America Reads-Mississippi Future Teacher Corps: A Study of Program Completers' Perception of Factors Influencing the Decision to Become and Remain Classroom Teachers

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AMERICA READS-MISSISSIPPI FUTURE TEACHER CORPS: A STUDY OF PROGRAM COMPLETERS’ PERCEPTION OF FACTORS INFLUENCING THE DECISION TO BECOME AND REMAIN CLASSROOM TEACHERS

by

Deborah Green Moore

Abstract of a Dissertation Submitted to the Graduate School of The University of Southern Mississippi in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy

December 2012
Despite the number of programs in Mississippi that focus on developing and training teachers, the State continues to face a critical teacher shortage. This non-experimental, ex-post facto, quantitative study investigated the America Reads-Mississippi (ARM) Future Teacher Corps (FTC) program, an AmeriCorps program in Mississippi with a mission to improve the reading skills of students, encourage public awareness, support literacy, and help increase the number of certified teachers in Mississippi. FTC, a sub-corps of ARM, was created in 2007 to address teacher shortages through structured community education and teacher-specific training, with the goal of increasing the number of certified teachers in Mississippi.

The purpose of this study was to assess the intrinsic and extrinsic motivational factors influencing the decision of FTC completers to become licensed teachers in the state of Mississippi. In addition, intrinsic and extrinsic motivational factors, job satisfaction factors and social networks that influenced retention as perceived by FTC completers who worked for a minimum of one year were assessed while determining if a relationship existed between these factors. FTC participants who completed the program
in 2009 and 2010 were the targeted population for this study. Ninety-two FTC completers were identified and contacted to participate in the study with 39 responding.

Fifty-six percent, over half, \( (n=22) \) of FTC completers indicated they plan to make teaching a career and teach for longer than 15 years. Three out of four respondents \( (n=29; 74.3\%) \) plan to remain in teaching more than five years. Ninety-one percent of FTC completers have remained in the classroom for at least one year. Of the 13 completers who have taught for at least two years, 12 (92%) have remained in the classroom which indicates a higher retention rate than the rates for Mississippi teachers in general. The top three reasons for becoming a teacher and remaining in the classroom for at least one year were identified as *the desire to work with young people, interest in the subject matter, and the value or significance of education in society*. A positive relationship was found between retention and the motivational factor *never really considered anything else* \( (r=.692, p=.001) \). A positive relationship also exists between retention and the motivational factor *one of the few professions open to me* \( (r=.672, p=.002) \). Finally the relationship between *participation in Future Teacher Corps* \( (r=.608, p=.007) \) was positive. Thus among FTC completers who have worked a minimum of one year, higher scores on motivation factors and social network are related to a higher number of years to continue to teach. No significant correlations were found between job satisfaction factors and retention.
The University of Southern Mississippi

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December 2012
DEDICATION

This work is dedicated to God, who has made everything possible in my life, and to my parents, who encouraged education among my 13 brothers and sisters and me. I want to thank my 13 brothers and sisters for remembering what our parents instilled in us and empowered us to do. I also dedicate this work to my church family, Delmar Avenue Church of Christ in Ruleville, MS, who have kept me in continued prayer through this process.

This work is also dedicated to my husband, Billy, whom I love dearly and who is the inspiration for everything I do in my life. My long journey of working on this study was also encouraged by my two lovely daughters, Ándrea and Alicia, in whom I am very proud for all their accomplishments and for following in my footsteps to obtain terminal degrees. This work is also dedicated to the many former and current Mississippi AmeriCorps members and all who are in national service.
ACKNOWLEDGMENTS

I would like to express my sincere thanks and appreciation to all who have served on my dissertation committee: thanks to Dr. Cyndi Gaudet, my chair, for the excellent support and continued coaching and guidance I received throughout this process. Thanks to Dr. Patti Phillips, Dr. Heather Annulis, Dr. Dale Lunsford for continuous feedback throughout the process. Thanks to Dr. Brian Richards for the technical assistance and support. Thanks to Dr. Hines Cronin and Ms. Christina Monroe for editing, continuous encouragement, and advice.

Thanks to my friends, Dr. Paulette Meikle-Yaw and Mr. Thomas Edwards who provided insight on my study. Thank you to Dr. Melissa Goodman for providing assistance and insight regarding the methodology for my study and with the survey instrument. Thank you to Mrs. Tomeka Harbin and Dr. Susan Bush, two of my colleagues, for keeping me encouraged and inspired to keep moving forward with my study.

Thank you to Dr. C. Emily Feistritzer and Dr. Germain McConnell for allowing me to adapt and modify their surveys for use in my study. Thank you to Dr. Rebecca Hochradel, Dr. J.T. Johnson, Eric Actchison, and Jamie Boydston for assisting me with data analysis. Thank you to the America Reads-Mississippi State Staff (Mrs. Ronjanett Taylor and Mrs. Sandra Herring) who gave me permission to conduct this study and provided access to Future Teacher Corps completers. Thank you to the many Future Teacher Corps completers who agreed to participate and made this study possible. Most of all, I would like to thank God for blessing me and giving me the strength to persevere.
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CHAPTER I
INTRODUCTION

In *The World is Flat*, Friedman (2005) argued that globalization drove significant changes to “challenge the economic and strategic leadership of the U.S.” (p. 477). Globalization impacts food, agriculture, natural resources, and other competitive markets; an increase in capacity of a country’s education and workforce training systems is needed to accommodate these impacts. To competitively engage within and outside of the U.S. workforce, students—now and in future generations—need to develop a set of interdisciplinary skills to comprehend increasingly complex systems models, allowing them to act locally but think globally (Friedman, 2005).

To maintain the competitive edge of our country in global markets, investments must be made in human capital (Academic Programs Section, 2009). Some researchers argue that human capital development is influenced by factors determined before birth, including one’s parental occupational status, family income, parents’ education, families in the community, and geographic mobility, among others (Bronfrenbrenner, 1986; Coleman, 1988). Tulkin (1972), a late developmental scientist, asserted that education was an important predictor for the capacity of both parents and their children. Because students spend a majority of their day in school-based settings and activities, school becomes a critical place to develop skills, as well as emotional, social, and cognitive capacity. Ensuring students gain and hone the necessary skills to be prepared for adulthood and gainful employment is a shared responsibility for families and educational systems. According to Edman (1968),
A teacher is expected to be the possessor of knowledge which he or she can successfully impart to children; . . . he or she must see clearly the major goals toward which education is to be directing his or her society and to do his or her part to see that these goals are accomplished. (p. 12)

Over the last two decades, convincing research has shown that teachers were vital to school improvement and to closing the student achievement gap (Whiting & Klotz, 1999). Each year teachers enter, move, and leave the K–12 teacher workforce in the United States. According to the NCES 2011 Annual Report, the number of teachers in elementary and secondary schools increased from 2.59 million in 1986 to 3.30 million in 1999, an increase of 27%. The number of teachers is projected to increase to 3.65 million by the year 2011. Despite increased numbers of programs and initiatives focusing on recruitment, development, and retention of competent certified teachers, our nation continues to face a critical teacher shortage years after the implementation of these programs and initiatives (Chambless, Sweeney, & Thompson, 1999). A third of new teachers quit after three years, and nearly half are gone after five years (NCTAF, 2003).

Some researchers cite teacher turnover as the major contributing factor to the teacher shortage (Murphy, DeArmond, & Guin, 2003). Ingersoll (2002) found teachers leave their jobs at a rate of 13% a year with most of the turnover occurring within the first five years the teacher is in the classroom. Researchers reported public schools with higher percentages of poor students had greater difficulty retaining teachers than schools with fewer poor students (Broughman & Rollefson 2000; Ingersoll 2001). In addition to teacher turnover, other factors were found to influence the need for more teachers such as
class size reduction policies (Harrington, 2001; Hussar, 1999; Shields et al., 2001) and growing student enrollment (Hussar, 2002).

Qualified teachers tend to leave rural areas due to social, cultural, and professional isolation (Harmon, 2001). The development of social networks through volunteer associations such as AmeriCorps has been shown to develop relationships that build social capital in rural areas (Wollebaek & Selle, 2002). Communities with diverse social networks and civic opportunities may be in a stronger position to confront poverty and vulnerability (Moser, 1996; Narayan, 1995). Social interactions enabled people to build communities through a commitment to each other (Putnam, 2000).

As a rural state, the shortage of teachers has been especially problematic in Mississippi. From 2001-2003, a 30-50% reduction in teacher workforce was projected due to retirements alone (Mississippi Department of Education [MDE], 2004). These statistics were thought to be a reflection of school district administrators’ reactive rather than proactive approach to recruiting and retaining teachers. This steep reduction in available qualified teachers led to emergency certifications. During the 2009-2010 school year, 2,800 emergency certifications were granted to college graduates who did not meet state certification requirements to teach in Mississippi public schools (Harrison, 2010). According to a report issued by staff at the Mississippi Department of Education (MDE), 48 of the 152 school districts were designated as “critical teacher shortage” districts for that school year (Harrison, 2010, p. 1). More than 40% of Mississippi teachers work in education for two years, then relocate out-of-state for various reasons (Enwefa, Enwefa, Jurden, Banks, & Buckley, 2001). According to the state superintendent's annual report for 2007-2008, 17% of classroom teachers in Mississippi
were eligible for retirement and approximately 5,500 new teachers were needed for one school year (MDE, 2008).

Individuals pursue teaching as a career for a number of reasons. Richardson and Watt's (2006) study of first year pre-service teachers at three universities in Sydney and Melbourne, Australia investigated why people chose a teaching career. The researchers found the main factors motivating students to become teachers were their perceived abilities to be teachers, the intrinsic value of teaching, the desire to make a social contribution, the desire to shape the future, and the desire to work with children or adolescents. Papanastasiou and Papanastasiou (1997) focused their research on the intrinsic, extrinsic, and alternative factors influencing third and fourth year students at Pennsylvania State University (Penn State) and the University of Cyprus in Nicosia to major in elementary education. The researchers found “internal motives” as the strongest factor to influence students at Penn State to major in elementary education. The variety of benefits and the status of the profession were factors most influencing students at the University of Cyprus in Nicosia (Papanastasiou & Papanastasiou, 1997). The reasons for becoming a teacher and continuing to teach are largely similar (Feistritzer, 2008). Several studies suggested that a combination of extrinsic and intrinsic motivators influence teacher job satisfaction and retention (Day et al., 2006; Feistritzer, 2008; Sylvia & Hutchinson, 1985). Tett and Meyer (1993) posit turnover intentions as the behavioral attitude in which an employee consciously acknowledges willingness to seek alternative jobs in other organizations. Actual behavior of individuals can be accurately predicted by their intentions (Price, 2001; Steel & Nestor, 1984; Tett & Meyer, 1993).
Understanding factors influencing individuals to become and remain teachers and providing them with the tools, support and resources they need to be successful increases commitment leading to increased retention (Enwefa et al., 2001).

Statement of the Problem

Declining numbers of college graduates pursuing teaching degrees, coupled with teacher retirements and teacher turnover, has resulted in a shortage of qualified teachers in Mississippi (Ingersoll, 2002). Despite federal and state funded programs promoting the increase of teacher licensure, programs have failed to produce enough licensed K-12 teachers for Mississippi's educational system. The need for viable programs structured to support growth in the K-12 teacher workforce cannot be ignored. Teacher recruitment programs, alternative certification programs, and incentivized programs, such as Teach for America, Troops for Teachers, and Mississippi Teacher Corps are offered in Mississippi to address the teacher shortage (Decker, Meyer, & Glazerman, 2001; McConnell, 2005; Schwartzbeck, Prince, Redfield, Morris, & Hammer, 2003). AmeriCorps programs, such as America Reads-Mississippi (ARM) Future Teacher Corps (FTC), have addressed the training and preparation needs of individuals desiring to become teachers while also focusing on the challenges of teacher shortages (ARM, 2011). Created in 2007, FTC, a sub-corps of the ARM AmeriCorps Program addresses teacher shortages through structured community education and teacher-specific training, with the goal of increasing the number of certified teachers in Mississippi (ARM, 2011). However, a better understanding of factors influencing individuals to become teachers and factors that help them remain in the classroom is critical to building a sustainable Mississippi teacher workforce. Understanding these factors can provide important
information to improve existing teacher preparation programs, and help identify opportunities for development of other programs to recruit and prepare teachers.

Purpose of the Study

The purpose of this study was to determine the intrinsic and extrinsic motivational factors influencing the decision of ARM–FTC completers to become licensed teachers in the state of Mississippi. In addition, the study was designed to determine the intrinsic and extrinsic motivational factors, job satisfaction factors, and social networks that influenced retention as perceived by ARM–FTC completers who had worked for a minimum of one year. A further purpose was to determine the relationship between these factors.

Research Objectives

To achieve the purpose of this study, the following objectives were investigated for the 2008-2010 FTC program years:

RO₁: Describe demographic characteristics of FTC completers including graduation rate, tenure, and current employment status.

RO₂: Determine the intrinsic and extrinsic motivational factors that influence the decision to become a licensed teacher in the state of Mississippi, as perceived by FTC program completers.

RO₃: Determine the intrinsic and extrinsic motivational factors that influence K-12 licensed teacher retention in the state of Mississippi, as perceived by FTC program completers who have worked a minimum of one year.
RO₄: Determine the social network influence on K-12 licensed teacher retention in the state of Mississippi, as perceived by FTC program completers who have worked a minimum of one year.

RO₅: Determine the job satisfaction factors that influence K-12 licensed teacher retention in the state of Mississippi, as perceived by FTC program completers who have worked a minimum of one year.

RO₆: Determine if a relationship exists between the intrinsic and extrinsic motivational factors, job satisfaction factors, and social networks influence on retention as perceived by FTC completers to influence the decision of K-12 licensed teachers to remain in the classroom who have worked a minimum of one year.

Significance of the Study

This study has important implications for a variety of stakeholders, including the Corporation for National and Community Service—the founders of AmeriCorps—the Mississippi Commission for Volunteer Services, Mississippi Institutions of Higher Learning, MDE, and the program directors of AmeriCorps. Each stakeholder has a vested interest in the effectiveness of the skills training, the profits, and benefits of the program, and how FTC completers contribute to building stronger communities by becoming licensed teachers in local community schools.

The stakeholders invest a large amount of resources into the development of members to build, not only their skills, but their commitment to their community.

Results of this study can help decision makers of these organizations review program design and develop more effective activities to encourage positive outcomes of members
and personal skill set development. Ultimately, this study may be used by other service organizations to build training programs for effective human capital development in the field of teaching. Policymakers at the state and federal levels have an enduring interest in finding ways to attract and retain high-quality teachers, especially in low-income communities where retention rates are disproportionately low.

Theoretical Base

This study is grounded in motivation theory and social capital theory, both of which are discussed in the following section.

Motivation Theory

Motivation arises from two points of origin: intrinsic or extrinsic. Externally motivated individuals take action in response to some external influence, while intrinsic motivation originates from within an individual (Herzberg, Mausner, & Synderman, 1959). Theorists differ on the source of the motivations. For example, Purkey and Stanley (1991) asserted that all intrinsic motivation is derived from an individual’s need to enhance or maintain self-image or self-conception. Malone and Lepper (1987) took a broader view and defined intrinsic motivation as the actions an individual takes regardless of external influence, in other words, for no reward except joy or amusement.

The FTC completers likely weigh several competing motivators when deciding whether or not to pursue teaching careers, including extrinsic factors—pay, schedule, job security—and intrinsic factors—the joy derived from teaching a particular subject or the desire to feel like an authority on a topic. Herzberg et al. (1959) motivation–hygiene theory, or two-factor theory, described the competing motivations at work in this process. Herzberg et al. (1959) theorized that job satisfaction and dissatisfaction are
caused by different, potentially unrelated factors. In other words, the absence of factors that foster job dissatisfaction do not necessarily leave the employee satisfied with a job, and vice versa (Herzberg et al., 1959).

The results of several previous studies suggested that a combination of extrinsic and intrinsic motivators influence teacher job satisfaction and retention. In a study of 167 Oklahoma teachers, Sylvia and Hutchinson (1985) concluded, “…teacher motivation is based in the freedom to try new ideas, achievement of appropriate responsibility levels, and intrinsic work elements” (p. 841). In a longitudinal study of more than 300 primary and secondary school teachers in England, Day et al. (2006) found that in the first three years of teaching, extrinsic factors, namely negative student behavior and the support (or lack thereof) of school or department leaders, had a tremendous impact on teacher motivation, even though teachers at this career stage were primarily motivated by the intrinsic need to feel effective.

Because of the previous research found on intrinsic and extrinsic factors this study investigated the intrinsic and extrinsic factors of motivation influencing FTC completers to become teachers. In addition, the intrinsic and extrinsic motivational factors, social networks, and job satisfaction factors influencing FTC completers’ retention as classroom teachers were also investigated.

*Social Capital Theory*

Social capital theory is grounded in relationships. Putnam (2000) found membership in volunteer organizations led to enhanced and more diversified social capital for the individual. Crowley (2005) stated, “Social capital is based on the idea that people access valuable resources through their connection with others. From the
perspective of individuals, social capital is access to resources gained by virtue of membership in social networks” (p. 7). FTC participants served their communities through a national service AmeriCorps program, ARM. Through experiences as a participant in the ARM, participants were offered the opportunity to bond and interact with other AmeriCorps members through training and service opportunities. Members interacted with school administrators, teachers, students, and parents through their affiliation at assigned school sites. In addition, members were connected to the community through the service they offered and through community service projects in which community members participated on service days to collectively address a problem or need. Putnam (1995) defined social capital as “features of social life—networks, norms and trust that enable participants to act together more effectively to pursue shared objectives” (p. 67). The basic idea of Putnam's (1995) concept was to specify the conditions under which collective action was facilitated. In this study, the concept of social networks was investigated.
Figure 1. Conceptual framework of intrinsic and extrinsic motivational factors influencing FTC completers' decisions to become classroom teachers, as well as intrinsic and extrinsic motivational factors, social networks, and job satisfaction factors influencing retention.
Limitations of the Study

1. Future Teacher Corps (FTC) is a young sub-corps program that has only been in existence for three academic years at the time of this research: 2008-2009, 2009-2010, and 2010-2011. Therefore, completers had not been in the classroom more than two years.

2. No studies had been conducted and reported in the literature on the FTC or other service-learning teaching programs, therefore comparative data was unavailable.

3. FTC was designed specifically for, and operated within the state of Mississippi, therefore comparative data from other states was unavailable.

Delimitations of the Study

1. This study did not include FTC members who had dropped out of the program prior to completing because the focus of this study was on the impact the program had on FTC completers.

2. Participants completing the program in 2011 are not included because they have not had the opportunity to teach for at least one year.

Definitions of Terms

Definitions of the following key terms are provided to aid in understanding terms and references in this research report.

1. **Alternative Certification** is a process designed to certify candidates who have subject matter competencies without going through formal teacher preparation (Wright, 2001)

2. **AmeriCorps** is a national service program engaging more than 75,000 individuals in intensive, results-driven service each year. AmeriCorps programs address the
needs of communities in education, the environment, public safety, disaster relief, and other human needs. AmeriCorps members increase the capacity of staff at nonprofit organizations to serve their communities by allowing them to expand their services, raise funds, and create sustainable programs (Corporation for National and Community Service [Corporation], 2008).

3. Civic Engagement is a person's understanding of problems in their community, their willingness to address the problems, and their level of involvement for designing solutions to the problem (Verba, Schlozman, Brady, & Nie, 1993).

4. Corporation for National and Community Service (CNCS) is an independent government agency established in 1993 by the National and Community Service Trust Act, whose mission is to engage Americans of all ages and backgrounds in community-based national service to address education, public safety, human, and environmental needs to achieve direct and demonstrable results (Lordeman & Rudman, 2008).

5. Extrinsic Motivational Factors are benefits attached to the teaching profession that influence individuals to enter (Papanastasiou & Papanastasiou, 1997) and remain in the teaching profession (Feistritzer, 2008). These factors include spend more time with family, employment mobility, influence of an elementary or secondary teacher, influence of a teacher or advisor in college, one of the few professions open, want a change from work, need a second income, too much invested to leave, job security, financial rewards, long summer vacations, and the value or significance of education in society (Feistritzer, 2008).
6. *Human Capital* refers to knowledge, attitudes, and skills that are “. . . developed and valued primarily for their economically productive potential. It refers to the productive capacities of human beings as income-producing agents in an economy” (Hornbeck & Salamon, 1991, pg. 13) and to “the present value of past investments in the skills of people” (Blang, 1970, p. 19).

7. *Intrinsic Motivational Factors* are defined as the values individuals hold for themselves (Papanastasiou & Papanastasiou, 1997). These factors influence the decision to become (Papanastasiou & Papanastasiou, 1997) and remain a teacher (Feistritzer, 2008). In the field of teaching, these factors include the desire to work with young people, an interest in the subject matter, never really considered anything else and a sense of freedom in the classroom (Feistritzer, 2008).

8. *Job Satisfaction* is a term referring to whether teachers do or do not like their jobs (Feistritzer, 2008).

9. *License* in regard to the teaching profession refers to the document recording permission for an individual to teach school (Mississippi Critical Teacher Shortage Act, 2000).

10. *Mississippi Commission for Volunteer Services* is the state agency in Mississippi overseeing national service programs (Corporation, 2010).

11. *Mississippi Institutions of Higher Learning* consists of the eight public universities: Alcorn State University, Delta State University, Jackson State University, Mississippi State University, Mississippi University Women, Mississippi Valley State University, The University of Mississippi, The University of Southern Mississippi, including the University of Mississippi
Medical Center, Mississippi Cooperative Extension Service, Mississippi Agricultural, Forestry and Veterinary Medicine, ten off-campus centers, and various other locations throughout the state (Mississippi Institutions for Higher Learning, 2011).

12. **National Service** refers to nationally supported community service initiatives (Corporation, 2008).

13. **Retention** refers to the length of time an FTC completer plans to remain in teaching.

14. **Social Capital** is based on the idea that people access valuable resources through their connection with others (Crowley, 2005). Social capital enables FTC members to easily explore common objectives and cooperative in achieving individual goals (Bourdieu, 1986).

15. **Social Networks** refers to human connections that are considered individual resources and can lead to the achievement of a personal or societal goal (Putnam, 1993).

16. **Teacher Shortage** is a lack of licensed teachers in geographic or subject areas (Chambless et al., 1999).

17. **Traditional Route** refers to the path of teaching licensure whereby individuals who graduate receive a baccalaureate degree in education (Darling-Hammond, 2000).

18. **Turnover** refers to teachers leaving the workforce due to retirement, quitting, or moving (Murphy, DeArmond, & Guin, 2003).
Summary

To remain competitive in this global market, the U. S. must increase investments in human capital development (Academic Programs Section, 2009). School is a critical place for development because students spend a majority of their day in school-based settings and activities. Convincing evidence has demonstrated that teachers are an integral component of school improvement and instrumental in closing the student achievement gap (Whiting & Klotz, 1999). Despite the many efforts focused on recruitment, development, and retention of competent certified teachers, our nation continues to face a critical teacher shortage (Chambless et al., 1999). Those committed to education in Mississippi face the same challenges as those in other rural states in finding qualified teachers. For example, a 30-50% reduction in the teacher workforce due to retirements alone was projected in Mississippi between 2001-2003 (MDE, 2004).

Through state mandates and private and public sector initiatives, Mississippians have created a number of programs and initiatives to recruit, develop, and retain licensed teachers. One such program is the ARM–FTC. The purpose of this study was to determine FTC completers’ perceptions of intrinsic and extrinsic motivational factors influencing the decision to become a teacher. In addition, this study examined the social networks developed through participating in FTC, along with job satisfaction factors and intrinsic and extrinsic motivational factors influencing FTC completers’ decisions to remain in the classroom a minimum of one year as a K-12 licensed teacher in the state of Mississippi.
CHAPTER II
LITERATURE REVIEW

Introduction

The goal of this literature review was to examine key elements relevant to factors influencing ARM–FTC completers to become teachers and be retained as teachers in Mississippi K-12 classrooms. First, motivation theory and social capital theory—the two constructs that guided this research—as related to the development and retention of teachers is discussed. Further topics reviewed are: the state of education in the U.S., reasons individuals give for entering and leaving the teaching profession, teacher retention and attrition, strategies to address the teacher shortage, including the ARM AmeriCorps program and ARM-FTC.

Motivation Theory

Various theories are offered in the literature about what motivates individuals. In one of the earliest regarding scientific management, Taylor (1911), asserted that workers were motivated mainly by pay. In Taylor’s view, this was because they did not enjoy their work and thus required close supervision to ensure that they completed assigned tasks.

Maslow’s (1943) motivation theory characterized employee motivation as a set of needs based on a hierarchy. Maslow postulated that all employees strove to fulfill the five needs—from the lowest, psychological, to safety, social, self-esteem, and self-actualization, the highest. Maslow's (1943) theory suggested that an employer should offer a corresponding hierarchy of incentives to assist employees in fulfilling each need and progress up the hierarchy.
Herzberg, who published his ideas in 1959 in a three-author paper with Mausner and Snyerman, had close links with Maslow and developed a two-factor theory of motivation. He argued that the issues that made workers dissatisfied were not the opposite of what satisfied them. He coined his two factors “motivators,” things an employer could provide to directly motivate employees to work harder, and “hygienes,” things that tended to demotivate an employee (Herzberg et al., 1959, p. 19). Motivators were things such as achievement, recognition, responsibility, advancement and growth. Hygienes were extrinsic factors involving the context or work environment that rarely caused sufficient impact to make an employee leave a position but did impact motivation, such as supervision style, interpersonal relationships, financial incentives, self-perceived job status, and job or personal security issues (Herzberg et al., 1959). Herzberg et al. (1959) supported a democratic approach to management and advocated for employers to improve jobs through job enlargement, enrichment, and empowerment.

McClelland’s (1967) achievement motivation theory characterized high-achieving individuals as those who enjoyed difficult but achievable goals, taking calculated risks, valuing personal achievement over rewards for success, and needed concrete job-relevant feedback.

Mayo (1933) believed individuals could be better motivated by having their social needs met rather than just their monetary needs. He introduced the human relation school of thought based on the concept of managers taking greater interest in their employees, treating them as people who had worthwhile opinions, and recognizing that workers enjoyed interacting together. Mayo’s (1933) key recommendations were for fluent
communication by managers with their employees, greater manager involvement in employees’ work lives, and team or group work assignments.

Factors influencing motivation can be identified in two main categories: intrinsic and extrinsic. In this study, intrinsic motivational factors are defined as the values individuals hold for themselves (Papanastasiou & Papanastasiou, 1997). In regard to the teaching profession, these factors included the desire to work with young people, interest in the subject matter, and a sense of freedom in the classroom (Feistritzer, 2008). Extrinsic motivational factors in this study are defined as professional benefits that influenced individuals to enter teaching and to remain teachers. This included job security, financial rewards, long summer vacations, and the value or significance of education in society (Feistritzer, 2008). Previous studies (Day et al., 2006; Sylvia & Hutchinson, 1985) suggested that a combination of extrinsic and intrinsic motivators influenced teacher job satisfaction and retention.

Social Capital Theory

Social capital is embodied in relationships. According to Cote (2001), social capital was a useful conceptual tool to understand the role of relations and networks in social and economic development. The term social capital initially appeared in the literature about community studies, and was used to highlight the central importance of strong personal relationships developed over time, and based on trust, cooperation, and collective action that supported the survival and functioning of city neighborhoods (Jacobs, 1965). Researchers have increasingly focused attention on the role of social capital as influencing not only the development of human capital (Coleman, 1988; Loury,
1977, 1987), but also the economic performance of firms and geographic regions (Putnam, 1993).

The central proposition of social capital theory is that networks of relationships constitute a valuable resource for the conduct of social affairs (Bourdieu, 1986). Social capital thus comprises both the network and the assets mobilized through that network (Bourdieu, 1986; Burt 1992). Although social capital takes many forms, each of these forms has two characteristics in common: (a) some aspect of the social structure, and (b) they facilitate the actions of individuals within the structure (Coleman, 1990).

Crowley (2005) stated, “Social capital is based on the idea that people access valuable resources through their connection with others. From the perspective of individuals, social capital is access to resources gained by virtue of membership in social networks” (p. 7). From the perspective of communities, social capital is collective resources created by recurring exchanges among members of one or more groups (Crowley, 2005). Social capital enables members to more easily explore common objectives and cooperate in achieving individual or collective goals. Crowley (2005) thought that the sheer excitement of sharing an experience with like-minded others motivates each to support the initiatives of others, and that voluntary organizations create social capital and, in turn, improve local democratic governance.

Crowley’s (2005) study found that volunteering is the most common way for citizens to connect to the life of their communities and human and social capital together (as well as various other forms of capital) are instrumental in leveraging improvements in the performance of organizations, institutions, and firms. Cote (2001) suggested that
human capital networks and social relations are helpful tools for individuals, groups, communities, regions, and firms in efforts to adapt to change.

To enjoy the benefits of social capital, a person must interact frequently with others who possess valued resources (Portes, 1998). From the perspective of communities, social capital is considered a collective resource created by recurring exchanges among members of one or more groups. Social capital enables members to explore common objectives and cooperate in achieving individual goals (Bourdieu, 1986).

When community-based organizations rely on the social capital of their members to acquire valuable external resources, the growing internal resource base makes the organization more attractive for every volunteer (Coleman, 1988). Empirical evidence suggests that membership in volunteer organizations leads to enhanced and more diversified social capital (Granovetter, 1973; Putnam, 1993; Putnam, 2000). Furthermore, communities with a diverse social network and civic opportunity are in a stronger position to confront poverty and vulnerability (Moser, 1996; Narayan, 1995). Voluntary associations such as AmeriCorps are often ascribed a fundamental role in the formation of social capital (Wollebaek & Selle, 2002). Voluntary associations offer one of the main arenas for face-to-face interaction, and, according to Putnam (1993, 1995, 2000), humans learn to trust through these experiences with people of different backgrounds. Associations are thought to generate civic engagement, and are prime sources for social trust and horizontal social networks (Putnam, 1993). In this study, social networks are investigated as related to a social capital factor that influences retention of FTC completers.
Social Networks

Social networks are viewed as individual resources that lead to the achievement of a goal, whether personal or societal (Putnam, 1993). Putnam (1993) focused on how networks generated other types of social capital—such as trust and civic engagement—through direct interactions between the participating individuals. Networks also facilitate trust because information about the trustworthiness of others tends to spread (Putnam, 1993). As ARM-FTC members collectively work for the common cause of improving their community, ties are strengthened among them as well as among other community members who serve with them. In addition, FTC participants strive towards a common goal of becoming classroom teachers. The esprit de corps existing among members encourages social trust (Corporation, 2008). Through their participation in the program, relationships are developed with students, parents of students, principals, colleagues, and mentors.

However, to make democracy work in accordance with Putnam's (1993) ideal, networks based on trust represent only necessary, not sufficient, preconditions. A society may abound with trust among its citizens who are interconnected by numerous social networks; however, individuals need to care about issues beyond their private lives and to possess sufficient knowledge and skills to receive and perceive information to formulate appropriate responses for these resources to be relevant for democracy.

State of Education

Each year teachers enter, leave, and move within the K–12 teacher workforce throughout the U.S. Such movement affects, not only the composition of teachers at individual schools and the institutional stability of these schools, but also the
demographics and qualifications of the teacher workforce as a whole (NCTAF, 2003).
The most recent national data on public and private school teachers was collected by researchers at the National Center for Education Statistics (part of the U.S. Department of Education (2011). According to the NCES 2011 Annual Report, the number of teachers in elementary and secondary schools increased from 2.59 million in 1986 to 3.30 million in 1999, an increase of 27%. The number of teachers projected to increase by 2011 is 3.65 million. According to previous research, private and public schools with higher percentages of poor students have higher teacher turnover rates (Broughman & Rollefson 2000; Ingersoll 2001). At the end of the 1999–2000 school year, U.S. public and private schools lost a total of about 550,000 teachers (i.e., 16% of the teacher workforce), due to teacher turnover.

The high turnover rate of teachers in schools did not cause staffing problems alone, but may negatively impact the school climate and ultimately student performance (Ingersoll & Smith, 2003). Compounding problems of teacher turnover include the inability to establish cohesive, collaborative staff (Ingersoll, 2001), and the difficulty of identifying and coordinating effective system-wide development and training opportunities. More importantly, students may be denied the benefits of establishing effective relationships with their teachers and long-term teaching experience. These challenges are constant in local and national teacher workforces, and make attracting qualified, dedicated, teachers to the shortage areas even more difficult (Hirsch, Koppich, & Knapp, 2001).

Though rich in history and culture, the state of Mississippi remains at low-performing levels in education compared to other states. Mississippi has 152 school
districts, serving nearly 500,000 students, and employing over 32,000 teachers (Feistritzer, 2008). The state ranked 47th in the nation for its average teacher salary—$32,141—in 2006-07, a one percent decrease from the previous year (American Federation of Teachers [AFT], 2011). Mississippi ranked sixth in the nation in the total number of nationally board certified teachers in this same timeframe, with 2,685 teacher certifications (National Board for Professional Teacher Standards, 2011). Furthermore, Mississippi’s education funding was $7,352 in total revenue per student in 2005, compared to the national average of $9,926 for the same period (NBPTS, 2011). In 2006-2007, $7,473 was spent in total revenue per student in comparison to the neighboring states of Arkansas at $8,284, Tennessee at $7,113, Georgia at $9,127, and Alabama at $8,391. In the same period, New York spent the most in total revenue per student at $15,981 (NCES, 2011).

Reasons for Entering the Teaching Profession

Based on the literature, teachers enter the teaching profession for a variety of reasons. Yong (1994) conducted a study with teacher trainees in the sovereign state of Brunei Darussalam, located on the island of Borneo in Indonesia, and explored reasons why individuals were attracted to teaching. Yong (1994) found the major factor attracting participants into teaching were the long-term career prospects; trainees were motivated by the prospect of gaining higher teacher qualifications. Trainees were motivated by how the public esteemed the teaching profession, and the competitive salaries (compared to clerks, secretaries, and technicians), and that they would be entitled to interest free loans to buy cars and houses. Though the study took place outside the U. S., the findings have implications for how to make teaching more attractive (Yong, 1994).
Wadsworth (2001) investigated reasons why teachers chose the profession by evaluating the results of a survey administered to 664 public school teachers and 250 private school teachers who had been in the profession one-five years. Results indicated that teachers chose the profession out of love rather than for financial reasons, and that having time to spend with their families was also a factor, alluding to teaching as a less time-consuming profession.

In another study, 50 first- and second-year Massachusetts teachers were asked to assess their reasons for entering the profession, their job satisfaction, and their plans for the future (Peske, Liu, Jonson, Kauffman, & Kardos, 2001). Thirty-six of the participants were certified to teach through traditional education programs; the remaining 14 had alternative certifications. Overall, the participants approached teaching conditionally. Five of the 50 participants expressed intentions of remaining classroom teachers for the duration of their careers, and an additional 12 predicted they would stay in education, not necessarily the classroom, from 10 years to a lifetime. Peske et al. (2001) reported that some respondents view teaching as a short-term profession, positioned at the beginning or toward the end of other careers. Of these teachers, some seek to determine if teaching is a lifelong career for them, while others prefer only to make a short-term commitment. Findings revealed individuals entering the profession towards the end of their careers are more likely to choose to stay in teaching long term (Peske et al., 2001).

Papanastasiou & Papanastasiou (1997) compared the intrinsic, extrinsic, and alternative factors influencing third- and fourth-year students at Penn State and the University of Cyprus to major in elementary education. Intrinsic factors were defined as the act of teaching and the values students held for themselves, including the love of
children, an inborn talent for teaching, and the excitement and interest in the teaching/learning process. Extrinsic factors included relatively short working hours, vacations, immediate or definite employment, salary, and status. Alternative factors were interpersonal influences for choosing to become teachers—for example, to please a relative—and academic ability. The intrinsic factors were the strongest among Penn State student participants, while the extrinsic benefits, including the status of the profession, were the strongest factors among participant students at the University of Cyprus.

The Mississippi Teacher Corps (MTC) is an alternative certification program created in 1989, and is operated through the University of Mississippi. This program was designed to recruit and develop teachers to address the teacher shortage in Mississippi. Annually, approximately 25 participants are selected to receive free tuition for a master of arts degree in curriculum and instruction, in exchange for a two-year teaching commitment in a critical shortage district, primarily located in the Mississippi Delta. McConnell (2005) conducted a study of former MTC participants to examine their continued commitment to and involvement in education. Findings indicated that 60% of the participants knew they wanted to teach before entering MTC. Thirty percent of the respondents desired to teach in an area with a teacher shortage; 21% of participants joined the MTC program to find out if teaching was a good career choice, and 11.43% indicated they want to give back to society. The reasons for joining the program do not correlate with the attitudes of participants after completion of the program. Results of the survey McConnell administrated indicate that intrinsic satisfaction and relationship with students were the top two factors contributing to the retention of participants.
Feistritzer (2008) conducted an evaluation of Mississippi’s alternative programs for the preparation of teachers and school administrators, and found that the top four reasons for becoming a teacher and remaining a teacher are the same: (1) desire to work with young people, (2) an interest in the subject-matter, (3) the ability to spend more time with family, and (4) a belief in the value or significance of education in society. In addition, teacher participants were highly satisfied with their relationships with other teachers, the job overall, and their relationships with students. Most of the alternate route teachers surveyed indicate they plan to have a long teaching career: Twenty-two percent to 25% plan to teach for 15 years or more; over 30% plan to teach as long as they are able; and few say they will teach for only one or two years. One-fifth of teachers surveyed are undecided about the length of their teaching careers (Feistritzer, 2008).

Reasons for Leaving the Teaching Profession

Despite teacher training programs in nationally accredited universities, the gap between qualified practicing teachers and the student population across the U.S. has continued to grow (Whiting & Klotz, 1999). For example, Florida stakeholders expect the shortfall of classroom teachers to approach 32,000 by the opening of the 2006-2007 school year; California stakeholders forecast a teacher shortage of 100,000 by 2016 (Steadman & Simmons, 2007). In a study conducted by researchers from the American Association for Employment in Education (AAEE, 2004), the trend in teacher shortages is especially true in special education, science, and math. Also in short supply are teachers for children whose first language is not English and teachers of Spanish (AAEE, 2004).
Education administrators in the state of Mississippi face a critical teacher shortage, not only in specific geographic regions, but also in specific content areas, including those areas found in the national study: special education, science, and math (Hayes, 2008). The public school districts identified as critical shortage areas serve primarily minority students, consistent with studies conducted on a national level (Hayes, 2008).

In the late 1990s, MDE education administrators reported a shortage of over 700 teachers and state legislators passed the Mississippi Critical Teacher Shortage Act (MCTSA) of 1998 to address this problem (Chambless et al., 1999). In 2000, legislators revised the act to include incentives for qualified teacher candidates who teach in specific geographic areas of the state (MCTSA, 2000).

One of the major challenges in teacher recruitment is filling vacancies in the areas of greatest need, whether rural or urban areas. Incentive programs are designed to entice prospective teachers to these areas; however, according to Harmon (2001) in regard to recruiting rural teachers,

Administrators must target candidates with rural backgrounds or with personal characteristics or educational experiences that predispose them to live in rural areas. The emphasis on background and experience is crucial for racially or culturally distinct communities…the degree to which a rural teacher becomes involved in community educational and cultural programs influences his or her decision to remain; therefore, retention requires a coordinated school-community effort. (p. 8)
In addition, Harmon (2001) found that professional mentoring is a critical element to career success for teachers. Other factors relevant to recruitment are less paperwork, well-planned in-school support programs for teachers, and opportunities for teachers to observe other teachers in their classrooms. Recognizing and acknowledging new teacher accomplishments, and inviting teachers to participate in various community activities are two recommendations for community members to use to retain teachers in rural areas (Harmon, 2001).

Ingersoll (2001) argued that organizational factors within a school—lack of administrative support, lack of input and decision-making power, low salaries—causes teachers to leave their position or the field. Wayne (2000) noted that people are likely to leave the profession for family or personal reasons other than job dissatisfaction. Cooper (2000) found one in five teachers leave the profession within three years of entering the classroom. In another study conducted in Texas, teachers are leaving low-performing schools at a rate of 20%, compared to a 15% rate at high performing schools (Hanushek, Kain, & Rivkin, 2004). On a national level, approximately 22% of all new teachers leave the profession in the first three years due to lack of support and weak induction programs (Cooper, 2000). Hanushek et al., (2004) found teacher retention is more strongly related to characteristics of the students—particularly race and achievement—than to salary.

A number of researchers have explored job satisfaction in the classroom. Kim and Loadman (1994) identified seven statistically significant predictors of job satisfaction: professional challenges, professional autonomy, working conditions, interactions with students and colleagues, and opportunities for employment. Brunetti (2001) conducted a factor analysis to identify general categories relating to teacher’s satisfaction. Salary and
benefits received the lowest ratings; autonomy and subject matter received the highest ratings. Identifying these factors is important because teacher satisfaction is associated with teacher retention, commitment, and school effectiveness (Shann, 1998).

Some researchers found that high attrition rather than too few teachers is the real problem (Feistritzer, 1998; Ingersoll, 2002; NCTAF, 2003). Murphy et al. (2003) cited teacher turnover as the major contributing factor of teacher shortages. A third of new teachers quit after three years, and nearly half are gone after five years (NCTAF, 2003). In another study, Ingersoll (2002) found that a third of the new teachers left during their first three years, and almost half left after five years. Attrition rates for teachers who entered from an alternate pathway to teaching and certification is as high as 60% (Ingersoll, 2002). A growing student population, an aging teaching corps, and low numbers of males and minorities in the classroom contribute to a shortage or decline in the number of available teachers (National Commission on Teaching and America’s Future [NCTAF], 1997; Schwartzbeck, Prince, Redfield, Morris, & Hammer, 2003).

Though Ingersoll (2001) accepted the existence of shortages, he argued that pre-retirement teacher turnover was a principal reason for teacher shortages. He cautions that research is concentrated on teachers leaving the field, not on teachers moving to different schools and different districts (Ingersoll, 2001. The largest source of turnover is teachers who leave for another school, or leave the profession entirely, not teachers who retire (Ingersoll, 2001). Teachers in public schools leave low-poverty schools at a rate of 10.5% a year, and high-poverty schools at a rate of 15.2% per year (Ingersoll, 2001). Ingersoll (2001) also stated programs to recruit more teachers are not likely to solve school district teacher shortages; decreasing turnover is a more promising approach. According to
Ingersoll (2001), “Staffing problems do not derive from inexorable demographic trends so much as from the problematic organizational conditions under which teachers work” (p. 525).

Hayes (2008) cited race as a significant factor in determining teacher commitment. In her study focusing on the teacher shortage in the Mississippi Delta, Hayes (2008) found that African Americans display a higher commitment to remaining in the teaching profession than their European American counterparts, and the populations most affected by attrition live in urban and poor communities.

Besides turnover, the other two influential factors of increasing demand for teachers are class-size reduction policies (Harrington, 2001; Hussar, 1999; Shields et al., 2001) and growing student enrollment (Hussar, 2002). Enrollment in public elementary and secondary schools increased from 39.8 million in 1986, to 46.9 million in 1999 or 18%. Enrollment in public schools is projected to rise slightly over the next six years, then to decrease slightly over most of the following six years (NCES, 2011). According to NCES, in 2000, 53.2 million students were enrolled in public and private elementary and secondary schools and the number was growing at a steady rate. Increases in student population have continued, resulting in 54.3 million students in 2008 (USDE, 2004). Statisticians at NCES project student enrollment in public schools to be 47.2 million in 2011 (NCES, 2011).

Teacher Retention and Attrition

In 2003, rural superintendents responding to a national survey identified three factors responsible for difficulty in attracting and retaining teachers: low salaries, social isolation, and geographic isolation (Schwartzbeck et al., 2003). To assist in overcoming
these barriers, Harmon (2001), former director of the ERIC Clearinghouse on Rural Education and Small Schools, suggested two ideas. First, school districts administrators should target candidates who have personal characteristics or educational experiences predisposing them to life in rural areas. Second, target those who can be persuaded to teach in rural areas based on the benefits of rural living, such as access to nature and outdoor recreation, lower crime rates, slower pace of life, and an ideal place to raise a family. In addition, Harmon (2001) suggested that various strategies specific to a particular location should be tried.

Over two decades ago, Arfin (1986) acknowledged the future threats of teacher shortages and identified three areas which may still be applicable today: (a) general shortage in the qualifications of incoming teachers as well as the actual number of incoming teachers, (b) geographic maldistribution, including inequities in the school districts, particularly in inner-city or rural areas, and (c) subject specific shortages in mathematics, science, and foreign languages. Walters (1996) discussed the relevance of a demographically specific increase in teacher shortages in the country. In addition to the growth in the number of students reaching school age, the number of teachers reaching retirement-age increased (Walters, 1996).

The increase in student enrollment and teachers retiring is especially problematic for rural district administrators facing the difficult task of attracting qualified teachers to their communities and schools, often due to lower pay and fewer adequate resources. Not only are specific geographic regions directly affected by the teacher shortages, but content-specific areas such as mathematics, science, and special education are as well (Walters, 1996). Darling-Hammond (2000) found that schools with a large percentage of
minority students experience less chance of getting a science or mathematics teacher who holds a license and a degree in the field they teach than schools with a low percentage of minorities.

Interestingly, some states report teacher surpluses while others have shortages. According to (Bradley, 1998), an adequate number of teachers are trained each year and the problem is with the distribution of teachers. On a policy level, state legislators deal with teacher recruitment and retention in various ways, depending on the scope of funding and educational targets for the year (Education Commission of the States, 1999). In an attempt to alleviate the problem of teacher shortages on the national level, former President Clinton signed the Higher Education Amendments law in October 1998. Title II of this bill specifically addresses the creation of teacher recruitment grants to improve teacher quality and reduce shortages of qualified teachers in high-need districts (U.S. Department of Education, 1998).

On a more regional and geographical level, teachers leave rural areas due to social, cultural, and professional isolation (Thomas, 2007). For example, in a survey of teacher mobility involving 94 past and current teachers in a rural British Columbia school district, researchers found teachers leave communities due to geographic isolation, weather, distance from larger communities and family, and inadequate shopping (Murphy & Angelski, 1996/1997). Unfortunately, there is a dearth of research on rural teacher recruitment and retention and much of it has been conducted outside the U.S., however what the existing research suggests is that rural administrators have difficulty finding qualified teachers who fit in with the school and community, and who stay at the job (Murphy & Angelski, 1996/1997). The ideal rural teacher is certified to teach more than
one subject or grade level, able to teach students with a wide range of abilities in the same classroom, prepared to supervise extracurricular activities, and able to adjust to the uniqueness of the community (Lemke, 1994; Stone, 1990). In the British Columbia study, teachers stay because of their principal, their spouses’ employment in the community, and satisfaction with the rural lifestyle (Murphy & Angelski, 1996/1997).

According to an NCES survey, schools in Mississippi had a disproportionate numbers of poor readers (NAEP, 2007). Preparing quality teachers able to effectively address literacy needs of a diverse population of students will increase the likelihood of retaining teachers to persevere in such schools and aid in the national fight against illiteracy (Darling-Hammond, 2000).

Numerous studies demonstrate the impact schools and teachers have on student achievement. Sanders and Horn (as cited in Marzano, 2003) found a 39-percentage point difference in student achievement between students with the most effective compared to the least effective teachers. Miller (2003) noted effective teaching begins with effective teacher preparation programs requiring graduates to develop both content knowledge and experience in using research-based instructional strategies. Berry and Fuller (2008) noted many early career teachers are not mentored at all, but teachers who are mentored are more likely to remain in the classroom. Researchers at the Center for Comprehensive School Reform and Improvement (2007) noted beginning teachers need strategies for working with diverse populations. Two effective means for improving teacher retention are professional development and resources. These researchers noted better-prepared teachers tend to stay in teaching at higher rates than teachers who feel poorly prepared for teaching tasks. Programs that bypass student teaching and mentoring, and do not include
methods for teaching diverse learners foster a sense of failure in teachers that ultimately leads to discouragement, job dissatisfaction, or burnout (NCTAF, 2003).

Tett and Meyer (1993) posit turnover intentions as the behavioral attitude in which an employee consciously acknowledges willingness to seek other alternatives jobs in other organizations. According to Steel and Nestor (1984) and Tett and Meyer (1993) actual behavior of individuals can be accurately predicted by their intentions. Price (2001) stated employees' intentions to remain or leave a job construct as an alternative in measuring the actual retention.

Sylvia and Hutchinson (1985) found pay incentives to be counterproductive because teachers are more powerfully motivated by esteem and other higher-order needs as described by Maslow (1943). However, Müller, Alliata, and Benninghoff (2009) found relatively low pay stifles motivation. Other studies on teacher job satisfaction found high rates of motivation and enjoyment in career teachers. Day et al. (2006) found that teacher job satisfaction increases with years of experience and feelings of efficacy. Bishay (1996) found that 96% of the 50 teachers surveyed “loved to teach,” and reported high rates of satisfaction correlating with high rates of responsibility, such as holding an administrative position or the advisorship of a club (p.150). Müller et al., (2009), and Carroll (2002), among others, reported motivation and retention depend heavily on the presence of strong managerial support and mentoring, especially for new teachers.

Strategies to Address the Teacher Shortage

Educational stakeholders in most states are actively pursuing different strategies to alleviate teacher shortages, and most are concentrated on recruitment challenges (Jimerson, 2003). Strategies usually include both financial and non-financial efforts; non-
financial efforts often include policies such as establishing alternative routes to certification. Alternative teacher-training programs, first implemented as short-term responses to a teacher crisis, are now an integral part of the educational system (Stoddart & Floden, 1995). Low achieving students, students in lower grades, and students in predominantly minority classes are more likely to be taught by out-of-field, beginning, or poorly prepared teachers (NCTAF, 2003). Researchers believe low pay is fueling the teacher shortages. Education administrators in New York City have nearly eliminated their teacher shortage by raising the starting salary to $39,000 per year (Rothstein, 2002). Educational administrators in the state of Connecticut raised salaries over the past decade, and now the state has a sufficient number of well-qualified teachers (Wilson, Darling-Hammond & Barnett, 2001).

In the last few years, several initiatives were implemented to recruit new candidates into disadvantaged areas of Mississippi. The Mississippi Teacher Center (MSTC) was established in 1994 to recruit and retain quality teachers for Mississippi classrooms. The goals defined by Center administrators are to (1) recruit new and former teachers into the teaching profession, (2) retain quality teachers through enhancement programs, (3) promote the importance of the teaching profession, and (4) collaborate with school districts, colleges, universities, businesses, and communities to ensure a quality education for all children (Mississippi Department of Education, 2011).

Several programs, initiatives, and incentives resulted from the Mississippi Critical Shortage Acts of 1998 and 2000 to assist districts in critical need for teachers: (1) the Critical Needs Teacher Scholarship Program, (2) the William F. Winter Scholar Loan Program, (3) Mississippi Teacher Fellowship Program, (4) Mississippi School
Administrator Sabbatical Program, and (5) Moving Incentives and Housing Assistance for Teachers. These programs included incentives such as free tuition, financial incentives for moving, loan forgiveness, monetary incentives, free books, and free room and board. In exchange, the individual was obligated to teach in the state of Mississippi for a certain period of time. Each program had requirements ranging from a minimum grade point average (GPA), a minimum number of years teaching, stipulations about taking residence in the same county as the school district where the individual would teach, and passing the Praxis I, a test of basic reading, writing, and mathematics skills.

Recently, Mississippi legislators passed Senate Bill 2631 with provisions for a task force to study the teacher salary scale to address the current teacher shortage in Mississippi. This task force was to make recommendations to the 2012 regular session of the Legislature (Mississippi Legislature, 2011).

Role of Community Colleges and Universities

In many U.S. communities prior to the time when teacher preparation programs were moved to four-year institutions, community colleges accounted for a majority of credentialed public educators (Floyd & Walker, 2003; Hutcheson, 2002; Hutcheson & Pedersen, 2001). Teachers were among the first graduates of two-year colleges who went directly into clinical preparation. This preparation concept originated in the laboratory schools envisioned by Dewey (Hallinan & Khmelkov, 2001). Administrators and teachers played a leadership role in educating and training kindergarten through 12th grade teachers in the early days of community colleges (Walker, Downey, & Kuehl, 2008).

Researchers in the U.S. Department of Education (2004) predicted there would be a need for 2.5 million new teachers in public schools by the year 2010. Due to the
severe teacher shortage, some state legislators realize that community colleges can once again play a role in preparing future teachers (Woullard & Coats, 2004). With this national forecast, and in conjunction with teacher preparation programs based at four-year institutions, community colleges are again asked to educate and credential teachers (Floyd & Walker, 2003). However, the concept of offering teacher education at community colleges is not a new one. According to Kennedy (2003), a few states began exploring this idea decades ago.

Community colleges increasingly offer alternative and traditional teacher certification and have been contributing to America’s teacher pool for years. Data supports the importance of community colleges in education. Four out of 10 teachers completed at least a portion of their undergraduate math and science courses at community colleges and, according to a 2000 survey by a Boston-based nonprofit group, 8.5% of community college freshmen indicate an interest in teaching (Evelyn, 2002). Kennedy (2003) reported one in five teachers began their teacher training at community colleges. Because of their effectiveness, some state legislators allow community colleges to offer associate degrees in education, and others allow community colleges to offer four-year degrees in education. Presently, over 100 community colleges offer teacher education programs (Kennedy, 2003).

Non-traditional students and older students, many of whom come from minority groups, are attracted to community colleges, and this could be an important source of new teachers for districts with teacher shortages. Community college programs can develop a larger, better prepared, and more ethnically diverse pool of teacher candidates in communities across the nation (Manzo, 2002). Spokespeople from the Mississippi
Association for Community and Junior Colleges (MACJC) maintain that the role played by community college in the teacher shortage is a natural fit. Education majors can complete their core courses before transferring to a four-year institution. For many transferees, that is when they enter a teacher preparation program for the first time. Community college students are usually not exposed to field experience. Some state administrators have formed community college teacher preparation programs to provide early field experiences as an experimental training for teachers to address this lack of exposure (Huling & Resta, 2001).

In an article published by the U.S. Department of Education (1998), the authors suggested colleges recruit aggressively in middle and high schools by exposing students to peer tutoring, camp counseling, role modeling, and classes in education theory. Although few universities in the United States have pre-service programs for rural teachers, successful programs in Australia and Canada offer a rural focus in coursework, and provide ample opportunity for rural experiences (Boylan & Bandy, 1994; Stone, 1990). Universities can play an important role by offering cost-effective, distance-learning courses to keep rural teachers up-to-date (Boylan & Bandy, 1994; Lemke, 1994; Stone, 1990).

**Alternative Teacher Certification Programs**

Alternative teacher certification (ATC) programs are one method created to help alleviate teacher shortages (Cox, Matthews, & Assoc, 2001; Hallinan & Khmelkov, 2001). Alternative certifications began in the early 1980s as a result of a teacher shortage, and as an alternative for emergency qualifications. These alternatives are state-defined for individuals with at least a bachelor’s degree to receive certification without completing a
college, campus-based teacher education program (Ingersoll, 1999). According to Wright (2001, p. 24), alternative certification programs allow individuals with a significant subject-area background to complete their teacher preparation education while also teaching full-time in a participating school district. Typical requirements for entering alternative certification programs include a bachelor’s degree (usually related to a specific certification area), a minimum college GPA, and passing scores on content-based tests (Otuya, 1992; Wright, 2001). While there has been much debate over ATC programs, few researchers have empirically examined their impact on the teaching pool (Darling-Hammond, Berry, & Thoreson, 2001; Darling-Hammond, Chung, & Frelow, 2002; Goldhaber, 2000; Ingersoll, 1999; Shen, 1997, 1999).

Provisions of the No Child Left Behind Act (NCLB), passed in 2001, have contributed to the strain already placed on rural schools (Goodman, 2007). One of the requirements is for each U.S. classroom to have a “highly qualified” teacher (Goodman, 2007, p. 34). Administrators in each state department of education set the standards for what counts as "highly qualified" in the state as long as NCLB standards are met. According to the NCLB, to be considered “highly qualified,” a teacher must possess a bachelor’s degree, hold full state certification, and demonstrate subject area competence. Some school district budgets, however, do not allow for full-time specialists in every subject, and there is no pool of part-time teachers available (Goodman, 2007).

Zientiek (2006) explored different certification types and program characteristics. Program characteristics are based on novice teacher demographics, educational attainment, sense of self-efficacy, and sense of preparedness to enter the classroom. Results suggested ATC programs are adding to the diversity of the teaching population
by bringing in more minorities and science majors, but are not increasing the number of more experienced scientists and mathematicians. Furthermore, ATC programs do not appear to be alleviating the teacher shortage (Zientiek, 2006). Regardless of certification route, prior classroom experience is a strong predictor of how teachers perceive their overall preparedness and their ability to be effective as a teacher. For ATC teachers, a positive mentoring experience is a strong predictor of overall preparedness (Zientiek, 2006).

New Jersey legislators were the first to enact laws for alternative teacher certification in 1984 (National Center for Education Information [NCEI, 2002], and the popularity for ATC continues, not only for the purpose of addressing teacher shortages, but to accommodate the growing number of non-traditional candidates interested in teaching. Licensure requirements and certification vary from state to state (Roth & Swail, 2000). Despite these differences, most authorities agree teacher candidates should:

- Have at least a bachelor’s degree. Some states require a fifth year or master’s degree;
- Complete an approved, accredited education program;
- Have a major or minor in education (for elementary education);
- Have a major in the subject area in which they plan to teach (for middle-or high-school teaching);
- Have a strong liberal arts educational foundation; and
- Pass a state test. Either the widely used Praxis exam or another exam.

College and university teacher preparation programs have been criticized. (Hirsch, Koppich, & Knapp, 2001) reported some new teachers feel college professors
have been out of the K-12 classrooms too long, professors do not have enough hands-on classroom management experience, and quantity and quality of graduates is poor. Critics also think that the emphasis is on how to teach rather than on what to teach (Hirsch, Koppich, & Knapp, 2001).

Teacher Recruitment Programs

To address the teacher shortage, administrators for education in states across the nation implemented plans to provide incentives to recruit and retain teachers. The literature on teacher development includes reports of a number of governmental and state education incentives to attract and retain teachers, and to increase the professionalism of existing teachers (Lawn, 1996; Smyth, Dow, Hattam, Reid, & Shacklock, 2000; Tickle, 2000). For example, in 2000 the board of trustees of Menlo School (California) came up with a creative solution: the establishment of the Menlo School Educator’s Fund (Colb, 2001). Each year Menlo’s board makes an investment in top-tier venture capital funds and awards long-term cash bonuses from the proceeds of the investment to every employee in the school. In 2000 they invested $2 million and have made a similar investment commitment each year through funds raised entirely through donations.

Across Mississippi’s 152 school districts, more than 40% of teachers work in education for an average of two years, then relocate out-of-state for various reasons (Enwefa et al., 2001). Serious concerns about employing new teachers is based on data that indicates the number of teachers leaving exceeds the number of new teachers accepting positions in Mississippi’s public schools and the number of Mississippi teachers reaching retirement age (Enwefa et al., 2001). In 1995, if all teachers eligible to retire in Mississippi had retired, more than 4,000 new teachers would have been needed
to fill the vacancies (Mississippi Department of Education, 1998). Thomas (2007) studied teacher recruitment strategies in selected critical need districts in Mississippi and found salaries profoundly affected whether teachers accept or reject a teaching position in a particular geographic area. She also found stipends for teaching encourage teachers to accept a teaching position in a critical shortage area. Teacher participants in this study indicated that referral incentives are an effective method to fill teacher vacancies (Thomas, 2007).

The Mississippi Department of Education awards scholarships for certified teachers seeking advanced training while working in a shortage area, and home loans or rental housing is also available for teachers in these areas. In addition, staff at the Mississippi Department of Education are specifically assigned to the task of recruiting teachers within the state and outside the state (Education Commission of the States, 1999). Mississippi approved four ACT programs available for teacher certification: Master of Arts in Teaching (MAT), MS Alternate Path to Quality Teachers (MAPQT), Teach Mississippi Institute (TMI); and American Board Certification for Teacher Excellence (ABCTE) (MDE, 2011).

Based on the State’s educational system, several incentives were developed to encourage teachers to remain in and move to Mississippi, as shown below:

- The Critical Needs Scholarship Program was designed to provide such benefits as tuition, fees, books, and costs of room and board for teacher education candidates preparing to work in areas of critical need.
- The William F. Winter Scholar Loan Program was designed to offer $1,000 for college freshmen and sophomores and $300 for juniors and seniors.
• The Mississippi Teacher Fellowship Program was designed to provide tuition, books, materials, and fees for a maximum of three years.

• The Mississippi School Administrator Sabbatical Program was designed to pay salaries and benefits for teachers who complete preparation programs to be certified in school administration.

• Moving expenses of up to $1,000 are reimbursed for teachers relocating in Mississippi.

• Housing assistance is available in the form of loans of up to $6,000 for down payments and closing costs for teachers relocating to critical shortage areas.

• The Mississippi Teacher Center was created to educate high school students on the importance of teaching as a career. The Center was designed for the recruitment and retention of teachers in critical shortage areas (i.e., biology, math, physical sciences, English, and special education). In addition, Center staff runs a job-placement service through which vacancies can be announced and teachers can search for openings. Training is offered for new and veteran teachers (Feistritzer, 2008).

As a result of their study Enwefa et al. (2002) suggested that educators establish relationships with local churches and community organizations, as well as public forums supporting education and teacher education issues, to address state teacher shortages. In addition, researchers advised state educators to provide field experiences directly relating to inclusive classroom teaching to encourage teacher retention (Enwefa et al., 2002).

National programs have been created to address the teacher shortage. Troops to Teachers was established in 1994 as a U.S. Department of Defense (DOD) program.
Based on this program, 4,600 ex-service members were placed as teachers in the classroom (Schwartzbeck et al., 2003). Depending on the availability of funds, this financial assistance is provided to eligible individuals through stipends of up to $5,000 to help pay for teacher certification costs, or as bonuses of $10,000 to teachers in schools serving a high percentage of students from low-income families. Participants who accept the stipend or bonus must agree to teach for three years in accordance with the authorizing legislation (Schwartzbeck et al., 2003).

Founded in 1989, Teach for America (TFA) addresses the educational inequities facing children in low-income communities by recruiting recent outstanding college graduates to commit to two years teaching in hard-to-staff urban and rural public schools (Decker, Meyer, & Glazerman, 2001). TFA staff recruits top-achieving college seniors and recent college graduates from 320 colleges across the nation. Data from a national survey conducted by Decker, Meyer, and Glazerman (2001) indicated that the teacher recruitment and training strategies provided by TFA produces teachers who differ from teachers entering through traditional modes. TFA teachers have strong academic backgrounds with less classroom experience. Researchers found a positive impact from TFA teachers on math achievement and minimal impact on reading achievement. In 2010, the TFA staff opened a campus at Delta State University to train teachers to address the teacher shortage in the Mississippi Delta region (Jones, 2010).

McConnell (2005) conducted a study of former Mississippi Teacher Corps participants to examine their continued commitment to, and involvement in, education. Participants in the study consisted of three groups: teachers still teaching, teachers still in the education profession but no longer teachers, and teachers no longer in the education
profession at all. Across the three groups, relationships with students and intrinsic satisfaction are cited as the top two factors for retention. Participants who are still employed in the education profession but no longer teaching, and teachers who are no longer in the education profession cited the same two factors as reasons to remain in the education field. The participants no longer in the profession indicated they would be more likely to remain if they had more support from administrators (McConnell, 2005).

AmeriCorps

AmeriCorps is a network of national service programs designed to meet critical needs in the areas of education, public safety, health, and the environment through partnerships with more than 1,000 national and local nonprofit organizations such as schools, faith-based and community-based organizations, colleges and universities, as well as state and local governments (Corporation, 2008). AmeriCorps members have worked with organizations such as the American Red Cross, Habitat for Humanity, Big Brothers/Big Sisters, and Boys and Girls Clubs, schools, as well as many other national, state, and local nonprofit organizations in both urban and rural areas.

The mission articulated by those who designed AmeriCorps is to improve lives, strengthen communities, and foster civic engagement through service and volunteering by two mediums: (a) to provide direct, beneficial service to communities, and (b) to produce positive effects on members regarding civic engagement, continued volunteerism, and job/life skills (Corporation, 2008).

Members recruit and train volunteers, tutor and mentor at-risk youth, make schools and neighborhoods safer, build and rehabilitate homes, clean rivers and restore parks, help seniors live independently, provide health care in underserved rural and
Native American communities, provide emergency and long-term assistance to victims of natural disasters, and many other services (Corporation, 2008).

In fiscal year 2010, approximately 81,000 AmeriCorps members volunteered in communities across the nation and mobilized an estimated 2.8 million additional volunteers (Corporation, 2010). The designers of AmeriCorps patterned the organization on the GI Bill. AmeriCorps members receive an education award to help pay for college or training after a year of service as volunteers as an incentive to invest time into communities in need, and to improve opportunities for members (Corporation, 2008).

AmeriCorps members are provided the opportunity to explore different career paths, gain job related skills, develop leadership skills, and network with community leaders, while engaged in activities to strengthen communities (Corporation, 2008). For example, during their year of service, many members develop teaching skills as they teach or tutor students. While these job training and experiential learning techniques are proven methods of workforce development, engaging in these activities through national service opportunities provides exposure to communities members might not otherwise encounter. Members are also introduced to careers they may perceive as unattainable or unfamiliar (Sagawa, Connolly, & Chao, 2008). In addition, while national service prepares members for the workforce, it is also a conduit to careers to serve the public good, such as education (Sagawa et al., 2008). A statistically significant number of AmeriCorps members have pursued careers in education, social work, public safety, arts, religion, government, or military service (Corporation, 2008).

Members reported that their service in AmeriCorps introduced them to job connections, made them aware of and helped them take advantage of opportunities, and
helped them find jobs. AmeriCorps serves as an avenue for workforce development nationally (Corporation, 2008).

Empirical Studies of AmeriCorps

Studies and evaluations of AmeriCorps and other service programs reveal important impacts on members. In a study based on self-reported, pre- and post-service responses to a life skills inventory from a random sample of AmeriCorps members in a variety of programs, AmeriCorps members show a 76% gain in life skills (Aguirre, 1999).

In a longitudinal study of members serving in 2002-2003, 107 members in the City Year Program were compared to 85 individuals who were accepted but did not serve (Policy Study Associates, 2007). Researchers measured civic engagement, civic leadership, and development of social capital, and found positive effects among City Year participants three years after program completion (Policy Study Associates, 2007).

AmeriCorps members in four western states serving during the 1997-98 and 1998-99 years were surveyed and their pre-and post-service results were compared (Simon & Wang, 2002). Researchers found members more involved in their communities at the end of their terms of service; furthermore, their responses on value scales for freedom, equality, wisdom, and true friendship increased from the pre-service survey compared to the post-service survey. Factors that did not change include confidence in public institutions, optimism, civic attitudes, and social trust (Simon & Wang, 2002).

The majority of AmeriCorps members are in the 18-24-age range, often a pivotal time in life. Many people join AmeriCorps during a transition point: after high school, as a break during college, or right after graduating from college (Epstein, 2009).
A longitudinal study, begun in 1999, was conducted to evaluate the long-term impact (i.e., eight years after service) of AmeriCorps on former members’ career choices, life skills, level of volunteering, educational attainment, voting, and other behaviors and attitudes related to civic engagement (Corporation, 2008). A quasi-experimental design was used to compare members in the AmeriCorps state and national programs and the National Civilian Community Corps (NCCC) to individuals similarly motivated but did not serve in AmeriCorps or NCCC. Data indicated that 46% of state and national AmeriCorps alumni have careers in public service in jobs such as education, social work, or public safety (Corporation, 2008).

**Member Development**

An average of 34% of AmeriCorps staff time is spent in planning and leading member development activities (Corporation, 2008). One of the major ways AmeriCorps has promoted member development is through formal trainings or educational activities. On average, members spend two-thirds of their time working on service projects with direct contact to service beneficiaries and one-third in training. Members are encouraged to develop their own independent service projects that are often carried out on evenings and weekends or on special service days. Members are also encouraged to link their service experience with the national AmeriCorps program by wearing clothing and other items with the AmeriCorps logo. On national service days, AmeriCorps members and other volunteers come together on a regional or statewide basis to address specific needs in selected communities (Corporation, 2008).

AmeriCorps orientation sessions for new members include discussions about allowable activities, as well as training in the skills required for service projects.
Following orientation, program leaders convene additional member development activities in formal- and informal training and information sessions, including team building, conflict resolution, diversity, leadership, communication/public speaking, CPR/first aid, career awareness, job search, and interpersonal skills (Corporation, 2008). In addition to the member development activities provided by the program, sponsoring organizations provide site-specific training (Corporation, 2008).

A key component of the AmeriCorps experience is ensuring members prepare for the transition out of the program to professional careers or higher education; 75% of AmeriCorps programs provide transition activities for members (Abt. Associates, 2007). Transition activities include half- and full-day workshops, a meeting between the members and AmeriCorps program staff, visits to college campuses, assistance in developing resumes, career days, and job placement activities (Abt. Associates, 2007). AmeriCorps members play a significant role in community restoration projects and have created social networks that serve as catalysts for stronger communities (Suttle, 1998).

**America Reads-Mississippi (ARM)**

ARM is an AmeriCorps program in Mississippi; ARM members work to improve the reading skills of students, encourage public awareness, support literacy, and help increase the number of certified teachers in Mississippi. ARM was established in 1999 by the CNCS, the parent organization of AmeriCorps, when 200 full-time AmeriCorps members were partnered with two universities (i.e., Delta State University and Mississippi State University). Volunteers work in 18 school districts with 29 schools across Mississippi. ARM continues as a statewide program, funded through the Mississippi Institutions of Higher Learning and administered by six state universities.
(i.e., Alcorn State, Delta State, Jackson State, Mississippi State, University of Mississippi (UM), and The University of Southern Mississippi).

ARM members are placed as tutors for students in low-resourced schools in Mississippi to improve reading levels; a certified classroom teacher serves as a mentor to each member. A total of 350 ARM members serve annually at 82 school sites. The objectives defined for ARM are to

1. improve the reading skills of students;
2. encourage public awareness about literacy;
3. support literacy; and
4. increase the number of certified teachers in Mississippi.

The program year of ARM operates annually from August 1 through July 31. ARM members serve at least an eight-hour day, Monday through Friday, with some projects on national service days such as Martin Luther King Jr. Day, National Volunteer Day, Read Across America Day, and Make a Difference Day. Service projects include beautification initiatives, reading initiatives, disaster preparedness, and building houses with habitat for humanity.

Criteria for selection for ARM participants include (a) citizen or permanent U.S. resident (b) at least 17 years old (c) at least 48 college hours or an associate degree (d) pass the reading portion of the Work Keys Assessment, and (e) pass an FBI background check and child abuse registry check.

*America Reads-Mississippi Future Teacher Corps (ARM–FTC)*

ARM directors identified a growing desire among ARM members to pursue additional training opportunities in specialized areas of interest (i.e., FTC, Emergency
Response Corps, Team Leader Corps, America Learns Corps, Mentoring Corps). In 2007, the ARM–FTC was created to meet the needs of ARM AmeriCorps members, and to increase the number of licensed teachers in Mississippi. FTC was designed to encourage ARM members to become licensed teachers in Mississippi by obtaining licensure through the traditional route of obtaining a bachelor’s level degree in education. The goals of FTC are to

1. Provide specialized training for ARM members who have declared an education major and are taking junior or senior level education courses, to equip them with the skills needed to continue to pursue and accomplish their goal of becoming a certified teacher; and

2. Produce dedicated, talented, licensed teachers for Mississippi’s public schools.

FTC participants are required to have a strong commitment to become Mississippi classroom teachers. One of the primary objectives of ATM–FTC is to bring stakeholders together for consensus regarding solutions and strategies to meet challenges about education. These connections give FTC participants human resources to garner support for issues confronting them as educators. Of the 350 ARM participants each year, 63 FTC members participated during 2008-2009, 29 during 2009-2010, and 70 during 2010-2011. Through FTC, ARM members are eligible for specialized teacher preparation, including enriched conference attendance, trainings, resources, Praxis preparation sessions, student motivation sessions, classroom management, training about learning styles, and visits to college teacher fairs (America Reads-Mississippi [ARM], 2011). FTC prepares certified teachers through participation and enrollment in accredited teacher preparation programs
through the six state university partners. Members must be an education major, classify as a college junior or senior, or hold an AA Degree, and be eligible to take Praxis I or II (ARM, 2011). Since its inception in 2008, 162 ARM members have completed the FTC program.

Summary

High teacher turnover impacts the face of education nationwide. This problem is evident in the State of Mississippi and impacts education through low teacher salaries (American Federation of Teachers [AFT], 2011) and low total revenue per student (NBPTS, 2011). Despite the shortcomings of the education field, individuals continue to enter the teaching profession each year, whether through traditional means or alternative routes. A critical teacher shortage continues to exist, however, with reasons such as poor teacher recruitment, poor professional mentoring, and high teacher turnover.

Because of the grim outlook of teacher recruitment and retention, several initiatives have been implemented to address teacher shortage, including Teach for America, Alternative Teacher Certification, and AmeriCorps. In Mississippi specifically, incentives such as scholarship programs, loan programs, and housing assistance have been used as a tool to recruit teachers. AmeriCorps and America Reads Mississippi created a subgroup called Future Teacher Corps in Mississippi in 2007 that provides specialized training to ARM members to assist them in achieving the goal of becoming a classroom teacher. Because of the infancy of the program, there are few studies examining FTC and its effectiveness. This study examines the intrinsic and extrinsic motivational factors influencing FTC completers decision to become a teacher. In addition the intrinsic and extrinsic motivational factors, job satisfaction factors, and
social networks influence on retention are examined while determining if a relationship exists between these factors.
CHAPTER III

METHODOLOGY

Introduction

In this chapter, the methods used in the study are described in detail, and include a summary of the research objectives, methodology, population, instrumentation, survey instruments, variables in the study, data collection, procedures, data processing, and analysis. A large turnover rate in teachers has occurred in Mississippi. Teachers are being certified based on university teaching programs and alternative teacher preparation programs, however, teachers are leaving the workforce at a much higher rate than they are certified (Ingersoll, 2001). Mississippi, as a rural state, is especially impacted by the teacher shortage. For example, during the 2009-2010 school year, 2,800 teachers were employed on emergency licenses due to the shortage of qualified teachers (Harrison, 2010). Some researchers cite teacher turnover as the major contributing factor to the teacher shortage (Murphy et al., 2003).

Teachers are found to leave rural areas due to social, cultural, and professional isolation (Schwartzbeck et al., 2003). The development of social networks through volunteer associations such as AmeriCorps builds social capital (Wollebaek & Selle, 2002). The ARM–FTC, a national service AmeriCorps program, provides training and resources to members in the program studying to become certified teachers in the state of Mississippi (ARM, 2011). The program also provides opportunities for members to serve together to address community issues and special opportunities for networking and teambuilding (Corporation, 2010).
For purposes of this study, the intrinsic and extrinsic motivational factors influencing FTC completers’ decisions to become classroom teachers and the intrinsic and extrinsic motivational factors, job satisfaction factors, and social networks influencing their retention as teachers were investigated. In addition, the relationship between specific intrinsic and extrinsic motivational factors, job satisfaction factors, and social networks influencing retention of FTC completers as licensed teachers in the state of Mississippi for at least one year was investigated.

Research Objectives

To achieve the purpose of this study, the following objectives were investigated for the 2008-2010 FTC program years:

RO₁: Describe demographic characteristics of FTC completers including graduation rate, tenure, and current employment status.

RO₂: Determine the intrinsic and extrinsic motivational factors that influence the decision to become a licensed teacher in the state of Mississippi, as perceived by FTC program completers.

RO₃: Determine the intrinsic and extrinsic motivational factors that influence K-12 licensed teacher retention in the state of Mississippi, as perceived by FTC program completers who have worked a minimum of one year.

RO₄: Determine the social network influence on K-12 licensed teacher retention in the state of Mississippi, as perceived by FTC program completers who have worked a minimum of one year.
RO5: Determine the job satisfaction factors that influence K-12 licensed teacher retention in the state of Mississippi, as perceived by FTC program completers who have worked a minimum of one year.

RO6: Determine if a relationship exists between the intrinsic and extrinsic motivational factors, job satisfaction factors, and social networks on retention by FTC completers who have worked as a K-12 licensed teacher for a minimum of one year.

Population

FTC members serving in program years 2008-2010 and completing the program in 2009 and 2010 were the population for this study. This population was targeted because it represented the first group of FTC program completers. Sixty three (63) participants completed the program in the 2008-2009 program year. Twenty-nine (29) participants completed the program in the 2009-2010 program year. Written permission was obtained from the ARM State Office staff giving the researcher access to a database of FTC completer names, addresses, phone numbers, and e-mail addresses. Since the population was relatively small, all completers for the 2008-2009 and 2009-2010 program years were invited to participate in the study.

Validity

Validity describes the approximate truth of an inference (Shadish, Cook & Campbell, 2002). Threats to validity exist when researchers can be wrong or partly wrong when making an inference about covariance, causation, constructs or about whether the casual relationship holds over variations in persons, settings, threats, and outcomes (Shadish, Cook, & Campbell, 2002).
Internal validity refers to how confident the researcher can conclude that the effects of the independent variable causes a change in the dependent variable when other effects are isolated (Shadish et al., 2002). Internal validity has to do with the accuracy of the results. Ninety-two FTC completers were invited to participate in the study with thirty-nine FTC completers responding. Based on other studies supporting teacher retention the intrinsic and extrinsic factors and job satisfaction factors in this study are the ones commonly found. Previous research establishes the relationship between the intrinsic and extrinsic factors, social networks and job satisfaction factors and retention. The FTC completers were given the option of indicating other motivational, job satisfaction and social networks that influence retention; however, no additional factors were indicated. A review of the seven threats to internal validity: ambiguous temporal precedence, selection, history maturation, regression, attrition, testing, instrumentation and additive and interactive effects of threats to validity, resulted in no internal validity issues, thus the researcher is confident that there is no threat to internal validity (Shadish et al., 2002).

External Validity is representative of the extent to which a study's results can be generalized or applied to other people or settings (Shadish et al., 2002). Population validity (how representative is the sample of the population), and ecological validity (a result generalizes across settings) were reviewed. Based on this study and previous studies on teacher retention (Feistritzer, 2008; Hayes, 2008; Ingersoll, 2001; McConnell, 2005; Papanastasiou & Papanastasiou, 2007), the researcher feels confident that there is no threat to external validity; however because of the small number of
respondents in this study the researcher recommends the results of this study should be taken with caution when generalizing to other populations.

Methodology

This study was conducted as an ex-post facto descriptive design. This non-experimental, quantitative study used a survey to collect data (Creswell, 2003). Data were collected retrospectively from FTC completers from program year 2008-2009 and 2009-2010. Institutional Review Board (IRB) approval from The University of Southern Mississippi was obtained prior to contacting subjects to participate to avoid any risk of harm or danger to subjects participating in this study (Appendix A).

Retention refers to the length of time an FTC completer plans to remain in teaching (One year, 2 years, 3 years, 4-5 years, 6-9 years, 10-14 years, 15 years or more). The factors investigated in the study are intrinsic and extrinsic motivational factors that influenced FTC completers to become teachers and the intrinsic and extrinsic motivational factors, job satisfaction factors, and social network influencing retention as a teacher.

Intrinsic Motivational Factors are defined as the values individuals hold for themselves (Papanastasiou & Papanastasiou, 1997). These factors influence the decision to become (Papanastasiou & Papanastasiou, 1997) and remain a teacher (Feistritzer, 2008). In the field of teaching, these factors include the desire to work with young people, an interest in the subject matter, never really considered anything else and a sense of freedom in the classroom (Feistritzer, 2008).

Extrinsic Motivational Factors are benefits attached to the teaching profession that influence individuals to enter (Papanastasiou & Papanastasiou, 1997) and remain in
the teaching profession (Feistritzer, 2008). These factors include spend more time with family, employment mobility, influence of an elementary or secondary teacher, influence of a teacher or advisor in college, one of the few professions open, want a change from work, need a second income, too much invested to leave, job security, financial rewards, long summer vacations, and the value or significance of education in society (Feistritzer, 2008).

*Job Satisfaction* refers to whether teachers do or do not like their jobs (Feistritzer, 2008). Job satisfaction factors investigated in this study are: relationships with students, colleagues, parents of students and principal, sense of freedom, general working conditions, curriculum status and textbooks.

*Social Networks* refers to human connections that are considered individual resources and can lead to the achievement of a personal or societal goal (Putnam, 1993). Social networks investigated in this study are participation in FTC and relationships developed through participation in FTC.

**Instrumentation**

Two validated survey instruments were modified and combined for this study: the Mississippi Teacher Corps Survey and the Alternate Route Teacher Survey. McConnell (2005) developed the Mississippi Teacher Corps Survey based on a comprehensive review of the literature, in addition to recommendations from McConnell's dissertation committee and former Mississippi Teacher Corps members. The reliability of McConnell's instrument was established through a pilot test administered to 15 second-year Mississippi Teacher Corps participants (McConnell, 2005). The Alternate Route Teacher Survey was developed from a census survey of 2,918 Mississippi teachers issued
a license to teach through an alternative route program between December 31, 2003 and February 10, 2008 (Feistritzer, 2008).

**Validity and Reliability of the Adapted Instrument**

A review of both the original surveys resulted in elimination of some questions and modifications or additions of other questions to address the research objectives for this study. Validity is the appropriateness, correctness, meaningfulness, and usefulness of the conclusions researchers make (Frankel & Wallen, 2006).

The first step to measure content validity was to test whether the survey instrument adequately collected the full breadth of the sought after data (Carmines & Zeller, 1991). To maintain validity the modified ARM–FTC Survey, was shared with a sample of FTC program completers who were not part of the study to determine any difficulties in understanding the instrument. The sample FTC completers indicated no difficulty in understanding the survey. A panel of subject matter experts in the education and human capital development fields assessed content validity and tested inter-rater or inter-observer reliability. Based on the feedback from the sample FTC completers and review by the panel of subject matter experts, the researcher determined the survey instrument was easy to complete, free of errors and duplications, and contained clearly written and easily understandable questions and instructions. Feedback acquired from the panel of subject matter experts was incorporated into the final version of the instrument.

Reliability of the instrument was determined by utilizing Cronbach's alpha. Cronbach's alpha is the most commonly used measure of internal consistency when a multiple Likert question in a survey is used. The researcher used SPSS 20.0 to conduct the Cronbach's alpha of the ARM-FTC 21 question survey to assess internal consistency.
or reliability of the instrument. Each question with a 5-point Likert item from "strongly disagree" to "strongly agree" was assessed. According to Frankel & Wallen (2006) an alpha value of .70 is necessary for a scale to be considered reliable. Reliability for the ARM-FTC survey using Crobach's alpha technique produced a reliability coefficient of .927.

Data Collection

Data for this study were collected using the modified ARM–FTC Survey. The ARM staff for Mississippi maintains a database of all current and former FTC members in the state, and permission to access the database was requested by the researcher and granted. Two databases were combined into one database to include program completers’ names, addresses, phone numbers, and e-mail addresses. Some FTC completers did not have e-mail addresses, or the e-mail was returned. This required using a mixed mode survey utilizing both online and paper based survey (Dilman, Smythe & Christian, 2009) Data were collected from the target population using an online survey service called SurveyMonkey for respondents with e-mail addresses. Respondents who used SurveyMonkey recorded a response to each question on the survey form. SurveyMonkey allowed for close monitoring of online responses to the survey. Respondents who did not have e-mail or whose e-mail was returned were mailed a paper copy of the survey through the U.S. Postal Service.

The decision to administer an online survey was supported by Dillman et al. (2009), who identified populations likely to respond to Internet surveys as employees of certain organizations, university students, members of professional associations, employees of certain organizations, purchasers of certain products and services, and
similar populations. Dillman et al. (2009) also argued that Internet surveys for these populations could be reported faster and often at lower costs than traditional survey modes.

The modified ARM–FTC Survey (Appendix B) consisted of six sections:

1. ARM–FTC Program
2. Motivational Factors Influencing Decision to Become Teacher
3. Motivational and Social Capital Factors Influencing Decision to Remain in the Classroom
4. Job Satisfaction Factors
5. Life After the America Reads-Mississippi FTC
6. General Information

Although similar instruments (Hayes, 2008; Papanastasiou & Papanastasiou, 1997) addressed factors influencing the decision of individuals to become classroom teachers and assess factors regarding teacher retention, the Mississippi Teacher Corps Survey and the Alternate Route Teacher Survey are the best fit for the objectives of this study. Permission was obtained from the authors (i.e., McConnell and Feistritzer) of the original surveys to modify the instruments for the specific needs of this study (Appendix C and D respectively).

The survey instrument, ARM–FTC Survey, included 21 questions asking for the FTC completers’ perception of intrinsic and extrinsic motivational factors influencing their decision to become K-12 classroom teachers and their perception of intrinsic and extrinsic motivational factors, job satisfaction factors and social networks influencing the
decision to remain in the classroom. Questions requesting demographic information were included to describe characteristics of FTC completers.

The ARM staff acted as liaison for initial communication to subjects. Table 1 displays steps taken to solicit the participation of the FTC completers—for both e-mailed and mailed surveys—(Dillman et al., 2009; Salant & Dillman, 1994).

Table 1

**Timeline and Procedures for Mailing and E-Mailing Survey**

<table>
<thead>
<tr>
<th>Day</th>
<th>E-Mail Survey</th>
<th>Mail Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduced study via e-mail sent from ARM state office staff to FTC completers.</td>
<td>Introduced study via U.S. Postal Service letter sent from ARM state office staff to FTC completers.</td>
</tr>
<tr>
<td>4</td>
<td>Called ARM staff to ensure the e-mail had been sent.</td>
<td>Called ARM staff to ensure the letter had been sent.</td>
</tr>
<tr>
<td>11</td>
<td>Sent an e-mail with the consent form and the survey link embedded in the e-mail.</td>
<td>Sent a personalized cover letter with a handwritten signature, paper survey with the consent form and an addressed postage paid envelope for return.</td>
</tr>
<tr>
<td>15</td>
<td>Called to ensure e-mail was received.</td>
<td>Called to ensure letter was received.</td>
</tr>
<tr>
<td>20</td>
<td>Sent a reminder e-mail to those who had not responded with the consent form and the survey link embedded in the e-mail.</td>
<td>Sent a reminder postcard to respondents who had not responded.</td>
</tr>
</tbody>
</table>
Table 1 (continued).

<table>
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<tr>
<th></th>
<th>E-Mail Survey</th>
<th>Mail Survey</th>
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</thead>
<tbody>
<tr>
<td>Day 22</td>
<td>Called to ensure reminder e-mail was received.</td>
<td>Day 22</td>
</tr>
<tr>
<td></td>
<td>Day 22 Called to ensure post-card was received.</td>
<td>Day 28</td>
</tr>
<tr>
<td></td>
<td>Day 28 Sent a reminder e-mail to respondents who had not responded.</td>
<td>Day 28</td>
</tr>
<tr>
<td></td>
<td>Day 35 Concluded the administration period.</td>
<td>Day 35 Concluded the administration period.</td>
</tr>
</tbody>
</table>

Procedures

Incentives were used to increase the response rate as recommended by Dillman et al. (2009). At each point of contact, FTC completers were informed they would receive a $10 Wal-mart gift card if they were one of the first 50 to complete the survey. Instructions to receive the gift card were provided at the end of the survey. As a confirmation of completion, respondents sent an email to the researcher with “Future Teacher Corps Completer” as the subject, along with their name and email address.

SurveyMonkey allows for close monitoring of the completion of surveys, which was carried out as recommended by Dillman et al. (2009). Mailed surveys were coded and disseminated to participants without e-mail addresses or those not responding electronically. A self-addressed, stamped envelope was enclosed for safe return. The
survey was available for completion for 35 days. Gift cards were distributed by ARM staff.

Participants were assured all information would be held in strict confidence. Participants were asked not to provide their names as part of the survey. Names were not used throughout the analysis process. Because all respondents in the study were FTC completers, an agreement was made with the ARM staff to make the results of this research available on the ARM website for public view as an added incentive to participate.

The administration period for the mailed and e-mailed survey was 35 days. Responses from paper surveys were manually entered by the researcher into SurveyMonkey to assist with aggregation of data. A second reviewer verified data was entered correctly. Data was downloaded into an Excel database to allow manipulation of the data. Responses from the survey questions were analyzed through the use of the SPSS 20.0 software. Table 2 includes the research objectives, items on the survey addressing each research objective, and the statistical procedure for each objective.

Table 2

*Survey Map of Research Objectives, Item on Survey, Statistical Procedure*

<table>
<thead>
<tr>
<th>Research Objective</th>
<th>Items on Survey</th>
<th>Statistical Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe demographic characteristics of FTC completers including graduation rate, tenure, and current employment status.</td>
<td>4, 5, 5a, 5b, 5c, 10, 11,12, 13, 14, 20</td>
<td>Descriptive Statistics</td>
</tr>
</tbody>
</table>
Table 2 (continued).

<table>
<thead>
<tr>
<th>Research Objective</th>
<th>Items on Survey</th>
<th>Statistical Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Determine the intrinsic and extrinsic motivational factors that influence the decision to become a licensed teacher in the state of Mississippi as perceived by FTC program completers.</td>
<td>3, 6</td>
<td>Descriptive Statistics</td>
</tr>
<tr>
<td>3. Determine the intrinsic and extrinsic motivational factors that influence K-12 licensed teacher retention in the state of Mississippi, as perceived by FTC program completers who have worked a minimum of one year.</td>
<td>7</td>
<td>Descriptive Statistics</td>
</tr>
<tr>
<td>4. Determine the social network influence on K-12 licensed teacher retention in the state of Mississippi, as perceived by FTC program completers who have worked a minimum of one year.</td>
<td>7</td>
<td>Descriptive Statistics</td>
</tr>
<tr>
<td>5. Determine the job satisfaction factors that influence K-12 licensed teacher retention in the state of Mississippi, as perceived by FTC program completers who have worked a minimum of one year.</td>
<td>8</td>
<td>Descriptive Statistics</td>
</tr>
<tr>
<td>6. Determine if a relationship exists between the intrinsic and extrinsic motivational factors, job satisfaction factors, and social networks on retention by FTC completers who have worked as a K-12 licensed teacher for a minimum of one year.</td>
<td>7, 8</td>
<td>Spearman's Rho</td>
</tr>
</tbody>
</table>
Data Analysis

Data collected were compiled and statistically analyzed using SPSS 20.0 for Windows software. This quantitative, nonexperimental research design utilizes descriptive statistics to analyze Research Objective one, two, three, four and five. Descriptive statistics is used in this study to explore the data and to reduce them to simpler and more understandable terms without distorting or losing much of the available information (Agresti & Finlay, 1997). A correlational analysis using Spearman's Rho Correlation was conducted to examine Research Objective six to measure the strength and direction of association existing between variables on an ordinal scale (Creswell, 2003).

Summary

In this chapter, the methodology for the study was provided to describe the population, the development of the survey, variables of the study, validity, data collection, and methods used for data analysis. Retention refers to the length of time an FTC completer plans to remain in teaching. Factors investigated in this study were intrinsic and extrinsic motivational factors that influenced FTC completers to become teachers and the intrinsic and extrinsic motivational factors, job satisfaction factors, and the social networks influencing retention as a teacher.

Descriptive statistics was used to summarize basic characteristics of the population (Agresti & Finlay, 1997). Data collected were compiled and statistically analyzed using SPSS 20.0 for Windows software. Descriptive statistics was also used to analyze Research Object one, two, three, four and five. A correlational analysis using Spearman Rank Order Correlation was conducted to examine Research Objective six to
measure the strength and direction of association that exists between variables on an ordinal scale (Creswell, 2003). Tables displaying these statistics are presented throughout the discussion of results in Chapter IV.
CHAPTER IV

RESULTS

Introduction

In this study, the ARM–FTC completers serving during the 2008-2009 and 2009-2010 program years were surveyed to determine the perceived intrinsic and extrinsic motivational factors that influenced them to become licensed teachers in the state of Mississippi. In addition, the intrinsic and extrinsic motivational factors, social network and job satisfaction factors influencing retention as perceived by individuals who had taught a minimum of one year were assessed. The possible existence of a relationship between these factors was also investigated using Spearman's Rho. Study results are presented in this chapter.

Population

Of the 92 FTC completers invited to participate in the study, 39 completed the survey instrument, resulting in a response rate of 42.39%. Twenty-two (56.4%) of the respondents entered the program in 2008, and 17 (43.6%) of the respondents entered the program in 2009. Fourteen (35.9%) respondents completed the program in 2009, and 25 (64.1%) completed the program in 2010. Respondents’ ages ranged from below 25 to the 55-59 age range upon entering the program with the median age range reported of 25-29. Current age at the time of the survey ranged from two completers younger than 25 to one older than 60.

Of the 39 respondents, 38 (97.4%) were female and one (2.6%) was male. Thirty-six (92.3%) of the respondents reported ethnicity as Black, while two (5.1%) identified as White, non-Latino and one (2.6%) as Other. A conversation with an ARM staff member
confirmed that the gender, age and ethnicity of the respondents for this study are consistent with the entire population of FTC completers (R. Taylor, personal communications, April 19, 2012).

Reported marital status included 16 (41.0%) married respondents, eight (20.5%) divorced/separated, and 15 (38.5%) single/never married. Results show the typical FTC participant is an African American female ranging in age from 25-29.

Discussion of Results

Research Objective One

The first objective described the demographic characteristics: graduation rate, tenure and current employment status of FTC completers. Thirty-eight of the 39 respondents answered the question regarding highest level of education attainment as displayed in Table 3. Only nine (23.7%) respondents report high school diploma as their highest level of education. The majority 29 (76.3%) of FTC completers responding to this survey hold at least a bachelor's degree. Thirteen (34.2%) have a bachelor's degree in education, 11 (28.9%) hold a bachelor's degree in another field, and five (13.2%) have a master's degree.

Table 3

*FTC Completers Educational Level (n=38)*

<table>
<thead>
<tr>
<th>Educational level</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Diploma</td>
<td>9</td>
<td>23.7</td>
</tr>
<tr>
<td>Bachelor's Degree, Education</td>
<td>13</td>
<td>34.2</td>
</tr>
<tr>
<td>Bachelor's Degree, Other Field</td>
<td>11</td>
<td>28.9</td>
</tr>
</tbody>
</table>
Table 3 (continued).

<table>
<thead>
<tr>
<th>Master's Degree</th>
<th>5</th>
<th>13.2</th>
</tr>
</thead>
</table>

Participants provided the number of years of teaching experience following completion of FTC. Responses ranged from less than one year to two years. Two FTC completers have taught for less than one year. Seven have taught for at least one year and 13 have taught for at least two years. Results of the 22 respondents who have worked as a teacher since completing FTC are provided in Table 4 by program completion year.

Table 4

*Years Taught Since Completion of FTC (n=22)*

<table>
<thead>
<tr>
<th></th>
<th>&lt;1 year</th>
<th></th>
<th>1 year</th>
<th></th>
<th>2 years</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>2009</td>
<td>0</td>
<td>0.0</td>
<td>2</td>
<td>9.0</td>
<td>7</td>
<td>32.0</td>
</tr>
<tr>
<td>2010</td>
<td>2</td>
<td>9.0</td>
<td>5</td>
<td>23.0</td>
<td>6</td>
<td>27.0</td>
</tr>
</tbody>
</table>

Two questions give insight into teacher retention. When asked about current employment as a teacher, 21 (91%) have a minimum of one year teaching experience at the time of this survey and continue to teach and two (9%) are still in the education profession. Table 5 shows the frequency and percentage of respondents currently teaching or employed in education.
Table 5

_Employed in K-12 Classroom or Still Employed in Education Profession (n=23)_

<table>
<thead>
<tr>
<th></th>
<th>Still Teaching</th>
<th></th>
<th>Still in Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>2009</td>
<td>6</td>
<td>26</td>
<td>1</td>
</tr>
<tr>
<td>2010</td>
<td>15</td>
<td>65</td>
<td>1</td>
</tr>
</tbody>
</table>

The second question relating to teaching retention was how long the participant planned to remain working as a teacher. As shown in Table 6, over half (n=22) of respondents indicate they plan to make teaching a career and teach for longer than 15 years. Three out of four respondents 74.3% (n=29) plan to remain in teaching more than five years.

Table 6

_Length of Time Planning to Remain in Teaching (n=39)_

<table>
<thead>
<tr>
<th></th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 years</td>
<td>2</td>
<td>5.1</td>
</tr>
<tr>
<td>4–5 years</td>
<td>3</td>
<td>7.7</td>
</tr>
<tr>
<td>6–9 years</td>
<td>5</td>
<td>12.8</td>
</tr>
<tr>
<td>10–14 years</td>
<td>2</td>
<td>5.1</td>
</tr>
<tr>
<td>15 or more years</td>
<td>22</td>
<td>56.4</td>
</tr>
</tbody>
</table>

Current position in the education field. FTC completers were asked to provide their current employers and positions held in education. Eleven FTC completers
responded indicating they are teaching in the K-12 with the majority ten (91%) teaching in Mississippi.

Subject areas initially certified to teach. In order to determine if FTC completers were teaching in critical shortage subjects area the respondents were asked in what area or subject were they initially certified to teach. Twenty-two (78.6%) of the 28 respondents cited elementary education, three (10.7%) English, one (3.6%) math, and social studies two (7.1%). Other certifications held in the state of Mississippi are reading, social studies, history, 7-12 grade math, and K-12 special education. The majority 22 (56.4%) hold an elementary education certification.

Other Employment. Twelve FTC completers work in occupations other than as a K-12 classroom teacher since completing FTC: five teacher assistants, one assistant purchasing clerk for the county, one alderwoman, one substitute teacher, one reading tutor, one case manager for Human Services, one Head Start teacher, and one secretary.

Research Objective Two

The intrinsic and extrinsic motivational factors influencing the decision to become a teacher are investigated for Research Objective 2. The FTC program attracts individuals with an intrinsic desire to teach. Participants selected one of five reasons for joining FTC. Over 82% (n==32) knew they wanted to teach before joining FTC. Five (12.8%) of FTC completers joined the program to find out if teaching was for them and two (5.1%) wanted to give back and provide service to society for a few years. Reasons for participating in the FTC program are shown in Table 7.
Table 7

Reasons for Participating in FTC (n=39)

<table>
<thead>
<tr>
<th>Reason</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>I knew that I wanted to teach so I joined to take advantage of the training and benefits.</td>
<td>26</td>
<td>66.7</td>
</tr>
<tr>
<td>I knew I wanted to teach in the state of Mississippi and the program encouraged me to teach in the state.</td>
<td>6</td>
<td>15.4</td>
</tr>
<tr>
<td>I wanted to find out if teaching was for me.</td>
<td>5</td>
<td>12.8</td>
</tr>
<tr>
<td>I wanted to give back and provide service to society for a few years.</td>
<td>2</td>
<td>5.1</td>
</tr>
</tbody>
</table>

Table 8 displays the aggregate responses to a 5-point Likert scale in descending order regarding the influence of 16 intrinsic and extrinsic motivational factors on participants’ decision to become a teacher. The scale used was 1. strongly disagree, 2. disagree, 3. neither agree nor disagree, 4. agree, and 5. strongly agree. The agree and strongly agree categories were collapsed into a single category (agree and strongly agree) which is frequently done after the fact when samples are small (McCall, 2001). The same rationale is used in this study to collapse the (disagree and strongly disagree) categories (McCall, 2001). When the strongly agree and agree choices are combined, the greatest intrinsic motivational factor influencing the participants decision to become a teacher is the desire to work with young people (n=36; 94%).

The next most prominent intrinsic motivational factor influencing FTC completers’ decision to become a teacher is interest in subject matter (n=33; 89%), followed by sense of freedom in own classroom (n=26; 69%). Among the extrinsic
motivational factors, the *value or significance of education in society* (n=34; 87%), and *spend more time with my family* (n=32; 87%) were the most influential followed by *employment mobility* (n=31; 81%) and *influence of an elementary or secondary teacher* (n=31:81%). While *job security* (n=28; 76%) ranked as a somewhat influential extrinsic motivational factor, it is not among the top four reasons selected. When *disagree and strongly disagree* categories were combined, among the intrinsic factors *never really considered anything else* (n=13:34%) is the least likely factor to influence the decision to become a teacher. Among the extrinsic factors *want a change from work* (n=12; 32%), *too much invested to leave* (n=12; 32%) and *need a second income in the family* (n=14:37%) are the least likely factors to influence the decision to become a classroom teacher.

Table 8

*Descriptive Statistics of Perception of Intrinsic and Extrinsic Motivational Factors of FTC Completers Influencing Decision to Become a Classroom Teacher*

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Neither Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Intrinsic Motivational Factors</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Desire to work with young people</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>36</td>
<td>94</td>
</tr>
<tr>
<td>Interest in subject matter</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>33</td>
<td>89</td>
</tr>
<tr>
<td>Sense of freedom in own classroom</td>
<td>5</td>
<td>13</td>
<td>7</td>
<td>26</td>
<td>69</td>
</tr>
<tr>
<td>Never really considered anything else</td>
<td>13</td>
<td>34</td>
<td>10</td>
<td>15</td>
<td>40</td>
</tr>
<tr>
<td><strong>Extrinsic Motivational Factors</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Value or significance of education in society</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td>7</td>
<td>34</td>
</tr>
<tr>
<td>Spend more time with my family</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td>8</td>
<td>12</td>
</tr>
</tbody>
</table>
Table 8 (continued).

<table>
<thead>
<tr>
<th>Factor</th>
<th>Strongly Disagree/Disagree</th>
<th>Neither Agree Nor Disagree</th>
<th>Agree/Strongly Agree</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment mobility</td>
<td>1</td>
<td>6</td>
<td>16</td>
<td>31</td>
</tr>
<tr>
<td>Influence of an elementary or secondary teacher</td>
<td>1</td>
<td>6</td>
<td>16</td>
<td>31</td>
</tr>
<tr>
<td>Job security</td>
<td>0</td>
<td>9</td>
<td>24</td>
<td>28</td>
</tr>
<tr>
<td>Influence of a teacher or advisory in college</td>
<td>5</td>
<td>8</td>
<td>21</td>
<td>25</td>
</tr>
<tr>
<td>Long summer vacation</td>
<td>2</td>
<td>5</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>One of the few professions open to me</td>
<td>11</td>
<td>7</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>Financial rewards</td>
<td>9</td>
<td>10</td>
<td>26</td>
<td>20</td>
</tr>
<tr>
<td>Want a change from other work</td>
<td>12</td>
<td>10</td>
<td>27</td>
<td>15</td>
</tr>
<tr>
<td>Need a second income in the family</td>
<td>14</td>
<td>9</td>
<td>24</td>
<td>15</td>
</tr>
<tr>
<td>Too much invested to leave</td>
<td>12</td>
<td>13</td>
<td>34</td>
<td>13</td>
</tr>
</tbody>
</table>

**Research Objective Three**

Research Objective 3 studied the 16 intrinsic and extrinsic motivational factors influencing FTC completer decisions to remain in the classroom if they had worked a minimum of one year as a teacher. A 5-point Likert scale was used with choices of 1. strongly disagree, 2. disagree, 3. neither agree nor disagree, 4. agree, and 5. strongly agree. When the strongly agree and agree choices and the strongly disagree and disagree choices were combined because of the small sample size (McCall 2001), results yielded the top two intrinsic motivational factors influencing the decision to remain in the classroom as the desire to work with young people (n=19; 95%) and interest in the subject matter (n=18; 90%). The top extrinsic motivational factor influencing retention is the value or significance of education in society (n=18; 90%). These top three
motivational factors mirror the top three responses when asked about the desire to become a teacher. The fourth, fifth, and sixth most common selections for remaining in the classroom are the extrinsic motivational factors *employment mobility* (n=16; 80%), *financial rewards* (n=16; 80%), and the *influence of an elementary or secondary teacher* (n=16; 80%), which differ somewhat from the earlier responses to become a teacher of *job security* and *need for a second income*. Table 9 displays the number in the sample and percentages for specific responses in descending order. When the *strongly disagree* and *disagree* responses were combined, among the intrinsic factors *never really considered anything else* (n=13; 45%) and among the extrinsic factors *want a change from other work* (n=10; 50%) were the most unlikely factors to influence retention.

Table 9

*Descriptive Statistics of Perception of FTC Completers Intrinsic and Extrinsic Motivational Factors Influencing Decision to Remain in the Classroom*

<table>
<thead>
<tr>
<th>Intrinsic Motivational Factors</th>
<th>Strongly Disagree/Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree/Strongly Agree</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desire to work with young people</td>
<td>0</td>
<td>0</td>
<td>19</td>
<td>95</td>
</tr>
<tr>
<td>Interest in subject matter</td>
<td>1</td>
<td>5</td>
<td>18</td>
<td>90</td>
</tr>
<tr>
<td>Sense of freedom in own classroom</td>
<td>2</td>
<td>10</td>
<td>14</td>
<td>70</td>
</tr>
<tr>
<td>Never really considered anything else</td>
<td>13</td>
<td>45</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>Extrinsic Motivational Factors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Value or significance of education in society</td>
<td>0</td>
<td>0</td>
<td>15</td>
<td>90</td>
</tr>
<tr>
<td>Employment mobility</td>
<td>3</td>
<td>15</td>
<td>16</td>
<td>80</td>
</tr>
<tr>
<td>Financial rewards</td>
<td>2</td>
<td>10</td>
<td>16</td>
<td>80</td>
</tr>
<tr>
<td>Influence of an elementary or secondary teacher</td>
<td>2</td>
<td>10</td>
<td>16</td>
<td>80</td>
</tr>
<tr>
<td>Influence of a teacher or advisor in college</td>
<td>1</td>
<td>5</td>
<td>11</td>
<td>75</td>
</tr>
<tr>
<td>Long summer vacation</td>
<td>3</td>
<td>15</td>
<td>7</td>
<td>75</td>
</tr>
</tbody>
</table>
Table 9 (continued).

<table>
<thead>
<tr>
<th>Research Objective Four</th>
<th>Strongly Disagree/Disagree</th>
<th>Neither Agree Nor Disagree</th>
<th>Agree/Strongly Agree</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Spend more time with my family</td>
<td>2</td>
<td>10</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>Too much invested to leave</td>
<td>5</td>
<td>25</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Job security</td>
<td>3</td>
<td>15</td>
<td>7</td>
<td>35</td>
</tr>
<tr>
<td>One of the few professions open to me</td>
<td>8</td>
<td>4</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Need a second income in the family</td>
<td>1</td>
<td>35</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>Want a change from other work</td>
<td>10</td>
<td>50</td>
<td>3</td>
<td>15</td>
</tr>
</tbody>
</table>

**Research Objective Four**

Research Objective 4 determined the influence of social networks on retention of FTC completers as a classroom teacher. Social networks (Participation in Future Teacher Corps and Relationships Developed Through Future Teacher Corps) influence on retention are the factors investigated in Research Objective 4. Respondents used a 5-point Likert scale to rate the influence of two social network factors—Participation in Future Teacher Corps and Relationships Developed Through Future Teacher Corps Participation—on the decisions to remain in the classroom (see Table 10). The scale used was 1. strongly disagree, 2. disagree, 3. neither agree nor disagree, 4. agree, and 5. strongly agree. As aforementioned, the agree and strongly agree responses and the strongly disagree and disagree responses were combined due to the small sample size.
Participation in the FTC program \((n=17;\ 85\%)\) yielded a greater response on participants’ decision to remain in teaching than relationships they had developed as a result of being in the program \((n=15;\ 75\%)\).

Table 10

**Descriptive Statistics of Perception of FTC Completers Social Networks Influencing Retention \((n=20)\)**

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree/Disagree</th>
<th>Neither Agree Nor Disagree</th>
<th>Agree/Strongly Agree</th>
<th>(n)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in Future Teacher Corps</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>Relationships developed through Future Teacher Corps participation</td>
<td>3</td>
<td>15</td>
<td>2</td>
<td>15</td>
</tr>
</tbody>
</table>

*Research Objective Five*

Research Objective 5 determined job satisfaction factors influencing FTC completers’ retention as a classroom teacher who worked a minimum of one year. The 5-point Likert scale used was 1. strongly disagree, 2. disagree, 3. neither agree nor disagree, 4. agree, and 5. strongly agree. With the strongly agree and agree responses combined, relationship with students \((n=18;\ 90\%)\) is the primary factor influencing retention. This result is consistent with the intrinsic desire to work with young people reported in previous sections. Most FTC completers in the classroom \((n=17;\ 85\%)\) were found to have overall job satisfaction. Relationship with principal \((n=16;\ 80\%)\), relationship with parents of students \((n=16;\ 80\%)\), relationship with other teachers
(n=15; 75%), and general working conditions (n=15; 75%) were also very influential factors. Salary (n=7; 45%) was the least selected job satisfaction factor influencing retention. In Table 11, descriptive statistics of job satisfaction factors influencing retention are provided displaying the number in the sample and percentage in descending order.

Table 11

*Descriptive Statistics of FTC Completers Perception of Job Satisfaction Factors Influencing Retention*

<table>
<thead>
<tr>
<th>Factor</th>
<th>Strongly Disagree/Disagree</th>
<th>Neither Agree Nor Disagree</th>
<th>Agree/Strongly Agree</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationship with students</td>
<td>1</td>
<td>1</td>
<td>18</td>
<td>20</td>
</tr>
<tr>
<td>Overall job satisfaction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relationship with principal</td>
<td>2</td>
<td>10</td>
<td>16</td>
<td>19</td>
</tr>
<tr>
<td>Relationship with parents of students</td>
<td>2</td>
<td>10</td>
<td>16</td>
<td>20</td>
</tr>
<tr>
<td>Relationship with other teachers</td>
<td>2</td>
<td>10</td>
<td>15</td>
<td>19</td>
</tr>
<tr>
<td>General working conditions</td>
<td>1</td>
<td>5</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>Current curriculum</td>
<td>3</td>
<td>15</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>Status of teacher in this community</td>
<td>2</td>
<td>10</td>
<td>5</td>
<td>19</td>
</tr>
<tr>
<td>Current textbooks</td>
<td>4</td>
<td>20</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>Autonomy</td>
<td>1</td>
<td>5</td>
<td>9</td>
<td>19</td>
</tr>
<tr>
<td>Salary</td>
<td>7</td>
<td>35</td>
<td>6</td>
<td>20</td>
</tr>
</tbody>
</table>
Research Objective Six

Research Objective 6 determined if a relationship exists between the intrinsic and extrinsic motivational factors, job satisfaction factors, and the social networks on retention (see Table 12). A Spearman’s Rho analysis was conducted to determine the association between the the intrinsic and extrinsic motivational factors, job satisfaction factors, social networks and retention as measured by the intent of FTC completers to remain in classroom teaching. FTC survey participants rated the extent to which their current intention to remain in the classroom is dependent on each of the intrinsic and extrinsic motivational factors, job satisfaction factors, and social networks. In this study retention is measured by the length of time FTC completers plan to remain in teaching (3 years, 4-5 years, 6-9 years, 10-14 years or 15 or more years).

Tett and Meyer (1993) posit turnover intentions as the behavioral attitude in which an employee consciously acknowledges willingness to seek other alternatives jobs in other organizations. According to Steel and Nestor (1984) and Tett and Meyer (1993) actual behavior of individuals can be accurately predicted by their intentions. Price (2001) stated employees' intentions to remain or leave a job construct as an alternative in measuring the actual retention.

A Spearman’s Rho correlation yielded results demonstrating the relationship between the factors. Among the intrinsic motivational factors, only *never really considered anything else* and among the extrinsic motivational factors *one of the few professions open to me* have a statistically significant relationship with retention. A positive relationship exists between retention and *never really considered anything else* ($r=.692, p=.001$). There was also a positive relationship between retention and *one of the*
few professions open to me ($r=.672, p=.002$). Among the social networks factors, only *participation in Future Teacher Corps* shows statistical significance with retention. There is a positive relationship between retention and *participation in Future Teacher Corps* ($r=.608, p=.007$), thus among FTC completers working a minimum of one year, higher scores on motivation factors and social network are related to a higher number of years to continue to teach. No significant correlations exist between job satisfaction factors and retention.

Table 12

*Correlation, Spearman’s Rho*

<table>
<thead>
<tr>
<th>Intrinsic Motivational Factors</th>
<th>Retention (Length of time planning to remain in teaching: 3 years, 4-5 years, 6-9 years, 10-14 years or 15 or more years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never really considered anything else</td>
<td>.692**</td>
</tr>
<tr>
<td>Interest in subject matter</td>
<td>.388</td>
</tr>
<tr>
<td>Sense of freedom in own classroom</td>
<td>.188</td>
</tr>
<tr>
<td>Desire to work with young people</td>
<td>-.123</td>
</tr>
<tr>
<td>Extrinsic Motivational Factors</td>
<td></td>
</tr>
<tr>
<td>One of the few professions open to me</td>
<td>.672**</td>
</tr>
<tr>
<td>Job Security</td>
<td>.461</td>
</tr>
<tr>
<td>Need a second income in the family</td>
<td>.449</td>
</tr>
<tr>
<td>Too much invested to leave</td>
<td>.388</td>
</tr>
<tr>
<td>Value or significance of education in society</td>
<td>.285</td>
</tr>
<tr>
<td>Want a change from other work</td>
<td>.154</td>
</tr>
</tbody>
</table>
Table 12 (continued).

<table>
<thead>
<tr>
<th></th>
<th>Retention (Length of time planning to remain in teaching-3 years, 4-5 years, 6-9 years, 10-14 years or 15 or more years).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long summer vacation</td>
<td>.125</td>
</tr>
<tr>
<td>Influence of a teacher or advisor in college</td>
<td>.078</td>
</tr>
<tr>
<td>Influence of an elementary or secondary teacher</td>
<td>.022</td>
</tr>
<tr>
<td>Spend more time with my family</td>
<td>.014</td>
</tr>
<tr>
<td>Social Networks</td>
<td></td>
</tr>
<tr>
<td>Participation in Future Teacher Corps</td>
<td>.608**</td>
</tr>
<tr>
<td>Relationships developed through participation in Future Teacher Corps</td>
<td>.420</td>
</tr>
<tr>
<td>Job Satisfaction Factors</td>
<td></td>
</tr>
<tr>
<td>Autonomy</td>
<td>.394</td>
</tr>
<tr>
<td>Relationship with principal</td>
<td>.225</td>
</tr>
<tr>
<td>General working conditions</td>
<td>.219</td>
</tr>
<tr>
<td>Salary</td>
<td>.209</td>
</tr>
<tr>
<td>Overall job satisfaction</td>
<td>.180</td>
</tr>
<tr>
<td>Status of teachers in this community</td>
<td>.172</td>
</tr>
<tr>
<td>Relationship with students</td>
<td>-.142</td>
</tr>
<tr>
<td>Relationship with other teachers</td>
<td>.109</td>
</tr>
<tr>
<td>Relationship with parents of students</td>
<td>-.026</td>
</tr>
</tbody>
</table>

** Correlation is significant at the .01 level (2 tailed)
Additional Information Provided by Respondents

Though an effort was made to construct the survey in a way to allow FTC completers to share all relevant information pertaining to this study, some things still may have unintentionally omitted. Respondents were given the opportunity at the end of the survey to provide any additional information they felt important to the study. Responses received were:

- I loved being in America Reads. The only thing that's holding me back is trying to figure out a way to pass my Praxis so I can become a certified teacher. If you have any answers, please notify me. I need help!! This is my calling by God and I know I have the faith one day to become that teacher that every parent wants for their child.

- Initially, I entered FTC in hopes of renewing my desires of entering the education field. It is possible that I may begin teaching in the near future.

- Through America Reads I was able to complete college in 2010. I took Praxis I and failed reading and math and passed writing.

- Upon completion of the Future Teacher Corps and my two years of service with the America Reads-Mississippi program, I paid a visit to the University from which I received my Bachelor of Science in Social Science degree with hopes of completing the remaining (18) semester hours needed to obtain a teaching certification in secondary History/Social Studies. But to my dismay, I was told that I was no longer eligible because I was a graduate. In order to become eligible once more, I must enroll in yet another degree program. Well, I decided to take the education award that I have received during my two
years of service with AmeriCorps to make monthly student loan payments because I am currently unemployed but I continue to seek job opportunities on a daily basis. Although this information isn't relevant to you...maybe it will assist someone else with his/her dissertation. My reasons for wanting to teach...I love helping others learn.

- I learned a lot from the Future Teacher Corps program. It really helped me a lot in preparing for the Praxis exam. I plan to take my exam next month. I am currently attending JSU, majoring in Early Childhood Education. After volunteering with AmeriCorps, I received a job in the district where I served. I greatly appreciated the opportunity to work with AmeriCorps.

- I am a teacher at Head Start.

- It is important to know what types of people are interested in teaching children, and why they decided to teach. It could serve as a basis for determining why some teachers do not take a vested interest in teaching the students, because they decided to teach for a pay check. The survey could show that the teachers are not considering the best interest of the children.

- When completing the program, I found there were no job offers.

The FTC program assists individuals who historically favor teaching as a career, but are challenged to pass the Praxis exam to become a teacher. The comments provided reveal some FTC completers have difficulty passing the Praxis exam.

Summary

The population for this study consists of FTC completers from program year 2008-2009 and 2009-2010 (n=92). Thirty-nine (42.39%) individuals responded to the
survey. Thirty-six (92.3%) respondents were of African American descent and 38 (97.4%) of the 39 respondents were female. The results of the study provide descriptive statistics for the population (Research Objective 1 and 2), intrinsic and extrinsic motivational factors influencing recruitment and retention (Research Objective 3), social networks influencing retention (Research Objective 4), job satisfaction factors influencing retention (Research Objective 5), and the relationship between intrinsic and extrinsic motivational, social networks and job satisfaction factors (Research Objective 6).

Descriptive statistics provides a demographic picture of FTC completers. Twenty-four (63.1%) hold a bachelors degree. Most participants join FTC because they know they want to teach and they plan to make teaching a long-term career. FTC completers currently not working in the education field, work in the field of public service. The most influential motivational factor impacting the decision to become teachers and remain teachers is the desire to work with young people.

Participation in FTC is the primary social factor for remaining in the classroom. This data indicates relationships developed through FTC participation influences the decision to remain in the classroom. Among job satisfaction factors, the relationship with students is identified as the most influential factor for retention, while salary is selected as the least influential factor.

Among the motivation factors, a positive relationship exists between retention and never really considered anything else ($r=.692, p=.001$) and between retention and one of the few professions open to me ($r=.672, p=.002$). Among the social networks factors, only participation in Future Teacher Corps has a statistically significant relationship
with retention \((r=.608, p=.007)\), indicating participation in FTC encourages retention in the classroom. No significant correlations exist between job satisfaction factors and retention.

As study results are presented within this chapter, succeeding is a discussion of study conclusions, recommendations for conclusions, limitations and recommendations for future research.
CHAPTER V
DISCUSSION

The ATM–FTC program offers specialized training to education majors in their junior or senior level college education courses at six Mississippi universities. This training is designed to equip individuals with the skills needed to continue to pursue and accomplish the goal of becoming certified teachers. To be selected for the program, an individual must be an education major, be classified as a college junior or senior or hold an AA degree, and be eligible to take the Praxis I or II exam (ARM, 2011). One of the primary objectives of ATM–FTC is to bring stakeholders together to gain consensus regarding solutions and strategies to meet challenges about education. These connections give FTC participants the human resources needed to garner support for issues confronting them as educators (Corporation, 2008).

Since its inception in 2008, 162 members completed the FTC program. The FTC curriculum includes enriched conference attendance, trainings, resources, Praxis preparation sessions, student motivation sessions, classroom management, instruction on learning styles, and visits to college teacher fairs (ARM, 2011). The results of this study indicate the FTC program prepares participants for the reality of the classroom as evidenced by the retention rate among completers.

FTC candidates must have a strong commitment to become a Mississippi classroom teacher. From a resource allocation perspective, FTC administrators do not have to expend resources to convince individuals about the value of teaching or to motivate them to become teachers.
Retention of teachers in Mississippi has been a major concern of policy makers, school administrators, and concerned parents. The FTC program is designed to remove barriers and provide support to increase the number of committed, dedicated teachers for Mississippi classrooms. The majority of FTC completers are African American females. The FTC program encourages this segment of the population, historically thought to have limited career options, by providing resources and opportunities to increase the confidence needed to succeed.

Discussion and Conclusion

This study investigated intrinsic and extrinsic motivational factors influencing the decision of FTC completers to become classroom teachers. In addition, the study investigated the intrinsic and extrinsic motivational factors, job satisfaction factors and social networks influencing retention while determining if a relationship exists between these factors. Findings, conclusions and recommendations based on FTC completers perceptions are presented below:

Findings

The majority (n=29; 76.3%) of FTC completers responding to this survey hold at least a bachelor's degree. Thirteen (34.2%) have a bachelor's degree in education. Over 82% of FTC completers knew they wanted to teach so they joined the program to take advantage of the training and benefits. A higher percentage of FTC completers had a desire to teach before entering the program than Mississippi Teacher Corps participants where (McConnell, 2005) found 60% of participants knew they wanted to teach before entering the program.
**Conclusion.** The FTC curriculum addresses training and preparation needs of individuals desiring to become teachers while simultaneously addressing teacher shortages. The program is successful in its mission to provide the resources and support to assist individuals to complete the bachelor's degree in education to become a classroom teacher.

**Recommendation.** Participants in the FTC program already have a strong desire to be a teacher when they enter the program. This means instead of concentrating on incentives and other resources to convince individuals to teach, ARM staff could spend more time and effort in assisting individuals to acquire the skill set needed to become a teacher such as more Praxis exam preparation and more classroom preparation.

**Findings**

Consistent with Feistritzer (2008), these study results found the top three factors selected for entering the teaching profession—*the desire to work with young people,* interest in the subject matter, and the value of significance of education in society—are also the primary reasons for remaining in the classroom. Ninety-one percent of FTC completers have remained in the classroom. Of the 13 completers who have taught for at least two years, 12 (92%) have remained in the classroom which indicates a higher retention rate than the rates for Mississippi teachers in general (Enwefa, Enwefa, Jurden, Banks, Buckley, 2002).

**Conclusion.** Based on the results of this study, FTC completers view teaching as a profession rather than a job. The findings of this study also indicate the primary reason for choosing teaching as a profession is the *desire to work with young people.* When taken together, these results suggest FTC completers enter teaching because of a
love of working with young people, a passion for education, and recognition of the value of their profession. The FTC completers are intrinsically influenced to remain in the classroom and have a long term commitment to teaching. Resources allocated to the FTC program yielded positive results as measured by the number of FTC completers entering and remaining in the teaching profession.

**Recommendation.** The study results have implications for policy makers and education leaders: First, the findings in this study indicate support for expansion of the FTC program. FTC retention rates were found to be higher than the rates for Mississippi teachers in general (Enwefa et al., 2001). Second, the FTC model could also be expanded to other states where the America Reads program exists and where there is also a teacher shortage to potentially increase the number of certified teachers.

**Findings**

The most frequent job satisfaction factors influencing retention are *overall job satisfaction, relationship with principal, relationship with other teachers, relationship with student,* and *relationship with parents of students.* Feistritzer (2008) found the top four job satisfaction factors among alternative route teachers in Mississippi are: relationship with other teachers, relationship with students, overall job satisfaction and relationship with principal. The least selected job satisfaction factor influencing the decision to become a teacher is *salary.*

Based on the results of this study, the motivation factors, *never really considered anything else and one of the few professions open to me,* demonstrate a statistically significant relationship with retention: \( r = .692, p = .001 \) and \( r = .672, p = .002 \)
respectively. Thus among FTC completers working a minimum of one year, higher scores on motivation factors is related to a higher number of years to continue to teach.

**Conclusion.** No significant correlation exists between job satisfaction factors and retention. This could be due to several reasons. First, FTC program participants may have been so well prepared that actual job experiences were not anticipated, and thus had little impact on the decision to remain in teaching. Second, job satisfaction expectations may have been accounted for in the initial decision to become a teacher. Third, when job satisfaction results are considered in combination with the significant result that FTC completers *never considered anything else*, this may indicate that FTC completers determined teaching was their “calling” and thus would not be deterred by job satisfaction.

**Recommendation.** The ARM staff could capitalize on the fact that a significant number of FTC completers do not consider any profession other than teaching by actively seeking and recruiting individuals as ARM members who not only have a desire to serve their community, but also a desire to be a teacher. It could be an easy transition for these members to become part of the FTC program. *Participation in the FTC program* has a positive relationship on retention, therefore ARM state and regional staff could encourage and recruit more ARM members to the FTC program who want to be teachers.

**Findings**

Twenty-two of the 39 respondents plan to remain working as a teacher for 15 years or longer. There is a positive relationship between teacher retention and social networks according to data in this study ($r=.608, p=.007$). In other words, among FTC
completers who worked a minimum of one year, higher scores on their satisfaction with social networks is related to a higher number of years they expect to continue teaching.

**Conclusion.** FTC completers served their communities through a national service AmeriCorps program, ARM. Through experiences as a participant in the ARM program, FTC completers were offered the opportunity to bond and interact with other AmeriCorps members through training and service opportunities. The FTC completers interacted with school administrators, teachers, students, and parents through their affiliation at assigned school sites. In addition, FTC completers were connected to the community through the service they offered and through community service projects in which community members participated on service days to collectively address a problem or need. Through these experiences, interactions and social networking opportunities, FTC members were able to develop relationships as a result of participation in the program. Based on these results, the relationships developed through participation in the program and the relationships that were developed once FTC completers became teachers is of significant importance. The opportunity to network in the FTC program influences the decision to remain a teacher and the impact is significant regardless of intended longevity. This study reveals that greater satisfaction with or higher scores regarding social networks are related to retention.

**Recommendation.** ARM-FTC staff could modify the curriculum to allow for additional structured opportunities to build social networks. These additional structured opportunities would allow time for FTC members to network and bond with students, parents of students, school officials, and with other FTC members while in the program. Current school administrators should also allow for additional time for FTC completers
and other teachers to bond and network with students, other teachers, parents of students, and school officials.

Teaching programs could adopt this program for use as a model to supplement current experiential courses such as the service component, the yearlong mentorship of a teacher and the networking opportunities. This adoption could be accomplished by initially conducting studies to compare the different experiences and exposures encountered by FTC participants and experiences and exposures education students received in their field experiences. This assimilation could result in a win-win for students and society as a whole as future teachers would be provided more real-life practice before formally entering the classroom.

Limitations

There are three noted limitations to this study. First, though several studies have been conducted regarding the ARM program, none focus on the FTC program, so no comparative data are available. At the time of this study FTC has only been in existence for three full academic years: 2008–2009, 2009–2010, and 2010–2011. Therefore, completers of responses in the current study have been in the classroom a maximum of only two years. FTC is designed specifically for, and has operated only in the state of Mississippi; therefore, comparative data from other states are unavailable.

Second, some FTC completers do not make a distinction between ARM (i.e., the service program) and FTC (i.e., the teacher preparation sub-corps program) in their responses to questions. This was evident in their response when asked the years they entered and completed the program. Some respondents indicate they remained in FTC for
two years. Members of the ARM program may remain in the program for up to two years, however, members remain in the FTC program for one year.

Third, the sample size for this study is small. Ninety-two FTC completers were invited to participate in the study with 39 FTC completers responding. The small sample size makes it difficult to generalize results from the sample to the population.

Recommendations for Future Research

The FTC program has been in existence since 2008 with the first members completing the program in 2009. Three classes of members have completed the program with a fourth class completing in July 2012. This study could be replicated by increasing the sample size to include additional completers who have now had the opportunity to teach for at least one year.

Results from this study reveal there are more individuals teaching among the FTC completers who finished the program in 2010 than in 2009, even though there were significantly more FTC completers in 2009. Future studies could determine what impact the economy has on the completers locating a job and if their field of study impacts whether or not they are teaching.

Several FTC completers indicate barriers to becoming a classroom teacher such as the inability to pass the Praxis exam and not being able to obtain a job upon graduation. Future studies can focus on the barriers preventing FTC completers from becoming classroom teachers with recommendations to eliminate or decrease barriers.

FTC completers consider their participation in the FTC program and relationships developed during the program to be significant factors influencing their decision to remain in the classroom. Future studies could be conducted to determine what particular
aspects of the FTC program influence retention. Additionally, conducting an in-depth investigation of the relationships developed during participation in FTC and investigating how these relationships influenced retention might provide useful data.

Conclusion

The FTC program has a positive impact on the decision of individuals to enter and remain in education. Therefore, it is an effective way to increase the number of teachers in Mississippi classrooms. Results from this study support the investment of resources in the development of FTC members who contribute to building stronger communities by becoming licensed teachers in local community schools. Results of this research reveal that FTC is viewed as a resource; members join to enhance their ability to follow their dreams of becoming teachers. The report “Still Serving: Measuring the Eight-Year Impact of AmeriCorps on Alumni” (Corporation, 2008) evaluated the long-term impact of AmeriCorps on former members’ career choices, life skills, level of volunteering, educational attainment, voting, and other behaviors and attitudes related to civic engagement. The authors found that 46% of state and national alumni work in a job related to public service, such as education, social work, or public safety (Corporation, 2008). The results of this study reinforce these earlier findings indicating 12 of the FTC completers who are not working in education are working in other public service occupations.

A third of new teachers quit after three years, and nearly half are gone after five years (NCTAF, 2003). In another study, Ingersoll (2002) found that a third of the new teachers left during their first three years, and almost half left after five years. Attrition rates for teachers who enter from an alternate pathway to teaching and certification is as
high as 60% (Ingersoll, 2002). Ninety-one percent of FTC completers remain in the classroom. Of the 13 completers who have taught for at least two years, 12 (92%) have remained in the classroom which indicates a higher retention rate than the rates for Mississippi teachers in general of 60% (Enwefa et al., 2001). The results of this study indicate 56% of FTC completers indicate they plan to make teaching a career and teach longer than 15 years. The projected longevity of FTC completers in the field of education suggests a successful bridging of passion and preparation in the FTC program. The FTC program provides an opportunity for members to hone their skills and bring more skills to the classroom. This will positively impact education in Mississippi. FTC completers’ experience in the program prepares them to be mentors and give others what they need to maintain their enthusiasm for the classroom.

While other teacher preparation programs offered incentives to teachers to remain in Mississippi and teach, FTC is creating and developing teachers who already have a commitment to teach in Mississippi and to serve this state. They only need additional support to do so. The FTC is a program that is reaching its goals and sustaining its purpose by increasing the number of committed teachers in Mississippi. This study’s results indicate a commitment not only to teach but the longevity in the teaching field. FTC completers interacted with school administrators, teachers, students, and parents through their affiliation at assigned school sites. In addition, FTC completers were connected to the community through the service they offered and through community service projects in which community members participated on service days to collectively address a problem or need. Through these experiences, interactions and social networking opportunities, FTC completers were able to develop relationships as a
result of participation in the program. The results of this study indicates there is a positive association between participation in FTC and retention. The FTC program bolsters service and further strengthens their resolve to serve humanity by giving of themselves, but it is the members themselves who bring the passion and commitment of teaching to our children in Mississippi.
NOTICE OF COMMITTEE ACTION

The project has been reviewed by The University of Southern Mississippi Institutional Review Board in accordance with Federal Drug Administration regulations (21 CFR 26, 111), Department of Health and Human Services (45 CFR Part 46), and university guidelines to ensure adherence to the following criteria:

- The risks to subjects are minimized.
- The risks to subjects are reasonable in relation to the anticipated benefits.
- The selection of subjects is equitable.
- Informed consent is adequate and appropriately documented.
- Where appropriate, the research plan makes adequate provisions for monitoring the data collected to ensure the safety of the subjects.
- Where appropriate, there are adequate provisions to protect the privacy of subjects and to maintain the confidentiality of all data.
- Appropriate additional safeguards have been included to protect vulnerable subjects.
- Any unanticipated, serious, or continuing problems encountered regarding risks to subjects must be reported immediately, but not later than 10 days following the event. This should be reported to the IRB Office via the “Adverse Effect Report Form”.
- If approved, the maximum period of approval is limited to twelve months.
  Projects that exceed this period must submit an application for renewal or continuation.

PROTOCOL NUMBER: 12011101
PROJECT TITLE: America Reads Mississippi Future Teacher Corps: A Study of Program Completers’ Perception of Factors Influencing the Decision to Become and Remain Classroom Teachers
PROJECT TYPE: Dissertation
RESEARCHER/S: Deborah G. Moore
COLLEGE/DIVISION: College of Science & Technology
DEPARTMENT: Economics and Workforce Development
FUNDING AGENCY: N/A
IRB COMMITTEE ACTION: Expedited Review Approval
PERIOD OF PROJECT APPROVAL: 02/07/2012 to 02/06/2013

Lawrence A. Hosman, Ph.D.
Institutional Review Board Chair
APPENDIX B

SURVEY INSTRUMENT

America Reads Mississippi Future Teacher Corps Survey

Adopted and modified from the Mississippi Teacher Corps Survey (McConnell 2005) and the
Survey of Selected Teachers in Mississippi Entering Teaching Through Alternate
Route Preparation Programs-(Feistritzer, 2008).
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Please make your answer choice by selecting the answer that applies.

Section A. America Reads Mississippi Future Teacher Corps Program

1. What year did you enter the America Reads Mississippi Future Teacher Corps program?
   - 2008
   - 2009

2. What year did you complete the America Reads Mississippi Future Teacher Corps program?
   - 2009
   - 2010
   - 

3. Why did you join the America Reads Mississippi Future Teacher Corps? Please choose only one of the items below.

   - I wanted to find out if teaching was for me.
   - I knew that I wanted to teach so I joined to take advantage of the training and benefits.
   - I knew I wanted to teach in the State of Mississippi and the program encouraged me to teach in the State.
   - I wanted to give back and provide service to society for a few years.
   - I did not expect to go into teaching as a career.
   - Other: Please specify.________________________________________

4. How many complete years did or have you taught since completion of FTC?

   - Less than one year
   - One year
   - Two years
o I have not taught since completion of FTC (go to number 6)

5. Are you still teaching in a K12 classroom in Mississippi?
   o Yes (go to 6)
   o No (go to 5a)

5a. Are you still employed in the profession of education? Refer to item 5c below for jobs in the education profession.
   o Yes (Go to 6)
   o No (Go to 5b)

5b. If you are not currently employed as a licensed teacher, do you plan to return?
   o Yes (Go to 5c)
   o No (Go to 6)

5c. If yes, in what capacity do you plan to return? (Specify)-Refer to item 12 below for jobs in the education profession.
   o K-12 Classroom Teacher
   o K-12 Building Administrator (i.e. principal, assistant principal, etc.)
   o K-12 School Counselor
   o K-12 Central Office Personnel
   o College Instructor/Faculty
   o College Administrator
   o State Department of Education
   o U.S. Department of Education
Section B. Motivational Factors Influencing Decision to Become Teacher

6. What factors influenced your decision to become a teacher? Please rank each item in terms of your level of agreement about its influence on your decision to become a teacher. 1="Strongly Disagree" to "5=Strongly Agree". Please select your answer choice below.

1=Strongly Disagree (SD)  
2=Disagree (D)  
3=Neither agree nor Disagree (N)  
4=Agree (A)  
5=Strongly Agree (SA)

<table>
<thead>
<tr>
<th>The following factors influenced my decision to become a teacher:</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Desire to work with young people</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>b. Employment mobility</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>c. Financial rewards</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>d. Influence of an elementary or secondary teacher</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>e. Interest in subject matter</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>f. Influence of a teacher or advisor in college</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>g. Job security</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>h. Long summer vacation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>i. Need a second income in the family</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>j. Never really considered anything else</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>k. One of the few professions open to me</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>l. Sense of freedom in own classroom</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>m. Spend more time with my family</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>n. Too much invested to leave</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>o. Value or significance of education in society</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>p. Want a change from other work</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>q. Other___________________________________________________</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
Section C. Motivational and Social Capital Factors Influencing Decision to Remain in the Classroom

7. What factors influenced your decision to remain in the classroom? Please rank each item in terms of your level of agreement about its influence on your decision to remain in the classroom. 1="Strongly Disagree" to ”5=Strongly Agree”. If you are no longer in the classroom, please answer the question based on the following factors that would have encouraged you to consider staying in the classroom. Please select your answer choice below.

1=Strongly Disagree (SD)
2=Disagree (D)
3=Neither agree nor Disagree (N)
4=Agree (A)
5=Strongly Agree (SA)

<table>
<thead>
<tr>
<th>The following factors influenced my decision to remain in the classroom:</th>
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<td>h. Long summer vacation</td>
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<td>4</td>
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</tr>
<tr>
<td>n. Too much invested to leave now</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>o. Value or significance of education in society</td>
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<td>5</td>
</tr>
<tr>
<td>p. Want a change from other work</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
Section D. Job Satisfaction Factors Influencing Decision to Remain in the Classroom

8. What job satisfaction factors influenced your decision to remain in the classroom? Please rank each item in terms of your level of agreement about its influence on your decision to remain in the classroom. 1="Strongly Disagree" to "5=Strongly Agree". Please select your answer choice below.

1=Strongly Disagree (SD)
2=Disagree (D)
3=Neither agree nor Disagree (N)
4=Agree (A)
5=Strongly Agree (SA)

<table>
<thead>
<tr>
<th>The following factors influenced my decision to remain in the classroom:</th>
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<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Overall job satisfaction</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>b. Relationship with principal</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>c. Relationship with other teachers</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>d. Relationship with students</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>e. Relationship with parents of students</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>f. Current curriculum</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>g. Current textbooks</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>h. General working conditions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>i. Salary</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>j. Status of teachers in this community</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>k. Autonomy</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
9. How long do you plan to remain in teaching?
   - One year
   - 2 years
   - 3 years
   - 4-5 years
   - 6-9 years
   - 10-14 years
   - 15 years or more

Section E. Life After the America Reads Mississippi Future Teacher Corps

10. What area(s) or subject(s) were you initially certified to teach? Please select all that apply.
   - Biology
   - Chemistry
   - Elementary Education
   - English
   - French
   - Math
   - Physics
   - Social Studies
   - Spanish
   - Other: Please specify_________________________

11. If applicable, list additional certifications obtained, such as subjects that you have gained endorsements to teach and administrator licenses.

   | Certification 1 |
   | State___________ |
   | Certification___________ |

   | Certification 2 |
   | State___________ |
   | Certification___________ |

   | Certification 3 |
   | State___________ |
   | Certification___________ |
12. Please indicate the capacity in which you have been employed in education since the completion of the America Reads Mississippi Future Teacher Corps program. Please select all that apply.

- K-12 Classroom Teacher
- K-12 Building Administrator (i.e. principal, assistant principal, etc.)
- K-12 School Counselor
- K-12 Central Office Personnel
- College Instructor/Faculty
- College Administrator
- State Department of Education
- U.S. Department of Education
- Not in the Education Field

13. For each job selected above, please provide additional information for each.

<table>
<thead>
<tr>
<th>Job 1</th>
<th></th>
<th>Job 2</th>
<th></th>
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<td><strong>Position</strong></td>
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<td><strong>City (or College)</strong></td>
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<td><strong>City (or College)</strong></td>
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<td><strong>State:</strong></td>
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<td><strong>Dates of Employment</strong></td>
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<td><strong>Dates of Employment</strong></td>
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</tr>
<tr>
<td>(Month/Year):</td>
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<td><strong>Circle one:</strong></td>
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<tr>
<td>K12 Public</td>
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<tr>
<td>K12 Private</td>
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<tr>
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<table>
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<th>Job 4</th>
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</thead>
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<tr>
<td><strong>City (or College)</strong></td>
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<td><strong>City (or College)</strong></td>
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<td><strong>Dates of Employment</strong></td>
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<td>(Month/Year):</td>
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<tr>
<td>K12 Public</td>
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<td>K12 Private</td>
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<td>K12 Private</td>
<td></td>
</tr>
<tr>
<td>Not K12</td>
<td></td>
<td>Not K12</td>
<td></td>
</tr>
</tbody>
</table>
14. What other occupations have you been involved in since the FTC program?

<table>
<thead>
<tr>
<th>Job 1</th>
<th>Job 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employer:</td>
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<tr>
<td>Position:</td>
<td>Position:</td>
</tr>
<tr>
<td>City:</td>
<td>City:</td>
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<td>State:</td>
<td>State:</td>
</tr>
<tr>
<td>Dates of Employment (Month/Year):</td>
<td>Dates of Employment (Month/Year):</td>
</tr>
<tr>
<td>__________ to __________</td>
<td>__________ to __________</td>
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</table>

<table>
<thead>
<tr>
<th>Job 3</th>
<th>Job 4</th>
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<tbody>
<tr>
<td>Employer:</td>
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<td>__________ to __________</td>
<td>__________ to __________</td>
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</tbody>
</table>
FOR PURPOSES OF OUR ANALYZING THE SURVEY INFORMATION, PLEASE ANSWER THE FOLLOWING QUESTIONS ABOUT YOURSELF BY SELECTING THE ANSWER THAT APPLIES.

15. At what age did you begin the America Reads Mississippi Future Teacher Corps program?
   - Below 25
   - 25-29
   - 30-34
   - 35-39
   - 40-44
   - 45-49
   - 50-54
   - 55-59
   - 60 & over

16. What is your current age?
   - Below 25
   - 25-29
   - 30-34
   - 35-39
   - 40-44
   - 45-49
   - 50-54
   - 55-59
   - 60 & over

17. What is your gender?
   - Male
   - Female

18. How would you describe your race/ethnic background?
   - White, non-Latino
   - White, Latino (or Hispanic)
   - Black, African American
   - Asian: Chinese Japanese
   - Southeast Asian: Vietnamese, Cambodian, Hmong, Laotian, Chinese Vietnamese
   - Other Asian (not Chinese, Japanese, or Southeast Asian)
   - Pacific Islander (Samoan, Filipino, etc.)
   - Native American (American Indian)
   - Other (please specify) ____________________________
19. What is your marital status?
   - Married
   - Divorced/Separated
   - Widowed
   - Single/Never Been Married

20. What is your highest level of education?
   - High school diploma
   - Bachelor’s in education
   - Bachelor’s in other field
   - Master’s degree
   - Doctorate degree
   - Other (Please specify)

21. Though an effort was made to construct this questionnaire in a way that would allow you to share all relevant information pertaining to this study, some things still may have been left out. Please use the following space to provide any additional information about this study that you feel is important.

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
THANK YOU VERY MUCH FOR COMPLETING THE SURVEY!

If you are one of the first 50 respondents completing the survey, you are eligible to receive a $10 Wal-mart gift card. To receive your gift card, you must send your e-mail address to deborah.moore@eagles.usm.edu with the wording “Future Teacher Corps Completer” in the subject line.

If mailed

Please place the completed questionnaire in the enclosed postage-paid envelope, seal it and mail to:

Deborah Moore

1202 North Street

Cleveland, MS 38732
APPENDIX C

CONSENT TO USE MISSISSIPPI TEACHER CORPS SURVEY

The University of Mississippi
Oxford • Jackson • Tupelo • Southaven

School of Education
Office of the Dean
Post Office Box 1848
University, MS 38677-1848
Phone: (662) 915-7001
Fax: (662) 915-7269

May 25, 2011

Deborah Moore
1202 North Street
Cleveland, MS 38732

Dear Deborah:

I am glad to know that my dissertation has served as some benefit for your dissertation, and I am honored for you to request to use my survey. Please accept this official letter of agreement as permission for you to modify my survey as needed to accomplish the purposes of your study. Good luck!

Sincerely,

[Signature]

German McConnell, Ph.D.
Assistant Dean & Assistant Professor
Co-Director, Mississippi Teacher Corps
APPENDIX D

CONSENT TO USE SURVEY OF SELECTED TEACHERS IN MISSISSIPPI
ENTERING TEACHING THROUGH ALTERNATE ROUTE PREPARATION
PROGRAMS

The University of Southern Mississippi Mail - Report on the Evaluation of Mississippi Alt... Page 1 of 11

Deborah Moore <deborah.moore@eagles.usm.edu>

Report on the Evaluation of Mississippi Alternate Route Programs for the Preparation of Teachers and School Administrators
7 messages

Deborah Moore <deborah.moore@eagles.usm.edu> Tue, Sep 27, 2011 at 10:33 AM
To: emily@ncel.com

My name is Deborah Moore and I am a doctoral student at the University of Southern Mississippi. My program of study is Human Capital Development. I have completed my course work and presently I am writing my dissertation. My study is entitled,

"AMERICA READS MISSISSIPPI FUTURE TEACHER CORPS: A STUDY OF THE PERCEPTION OF FACTORS INFLUENCING PROGRAM COMPLETERS’ DECISION TO BECOME AND REMAIN CLASSROOM TEACHERS"

I found your report entitled “Report on the Evaluation of Mississippi’s Alternate Route Programs for the Preparation of Teachers and School Administrators” (2008) during my research and literature review and it has served as a guide for my study. I am writing to request a copy of your NCAC Survey of Mississippi Alternate Route Teachers and your permission to slightly modify and use your survey. You can be assured that I will not seek to gain financially from its use. Dr. Feistritzer, please consider this request as a compliment to your work. If permission is granted, please send an e-mail to this address with the survey and your approval.

Thank you for your time and assistance.
Deborah Moore
1202 North Street
Cleveland, MS 38732
E-mail: Deborah.Moore@eagles.usm.edu

Emily Feistritzer <emilyf@ncel.com> Tue, Sep 27, 2011 at 3:15 PM
To: Deborah Moore <deborah.moore@eagles.usm.edu>

Dear Deborah,

You may use the survey of alternate route teachers we developed for the evaluation of alternate route programs in Mississippi in 2008, with attribution. The survey is attached. I would like to review any changes/modifications you wish to make. I could also send you this survey in Word format, if that is more helpful to you.

Emily Feistritzer

https://mail.google.com/mail/?ui=2&ik=20e39f6e51&view=pt&search=inbox&th=132a... 10/22/2011
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