

Factors Influencing Teacher Retention in a Charter School:

A Qualitative Phenomenological Study

by

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Abstract

Retention of effective educators has become a key focus of school leaders. The problem addressed in this study is how retaining high-quality teachers is a challenge in a charter school system in Nevada. The gap in the existing literature regarding the factors influencing educators' retention concerning the elements of administrator support, working conditions, and professional development is addressed in this study. The purpose of this qualitative phenomenological study was to explore lived experiences and perceptions of effective veteran educators in a public charter school district and understand more in-depth ways career decisions were made to remain in the profession. The theoretical framework was based on Herzberg's two-factor and Bandura's self-efficacy theories to understand the various factors influencing educators' decisions to remain at a public charter school district. Research questions were used as an initial step to understand the problem of teacher retention. The target population was approximately 300 educators in a public charter school district. Fifteen teachers made up the sample. Interviews were used as a data collection instrument to identify the shared experiences and perceptions of the respondents. The data were analyzed using inductive thematic analysis, including identifying, analyzing, and reporting themes. The research presented will advance knowledge about educator retention and help school leaders promote preventive strategies to address the problem. Effective teachers may benefit from this study to gain awareness of how other educators choose to remain in the profession. The study's findings underline the importance of compensation, working conditions, recognition, and driving contributors to teacher retention.

Keywords: teacher retention, administrator support, working conditions, professional development, and perceptions of high-quality veteran teachers

Dedication

This dissertation is dedicated to my wife, Alida, and my children, Binnaz, Nurefsan, Leyla, Yusuf, Bilal, Ceyda, and Hafsa. Alida, you are my biggest supporter. Your love and support guided me through every class, discussion, assignment, and chapter written. Your fierce desire to join me on this doctoral journey proved a million times over your love and patience for me. You are an incredibly intelligent and talented woman. I am proud of you and to have you by my side. This is definitely a shared goal reached for us. We have overcome many obstacles and accomplished so many things together. Without you and my children's encouragement, this would not have been attainable.

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Chapter 1: Introduction

Teacher retention is a global challenge for school administrators (Arnup & Bowles, 2016; Faremi, 2017; Garrett, 2017; Geiger & Pivovarova, 2018; Martin & Mulvihill, 2016; Morettini, 2016; Solomonson et al., 2019; Torres, 2016b). Academic expectations regarding student achievement are negative contributors to teacher retention (Garnett, 2017). Several factors influence educator retention, including leadership support, working conditions, and professional development (Labat et al., 2015; Lane, 2018; Ravalier & Walsh, 2018; Singh, 2016; Torres, 2016a). Retaining high-quality educators is a consistent issue affecting student academic performance (Janik & Rothmann, 2015).

Every year, teachers resign from the profession, and school leaders struggle to hire high-quality educators to fill the positions (Harjiu & Niemi, 2016; Lyon et al., 2018; Sharif et al., 2016; Solomonson et al., 2019). Up to 35% of teachers in Australia, Canada, and the United Kingdom leave the profession within the first 5 years due to high expectations from the school leaders (Buchanan et al., 2013). According to statistical data, 25% of United States educators resign from the positions in the first year primarily due to lack of administrator support and poor working conditions (Landrum et al., 2017; Lyon et al., 2018; Martin & Mulvihill, 2016; Sharif et al., 2016). Teachers experience higher work-related stress levels due to not being satisfied with the workplace environment than people in other fields (Ravalier & Walsh, 2018). Additionally, 18.4% of charter and 15.8% of public-school teachers chose to quit in the first year (Goldring et al., 2014; Harmsen et al., 2018; & Solomonson et al., 2019). Educators are discouraged from remaining in charter schools or the teaching profession due to the heavier workload and lower compensation than instructors might earn in public schools (Sajid et al., 2018). School

administrators lose talented teachers causing leaders to focus on time-consuming efforts of recruiting new educators and getting these new employees acclimated to the school's culture (Patel et al., 2014).

A qualitative phenomenological study was conducted to understand educators' lived experiences in a public charter school district in Nevada (Pietkiewicz & Smith, 2014). The study design was used as an avenue to help obtain the required responses to the research questions (Creswell & Poth, 2016). Further research can be conducted to explore the relevance of high-quality educator motivation and school environment to promote teachers' job satisfaction, academic performance, and retention (Albrecht & Karabenick, 2018).

Twelve major sections comprise the introduction chapter. The introduction includes a discussion of teacher retention and the need to conduct the study and the potential benefits of further research. The root of the problem is indicated in the study's background, defining key components, outlining the historical development in the research literature relevant to the study topic, and identifying the existing gap to be addressed (Albrecht & Karabenick, 2018). Through a brief description of the generated study topic, the specific issue is clarified in the statement of the problem. Methodology, design, and data instruments presented in the purpose of the study support the rationale for the research. Approximately 300 teachers were included in the target population within six campuses of a public charter school district in Nevada. The participants in the study consisted of 15 high-quality veteran teachers in the same school district. Details on the contribution and potential benefits of the research are provided in the significance of the study.

To arrive at a more in-depth understanding of the teacher retention issue, the research questions were the initial step to guide the qualitative phenomenological study (Merriam &

Tisdell, 2016). Herzberg's two-factor and Bandura's self-efficacy theories were used as the framework in this study. A detailed explanation of words and concepts with multiple meanings is presented in the definitions of terms section to ensure a common understanding. Assumptions will be presented as an essential section of this study for validity and credibility. Two elements of the study are scope and delimitations in which the boundaries set for the research are presented. The study design characteristics such as shortcomings and the potential weaknesses of research are addressed in the limitations section. A summary is the final section of the chapter. Each of these sections is discussed in turn.

Background of the Problem

Teachers are leaving the profession at a rate of approximately 19%, and school administrators seek to comprehend educators' decisions to resign from teaching positions to improve retention (Arnup & Bowles, 2016; Garnett, 2017; Gius, 2016; Solomonson et al., 2019; Torres, 2016a). Compared to other professions, the attrition rate is the highest in the field of teaching (Ravalier & Walsh, 2018). A constant cycle of less effective educators is a concern of school leaders as high-quality teachers leave the position (Adnot et al., 2017). Retaining high-quality educators is crucial for administrators to foster the quality of teaching and student achievement (García Torres, 2019; Garrett, 2017; Haberman, 2014; Haverback, & Mee, 2014; Janik & Rothmann, 2015). To avoid high-attrition rates, school leaders promote different ways to attract, motivate, and retain high-quality teachers to remain in the system (Martin & Mulvihill, 2016).

According to Harjiu and Niemi (2016), retaining teachers is a problematic issue and component of any high-quality education system. Low teacher income is a crucial concern

compared to other occupations in several countries, including Australia, the Netherlands, Japan, Hong Kong, Singapore, and the United Kingdom (Wang et al., 2003). In the United States school system, approximately 19% of educators leave the profession within the first 3 years to pursue alternative job opportunities (Lane, 2018; Larkin et al., 2016; Lyon et al., 2018; Sharif et al., 2016; Solomonson et al., 2019; Torres, 2016a; Vari et al., 2018). Across the nation, teacher retention is a consistent problem for public and charter district leaders (Garrett, 2017). School leaders struggle to recruit effective teachers after the departure of educators from the profession (Ingersoll et al., 2016; Kokka, 2016).

In charter schools, retaining high-quality teachers is challenging as leaders require more work, expect higher-performance, and pay less than public school administrators (Dupriez et al., 2016; Gius, 2016). The number of educators leaving the profession at charter schools is a rising concern, and leaders struggle to fill the positions with high-quality teachers as a critical component in students' academic performance (Torres, 2016b). Charter schools receive significantly fewer funds and facility opportunities than public districts and rely on parent or community donations in addition to foundation grants (Torres, 2016b; Vander Ark, 2012). Charter school leaders hope to be successful by being flexible on the delivery of instruction and the rigor of the curriculum (Torres & Oluwale, 2015; Vander Ark, 2012).

Despite a few studies conducted focusing on teacher retention, the gap in the existing literature regarding the factors that influence educators' retention related to administrator support, working conditions, and professional development; the three elements are addressed in this study (Albrecht & Karabenick, 2018; Dupriez et al., 2016; Garrett, 2017; Glennie et al., 2016; Lane, 2018; Ravalier & Walsh, 2018; Singh, 2016; Torres, 2016a). School leaders play a

role in improving retention and use different strategies to retain educators, including promoting a positive work environment and allowing teachers to participate in the decision-making process (Torres, 2016b). According to Ravalier and Walsh (2018), school administrators are required to promote working conditions to increase educators' job satisfaction and retention. The working climate has a significant effect on educator retention, and the cornerstone of school leaders is maintaining a supportive learning climate to sustain job satisfaction and teacher retention (Ertasoglu & Gursay, 2019). School administrators facilitate ongoing professional development activities to influence educators' decisions to remain in the profession (Bartell et al., 2018). Professional development opportunities help improve the quality of teachers and academic success as students benefit from more effective educators (Bartell et al., 2018).

Statement of the Problem

The problem addressed in this study was how retaining high-quality teaching staff is a challenge (Solomonson et al., 2019) in a charter school system in Nevada. Approximately 300 teachers were included in the target population within six campuses of a public charter school district in Nevada. The participants consisted of 15 high-quality veteran teachers with a minimum of 5 years of experience in the same school district, a full-time educator for a core academic subject (math, science, or English Language Arts), and earned an effective, proficient rating on formal evaluations for the past 3 years, or a school principal recommendation. Charter school educators experience higher work-related stress levels due to poor working conditions and receive considerably lower compensation than public school teachers (Ravalier & Walsh, 2018). An overwhelming workload, low salary, and low academic student performance are expressed as negative and concerning aspects of the teaching profession (Larkin et al., 2016).

Approximately 19% of charter and 16% of public-school educators chose to leave the profession in the first year (Goldring et al., 2014; Harmsen et al., 2018; & Solomonson et al., 2019). Teachers are disencouraged in the profession due to higher demands and lower compensation than educators might receive in public schools (Sajid et al., 2018; Torres, 2016a). Charter school teachers have minimal access to educational opportunities and professional development activities to provide high-quality instruction (Garnett, 2017). Leaders are expected to improve working conditions and salaries to motivate educators to remain in the profession (Sajid et al., 2018). To prepare students for the future and assure extraordinary levels of academic achievement, the retention of high-quality veteran teachers is essential (Patel et al., 2014). There is a need to comprehend educational relevance from educators' perspectives regarding efforts to promote achievement and motivation (Albrecht & Karabenick, 2018).

This study can contribute to the existing knowledge of factors influencing teacher retention (Singh, 2016). Elements affecting the motivation of high-quality educators to remain in the profession have a significant influence on instructional effectiveness and student achievement (Chu & Kuo, 2015; Han & Yin, 2016; Meyns et al., 2018; Sajid et al., 2018; Zee & Koomen, 2016). Understanding the factors affecting educator decisions to leave the profession can help school leaders implement strategies to retain effective educators and support teachers to foster retention (Podolsky et al., 2019). Despite the existing research on factors influencing educator retention, the gap in the existing literature regarding factors influencing educators' retention concerning administrator support, working conditions, and professional development is addressed (Garrett, 2017; Glennie et al., 2016; Hughes et al., 2015; Lane, 2018; Ravalier & Walsh, 2018; Singh, 2016; Torres, 2016a).

Purpose of the Study

The purpose of this qualitative phenomenological study was to explore lived experiences and perceptions of high-quality veteran educators in a public charter school district in Nevada and to understand more in-depth ways career decisions were made by teachers to remain in the profession (Neubauer et al., 2019; Peng et al., 2020). A phenomenological method was particularly appropriate for the study to better understand individuals' experiences and answer the two research questions. Phenomenology is an efficient approach to describe realities depending on people's perceptions and experiences (Qutoshi, 2018). Different perspectives can be gained from teachers through the utilization of phenomenology (Bailey, 2014).

Education is a crucial component of learning, and retention of high-quality educators has become a key focus of school leaders to foster teaching quality (Peng et al., 2020). By comprehending teachers' rationale to remain in the profession, administrators can sustain recruiting strategies, keep high-quality educators in school the system, and maximize teacher retention rates to foster student performance (Lane, 2018; Larkin et al., 2016; Lyon et al., 2018; Sharif et al., 2016; Solomonson et al., 2019; Torres, 2016a; Vari et al., 2018). Meaningful administrative support is essential for educator retention and can influence teachers' career decisions to stay in or leave the profession (Buchanan et al., 2013; Hughes et al., 2015; Landrum et al., 2017; Lane, 2018; Torres, 2016b).

Approximately 300 teachers were included in the target population within six campuses of a public charter school district in Nevada. Interviews were used as a data collection instrument to identify the shared experiences and perceptions of the respondents (Conaill, 2017; Qutoshi,

2018; Sutton & Austin, 2015; Valentine et al., 2018). Fifteen high-quality veteran teachers in the same school district were involved in this study (Webb & Welsh, 2019).

Significance of the Study

High-quality teachers may benefit from this study to understand how other educators choose to remain in the profession (Garrett, 2017; Hanushek et al., 2016; Harjiu & Niemi, 2016; Harmsen et al., 2018). Potential reasons as to why educators remain or leave the profession identified in the research may assist school leaders in an in-depth manner. The information regarding the factors influencing effective educators' career decisions can help school leaders discover the best strategies to reduce educator turnover and improve teacher retention (Lyon et al., 2018; Sharif et al., 2016; Solomonson et al., 2019; Torres, 2016b).

This phenomenological study can advance knowledge about educator retention and help school leaders promote preventive strategies to address the problem. Moreover, the study contributed to the literature as to how data collected about educators perceive retention and practices lead to attrition. School administrators can benefit from the study through identifying the stressors leading to low teacher retention, implementing methods to address related issues to retain high-quality educators on campus, and promoting the success of all students (Adnot et al., 2017). Students and other school district teachers could benefit from the research as campus leaders retain highly effective teachers and focus on improving educator quality (Lane, 2018). Additionally, this study's results can lead school administrators to foster teachers' professional practice and recognize the efforts to keep educators motivated in the profession (Shapiro & Gross, 2015). The implications for positive social change could provide school leaders the opportunity to build positive relationships with teachers, facilitate professional development

opportunities, and improve educator retention rates to sustain a positive school climate and organizational effectiveness (Sajid et al., 2018).

Research Questions

Creswell and Poth (2016) defined a research question as a relevant, significant, answerable inquiry into a specific concern to provide a road map for a successful study. To understand the problem of teacher retention, the research questions are an initial step (Merriam & Tisdell, 2016). The following research questions guided the qualitative phenomenological study:

Research Question One: What are some lived experiences which help veteran teachers remain in the same charter school district in southern Nevada?

Research Question Two: In what ways do these lived experiences influence veteran teachers to remain in the same charter school district in southern Nevada?

Theoretical Framework

The theoretical framework of this study was based on Herzberg's two-factor and Bandura's self-efficacy theories to understand the various factors influencing high-quality educators' decision to remain at a public charter school district in Nevada. The distinction between motivation and hygiene factors was suitable in helping to identify influences on teacher retention. Both theories relate to the present study as a framework for factors contributing to teacher retention. Herzberg's two-factor theory consists of motivational and hygiene elements identical to the fundamental factors in teacher retention regarding educators' likes and dislikes about the profession (Hur, 2018).

Motivational factors such as achievement and recognition contribute to satisfaction, while hygiene factors are associated with dissatisfaction (Herzberg, 1966). Elements influencing teachers' decisions to remain in or leave the profession are highlighted in Herzberg's two-factor theory (Larkin et al., 2016). Motivation contains internal and external forces influencing people's selection of the action to promote the significance of success, comprehension, self-awareness, and personal growth (Chu & Kuo, 2015). Motivation is the key to influence educator performance (Han & Yin, 2016). Teachers are more committed to succeeding collaboratively when motivated by school leaders (Han & Yin, 2016; Meyns et al., 2018; Sajid et al., 2018).

Herzberg's (1966) hygiene factors involve income, working conditions, safety, observation, collegial relationships, and position (Sajid et al., 2018). Hygiene is used to keep members on task, satisfied, and motivated to perform well (Herzberg, 1966). Compensation, working environment, administration support, and members' relationships are hygiene factors to prevent job dissatisfaction (Herzberg, 1966). A salary increase is an essential strategy to financially support high-quality educators (Bartell et al., 2018). Sustaining a supportive and collaborative working climate with strong positive relations is crucial for school administrators as working conditions influence teacher retention (Davis & Boudreaux, 2019; Ertasoglu & Gursoy, 2019; Lu & Hallinger, 2018; Torres, 2016a).

Self-efficacy is one of the fundamental principles of social cognitive theory (Bandura, 1997). The theory is used to influence teachers' perceptions through confidence and experience to remain in or leave the profession. Components of self-efficacy help individuals achieve goals, overcome difficulties, and complete a task successfully (Torres, 2016a). Mastery situations and improving confidence while creating innovative solutions are identified as the core elements of

self-efficacy to address challenges taking into account educators' lived experiences (Torres, 2016b).

The theoretical framework is related to the study design, research questions, data instrument development, and analysis to assess the theories' applicability and comprehend the factors related to the retention of high-quality educators at a public charter school district in Nevada. Both theories are associated with teachers' academic performance, educator retention (Olivier et al., 2019; Wang et al., 2003) and self-efficacy. Through the self-efficacy theory, teachers' job satisfaction and motivation were studied to determine potential reasons for remaining in or leaving a district (Torres, 2016a; Zee & Koomen, 2016).

Definitions of Terms

Comprehension of various terms is essential for additional clarity to perceive the meaning throughout this study. A common understanding of the technical words is used within the scope of the research. The following operational definitions of terms are provided here:

Administrative Support. To improve teaching quality and student achievement, administrative support includes behaviors of school leaders to make educators' work easier in the areas of curriculum, instruction, school climate, and student behavior to include asking about concerns and providing professional development opportunities (Glennie et al., 2016; Hughes et al., 2015; Torres, 2016b).

Charter School. Established in 1992, a charter school is a publicly-funded form of independent education (Garnett, 2017).

Job Satisfaction. Job satisfaction is the level of contentment and accomplishment employees feel, positive attitudes, or pleasurable emotional dispositions (Olsen & Huang, 2019).

Job Dissatisfaction. Job dissatisfaction is negative feelings about the work climate and unpleasurable emotional experiences affecting employee motivation (Chu & Kuo, 2015).

Motivator. A motivator is a factor or situation which causes people to feel motivated to accomplish a task, leading to a more pleasant work experience and job satisfaction (Herzberg, 1966).

Self-Efficacy Theory. Proposed by Albert Bandura, self-efficacy theory is an essential concept to explore the belief in a person's capabilities to execute the courses of action necessary to manage prospective situations (Bandura, 1997).

Teacher Attrition. As a process over time, teacher attrition is a component of educator turnover, leaving the profession in the middle of the year or not coming back the following academic year (Torres & Oluwole, 2015).

Teacher Burnout. Teacher burnout is a reaction of educators leading to experience the collective symptoms of emotional exhaustion, overwhelm, detachment, frustration, ineffectiveness, and lack of accomplishment (Dai et al., 2014; Ravalier & Walsh, 2018).

Teacher Retention. Leading to positive work-related outcomes, teacher retention is the ability to keep educators staying at a campus or in the profession for more stable learning conditions (Gius, 2016).

Two-Factor Theory. Formulated by Frederick Herzberg, two-factor theory is an approach of worker motivation to focus on the elements influencing employee's job satisfaction and displeasure (Herzberg, 1966).

Working Conditions. To create a conducive climate, working conditions are the professional environment and existing circumstances which have a significant effect on a supportive workplace, educators' job satisfaction, and retention (Dupriez et al., 2016).

Assumptions

Researchers bring beliefs and philosophical assumptions into a study to inform the choice of theories guiding the study (Garrett, 2017; Glennie et al., 2016; Hughes et al., 2015; Lane, 2018). Assumptions are defined as opinions accepted as true or at least plausible in a study (Cudzilo et al., 2018). Three assumptions are presented to establish trustworthiness through credibility, transferability, dependability, and confirmability (Amankwaa, 2016).

The first assumption was all participants would respond truthfully during the interviews as necessary precautions to uphold respondent privacy and confidentiality were attended to by properly securing all data (Korstjens & Moser, 2018). Trust, respect, professionalism, and security of private information were maintained with the respondents throughout the research process (Du Plessis et al., 2015). Study participants were informed of the expectations and given assurances the shared information about lived experiences would be treated in a confidential manner (Creswell & Poth, 2016).

The second assumption was the respondents had lived experiences with the factors being explored (Hughes et al., 2015; Lane, 2018; Ravalier & Walsh, 2018; Singh, 2016; Torres, 2016a). A significant insight provided into the perceptions of high-quality teachers from perspectives of educators regarding the factors contributing to retention (Saunders et al., 2015). Taking initial notes helped get a complete understanding of the essence of effective teachers' experiences (Creswell & Poth, 2016). The nature of the qualitative phenomenological study was

expected to allow direct quotes of feelings and thoughts of real educators from the field (Jamshed, 2014).

The third assumption was the participants would volunteer personal time and provide additional insight regarding the lived experiences and perceptions of educators (Du Plessis et al., 2015). No incentives were used to entice teacher participation, and participants were notified their non-involvement or withdrawal would not have any repercussions. Respondents of the study were informed of the expectations and given assurances the information was treated in a confidential manner (Creswell & Poth, 2016).

Scope and Delimitations

The study consisted of three delimitations. The first delimitation included the small sample size of 15 high-quality veteran teachers employed in a public charter school district in Nevada (Pietkiewicz & Smith, 2014). Compared to the educator population in the state of Nevada, the sample size was small. While the potential effect of scope and delimitation on the transferability of research results was addressed by providing information and a detailed description, the study comprises the specific context to be examined to understand the importance of educator retention in a more in-depth manner.

The second delimitation was focusing on only one specific charter system in Nevada instead of including other schools in the same state. Qualitative studies are criticized for lack of generalizability and were most challenging to replicate as conclusions depend on the participants chosen for the study (Yüksel & Yıldırım, 2015). Because this research was utilized with a group of educators employed at a single charter school system, the potential effect of the scope may

influence the results' transferability. Readers can take certain aspects of educators' lived experiences and apply these elements to similar situations (Amankwaa, 2016).

The final delimitation was the timeframe from September to October 2020. To adhere to the timeline, interview questions were provided to allow participants more time to reflect on experiences before the meeting process (Yates & Leggett, 2016). The face-to-face conferences were scheduled on the agreed period of participants with the flexibility to stop or exit at any point. Each respondent was given the opportunity to select the interview time before or after school to offer more flexibility.

Limitations

The study consisted of three limitations. The first limitation was the interview process revealed biases from educators with challenging experiences. Small talk was utilized before the interview to address biases, create a conducive environment, and help respondents feel comfortable answering questions (Saunders et al., 2015). To minimize response bias, effective interaction was enabled by participants' engagement to build mutual trust (Landrum et al., 2017). Each participant was asked the same questions in the interviews, as dependability is associated with data consistency (Lub, 2015).

The second limitation was researcher bias. Preconceptions and judgments were minimized as much as possible to make an objective analysis of the data (Lane, 2018). Maintaining objectivity is essential to avoid judgment and biases later during the course of research (Moustakas, 1994). To ensure the credibility of results about qualitative research, focus on understanding and interpreting participants' lived experiences were emphasized (Oxley,

2016). To avoid a possible conflict of interest and bias, one school was not used in the study (Landrum et al., 2017).

The final limitation was the difficulty to produce generalizable and transferable results in phenomenology to other settings (Amankwaa, 2016). The limitation of generalizability was addressed through thick descriptions of the educators' experiences to obtain consistent and transferable conclusions to other situations. A detailed representation of the respondents was described. Depending on the criteria for restriction of the population, the generalizability of results may be limited.

Chapter Summary

A discussion of teacher retention, the rationale for conducting the study, and the potential benefits of further research were presented in Chapter 1 (Creswell & Poth, 2016). The problem addressed in this study was how retaining high-quality teaching staff is a challenge (Solomonson et al., 2019). A rationale for the research was presented, comprising the identification of the methodology, design, and data instruments (Conaill, 2017; Qutoshi, 2018). The target population was developed in the statement of the problem. Torres and Oluwole (2015) emphasized the existence of factors affecting educator retention and the difficulty of keeping effective teachers in the system. Herzberg's two-factor and Bandura's self-efficacy theories were used as the framework for factors contributing to teacher retention (Green et al., 2015). Both theories relate to the present study as the framework for factors contributing to educator retention, which may help identify specific reasons to leave the profession (Meyns et al., 2018; Sajid et al., 2018).

To address the problem, research questions were developed to guide the study (Merriam & Tisdell, 2016). A detailed explanation of words and concepts was described to ensure a

common comprehension. Assumptions were presented as facts presumed to be true without being verified. The necessity for the study assumptions was described. Scope and delimitations, along with the potential influences, were outlined to indicate study boundaries. Limitations were addressed to identify the potential weaknesses of the research and pointed out strategies to overcome through future study. A summary was presented at the end of the chapter.

A review of the literature is provided in Chapter 2, including an overview and collection of materials on the retention of educators. Factors regarding low teacher retention worldwide are discussed (Darling-Hammond, 2017; Faremi, 2017; Ravalier & Walsh, 2018; Swanson & Mason, 2018). To provide an overview of relevant and current research, the retention of educators in the United States is outlined (Aveyard & Bradbury-Jones, 2019). Literature search strategies utilized to conduct the study review are outlined briefly. Herzberg's two-factor and teacher self-efficacy theories are used as the framework to assess the applicability of the theories and understand the factors related to the retention of high-quality educators at a public charter school district in Nevada (Herzberg, 1966). A summary is the final section of the chapter.

Chapter 2: Literature Review

Teachers are leaving the profession at a remarkable rate, and school leaders have been faced with the ongoing challenge of retaining and recruiting high-quality educators to produce successful future generations of learners (National Commission on Teaching and America's Future, 2018). School administrators seek to understand teachers' decisions to leave the profession to improve educator retention (Arnup & Bowles, 2016; Torres, 2016a). The problem to be addressed in the phenomenological study is how retaining quality teaching staff is becoming increasingly difficult (Solomonson et al., 2019) in a charter school system in Nevada. Heavier workload and significantly lower compensation than public schools discourage educators from remaining in the charter school district or the teaching profession (Sajid et al., 2018). According to Gius (2016), school choice is supported by a charter system by improving accountability rates and student academic performance, achievement, and satisfaction. Charter schools have access to fewer funding resources and facility opportunities than public districts and rely on parent or community donations in addition to foundation grants (Garnett, 2017). Academic performance expectations from educators regarding student achievement can affect teacher retention negatively (Garnett, 2017).

The purpose of the qualitative phenomenological study was to explore lived experiences of high-quality, veteran teachers employed in a public charter school district in Nevada and to comprehend more in-depth ways educator career decisions were made in regard to remaining in the profession. A high-quality veteran educator is defined as a teacher committed to improving school achievement levels with greater expectations for academic performance (Song et al., 2018). Moreover, high-quality educators collaborate to implement an instructional curriculum

and focus on preparing students for state standardized tests known as a comprehensive exit examination to graduate from elementary and secondary school (Song et al., 2018). Teachers deliver informed content for each student based on the provided Northwest Evaluation Association Measures of Academic Progress results and utilize the assessment based on state standards to help determine academic growth during a given period. To understand effective educators' experiences better, the focus in this qualitative phenomenological study entailed core subject educators with at least 5 years of work experience and high general scores on state standardized tests in a public charter school district in Nevada.

In this chapter, the five major sections are: (a) introduction, (b) literature search strategy, (c) theoretical framework, (d) research literature review, and (e) chapter summary. The introduction includes a discussion of the teacher retention topic and the establishment of the research problem and purpose. The literature search strategy contains the keywords and databases utilized to conduct the study. The theoretical framework is explored to evaluate Herzberg's two-factor theory and Bandura's self-efficacy theory relevant to this study's problem statement. The literature review includes a comprehensive overview and collection of materials on the retention of educators and factors which influenced career decisions to remain or leave the profession. The review of the literature contains information regarding teacher retention worldwide and in the United States to provide an overview of relevant research. The information in the review of literature provided an opportunity to learn more about why educators move away from the profession and how previous scholars examined the concepts and limitations (Aveyard & Bradbury-Jones, 2019; Grewal et al., 2016). A gap in the literature and a summary are the final two sections in the chapter. While a few studies conducted focused on teacher

retention, the gap in the existing literature regarding the factors influencing educators' retention concerns leadership support, working conditions, and professional development as key elements are addressed in this study (Albrecht & Karabenick, 2018; Dupriez et al., 2016; Garrett, 2017; Glennie et al., 2016; Hughes et al., 2015; Lane, 2018; Ravalier & Walsh, 2018; Singh, 2016; Torres, 2016a).

Literature Search Strategy

Peer-reviewed journals, books, articles, and primary sources were accessed to conduct the research review. The literature search strategy included exploring the ProQuest and EBSCOhost databases available through the American College of Education library. The EBSCOhost database was used to meet the research goals to find subjective and theoretical articles related to the research topic within the last 5 years (Collins, 2015). A search was conducted for articles using titles or keywords (Collins, 2015) referencing teacher retention worldwide and in the United States.

The keywords used in this chapter are: teacher retention, attrition, shortage, burnout, reduce turnover, teaching career decisions, motivation and hygiene factors, recruitment efforts, attract high-quality educators, school staffing problems, lack of satisfaction, working conditions, school environment, administrative support, self-efficacy, personal growth, competency, self-realization, organizational effectiveness, compensation, dissatisfaction, social acceptance, improved status, recognition, promoting advancement, internal and external forces, student discipline, school climate, job satisfaction, low salaries, quality of teacher preparation programs, student behavior, teacher efficacy, stress and classroom management, mentoring programs, academic performance, and achievement. Sources such as Google Scholar and ERIC were used

in the research process for cases where not enough information was provided in an article, or when entire texts were not found through the EBSCOhost database. Additional studies, older than 5 years, were utilized to enable a well-constructed and systematic literature review about the related scholarly topic areas. The search primarily focused on material from the last 5 years to comply with the reference materials of the American College of Education.

Theoretical Framework

The theoretical framework of this study is connected to teacher retention factors (Green et al., 2015). This study includes Herzberg's two-factor theory and Bandura's self-efficacy theory to comprehend the various factors influencing high-quality teachers' decision to remain at a public charter school district in Nevada. The theoretical structure should be determined to focus and lead the research while upholding the interpretive work of a phenomenological study (Isaacs, 2014).

Herzberg Two-Factor Theory

Herzberg's best-known work is the two-factor theory of motivation (Hur, 2018). Herzberg (1966) interviewed 203 engineers and accountants in the Pittsburgh area. A series of questions were asked to participants in the study regarding positive or negative moments at work, along with the reasoning behind those choices. In Herzberg's findings, work specifics related to the role of an individual's performance and productivity were found to improve employees' efficiency. The theory was designed on the participants' input about workplace climate and consisted of two factors: (a) motivational (associated with rewards or incentives) and (b) hygiene (associated with dissatisfaction).

According to Herzberg (1966), the presence of one set of motivation incentives leads to employee satisfaction at work. Other considerations result in dissatisfaction at work (hygiene factors). Herzberg's (1966) hygiene and motivator factors are similar to the elements essential in teacher retention regarding educators' likes and dislikes about the profession, such as work environment, administrative support, student academic performance, working conditions, and salary scale. Motivational factors contribute to satisfaction, while hygiene factors lead to dissatisfaction (Herzberg, 1966). Motivation involves internal and external forces influencing people's choice of action to improve the significance of achievements, competency, self-realization, personal growth, and position (Chu & Kuo, 2015). Hygiene factors do not necessarily lead to higher motivation or increase job satisfaction (Herzberg, 1966). Compensation, working conditions, company policy, administration support, employee and employer relationships are hygiene factors to prevent job dissatisfaction.(Herzberg, 1966). Each of these elements of the theory are discussed here in turn.

Motivational Factors

According to Herzberg (1966), motivational factors are: (a) leading to satisfaction, (b) arising from intrinsic conditions of the job itself such as gaining recognition, (c) achieving goals, (d) being responsible for adding job activities within the same level to a given task, and (e) having the opportunity for advancement and personal development in the profession. The efficiency of success, personal development, competency, self-realization, job satisfaction, employee position, and organizational effectiveness are increased through motivational factors using rewards or incentives (Sajid et al., 2018). According to Herzberg (1966), dissatisfaction or de-motivation is not formed due to the lack of gratifying job characteristics. Displeasure or

pleasure at work results from job-related factors or unfavorable assessments affecting employee motivation (Chu & Kuo, 2015).

Motivation is energy or drive, making people perform tasks and behaviors to support and accomplish an activity (Han & Yin, 2016; Meyns, Roman de Mettelinge, et al., 2018). Through motivation to achieve the goals set by the employer, the performance and behavior of employees can be increased (Sajid et al., 2018). Motivation has a primary role in quality education as the key to productivity, student achievement, and commitment to succeed collaboratively (Han & Yin, 2016; Meyns et al., 2018; Sajid et al., 2018). School leaders are concerned with maintaining teacher motivation and retention to improve student success and achieve educational goals (Sajid et al., 2018).

Work satisfaction and dissatisfaction arise from two different factors affecting employees' perceptions of the workplace. Herzberg's motivational factor relates to an intrinsic drive, which includes, but is not limited to, teachers' academic performance and achievement (Sajid et al., 2018). Intrinsic motivation is a strong, credible predictor of long-term achievement objectives in keeping people enthusiastic through personal satisfaction or fulfillment (Cheng et al., 2020). Extrinsic motivation is an encouragement to do a task based on the receipt of external rewards such as compensation and praise (Cheng et al., 2020). Herzberg (1966) posited when motivational factors are optimal, job satisfaction increases. Motivators are related to achievement, relevant work, the opportunity for development, appreciation, empathy, promotion, and caring (Herzberg, 1966). Motivational factors focusing on improving productivity and an opportunity for growth and advancement are necessary to enrich teacher retention in charter schools (Torres, 2016a).

Hygiene Factors

Herzberg (1966) thought factors in the working environment were preventative and environmental and referred to as hygiene factors (Larkin et al., 2016). Herzberg's (1966) hygiene factors included working conditions, policies, safety, observation, compensation, position, and supervisory and collegial relationships (Sajid et al., 2018). These factors do not necessarily lead to higher motivation, but a lack of the elements results in dissatisfaction. The elements people consider deciding whether to stay in or leave a profession are underlined in Herzberg's hygiene factor (Larkin et al., 2016).

Herzberg (1966) noted hygiene factors do not increase job satisfaction. When these factors are optimal, job dissatisfaction disappears (Sajid et al., 2018; Woodworth, 2016). According to Herzberg (1966), satisfying the hygiene factors is the best way to create more productive workers who put in professional effort during working hours. Herzberg's (1966) hygiene factors, with the focus on meeting the minimum requirements and working conditions, are necessary to sustain teacher retention in charter schools.

Self-Efficacy Theory

Self-efficacy is one of the essential principles of social cognitive theory (Bandura, 1997). The theory is used to influence educators' perceptions through confidence and experience to stay in or leave the profession. According to Bandura (1997), the perspective of an individual's capability to influence occurrences and how these events are experienced is defined as self-efficacy. Educator self-efficacy is the confidence to adopt new techniques and methods through planning, organizing, executing, and modeling a task successfully to improve learning environments, academic performance, student achievement, and management issues (Zee &

Koomen, 2016). In the process of learning, educators with a strong sense of self-efficacy have persistence and demonstrate commitment in difficult situations to be more compliant in developing teaching strategies according to the needs of students (Torres, 2016b).

Components of self-efficacy can help a person have the self-confidence to reach goals, overcome challenges, and complete a task successfully (Torres, 2016a). Academic self-efficacy can be considered giving excessive amounts of detailed autonomy support to educators to enhance teaching skills and strategies to improve student achievement (Won et al., 2017). According to Bandura (1997), self-efficacy can be built in four different ways: (a) actual performance and mastery experience, (b) observation of others (vicarious experiences), (c) forms of social persuasion, and (d) emotional and physiological factors. Each of the items is discussed here in turn.

Actual Performance and Mastery Experience

The influential source of efficacy is defined as actual performance and mastery giving the most immediate reliable proof a person can assemble with the individual assets essential to succeed (Won et al., 2017). The effect of performance achievements and failures is complex. Performance accomplishment refers to learning through individuals' personal experiences with challenging or previously struggling with the task (Bandura, 1997). Previous achievements foster a mindset of efficacy, while chronic failures regularly reduce the successful completion of tasks.

The influence of failure on personal efficacy depends on the individuals' strengths involving capabilities and practice and the timing of failures regarding the entire period of the practices. Torres (2016b) described the main elements of self-efficacy as mastery situations

building confidence while creating innovative solutions to address challenges in light of educators' lived experiences.

Observation of Others

Vicarious experiences are substitute forms of learning by observing the achievements and failures of other individuals. Mastery experiences affect the efficacy mindset, enhancing people's expectations of proficiency (Myers, 2018). According to Bandura (1997), watching others' experiences of mastery can help gain confidence through persistence and effort. Emotional and physiological factors influence a person's self-efficacy level in handling a situation with confidence (Torres, 2016a). Educators may enhance and cultivate students' self-efficacy through peer interactions or pointing out success stories to overcome difficulties through determined effort (Myers, 2018).

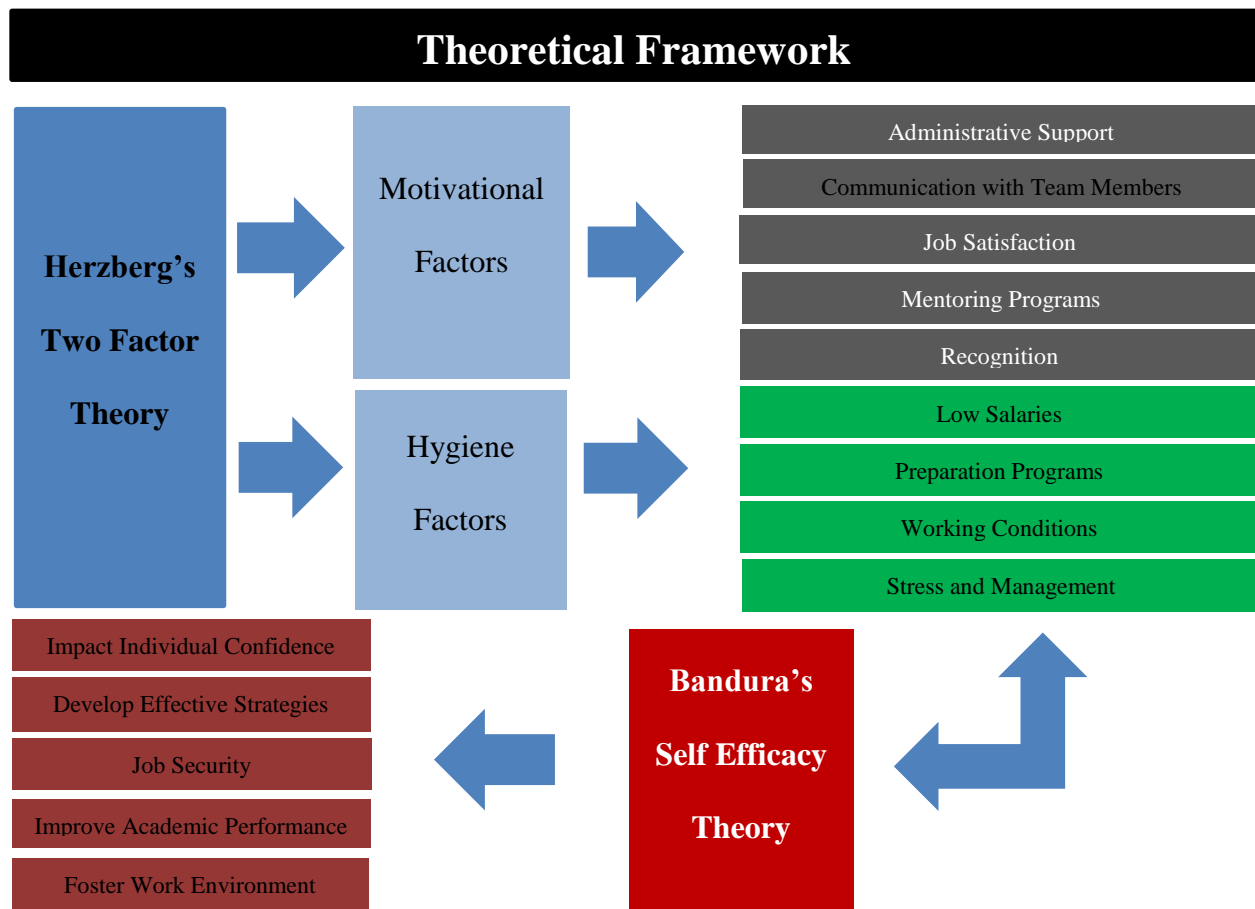
Forms of Social Persuasion

According to Bandura (1997), social influence and persuasion may occur at many levels but are considered to promote behavior change if the person can overcome the present resistance. Torres (2016b) described social persuasion as a source connecting students and teachers through the educational encouragement of each other. Social persuasions are considered consistent sources of self-efficacy to help educators facing challenges to sustain the capability to succeed and demonstrate positive relations with student motivation and academic performance (Won et al., 2017).

Emotional and Physiological Factors

Physiological and emotional factors are influential in an individual's performance, specifically in physical activities (Bandura, 1997). Depending on the level of insight and a

person's cognitive task, individuals experience pressure to succeed (Myers, 2018; Won et al., 2017). Beliefs of efficacy can be increased using positive emotions to deal with challenges. Bandura (1997) noted people with the confidence to achieve a task have a strong sense of self-efficacy. School leaders' self-efficacy and promotion of a positive work climate are essential factors when examining teacher retention (Bandura, 1997). Transformational leaders need to support cooperation, promote positive morale and provide professional development opportunities (Torres, 2016a). As summarized in Figure 1, Herzberg's two-factor theory and Bandura's self-efficacy theory work together to assist leaders to remove or improve dissatisfaction factors, create work conditions for satisfaction, and influence educators' perceptions through confidence and self-regulation.

Figure 1*Theoretical Framework: How the Theories Work Together*

Both theories work together to enhance team members' commitment and productivity in task completion as Herzberg applied motivational and hygiene factors to keep employees engaged while Bandura focused on self-efficacy to improve work performance (Han & Yin, 2016). Herzberg's two-factor theory and Bandura's self-efficacy theory relate to the present study as frameworks for factors contributing to educator retention and may help identify what specifically causes teachers to leave the profession. Under Herzberg's theory, motivation is the key to influence job satisfaction; performance of educators as teachers are more committed to succeed when motivated by leaders (Meyns et al., 2018; Sajid et al., 2018). Bandura (1997)

emphasized the importance of employees' motivation and retention. Job satisfaction and improved self-efficacy are the reasons to keep educators motivated and improve academic success and management issues (Zee & Koomen, 2016). According to Herzberg (1966), motivational factors can help create a positive attitude and satisfaction from an individual. Leaders need to use hygiene elements to prevent and reduce negative behaviors and employee dissatisfaction (Herzberg, 1966). In cases where administrators do not eliminate the displeasure of educators, teachers will be unable to perform well (Herzberg, 1966). In connection with Herzberg's two-factor theory, Bandura's self-efficacy theory is associated with educators' engagement and instructional performance (Olivier et al., 2019). Teachers' self-efficacy is related to fostering students' academic achievement (Olivier et al., 2019). As the self-efficacy theory is relevant to educators' motivation and job satisfaction, teachers should feel a strong sense of confidence and autonomy (Zee & Koomen, 2016).

Research Literature Review

Teacher retention is considered one of the essential factors negatively influencing student achievement and school improvement due to the inconsistency of instructional practice (Arnup & Bowles, 2016). Recruiting and retaining high-quality educators are crucial in today's education system (Faremi, 2017). Through understanding educators' reasoning for remaining in a school system, leaders can promote recruiting strategies, keep highly qualified staff in the system, minimize turnover, and maximize teacher retention rates to improve student performance (Torres, 2016b).

School leaders play a central role in improving retention and using different strategies to retain educators by opening any necessary communication channels, including allowing teachers

to make decisions and fostering a positive work environment (Torres, 2016b). Retaining high-quality teachers is a global problem associated with student achievement (Morettini, 2016). School administrators worldwide make an effort to recruit and retain high-quality teachers. Education is an essential component, and the focus of leaders has become educator retention (Torres, 2016a). The literature review is divided into two major sections of teacher retention worldwide and in the United States. Each of these sections is discussed here in turn.

Teacher Retention Worldwide

Teacher retention is a worldwide problem affecting student academic performance (Geiger & Pivovarova, 2018). Teachers leave the profession taking and depriving future educators of learning practiced teaching strategies, content knowledge, and experience essential for instructional improvement (Torres, 2016a). Retaining high-quality educators who will achieve excellence in the classroom is essential for administrators to promote the quality of teaching and achievement growth of students (Janik & Rothmann, 2015). According to Herzberg (1966), a sense of accomplishment helps increase an individual's productivity. Buchanan et al. (2013) reported up to 35% of public elementary and secondary school teachers in Australia and other developed countries, such as Canada and England, resign from the positions within the first 5 years due to burnout because of high expectations from school administrators.

The retention of effective teachers is a consistent challenge for school administrators worldwide (Harjiu & Niemi, 2016). School leaders experience high attrition rates as educators depart from teaching positions (Martin & Mulvihill, 2016). According to Solomonson et al. (2019), retaining teachers is an essential component of any high-quality education system. School administrators need to encourage teachers to participate in career enhancement activities

to expand professional influences and increase retention (Morettini, 2016). Harjiu and Niemi (2016) conducted a quantitative study with more than 300 teacher participants from four countries, including the United Kingdom, Belgium, Finland, and Portugal, to investigate new educators' professional learning needs. In addition to mastering assigned subject matter, experienced teachers demonstrate responsibility to provide professional support to all new educators to improve instructional strategies and effectiveness (Harjiu & Niemi, 2016).

Key Components of Growth

School leaders motivate and inspire new educators to attend high-quality professional development workshops to get occupational updates and extend content knowledge to improve performance in the profession by applying contemporary information and skills to implement the best educational practices in the classroom (Torres, 2016b). School administrators in the United Kingdom required sustainable professional development of teachers to improve educational success, to acquire new content knowledge, and to empower advancement in career to promote teaching practices (Harjiu & Niemi, 2016). Key components of growth in educators are: (a) facilitating collegial interactions, (b) focusing on various professional development opportunities, and (c) improving student achievement (Wu et al., 2017). Each of these components is discussed here in turn.

Facilitating Collegial Interactions

Greenfield (2015) concluded strong positive relations with colleagues, students, and administrators could sustain motivation to remain in the teaching profession and act as a buffer between the potential negative internal beliefs of the teachers, such as a lack of self-efficacy and a diminished sense of purpose, along with external difficulties, such as student insubordination

and a large volume of work. An individual's self-efficacy plays a critical role in developing the level of goal challenges and commitment to the profession (Bandura, 1997). Collaboration among administrators and educators is imperative for a positive school environment (Davis & Boudreaux, 2019). When school leaders open communication lines among teachers, a collaborative environment is fostered to retain high-quality educators (Torres, 2016a). Mason and Poyatos Matas (2016) conducted a mixed-methods study survey with more than 200 teacher participants to investigate factors influencing the retention of language teachers in Australia. According to Mason and Poyatos Matas (2016), one of the common factors for teachers' career retention was collegial support and relationships. Lu and Hallinger (2018) conducted a longitudinal survey study with more than 550 teacher participants from 32 primary schools of 18 districts in Hong Kong to investigate the influence of cooperation among educators and administrators. The outcomes of school leaders and teachers' interaction lead to higher levels of effectiveness working toward shared cooperative goals associated with school improvement and professional development of educators (Lu & Hallinger, 2018). Providing high-quality learning opportunities linked to teaching responsibilities is a core responsibility for school leaders to identify priorities for advancement to improve instructional practices throughout professional development activities.

Focusing on Various Professional Development Opportunities

School administrators offer various professional development opportunities to teachers in an effort to address educator strengths and weaknesses to discover new knowledge and skills while improving classroom performance (Torres, 2016a). School leaders are required to facilitate professional development activities to contribute to lower attrition and higher educator morale,

which provide high-quality education (Torres, 2016b). Herzberg (1966) concluded leaders should focus on an individual's professional growth to produce long-term dedication and productivity. Professional workshops are required in Australia, Japan, and Korea throughout the school year to improve instruction and student achievement (Wang et al., 2003). Participation in continual learning for teachers is necessary to obtain updates on changes in subject content and advancements in technology to implement the best instructional practices and engage students in the learning process (Morettini, 2016). Sustained professional development opportunities influence educators' decisions to improve academic success as students benefit from more effective and motivated teachers (Bartell et al., 2018). In Japan, comprehensive, collaborative professional learning activities are powerful strategies to meet educators' needs, sustain effective classroom practice, and lead to high-quality instruction in the classroom (Wang et al., 2003).

Educators become engaged in effective teaching methods through collaborative discussions with colleagues to address various student-related challenges (Adnot et al., 2017). Professional development activities are opportunities for teachers to learn how to differentiate instruction to address students' academic needs (Kennedy et al., 2016). Instructional strategies are used to satisfy the demands of educators searching for innovative ways to provide quality education to learners (Garrett, 2017). School leaders need to use different ways to attract, develop, and retain high-quality teachers and motivate new educators to receive comprehensive professional development and remain in the system (Andrews et al., 2016). In Australia, school administrators assign veteran teachers to serve as mentors to new educators and track professional development participation (Wang et al., 2003). One of the professional workshop

goals is to inform educators about new instructional methods to raise academic student achievement (Torres, 2016b).

Improving Student Achievement

Administrators should be aware of the factors related to teacher retention to improve student achievement (Haberman, 2014). Bandura (1997) concluded self-efficacy is the key to produce a desired accomplishment. According to Faremi (2017), improving students' academic performance is essential for school administrators. Ensuring teachers understand the effectiveness of professional learning linked to delivering high-quality instruction is the key to maximize students' outcomes throughout new classroom practices (Nguyen, 2018). School leaders in Hong Kong coordinate professional resources such as comprehensive professional development to support high-quality teaching to raise academic performance and educator retention (Wang et al., 2003).

Low Teacher Retention

Retention of high-quality educators is an essential matter of great importance in the Nigerian educational system (Faremi, 2017). Many factors exist impeding educators' motivation in demonstrating maximum effort and commitment to the profession or resign (Harmsen et al., 2018). Four factors concerning low teacher retention exist. The subsections for the retention of educators worldwide are: (a) low salaries, (b) quality of teacher preparation programs, (c) poor working conditions, and (d) stress and classroom management. Four factors are discussed here in turn.

Low Salaries

One of the most important factors to recruit and retain teachers is monetary compensation, including bonuses (Bartell et al., 2018). Compensation is one of the tools used to acknowledge educators' efforts and retain high-quality teachers (Faremi, 2017). Low salary is a major concern leading to teacher dissatisfaction and low educator retention in Nigeria (Faremi, 2017). The ratio of average yearly teacher salaries is ranked from the lowest income to the highest in six countries, including England, Australia, Netherlands, Japan, Hong Kong, and Singapore (Wang et al., 2003). The U.S. dollar equivalency was converted in this study through a purchasing power parity index used by economists to compare living standards and financial productivity between Organization for Economic Co-Operation and Development countries (Wang et al., 2003). Educators' average annual income in England was ranked the lowest (Wang et al., 2003). Moreover, in England, teachers earned less than people in other occupations such as computer operator, nurse, civil engineer, librarian, and social worker (Wang et al., 2003). School leaders can employ a good strategy such as salary increase to support high-quality educators financially and facilitate teacher preparation programs to improve the quality of instruction in the classroom (Faremi, 2017).

Quality of Teacher Preparation Programs

Educational programs are supportive opportunities of innovation for teachers striving toward different goals, such as being prepared as well-informed professionals to enhance learning, discovering new knowledge, inspiring students, accomplishing tasks, experiencing success, knowing personal strengths, and areas of growth (Nguyen, 2018). According to Herzberg (1966), leaders need to provide opportunities for personal and professional

improvement. Teacher preparation programs are opportunities for ongoing support to improve educator practice (Darling-Hammond, 2017). When taking advantage of these events, educators improve instructional outcomes, reflecting essential concepts (Darling-Hammond, 2017).

Implementation of teacher preparation programs involving educator training is helpful to demonstrate an understanding of the learning outcomes students should acquire the application and integration of knowledge by the end of a course to stay connected to the material of the content being taught in the United Kingdom and Australia (Kutsyuruba et al., 2017).

According to Wang et al. (2003), a survey conducted in six countries, including England, Australia, Netherlands, Japan, Hong Kong, and Singapore, helped explore the preparedness of educators to demonstrate competency in subject areas and provide high-quality teaching. Strong preparation in a subject is required in Australia, followed by a comprehensible teacher preparation program to keeping educators abreast of updates in content (Wang et al., 2003).

Faremi (2017) conducted a study in Nigeria by collecting data from 200 teachers and principals to assess factors impacting the retention of educators. According to Faremi (2017), the significant influence of preparation programs in educator retention was crucial at the start of the profession to train novice teachers. The most common teacher preparation programs focused on curriculum and instruction improvement, while some workshops addressed strategies to enhance working conditions (Wang et al., 2003).

Poor Working Conditions

One of the driving contributors to educator attrition is working conditions such as teaching load and sufficient instructional materials (Dupriez et al., 2016). School administrators focus on the improvement of working conditions reducing teachers' course preparation as an

essential tool to increase motivation and engagement of educators (Patel et al., 2014). School leaders work hard to improve poor working conditions, which affects retention (Kimsesiz, 2019). In Turkey, school leaders maintaining safe and healthy work conditions for educators contributed to teacher retention and created a conducive environment (Ertasoglu & Gursoy, 2019). Sustaining a supportive climate should be the cornerstone of all school administrators as working conditions have a significant effect on educator retention (Ertasoglu & Gursoy, 2019). Leaders need to eliminate dissatisfaction factors, including working conditions, to motivate team members to achieve goals (Herzberg, 1966). According to Ravalier and Walsh (2018), school administrators are expected to promote working conditions to increase educators' job satisfaction and retention.

In the United Kingdom, almost 25% of educators left the profession within the first 3 years due to poor working conditions (Ravalier & Walsh, 2018). The need to improve the professional environment of educators is essential to making the teaching career more effective (Ertasoglu & Gursoy, 2019). An improved working environment, including sufficient instructional materials to implement the curriculum, resulted in affecting teachers' job satisfaction and increased rates of educator retention (Kimsesiz, 2019). The teaching profession has the highest problems compared to other occupations in the United Kingdom and educators' working conditions are challenging as teachers are exposed to student behavior issues in the classroom (Ravalier & Walsh, 2018). Teachers experience higher work-related stress levels and classroom management issues due to poor working conditions compared to people in other fields (Ravalier & Walsh, 2018).

Stress and Classroom Management

Teaching is considered a highly stressful profession, and educators report high levels of challenging situations and overwhelming factors (Fitchett et al., 2018; Helms-Lorenz & Maulana, 2016; Newberry & Allsop, 2017; Player et al., 2017; Swanson & Mason, 2018; Tsang, 2018). The stresses influence teachers to leave the profession unless essential support is provided to promote retention (Albrecht & Karabenick, 2018). Tsang (2018) noted stress is the most crucial cause of frustration for educators and nearly 80% of Hong Kong teachers feel exhausted; approximately 50% consider leaving the teaching profession, and more than 60% experience burnout working in a stressful environment being excluded from decision-making process relevant to instructional tasks. Greenfield (2015) compared the situation to a revolving door based on England's statistics showing 50,000 educators quit teaching every year. After talking about teacher stress, burnout, and attrition, Greenfield (2015) defined teacher resilience as the process of sustaining motivation and effectiveness in the profession, promoting positive outcomes. An individual's motivation, learning, engagement, and self-efficacy are key factors for performing well (Bandura, 1997). Teachers employ different strategies to address several challenges, such as classroom management difficulties and work stress (Swanson & Mason, 2018).

Educators seek to develop a successful solution-oriented management plan, including rules and procedures with clear expectations to maintain an instructional environment conducive to learning (Sak, 2018). Dealing with classroom management and behavior-related issues is challenging for educators without adhering to clear directions and holding students accountable for misbehavior (Wu et al., 2017). For teachers, constructing specific strategies adapted to

teaching and behavior management are essential development tasks to stay engaged and motivated in the long term (Wu et al., 2017). Educators experience different classroom management challenges, which can lead to educators leaving the profession (Cooper, 2019). Teachers consider remaining in current teaching positions if school administrators support teachers to minimize behavioral issues exploring discipline procedures with the consequences when incidents reported and facilitate classroom management workshops consistently throughout the school year to find a solution to the root of problems (Torres, 2016a). High-quality teachers are the cornerstone of Turkey's educational system, whereas unsatisfactory working conditions and poor student behavior cause a sense of ineffectiveness in the profession to perform effectively in the classroom (Sak, 2018).

Student attitude and working condition issues were major concerns among educators when resigning from the profession (Morettini, 2016). In the United Kingdom, Greenfield (2015) applied the concept of resilience to teachers looking to determine protective factors to resist job-related stress leading to feelings of incompetence, dissatisfaction, and burnout. Skaalvik and Skaalvik (2017) described a school climate through student behavior and measured the influence on the core burnout components, such as classroom management difficulties and high levels of stress as the demands of the teaching profession outweighed the provided resources. The identified stressors included the discipline issue of not being responsive to learning needs (Skaalvik & Skaalvik, 2017). Kim et al. (2020) conducted a longitudinal study in Korea with more than 300 preschool educator participants to investigate teachers' stress perceptions. According to Kim et al. (2020), stress is one of the major influential factors which fosters a negative work environment, decreases educators' job satisfaction, and reduces retention. School

leaders make an effort to change the stressful situation through proactive methods such as creating a more pleasant working environment, keeping in touch with teachers, and releasing time for professional learning to retain educators. Teacher retention in the United States is discussed here in turn.

Teacher Retention in the United States

In the United States school system, teacher retention refers to educators staying at campuses or in the profession (Garrett, 2017). The retention of teachers in the United States continues to be a permanent challenge for people in the education sector (Garrett, 2017; Solomonson et al., 2019). Each year a significant percentage of educators decide to change campus or resign from the profession altogether. Within a relatively short time, all 50 states are expected to encounter teacher shortages (Berry & Shields, 2017). School leaders try to fill positions to ensure all students are taught by highly qualified teachers (Ingersoll et al., 2016).

Every year, educators resign from the profession to seek alternative job opportunities (Hanushek et al., 2016; Harmsen et al., 2018; Lane, 2018; Larkin et al., 2016; Lyon et al., 2018; Sharif et al., 2016; Solomonson et al., 2019; Torres, 2016a; Vari et al., 2018). According to the National Commission on Teaching and America's Future (2018), teachers leave the profession within the first 3 years of being recruited as a qualified educator candidate (2018). School administrators face the challenge of hiring high-quality teachers to fill positions (Martin & Mulvihill, 2016). According to statistical data, 25% of U.S educators left the classroom in the first year primarily due to not feeling supported by administrators and not being satisfied with the workplace environment (Albright et al., 2017; Arnup & Bowles, 2016; Bartell et al., 2018; Dupriez et al., 2016; García Torres, 2019; Landrum et al., 2017; Lyon et al., 2018; Martin &

Mulvihill, 2016; Sharif et al., 2016). Excessive paperwork and state testing pressure were mentioned as self-reported factors (Garrett, 2017).

School administrators can increase retention by identifying challenges teachers experience (Wee & Banister, 2016). Leaders should adopt a two-stage process to motivate team members by eliminating dissatisfaction, including fostering a safe work climate and providing opportunities to help employees achieve satisfaction (Herzberg, 1966). A direct relation between teachers' perceptions of the working environment and career decisions to remain in the current school system is evident (Fransson & Frelin, 2016; Torres, 2016a; Torres & Oluwole, 2015). According to Adnot et al. (2017), ineffective educators perceive the school climate as stressful, view the compensation package low, and find professional development opportunities relatively insufficient to improve teaching performance.

While the replacement of high-quality educators is challenging, school administrators purposefully enhance quality teaching by requiring higher standards for achievement and implementing a deeply aligned curriculum in core subjects to improve student academic performance to keep low-performing teachers more accountable (Adnot et al., 2017). According to Ingersoll et al. (2016), some actions taken by school leaders related to high teacher burnout were identified as high academic expectations and a rigorous curriculum. The stressors related to accountability for students' academic performance and factors influencing teacher burnout are discussed here in turn.

Accountability for Students' Academic Performance

Teachers are expected to cover all required topics to prepare students for the standardized assessments by utilizing academic performance standards (Swanson & Mason, 2018). Educators

of successful schools have higher retention than academically low-performing districts.

Implementing standards to address students' learning needs better and seeking improvement in academic achievement (Ingersoll et al., 2016). Teachers are required to incorporate direct instruction with state standards in the classroom, focusing on student content knowledge to improve learning outcomes and academic performance (Adnot et al., 2017).

Educators are accountable for students' academic performance in standardized assessments (Garrett, 2017). Students' exam scores are compared within the district, state, and nation, and teachers face performance pressure from school administrators to improve academic achievement by making higher levels of learning attainable for all learners (Ingersoll et al., 2016; Morettini, 2016; Swanson & Mason, 2018). High-need subject area educators in math, science, social studies, English language arts, and special education experienced chronic attrition (Martin & Mulvihill, 2016).

According to Renzulli et al. (2011), 25% of educators in the United States reported accountability for students' academic performance in standardized assessments as one of the essential factors impacting the career decision to leave the profession using the Schools and Staffing Survey by collecting data from 120,000 participants. Teachers reported being worried about job security because of standardized test scores unless students perform well academically to satisfy the exam proficiency requirements (Ingersoll et al., 2016) aligned with Bandura's (1997) social cognitive theory. Educators are expected to implement rigorous instructional curriculum and coordinate test preparation activities (Swanson & Mason, 2018).

Educators are overwhelmed by the expectations of school administrators to meet standards (Ingersoll et al., 2016). Standardized assessments to which teachers are held

accountable are used to measure how student assignments meet the content taught throughout the school year. When coupled with low student achievement, standardized tests can cause high teacher attrition (Morettini, 2016). Educators reported challenging situations and overwhelming factors such as effectively addressing standards when planning instruction for content mastery while engaging students in active learning (Bartell et al., 2018; Fitchett et al., 2018; Geiger & Pivovarova, 2018; Helms-Lorenz & Maulana, 2016; Newberry & Allsop, 2017; Player et al., 2017; Swanson & Mason, 2018). Teachers leave the profession as several elements can contribute to teacher burnout (Cooper, 2019). Several factors influencing educator burnout—stress, emotional exhaustion, and heavy workload are discussed here in turn.

Factors Influencing Educator Burnout

The concept of burnout was originally identified by Freudenberger as an occupational hazard, energy exhaustion, struggle, decrease in power, and a state of depletion in the internal resources of an individual due to unfulfilled passion (Okcu & Cetin, 2017). One of the leading factors causing educators to leave the profession is occupational stress (Van Wee & Banister, 2016). Long working hours, heavy workload, and emotional exhaustion were the stressors leading to teacher burnout (Fusco, 2017; Player et al., 2017; Won et al., 2017; Woodworth, 2016). Skaalvik and Skaalvik (2017) described educator burnout as an erosion of engagement because of professional stress and manifested as a condition of emotional weakness and decreased individual performance.

Schnaider-Levi et al. (2017) noted the role of the inquiry-based intervention to motivate teachers, improve personal goals, and acknowledge abilities to perform in the classroom. Several elements of wellness after the interventions, including self-acceptance, autonomy, and personal

development, aligned with Herzberg's (1966) motivational factors (Schneider-Levi et al., 2017). Teacher burnout is associated with stress, anxiety, and excessive workload among educators (Schneider-Levi et al., 2017). Teacher burnout is an ongoing issue to be addressed on campuses, particularly in economically disadvantaged and academically struggling schools (Adnot et al., 2017). Retaining exceptional and effective educators in such schools is challenging. Unlike managers, leaders focus on influencing people rather than managing and indicated administrators are interested in retaining teachers to influence school climate positively (Adnot et al., 2017). Highly effective teachers desire to foster a positive atmosphere in schools and provide opportunities to take leadership roles, such as being a chairperson for a certain grade level or department and conduct peer observations while leading by example (Wee & Banister, 2016).

The National Commission on Teaching and America's Future (2018) offered fundamental modifications to assist in addressing educator attrition issues within the United States. According to the report, improving teacher retention requires the establishment of a common regulative solution strategy. Various monetary incentives, including accountability bonuses, basic salary scale increases, and tuition reimbursement, have been acknowledged to overcome attrition issues and improve educator retention (Labat et al., 2015; Podolsky et al., 2019). The subsections for the retention of teachers in the United States: (a) retention in charter and public school, (b) transformational leadership, (c) administrative support, (d) communication with team members, (e) job satisfaction, (f) mentoring programs, and (g) recognition. Each of these subsections is discussed here in turn.

Retention in Charter and Public Schools

Garnett (2017) noted charter schools were first founded in 1992 as a public-school reform to allow parents to choose children's educational careers. Charter schools were created in a less bureaucratic structure than the public districts with a commitment to give teachers more flexibility to initiate strategies in classrooms and nurture autonomy (Garnett, 2017). Across the nation, educator retention was a permanent challenge for public and charter district leaders (Garrett, 2017). In comparison to regular public-school teachers, charter school educators were more passionate to stay in the system, less willing to make low salaries a concern to leave, and proud of being educators contributing to student success (Gius, 2016).

According to Glennie et al. (2016), new charter school teachers indicated higher levels of satisfaction as compared to peers working in public schools. Gunther (2019) found an essential factor of schools contributing to student achievement was teachers. Educators search for schools with fewer low-income and academically low-achieving student populations in Texas (Hanushek et al., 2016). Many teachers in Texas seek to teach in high-performing school districts and have enough professional development opportunities to improve academic achievement (Hanushek et al., 2016). When appointing principals to schools, district leaders might take into consideration the qualities educators seek in an administrator, such as successful leadership strategies, administrative support, and sustained professional development opportunities on effective classroom management (Labat et al., 2015).

Vander Ark (2012) suggested nonprofit charter school leaders have weak performance incentives to increase teacher productivity. Charter schools receive significantly fewer funds and facility opportunities than public districts and rely on parent or community donations in addition

to foundation grants (Torres, 2016b; Vander Ark, 2012). Charter school founders hope to be more successful than public district leaders using the advantages of having a smaller classroom size and student population (Vander Ark, 2012). A well-known challenge for charter schools associated with Charter Management Organizations serving urban communities is the retention of high-quality educators (Torres, 2016b). Administrators can improve retention efforts by keeping teachers enticed and improve retention efforts while comprehending educators' rationale to remain in charter school systems (Torres & Oluwole, 2015).

Charter school teachers have classroom autonomy as administrators are more flexible on curriculum and instruction delivery than public district leaders (Torres & Oluwole, 2015). When autonomy is offered, teachers feel supported and motivated to enhance academic performance through innovative instructional strategies (Tan et al., 2019). Educator-designed teaching methods such as the use of technology and project-based learning help teachers engage with students (Tan et al., 2019). According to Renzulli et al. (2011), educator autonomy can potentially alleviate negative effects on teachers and improve work attitude. Based on the Schools and Staffing Survey data, Renzulli et al. (2011) noted charter school educators in the United States were more motivated and satisfied than public school teachers.

According to a 2014 report published by the National Center for Education Statistics (NCES), approximately 10% of public-school educator respondents stated interest in leaving the profession during the first 3 years (Goldring et al., 2014). Additionally, 15.8% of public and 18.4% of charter school educators chose to quit in the first year (Goldring et al., 2014; Harmsen et al., 2018; & Solomonson et al., 2019). Low teacher retention affects students' academic performance and school accountability success (Goldring et al., 2014). Feng and Sass (2018)

noted the educator shortage resulted in school personnel hiring focused on certain areas, such as middle and high core subjects, special education, and world languages.

According to Wagner (2014), teachers need feedback on how to perform, improve, and enhance innovative instructional strategies in the classroom to be informed about the performance and stay motivated. Bandura (1997) concluded developing effective methods to foster an individual's confidence and performance are essential for success. To avoid teacher burnout, campus administrators should consider holding post-observation conferences with the faculty member to share areas of strengths and improvement (Hughes et al., 2015). Retaining highly effective teachers in the profession is of great importance (García Torres, 2019; Garrett, 2017; Haberman, 2014; Haverback & Mee, 2014). To describe the relationship between hiring and retention, Garrett (2017) gave the example of filling a bucket with a massive hole in the bottom as the recruitment of high-quality teachers is difficult for school administrators. For many U.S. public schools, retention of high-quality educators has been confirmed to be challenging (Dunne & Askew, 2018; Fusco, 2017; Kokka, 2016; Torres, 2016b).

Hughes et al. (2015) found educators remained in teaching for more than a decade as a result of being supported by school leaders. According to Haberman (2014), the length of an average teaching career and a considerable number of new teachers not contributing positively to student achievement are the factors resulting in the shortage of educators. The National Commission on Teaching and America's Future (2018) has been working on better understanding the problem while finding long-term solutions to help schools succeed and teachers change the educational world for the better. Transformational leaders focus on inspiring

positive changes, assisting educators to overcome challenges, and motivating a strong and successful work ethic.

Transformational Leadership

Inspirational motivation to perform and achieve job-related tasks is an essential transformational leadership quality (Peng et al., 2020). Transformational leaders encourage followers to pursue higher-order goals using motivational strategies to foster people's sense of commitment to advance organizational success and values (Peng et al., 2020). Eliophotou Menon (2014) explored the influence of transformational leadership on educator-related educational issues and reviewed relevant international literature and its effects. Transformational school leaders can inspire teachers to achieve and increase commitment to the job and the mission of the organization by creating a vision to enhance the motivation of educators to shape future success (Eliophotou Menon, 2014). Herzberg's (1966) motivational factors were used to engage team members to deliver the best performance. Transformational school administrators increase the job satisfaction of teachers by providing a variety of support and experiences contributing to educators' professional abilities. According to Eliophotou Menon (2014), transformational leaders support educator self-efficacy and experiences related to ongoing teacher professional development, improved school climate, and student performance. At the same time, teachers are impressed by administrator support and have a deeper commitment to remain in the system to promote quality education and school improvement (Peng et al., 2020).

Administrator Support

Overall, school is an excellent workplace to teach, learn, and receive leaders' support, which significantly influences the retention of high-quality teachers (Glennie et al., 2016). Torres

(2016b) identified novice teachers' viewpoints of administrative support and an impression of shared authority as an influential retention factor. Asking about concerns, treating educators as adults, providing professional development opportunities, addressing discipline issues, cooperatively sharing ideas, and consulting with curriculum team prior to making decisions are different types of administrative support (Glennie et al., 2016).

Torres (2016a) found administrative support and educator efficacy as two variables associated and directly relevant to school climate and student achievement. Leadership assistance encompasses different levels to serve teachers, directly impacting work performance (Torres, 2016a). According to Hughes et al. (2015), administrative support includes communicating with teachers effectively, facilitating professional development activities, enabling access to technology, providing instructional materials, and assisting with disciplinary expectations. Teachers expect ongoing and clear communication and scheduled post-conferences to provide evaluation feedback to foster instructional strategies improving educators' self-confidence (Hughes et al., 2015). Administrative support is imperative for teacher retention and can influence educators' career decisions to stay in or leave the profession (Buchanan et al., 2013; Hughes et al., 2015; Landrum et al., 2017; Lane, 2018; Torres, 2016b).

Shaw and Newton (2014) sought a connection between areas of support educators receive from the administrators to promote teacher retention. Emotional help appeared to have the highest relation to retention, followed by professional development, environmental, instructional, and technical support. Teachers felt more valued when notified by the administrators about the events happening in the buildings (Shaw & Newton, 2014). Leaders need to set achievable goals to challenge employees and provide performance feedback to improve professional skills

(Herzberg, 1966). Meaningful administrative support is crucial when acknowledging teachers as experts, praising educators' ideas as professionals in the field of education, and appreciating the profession (Glennie et al., 2016). Discipline related problems occurring during instructional time are alleviated by continued administrative assistance, resulting in increased teacher retention as educators feel supported (Torres, 2016b). As a result, the retention of highly effective teachers is a critical priority for school administrators. High-quality teachers are consistently committed to upholding the set rules and values of the school and are willing to work alongside administrators to carry out the vision for the school (Patel et al., 2014). Teachers more readily accept administrators' support when actions are trusted (Torres, 2016a). Haberman (2014) noted school administrators need to use an effective strategy of building trust among team members to start a professional relationship to keep effective teachers in the system.

Communication with Team Members

Hughes et al. (2015) affirmed communication is an essential advantage for school administrators in providing support to educators and fostering a positive culture. School culture is defined as one of the most impactful contributors to perceptions of a successful campus and is fundamental to creating a climate of growth and opportunity with powerful ways of providing structured professional learning (Shaw & Newton, 2014). In addition to effective communication with team members, a strong relationship of trust is a key to achieve and succeed together. According to Hughes et al. (2015), both factors contribute to increasing teacher retention. The relationship of establishing the communication process for administrators and staff members to collaborate as a team is shared along with the resulting effects on teacher retention. School leaders help others to become administrators by publicly praising and acknowledging the

accomplishments of staff members (Patel et al., 2014). A feeling of satisfaction with the school is possible through an inherent communication among teachers and administrators to form a partnership as a unified team to stay focused on the same goal of improving student achievement (Okcu & Cetin, 2017).

According to Greenfield (2015), strong relationships with stakeholders, including students, parents, community members, colleagues, and school administrators, promote a supportive environment essential for high teacher retention. School leaders have higher teacher retention rates when consistent positive relationships are promoted with educators (Podolsky et al., 2019). Collaboration among administrators and educators is imperative for a positive school environment and student achievement (Davis & Boudreaux, 2019). School stakeholders' cooperation is the key to retain high-quality teachers (Torres, 2016a) and is aligned with Herzberg's (1966) motivational factors.

Job Satisfaction

To promote educator retention, job satisfaction has become an influential factor, which ultimately influences teacher performance and student achievement (Olsen & Huang, 2019). According to Herzberg (1966), job satisfaction can lead to a change in an individual's productivity. Larkin et al. (2016) conducted a mixed-methods study with more than 100 educator participants from 11 schools in a single southeastern state to explore factors affecting elementary and secondary teachers' job satisfaction, commitment to school, and retention plans. Larkin et al. (2016) used a subsequent explanatory design in two consecutive phases to gather and analyze quantitative and qualitative data. Job satisfaction, flexibility, and a supportive professional community are included in the profession's most satisfying aspects (Larkin et al., 2016). In

opposition, low salary, an overwhelming workload, discouraged students, and low academic student performance were expressed as the negative and concerning aspects of the profession (Larkin et al., 2016). According to Hughes et al. (2015), many factors affect educator retention. The relationship between job satisfaction and teacher retention indicated in the study (Hughes et al. (2015) was aligned with Herzberg's (1966) motivational factors. Job satisfaction is one of the most effective means of increasing educators' productivity in a school environment and is reflected in the administrators' positive attitude towards the work and staff (Okcu & Cetin, 2017). As a result, work is embraced, and teachers feel more confident in professional independence in the classroom to make on-going decisions about lesson plan design, curriculum, and instructional strategies (Okcu & Cetin, 2017). In addition to job satisfaction, educators are influenced and supported through mentoring programs coordinated with school leaders (Morettini, 2016).

Mentoring Programs

Teacher assistance programs set by the school administrators help support educators and offer resources to improve instructional preparation (Bartell et al., 2018). Administrative support offered in the form of peer mentoring programs can influence teachers' decision to remain in the profession, particularly for new educators (Morettini, 2016). Leader support provided through mentoring programs can offer new teachers the resources to grow in the profession (Andrews et al., 2016). Mentoring programs are designed to help new educators concentrate on various teaching strategies (Morettini, 2016). Effective mentoring programs found beneficial within schools for leaders to assist in promoting the retention of new teachers (Podolsky et al., 2019). Through mentoring programs, experienced and new educators collaborate and share effective

practices. Podolsky et al. (2019) found schools have higher teacher retention rates when offering mentoring programs, constant administrative support, and leaders creating consistent positive relationships with staff members. Principals immediately provide direct support to educators, especially new teachers, by coordinating effective mentors (Hughes et al., 2015).

Mentoring programs provide instructional assistance and educator motivation (Andrews et al., 2016; Podolsky et al., 2019). Teacher mentoring programs can offer specific support to beginning teachers and assist in improving professional skills. This objective is aligned with Bandura's (1997) self-efficacy theory. School leaders need to begin to design and align educator mentoring programs to assist beginning teachers at the start of the profession to improve instructional skills (Bartell et al., 2018). In a mixed-method study, Glennie et al. (2016) explored whether novice charter school educators were more satisfied with work conditions than peers working in public districts. According to Glennie et al. (2016), school administrators assigned mentors to new teachers from the same subject to assist and enable educators to collaborate during department meetings. Kidd et al. (2015) examined teachers' perceptions of the mentoring program and the level of support provided at the foundational level. Many teachers hired after the beginning of the school year and under long-term contracts often do not have access to an educator mentoring program while being held to the same expectations as other team members (Podolsky et al., 2019). In addition to mentoring programs, school leaders use recognition as an essential tool to increase teachers' motivation and engagement (Patel et al., 2014).

Recognition

Appreciation can lead to a strong sense of belonging and improve organizational success (Herzberg, 1966). Masumoto and Brown-Welty (2009) conducted a qualitative single case

research study with 12 elementary educators and six school administrators from 11 districts in Northern California to explore the ways district and campus leaders influenced teacher retention. Recognition, defined as a principal's ability to celebrate the success of the educators or the capability to appreciate the work of teachers as professionals, was deemed by the participants as an essential factor in helping to maintain a positive school climate (Masumoto & Brown-Welty, 2009). An example of providing certificates of appreciation from school leaders was shared as one way to show consistent appreciation to educators (Masumoto & Brown-Welty, 2009). A lack of recognition was attributed to the difficulty of being a teacher (Patel et al., 2014). The feeling of accountability and recognition created a friendly school climate (Patel et al., 2014). Educators are referred to as experts in teaching and should be encouraged when sharing best practices (Chiong et al., 2017).

Another way of recognizing teachers is by allowing collaboration to express feelings, points of view, and suggestions to administrators to obtain more knowledge (Du Plessis et al., 2015). Especially when the decisions would directly affect the teachers, such as with some professional development assignments and how a topic will be taught to the students (Du Plessis et al., 2015). According to Haberman (2014), school leaders need to identify and implement strategies to retain effective educators. Supporting Haberman, ethics of the profession mandate teachers to put student achievement at the center of decision-making (Shapiro & Gross, 2015). A school administrator acts with integrity, fairness, and in an ethical manner to keep educators motivated and promote the success of all students. Lane (2018) suggested focusing on improving teacher quality and the retention of highly effective educators in addition to recognition.

Gap in the Literature

When determining the elements impacting the motivation of high-quality educators to remain in the profession, a research gap was found on the influence factor for teachers' academic performance (Chu & Kuo, 2015; Han & Yin, 2016; Meyns et al., 2018; Sajid et al., 2018; Zee & Koomen, 2016). Further research is needed regarding the relationship between the motivation of high-quality veteran teachers and school environment dynamics to improve academic success (Singh, 2016). A gap in the existing literature regarding the factors influencing educators' retention concerns leadership support, working conditions, and professional development as key elements are addressed in this study. A need existed to understand educational relevance from teachers' points of view regarding efforts to promote achievement and motivation (Albrecht & Karabenick, 2018). Different strategies of educator motivation related to job satisfaction and teacher retention needed to be expressed.

Chapter Summary

The research problem and purpose were established in the introduction section of Chapter 2. Strategies utilized to conduct the research review were briefly outlined. Herzberg's two-factor and Bandura's self-efficacy theories were used as the theoretical framework to assess the applicability of the theories and comprehend the factors related to the retention of high-quality educators at a public charter school district in Nevada (Herzberg, 1966). The theories used as the distinction between motivation and hygiene factors help identify influences on teacher retention. Despite the existing research on factors influencing educator retention, a review of the literature related to teacher retention and research associated with the theoretical framework of the study was conducted.

Factors concerning low teacher retention worldwide, including low salaries, quality of teacher preparation programs, poor working conditions, stress, and classroom management, were discussed (Darling-Hammond, 2017; Faremi, 2017; Ravalier & Walsh, 2018; Swanson & Mason, 2018). The retention of educators in the United States, including keeping teachers in charter and public school, transformational leadership, administrative support, communication with team members, job satisfaction, mentoring programs, and recognition were outlined (Eliophotou Menon, 2014; Garnett, 2017; Glennie et al., 2016; Hughes et al., 2015; Larkin et al., 2016; Masumoto & Brown-Welty, 2009; Peng et al., 2020; Podolsky et al., 2019). A gap in the literature is addressed in the study by providing the lived experiences of teachers and factors influencing educators' retention (Grewal et al., 2016). The potential reasons teachers decide to leave and remain in the profession were explained in the practices related to this study.

The details of the research methodology and design are presented in Chapter 3. The rationale for the selection of a qualitative study is explained. The suitability of qualitative phenomenological for the study is examined. Face-to-face interviews were the data collection instrument. The data analysis process is presented using inductive thematic analysis, including identifying, analyzing, and reporting themes (Braun et al., 2018). The role of the researcher is defined as an observer. The procedures for identifying and selecting participants through a random purposive sampling strategy are outlined (Johnson & Christensen, 2014). The establishment of content validity, credibility, transferability, dependability, and confirmability through trustworthiness are identified (Jenkins, 2019).

Chapter 3: Methodology

In the United States, high teacher attrition rates are more common to publicly funded charter schools than public schools (Patel et al., 2014). The problem addressed in this study was how retaining high-quality teaching staff is a challenge (Solomonson et al., 2019). In charter schools, retaining high-quality teachers is challenging as more work is required and less money paid than in public schools (Patel et al., 2014).

Extra workload and accountability are required from educators in the teaching profession. According to Dupriez et al. (2016), 1 out of 10 first-year teachers resign from the profession within the school year. Most disenfranchised teachers seek job opportunities to be subsidized at a higher income rate than teaching with less workload (Patel et al., 2014).

The purpose of the qualitative phenomenological study was to explore the lived experiences of high-quality veteran elementary and secondary teachers to understand more fully how decisions were made to remain in a public charter school district in Nevada. Phenomenology is an effective manner of describing realities depending on the people's experience and perspective (Qutoshi, 2018). Through the utilization of qualitative research, different perspectives can be gained from educators (Bailey, 2014). The following research questions guided the qualitative phenomenological study:

Research Question One: What are some lived experiences to help veteran teachers remain in the same charter school district in Nevada?

Research Question Two: In what ways do these lived experiences influence veteran teachers to remain in the same charter school district in Nevada?

The methodology chapter is composed of eight major sections. The methodology and research design are a rationale for utilizing a qualitative phenomenological design (Johnson & Christensen, 2014). Merriam and Tisdell (2016) described qualitative research as collecting data from a variety of resources, evaluating the data, analyzing evaluations to produce findings, and presenting the findings difficult to measure with a quantitative study. The applicability of qualitative phenomenological for the study is discussed in-depth. The importance of restating the research questions is emphasized. The investigator's role is disclosed as an observer to collect, transcribe, and interpret the data (Pietkiewicz & Smith, 2014).

The research procedures and issues relevant to population and sample selection for the phenomenological study are addressed (Johnson & Christensen, 2014). The data collection and analysis process is explained in detail. Any preexisting relationships with the participants are disclosed in the study. Further, ethical procedures pertaining to participants' recruitment and treatment, data collection, and analysis are clarified. The reliability and validity issues, including content validity, credibility, transferability, dependability, and confirmability, are described (Jenkins, 2019). A summary is presented at the end of the chapter.

Research Design and Rationale

The qualitative phenomenological study was used to explore teachers' lived experiences related to the retention of veteran educators work in a public charter school district in Nevada. A qualitative study is conducted when a problem needs to be explained and a detailed understanding of the issue is necessary (Mayer, 2015). Phenomenology is a form of qualitative research to explore individuals' lived experiences from educators' perspectives (Moustakas,

1994). The data were collected from the participants through face-to-face interviews (Sutton & Austin, 2015).

A phenomenology design was a natural fit for the study to gain an understanding of educators' experiences. Pietkiewicz and Smith (2014) stated phenomenology is used to study the framework of different types of experience such as attitude, understanding, consciousness, awareness, emotion, ambition, and various social activities, including philological activity. Participants are interviewed to understand the lived experiences (Creswell & Poth, 2016). Respondents answer questions in a natural setting and understand the value of perspectives imperative to the study's success (Jamshed, 2014).

The goal of the phenomenological design was to understand participants' perceptions and lived experiences through the compelling stories shared in a natural setting (Pietkiewicz & Smith, 2014). The qualitative phenomenological study was used as an avenue to help obtain the required responses from the participants. Interviews were conducted with participants to arrive at a more in-depth understanding of respondents' experiences (Neubauer et al., 2019).

A phenomenological approach was particularly appropriate for the study to allow for an in-depth understanding of individuals and experiences to answer the two research questions. The three components existing in phenomenology are epoché, bracketing, and horizontalization. Each component is presented in turn. Moustakas (1994) focused on Husserl's concept of epoché, bracketing, and horizontalization to get a fresh perspective toward the phenomenon under investigation. To avoid judgment and biases during the course of research, the opportunity to examine experiences is essential (Moustakas, 1994).

Epoché is described as a process involved in blocking biases and assumptions, setting aside all prejudgments and ideas as much as possible when interacting with participants and working with data (Moustakas, 1994). An epoché is written as an internal reflection and meaning to bracket educational experiences. The phenomenological concept of epoché is done to place personal beliefs aside and bracket bias to focus on the views described by the participants (Butler, 2016). The epoché includes the experiences connected with the respondents and describes the similarities from different perspectives. The goal is to ensure the participants' experiences are used to identify the structure of the phenomenon rather than personal interpretations (Moustakas, 1994).

Bracketing is a term used in phenomenology to indicate the deferment of own experiences, suspend judgement, beliefs, and preconceived notions pertaining to a specific phenomenon to add transparency and remove judgments for an unbiased approach to interviews (Moustakas, 1994). Judgments and personal experiences were discussed to bracket potential prejudgments of the context of the study. Bracketing bias and prejudgments were needed to focus adequately on respondents' experiences (Pietkiewicz & Smith, 2014).

The horizontalization was used to identify significant expressions in each transcript relevant to the experience and given an equal value to each statement representing a segment of meaning (Moustakas, 1994). Meaning units were listed and clustered into themes. Common themes across transcripts were identified to create an individual and structural textual description and participants' experiences (Padilla-Díaz, 2015). All statements not relating to the research questions and repetitions were set aside.

A phenomenological design fits the particular research context to understand educators' experiences offering the chance to have stories authenticated through teachers' voices (Moustakas, 1994). Phenomenological studies are based on the essence, structure, and meaning of a particular experience of the respondents (Creswell & Poth, 2016). The anticipated benefits of the phenomenological method include providing a complete description of human experiences (Van Manen, 2017).

The advantages of phenomenology design include helping to gain a deeper understanding of the perceptions of people regarding a particular phenomenon (Moustakas, 1994). The primary purpose of phenomenology is to grasp the nature of a phenomenon which people have lived and experienced. Significant benefits are offered in phenomenology to design and implement the study (Creswell & Poth, 2016). The conscious experience of teachers within the given context better enables a comprehensive understanding.

Role of the Researcher

The role of the researcher was as an observer in the study. To ensure the credibility of findings in relation to qualitative research, a focus on understanding and interpreting participants' lived experiences by minimizing bias as much as possible is emphasized (Oxley, 2016). To address the conflict of interest and bias, the study was not conducted at one of the campuses (Landrum et al., 2017). Ethical considerations, including conflict of interest and bias, were avoided for trustworthiness and credibility in the study (Korstjens & Moser, 2018). Respect, trust, responsibility, and confidentiality were maintained with the participants throughout the research process.

Research Procedures

The population and sample selection were discussed in the following section. A discussion about the instrumentation presented in the study. Finally, a detailed presentation of data collection and preparation methods was offered.

Population and Sample Selection

Approximately 300 teachers were included in the target population within six campuses of a public charter school district in Nevada. The study participants consisted of 15 high-quality veteran teachers in the same school district. The respondents were expected to meet the following inclusionary criteria (Valerio et al., 2016): a minimum of 5 years of experience in the same school district, a full-time teacher for a core academic subject (math, science, or English Language Arts), and earned an effective, proficient rating on formal evaluations for the past 3 years, or a school principal recommendation. Anyone who did not meet the inclusionary criteria was excluded.

The district leaders were contacted via email (see Appendix A) to obtain permission to conduct the study and help identify the teachers meeting the participant selection criteria. Creswell and Poth (2016) defined purposive sampling as a technique widely used in qualitative research. Purposive sampling is a widely used informant selection tool (Valerio et al., 2016). Identifying and selecting individuals with experience are involved in purposive sampling (Creswell & Poth, 2016).

A random purposive sampling strategy was used to select 15 participants for the study. Purposeful sampling involved identifying and selecting participants with the lived experiences necessary to answer the research questions (Valerio et al., 2016). The process of participant

selection started by contacting the public charter school district administrators, executive director, and chief of academics via e-mail to request site permission (see Appendix A). Once the district leaders identified potential participants, the letter of invitation (see Appendix B) and informed consent (see Appendix C) were sent to respondents via email providing information about the study.

An informed consent form was required for each participant prior to participating in the study to indicate participation without coercion or consequence (Park & Park, 2016). The participants interested in being actively involved in the study and meeting the inclusion criteria were asked to return the informed consent within two weeks via school e-mail (Webb & Welsh, 2019). After the signed informed consent document was obtained via e-mail, the respondents were contacted by replying to the email to set up a convenient meeting time for the face-to-face interviews (Yates & Leggett, 2016).

Interview questions were provided (see Appendix D) to give participants the opportunity to reflect on experiences before the interview (Sutton & Austin, 2015). Respondent campuses were used as interview locations to provide as much private and quiet environment as possible (Yates & Leggett, 2016). The interviews began and ended according to the agreed period as participants were volunteering personal time.

Instrumentation

Interviews were the data collection instrument. The shared experiences of the participants were identified by conducting in-depth interviews, as suggested by Webb and Welsh (2019). The reflection of the participants' lived experiences and perspectives were perceived in the phenomenological study in interviews (Qutoshi, 2018).

Interview questions were inspired based on a dissertation written in Texas. The original interview questions of the dissertation were limited to the influence of compensation, working conditions, and recognition to remain on the same campus. Questions were refined to focus on the influence of the lived experiences of participants in the same district. Ten questions were included in the interview protocol (see Appendix D). The interview questions were written to satisfy the need to align with the research questions (Sutton & Austin, 2015). Content reliability and validity were established by five subject matter experts (Valentine et al., 2018).

The subject matter expert validity request letter (see Appendix E) was given to five educators and community members with doctoral degrees of the charter school district. The questions' content validity was attained through the subject matter experts' responses (see Appendix E). To allow the participants to provide details of the lived experiences, the interview protocol (see Appendix D) was utilized, as suggested by Oxley (2016). The educators were allowed to share insights in a way no other methods adequately accommodate (Conaill, 2017).

Content validity is essential to verify whether a research instrument adequately represents what is supposed to be measured (Nishimura & Busse, 2016). Questions listed in the interview protocol were updated based on the expert feedback regarding bias, reliability, and validity before using the data collection instrument. The research questions requesting the correct information about participants' interventions were confirmed (Oxley, 2016).

Data Collection

Data collection was conducted through face-to-face interviews with participants (Braun et al., 2018). Open-ended questions were asked to guide the interviews with the understanding the participants may venture off-topic with individual responses and reflections. Participants

described lived experiences as much as possible in the interviews (Jamshed, 2014). An approval of the site permission was obtained from the charter school district (See Appendix F).

Each interview was conducted professionally to obtain information regarding the experiences of educators (Qutoshi, 2018). An appropriate setting with the least distraction was chosen, and the format of the interview was explained (Padilla-Díaz, 2015). Interviews lasted 30-45 minutes to allow sufficient time for the participants to respond to questions.

Small talk was utilized initially to answer participants' questions before the interview to calm the respondents and create an environment to ensure respondents felt comfortable answering questions and providing additional information about lived experiences (Saunders et al., 2015). Ease of interaction was enabled by the engagement of participants to build mutual trust. Respondents were allowed to provide any additional information preferred to add related to interview questions.

The participants could exit the study at any point (Creswell & Poth, 2016). Voluntary participation information and participant selection criteria were included in the informed consent to ensure respondents understood the research study process. No incentives were used to entice teacher participation. Respondents were thanked for participating in the study and informed of the need for a potential follow-up meeting to review any written record to ensure accuracy. In consideration of respondents' safety and confidentiality, an explanation of the data collection and storage process was provided before the interview (Oxley, 2016).

All interviews were recorded on a personal cell phone. More accurate storage of the interview was enabled by recording rather than note-taking to ensure descriptive validity (Webb & Welsh, 2019). The recording was a helpful way to refer back to the interview and take a fresh

look at the data. Safety and confidentiality of collected data are essential (Moser & Korstjens, 2018). Data security to prevent unauthorized access and disclosure was ensured for all parties, securing the data. All audio recordings and transcribed files were downloaded to a hard drive on a password-protected computer in a secure office and kept confidential.

After each interview, the collected data from the interviews were transcribed into a Word document to help develop a consistent method to handle, organize, store electronically, and display on the computer screen to work efficiently (Saunders et al., 2015). Data transcription was made by hand, and no technology was used. Once the transcription was completed, the participants' real names changed to pseudonyms (Padilla-Díaz, 2015).

The qualitative data preparation steps involved organizing raw data for analysis (Creswell & Poth, 2016). Field notes were taken, and all interview material was cataloged, sorted, and arranged. Verbatim transcription of interviews provides holistic documentation of the participants' lived experiences (Saunders et al., 2015). Reading the data allowed for reflection on overall meaning.

Data Analysis

Data analysis begins with the organization and preparation of the raw records. Direct citations from the interview participants were included in the data analysis process to understand experiences better. While personal interests in a particular problem, topic, or situation generally inspire a study, any personal opinions, experiences, and values still need to be put aside or bracketed as suggested by Moustakas (1994). All preconceptions and judgments were minimized as much as possible to make an objective analysis of the data respondents brought to the investigation as suggested by Lane (2018).

The data were analyzed using inductive thematic analysis, including identifying, analyzing, and reporting the themes (Nieuwenhuis, 2016b). According to Braun et al. (2018), thematic analysis can be outlined as the processing of the data studied thoroughly through reading, coding, and identifying themes. Identifying emerging themes and codes and properly analyzing the collected data are vital parts of the phenomenological analysis (Creswell & Poth, 2016). The type of analysis in the study consisted of the following steps (Braun et al., 2018) to get familiar with the data: actively reading and re-reading, taking initial notes, and transcribing the interviews.

To develop an understanding of the respondents' perspectives in the thematic analysis process, taking initial notes was essential while transcribing the interviews to become familiar with the data (Lewis, 2015). Notes helped provide additional information to put interview responses into context and get a complete understanding of the essence of experiences (Creswell & Poth, 2016). General ideas and the tone of the ideas are crucial in note-taking (Nieuwenhuis, 2016a).

To help describe the content and focus on specific characteristics of the data, the results were coded (Nieuwenhuis, 2016b) in MS Word. The entire set of data was reviewed systematically. Creswell and Poth (2016) defined a systematic process for coding data-specific statements analyzed and categorized into themes to decide on the most important codes and creating categories by bringing several codes together.

Phrases were highlighted in different colors corresponding to various codes (Nieuwenhuis, 2016b). Each code helped describe the expressed lived experiences in the

interview. All phrases and sentences matching the codes were highlighted to understand the participants' perspectives (Braun et al., 2018).

The codes are the foundation for the themes. Several codes were combined into a single theme. Once the themes were identified, a textual description of what the participants experienced was developed. A structural description of the respondents' experiences was used regarding how the phenomenon was experienced in terms of situations, conditions, and context. A composite of the textual and structural descriptions included conducting an overall essence of the experience (Nieuwenhuis, 2016a). Defining themes included precisely formulating what was meant by each theme. Naming the themes included making each theme easily understandable (Braun et al., 2018). The last phase of thematic analysis included the identification and naming of themes simultaneously.

Reliability and Validity

Trustworthiness in qualitative research is a crucial aspect to demonstrate the findings are worthy of attention (Hadi & Closs, 2016). Through recording and systematizing the methods of analysis with enough detail, a reader can determine whether the process is credible. Data analysis was conducted in a precise and consistent manner (Amankwaa, 2016). Trustworthiness was established through credibility, transferability, dependability, and confirmability.

Credibility

Credibility requires the study results to be trustworthy or reliable from the viewpoint of the participants involved in the research to eliminate alternative explanations adequately (Mayer, 2015). Credibility was established to provide confidence in the truth of the findings. Member checking was utilized to ensure the accuracy and credibility of the study, receiving systematic

feedback from participants on the data collected, and reducing misinterpretations (Nielsen, 2018).

Transferability

The study involved five campuses of a public charter school district in Nevada. To convey the findings of the research to other contexts, transferability was established through the study (Amankwaa, 2016). Transferability was ensured through the thick descriptions of the educators' experiences gained in the interview process (Lewis, 2015). Thick descriptions were used to describe structural and textual narratives of participants' overall essence of the experience.

Dependability

According to Lub (2015), defining the changes occurring during the study setting and describing how these revisions positively or negatively affected the study are essential. A detailed account of the study was provided, enabling future investigators to follow the same process without necessarily obtaining the same findings. The research process was documented via an audit trail consisting of comprehensive notes related to the contextual background of the data and the rationale for all methodological decisions (Amankwaa, 2016). Each participant was asked the same questions in the interviews, as dependability is associated with the findings' consistency.

Confirmability

Confirmability is the degree to confirm or support the findings of a study (Mayer, 2015). The extent of a study's findings is described as confirmability and shaped by the respondents not biased by motivation or interest (Amankwaa, 2016). Before reporting, the findings of the study

were derived from the data collected from participants (Lub, 2015). Confirmability was established through efforts to provide a rationale for decisions made throughout the research process, including reflexivity and an audit trail in the form of a journal (Amankwaa, 2016).

Ethical Procedures

To ensure the safety of the participants, approval was obtained from the Institutional Review Board (IRB) of ACE before beginning the study. Creswell and Poth (2016) suggested ethical procedures should be considered throughout the entire study process. Ethical issues were considered to respect and protect involved participants' rights and well-being when conducting the qualitative phenomenological study (Korstjens & Moser, 2018). All necessary precautions to uphold participant privacy and confidentiality were attended to by properly securing all data.

The letter of invitation (see Appendix B) and informed consent (see Appendix C) were sent to potential respondents meeting the criteria before the interview process began. The goal of the study and the procedures for the interviews were described in the consent form. Mandel and Parija (2014) noted the informed consent was the bond of trust. Informed consent (Human Research Protections, 2020) is considered the most crucial aspect of good research to protect respondents' well-being. Respondents of the study were encouraged to ask any questions or request any clarifications regarding the research and how the collected information would be utilized.

Trust, professionalism, and confidentiality were maintained with the participants in the study (Du Plessis et al., 2015). Respondents were reminded of voluntarily participation, and the participants were free to stop or exit the interview at any point. Participants of the study were

informed of the expectations and given assurances the information was treated in a confidential manner (Creswell & Poth, 2016).

Data were downloaded to a hard drive on a password-protected computer at the investigator's secured office with no one having access and will be kept confidential in storage for 3 years (American College of Education, 2020). After 3 years, data will be erased permanently by reformatting the hard drive. The utmost confidentiality of data was maintained by securely storing and assigning security codes to computerized records as a key measure to protect the private information of participants from being discovered by other people. The records will be maintained for 3 years (American College of Education, 2020). To minimize response bias, easy and effective communication was facilitated by the engagement of respondents to build mutual trust (Landrum et al., 2017).

Chapter Summary

The purpose of the chapter was to provide details of the research methodology for this study. In the qualitative phenomenological study, lived experiences contributing to the retention of high-quality veteran teachers in a public charter school district in Nevada were studied. The research questions and the appropriateness of a qualitative phenomenological method were emphasized in the study. A phenomenological approach was proper for the study, as participants were allowed to share information about lived experiences. The role of the investigator was defined as an observer to collect, transcribe, and interpret the data. A random purposive sampling strategy was used to identify and select participants meeting the participant selection criteria for the study.

The data were generated from participants via face-to-face interviews. Content validity was established by the feedback of five subject matter experts (see Appendix E). The procedures to exit the study were provided to the respondents to enable flexibility. The data collection and analysis processes were explained. Interviews were described as the data collection instrument. Trustworthiness was established through credibility, transferability, dependability, and confirmability. Ethical considerations were addressed in the study to describe the procedures for maintaining the protection of human participants.

In Chapter 4, the results of the qualitative phenomenological study are analyzed. The processes involved the data generated, gathered, and recorded. Thematic analysis steps of familiarization, coding, generating, reviewing, defining, and naming themes are addressed. A detailed description of the findings, the emergent themes, patterns, and relationships are provided. The data analysis process, framework method, and data analysis from the interviews are explained.

Chapter 4: Research Findings and Data Analysis Results

Education is an essential component in the retention of high-quality teachers and has become a key focus of school leaders to foster teaching quality. Approximately 19% of educators leave the profession, and school leaders seek to understand teachers' decisions to resign from teaching positions to improve retention (Goldring et al., 2014; Harmsen et al., 2018; & Solomonson et al., 2019). School administrators need to support quality instruction and provide sustained professional development opportunities to keep high-quality teachers employed. Retaining high-quality educators is essential for administrators to foster the quality of teaching and student achievement. School administrators play a role in improving retention and use different strategies to retain educators, including promoting a positive work environment and allowing teachers in the decision-making process. The cornerstone of school administrators is maintaining a supportive learning climate to sustain job satisfaction and teacher retention.

The problem addressed in this study was how retaining high-quality teaching staff is a challenge in a charter school system in Nevada. Leaders are expected to improve working conditions and income to motivate educators to remain in the profession. To assure extraordinary levels of academic achievement, the retention of high-quality veteran teachers is essential to prepare students for the future.

The purpose of this qualitative phenomenological study was to explore the lived experiences and perceptions of high-quality veteran educators in a public charter school district in Nevada and to understand more in-depth ways career decisions were made to remain in the profession. A phenomenological method was particularly appropriate for the study to understand individuals and experiences better to answer the two research questions. By comprehending

teachers' rationale to remain in the profession, administrators can sustain recruiting strategies, keep high-quality educators in the school system, and maximize teacher retention rates to foster student performance.

Five major sections exist in this chapter. A discussion of teacher retention topic including the background of the study, a statement of the problem and purpose, and the rationale for conducting the study, are presented in the introduction section. The time frame for collecting informed consent, number of participants, location, and duration of the data instrument is described in the data collection section. The data analysis and results are explained in detail. Direct quotations from the interview participants are included in the data analysis process to provide a better understanding of experiences. The data were analyzed using inductive thematic analysis, including identifying, analyzing, and reporting themes. Implementation of strategies to credibility, dependability, transferability, such as participant selection, along with trustworthiness methods to eliminate and reduce bias described in the reliability and validity section. A summary is the final section of the chapter. Each of these sections is discussed in turn.

Data Collection

An email asking for participation in this qualitative phenomenological study was sent to all teachers in the school district on September 1, 2020. The email included the letter of invitation to participate in the study (see Appendix B). An informed consent form was included for potential participants to fill out and send back through email by September 14, 2020, to indicate a willingness to participate in the research study (see Appendix C). The time frame for collection and response to informed consent was within two weeks. After the signed informed consent documents were obtained via e-mail, the participants were contacted by replying to the

email to set up a convenient meeting time outside of working hours for the face-to-face interviews.

The study participants consisted of 15 high-quality veteran elementary and secondary teachers in the same school district. To prevent a conflict of interest and bias, the study was not conducted at one of the campuses. Respect, trust, responsibility, and confidentiality were maintained with the participants throughout the research process. Participant numbers were given to keep identities confidential. Data collection was conducted through face-to-face interviews with participants. Participant campuses were used as interview locations to provide as much a private and quiet environment. An appropriate setting with the least distraction was chosen, and the format of the interview was explained. Interviews lasted 30-45 minutes to allow sufficient time for the participants to respond to questions.

As participants volunteered personal time, the interviews began and ended at the agreed time. The data collection plan worked systematically as presented in the methodology chapter without any deviation. With COVID-19 restrictions imposed, social distancing protocols including masks were followed during the interviews.

Data Analysis and Results

A phenomenological approach was a natural fit for the study to allow for an in-depth understanding of participants' perceptions and lived experiences through the compelling shared stories to answer the two research questions. Data analysis began with the organization and preparation of the raw records. Direct quotations of the interview participants were included in the data analysis process to provide a better understanding of experiences. All preconceptions and judgments were minimized as much as possible to make an objective analysis of the data

participants brought to the investigation. Participants answered questions in a natural setting and understood the value of the perspectives imperative to the study's success. There were no epiphanies or significant revelations from the data.

The collected data were analyzed using inductive thematic analysis, including identifying, analyzing, and reporting themes as vital parts of the phenomenological analysis. Through the utilization of qualitative research, different perspectives were gained from educators. The type of analysis in the study consisted of the following steps to get familiar with the data: actively reading and re-reading, taking initial notes, and transcribing. The transcriptions were read several times to ensure all statements were given equal worth.

To develop an understanding of the participants' perspectives in the thematic analysis process, taking initial notes was essential while transcribing the interviews to become familiar with the data. Notes helped provide additional information to put interview responses into context and get a complete understanding of the essence of experiences. The data were coded in Microsoft Word and highlighted sections of the interview transcript and includes phrases and sentences.

To help describe the content and focus on specific characteristics of the results, the data were coded. The entire set of data was reviewed systematically, categorized into themes to determine important codes, and created categories by bringing several codes together. All phrases and sentences matching the codes were highlighted to understand the perspectives of the participants.

Ten questions were included in the interview protocol (see Appendix D) to elicit responses from participants. Participants included high-quality math, English, and science

teachers. Seven out of 15 of the participants were female, and eight were male. Six out of 15 participants taught English, 5 math, and 4 science. Seven out of 15 participants earned a master's degree, and 8 earned a bachelor's degree. The demographic characteristics of the participants interviewed for the study are presented in Table 1.

Table 1

Participant Demographics

Participant #	Gender	Number of Years Teaching	Grades Taught	Subject Taught	Degrees
P#1	Female	10	5-8	English	Bachelor's
P#2	Female	26	K-5	Math	Bachelor's
P#3	Male	18	7-8	English	Bachelor's
P#4	Female	16	6-8	Science	Bachelor's
P#5	Male	15	6-12	English	Master's
P#6	Female	14	6-12	Math	Master's
P#7	Male	13	6-12	Math	Master's
P#8	Female	12	K-8	English	Bachelor's
P#9	Male	19	K-8	English	Master's
P#10	Male	13	6-12	Science	Master's
P#11	Female	9	K-8	Math	Bachelor's
P#12	Male	21	6-12	Math	Bachelor's
P#13	Female	17	6-12	English	Master's
P#14	Male	19	K-8	Science	Bachelor's
P#15	Male	14	6-12	Science	Master's

As participants shared experiences, similarities and differences about factors influencing teachers to remain or leave the profession became apparent. The first interview question was about reasons for choosing the profession. The significant reasons why participants chose teaching as a profession are summarized in Table 2.

Table 2

Reason for Teaching

Participant #	The major reasons
P#1	Enjoys working with my young children
P#2	Likes teaching scholars exciting and fun ways
P#3	A love of learning and education
P#4 & 5	Helping students have opportunities in life
P#6	Loves working with kids in a similar field
P#7	Having a passion to teach biomedical science subjects
P#8	Coming from a really educated family
P#9	Wondering to help students change their careers
P#10	Helping others by explaining or teaching them
P#11 & 15	Offering a safe learning environment to students
P#12, & 14	Being impacted with a teacher on my career choice
P#13	Loves literature and sharing that with students

The interview protocol (see Appendix D) was written to satisfy the need to align with the research questions. To understand why high-quality veteran elementary and secondary teachers chose to remain in a public charter school district in Nevada, participants' responses to the research questions were examined, and the four emerging themes identified: (a) the role of compensation, (b) the impact of working conditions, (c) outcome of recognition, and (d) driving contributors to teacher retention. Each theme has distinct elements of participants' lived experiences (see Table 3).

Table 3

Lived Experiences Aligned with Themes

Theme	Lived Experience Connection
The role of compensation	“Maintain lifestyles, pay bills, and have a sense of being comfortable.”
The impact of working conditions	“Promoting a positive culture overcoming challenges.”
Outcome of recognition	“Celebrating the success of the educators to keep them motivated.”
Driving contributors to teacher retention	“Satisfaction and motivation of teachers.”

The study was designed to investigate high-quality veteran elementary and secondary teachers' lived experiences to understand more fully how decisions were made to remain in a public charter school. Participants provided essential examples related to compensation as a crucial factor affecting teacher retention. The themes were identified aligned with the research questions (see Table 4).

Table 4

Themes Aligned with Research Questions

Research Question 1:	Research Question 2:
What are some lived experiences which help veteran teachers remain in the same charter school district?	In what ways do these lived experiences influence veteran teachers to remain in the same charter school district?
Themes: The role of compensation The impact of work conditions Outcome of recognition	Theme: Driving contributors to teacher retention

Through the utilization of qualitative research, different perspectives were gained from educators. There were no epiphanies or significant revelations from the data. Quotes from

participants were selected to support the themes presented. Each of these emerging themes is discussed in turn.

The Role of Compensation

All 15 participants acknowledged in various ways the monetary compensation received for teaching is essential to acknowledge educators' efforts and retain high-quality teachers performing effectively. Participant responses emphasized issues like low compensation compared to people in other occupations as a major concern leading to teacher dissatisfaction or leaving the profession. Positive feedback (12 of 15 responses) was provided regarding the key role of compensation, which participants thought significantly influenced retention of high-quality teachers. A response from one of the participants indicated compensation was crucial. Participant 5 believed compensation was essential for teacher retention:

I know personally some people who have left teaching because they need more money and it's hard because they were great teachers. You will get better quality teachers for sure who can perform better. If you have a family, you have bills to pay. The more money you get paid the better you feel about it.

In addition, Participant 10 emphasized the importance of compensation by saying:

I would say compensation is a huge reason why some teachers would quit their job. As a conclusion, to keep and retain high-quality teachers, you must pay them what they are worth to perform at a higher level and stay in the system.

The response clarifies where school leaders' priorities need to be placed in keeping teachers' morale up "perform at a higher level and stay in the system" as Participant 10 stated, by promoting better compensation. Significantly lower compensation than public schools

discourages educators from remaining in the charter school district or the teaching profession.

Based on the responses provided by the participants, compensation is a factor to prevent job dissatisfaction, keep teachers motivated, and, in turn, to be happy. The lack of compensation connects to feelings of dissatisfaction and motivation, resulting in a poor learning environment.

School administrators can employ a good strategy such as a salary increase to support high-quality educators financially and improve teaching performance. Participants expressed the advantages of receiving more money influenced teacher effectiveness and quality of life. These lived experiences expressed by the participants regarding the positive contribution of compensation can make most educators feel encouraged to perform better or achieve more and stay in the teaching profession. Participants highlighted the need for school leaders to use compensation as a powerful tool to motivate and retain high-quality teachers. Participant 11 revealed, “It's about what compensation represent like from a philosophical or psychological standpoint. There are many teachers who leave teaching because they can't afford it due to lack of compensation.”

The participants expressed low compensation as a negative and concerning aspect of the profession leading to teacher dissatisfaction and resulting in poor educator retention. Thirteen out of 15 participants reported teachers are discouraged from remaining in charter schools or the teaching profession due to lower compensation than instructors might earn in public schools. In addition, Participant 8 proclaimed, “Compensation influences educators to stay. It is important that we get paid enough. The more money the more satisfaction for teachers. I know personally some people who have left teaching because they need more money.” Participants indicated

compensation makes a significant influence on teachers' motivation and commitment to teaching.

The participants linked low pay to educators leaving the district or profession as compensation was not satisfactory compared to public schools. The response confirmed the advantage of compensation, "the more money, the more satisfaction" for teachers' financial comfort and satisfaction. With more money, teachers can maintain lifestyles, pay bills, and have a sense of being comfortable. Generally, participants had a suggestion for school leaders to foster teacher motivation and engagement by promoting better compensation. Participant 6 affirmed:

I felt like more satisfied when I get paid well. With more income, I can stay where I am and afford to pay my rent and bills with the cost of living. As a result, I am more committed and more productive performing my job because I do not need to worry about having the second job.

The feedback obtained from Participant 1 supported the responses from Participants 5, 10, and 11 through assertions like this one:

It will take out teachers who have been in the classroom for a long time because the pay differences are significant. My spouse was hired at a public school as a teacher and I noticed there was a \$4,000 gap between us.

Participants described compensation as one of the drivers influencing teachers' decisions to stay in or leave the profession. From the responses, participants felt motivated to perform effectively by the compensation. Participant 4 indicated, "For me having enough money provides a sense of financial comfort and security. I noticed better income significantly increased my wellbeing, draw of teaching, and the energy." The compensation thereby fosters a sense of

financial comfort and ongoing commitment to teaching and contributes to increased motivation and engagement.

More specifically, participants described compensation as an essential factor that made a significant influence and difference in the lived experiences. Throughout the responses, a common thread was how the compensation motivates teachers to remain in or leave the profession. Although the majority of the responses were positive, three veteran teachers reported compensation is essential but not the only deciding factor. Participant 9 affirmed:

It would be support and school climate number one essential compensation. Then, number two would be the pay because we know that teachers invest in their classrooms, so they do need to have a little bit of money to even put into their classroom, so I think it's the number two reason for teachers.

Participant 14 supported the same idea:

Compensation is essential and influences teachers to stay in the profession because educators should be able to pay bills. However, I wouldn't say it's the most important reason for me. Well if it was on a scale of one to ten I would say it's a seven for me.

Participant 12 indicated:

We do not go into education to be millionaires, but I mean it's nice to make a few dollars. Getting paid more does not make us better teachers. I think there's some great minds out there that aren't in the educational system anymore.

The lived experiences expressed by the participants can help veteran teachers remain in the same charter school district. Participants' interpretations of lived experiences connected to the role of compensation shaped meaning in the quality of life. In addition, participants shared

the meaning of compensation for teacher retention. Participants expressed the comfort of earning more money impacted the quality of life. The respondents described compensation as a motivational factor for engaging educators toward better performance and commitment. Based on the participants' responses, less pay is an extrinsic element most likely leading to job dissatisfaction.

The Impact of Working Conditions

In this section, information retrieved from the study participants was positive (13 of 15) regarding challenging working conditions. Participants of the study indicated in different ways the challenging working conditions have an influence on teacher retention. Participant 2 explicitly stated:

The significant effect of working conditions helps to keep educators invested to perform well. The experience I have had to face in challenging work conditions is lack of resources in charter schools and the discipline behaviors in public schools. Charter school instructional resources are low, and it is very hard to teach without them unless you purchase them yourself.

Participant 8 remarked on the challenges educators face with parents by saying:

Challenging working conditions absolutely affect teacher retention. I feel like some parents have gotten much more assertive but also aggressive in a way to insert themselves into the school. It is a small group but it's a loud small group they have a tremendous influence.

The response makes clear where school leaders' priorities need to be placed in providing materials as Participant 2 stated. School leaders work hard to improve poor working conditions

affecting retention. School administrators are expected to promote working conditions to increase educators' job satisfaction and retention. Participants reported teachers employ different strategies to address several challenges. Participant 9 revealed:

I think one of our challenges though is the new genre of parents emailing the teacher. If the teacher has any negativity with parents, the teacher needs to inform the administration. I think it's an effective thing that teachers will leave if they feel like they're being bullied by parents.

Some teachers felt frustrated and expressed higher levels of concern about challenging work conditions. Teachers experience different challenges leading to leaving the profession. A common thread throughout the responses was how the working conditions influence teachers' perceptions and decisions to remain in or leave the profession. Collectively, participants described work conditions as an important factor made a significant impact and difference in educators' decisions to stay at the campus or in the profession. Participants referenced the importance of work conditions and how such elements influenced and influenced the lived experiences in teaching. Unsatisfactory working conditions, including a lack of resources and challenging parents, cause a sense of ineffectiveness in the profession and decrease teachers' productivity.

Based on the participants' responses, these lived experiences expressed are associated with dissatisfaction. Teachers were negatively affected by challenges linked to the school climate because of unpleasurable emotional experiences with challenging parents.

Participant 14 reported:

One of the challenging working conditions is the parents sometimes in my experience who can be very abusive. They interact with us whether it's the overly committed parent or the under committed parents. It's hard for the parents to have that balance and you know one thing that's really challenging.

Similar reasons were provided by Participants 5 and 10. School administrators make an effort to change working conditions through proactive methods, such as creating a more pleasant working environment to retain educators. School leaders focus on discovering strategies to improve areas related to educator retention. Teachers will find other places to work if working conditions are not acceptable. The theme of the impact of working conditions can be further broken down to participants' experiences with a lack of administrator support and instructional materials and supplies. Each subsection is presented in turn.

Participants' Experiences with Lack of Administrator Support

One aim of the study was to establish participants' experiences to identify the potential reasons in a more in-depth manner as to why educators leave the profession to help school leaders promote preventive strategies to address the problem. The participants provided feedback about the lack of administrator support. Participant 2 affirmed, "I truly think it depends on leadership when it comes to working conditions. If your leadership doesn't value working conditions as a priority and put the funds in different areas then yes, it will affect teachers." Participant 1 proclaimed, "I believe lack of administrator support directly influences teachers work performance." Administrative support is imperative for teacher retention. Participant 15 indicated, "I don't know that no matter how much you pay teachers, if there's not adequate support, that's what makes most people leave this profession."

Administrator support can influence educators' career decisions to stay in or leave the profession. Meaningful administrative support is crucial when acknowledging teachers as experts and appreciating the profession. The feedback obtained from Participant 8 further supported the responses from Participants 1, 2, and 15 about the significance of administrator support by including a statement like:

As a veteran teacher, I am consistently committed to work with leaders to carry out the school vision. Administrators need to build a strong relationship of trust as an effective strategy to keep great teachers and succeed together as a team.

Participants reported administrator support for a positive school environment and retaining high-quality teachers. Respondents expressed the advantages of an improved work environment in maintaining the quality of teaching and motivating educators to stay in the profession. The lived experiences expressed by the participants regarding the positive contribution of work conditions can make most educators feel encouraged to perform effectively. Educators can be impressed by administrator support and have a deeper commitment to remain in the system to promote quality education. Participants reported how consistent administrative support can influence teachers' work performance and can result in increased retention as educators feel supported. A conducive working environment is a condition where educators can perform duties and responsibilities in an ideal and comfortable way. The interaction of teachers and administrators creates a decent school climate and physical conditions, including effective communication, to foster the expected commitment and productivity utilized for accomplishing a set of goals. A safe, supportive, and positive school climate helps to make significant differences in how educators feel about valued and maintain caring relationships among teachers and

administrators. Participants developed more confidence and felt less at risk in a school climate with administrator support. Participants believed that reach maximum potential with leaders' support and had pride in the teaching profession.

Participants' Experiences with Lack of Instructional Materials and Supplies

The participants provided feedback about lack of resources or limited space. Participant 3 affirmed, "I've been at schools where they had tones of space and materials for learning, but no technology in classrooms, no library on campus, and no teacher workroom. It just depends on leadership." School leaders make decisions about instructional materials, including textbooks and supplemental software programs, to improve to support educators and student achievement. The goal is to enable access to technology and provide support to foster instructional strategies. Participant 11 emphasized:

I think that a lot of teachers leave because often feel discouraged and lost when they get into a classroom. They faced these challenges and like they can't find instructional materials and supplies that needs to be concrete items helpful for educators to engage with students.

Participants pointed out the availability of instructional materials influences teachers and the implementation of education. Educators are satisfied and motivated to incorporate teaching resources to integrate students. In addition, Participant 13 proclaimed, "My classroom is all the way at the end of the hallway the farthest away from the router. I kept sending emails to my admin and finally it was fixed." The response from Participant 13 revealed the importance of having access to resources to support the educational effort. Participants of the study agreed inadequate instructional materials affected the implementation of inclusive education. Leaders

need to provide a variety of support to educators. Participants reported effective teachers use instructional materials to improve students' engagement in learning and develop different methods to foster academic performance. The lack of instructional materials and supplies affect teacher performance and results in a poor learning environment. Based on the participants' responses, these lived experiences, with lack of instructional materials and supplies, expressed by the participants helped educators adapt to the teaching and provided with the knowledge to remain in the profession.

Outcome of Recognition

Information retrieved from the study participants was positive (13 of 15 responses) regarding how recognition was perceived in a public charter school. The majority of the participants indicated in different ways recognition plays an essential role in teacher retention. The participants (13 of 15) agreed recognition played an important role in teacher retention. Two participants thought being recognized for achievements and treated as a professional were impressive. Participants indicated recognition is an effective strategy for school leaders to improve organizational success and retain high-quality teachers. Participant 11 focused on the prospective positive outcome of recognition:

Teachers remain where they feel validated and appreciated. These small gestures can assist in accomplishing that. For me it's just having like a sticky note stuck on my computer after an observation that says hey that was a great lesson.

School administrators acknowledge educators' strengths and demonstrate appreciation in various ways. Participants expressed the advantages of recognition created a sense of being noticed and appreciated. Participant 9 proclaimed, "Recognition is acknowledging and

supporting teachers' strength. Being aware of their efforts and that kind of recognition is what makes a difference in retention."

Similarly, participants' responses revealed recognition played a key role in teacher retention. Participant 13 further explained the need for recognition:

I like to be recognized. So, you're sitting in a staff meeting and hey thanks to this teacher for doing this, I noticed that you did awesome job, keep it up. It meant the world to me. I think that's a great practice for the retention.

Participants pointed out one of the school leaders' roles must be to identify and implement recognition strategies to retain effective educators on campus. Participant 2 affirmed:

Sometimes a simple sticky note with positive feedback can really make a difference in teacher instruction. I feel it will give them a sense of being acknowledged and motivation to continue the work to look forward to a great reward.

The participants' feedback indicated school leaders use recognition as an essential tool to increase the motivation and engagement of teachers. The response makes clear school leaders need to pay close attention to keep teachers engaged as Participant 2 stated, "give them a sense of being acknowledged and motivation" by using different recognition methods. Participants shared different types of recognition methods used with school administrators. The common goal was to appreciate teachers' work as professionals and maintain a positive school climate to retain high-quality educators. Participant 15 considered recognition as a factor to make educators feel validated, "If we have a prize from the science competitions, we would like to be recognized to feel validated." Participant 10 remarked how outputs of recognition can lead to foster teacher motivation:

I think recognition drives people to keep doing what they do best. Even like a small gift given to teachers. These small gestures can assist in accomplishing that. It will be the reason why the educators will change and become better. They will start to interact with students and will do more and achieve more. This will help them stay motivated.

Despite the overall consensus of recognition being a key motivator in retention, two veteran teachers indicated recognition is not the only deciding factor but is important. Participant 5 revealed:

Recognition is very significant factor to get motivated and love my job. However, it is not as significant as conflict resolution skills of an admin. Due to the nature of recognition, you can recognize limited amount of people which makes those people appreciated, but you don't have a chance to appreciate a person or group until you resolve their conflicts.

Participant 8 stated, "I don't think that teachers go into teaching for recognition. I don't know honestly; it would have a huge effect if there was more personal recognition outside of what I said." Participants composed of high-quality veteran teachers recognized accomplishments and achievements through many years and stated recognition plays an essential role in teacher retention. Participant 8 proclaimed school administrators can inspire teachers to achieve and increase commitment to the job. Participant 5 stated the need for a key factor to validate educators, "to get motivated and love my job" by using recognition as an essential tool.

Study findings support effective educators like different types of recognition to notice hard work. For the majority of teachers, recognition from administrators is needed as a deciding factor to stay in the profession and charter public school system. For some educators, the

recognition from leaders is important but not the only deciding factor. The overall meaning established from participants' responses suggests school leaders celebrate teachers' success to appreciate the work as an effective means to maintain a positive school climate. Participants explicitly expressed the important role of compensation, work conditions, and recognition as factors related to Research Question One regarding lived experiences to help veteran teachers remain in the same charter school district.

Driving Contributors to Teacher Retention

In this section, the participants' responses are related to Research Question Two—the way lived experiences influence veteran teachers to remain in the same charter school. The lived experiences expressed by the participants helped educators adapt to the teaching and provided the knowledge to remain in the profession. Meaningful responses from participants emerged about driving contributors to teacher retention as the most satisfying aspects of the profession, including (a) effective communication and (b) job satisfaction. Each subtopic is presented in turn.

Effective Communication

Participants pointed out school leaders' core responsibility to establish ongoing lines of open communication among administrators and educators is imperative for a positive school environment. Participant 7 affirmed:

Prompt communication makes a huge difference. I think it's a safe way for administrators to keep the lines of communication open with teachers. I felt the open communication with administrators was great and instrumental in my success as a teacher.

Communication is an essential factor in helping teachers feel welcome and keep the morale up. A response from one of the participants indicated the importance of forming great communication with team members to make educators work efficiently. Participant 3 noted:

The way my administrators communicate affected me positively because I felt that there was a connection between them and teachers due to proactive manner. We all work for the common goal of student achievement under the same roof. Ongoing communication at my school helped me continue to reach my goal of becoming an inspired teacher.

Participants revealed effective communication could increase the commitments of educators to school and the profession. Strong communication is the key to promote educator motivation and keep academic performance high. Valuable communication helps foster a productive learning environment for all involved. Based on the participants' responses, a positive outcome of consistent communication, teachers feel more connected to each other and to the school. Participant 5 proclaimed:

My administrators' communication method affected my motivation and performance.

Well in my experience, I felt very supported throughout my experience at this school. We have a principal who uses open communication channels, give out surveys and questionnaires to get teachers' feedback.

Participants had comments about effective communication helping increase collaboration among administrators and teachers, as well as promote mutual respect and trust. Respondent 8 affirmed, "I like the various communication tools used by the administration including weekly newsletter, social media, hang out chat groups with each grade level teachers, and team building activities to openly communicate with each other."

Participants reported effective communication is necessary to retain teachers and foster a positive school environment. Communication is essential to establish a channel for sharing resources to achieve a common educational goal as a team. Respondents suggested communication helps school leaders retain high-quality educators. Participant 13 stated:

I received a note of thank you from my principal for being such a gifted inspiring educator, I appreciate your patient and caring with each student that have walked through your doors. Imagine receiving something like this from your principal, it can compound everything positively and push you to work even harder, it motivated me to work harder to spend more time. He took the extra time just to show me how much I meant to the team.

The participants unanimously stated how communication among administrators and teachers should be effective and consistent to encourage performing with passion. The participants' experiences and suggestions can lead teachers to empower commitment to stay in the same school district and profession. Consistent communication of leaders is essential to interact with each other and form a positive school atmosphere.

Job Satisfaction

Participants emphasized the importance of the relation between job satisfaction and teacher retention. Participants identified compensation, work conditions, and recognition as factors managing teachers' job satisfaction. A feeling of satisfaction with the school is possible through an inherent communication among teachers and administrators to stay focused on the same goal of improving student achievement. Participants acknowledged the school climate is a major factor influencing teachers' job satisfaction. Respondents shared the meaning of job

satisfaction for teacher retention. Based on the participants' responses, teachers are encouraged and assured as an outcome of job satisfaction. Participants proclaimed educators have positive feelings towards the profession.

Participant 2 affirmed:

In my experience, job satisfaction is one of the most essential means of increasing productivity of teachers because they feel more confident in professional independence in instructional strategies. My administrators foster this positive school environment to make teachers who are content with their job.

Participants revealed job satisfaction is an influential factor impacting educator's performance, commitment to school, and retention. Participant 9 proclaimed:

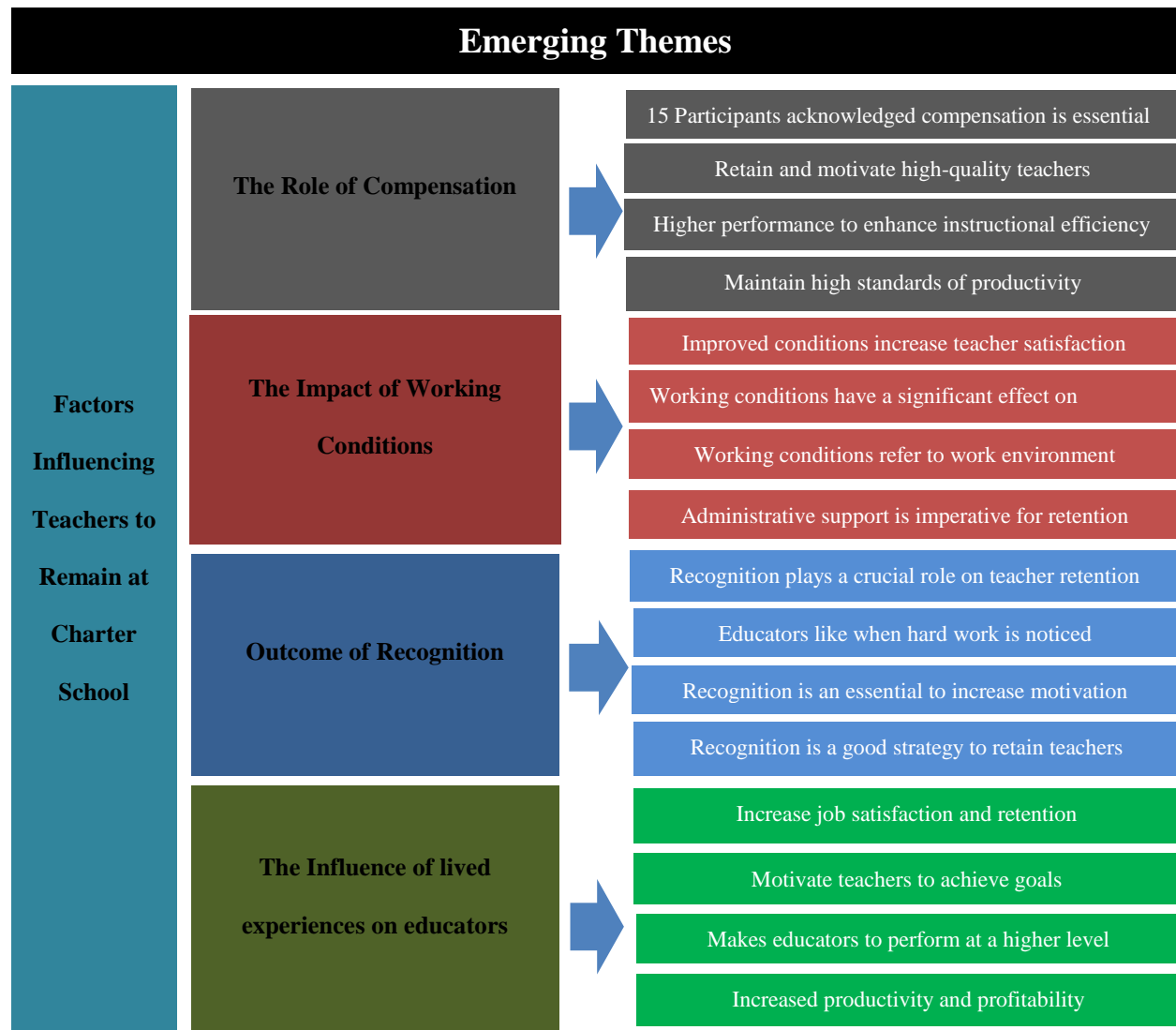
I think job satisfaction is important and positively influence teacher retention. My job satisfaction originates from interpersonal relationships I experience with my administrators which contributes to teacher well-being. I believe satisfied teachers offer better instructional quality and learning support for students.

Collaboration among educators and administrators is crucial for a positive school environment fostered to retain high-quality educators. Respondents of the study suggested the school leaders need to increase teachers' job satisfaction. Besides affecting educator performance and motivation, participants pointed out the effects of school working conditions on teacher job satisfaction. Participant 14 indicated:

I enjoy working at this charter school. In my experience, school administrators like my principal supporting the establishment of positive relationships with teachers may

promote an environment of job satisfaction leading commitment. This is a crucial step towards retaining qualified teachers.

Similarly, participant responses indicated the requirement for school leaders to identify priorities for advancement to contribute to higher educator morale and engagement while improving job satisfaction to produce long-term dedication and productivity. Participants' responses revealed job satisfaction leads teachers to remain in the same charter school. Based on the responses provided by the participants, the importance of job satisfaction is linked to a higher emphasis on teacher performance and overall happiness. The lived experiences expressed by the respondents indicated the role of compensation, the impact of working conditions, outcome of recognition were driving contributors to teacher retention. Meaningful responses from participants emerged about the most satisfying aspects of the profession to make most educators feel enhanced to perform effectively and stay in the teaching profession. The four main emerging themes and related ideas are presented in Figure 2.

Figure 2*The Four Identified Emerging Themes*

Note. Moving from left to right are research topic, the four emergent themes, and short quotes from the participants. Similar participant responses are represented by identical colors. The arrows show connections between themes and concepts.

Reliability and Validity

A phenomenological approach was particularly appropriate for the study to allow for an in-depth understanding of individuals' experiences to answer the two research questions. During the

collection and analysis of the data, the issues of reliability and validity were addressed. The aspects of a study are credibility, transferability, dependability, and confirmability to ensure content reliability and validity. Content validity was established by the feedback of five subject matter experts.

Credibility was accomplished by member checking to maintain validity and ensure the accuracy and reliability of the study receiving systematic feedback from participants on the data collected. Participants were allowed to check for accuracy and correct errors to reduce misinterpretations of responses. Preliminary findings were summarized and considered to be credible after the member checking process to create trustworthiness in research. The member checking process was a reflective experience for participants to confirm or deny the interpretations and accuracy of data to add credibility to the study. Member checking helped to capture the voices of the participants.

Transferability of the research results were used to refer to the findings of the study can be transferred in other contexts. The thick descriptions of the participants' experiences gained in the interview process were utilized to enhance transferability. The study comprised the specific context examined to understand in a more in-depth manner the importance of educator retention. During the data collection process, participants' experiences helped provide a robust and detailed presentation of the research findings. By minimizing bias as much as possible, objective and unbiased data were presented in the results section by focusing on participants' experiences to make reasonable judgments about transferability.

The dependability of the study was enhanced by linking the participants' experiences with information collected from the literature review regarding the factors influencing teachers'

decisions to stay in or leave the profession. A detailed account of the study was provided, enabling future investigators to follow the same process without necessarily obtaining the same findings. The research process was documented via an audit trail consisting of comprehensive notes related to the data's contextual background and the rationale for all methodological decisions. Each participant was asked the same questions in the interviews, as dependability is associated with the consistency of findings. The goal was to be consistent during the research process to ensure dependable results.

Confirmability was established in a similar way to ensure dependability and to confirm or support the findings of the study. Before reporting, the findings of the study were derived from the data collected from participants. Confirmability was achieved through efforts to provide a rationale for decisions made throughout the research process, including reflexivity and an audit trail in the form of a journal to determine the findings' accuracy. To minimize response bias, easy and effective communication was facilitated by participants' engagement to build mutual trust.

Chapter Summary

Details of the data analysis and results were provided in this chapter. The responses obtained from the participants indicated compensation, working conditions, recognition as factors related to Research Question One and driving contributors to teacher retention, including effective communication and job satisfaction as elements linked to Research Question Two to help veteran teachers remain in the same charter school district.

The experiences with the role of compensation were exemplary and promoted a significant influence on high-quality teachers' retention. Based on the participants' experiences, work conditions made a significant influence and difference in educators' decisions to stay at the

campus or in the profession. School leaders are expected to foster working conditions to increase teachers' job satisfaction and retention. The participants' feedback indicated school leaders could use recognition as an essential tool to inspire teachers to achieve and increase motivation.

Meaningful responses from the participants emerged about driving contributors to teacher retention as the most satisfying aspects of the profession, including effective communication and job satisfaction.

Six major sections exist in Chapter 5 containing a discussion of the study's findings and interpretations. The first part includes a summary of participants' responses about the role of compensation, the influence of working conditions, outcome of recognition, and driving contributors to teacher retention. The final four sections in the chapter consist of an explanation of the study's limitations, recommendations for future research, implications for leadership, and the conclusion.

Chapter 5: Discussion and Conclusion

The purpose of the basic qualitative phenomenological study was to explore lived experiences of high-quality veteran elementary and secondary teachers to understand more fully how decisions were made to remain in a public charter school district in Nevada. A phenomenological method was a natural fit for the study to understand individuals and experiences better to answer the two research questions. The data were collected from the participants through face-to-face interviews. Open-ended questions were asked to guide the interviews with the understanding the participants may venture off-topic with individual responses and reflections. Participants described lived experiences in the interviews. Participant campuses were used as interview locations to provide a private and quiet environment.

Data analysis began with the organization and preparation of the raw records. Direct citations from the interview participants were included in the data analysis process to understand experiences better. After each interview, the collected data were transcribed into a Word document to develop a consistent method of handling, organizing, storing electronically, and displaying to complete the work efficiently. All preconceptions and judgments were minimized as much as possible to make an objective analysis of the data participants brought to the investigation. Participants answered questions in a natural setting and understood the value of perspectives imperative to the study's success. The research questions guiding the study were: What are some lived experiences to help veteran teachers remain in the same charter school district in Nevada? In what ways do these lived experiences influence veteran teachers to remain in the same charter school district in Nevada?

Six major sections exist in this chapter. A discussion of the teacher retention topic, including purpose statements, research methodology, collection and analysis of the data, along with the rationale for conducting the study, is summarized in the introduction section. Detailed findings, interpretations, and conclusions of the study are presented. The characteristics of the study design, such as shortcomings and the potential weaknesses of research, are addressed in the limitations section. Recommendations for future research purposes are provided. Implications for leadership referring to the influence this study might have on future research are presented. A conclusion is the final section of the chapter. Each of these sections is discussed in turn.

Findings, Interpretations, Conclusions

The information obtained from the participants consisted of crucial data about why high-quality veteran elementary and secondary teachers chose to remain in a public charter school district in Nevada. Through the utilization of qualitative research, different perspectives were gained from educators. Four emerging themes were identified: (a) the role of compensation, (b) the impact of working conditions, (c) outcome of recognition, and (d) driving contributors to teacher retention. Participants provided vital examples related to compensation as an essential factor affecting teacher retention. As participants shared experiences, similarities, and differences, factors influencing educators to remain or leave the profession became apparent. All preconceptions and judgments were minimized as much as possible to make an objective analysis of the data participants brought to the investigation. The emerging themes were identified and aligned with the research questions. Additionally, these themes were related to how participants experienced compensation, work conditions, recognition, and driving

contributors to teacher retention as the most satisfying aspects of the profession, including effective communication and job satisfaction. Each of these emerging ideas is discussed in turn.

Theme One: The Role of Compensation

Under the theme of the role of compensation feedback, participants value the key role of compensation with a significant influence on the retention of high-quality teachers.

Compensation is a tool used to acknowledge teachers' efforts and retain high-quality educators performing effectively (Faremi, 2017). According to Herzberg's two-factor theory, compensation is a hygiene factor people consider when deciding whether to stay in or leave a profession (Larkin et al., 2016). Participant responses indicated issues like low compensation compared to people in other occupations as a major concern leading to teacher dissatisfaction or leaving the profession. Particularly, lower compensation than public schools discourages teachers from remaining in the charter school district or the teaching profession (Sajid et al., 2018).

Respondents of the study linked low pay to educators leaving the district or profession as compensation was not satisfactory compared to public schools. The responses from participants confirmed the advantage of compensation for teachers' job satisfaction and financial comfort. With higher income, educators can pay bills, sustain lifestyles, and have a sense of being comfortable.

Overall, participants had suggestions for school leaders to foster teacher motivation and engagement by promoting better compensation. The results of the study support the conclusion that compensation is a factor to prevent job dissatisfaction. Bandura (1997) asserted developing effective ways to improve an individual's motivation and performance are essential for success. Respondents described compensation as one of the drivers of decisions to stay in or leave the

profession. From the responses, participants felt motivated by the compensation to perform effectively. More specifically, respondents described compensation as an important factor and had a significant influence and difference on the lived experiences. Harjiu and Niemi (2016) confirmed retaining teachers is a challenging issue and component of any high-quality education system. Throughout the responses, a common thread was how the compensation motivates teachers to remain in or leave the profession. The lack of compensation is related to feelings of dissatisfaction and motivation, resulting in a poor learning environment. All participants expressed low compensation as a negative and concerning aspect of the profession related to lived experiences.

Based on the analysis of the results, the role of compensation is crucial for teacher retention. Participant responses underlined the need for school administrators to use compensation as a powerful tool to motivate and retain high-quality teachers. School leaders can employ different strategies such as salary increase to support high-quality educators financially, improve teaching performance, and retain high-quality teachers (Torres, 2016b). Respondents expressed the advantages of receiving high compensation and how salaries influence teacher effectiveness and the quality of life. This lived experience expressed by the participants, such as financial comfort as the positive contribution of compensation, can make most educators feel encouraged to perform better or achieve more and stay in the teaching profession.

Respondents' interpretation of lived experiences, such as the quality of life, is connected to the role of compensation. Additionally, participants shared the meaning of compensation for teacher retention. Participants expressed the comfort of earning more money influenced the quality of life. Compensation has a significant effect on educator retention, and the cornerstone

of school leaders is fostering a supportive learning climate to sustain job satisfaction and teacher retention (Ertasoglu & Gursoy, 2019). Participants of the study described compensation as a motivational factor for improving the engagement of educators towards better performance, commitment, and overall happiness.

Theme Two: The Impact of Working Conditions

Generally, the participants expressed several concerns about challenging working conditions. Dupriez et al. (2016) identified working conditions as one of the driving contributors to leave the profession. Educators experience different challenges, including work conditions as a crucial factor made a significant influence and difference in teachers' perceptions and decisions to stay at the campus or in the profession. Overall, the respondents described work conditions as an important factor made a significant impact and difference in educators' decisions to stay at the campus or in the profession. Sustaining a supportive climate as working conditions significantly affect educator retention should be the cornerstone of school leaders (Ertasoglu & Gursoy, 2019). Participants pointed out the importance of work conditions and how such elements influenced and impacted decisions to stay in teaching. Participant responses indicated unsatisfactory working conditions as a major concern leading to teacher dissatisfaction or leaving the profession.

Unsatisfactory working conditions, including challenging parents, teaching load, and low salary, decrease educators' productivity and cause a sense of ineffectiveness in the profession (Ravalier & Walsh, 2018). Administrator support can influence educators' career decisions to stay in or leave the profession. The lived experiences reported by the respondents, such as lack of administrator support and instructional materials, are associated with dissatisfaction. A decent

school climate is created by the cooperation of educators and leaders as well as physical conditions, including effective communication to foster the expected commitment (Kimsesiz, 2019). Ongoing and clear communication is imperative for teacher retention to foster instructional strategies and influence educators' career decisions to stay in or leave the profession (Hughes et al., 2015). Participants remarked the availability of instructional materials influences teachers and the implementation of education. Teachers are motivated and satisfied to incorporate teaching resources to integrate students. Respondents of the study reported unsatisfactory instructional materials negatively affected the implementation of inclusive education and the development of different methods to foster academic performance. The lack of instructional materials and supplies affect teacher performance and results in a poor learning environment. The study results support the promoted work conditions as a factor to keep educators motivated and invested in performing well.

Improved working conditions, including involving fostering a positive work environment, providing sufficient instructional materials, and administrator support, result in affecting teachers' job satisfaction and increase the rate of retention (Kimsesiz, 2019). According to Hughes et al. (2015), educators remain in teaching for more than a decade as a result of being supported by school leaders. Respondents outlined administrator support for a positive school environment and retained high-quality teachers. Herzberg's (1966) motivational factors are used to engage team members in such a way to deliver the best performance. Participants expressed the advantages of an improved work environment relate to lived experiences, such as maintaining the quality of teaching and being more motivated to stay in the profession.

Teachers are inspired by the school leaders to achieve and increase commitment to the job and the mission of the organization by creating a vision to enhance the motivation of educators to shape future success (Eliophotou Menon, 2014). Participants emphasized administrative support can influence teachers' work performance and can result in increased retention as educators feel supported. Educators are impressed with administrator support and have a deeper commitment to remain in the system to promote quality education and school improvement (Peng et al., 2020). Administrative support and teacher efficacy are two variables directly relevant to school climate and student achievement (Torres, 2016a). The findings of the study support the positive contribution of work conditions can make most teachers feel encouraged to perform effectively and be more motivated to stay in the profession.

Theme Three: Outcome of Recognition

Collectively, the participants indicated recognition plays an essential role in teacher retention. Herzberg (1966) noted appreciation and recognition could lead to a strong sense of belonging and improve organizational success. Respondents expressed school leaders need to identify and implement several recognition strategies to retain high-quality educators. Recognition is defined as a leader's ability to appreciate the work of teachers as professionals and celebrate the success of the educators to maintain a positive school climate (Masumoto & Brown-Welty, 2009). Participants reported the advantages of recognition created a sense of being noticed and appreciated. The respondents' feedback indicated the difficulty of being a teacher was often due to a lack of recognition. Participants affirmed the feeling of accountability and recognition created a friendly school climate.

School leaders use recognition as a tool to increase the motivation and engagement of

teachers (Chiong et al., 2017). Additionally, respondents suggested administrators can keep educators motivated by using recognition as a strategy to achieve and increase commitment to the job and promote the success of all students. Participants suggested school leaders need to pay close attention to keep teachers engaged by using different ways of recognition. Teachers felt more valued when acknowledged as experts and were willing to work alongside administrators to carry out the school's vision (Shaw & Newton, 2014). The results of the study support the important role of recognition to motivate and keep effective teachers in the system. The overall meaning established from participants' responses suggests school leaders acknowledge the accomplishments of educators to appreciate the work as an effective means to maintain a positive school climate.

Theme Four: Driving Contributors to Teacher Retention

The respondents' lived experiences helped teachers adapt to the teaching and provided with the knowledge to remain in the profession. Communication is a crucial advantage of school leaders in providing support to educators and fostering a positive climate (Hughes et al., 2015). Respondents reported school leaders' core responsibility to establish ongoing and clear communication among teachers and administrators is imperative for a positive school environment. School culture is defined as one of the most impactful contributors to perceptions of a successful campus (Shaw & Newton, 2014). A feeling of satisfaction with the school is possible through an inherent interaction of teachers and administrators to form a partnership as a unified team to stay focused on the same goal of improving student achievement (Okcu & Cetin, 2017). Aligned with Herzberg's (1966) motivational factors, participants expressed the

importance of forming great communication among educators and administrators to make teachers work efficiently.

Participants identified job satisfaction as an influential factor ultimately influenced the educator's performance, commitment to school, and retention. According to Herzberg (1966), job satisfaction can lead to a change in an individual's productivity. Participants suggested school leaders should increase teachers' job satisfaction by using different ways. Larkin et al. (2016) believed the profession's most satisfying aspects included job satisfaction and a supportive work climate. The relation between job satisfaction and teacher retention indicated in the study (Hughes et al., 2015) is aligned with Herzberg's (1966) motivational factors. Job satisfaction is one of the most effective means of increasing educators' productivity in a school environment (Okcu & Cetin, 2017). As a result, work is embraced, and teachers feel more confident in professional independence in the classroom to make on-going decisions about lesson plan design, curriculum, and instructional strategies (Okcu & Cetin, 2017). Respondents pointed out the importance of job satisfaction linked to a higher emphasis on teacher performance and overall happiness. Meaningful responses from participants emerged about the role of compensation, the impact of working conditions, outcome of recognition, and driving contributors to teacher retention to make most educators feel enhanced to perform effectively and stay in the teaching profession.

Limitations

Three anticipated limitations emerged in the current study. The first limitation was potential biases from teachers with challenging experiences. Small talk was utilized prior to the interview to address biases, foster a conducive environment, and help participants feel

comfortable responding to questions (Saunders et al., 2015). Clear communication was used with respondents to build mutual trust and minimize bias (Landrum et al., 2017). As dependability is associated with the consistency of findings, the same questions were asked to each participant in the interviews to be consistent during the research process to ensure dependable results (Lub, 2015). The issues of reliability and validity were addressed during the collection and analysis of data. To ensure credibility and validity of the findings, identical responses were used during analysis to ensure the credibility and validity of the findings.

The second limitation was researcher bias. To avoid a possible conflict of interest and bias, one school was excluded from the study to avoid a possible conflict of interest and bias (Landrum et al., 2017). Preconceptions and judgments were minimized as much as possible to make an objective analysis of the data (Lane, 2018). To ensure the credibility of results in relation to qualitative research, focus on comprehending and interpreting respondents' lived experiences were highlighted (Oxley, 2016).

The final limitation was the challenge to produce generalizable and transferable results in other settings (Amankwaa, 2016). Generalizability was ensured through thick descriptions of the educators' experiences, to obtain consistent and transferable conclusions in other situations. A detailed representation of the respondents was described.

Recommendations

Education is an essential component, and retention of high-quality teachers has become a key focus of school leaders to improve the quality of teaching (Peng et al., 2020). This study should help to contribute to the existing knowledge of factors influencing educator retention. Elements affecting effective teachers' motivation to remain in the profession have a significant

influence on instructional effectiveness and student achievement (Chu & Kuo, 2015). By comprehending the factors affecting educator decisions to leave the profession, school administrators can implement strategies to retain effective teachers and support educators to foster retention (Podolsky et al., 2019).

This research was limited to only a charter school district, and 15 participants were educators working on five campuses located in Nevada. Considering the study's generalizations, future studies should be conducted to include participants from different charter and public-school districts. Involving diverse participants from different research settings may increase generalizability to compare teachers' lived experiences.

Further research can be conducted, from a quantitative approach, to explore the relevance of high-quality educator motivation and school environment dynamics to promote teachers' job satisfaction, academic performance, and retention (Singh, 2016). A need exists to comprehend educational relationships from teachers' points of view regarding efforts to promote achievement and motivation (Albrecht & Karabenick, 2018). Different strategies of teacher motivation related to job satisfaction and teacher retention can be expressed.

To create a supportive and safe workplace for educators, a need exists for policy change to improve compensation, work conditions, recognition, and driving contributors to teacher retention. Ongoing and clear communication should foster a collaborative environment and influence educators' career decision to stay in or leave the profession. Team building activities and meetings could be organized among teachers and administrators to promote collaboration, interaction, and relations. The results of the study support district-level policies and practices

related to compensation. Work conditions can be adjusted to improve high-quality veteran teachers' financial comfort and job satisfaction to remain in the system.

Implications for Leadership

The experiences with compensation, working conditions, recognition, and driving contributors to educator retention promoted a significant influence on the retention of high-quality teachers. Participants stated the identified emerging themes influence teachers to leave the profession unless essential support is provided to promote retention. Respondents defined teaching as a highly stressful profession and reported high levels of overwhelming factors and challenging situations concerning aspects of the profession. Respondents of the study emphasized the influence for positive social change emerged about the factors increasing the rate of effective teachers' motivation, job satisfaction, performance, and retention.

School leaders should seek to develop a successful solution-oriented administration plan, including rules and procedures with clear expectations to maintain a productive instructional environment for teachers. Respondents expressed school leaders should identify and implement several strategies, including communicating with educators effectively, facilitating professional development activities, enabling access to technology, and providing instructional materials directly relevant to the improvement of school climate and job satisfaction to retain high-quality educators on campus. Participants described an essential characteristic of good leadership as conclusively sharing knowledge and interacting with high-quality educators to analyze the teacher voice and modify the district-level policies and practices supported by the study results.

Respondents of the study reported high-quality teachers are consistently committed to upholding the rules and values of the school. Additionally, participants remarked effective

educators are willing to cooperate with administrators to carry out the vision for the school as an essential characteristic of good leadership. Aligned with Herzberg's (1966) motivational factors, the overall meaning established from participants' responses suggests school leaders promote a supportive environment essential for high retention and help educators to become administrators by publicly praising and acknowledging the achievements of teachers.

Conclusion

A discussion of the study findings, including limitations, recommendations, and implications, were presented in Chapter 5. The challenge of effective teacher retention was the problem addressed. Herzberg's two-factor and Bandura's self-efficacy theories were used as the framework for factors contributing to teacher retention and to identify specific reasons teachers leave the profession. Participants indicated teachers are the cornerstone of the educational system, and motivation is the key to influence job satisfaction to increase the rate of retention and engage educators in such a way to deliver the best performance. Respondents pointed out the retention of highly effective teachers is of great importance, and educators feel motivated to enhance academic performance through innovative instructional strategies.

Findings from this study emerged about compensation, working conditions, recognition, and driving contributors to teacher retention. To make educators feel invested in performing well and staying in the teaching profession, school leaders should know the factors that influence teachers' decisions. Additionally, school administrators should strive to implement strategies to retain highly effective teachers on campus.

Participants expressed the advantages of promoting better compensation to keep educators' morale up and improve the quality of life and teaching performance, which all result

in a productive learning environment. Respondents stressed school leaders should use compensation as a powerful tool to make most educators feel encouraged to perform better and stay in the teaching profession. Educators should create successful and meaningful learning experiences.

Respondents described working conditions, as an important factor and has a significant influence on educators' decisions to stay at a campus or in the profession. The participants' responses suggest a need for school leaders to discover strategies to improve work conditions related to educator retention. Meaningful administrative support is crucial to address the concerns regarding challenging situations to satisfy and motivate teachers. School leaders should enable access to instructional materials to support the educational effort.

School leaders should consider the applicability of this study's results when implementing strategies to improve organizational success and retain high-quality teachers. Participant responses underline the importance of recognition as an essential tool to increase teachers' motivation and engagement. To foster a conducive and collaborative work environment, participants suggested school leaders should establish open communication among educators and administrators to improve teachers' job satisfaction and overall happiness.

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Appendix A**Letter of Invitation E-mail**

Dear District Administrator,

As a doctoral candidate at American College of Education (ACE), I am conducting a study for my dissertation to explore the factors contribute to the retention of high-quality veteran teachers, with a minimum of 5-years of experience, as anticipated by 15 to 20 elementary and secondary teachers in the district. I would like to ask you to give me permission to conduct a research study within the school district, identify teachers meeting the participant selection criteria listed below, send the attached letter of invitation and informed consent via e-mail to all teachers. The results should be of interest and value to the stakeholders of public charter schools looking to retain high-quality teachers. The ability to conduct the study within the school district will allow me to complete the tasks required to successfully achieving a doctoral degree in Leadership.

Participant selection criteria: A minimum of 5-years of experience on the same school district, full-time teacher of record for a core academic subject (Math, Science, or English Language Arts), and earned effective proficient on the formal evaluations for the last 3 years or school principal recommendation. Participation in the research is voluntary. It is teacher choice whether to participate or withdrawn at any point. If a teacher chooses not to participate, there will be no punitive repercussions and do not have to participate.

Thanks for your assistance and support.

Sincerely

Bekir Atas

Appendix B**Letter of Invitation to Participate in Study**

Date: TBD

Name: Bekir Atas

Dear Prospective Participant,

As a doctoral candidate at American College of Education (ACE), I am conducting a study for my dissertation to explore the factors contribute to the retention of high-quality veteran teachers, as anticipated by 15 to 20 elementary and secondary teachers in a public charter school district in Nevada. The results should be of interest and value to the stakeholders of public charter schools looking to retain high-quality teachers.

A high-quality veteran teacher is described as an educator of record of a class a minimum of 70% of students met the projected Rasch Unit (RIT) score measures student growth or progress in school on the NWEA MAP (Northwest Evaluation Association Measures of Academic Progress) test administered in fall (Projected RIT scores are assigned to students based on the NWEA MAP Fall performance in Reading, Math Science, and Language Arts).

The study has been approved by the American College of Education Institutional Review Board. You are free not to participate in the qualitative phenomenological study or to withdraw at any time without adversely affecting your relationship with the investigator or American College of Education. There is no compensation for participating, but after completion of the qualitative phenomenological study, summary of the findings will be shared with you. Your input is extremely valuable for the future of charter school stakeholders in Nevada.

Should you have any questions regarding the study, please feel free to contact the Principal Researcher or the Dissertation Chair.

Thanks,

Principal Researcher

Bekir Atas

E-mail: bekiratas@gmail.com

Dissertation Chair: Dr. Barry Chametzky

E-mail: barry.chametzky@ace.edu

Appendix C

Informed Consent

Prospective Research Participant: Read the consent form carefully and ask as many questions as you like before you decide whether you want to participate in the research study. You are free to ask questions at any time before, during, or after your participation in the research.

Project Information

Project Title: Factors Influencing Teacher Retention in a Charter School District: A Qualitative Phenomenological Study

Researcher: Bekir Atas

Organization: Public Charter School District

Email: bekiratas@gmail.com

Telephone: 214-797-6838

Researcher's Dissertation Chair: Dr. Barry Chametzky

Organization and Position: American College of Education

E-mail: barry.chametzky@ace.edu

Introduction

My name is Bekir Atas, and I am a doctoral candidate at American College of Education. I am doing research as a researcher under the guidance and supervision of my Chair, Dr. Barry Chametzky. The researcher will give you some information about the project and invite you to be part of this research. Before you decide, you can talk to anyone you feel comfortable with about the research. The consent form may contain words you do not understand. Please ask the

investigator to stop through the information to get more information. If you have questions later, you can ask then.

Purpose of the Research

You are being asked to participate in a research study to understand the factors contribute to the retention of high-quality veteran teachers. The researcher seeks to explore the shared experiences of teachers related to the retention of teachers.

Research Design and Procedures

A qualitative methodology and phenomenological research design will be used in the study. The study will comprise of 15 to 20 participants, randomly selected. The study will involve face-to-face interviews to be conducted at site most convenient for participants. Each participant will complete approximately a one-hour interview. Interviews will be audio recorded, so the study can be as accurate and efficient as possible. You may request the audio recorder be turned off at any point during the interview. Follow up interviews may occur based on responses to initial questions. Interview will then be transcribed and sent to the participant for their approval and to ensure there were no misstatements or errors in transcription.

Participant selection

You are being invited to take part in the research because of your experience as a teacher contributing much to the study. Participant selection criteria: A minimum of 5-years of experience on the same school district, full-time teacher of record for a core academic subject (Math, Science, or English Language Arts), and earned effective proficient on the formal evaluations for the last 3 years or school principal recommendation.

Voluntary Participation

Your participation in the research is entirely voluntary. You are the one to choose whether to participate. If you choose not to participate, there will be no punitive repercussions and you do not have to participate. If you choose to participate in the study, you may change your mind later and stop participating even if you agreed earlier.

Procedures

The researcher is inviting you to participate in the research study. If you agree, you will be asked to sign the informed consent. The type of questions asked will range from a demographical perspective to direct inquiries about the topic of teacher retention.

Duration

The interview portion of the research study will require approximately 45 minutes to complete. If you are selected to participate in the study, the time expected will be a maximum of 45 minutes.

Risks

The researcher will ask you to share personal and confidential information, and you may feel uncomfortable talking about some of the topics. You do not have to answer any question or take part in the discussion if you don't wish to do so. You do not have to give any reason for not responding to any question.

Benefits

While there will be no direct financial benefit to you, your participation is likely to help us find out more about factors influencing teacher retention.

Confidentiality

The researcher will not share information about you or anything you say to anyone outside of the research. During the defense of the doctoral dissertation, data collected will be presented to the dissertation committee. The data collected will be downloaded to a safe hard drive on a password protected computer in researcher's office and kept confidential. Any information about you will be coded and will not have a direct correlation, directly identifies you as the participant. Only the researcher will know what your number is, and secure your information in the office.

Sharing the Results

At the end of the research study, the results will be available for each participant and published so other interested people may learn from the research.

Right to Refuse or Withdraw

Participation is voluntary. At any time, you wish to end your participation in the research study, you may do so without repercussions.

Questions about the Study

If you have any questions, you can ask them now or later. If you wish to ask questions later, you may contact the principal researcher via e-mail. The research plan has been reviewed and approved by the Institutional Review Board of American College of Education. This is a committee with the role of making sure research participants are protected from harm. If you wish to ask questions of this group, email IRB@ace.edu.

Certificate of Consent

I have read the information about this study, or it has been read to me. I acknowledge why I have been asked to be a participant in the research study. I have been provided the opportunity to ask

questions about the study, and any questions have been answered to my satisfaction. I certify I am at least 18 years of age. I consent voluntarily to be a participant in this study.

Print Name of Participant: _____ Signature of Participant: _____ Date _____

I confirm the participant was given an opportunity to ask questions about the study, and all the questions asked by the participant have been answered to the best of my ability. I confirm the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily. A copy of this Consent Form has been provided to the participant.

Print name of lead researcher: _____

Signature of lead researcher: _____

I have accurately read or witnessed the accurate reading of the assent form to the potential participant, and the individual has had the opportunity to ask questions. I confirm the individual has freely given assent.

Print or type name of lead researcher: _____

Signature of lead researcher: _____

Date: _____

PLEASE KEEP THIS INFORMED CONSENT FORM FOR YOUR RECORDS.

Appendix D

Interview Protocol

Project: Factors Influencing Teacher Retention in a Charter School: A Phenomenological Study

Time of Interview: _____ Date of the Interview: _____

Location: _____ Interviewer: _____ Interviewee: _____

I will audio record the interview, so the study can be as accurate and efficient as possible. You may request the audio recorder be turned off at any point during the interview.

I. Introduction

1. Why did you choose teaching as a profession?
2. What is your experience in charter school and out of charter school setting: number of years and grade levels?

II. Sub-Questions

1. How essential is the compensation for teacher retention?
2. Do you think the teacher salary gap between public school ISD and your charter school district affect teacher retention? If so, how?
3. What are the experiences you have had to face in challenging working conditions?
4. Do you think challenging working conditions affect teacher retention? If so, how?
5. What is your expectation from campus administration to make working conditions better?
6. What does recognition mean to you in a public charter school?
7. In what ways do you think the recognition could help teacher retention?
8. Have you ever felt recognized at your charter school? Please elaborate

Thank you for consenting to participate in the research study by answering the questions.

Appendix E**Subject Matter Expert Validity Request Letter**

Dear Colleagues!

As a doctoral candidate at American College of Education (ACE), I am conducting a study for my dissertation to explore the factors contribute to the retention of high-quality veteran teachers, as anticipated by 15 to 20 elementary and secondary teachers in a public charter school district in Nevada. The results should be of interest and value to the stakeholders of public charter schools looking to retain high-quality teachers.

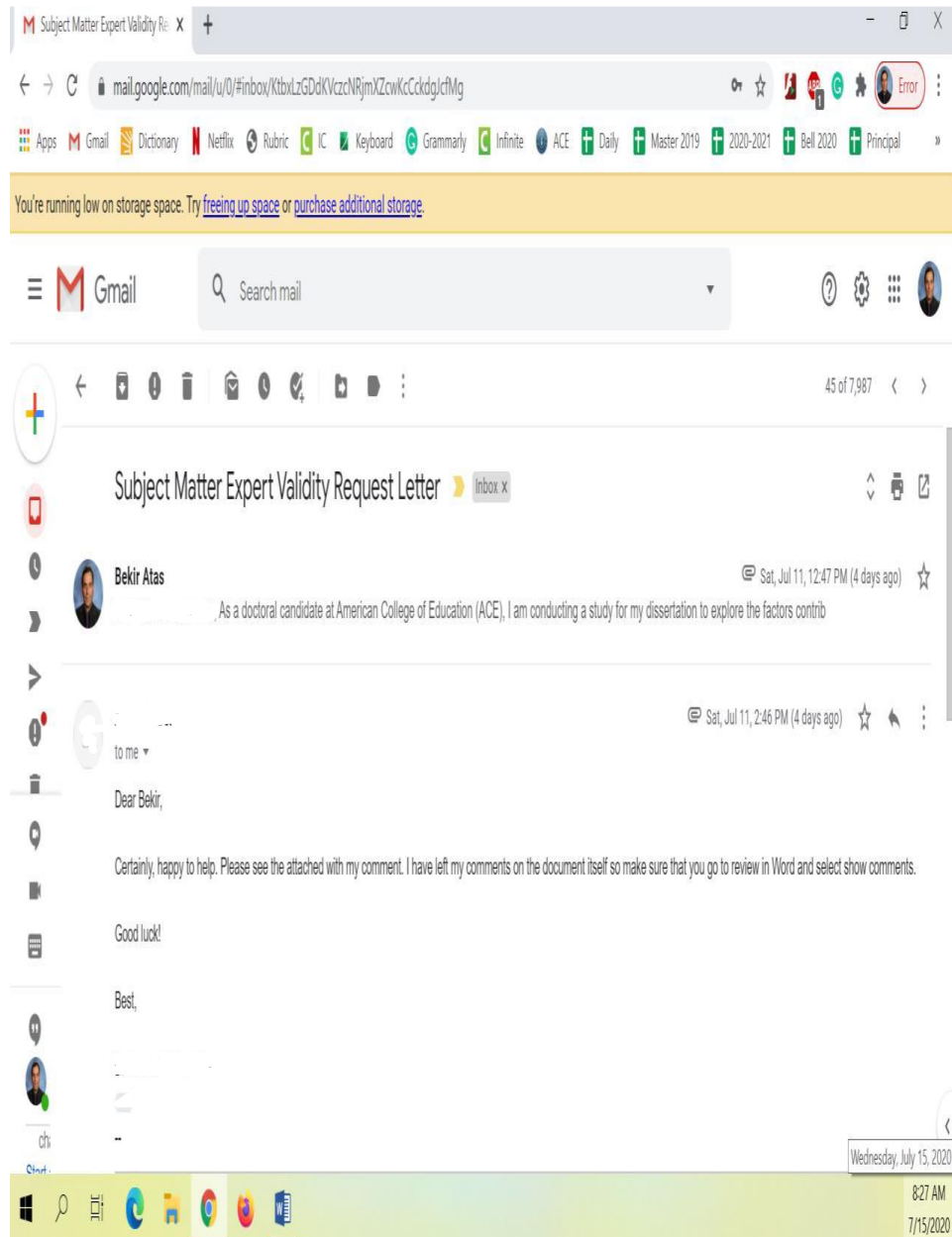
Each of you is considered to be subject matter experts for my interview questions. I would appreciate if you would review my interview questions and provide me with feedback. The goal of the interview is to establish an understanding of the factors contribute to the retention of high-quality veteran teachers of the district. Any feedback regarding bias, reliability, and validity would be appreciated.

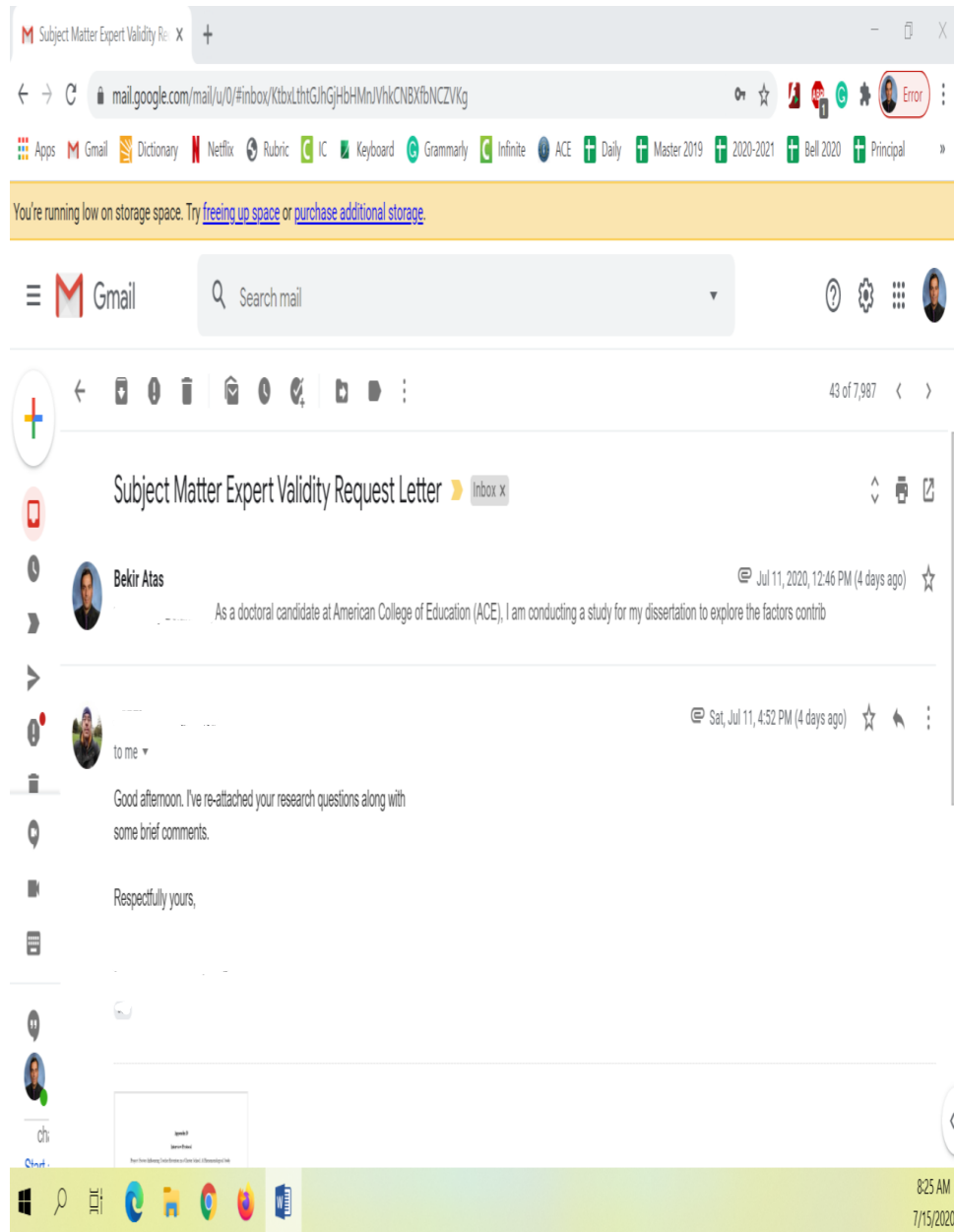
If you would like to provide feedback, I request a response by Monday, July 13, as I am working on the chapter three-methodology section of my dissertation proposal and will need to progress forward. Attached are the interview questions for your reference and review.

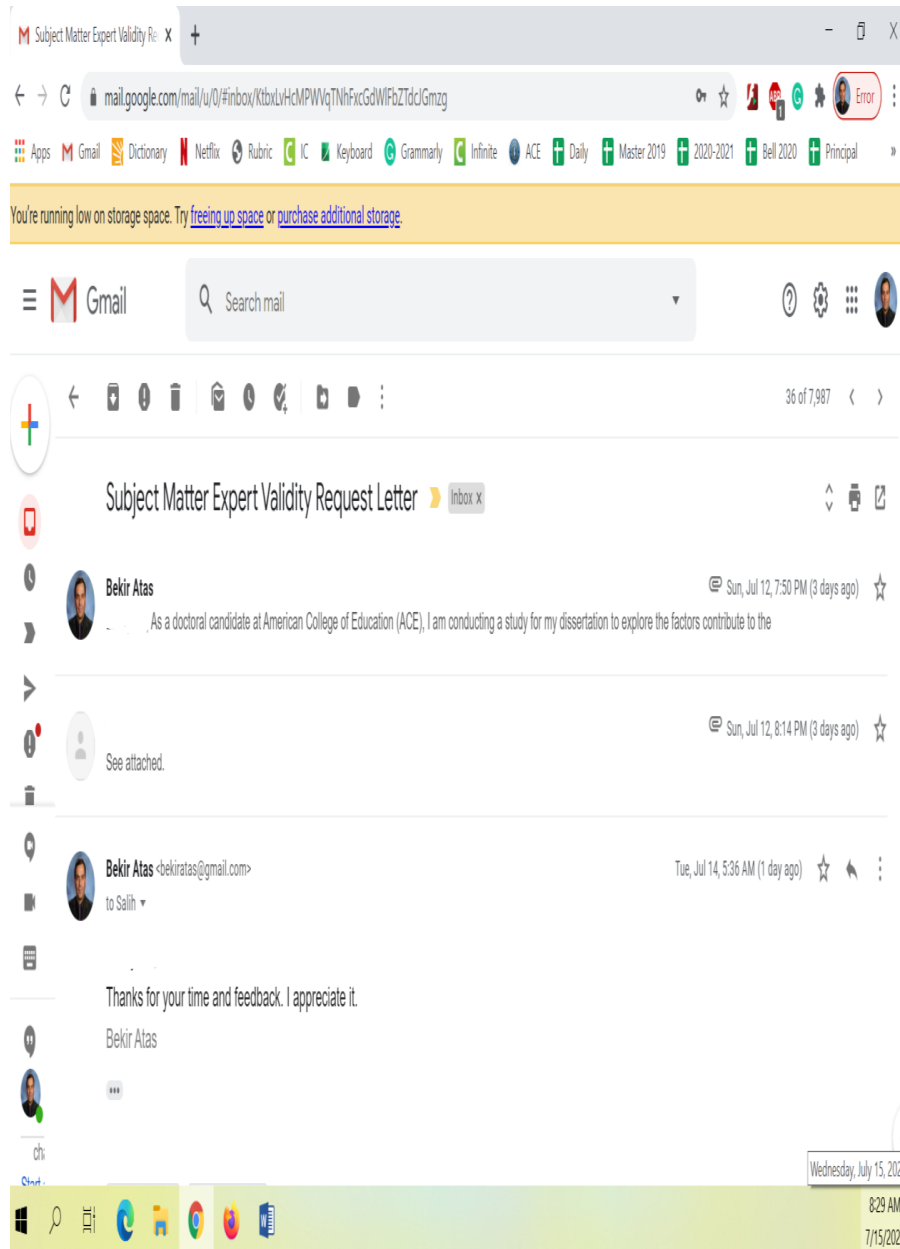
Thank you for your participation and time.

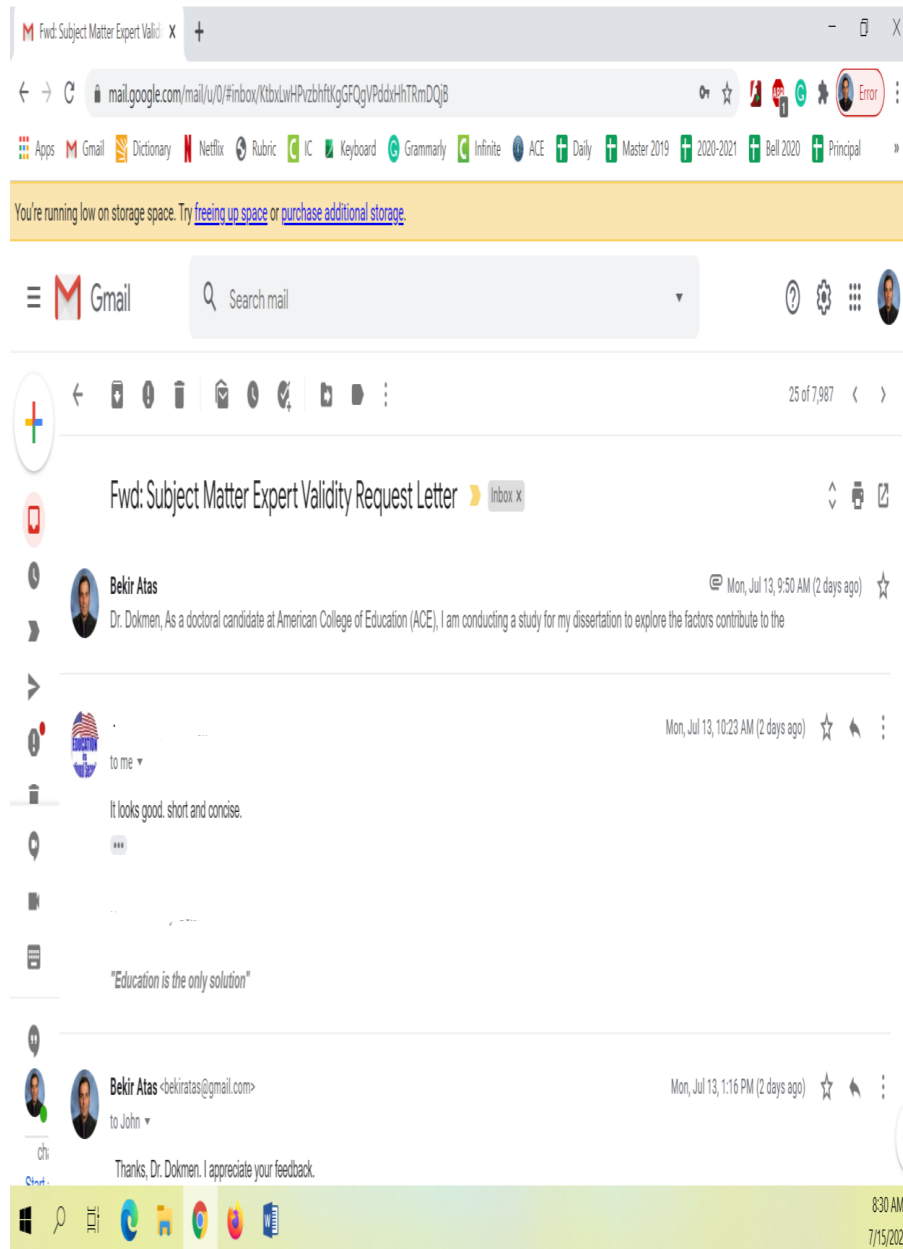
Sincerely,

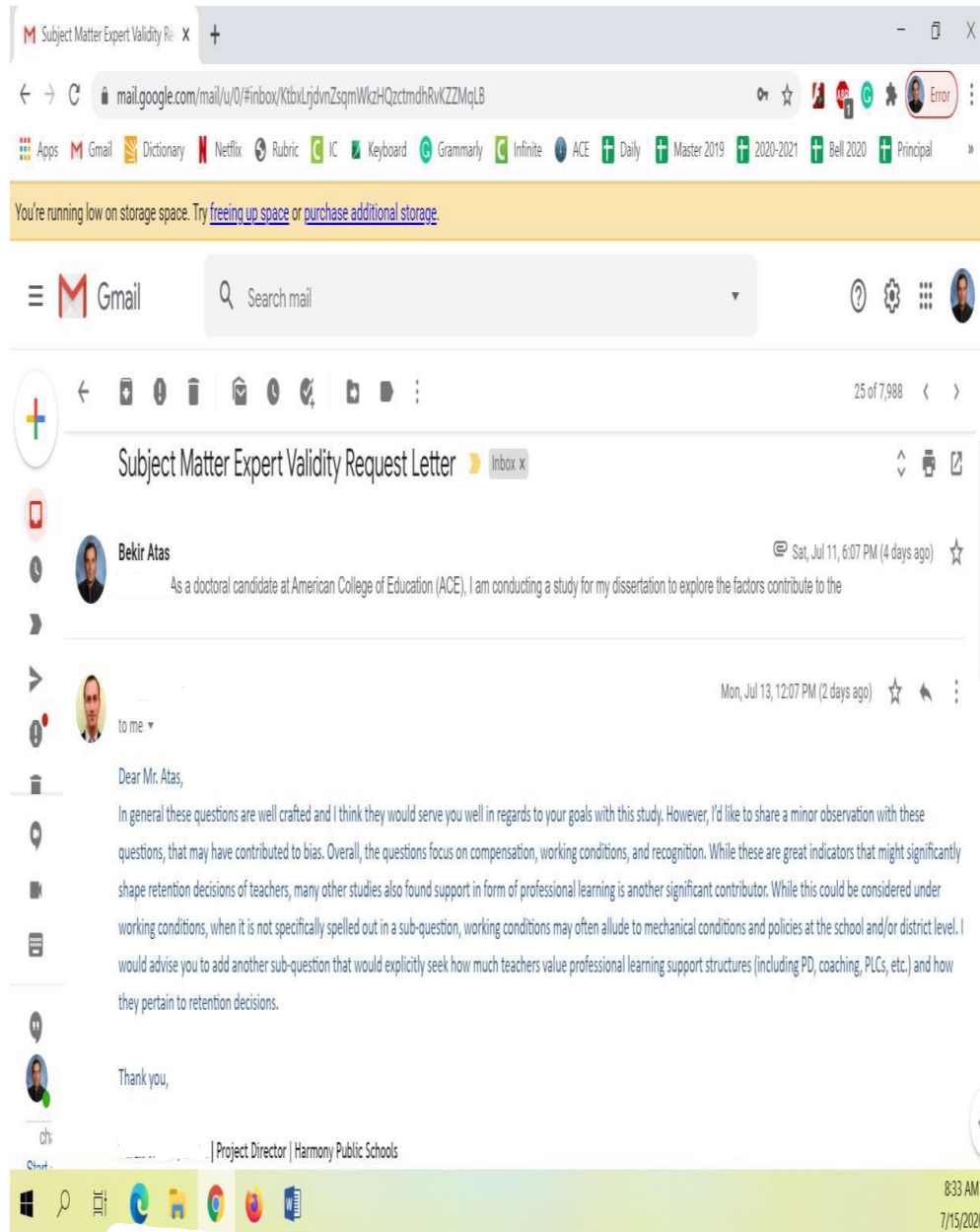
Bekir Atas











Appendix F

Approval of the Site Permission

