

INTRODUCTION

Teacher turnover, defined as “all teacher movement out of schools or out of the profession,” rose from 5% to 8% from 1992 to 2005, creating the need for ~90,000 additional teachers to be hired each year. Teacher turnover = inequality (Carver-Thomas & Darling-Hammond, 2017).

Relationship Between Interpersonal Behavior and Turnover

- As “moving against people” increases, turnover potential increases (Carson et al., 2012).
- Administration is a key factor for staying at a school (Learning Policy Institute, 2017).

Relationship Between Turnover and Inequity

- Rates higher in schools with more minority, low-income, and low-achieving students.
- Turnover harms quality of education and community relationships’ continuity (Figure 1).

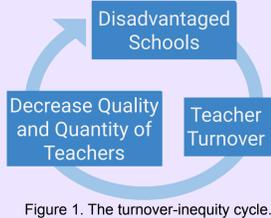


Figure 1. The turnover-inequity cycle.

Turnover Rates and Why It Occurs

- 55% of teachers said dissatisfaction is a reason they left. Of the 55%, concerns are with:



Figure 2. Dissatisfaction Concerns (Carver-Thomas & Darling-Hammond, 2017).

DATA AND FINDINGS

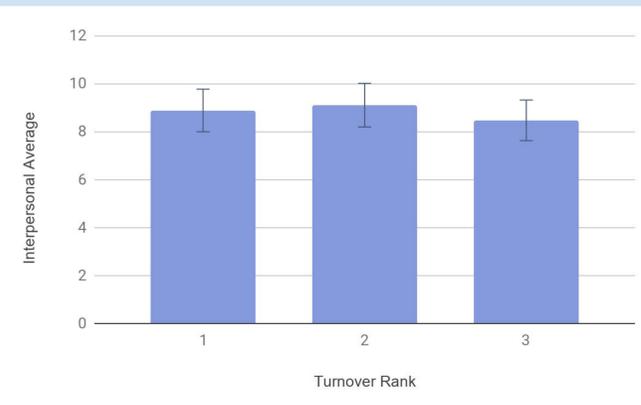


Figure 3. The relationship between turnover rank (1 = 7% or lower, 2 = 8% - 14%, 3 = 15% or higher) and average of the three reported interpersonal relationship ratings.

What would you estimate the teacher turnover at your school is?	Average of all interpersonal relationship ratings
15% or higher	8.466666667
7% or lower	8.878787879
8% – 14%	9.1
Grand Total	8.817204301

Figure 4. Each teacher turnover bracket and its corresponding average interpersonal relationship rating.

Table 1

Average Ratings of Solutions

	Solution 1	Solution 2	Solution 3	Solution 4	Solution 5
Average	6.73	6.97	5.97	6.61	5.82
Standard Deviation	2.53	2.34	2.76	2.66	2.72

Figure 5. Average ratings of each solutions ratings and standard deviations.

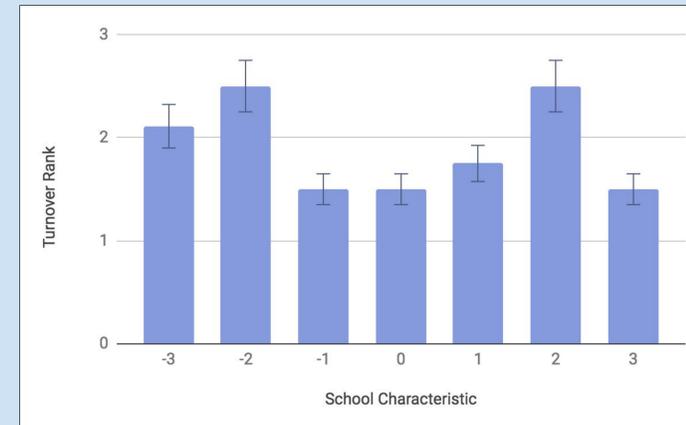
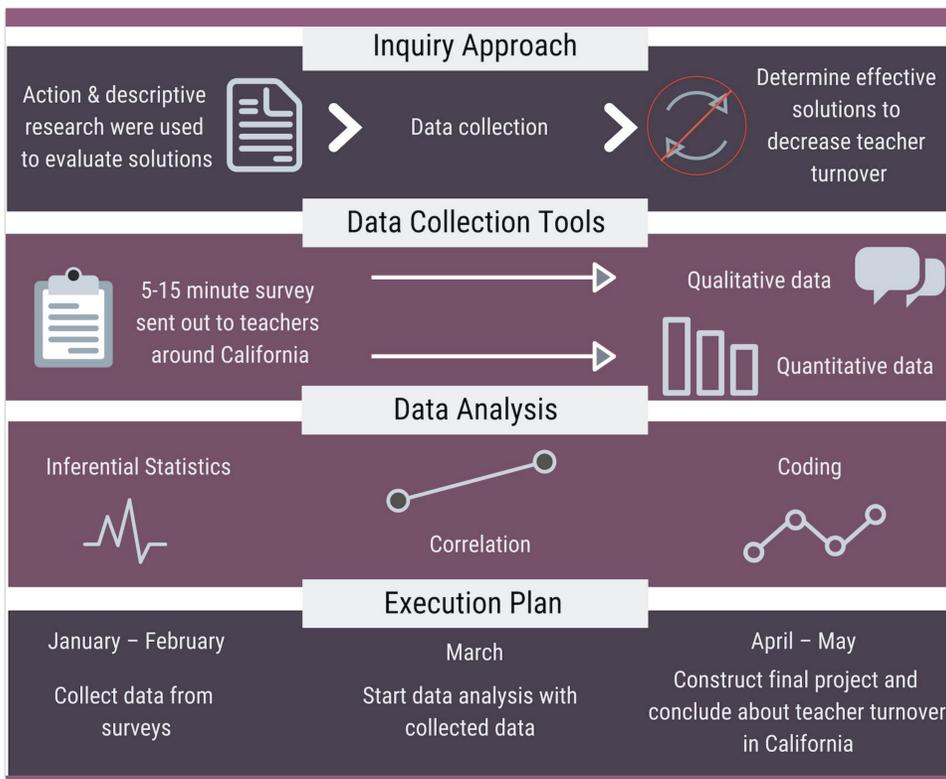


Figure 6. The relationship between school characteristics and estimated teacher turnover (1 = 7% or lower, 2 = 8% - 14%, 3 = 15% or higher).

RESEARCH METHODOLOGIES



CONCLUSIONS AND ANALYSIS

Correlation between interpersonal relationships and teacher turnover is not established, since no differences between the averages are statistically significant. Future research should control for teacher characteristics through a test similar to the Myers-Briggs Test.

Figure 2 illustrates that moderate turnover (7%-14%) respondents had the highest interpersonal ratings compared with low turnover (second highest interpersonal ratings) and high turnover (lowest interpersonal ratings).

No significant difference was found between solutions. Solution 2 had the highest average and lowest standard deviation, so until further research is conducted, Solution 2 is predicted to be the most successful.

No correlation between school characteristics and estimated teacher turnover was found. Some averages were significantly different from others on the graph (see error bars), which calls for more research to be done on this topic. To further research this relationship, data should be equally collected from all types of schools to control for any bias leading one group to be underrepresented while another is overrepresented.

IMPLICATIONS AND NEXT STEPS

Implications:

Previous research identified that:

- turnover disrupts education and harms student achievement (Beteille, Kalogrides, & Loeb, 2012)
- more disadvantaged schools tend to have more turnover (Simon & Johnson, 2013)
- teachers are more likely to stay at schools with strong administration (Learning Policy Institute, 2017)

This data identified **teacher empowerment** and teacher-administration relationships as means to decrease turnover.

Next Steps:

To reduce turnover, school districts should establish a **mentoring program** for incoming teachers allowing teachers to learn and fulfill the needs of a school (Carver-Thomas & Darling-Hammond, 2017). Districts should also establish a direct **communication pathway** between administration and staff for cooperation and staff input. This will achieve teacher empowerment when it comes to administrative decisions.

ACKNOWLEDGEMENTS / REFERENCES

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