



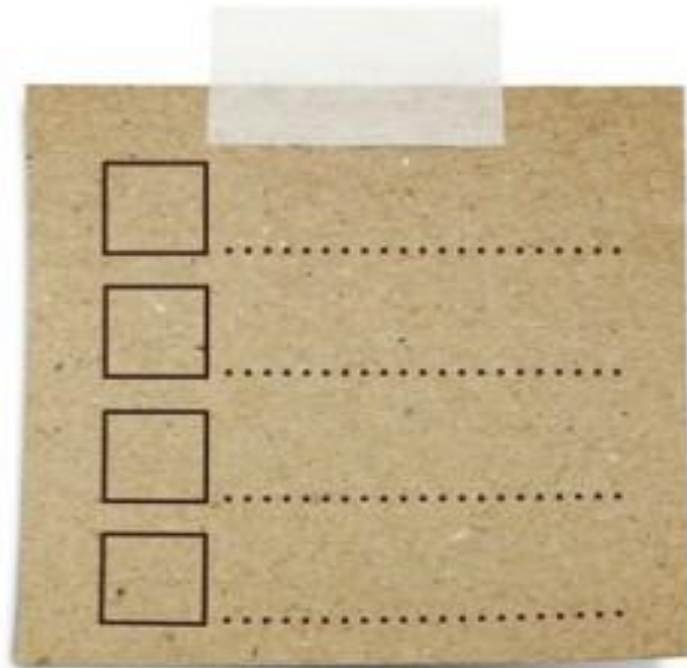
**Presenters:**

**Dr. Kay Combs, Ed.D.**

**Dr. Jim Berger, Ph.D.**

# **The Factors Affecting the Retention of Adult Basic Education Teachers in Kentucky**

# What are your experiences with teacher retention?



A brown cardboard card with a white label at the top. Below the label are four empty checkboxes, each followed by a horizontal dotted line for writing.



# What others found...

(K-12 field of education)

- Disheartened beginning teachers (less than 3 years teaching) or ready to retire (Shen, 1997)
- Increased testing requirements, accountability, increased paperwork, student attitudes and discipline problems, lack of parent support, unresponsive administrative, low status of the profession, salary considerations (Tye and O'Brien, 2002; Meryman, 1962; Ingersoll, 2001)



# What others found...

(K-12 field of education)

- Lack of decision-making power, desire for a better position (Ingersoll, 2001)
- Lack of critical resources (specifically, time and space) and minimal communication with administrators (Bacharach, Bauer, and Shedd, 1986)
- Pay and benefits (Certo and Fox, 2002)



# What others found...

(Adult basic education field)

- Low salary, lack of benefits (or few benefits)
- Lack of full-time positions
- Desire to work in K-12 position or desire for non-teaching or non-social service position
- Job security
- Lack of needed professional development, (Smith & Hofer, 2003)



# What others found...

(Adult basic education field)

- Feel isolated
- Receive minimal support and feedback from administrators (Smith & Hofer, 2003)

# Why is teacher retention important?

**Aha!**

**...Retention of teachers  
leads to student success...**



# Conducted a Qualitative Research

1. What factors affects the retention of ABE teachers?
2. What are the perceived barriers to becoming an adult education instructor?
3. What are the perceived primary rewards of being an adult education instructor?
4. What are the differences between part-time and full-time teachers who leave the field of ABE?

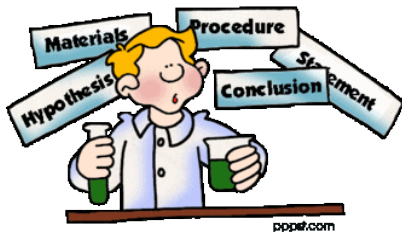


# Theoretical Framework

Determine if a Relationship existed between Vroom's expectancy theory and factors that affect retention of ABE teachers: Valance, Instrumentality, Expectancy

## VIE Theory





# Data Collection

- Developed Interview Questionnaire mapped to research questions and developed semi-structured interview
- Contacts made by email to 40 adult education program directors in Kentucky; 19 (48%) positive response
- 16 former ABE instructors in Kentucky were invited to participate in study; 8 (50%) responded positively and participated in semi-structured interviews
- Interviews transcribed into word; analyzed in excel
- Themes, nodes and codes were determined in NVivo software for analysis



# What was revealed?



# RQ1: What Factors Affect the Retention of ABE teachers?

<b>Reasons participants entered ABE</b>	<b>Majority = Needed a Job</b>
<b>Key Person/Situation Supported Decision to Teach</b>	Majority = Yes (Friend/Family Member)
<b>Reasons participants ABE teachers leave the field</b>	Majority = Financial Issues
<b>“ “ Financial</b>	7 Agreed
<b>“ “ Emotional</b>	5 Agreed
<b>“ “ Personality Characteristics</b>	5 Agreed
<b>“ “ Motivation or Interest in the Field</b>	5 Agreed
<b>“ “ Other (moved, testing, lack of training, feeling underappreciated, and professional development standards)</b>	6 Agreed
<b>Reasons participants left ABE</b>	Financial = 3 Retired = 3 Changes in GED® = 2

# RQ2: What are the Perceived Barriers to Becoming an Adult Education Instructor?

<b>Perceived barriers to ABE</b>	
Salary	8
Teaching Certification/PD	5
Minimal Recruitment in ABE field	5
Do not teach in field of expertise	3
<b>Participants listed “Other” perceived barriers to ABE</b>	<b>Listed at least one time by participants</b>
Low status of profession	
Accountability	
Working hours	
Technology	
Love of Teaching (if not intrinsic)	

# RQ3: What are the Perceived Primary Rewards to Being an Adult Education Instructor?

<b>Perceived rewards to ABE</b>	
<b>Student success</b>	<b>8</b>
<b>Enjoy Teaching</b>	<b>8</b>
<b>Changing adult attitudes about learning</b>	<b>7</b>

# RQ4: What are the Differences Between Part-time and Full-time Teachers who leave the Field of ABE?

Majority of participants believed there were differences in part-time teachers and full-time teachers in adult education

Categories of differences in part-time and full-time teachers in adult education

Part-time positions are a good fit for AE	6
Differences in salary/benefits/planning time	6
Full time adult educators are more invested in program	6



# Summary of Results

- Intrinsic rewards are the number one reason adult educators stay in the field
- Teachers in adult education leave or do not enter the field due to low salaries
- Teaching certification is not required of an adult education teacher in Kentucky
- Lack of needed professional development may cause ABE teachers to leave the field



# Summary (continued)

- Adult educators leave the field due to feeling underappreciated or having a perceived lower status as an educator
- Many individuals do not know that the positions are available in adult education
- Low wages and budgeting issues result in many part-time teachers in the field of adult education
- There are perceived differences in part-time versus full-time adult education teachers

# Implications

- Retention of ABE instructors impacts student outcomes
- Salary is a direct determinant in obtaining and retaining quality ABE teachers
- A need to establish a credential to improve the profession of adult basic education in Kentucky
- A need to examine the impact of part-time ABE instructors and the effect on student outcomes.

# Limitations

- ✓ Researcher bias
- ✓ Locating participants based on timeline
- ✓ Sample size

# RECOMMENDATIONS FOR FUTURE RESEARCH

1. Explore reasons for limited funding, resources, and salaries in adult education
2. Broaden a similar research to encompass all states that provide adult education services
3. Conduct a value-added study relative to whether an increase in compensation or salary might affect retention of adult education teachers
4. Conduct a study to determine if a part-time versus a full-time ABE teacher in the classroom affects student success
5. Conduct a study to determine the impact of existing professional development and if improved professional development for ABE teachers in Kentucky would increase student outcomes.

# QUESTIONS

