

EXPLORING CHARACTERISTICS OF PUBLIC SCHOOL FACILITIES AND  
RESOURCES AND THE RELATIONSHIP WITH TEACHER RETENTION

A Dissertation  
by  
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## ABSTRACT

EXPLORING CHARACTERISTICS OF PUBLIC SCHOOL FACILITIES AND  
RESOURCES AND THE RELATIONSHIP WITH TEACHER RETENTION  
(August 2010)

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School districts are having problems staffing classrooms with teachers. The problem is not just in hiring new teachers; the challenge is the attrition of both new and experienced teachers. Research establishes the importance of addressing school conditions to improve teacher retention. The purpose of this study was to examine how the eight items within the public school Facilities and Resources domain of the 2008 North Carolina Teachers Working Conditions survey predict teachers' stated intentions to return to the same assignment in North Carolina. The survey items were divided into three clusters: technology, facilities, and instructional materials.

This correlational, predictive research study explored data collected within the public school Facilities and Resources domain of the 2008 North Carolina Teacher Working Conditions Survey. Over 104,000 licensed educators representing 87% of North

Carolina's public schools and every district in the state of North Carolina responded to the survey. A discriminant function analysis was conducted to predict teachers' stated intentions to return to the same assignment in North Carolina or to change positions. For this study, Group 1 consisted of participants who planned to continue teaching at their current school, which was referred to as the "stay" group. Group 2 was made up of the participants who planned to change teaching positions within their current district or state, which was referred to as the "change" group. The valid number of cases for this study was 71,813, which was 68.7% of total cases.

Technology, facilities, and instructional materials were selected as the independent variables. The dependent variable in this study is the teachers' stated intentions to return to the same assignment. First, a Wilks' lambda test was performed to test if the discriminant model as a whole was significant. Second, once the Wilks' lambda test showed significance, then the individual independent variables were assessed to see which differ significantly in mean by group and these were used to classify the dependent variable.

This study found that teachers want to work in a school environment that is safe and has sufficient access to appropriate instructional materials and resources to teach effectively. The study also found that the survey respondents in the "stay" group, which are the teachers that did not plan to leave their current assignment (Group 1), were classified with better accuracy (96.6%) and were more positive about their work environment. The results of this study confirm a relationship between teachers' stated intentions to stay in their current assignment, the condition of school facilities, and the availability of resources in public schools in North Carolina. Implications for policy and practice are presented along with suggestions for further research.