 1-25.

Cano, S. L., Flores, B. B., Claeys, L., & Sass, D. A. (2017). Consequences of educator stress on turnover: The case of charter schools. In *Educator Stress* (pp. 127-155). Springer, Cham.

Carruthers, C. K. (2012). The qualifications and classroom performance of teachers moving to charter schools. *Education Finance and Policy, 7*(3), 233-268.

Carson, C. C., Huelskamp, R. M., & Woodall, T. D. (1993). Perspectives on Education in America: An Annotated Briefing, April 1992. *The Journal of Educational Research*, 259-310.

Carver-Thomas, D., & Darling-Hammond, L. (2019). The trouble with teacher turnover How teacher attrition affects students and schools. *Education Policy Analysis Archives*, *(27)*36.

Center for the Research of Education Outcomes. (2019). *Charter school performance in Idaho.* Retrieved from: https://credo.stanford.edu/pdfs/Idaho_report_01282019_Final.pdf

Cha, S. H., & Cohen-Vogel, L. (2011). Why they quit: A focused look at teachers who leave for

other occupations. *School Effectiveness and School Improvement*, *22*(4), 371-392.

Chapman D. & Lowther M. (1982). Teachers' satisfaction with teaching. *Journal of Educational Research, 75*(4), 241-247.

Chiong, C., Menzies, L., & Parameshwaran, M. (2017). Why do long-serving teachers stay in the teaching profession? Analysing the motivations of teachers with 10 or more years' experience in England. *British Educational Research Journal, 43*(6), 1083–1110.

Christopher, D., Sammons, P., & Gu, Q. (2008). Combining qualitative and quantitative methodologies in research on teachers' lives, work, and effectiveness: From integration to synergy. *Educational Researcher, 37*(6), 330-342.

Clandinin, D. J., Long, J., Schaefer, L., Downey, C. A., Steeves, P., Pinnegar, E., ... & Wnuk, S. (2015). Early career teacher attrition: Intentions of teachers beginning. *Teaching Education, 26*(1), 1-16.

Cochran-Smith, M. (2006). Stayers, leavers, lovers, and dreamers: Why people teach and why they stay. 2004 Barbara Biber Lecture. Occasional Paper Series 16. Bank Street College of Education. 610 West 112th Street, New York, NY 10025.

Cowan, J., Goldhaber, D., Hayes, K., & Theobald, R. (2016). Missing elements in the discussion of teacher shortages. *Educational Researcher, 45*(8), 460–462.d

Coyle, D. (2018). *The culture code.* New York: Bantam.

Crawford, J. R. (2001). Teacher autonomy and accountability in charter schools. *Education and Urban Society, 33*(2), 186-200.

Crouch, M & Nguyen, T. (2020). Examining teacher characteristics, school conditions, and Attrition rates at the intersection of school choice and rural education. *Journal of School Choice,*

Cross, F. (2017). Teacher shortage areas: Nationwide listing 1990–1991 through 2017–2018. Washington, DC: U.S. Department of Education, Office of Postsecondary Education. Retrieved June 6, 2020, from https://www2.ed.gov/about/offices/list/ope/pol/bteacher-shortageareasreport201718.pdf

Datnow, A., Hirshberg, D., and Wells, A.S. (1994). *Charter Schools: Teacher Professionalism and Decentralization.* Paper presented at the 1994 AREA Annual Meeting, New Orleans, Louisiana.

DeMik, S. A. (2008). Experiencing attrition of special education teachers through narrative inquiry. *High School Journal, 92*(1), 22.

Dinham, S., & Scott, C. (1998). A three domain model of teacher and school executive career satisfaction. *Journal of Educational Administration 36*(4), 362-378.

Dolan, A. (2008). Supply, demand, recruitment, and retention. In T. L. Good *21st century education: A reference handbook* (Vol. 2, pp. II-1-II-11). Thousand Oaks, CA: SAGE Publications, Inc.

Dupriez, V., Delvaux, B., & Lothaire, S. (2016). Teacher shortage and attrition: Why do they leave? *British Educational Research Journal, 42*(1), 21–39.

ECONorthwest. (2014). *Shifting sands: Idaho's changing student demographics and what it means for education.* Retrieved from: http://www.bluum.org/wp-content/uploads/2015/12/Shifting-Sands-Full-Final.pdf

Edinger, S. & Edinger, M. (2018). Improving teacher job satisfaction: The roles of social capital, teacher efficacy, and support. *The Journal of Psychology, 152*(8), 573-593.

Farber, B. A. (1984). Stress and burnout in suburban teachers. *The Journal of Educational Research, 77*(6), 325-331.

Field, A. (2018). *Discovering statistics using IBM SPSS statistics*. Sage: Los Angeles.

Field, J. (2008). *Job Satisfaction Model*. Retrieved from http://talentedapps.wordpress.com/2008/04/11/job-satisfaction-model-for-retention/.

Finnigan, K. S. (2007). Charter school autonomy: The mismatch between theory and practice. Educational Policy, 21(3), 503-526.

Fraser, H., Draper, J., & Taylor, W. (1998). The quality of teachers' professional lives: Teachers and job satisfaction. *Evaluation & Research in Education, 12*(2), 61-71.

Gallant, A., & Riley, P. (2014). Early career teacher attrition: new thoughts on an intractable problem. *Teacher Development, 18*(4), 562–580.

Gawel, J. E. (1996). Herzberg's theory of motivation and Maslow's hierarchy of needs. *Practical Assessment, Research, and Evaluation*, *5*(1), 11.

Gawlik, M. (2016). The US charter school landscape: Extant literature, gaps in research, and implications for the US educational system. *Global Education Review*, 3(2).

Gibbons, S., Scrutinio, V., & Telhaj, S. London School of Economics and Political Science, U. K. C. for E. P. (CEP). (2018). *Teacher turnover: Does it matter for pupil achievement? CEP Discussion Paper No. 1530*. *Centre for Economic Performance*.

Gius, M. (2016). Teacher job satisfaction in charter schools. *Journal of Economics and Economic Education Research*, *17*(2), 88–96.

Glossary of Education Reform. (2014). Retrieved June 6, 2020 from https://www.edglossary.org

Goff, P., Mavrogordato, M. & Goldring, E. (2012). Instructional leadership in charter schools: Is there an organizational effect or are leadership practices the result of faculty characteristics and preferences? *Leadership and Policy in Schools, 11*(1), 1-25.

Gonzalez, L. E., Brown, M. S., & Slate, J. R. (2008). Teachers who left the teaching profession: A qualitative understanding. *Qualitative Report, 13*(1), 1-11.

Greenleaf, R. (1977). *Servant leadership: A journey into the nature of legitimate power and greatness.* Mahwah, New Jersey: Paulist Press.

Grissom, J. A. (2011). Can good principals keep teachers in disadvantaged schools? Linking principal effectiveness to teacher satisfaction and turnover in hard-to-staff environments. *Teachers College Record*, *113*(11), 2552-2585.

Grissom, J. A., & Bartanen, B. (2019). Strategic retention: Principal effectiveness and teacher turnover in multiple-measure teacher evaluation systems. *American Educational Research Journal, 56*(2), 514-555.

Guin, K. (2004). Chronic teacher turnover in urban elementary schools. *Education Policy Analysis Archives*, *12*(42).

Hamilton, L., Jr. (2008). *The relationship between perceived leadership styles of principals and teacher satisfaction*. *Dissertation Abstracts International Section A: Humanities and Social Sciences*. ProQuest Information & Learning.

Hanson, H., & Yoon, S. Y. (2018). Idaho's Educator Landscape: How Is the State's Teacher Workforce Responding to Its Students' Needs?. *Regional Educational Laboratory Northwest*.

Hanushek, E., Kain, J. & Rivkin, S. (2004) Why public schools lose teachers, *Journal of Human Resources, 39*(2), 326–354.

Hanushek, E. & Rivkin, S. (2004). How to improve the supply of high-quality teachers. Brookings Papers on Education Policy, 7–44.

Harfitt, G. J. (2015). From attrition to retention: A narrative inquiry of why beginning teachers leave and then rejoin the profession. *Asia-Pacific Journal of Teacher Education*, *43*(1), 22–35.

Harris, D. C. (2006). Lowering the bar or moving the target: A wage decomposition of Michigan's charter and traditional public school teachers. *Educational Administration Quarterly, 42*(3), 424–460.

Herzberg, F. (2008). *One more time: How do you motivate employees?*. Harvard Business Review Press.

Herzberg, F., Mausner, B., & Synderman, B. B. (1959). *The motivation to work*. New York: Wiley.

Hirsch, E., & Emerick, S. (2007). Teacher working conditions are student learning conditions: A report on the 2006 North Carolina teacher working conditions survey. Center for Teaching Quality.

Hong, J. Y. (2010). Pre-service and beginning teachers' professional identity and its relation to dropping out of the profession. *Teaching and Teacher Education*, *26*(8), 1530-1543.

Howes, L. M., & Goodman-Delahunty, J. (2015). Teachers' career decisions: Perspectives on choosing teaching careers, and on staying or leaving. *Issues in Educational Research, 25*(1), 18.

Hoy, W & Adams, C. (2016). *Quantitative research in education: A primer.* Los Angeles: Sage.

Hughes, G. D. (2012). Teacher retention: Teacher characteristics, school characteristics, organizational characteristics, and teacher efficacy. *The Journal of Educational Research*, *105*(4), 245-255.

Idaho Charter School Network. (2020). *Idaho charter schools—By the numbers.* Retrieved from https://idahocsn.org/.

Idaho Public Charter School Commission (2020). Retrieved from https://chartercommission.idaho.gov/

Idaho State Board of Education. (2018). *Idaho State Board of Education 2017-18 Teacher Pipeline Report* (p. 64). Retrieved from https://boardofed.idaho.gov/wp-content/uploads/2018/02/Teacher-Pipeline-Report.pdf

Idaho State Board of Education. (2020). *Idaho Teacher Career Ladder.* Retrieved from https://boardofed.idaho.gov/resources/idaho-teacher-career-ladder/

Idaho State Department of Education (2019a). *Charter school historical enrollment by year.* Retrieved from: https://www.sde.idaho.gov/finance/files/attendance-enrollment/historical/Charter-School-Historical-Enrollment-by-Year.xls

Idaho State Department of Education (2019b). *Idaho school finder.* Retrieved from https://idahoschools.org/

Idaho State Department of Education (2019c). *Idaho Charter Schools.* Retrieved from: http://www.sde.idaho.gov/school-choice/idahoschools/List-of-Charter-Schools.pdf

Idaho State Department of Education (2020). *Charter Schools.* Retrieved from https://www.sde.idaho.gov/school-choice/charter/

Ingersoll, R. (2003). Is there really a teacher shortage? Philadelphia, PA: Consortium for Policy Research in Education, University of Pennsylvania.

Ingersoll, R. (2004). Why do high-poverty schools have difficulty staffing their classrooms with qualified teachers?. Renewing our schools, securing our future - A National Task Force on Public Education; Joint Initiative of the Center for American

Progress and the Institute for America's Future, Retrieved from https://repository.upenn.edu/gse_pubs/493

Ingersoll, R., & Merrill, L. (2017). A quarter century of changes in the elementary and secondary teaching force: From 1987 to 2012 (NCES 2017-092). Retrieved from National Center for Education Statistics website: https://nces. ed. gov/pubsearch/pubsinfo. asp.

Ingersoll, R., Merrill, E., and Stuckey, D. (2014). Seven trends: The transformation of the teaching Force, updated (CPRE Report RR-80). Philadelphia, PA: Consortium for Policy Research in Education, University of Pennsylvania. Retrieved from http://www.cpre.org/7trends

Jabbar, H., Chanin, J., Haynes, J., & Slaughter, S. (2020). Teacher power and the politics of union organizing in the charter sector. Educational Policy, 34(1), 211-238.

Jackson, S. E., Schwab, R. L., & Schuler, R. S. (1986). Toward an understanding of the burnout phenomenon. *Journal of Applied Psychology, 71*(4), 630–640.

Karge, B. (1993). Beginning teachers: In danger of attrition (Report No. SP 034 633). *Atlanta, GA: American Educational Research Association. (ERIC Document Reproduction Service No. ED360281)*.

Kirby, S. N., & Grissmer, D. W. (1993). Teacher Attrition: Theory, Evidence, and Suggested Policy Options.

Klassen, R. M., & Anderson, C. J. K. (2009). How times change: secondary teachers' job satisfaction and dissatisfaction in 1962 and 2007. *British Educational Research Journal, 35*(5), 745–759.

Klassen, R. M., & Chiu, M. M. (2011). The occupational commitment and intention to quit of practicing and pre-service teachers: Influence of self-efficacy, job stress, and teaching context. *Contemporary Educational Psychology, 36*(2), 114-129.

Kouali, G. (2017). The instructional practice of school principals and its effect on teachers' job satisfaction. *The International Journal of Educational Management, 31*(7), 958-972.

Ladd, H. F. (2011). Teachers' perceptions of their working conditions: How predictive of planned and actual teacher movement?. *Educational Evaluation and Policy Analysis, 33*(2), 235-261.

Laerd Statistics (2020). Retrieved from https://statistics.laerd.com/premium/index.php

Lake, R. J., & Hill, P. T. (2012). *Hopes, Fears, & Reality: A Balanced Look at American Charter Schools in 2011.* Center on Reinventing Public Education University of Washington, Bothell, Washington.

Learning Policy Institutes (2017). *What's the cost of teacher turnover?* Retrieved from https://learningpolicyinstitute.org/product/the-cost-of-teacher-turnover

Learning Policy Institute (2018). https://learningpolicyinstitute.org/product/understanding-teacher-shortages-interactive

Leithwood, K., & Jantzi, D. (2005). A review of transformational school leadership research 1996–2005. *Leadership and policy in schools*, *4*(3), 177-199.

Loeb, S., & Luczak, L. D. H. (2013). How teaching conditions predict: Teacher turnover in California Schools. *In Rendering School Resources More Effective* (pp. 48-99). Routledge.

Lynch M. (2012). Recruiting, retaining, and fairly compensating our teachers. *International Journal of Progressive Education. 8*(2),121-135.

Margolis, J. (2005). “Every day I spin these plates”: A case study of teachers amidst the charter phenomenon. *Educational Foundations, 19*(1), 87–109.

Marshall, C. & Rossman, G. (2016). *Designing Qualitative Research.* Los Angeles: Sage.

Maslach, C. (1998). A multidimensional theory of burnout. Theories of organizational stress, 68, 85.

Maslow, A.H. (1943). "A theory of human motivation". *Psychological Review*. *50*(4), 370–96.

McCreight, C. (2000). Teacher Attrition, Shortage, and Strategies for Teacher Retention.

MetLife, Inc. (2013). *The MetLife Survey of the American Teacher.* Retrieved from https://www.metlife.com/content/dam/microsites/about/corporate-profile/MetLife-Teacher-Survey-2012.pdf

Miron, G., & Applegate, B. (2007). Teacher attrition in charter schools. East Lansing, MI: Great Lakes Center for Education Research and Practice.

Moller, M. R., Moller, L. L., & Schmidt, D. (2016). Examining the teacher pipeline: Will they stay or will they go? *The Rural Educator, 37*(1), 25-38.

Montaño, E. (2015). Becoming unionized in a charter school: Teacher experiences and the promise of choice. *Equity & Excellence in Education, 48*(1), 87–104.

Morgan, M., Ludlow, L., Kitching, K., O’Leary, M., & Clarke, A. (2010). What makes teachers tick? Sustaining events in new teachers’ lives. *British Educational Research Journal, 3*6(2), 191–208.

Moore, C. M. (2012). The role of school environment in teacher dissatisfaction among US public school teachers. *Sage Open, 2*(1).

National Alliance for Public Charter Schools. (2020). About Charter Schools. Retrieved November 25, 2019, from https://www.publiccharters.org/about-charter-schools

National Center for Education Statistics. (2015). Career paths of beginning public school Teachers. (September, 2015). Retrieved from https://nces.ed.gov/pubs2015/2015196.pdf

National Center for Education Statistics (2017), Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2000-01 through 2015-16. Retrieved from https://nces.ed.gov/programs/digest/d17/tables/dt17_216.90.asp

National Center for Education Statistics. (2019). Characteristics of Traditional Public Schools and Public Charter Schools. (n.d.). Retrieved November 26, 2019, from https://nces.ed.gov.

National Center for Education Statistics. (2020). The condition of education 2020. (May, 2020). Retrieved May 21, 2020, from https://nces.ed.gov/pubs2020/2020144.pdf

National Center for Teacher Quality. (2018, February). *Databurst: Teacher shortages and surpluses.* Retrieved from National Center for Teacher Quality website: www.nctq.org

Ndoye, A., Imig, S., & Parker, M. (2010). Empowerment, leadership, and teachers' intentions to stay in or leave the profession or their schools in North Carolina charter schools. *Journal of School Choice*, *4*(2), 174–190.

Newberry, M., & Allsop, Y. (2017). Teacher attrition in the USA: The relational elements in a Utah case study. *Teachers and Teaching*, *23*(8), 863-880.

Newton, X., Rivero, R., Fuller, B., & Dauter, L. (2018). Teacher turnover in organizational context: Staffing stability in Los Angeles charter, magnet, and regular public schools. *Teachers College Record*, *120*(3), 1-36.

Ni, Y. (2012). Teacher working conditions in charter schools and traditional public schools: A comparative study. *Teachers College Record*, *114*(3), n3.

Ni, Y. (2017). Teacher working conditions, teacher commitment, and charter schools.

Teachers College Record, *119*(6).

Nias, J. (1981). Teacher satisfaction and dissatisfaction: Herzberg's 'two-factor'hypothesis revisited. *British Journal of Sociology of Education*, *2*(3), 235-246.

Oberfield, Z. (2017). *Are charters different? Public education, teachers, and the charter school debate.* Cambridge, MA: Harvard Press.

Okeke, C. & Mtyuda, P. (2017). Teacher job dissatisfaction: Implications for teacher sustainability and social transformation. *Journal of Teacher Education for Sustainability, 19*(1), 54-68.

Perrachione, B. A., Rosser, V. J., & Petersen, G. J. (2008). Why Do They Stay? Elementary Teachers' Perceptions of Job Satisfaction and Retention. *Professional Educator, 32*(2), n2.

Public Charter Schools Act of 1998, Id Stat. § 33.5201-33.5218

Rebarber, T. & Zgainer, A.C. (2014). *A survey of America's charter schools: 2014.* Retrieved from: https://www.edreform.com/wpcontent/uploads/2014/02/2014CharterSchoolSurvey FINAL.pdf

Reed, S., & Rose, H. (2020). Serving the underserved? Student characteristics and staffing patterns in California charter schools. *Journal of School Choice*, *14*(2), 190-227.

Roch, C. H., & Sai, N. (2017). Charter school teacher job satisfaction. *Educational Policy*, *31*(7), 951–991.

Ronfeldt, M., Loeb, S., & Wyckoff, J. (2013). How teacher turnover harms student achievement. *American Educational Research Journal*, *50*(1), 4–36.

Saldaña, J. (2016). *The coding manual for qualitative researchers*. Los Angeles: Sage Publications.

Sass, D. A., Flores, B. B., Claeys, L., & Perez, B. (2012). Identifying personal and contextual factors that contribute to attrition rates for Texas public school teachers. *Education Policy Analysis Archives, 20*(15).

Schaefer, L., Downey, C. A., & Clandinin, D. J. (2014). Shifting from stories to live by to stories to leave by: Early career teacher attrition. *Teacher Education Quarterly*, 41(1), 9–27.

Shaw, J., & Newton, J. (2014). Teacher retention and satisfaction with a servant leader as principal. *Education, 135*(1), 101–106.

Shen, J. (1997). Teacher Retention and Attrition in Public Schools: Evidence From SASS91. *Journal of Educational Research, 91*(2), 81–88.

Simon, N. S., & Johnson, S. M. (2015). Teacher turnover in high-poverty schools: What we know and can do. *Teachers College Record*, *117*(3), 1-36.

Skaalvik, E. & Skaalvik, S. (2011). Teacher job satisfaction and motivation to leave the teaching profession: Relations with school context, feeling of belonging, and emotional Exhaustion. *Teaching and Teacher Education, 27,* 1029-1038.

Skaalvik, E. M., & Skaalvik, S. (2015). Job satisfaction, stress and coping strategies in the teaching profession-What do teachers say? *International education studies, 8*(3), 181-192.

Skinner, R. R. (2008). Autonomy, working conditions, and teacher satisfaction: Does the public charter school bargain make a difference? (Doctoral dissertation, The George Washington University).

Smith, J., Farrell, C., Wohlstetter, P., & Nayfack, M. (2009). Mapping the landscape of charter management organizations. *Los Angeles, CA: Center on Educational Governance, University of Southern California*.

Smith, T. M., & Ingersoll, R. M. (2004). What are the effects of induction and mentoring on beginning teacher turnover? *American Educational Research Journal, 41*(3), 681-714.

Stinebrickner, T. R. (1998). An empirical investigation of teacher attrition. *Economics of education review*, *17*(2), 127-136.

Strong, J., & Hindman, J. (2006). *Teacher quality index.* Alexandra, VA: Association for the Supervision of Curriculum and Development.

Stuit, D. & Smith, T. (2012). Explaining the gap in charter and traditional public school teacher turnover rates. *Economics of Education Review, 31*(2), 268-279.

Sutcher, L., Darling-Hammond, L., & Carver-Thomas, D. (2016). A coming crisis in teaching? Teacher supply, demand, and shortages in the U.S. Palo Alto, CA: Learning Policy Institute.

Torres, A. C. (2014). "Are we architects or construction workers?" Re-examining teacher autonomy and turnover in charter schools. *Education Policy Analysis Archives, 22*(124).

Torres, A. C. (2016). Is this work sustainable? Teacher turnover and perceptions of workload in charter management organizations. *Urban Education*, *51*(8), 891–914.

Torres, A. C. (2019). If they come here, will they fit? A case study of an urban no-excuses charter management organization's teacher hiring process. *Urban Education*, 1-31.

Torres, A. C., & Oluwole, J. (2015). Teacher satisfaction and turnover in charter schools: Examining the variations and possibilities for collective bargaining in state laws. *Journal of School Choice, 9*(4), 503-528.

Torres, C. (2013). Should I stay or should I go? the experiences, perceptions and career decisions of teachers at no excuses charter schools: A mixed methods study (Order No. 3567360). Available from ProQuest Central Essentials; ProQuest Dissertations & Theses Global. (1420345447).

U.S. Department of Education. (2014). *Teacher attrition and mobility: Results from the 2012–13 teacher follow-up survey.* Retrieved from https://nces.ed.gov/pubs2014/2014077.pdf

U.S. Department of Education. (2019). *2019 Title II Reports: National teacher preparation data: Idaho.* Retrieved from https://title2.ed.gov/Public/Report/StateHighlights/StateHighlights.aspx?p=2_01

Vocational Psychology Research. (2019). *Minnesota Satisfaction Questionnaire.* Retrieved From http://vpr.psych.umn.edu/instruments/msq-minnesota-satisfaction-questionnaire

Wang, K., Rathburn, A., & Musu, L. (2019). School Choice in the United States: 2019. NCES 2019-106. *National Center for Education Statistics*.

Watlington, E., Shockley, R., Guglielmino, P., & Felsher, R. (2010). The high cost of leaving: An analysis of the cost of teacher turnover. *Journal of Education Finance*, 22-37.

Wei, X., Patel, D., & Young, V. M. (2014). Opening the "black box": Organizational differences between charter schools and traditional public schools. *Education Policy Analysis Archives (22).*

Weiner, J. M., & Torres, A. C. (2016). Different location or different map? Investigating charter school teachers' professional identities. *Teaching and Teacher Education*, *53*, 75-86.

Weiss, D., Dawis, R., England, G., (1977). *Minnesota satisfaction questionnaire.* Minneapolis, MN: The University of Minnesota.

Wenger, K. J., Dinsmore, J., & Villagómez, A. (2012). Teacher identity in a multicultural rural school: Lessons learned at Vista Charter. *Journal of Research in Rural Education (online), 27*(5), 1.

Wright, T. A., & Bonett, D. G. (1997). The contribution of burnout to work performance. *Journal of Organizational Behavior, 18*(5), 491–499.

Zhang, G., & Zeller, N. (2016). A longitudinal investigation of the relationship between teacher preparation and teacher retention. *Teacher Education Quarterly, 43*(2), 73-92.

Appendix A

Questions included in survey

1. What is your gender?
A. Male
B. Female

2. What is your age range?
A. 20-29
B. 30-39
C. 40-49
D. 50-59
E. 60+

4. What is your ethnicity?
A. Asian
B. Black/African American
C. Caucasian
D. Hispanic or Latino
E. Native American/ Other Pacific Islander
F. Other/Unknown

3. What is your highest level of education?
A. BA
B. MA
C. Ed. S.
D. Doctorate

4. How many years have you been teaching?
A. 1-5
B. 6-10
C. 11-15
D. 16-20
E. 21-25
F. 26-30
G. 30+

5. What grade levels do you primarily teach this school year?
A. PreK-2
B. 3-5
C. 6-8
D. 9-12

6. How many years have you worked in a charter school setting? (do not include the 20-21 school year)?

7. How many years have you (or did you) work(ed) at the charter school that employed you in the 2019-20 school year (do not include the 20-21 school year)?

8. What method most closely aligns with your charter school's mission?
____Vocational/technical
____Service Learning/ Social Justice
____Arts integration
____STEM or STEAM
____Harbor method
____Virtual/online
____College prep
____Montessori
____Waldorf
____Classical
____International Baccalaureate
____Core Knowledge
____Expeditionary Learning
____Dual Language
____Project Based Learning
____Blended/Personalized Learning

Minnesota Satisfaction Questionnaire

The purpose of this questionnaire is to give you a chance to tell how you feel about the Idaho charter school job you had in the 2019-20 school year, what things you were satisfied with and what things you were not satisfied with.
On the following pages you will find statements about the job you held in the 2019-20 school year.
• Read each statement carefully.
• Decide how satisfied you felt about the aspect of your job described by the statement.
• Remember: Keep the statement in mind when deciding how satisfied you feltf about that aspect of your job.
• Do this for all statements.
Please answer every item. Be frank and honest. Give a true picture of your feelings about your present job.
In the charter school job I worked at in the 2019-20 school year, this is how I felt about . . .
9. Being able to keep busy all the time.
10. The chance to work alone on the job.
11. The chance to do different things from time to time.
12. The chance to be "somebody" in the community.
13. The way my boss handles his/her workers.
14. The competence of my supervisor in making decisions.
15. Being able to do things that don't go against my conscience.
16. The way my job provides for steady employment.
17. The chance to do things for other people.
18. The chance to tell people what to do.

19. The chance to do something that makes use of my abilities.
20. The way school policies are put into practice.
21. My pay and the amount of work I do.
22. The chances for advancement on this job.
23. The freedom to use my own judgment.
24. The chance to try my own methods of doing the job.
25. The working conditions.
26. The way my co-workers get along with each other.
27. The praise I get for doing a good job.
28. The feeling of accomplishment I get from the job.
29. My overall satisfaction as a teacher in a charter school.

30. If you stayed at the charter school that you worked at in the 2019-20 school year, why did you stay at that job?

31. If you left the charter school that you worked at in the 2019-20 school year, why did you leave that job?

32. Would you be willing to be interviewed person or virtually regarding reasons why you stayed at our left the charter school that you worked at in the 2019-20 school year? If you are willing, please click this link that will lead you to an outside portal not associated with this survey in order to retain anonymity for the survey responses.

Appendix B:

Follow up interview questions:

Questions for "stayers":

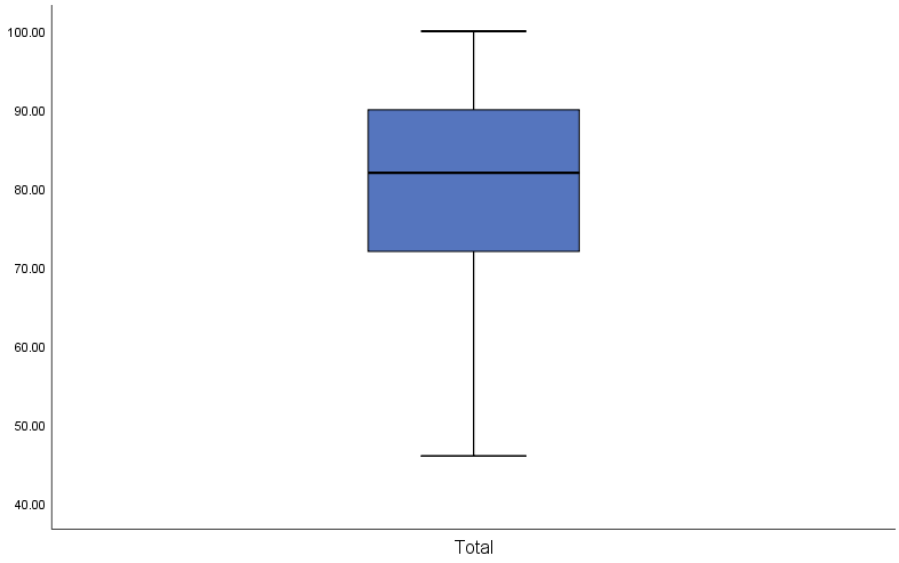
1. Tell me about the journey that led you to education.
2. Why did you choose to work at a charter school?
3. Can you tell me three things that influenced your decision to stay at this charter school?
4. What elements of this job would you miss most if you had to leave this organization?
5. Do you feel like your work made a difference in the organization? Why or why not?
6. Think back to last school year before the COVID pandemic to answer these questions: What were the less desirable elements of this job?
7. What were the most desirable elements of this job?
8. Did you feel valued at this school? Why or why not?
9. Would you recommend this school as a place to work? Why or why not?

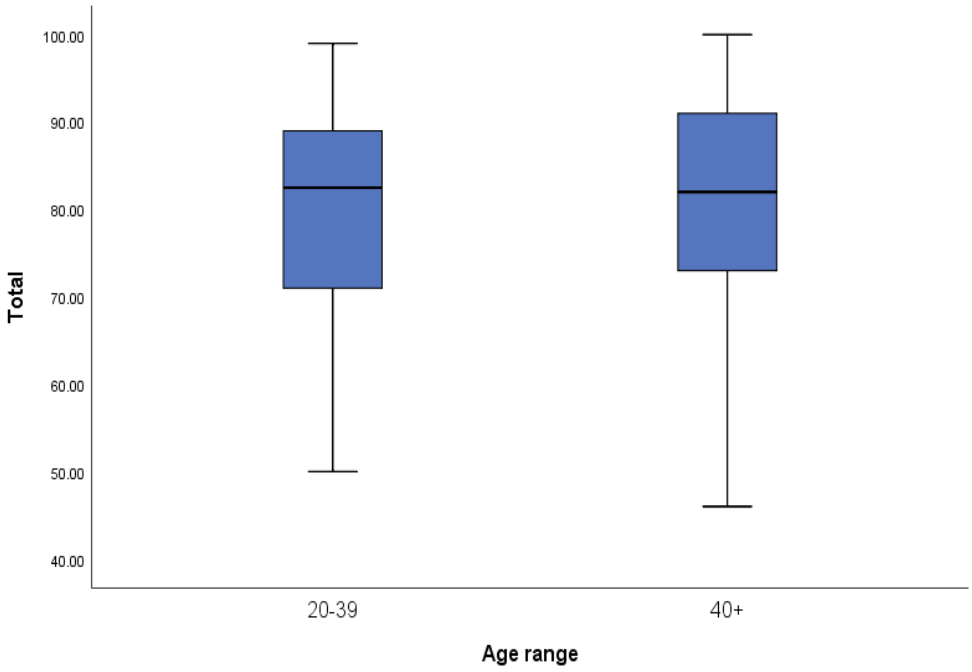
Questions for "leavers"

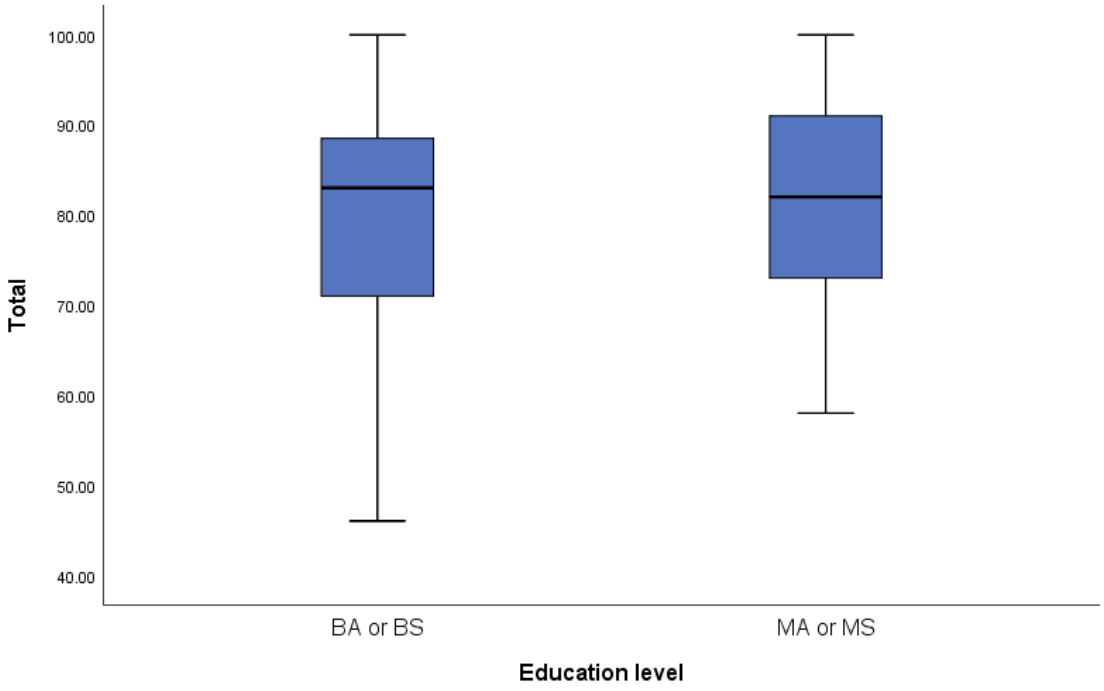
1. Tell me about the journey that led you to education.
2. Why did you choose to work at a charter school?
3. Can you tell me three things that influenced your decision to leave at this charter school?
4. Do you feel like your work made a difference in the organization? Why or why not?
5. Think back to last school year before the COVID pandemic to answer these questions: What were the less desirable elements of this job?
6. What were the most desirable elements of this job?
7. Did you feel valued at this school? Why or why not?
8. Would you recommend this school as a place to work? Why or why not?

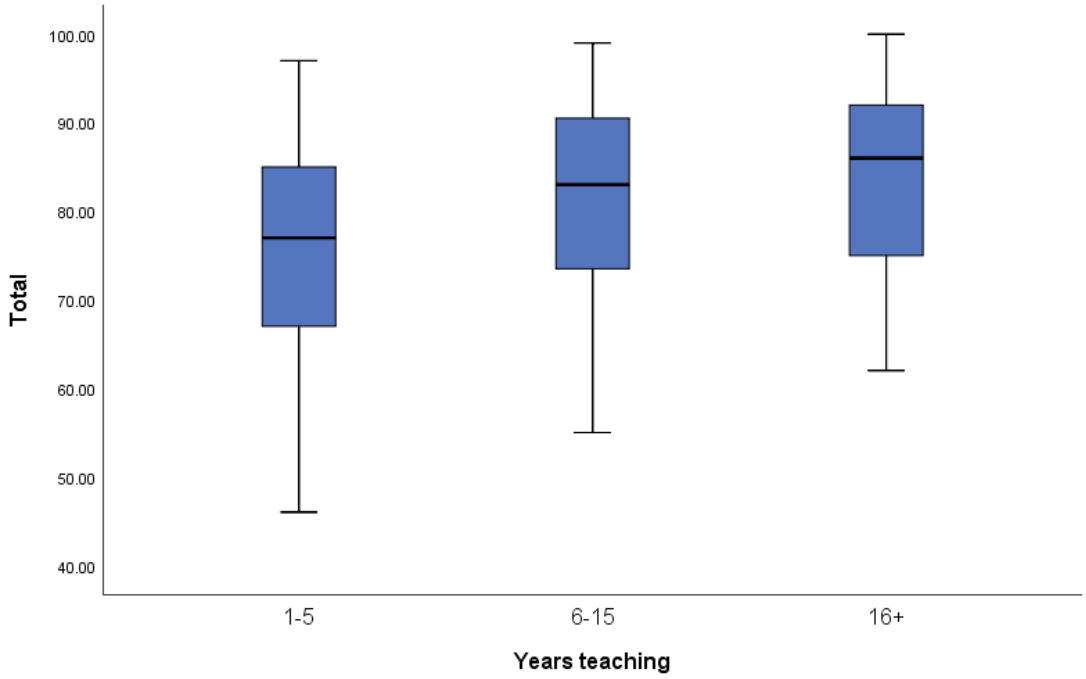
Appendix C: Boxplots

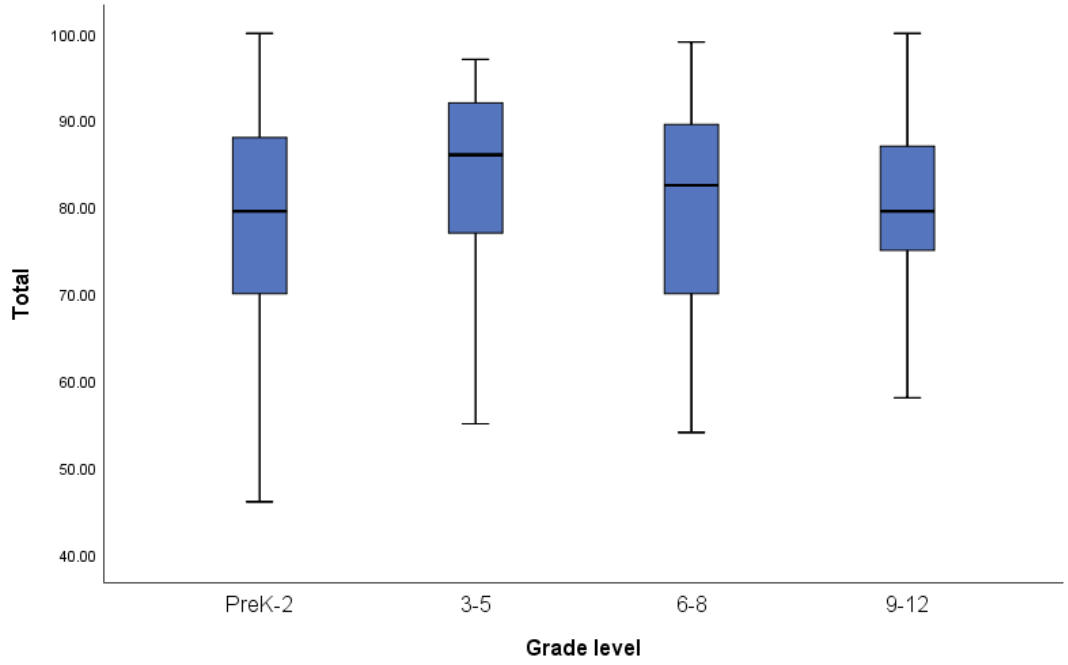
Boxplot for “total” score on survey

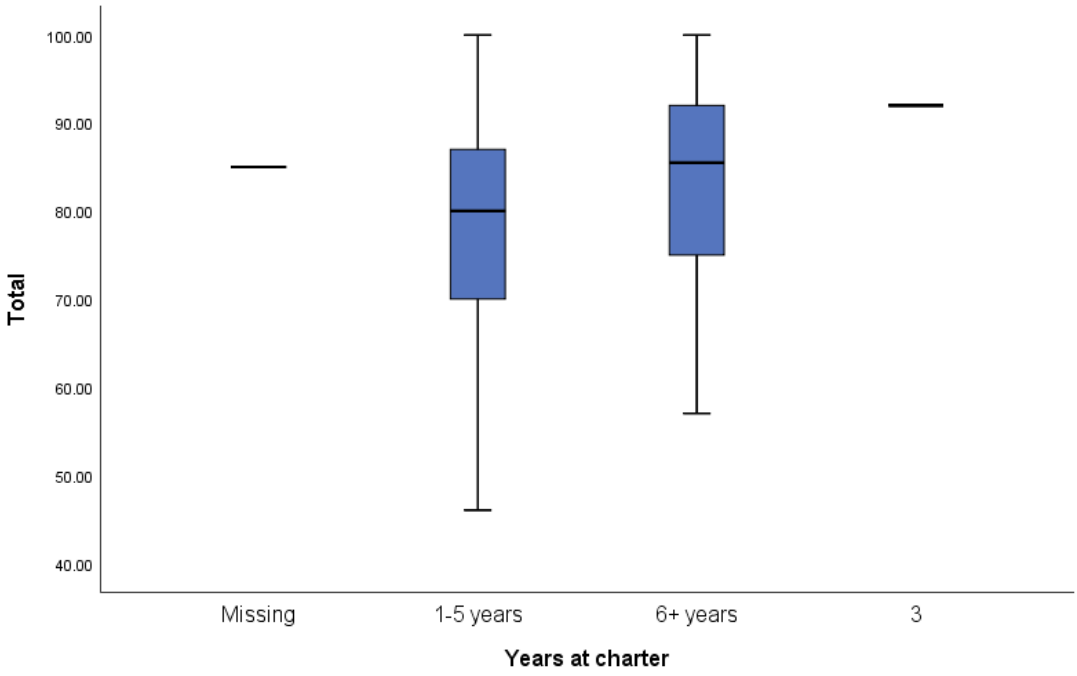


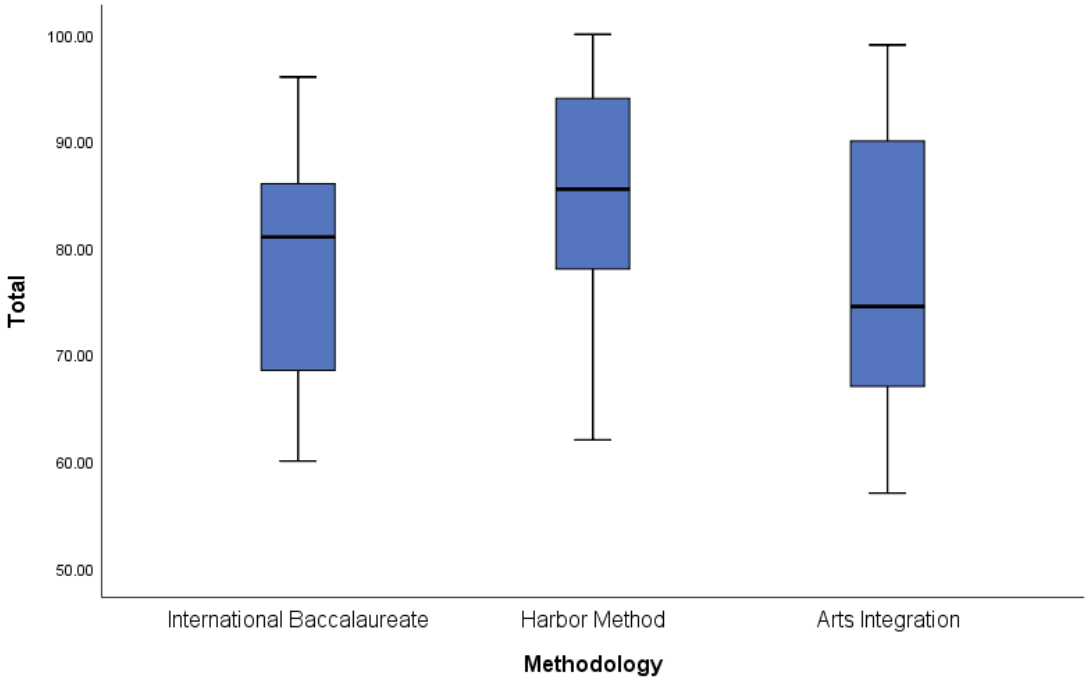


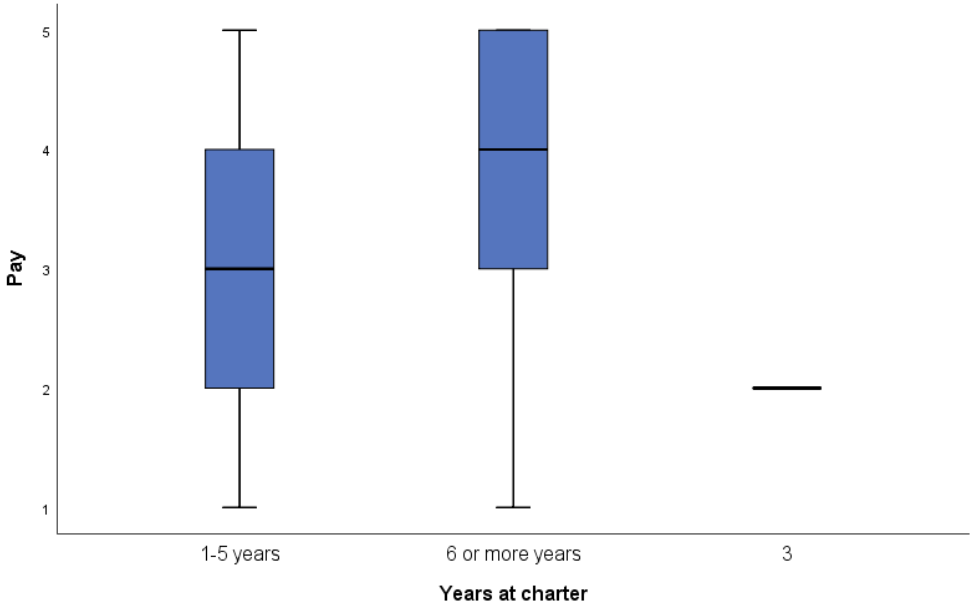

100.00
90.00
80.00
70.00
60.00
50.00
40.00
Total
BA or BS
MA or MS
Education level

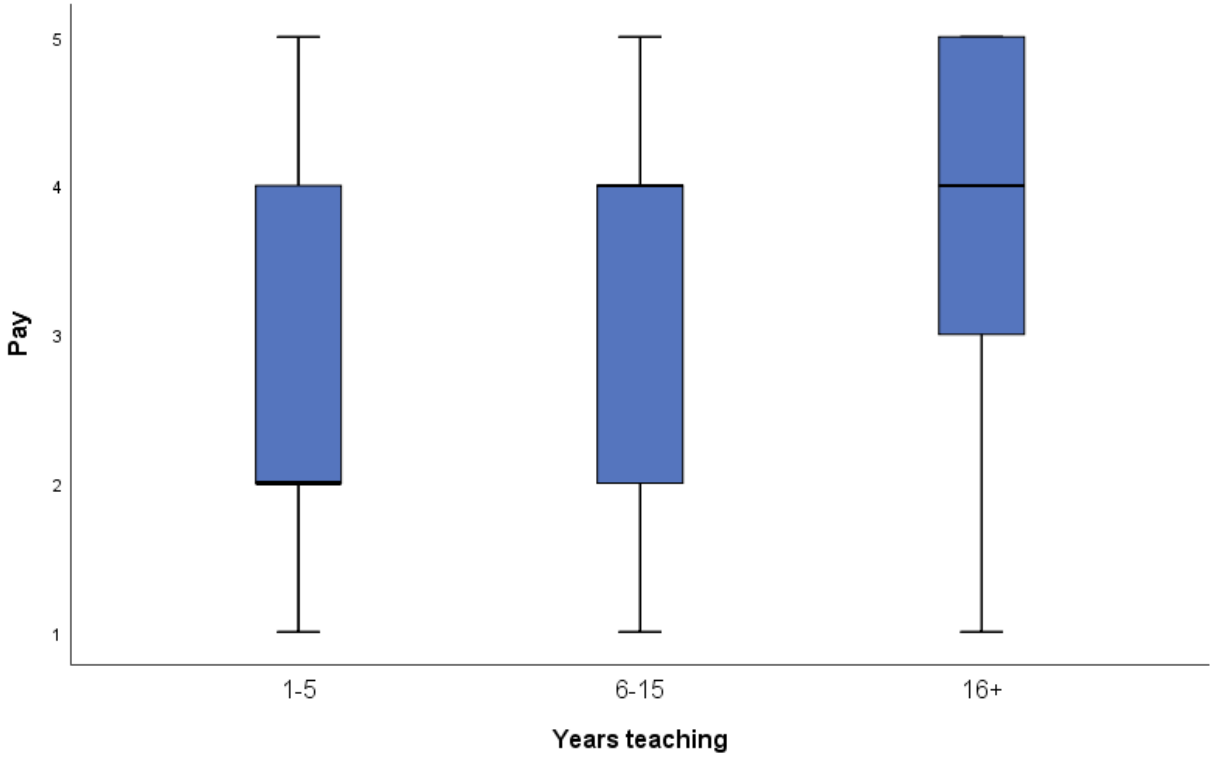

100.00
90.00
80.00
70.00
60.00
50.00
40.00
Total
1-5
6-15
16+
Years teaching


100.00
90.00
80.00
70.00
60.00
50.00
40.00
Total
PreK-2
3-5
6-8
9-12
Grade level

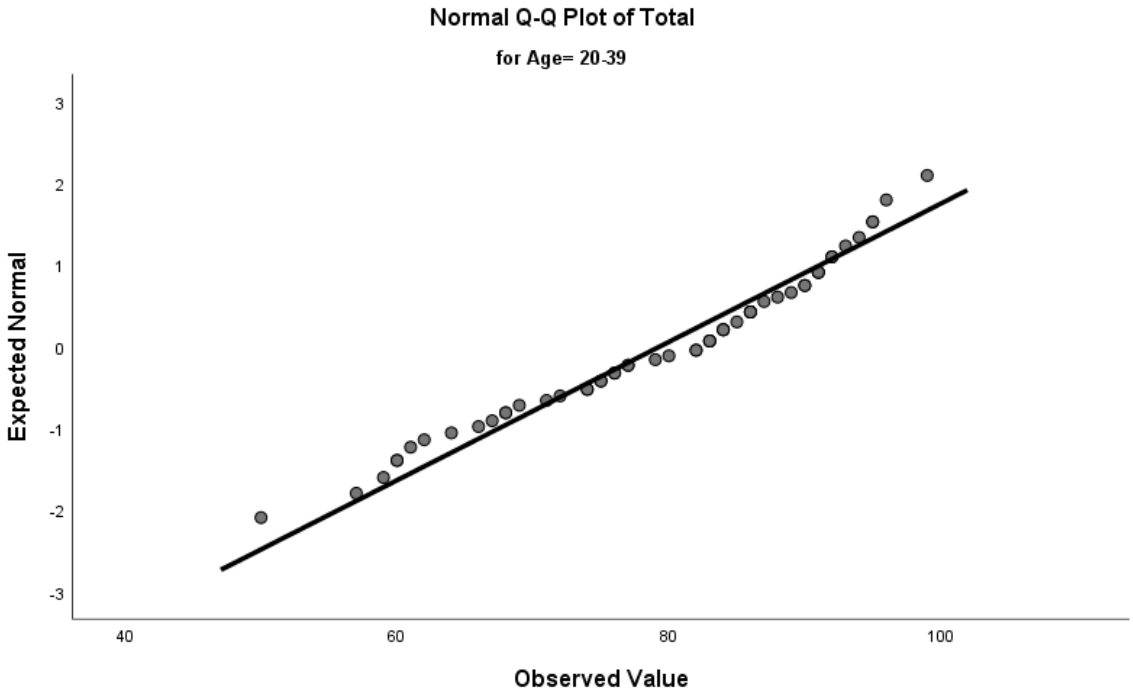

100.00
90.00
80.00
70.00
60.00
50.00
40.00
Total
Missing
1-5 years
6+ years
3
Years at charter

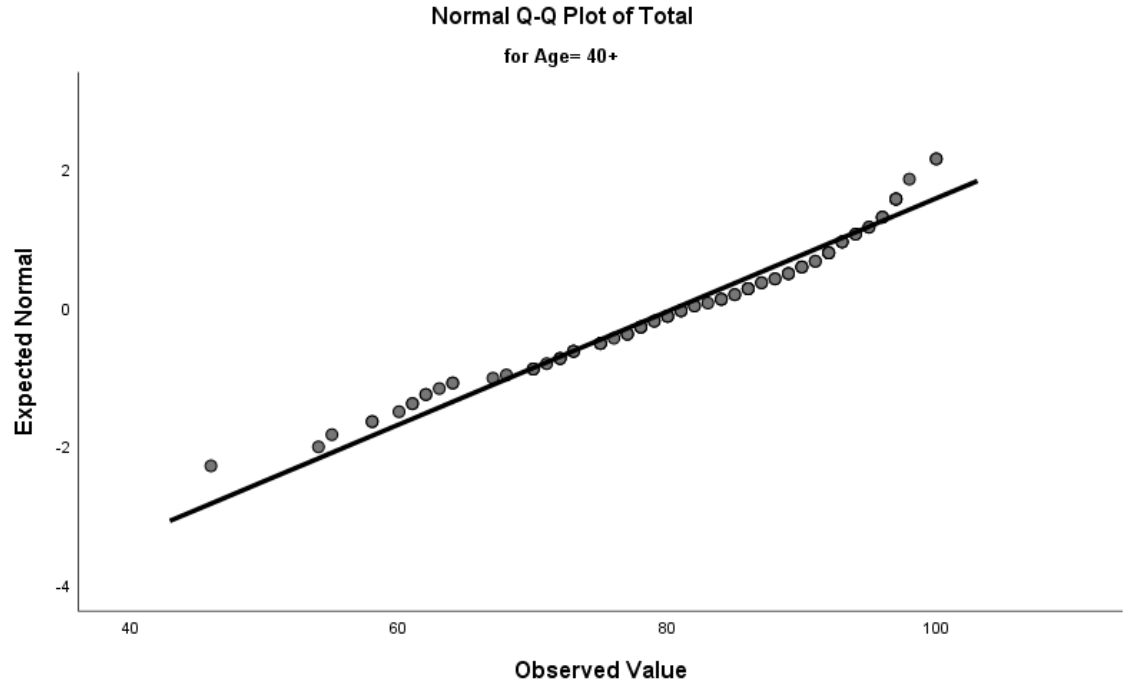

100.00
90.00
80.00
70.00
60.00
50.00
Total
International Baccalaureate
Harbor Method
Arts Integration
Methodology

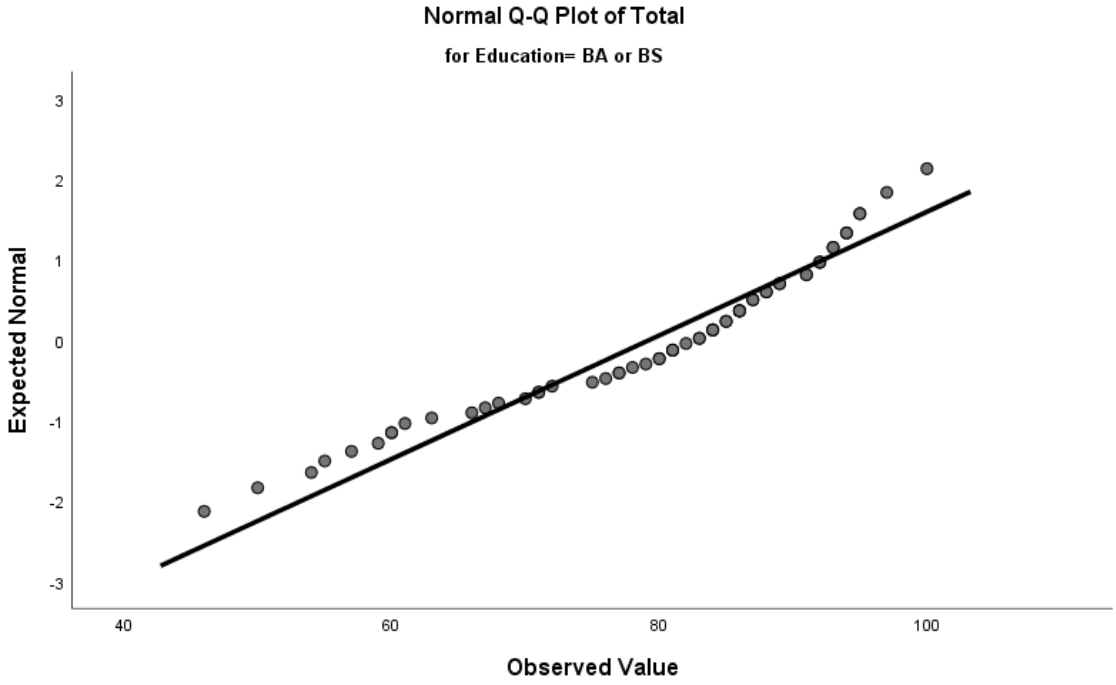

5
4
3
2
1
Pay
1-5 years
6 or more years
3
Years at charter

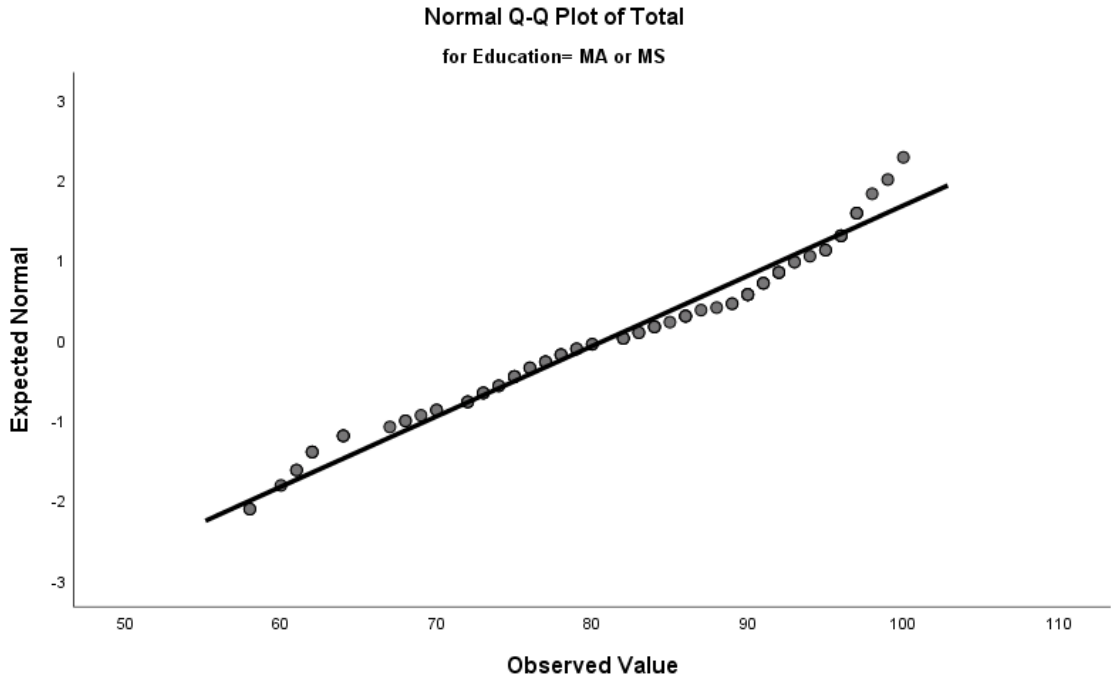

Pay
5
4
3
2
1
1-5
6-15
16+
Years teaching

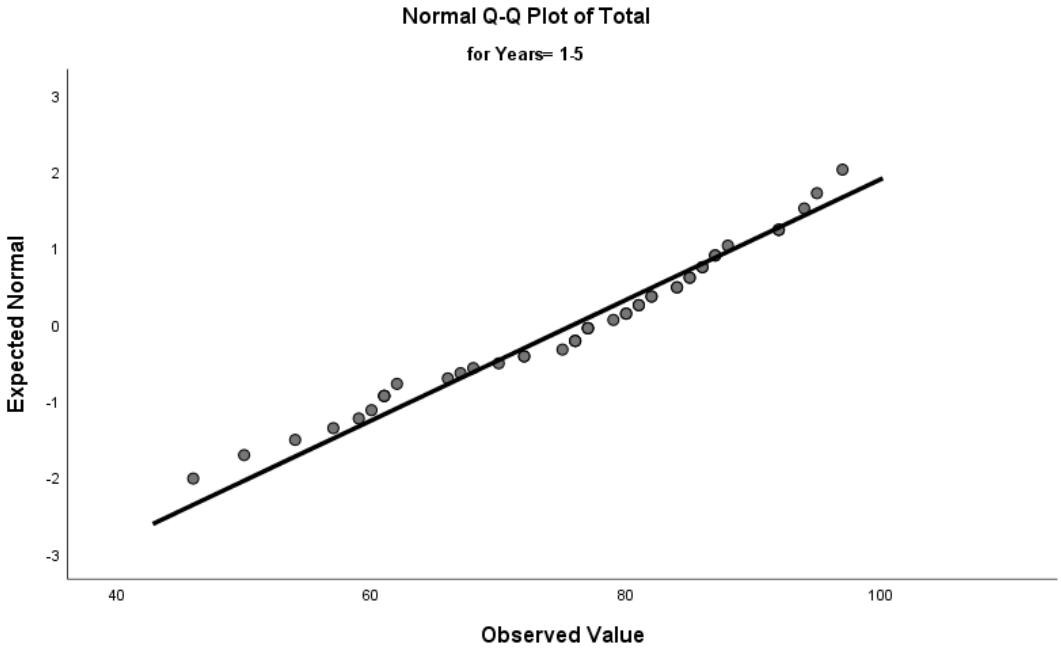
Appendix D: QQ plots

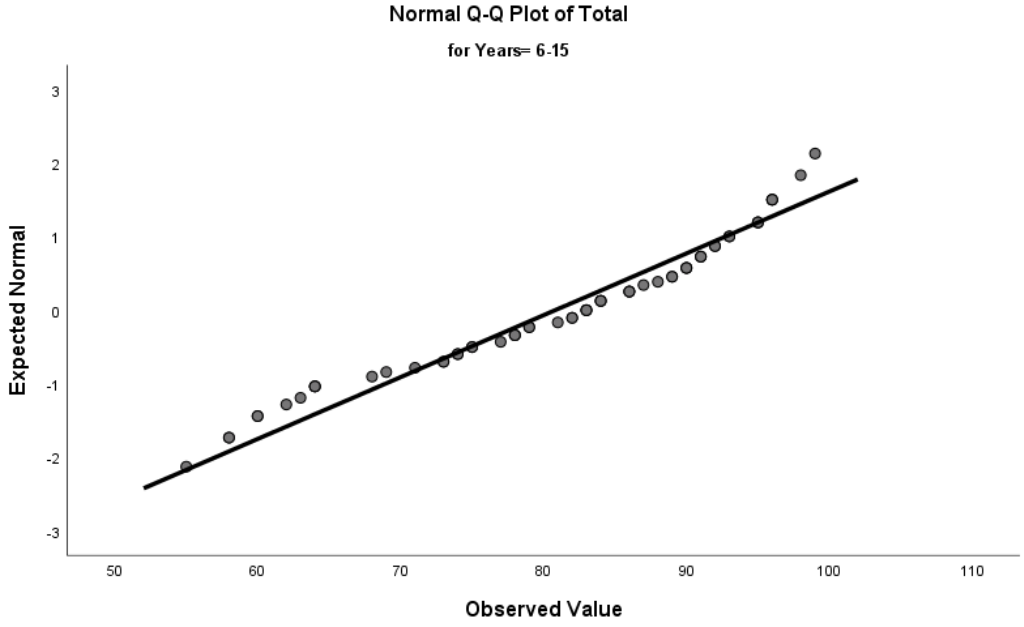


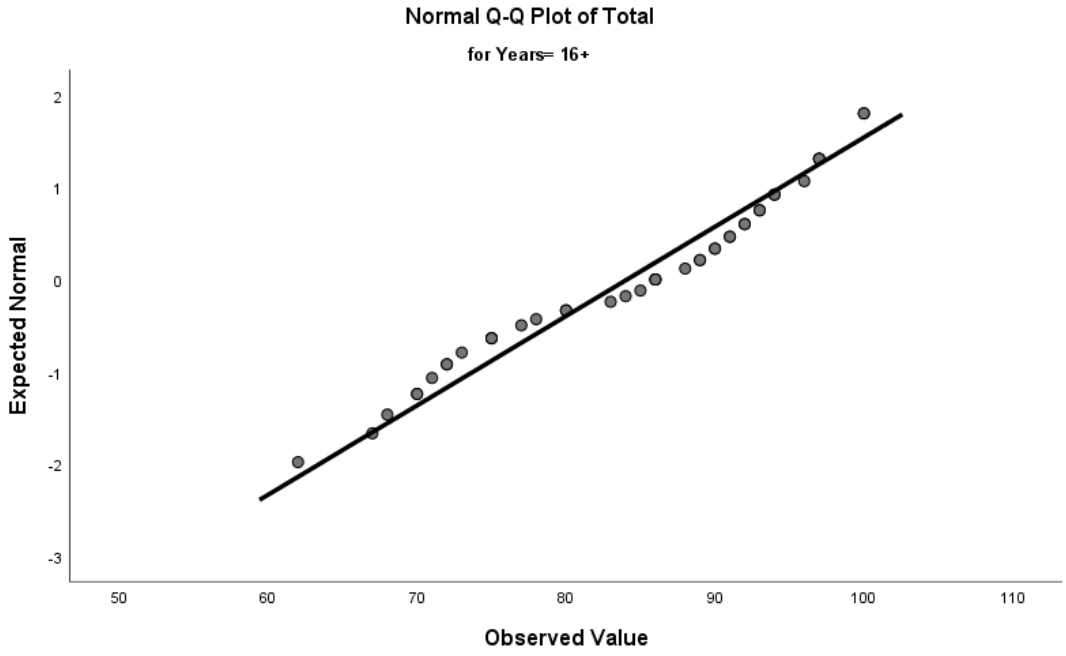


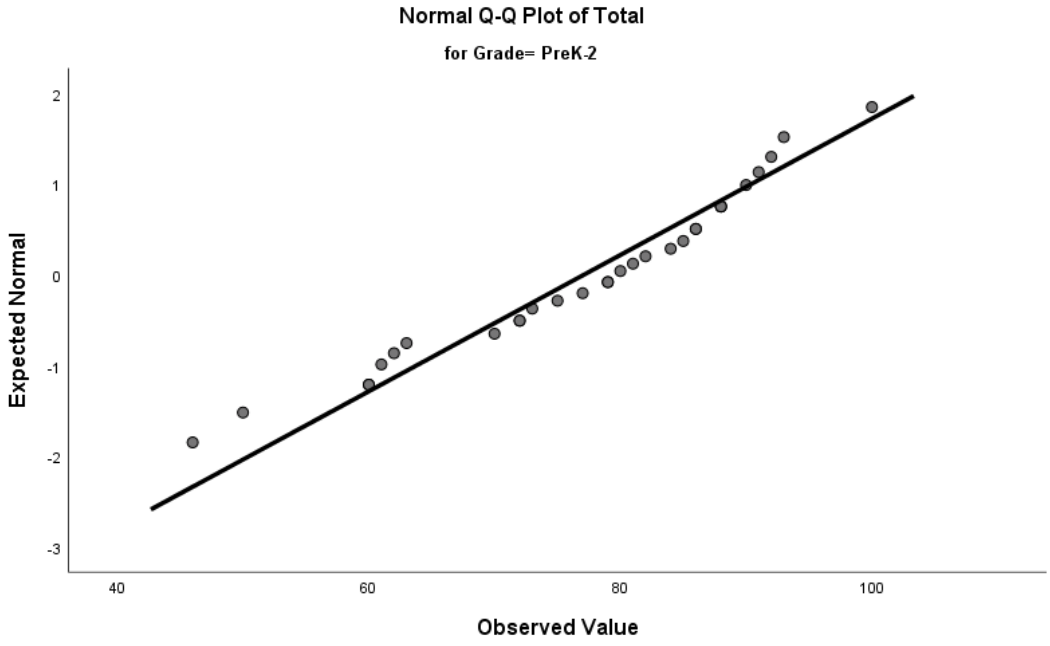

Normal Q-Q Plot of Total
for Education= BA or BS
Expected Normal
3
2
1
0
-1
-2
-3
40
60
80
100
Observed Value

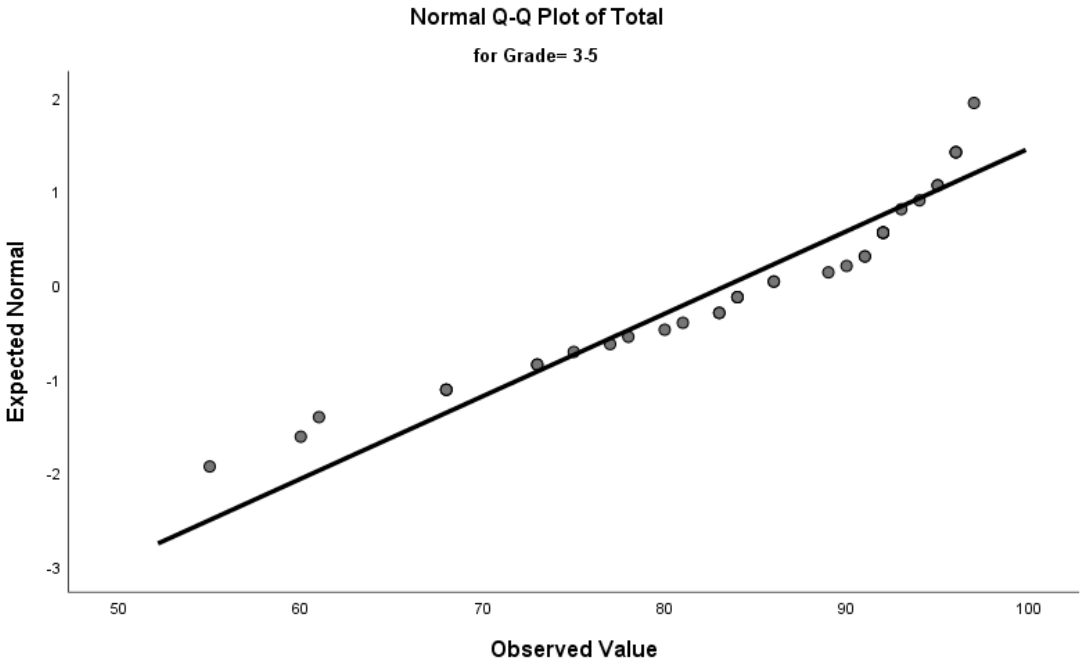

Normal Q-Q Plot of Total
for Education= MA or MS
Expected Normal
3
2
1
0
-1
-2
-3
50
60
70
80
90
100
110
Observed Value

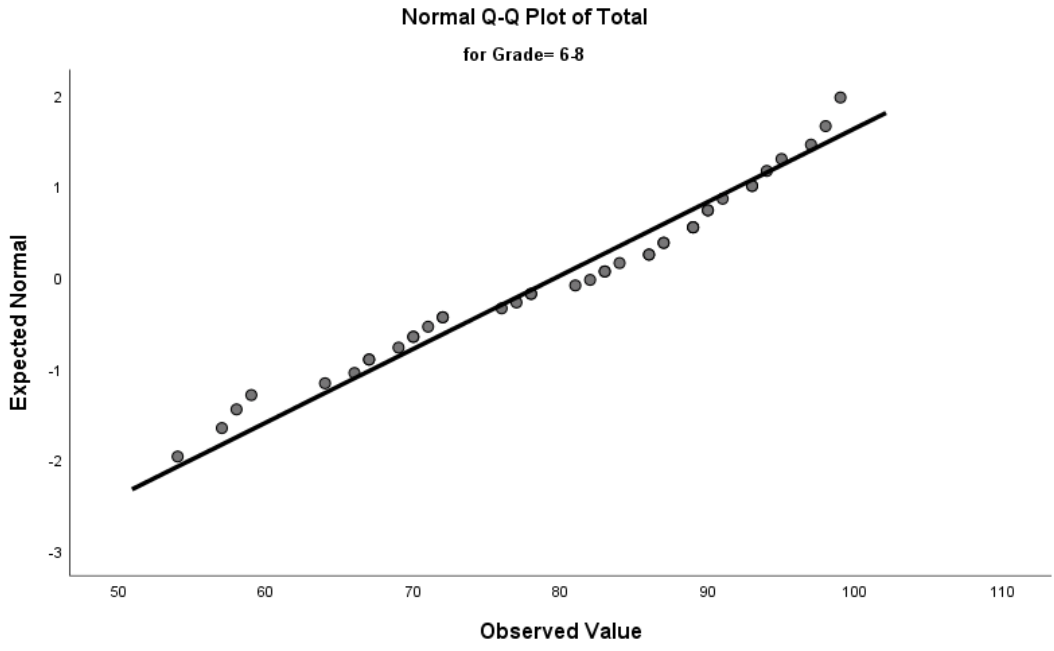

Normal Q-Q Plot of Total
for Years= 1-5
Expected Normal
3
2
1
0
-1
-2
-3
40
60
80
100
Observed Value

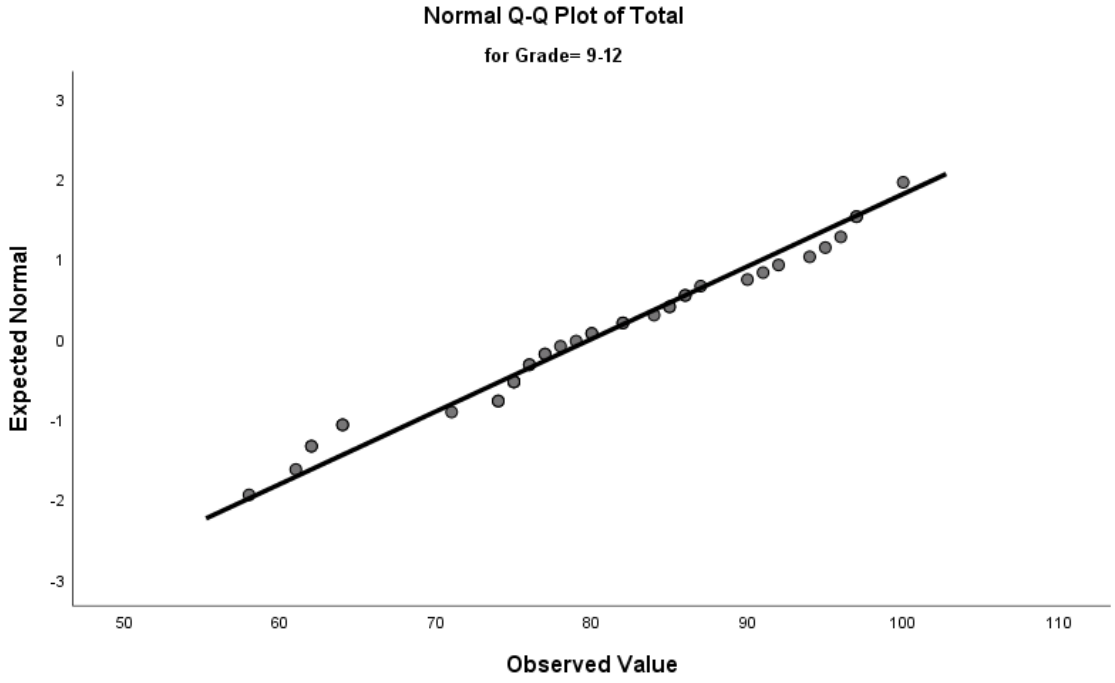

Normal Q-Q Plot of Total
for Years= 6-15
Expected Normal
3
2
1
0
-1
-2
-3
50
60
70
80
90
100
110
Observed Value

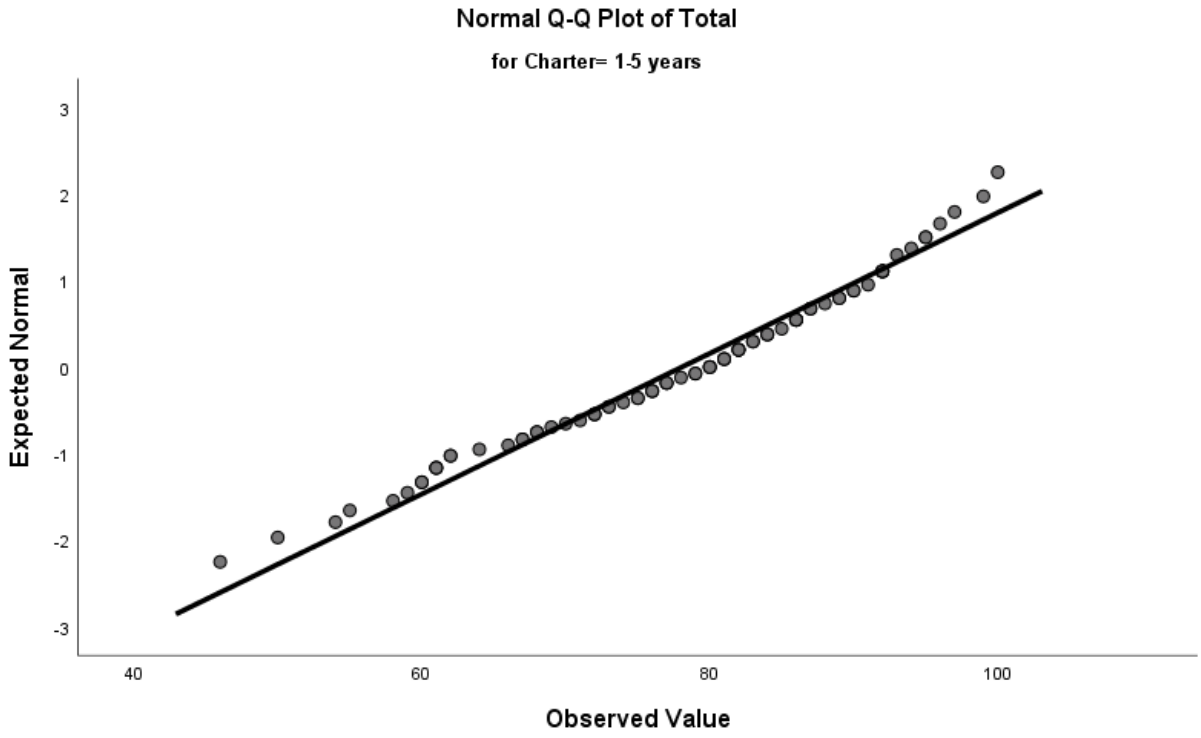

Normal Q-Q Plot of Total
for Years= 16+
Expected Normal
2
1
0
-1
-2
-3
50
60
70
80
90
100
110
Observed Value

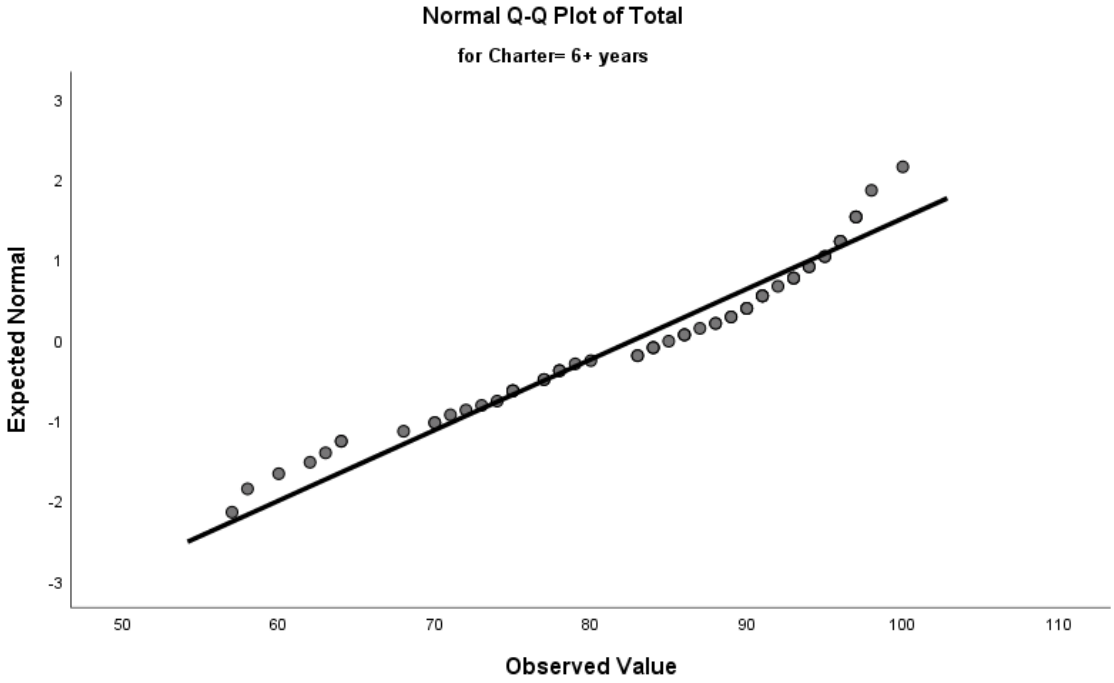

Normal Q-Q Plot of Total
for Grade= PreK-2
Expected Normal
2
1
0
-1
-2
-3
40
60
80
100
Observed Value

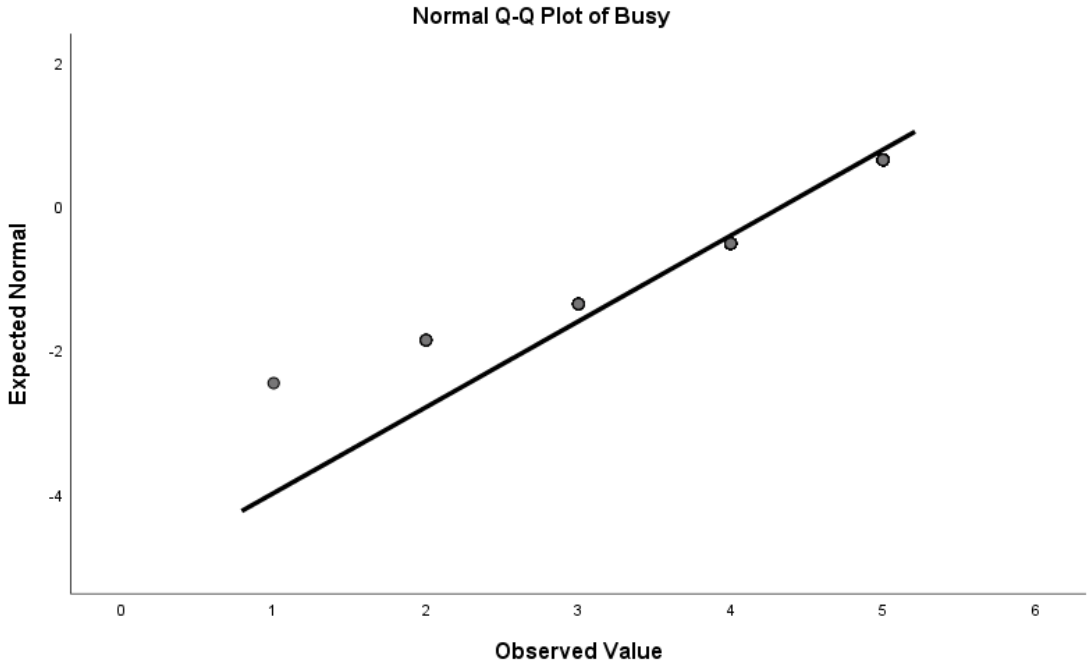

Normal Q-Q Plot of Total
for Grade= 3-5
Expected Normal
Observed Value
2
1
0
-1
-2
-3
50
60
70
80
90
100

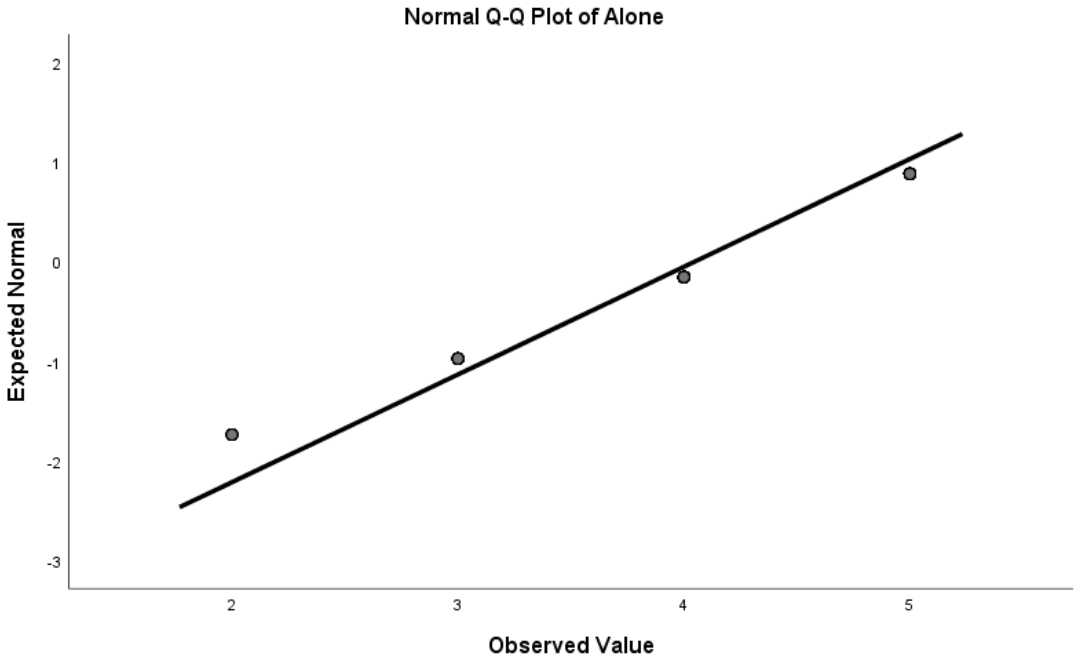

Normal Q-Q Plot of Total
for Grade= 6-8
Expected Normal
Observed Value
2
1
0
-1
-2
-3
50
60
70
80
90
100
110

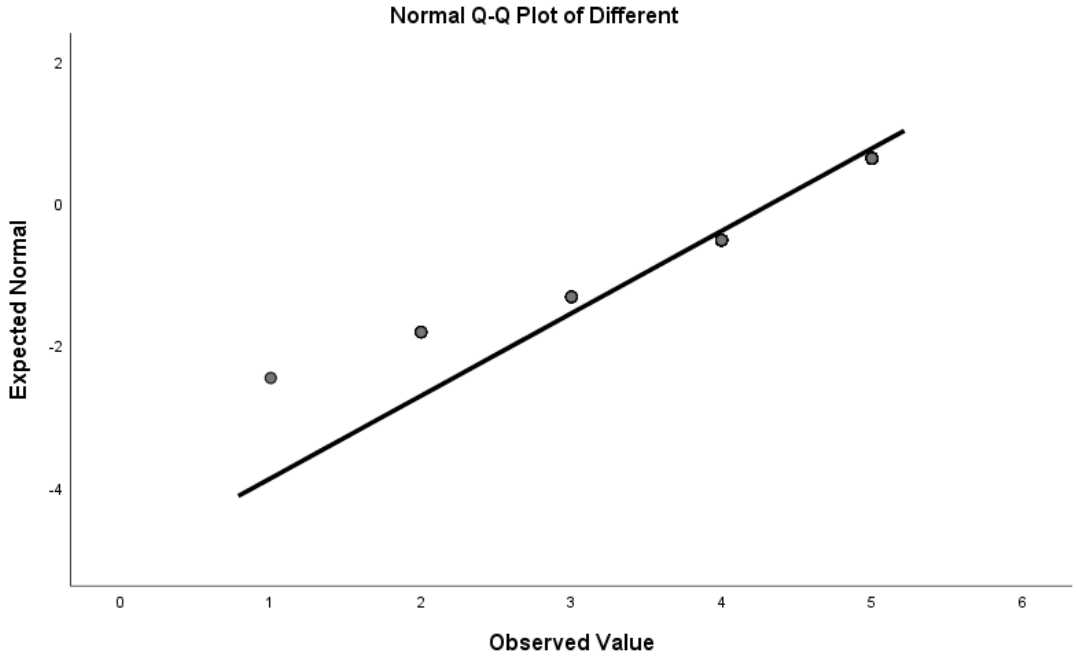

Normal Q-Q Plot of Total
for Grade= 9-12
Expected Normal
Observed Value
3
2
1
0
-1
-2
-3
50
60
70
80
90
100
110

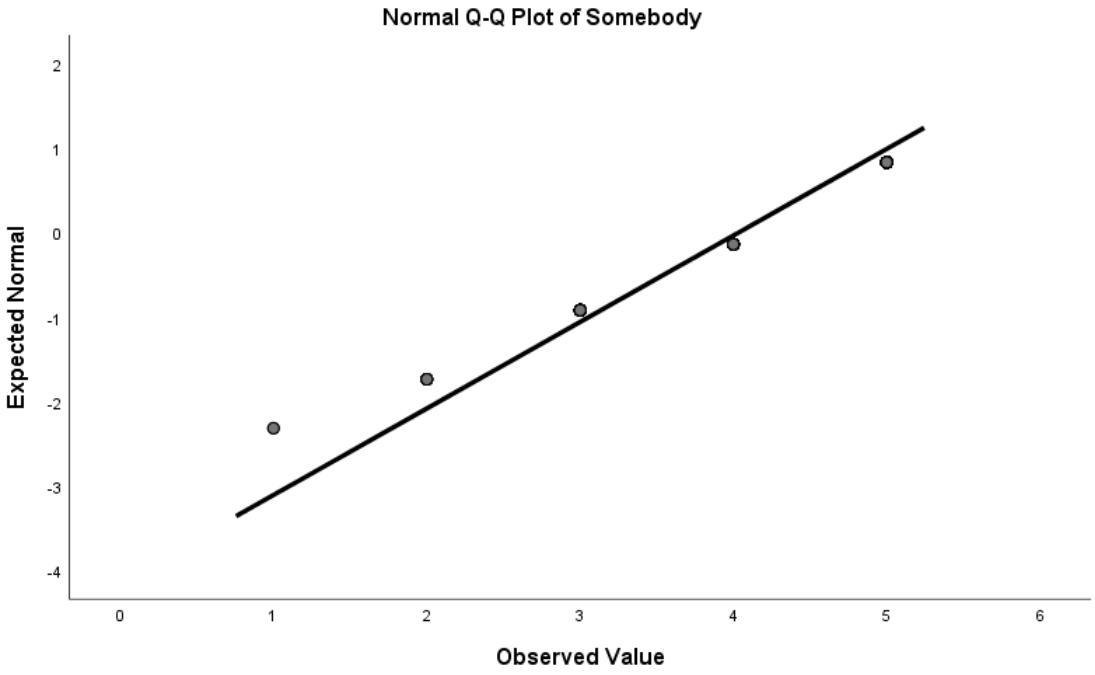

Normal Q-Q Plot of Total
for Charter= 1-5 years
Expected Normal
Observed Value
3
2
1
0
-1
-2
-3
40
60
80
100

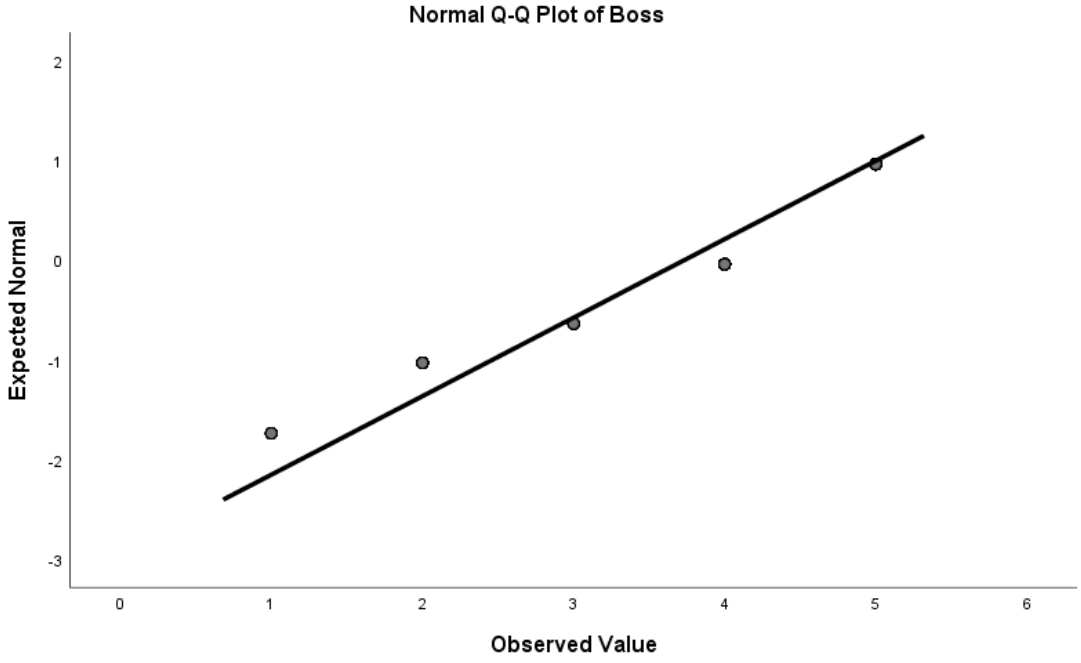

Normal Q-Q Plot of Total
for Charter= 6+ years
Expected Normal
Observed Value
3
2
1
0
-1
-2
-3
50
60
70
80
90
100
110

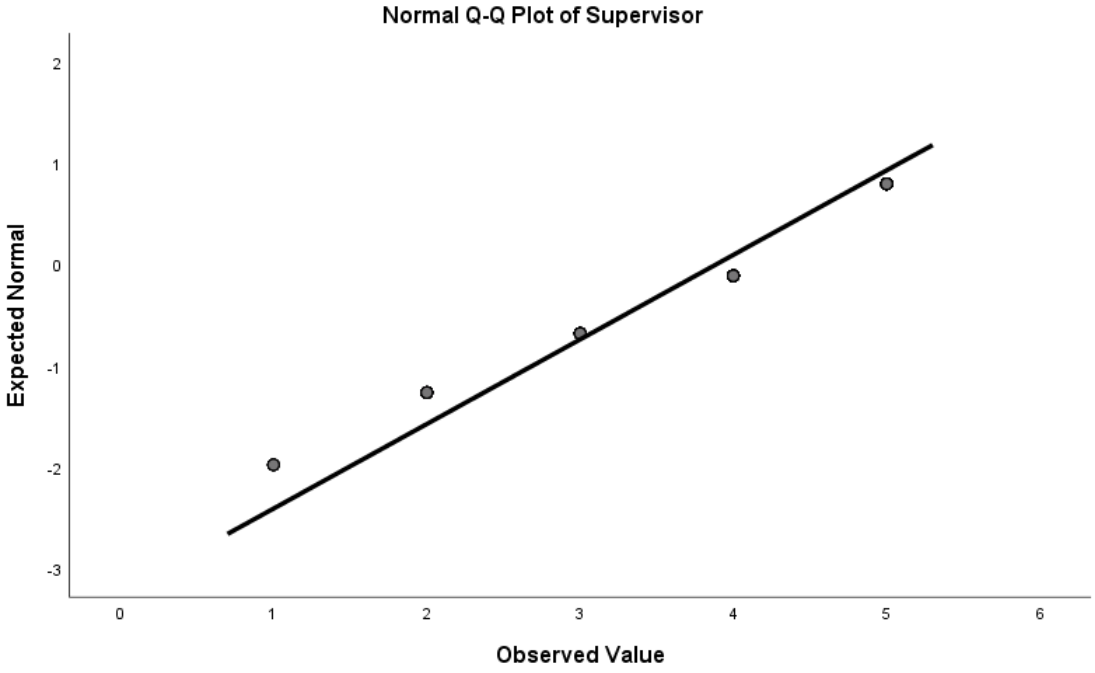

Normal Q-Q Plot of Busy
Expected Normal
Observed Value
2
0
-2
-4
0
1
2
3
4
5
6

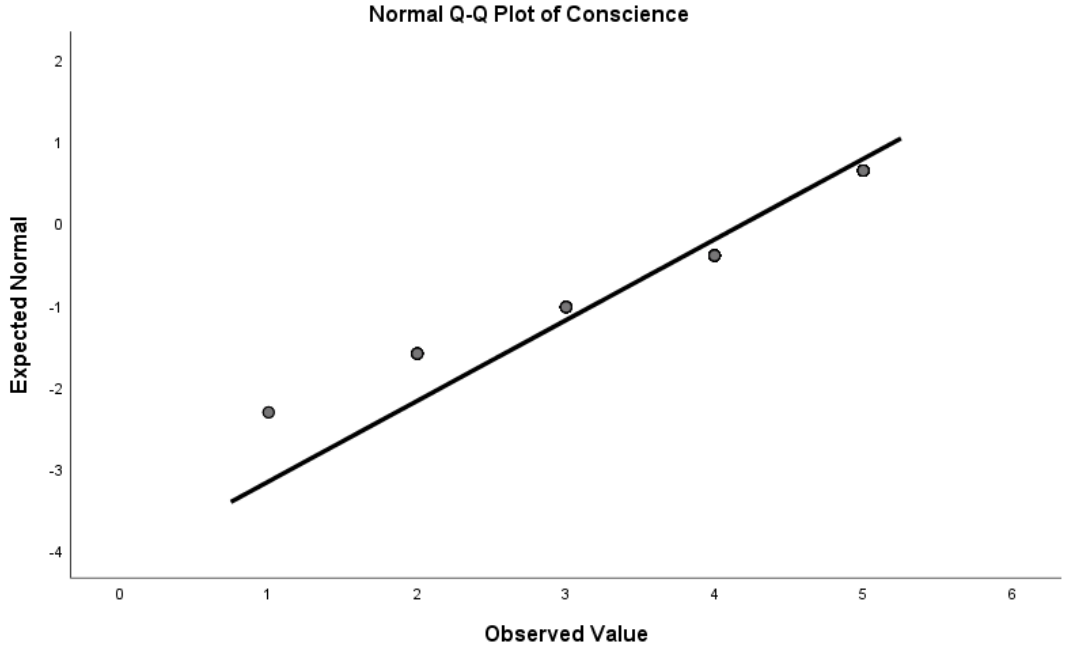

Normal Q-Q Plot of Alone
Expected Normal
2
1
0
-1
-2
-3
2
3
4
5
Observed Value

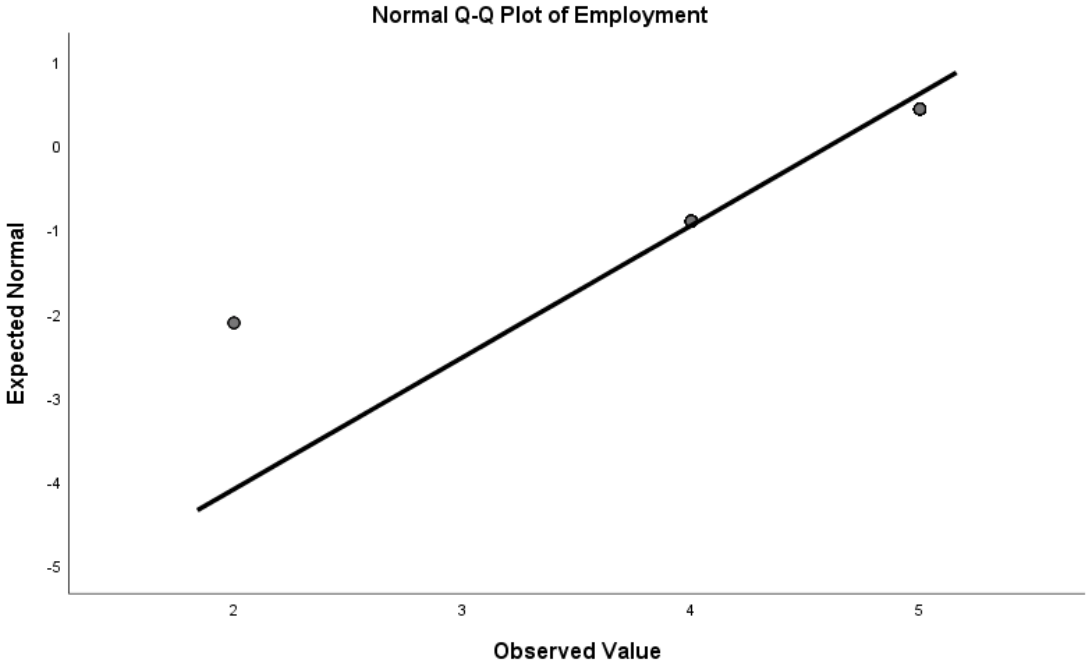

Normal Q-Q Plot of Different
Expected Normal
2
0
-2
-4
0
1
2
3
4
5
6
Observed Value

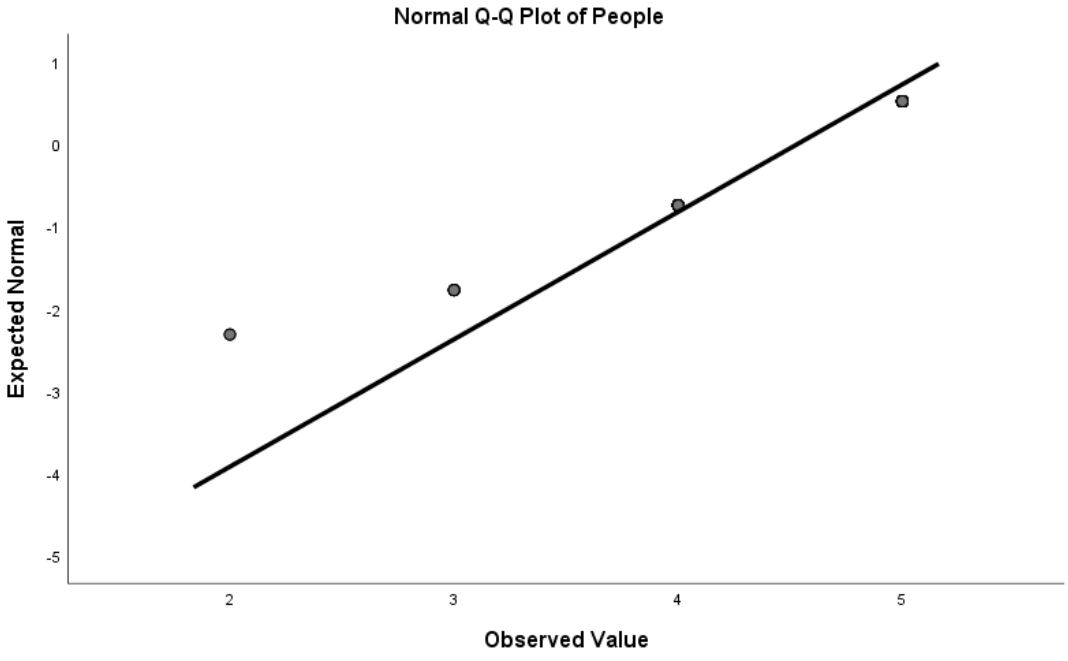

Normal Q-Q Plot of Somebody
Expected Normal
Observed Value
2
1
0
-1
-2
-3
-4
0
1
2
3
4
5
6

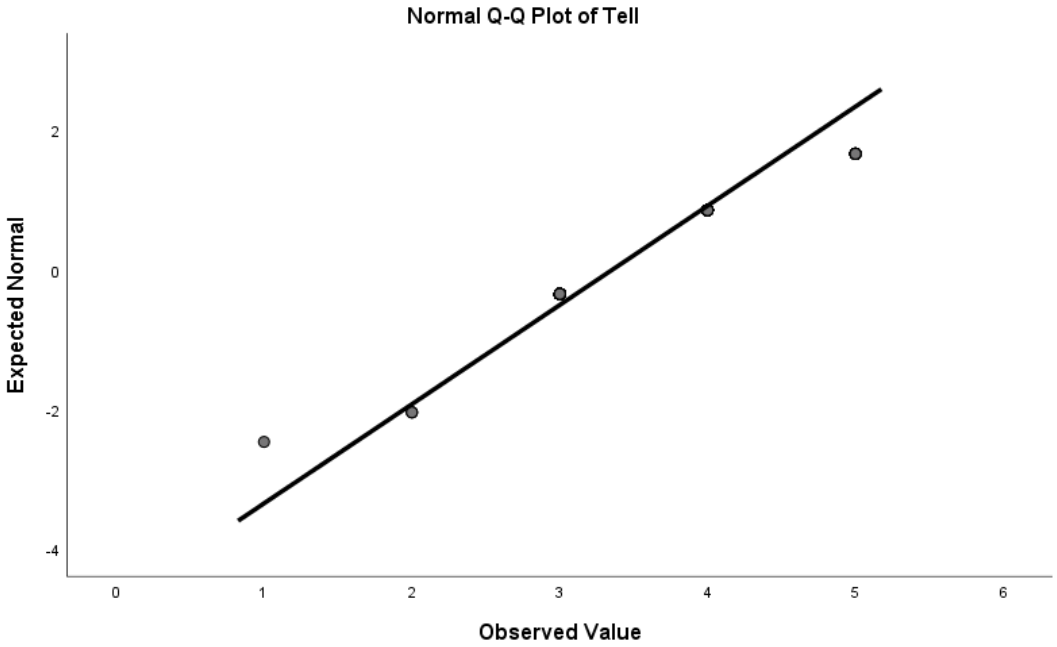

Normal Q-Q Plot of Boss
Expected Normal
Observed Value
2
1
0
-1
-2
-3
0
1
2
3
4
5
6

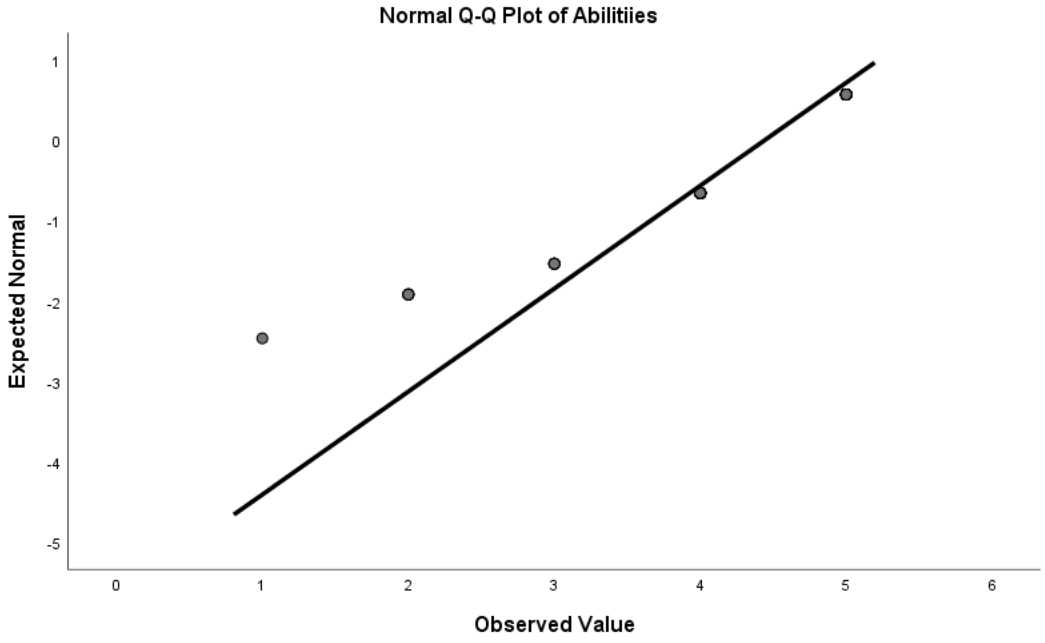

Normal Q-Q Plot of Supervisor
Expected Normal
Observed Value
2
1
0
-1
-2
-3
0
1
2
3
4
5
6

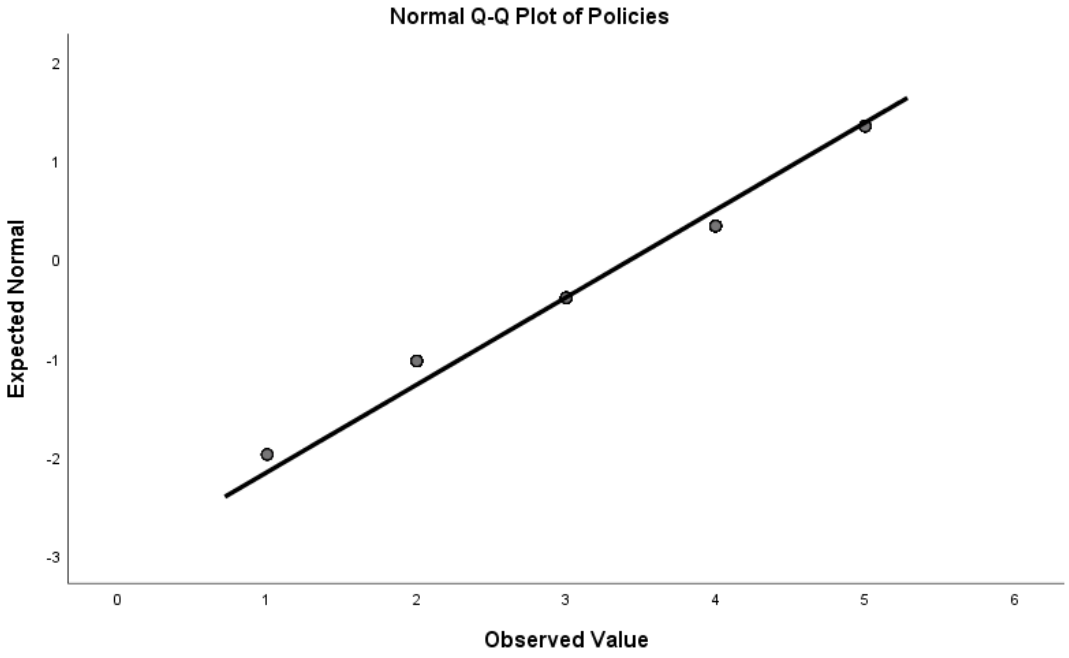

Normal Q-Q Plot of Conscience
Expected Normal
Observed Value
2
1
0
-1
-2
-3
-4
0
1
2
3
4
5
6

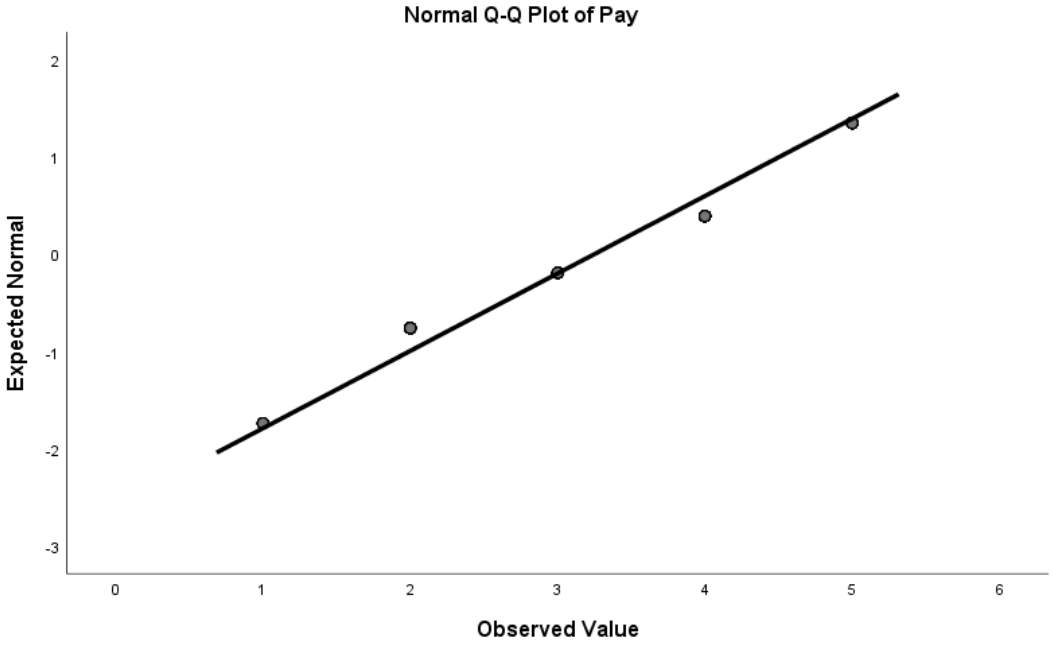

Normal Q-Q Plot of Employment
Expected Normal
1
0
-1
-2
-3
-4
-5
2
3
4
5
Observed Value

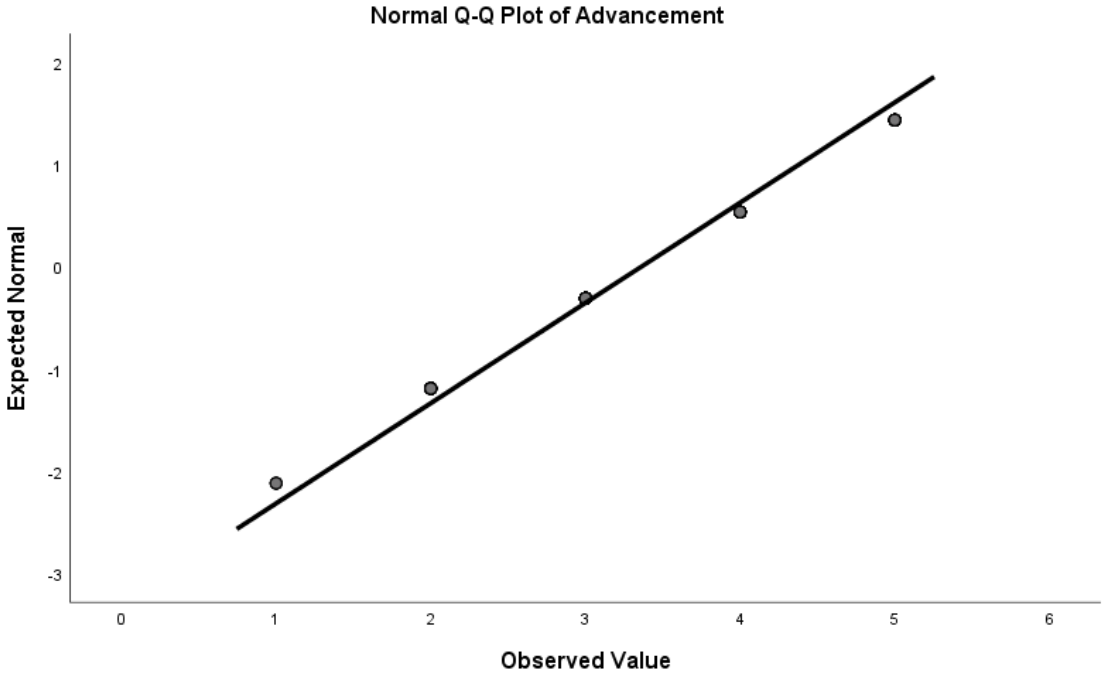

Normal Q-Q Plot of People
Expected Normal
1
0
-1
-2
-3
-4
-5
2
3
4
5
Observed Value

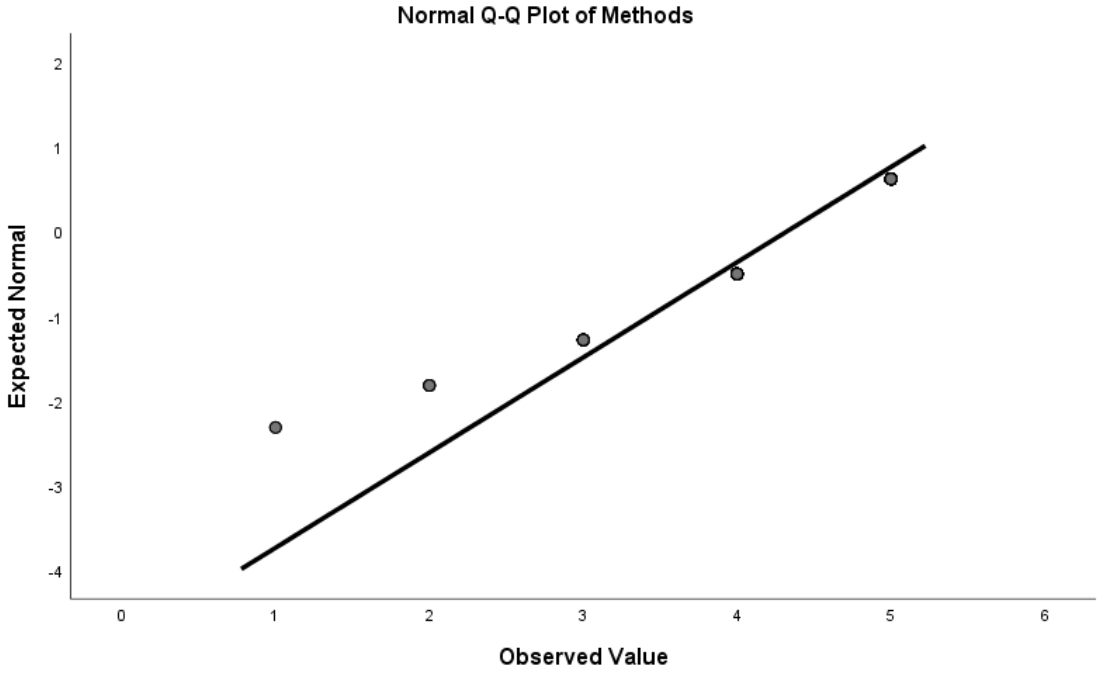

Normal Q-Q Plot of Tell
Expected Normal
2
0
-2
-4
0
1
2
3
4
5
6
Observed Value

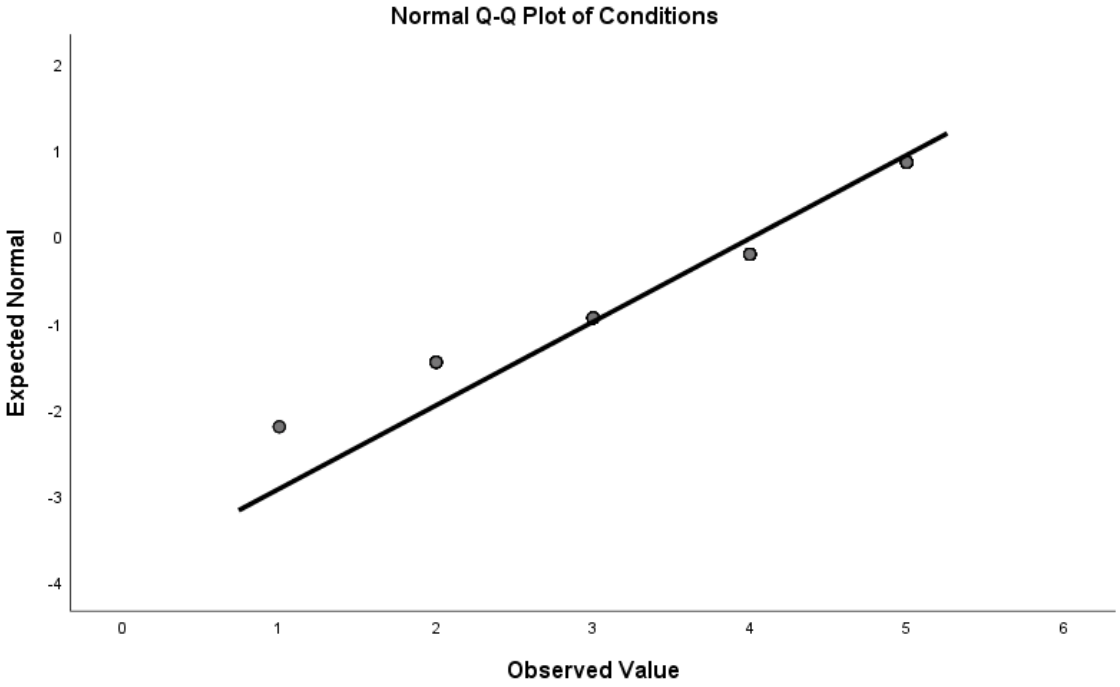

Normal Q-Q Plot of Abilitiies
Expected Normal
1
0
-1
-2
-3
-4
-5
0
1
2
3
4
5
6
Observed Value

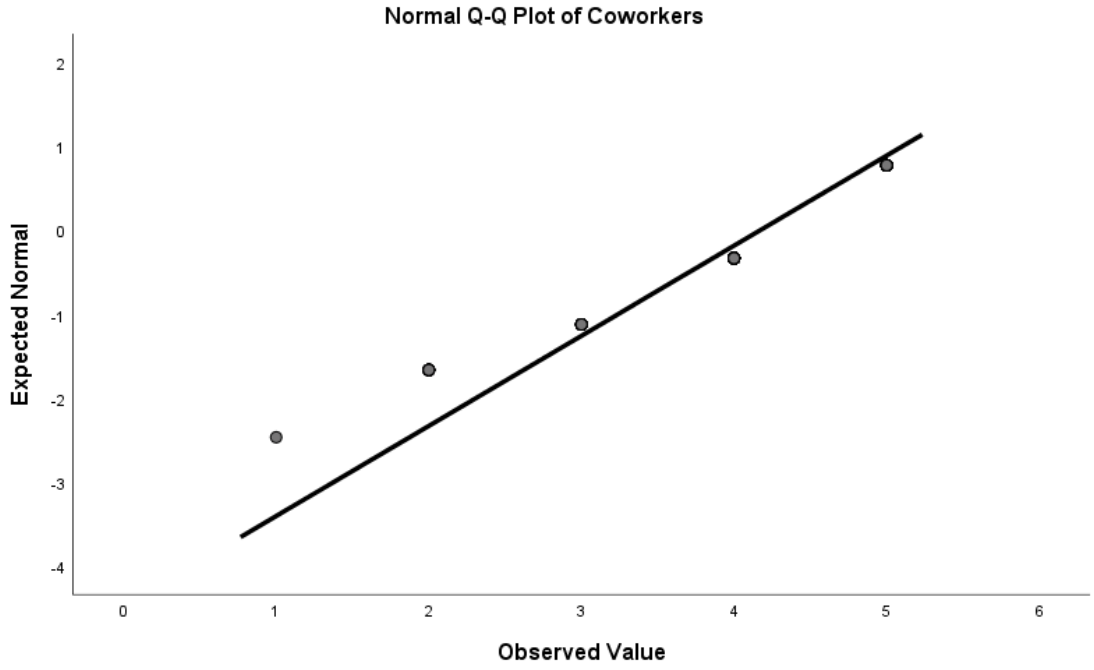

Normal Q-Q Plot of Policies
Expected Normal
Observed Value
2
1
0
-1
-2
-3
0
1
2
3
4
5
6

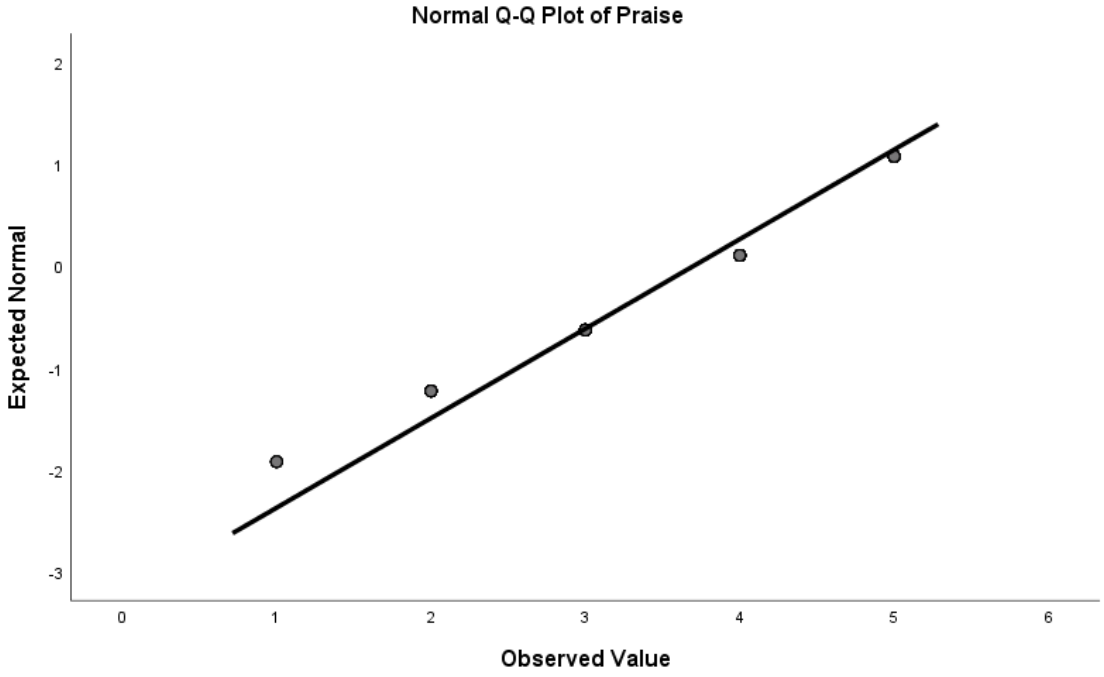

Normal Q-Q Plot of Pay
Expected Normal
Observed Value
2
1
0
-1
-2
-3
0
1
2
3
4
5
6

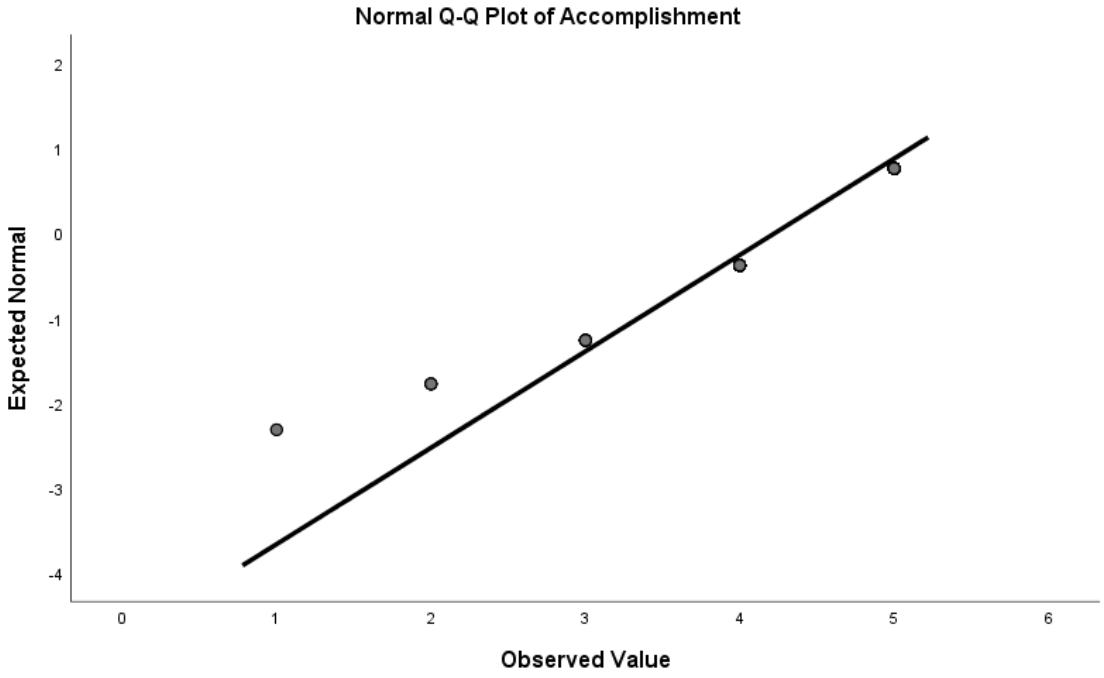

Normal Q-Q Plot of Advancement
Expected Normal
Observed Value
2
1
0
-1
-2
-3
0
1
2
3
4
5
6

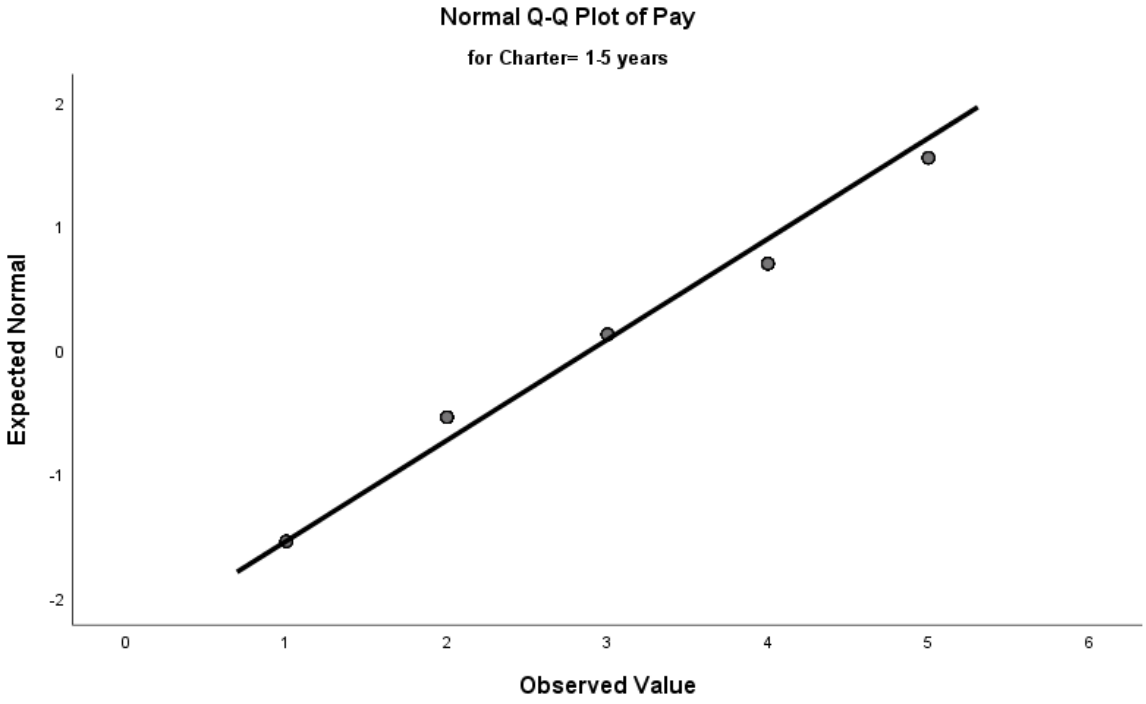

Normal Q-Q Plot of Methods
Expected Normal
Observed Value
2
1
0
-1
-2
-3
-4
0
1
2
3
4
5
6

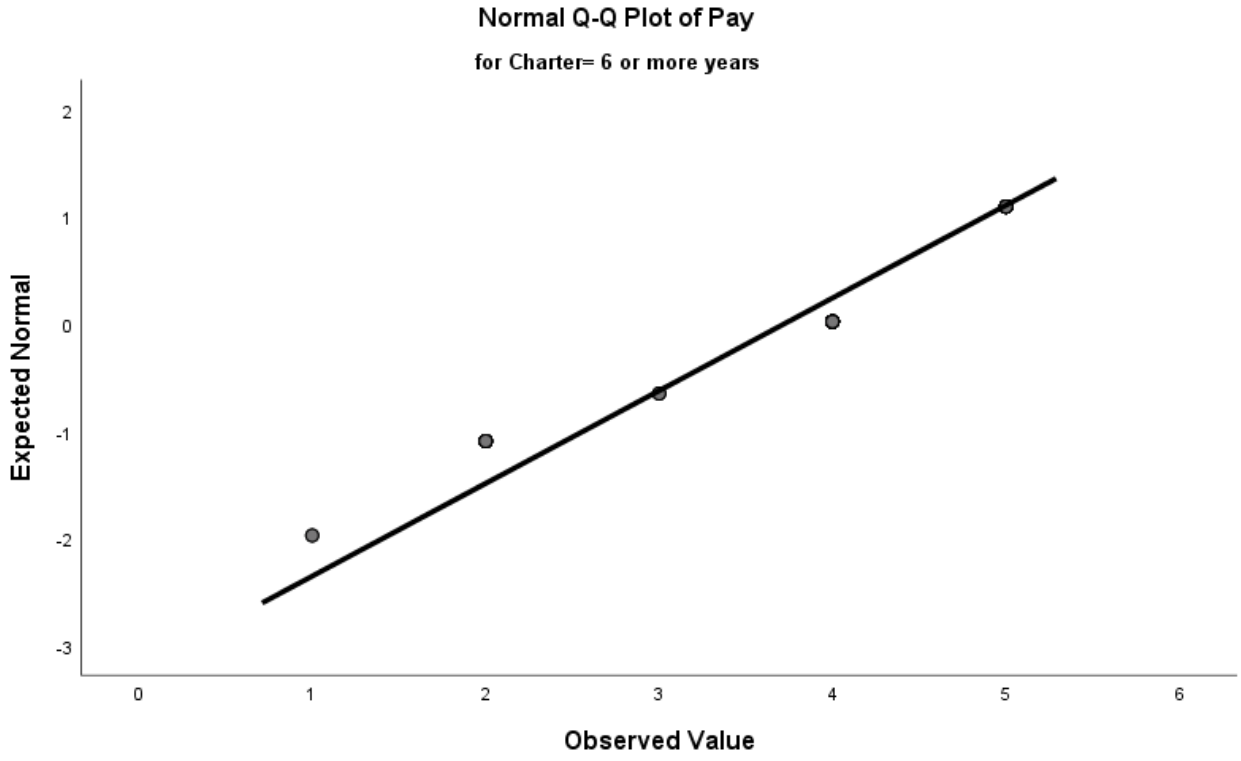

Normal Q-Q Plot of Conditions
Expected Normal
Observed Value
2
1
0
-1
-2
-3
-4
0
1
2
3
4
5
6

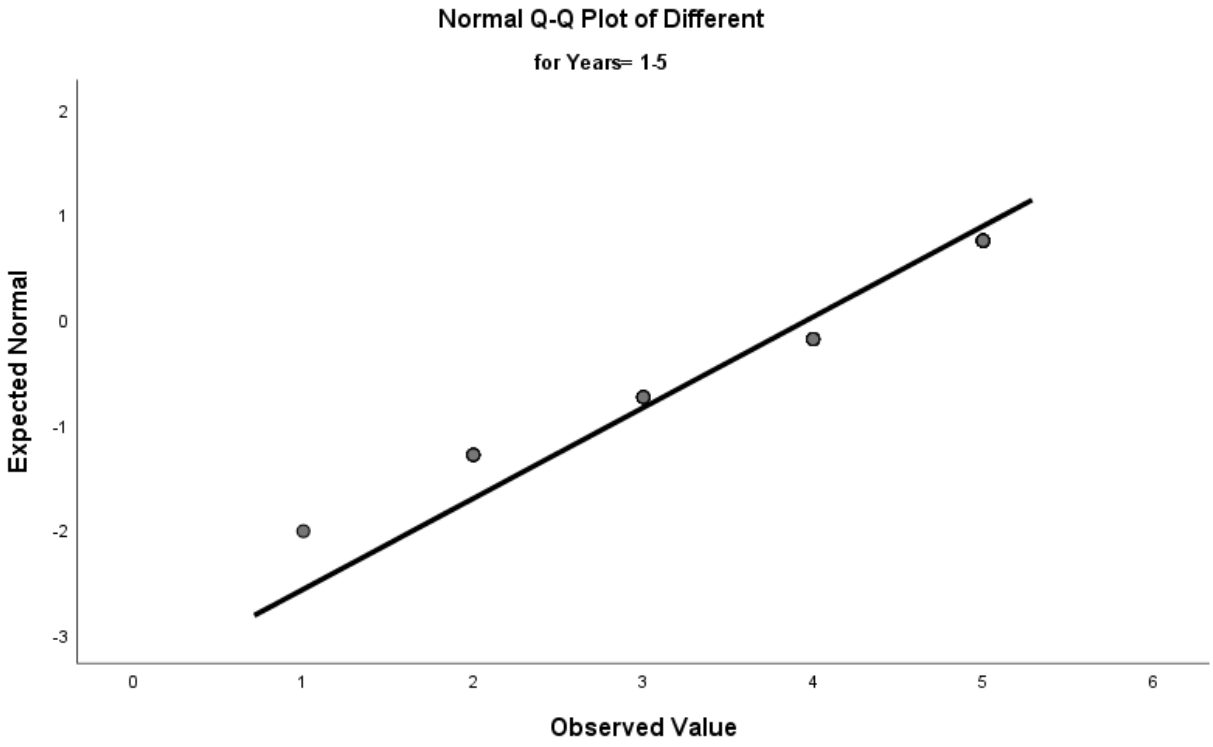

Normal Q-Q Plot of Coworkers
Expected Normal
Observed Value
2
1
0
-1
-2
-3
-4
0
1
2
3
4
5
6

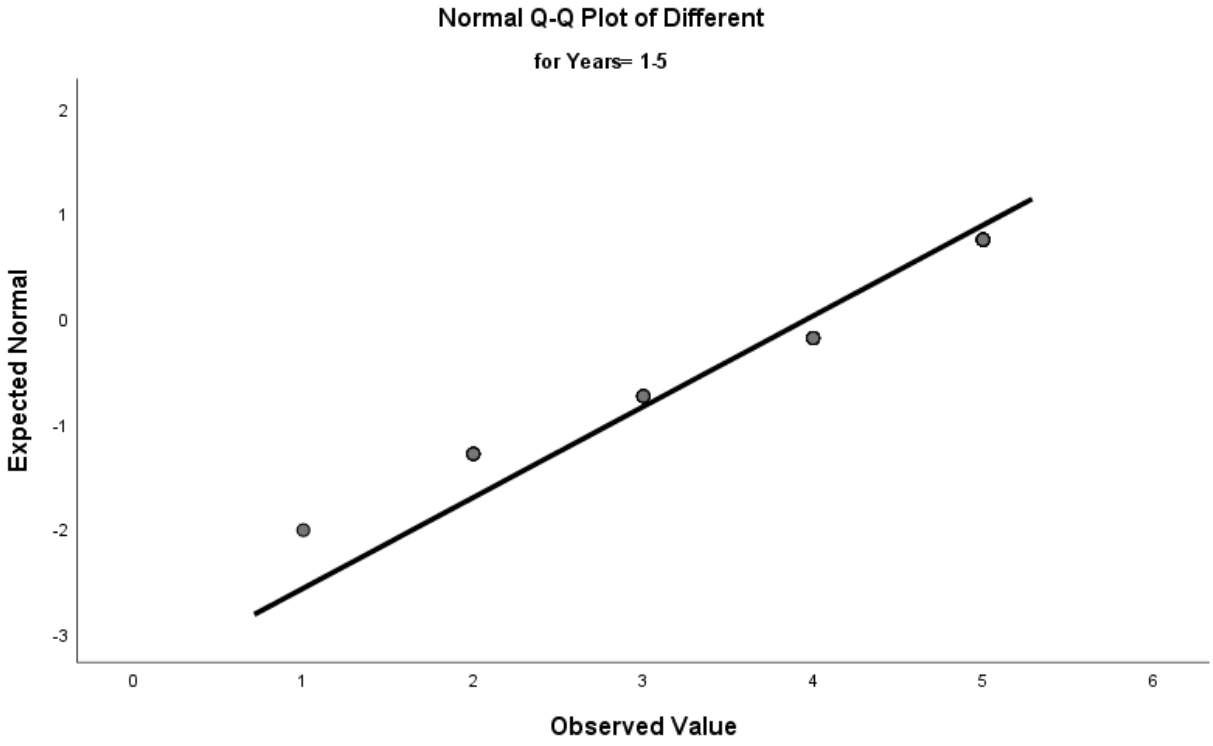

Normal Q-Q Plot of Praise
Expected Normal
Observed Value
2
1
0
-1
-2
-3
0
1
2
3
4
5
6

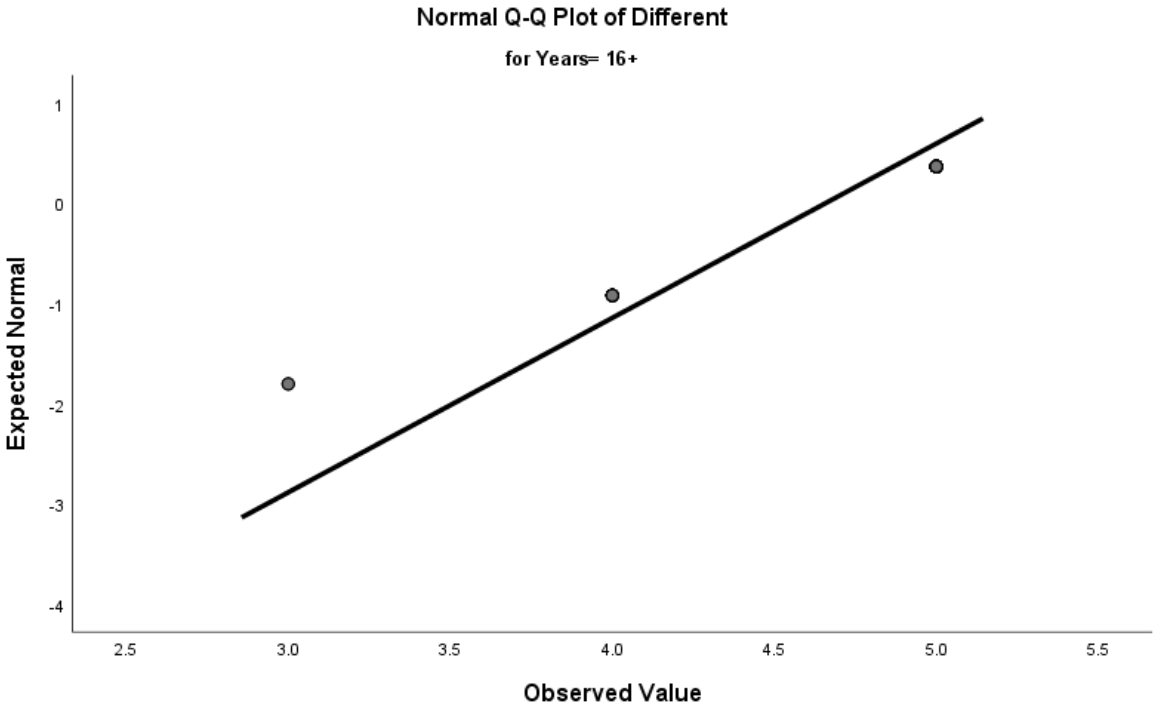

Normal Q-Q Plot of Accomplishment
Expected Normal
Observed Value
2
1
0
-1
-2
-3
-4
0
1
2
3
4
5
6


Normal Q-Q Plot of Pay
for Charter= 1-5 years
Expected Normal
Observed Value
2
1
0
-1
-2
0
1
2
3
4
5
6


Normal Q-Q Plot of Pay
for Charter= 6 or more years
Expected Normal
Observed Value
2
1
0
-1
-2
-3
0
1
2
3
4
5
6


Normal Q-Q Plot of Different
for Years= 1-5
Expected Normal
Observed Value
2
1
0
-1
-2
-3
0
1
2
3
4
5
6


Normal Q-Q Plot of Different
for Years= 1-5
Expected Normal
Observed Value
2
1
0
-1
-2
-3
0
1
2
3
4
5
6


Normal Q-Q Plot of Different
for Years= 16+
Expected Normal
1
0
-1
-2
-3
-4
2.5
3.0
3.5
4.0
4.5
5.0
5.5
Observed Value