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THE INFLUENCE OF JOB SATISFACTION, ORGANIZATIONAL COMMITMENT, AND
EMPLOYEE ENGAGEMENT ON INTENT TO LEAVE AMONG PUBLIC SCHOOL
TEACHERS IN SOUTH LOUISIANA

A Dissertation

Submitted to the Graduate Faculty of the
Louisiana State University and
Agricultural and Mechanical College
in partial fulfillment of the
requirements for the Degree of
Doctor of Philosophy

in

The School of Human Resource Education
And Workforce Development

by

Stephen T. Bond

B.A., Southeastern Louisiana University, 1973

M.B.A., Southeastern Louisiana University, 1988

December 2013

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This dissertation, and indeed my entire doctoral effort, is dedicated to my wife Scelitta, whom I met as an undergraduate and whose encouragement gave me the determination to earn my master's degree years ago and now to complete this doctoral program. I would not and could not have done it without her support. We will be married 40 years on June 01, 2014. What a blessed man I am.

This work is also dedicated to our daughters, Laura "Betsy" Bond Halphen and Stephanie Bond Hulett; our sons-in-law, Jason Halphen and Jeff Hulett, and our wonderful granddaughter Caroline Halphen.

I would be remiss if I did not also dedicate this to my parents, Garland Bond and the late Lyndell Clement Bond, who truly represent "The Greatest Generation". I seek my dad's wisdom and advice to this day. My parents did not have college degrees, but possessed great wisdom. They realized the value of higher education, and they sacrificed to send my sister and me to college. More than that, they instilled within us a work ethic and raised us by Biblical principles so that we would develop sound moral and ethical principles by which to live our lives. It worked.

And, I dedicate this to the teachers. God bless them all.

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ABSTRACT

The purpose of this study was to determine the influence of job satisfaction, organizational commitment, and employee engagement on the intent to leave of public school teachers in South Louisiana. The teachers were described on those psychological measures as well as the demographic characteristics of age, gender, marital status, education level, years' experience in education, years' experience in their current school system and years until eligible for retirement.

In order to collect the necessary data, the following instruments were utilized: the Job Descriptive Index/Job In General, the Organizational Commitment Questionnaire, the Utrecht Work and Well Being Survey, three-point Intent to Leave instrument, and a demographic survey. A total of 244 useable responses to these instruments were completed by participating teachers.

Findings revealed that the largest group of teachers were of the Generation X age category. The majority of the teachers surveyed were female, married and had earned a Bachelor of Science degree, and the largest group had over 20 years' experience in education. There were few significant relationships between the psychological variables and the demographic variables. Findings also indicated that the teachers were generally satisfied with their overall jobs. Negative correlations were found between scores for each of the three psychological measures of Job in General, Organizational Commitment, and Employee Engagement; and Intent to Leave. A model was found that explained 45.2% of the variance in intent to leave among public school teachers in South Louisiana from selected psychological and demographic measures.

Based on these findings, the researcher concluded that the teachers were found to be satisfied with their jobs, particularly their co-workers and the work itself; committed to their

organization, engaged, and to possess very little intent to leave. The teachers were found to be dissatisfied with their pay and with their opportunities for promotion.

CHAPTER 1: INTRODUCTION

Rationale

In the daily evolution of the international marketplace, there are many entities that make up the complex matrix that is the global economy. Each of these entities contributes to the whole in some way. Despite the peaks and valleys, the output of the global economy sustains the wealth of nations. At the core of the economy of a country, business and industry is generally the primary driver of markets. In fact, in a 2004 article, Obed Shenkar questioned whether “international business” is a relevant term today since markets are so integrated (Shenkar, 2004). The large manufacturing firms, such as those within the automotive industry, the shipbuilding industry, the petrochemical industry, the energy industry and other such well known cogs in the economic wheel are generally referred to as “business and industry” and all are global. Collectively, this concept of business and industry is the backbone of the world’s economy, and particularly so in the United States with its capitalistic economic system.

These organizations and the numerous other organizations that make up the world economy exhibit certain behaviors and are influenced by certain common factors. Some of these factors are environmental, some are financial, some are based on the leadership of the organization, and some are based on the workforce (Marcoulides & Heck, 1993).

Redding (2005) depicts a business system as “structures and systems for coordinating economic behavior and exchange”. A major component of this model is Human Capital, which includes education and training, and the following labor market structures: a) active labor market policy programs (b) employment protection legislation (c) benefits system and (d) centralization of wage bargaining. (Redding, 2005), all of which focus on the importance of and the dependence on a skilled, educated, stable and satisfied workforce as a component of the success

of business, industry, and other organizations. One of the threats to a stable workforce is turnover.

The Merriam Webster dictionary defines turnover as “the number of persons hired within a period to replace those leaving or dropped from a workforce; *also*: the ratio of this number to the number in the average force maintained” (<http://www.merriamwebster.com/dictionary/turnover>). In an article from the Academy of Management Review, the authors (Dess & Shaw, 2001) note that the typical focus on voluntary turnover revolves around designing ways to prevent it. Organizations which experience significant turnover see a loss in the areas of productivity, loss of transfer of knowledge, service and reliability, as well as collateral losses brought on by expenditures for recruitment, hiring, and training, loss of morale, and general disruption of the flow of the organization’s activities (Dess & Shaw, 2001). The ability to predict turnover is a valuable tool for an organization.

Despite the economic downturn of recent years, new jobs are expected to be created in the near future. The Bureau of Labor Statistics Outlook reports that Service providers (which encompasses health care, entertainment, the food industry and other areas than those related to construction, etc.) alone are expected to create nearly 18 million new jobs during the years 2010-2020 (Bureau of Labor Statistics, 2010). A skilled, educated, and stable workforce is a key variable in the success of any organization. When there are threats to the stability or availability of the workforce, the condition, and ultimately the performance of the organization as a whole, is threatened. Externally, political and societal events can bring about threats to the workforce. Industry initiatives such as the building of new manufacturing facilities can create shortages in the workforce almost overnight, creating such turnover (James et al, 2011). These positions must be filled by qualified workers, and there are not enough. Margaret Spellings, former U.S.

Secretary of Education, wrote or stated that “approximately 90% of the jobs in the fastest-growing occupations in our economy require some level of postsecondary education and training.” (Spellings, 2012 para. 2). An educated workforce is critical to the continuity of an organization, or an industry (Redding, 2005). Spellings (2012 para. 2) goes on to say that “half of our current workforce do not have the skills needed to acquire or advance in jobs that pay a family-sustaining wage”, and that this affects our place in the global economy. Dess & Shaw (2001) state that “more than 50 percent of the gross domestic product (GDP) in developed economies is knowledge based, including such notable industry sectors as computers, software, pharmaceuticals, education, and so on” (p. 448). As stated previously (Spellings, 2012) when companies search for locations for expansion or to open new markets, one of the key metrics viewed is the quality of education in the area (Weiss, 1987). This includes an examination of the local schools and how they perform. The education system of the United States is at the forefront of this battle for knowledge, and is key to the education of those who will later make up this future workforce.

As with industry, turnover is a threat to the stability of the education system and intent to leave is predictive of turnover (Dess & Shaw, 2001). The Bureau of Labor Statistics shows that between 2002 and 2012, median years of service with an employer in the education field was approximately 4 years; in other industries for the same time period, it was 7-10 years (Bureau of Labor Statistics, 2012). The attrition due to retirements will be the contributing factor in the demand for skilled workers at all levels, and educators are no exception. In fact, both retirement and other types of voluntary turnover could be prevalent and a number of articles address voluntary turnover and the relationship with age, perceptions of fairness, job embeddedness, unsolicited or alternative job offers and a number of other levels.

The literature refers to several studies that indicate that the relationship between job satisfaction and intent to leave is mediated by organizational commitment (Clugston, 2001).

The nation is now, in 2013, on the cusp of recovery from the economic downturn that began in 2008, and with the emergence of work that has been postponed, voluntary turnover and intent to leave will become a critical issue for employers, both in business and in education. It could be said that business is the “end user” of the “product” that is produced by education. Former Secretary of Education Spellings said that business and education must partner together to align the “pipeline” from the student to the workplace (Spellings, 2012). This study will focus on the relationship between job satisfaction, employee engagement, organizational commitment and the intent to leave among classroom teachers, in an attempt to determine factors that could help mitigate such intent, and thus contribute to the strengthening of the workforce through education.

The rationale for this study is to discover information regarding intent to leave of teachers and the relationship it has with selected factors; as well as describing the related workforce. The results of this study will guide management in the field of education in developing and implementing a plan to mitigate the effects of teacher’s intent to leave the profession. Consideration was given to including the variable, “Why Employees Stay”, but as a practical matter, organizations, including school systems, will generally not expend resources to determine why something is working well and enhance and expand it, but they will expend resources to prevent a negative occurrence, such as a valued employee leaving. The need for such a study is always pertinent, as time and circumstance change the context in which the research is conducted.

Objectives

The primary purpose of this study is to determine whether Job Satisfaction, Organizational Commitment, and Employee Engagement have an influence on Intent to Leave among public school teachers in South Louisiana. Analysis will be performed comparing the variables by using selected objectives or levels. The following objectives or variables are set forth to implement the research and fulfill the scope of the study:

1. Describe the workforce of classroom teachers in South Louisiana on selected characteristics.

These characteristics include the following:

- A. Age (by generational divisions)
- B. Gender
- C. Marital status Dependent responsibility
- D. Educational level
- E. Years of experience in industry
- F. Years of experience at current organization
- G. Retirement eligibility status

2. To describe public school teachers in the South Louisiana area on the following psychological measures: job satisfaction, measured by the Job Descriptive Index)/Job in General (JDI/JIG) (Balzer, et al, 1997), and the accompanying Job in General Index; organizational commitment, measured by the Organizational Commitment Questionnaire developed by Mowday, Steers and Porter (1979), intent to leave, measured by the Intent to Leave instrument, developed by Jacob Weisberg (1994), and employee engagement, measured by the Utrecht Work Engagement Scale, developed by Wilmar Schaufeli (2002), which is

recommended to conduct academic research by the Gallup organization, a leader in the engagement field.

3. To determine if a relationship exists between the various components (people on the present job, job in general, pay, work on present job, opportunities for promotion, and supervision) of job satisfaction and intent to leave among public school teachers in South Louisiana.
4. To determine if a relationship exists between Organizational Commitment and intent to leave among public school teachers in South Louisiana.
5. To determine if a relationship exists between employee engagement as measured by the Utrecht Work and Well Being Scale and selected demographic characteristics among public school teachers in South Louisiana.
6. To determine if a relationship exists between the components of job satisfaction as measured by the Job Descriptive Index/Job in General (JDI/JIG) and selected demographic characteristics of public school teachers in South Louisiana schools. The subscale components of job satisfaction as measured by the JDI/JIG are identified and measured as follows: “People on Present Job”, “Work on Present Job”, “Pay”, “Opportunities for Promotion”, “Supervision”, and “Job in General”. The components of job satisfaction as measured by the Job. Demographic characteristics to be measured are “age”, “gender”, “marital status”, “education level”, “years’ experience in education”, “years’ experience in current system”, and “years until retirement”.
7. To determine if a relationship exists between organizational commitment as measured by the Organizational Commitment Questionnaire the selected demographics of “age”, “gender”, “marital status”, “education level”, “years’ experience in education”, “years’ experience in

current system”, and “years until retirement among public school teachers in South Louisiana.

8. To determine if a relationship exists between employee engagement as measured by the Utrecht Work Engagement Scale (UWES) and the demographic characteristics of “age”, “gender”, “marital status”, “education level”, “years’ experience in education”, “years’ experience in current system”, and “years until retirement” among public school teachers in South Louisiana.
9. To determine if a relationship exists between intent to leave as measured by Weisberg’s 3-point Intent to Leave scale (1994), and the demographic characteristics of “age”, “gender”, “marital status”, “education level”, “years’ experience in education”, “years’ experience in current system”, and “years until retirement” among public school teachers in South Louisiana.
10. To determine if a model exists explaining a significant portion of the variance in intent to leave among public school teachers in South Louisiana from selected psychological measures as follows: job satisfaction, as measured by the Job Descriptive Index/Job in General instrument (Balzer et al, 1997); organizational commitment, as measured by the Organizational Commitment Questionnaire (Mowday et al, 1979); employee engagement, as measured by the Utrecht Work Engagement Scale (Schaufeli et al, 2003); and also from the demographic characteristics of “age”, “gender”, “marital status”, “education level”, “years’ experience in education”, “years’ experience in current system”, and “years until retirement”.

Significance of the Study

Due to the impending strengthening of the national economy, the opportunities which will contribute to employees' intent to change jobs are expected to increase. In addition, the Baby Boomer generation is already reaching retirement age, and the remainder of the WWII generation who might still be working will soon leave the workforce (Munnell, 2012). Flowers and Hughes (2012) wrote an article in the Harvard Business Review in 1973 entitled "Why Employees Stay" and their short answer to this question was "inertia"; employees will stay until some force causes them to want to leave. As the economy recovers, the labor market tightens, and this can be a catalyst to break the "inertia" they discuss. Organizations of all types will be scrambling to fill vacancies. These organizations (the word "Companies" is not used purposely; as governmental, schools, non-profits, and other organizations will be affected as well) would benefit from knowing whether their workforce shows a significant intent to leave. It behooves organizations to determine if there is a propensity for intent to leave among their employees so that they might focus on narrowing the gap between the reasons for staying and the reality of the jobs as they are. School systems are an example of such organizations, and issues that affect employees in business, government and other entities affect the workforce of public school teachers as well. Like any other workforce, those educated as teachers might be moved by higher pay, perceived injustices from superiors, and more opportunities for advancement to leave their profession. For example, after the 2007-2008 school year, approximately 8% of elementary and secondary education teachers left the profession (Keigher, 2010). This study is designed to discover if this intent exists among public school teachers in South Louisiana. The study will also make an effort to determine if there is a significant trend in this direction, given the state of the expected economic recovery.

The findings and conclusions of the study should provide some indication of the presence of this phenomenon in the education field. This study will endeavor to add to the knowledge base regarding intent to leave; and to examine some of the variables and relationships in an effort to create a knowledge base that might assist school systems with mitigation and formulating retention plans. While focusing on intent to leave, the study is significant in that it will yield valuable information for educational analysts and principals regarding the current state of employee (public school teacher) attitudes toward intent to leave. The study will also address how intent to leave is affected by job satisfaction, organizational commitment, employee engagement, and other factors. The knowledge added by this study will become a resource for those who are charged with keeping the best and most qualified teachers in the classroom.

CHAPTER 2: REVIEW OF LITERATURE

This review will attempt to discover what relevant literature is available regarding the psychological areas of job satisfaction, organizational commitment, employee engagement and intention to leave as they might apply to the field of education, specifically as they relate to the intent to leave of public school teachers. Much of the literature found involves more than one of the factors mentioned above as they are interrelated. They are grouped in this chapter in the areas where the focus seemed to be.

Job Satisfaction and Organizational Commitment

Much has been written regarding general job satisfaction. To understand job satisfaction among a specific group, such as teachers, there needs to be research on aspects of job satisfaction as a whole.

Glissen and Durik (1988) sought to discover predictors of job satisfaction in a study they conducted. The population was 319 human service workers in 22 human service organizations. The study looked at both satisfaction and commitment, using the categories of job characteristics, organization characteristics, and worker characteristics. The study showed that job satisfaction and intent to leave are affected by a unique set of predictors. Results indicated that skill variety and role ambiguity are the best predictors of satisfaction, which leadership and the age of the organization are the best predictors of commitment. No worker characteristics predicted job satisfaction. Studies at the time indicated that there was a relationship between job satisfaction and commitment, or intent to leave, but nothing to definitively prove a causal relationship. The authors felt that no previous studies examined the ability of multiple variables from all three categories (worker, job, and organizational characteristics) to simultaneously predict both satisfaction and commitment. The results clearly link the dominance of job

characteristics in predicting satisfaction and the dominance of organizational characteristics in predicting commitment, but also indicate that worker characteristics significantly predict commitment but play no role in predicting satisfaction (Glissen & Durik, 1988).

Shore, Newton, and Thornton (1990) conducted a descriptive study on the relationship of organizational commitment and satisfaction (which they defined as organizational attitudes); and behavioral intentions, such as turnover, absenteeism, and performance; focusing on attitudes. A sample of 157 male and 409 female participants completed a survey. They noted that numerous studies had examined the relationship between organizational commitment and job satisfaction. However, what had not been examined was whether commitment was due to the attitude, which they define as the relationship of satisfaction to commitment, or the focus of the attitude, which would be job to organization. An important prerequisite to the study was to recognize the difference between satisfaction with the job, and satisfaction with the organization. The results of the study supported the theory that job and organizational attitudes related differently to job and organizational intent, showing that different intentions have different antecedents. This has real world implications for the practitioner in situations, for instance, where turnover is a problem, interventions should focus on the organizational level, and if performance was the issue, the intervention would be directed at the job. Both interventions would have the goal of preventing the attitudes that lead to intent to leave. Linking behavioral intentions to work attitudes like job satisfaction can be predictors of the employee's intent, leading to preventative interventions.

Clugston (2000) conducted a study of job satisfaction, commitment and intent to leave using all three components of Meyer and Allen's (1991) commitment model, stating that affective commitment had been the usual variable in studies, but Clugston used all three of the model areas of attitudinal process, which is when people think of their relationship with the organization in

terms of values and goals. Continuance organizational commitment is when an employee feels the need to remain in the organization based on the costs associated with leaving, such as pension plans, investments seniority or lack of alternate prospects. Normative commitment is when the employee feels the need to stay with the organization based on a sense of duty, loyalty, or moral obligation (Meyer & Allen, 1991). The purpose of the Clugston study was to determine if utilizing all three of Meyer and Allen's commitment process would be a better mediator of the relationship between job satisfaction and intent to leave, than just the affirmative process as many had tested in the past. The conclusion was that pending more research on the subject; it appears that using all three types of commitment will give managers a better model (Clugston, 2000).

There is also literature regarding job satisfaction among teachers, although teachers could be included in overall studies that are not occupation specific. One such study focused on the relationship between stress, job satisfaction, intent, absenteeism, and commitment. Conducted by Borg and Riding (1991), the study used a population of 886 teachers, with 545 useable questionnaires completed, with 198 female and 347 male. The researchers received a 61.5% response. Previous studies had found that teachers as an occupational group have a fairly high level of job satisfaction. This study showed that 2 in 3 reported being satisfied or fairly satisfied with the profession. However, what the authors considered a somewhat high level of stress (36.6%) was reported in this study, and, in a finding that surprised the authors, 46.2% of the teachers surveyed said they would be unlikely or fairly unlikely to choose teaching as a career if they started over. Despite this the teachers reported overall satisfaction (Borg & Riding, 1991). In more recent polls, Gallup conducted their 2012 "Well Being" poll, based on 170,000 interviews, and K-12 teachers (3.5%) were second only to doctors (78.0%) in reporting a positive well-being (Gallup, 2012). In addition, a survey commissioned by Met Life in 2012 showed teacher job satisfaction to be at a 25

year low with 39% reporting dissatisfied, and noted that teacher satisfaction has dropped 23 percentage points since 2008 (Harris, 2012). It should be noted that neither of these are academic studies and are simply polls conducted by hired consultants. However, it should be a catalyst for academics to perform scientific studies in these areas.

Leiter and Maslach conducted a study in 1988 regarding organizational commitment and burnout. Subjects were 52 of 74 nurses and support staff, made up of 3 males and 49 females of a small private hospital in Northern California. The researchers measured burnout, organizational commitment, interpersonal relationships, and role conflict. The results indicated that, as expected, burnout leads to reduced organizational commitment. The results did show that each of the 3 aspects of burnout was significantly related, however, the relationship was not shown to be unique when multiple regression analysis was performed. A post hoc analysis revealed that there is an important relationship between contact with unpleasant supervisors and organizational commitment. In addition to burnout, there could be other issues in the workplace that could arise from an unpleasant supervisor interaction leading to negative organizational commitment. The study also found that committed workers interacted more often with other committed co-workers. It appeared that the level of personal accomplishment was related to organizational commitment as well. The study attempted to portray a more complete analysis than just burnout's relationship to organizational commitment, as it clarified relationships of contacts as pleasant or unpleasant, reviewed coworker relationships in light of burnout and commitment and provided a different perspective on the relationship of organizational commitment and burnout. Both of these topics were being reviewed by multiple researchers at the time of the study (Leichter & Maslach, 1988).

A study which discusses organizational commitment among elementary and high school teachers was conducted in 1992 by Shaw and Reyes (1992). This study focused on two

constructs: value orientation and organizational commitment. Schein's model of organizational culture was used to interpret the findings. The authors note that while value orientation is related to a level of Schein's model, organizational commitment is not; it is considered an outcome. The sample for the study included 53 randomly selected elementary schools, and 51 selected high schools. A random sample of 5 teachers was selected from each of the schools. It included 265 elementary school teachers and 255 secondary teachers, and included only certified teachers. A 30 item questionnaire measuring organizational value and commitment was administered via U.S. Mail to each teacher.

The study found three major contributions, one, that differences between elementary and high schools exist; two, that there is a relationship between organizational values and organizational commitment among teachers, not only in regression analysis, but also in correlations between variables, and three, they did not find any relationship between differences in school size and organizational culture (Shaw & Reyes, 1992).

Employee Engagement

The discussion of job satisfaction segues smoothly into a discussion of one of the more specific areas of satisfaction, which is employee engagement. There are numerous references in the literature to ambiguous definitions of the term employee engagement; for the purpose of this study it *refers* to the individual's involvement and satisfaction with as well as enthusiasm for work (Harter, et al, 2002). The Gallup consulting group has done extensive research on employee engagement. They have developed an engagement ratio model to determine the proportion of engaged to disengaged employees in an organization (Gallup Consulting, 2010). Gallup has developed an instrument called the Gallup Workplace Audit, (first developed in 1992) or "12 Elements of Great Managing", which measures employee engagement by twelve

core elements that are linked to business outcomes (Gallup). The 12 core elements, as listed on the work audit are:

1. I know what is expected of me at work.
2. I have the materials and equipment I need to do my work right.
3. At work, I have the opportunity to do what I do best every day.
4. In the last seven days, I have received recognition or praise for doing good work.
5. My supervisor, or someone at work, seems to care about me as a person.
6. There is someone at work who encourages my development.
7. At work, my opinions seem to count.
8. The mission/purpose of my company makes me feel my job is important.
9. My associates or fellow employees are committed to doing quality work.
10. I have a best friend at work.
11. In the last six months, someone at work has talked to me about my progress.
12. This last year, I have had opportunities at work to learn and grow.

Gallup contends that their research shows that disengaged employees negative by affect the organization's bottom line. For instance, in the US alone, disengagement leads to \$300 billion in lost productivity. The average organization has a ratio of 2:1 engaged to disengaged; but in world class organizations which use the 12 Gallup elements it is 9:1 (Gallup, 2010).

How can companies affect the change to engaged employees? Gary Hamel discussed conditions for employee engagement in the Harvard Business Review (2009). His article focused on the fact that all the great, game changing, management theories were developed almost a century ago, and a group of scholars and CEOs met and formulated a reinvention plan, so to speak. One of the items was that in order to be able to foster employee engagement, and to

benefit from the resulting efficiencies, organizations must reduce fear and create trust. This is not easy for traditional, autocratic managerial structures to accomplish. Another condition related to employee engagement was to create “communities of passion”, meaning groups of like-minded individuals who will converge around a cause (Hamel, 2009, p. 95). Even a good worker can be disengaged; this allows them to embrace a cause they are driven internally to strive for.

When employees are engaged, they are blending their personal self with their work role, and not just performing the role routinely. William A. Kahn of Boston University is generally credited with applying the concept of engagement to work (Avery et al, 2007). Kahn (1990) conducted a study with the goal of mapping across individuals general conditions that influence levels of engagement. He found that people express themselves “physically, cognitively and emotionally” as they engage in their employment role, and the reverse if disengaged (p. 700). He stated that personal engagement is the “simultaneous employment and expression of a person's "preferred self" in task behaviors that promote connections to work and to others, personal presence (physical, cognitive, and emotional), and active, full role performances.” He contends that “people have dimensions of themselves that, given appropriate conditions, they prefer to use and express in the course of role performances” (p. 700). This finding adds to the theory that employee engagement begins with transferring a person’s preferred approaches and behaviors as a psychological element in the application of their work responsibilities.

A discussion of any issues regarding employee performance must include employee motivation. An article by Nohria, Groyberg and Lee discusses engagement as one of four workplace indicators of motivation, with the others being satisfaction, commitment and intent to leave (Nohria, et al, 2008). The article states that engagement represents the energy, effort and initiative that employees bring to their jobs. The level or intensity of engagement in this context

would affect the calculation of aforementioned ratios (Gallup, 2010) in determining an organization's level of engagement. The article goes on to list four drives that motivate; they are the drive to acquire, bond, comprehend, and defend. Of these, the drive to comprehend was found to most closely related with employee engagement, as this drive relates to making a meaningful contribution, again, blending parts of a person's self that drive non-workplace behaviors in a positive way with a person's workplace behavior to positively influence his work and thus results. The article goes on to say, that this drive is influenced positively by job design. If jobs are designed to be meaningful, interesting and challenging, and to utilize traits of the employees' personality that would positively affect the employees work behavior, then the employees will more likely become engaged. To illustrate taking the concept even further, RBS invested in a state of the art business school facility next to its campus, and allowed employees free access. This enabled the employees to participate in training that broadened their perspectives on how they could contribute to co-workers, customers, and investors (Nohria et al, 2008).

While that article focused on a broader topic of motivation, two items in the literature addressed concepts of employee engagement as they related to customer service, employees, and profits. One is a study of Sears' reorganization from 1993-1998, conducted by Rucci and others (1998) during which they adopted a *employee-customer-profit* model. This began with the CEO leading the shift to a customer oriented focus, and employee attitudes, skills, training, etc. were necessarily a part of that. This led to a cultural change in the company. The company knew and operated under the premise that employee behaviors and attitudes have a great effect on customer service, and to that end they implemented an employee engagement program. In the planning stages of the reorganization in 1992, employee engagement was not a part of the plan. By 1995 it

had been added. Communications were poor, and employees misunderstood what was expected of them, so the company began an engagement process that educated the employees on the expectations of their job, the financial aspects of the company (which they had found to be misunderstood as well) and used “town hall” meetings as an engagement tool to begin the employee attitude adjustment. The goal was to get front line employees to change their attitudes toward customers, and to get management to change their attitudes toward employees.

Empowerment skills, team skills, employee development and interpersonal skills were developed with the employees. In addition, the company demonstrated that it valued the employees’ ideas. Without this engagement strategy, the authors, who were Sears’ executives, said that the reorganization could not have happened and in fact reached a point where they realized it would not succeed without it. Part of this culture change was that long term executive incentives for the first time were based on some non-financial criteria – 1/3 each on the elements of the *employee-customer-profit* model (Rucci, et al, 1998).

To continue with the topic of employee engagement providing multiple dividends, Bassi and McMurrer (2007) used that platform to write about maximizing the talents of people. They submit that there are five drivers for Human Capital Management. They were: leadership practices, knowledge accessibility, employee engagement, workforce optimization and learning capacity. As in the previous article, the practice to implement the driver called Employee Engagement centered around job design, but in more detail. In addition to job design (job well organized; tapping employee’s skills), Bassi and McMurrer said that Commitment (jobs secure; advancement available; recognition in place), Time (work/life balance; enough time to do the work they are responsible for) and Systems (continual evaluation of Employee Engagement) all are components of a successful Employee Engagement driver. Their point was that the successful

implementation of all of these drivers would raise the organization's Human Capital Management Maturity Level. They conducted studies using an instrument of their design to measure Human Capital Management scores, with Employee Engagement included. In a study of American Standard, positive things happened when these drivers were implemented. With the drivers implemented, it was found that for 2003-2005, sales increased, and plant accidents decreased. In addition, another study showed that in financial firms with higher Human Capital Management scores, stock prices increased, implying that the Human Capital Management scores could be used to influence stock movement (Bassi & Murrer, 2007).

While much of the employee engagement literature focuses on individuals, there are studies that indicate that surveys might be more relevant and efficient if reported at a higher level. Harter, Schmidt, and Hayes conducted a study in 2002 which measured at the business unit level, using the 12 point Gallup Workplace Audit. They surveyed 7,939 business units in 36 companies, and used "meta-analysis to examine the relationship at the business-unit level between employee satisfaction–engagement and the business-unit outcomes of customer satisfaction, productivity, profit, employee turnover, and accidents" (Harter, et al, 2002, p. 268).

The article stated that "generalizable relationships large enough to have substantial practical value were found between unit-level employee satisfaction–engagement and these business-unit outcomes" (Harter, et al, 2002, p. 268). The study was successful and serves to further illustrate that employee engagement has significant positive effects on many seemingly unrelated areas such as profit and safety.

While employee engagement focuses on the individual and the job as a baseline, its principles can be applied in other areas. One of the elements of employee engagement is allowing the employee some flexibility, and this often reveals itself in the form of creativity. One

study looked at “creative process engagement” in an information technology firm. The study focused on how creativity in the process, particularly for experienced workers, positively influenced job performance. This is an area that the IT industry had not previously explored, according to the authors, and their study showed that the job performance of those employees was enhanced, particularly in those individuals with a high level of experience (Zhang, 2010). This may seem a stretch for employee engagement, but it appears as an example of engagement being applied in other areas to enhance job performance.

There are some studies which focus on specific applications of engagement as an intervention. One such study focused on the aging workforce, and the challenge of keeping older employees as well as younger employees engaged. The study was conducted in 2007 by Derek Avery, Patrick McKay, and David Wilson. The authors reiterate what is seen in other studies, that engagement impacts multiple areas, such as profits, customer service and safety, and does so because of the positive effect it has on absenteeism, employee theft, lost time, and positive effect on co-workers. They found that strong, supportive relationships, such as friendships, play a significant role in employee engagement, and further, that the strongest of these relationships occur in similar age groups, referred to as age similarity. This is both identity-confirming and builds friendship networks, which enhances “perceived safety”. The authors quote several studies that indicated that harmonious coworker relationships resulted in better employee-management relations, and a feeling of psychological safety among the workers, which in turn creates a secure feeling when employees can “be themselves” and are not fearful of being creative nor do they fear being ostracized by co-workers. Inversely, poor relations with co-workers fostered a mistrustful and closed attitude. They also found that employees’ levels of satisfaction with younger and older coworkers related significantly to engagement. Perceived age

similarity engagement was linked more closely among older than younger workers. This led to their identifying as a tactic to engage mature workers surrounding those workers with those with whom they are satisfied, which fosters engagement. They also found that the presence of both younger and older coworkers who were perceived as proficient also led employees to feel engaged in their roles. However, merely working with others of a similar age did not correspond to high engagement unless the workers were also satisfactory workers. This concept seems to have been significant only for older workers, but it does lead to the conclusion that to increase engagement of older employees, surround them with efficient, reliable and enthusiastic peers, and the effect will be a decrease in turnover, absenteeism, and other non-productive employee traits, as well as enhance customer service, safety and performance (Avery, et al, 2007).

A study by W.B. Schaufeli and A.B. Bakker (2004) looked at the relationship between engagement and burnout. The authors defined engagement as “a positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption”, which complements the other definitions of engagement discussed in this review. At the time of their study a count of journal articles written over the previous decade revealed that as work relates to psychology, the ratio of negative to positive articles was about 15:1. During this time, burnout was a frequent and popular topic. However, at the time the article was written, they saw an increasing emergence of literature based on positive psychology; rather than the weaknesses and malfunctions caused by burnout and other factors; they saw a focus on human strengths and optimal functioning. Schaufeli and Bakker submit that engagement was the positive antipode of burnout, that is, diametrically opposed, and that the elements of each are negatively correlated. The positive elements of vigor and dedication, from their definition, are the direct opposites of the burnout elements of exhaustion and cynicism. Absorption refers positively to engagement, as having a

clear focus, a positive state of mind, and becoming enthusiastically involved in one's work such that time seems to pass quickly; as opposed to neglect, non-focus, boredom, and general apathy towards one's work. They then related the effects of job demands and job resources, addressing in a model the relationship between those and engagement leading to lowering intention to leave, and burnout leading to health problems and turnover. Then their study was set up to look at both burnout and engagement separately, using the Maslach Burnout Inventory (Maslach & Jackson, 1981) and the Utrecht Work Engagement Scale (Schaufeli, et al, 2002). The study concluded that burnout and engagement did indeed have a negative relationship, and they should be measured as two separate elements. Practical applications are using this information in designing jobs, processes, coaching, and other such psychological tools to positively affect the employee's work attitude, behavior and ultimately job satisfaction (Schaufeli & Bakker, 2004).

While Employee Engagement helps implement the concept of "positive psychology", like other management concepts, it inherently can have some disadvantages or negative effects. In a 2009 article by J. R. B. Halbesleben, Jaron Harvey and Mark C. Bolino, the consequences of being too engaged are discussed. They acknowledge that engagement is often a consequence of positive traits, and leads to high performance with increased productivity (Halbesleben, et al, 2009).

However, their research found that there are limits on resources available to employees and there are sustainability level parameters relative to a continuous output of high productivity. Their research suggested that high performing roles will stretch the time and energy available to an individual who has multiple roles, i.e., a family and home life with responsibilities equal to those at work. One of the results of the research showed that engaged employees, when faced with their finite resources being limited, will take time away from home and increase time for

work. To review an additional definition of engagement, they refer to the concept “in which individuals approach their work with feelings of energy and enthusiasm” as state engagement (Halbesleben, et al, 2009, p. 1453). Their article begins with engagement, and states that it was found that state engagement generally occurs when the individual has high levels of work related resources, such as knowledge, skills developed at work, and then they “reinvest” those resources as capital toward other resources, such as promotions and pay. The authors point out that there are schools of thought that see this reinvestment as taking time from their familial role; which leads to the concept of “work interference with family.” They conducted a study taking samples of staff workers from a fire department (wanted all male, unusual shifts), working adults, and hairdressers (all female, customer service oriented), so the study could be analyzed to see if those variables had an effect. It was found that regardless, the tendency was for high achievers who were “state engaged” to run into work interference with family situations, and that certain personality traits could mitigate this. They discuss a concept to mediate this; the concept of the trait of *conscientiousness*; that many engaged employees who are motivated to be high achievers also have a very strong sense of personal responsibility, which leads them to develop a balanced work-life ratio. Their conclusion suggested that employees should be aware of where they are on this spectrum and to be aware that they must proactively work to mitigate any issues caused by their being so engaged (Halbesleben, et al, 2009).

Intent to Leave

The literature study continues with a subject that is sometimes a consequence of burnout, Intent to Leave. It is submitted that many of the reasons why people intend to leave is inversely proportional to why people stay; therefore, some of the literature on why employees stay is included in this review. Intent to leave is used here as the intent of an employee to leave his

current position in an organization in the generally near future. The subject was reviewed and a great deal of research has been done in the field and across various professions, particularly nursing and the medical profession, it appears. In some cases, intent to leave is examined as “organizational commitment” (Maslach, 1988). As early as 1979, Thomas Martin conducted a study investigating employee intent to leave an organization, and proposed a number of variables for doing so. He felt that in most previous studies, variables were limited to two or three significant factors. In his study, there were four structural or process variables, defined as upward mobility, distributive justice. There was an environmental variable, opportunity, and a mediating variable, job satisfaction. Then there were four demographic variables, defined as occupation, age, education and sex. The population was 250 full time employees of a service oriented business (which employed 500). A questionnaire was distributed; 200 forms were returned directly to the researcher with an 80% response rate. Due to missing data, only 177 were used in the analysis. There were 10 significantly statistical propositions that were examined (pay, opportunity, etc.) and the results showed that the results were as expected except for one significant difference. It was predicted that the lower level occupations would have the highest intent to leave. Instead, the reverse was true, the higher level occupations showed a more significant level of intent to leave. A speculative reason was that those employees at the higher pay levels would be the type of employees looking for more opportunities and higher pay, and therefore would be more responsive to an offer to leave, or a proactive intent. Another variable, opportunity, was predicted to be more of an interactive effect, but instead was a more significant effect. It was thought that once the employees saw what opportunities were available to them it would be a positive thing, but some reacted when the knowledge of the opportunities led to the recognition that there were better positions than theirs. The study concluded that management

which is aware of employee satisfaction (or dissatisfaction) and how these variable affect it, can work to manage it within the organization (Martin, 1979).

Kirchenbaum and Weisberg (2002) researched intent to leave by looking at the destination choices of the employees who were leaving in organizations. A study was conducted with a sample of 477 employees in 15 different firms. They looked at how bio-demographic, job, plant and labor market characteristics relate to five alternate job destinations. They state that most turnover models did not take into account the employees destination, which can be multi-faceted. The employee may want the same job in another organization, a different job and a different organization, location, or some other differing and seemingly desirable factor for the destination. The results of the study showed that the four factors mentioned above were indeed involved in the intent to leave, except for the labor market factor. The study concludes that destination choices should be included when projecting and working to reduce turnover. Ultimately, employee turnover is expensive for the organization due to separation costs, and the cost of recruiting and training replacement employees (Kirchenbaum & Weisberg, 2002).

One article recognized that most studies of intent to leave at that time (1993) had focused on job satisfaction and organizational commitment. The author, J. Michael Jenkins, submitted that the individual's personality plays a significant role in intent to leave. At the heart of the study is the concept of self-monitoring, which states that individuals differ in the extent which they monitor their expressive behavior and self-presentation, and studies have suggested that this is a personality trait that remains relatively stable lifelong. Individuals who are high in self-monitoring exhibit behavior that is highly sensitive to situational and interpersonal cues to behavioral appropriateness. They seek a certain public image and react accordingly to situations in order to regulate it or control it to their desired outcome. Low self-monitors lack the ability to

regulate their situation in this way. The author says that the relationship of this to turnover or intent to leave is that the high monitors will seek to create the situation that best fits their goals, and are not reluctant to change. In fact, studies have shown that they will change personal friends if their current ones are not somehow in support of their goals. The findings showed that because of this, personality is indeed a factor in and explains some heretofore unexplained “small but significant” variance in voluntary turnover, or intent to leave (Jenkins, 1993).

An interesting study conducted by Johnsrud, Heck and Rosser (2000) focused on morale as a variable in intent to leave situations. Like Shore, Newton, and Thornton (1990), they focused on attitudinal variables, with morale as being the main focus. The authors used Johnsrud’s definition of morale; i.e. “satisfaction with the work environment, such attributes as enthusiasm, commitment, loyalty to the institution, willingness to work and dedication to common goals.” They contend that job satisfaction is the net result of various attitudes of individual employees in a job at a given time, and that morale is the net result of the job satisfaction of employees in a specific group. Satisfaction could be high, but morale low. This population of the study was a group of 1,293 mid-level administrators within a 10 campus university system. The response rate was 70%. The instrument used contained items to measure the individual demographic group, with group level variables such as work unit and institution type, then narrowed it down to institution type (baccalaureate or community college) for this study. The instrument included 53 questions regarding the work life of the respondent, and used a five point Likert scale to record the responses. Three dimensions of work life were researched – institutional regard (employees are valued and treated fairly), mutual loyalty (loyalty to the organization), and quality of work (the impact of satisfying, stimulating and purposeful work); all representing values to which individuals attribute their morale. The results showed that

morale does affect intent to leave, at varying levels as the study was measured by the variables above. Others, such as age, gender and position were found to have only weak effects on intent to leave. The point made by the study appears to be that morale had the effect on intent to leave, as measured by groups of employees (Johnsrud, et al, 2000).

In addition to morale and attitudinal effects on intent to leave, another study (Miller & Wheeler, 1992) sought to research the relationship between gender differences and intent to leave. The study was done in 1990's when employee retention was a significant issue in organizations. The turnover rate among women was thought to exceed that of men, and women represented 50% of the work force. The previous literature did not offer any expectation that there were great gender differences in turnover and intent to leave. Some of the factors and variables, however, may have masked the effect of gender. There were 595 subjects from 956 questionnaires distributed to individuals in 3 organizations, a city government, a university, and a large, publicly held corporation. So that they could generalize to the population, they sampled only job categories that were not unique to the organization, so firefighters, policemen, faculty, and such were excluded. Positions used across the organization lines were executive, managerial, attorneys, engineers, purchasing professionals, etc. Of the group 189 men and 82 women responded. Variables were job title, salary, age, education and tenure. The results showed that when no other factors were controlled, women were twice as likely to intend to leave. However, when job satisfaction was controlled, there was no significant difference in gender intent. The study did show that women were more responsive to the variable of meaningful work as a positive response on intent to leave, while this variable would not affect men's intent to leave. For both groups, opportunities for promotion were found to be significant predictors of intent. The three variables of age, meaningful work and promotional opportunities were also found to be

significant. It was significant to find that women's tenure with their organizations was positively related to their intent to leave. Thus, the study found that if these results are generalizable to professional women in other organizations, the perceived lack of advancement opportunities, as well as the meaningfulness of their work, is influencing women's intent to leave, suggesting that job enrichment and career development interventions might mitigate such occurrences (Miller & Wheeler, 1992).

In another study, Gordon and Denisi, (2005) researched the relationship of union membership and intent to leave. The study used data collected between 1980 and 1986 on union and non-union members in three bargaining units where union membership was not required. They state that research has shown findings consistent in the industrial relations literature that job satisfaction is lower among unionized workers than non-unionized workers, but a second finding is that union workers have lower turnover and intent to leave. This raised questions about the generalizability of organizational behavior research that says that job dissatisfaction is directly related to intent to leave, and indirectly related to actual quitting. This has led to credence being given to the contention that unions increase incivility and dissatisfaction in job settings. The results of this descriptive study of the previous literature and research led the authors to determine that union members actually do not have lower job satisfaction than non-union members, and that previous findings failed to control some of the variables for important differences between the work environments of union and non-union respondents. They found for instance, that all of the previous work had focused on organizations in the public sector rather than private. Therefore, the generalizability to the private sector was questionable and called for more research with the private sector participating. Due to an in depth study of the methodologies use, the authors stated that they respectfully disagreed with those who suggest

unions create job dissatisfaction, and thus intent to leave. They feel that it is in a union's interest to improve work conditions, which will offset that type of theory (Gordon & Denisi, 2005).

Daly and Dee (2006) researched intent to leave among faculty in universities, citing data that between Fall 1997 and Fall 1998 7.7% of all full time faculty left their positions. Only 20% of these were due to retirement; the others were due to leaving for jobs at other institutions, gaining employment outside higher education, or temporarily leaving the labor market. Intent to leave (or stay) studies indicated that job satisfaction and organizational commitment lay at the core of the turnover. The study included structural, psychological and environmental variables. Five structural variables were used to characterize the work environment: autonomy, communication openness, distributive justice, role conflict and workload. Two psychological variables were included, job satisfaction and organizational commitment. The two environmental variables were kinship responsibility and perceived availability of alternate job opportunities. Data was obtained from a questionnaire sent to 1500 full time instructional faculty members, randomly selected, and 15 randomly selected universities in the U.S. A total of 768 usable responses were received, a 51.2% response rate. Variables were gender, race, faculty rank, tenure track, mean number of years at the institution and mean number of years in the profession. The results revealed that there were high levels of job satisfaction, but only moderate levels of organizational commitment and intent to stay, which the researchers found consistent with other studies. Such research often shows that faculty members are often satisfied with their jobs, but not so much with their work environment. The structural variables had significant total effects on intent to stay. The findings showed high levels of autonomy, and moderate levels of communication openness and distributive justice. There were low levels of role conflict, some concern about workload, and a generally positive view of the labor market, or their ability to find

another job. The psychological variables showed a positive effect, strengthening the job satisfaction level and thus the intent to stay. Role conflict was found to diminish job satisfaction and have a negative effect on intent to stay (Daly & Dee, 2006).

Moving away from the literature regarding certain areas or professions and their effect on intent to leave, other studies were done to examine other factors that may be present in the decision. Mitchel, Holtom, Lee, Sablinski and Erez (2001) completed a study that resulted in a new term applicable to the research. That term, called job embeddedness, includes the employee's links to teams and groups within their present organization, perceptions of fit with their job, organization and community, and what they would have to sacrifice if they left. They define embeddedness as "conceptualized specifically as reflecting the totality of forces that constrain people from leaving their current employment" (Mitchel, et al, 2001, p. 1115). This is felt to be over and above simple job satisfaction or organizational commitment. The authors developed a measure of this and the results of their study show that job embeddedness can predict the key outcomes of intent to leave. Surveys were sent to two sample populations, 700 randomly selected grocery store employees, from which 232 were returned. Because 55 of the respondents did not identify themselves, their responses were disqualified, and a final number of 177 were usable, with a response rate of 33.1%. Variables were age, sex, salary, marital status, time in the industry and time in their position. In a second survey, a random sample of 500 employees in hospital professions, 150 were nurses and the other 350 from other professions within the hospital, from administration to cafeteria worker. They returned 232 surveys, a response rate of 46.4%, but because all did not identify themselves, only 208 were usable. Variables were the same as the study mentioned above. The results showed that job embeddedness is a valid construct. It can help predict other variables, for instance, people with

high job embeddedness may have less absenteeism, work harder, and perform better than those with low embeddedness, and the authors state that these concepts merit further research. The authors feel that there are several reasons why job embeddedness is of value. They feel that their data supports the hypotheses that it is of value and give three other reasons as well. The first, job embeddedness captures some off the job and non-affective factors that can influence intent to leave. Second, job embeddedness points theory, research and practice in some new directions, with the examples being given that if an employee has low embeddedness reflected by weak links to the organization, mentoring and assigning them to long term projects could be used to mitigate it; or if the link to the community is weak, participation can be arranged which would strengthen it, and then on and off the job perks can help create a sense of embeddedness leading to longevity. Third, other approaches suggested that many people leave their jobs for reasons other than job dissatisfaction, with shocks or specific events being the examples there. In all, the findings support the emphasis on the need for organizations to be concerned with the employee's lives both on and off the job, and that viewing money and job satisfaction alone may be limiting. The authors hoped that their study would provide further insight into why employees leave, why they stay, and how organizations can influence this (Mitchell, et al, 2001).

Summary

This literature review has attempted to examine the scholarly literature for information on job satisfaction, organizational commitment, employee engagement and intent to leave, as a preliminary function to conducting research to determine if and to what extent all of these factors relate among classroom teachers. Much of the literature is applicable to any organization, and in fact studies were found not only using teachers as subjects, but employees of manufacturers, retail industry organizations, medical personnel and others. While all were informative and

interesting in their context, the work on intent to leave and the employee's personality, job satisfaction, engagement, and commitment will be used to conduct further research.

The concept of intent to leave may become even more relevant in the near future, as the economy rebounds and the labor market shrinks. All of these concepts deserve further study, with current factors and variables applied.

CHAPTER 3: METHODOLOGY

Procedures

This study was an exploratory study, to analyze factors that contribute to Intent to Leave among public school teachers. The primary factors that this study focused on are general job satisfaction, organizational commitment, employee engagement and intent to leave as well as various demographics of the workforce sampled. This chapter details the procedure used in the study, such as the selection of the population, the samples which were chosen from it, measuring instruments used, and data collection, compilation, and analysis procedures.

Population and Sample

The target population for the study was public school teachers in South Louisiana. To establish the accessible population, the researcher asked a Superintendent of a school system in South Louisiana for permission to conduct primary research through the use of questionnaires with a sample of the teaching workforce at schools of his choosing in the system. The accessible population was teachers who are employed by the selected school system to teach full time during the semester the study was conducted. The researcher requested and obtained permission to distribute the questionnaires to employees of the selected facilities through the school principals, as designated by the Superintendent.

The minimum required sample size was determined using Cochran's sample size formula. Teachers participating were those in schools chosen by the Superintendent whose principals consented to data collection from their eligible employees until the number of useable responses exceeds the minimum required sample size.

The minimum sample size was determined using Cochran's Sample Size formula with an alpha level of .05. The calculation using the Cochran Sample Size formula was as follows:

Cochran's Sample Size formula

$$\begin{aligned}\text{Equation} \quad n_o &= \frac{t^2 s^2}{d^2} \\ n_o &= \frac{(1.96)^2 (1)^2}{(.14)^2} \\ n_o &= \frac{3.8146 (1)}{.0196} \\ n_o &= 196\end{aligned}$$

The small population adjustment formula is not needed.

The legend for Cochran's sample size determination formula is as follows:

$$\begin{aligned}d^2 &= \text{acceptable margin of error of } \pm 2\% \\ &\quad (.02 \times (7) \text{ point Likert-type scale}) = .14 \\ s^2 &= \text{the estimated variance (1)} \\ t^2 &= \text{risk willing to take} \\ &\quad (t \text{ at } .05 \text{ for } N = 1,000 \text{ is } 1.96) \\ N &= \text{population size approximately 25,000} \\ n_o &= \text{unadjusted sample size} \\ n &= \text{adjusted sample size}\end{aligned}$$

Instrumentation

The following measuring tools were used to collect data, with permission from the appropriate entities.

The Job Descriptive Index (JDI) and Job in General index (JIG), developed at Bowling Green State University (BGSU), (Balzer, et al, 1997) were used to measure Job Satisfaction.

The JDI is designed to measure employees' satisfaction with their jobs, specifically certain "facets" or components of their jobs. The JDI is comprised of five components which include satisfaction with: coworkers, the work itself, pay, opportunities for promotion, and supervision.

The Job In General is also designed to measure employees' satisfaction with their jobs, but

focuses on global satisfaction, where respondents are asked to think about how satisfied they are with their job in a broad, overall sense (BGSU, 2012). The JDI is unusual in that there are continual revisions. The original was published in 1969, and the latest revision was implemented in 2009. Several later studies looked at the validity of the JDI, (Smith an original author of the JDI), (Johnson & Tucker, 1975) which found that the JDI remained reliable and valid regardless of scale, and also (Gillet & Schwab, 1975) for convergent and divergent validities and found both to be present when comparing the JDI to the Minnesota Satisfaction Questionnaire

The JDI and JIG asks respondents to answer Yes, No, or Cannot Decide to statements focusing on “people in your present job”; “job in general”, “work on present job”, “pay”, “opportunities for promotion” and “supervision”; each instrument asks for a response to 18 statements regarding the above categories (Balzer, et al, 1997).

The Organizational Commitment Questionnaire (OCQ), developed at the University of Oregon by Mowday, Steers and Porter was used to measure commitment to the organization. The authors’ concept of commitment focused on commitment-related behaviors and attitudinal commitment when a person is “linked” to their organization. For purposes of instrument development, organizational commitment was defined by the authors as “the relative strength of an individual’s identification with and involvement in a particular organization” (p. 226). The authors theorize that organizational commitment is more stable over time than the measurements of job satisfaction. They felt that to validate the instrument, it was necessary to collect validity and reliability data for various types of employees in different work environments, and to cross validate the results where possible. A series of empirical studies was conducted to accomplish this. The results of these studies showed that the questionnaire did show evidence of convergent,

discriminant and predictive validity and of internal consistency and test-retest reliability (Mowday, et al 1979).

The OCQ uses a 7 point Likert-type scale with scale point anchors labeled: (1) strongly disagree: (2) moderately disagree; (3) slightly disagree: (4) neither disagree nor agree: (5) slightly agree: (6) moderately agree: (7) strongly agree (Mowday, et al, 1979).

The Utrecht Work and Well Being Survey (UWES) was used to measure employee engagement. The Gallup Organization developed a 12 item survey for measuring Engagement, but recommends that the UWES be used instead for academic research. The UWES was developed by Wilmar Schaufeli, a professor of work and organizational psychology at Utrecht University in the Netherlands. The instrument measures work engagement, defined as a “positive work-related state of fulfillment that is characterized by vigor, dedication, and absorption.” The original instrument consisted of 17 items and utilization of it showed that 9 items were sufficient to measure commitment. Subsequently, a shortened version, the UWES-9 was developed. The factorial validity of the UWES-9 was demonstrated by the authors using confirmatory factor analyses, and the three scale scores have good internal consistency and test-retest reliability. The authors state that “it is concluded that the UWES-9 scores has acceptable psychometric properties and that the instrument can be used in studies on positive organizational behavior.” The UWES utilizes a 7 point anchored scale, consisting of the following measures: 0 = Never; 1 = Almost Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very Often; and 6 = Always. Additionally, the instrument is divided into 3 subscales which measure Vigor, Dedication, and Absorption with 3 statements related to each (Schaufeli & Baker, 2002)

Intent to Leave was measured by Jacob Weisberg’s Intent to Leave survey (1994). For Weisberg’s 1994 article, reliability was tested by Cronbach alpha-coefficients for burnout and

intention to leave; bi-variate Pearson correlations indicated the relationship of age, tenure, and burnout measures with the intention to leave; and intention to leave, as the dependent variable, was regressed three times on the three alternate burnout measures (overall, mean score, and three burnout factors), while age and tenure were included as control variables, to assess the coefficients' level of significance and the explained variance. The original study by Weisberg that utilized this instrument was a study of the relationship of burnout and intent to leave among teachers. There are only three questions/statements, and each is measured on an anchored scale, with 1 = very little; 2 = little; 3 = average; 4 = much; 5 = very much.

The statements are presented as follows: "To what extent do you agree to the following statements?

- (1) I have considered leaving teaching.
- (2) I think that if I were choosing my career again, I would choose teaching.
- (3) I think in the near future I will leave teaching".

In addition, a simple questionnaire was used to collect selected demographic statistics of the respondents (Weisberg, 1994).

Data Collection

The data collection process began with a meeting with the Superintendent of schools, with permission asked to conduct the survey among public school teachers at schools of his choosing. A letter was sent to the principals of those schools stating that the Superintendent granted permission to conduct the survey pending their agreement; follow up calls were made to schedule appointments with the principals. A cover letter was sent with the questionnaires on LSU letterhead. The letter explained the purpose and logistics at the employee level, asked for participation, and stated that all participation was voluntary, and that all information, including

their responses, would be kept in the strictest of confidence. A description of what the project's goals are and reassurances of anonymity were included in a cover letter attached to the survey. Surveys were then delivered to the schools, by the researcher, and arrangements were made to collect the completed surveys in one or two weeks, depending on the principal.

Data Analysis

The next step in determining the methodology was to determine the methods of data analysis. Statistical analysis methods are discussed below by objective.

The first objective was to describe the teaching workforce in the school system by demographic characteristics. These characteristics include age by generational divisions, (defined as: Traditional, age 68-86; Baby Boomers, age 49-67; Generation X, age 36-48; and Millennials, age 13-35); gender; marital status (either Married or Not Married), educational level (Bachelor's Degree, Master's Degree, Master's Plus 30, or Doctorate); years of experience in education (0-5 years, 6-10 years, 11-15 years, 16-20 years and over 20 years); years with current organization (0-5 years, 6-10 years, 11-15 years, 16-20 years and over 20 years), and retirement eligibility status (years until eligible to retire - 0-5 years, 6-10 years, 11-15 years, 16-20 years and over 20 years). The variables that are measured on a categorical scale as nominal or ordinal scale were described using frequencies and percentages. The variables to be measured on a nominal scale are gender and marital status. The variables measured on an ordinal scale include age (by generational division), educational level, experience in education, experience in current organization, and retirement eligibility. These variables were described using means and standard deviations.

The second objective was to describe employees in the teaching workforce on the following psychological measures: Job Satisfaction, measured by the Job Descriptive Index

(JDI), including the Job in General measure (JIG) (Balzer, et al, 1997); the Organizational Commitment Questionnaire developed by Mowday, Steers and Porter (1979); an instrument designed by Jacob Weisberg (1994) to measure intent to leave, specifically for teachers, and the Utrecht Work and Well Being Survey, designed by Wilmar Schaufeli of Utrecht University in the Netherlands (Schaufeli & Bakker, 2002).

The third objective was to determine if a relationship exists between the various components (people on the present job, job in general, pay, work on present job, opportunities for promotion, and supervision) of job satisfaction and intent to leave among public school teachers. The Pearson Product Moment correlation coefficient was used to determine if the relationships exist. The JDI scales were correlated with the Intent to Leave scores. The interpretation of the correlation coefficients was based on the following set of descriptors by Davis (1971): .7 or higher - very strong relationship; .50-.69 - substantial relationship; .30-.49 - moderate relationship; .10-.29 - low relationship; .09 or lower – negligible relationship.

The fourth objective was to determine if a relationship exists between organizational commitment, as measured by the OCQ, and intent to leave among public school teachers. The Pearson Product Moment correlation coefficient was used to determine if the relationships exist. The OCQ scales were correlated with the Intent to Leave scores. The interpretation of the correlation coefficients was based on the following set of descriptors by Davis (1971): .7 or higher - very strong relationship; .50-.69 - substantial relationship; .30-.49 - moderate relationship; .10-.29 - low relationship; .09 or lower – negligible relationship.

The fifth objective was to determine if a relationship exists between employee engagement, as measured by the Utrecht Work Engagement Scale, and intent to leave among public school teachers. The Pearson Product Moment correlation coefficient was used to

determine if the relationships exist. The UWES scales were correlated with the Intent to Leave scores. The interpretation of the correlation coefficients was based on the following set of descriptors by Davis (1971): .7 or higher - very strong relationship; .50-.69 - substantial relationship; .30-.49 - moderate relationship; .10-.29 - low relationship; .09 or lower – negligible relationship.

The sixth objective was to determine if a relationship exists between the components of job satisfaction as measured by the JDIJG and the following selected demographics of public school teachers in South Louisiana identified and measured as follows: characteristics: age by generational divisions (defined as: Traditional, age 68-86; Baby Boomers, age 49-67; Generation X, age 36-48; and Millennials, age 13-35),; gender; marital status (either Married or Not Married), educational level (Bachelor's Degree, Master's Degree, Master's Plus 30, or Doctorate); years of experience in education (0-5 years, 6-10 years, 11-15 years, 16-20 years and over 20 years); years with current organization (0-5 years, 6-10 years, 11-15 years, 16-20 years and over 20 years), and retirement eligibility status (years until eligible to retire - 0-5 years, 6-10 years, 11-15 years, 16-20 years and over 20 years). For the variables measured on a nominal scale with two categories, "Gender", and "Marital Status", an independent t-test was used to test for a relationship. For the variables measured on an ordinal scale, "Age" (by generational division), "Educational Level", "Years' Experience in Education", "Years' Experience in Current Organization", and "Years Until Eligible for Retirement", the Kendall's Tau correlation coefficient was used.

The seventh objective was to determine if there is a relationship between organizational commitment as measured by the OCQ and the selected demographics of public school teachers in South Louisiana identified and measured as follows: gender, marital status, age (defined as:

Traditional, age 68-86; Baby Boomers, age 49-67; Generation X, age 36-48; and Millennials, age 13-35); educational level; years of experience in education ; years at current organization (LPPS), and retirement eligibility). For the variables measured on a nominal scale with two categories, “Gender”, and “Marital Status”, an independent t-test was used to test for a relationship. For the variables measured on an ordinal scale, “Age” (by generational division), “Educational Level”, “Years’ Experience in Education”, “Years’ Experience in Current Organization”, and “Years Until Eligible for Retirement”, the Kendall’s Tau correlation coefficient was used.

The eighth objective was to determine if a relationship exists between employee engagement as measured by the UWES and the selected demographics of public school teachers in South Louisiana identified and measured on the following characteristics: age by generational divisions, (defined as: Traditional, age 68-86; Baby Boomers, age 49-67; Generation X, age 36-48; and Millennials, age 13-35); gender; marital status (either Married or Not Married), educational level (Bachelor’s Degree, Master’s Degree, Master’s Plus 30, or Doctorate); years of experience in education (0-5 years, 6-10 years, 11-15 years, 16-20 years and over 20 years); years with current organization (0-5 years, 6-10 years, 11-15 years, 16-20 years and over 20 years), and retirement eligibility status (years until eligible to retire - 0-5 years, 6-10 years, 11-15 years, 16-20 years and over 20 years). For the variables measured on a nominal scale with two categories, “Gender”, and “Marital Status”, an independent t-test was used to test for a relationship. For the variables measured on an ordinal scale, “Age” (by generational division), “Educational Level”, “Years’ Experience in Education”, “Years’ Experience in Current Organization”, and “Years Until Eligible for Retirement”, the Kendall’s Tau correlation coefficient was used.

The ninth objective was to determine if a relationship exists between intent to leave as measured by Weisberg's 3-point Intent to Leave scale (1994), and various demographics of public school teachers in South Louisiana identified and measured on the following characteristics: age by generational divisions, age, (defined as: Traditional, age 68-86; Baby Boomers, age 49-67; Generation X, age 36-48; and Millennials, age 13-35); gender; marital status (either Married or Not Married), educational level (Bachelor's Degree, Master's Degree, Master's Plus 30, or Doctorate); years of experience in education (0-5 years, 6-10 years, 11-15 years, 16-20 years and over 20 years); years with current organization (0-5 years, 6-10 years, 11-15 years, 16-20 years and over 20 years), and retirement eligibility status (years until eligible to retire - 0-5 years, 6-10 years, 11-15 years, 16-20 years and over 20 years). For the variables measured on a nominal scale with two categories, "Gender", and "Marital Status", an independent t-test was used to test for a relationship. For the variables measured on an ordinal scale, "Age" (by generational division), "Educational Level", "Years' Experience in Education", "Years' Experience in Current Organization", and "Years Until Eligible for Retirement", the Kendall's Tau correlation coefficient was used.

For the variables measured on a nominal scale with two categories, "Gender", and "Marital Status", an independent t-test was used to test for a relationship. For the variables measured on an ordinal scale, "Age" (by generational division), "Educational Level", "Years' Experience in Education", "Years' Experience in Current Organization", and "Years Until Eligible for Retirement", the Kendall's Tau correlation coefficient was used.

The tenth and final objective was to determine if a model exists explaining a significant portion in the variance in intent to leave from selected psychological (job satisfaction, organizational commitment, and employee engagement) and demographic measures

characteristics: age by generational divisions, (defined as: Traditional, age 68-86; Baby Boomers, age 49-67; Generation X, age 36-48; and Millennials, age 13-35); gender; marital status (either Married or Not Married), educational level (Bachelor's Degree, Master's Degree, Master's Plus 30, or Doctorate); years of experience in education (0-5 years, 6-10 years, 11-15 years, 16-20 years and over 20 years); years with current organization (0-5 years, 6-10 years, 11-15 years, 16-20 years and over 20 years), and retirement eligibility status (years until eligible to retire - 0-5 years, 6-10 years, 11-15 years, 16-20 years and over 20 years). This was accomplished by using multiple regression analysis with intent to leave as the dependent variable. The other variables were treated as independent variables and entered for stepwise analysis as this was an exploratory study.

CHAPTER 4: RESULTS

The primary purpose of this study was to determine the influence of job satisfaction and employee engagement on intent to leave among public school teachers in public schools in South Louisiana. The results are reported by objectives of the study in the following sections.

Objective One

The first objective was to describe the workforce of public school teachers in South Louisiana by the following demographic characteristics:

- a) Age
- b) Gender
- c) Marital Status
- d) Educational Level
- e) Years' Experience in Education
- f) Years' Experience in Current System
- g) Years Until Eligible for Retirement

There were 245 respondents who submitted useable questionnaires. The results for each variable are as follows:

Age

Participants were asked to report their age, and then the ages were sorted into the following generational divisions, or groups, calculated as of 2013: Traditional (68-86), born 1925-1945; Baby Boomers, (49-67), born 1946-1964; Generation X (36-48), born 1965-1977; and Millennials (13-35) born 1980-2000. Examination of the frequencies in the categories indicate that the largest group of respondents were from the Generation X category (n = 99,

42.7%), and the smallest group was from the Traditional, or World War II generation (n = 6, 2.6%). (See Table 1)

Table 1 Age of Public School Teachers in South Louisiana

Age Group	n	%
Traditional (age 68-86)	6	2.6
Baby Boomers (age 49-67)	58	25
Generation X (age 36-48)	99	42.7
Millennials (age 13-35)	69	29.7
Total ^a	232	100

^a13 of the study participants did not provide usable data for the variable “Age”.

Gender

The study participants were also described on gender. Of the 242 respondents to that question, 27 teachers (11.2%) were identified as male, and 215 were identified as female (88.8%). Three of the study participants did not provide usable data for the variable “Gender”.

Marital Status

The study participants were also described on marital status. Of the 242 respondents to that question, 79.8% (n = 193) were identified as married, and 20.2% (n = 49) were identified as not married. Three of the study participants did not provide usable data for the variable “Marital Status”.

Educational Level

Respondents were asked to select their level of education from the following list of degrees: Bachelor’s Degree, Master’s Degree, Master’s Plus 30, and Doctorate. Of the 241 respondents to the question, the largest group (n = 164, 68.1%), reported having a Bachelor’s degree, and the smallest group (n = 2, 0.8%) reported a doctorate as their highest level of education completed. (See Table 2)

Table 2 Education Level of Public School Teachers in South Louisiana on the Demographic Characteristic of Educational Level

Education Level Achieved	n	%
Bachelors	164	68.1
Masters	54	22.4
Masters + 30	21	8.7
Doctorate	2	0.8
Total ^a	241	100

^a 4 of the study participants did not provide usable data for the variable “Education Level”

Years’ Experience in Education

The next variable described was “Years’ Experience in Education”. The respondents were asked to indicate the number of Years’ of experience they had in the education field. The categories provided for this variable were: “0-5 Years””, “6-10 Years””, “11-15 Years””, “16-20 Years””, and “Over 20 Years””. The analysis shows that for the variable “Years’ Experience in Education”, the category selected by the largest number of teachers was the “Over 20 Years”” category (n = 69, 28.4%); and the experience category reported by the smallest number of teachers was “0-5 Years”” (n = 35, 14.4%). (See Table 3)

Table 3 Years’ Experience in Education of Public School Teachers in South Louisiana

Category	n	%
0-5 Years’	35	14.4
6-10 Years’	48	19.8
11-15 Years’	52	21.4
16-20 Years’	39	16
Over 20 Years’	69	28.4
Total ^a	243	100

^a 2 of the study participants did not provide usable data for the variable “Years’ Experience in Education”.

Years’ Experience in Current System

The next variable measured was Years’ of experience in the current organization, which in this study was the school system where they were currently employed. The respondents were

asked to indicate the number of Years' experience, selecting from the following categories: "0-5 Years"; "6-10 Years"; "11-15 Years", "16-20 Years", and "over 20 Years". The analysis of the variable "Years' Experience in Current System" indicates that the largest group of respondents (n = 73, 29.8%) was in the "6-10 year" category; and the smallest group (n = 32, 13.2%) was in the "16-20 year" category. (See Table 4)

Table 4 Years' Experience in Current System of Public School Teachers in South Louisiana

Category	n	%
0-5 Years'	61	25.2
6-10 Years'	73	30.2
11-15 Years'	40	16.5
16-20 Years'	32	13.2
Over 20 Years'	36	14.9
Total ^a	242	100

^a 3 of the study participants did not provide usable data for the variable "Years' Experience in Current System".

Retirement Eligibility

The final demographic variable measured in Objective One was "Years Until Eligible for Retirement." Respondents were asked to select from the following categories of this variable: "0-5 Years"; "6-10 Years"; "11-15 Years", "16-20 Years", and "Over 20 Years". The analysis of the responses to the variable "Years Until Eligible for Retirement" showed that the largest group of respondents (n = 71, 29.3%) were those in the "0-5 Years" until eligible for retirement; and the smallest group of respondents (n = 34, 14.0%) were in the "6-10 Years" until retirement eligibility. (See Table 5)

Table 5 Retirement Eligibility of Public School Teachers in South Louisiana

Category	n	%
0-5 Years'	71	29.3
6-10 Years'	34	14
11-15 Years'	53	21.9
16-20 Years'	36	14.9

(Table 5 continued)

Category	n	%
Over 20 Years'	48	19.8
Total ^a	242	100

^a 3 of the study participants did not provide usable data for the variable "Years Until Eligible for Retirement".

Objective Two

The second objective was to describe teachers in public schools in South Louisiana on the following psychological measures: Job Satisfaction, as measured by the Job Descriptive Index (JDI), including the Job in General scale (JIG) (Balzer, et al, 1997); the Organizational Commitment Questionnaire developed by Porter et al (1979); an Intent to Leave instrument designed by Jacob Weisberg (1994) , and the Utrecht Work and Well Being Survey, designed by Wilmar Schaufeli (2002) of Utrecht University in the Netherlands.

Job Descriptive Index/Job in General

The Job Descriptive Index (JDI) consists of five subscales, with each subscale measuring a facet of job satisfaction. The subscales are "People on Present Job", "Work on Present Job", "Pay", "Opportunities for Promotion", and "Supervision". The "Job in General" scale measures overall job satisfaction. Each subscale has a range of possible scores from 0-54. The first step in summarizing the scores from the JDI and JIG scales is to check the data for "Straight line" responses. These are responses marked with all "Yes" responses or all "no" responses. Since a number of the items are reverse coded, a scale that is marked with all "Yes" or all "No" responses is likely not a valid response to the scale. Any scale/subscale which was found to have a "0" score or a "54" using this summary was treated as missing data. Additionally, all JDI subscales and the JIG scale responses were examined for missing data. If a scale/subscale was found to have three or fewer items with missing values (two or fewer for the "Pay" and "Opportunities for Promotion" subscale since they have only nine items) the JDI/JIG Reference

Guide directs researchers to replace the missing response with a “?” response. More than this number of missing responses must be treated as missing data and the scale/subscale cannot be computed for this respondent. This check is for each scale/subscale separately so that a study participant may be missing a response for the “Pay” subscale but have a useable response to the “Job in General” scale. After these tests were employed and the invalid responses were removed from the data set, the next step was to compute the scale/subscale scores.

Since some of the items are negatively worded, it was necessary to recode these items to compute the scale/subscale scores. To interpret the measures of job satisfaction using the JDI/JIG scale/subscales, Balzer, et al (1997) suggested that the midpoint of the range of possible scores (27) be used as a reference point, with scores “well above” that point, (32 or above) indicating satisfaction, and scores surrounding that point (23-31) indicating that the respondents have neutral feelings about those particular aspects of their jobs. Scores of 22 or below would indicate dissatisfaction. A description of each subscale and the JIG follows.

People on Present Job

The first subscale of the Job Descriptive Index (JDI) that was examined is “People on Present Job”, which measured the employee’s job satisfaction relative to their co-workers. There were 235 valid responses from the teachers with 10 missing. The range of the scores of the respondents was from a low of 4 to a high of 54. The mean score for the subscale “People on Present Job” was 48.82 (sd = 8.15). For this subscale, there were 222 respondents (94.5%) with scores of 32 or above, indicating satisfaction. In contrast, there were only 5 respondents with scores of 22 or below, (2.1%) indicating dissatisfaction (Balzer et al, 1997). (See Table 6)

Table 6 Job Satisfaction Scores for the Subscale “People on Present Job” of Public School Teachers in South Louisiana Schools

Raw Score Range	n	%
Satisfied (32 or above)	222	94.5
Neutral (23-31)	8	3.4
Dissatisfied (22 or below)	<u>5</u>	<u>2.1</u>
Total	235 ^a	100.0

Note. Mean Subscale Score is 48.82 SD = 8.146

^a10 participants did not complete this scale.

Work on Present Job

The second subscale of the JDI, “Work on Present Job” measured employee’s job satisfaction with the work that they currently are performing. For this subscale there were 239 valid responses with 6 missing. The range of the scores of the respondents was from a low of 12 to a high of 54. The mean score for the subscale “Work on Present Job” was 44.38 (sd = 8.26). For the subscale “Work on Present Job” there were 218 respondents (91.2%) classified as “satisfied”, scoring 32 or above; and there were 8 respondents (3.3%) scoring 22 or below, and thus classified as “dissatisfied.” (See Table 7)

Table 7 Job Satisfaction Scores for the Subscale “Work on Present Job” of Public School Teachers in South Louisiana

Raw Score Range	n	%
Satisfied (32 or above)	218	91.2
Neutral (23-31)	13	5.4
Dissatisfied (22 or below)	<u>8</u>	<u>3.3</u>
Total	239 ^a	100.0

Note. Mean Subscale Score is 44.38; SD = 8.264; Range = 12-54;

^a6 participants did not complete this scale.

Pay

The third subscale of the JDI measured the employee’s satisfaction with their pay. For the subscale “Pay”, there were 238 valid responses with 7 missing. The range of the scores of the respondents was from a low of 0 to a high of 54. The mean score for the subscale “Pay” was

22.72 (sd = 16.17). There were 74 respondents (31.1%) who were classified as “satisfied”, scoring 32 or above. In contrast, there were 114 respondents (47.9%) classified as “dissatisfied”, scoring 22 or below. (See Table 8)

Table 8 Job Satisfaction Scores for the Subscale “Pay” of Public School Teachers in South Louisiana

Raw Score Range	n	%
Satisfied (32 or above)	74	31.1
Neutral (23-31)	50	21.0
Dissatisfied (22 or below)	<u>114</u>	<u>47.9</u>
Total	238 ^a	100.0

Note. Mean Subscale Score is 22.72; SD = 16.17; Range = 0-54

^a7 participants did not complete this scale.

Opportunities for Promotion

The fourth subscale of the JDI measured the employee’s satisfaction with their opportunities for promotion. There were 237 valid responses to this subscale, with 8 missing. The range of the scores of the respondents was from a low of 0 to a high of 54. The mean score for the subscale “Opportunities for Promotion” was 12.88 (sd = 12.42). For this subscale there were 22 respondents (9.3%) who were classified as “satisfied”, scoring 32 or higher, and there were 194 (81.9%) respondents classified as “dissatisfied”, scoring 22 or below. (See Table 9)

Table 9 Job Satisfaction Scores for the Subscale “Opportunities for Promotion” of Public School Teachers in South Louisiana

Raw Score Range	n	%
Satisfied (32 or above)	22	9.3
Neutral (23-31)	21	8.9
Dissatisfied (22 or below)	<u>194</u>	<u>81.9</u>
Total	227 ^a	100.0

Note. Mean Subscale Score is 12.88; SD = 12.424; Range = 0-54

^a7 participants did not complete this scale.

Supervision

The fifth and last subscale of the JDI measured employee's satisfaction with their supervision. For the subscale "Supervision", there were 237 valid responses with 8 missing. The range of the scores of the respondents was from a low of 0 to a high of 54. The mean score for the subscale "Supervision" was 45.04 (sd = 11.8) (See Table 4.12). For this subscale there were 206 respondents who were classified as "satisfied", scoring over 32, (n=206, 86.9%), and there were 13 respondents classified as "dissatisfied", scoring 22 or below. (n = 13, 5.5%). (See Table 10)

Table 10 Job Satisfaction Scores for the Subscale "Supervision" of Public School Teachers in South Louisiana

Raw Score Range	n	%
Satisfied (32 or above)	206	86.9
Neutral (23-31)	18	7.6
Dissatisfied (22 or below)	<u>13</u>	<u>5.5</u>
Total	237 ^a	100.0

Note. Mean Subscale Score is 45.04; SD = 11.80 Range = 0-54

^a8 participants did not complete this scale

Job in General

The Job in General, although included as part of the Job Descriptive Index, is a separate scale designed to measure overall job satisfaction of employees. For this scale, there were 236 valid responses with 9 missing. The range of the scores of the respondents was from a low of 3 to a high of 54. The mean score for the subscale "Job in General" was 47.54 (sd = 8.615). The Job in General scale scores revealed 221 respondents (93.6%) who were classified as "satisfied", with scores of 32 or above, (n=221, 93.6%) and there were 5 respondents (1.7%) reported as dissatisfied, with scores of 22 or below. (See Table 11)

Table 11 Job Satisfaction Scores for the “Job in General” Scale of Public School Teachers in South Louisiana

Raw Score Range	n ^a	%
Satisfied (32 or above)	221	93.6
Nuetral (23-31)	11	4.7
Dissatisfied (22 or below)	<u>4</u>	1.7
Total	235	100.0

Note. Mean Subscale Score is 47.54; SD = 8.605; Range 3-54

^a10 participants did not complete this scale.

Examination of all job satisfaction scores revealed that the subscale with the highest mean score was “People on Present Job” (M = 48.82, SD = 8.15). In contrast, the lowest mean subscale score was on the item, “Opportunities for Promotion” (M = 12.88, SD = 12.42). (See Table 12)

Table 12 Job Satisfaction Scale/Subscale Scores for the Job Descriptive Index\Job in General Scales of Public School Teachers in South Louisiana

Job Descriptive Index\Job in General Scale\Subscale	n	m	sd
“People on Present Job” subscale	235	48.82	8.15
“Job in General” scale	236	47.54	8.61
“Supervision” subscale	237	45.04	11.8
“Work on Present Job” subscale	239	44.38	8.26
“Pay” subscale	238	22.72	16.17
“Opportunities for Promotion” subscale	237	12.88	12.42

Organizational Commitment Questionnaire

The next part of Objective Two was to describe teachers on the psychological measure of Organizational Commitment, as measured by the Organizational Commitment Questionnaire (OCQ). The OCQ was developed to measure employees’ commitment to the organization with a series of fifteen statements focusing on employee attitudes, behaviors, and stability. (Mowday et al 1979). Respondents indicated the degree of their agreement by selecting from a 7-point Likert-type scale, with “Strongly Agree” assigned a value of seven, and “Strongly Disagree” assigned a value of one. The first step in summarizing the scores from the OCQ scales was to check for

straight line responses. These responses are those that would consist of a single option from the seven response options chosen as the response for all 15 statements in the scale, i.e., all “Strongly Agree”, “Strongly Disagree”, or one of the other options. The OCQ consists of nine positively worded statements, and six negatively worded statements. Since six of the questions are reverse coded, a scale marked with a single response for all questions would likely not be a valid response to the scale.

The item raw scores were computed, and the highest level of agreement was with the statement “I am proud to tell others that I am a part of this organization” ($M = 6.45$, $SD = 1.04$), and the lowest level reported was with the statement “Deciding to work for this organization was a definite mistake on my part” ($m = 1.40$, $sd = 1.06$). (See Table 13)

To assist with the interpretation of this data, the researcher established an interpretive scale as follows: 6.50 – 7.00 = “Strongly Agree;” 5.50 – 6.49 = “Moderately Agree;” 4.50 – 5.49 = “Slightly Agree;” 3.51 – 4.49 = neither “Neither Disagree nor Agree;” 2.51 – 3.50 = “Slightly Disagree;” 1.51 – 2.50 = “Moderately Disagree;” and 1.00 – 1.50 = “Strongly Disagree.” When the data were examined using these interpretive descriptors, eight of the items were found to be in the “Moderately Agree” category, one item was in the “Slightly Agree” category; one item was in the neither “Neither Disagree nor Agree” category; four items were in the “Slightly Disagree” category; and one item was in the “Strongly Disagree” category.

In order to further examine the teacher’s organizational commitment, a factor analysis was conducted to determine if there were any underlying constructs in the scale. The Bartlett’s test of Sphericity was used to determine the degree of deviation from normality by comparing the samples to determine the degree of correlation among the items. In addition, The Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy was used to determine the appropriateness

of using factor analysis by examining sampling adequacy. The computed statistic for the KMO was .915, and .90 is the level at which a factor analysis is recommended. Both tests met the assumption for the use of factor analysis.

Table 13 Organizational Commitment Scores of Public School Teachers in South Louisiana

Organizational Commitment Question	m	sd	int ^a
I am proud to tell others that I am part of this organization.	6.45	1.04	MA
I am willing to put in a great deal of effort beyond that normally expected in order to help this organization be successful.	6.39	1.16	MA
I really care about the fate of this organization.	6.38	1.25	MA
I am extremely glad that I chose this organization to work for over others I was considering at the time I joined.	6.23	1.32	MA
I find that my values and the organization's values are very similar.	5.98	1.31	MA
I talk up this organization to my friends as a great organization to work for.	5.94	1.36	MA
For me this is the best of all possible organizations for which to work.	5.78	1.37	MA
This organization really inspires the very best in me in the way of job performance.	5.73	1.379	MA
I would accept almost any type of job assignment in order to keep working for this organization.	4.60	2.02	SLA
I could just as well be working for a different organization as long as the type of work was similar.	3.82	1.92	NDA
There's not too much to be gained by sticking with this organization indefinitely.	2.97	1.93	SLD
Often I find it difficult to agree with this organization's policies on important matters relating to its employees.	2.86	1.83	SLD
It would take very little change in my present circumstances to cause me to leave this organization	2.77	1.91	SLD
I feel very little loyalty to this organization.	2.53	2.23	SLD
Deciding to work for this organization was a definite mistake on my part	1.40	1.06	STD

Note. The response scale used was as follows: 7 = strongly agree, 6 = moderately agree, 5 = slightly agree, 4 = neither agree nor disagree, 3 = slightly disagree, 2 = moderately disagree, and 1 = strongly disagree. The interpretive scale used was 6.5-7.00 = strongly agree, 5.50-6.49 = moderately agree, 4.50-5.49 = slightly agree, 3.51-4.49 = neither agree nor disagree, 2.51-3.50 = slightly disagree, 1.51-2.50 = moderately disagree, and 1.00-1.50 = strongly disagree.

(Table 13 continued)

^a SA = strongly agree, MA = moderately agree, SLA = slightly agree, NDA = neither disagree nor agree, SLD = slightly disagree, MD = moderately disagree, and STD = strongly disagree.

To determine the factors to be extracted from the responses the scree plot technique was used. The scree plot is created by plotting the latent roots against the number of factors in order of extraction. The point at which the curve begins to straighten out directs the researcher to the number of factors to be examined. The extraction method used was the Principal Component Analysis, and the Rotation Method was Varimax with Kaiser normalization. The rotation converged in three iterations. The optimum number was determined to be 2, plus or minus 1. Each of these factor groupings were then Computed and examined to identify any underlying constructs. Factor loadings are interpreted as follows: $\pm .30$ = minimal level, $\pm .40$ = more important, and $\pm .50$ considered practically significant. The analyses were examined also for inefficient factors (those that only include one or two items), and for the presence of significant cross-loadings in the data. Using these methods, it was determined that the optimum number of factors to extract was one. (See Table 14)

Table 14 Factor Analysis of Organizational Commitment Questionnaire Responses of Public School Teachers in South Louisiana.

Component Matrix ^a	
Responses	Factor Loading
I am proud to tell others that I am part of this organization.	0.838
This organization really inspires the very best in me in the way of job performance.	0.820
I am extremely glad that I chose this organization to work for over others I was considering at the time I joined	0.791
For me this is the best of all possible organizations for which to work.	0.786
I find that my values and the organization's values are very similar.	0.753
I talk up this organization to my friends as a great organization to work for.	0.726
Deciding to work for this organization was a definite mistake on my part	0.711

(Table 14 continued)

Component Matrix ^a	
Responses	Factor Loading
There's not too much to be gained by sticking with this organization indefinitely.	0.620
Often I find it difficult to agree with this organization's policies on important matters relating to its employees.	0.597
I really care about the fate of this organization.	0.595
It would take very little change in my present circumstances to cause me to leave this organization	0.558
I would accept almost any type of job assignment in order to keep working for this organization.	0.525
I could just as well be working for a different organization as long as the type of work was similar.	0.429
I am willing to put in a great deal of effort beyond that normally expected in order to help this organization be successful.	0.424
I feel very little loyalty to this organization.	0.323

^a 1 component extracted

One overall commitment score was then computed since the factor analysis identified a single factor. (See Table 15)

Table 15 Organizational Commitment Statistics of Public School Teachers in South Louisiana

Organizational Commitment Question	m	sd	int ^a
Deciding to work for this organization was a definite mistake on my part	6.60	1.06	SA
I am proud to tell others that I am part of this organization.	6.45	1.04	SA
I am willing to put in a great deal of effort beyond that normally expected in order to help this organization be successful.	6.39	1.16	MA
I really care about the fate of this organization.	6.38	1.25	MA
I am extremely glad that I chose this organization to work for over others I was considering at the time I joined.	6.23	1.32	MA
I find that my values and the organization's values are very similar.	5.98	1.31	MA

(Table 15 continued)

Organizational Commitment Question	m	sd	int
I talk up this organization to my friends as a great organization to work for.	5.94	1.36	MA
For me this is the best of all possible organizations for which to work.	5.78	1.37	MA
This organization really inspires the very best in me in the way of job performance.	5.73	1.38	MA
I feel very little loyalty to this organization.	5.47	2.23	SLA
It would take very little change in my present circumstances to cause me to leave this organization	5.23	1.91	SLA
Often I find it difficult to agree with this organization's policies on important matters relating to its employees.	5.14	1.83	SLA
There's not too much to be gained by sticking with this organization indefinitely.	5.03	1.93	SLA
I would accept almost any type of job assignment in order to keep working for this organization.	4.60	2.02	SLA
I could just as well be working for a different organization as long as the type of work was similar.	4.18	1.92	NDA

Note. The response scale used was as follows: 7 = strongly agree, 6 = moderately agree, 5 = slightly agree, 4 = neither agree nor disagree, 3 = slightly disagree, 2 = moderately disagree, and 1 = strongly disagree. The interpretive scale used was 6.5-7.00 = strongly agree, 5.50-6.49 = moderately agree, 4.50-5.49 = slightly agree, 3.51-4.49 = neither agree nor disagree, 2.51-3.50 = slightly disagree, 1.51-2.50 = moderately disagree, and 1.00-1.50 = strongly disagree.

^a SA = strongly agree, MA = moderately agree, SLA = slightly agree, NDA = neither disagree nor agree, SLD = slightly disagree, MD = moderately disagree, and STD = strongly disagree.

However, since six of the items were negatively worded, the researcher had to recode them in order to correctly calculate the commitment score. The 15 items were then used to compute a Commitment Score. The Commitment Scores ranged from 1.73 to 7.00, with a mean of 5.68 (sd = .94).

The overall Commitment Score was interpreted using the same interpretive scale as the individual items. In order to interpret the recoded scores, a scale was developed to determine the level of commitment of the respondents. On this scale, a score of 6.5 - 7.00 represents "Strongly

Committed”; 5.50 - 6.49 “Moderately Committed”; 4.50 - 5.49 “Slightly Committed”; 3.51-4.49 “Neither Committed nor Uncommitted”; 2.51 - 3.50 “Slightly Uncommitted”; 1.51-2.0 “Moderately Uncommitted”; and 1.00 – 1.50 represents “Strongly Uncommitted”. The highest number of responses, 114 (46.5%), were classified using this scale as “Moderately Committed”. Only 6 responses fell in the uncommitted categories and none indicated “Strongly Uncommitted.” (See Table 16)

Table 16 Organizational Commitment Questionnaire Recoded Scoring Range of Scores of Public School Teachers in South Louisiana

Level of Commitment	Recoded Score Range	n	%
Strongly Committed	6.50 – 7.00	45	18.4
Moderately Committed	5.50 – 6.49	114	46.5
Slightly Committed	4.50 – 5.49	60	24.5
Neither Committed nor Uncommitted	3.51 – 4.49	20	8.2
Slightly Uncommitted	2.51 – 3.50	3	1.2
Moderately Uncommitted	1.51 – 2.50	3	1.2
Strongly Uncommitted	1.00 – 1.50	<u>0</u>	<u>0</u>
Totals		245	100.0

Note. Overall OCQ Commitment Score: Mean = 5.68; SD = .942; Min. = 1.73 Max = 7.00

Utrecht Work Engagement Scale

The description of the public school teachers in South Louisiana Schools on employee engagement was accomplished by the utilization of the Utrecht Work Engagement Scale (UWES) (Schaufeli, 2004). The UWES contains nine statements and participants are asked to respond to these statements regarding their feelings about their work. The UWES utilizes an anchored scale as follows: 0 = Never, 1 = Almost Never (a few times a year or less), 2 = Rarely (Once a month or less), 3 = Sometimes (a few times a month), 4 = Often (once a week), 5 = Very Often (a few times a week), and 6 = Always (every day).

The mean for each of the 9 items in the UWES is presented in Table 4.16. The highest mean response of the engagement statements was on the item “I am proud of the work that I do”

(M = 5.47, SD = 0.794) and the lowest was on the item “At my work I feel bursting with energy” (M = 4.30, SD = 1.12). (See Table 17)

To determine the level of engagement, an interpretive scale was utilized to measure the frequency of employees’ feelings toward their job.

Table 17 Work Engagement Scale Scores of Public School Teachers in South Louisiana

UWES Statement of Feelings About Job	m	sd	int
I am proud of the work that I do	5.47	0.79	6
I am immersed in my work	5.16	1.02	6
I feel happy when I am working intensely	5.02	1.07	6
I am enthusiastic about my job	4.90	1.07	5
I get carried away when I’m working	4.84	1.32	5
My job inspires me	4.79	1.11	5
When I get up in the morning, I feel like going to work	4.60	1.26	5
At my job, I feel strong and vigorous	4.41	1.16	5
At my work I feel bursting with energy	4.30	1.12	5

Note. n = 243. The response scale used was as follows: 6 = Always (every day), 5 = Very often (a few times a week), 4 = Often (once a week), 3 = Sometimes (a few times a month), 2 = rarely (once a month or less), 1 = Almost never (a few times a year or less, and 0 = Never. The interpretive scale used was as follows: 5.00-6.00 = 6 (a couple of times a week or daily); 4-4.99 = 5 (at least once a week.); 3-3.99 = 4 (at least a couple of times a month); 2-2.99 = 3 (at least once a month); 1-1.99 = 2 (at least once a year); 0-.99 = 1 (once a year or less).

The interpretive scale is: 5.00-6.00 = 6 (a couple of times a week or daily); 4-4.99 = 5 (at least once a week.); 3-3.99 = 4 (at least a couple of times a month); 2-2.99 = 3 (at least once a month); 1-1.99 = 2 (at least once a year); 0-.99 = 1 (once a year or less). A 5 or 6 represents a high level of engagement, and a 0 or 1 represents a relatively low level of engagement, based on the frequency of the feelings in those ranges (Schaufeli, 2004). Over half of the employees scored a 5 or a 6 on the interpretive scale, which is considered to be a high level of engagement. The UWES scores showed that 128 (52.5%) of the respondents scored a 6 based upon the interpretive scale, while another 84 (34.4%) scored a 5, based upon the interpretive scale,

indicating that 86.9% (n = 212) were shown to be highly engaged, while less than 3% (7) were in the low to very low range. (See Table 18)

Table 18 Work Engagement Scale Response Category Ranges & Percentage of Public School Teachers in South Louisiana in Each Category

Description of Work Engagement Feelings	Range of Scores	n	%
A couple of times a week or daily	5.00 – 6.00	128	52.5
At least once a week	4.00 – 4.99	84	34.4
At least a couple of times per month	3.00 - 3.99	25	10.2
At least once a month	2.00 - 2.99	5	2.0
At least once a year	1.00 - 1.99	2	0.8
Once a year or less	0.00 - 0.99	<u>0</u>	<u>0</u>
Totals		244	100.0

The Utrecht Work Engagement Scale consists of 9 statements which are intended to measure an employee’s level of engagement with his job. The 9 statements are divided into 3 subscales of engagement, which measure Vigor, Dedication, and Absorption. Schaufeli and Bakker (2004) defines these as follows: *vigor* refers to” high levels of energy and mental resilience while working, the willingness to invest effort into one’s work, and persistence even in the face of difficulties”; *dedication* refers to being strongly involved in ones work and experiencing a sense of significance, enthusiasm, inspiration, pride and challenge”; and *absorption* is defined as “being immersed and happily engrossed in one’s work”. In order to calculate the engagement score, the researcher had to separate the 9 statements into these three subscales. For the subscale Vigor, the mean was 4.43 (sd = 1.05); for the subscale Dedication, the mean was 5.05 (sd = .86), and for the subscale Absorption, the mean was 5.01 (sd = .94) (Schaufeli & Bakker, 2004) (See Table 19).

Each of the engagement scale/subscale scores derived from this study were examined, and the following results were found. For the “Vigor subscale, the largest group (n= 97, 39.8%)

of respondents were found to be at the “Average” level of engagement compared to the normative sample.

Table 19 Work Engagement Scale/Subscale Statistics for Public School Teachers in South Louisiana

Subscale	M	SD	Min	Max
Vigor	4.43	1.050	.67	6.00
Dedication	5.05	.864	1.33	6.00
Absorption	5.01	.940	0.00	6.00
Overall	4.83	.840	1.11	6.00

Note. The interpretive scale used was as follows: 5.00-6.00 = 6 (a couple of times a week or daily); 4-4.99 = 5 (at least once a week.); 3-3.99 = 4 (at least a couple of times a month); 2-2.99 = 3 (at least once a month); 1-1.99 = 2 (at least once a year); 0-.99 = 1 (once a year or less).

Almost half (n= 116, 47.5%) were found to be at the “High” or greater level of engagement. For the “Dedication” subscale, the largest group of respondents (n = 119, 48.6%) were found to be at the “High” level of engagement compared to the normative sample. Over two thirds (n = 171, 69.8%) of the respondents were found to be at the “High” or greater level of engagement. For the “Absorption” subscale, the largest group (n = 113, 46.1%) were found to be at the “High” level of engagement compared to the normative sample. Over three quarters (n = 205, 83.7%) of the respondents were found to be at the “High” or greater level of engagement. Overall, the largest group (n = 102, 41.6%) of respondents were found to be at the “High” level of engagement. Almost two-thirds (n = 157, 64.0%) were found to be at the “High” or greater level of engagement (See Table 20).

The developers of the Utrecht Work Engagement scale have established normative data to assist in interpretations. These norms and their corresponding descriptions and percentile rankings include the following: (1) 95th percentile or higher is interpreted as “Very High;” (2) 75th percentile to < 95th percentile is interpreted as “High;” (3) 25th percentile to < 75th percentile is interpreted as “Average;” (4) 5th percentile to < 25th percentile = “Low;” and (5) Less than 5th percentile is interpreted as “Very Low” (Schaufeli, 2004). (See Table 20)

Table 20 Work Engagement Scale/Subscale Normative Categories of Public School Teachers in South Louisiana

Level of Engagement	Vigor		Dedication		Absorption		Overall	
	n	%	n	%	n	%	n	%
Very Low	8	3.3	1	0.4	1	0.4	1	0.4
Low	23	9.4	4	1.6	3	1.2	5	2.1
Average	97	39.8	67	27.6	34	14.0	80	32.9
High	91	37.3	119	49.0	113	46.5	102	42.0
Very High	25	10.2	52	21.4	92	37.9	55	22.6

Note. Mean Scores: Vigor ($m = 4.43$, $sd = 1.05$); Dedication ($m = 5.05$, $as = .86$); Absorption ($m = 5.01$, $sd = .94$), Overall ($m = 4.83$, $sd = .84$)

Reliability statistics were calculated using Cronbach's Alpha. Calculations for the UWES subscales were Vigor (Vigor ($\alpha = .86$), Dedication ($\alpha = .83$), Absorption ($\alpha = .82$) and Overall ($\alpha = .91$). A statistic of .70 or above indicated acceptable reliability (George, et al, 2003). All of the reliability statistics were well above that measure.

Intent to Leave

The last psychological measure which was used to describe public school teachers in South Louisiana Schools was Intent to Leave. This was accomplished by the utilization of Weisberg's (1994) Intent to Leave scale. In order to calculate the teachers' intent to leave, the participants select which of five points from an anchored scale that best represents their feelings in response to the statements regarding intent to leave. The options for the respondents are 1 = very little, 2 = little, 3 = average, 4 = much and 5 = very much.

The overall intent to leave score was computed as the mean of the items. The highest mean score was associated with the statement "I think that if I were choosing my career again I would choose teaching" ($m = 3.62$, $sd = 1.37$) and the lowest mean was associated with the statement "I think in the near future I will leave teaching" ($m = 2.38$, $sd = 1.49$) (Weisberg, 1994). There were 244 responses with 1 missing. (See Table 21)

Because one of the items was negatively worded, and had to be reverse scored, the data was recoded and the overall Intent to Leave score was calculated as the mean of the 3 items in the scale. The results of the recoded scores indicated that the mean was 2.45 and the standard deviation was 1.194 (n = 244).

Table 21 Raw Scores from Intent to Leave Scale of Public School Teachers in South Louisiana

Intent to Leave Statement	m	sd	int
I think in the near future I will leave teaching	2.38	1.49	L
I have considered leaving teaching	2.58	1.41	A
I think that if I were choosing my career again I would choose teaching	3.62	1.37	M

Note. The options for the respondents are 5 = very much, 4 = much, 3 = average, 2 = little, and 1 = very little. The interpretive scale used is 4.50-5.00 = Very Much (VM); 3.50-4.49 = Much (M); 2.51-3.49 = Average (A); 1.51-2.50 = Little (L); 1.00-1.15 = Very Little (VL)

Since higher values on the scale were indications of higher intent to leave, the results indicate a slightly low intent to leave overall, with 23% (n = 56) in the ranges, “much and very much”; and 58% (n = 141) in the ranges “little and very little.” Statistics reveal that 19.3% (n = 47) had average feelings, or no feelings regarding intent to leave or not to leave. (See Table 22)

Table 22 Intent to Leave Statistics of Public School Teachers in South Louisiana

Intent to Leave Statement	m	sd	int
I think in the near future I will leave teaching	2.58	1.41	A
I think that if I were choosing my career again I would choose teaching	2.38	1.49	L
I have considered leaving teaching	2.38	1.37	L

Notes. The options for the respondents are 5 = very much, 4 = much, 3 = average, 2 = little, and 1 = very little. The interpretive scale used is 4.50-5.00 = Very Much (VM); 3.50-4.49 = Much (M); 2.51-3.49 = Average (A); 1.51-2.50 = Little (L); 1.00-1.15 = Very Little (VL)

Reliability was computed using Cronbach’s Alpha, and for the 3 items on the Intent to Leave scale ($\alpha = .79$). A statistic of .70 or above is considered to indicate reliability (George, et al, 2003). (See Table 23)

Table 23 Recoded Intent to Leave Scores of the Intent to Leave Scale of Public School Teachers in South Louisiana

Scale	Range	n	%
Very Much	4.50 – 5.00	16	6.6
Much	3.50 – 4.49	40	16.4
Average	2.51 – 3.49	47	19.2
Little	1.51 – 2.50	69	28.3
Very little	1.00 – 1.15	72	29.5
Total		244	100.00

Note. Mean = 2.45; SD = 1.194; N = 244; Min = 1; Max = 6

Objective Three

Objective Three was to determine if a relationship exists between the various scales of job satisfaction (“People on Present Job”, “Pay”, “Work on Present Job”, “Opportunities for Promotion”, “Supervision” and “Job in General”) and Intent to Leave among public school teachers. The Pearson Product Moment correlation coefficient was utilized to compute the correlation between the JDI scale scores and the Intent to Leave scores. Davis’ descriptors (1971) were used to interpret the correlation coefficients based on the following values: .7 or higher = very strong relationship; .50-.69 = substantial relationship; .30-.49 = moderate relationship; .10-.29 = low relationship; .09 or lower = negligible relationship. The highest correlation among the public school teachers was between the JDI scale “Job in General” and Intent to Leave score ($r = -.51, p = <.01$) which, according to Davis’ Descriptors, indicates a substantial relationship. In contrast, the lowest correlation with Intent to Leave was with the JDI subscale “Pay” ($r = -.23, p = <.01$), which indicates a low relationship (Davis, 1971). All correlations were negative which indicate that higher levels of job satisfaction tended to be associated with a lower intent to leave. (See Table 24)

Table 24 Relationship of Job Satisfaction Scale / Subscale Scores and Intent to Leave Scores among Public School Teachers Currently Employed in South Louisiana

Variables	n	r ^a	p	int ^b
Job in General	235	-0.51	<.01	S
Work on Present Job	238	-0.46	<.01	M
Supervision	236	-0.27	<.01	L
Opportunities for Promotion	236	-0.27	<.01	L
People on Present Job	234	-0.25	<.01	L
Pay	237	-0.23	<.01	L

^a Pearson Product Moment Correlation Coefficient

^b Interpretive scale: .70 or higher = very strong relationship (V); .50-.69 = substantial relationship (S); .30-.49 = moderate relationship (M); .10-.29 = low relationship (L); and .09 or lower = negligible relationship (N) (Davis, 1971).

Objective Four

The fourth objective was to determine if a relationship exists between organizational commitment, as measured by the Organizational Commitment Questionnaire (OCQ), and intent to leave among public school teachers. The Pearson Product Moment correlation coefficient was used to determine if the relationship exists. The OCQ scores were correlated with the Intent to Leave scores. For the public school teachers responding to both the organizational commitment and intent to leave questionnaires, the calculated correlation between the organizational commitment and Intent to Leave was ($r = -.48$, $p = <0.01$) indicating a moderate negative relationship (Davis, 1971). Thus, the public school teachers who had higher organizational commitment scores tended to have lower intent to leave scores.

Objective Five

The fifth objective was to determine if a relationship exists between employee engagement, as measured by the Utrecht Work Engagement Scale (UWES), and Intent to Leave among public school teachers. The Pearson Product Moment correlation coefficient was computed between the overall Intent to Leave scores and each of the UWES engagement scores. Examination of the calculated correlations revealed that the engagement scale with the highest

relationship with Intent to Leave was the engagement subscale, “Vigor” ($r = -.52, p = <.01$), and that the lowest correlation was with the engagement subscale “Absorption” ($r = -.24, p = <.01$).

For the public school teachers responding to both the employee engagement and intent to leave questionnaires, the overall calculated correlation between the overall engagement score and Intent to Leave was $-.46$ ($p = <0.01$), indicating a moderate relationship (Davis, 1971). (See Table 25) All correlations were significant and negative, therefore, the public school teachers who had higher engagement scores tended to have lower intent to leave scores.

Table 25 Relationship between Employee Engagement and Intent to Leave among Public School Teachers in South Louisiana Schools

Variable	n	r^a	p	int ^b
UWES Dedication	242	-0.52	<0.01	S
UWES Vigor	243	-0.47	<0.01	M
UWES Overall	243	-0.46	<0.01	M
UWES Absorption	243	-0.24	<0.01	L

^a Pearson’s Product Moment Correlation Coefficient

^b Interpretive scale: .70 or higher = very strong relationship (V); .50-.69 = substantial relationship (S); .30-.49 = moderate relationship (M); .10-.29 = low relationship (L); and .09 or lower = negligible relationship (N) (Davis, 1979).

Objective Six

Objective Six was to determine if a relationship exists between job satisfaction as measured by the Job Descriptive Index/Job in General (JDI/JIG) and the following selected demographic characteristics of public school teachers in South Louisiana Schools. The demographic characteristics are identified and measured as follows: age by generational divisions, (defined as: Traditional, age 68-86; Baby Boomers, age 49-67; Generation X, age 36-48; and Millennials age 13-35); gender (Male or Female); marital status (either Married or Not Married), educational level (Bachelor’s Degree, Master’s Degree, Master’s Plus 30, or Doctorate); years of experience in education (0-5 years, 6-10 years, 11-15 years, 16-20 years and over 20 years); years with current organization (0-5 years, 6-10 years, 11-15 years, 16-20 years

and over 20 years), and retirement eligibility status (years until eligible to retire - 0-5 years, 6-10 years, 11-15 years, 16-20 years and over 20 years).

Relationship between Job Satisfaction and Age

In order to determine if a relationship existed between job satisfaction and the demographic characteristic of age, the researcher used the Kendall's Tau correlation coefficient. When the job satisfaction measures (JDI subscale scores and JIG score) were correlated with the age level of respondents, only one of the Job Satisfaction subscales was found to be significantly related to age level. A significant negative relationship ($r = -.15$, $p = .01$) was found between "Age" and the "People on Present Job" subscale score. Using Davis' descriptors (1979) this relationship was described as "Low". Younger teachers tended to have higher scores on the "People on Present Job" subscale. None of the other Job Satisfaction measures were found to be related to the age of the respondent. (See Table 26)

Table 26 Relationship between Job Satisfaction and Age Among Public School Teachers in South Louisiana

Job Satisfaction Component	n	r	p	int
People on Present Job score	222	-0.15	0.01	L
Supervision score	224	-0.08	0.14	N
Work on Present Job score	226	-0.08	0.12	N
Pay score	225	0.07	0.21	N
Job in General score	223	0.03	0.62	N
Opportunities for Promotion score	224	0.02	0.68	N

Note. Interpretive scale: .70 or higher = very strong relationship (V); .50-.69 = substantial relationship (S); .30-.49 = moderate relationship (M); .10-.29 = low relationship (L); and .09 or lower = negligible relationship (N) (Davis, 1979).

Relationship between Job Satisfaction Components and Gender

The next demographic variable examined for relationships with Job Satisfaction was the gender of respondents. To increase the interpretability of the findings from this portion of the objective, the researcher determined that the most effective technique to examine the

relationships between the measures of Job Satisfaction and Gender was to compare the Job Satisfaction scores by categories of gender (Male and Female). The researcher chose to utilize an independent t-test to examine this relationship. When the results of the t-test were examined, three of the JDI scales/subscales were found to be different by categories of gender. The subscale which was found to have the highest degree of difference between the gender categories was Satisfaction with Supervision. Male participants had a mean score of 49.0 (SD = 6.81) while Female participants were found to have a mean Satisfaction with Supervision score of 44.4 (SD = 12.24). This difference was statistically significant, therefore, male participants were more satisfied with their Supervision than were Female participants ($t_{48.3} = 2.886$, $p < .01$). The other two subscales that were significantly different by gender included “Satisfaction with People on Present Job” ($t_{230} = 2.333$, $p = .01$) (Females had significantly higher satisfaction scores) and “Satisfaction with Opportunities for Promotion” ($t_{28.9} = 2.176$, $p = .04$) on which Males had higher scores. (See Table 27)

Table 27 Relationship between Job Satisfaction and Gender Among Public School Teachers in South Louisiana

JDI Subscale Variable	<u>Male</u>		<u>Female</u>		t	df	p
	m	sd	m	sd			
Supervision	49.0	6.81	44.4	12.24	2.886 ^a	48.3	0.01
People on Present Job	45.4	10.45	49.3	7.76	2.333	230	0.02
Opportunities for Promotion	18.9	15.30	12.1	11.88	2.176 ^a	28.9	0.04
Job in General	49.5	6.78	47.3	8.85	1.274	231	0.20
Work on Present Job	42.8	10.13	44.6	8.05	1.035	254	0.30
Pay	24.2	14.22	22.7	16.42	0.456	233	0.65

^aEqual variances not assumed

Relationship between Job Satisfaction and Marital Status

The next variable examined for relationships with Job Satisfaction measures was the demographic characteristic of marital status. To increase the interpretability of the findings from this portion of the objective, the researcher determined that the most effective technique to

examine the relationships between the measures of Job Satisfaction and Marital Status was to compare the Job Satisfaction scores by categories of marital status (“Married” and Unmarried”). The researcher utilized an independent t-test to examine this relationship. When the results were examined, only one of the JDI scales/subscales, “People on Present Job”, was found to be different by marital status. Married participants had a mean score of 49.6 (SD = 7.85) while unmarried participants were found to have a “People on Present Job” mean score of 45.9 (SD = 8.86). This difference was statistically significant, indicating that married participants were more satisfied with “People on Present Job” ($t_{230} = 2.788$, $p < .01$). There were no other statistically significant differences in job satisfaction measures by marital status. (See Table 28)

Table 28 Relationship between Job Satisfaction components and Marital Status among Public School Teachers in South Louisiana

JDI Subscale Variable	<u>Married</u>		<u>Not Married</u>		t	df	p
	m	sd	m	sd			
People on Present Job	49.6	7.85	45.9	8.86	2.788 ^a	230	0.01
Work on Present Job	44.7	8.24	43.3	8.6	1.029	234	0.30
Supervision	45.4	11.69	43.4	12.43	1.004	70	0.30
Pay	22.7	16.19	23.5	16.2	-0.295	233	0.77
Job in General	47.6	9.01	47.2	7.18	0.287	231	0.78
Opportunities for Promotion	12.9	12.4	12.6	12.7	0.153	232	0.88

^aEqual variances not assumed

Relationship between Job Satisfaction and Education Level

Another variable examined for relationships with Job Satisfaction measures was “Educational Level”. It was determined that the most appropriate measure for this analysis was the Kendall’s Tau correlation coefficient. These groups were “Bachelors”, “Masters”, and “Master’s Plus 30 or higher”. When these correlations were examined, no significant relationships were found between job satisfaction measures and Educational Level. (See Table 29)

Table 29 Relationship between Job Satisfaction and Level of Education among Public School Teachers in South Louisiana

JDI/JIG Scale/Subscale	n	r ^a	p	int
Pay	234	0.08	0.14	N
Opportunities for Advancement	233	0.06	0.24	N
Work on Present Job	235	0.03	0.62	N
People on Present Job	231	0.02	0.68	N
Supervision	233	-0.02	0.72	N
Job in General	232	0.01	0.84	N

Note. Interpretive scale: .70 or higher = very strong relationship (V); .50-.69 = substantial relationship (S); .30-.49 = moderate relationship (M); .10-.29 = low relationship (L); and .09 or lower = negligible relationship (N) (Davis, 1971).

^aKendall's Tau correlation coefficient

Relationship between Job Satisfaction and Years' Experience in Education

The next demographic variable examined for relationships with Job Satisfaction was "Years' Experience in Education". The researcher determined that the Kendall's Tau correlation coefficient was the most appropriate method to use to examine this relationship. The results indicated that there were no significant relationships between Job Satisfaction and the demographic characteristic of "Years' Experience in Education". (See Table 30)

Table 30 Relationship between Job Satisfaction and Years' Experience in Education Among Public School Teachers in South Louisiana

JDI/JIG Scale/Subscale	n	r ^a	p	int
Supervision	235	0.07	0.17	N
Opportunities for Advancement	235	-0.05	0.33	N
Pay	236	-0.05	0.28	N
Work on Present Job	237	0.02	0.63	N
Job in General	234	-0.01	0.83	N
People on Present Job	233	0.00	0.98	N

Note. Interpretive scale: .70 or higher = very strong relationship (V); .50-.69 = substantial relationship (S); .30-.49 = moderate relationship (M); .10-.29 = low relationship (L); and .09 or lower = negligible relationship (N) (Davis, 1971).

^aKendall's Tau correlation coefficient

Relationship between Job Satisfaction and Years' Experience in Current System

The next variable examined for relationships with Job Satisfaction was “Years' Experience in Education”. The researcher determined that the Kendall's Tau correlation coefficient was the best method to use to examine this relationship. The results indicated that there was one significant relationship, between the subscale “People on Present Job” and the demographic characteristic “Years' in Current System”, which according to Davis' descriptors is described as a “Low” relationship (Davis, 1971). (See Table 31)

Table 31 Relationship between Job Satisfaction and Years' Experience in Current System Among Public School Teachers in South Louisiana

JDI/JIG Scale/Subscale	n	r ^a	p	int
People on Present Job	232	0.19	0.01	L
Pay	235	-0.09	0.06	N
Supervision	234	0.08	0.12	N
Opportunities for Advancement	234	-0.07	0.21	N
Job in General	233	-0.03	0.61	N
Work on Present Job	236	0.02	0.69	N

Note. Interpretive scale: .70 or higher = very strong relationship (V); .50-.69 = substantial relationship (S); .30-.49 = moderate relationship (M); .10-.29 = low relationship (L); and .09 or lower = negligible relationship (N) (Davis, 1971).

^aKendall's Tau correlation coefficient

Relationship between Years Until Eligible for Retirement and Job Satisfaction

The next variable examined for relationships with Job Satisfaction was “Years Until Eligible for Retirement”. The researcher determined that the Kendall's Tau correlation coefficient was the best method to use to examine this relationship. The results indicated that there were no significant relationships between Job Satisfaction and the demographic characteristic of “Years Until Eligible for Retirement.” (See Table 32)

Table 32 Relationship between Job Satisfaction and Years Until Eligible for Retirement Among Public School Teachers in South Louisiana

JDI/JIG Scale/Subscale	n	r	p	int
Job in General	233	0.10	0.06	L
People on Present Job	232	-0.09	0.08	N
Opportunities for Advancement	234	0.08	0.13	N
Supervision	235	0.02	0.77	N
Pay	235	0.02	0.74	N
Work on Present Job	236	0.01	0.80	N

Note. Interpretive scale: .70 or higher = very strong relationship (V); .50-.69 = substantial relationship (S); .30-.49 = moderate relationship (M); .10-.29 = low relationship (L); and .09 or lower = negligible relationship (N) (Davis, 1971).

Objective Seven

The seventh objective was to determine if a relationship exists between organizational commitment as measured by the Organizational Commitment Questionnaire (OQC) and selected demographic characteristics of public school teachers in South Louisiana identified and measured as follows: age by generational divisions, (defined as: “Traditional”, (age 68-86); “Baby Boomers”, (age 49-67); “Generation X”, (age 36-48); and “Millennials” (13-35); “Gender” (male or female); “Marital Status” (married or not Married); “Educational Level”, (Bachelor’s Degree, Master’s Degree, Master’s Plus 30 or higher); “Years’ Experience in Education”, (0-5 years, 6-10 years, 11-15 years, 16-20 years and over 20 years); “Years’ Experience in Current Organization”, (0-5 years, 6-10 years, 11-15 years, 16-20 years and over 20 years); and “Years Until Eligible for Retirement” (- 0-5 years, 6-10 years, 11-15 years, 16-20 years and over 20 years).

Relationship between Organizational Commitment and Age

In order to determine if a relationship existed between organizational commitment and the demographic characteristic “Age”, a Kendall’s Tau correlation coefficient was computed.

The results ($r = -.03$, $p = .52$) indicated that there is no significant relationship between age and organizational commitment.

Relationship between Organizational Commitment and Gender of Public School Teachers in South Louisiana

The next step in Objective 7 was to determine if a relationship existed between organizational commitment and the demographic characteristics of “Gender”. To maximize the interpretability of the findings from this portion of the objective, the researcher determined that the most effective technique to examine the relationships between organizational commitment and gender was to compare the organizational commitment scores by the categories of gender (male and female). To accomplish this, the independent t-test was utilized. The results of the t-test revealed that there was no significant difference in organizational commitment between males ($m = 5.63$, $SD = .895$) and females ($m = 5.68$, $SD = .955$) ($t_{240} = -0.268$, $p = .79$). (See Table 33)

Table 33 Relationship between Organizational Commitment and Gender of Public School Teachers in South Louisiana.

	Gender	n	m	sd	t	df	p
Organizational Commitment	Male	27	5.63	0.90	-0.268	240	0.79
	Female	215	5.68	0.95			

Relationship between Organizational Commitment and Marital Status of Public School Teachers in South Louisiana

The next step in Objective 7 was to determine if a relationship existed between organizational commitment and the demographic characteristic of “Marital Status”. To increase the interpretability of the findings from this portion of the objective, the researcher determined that the most effective technique to examine the relationships between the measure of organizational commitment and marital status was to compare the organizational commitment

scores by the categories of marital status (married and not married). To accomplish this, the independent t-test was utilized. The results of the t-test revealed that there was no significant difference in organizational commitment between married respondents ($m = 5.73$, $sd = .90$) and respondents who were not married ($m = 5.47$, $sd = 1.11$) ($t_{240} = 1.70$, $p = .09$). (See Table 34)

Table 34 Relationship between Organizational Commitment and Marital Status of Public School Teachers in South Louisiana.

	Marital Status	n	m	sd	t	df	p
Organizational Commitment	Married	193	5.73	0.90	1.70	240	0.09
	Not Married	49	5.47	1.11			

Relationship between Organizational Commitment and Selected Demographic Characteristics of Education Level, Years' Experience in Education, Years' Experience in Current System, and Years Until Eligible for Retirement

The next step in Objective 7 was to determine if a relationship existed between Organizational Commitment and each of the demographic variables "Education Level", "Years' Experience in Education", "Years' Experience in Current System", and "Years Until Eligible for Retirement". In order to examine these relationships, the researcher chose to use the Kendall's Tau correlation coefficient. The results of the tests revealed that there were no significant relationships between organizational commitment and any of the demographic variables tested. (See Table 35)

Table 35 Relationship between Organizational Commitment and the Demographic Characteristics of Education Level, Years' Experience in Education, Years' Experience in Current System and Years Until Eligible for Retirement of Public School Teachers in South Louisiana

Characteristic	n	r	p	int
Years Until Eligible for Retirement	242	0.03	0.526	N
Years' Experience in Current System	242	0.02	0.624	N
Education Level	241	0.02	0.727	N
Years' Experience in Education	243	-0.01	0.818	N

(Table 35 continued)

Note. Interpretive scale: .70 or higher = very strong relationship (V); .50-.69 = substantial relationship (S); .30-.49 = moderate relationship (M); .10-.29 = low relationship (L); and .09 or lower = negligible relationship (N) (Davis, 1979).

Objective Eight

The eighth objective was to determine if a relationship exists between employee engagement as measured by the scales and subscales of the Utrecht Work Engagement Scale and selected demographic characteristics of public school teachers in South Louisiana identified and measured as follows: age by generational divisions, (defined as: “Traditional”, (age 68-86); “Baby Boomers”, (age 49-67); “Generation X”, (age 36-48); and “Millennials” (13-35); “Gender” (male or female); “Marital Status” (married or not Married); “Educational Level”, (Bachelor’s Degree, Master’s Degree, Master’s Plus 30 or higher); “Years’ Experience in Education”, (0-5 years, 6-10 years, 11-15 years, 16-20 years and over 20 years); “Years’ Experience in Current Organization”, (0-5 years, 6-10 years, 11-15 years, 16-20 years and over 20 years); and “Years Until Eligible for Retirement” (- 0-5 years, 6-10 years, 11-15 years, 16-20 years and over 20 years).

Relationship between Employee Engagement and Age

In order to examine the relationship of age with employee engagement, the Kendall’s Tau correlation coefficient was computed between each engagement scale/subscale and the variable “Age”. These analyses revealed that there were no significant relationships between employee engagement and the demographic characteristic of “Age”. (See Table 36)

Table 36 Relationship between Employee Engagement and the Age of Public School Teachers in South Louisiana

Independent Variable	n	r	p	int
Employee Engagement - Dedication	231	-0.08	0.14	N
Employee Engagement - Absorption	231	-0.07	0.22	N
Employee Engagement - Overall	232	-0.06	0.26	N

(Table 36 continued)

Independent Variable	n	r	p	int
Employee Engagement - Vigor	232	-0.02	0.78	N

Note. Interpretive scale: .70 or higher = very strong relationship (V); .50-.69 = substantial relationship (S); .30-.49 = moderate relationship (M); .10-.29 = low relationship (L); and .09 or lower = negative relationship (N) (Davis, 1979).

Relationship between Employee Engagement and Gender

The next step in Objective 8 was to determine if a relationship existed between employee engagement and the demographic characteristics of “Gender”. To increase the interpretability of the findings from this portion of the objective, the researcher determined that the most effective technique to examine the relationships between the measures of engagement and gender was to compare the engagement scores by the categories of gender (male and female). To accomplish this, the independent t-test was utilized. The results of the t-test revealed that there was no significant differences in employee engagement by gender. (See Table 37).

Table 37 Comparison of Employee Engagement by Gender of Public School Teachers in South Louisiana

UWES Category	Gender	n	m	sd	t	df	p
UWES Vigor	Male	27	4.73	1.02	1.52	239	0.13
	Female	214	4.41	1.04			
UWES Dedication	Male	27	4.90	0.85	-0.98	238	0.33
	Female	213	5.08	0.87			
UWES Absorption	Male	27	4.94	0.87	-0.43	238	0.67
	Female	213	5.02	0.95			
UWES Overall	Male	27	4.87	0.77	0.14	239	0.89
	Female	214	4.83	0.85			

Relationship between Employee Engagement and Marital Status of Public School Teachers in South Louisiana

The next step in Objective 8 was to determine if a relationship existed between employee engagement and the demographic characteristics of “Marital Status”. To increase the interpretability of the findings from this portion of the objective, the researcher determined that the most effective technique to examine the relationships between the measure of engagement and marital status was to compare the engagement scores by the categories of marital status (married and not married). To accomplish this, the independent t-test was utilized. The results of the t-test revealed that there were significant differences in two of the engagement scale/subscale scores by marital status. The two subscales were” UWES Vigor” ($t_{239} = 2.70$, $p = 0.01$), and “UWES Overall” ($t_{239} = 2.44$, $p = 0.02$). This indicates that marital status influences employee engagement overall, and in the subscale “Vigor”, as the teachers who are married experience a higher level of employee engagement than those who are not married. (See Table 38)

Table 38 Comparison of Employee Engagement by Marital Status of Public School Teachers in South Louisiana.

UWES Category	Marital Status	n	m	sd	t	df	p
UWES Vigor	Married	192	4.53	0.99	2.70	239	0.01
	Not married	49	4.09	1.19			
UWES Overall	Married	192	4.90	0.83	2.44	239	0.02
	Not married	49	4.58	0.84			
UWES Absorption	Married	192	5.07	0.97	1.88	238	0.06
	Not married	48	4.78	0.82			
UWES Dedication	Married	192	5.10	0.84	1.50	238	0.14
	Not married	48	4.89	0.94			

Relationship between Employee Engagement and the Demographic Characteristics of Education Level, Years' Experience in Education, Years' Experience in Current System, and Years Until Eligible for Retirement of Public School Teachers in South Louisiana

The last step necessary to accomplish Objective Eight was to determine if there is a significant relationship between employee engagement and the demographic characteristics of educational level, experience in education, experience in current organization and years until eligible for retirement. In order to examine the relationship of "Education Level" with employee engagement, the Kendall's Tau correlation coefficient was used. These analyses revealed that there were no significant relationships between employee engagement and the demographic characteristic of "Education Level." (See Table 39)

Table 39 Relationship between Employee Engagement and the Education Level of Public School Teachers in South Louisiana

UWES Scale/Subscale	n	r	p	int
Employee Engagement - Vigor	240	-0.05	0.35	N
Employee Engagement - Absorption	239	-0.04	0.45	N
Employee Engagement - Dedication	239	0.03	0.62	N
Employee Engagement - Overall	240	-0.02	0.77	N

Note. Interpretive scale: .70 or higher = very strong relationship (V); .50-.69 = substantial relationship (S); .30-.49 = moderate relationship (M); .10-.29 = low relationship (L); and .09 or lower = negligible relationship (N) (Davis, 1979).

The researcher again used the Kendall's Tau correlation coefficient to determine whether a relationship existed between employee engagement and "Years of Experience in Education". The results revealed that there was one significant relationship between the engagement subscale "Absorption" score of employee engagement and demographic characteristic of "Years of Experience in Education". The correlation ($r = .11$, $p = .03$) indicated a "Low" relationship. (Davis, 1971). The nature of this relationship was such that higher Engagement – Absorption scores tended to be associated with more years of experience in education. (See Table 40)

Table 40 Relationship between Employee Engagement and Years' Experience in Education of Public School Teachers in South Louisiana

UWES Scale/Subscale	n	r	p	int
Employee Engagement - Absorption	241	0.11	0.03	N
Employee Engagement - Overall	243	0.06	0.25	N
Employee Engagement - Vigor	242	0.02	0.71	N
Employee Engagement - Dedication	243	0.02	0.74	N

Note. Interpretive scale: .70 or higher = very strong relationship (V); .50-.69 = substantial relationship (S); .30-.49 = moderate relationship (M); .10-.29 = low relationship (L); and .09 or lower = negligible relationship (N) (Davis, 1979).

To examine the relationship of “Years’ Experience in Current System” and employee engagement, the Kendall’s Tau correlation coefficient was computed. Examination of the results revealed that there were no significant relationships between the scale/subscales of employee engagement and the demographic characteristic of “Years in the Current System.”

(See Table 41)

Table 41 Relationship between Employee Engagement and Years' Experience in Current System of Public School Teachers in South Louisiana

UWES Scale/Subscale	n	r	p	int
Employee Engagement - Absorption	240	0.07	0.14	N
Employee Engagement - Overall	241	0.04	0.44	N
Employee Engagement - Dedication	240	0.01	0.91	N
Employee Engagement - Vigor	241	0.004	0.93	N

Note. Interpretive scale: .70 or higher = very strong relationship (V); .50-.69 = substantial relationship (S); .30-.49 = moderate relationship (M); .10-.29 = low relationship (L); and .09 or lower = negligible relationship (N) (Davis, 1979).

The last part of Objective Eight was to determine whether a relationship existed between employee engagement and “Years Until Eligible for Retirement”. In order to examine this relationship, the Kendall’s Tau correlation coefficient was used. The results indicated that there were no significant relationships between the subscales of employee engagement and the demographic characteristic “Years Until Retirement Eligibility.” (See Table 42)

Table 42 Relationship between Employee Engagement and Years Until Eligible for Retirement in Current System of Public School Teachers in South Louisiana

UWES Scale/Subscale	n	r	p	int
Employee Engagement - Absorption	240	-0.08	0.10	N
Employee Engagement - Dedication	240	0.07	0.17	N
Employee Engagement - Vigor	241	0.01	0.85	N
Employee Engagement - Overall	241	-0.01	0.92	N

Note. Interpretive scale: .70 or higher = very strong relationship (V); .50-.69 = substantial relationship (S); .30-.49 = moderate relationship (M); .10-.29 = low relationship (L); and .09 or lower = negligible relationship (N) (Davis, 1979).

Objective Nine

The ninth objective was to determine if a relationship exists between intent to leave as measured by Weisberg's 3-point Intent to Leave scale (1994), and selected demographic characteristics of public school teachers in public schools in South Louisiana. These demographic characteristics are "Age", "Gender", "Marital Status", "Educational Level", "Years of Experience in Education", "Years with Current Organization, and "Years Until Eligible for Retirement".

Relationship between Organizational Commitment and Age of Public School Teachers in South Louisiana

In order to examine if a relationship existed between Intent to Leave and Age, the researcher used the Kendall's Tau correlation coefficient. The results of the test were computed, and examination of these results revealed that there was a significant relationship between age and Intent to Leave ($r = -.14$, $p = .01$).

Relationship between Organizational Commitment and Gender of Public School Teachers in South Louisiana

The next step in Objective 9 was to determine if a relationship existed between Intent to Leave and the demographic characteristic of "Gender". To increase the interpretability of the findings from this portion of the objective, the researcher determined that the most effective

technique to examine the relationships between the measures of Intent to Leave and “Gender” was to compare the Intent to Leave scores by the categories of gender (male and female). To accomplish this, the independent t-test was utilized. The results of the t-test revealed that there was no significant difference in respondents’ intent to leave by gender. (See Table 43)

Table 43 Relationship between Intent to Leave and the Selected Demographic Characteristics of Gender of Public School Teachers in South Louisiana

	Gender	n	m	sd	t	df	p
Intent to Leave	Male	27	2.68	1.25	1.07	239	0.29
	Female	217	2.42	1.19			

Relationship between Organizational Commitment and Marital Status of Public School Teachers in South Louisiana

The next step in Objective 9 was to determine if a relationship existed between Intent to Leave and the demographic characteristics of “Marital Status”. To increase the interpretability of the findings from this portion of the objective, the researcher determined that the most effective technique to examine the relationships between the measure of intent to leave and marital status was to compare the Intent to Leave scores by the categories of marital status (married and not married). To accomplish this, the independent t-test was utilized. The results of the t-test revealed that there was no significant difference in intent to leave by marital status.

(See Table 44)

Table 44 Relationship of Public School Teachers Intent to Leave and the Selected Demographic Characteristics of Marital Status of Public School Teachers in South Louisiana

	Marital Status	n	m	sd	t	df	p
Intent to Leave	Married	193	2.45	1.18	0.02	0.24	0.998
	Not Married	48	2.44	1.26			

Relationship between Intent to Leave and the Demographic Characteristics of “Education Level”, “Years’ Experience in Education”, “Years’ Experience in Current Organization”, and “ Years Until Eligible for Retirement”

In order to examine whether a relationship existed between Intent to Leave and each of the variables “Education Level”, “Years’ Experience in Education”, “Years’ Experience in Current Organization”, and “ Years Until Eligible for Retirement”; the researcher chose to utilize the Kendall’s Tau correlation coefficient. The results of the test revealed significant relationships of intent to leave with the variables “Years’ Experience in Education” ($r = .16$, $p = .001$), and “Years’ Experience in Current System” ($r = .16$, $p = .002$). The test revealed a significant negative correlation between Intent to Leave and “Years Until Eligible for Retirement” ($r = -0.15$, $p = 0.003$). However, the results revealed that there was no significant relationship between intent to leave and the demographic variable “Education Level”. Further examination of the results indicated that the variables “Years of Experience in Education”, “Years’ Experience in Current Organization”, and Years Until Eligible for Retirement had a “Low” relationship with intent to leave, according to the Davis’ descriptor’s interpretive scale, which states that a correlation of .10 - .29 is considered to be a low relationship. The variable “Educational Level” was found to have a “Negligible” relationship, according to the same scale, as the correlations were below .09 (Davis, 1979). (See Table 45)

Table 45 Relationship between Intent to Leave and the Selected Demographic Characteristics of Educational Level, Years’ Experience in Education, Years’ Experience in Current System, and Years Until Eligible for Retirement.

Intent to Leave	n	r	p	int
Years’ Experience in Education	242	0.16	0.001	L
Years’ Experience in Current System	241	0.16	0.002	L
Years Until Eligible for Retirement	241	-0.15	0.003	L
Education Level	231	0.02	0.664	N

Note. Interpretive scale: .70 or higher = very strong relationship (V); .50-.69 = substantial relationship (S); .30-.49 = moderate relationship (M); .10-.29 = low relationship (L); and .09 or lower = negligible relationship (N) (Davis, 1979).

Objective Ten

The tenth objective was to determine if a model exists explaining a significant portion in the variance in intent to leave among public school teachers in South Louisiana from selected psychological measures as follows: job satisfaction, as measured by the Job Descriptive Index/Job in General instrument (Smith, et al, 1989); organizational commitment, as measured by the Organizational Commitment Questionnaire (Mowday et al, 1979); employee engagement, as measured by the Utrecht Work Engagement Scale (Schaufeli et al, 2003); and also from demographic characteristics as follows:

- a. Age, by generational divisions, (defined as: Traditional, age 68-86; Baby Boomers, age 49-67; Generation X, age 36-48; and Millennials, age 13-35.
- b. Gender
- c. Marital status
- d. Educational Level
- e. Years of experience in education
- f. Years with current
- g. Retirement eligibility status

This was accomplished by using multiple regression analysis with intent to leave as the dependent variable. The other variables were treated as independent variables and entered for stepwise analysis as this was an exploratory study. Variables were entered into the experimental model that added 1% or more to the explained variance as long as the overall model remained significant. The psychological independent variables were “Job Satisfaction”, which was defined by six subscales (“People on Present Job”, “Work on Present Job”, “Pay”, “Opportunities for Promotion”, “Supervision” and “Job in General”); “Organizational Commitment”; and

“Employee Engagement”, which consists of three subscales, (“Engagement - Dedication”, “Engagement - Absorption”, and “Engagement - Vigor”). Demographic independent variables were “Age”, “Gender”, “Marital Status”, “Education Level”, “Years’ Experience in Education”, “Years’ Experience in Current System”, and Years Until Eligible for Retirement.” The independent variable of the psychological variable of “Job Satisfaction” was analyzed on the scores of the six subscales of the Job Descriptive Index/Job in General scale. The independent variable of the psychological measure of “Organizational Commitment” was measured as the mean of the items included in the Organizational Commitment Questionnaire. The independent variable of the psychological measure “Employee Engagement” was measured by the scores of the three subscales of the Utrecht Work and Engagement Survey (UWES). For this calculation, the overall engagement score was dropped, and the three subscales used, since the overall Engagement score is the combination of the 3 subscales.

The demographic variables Gender and Marital status were dichotomous, and the choices of response were either Male or Female, and Married or Not Married.

The regression analysis first examines the bivariate correlations. The two-way correlations between the factors used as independent variables and the dependent variable, “Intent to Leave” are illustrated in Table 46. Of the 17 correlations, 14 were found to be statistically significant. Two of the variables, “Job in General Score” ($-.52, p < .001$) and “Work on Present Job Score”, ($-.52, p < .001$), both subscales of the Job Descriptive Index (Balzer, et al, 1997), were found to have the highest correlation with “Intent to Leave.” (See Table 46)

The variance inflation factor (VIF) was used to test for excess multicollinearity. A VIF value of 10 represents the level at which excess collinearity is present (Hair et al, 2006). The VIF values ranged from 1.002 to 2.792, which indicates that no excess collinearity was present.

Table 46 Relationship between Intent to Leave and Selected Job Satisfaction, Organizational Commitment, Employee Engagement and Demographic Characteristics among Public School Teachers in Public Schools in South Louisiana.

Variable	n	r	p	int
Job in General Score	210	-.52	.00	S
Work on Present Job Score	210	-.52	.00	S
Organizational Commitment Score	210	-.49	.00	M
UWES Vigor Score	210	-.45	.00	M
Opportunities for Advancement Score	210	-.29	.00	L
Supervision Score	210	-.29	.001	L
People on Present Job Score	210	-.26	.001	L
PAY Score	210	-.23	.00	L
UWES Absorption Score	210	-.23	.00	L
Years' Experience in Current System	210	.20	.00	L
Years' Experience in Education	210	.21	.00	L
Age	210	-.18	.01	L
Year Until Retirement Eligibility	210	-.17	.01	L
Gender	210	-.07	.15	N
Marital Status	210	-.02	.36	N
Education Level	210	.01	.46	N

Note. Interpretive scale: .70 or higher = very strong relationship (V); .50-.69 = substantial relationship (S); .30-.49 = moderate relationship (M); .10-.29 = low relationship (L); and .09 or lower = negligible relationship (N) (Davis, 1979).

A model was found which explains 45.2% of the variance in intent to leave among public school teachers in South Louisiana. The model consisted of five of the independent variables in the study. Four of them are the psychological variables, job satisfaction with “Work on Present Job”, “Organizational Commitment”, “Years’ Experience in Current System”, and “UWES – Dedication “. The other one is the job satisfaction subscale “Pay”. The variables entered the model in the following order: first, “Work on Present Job”; second, “Organizational Commitment”; third, “Experience in Current System”; fourth, “Pay”; fifth, “UWES – Dedication”. Together these variables explained 45.2% of the variance in the teachers intent to leave. The variable “Experience in Current System” was a positive contributor to the model, and

“Work on Present Job”, “Organizational Commitment”, “Pay”, “UWES – Dedication” were negative contributors. (See Table 47)

Table 47 Multiple Regression Analysis of Relationship Between Intent to Leave and Selected Job Satisfaction, Organizational Commitment, Employee Engagement and Demographic Characteristics among Teachers in Public Schools in South Louisiana.

ANOVA								
Source of Variation					df	MS	F	p
Regression					6	22.889	28.97	<.001
Residual					203	0.79		
Total					209			
Model Summary								
Model	R	R Square	R Square Change	F Change	df1	df2	Sig. F Change	Standardized Coefficients Beta
Work on Present Job Score	0.520	0.271	0.271	77.20	1	208	<.001	-0.312
Organizational Commitment Score	0.600	0.360	0.089	28.82	1	207	<.001	-0.250
Experience in Current System	0.635	0.403	0.043	15.01	1	206	<.001	0.127
PAY Score	0.658	0.433	0.029	10.57	1	205	0.001	-0.170
UWES - Dedication Score	0.672	0.452	0.019	7.21	1	204	0.008	-0.186
Excluded Variables								
Variables					t	p		
UWES Absorption					1.217	0.23		
Years' Experience in Education Supervision					0.609	0.54		
Years Until Retirement Eligibility					0.345	0.73		
Education Level					0.111	0.91		
People on Present Job					-0.167	0.87		
Marital Status					-0.419	0.68		
Gender					-0.682	0.50		
UWES Vigor					-0.980	0.33		
Opportunities for Promotion					-1.083	0.28		
Job in General					-1.394	0.88		
					1.401	0.48		

CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

Purpose of the Study

The primary purpose of this study is to determine whether Job Satisfaction, Organizational Commitment and Employee Engagement have an influence on Intent to Leave among public school teachers in South Louisiana.

Objectives

1. Describe public school teachers in South Louisiana on selected characteristics. These characteristics include the following:
 - a. Age
 - b. Gender
 - c. Marital status
 - d. Educational level
 - e. Years' of experience in education
 - f. Years' of experience at current organization
 - g. Retirement eligibility status
2. To describe public school teachers in South Louisiana on the psychological measures of job satisfaction, organizational commitment and employee engagement, using the following instruments: Job Satisfaction/Job in (JIG) (Smith et al 1989); the Organizational Commitment Questionnaire (Porter et al, 1979); an Intent to Leave scale (Weisberg 1994) , and the Utrecht Work and Well Being Survey (Schaufeli, 2002).
3. To determine if a relationship exists between the various components (people on the present job, job in general, pay, work on present job, opportunities for promotion, and supervision) of job satisfaction and intent to leave among public school teachers in South Louisiana.

4. To determine if a relationship exists between organizational commitment, as measured by the Organizational Commitment Questionnaire (OCQ), and intent to leave among public school teachers in South Louisiana.
5. To determine if a relationship exists between employee engagement, as measured by the Utrecht Work Engagement Scale (UWES), and intent to leave among public school teachers in South Louisiana.
6. To determine if a relationship exists between the components of job satisfaction as measured by the Job Descriptive Index/Job in General (JDI/JIG) and public school teachers in South Louisiana on the demographic characteristics of age, gender, marital status, education level, years' in education, years in current system, and years until retirement eligibility.
7. To determine if there is a relationship between organizational commitment as measured by the Organizational Commitment Questionnaire and public school teachers in South Louisiana on the demographic characteristics of age, gender, marital status, education level, years' in education, years in current system, and years until retirement eligibility.
8. To determine if a relationship exists between employee engagement as measured by the Utrecht Work Engagement Scale and public school teachers in South Louisiana on the demographic characteristics of age, gender, marital status, education level, years' in education, years in current system, and years until retirement eligibility.
9. To determine if a relationship exists between intent to leave as measured by Weisberg's 3-point Intent to Leave scale and public school teachers in South Louisiana on the demographic characteristics of age, gender, marital status, education level, years' in education, years in current system, and years until retirement eligibility.

10. To determine if a model exists explaining a significant portion in the variance in intent to leave among Public School teachers in South Louisiana from selected psychological measures as follows: job satisfaction, as measured by the Job Descriptive Index/Job in General instrument (Smith, et al, 1989); organizational commitment, as measured by the Organizational Commitment Questionnaire (Mowday et al, 1979); employee engagement, as measured by the Utrecht Work Engagement Scale (Schaufeli et al, 2003); and also from demographic characteristics as follows:

- a. Age
- b. Gender
- c. Marital status
- d. Educational Level
- e. Years of experience in education
- f. Years with current
- g. Retirement eligibility status

Data Collection

Due to the confidential nature of the questions, the researcher determined that the survey should be hard copy and delivered and collected in person. Permission was given from the school superintendent and principals to conduct the survey. A cover letter on LSU letterhead was sent with the surveys, explaining the purpose and logistics at the employee level, asked for participation, and stated that all participation was voluntary, and that all information, including their responses, would be kept in the strictest of confidence. A description of the projects' goals and reassurances of anonymity was included in the cover letter. Surveys were collected by the researcher from participating schools, where they were administered by the principals. In

addition, permission was granted from each of the copyright holders of the measuring instruments utilized in the study. The researcher also obtained permission from the Institutional Review Board of Louisiana State University.

Summary of Findings

Objective One

Objective One was to describe public school teachers in South Louisiana on a number of selected demographic characteristics. Findings for Objective One indicated that the majority of participants were in the age group 36-48 (Millennials), were female ($n = 215$, 88.8%), married ($n = 193$, 79.8%), and had a bachelor's degree ($n = 164$, 68.0%). The age group with the greatest number of years' experience in education had over 20 years in the education field ($n = 69$, 28.4%), the greatest number of teachers with years' experience in the current system were those with 6-10 years' experience ($n = 73$, 30.2%), and the group that had the greatest number of years until eligible for retirement were those participants with 0-5 years until retirement ($n = 71$, 29.3%).

Objective Two

Objective Two was to describe public school teachers in South Louisiana on the psychological measures of job satisfaction, organizational commitment and employee engagement, using the following instruments: Job Descriptive Index (JDI)/Job in General (JIG) (Smith et al, 1989); the Organizational Commitment Questionnaire (Porter et al, 1979); Weisberg's 3-point Intent to Leave scale (Weisberg, 1994), and the Utrecht Work and Well Being Survey (Schaufeli, 2002). The Job Descriptive Index is broken down into six subscales, "People on Present Job", "Work on Present Job", "Pay", "Opportunities for Promotion", "Supervision", and "Job in General".

Findings for the subscale “People on Present Job”, showed that the scores ranged from a low of 4 to a high of 54. The mean raw data score for the subscale “People on Present Job” was 48.82 (sd=8.146), with 94.5% (n = 222) reporting that they were satisfied with the people they work with. The scores were converted to normative data, with the scores of the normative population for “People on Present” job falling in the “satisfied” range.

For the subscale “Work on Present Job”, findings indicated that the mean raw data score was 44.38 (sd = 8.264), with 91.2% (n = 218) reporting satisfaction. The scores were converted to normative data with the majority of the normative population of “Work on Present Job” reporting “neutral” on satisfaction for this subscale.

Findings for the subscale “Pay” indicate that the mean raw data score was 22.72 (sd16.167), and that the majority of respondents (47.9%, n = 114) were dissatisfied with their pay. Conversion to normative scores showed that the scores of the normative population for “Pay” fell into the “dissatisfied” range.

For the subscale “Opportunities for Advancement”, the findings indicate that the mean raw score was shown to be 12.88 (sd = 12.424), with 81.9% (n = 194) reporting that they are dissatisfied with the lack of opportunities for advancement. Converted to normative scores, the scores of the normative population for this subscale fell into the “dissatisfied” range.

Findings indicate that for the subscale “Supervision”, the mean raw score was 45.04 (sd = 11.80). The findings also reveal that the majority (n = 206, 86.9%) of the respondents were satisfied with their supervision. Normative data indicates that the numbers fell into the more neutral range.

Finally, for the last subscale of the Job Descriptive Index, “Job in General”, findings indicate that the mean raw score for the subscale was 47.54 (sd = 8.605). Of the respondents on

this subscale, which is an overall summary of the JDI, 93.6% ($n = 221$) reported being satisfied with their job in general. Converted to normative scores, the normative score falls within the neutral range for this subscale.

Overall, the greatest level of satisfaction as reported by the teacher respondents was with “People on Present Job” and “Organizational Commitment”; the lowest levels of satisfaction were found to be with the subscales “Pay” and “Opportunities for Advancement.”

The next component of Objective Two was to describe the teachers on the psychological measurement of organizational commitment, as measured by the fifteen question Organizational Commitment Questionnaire (Mowday, et al, 1979). Findings indicate that the highest raw mean score, 6.39 ($sd = 1.16$) was reported on the responses to Question 1, “I am willing to put a great deal of effort beyond that normally expected in order to make this organization successful”, indicating a high level of organizational commitment. The lowest mean raw score, 1.40 ($sd = 1.057$) was reported on Question 15, “Deciding to work for this organization was definitely a mistake on my part”, indicating also a high level of commitment to the organization. A factor analysis was performed and the results indicated that only a single factor was necessary, two and three factors did not have a significant effect.

The next component of Objective Two was to describe the teachers on the psychological measure of employee engagement, as measured by the Utrecht Work and Engagement Scale (UWES) (Schaufeli, 2002). The scale consisted of nine questions, divided into three subscales, representing Vigor, Dedication and Absorption. Findings indicate that the higher score, after recoding into the three subscales, was represented by a mean of 5.05 ($sd = .86$) for the value of “Engagement – Dedication”. The scores on Vigor and Absorption were approximately equal and

in the average range. These findings indicate a high level of engagement among the teachers in relation to the factor “dedication”.

The last component of Objective Two was to describe the teachers on the psychological measure of intent to leave, as measured by Weisberg’s 3-point Intent to Leave scale (Weisberg, 1994). The questions were recoded for negative wording, and findings reveal that the highest mean recoded score of the responses to the questionnaire was 2.45 (sd = 1.19). The scores indicated that the largest number of respondents (29.5%, n = 72) reported “very little” intent to leave, and the second largest (28.3%, n = 69) reported “little” intent to leave, indicating that 57.8%, (n = 141) of the teachers had little or very little intent to leave.

Objective Three

Objective Three was to determine if a relationship exists between the various components (people on the present job, job in general, pay, work on present job, opportunities for promotion, and supervision) of job satisfaction and intent to leave among Public School teachers. The Pearson Product Moment correlation coefficient was used to determine if the relationships exist. The JDI subscales were correlated with the Intent to Leave scores, and findings indicate that all six subscales showed negative correlations, with the highest correlation being the subscale “Jobs in General” which had a “strong, negative” relationship (Davis, 1971) with a correlation of $-.51$ ($p = 0.001$). The findings also revealed that the subscale “Work on Present Job” score ($-.46$, $p = 0.00$) indicated a “moderate” negative relationship (Davis, 1971). Other factors had “negligible” correlations, but all were statistically significant at the .01 level.

Objective Four

The fourth objective was to determine if a relationship exists between organizational commitment, as measured by the Organizational Commitment Questionnaire (OCQ), and intent

to leave among public school teachers. The Pearson Product Moment correlation coefficient was used to determine if the relationships exist. The OCQ scales were correlated by the Intent to Leave score. Findings for Objective Four indicate that the calculated correlation between the OCQ and intent to leave variable was $-.48$ ($p = 0.001$) indicating a moderate negative relationship (Davis, 1971). Thus, the teachers who had higher overall scores on organizational commitment tended to have lower intent to leave scores.

Objective Five

Objective five was to determine if a relationship exists between employee engagement, and intent to leave among public school teachers. The Pearson Product Moment correlation coefficient was used to determine if the relationship exists. The UWES is broken down into 3 scales representing the Engagement variables of Vigor, Dedication, and Absorption. Findings reveal that the calculated correlation between the UWES variable was $-.46$ ($p = 0.00$) indicating a moderate negative relationship (Davis, 1971), suggesting that teachers who had higher overall employee engagement scores tended to have lower intent to leave scores.

Objective Six

Objective Six was to determine if a relationship exists between the components of job satisfaction as measured by the Job Descriptive Index/Job in General (JDI/JIG) and the following selected demographics of public school teachers in South Louisiana schools. The demographic characteristics are identified and measured as follows: age by generational divisions, gender, marital status, educational level, years of experience in education, years with current organization and years until eligible for retirement.

Findings calculated using the Kendall's Tau correlation test revealed that the relationship between Job Satisfaction and the demographic characteristic of age was only significant on the

subscale “People on Present Job” ($r = -.15$, $p = .01$). Using Davis’ (1971) descriptors, this correlation is considered only to be a “low” correlation.

Findings revealed that 3 subscales of Job Satisfaction were significantly related to the demographic characteristic “gender” - the subscale Supervision was shown to be significantly related to gender, at the .01 level; and two other variables, People on Present Job and Opportunities for Promotion, were shown to be significantly related at the .05 level. The scores for those subscales were affected by the gender of the respondent. Within these groups, males were more satisfied than females with supervision; females were more satisfied with their co-workers and females also showed significant dissatisfaction with their opportunities for promotion.

Findings also revealed that there was only one significant relationship between Job Satisfaction and the demographic characteristic of “marital status”, and that was on the subscale “People on Present Job” ($m = 49.6$, $sd = 7.85$). Married teachers were more satisfied with their co-workers than were unmarried teachers.

The Kendall’s Tau correlation coefficient was utilized to determine if relationships existed between job satisfaction and the demographic variables “Education Level”, “Years’ Experience in Education”, “Years’ Experience in Current System”, and “Years Until Eligible for Retirement”. Findings revealed no significant relationships between these variables and job satisfaction.

Objective Seven

Objective Seven was to determine if a relationship exists between organizational commitment and the following selected demographics of public school teachers in South Louisiana schools, as measured by the Organizational Commitment Questionnaire (Mowday et

al, 1979). The demographic characteristics were identified and measured as follows: age by generational divisions, gender, marital status, educational level, years of experience in education, years with current organization and years until eligible for retirement.

Findings show that the results of a Kendall's Tau correlation test indicated that no significant relationship exists between organizational commitment and the selected demographic characteristic of "age", of "Education Level", Years' Experience in Education, "Years' Experience in Current Organization", and "Years Until Eligible to Retire".

Results of independent t-tests indicated that no significant relationship exists between organizational commitment and the selected demographic characteristics of "gender" and "marital status" (either Married or Not Married).

Objective Eight

Objective Eight was to determine if a relationship exists between employee engagement and the following selected demographics of public school teachers in South Louisiana schools, as measured by the Utrecht Work Engagement Scale (UWES) (Schaufeli, 2002). The demographic characteristics were identified and measured as follows: age by generational divisions, gender, marital status, educational level, years of experience in education, years with current organization and years until eligible for retirement.

The Kendall's Tau correlation coefficient was used to determine if a relationship existed between employee engagement and the demographic characteristic "age". No significant relationships were found to exist between employee engagement overall or with the three subscales and the demographic characteristic "age".

A t-test was conducted to determine if a relationship existed between employee engagement and its subscales, and the demographic characteristics of "gender" and "marital

status”. The findings revealed that there is a significant relationship between marital status and both the subscale “Engagement – Vigor” and the overall UWES score. This means that respondents were engaged overall and, particularly by the subscale “Engagement - Vigor”

The Kendall’s Tau correlation coefficient was used to determine if there was a significant relationship between employee engagement and the demographic characteristics of educational level, experience in education, experience in current organization and years until eligible for retirement. In order to examine the relationship of “Education Level” with employee engagement, the Kendall’s Tau correlation coefficient was used. These analyses revealed that there were no significant relationships between employee engagement and the demographic characteristic of “Education Level”.

The researcher again used the Kendall’s Tau correlation coefficient to determine whether a relationship existed between employee engagement and “Years of Experience in Education”. The results revealed that there was one significant relationship between the engagement subscale “Absorption” score of employee engagement and demographic characteristic of “Years of Experience in Education”. The correlation ($r = .11$, $p = .03$) indicated a “Low” relationship. (Davis, 1971). The nature of this relationship was such that higher Engagement – Absorption scores tended to be associated with more years of experience in education.

To examine the relationship of “Years’ Experience in Current System” and employee engagement, the Kendall’s Tau correlation coefficient was computed. Examination of the results revealed that there were no significant relationships between the scale/subscales of employee engagement and the demographic characteristic of “Years in the Current System”.

In order to examine the relationship between “Years Until Eligible for Retirement”, the Kendall’s Tau correlation coefficient was used. The results indicated that there were no

significant relationships between the subscales of employee engagement and the demographic characteristic “Years Until Retirement Eligibility.”

Objective Nine

The ninth objective was to determine if a relationship exists between intent to leave as measured by Weisberg’s 3-point Intent to Leave scale (1994), and selected demographic characteristics of teachers in public schools in South Louisiana identified and measured on the following characteristics: age by generational divisions, gender, marital status, educational level, years of experience in education, years with current organization and years until eligible for retirement.

The Kendall’s Tau correlation coefficient was used to measure variables on an ordinal scale, which in this case is “age” (by generational division). The finding was that there was a significant relationship between age and intention to leave. The t-test was used for the variables measured on a nominal scale with two categories, “gender” and “marital status”, and the results indicated that there was no significant relationship between the independent variables “gender” and “marital status” and intent to leave. The Kendall’s Tau correlation coefficient was also used in order to examine whether a relationship existed between Intent to Leave and each of the variables “Education Level”, “Years’ Experience in Education”, “Years’ Experience in Current Organization”, and “Years Until Eligible for Retirement”. Results of the test revealed significant relationships of intent to leave with the variables “Years’ Experience in Education” ($r = .16$, $p = .001$), and “Years’ Experience in Current System” ($r = .16$, $p = .002$). The test revealed a significant negative correlation between Intent to Leave and “Years Until Eligible for Retirement” ($r = -0.15$, $p = 0.003$). However, the results revealed that there was no significant relationship between intent to leave and the demographic variable “Education Level”. Further

examination of the results indicated that the variables “Years of Experience in Education”, and “Years’ Experience in Current Organization”, were found to have a “Low” relationship with intent to leave, according to the Davis’ descriptor’s interpretive scale, which states that a correlation of .10 - .29 is considered to be a low relationship. The variables “Educational Level” and “Years’ Until Eligible for Retirement” were found to have a “Negligible” relationship, according to the same scale, as the correlations were below .09 (Davis, 1979).

Objective Ten

The tenth and final objective was to determine if a model exists explaining a significant portion in the variance in intent to leave among public school teachers in South Louisiana from selected psychological measures as follows: job satisfaction, as measured by the Job Descriptive Index/Job in General instrument (Smith, et al, 1989); organizational commitment, as measured by the Organizational Commitment Questionnaire (Mowday et al, 1979); employee engagement, as measured by the Utrecht Work Engagement Scale (Schaufeli et al, 2003); and also from demographic characteristics as follows: Age, Gender, Marital Status, Educational Level, Years’ Experience in Education, Years with Current System, and Retirement Eligibility Status. This was accomplished by multiple regression analysis with intent to leave as the dependent variable.

Findings are that an exploratory stepwise model does exist that explains 45.2% of the variance. Independent variables influencing this model were the psychological variables “Work on Present Job”, “Pay”, “UWES – Dedication”, and “Organizational Commitment”. Demographic variables influencing this model were “Age” and “Experience in Current System”,

The variance inflation factor (VIF) was analyzed to determine whether or not the excluded variables entered into the regression analysis had excessive collinearity. A VIF value

of 10 represents the level at which excess collinearity is present (Hair et al, 2006). The VIF values ranged from .362 to .983, which indicates that there is no presence of excess collinearity.

Discussion, Conclusions, and Recommendations

Discussion

Satisfaction. Public School teachers in South Louisiana are satisfied with their co-workers, the work on their present job, and their job in general. Findings of the study indicate that 94.5% (n = 222) of teachers surveyed were satisfied with their co-workers, 91.2% (n = 218) were satisfied with the work on their present job, and that 93.6% (n = 221) were satisfied with their job in general.

The literature supports these findings. Borg and Riding (1991), in a study of secondary school teachers, found that two thirds, or about 67% (n = 545) were “fairly or very satisfied with teaching” (Borg & Riding, 1991). In a study conducted by Harris for Met Life in 2012, 97% of the teachers surveyed rated *other* teachers highly, supporting the findings of this study of high satisfaction with co-workers (Harris, 2012). Teacher satisfaction with their jobs remains high, although some studies show that certain components, such as pay, budget cuts, and other external factors reflected dissatisfaction.

The indications are that teachers are generally satisfied with the people they work with, and they are satisfied with the work they do, as well as their overall jobs. It is noted that in a number of studies, including this one, that these intrinsic indicators of satisfaction are present. Teachers are professionals, and they perform as such, and tend to treat one another with the respect due their position. In numerous conversations, teachers indicated that they work together with their co-workers to resolve issues or to implement ideas. These factors are indicative of a satisfied and productive workforce in any organization.

A logical outcome of this component of the study is for school system administrations and school boards to recognize the value this adds to their system, and implement practices (which do not need to be expensive, designed programs, just behaviors and organizational attitudes) that foster the continuation of teacher satisfaction. While there are external factors beyond the control of the administration and boards, such as politics, budget cuts, rulings, testing requirements, standardization across systems, and others, there are still actions that can be taken to enhance and maintain this level of satisfaction. Suggestions could be award programs, certificates, special privileges for performance, group awards for innovation among faculty, participative seminars on aspects of administration and curriculum where their opinions and suggestions could be heard and discussed, and other such programs which have worked well in other organizations.

Commitment. The teachers surveyed were committed to their organization. This is supported by the findings, which revealed that the participants' response for the items "Strongly Committed" (n = 45, 18.4%) and "Moderately Committed", together indicate that 64.9% of those surveyed were committed to the organization at a higher than average level.

The literature offers several perspectives on commitment. Glissen & Durrick (1988) conducted research which looked at components of satisfaction and commitment. Their study validated the concept that personal characteristics are associated with commitment. This study found that teacher commitment was not influenced by the demographic variables age, gender, educational level, years' experience in education, years' experience in current organization, and years until eligible for retirement; however the organization commitment score contributed to explaining the portions of the variance in intent to leave.

The implication is that while teachers are committed to their organization, literature reveals that there are components of this commitment which may affect varying degrees of commitment. It is recommended that the school systems investigate of the factors that contribute to the teachers' high levels of overall commitment, and proactively continue to develop and enhance those factors to ensure a continuing high level of commitment. An example of a negative influence on commitment was observed outside of this study by the researcher, when teachers advised that they were limited on the number of copies they could make. Such a practice is not management and may hinder the goal of the organization – education. If a teacher needs the copies, that teacher should have them. It is the responsibility of administration to know if their employees are abusing the system; most reproduction systems have codes that can be set up so usage can be reviewed by individual. A few possibilities to positively influence commitment might include annual seminars with guest speakers on subjects which have meaning to the teachers, a teacher appreciation event sponsored by the school board or administration, and public recognition by the organization of the teachers' accomplishments as a group.

Engagement. Teachers in public schools in South Louisiana reported high levels of employee engagement. This is based on the findings that revealed overall engagement scores of 5.00 – 6.00 on a 0-6 scale, which showed that 52.5% of the respondents were highly engaged. (N = 128). Furthermore, if this is combined with the results at the next highest level, the numbers indicate that 86.9% (N = 212) are considered to be highly engaged.

Studies in the literature support this concept. Gallup (2012) reported that K-12 teachers ranked second highest of all occupations in their work and well-being survey. In a 2006 article, Saks cites several studies as well as his own research that shows that engagement leads to positive individual and organizational outcomes. (Saks, 2006). In a school system with teachers

reporting very high levels of engagement, the organizational focus should be to maintain this level of engagement. While such a situation might invite an “if it isn’t broke, don’t fix it” response, it should be noted that while school systems generally have internal controls that foster a relatively stable environment, there are external factors to consider. For example, all may be well within the system, but the educational environment could change, such as it has recently in Louisiana, with unpopular changes brought about by politics and poorly planned budget cuts, rather than by the thoughtful processes of education professionals. This type of change could cause employees who would otherwise be engaged to become somewhat disengaged, especially relative to their intent to leave.

It is recommended that the Superintendent and administration of local school systems proactively develop a program that will measure and track employee engagement, as part of normal periodic performance reviews. This will establish a base line for comparison in moving forward. It is further recommended that the school systems incorporate into their employee relations plan measures necessary to keep employees engaged. This should probably focus on non-monetary elements such as creative environments, flexibility to implement ideas, input into work schedules and constructive two way communication with administrative and the engaged employees.

It is also recommended that politicians stick to politics and appoint professional, experienced educators to oversee the education in the state, rather than political appointees who are placed in positions to further an agenda that has little to do with educating children.

Conclusion One

Based on the findings in this study, the researcher concluded that a model does exist explaining a substantial portion of the variance in Intent to Leave among public school teachers

in South Louisiana. The first conclusion that is drawn comes primarily from the regression analysis. A model was found which explains 45.2% of the variance in intent to leave among public school teachers in South Louisiana. The first two variables to enter the model, the psychological variables of satisfaction with “Work on Present Job” and “Organizational Commitment” accounted for 36% of the variance, with satisfaction with “Work on Present Job” contributing 27% and “Organizational Commitment” contributing another 9%. The next three variables that entered the model were “Experience in Current System”; satisfaction with “Pay”; and “Employee Engagement – Dedication subscale”, which together accounted for 9.2% of the variance in the teacher’s intent to leave.

Perhaps one of the most important aspects of this conclusion is that four of the five variables, satisfaction with “Work on Present Job”, “Organizational Commitment”, the Engagement subscale “Dedication” and to a lesser extent satisfaction with “Pay”, can be influenced by organizational administration. Steps that might be used to keep teachers satisfied with the work they do, include such activities as making teachers aware of and providing access to various instructional and other professional resources, financing their travel to and participation in professional conferences and other meetings (including arranging and paying the salary of a substitute), allowing flexibility in their instructional approaches in their classroom, involving them in decisions regarding the operations and function of the school whenever possible , and other such actions. Administrators can influence organizational commitment first by being aware of some of the indicators of commitment, such as the willingness of teachers to assume the responsibility for extra assignments when needed, their general demeanor and attitude about their work, and if they feel that they are a contributing part of the organization as evidenced by their enthusiasm and a demonstrated sense of pride in their work. Principals who

know their teachers will have a sense of their priorities and values and will be able to find places within the school that the teacher can make the greatest contributions, both for the benefit of the school and the teacher. Another indicator of the teacher's commitment to the organization can be seen clearly by whether or not the teacher recommends their organization to their friends, peers, and family as a good place to work. Awareness and attention to these factors foster organizational commitment.

Administrators can influence the dedication aspect of teacher's engagement by showing respect and support for the teachers who work for them. The literature indicates that employees' enthusiasm for the job, being proud of the work that they do, and feeling that their job inspires them are characteristics of dedicated employees (Schaufeli & Bakker, 2004). The administrator should be able to recognize these characteristics and identify those teachers who are engaged and dedicated. Recognizing this will allow the administrators to reward that dedication in various ways. Administrators can influence the teacher's engagement with respect to dedication by showing respect and support for the teachers who work for them. The literature indicates that employees' enthusiasm for the job, being proud of the work they do, and feeling that their job inspires them are characteristics of dedicated employees (Schaufeli & Bakker, 2004). The administrator should be able to recognize these characteristics and identify those teachers who are engaged and dedicated. The teachers, in turn, should be made to feel that their immediate supervisor "has their back". Finally, to a lesser degree, administrators can influence the teacher's satisfaction with their pay. While administrators do not set salary, they can provide indexing and benchmark information to show the teachers where they stand compared to others, perhaps by degree earned, by geographic location, or some other criteria. Whether negative or positive, the information would probably be considered as valuable to the teacher if nothing

more than to realize that their administrator was open and honest with them. In addition, local school boards can actually influence teacher pay by increasing local supplemental pay levels. Also, finding ways to enhance allowances for supplies and materials (perhaps through work with parent support groups such as the PTSA), becoming involved in obtaining donations of supplies from the community, and providing resources needed by teachers to be most effective in their work is another way an administrator can enhance pay by providing items that many teachers pay for with their personal funds.

Clearly, the conclusion can be drawn that at least a substantial part of the reason for the low intent to leave among public school teachers in South Louisiana is due to the fact that they are satisfied with their work, and they are committed and dedicated to their organizations. In addition, a conclusion can also be drawn from what is *not* in the model. There are a number of factors that logic or tradition would seem to indicate have a great influence on teacher intent to leave, but which did not show up in the model. Some of the items that are missing are concepts such as satisfaction with “Supervision” and satisfaction with “Opportunities for Promotion”; yet those did not contribute to the model that explains the variance in intent to leave. Also, it should be noted that none of the demographic variables (age, gender, marital status, education level, years’ experience in education, years’ experience in the current system, and years until retirement) contributed to the model. It is notable that even “Years Until Retirement Eligibility” did not show up as a contributor to the variance in intent to leave. Therefore, the researcher recommends that this study be replicated possibly every five years to determine if these efforts to enhance commitment and satisfaction have created a situation in which more emphasis on certain factors has caused an imbalance among other factors such that variables which currently have

little or no influence on the intent to leave (such as demographics) have now become part of the explanatory model.

The implication is that satisfaction with their work and commitment to their organization is what influences teachers to stay. These are intrinsic factors. It is recommended that school systems, and indeed the Louisiana Department of Education recognize this and take steps to foster these feelings among the teachers. Some ways to do this might be for school systems to fund and provide substitutes to allow teachers to attend seminars, conferences, or university classes in educational topics they choose; to allow teachers flexibility in how they teach their subjects, and which materials will be used; and other activities that would continue to enhance their satisfaction with their work, and their organizational commitment. In addition, teachers could be queried through surveys to determine what actions or activities would enhance their feeling of satisfaction and commitment.

Conclusion Two

A second conclusion to be drawn from the study is that public school teachers in South Louisiana do not have a strong Intent to Leave. This conclusion is based on the findings of the study, in which the majority of the teachers surveyed (n = 141, 57.8%) reported little or very little intent to leave.

The literature reveals other studies that have shown contrasting findings. Dianna Johnson's 2004 research at the University of Georgia showed that over half of the population of secondary teachers surveyed intended to leave the profession within the next 10 years, and not all of that number was related to retirement. A study from the U.S. Department of Education (Keigher, 2010) found that between 2007-2008 and 2008-2009 about 8% of public school teachers in the United States left the profession. Of those, 27.8% were retired, and 42.9% were

working outside of education, or otherwise engaged, with the remainder engaged in the education field. Other studies, such as Borg and Riding (1991), Daley & Dee (2006), and Met Life (2012) show that while the numbers may not seem overwhelming, there are substantial numbers of teachers leaving and preparing to leave the profession at any given point in time. Implications are that intent to leave exists in the teaching profession; however, with the right combination of circumstances, the level of intent to leave can be ameliorated. Another possible reason that this study found results that were different from other studies in the profession is that teachers in South Louisiana are atypical of teachers in other parts of the country.

Conclusion Three

Another conclusion of this study is that selected aspects of job satisfaction are related to teacher Intent to Leave. This conclusion is based on the findings of the study which revealed that the highest correlations between job satisfaction measures and Intent to leave among public school teachers were between the JDI scale “Job in General” and Intent to Leave score ($r = -.51, p = <.01$), the JDI subscale “Work on Present Job” and Intent to Leave ($r = -.46, p = <.01$); and the JDI subscale “Pay” and Intent to Leave ($r = -.23, p = <.01$).

A number of studies are found in the literature which support these findings. One such study reported that job satisfaction is a predictor of intent to leave among teachers in a large publicly held corporation in a major metropolitan area (Miller & Wheeler, 1992). The nature of the relationships in these studies was such that the higher the job satisfaction, the lower the expressed intent to leave. The literature also indicates that satisfaction with “Pay” is routinely shown to be related to intent to leave. One such study revealed that pay as a motivator spans the pay range of an organization, and that employees at all pay levels may have low levels of

satisfaction with pay and these low levels of satisfaction have a tendency to be related to the willingness to leave the organization for offers of higher pay (Martin, 1979).

One implication is that teachers' intent to leave is often increased by lower levels of satisfaction with pay. Although the intent to leave found in this study was at low levels, no organization should assume current levels will remain constant indefinitely. To this end, it is recommended that the local school boards, parents and supporters of better education continue to let their voice be heard in the legislature regarding the pay issue. It is also recommended that the superintendents and other managers in the local school systems incorporate intent to leave as a measure for future workforce evaluations, and periodically check and adjust. Particular attention should be paid to integrating the concept of intrinsic satisfaction when examining teachers' job satisfaction and intent to leave. Many organizations have found success by enhancing the intangible benefits of an employee's job. In education, perhaps the teacher's satisfaction with the intrinsic aspects (such as "Work on Present Job" and "People on Present Job," of the job could be enhanced by offering non-monetary rewards such as availability of transfers, both within the school and within the district, which might yield benefits such as allowing the teacher to focus on a more highly desired content area, improving distance to commute, allowing more flexibility in teaching style, making available access to continuing education at no charge, reducing meaningless paperwork and simply showing respect as a professional can significantly influence job satisfaction and correspondingly intent to leave while having nothing to do with pay and little to do with budgets. One of the most surprising events in conducting this study was that the highest rate of response to the surveys came from a school where the principal offered a "blue jean pass" (the teachers could wear casual clothing on a day of their choosing) to all teachers who completed the survey. The point is that intangible rewards can have a substantial

impact on employee motivation, satisfaction, and other intrinsic characteristics. It is not intended to suggest that these factors would replace any portion of salary benefits; only that they would enhance the personal satisfaction with the job, and thus could create the effect of mitigating intent to leave.

Further research suggested in this area would be a study of those who do intend to leave, and examining the specific personal and intangible factors involved. There is a study on personality and intent (Jenkins, 1993) and perhaps a similar study might be conducted on preferences and intent. Such a study could focus on the intangible factors that cause employees, or specifically, teachers, to develop a strong intent to leave. Personal preferences sometimes outweigh what seems to be a practical solution, and even monetary rewards sometimes do not come into play. A study which looked into a population of teachers with intent to leave, using very specific measuring instruments, might reveal some factors that school administrations could use to mitigate intent.

Conclusion Four

While the study concluded that teachers were satisfied with most aspects of their job, there was evidence that there are some areas of dissatisfaction. This conclusion is based on the following findings of the study. Of the teachers responding, 81.9% (N = 194), reported dissatisfaction with their opportunities for promotion. A substantial number of the teachers also reported dissatisfaction with their pay (47.9%, n = 114).

The literature reveals other studies which support this finding as well. A Gallup poll commissioned by Met Life in 2012 indicated that 39% of the teachers polled reported dissatisfaction with their jobs, and noted that teacher satisfaction has dropped 23 percentage points since 2008. (Harris, 2012). Borg and Riding (1991) reported that 67% (n = 272) of the

teachers surveyed were “very satisfied or fairly satisfied with their job”. However, the study also indicated a high level of stress (36.6%), and that 46.2% (n = 274) of the teachers surveyed said that would be “unlikely or fairly unlikely to choose teaching as a career if they started over”. The implications are that the teachers in that study were dissatisfied, and this dissatisfaction may be motivated by a general feeling that their pay is low and by their lack of opportunity for promotion while still being able to remain in the classroom.

Based on this conclusion and these implications, the researcher recommends that Louisiana education officials take immediate action to formulate a plan that would allow teachers to be promoted and remain in the classroom, rather than continue a system that by its nature encourages the best teachers to leave the classroom. A suggestion for accomplishing this is to create levels of the teaching position, such as Instructor, Assistant Instructor and Associate Instructor, based on education level, demonstrated excellence in the classroom, and years of service. Ideally, this could be done with new funding for the higher positions; if this is not feasible, it could be accomplished without huge budget alterations by realigning the salary structure that is currently in place to incorporate additional funding for the new positions, or responsibility levels. If committed to this, the Legislature would be able to shift funds from some of the many budget items less crucial to the future of Louisiana’s children to this initiative. This plan would also help mitigate the issue of dissatisfaction with pay, because the higher positions would rate higher salaries. To staff such a program, entry level teachers would be automatically classified as Assistant Instructors; experienced teachers would be divided into the Associate Instructor and Instructor classifications. In addition, those teachers who are designated “Master Teachers” but are taken from the classroom to review other teachers could remain at the Instructor level. In order to implement this, it would need to be recognized that these teachers

would be evaluated only by their immediate supervisors, (their principals, not roving, periodic evaluators), who themselves must be trained, supervised, and evaluated for that role.

Recommendations for further research would be for a study of all states to determine if stratified responsibility levels among teachers exist in education in other states, and if they are successful. Also, a study of the factors affecting teacher salary, funding methods, merit pay, the possibility of 12 month appointments, and other such variables would be useful for future discussion. Regarding teacher pay, perhaps this area of dissatisfaction could be addressed by the implementation of a 12 month school calendar, with school in session four quarters a year, with time off between each quarter. This would necessitate 12 month contracts, leading to corresponding higher salaries. This would also allow consistency and continuity to implement a promotion plan as well. While such a plan has certainly been discussed, the dialog is ongoing and further research into these ideas can only help those who prepare children for the workforce.

Conclusion Five

Another conclusion that can be drawn from the study is that a substantial portion of the teachers will be eligible to retire within 10 years. Findings support this, as the study found that 43.3% (n = 105) of the teachers surveyed reported being within 0-5 or 6-10 years of eligibility to retire. The literature also supports this conclusion. The Center for Education Statistics of the U.S. Department of Education published a 2010 report which indicated that of those who left public school teaching positions in 2008-2009, 27.8% were retirees (Keigher, 2010). Another study of university professors who left teaching revealed that 29% of those who left did so due to retirement, and others left for administrative jobs in education, or jobs in other industries (Daly and Ree, 2006). Literature further reveals that these numbers are commensurate with the numbers that relate to the overall population, where those who are in the age range 45–55 (within

10 years of retirement eligibility) make up 23% of the labor force, and those 55 or older another 19% - a total of 42% (Bureau of Labor Statistics, 2010).

Although the demographic characteristic “Years Until Eligible for Retirement” did not enter the regression model as a contributor to the explanation of the variance, the implications of this conclusion are that for any organization, including school systems, the number of employees eligible for retirement is substantial due to the large demographic numbers of the “Baby Boomer” generation. In order to maintain a viable workforce with these levels of potential exits from the profession, proactive measures must be taken to ensure a reliable workforce for the future. For retention purposes, it is recommended that the school systems review their demographics periodically to determine when large numbers of teachers are approaching retirement within a short span of years, and mitigate this by utilizing such methods as proactive contract extensions, pay raises, promotions, or whatever retention tools may be available.

It is further recommended that school systems work with their school boards, the state departments of education, and the legislature to use the tools and resources at their disposal to recruit young people, *and perhaps early retirees from other professions*, into the teaching profession. It is further suggested that the recruiting effort should include the school systems emphasizing the advantages of a career in teaching, including a fair salary, job security, an attractive benefits package, and an appealing retirement plan; as well as being able to show evidence to potential employees of their ongoing efforts to increase pay. However, recruiting strategy should also emphasize the non-monetary rewards of teaching, such as making a difference in the lives and the future of the students; being part of an organization where there is proven commitment, satisfaction with the work and the co-workers; and the historical perspective of education as a noble endeavor.

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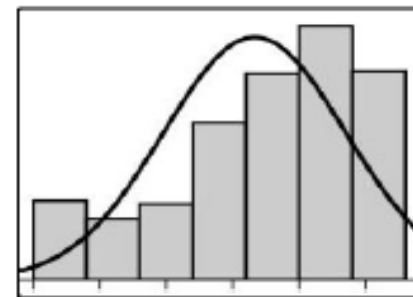
APPENDIX A: ABRIDGED JOB DESCRIPTIVE INDEX

People on Your Present Job	Job in General
<p>Think of the majority of people with whom you work or meet in connection with your work. How well does each of the following words or phrases describe these people? In the blank beside each word or phrase below, write</p> <p><u>Y</u> for "Yes" if it describes the people with whom you work <u>N</u> for "No" if it does not describe them <u>?</u> for "?" if you cannot decide</p> <p>.....</p> <p><input type="checkbox"/> Boring <input type="checkbox"/> Slow <input type="checkbox"/> Responsible <input type="checkbox"/> Smart <input type="checkbox"/> Lazy <input type="checkbox"/> Frustrating</p>	<p>Think of your job in general. All in all, what is it like most of the time? In the blank beside each word or phrase below, write</p> <p><u>Y</u> for "Yes" if it describes your job <u>N</u> for "No" if it does not describe it <u>?</u> for "?" if you cannot decide</p> <p>.....</p> <p><input type="checkbox"/> Good <input type="checkbox"/> Undesirable <input type="checkbox"/> Better than most <input type="checkbox"/> Disagreeable <input type="checkbox"/> Makes me content <input type="checkbox"/> Excellent <input type="checkbox"/> Enjoyable <input type="checkbox"/> Poor</p>

The Job Descriptive Index
 © Bowling Green State University
 1975-2009

The Job in General Scale
 © Bowling Green State University
 1982-2009

ABRIDGED JOB DESCRIPTIVE INDEX



2009 Revision

including

Abridged Job in General Scale

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Work on Present Job	Pay
<p>Think of the work you do at present. How well does each of the following words or phrases describe your work? In the blank beside each word or phrase below, write</p> <p><u>Y</u> for "Yes" if it describes your work <u>N</u> for "No" if it does not describe it <u>?</u> for "?" if you cannot decide</p> <p>.....</p> <p><input type="checkbox"/> Fascinating <input type="checkbox"/> Satisfying <input type="checkbox"/> Good <input type="checkbox"/> Exciting <input type="checkbox"/> Rewarding <input type="checkbox"/> Uninteresting</p>	<p>Think of the pay you get now. How well does each of the following words or phrases describe your present pay? In the blank beside each word or phrase below, write</p> <p><u>Y</u> for "Yes" if it describes your pay <u>N</u> for "No" if it does not describe it <u>?</u> for "?" if you cannot decide</p> <p>.....</p> <p><input type="checkbox"/> Barely live on income <input type="checkbox"/> Bad <input type="checkbox"/> Well paid <input type="checkbox"/> Underpaid <input type="checkbox"/> Comfortable <input type="checkbox"/> Enough to live on</p>

(Go on to next page)

Opportunities for Promotion	Supervision
<p>Think of the opportunities for promotion that you have now. How well does each of the following words or phrases describe these? In the blank beside each word or phrase below, write</p> <p><u>Y</u> for "Yes" if it describes your opportunities for promotion <u>N</u> for "No" if it does not describe them <u>?</u> for "?" if you cannot decide</p> <p>.....</p> <p><input type="checkbox"/> Good opportunities for promotion <input type="checkbox"/> Opportunities somewhat limited <input type="checkbox"/> Dead-end job <input type="checkbox"/> Good chance for promotion <input type="checkbox"/> Fairly good chance for promotion <input type="checkbox"/> Regular promotions</p>	<p>Think of the kind of supervision that you get on your job. How well does each of the following words or phrases describe this? In the blank beside each word or phrase below, write</p> <p><u>Y</u> for "Yes" if it describes the supervision you get on the job <u>N</u> for "No" if it does not describe it <u>?</u> for "?" if you cannot decide</p> <p>.....</p> <p><input type="checkbox"/> Praises good work <input type="checkbox"/> Tactful <input type="checkbox"/> Influential <input type="checkbox"/> Up to date <input type="checkbox"/> Annoying <input type="checkbox"/> Knows job well</p>

(Go on to back page)

APPENDIX B: ORGANIZATIONAL COMMITMENT QUESTIONNAIRE

ORGANIZATIONAL COMMITMENT QUESTIONNAIRE

Listed below are a series of statements that represent possible feelings that individuals might have about the company or organization for which they work. With respect to your own feelings about the particular organization for which you are now working, please indicate the degree of your agreement or disagreement with each statement by checking one of the seven alternatives below each statement.

Select one answer by shading the circle under the answer that most closely describes your feelings.

- 1. I am willing to put in a great deal of effort beyond that normally expected in order to help this organization be successful.**

strongly disagree	moderately disagree	slightly disagree	neither disagree nor agree	slightly agree	moderately agree	strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 2. I talk up this organization to my friends as a great organization to work for.**

strongly disagree	moderately disagree	slightly disagree	neither disagree nor agree	slightly agree	moderately agree	strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 3. I feel very little loyalty to this organization.**

strongly disagree	moderately disagree	slightly disagree	neither disagree nor agree	slightly agree	moderately agree	strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. **I would accept almost any type of job assignment in order to keep working for this organization.**

strongly disagree	moderately disagree	slightly disagree	neither disagree nor agree	slightly agree	moderately agree	strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. **I find that my values and the organization's values are very similar.**

strongly disagree	moderately disagree	slightly disagree	neither disagree nor agree	slightly agree	moderately agree	strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. **I am proud to tell others that I am part of this organization.**

strongly disagree	moderately disagree	slightly disagree	neither disagree nor agree	slightly agree	moderately agree	strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. **I could just as well be working for a different organization as long as the type of work was similar.**

strongly disagree	moderately disagree	slightly disagree	neither disagree nor agree	slightly agree	moderately agree	strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. **This organization really inspires the very best in me in the way of job performance.**

strongly disagree	moderately disagree	slightly disagree	neither disagree nor agree	slightly agree	moderately agree	strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. It would take very little change in my present circumstances to cause me to leave this organization.

strongly disagree	moderately disagree	slightly disagree	neither disagree nor agree	slightly agree	moderately agree	strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. I am extremely glad that I chose this organization to work for over others I was considering at the time I joined.

strongly disagree	moderately disagree	slightly disagree	neither disagree nor agree	slightly agree	moderately agree	strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. There's not too much to be gained by sticking with this organization indefinitely.

strongly disagree	moderately disagree	slightly disagree	neither disagree nor agree	slightly agree	moderately agree	strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Often I find it difficult to agree with this organization's policies on important matters relating to it's employees.

strongly disagree	moderately disagree	slightly disagree	neither disagree nor agree	slightly agree	moderately agree	strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. I really care about the fate of this organization.

strongly disagree	moderately disagree	slightly disagree	neither disagree nor agree	slightly agree	moderately agree	strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. For me this is the best of all possible organizations for which to work.

strongly disagree	moderately disagree	slightly disagree	neither disagree nor agree	slightly agree	moderately agree	strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Deciding to work for this organization was a definite mistake on my part.

strongly disagree	moderately disagree	slightly disagree	neither disagree nor agree	slightly agree	moderately agree	strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

APPENDIX C: UTRECHT WORK ENGAGEMENT SCALE

Work & Well-being Survey (UWES) ©

The following 9 statements are about how you feel at work. Please read each statement carefully and decide if you ever feel this way about your job. If you have never had this feeling, cross the “0” (zero) in the space after the statement. If you have had this feeling, indicate how often you feel it by crossing the number (from 1 to 6) that best describes how frequently you feel that way.

	Almost never	Rarely	Sometimes	Often	Very often	Always	
	0	1	2	3	4	5	6
	Never	A few times a year or less	Once a month or less	A few times a month	Once a week	A few times a week	Every day
<hr/>							
1.	At my work, I feel bursting with energy						
2.	At my job, I feel strong and vigorous						
3.	I am enthusiastic about my job						
4.	My job inspires me						
5.	When I get up in the morning, I feel like going to work						
6.	I feel happy when I am working intensely						
7.	I am proud of the work that I do						
8.	I am immersed in my work						
9.	I get carried away when I'm working						
© Schaufeli & Bakker (2003). The Utrecht Work Engagement Scale is free for use for non-commercial scientific research. Commercial and/or non-scientific use is prohibited, unless previous written permission is granted by the authors							

APPENDIX D: WEISBERG INTENTION TO LEAVE SURVEY WITH SCALE

Intention to Leave Survey

Instructions:

Please select and circle the answer that best describes your feelings regarding the following statements.

To what extent do you agree to the following statements?

(1) I have considered leaving teaching.

very little	little	average	much	very much
1	2	3	4	5

(2) I think that if I were choosing my career again, I would choose teaching.

very little	little	average	much	very much
1	2	3	4	5

(3) I think in the near future I will leave teaching.

very little	little	average	much	very much
1	2	3	4	5

APPENDIX E: LETTER TO J WATSON



College of Human Sciences & Education
School of Human Resource Education & Workforce Development

March 15, 2103

Mr. John P. Watson
Superintendent, Livingston Parish Public Schools
P.O. Box 1130
Livingston, Louisiana 70754-1130

Dear Mr. Watson:

I am working on a research project with the Louisiana State University School of Human Resource Education and Workforce Development, which is part of the College of Human Science and Education. I am writing to inquire if the Livingston Parish Public Schools would allow employees, specifically classroom teachers, to participate in a survey that I am conducting for that project.

The subject of the research is the influence of job satisfaction and employee engagement on intent to leave. I am asking permission to distribute the surveys in person, perhaps at faculty meetings, or to selected Principals. The surveys would take about thirty minutes to complete, and then they would be returned to me or to the Principal and I would collect them. The responses will be completely anonymous, as respondents are not asked to identify themselves or their school, and participation is completely voluntary.

I will provide an Executive Summary of the results of the research if so desired.

This request is also signed by Dr. Michael Burnett, Director of the School of Human Resource Education and Workforce Development, who is my co-researcher, to document the authenticity of the research request. This is an objective academic study in workforce development, and the data collected will be used only for my doctoral dissertation at Louisiana State University.

Your participation in this research would provide valuable information for strategic workforce planning.

Thank you for your consideration.

A handwritten signature in blue ink, appearing to read "Stephen T. Bond".

Stephen T. Bond, Lead Researcher

A handwritten signature in blue ink, appearing to read "Michael F. Burnett".

Dr. Michael F. Burnett

Director, School of Human Resource Education and Workforce Development

Louisiana State University
442 Old Forestry Building
Baton Rouge, LA 70803

LOVE PURPLE
LIVE GOLD

© 2013-2014
P 248-578-5739
www.lsu.edu/research

APPENDIX F: GENERAL INSTRUCTIONS



College of Human Sciences & Education
School of Human Resource Education & Workforce Development

GENERAL INSTRUCTIONS:

This survey is being conducted for the purpose of my dissertation research as a doctoral candidate at LSU. Attached you will find a letter from the Director of the LSU School of Human Resource Education and Workforce Development, Dr. Michael Burnett, which further explains the study; and also a letter from Mr. John Watson, Superintendent of Schools, giving permission to conduct the study. Participation is entirely voluntary.

This survey is completely anonymous. Please do not identify yourself or your school. You may trade the survey forms with one another; they are not identifiable. When complete, please return to your principal, or better yet, choose a fellow teacher to collect them.

This survey contains five parts, as follows:

1. The Job Descriptive Index, and Job in General survey. The reason for the copied format is that it is that the permission requires that it must not be changed from it's original format.
2. The Organizational Commitment Questionnaire, which is the longest with 15 questions. When answering the survey, the organization to focus on is Livingston Parish Public Schools.
3. The Work and Well Being Survey – this is a 9 point questionnaire.
4. Intention to Leave survey. This is only 3 questions.
5. Demographic survey, with 7 questions.

Please answer every question. You may contact me at any time if you have questions or concerns. My number is 225-235-7737.

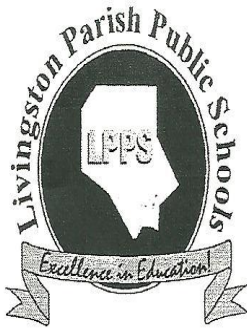
Thank you very much for your participation.

Sincerely,

A handwritten signature in blue ink, appearing to read "Stephen T. Bond".

Stephen T. Bond
School of Human Resources Education
and Workforce Development

APPENDIX G: LETTER FROM J. WATSON



Livingston Parish Public Schools

Excellence in Education!

13909 Florida Boulevard

P.O. Box 1130

Livingston, Louisiana 70754-1130

Phone: (225) 686-7044 Fax: (225) 686-3052 Website: www.lpsb.org

John Watson

Superintendent

Thomas Cothorn

Assistant Superintendent

Rick Wentzel

Assistant Superintendent

March 22, 2013

RE: Stephen T. Bond, MBA, CPM
LSU Research Survey for Doctoral Candidate

Dear Principals,

Please let this letter serve as an introduction to Mr. Stephen T. Bond. Mr. Bond, a LSU doctoral candidate, has my permission to discuss conducting a research survey with your teachers. All responses will be kept confidential, and the anonymity of the respondents is assured.

Thank you in advance for your assistance.

Sincerely,

John Watson
Superintendent

JW/rg

APPENDIX H: EMAIL TO PRINCIPALS

SU Doctoral Research Survey

<https://email.entergy.com/owa/?ae=Item&t=IPM.Note&id=RgA...>

LSU Doctoral Research Survey

John Watson [JOHN.WATSON@lpsb.org]

Sent: Friday, March 22, 2013 3:16 PM

To: Kenneth Magee [KENNETH.MAGEE@lpsb.org]; Kelly Jones [KELLY.JONES@lpsb.org]; Bryan Wax [Bryan.Wax@lpsb.org]; Carlos Williams [Carlos.Williams@lpsb.org]; William Frizell [WILLIAM.FRIZELL@lpsb.org]; Carol Robertson [CAROL.ROBERTSON@lpsb.org]; Madeline Miller [MADELINE.MILLER@lpsb.org]; Eric Dimari [Eric.DiMari@lpsb.org]; Laura Williams [LAURA.WILLIAMS@lpsb.org]; Kelly Labauve [Kelly.LaBauve@lpsb.org]; Melissa Dougherty [MELISSA.DOUGHERTY@lpsb.org]; Joan Cook [JOAN.COOK@lpsb.org]; Kathryn Blackwell [KATHRYN.BLACKWELL@lpsb.org]; Stacey Milton [Stacey.Milton@lpsb.org]

Cc: sbond7@lsu.edu

Principals,

Stephen Bond is a DSHS graduate who is a Doctoral Student in the LSU College of Human Sciences and Education. He has requested our assistance with a research project with the LSU School of Human Resource Education and Workforce Development. He is asking for our permission to allow our employees (specifically teachers) to participate in a survey on the influence of job satisfaction and employee engagement on intent to leave. While the questions being asked on the survey are not necessarily specific to the teaching profession, in light of the current education reform in which we are all involved, it is very timely and current.

Mr. Bond may be contacting your office within the next couple of weeks to ask your permission to distribute the survey among your teachers. It will take less than thirty minutes for your teachers to complete. It is totally voluntary and anonymous, as respondents will not be asked to identify themselves or their school.

I know that this is a very busy time of the year, but I would encourage you to participate if at all possible.

Sincerely,
John Watson

APPENDIX I: INSTITUTIONAL REVIEW BOARD EXEMPTION

Application for Exemption from Institutional Oversight

Unless qualified as meeting the specific criteria for exemption from Institutional Review Board (IRB) oversight, ALL LSU research/ projects using living humans as subjects, or samples, or data obtained from humans, directly or indirectly, with or without their consent, must be approved or exempted in advance by the LSU IRB. This Form helps the PI determine if a project may be exempted, and is used to request an exemption.



Institutional Review Board
Dr. Robert Mathews, Chair
131 David Boyd Hall
Baton Rouge, LA 70803
P: 225.578.8692
F: 225.578.5983
irb@lsu.edu
lsu.edu/irb

-- Applicant, Please fill out the application in its entirety and include the completed application as well as parts A-F, listed below, when submitting to the IRB. Once the application is completed, please submit two copies of the completed application to the IRB Office or to a member of the Human Subjects Screening Committee. Members of this committee can be found at <http://research.lsu.edu/CompliancePoliciesProcedures/InstitutionalReviewBoard%28IRB%29/item24737.html>

-- A Complete Application Includes All of the Following:

(A) Two copies of this completed form and two copies of parts B thru F.

(B) A brief project description (adequate to evaluate risks to subjects and to explain your responses to Parts 1&2)

(C) Copies of all instruments to be used.

*If this proposal is part of a grant proposal, include a copy of the proposal and all recruitment material.

(D) The consent form that you will use in the study (see part 3 for more information.)

(E) Certificate of Completion of Human Subjects Protection Training for all personnel involved in the project, including students who are involved with testing or handling data, unless already on file with the IRB. Training link: (<http://phrp.nihtraining.com/users/login.php>)

(F) IRB Security of Data Agreement: (<http://research.lsu.edu/files/item26774.pdf>)

1) Principal Investigator: Stephen T. Bond

Rank: Student

Dept: School of HREWD

Ph: (225) 665-5368

E-mail: sbond7@lsu.edu

2) Co Investigator(s): please include department, rank, phone and e-mail for each

*If student, please identify and name supervising professor in this space

Michael F. Burnett, Professor
School of Human Resource Education and Workforce Development
(225) 578-5748
vocbur@lsu.edu

IRB#	E8095	LSU Proposal #
<input checked="" type="checkbox"/>	Complete Application	
<input checked="" type="checkbox"/>	Human Subjects Training	

3) Project Title:

The Effects of Engagement and Job Satisfaction on Intent to Leave among Plant Workers in the Petrochemical Industry in Louisiana

Study Exempted By:

Dr. Robert C. Mathews, Chairman
Institutional Review Board
Louisiana State University
203 B-1 David Boyd Hall
225-578-8692 | www.lsu.edu/irb

Exemption Expires: 2/12/2016

4) Proposal? (yes or no) No

If Yes, LSU Proposal Number

Also, if YES, either

☐ This application completely matches the scope of work in the grant

OR

☐ More IRB Applications will be filed later

5) Subject pool (e.g. Psychology students)

Petrochemical Plant Workers

*Circle any "vulnerable populations" to be used: (children <18; the mentally impaired, pregnant women, the aged, other). Projects with incarcerated persons cannot be exempted.

6) PI Signature

Date 12/10/2012

(no per signatures)

** I certify my responses are accurate and complete. If the project scope or design is later changes, I will resubmit for review. I will obtain written approval from the Authorized Representative of all non-LSU institutions in which the study is conducted. I also understand that it is my responsibility to maintain copies of all consent forms at LSU for three years after completion of the study. If I leave LSU before that time the consent forms should be preserved in the Departmental Office.

Screening Committee Action: Exempted ☒ Not Exempted ☐ Category/Paragraph 2

Signed Consent Waived?: Yes ☒ No ☐

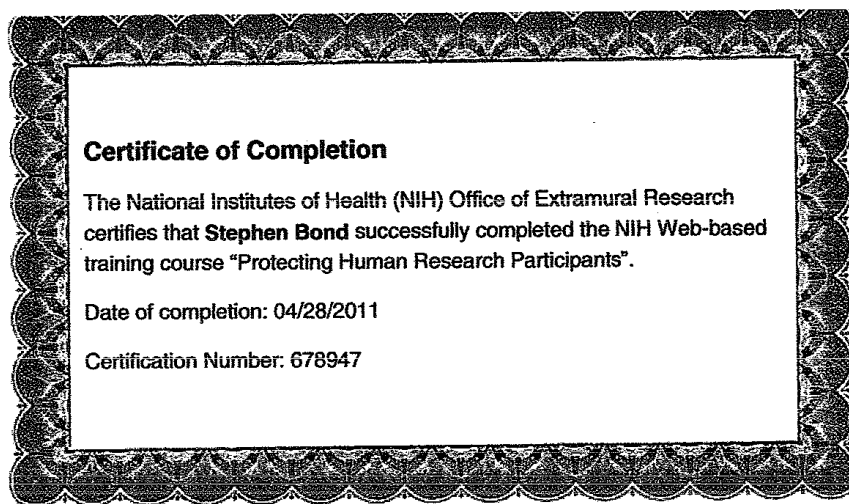
Reviewer Mathews

Signature

Robert Mathews

Date 2/13/13

APPENDIX J: NATIONAL INSTITUTE OF HEALTH CERTIFICATE OF COMPLETION



APPENDIX K: JDI PERMISSION

Request Form

Name:

Stephen T. Bo

Email:

sbond7@lsu.edu

Affiliation (university or organization):

Check the scales you would like to download:

- ☐ JDI/JIG
- ☐ SIG
- ☐ TiM
- ☐ aJDI/aJIG

Terms of Use

A. Consent to use of an electronic signature for accepting the terms of use for JDI-related scales.

The "Electronic Signatures in Global and National Commerce Act" requires that individuals provide consent to sign electronic records that would otherwise be legally effective only if provided to you as a printed or written paper record. As a result, in order to accept the terms of use for JDI-related scales electronically, you must provide your consent that you have the capability to receive such disclosures and are fully aware of the consequences of agreeing to sign records electronically.

Definitions:

Record - The term "record" means information that is inscribed on a tangible medium or that is stored in an electronic or other medium and is retrievable in perceivable form.

Electronic Record - The term "electronic record" means a contract or other record created, generated, sent, communicated, received, or stored by electronic means.

Electronic Signature - The term "electronic signature" means an electronic sound, symbol, or process, attached to or logically associated with a contract or other record and executed or adopted by a person with the intent to sign the record.

1. Electronic Signatures and Records. Upon accepting the terms below, you are providing your electronic consent to the use of an electronic signature for these terms. In particular, you acknowledge receipt of this notice and consent to the use of an electronic signature for accepting the terms of use for JDI-related scales.

2. Minimum Hardware and Software Requirements. The following are the software requirements to accept the terms of use for JDI-related scales:

Operating Systems: Windows 98, Windows 2000, Windows XP or Windows Vista; or Macintosh OS 8.1 or higher.

Browsers: Internet Explorer 5.01 or above or equivalent

Other Applications: Adobe Acrobat Reader or equivalent for PDF files.

3. Capability to Receive Such Disclosures. Upon accepting the terms below, you will receive a copy of the terms via e-mail in PDF format.

4. Right to NOT USE electronic signatures. Each individual has the right to agree to these terms in paper form. If you choose to sign a paper copy of the terms of use for JDI-related scales, contact the JDI office by phone at (419) 372-8247 or by e-mail at jdi_ra@bgsu.edu.

B. Terms of Use for JDI-related scales (i.e., JDI/JIG, aJDI/aJIG, SIG, and TIM)

1. I understand that the JDI scales provided on this website are owned by BGSU, are proprietary to BGSU and BGSU owns the copyright to these JDI scales.
2. I understand that the JDI scales provided on this website are provided free of charge, but that a valid e-mail address is required for access to and use of the JDI scales. (Note: We respect your privacy and will never distribute or sell your information to any third party.)
3. I understand that the JDI Office may occasionally contact me via e-mail about its products and services.
4. I understand the scales are for my sole use only and will not distribute them to any third party.
5. I understand the scales may not be reprinted or otherwise published in their full form, and I will contact the JDI Office to obtain specific sample items that may be published should the need arise.
6. I understand the scales were developed by researchers at Bowling Green State University and any publication/presentation involving the scales must include proper and scholarly citation.
7. I understand the scales are intended to be used "as is" without any modifications to the items and/or the scoring procedure.

Accept

☐

Decline

☒

Terms of Use

A. Consent to use of an electronic signature for accepting the terms of use for JDI-related scales.

The "Electronic Signatures in Global and National Commerce Act" requires that individuals provide consent to sign electronic records that would otherwise be legally effective only if provided to you as a printed or written paper record. As a result, in order to accept the terms of use for JDI-related scales electronically, you must provide your consent that you have the capability to receive such disclosures and are fully aware of the consequences of agreeing to sign records electronically.

Definitions:

Record - The term "record" means information that is inscribed on a tangible medium or that is stored in an electronic or other medium and is retrievable in perceivable form.

Electronic Record - The term "electronic record" means a contract or other record created, generated, sent, communicated, received, or stored by electronic means.

Electronic Signature - The term "electronic signature" means an electronic sound, symbol, or process, attached to or logically associated with a contract or other record and executed or

adopted by a person with the intent to sign the record.

1. Electronic Signatures and Records. Upon accepting the terms below, you are providing your electronic consent to the use of an electronic signature for these terms. In particular, you acknowledge receipt of this notice and consent to the use of an electronic signature for accepting the terms of use for JDI-related scales.

2. Minimum Hardware and Software Requirements. The following are the software requirements to accept the terms of use for JDI-related scales:

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Browsers: Internet Explorer 5.01 or above or equivalent

Other Applications: Adobe Acrobat Reader or equivalent for PDF files.

3. Capability to Receive Such Disclosures. Upon accepting the terms below, you will receive a copy of the terms via e-mail in PDF format.

4. Right to NOT USE electronic signatures. Each individual has the right to agree to these terms in paper form. If you choose to sign a paper copy of the terms of use for JDI-related scales, contact the JDI office by phone at (419) 372-8247 or by e-mail at jdi_ra@bgsu.edu.

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3. I understand that the JDI Office may occasionally contact me via e-mail about its products and services.

4. I understand the scales are for my sole use only and will not distribute them to any third party.

5. I understand the scales may not be reprinted or otherwise published in their full form, and I will contact the JDI Office to obtain specific sample items that may be published should the need arise.

6. I understand the scales were developed by researchers at Bowling Green State University and any publication/presentation involving the scales must include proper and scholarly citation.

7. I understand the scales are intended to be used "as is" without any modifications to the items and/or the scoring procedure.

APPENDIX L: OCQ PERMISSION

BOND, STEPHEN T

From: Rick Mowday [rmowday@uoregon.edu]
Sent: Tuesday, January 08, 2013 11:31 AM
To: sbond7@lsu.edu
Subject: FW: Form submission from: Feedback Form

The Organizational Commitment Questionnaire (OCQ) was originally developed by Professor Lyman Porter. He explicitly decided not to copyright the instrument to encourage its use in research by others. As a consequence, the OCQ legally exists in the public domain and you are free to use it without permission.

Good luck on your research.

Rick

From: Response Editor [mailto:response@uoregon.edu]
Sent: Monday, January 07, 2013 10:19 AM
To: Richard Steers; Rick Mowday
Subject: FW: Form submission from: Feedback Form

Good morning . . .

I'm forwarding the following request that was submitted via the feedback link on the UO home page. Please respond directly to sbond7@lsu.edu in whatever way you deem appropriate.

Thanks for your assistance.

John

—
John R. Crosiar
Response Editor
Design and Editing Services
Office of Strategic Communications

On 1/5/13 3:57 PM, "sbond7@lsu.edu" <sbond7@lsu.edu> wrote:

Email Address: sbond7@lsu.edu
Affiliation: Graduate student
Usability: no

COMMENTS

I am a doctoral candidate at Louisiana State University and am looking for permission to use the Organizational Commitment Questionnaire developed at Oregon by Mowday, Steers and Porter in 1979. Can you give me a contact so that I may begin that process.

Thanks

<http://www.schaufeli.com/>

Tests

Notice for potential users of the UWES and the DUWAS

- You are welcomed to use both tests provided that you agree to the following two conditions:
 1. The use is for non-commercial educational or research purposes only. This means that no one is charging anyone a fee.
 2. You agree to share some of your data, detailed below, with the authors. We will add these data to our international database and use them only for the purpose of further validating the UWES (e.g., updating norms, assessing cross-national equivalence).
- Data to be shared:

For each sample, the raw test-scores, age, gender, and (if available) occupation. Please adhere to the original answering format and sequential order of the items.
For each sample a brief narrative description of its size, occupation(s) covered, language, and country.
- Please send data to: w.schaufeli@uu.nl. Preferably the raw data file should be in SPSS or EXCEL format.
- By continuing to the **TEST FORMS** you agree with the above statement.

APPENDIX N: INTENTION TO LEAVE SURVEY PERMISSION

Permission Request

<https://email.entergy.com/owa/?ac=Item&t=IPM.Note&id=RgAAAA...>

RE: Permission Request

Jacob Weisberg [Jacob.Weisberg@biu.ac.il]

Sent: Tuesday, May 28, 2013 3:26 AM

To: Stephen Bond [sbond7@tigers.lsu.edu]

Sure!!

Have a lot of success in your research.

Best wishes,

Jacob (Yaacov) Weisberg, Ph. D.

Professor of Management

Graduate School of Business Administration

Bar-Ilan University, Ramat-Gan 52900, ISRAEL

Email: jacob.weisberg@biu.ac.il

Office: Tel. 972-3-5318904 Fax - 972-3-7384040

<http://www.biu.ac.il/faculty/weisberg>

From: Stephen Bond [mailto:sbond7@tigers.lsu.edu]

Sent: Monday, May 27, 2013 10:57 PM

To: Jacob Weisberg

Subject: Permission Request

Dr. Weisberg:

I am a doctoral candidate at Louisiana State University in Baton Rouge, Louisiana, USA, and am working on research for my dissertation.

I am writing to request permission to use your 3-point Intention to Leave survey for teachers, as referenced in your article, "Measuring Workers' Burnout and Intention to Leave", International Journal of Manpower, Vol. 15 Iss: 1 pp. 4 - 14.

Thank you.

Stephen T. Bond

Doctoral Candidate

School of Human Resource Education and Workforce Development

Louisiana State University

VITA

Stephen Thomas Bond, a native of Denham Springs, Louisiana, graduated from Denham Springs High School in 1970. He received a Bachelor of Arts in Business Administration in December 1973 from Southeastern Louisiana University, and earned a Master of Business Administration degree from Southeastern in 1988.

Mr. Bond served on an advisory committee at Southeastern Louisiana University representing Borden Chemicals and Plastics, as an industry advisor to the team working to establish a Master of Integrated Science and Technology degree, which was approved by the Board of Regents in 2001. This led to several conversations with academic acquaintances regarding his long held desire to pursue a Ph.D., which led to his enrollment in the School of Human Resources Education and Workforce Development at Louisiana State University, where he is a doctoral candidate for Fall 2013.

He began his career in the field of procurement at H.E. Wiese, Inc., an industrial contractor in Baton Rouge, LA., later acquired by Jacobs Engineering; and worked there until 1982, when he accepted a procurement position with Turner Industries. In 1987, he accepted a position in the Purchasing and Stores Department at Borden Chemicals and Plastics in Geismar, LA, where he was subsequently named Manager of Purchasing and Stores. He was instrumental in implementing projects to update and streamline procurement policy and practices, reorganized the Purchasing and Stores Dept., planned and executed the migration from paper to electronic procurement practices and led the Purchasing and Stores team in an enterprise software selection and implementation as part of a corporate wide cross-functional team. In early 2002, Borden Chemicals and Plastics Operating Limited Partnership was closed by the managing partner. Mr. Bond was offered a position by Entergy Services, Inc. in Supply Chain in May of 2002, where he

leads strategic sourcing efforts for selected major contract services for Entergy's four state jurisdictional areas.

Mr. Bond serves on the Board of Directors of the Denham Springs Economic Development Corporation, and on the Board of Directors of the Livingston Parish Children's Choirs.

Mr. Bond is married to Scelitta Forbes Bond, an Associate Professor of Nursing at Our Lady of the Lake College in Baton Rouge. They reside in Denham Springs, La. The Bonds have two daughters, Betsy Bond Halphen, a teacher who lives with her husband Jason and daughter Caroline in Denham Springs, and Stephanie Bond Hulett, an attorney who lives with her husband Jeff in Baton Rouge, LA.