PERCEIVED TEACHER-PRINCIPAL VALUE CONSONANCE AND TEACHER

COMMITMENT: AN EXPLORATORY STUDY OF K-12 AND ENGLISH AS A SECOND

LANGUAGE (ESL) TEACHERS' VALUES, PERCEPTIONS OF THEIR PRINCIPALS'

VALUES, COVID-19, AND THEIR IMPACT ON TEACHERS' PROFESSIONAL

COMMITMENT

by

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DISSERTATION ABSTRACT

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Title: Perceived Teacher-Principal Value Consonance and Teacher Commitment: An Exploratory Study of K-12 and English as a Second Language (ESL) Teachers' Values, Perceptions of their Principals' Values, COVID-19, and their Impact on Teachers' Professional Commitment

Student achievement and teacher morale have been closely linked to teacher retention and of concern for administrators seeking to promote teacher commitment. In 2020, the COVID-19 pandemic led to further concerns about teacher commitment for these administrators. To better understand the underlying reasons behind teacher commitment, the current research explored the correlation between value consonance of an individual, their perception of their principal or supervisor's values, and commitment to their occupation and organization. This study further sought to illuminate relationships between value consonance and teacher commitment, how relationships between teachers' value consonance and commitment differed by intention to stay in the occupation and at their current school or organization, to what extent value consonance differed as a function of intent to stay in the teaching profession and the current school or organization, and the impact of the COVID-19 pandemic on values, their perceived supervisors' values, and commitment to the occupation and current school or organization.

This exploratory, quantitative study compared responses from self-reported leavers and stayers, and found that among teachers intending to leave, teachers valuing Autonomy and Job Security more than their supervisor, expressed more Continuance Commitment to the Occupation. Moreover, those valuing Colleague Relationships more than their supervisors had

stronger Affective Commitment to the Organization. For teachers who intended to stay, however, few or no relationships were found between value consonance and commitment. These results were echoed in teachers' open-ended responses to questions about the impact of the pandemic on their values and commitment, where comments showed that both leavers and stayers largely reported similar impacts during COVID.

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To my favorite mom, Laurie…

TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

CHAPTER I

INTRODUCTION

Teacher commitment has been shown to have a significant impact on student achievement and teacher morale (Bryk, et al., 1993; Bryk and Schneider 2002; Guarino, et al., 2006; Harris & Adams, 2007). Consequently, states like Oregon have made teacher retention one of their top priorities. Despite these efforts, retention rates have remained low. Specifically, less than two-thirds of new kindergarten through 12th grade (K-12) teachers in Oregon remain in the occupation after the first three years (Chief Education Office, 2020).

In 2020, the COVID-19 pandemic disrupted virtually every aspect of educational institutions in the United States, requiring sweeping and immediate changes to education and radically impacting what teaching entailed. Many states required emergency school closures at the beginning of the pandemic and a shift from in-person to virtual learning. This shift led to speculation of negative impacts to the teaching profession (De La Rosa, 2020), most prominently, a decrease in occupational commitment and increase in early retirement consideration (Kurtz & Bushweller, 2020; Lardieri, 2020). In 2021, Zamarro et al. reported that teacher intentions to leave the field of education before retirement increased from 69% to 74.2% in the period between March 2020 and March 2021. Teachers aged 55 and older cited COVID as the reason for considering an early retirement at a rate of 34% (Zamarro et al., 2021).

As immediate concerns for the pandemic waned, reflections of the pandemic impact on teacher commitment and a return to inquiry into why teachers chose to leave their current school, organization, or the teaching profession was necessary to offer long-term solutions to the reawakening of this prominent dilemma in education. One theory brought forward in recent years was *fit*, an occupation-based theory that sought to understand the effects of the perceived

similarity between an individual's values and the values of their organization (Cable & Edwards, 2004; Kristof, 1996). It was widely researched in various occupational sectors (Levett-Jones & Lathlean, 2009; Marstand et al., 2018; Ng & Ng, 2014; Ren & Hamann, 2015; Tang et al., 2017) but few studies in the educational sector, until recently, have been conducted to better understand its importance.

A form of fit, *value consonance*, was shown to be an important indicator of emotional health in the work setting (Edwards & Cable, 2009). High value consonance was shown to positively affect an individual's attitudes (Ren & Hamman, 2015), job satisfaction, commitment to their job (Lauver & Kristof-Brown, 2001), increased motivation (Posner, 2010; Schuh et al., 2018), and group cohesiveness (Barile et al., 2016), and negatively impact employee turnover (Cable & Edwards, 2004; Kristof-Brown, et al., 2005; O'Reilly, et al., 1991).

This study seeks to add to the knowledge of value consonance in education, i.e., the correlation between value consonance of an individual, their perception of their principal or supervisor's values, and commitment to their occupation and organization. First, I will study relationships between value consonance and teacher commitment. I will then seek to understand how relationships between teachers' value consonance and commitment differ by intention to stay in the occupation and at their current school or organization. Next, I will explore what extent value consonance differs as a function of intent to stay in the teaching profession and the current school or organization. Finally, I will consider the impact of the COVID-19 pandemic on values, their perceived supervisors' values, and commitment to the occupation and current school or organization.

CHAPTER II

LITERATURE REVIEW

This chapter is an integration of the research on fit, value consonance in education, and their importance in job satisfaction and employee retention. First, *fit* will be defined and explained, and its impact on an individual in the workplace will be addressed. The role of *fit* will then be explained in relation to value consonance. Next, value consonance will be defined and more fully addressed, and the impact of teacher-principal value alignment will be examined. Finally, the impacts of the COVID-19 pandemic on teachers and their values will be reviewed.

Impact of Fit

The concept of fit in the field of organizational psychology is defined as the compatibility between an individual and organization or group (Kristof, 1996). Broadly speaking, fit includes *person-environment fit*, meaning how well people and their work environments match (Kristof-Brown et al., 2005) and *person-organization fit*, or the compatibility between people and the organizations in which they work (Kristof, 1996).

Prior research on fit demonstrates its impact on the outcomes of the organization and an individual's overall well-being within an organization. Studies show that fit can be positively related to job satisfaction and organizational commitment (Kristof-Brown et al., 2005; Ostroff, et al., 2005), or negatively related to stress and turnover (Chen et al., 2016; Ostroff et al., 2005). A decrease in person-organization fit leads to lower job satisfaction, and a lack of perceived opportunities to find alternative employment positively correlates with employee attrition (Wheeler et al., 2007). Fit plays a role in how job applicants choose jobs and how recruiters choose applicants (Ostroff et al., 2005; Winter et al., 1998), and often determines who remains in

an organization (Schneider et al., 1995). Moreover, fit is shown to be equally as important for newcomers to the organization as incumbents (Ostroff et al., 2005).

Values and personal characteristics are important indicators of fit. Over time in an organization, they become more homogenous, according to Schneider's Attraction-Selection-Attrition (ASA) Theory (1987a, 1987b); those with the same values and personal characteristics, are more likely to be attracted to, selected by, and remain in an organization with those of similar traits (Schneider et al., 1995).

This notion is extended to the relationship between the individual and the supervisor. When employer and employee values align, employees find more satisfaction in their work and have a greater commitment to the organization (Byza et al., 2019). Further, Marstand et al., (2018) finds that employees identify more with their leader when they perceive similarities between their values and the values of the leader. Extreme value consonance in person-supervisor fit shows that supervisors holding strong values have a greater influence on individuals than those with moderately held values, which leads to these values being perceived as holding greater importance than others. These person-supervisor bonds through extreme value consonance show stronger relations to individual empowerment, commitment, and job satisfaction (Byza et al., 2019).

Fit is not always perceived positively for the organization, however. While matching high values between an individual and organization is perceived as positive, matching low values often bring about negative results (Ostroff et al., 2005). In addition, excessive value consonance within an organization can result in a homogeneity of ideas, preventing an organization from having the flexibility to alter its course, when necessary (Schneider, 1987a), or perhaps from recognizing when altering course is required.

Fit and Organizational Hierarchy

Prior studies also explore the relationship between fit for lower- and higher-level employees. Ren and Hamman (2015) find that fit is more important for lower-level employees than for management. As individuals progress through an organizational hierarchy, their values tend to shift, potentially changing their fit within the organization (Hodgekinson, 1970). Posner (1992), however, finds no correlating evidence to show that organizational ranking or management position have an impact on work attitudes.

Newcomers and incumbents in an organization often show differing behaviors based upon organizational values. Schneider et al., (1995) report that newcomers are more likely to leave an organization when finding that their values do not match that of the organization, while incumbents are more likely to remain (Ostroff et al., 2005). This fit could change, however, as staff within the organization make transitions in and out of the organization, altering the initial fit for the individual (Ostroff et al., 2005). On the other hand, newcomers often remain in an organization with which they do not share organizational values, based upon a lack of other job opportunities. Individual values are also likely to change as people advance in their careers. Hodgekinson (1970) finds that the newcomer teachers are more likely to value kindness, while incumbent teachers most value loyalty.

Diversity and Fit through Value Consonance

Underrepresented groups report that fit plays a secondary role to organizational representation. Gonzalez (2016) finds that for minority groups who work in an environment where the balance of power is often not in their favor, value consonance often takes a secondary role to demographic representation. Further, value consonance influences organizational commitment more frequently for white individuals than for racial and ethnic minorities

(Gonzalez, 2016). For women, value consonance also takes a secondary role to demographic representation in organizations where men hold the majority numbers. As the numbers of women in organizations increase, organizational commitment increases, and turnover intentions decrease (Chatman & O'Reilly, 2004).

Organizational Fit through Value Significance

The values that an organization does not collectively hold as ideal are known as counter-ideal values. Schuh et al., (2018) finds that noting counter-ideal values give a more accurate representation of individual's trust in the organization for certain value dimensions, allowing employees a more precise determination of their alignment or misalignment with organizational values and fit.

Value significance, according to Hofstede (1998), might also be affect-neutral to members of the organization, characterizing the way that operations normally run within the organization, but not signifying a positive or negative value to those members. The values of moderate importance are not shown to engender employee trust in either a positive or negative way in an organization in the same way as ideal and counter-ideal value consonance (Schuh et al., 2018).

Value Consonance in Education

Value consonance is the perceived similarity between an individual's values and the value system of an organization (Cable & Edwards, 2004; Kristof, 1996). This section addresses prior research findings regarding value consonance in the field of education.

High Value Consonance

In the context of teaching, value consonance is defined as, "the degree to which teachers feel that they share the prevailing norms and values at the school where they teach" (Skaalvik &

Skaalvik, 2011a). Research shows correlations between high value consonance of the teacher's values and the values of their school to be associated with a higher level of job satisfaction (Erdogan et al., 2004; Li et al., 2015), engagement (Li et al., 2015), feelings of belongingness (Skaalvik & Skaalvik, 2011a), and job satisfaction (Cable & Edwards, 2004; Skaalvik & Skaalvik, 2011b). In addition, Wang and Hall (2019) note a correlation between teachers' perceptions of their school administrators' values, well-being, and teacher retention. Teachers who believe that their school administrators support their values report higher levels of job satisfaction, and lower exhaustion levels. Those who perceive their school to value altruism, autonomy, and job security report lower intentions to leave the teaching profession (Wang & Hall, 2019).

Low Value Consonance

Conversely, low value consonance, (the perception that an individual has a negative fit in an organization) has a negative effect on employee attitudes through lower job satisfaction (Wang & Hall, 2019), difficulty in working effectively with others, lack of role clarity, and a positive relation to employee turnover (Ostroff et al., 2005).

Moreover, in a 2010 study, Skaalvik and Skaalvik find that low perceived value consonance between teachers and their school or organization creates a stressful work environment leading to an increase in a feeling of exhaustion and burnout. Other studies show a negative correlation between teachers' feelings of burnout and their drive to teach (Hakanen et al., 2006; Schaufeli & Salanova, 2007; Wang & Hall, 2019). This burnout is found to be a predictor of the intention to leave the teaching profession (Leung & Lee, 2006; Wang & Hall, 2019).

Teachers who report low value consonance experience its effects externally as well. Those who do not share the values of the group (i.e., colleagues or school) are more likely to hear more negative and fewer positive comments about themselves and their job performance (Skaalvik & Skaalvik, 2010). Being in a consonant environment leads to good standing overall, but under the same circumstances in a dissonant context, the same individual may likely be ranked low within an organization (Rosenberg, 1977). Over time, the pressure to adapt to the group standards and values leads some teachers to change how they practice teaching (Skaalvik & Skaalvik, 2010).

Stages of Value Consonance

While an individual's values shift slightly when hired to better match that of their organization, if there is an external shift such as a new leader who holds vastly different values to the individual, there is likely to be dissonance within the individual. As one study shows (Bragg & Bonner, 2014), there are three stages that the individual likely experiences. The first stage is shared values where the individual identifies with the group's values and feels a sense of collaboration and support. Following this is a triggering event where the values of the individual no longer align with that of the organization. This leads to stage two, conceding values, where the individual surrenders their values to match the new values of the organization. This often leads to frustration and work dissatisfaction. The final stage is a result of the individual conceding too many of their own personal values to those of the organization, leading to a sense of relinquishing personal integrity and ultimately to resignation from the job.

Teacher Values. There are a broad range of values held by teachers, many of which are highly nuanced. According to Brady (2011), those values are developing as teachers face an array of social and emotional challenges in their schools and classrooms and as values in society

shift as well. Brady (2006) describes broad-strokes changes in teaching and learning from traditional, where the teacher (the fount of knowledge) dispenses information to students (the empty vessels), to Freire's progressive ideal, where teachers are emotionally open and psychologically stable, to collaborative, where students are actively engaged in their learning, take initiative for their own learning, and collaborate with others. Under collaborative learning, teachers stand alongside and guide students as co-constructors of their knowledge (Brady, 2011).

Various studies explore teacher values in relation to their philosophy or pedagogical strategies. Skaalvik and Skaalvik (2011a) identify two approaches to teaching with underlying value structures, performance-oriented goal structures and mastery-oriented goal structures. Teachers who value mastery of a subject, topic, or skill emphasize understanding and improvement, recognize the efforts of their students, and view mistakes as an essential part of the learning process (Skaalvik & Skaalvik, 2011a). Teachers who value optimum performance emphasize performance in standardized test scores, public display of grades, competition, and comparison between the performances of other schools, students, or classes (Skaalvik & Skaalvik, 2011a). Lastly, Ennis et al., (1992) further identify disciplinary mastery, where teachers focus on knowledge transmission, the learning process, learner autonomy, social responsibility, and active learning.

Moreover, cultural values play a role, particularly in teacher-principal interactions. Hofstede (1980), in his seminal study of cultural values, proposes that there are four types of cultural variation. These include individualism vs. collectivism, masculinity vs. femininity, power distance vs. familiarity, and uncertainty avoidance. Teachers who value a flat power dynamic are more likely to experience conflict with a principal who prefers a defined hierarchical structure. Conversely, those who value a cooperative work environment with a

supportive administration may feel unsupported with a principal who believes in teacher autonomy.

Value Consonance Facets. In a 2004 study, Cable and Edwards differentiate teacher values by *Altruism, Autonomy, Job Security, Prestige*, *Colleague Relationships*, and *Student Relationships.* Based upon the belief that these values guide teacher and administrative decisions and actions, Cable and Edwards find that value consonance with these factors enhance communication and trust, when teachers and their organizations share high levels of the same values. These values are defined next in context, benefits explored, and the impacts of the values found in previous studies are examined.

Altruism. Altruism, defined as the perceived needs of the other, prompting concern for their well-being (Batson et al., 1981), is a value closely associated with teachers. A 2020 study by Berkovich finds that empathy is the ideal personality trait of K-12 teachers, as selected by 90% of participants. Altruism is not simply a caring feeling for another individual; it shows benefits to the students and teacher alike. In the classroom, it is beneficial to holistic student development, most often occurring in extra- and co-curricular environments and dependent of the altruistic actions of the teacher (O'Flaherty & McCormack, 2019). Additionally, Khajavy (2017) finds that teachers who are altruistically motivated are proud to be in the profession and enjoy the work more, overall.

Altruism, however, is not a natural byproduct of teaching. Song et al., (2020) finds that teacher perceptions of quality of life and income impact the strength of teachers' altruistic values. Palta (2019) finds that altruistic attitudes depend on teachers' position in the organization. These attitudes are not linked to demographics, but rather by grade and seniority levels within the organization.

Autonomy. Teacher Autonomy is defined by Barfield (2009) as teachers' ability to increase teaching quality through personal agency. It plays a positive role in teacher satisfaction, teacher motivation, increased efficiency, professionalism, and empowerment through positive perceptions of their work environment (Ali, 2019; Parker, 2015; Pearson & Moomaw, 2005; Wilches, 2007). Additionally, teachers with greater autonomy show less burnout and greater commitment to the organization (Parker, 2015; Wilches, 2007).

While teachers find greater job satisfaction through autonomy, true teacher autonomy requires flexibility in both *what* and *how* one teaches, limiting standardized instruction and equity in education. Wermke and Höstfält (2014) describes autonomy as either *restricted*, with state-regulated standards and assessments, accountability, student achievement, and strong administration oversight, or *extended,* where teachers define the standards of teaching, take responsibility, and peer-collaborated in the process, and where administrators serve as instructional oversight. Restricted education policies and required national standards prove true teacher autonomy to be a difficult proposition; teachers have limited time and resources to devote to meeting the needs of students (Meidl et al., 2019).

Job Security. Job security considerations for educators include hierarchical position in the organization, budgetary restrictions, economic downturns, student enrollment, tenure, salary, job performance, and others. It plays a mixed role in teacher motivation and satisfaction. Regarding salary, according to Khajavy (2017), higher salary and other external factors like job security do not influence positive emotions, but rather, altruistic and intrinsic factors are higher predictors of positive emotions, and inverse predictors of emotional exhaustion. Moreover, extrinsic motivation and negative emotions are predictors of depersonalization and burnout

(Khajavy, 2017). Shih (2016), however, finds that a higher salary and the flexibility that it allows is a contributor to intrinsic motivation.

Budgetary constraints and teacher layoffs are found to negatively impact public school teachers who are laid off, particularly if they are then rehired. Productivity in terms of student achievement decreases upon return due to lowered motivation for these teachers (Kraft & Bleiberg, 2022; Strunk et al., 2018). "Last in, first out" policies disproportionately affect early career teachers of color in schools with higher numbers of disadvantaged students, as these teachers are more likely to be newly hired teachers (Kraft & Bleiberg, 2022).

Prestige. A feeling of pride in the teaching profession is found to have a stronger predictor with intrinsic motivation than external factors such as higher salary and elevated position in the organization (Khajavy, 2017). A survey of K-12 teachers in the western United States finds a lack of respect from stakeholders (parents, the community, administrators, students, etc.) to be one of the top three reasons for leaving the teaching profession (Marlow et al., 1996). This is closely related to autonomy, where teachers believe that their qualifications and experience make them the best person to make decisions on behalf of students (Marlow et al., 1996).

For many teachers in other countries, socio-economic status makes teaching English an ideal option. English teachers coming from "inner circle" countries (Canada, New Zealand, South Africa, United Kingdom, and United States) are often given elevated status from in-country teachers and those outside of inner circle countries (Buckingham, 2015; Mannes et al., 2020). Teachers in some countries find the English teaching profession to be a way to advance the socio-economic ladder (Shih, 2016), while others gain prestige as the necessity of the language increases in their country through language policies (Eno et al., 2019).

28

The elevated status is not always considered to be positive, however. English is considered a symbol of power as a "universal language" by governments that enact language policy at the expense of local languages (Bonilla-Mora, 2021, Eno et al., 2019; Filipović & Putz, 2016). Teachers often do not share the values of the government that English must be given hegemony in the classroom and feel conflicted with enforcing a policy with which they do not agree (Bonilla-Mora, 2021).

Colleague Relationships. Positive colleague relationships are a strong predictor of organizational commitment for newcomers and special education teachers alike (Jones et al., 2013; Sonobe, 2020). In fact, one study finds that colleague relationships are directly correlated with organizational commitment (Jo, 2014). Perhaps one reason for the increase in commitment is due to collegial support, which is positively correlated with a reduction in stress (Wolgast & Fischer, 2017).

Student Relationships. Teacher-student relationships are considered an integral part of classroom management (Nazari et al., 2021), and student behavioral issues are shown to undermine teacher-student relationships (Spilt et al., 2011). In turn, negative student relationships cause distress, emotional fatigue, and strain for teachers, adversely impacting their wellbeing (Corbin et al., 2019; Spilt et al., 2011). As reported by Skaalvik and Skaalvik (2011b), emotional exhaustion is most associated with teacher motivation to leave the occupation. The opposite is also true, where positive student relationships are found to bring joy to teachers and improve organizational commitment (Hagenauer et al., 2015).

Teacher Commitment

Teacher commitment to the occupation and organization is explored in this section.

Commitment to the Occupation

Commitment to the Occupation is defined as "someone who has a strong desire to remain in the occupation" (Meyer et al., 1993). Meyer et al., (1993) identify Affective, Normative, and Continuance Commitment to the Occupation to be key components of commitment for educators. Affective Commitment to the Occupation is identified as someone who has a sense of pride in the profession and an enthusiasm for teaching. Normative Commitment to the Occupation is someone who feels a sense of obligation to remain in their current occupation (Meyer et al., 1993). Those with Continuance Commitment, in contrast, recognize the costs associated with leaving their occupation and demonstrate a lesser inclination to actively participate in activities beyond those required to remain in the occupation (Meyer et al., 1993).

Commitment to the Organization

Per the Meyer et al., (1990) three dimensions are used to differentiate types of Commitment to the Organization. These include *Affective*, *Continuance*, and *Normative Commitment to the Organization*. Meyer and Allen (1984) define Affective Commitment to the Organization as identifying with, and having an emotional attachment to an organization, as well as being actively involved in the organization. Continuance Commitment denotes the costs perceived with leaving the organization (Meyer & Allen, 1984). Normative Commitment, a third dimension added later, reflects the perception of obligation to remain in an organization (Meyer & Allen, 1990).

In a 1993 study, Meyer et al., find that Affective and Normative Commitment to the Organization are negatively related to intention to leave the organization. Moreover, professional activity is positively related to Normative Commitment and negatively related to Continuance

Commitment. McInerney et al., (2015), however, find that Affective Commitment to the Organization is the strongest positive indicator of intention to leave the organization. Normative Commitment is a weak predictor of turnover intentions and Continuance Commitment does not predict turnover intentions (McInerney et al., 2015).

Impacts of COVID-19 on Education

The COVID-19 pandemic has had profound impacts for education. This study was completed during the pandemic, which heavily impacted the results. As such, its effects on teachers' values, their perceptions of their principal or supervisors' values, and other impacts in education must be addressed. Prior research of COVID impacts on teacher values and commitment are explored in this section.

Teacher Values

For the purposes of this study, teacher values follow Cable and Edwards' (2004) differentiation of teacher values: Altruism, Autonomy, Job Security, Prestige, Colleague Relationships, and Student Relationships. These values are explored in this section.

Altruism. Teacher Altruism was expressed during the pandemic as concern for the wellbeing of their students and their ability to access the technology necessary to continue their education during lockdowns. Teachers in K-12 schools widely reported concern for students in unsafe and vulnerable situations and their abilities to access daily necessities and remain physically and emotionally safe (Boltz, 2021; Cardullo et al., 2021; Walter et al., 2021). Many believed that their students were functioning in survival mode (Boltz, 2021) and felt stressed when reliable systems were not in place to assist these students (Walter et al., 2021). Equitable access to technology was also a concern for many teachers, who believed that students in rural areas and disadvantaged students lacked access to reliable internet to consistently attend classes

(Boltz, 2021; Cardullo et al., 2021). To show support for students, some teachers conducted virtual check-ins, delivered meals, sent care notes, and waved to students from their car window (Kim & Asbury, 2021).

Autonomy. Autonomy was expressed differently by teacher and district or governmental approach to the lockdowns. One common paradoxical theme for teachers was the appreciation for the sudden autonomy that the COVID lockdowns affords them, paired with the anxiety of having a sudden decrease in perceived support from their administration (Kim & Asbury, 2021; Kim et al., 2022). Last-minute governmental mandates that directly affected how they taught from day to day often left other teachers feeling they lacked autonomy (Kim & Asbury, 2021; Kim et al., 2022). Some teachers demonstrated a shared value of collectivism in education through collaboration with their communities, schools, parents, and colleagues, yet voiced their appreciation of the autonomy their superiors allowed them (Mutch & Peung, 2021).

Job Security and Prestige. Prior studies related to the impact of the pandemic on teacher Job Security and Prestige are currently unavailable. The "all hands on deck" policies of districts and governments during this time created more teacher workforce concerns than budgetary or personnel issue concerns, however (Carver-Thomas et al., 2020; Dos Santos, 2021), rendering Job Security a lesser priority for teachers. Prestige was a tertiary concern during COVID-19, where teachers were focused on more pressing issues like student support (Fukuda & Fukuda, 2022; Kim & Asbury, 2021; Kim et al., 2022; Kovaks et al., 2021; Mutch & Peung, 2021), learning new technology for teaching and health concerns (Kim & Asbury, 2021; Kovaks et al., 2021; Trust & Whalen, 2021), and finding much-needed support from colleagues and administration (Fukuda & Fukuda, 2022; Kovaks et al., 2021; Mutch & Peung, 2021).

Colleague Relationships. Colleague Relationships was a value that fundamentally shifted during the pandemic (Kim & Asbury, 2021; Kim et al., 2022; Kovaks et al., 2021; Mutch & Peung, 2021). These relationships became essential for teachers to share ideas, express frustrations, and offer support during the upheaval and uncertainty of the pandemic (Fukuda & Fukuda, 2022; Kim & Asbury, 2021; Kim et al., 2022; Kovaks et al., 2021; Mutch & Peung, 2021). Some teachers, however, were dissatisfied in connecting with colleagues over social media because of the tendency for them to become forums of negativity, rather than places to connect and collaborate (Kim & Asbury, 2021; Kim et al., 2022).

Student Relationships. Teachers in all studies have voiced the heightened importance of cultivating Student Relationships during the pandemic (Cardullo et al., 2021; Kim & Asbury, 2021; Kim et al., 2022; Kovaks et al., 2021; Miller, 2021; Mutch & Peung, 2021). They reported a sense of loss at the beginning of the lockdowns because many were unable to say goodbye to their students (Kim & Asbury, 2021; Kim et al., 2022). Prior to the pandemic, seeing their students in the classroom each day was the primary motivation for teaching (Kim & Asbury, 2021; Kim et al., 2022; Kovaks et al., 2021). This lack of physical interaction led some teachers to question what it really meant to be a teacher and altered their sense of teacher identity (Kovaks et al., 2021).

Teacher Commitment

The COVID-19 pandemic required a sudden and dramatic shift in the way teachers conducted their classes. These significant changes to the teaching profession warrant a review of the literature of teacher commitment during the pandemic. Organizational and Occupational Commitment are explored in this section.

Commitment to the Occupation. Prior studies on Teacher Commitment to the Occupation during the COVID-19 pandemic are not available at the time of this dissertation. Walter (2021), however, reports an increase in K-12 teacher feelings of isolation and lack of purpose during COVID-19, which caused a reduction in feelings of self-efficacy and accomplishment on the job that changed little over time. Self-efficacy is also measured in a study on K-12 teachers' ability to adapt to the new technology of the virtual teaching environment during lockdowns. For some, embracing the newness was a threat to their feelings of self-efficacy as a teacher (Kim & Asbury, 2021; Kim et al., 2022). Perceived usefulness of the new system could also predict the level of feelings of confidence in their teaching abilities (Cardullo et al., 2021). Based upon prior studies which find significant relations between self-efficacy and occupational commitment (Canrinus et al., 2012; Mokhtar et al., 2021; Ware & Kitsantas, 2011), it can be inferred that there was likely a reduction in teacher commitment during the pandemic with reduced feelings of self-efficacy.

Commitment to the Organization. Commitment to the Organization during COVID showed a general decline (Walter, 2021). McInerney et al., (2015) find that Affective Commitment to the Organization (teachers' sense of belonging and feeling part of the school family) was the strongest positive indicator of teachers' intention to leave. Lowered Affective Commitment to the Organization could be attributed to the isolation of teachers from other staff members during the pandemic.

In a 2022 study on teacher motivation and loneliness, Gonzalez-Garcia et al., find significant differences in teaching motivation and COVID-19 effects between male and female teachers in the study. Female teachers showed a better ability to regulate the negative effects of the pandemic than their male counterparts, who demonstrated higher levels of amotivation and

loneliness at work. Chanana (2021) finds similar results in a study examining the level of

organizational commitment during the COVID-19 pandemic between male and female teachers,

where female teachers demonstrated higher levels of commitment than their male counterparts.

Other COVID-19 Pandemic Impacts

The COVID-19 pandemic impacted teachers in multiple ways. This section reports the

internal and external impacts expressed frequently by teachers during the pandemic outside of

Cable and Edwards' (2004) six identified key values.

Uncertainty. The beginning of the pandemic lockdowns in early 2020 were fraught with

uncertainty for teachers and administrators, as governments mandated school closures for an

indefinite period (Walter & Fox, 2021). On reflection, teachers liken this time to rugs being

pulled out from under them or being pushed out of a plane after being shown a diagram of a

parachute (Kim & Asbury, 2021). These mandates required teachers to be readily and fully

versed in suitable online technology to produce engaging content suitable for a virtual audience

from the first day of the pandemic (Kim & Asbury, 2021; Kim et al., 2022; Kovaks et al., 2021).

Teachers expressed frustration in the lack of transparency or clarity from their respective

governmental bodies, which enhanced their sense of uncertainty (Kim & Asbury, 2021; Kim et

al., 2022; Kovaks et al., 2021). They voiced a desire to be consulted by their government on

decisions that would affect their schools and lamented decisions that were made which did not

align with the needs of their students (Kim & Asbury, 2021; Kim et al., 2022). Some teachers,

however, embraced the newness as a challenge that breathed new life into their teaching practice

(Kim & Asbury, 2021; Kovaks et al., 2021; Mutch & Peung, 2021).

Virtual Adjustment. The sudden shift to virtual teaching presented challenges that came

with learning the new technology "on the fly" and ensuring access to technology for students

(Kim & Asbury, 2021; Kovaks et al., 2021; Trust & Whalen, 2021). This created added stress for teachers to select, learn, and embrace new technology. K-12 teachers cited overwhelming numbers of digital tools available and spent a significant amount of time testing and selecting the appropriate tools (Trust & Whalen, 2021). Limited or no student access to the internet required teachers to prepare asynchronous lesson plans for them to complete at home (Miller, 2021; Kovaks et al., 2021; Mutch & Peung, 2021; Trust & Whalen, 2021). Parents picked up instructional packets at the school, or teachers drop off the packets at students' homes (Kovaks et al., 2021; Miller, 2021; Mutch & Peung, 2021).

Student Support. Student support expressed itself broadly in universally held ideals of what it meant to be a teacher, but practical applications often differed. Caring for students through providing enriching learning experiences, cultivating a sense of well-being, and fostering social relationships in students were key teacher values that were strengthened during the pandemic (Fukuda & Fukuda, 2022; Kim & Asbury, 2021; Kim et al., 2022; Kovaks et al., 2021; Mutch & Peung, 2021).

Teachers in the U.S. viewed their role in the virtual classroom as the bearer of positivity, to express caring and connectivity to their students, and to respond to academic and social-emotional needs during the isolation of the pandemic (Miller, 2021). Diliberti (2020) reported that this ideal was not realized for some teachers, as just over half of teachers were able to contact most or all their students.

Fairness and equity, although not expressed as broadly, emerged as a strengthened value for teachers (Fallah et al., 2021; Kim & Asbury, 2021; Kovaks et al., 2021; Mutch & Peung, 2021). Teachers reported an enhanced desire for students to have equal learning opportunities

and to be assessed even-handedly (Fallah et al., 2021; Kim & Asbury, 2021; Kim et al., 2022; Kovaks et al., 2021; Mutch & Peung, 2021).

Relationships with Parents and Community. Relationships with parents and the community also took on greater significance for teachers (Kim & Asbury, 2021; Kim et al., 2022; Kovaks et al., 2021; Mutch & Peung, 2021). Virtual learning required working in concert with parents in a greater way than before (Kim & Asbury, 2021; Kim et al., 2022), which could only be accomplished through mutual trust development. Results were mixed; for some, levels of trust between parents and teachers increased as teachers were able to observe the support that parents offered their children (Kim & Asbury, 2021). Others expressed anxiety from an increased need to build relationships with parents (Fukuda & Fukuda, 2022) and reported challenges in communicating with parents from a distance, whose first language was different from their own (Trust & Whalen, 2021). Teachers in the U.S. did not report a significant increase in parental relationship-building but often found that their time spent with parents was used for technology troubleshooting and training purposes (Trust & Whalen, 2021).

Administrative Support. Administrative support varied but was most often expressed to be too little (Diliberti, 2020; Kim & Asbury, 2021; Kim et al., 2022; Kovaks et al., 2021; Walter, 2021). Support was reported necessary to keep students engaged, teachers motivated, and support ESL learners and students with special needs (Diliberti, 2020; Fallah et al., 2021). This need for support was higher for schools with solely virtual instruction (Diliberti, 2020).

The most widely reported issue regarding administrative support for teachers was the increased workload despite the lack of clarity, resources, time, and support. Over time, feelings of frustrations rose in concert with growing expectations for teachers (Walter et al., 2021). Often a lack of clear communication was cited as a lack of support. Changes in policies, or lack of

policy clarity from school or district administration in K-12 schools, created a sense of added uncertainty and stress for teachers (Walter et al., 2021). Boltz et al., (2021) found that K-12 schools and districts were not as effective as they needed to be when it came to directions and expectations. Policies were overly restrictive, but not enforced, creating added challenges for teachers.

Strengthened Values and Teacher Identity. Most notably, teachers expressed how their identity as teachers and their values were strengthened or shifted from pre-pandemic times (Kim & Asbury, 2021; Kim et al., 2022; Kovaks et al., 2021; Mutch & Peung, 2021). Teachers in New Zealand embraced the cultural values as their teacher values, such as *whanaungatanga*, (building relationships), *hauora* (foundations for learning), and *kaitiakitanga*, or guardianship of the environment (Mutch & Peung, 2021). They embraced activities that showcased the natural environment and their traditional culture to get students outside and further embrace their heritage (Mutch & Peung, 2021). Charzyńska et al., (2021) reported that teachers who identified strongly with their faith were more likely to find purpose and meaning in their roles as teachers, more likely to develop more meaningful colleague relationships and students, less likely to experience emotional exhaustion and burnout, and less likely to have turnover intentions during the pandemic than their counterparts who did not identify as having a strong spiritual faith.

Research Questions

Despite a growing body of research on value consonance in educational contexts, the extent to which the perceived value consonance of teachers between principals and their effects on teacher retention has remained largely unexplored. This study seeks to extend the body of prior research to examine the relationship between Teacher Values, Teacher Perceived Principal Values, and Teacher Commitment to their organization and the teaching profession. Moreover,

the COVID-19 pandemic had substantial impacts on this study and in the field of education. This study will investigate the impacts of the pandemic on Teacher Values and Commitment. To this end, this study will address the following research questions:

- Research Question 1: To what extent does value consonance correlate with teacher commitment?

- Research Question 2: How does the relationship between value consonance and commitment differ by intention to stay in the organization and occupation?

- Research Question 3: To what extent does value consonance differ as a function of intent to stay in the organization and occupation?

- Research Question 4: How do teachers perceive the COVID-19 pandemic as having influenced their values, their principal or supervisors' values, and their commitment to the teaching profession in general?

Hypotheses

The following hypotheses will attempt to predict the findings of this study based upon reflection of findings in the established literature:

- Hypothesis 1: Teachers will report strong, positive relationships between Commitment to the Organization and Altruism, Colleague Relationships, and Student Relationships and weaker, but positive relationships between Commitment to the Occupation, Autonomy, Job Security, and Prestige.

- Hypothesis 2: Teachers intending to remain in their current organization for a longer time will show higher Commitment to the Occupation and Organization than those who intend to remain at their organization for a shorter time.

- Hypothesis 3: Teachers' values and their perceptions of their principal or supervisors' values will be significantly impacted by the COVID-19 pandemic for Altruism, Autonomy, Job Security, Prestige, Colleague Relationships, and Student Relationships. Further, the pandemic will significantly impact teachers' Commitment to the Organization and Occupation, resulting from these value shifts.

CHAPTER III

METHODOLOGY

Interruptions from the COVID-19 pandemic required the study to be completed in two parts: the first was completed at the beginning of the pandemic, consisting of participants from K-12 teachers in Oregon, and the second included English as a Second Language (ESL) and English as a Foreign Language (EFL) teachers from multiple countries. With the pandemic as an intermediary to the study, questions regarding the impact of COVID were included in both surveys. This chapter provided a detailed description of the methods used in this study where I covered the survey design and data collection instrument.

Research Approach

The current study employed a quantitative approach to survey data from a convenience sample of teachers. Quantitative survey items were used to gather data on teachers' values, their perceived principal or supervisors' values, the degree of consonance to these perceived values, and how this ultimately impacted their decision to remain at their current school or organization. Additionally, three open-ended, exploratory questions were used as a validity check to quantitative answers in prior sections. Although research has been done on the effects of the COVID-19 pandemic on teachers and students (Alolaywi, 2021, Aslam et al., 2021, Chanana, 2021, Choi & Chung, 2021, Estrada-Muñoz et al., 2021, Hamad et al., 2021, Hidalgo-Andrade et al., 2021, Kalantari & Kolahi, 2017, Kim & Asbury, 2020, Mac Domhnaill et al., 2021, Panisoara et al., 2020, Răducu & Stănculescu, 2021), at the time of this study, an analysis of the pandemic's effects on teacher values and commitment had not been conducted.

Survey Design and Recruitment

This dissertation included two studies given at two points in time to two separate participant pools. The first survey was designed for K-12 teachers in Oregon to better understand how teachers' values and the perceived values of the principals in their schools affected teacher commitment. The instrument design phase of the study coincided with the onset of the COVID-19 pandemic in the United States, and a final section was included in Part I to better understand how the effects of COVID would impact teachers' values and the perception of their principals' values. Low response rates to the initial survey, possibly due to teacher stress related to the pandemic, necessitated a second survey. The second survey took place during a later phase of the pandemic and was adapted to a new audience of ESL/EFL teachers and their possible teaching circumstances. For ease of reading, the K-12 survey will be referred to as *Survey I*, and the ESL/EFL survey, *Survey II*.

Surveys I and II were identical in basic structure; each included five sections: (a) Demographics, (b) Teacher Values; (c) Teacher-Perceived Principal Values; (d) Teacher Affective, Continuance, and Normative Commitment, and (e) Impacts of COVID-19. Specific demographic questions and minor differences in question wording for the values and commitment subscales differentiated Surveys I and II. The following two sections separately outline the design of each measure.

Survey I Design

As previously mentioned, Survey I was designed for K-12 teachers in Oregon. Participants were recruited through the Oregon Education Association (OEA) via a letter in the monthly organizational newsletter (see Appendix A). Section One included demographic items approved by the OEA. Items included a teacher's age, gender, race, ethnicity, current school

grade structure, years at current school, and years in the teaching profession (see Appendix B). Each item in this section allowed for enhanced confidentiality of participants by offering a "prefer not to say" option.

Sections Two (*Teacher Educational Values*) and Three (*Teacher-Perceived Principal Values)* included the same scale items but asked a different question for each scale. Both sections were adapted from a previously published scale by Wang and Hall (2019) from a 2004 survey from Cable and Edwards (see Appendices B and C). Each section included a matrix question: "For the following questions, answer how important each of the following are to you as a teacher?", and "For the following questions, answer how important you believe each of the following teachers' values are to your principal?". Each matrix question had 18 identical items falling within six subscales, listed in Table 1. Each survey item was based upon one of six aspects of teacher values (Altruism, Autonomy, Job Security, Prestige, Colleague Relationships, and Student Relationships*)*, shown in Table 1. Multiple choice answers based upon a five-point Likert-type scale included choices in a range between (1) *Not at All Important* to (5) *Extremely Important*. Possible scores ranged from three to 15 for each of the six subscales in each matrix, and between 18 and 90 overall.

In addition, mean scores for Teacher Values and Teacher-Perceived Principal Values on each subscale were converted into a Consonance variable (i.e., Teacher Values Consonance scale – Teacher-Perceived Principal Values Consonance scale) as a measure of Value Consonance. A value of one on this ratio indicated perfect consonance. A value larger than one indicated that a teacher perceived valuing a subscale construct more than their principal, while a value less than one indicated that a subscale was valued more by the principal.

Table 1

Teacher Values and Teacher-Perceived Principal Values Survey Items

Teacher and Perceived Principal Values	Survey Items
Altruism	Making the world a better place
	Being of service to society
	Contributing to humanity
Autonomy	Doing my work in my own way
	Determining the way my work is done
	Making my own decisions
Job Security	Being certain of keeping my job
	Being sure I will always have a job
	Being certain my job will last
Prestige	Gaining respect
	Obtaining status
	Being looked up to by others
Colleague Relationships	Forming relationships with colleagues
	Getting to know my colleagues quite well
	Developing close ties with colleagues
Student Relationships	Forming relationships with students
	Getting to know my students quite well
	Developing close ties with students

Section Four – Affective, Continuance, and Normative Commitment – was adapted by Wang and Hall (2019) from a previous study by McInerney et al. (2015), which explored commitment and turnover intentions for teachers in Hong Kong. The survey used a seven-point Likert-type scale, ranging from (1) *Strongly Disagree* to (7) *Strongly Agree*. It included 20 items in total with five subscales (see Table 2). The subscales included: (a) *Affective Commitment to the Occupation*; (b) *Continuance Commitment to the Occupation;* (c) *Normative Commitment to*

the Occupation; (d) *Affective Commitment to the Organization*; (e) *Continuance Commitment to the Organization*; and (f) *Normative Commitment to the Organization*. Possible scores ranged from four to 24 for each subscale, with a total score range between 20 to 120. The original study comprised of eight subscales, two of which were removed from the current study: *Intention to Quit the Profession* and *Intention to Quit the School*, as the current study focused on teacher commitment.

The final section asked questions about teachers' Commitment to the Occupation and Organization and the impact of the COVID-19 pandemic on teachers' values and their perception of their principal or supervisors' values. The scales included three forced-choice questions (e.g., "After this current academic year, how long do you plan to remain employed as a teacher?") and three open-ended questions (e.g., "How has the COVID-19 pandemic affected what you value about teaching?"). These scales were optional for participants (see Tables 3 and 4).

Survey II Design

Survey II design remained largely the same as Survey 1 with five sections, including: (a) Demographics, (b) Teacher Values; (c) Teacher-Perceived Principal Values; (d) Teacher Affective, Continuance, and Normative Commitment, and (e) COVID-19 Effects. Survey items for the Teacher Values, Teacher-Perceived School Principal/Supervisor Values; and Teacher Affective, Continuance, and Normative Commitment remained the same. To account for potential cultural differences and norms, two demographic questions were removed, and two were adapted to better suit participants (i.e., ethnicity and race questions were removed for a global audience: "What grade/s in school do you teach?," was adapted to, "What type of students do you teach?," to account for possible differences in naming conventions between cultures) and the use of more inclusive language in values questions (i.e., *Perceived Teacher- Principal Values*

Table 2

Affective, Continuance, and Normative Commitment Survey Items

Scale	Survey Items
Affective Commitment to the Occupation	I am proud to be in the teaching profession.
	Being in the teaching profession is important to my self-image.
	I am enthusiastic about the teaching profession.
Continuance Commitment to the Occupation	Changing professions now would be difficult for me to do.
	Too much of my life will be disrupted if I were to change my profession.
	Changing professions now would require considerable personal sacrifice.
Normative Commitment to the Occupation	I feel a responsibility to the teaching profession to continue in it.
	Even if it were to my advantage, I do not feel that it would be right to leave the teaching profession now.
	I am in the teaching profession because of a sense of loyalty to it.
Affective Commitment to the Organization	I do not feel like part of the family at my school.
	I do not feel emotionally attached to this school.
	I do not feel a strong sense of belonging to my school.
Continuance Commitment to the Organization	It would be very hard for me to leave my school right now, even if I wanted to.
	Too much in my life would be disrupted if I decided I wanted to leave my school now.
	I feel that I have too few options to consider leaving this school.
Normative Commitment to the Organization	This school deserves my loyalty.
	I would not leave my school right now because I have a sense of obligation to the people in it.
	I owe a great deal to my school.

Table 3

Teacher Commitment Survey Items

Item Numbers	Survey Items	Answer Options
Question 1	After this current academic year, how long do you plan to remain employed as a teacher?	a) 1 Year b) 2-3 Years c) 4-6 Years d) 7-10 Years e) 11+ Years f) I do not plan to remain employed as a teacher.
Question 2	Will you be returning to the same school where you currently teach for the next academic school year?	a) Yes b) No
Question 3	Do you plan to pursue an administrative, district or other position in the field of education in the future?	c) Yes d) No

Table 4

COVID-19 Impacts on Teacher Values

Question 4	How has the COVID-19 pandemic affected what you value about teaching?	
Question 5	How has the COVID-19 pandemic affected what you think your school administration values about teaching?	
Question 6	How has the COVID-19 pandemic affected your intention to continue working at your specific school and in the teaching profession in general?	

was changed to *Perceived Teacher-Principal/Supervisor Values*) to account for those teachers who do not teach in a formal school setting (see Appendix C). Open-ended response data were also collected in Survey II COVID-19 Effects section to capture information regarding Teacher-Principal/Supervisor Value Consonance and Teacher Retention.

Data Collection

Data for Surveys I and II were collected at two separate points in time. Survey I was collected in spring 2020, while Survey II was collected in winter 2020-2021. The manner of recruitment and data collection for each survey is detailed next.

Survey I

Those opting to take the survey by clicking the link were presented with an initial consent page informing them of the study purpose and associated risks, benefits, and confidentiality policies. The survey was published for three weeks. To ensure privacy to participants, the OEA distributed the survey to members via a monthly newsletter. As an additional privacy measure, no incentives were offered for completing the survey, which would necessarily require identifying information to contact the participants. Care was taken to avoid requiring self-disclosure of the participant in any survey items, which could result in incomplete responses or deception (Joinson et al., 2008). Moreover, participants were offered the option of 'other', followed by a field in which participants could volunteer a response, or 'prefer not to say' for biographical questions.

Survey II

Following amendment approval from the University of Oregon's IRB, recruitment for Survey II was completed through social media through a recruitment flyer (see Appendix D). Survey II was distributed using the same informed consent rigors of Survey I. Survey II was

distributed via social media channels to a global audience, such as LinkedIn connections ($n =$ 874) and TESOL International Communities of Practice Interest fora, including: Adult Education ($n = \sim1,500$), Higher Education ($n = \sim1,600$), Pre-K-12 ($n = \sim1,000$), "Nonnative" English Speaker Teachers ($n = \sim1,200$), English as a Foreign Language ($n = \sim1,800$), and English for Specific Purposes ($n = \sim1,300$). Surveys were targeted to English as a Second Language (ESL) and English as a Foreign Language (EFL) teachers.

Privacy was respected for participants; no identifying information was requested. Participants were assured that the information would be kept confidential and would be used solely for research purposes. Participants were offered the options of 'Other' or 'Prefer Not to Say' for biographical questions to allow for further anonymity.

Procedures

Before any analyses were run, I summarized the number and nature of any dropped cases. The data were then analyzed using IBM's Statistical Package for Social Sciences (SPSS, version 28). Internal consistency, or reliability, was examined for the three adapted scales (Teacher Values, Teacher-Perceived Principal Values, and Affective, Continuance, and Normative Commitment) and their subscales using Cronbach's alpha in SPSS. I created scale scores for each of the three adapted scales and subscales. Frequencies for all demographic variables were calculated and used to describe the sample. Next, I created a consonance index variable for each of the six value subscales, labeled *Consonance*. I ran descriptive statistics, including the mean, standard deviation (*SD*), median, minimum, maximum, histograms, and skewness. Finally, I ran frequencies on demographic variables to describe the sample and on Section 5, COVID-19 Effects questions.

I ran correlation analyses using SPSS software to analyze the relations among the four scales: (1) Demographics; (2) Teacher Values; (3) Teacher-Perceived Principal Values; and (4) Affective, Continuance, and Normative Commitment variables by the first three questions in Section 5: "After this current academic year, how long do you plan to remain employed as a teacher?," "Will you be returning to the same school where you currently teach for the next academic school year?," and, "Do you plan to pursue an administrative, district or other position in the field of education in the future?". I used Cohen's (1988) guidelines to analyze the data— correlations of .20 to .39 were considered a weak correlation; between .40 and .59 were considered a moderate correlation, between .60 and .79 were considered a moderately strong correlation, while correlations above .80 were considered a strong relationship.

I also examined whether the Teacher Values Scale, Teacher-Perceived Principal Values Scale, or the Affective, Continuance, and Normative Commitment Scale differed significantly among teachers based on their responses to the Teacher Commitment survey items. Regarding teachers' intent to return to the same school and their intent to pursue leadership positions, I utilized *t*-tests.

Finally, I analyzed the open-ended responses looking for evidence in teachers' responses regarding how much they perceived COVID-19 as having affected their values, their principals' values, and their commitment to teaching. To guide these analyses, I employed codes aligned to the survey instruments and the theories informing them (Creswell & Miller, 2000).

CHAPTER IV

RESULTS

Before answering the research questions, the data were checked for completeness, and demographics results for participants with complete data were summarized. In addition, reliability of the three scales for the current study were established.

Data Cleaning

For both Surveys I and II, the Teacher Educational Values Scale (Section 2), Teacher-Perceived Principal Values Scale (Section 3), and Affective, Continuance, and Normative Commitment Scale (Section 4) were considered vital to the survey. Participants were removed for not completing each item on Sections 2-4. The COVID-19 Effects section (Section 5) was considered optional, however, and participants were not removed from the study for incompletion.

For Survey I, 28 participants ($n = 28$) completed through the Teacher Values section. Four surveys, however, were discarded due to incompletion. Seven participants did not complete the COVID-19 Effects section but were not eliminated from the survey. In all, 24 participants ($n = 24$) completed through the Affective, Continuance, and Normative Commitment Scale, the required portion of the survey, leaving a total 24 of viable responses for Survey 1.

For Survey II, a total of 110 participants ($n = 110$) opted to take the survey, with 36 disqualified from completing the survey based upon key questions and were removed. An additional five did not complete Sections 2 through 4 and were removed. An additional ten participants did not complete the COVID-19 Influences section but were not disqualified. In total, 69 participants ($n = 69$) completed through Section 4 in Survey II, the required portion of

the survey for a total of 69 viable participants. Together, Surveys I and II had a total of 93 viable participants.

Participant Demographics

This section sought to better understand the demographics of the participants through the collection of biographical data. Participants were given the option to not reveal these identifying characteristics, or to further specify, if they chose, for questions on gender, first language, and others.

Biographical data were collected from participants in both Surveys I and II in Section One. The first section requested demographical information from participants. Survey I sought data on gender, ethnicity, race, highest degree awarded, grades taught in school, and years teaching. Survey II questions were adapted to better suit potential participants and gather relevant data. It included items about gender, first language (*L1*), country where participants received their salary, highest degree awarded, type of students taught, type of school or organization where participants taught, years teaching at their current school, and years teaching overall (see Appendices C and D).

Survey I Participants. Participant demographics for Survey I were reported for gender, ethnicity, race, and highest degree held. Participants identified as female ($n = 22$; 92%), male ($n = 1$; 4.2%) and 'other' ($n = 1$; 4.2%). A total of $n = 20$ participants identified as white/Caucasian, $n = 2$ (8.3%) selected Prefer Not to Say, and $n = 1$ (4.2%) each identified as Asian/Pacific Islander or selected 'Other'. Regarding ethnicity, 23 identified as white, and one selected Prefer Not to Say. Participants held a variety of degrees, including master's degrees ($n = 20$; 83.3%), doctoral or PhD degrees ($n = 2$; 8.3%), bachelor's degrees ($n = 1$; 4.2 %), and professional certificates ($n = 1$; 4.2%).

Participants taught in a variety of schools and ages. Types of schools ranged from elementary school (n = 12; 50%), middle school (n = 4; 16.7%), high school (n = 7; 29.2%), and alternative school (n = 1; 4.2%). Teachers also provided information regarding the length of time they had been teaching at their current school. Two-thirds of teachers (n = 16) had taught from one to six years; one-third had taught seven years or more at their current school (n = 8).

Survey II Participants. Participants reported a variety of demographical information about themselves. For the question of gender, 46 identified as female (67%), 21 as male (30.4%), and two as non-binary (2.9%). On education, master's degrees were the most common degrees held by participants (n = 40; 58%), followed by doctoral degrees (n = 19; 27.5%), and bachelor and professional certificates (n = 5; 7.2% each). Participants also reported information on their first language and whether English was an official or dominant language in their country. More than three-quarters of participants (n = 54; 78.3%) identified as native English speakers, while others identified as native speakers of other languages. First languages reported were Russian, Spanish, Limbum (a language Cameroon), Macedonian, Turkish, and Uzbek (see Table 5). English was reported to be an official or dominant language of the country of 45 ESL/EFL teachers (65.2%), while English was not identified as an official language for 24 teachers (34.8%). Participants were employed in 19 different countries, the majority being in the United States (n = 43; 71%). Three participants reported Uzbekistan as their country of employment (n = 3; 4.3%); two participants each worked in Saudi Arabia and Malaysia (n = 2; 2.8% each), and one participant each received their salary in Cambodia, Cameroon, Canada, China, France, Japan, Kazakhstan, Pakistan, Romania, Senegal, Serbia, Taiwan, the United Kingdom, and Vietnam (n = 1; 1.4% each, totaling n = 14; 19.6%).

Table 5

Demographics: Language

Variable	*n*	%
English is First Language		
Yes	54	78.3
No (Other)	15	21.5
Limbum	1	1.4
Macedonian	1	1.4
Russian	3	4.3
Spanish	2	2.9
Turkish	1	1.4
Uzbek	1	1.4
Prefer Not to Say	6	8.7

Participants were then asked questions regarding their professional experience and current teaching situation. For the question "What type of students do you currently teach?", participants selected between 'Adults', 'KG (kindergarten) through Senior High School', or 'Other'. Participants who answered Other were asked to specify what type of students they taught. Sample answers included, "out-of-school migratory farmworker youth under age 22", "elementary and university", "university", and "I teach in an IEP [intensive English program] where the age range is 16-24." Responses were then either added to the available Adults or KG through Senior High School categories when appropriate, or placed in two new categories, "Children and Adults" or "Youth between Ages 16 and 24" (see Table 6). The adult demographic made up the bulk of students taught (*n* = 49; 64%), with KG through Senior High School following (*n* = 16; 25%).

Table 6

Demographics: Student Type Currently Teaching

Students Type Currently Teaching	n	%
Adults	49	71.0
Children and Adults	2	2.9
KG through Senior High School (ages 5-18)	16	23.1
Youth between Ages 16 and 24	2	2.9

To answer the question, "In which of the following schools/organizations do you currently teach?", participants were offered the options 'College/University', 'Schools Teaching Ages 5-18 (Kindergarten-Grade 12)', or 'Other'. Those choosing 'Other' were asked to specify in which type of school they taught. Answers included, "Migrant Education Program (housed in a University Extension service)", "Adult school in the evening and 9th-12 [sic] grade in the morning", "State Dept VELF [Virtual English Language Fellow]" and "an institute that prepares officers to work in India's national bureaucracy". Answers were placed into an available category (College/University or Schools Teaching Ages 5-18 [KG-Grade 12]), or into one of four new categories (i.e., "Community Program", "Governmental Organization", "K-12 and Adults", or "Private Language School") (see Table 7). College/University had the highest numbers with 42 (61%), followed by KG-Grade 12 (n = 18; 26%).

Table 7

Demographics: School Type Where Teaching

School Type	*n*	%
College/University	42	60.9
Community Program	2	2.9
Governmental Organization	4	5.8
K-12 and Adults	2	2.9
Private Language School	1	1.4
Schools Teaching Ages 5-18 (KG-Grade 12)	18	26.1

Participants were also asked about their years of teaching experience both at their current school and overall (see Table 8). More than half of the teachers reported working at their current school for 11 or more years (*n* = 37; 54%), followed by seven to 10 years (*n* = 11; 16%). Three-quarters of teachers reported working in the teaching profession overall 11 or more years (*n* = 52; 75%), and ten teachers reported working in the profession between seven and 10 years (15%) (see Table 9).

Table 8

Demographics: Years Teaching

Years Teaching at Current School	*n*	%
1 Year	12	17.4
2-3 Years	4	5.8
4-6 Years	5	7.2
7-10 Years	11	15.9
11+ Years	37	53.6

Table 9

Demographics: Years Teaching ESL/EFL Overall

Years Teaching ESL/EFL Overall	*n*	%
2-3 Years	4	5.8
4-6 Years	3	4.3
7-10 Years	10	14.5
11+ Years	52	75.4

Scale Reliability

Reliability was tested for each of the Teacher Values Scale, Teacher-Perceived Principal Values Scale, and Affective, Continuance, and Normative Commitment Scales, as well as for each of the six subscales. Gay et al., (2000) defined reliability as "the degree to which a test consistently measures whatever it is measuring." Cronbach's alpha coefficient was used to assess the survey instrument's reliability by computing the correlation coefficient, measuring the internal consistency of the three scales, where Cronbach's alpha reliability coefficient was considered reliable with a coefficient greater than 0.70. The closer a coefficient was to one, the higher the internal consistency (Cronbach, 1951).

Cronbach's alpha showed a high level of reliability for each of the six subscale items for Teacher Values (Altruism, Autonomy, Prestige, Colleague Relationships, Student Relationships, and Job Security), with Student Relationships having the lowest reliability, $\alpha = .77$ and Security showing the highest level of reliability, $\alpha = .90$ (see Table 10). Cronbach's alpha also showed a high level of consistency and reliability for each of the six subscale items in the Teacher-Principal Perceived Values Scale; Student Relationships showed a reliability of $\alpha = .92$ and Colleague Relationships ($\alpha = .86$) with the lowest reliability (see Table 10).

Table 10

Reliability of Value Surveys

Scale and Sub-Scale Items	Cronbach's alpha (α)
Teacher Values	.874
Altruism	.879
Autonomy	.854
Job Security	.899
Prestige	.860
Colleague Relationships	.877
Student Relationships	.769
Teacher-Perceived Principal Values	.880
Altruism	.913
Autonomy	.886
Job Security	.910
Prestige	.856
Colleague Relationships	.885
Student Relationships	.917
Affective, Continuance, Normative Commitment	
Affective Commitment to Occupation	.840
Continuance Commitment to Occupation	.703
Normative Commitment to Occupation	.849
Affective Commitment to Organization	.762
Continuance Commitment to Organization	**.672**
Normative Commitment to Organization	.862

Note. n = 93 for each group. Cronbach's alpha that did not meet the reliability threshold is in bold font.

The Commitment Scales reliability met the threshold of α = 0.70 on most items.

Continuance Commitment to the Organization subscale (α = .67) was lower than desired,

58

however (see Table 10). Items in this subscale were reviewed for consistency and it was determined that one item was less related to the other two items. Removal of the item would not considerably impact the consistency and reliability of the scale; it was decided to keep the item in the scale. Cronbach's alpha for the remaining subscale items showed acceptable levels of reliability (Affective Commitment to the Occupation, $\alpha = .70$; Continuance Commitment to the Occupation, $\alpha = .85$; Normative Commitment to the Occupation, $\alpha = .76$; Affective Commitment to the Organization, $\alpha = .83$, and Normative Commitment to the Organization, $\alpha = .86$).

Descriptive Statistics for Scales

The current studies investigated the consonance between Teacher Values and Perceived Teacher-Principal Values. Further, the studies examined the relationships of these results and the COVID-19 pandemic with teachers' intentions to remain at their current school or organization, and the teaching profession, more broadly.

Teacher and Perceived Principal Value Consonance

The Teacher Value Scale and Teacher-Principal Perceived Value Consonance Scales were tested for the mean, median, standard deviation (*SD)*, and skewness for each of the six value subscales. The scale scores ranged from one to five, with an arithmetic mean of three. A mean of zero shows teacher value consonance with the perceived values of their principal or supervisor. A positive mean indicated that teachers valued the consonance variable more than they perceived their principal does, and a negative demonstrated the inverse.

Of the six consonance variables, five had a positive mean, indicating that, on average, teachers valued those traits more than they perceived their principal or supervisor valued them (see Table 11). The Job Security and Relating with Colleagues variables, while positive, had a

mean close to zero and a median of zero. Prestige had a negative mean, indicating that

teachers perceived their principal or supervisor valued Prestige more than they did.

Table 11

Teacher and Perceived-Principal Value Consonance

Variable	Mean	Median	Standard Deviation
Altruism Consonance	.355	.000	.778
Autonomy Consonance	.315	.000	.864
Job Security Consonance	.143	.000	1.037
Prestige Consonance	-.387	-.333	.989
Relating with Colleagues Consonance	.029	.000	.896
Relating with Students Consonance	.305	.000	.841

Note. n = 93 for all variables.

Affective, Continuance, and Normative Commitment Scale Frequencies

The Commitment Scale was also examined for the mean, median and standard deviation

for each of the six subscales: Affective, Continuance, and Normative Commitment to the

Occupation and Organization (see Table 12). The scale scores ranged from one to seven, with an

arithmetic mean of four. Higher mean results indicated a stronger commitment.

Results showed that Affective Commitment to the Occupation were the strongest

commitment type for teachers, indicating that teachers felt a sense of pride in and enthusiasm for

teaching, bolstering their Commitment to the Occupation. Continuance Commitment to the

Occupation was the second strongest commitment type, showing that teachers found it difficult

to change their profession at the time due to life disruption and personal sacrifice. Normative

Commitment to the Occupation was selected least as a reason to remain in the occupation,

indicating that teachers felt less of a responsibility or loyalty to the profession than they felt a sense of pride in the profession.

Interestingly, commitment to teachers' respective schools and organizations showed lower mean results than to the occupation. Continuance Commitment had the highest mean for Commitment to the Organization, showing that teachers had a more difficult time leaving their school, or found too few options to leave. Normative Commitment and Affective Commitment were the lowest commitment variables for teachers, showing that they had a lower sense of loyalty to their school, colleagues, and students, and a low emotional attachment or sense of belonging to their school.

Table 12

Affective, Continuance, and Normative Commitment Scale Frequencies

Variable	Mean	Median	Standard Deviation
Affective Commitment to the Occupation	5.56	5.67	1.19
Continuance Commitment to the Occupation	4.71	5.33	1.63
Normative Commitment to the Occupation	4.08	4.33	1.63
Affective Commitment to the Organization	3.34	3.00	1.59
Continuance Commitment to the Organization	3.92	4.00	1.49
Normative Commitment to the Organization	3.70	3.33	1.72

Note. n = 93 for all variables.

Intention to Stay Frequencies

Teachers were asked three questions to address the impact of the COVID-19 pandemic on participants' plans after the current year in the field of education: "After this current academic year, how long do you plan to remain employed as a teacher?". Participants were

given the options of '1 year', '2-3 Years', '4-6 Years', '7-10 Years', '11+ Years', and 'I do not intend to remain employed as a teacher'. Given the unequal, and often quite small numbers of participants falling into some of the categories, they were collapsed into subcategories '0-6 Years' (*n* = 46) and '7+ Years' (*n* = 46) to enable a sufficiently powered comparison. For these data, *M* = 3.78, *MD* = 4.00, and *SD* = 1.365.

Table 13

Intentions to Remain a Teacher Scale Frequencies

Response	*n*	Mean	Median	Standard Deviation
I do not intend to remain a teacher.	3	6.00	6.00	0.00
1 Year	3	1.00	1.00	0.00
2-3 Years	18	2.00	2.00	0.00
4-6 Years	22	3.00	3.00	0.00
7-10 Years	5	4.00	4.00	0.00
11+ Years	41	5.00	5.00	0.00
Total	92	3.78	4.00	1.37

Question 2, "Will you be returning to the same school where you currently teach for the next academic school year?" was divided into (1) 'Yes' and (2) 'No' (see Table 14).

Participants were also asked the question, "Do you plan to pursue an administrative, district or other position in the field of education in the future?" and were given the same 'Yes' or 'No' options (see Table 15).

Table 14

Intention to Return to Current School Scale Frequencies

Response	*n*	Mean	Median	Standard Deviation
Yes	79	1.00	1.00	0.00
No	12	2.00	2.00	0.00
Total	91	1.13	1.00	0.34

Table 15

Intention to Pursue an Administrative Position Scale Frequencies

Response	*n*	Mean	Median	*SD*
Yes	40	4.00	4.00	.000
No	53	5.00	5.00	.000
Total	93	4.57	5.00	.498

Note. n = 93 for all variables.

Research Question Results

This section explores the findings of research question findings. Research Questions 1 and 2 employed correlations, while Research Question 3 used t-tests.

Research Question 1

This section examined the results of correlations seeking to answer the research question, "To what extent does value consonance correlate with teacher commitment?". Pearson correlation coefficients were used, and out of the 36 possible relationships, only three relationships were significant. Significant, positive, and weak relationships were evident only between Affective Commitment to the Organization and Autonomy, Continuance Commitment

to the Occupation and Relating with Students, and Continuance Commitment to the Organization and Relating with Students (see Table 16). Per Cohen (1988), these correlations, which ranged between .20 and .39, were considered weak to moderate in strength. Figures 1 through 3 visually illustrate the complexity of these relationships. Recalling that consonance is best near zero and worse further from zero, Figure 1 shows that the relationships were such that as when principals were perceived as valuing Autonomy more than teachers (i.e., negative values of consonance), Affective Commitment to the Organization was lowest, whereas when teachers perceived themselves as valuing Autonomy more than their principals (i.e., positive values of consonance), their Affective Commitment to the Organization was higher. This same basic pattern is evident in Figures 2 and 3 as well.

Research Question 2

To answer the research question, "How does the relationship between value consonance and commitment differ by intention to stay in the organization and occupation?", correlations were computed for participant groups based on their answers to questions regarding their intentions to stay in the teaching profession and their current organization. Specifically, related to intent to stay in the profession, participants were asked how long they intended to remain a teacher after the current year, whether they intended to return to their current institution, and whether they intended to pursue an administrative position. Results were reviewed in this same order (see Table 17).

Table 16

Value Consonance and Commitment Correlations for Teachers

	Consonance					
	Altruism	Autonomy	Job Security	Prestige	Colleague Rel.s	Student Rel.s
Occupation						
Affective	-.070	-.141	-.052	.052	.135	.094
Continuance	-.055	-.027	**.249**	.084	.127	.068
Normative	.150	-.179	-.052	-.038	.023	.165
Organization						
Affective	.120	**.238**	.107	-.024	.054	.120
Continuance	.124	.003	**.209**	.016	.124	.082
Normative	.034	-.117	.004	.083	-.037	-.029

Note. n = 93 for all variables. Rel.s = relationships. Significant differences are in bold font.

Figure 1

Bivariate Scatterplot of Autonomy Consonance and Affective Commitment to the Organization
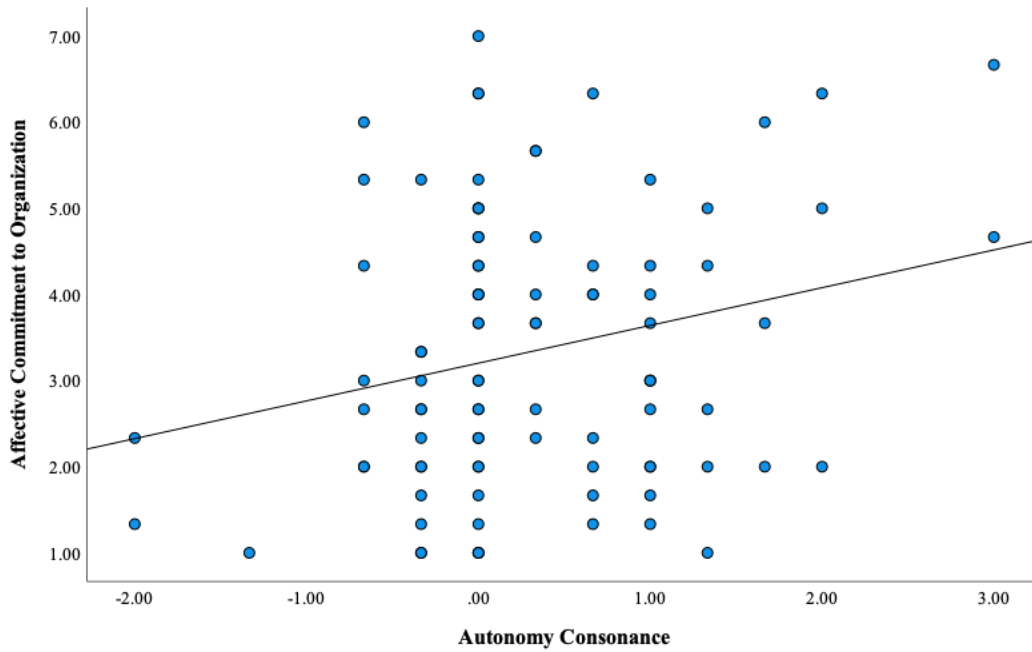
Figure 2

Bivariate Scatterplot of Job Security Consonance and Continuance Commitment to the Occupation
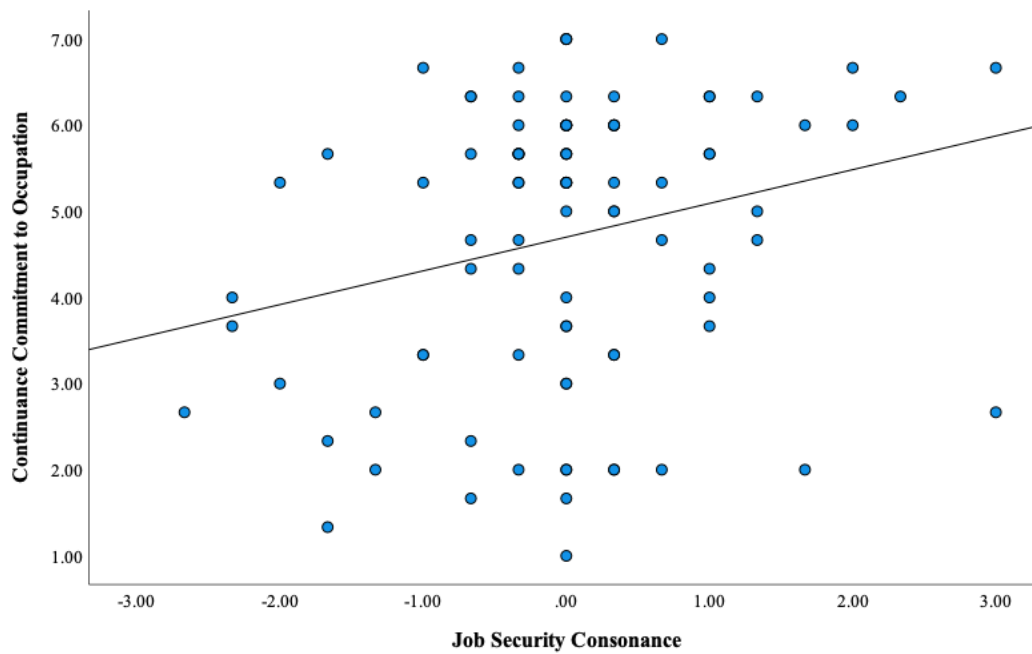
Figure 3

Bivariate Scatterplot of Job Security Consonance and Continuance Commitment to the Organization
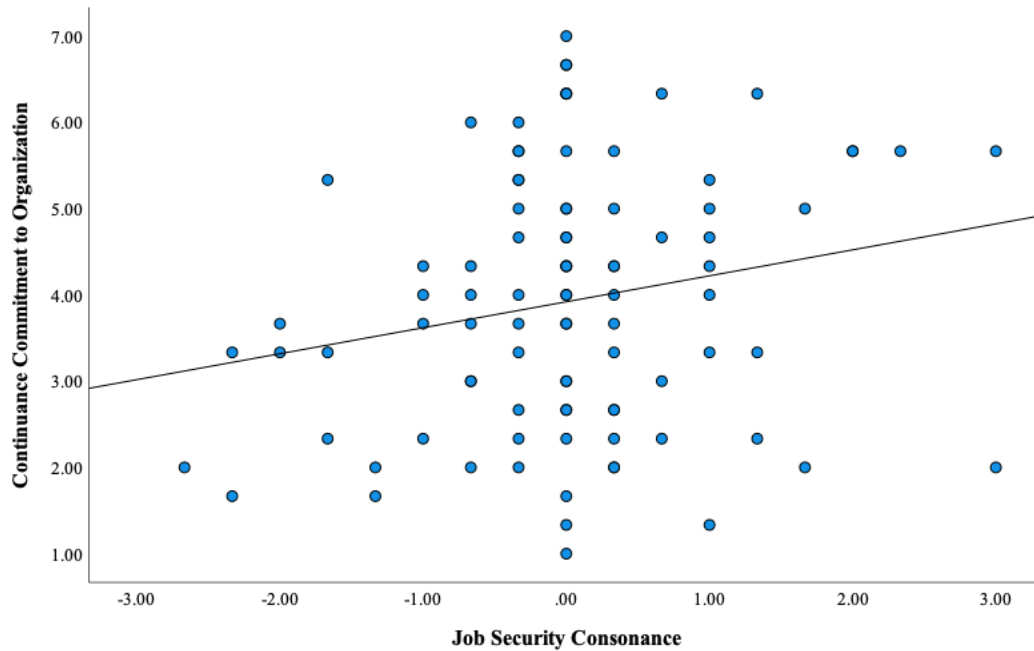
Table 17

Intent to Stay

Scale Items	Category 1	Category 2
Question 1: After this current academic year, how long do you plan to remain employed as a teacher?	0-6 Years	7+ Years
Question 2: Will you be returning to the same school/organization where you currently teach next year?	Yes	No
Question 3: Do you plan to pursue an administrative, district or other position in the field of education in the future?	Yes	No

Value Consonance and Length of Intent to Stay. Pearson correlation coefficients were used to assess the relationship between Value Consonance and Commitment variables for those participants who intended to remain in the teaching profession for zero to six years and for seven or more years. For teachers who intended to remain in the profession for zero to six years, Continuance Commitment to the Occupation and Organization both had significant relationships with Job Security Consonance. As can be seen in Figures 4 and 5, as Job Security Consonance increased, both Continuance Commitment to the Occupation and Organization increased. These correlations were moderate in strength. For teachers intending to stay in the profession seven or more years, none of the correlations between Value Consonance and Commitment variables were significant (see Table 18). As in Research Question 1, given that consonance is best near zero and worse further from zero, Figures 4 and 5 show that the relationships were such that as when principals were perceived as valuing a given value more than teachers (i.e., negative values of consonance), commitment was lowest, whereas when teachers perceived themselves as valuing that same value more than their principals (i.e., positive values of consonance), their commitment was higher.

Value Consonance and Intent to Stay at School. Participants were asked the question, "Will you be returning to the same school where you currently teach for the next academic school year?". Relationships were assessed between Value Consonance and Commitment for those who did and did not intend to return to the same school (see Table 19). For those intending to return to their school, a moderate, positive, significant relationship was found between Autonomy Consonance and Affective Commitment to the Organization (see Figure 6). For those not intending to return to their school, three relationships showed strong, positive, and significant relationships. These were between Autonomy Consonance and Commitment to the Occupation,

68

Table 18

Value Consonance and Commitment Correlations for Teachers by Length of Intention to Stay

	Consonance					
	Altruism	Autonomy	Job Security	Prestige	Colleague Rel.s	Student Rel.s
	Stay 0-6 Years ($n = 46$)					
Occupation						
Affective	-.150	-.139	-.007	.109	.143	.060
Continuance	-.060	.171	**.351**	.132	.276	.173
Normative	.175	-.135	.049	-.046	.054	.103
Organization						
Affective	-.007	.192	.268	.070	.022	.009
Continuance	.186	.130	**.316**	-.045	.216	.221
Normative	.147	-.070	-.013	.038	.073	-.024
	Stay 7+ Years ($n = 46$)					
Occupation						
Affective	-.020	-.030	-.004	.003	.066	.087
Continuance	-.029	-.279	.120	-.012	-.012	-.023
Normative	.143	-.159	-.114	-.016	-.059	.192
Organization						
Affective	.263	.249	-.237	-.223	.147	.275
Continuance	.111	-.180	.037	.082	.034	-.049
Normative	-.042	-.101	.058	.159	-.188	-.068

Note. Rel.s = relationships. Significant differences are in bold font.

Figure 4

Bivariate Scatterplot of Job Security Consonance and Continuance Commitment to the Occupation, Zero to Six Years
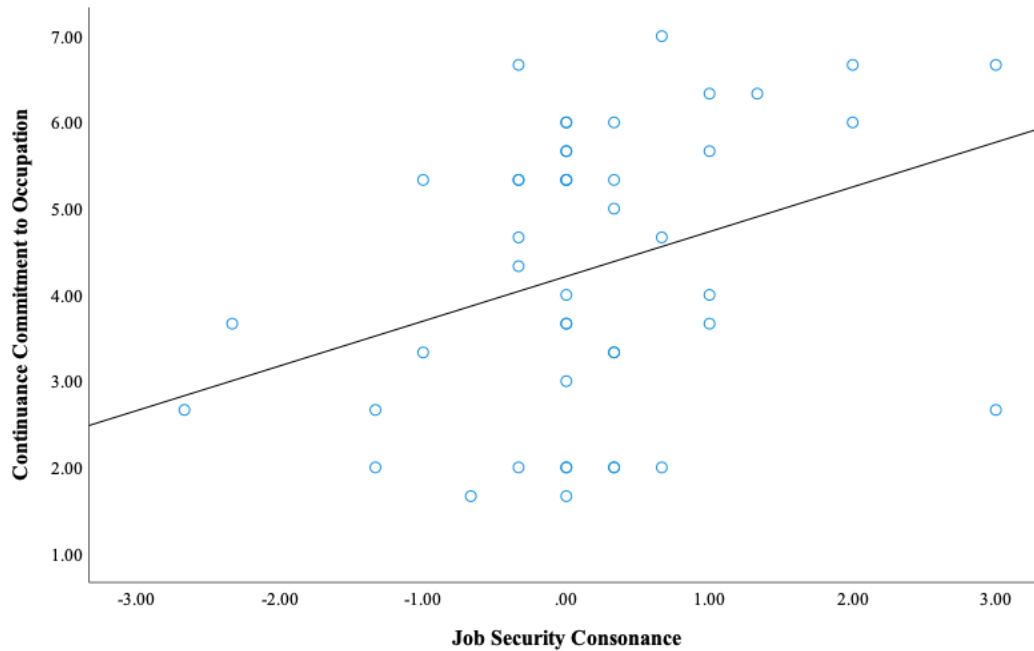

Figure 5

Bivariate Scatterplot of Job Security Consonance and Continuance Commitment to the Organization, Zero to Six Years
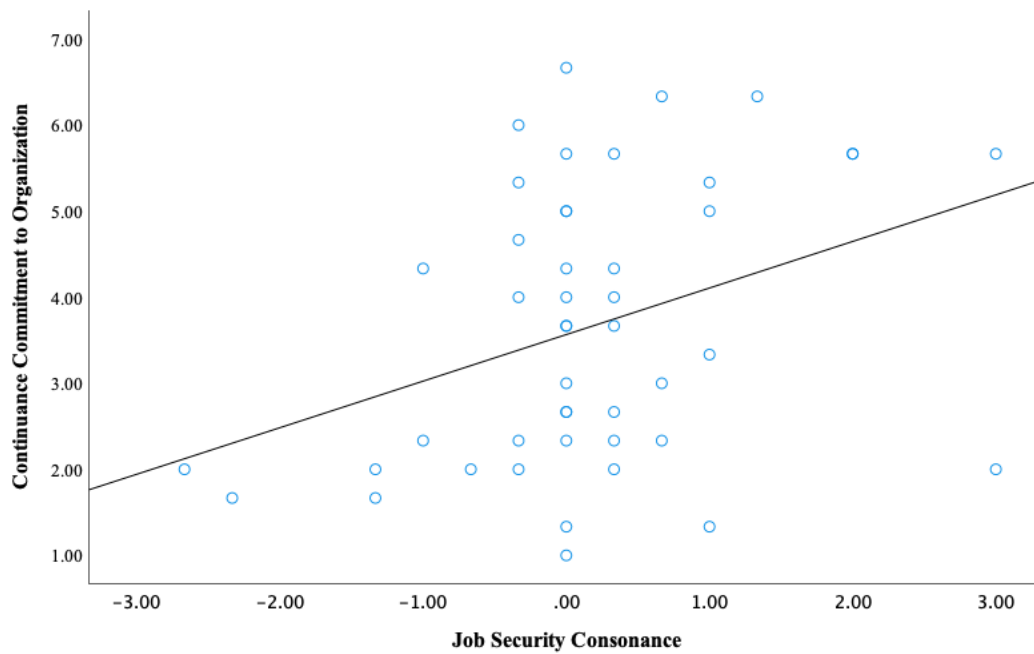
Job Security Consonance and Continuance Commitment to the Occupation, and Colleague Relationships Consonance and Affective Commitment to the Organization (see Figures 7 through 9). Again, since Consonance is best near zero and worse further from zero, each of these figures show that the relationships were such that as when principals were perceived as valuing a given value more than teachers (i.e., negative values of consonance), Commitment was lowest, whereas when teachers perceived themselves as valuing that same value more than their principals (i.e., positive values of consonance), their commitment was higher. What is apparent in Figures 7 through 9 in comparison to Figure 6 is that the relationships for those intending to leave their school are much more visible in the data.

      Value Consonance and Intent to Become an Education Administrator. Finally, participants were asked the question, "Do you plan to pursue an administrative, district or other position in the field of education in the future?". A Pearson correlation coefficient was used to assess the relationship between Values Consonance and Commitment (see Table 20). No significant relationships were found for those answering affirmatively to pursuing an administrative position. Significant relationships were found, however, for those not intending to pursue an administrative position, specifically, Job Security and Continuance Commitment to the Occupation and Colleague Relationships and Continuance Commitment to the Occupation. Job Security Consonance correlated positively and weakly with Continuance Commitment to the Occupation. Colleague Relationships, however, correlated strongly with Continuance Commitment to the Occupation (see Figures 10 and 11).

71

Table 19

Value Consonance and Commitment Correlations for Teachers by Intention to Stay in the Same Organization

	Consonance					
	Altruism	Autonomy	Job Security	Prestige	Colleague Rel.s	Student Rel.s
	Yes ($n = 79$)					
Occupation						
Affective	-.056	-.139	-.047	.057	.120	.106
Continuance	-.082	-.121	.168	.010	.103	.085
Normative	.124	-.204	-.047	-.073	.011	.179
Organization						
Affective	.116	**.291**	.087	-.053	.014	.109
Continuance	.134	-.089	.172	-.043	.150	.135
Normative	.018	-.151	-.010	.062	-.044	-.016
	No ($n = 13$)					
Occupation						
Affective	-.166	.157	.294	.275	.030	-.216
Continuance	.166	**.598**	**.562**	.532	.454	.067
Normative	.296	.296	.056	.335	.018	.068
Organization						
Affective	.005	-.317	-.066	-.066	**.634**	.524
Continuance	.199	.531	.300	.348	.079	-.153
Normative	.198	.339	.237	.344	-.089	-.200

Note. Rel.s = relationships. Significant differences are in bold font.

Figure 6

Bivariate Scatterplot of Autonomy Consonance and Affective Commitment to the Organization for Those Intending to Return to Their School
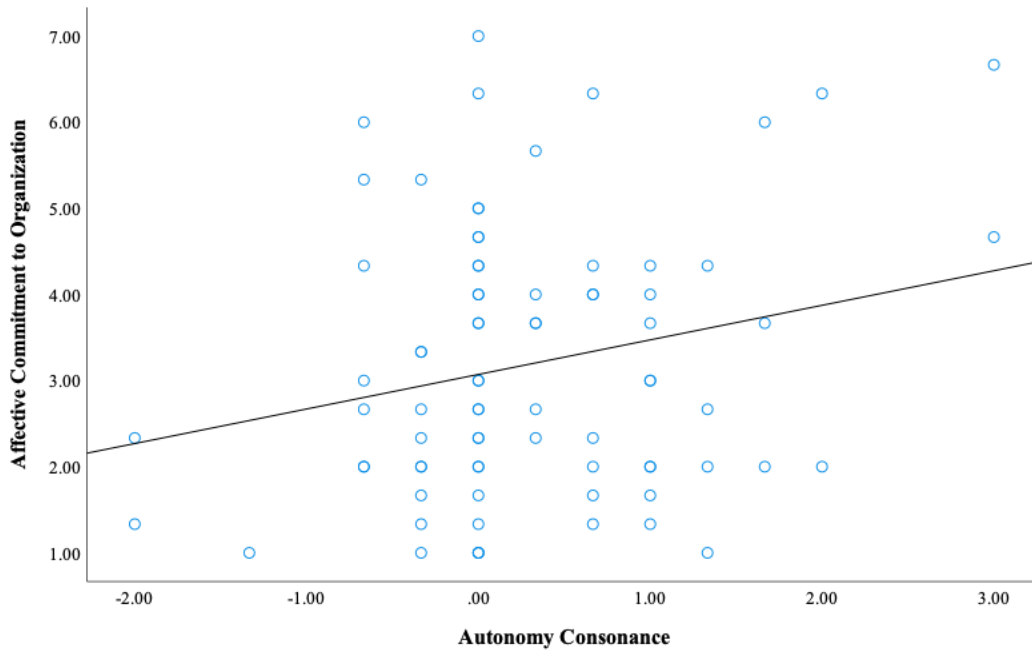
Figure 7

Bivariate Scatterplot of Autonomy Consonance and Continuance Commitment to the Occupation for Those Intending to Leave Their School
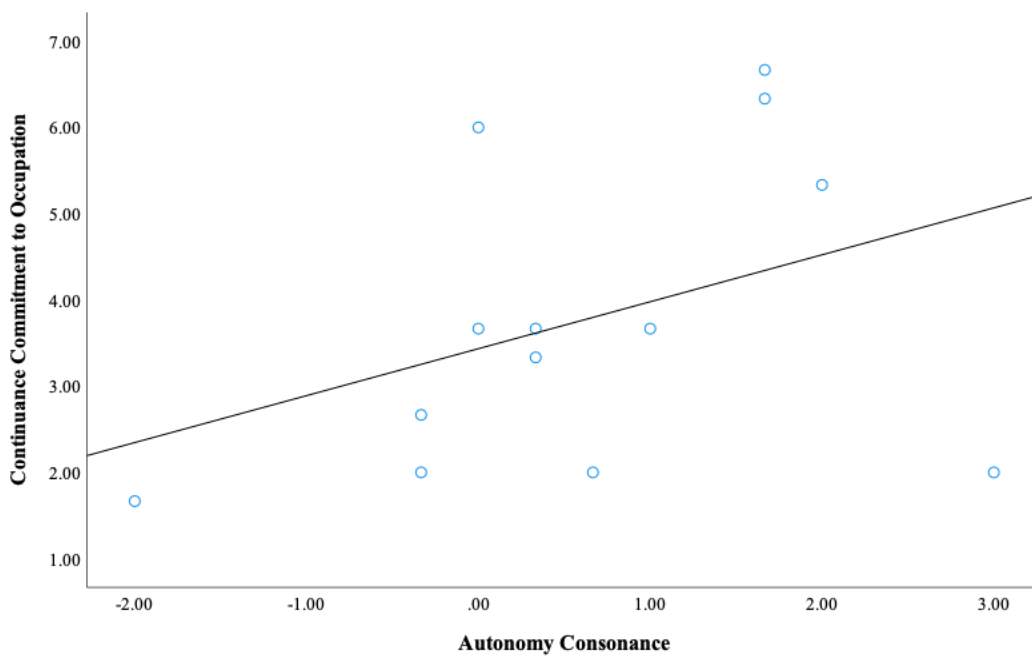
Figure 8

Bivariate Scatterplot of Job Security Consonance and Continuance Commitment to the Occupation for Those Intending to Leave Their School
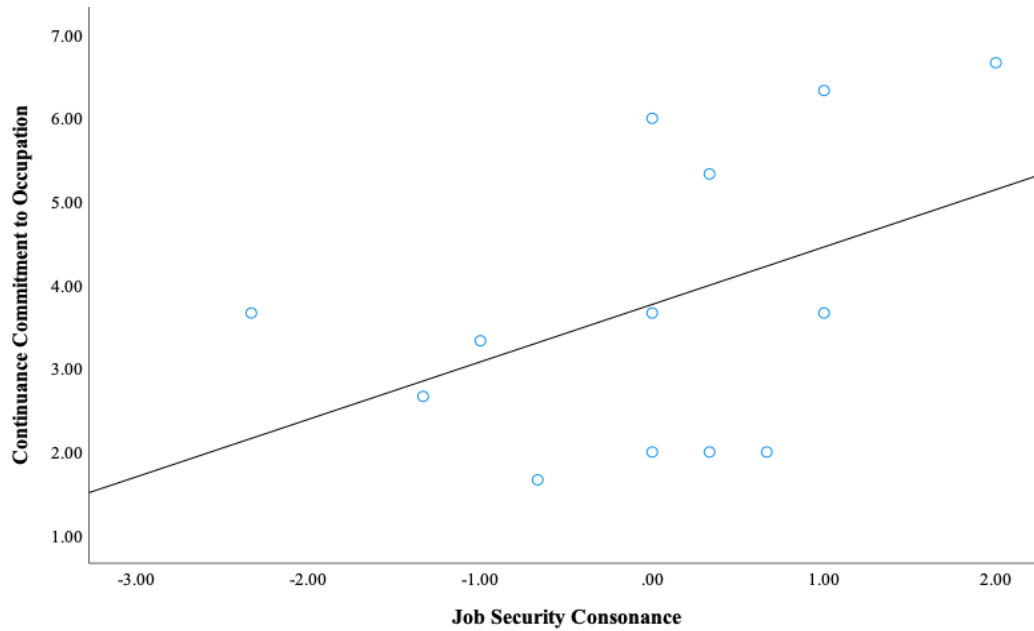
Figure 9

Bivariate Scatterplot of Colleague Relationships Consonance and Affective Commitment to the Organization for Those Intending to Leave Their School
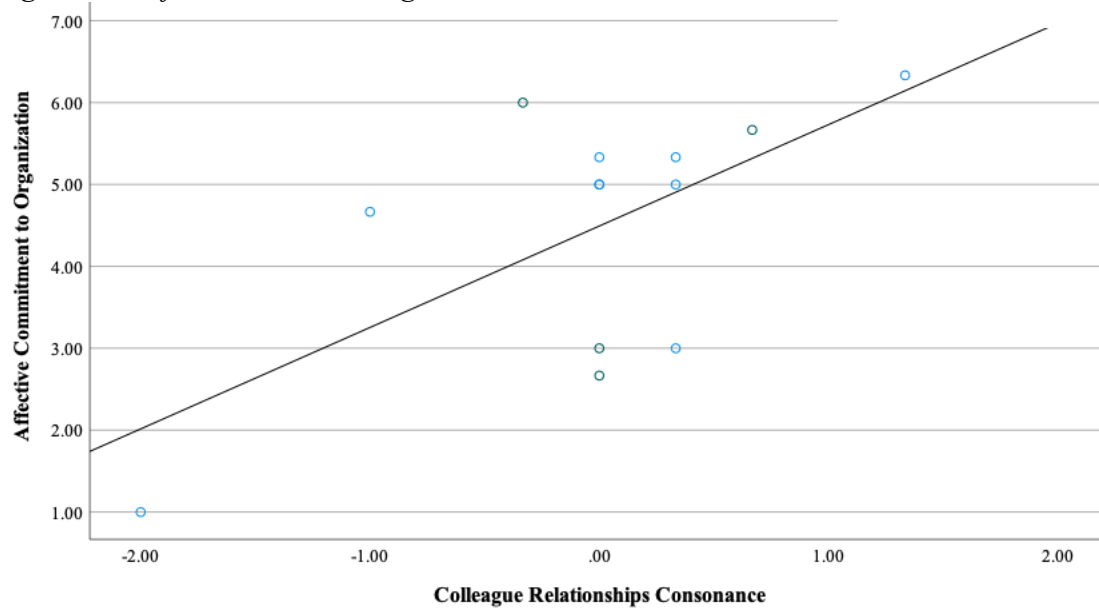
Research Question 3

To answer Research Question 3, 'To what extent does Value Consonance differ as a function of intent to stay in the organization and occupation?', independent sample *t*-tests were used for each of the six Value Consonance subscales to determine differences between the subscale and means by responses to the Intent to Stay questions described under Research Question 2. Results were discussed in the same order.

No significant differences were found between those who intended to remain teaching between one and six more years and seven or more years (see Table 21). Thus, Value Consonance did not differ on average as a function to remain in the occupation. Similarly, no significant differences were found as a function to stay in the organization (see Table 22). Finally, no significant differences were found between those who intended to pursue an administrative position and those who did not (see Table 23). From these results we can see that Value Consonance did not differ based on any of the ways Intent to Stay was examined.

Research Question 4

Participants were asked three questions to gain a general understanding of the impact of the pandemic on their values, their supervisor's values, and their commitment, and to help to validate their Likert scale responses and findings for Research Questions 1, 2, and 3. During coding, I was blind to whether respondents were "leavers" or "stayers". I coded responses to each question for the presence of ideas that aligned to value consonance and commitment theories (Cable & Edwards, 2004; McInerney, 2015). Once coding was completed, I unmasked the respondents' intentions to stay or leave. Of the 93 teachers, a large proportion wrote in responses to the open-ended questions and are reported in Table 24 by whether teachers intended to stay or leave.

Table 20

Value Consonance and Commitment Correlations for Teachers by Intention to Pursue Administrative Position

	Consonance					
	Altruism	Autonomy	Job Security	Prestige	Colleague Rel.s	Student Rel.s
	Yes (*n* = 39)					
Occupation						
Affective	.047	-.190	.076	.129	.219	.115
Continuance	-.022	.035	.091	.151	-.177	-.193
Normative	.153	-.214	.132	.217	.048	-.084
Organization						
Affective	.076	.222	.146	-.145	-.033	-.052
Continuance	.212	.002	.074	.077	.071	-.122
Normative	.092	-.132	.133	.156	.035	-.090
	No (*n* = 53)					
Occupation						
Affective	-.165	-.035	-.088	.034	.072	.049
Continuance	-.042	-.127	**.327**	.037	**.401**	.201
Normative	.162	-.122	-.137	-.181	.007	.264
Organization						
Affective	.174	.216	.033	.025	.146	.207
Continuance	.128	-.034	.269	-.023	.251	.174
Normative	-.019	-.082	-.050	.045	-.106	-.007

Note. Rel.s = relationships. Significant differences are in bold font.

Figure 10

Bivariate Scatterplot of Job Security Consonance and Continuance Commitment to the Occupation for Those Not Intending to Pursue an Administrative Position
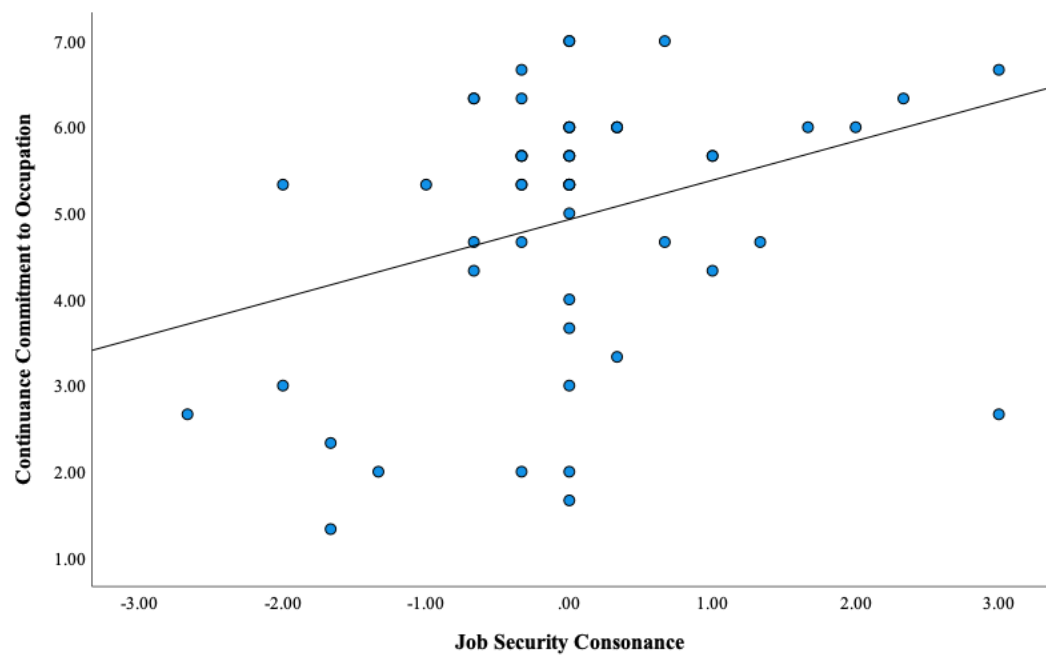
Figure 11

Bivariate Scatterplot of Colleague Relationships Consonance and Continuance Commitment to the Occupation for Those Not Intending to Pursue an Administrative Position
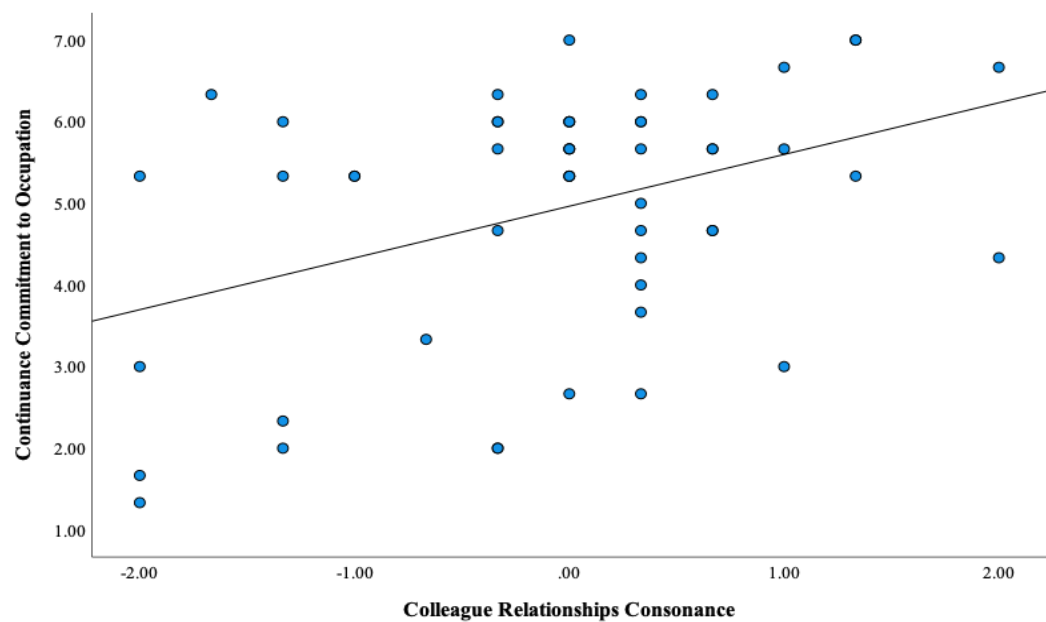
Table 21

Consonance t-Tests for Length of Intention to Stay

Subscales	0-6 Years (*n* = 46)		7+ Years (*n* = 46)			
	M	SD	*M*	SD	*t*	*p*
Altruism	.380	.677	.333	.894	0.275	.784
Autonomy	.434	.985	.196	.736	1.299	.197
Job Security	.109	1.087	-.058	.893	0.798	.427
Prestige	-.357	.892	-.377	.830	0.099	.921
Colleague Relationships	.016	.766	.101	.932	-0.458	.648
Student Relationships	.302	1.073	.355	.893	-0.291	.772

Note. df are 1, 87 for all tests.

Table 22

Consonance t-Tests for Returning to Current Organization

Subscales	Yes (*n* = 79)		No (*n* = 13)			
	M	SD	*M*	SD	*t*	*p*
Altruism	.325	.802	.564	.629	-1.023	.309
Autonomy	.304	.893	.282	.621	0.084	.933
Job Security	-.025	1.008	.103	1.134	-0.417	.678
Prestige	-.414	1.013	-.282	.880	-0.488	.632
Colleague Relationships	.051	.914	-.026	.799	0.283	.778
Student Relationships	.342	.832	.128	.918	0.845	.400

Note. df are 1, 90 for all tests.

Table 23

Consonance t-Tests for Pursuing an Administrative Position

Subscales	Yes (*n* = 39)		No (*n* = 53)			
	M	SD	*M*	SD	*t*	*p*
Altruism	.444	.739	.300	.813	0.915	.363
Autonomy	.308	.932	.300	.808	0.066	.947
Job Security	-.043	.921	.019	1.110	-0.292	.771
Prestige	-.350	.914	-.350	1.053	0.367	.714
Colleague Relationships	.154	.783	-.044	.968	1.049	.297
Student Relationships	.222	.623	.377	.921	-0.871	.386

Note. df are 1, 90 for all tests.

Impacts of COVID-19 on Teacher Values

After coding the answers of the effects of the pandemic on teachers' values (*n* = 78),

themes emerged. Aligned to the subscales, Altruism emerged as a theme in the comments through

the sub-theme Ability to Influence/Make a Change. One K-12 teacher expressed this value change

as, "I believe we can contribute to shaping "better humans" more than ever!" Supporting Students

was a sub-value that was particularly important to teachers with students who had special needs.

As one K-12 teacher expressed, "My student [sic] have very special needs and supports they do not

get at home for their education." Although most teachers expressed Altruism through supporting

their students, one ESL/EFL teacher felt more compelled to support their colleagues: "It makes me

want to dedicate more time to helping and supporting other teachers who are struggling to reach

their students and to help them catch up after missing instructional time over the pandemic."

Table 24

Frequencies of Written Responses by Intentions to Leave or Stay

COVID Question	Years to Remain Teacher			Intentions to Return to School			Pursue Administrative Position		
	0-6 Years	7+ Years	Total	Leaving	Staying	Total	Yes	No	Total
1. How has the COVID-19 pandemic affected what you value about teaching?	37	38	75	13	63	76	31	45	76
2. How has the COVID-19 pandemic affected what you think your school administration values about teaching?	35	41	76	13	63	76	33	43	76
3. How has the COVID-19 pandemic affected your intention to continue working at your specific school and in the teaching profession in general?	37	42	79	13	67	80	34	46	80

Note. Responses to these questions were voluntary and do not necessarily reflect the total number of respondents.

Both leavers and stayers expressed concern for the compromised well-being of students. Those who expressed concern for their personal and family's health and wellness all reported the intention to leave. One stated, "I realized how much of my personal self I gave to students and the school. I wasn't reserving enough for my own family…I am going to hold back a bit for my own family's sake."

Prestige was expressed in valuing respect and/or feeling disrespected by parents, their administration, or community. Many did not realize how little their work was respected, as expressed by one leaver, "I feel very disrespected by society…I thought teachers were held in high regard, but they are definitely not." Another stated, "Educators are seen as the "help" in our district by vocal parent groups implying that we don't know what we're doing, and anyone could do it better." A stayer commented that, "It has only affirmed the idea that teachers are doing the work and administrators are taking all the credit for the work." Leavers reported stronger feelings of disrespect compared to their stayer counterparts, whose sentiments were more tempered. It could be inferred from these findings that being taken for granted for the work that they do would not likely impact teachers to become leavers. The perception, however, that their work was disrespected by stakeholders would likely lead teachers to consider leaving the occupation or organization.

With the advent of virtual learning, teachers reported an increase in missing the closeness of Student Relationships that face-to-face interactions afforded them. As one leaver commented, "The value of being present with students was very clear when we couldn't be together." Another expressed, "I know that I value face-to-face instruction, where I can develop stronger bonds with students." Others found that developing stronger relationships, in general, was helpful when transitioning online, as one stayer found, "It has affected my [sic] way I build relationship [sic]

with students, colleagues and families a priority. Having build [sic] those relationships makes the transition to a virtual environment more manageable." Another leaver expressed the value of organic connections that took place before and after class: "I value the relationship building that happens in informal ways with students in the minutes before and after class or while transitioning between activities."

Teachers also reported valuing certain teaching strategies, including in-person instruction. This was coded separately from Student Relationships because specific reasons were not mentioned for this preference, or student engagement/academic achievement were reported as reasons for preferring in-person instruction. One stayer commented that online learning, "made it difficult to engage my student teachers in the scope I wanted them to be engaged, especially in teaching practice in local primary schools." Another stayer expressed, "SEL [social-emotional learning] is even more important now than in the past."

Teachers also mentioned professional development and digital literacy as values that were impacted by the pandemic. For teachers, professional development was mentioned as a gift of time during COVID and as a need to be able to reach students through new technology media. One teacher mentioned, "It has given me time to think and to pursue professional development…More than ever, I appreciate the value of that professional development." Another stated, "COVID clarified the need to be proactive on technological teaching methods to meet students' needs." Others were grateful for the technical training for students made available during COVID: "It has allowed me to help my students access computers and learn about technology, which is important for our future and would not have been possible without COVID-related funding." One teacher reflected, "It has helped me realize how many excellent resources there are online. It has also shown me the importance of digital literacy."

Impacts of COVID-19 on Principal Values

Participants were also asked how the pandemic impacted what they believed their administration valued about teaching. Values were sometimes expressed as teacher values, or "we" values, rather than those they perceived their principal or supervisor to hold, e.g., "We adapted to the needs of our students." This left many responses up to interpretation, such as one statement made: "It has increased the importance of finding alternatives to class teaching." When appropriate, responses were categorized relative to the subscales for Teacher-Perceived Principal Values. Often, participants expressed that they were unsure what their principal or supervisor valued, with the comments, "unsure", "uncertain, "I don't know" being some of the most common responses for this question. Respondents who were uncertain about how their principals' values had changed all reported that they would return to their current organization. Others did not perceive any change in the values of their principal or supervisor. Of these respondents, only one reported the intention to leave.

Altruism, again, emerged as a theme in the comments through the sub-theme of supporting students and teachers. One stayer commented, "He still cares strongly about the teachers and the students and their individual needs to be a success." Another stated, "My supervisor went above and beyond to help us...He was very understanding…he's always given his best to support us and continued even more during the pandemic." Other leavers reported, however, that the support was exclusively going to the students to the detriment of teachers. As stayer commented, "I think my principal believes in doing what's best for kids but has stopped listening to educators about how to accomplish that." Another stated, "[COVID] completely affected it—[the] focus [was] on students not teacher support or development."

Valuing Autonomy was another theme that emerged for principals, which was reported as the freedom to teach how they believed was best for their students, or the belief that their principal or supervisor valued flexibility more "under the circumstances." Of those who perceived their principal valued autonomy more, only one expressed the intention to stay. One respondent felt that "My principal lightened up on the strictness of following curriculum and gave us freedom to teach SEL and do what we thought was right." Another respondent found that "The pandemic made it clear to my supervisor that our department can be flexible and still serve and support students."

Teachers also found Prestige to be a newly developed value for their principal or supervisor in the form of money and power, evenly split between leavers and stayers. As one leaver lamented, "I believe they gained a sense of unprecedented power over the organization…They choose to favor their acolytes even if that means losing great opportunities." Perhaps because of declining student numbers, valuing money came to the fore as expressed by another leaver: "My director cares more about getting students to come to the U.S. and having their money than what is actually taught."

Relationships as a perceived value for principals was not mentioned for principal-student or principal-teacher relationships as might be expected given the frequency of that theme for teacher values changing in relation to COVID. Two teachers reported, however, that their supervisors had come to understand and value these teacher-student relationships as an avenue to enhance student learning.

Impacts of COVID-19 on Commitment

The findings of this study showed null to weak relationships between values and commitment for most values, showing little differentiation between leavers and stayers. The singular exception was the value of Prestige. Teachers who reported stronger feelings of disrespect

were far less likely to remain committed to their school or the teaching profession than teachers who reported feelings of respect from their administration and community.

Teachers also expressed more practical or structured reasons for leaving or staying during the pandemic, such as wellbeing and work-life balance, modality of teaching (online, hybrid, or in-person), and the upset that changing schools or occupations might cause in the middle of a global pandemic. These developing values during the pandemic impacted Continuance Commitment for teachers, in that their values had shifted enough that practical considerations would impact their decisions to leave or stay. This contrasted with McInerney et al. (2015), who found that Continuance Commitment did not predict turnover intentions. Perhaps the findings of this study would more closely match those of McInerney et al., pre- or post-pandemic.

Other Reasons for Leaving or Staying

The most cited reason for leaving the school or organization in which they worked was Prestige, or rather the lack of Prestige. From the results, it could be inferred that pre-pandemic, these respondents valued Prestige as part of their profession, or perhaps took its value for granted. During the pandemic, however, teachers seemed to realize that Prestige (respect for the work teachers performed) was not granted by key community stakeholders. As one participant stated, "I do not feel valued at my school, and do not feel valued as a teacher in Oregon by my governor, principal or community." Another stated, "the pandemic has really made it clear that teachers are generally viewed as glorified babysitters and are not respected as professionals. Having that so clearly defined by society makes it far easier to consider leaving the profession."

Another reasoned mentioned for staying was an increase belief in the profession through Affective Commitment to the Occupation: "It has increased the importance of keeping teaching going," and "It has increased the importance of teaching to me." This expression of commitment

85

was not included in any of the surveys and does not fit with any of the commitment items included in the surveys. Given that it was mentioned in the comments, however, it is worthwhile to include it as a motivation for teacher commitment.

Shifting values during the pandemic prompted leavers and stayers to mention structural and practical negative impacts of the pandemic which were not included in the surveys. Perhaps one of the most cited reasons for leaving or staying was the modality of teaching (online, hybrid, or in-person). One online fan expressed, "[I] will only teach on-line." Another commented, "The only reason I stay is because we are now creating some online ESL course options." Those who preferred to teach in-person seemed equally resolved. One stated, "I will never, ever become a 'devotee' to online teaching," while another commented, "If I can't teach in person sooner than later, it's going to become more and more of a burden for me."

Teachers also expressed the need for a better work-life balance, lightened workload, and greater administrative support during the pandemic. One teacher commented, "I personally feel extremely overworked and do not feel like I have been provided sufficient resources to teach…I am given no additional support." Another was open to the possibility of changing schools if it meant having more time to devote to parenting, "I am open to change if my workload as a working single parent could be more manageable, and if I found a place that valued my need to put time into parenting as well as my job. This year has been nearly impossible for a human, with the extreme workload put on teachers during distance learning."

CHAPTER V

DISCUSSION

Key Findings

This section discusses the key findings of the current study, which sampled both K-12 and ESL/EFL teachers during the first year of the COVID pandemic, to illuminate their values, their perceptions of their supervisor's values, consonance in values, commitment, and intentions to stay or leave their school or the teaching profession, as well as how they saw the pandemic as influencing these things. Results are summarized by research questions, and then contributions of these findings are discussed.

Value Consonance and Teacher Commitment

In the field of education, Value Consonance was shown to translate to greater feelings of belongingness, greater job satisfaction, lower levels of burnout, and higher levels of engagement (Cable & Edwards, 2004; Erdogan et al., 2004; Li et al., 2015; Skaalvik & Skaalvik, 2011b). These compelling findings prompted this researcher to explore relationships between values and commitment to further add to the literature. The current study addressed two research questions regarding the relationships between value consonance and commitment, one for the full sample, and another that differentiated and compared stayers and leavers, as defined by their intentions regarding the profession overall, their current organization, and pursuing an administrative position within the profession.

For teachers, overall, this study revealed a weak, positive significant relationship between Job Security Consonance and Continuance Commitment to both the Occupation and the Organization. As teachers overall expressed more value for job security relative to their perceptions of the supervisors' value for job security, their Continuance Commitment for both the

place where they worked and the profession was mildly stronger. Another weak positive

relationship was found between Autonomy Consonance and Affective Commitment to the

Organization. Thus, teachers tended to express somewhat more affective attachment to the place

they worked when they perceived themselves as valuing Autonomy as much as, or more than, their

supervisor.

Once examined by intentions to leave or stay, significant relationships were found almost

exclusively for those intending to leave in one fashion or another. Regarding length of their

intention to stay, no significant relationships were found between Value Consonance and

Commitment in any form for those intending to stay. However, for teachers intending to stay for a

shorter period (i.e., 0 to 6 years), Job Security Consonance was moderately related to Continuance

Commitment to both the Organization and Occupation. The more these eventual leavers perceived

themselves as valuing Job Security more than their supervisor, the stronger their continuance

commitment was for their place of work and teaching. When intentions to stay were examined by

intent to leave or stay at their current school, stayers demonstrated only one weak relationship (i.e.,

between Autonomy Consonance and Affective Commitment to the Organization), but leavers

demonstrated three strong relationships. For them, Continuance Commitment to the Occupation

was strongly and positively related to both Autonomy and Job Security Consonance, such that as

they valued these things more than their supervisor, their commitment to teaching was stronger. In

addition, their Affective Commitment to the Organization, or their commitment to their place of

work, was related to Colleague Relationship Consonance, such that the more they saw themselves

as valuing those relationships more than their supervisor did, the stronger their attachment to their

school. Finally, when examined by intentions to leave teaching but stay in education by pursuing

an administrative position, Consonance had no relationship with Commitment for those with no

88

intentions to pursue administration. For those intending to become administrators, there were, again, moderate relationships between Continuance Commitment to the Occupation and Consonance for both Job Security and Colleague Relationships. In summary, stayers demonstrated few and relatively weak relations between Consonance and Commitment, while leavers demonstrated moderate to strong relationships. Moreover, apart from one result, all leaver relationships were with Continuance Commitment.

The findings of the current study did not replicate a finding by Meyer et al., (1993) that Affective Commitment to the Organization was negatively related to intention to leave the organization. It also failed to replicate studies that revealed positive correlations between high Value Consonance and teacher retention (Skaalvik & Skaalvik, 2011b; Wang and Hall, 2019).

The contrast between the current results and previous research could be explained in numerous ways. One tempting explanation is that the COVID-19 pandemic has shifted what teachers value, their perceptions of what their supervisors value, and their commitment. However, as discussed under limitations below, the differences might also be due to specifics of the current study's limitations.

Differences in Values, Consonance, and Commitment by Intentions to Stay

The third research question of this study asked: *To what extent does value consonance differ as a function of intent to stay in the organization and occupation?* Hypotheses 2 proposed that teachers intending to remain at their current organization for a longer time would show higher Commitment to the Occupation and Organization than those who intended to remain at their organization for a shorter time. Teachers who intended to remain at their current organization for seven or more years showed no significant differences from those intending to remain six additional years. Moreover, those intending to remain in the occupation and/or to pursue and

administrative position did not differ significantly from those not intending to remain teaching, nor to advance to an administrative position in the education sector. Thus, although relationships between commitment and consonance differed for leavers and stayers, their mean values, perceived principal values, consonance, and commitment did not differ for leavers and stayers. These results contrast even more sharply with prior research (Meyer et al., 1993; Skaalvik & Skaalvik, 2011b; Wang & Hall, 2019), and likely for much the same reasons. They are further differentiated from Wang and Hall's (2019) specific finding that those who perceived their school to value Altruism, Autonomy, and Job Security reported lower intentions to leave the teaching profession (i.e., higher Commitment to the Occupation), whereas in the current study these values did not differ between leavers and stayers.

Self-Reported Influences of COVID-19 on Intentions to Stay

The fourth and final research question of this study asked: *How do teachers perceive the COVID-19 pandemic as having influenced their values, their principal or supervisors' values, and their commitment to the teaching profession in general?* The third hypothesis was that teachers would report that their values and their perceptions of their principal or supervisors' values would be significantly impacted by the COVID-19 pandemic, as would their commitment.

Teacher values. Teachers reported that Altruism, Prestige, and Colleague and Student Relationships were impacted significantly during the pandemic for teachers. Altruism was expressed through supporting students emotionally, financially, and academically during the challenging phases of the pandemic. Teachers also gained insight into perceptions of the work that they were doing from the parents and community at large, causing a significant shift in Prestige. Relationships came much more to the fore in importance for teachers who found their teacher identity in Student Relationships and the much-needed support during the pandemic through

Colleague Relationships.

These results echoed the findings of previous research on the impact of the pandemic. Prior studies (Boltz, 2021; Cardullo et al., 2021; Walter et al., 2021) found that Altruism was reported, in part, as the enhanced desire to support their students. One way this was expressed was through concerns for their ability to access the technology necessary to continue their education during lockdowns (Boltz, 2021; Cardullo et al., 2021). Prestige was reported in a similar manner in prior studies with the "all hands on deck" policies of districts and governments leaving teachers with the sense of being dismissed and disregarded in the pursuit of making these policies work (Carver-Thomas et al., 2020; Dos Santos, 2021).

Prior studies also showed a dramatic shift in the value of Colleague and Student Relationships during the pandemic. Although Colleague Relationships were statistically significant, they were not found to be as impactful in this current study as in prior studies, which reported that these relationships became essential support for teachers during the tumultuous episode of the pandemic (Fukuda & Fukuda, 2022; Kim & Asbury, 2021; Kim et al., 2022; Kovaks et al., 2021; Mutch & Peung, 2021). Student Relationships, however, were notable in both prior studies and this current study. As with the current study, prior studies found that, for teachers, seeing their students face-to-face each day and the ability to develop these relationships were the primary motivations for teaching (Kim & Asbury, 2021; Kim et al., 2022; Kovaks et al., 2021), and the absence of these interactions led to a questioning of their teacher identity (Kovaks et al., 2021).

Principal values. When asked about how they thought their principal or supervisors' values had changed, many did not answer or responded that they were unsure. Comments reflected a positive view of their principal or supervisors' values when behavior reflected the support that

91

they needed, such as Autonomy (through flexibility and "going with the flow"; valued by some and panned by other teachers as bordering on apathy) and developing closer Colleague Relationships. Perceived values negatively impacted teachers' values when the principal did not offer the support that teachers needed, or their focus was on other issues. Negatively reported values included Prestige, when the principal seemed to care more about money and power than supporting teachers, a lack of solid Student Relationships, and Autonomy for a few who felt that their principal did not trust them enough to conduct their classes in a way that was best for their students.

Values most shared between stayers and perceptions of their principal or supervisors included academic and pedagogical approaches, Altruism for teachers and students, and Prestige. It should be noted that teachers who chose Prestige as a reason to stay perceived it negatively but expressed that their options were few for other positions (Continuance Commitment). Those citing academics or pedagogic methodology as a reason to stay did not report that it had a considerable impact on their commitment. Altruism through teacher support, however, particularly during the pandemic, was cited as a deciding factor in Affective and Normative Commitment.

Teachers also expressed values related to their supervisors' that were not captured by the survey instruments. For example, when teachers expressed perceiving that their principal or supervisor treated them and their students well and cared about their wellbeing, they seemed more likely to express an intent to remain at the location. The opposite was more pronounced in teacher responses; when they reported feelings of disrespect and indifference from their principal, teachers seemed less likely to remain committed to the school and teaching profession. This was confirmed in prior research, which found that high value consonance was associated with a higher level of job satisfaction (Erdogan et al., 2004; Li et al., 2015; Wang & Hall, 2019).

Commitment. Leavers and stayers were analyzed for expression of Affective, Continuance, and Normative Commitment to the Occupation and to the Organization. One leaver's comment expressed why they did not have Normative Commitment to the Occupation: "After 29 years, teaching is not the same as when I first started. Covid [sic] simply showed me that the freedom of professional choice is not there anymore. I have struggled with if I will continue after this year." Another leaver reflected, "I was already planning to leave teaching, and this has just hastened my desire to leave the field."

Nineteen teachers directly expressed intentions to stay in the teaching profession or at their current school in their response. Continuance Commitment was often expressed, although not always in a positive way. For example, one stayer stated, "Although I will continue to work in my current school, I have lost a lot of respect for many colleagues and administrators." Others reasoned that they knew COVID was a temporary situation or felt comfortable at their school, and thus, they had no intentions of leaving. Another comment articulated Continuance Commitment to the Occupation by stating, "I've been piecing together adjunct work since the pandemic began. I would like to find full-time work, but I've applied and applied and applied and to no success… there aren't many jobs there." Continuance Commitment to the Organization was expressed by another respondent through the intention to remain at their current school despite lower enrollment numbers, stating, "[COVID] has made me less certain of my job security…I guess I've decided to gamble and stick it out in hopes things will remain viable for the remainder of my career." Finally, one comment specifically expressed Affective Commitment to their Organization by stating, "I greatly respect my institution and how they have dealt with COVID."

Contributions of the Current Study

The focus of this dissertation was to explore the relationship between Value Consonance and teacher Commitment to the Organization and the Occupation. Moreover, this study sought to understand the impact of the COVID-19 pandemic on teacher values, their perceptions of their principal or supervisors' values, and their commitment to the organization and teaching profession. Until recently, value consonance had been applied to many major industries, to the exclusion of education. At the time of this study, no known studies in value consonance in education had been completed in K-12 public schools and ESL/EFL education settings. The current research contributes to the current literature in pursuit of better understanding of the impact of value consonance in education.

Teacher retention in the form of teacher commitment has been of high concern for educators and administration in the field because of its positive impact on student achievement. Teacher commitment has been consistently low year over year at around 84%, until the COVID-19 pandemic (Carver-Thomas & Darling-Hammond, 2019). The upheaval caused by the dramatic shift to online teaching prompted additional concerns about teachers leaving their school, the profession, or retiring early (Lardieri, 2020). This study found that among teachers intending to leave, those valuing Autonomy and Job Security more than their supervisor expressed more Continuance Commitment to the Occupation. Moreover, those valuing Colleague Relationships more than their supervisors had stronger Affective Commitment to the Organization. Teachers who intended to stay, however, showed little or no relationships between Value Consonance and Commitment. Despite the differences between leavers and stayers in whether and how Consonance was related to Commitment, when compared directly, leavers and stayers did not differ significantly in how they reported their values, their principals' values, consonance, or

commitment. These results were echoed in teachers' open-ended responses to questions about the impact of the pandemic on their values and commitment in that comments showed that both leavers and stayers largely reported similar impacts during COVID, whether positive or negative.

Continuance Commitment to the Occupation and Organization appeared to be a driving force both in correlational findings for teachers overall and for leavers specifically, and in the open-ended responses from both leavers and stayers. One inference these findings support is that both leavers and stayers may have been motivated by a desire for stability during the uncertainty and upheaval associated with the COVID-19 pandemic. Even so, teachers who expressed valuing Prestige in the profession and community voiced a strong sense that it was not experienced as they believed it should be. It is worth noting that this sense of lack of prestige was expressed by both stayers and leavers. Ultimately, results of the statistical analyses and analysis of the open-ended responses left ambiguous what truly differentiated leavers and stayers.

Of course, Value Consonance remains just one of several theories that could have explained the Teacher Commitment results of this study. An alternative theory that might have informed this study would be person-environment fit theory, or the influential interaction between the individual and their environment (Holmbeck, et al., 2008). In a 2012 study, Watt et al., examined several factors that they posited would draw candidates to the teaching profession and promote teacher commitment based upon teacher-environmental fit. Factors that were the highest rated motivations included Perceived Teaching Abilities, Intrinsic Value, Working with Children/Adolescents, Enhancing Social Equity, and Positive Prior Teaching and Learning Experiences. Skaalvik and Skaalvik (2017) proposed environmental stressors (student disciplinary problems and low motivation, time pressure, and value dissonance) that might contribute to teacher burnout and lower teacher retention. Exploring the degree to which this theory better explained the

intentions of leaving and staying teachers in the current study is not possible, but future research should consider operationalizing and comparing the adequacy of value consonance, teacher-environment fit, and other competing theories.

Practical Implications

Results from these data, while preliminary, can inform administrative practices for recruitment and retention. Administrators employing ongoing recruitment and long-term retention efforts might consider the commitment data. Teachers who perceived their Job Security and Autonomy levels to increase showed greater Continuance Commitment to the profession and the organization. Practically speaking, efforts that include periodic inquiries and sincere gestures of support by the principal or administration would have a positive impact on teacher retention. Autonomy, via measured flexibility in teaching methodology, would signal trust in teachers' abilities to know what would best serve their students and would serve to increase Affective Commitment. Finally, cultivating an environment of professionalism and respect for teachers would elevate the perception of Prestige in the Occupation and Organization, providing an opportunity for an increase in both Affective and Normative Commitment.

Further considerations to inform commitment fortification are the comments provided by respondents. Those indicating that they would leave after the current year gave reasons related to Altruism, Autonomy, and Prestige as the overwhelming reasons for leaving. One important theme among the responses from many leavers and stayers that emerged for teachers was a perception that their principal or supervisor's focus was on other issues and that they ultimately did not support teachers. To address this, principals might consider asking potential candidates during the recruitment phase to share a time when they felt most supported by their supervisor or administration and using the example as a guide for showing support for the teacher in the future.

Limitations and Future Research

The COVID-19 pandemic was a threat to internal validity for this dissertation on multiple fronts. One prominent threat to internal validity was history; the pandemic began unexpectedly when Study I was set to be distributed. This prompted an addition to the original survey to include questions about the pandemic. It added an interesting facet to the study, while prompting additional research questions and results. The survey was distributed during the first phase of the pandemic through an intermediary to protect teacher privacy. This restricted the ability for incentives for teachers to complete the survey during a tumultuous time for teachers. As a result, the number of participants who self-selected were limited in number. This impacted the dependent variable (K-12 teachers) and was a threat to internal validity. Population validity was also an issue for Study I. Oregon's pool of educators is not widely considered to be racially and ethnically diverse, and only one participant identified as being of a different ethnicity than other participants. At the time of Study I, studies on the pandemic were not widely available to research previous studies, rendering Study I, and later, Study II to be exploratory studies. Finally, lockdown restrictions limited interviews that would provide more holistic answers to questions of correlation.

Although some factors were unavoidable, future research would be advised to include incentives for teachers to take the survey, encouraging promotion of a larger sample size. Arrangements with school districts across the state or country to distribute the survey would improve external validity through the promotion of representation from urban, suburban, and rural districts, various economic strata, and a myriad of racial and ethnic participants.

Study II commenced as teachers were beginning to return to school in the United States. Teachers had found strategies for teaching online and the focus began to shift from coping to

anxiety about returning to school. Not all countries were out of lockdown, and some had been open for many months at the time of Study II distribution. The change in external circumstances in response to the pandemic created a false maturation threat to validity.

Experimental mortality was an issue for Studies I and II, with participants exiting the survey prematurely, potentially impacting the dependent variable. Generalizability was impacted for Study I because it was regionally based and included a narrow sample size. Study II was also impacted because of the reach of the study, making localized generalizations difficult.

Conclusion

The focus of this dissertation was the relationship of value consonance and teacher commitment for K-12 and ESL/EFL teacher and teachers' perceptions of the COVID-19 pandemic's impact on their values, their supervisor's values, and their commitment to the organization and the profession. The results here ultimately do not illuminate reasons why teachers tend to remain committed to the profession or school, and why others opt to leave. Perhaps the most noteworthy result was that both stayers and leavers expressed the importance of their administration and communities conveying respect, trust, and value for the challenging work that they do. Armed with this knowledge, school administrators, supervisors, and districts should focus on strategies for conveying respect for teachers, fostering trust in teachers, and acknowledging the significance of teachers' contributions to their schools, district, and community, which can potentially improve teacher retention.

APPENDIX A

Survey I Recruitment Letter

Dear Fellow Educator:

As a newly appointed or veteran teacher faced with many challenges such as COVID-19, you are instrumental in helping students to gain the knowledge and understanding necessary to successfully navigate their world. These challenges can be daunting, leading many teachers to choose a new profession. This has led to a shortage of experienced teachers in Oregon and created a pressing need for individuals and organizations to learn and understand the factors that are related to job satisfaction for new teachers. Your view is important so that solutions can be considered in making the beginning teacher more successful.

You have been invited to participate in this study as a member of the Oregon Education Association. Your participation in this study will help us to understand better how your views determine how likely you are to remain in the education sector and which factors impact teacher retention rates. We are asking you to complete a brief, online, research-based survey. Your participation is important to truly representing a diverse array of views in this matter and is greatly appreciated.

My name is Julie Staggs and I am a doctoral candidate in the Department of Educational Methodology, Policy, and Leadership at the University of Oregon. I am conducting this survey under the supervision of Dr. Gina Biancarosa, Ann Swindell's Chair and Associate Professor in the Department of Education. This survey has been vetted and approved by the University of Oregon's Institutional Review Board.

This survey will take approximately 30 minutes of your time. It is entirely online and can be completed from any computer or devices via Qualtrics, an online survey tool. As with any research study, there is a risk of loss of confidentiality. However, you may be assured that you will not be required to provide identifying information and every effort will be made to ensure confidentiality. Your name will never be requested on the questionnaire itself.

Your participation will be of great benefit to the educational community by helping us to understand better what factors contribute to teacher retention. This information will be used to create recommendations for best practices for teacher retention in Oregon.

We would be happy to answer any questions or concerns you may have about this study. These may be directed to Julie Staggs (jstaggs@uoregon.edu) or Gina Biancarosa (ginab@uoregon.edu). If you have questions about your rights as a research subject, call the Research Compliance Services office, University of Oregon, at 541-346-2090 or email them at researchcompliance@uoregon.edu.

Your participation is voluntary, and you can withdraw at any time. If you decide to withdraw, none of your previously completed survey items will be saved.

By clicking "I agree" below, you are indicating that:
1. you have read and understand the information provided above
2. you willingly agree to participate

Thank you very much, in advance, for your assistance and cooperation.

Sincerely,

Julie C. Staggs   Dr. Gina Biancarosa
Doctoral Candidate   Assistant Professor
University of Oregon   University of Oregon

APPENDIX B

Survey I Instrument

Consent Information and Agreement

This survey will help to inform decisions based upon teacher commitment and will take approximately 15 minutes of your time. There is a minimal risk of loss of confidentiality. However, you will not be required to provide identifying information and every effort will be made to ensure confidentiality. Your participation is voluntary, and you can withdraw at any time. If you choose to withdraw, none of your previously completed survey items will be saved.

By continuing to the survey, you are indicating that:

1. You have read and understand the information provided above

2. You willingly agree to participate

Yes, I understand the risks and agree to participate.

No, I choose not to participate.

Introduction

Thank you for taking a few minutes of your time to complete this important survey. Let's begin!

For the following questions, please note that, for this survey:

- *"School" is defined as any school, college, university, or organization.*

- *"ESL" is more broadly used to include EFL, ESOL, ELT, ESP, EAP, EAL, or any other course or class in which the subject of instruction is teaching students to speak, understand, read and/or write in English.*

- *"Principal" refers to a school principal, supervisor, head of department, or any other individual within your organization who sets policies and affects student outcomes.*

Part I

Demographics

Tell us about you. Please answer the following questions by selecting the most accurate

responses that describe you.

1. What is your gender?

    o   Female
    o   Male
    o   Other
    o   Prefer not to say

2. What is your ethnicity?

    o   Hispanic/Latino/a
    o   Non-Hispanic/Latino/a
    o   Prefer not to say

3. What is your race?

    o   American Indian/Alaskan Native
    o   Asian/Pacific Islander
    o   Black or African American
    o   White or Caucasian
    o   Other
    o   Prefer not to say

4. What is the highest degree that you have been awarded?

    o   BA/BS
    o   DEd/EdD/PhD
    o   Master's
    o   I have not received a degree
    o   Prefer not to say

5. What grade/s in school do you teach? Mark all that apply.

    o   Elementary (Kindergarten-Grade 5)
    o   Middle (Grades 6-8)
    o   High (Grades 9-12)
    o   Other (please explain)
    o   Prefer not to say

6. How many years have you been teaching, including this academic year?

	1 year	2-3 years	4-6 years	7-10 years	11+ years
At your school					
Overall					

 Prefer not to say

Teacher Values

Part II

For the following questions, answer how important each of the following are to you as a teacher
(1 = Not at all Important, 2 = Somewhat Important, 3 = Neutral, 4 = Very Important, 5 = Extremely Important):

1. Making the world a better place	1	2	3	4	5	Altruism
2. Being of service to society	1	2	3	4	5	Altruism
3. Contributing to humanity	1	2	3	4	5	Altruism
4. Forming relationships with students	1	2	3	4	5	Student Relationships
5. Forming relationships with colleagues	1	2	3	4	5	Colleague Relationships
6. Gaining respect	1	2	3	4	5	Prestige
7. Being certain of keeping my job	1	2	3	4	5	Security
8. Doing my work in my own way	1	2	3	4	5	Autonomy
9. Getting to know my colleagues quite well	1	2	3	4	5	Colleague Relationships
10. Getting to know my students quite well	1	2	3	4	5	Student Relationships
11. Obtaining status	1	2	3	4	5	Prestige
12. Being sure I will always have a job	1	2	3	4	5	Security
13. Determining the way my work is done	1	2	3	4	5	Autonomy
14. Developing close ties with colleagues	1	2	3	4	5	Colleague Relationships
15. Developing close ties with students	1	2	3	4	5	Student Relationships
16. Being looked up to by others	1	2	3	4	5	Prestige
17. Being certain my job will last	1	2	3	4	5	Security
18. Making my own decisions	1	2	3	4	5	Autonomy

(Wang & Hall, 2019; TATE)

Teacher-Perceived Principal Values

Part III

For the following questions, answer how important each of the following are to you as a teacher
(1 = Not at all Important, 2 = Somewhat Important, 3 = Neutral, 4 = Very Important, 5 = Extremely Important):

1. Making the world a better place	1	2	3	4	5	Altruism
2. Being of service to society	1	2	3	4	5	Altruism
3. Contributing to humanity	1	2	3	4	5	Altruism
4. Forming relationships with students	1	2	3	4	5	Student Relationships
5. Forming relationships with colleagues	1	2	3	4	5	Colleague Relationships
6. Gaining respect	1	2	3	4	5	Prestige
7. Being certain of keeping my job	1	2	3	4	5	Security
8. Doing my work in my own way	1	2	3	4	5	Autonomy
9. Getting to know my colleagues quite well	1	2	3	4	5	Colleague Relationships
10. Getting to know my students quite well	1	2	3	4	5	Student Relationships
11. Obtaining status	1	2	3	4	5	Prestige
12. Being sure I will always have a job	1	2	3	4	5	Security
13. Determining the way my work is done	1	2	3	4	5	Autonomy
14. Developing close ties with colleagues	1	2	3	4	5	Colleague Relationships
15. Developing close ties with students	1	2	3	4	5	Student Relationships
16. Being looked up to by others	1	2	3	4	5	Prestige
17. Being certain my job will last	1	2	3	4	5	Security
18. Making my own decisions	1	2	3	4	5	Autonomy

(Wang & Hall, 2019; TATE)

Affective, Continuance, and Normative Commitment

Part IV

Please rate how strongly you disagree or agree with each of the following statements by selecting the appropriate number.
(1 = strongly disagree; 2 = disagree; 3 = disagree somewhat; 4 = neutral; 5 = agree somewhat; 6 = agree; 7 = strongly agree)

Statement								Category
1. Being in the teaching profession is important to my self-image.		2	3	4	5	6	7	Affective Commitment to Occupation
2. Changing professions now would be difficult for me to do.	1	2	3	4	5	6	7	Continuance Commitment to Occupation
3. I feel a responsibility to the teaching profession to continue in it.	1	2	3	4	5	6	7	Normative Commitment to Occupation
4. I do not feel like part of the family at my school.	1	2	3	4	5	6	7	Affective Commitment to Organization
5. It would be very hard for me to leave my school right now, even if I wanted to.	1	2	3	4	5	6	7	Continuance Commitment to Organization
6. This school deserves my loyalty.	1	2	3	4	5	6	7	Normative Commitment to Organization
7. I am proud to be in the teaching profession.	1	2	3	4	5	6	7	Affective Commitment to Occupation
8. Too much of my life will be disrupted if I were to change my profession.	1	2	3	4	5	6	7	Continuance Commitment to Occupation
9. Even if it were to my advantage, I do not feel that it would be right to leave the teaching profession now.	1	2	3	4	5	6	7	Normative Commitment to Occupation
10. I do not feel emotionally attached to this school.	1	2	3	4	5	6	7	Affective Commitment to Organization
11. Too much in my life would be disrupted if I decided I wanted to leave my school now.	1	2	3	4	5	6	7	Continuance Commitment to Organization
12. I would not leave my school right now because I have a sense of obligation to the people in it.	1	2	3	4	5	6	7	Normative commitment to Organization

13. I am enthusiastic about the teaching profession.	1	2	3	4	5	6	7	Affective Commitment to Occupation
14. Changing professions now would require considerable personal sacrifice.	1	2	3	4	5	6	7	Continuance Commitment to Occupation
15. I am in the teaching profession because of a sense of loyalty to it.	1	2	3	4	5	6	7	Normative Commitment to Occupation
16. I do not feel a strong sense of belonging to my school.	1	2	3	4	5	6	7	Affective Commitment to Organization
17. I feel that I have too few options to consider leaving this school.	1	2	3	4	5	6	7	Continuance Commitment to Organization
18. I owe a great deal to my school.	1	2	3	4	5	6	7	Normative Commitment to Organization

(McInerney, Ganotice, King, Marsh, & Morin, 2015)

Impact of COVID-19

Part V

1. After this current academic year, how long do you plan to remain employed as a teacher?

   a. 1 Year
   b. 2-3 Years
   c. 4-6 Years
   d. 7-10 Years
   e. 11+ Years
   f. I do not plan to remain employed as a teacher.

2. Will you be returning to the same school where you currently teach for the next academic school year?

   a. Yes
   b. No

3. Do you plan to pursue an administrative, district or other position in the field of education in the future?

   a. Yes
   b. No

Last academic year and this academic year are truly unprecedented and far-reaching in how COVID-19 has affected schools, teachers, and students. If you are willing to give them, I would value your responses to the following questions.

1. How has the COVID-19 pandemic affected what you value about teaching?

2. How has the COVID-19 pandemic affected what you think your school administration values about teaching?

3. How has the COVID-19 pandemic affected your intention to continue working at your specific school and in the teaching profession in general?

APPENDIX C

Survey II Instrument

Consent Information and Agreement

Thank you for your interest in this survey! This is a survey for ESL/EFL, etc. teachers who are currently teaching in a school or organization. This survey will help to inform decisions based upon teacher commitment and will take approximately 10 minutes of your time. There is a minimal risk of loss of confidentiality. You will not be required to provide identifying information and every effort will be made to ensure confidentiality. Your participation is voluntary, and you can withdraw at any time. If you choose to withdraw, none of your previously completed survey items will be saved.

By continuing to the survey, you are indicating that:
1. You have read and understand the information provided above
2. You willingly agree to participate

      Yes, I understand the risks and agree to participate.

      No, I choose not to participate.

Introduction

Thank you for taking the time to complete this survey. Let's begin!

For the following questions, please note that, for this survey:

- *"school" is defined as any school, college, university, or organization.*

- *"ESL" is used to include EFL, ESOL, ELT, ESP, EAP, EAL, or any other course or class in which the subject of instruction is teaching students to speak, understand, read and/or write in English.*

- *"principal" refers to a school principal, supervisor, head of department, or any other individual within your organization who sets policies and affects student outcomes.*

Exclusionary Questions

Question 1

Do you currently teach ESL (in-person or virtually) at a school, university, or organization?

- Yes
- No

Question 2

Do you have a principal/supervisor at your organization who is responsible for overseeing teachers and instructors?

- Yes
- No

Do you currently work for two or more employers as an English language instructor (i.e., you have to different principals/supervisors at two different organizations)?

- Yes
- No

Part I

Demographics

Please select the most accurate responses that describe you. **Please answer to the job you consider to be your PRIMARY place of employment.

1. What is your gender?

   - Female
   - Male
   - Non-binary
   - Prefer not to say

2. Do you consider English to be your first language?

   - Yes
   - No, I consider my first language to be _____.
   - Prefer not to say

3. What is the highest degree that you have been awarded?

- Bachelor's degree
- Master's degree
- Professional degree
- Doctoral degree/PhD
- Other (please specify) _____
- No degree currently awarded
- Prefer not to say

4. In which country do you receive your salary/employment compensation? Enter N/A if you would prefer not to say. _____

5. Are you currently teaching English in a country where English is a dominant or official language?

- Yes
- No
- Prefer not to say

6. In which of the following school/organization do you currently teach?

- Schools teaching ages 5-18 (Kindergarten-Grade 12)
- College/university
- Other (please specify) _____
- Prefer not to say

7. How many years have you been teaching (in person or virtually), including this year?

- 1 Year
- 2-3 Years
- 4-6 Years
- 7-10 Years
- 11+ Years
- Prefer not to say

8. How many years have you been teaching ESL (in person or virtually) OVERALL, including this year?

- 1 Year
- 2-3 Years
- 4-6 Years
- 7-10 Years
- 11+ Years
- Prefer not to say

Teacher Educational Values

Part II

We want to know what you find most important as a teacher. Please read each statement and select the best response (Not at all Important, Somewhat Important, Important, Very Important, or Extremely Important) that describes its importance TO YOU AS A TEACHER at your PRIMARY place of employment.

(1 = Not at all Important, 2 = Somewhat Important, 3 = Neutral, 4 = Very Important, 5 = Extremely Important):

1. Making the world a better place	1	2	3	4	5	Altruism
2. Being of service to society	1	2	3	4	5	Altruism
3. Contributing to humanity	1	2	3	4	5	Altruism
4. Forming relationships with students	1	2	3	4	5	Student Relationships
5. Forming relationships with colleagues	1	2	3	4	5	Colleague Relationships
6. Gaining respect	1	2	3	4	5	Prestige
7. Being certain of keeping my job	1	2	3	4	5	Security
8. Doing my work in my own way	1	2	3	4	5	Autonomy
9. Getting to know my colleagues quite well	1	2	3	4	5	Colleague Relationships
10. Getting to know my students quite well	1	2	3	4	5	Student Relationships
11. Obtaining status	1	2	3	4	5	Prestige
12. Being sure I will always have a job	1	2	3	4	5	Security
13. Determining the way my work is done	1	2	3	4	5	Autonomy
14. Developing close ties with colleagues	1	2	3	4	5	Colleague Relationships
15. Developing close ties with students	1	2	3	4	5	Student Relationships
16. Being looked up to by others	1	2	3	4	5	Prestige
17. Being certain my job will last	1	2	3	4	5	Security
18. Making my own decisions	1	2	3	4	5	Autonomy

(Wang & Hall, 2019; TATE)

Principal/Supervisor Educational Values

Part III

For the following statements, please select the best response (Not at all Important, Somewhat Important, Important, Very Important, or Extremely Important) that describes how important you BELIEVE these attributes are TO YOUR PRINCIPAL/SUPERVISOR at your PRIMARY place of employment.

(1 = Not at all Important, 2 = Somewhat Important, 3 = Neutral, 4 = Very Important, 5 = Extremely Important):

1. Making the world a better place	1	2	3	4	5	Altruism
2. Being of service to society	1	2	3	4	5	Altruism
3. Contributing to humanity	1	2	3	4	5	Altruism
4. Forming relationships with students	1	2	3	4	5	Student Relationships
5. Forming relationships with colleagues	1	2	3	4	5	Colleague Relationships
6. Gaining respect	1	2	3	4	5	Prestige
7. Being certain of keeping my job	1	2	3	4	5	Security
8. Doing my work in my own way	1	2	3	4	5	Autonomy
9. Getting to know my colleagues quite well	1	2	3	4	5	Colleague Relationships
10. Getting to know my students quite well	1	2	3	4	5	Student Relationships
11. Obtaining status	1	2	3	4	5	Prestige
12. Being sure I will always have a job	1	2	3	4	5	Security
13. Determining the way my work is done	1	2	3	4	5	Autonomy
14. Developing close ties with colleagues	1	2	3	4	5	Colleague Relationships
15. Developing close ties with students	1	2	3	4	5	Student Relationships
16. Being looked up to by others	1	2	3	4	5	Prestige
17. Being certain my job will last	1	2	3	4	5	Security
18. Making my own decisions	1	2	3	4	5	Autonomy

(Wang & Hall, 2019; TATE)

Affective, Continuance, and Normative Commitment

Part IV

Please rate how strongly you disagree or agree with each of the following statements by selecting the appropriate number.
(1 = Strongly Disagree; 2 = Disagree; 3 = Disagree Somewhat; 4 = Neutral; 5 = Agree Somewhat; 6 = Agree; 7 = Strongly Agree)

Statement								Category
1. Being in the teaching profession is important to my self-image.		2	3	4	5	6	7	Affective Commitment to Occupation
2. Changing professions now would be difficult for me to do.	1	2	3	4	5	6	7	Continuance Commitment to Occupation
3. I feel a responsibility to the teaching profession to continue in it.	1	2	3	4	5	6	7	Normative Commitment to Occupation
4. I do not feel like part of the family at my school.	1	2	3	4	5	6	7	Affective Commitment to Organization
5. It would be very hard for me to leave my school right now, even if I wanted to.	1	2	3	4	5	6	7	Continuance Commitment to Organization
6. This school deserves my loyalty.	1	2	3	4	5	6	7	Normative Commitment to Organization
7. I am proud to be in the teaching profession.	1	2	3	4	5	6	7	Affective Commitment to Occupation
8. Too much of my life will be disrupted if I were to change my profession.	1	2	3	4	5	6	7	Continuance Commitment to Occupation
9. Even if it were to my advantage, I do not feel that it would be right to leave the teaching profession now.	1	2	3	4	5	6	7	Normative Commitment to Occupation
10. I do not feel emotionally attached to this school.	1	2	3	4	5	6	7	Affective Commitment to Organization
11. Too much in my life would be disrupted if I decided I wanted to leave my school now.	1	2	3	4	5	6	7	Continuance Commitment to Organization
12. I would not leave my school right now because I have a sense of obligation to the people in it.	1	2	3	4	5	6	7	Normative commitment to Organization
13. I am enthusiastic about the teaching profession.	1	2	3	4	5	6	7	Affective Commitment to Occupation

14. Changing professions now would require considerable personal sacrifice.	1	2	3	4	5	6	7	Continuance Commitment to Occupation
15. I am in the teaching profession because of a sense of loyalty to it.	1	2	3	4	5	6	7	Normative Commitment to Occupation
16. I do not feel a strong sense of belonging to my school.	1	2	3	4	5	6	7	Affective Commitment to Organization
17. I feel that I have too few options to consider leaving this school.	1	2	3	4	5	6	7	Continuance Commitment to Organization
18. I owe a great deal to my school.	1	2	3	4	5	6	7	Normative Commitment to Organization

(McInerney, Ganotice, King, Marsh, & Morin, 2015)

Impact of COVID-19

Part V

We understand that the COVID-19 pandemic has affected teachers in unprecedented ways. We would like to know more about your experience during this time.

1. After this current academic year, how long do you plan to remain employed as a teacher?

    a. 1 Year
    b. 2-3 Years
    c. 4-6 Years
    d. 7-10 Years
    e. 11+ Years
    f. I do not plan to remain employed as a teacher.

2. Will you be returning to the same school where you currently teach for the next academic school year?

    a. Yes
    b. No

3. Do you plan to pursue an administrative, district or other position in the field of education in the future?

    a. Yes
    b. No

Last academic year and this academic year are truly unprecedented and far-reaching in how COVID-19 has affected schools, teachers, and students. If you are willing to give them, I would value your responses to the following questions.

1. How has the COVID-19 pandemic affected what you value about teaching?

2. How has the COVID-19 pandemic affected what you think your school administration values about teaching?

3. How has the COVID-19 pandemic affected your intention to continue working at your specific school and in the teaching profession in general?

Survey II Social Media Recruitment Flyer

ARE YOU AN ENGLISH LANGUAGE TEACHER?

Are your learners:

- **Kindergarten through high school (K-12)?**
- **Adults/community members?**
- **College/university students?**
- **Studying English as a Foreign Language?**
- **Studying English for Specific Purposes?**
- **In a unique group?**

We want to hear from you!

You would be an important voice for a doctoral study, helping us to understand the impact of values on the teacher experience.

How long does the survey take?

It will take approximately **10 minutes.**

Where do I complete the survey?

You can complete the survey **on any device**, including your smartphone.

For more information or to complete the survey, visit **https://bit.ly/3K8CiwU or scan the QR code.**

Further questions may be directed to Julie at **jstaggs@uoregon.edu.**

Thank you for your interest in completing the survey! Your perspective is vitally important to us.

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