Pre-Residency: Annotated Bibliography

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Fuller, B., Waite, A., & Torres Irribarra, D. (2016). Explaining teacher turnover: School cohesion and intrinsic motivation in Los Angeles. *American Journal of Education*, 122(4), 537–567. <https://doi-org.lopes.idm.oclc.org/10.1086/687272>

Permalink:

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The purpose of this article from the *American Journal of Education* was to look at teachers’ intent to leave a school or the profession based upon the teachers’ perceptions of the school cohesion and intrinsic motivators. The population that was used was based upon data gathered from 548 middle school and high school teachers within Los Angeles schools. The researchers concluded in their research that strong school leadership and teacher cohesion were two factors that would reduce a teacher looking to leave the school or the profession of education. Teachers who felt that their school leadership was weak or not supportive were more likely to be looking to leave the field of education. An important piece of information that was noted in the research was that teachers who felt like they had strong relationships with their peers were less likely to look at leaving the field of education. Another important piece of information from this research is that teachers who had more trust in their teams of fellow educators were less likely to want to leave the teaching profession.

Gunther, J. (2019). Quantifying the value teachers place on non-monetary factors when evaluating job opportunities. Education Policy Analysis Archives, 27(44–46), 1–31. <https://doi-org.lopes.idm.oclc.org/10.14507/epaa.27.4276>

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The purpose of this article from *Education Policy Analysis Archives* was to look at what administration in the state of Utah could do to make teaching more desirable for teachers and to look at what could be done to recruit teachers for positions and also retain teachers. The author wanted to look at different working condition factors such as salary, getting extra pay, class size, and support from the principal and others to determine what had a large impact on teacher retention. The population that was studied was based upon 2,212 educators from the state of Utah who taught at public secondary schools during the school year of 2016-2017. In the research that was carried out, the researcher was able to conclude that salary did matter in regard to teacher retention, but other factors had an impact on teacher retention and teacher recruitment as well. The author found that teachers who were given extra pay for working in more difficult schools were less likely to leave their position. The author also found that teachers with larger class sizes tended to be more stressed and more likely to be thinking about leaving the teaching profession. One of the unique things about this study was that it found that the second largest factor to teacher retention behind teacher salary was teacher assignment. Teachers who were not happy with what they were teaching or where they were teaching were more likely to leave their current schools for other opportunities. One statement that is important in this research is that the author pointed out that extending the research on teacher retention and teacher recruitment to other states other than just Utah could help both policymakers and school stakeholders find and keep good teachers within the education field.

Jones, D., & Watson, S. B. (2017). The relationship between administrative leadership behaviors and teacher retention in Christian schools. *Journal of Research on Christian Education, 26*(1), 44–55. <https://doi-org.lopes.idm.oclc.org/10.1080/10656219.2017.1282903>

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The purpose of this article from the *Journal of Research on Christian Education* was to look at teacher retention within Christian schools. The author wanted to look at how behaviors of a school principal would impact teacher retention within a Christian school setting. The population that was used in the study was 100 secondary teachers throughout the United States that were from the American Association of Christian Schools from the school year of 2015-2016. The 100 teachers who were used in the study had been teaching at least 3 years and also had the same principal for three consecutive years of their teaching career. The researchers concluded that a teacher would be more likely to leave the profession or school if not given clear communication, goals, or direction from the principal. The researchers found that educators want to have clear communication about expectations and what the teacher should be working towards or goals they should be trying to achieve. An important detail about this study is that the authors pointed out that clearly communicated expectations were important to teachers in regard to whether they wanted to stay or leave the profession or the school in question. An important statement from this study is that “the results of this study may allow one to imply that initiating structure behaviors negatively affect the retention rate” of teachers (Jones & Watson, 2017, p. 54). This research does have a recommendation that more research needs to be conducted to see if initiating structure behaviors have an impact on teacher retention in other school settings such as private schools. An important detail of this study is a limitation that it only included Christian schools and not public schools.

Langher, V., Caputo, A., & Ricci, M. E. (2017). The potential role of perceived support for reduction of special education teachers’ burnout. *International Journal of Educational Psychology, 6*(2), 120–147. Retrieved from <https://search-ebscohost-com.lopes.idm.oclc.org/login.aspx?direct=true&db=eric&AN=EJ1146821&site=eds-live&scope=site>

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The purpose of this article from *International Journal of Education* *Psychology* was to look at teacher burnout for special education teachers and whether steps could be taken to reduce the burnout of the teachers. The population of this study included 276 special education teachers in elementary and middle schools which included 224 female and 52 male teachers. The authors were able to conclude that teachers who felt like they were supported by administration were less likely to feel burned out within the teaching profession. The authors found that teachers who felt supported were also less likely to suffer emotional exhaustion. On the job training and professional development was found to have an impact on whether a teacher feels burned out or not within the profession of teaching. An important piece of information from this research was that when professional development was given to help with burnout and motivation it helped reduce burnout amongst special education teachers. Another important piece of information that was pointed out by the researchers is that there are many things such as stress, leadership, and other issues that can take place to cause a teacher to get burned out within the teaching profession.

Larkin, I. M., Lokey-Vega, A., & Brantley-Dias, L. (2018). Retaining K-12 online teachers: A predictive model for K-12 online teacher turnover. *Journal of Online Learning Research, 4*(1), 53–85. Retrieved from <https://search-ebscohost-com.lopes.idm.oclc.org/login.aspx?direct=true&db=eric&AN=EJ1174456&site=eds-live&scope=site>

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The purpose of this article that was published in the *Journal of Online Learning Research* was to look at the factors that influence teachers from K-12 online programs to leave the profession. The researchers wanted to look at teacher job satisfaction and organization commitment and see what type of factors cause teachers who teach classes online to want to leave the profession or leave the position. The population that was studied was carried out by getting responses from 108 teachers. The 108 teachers who were used in the sample were from six online schools within a single Southeastern state. The authors were able to find that one of the biggest factors that led to teachers being less likely to leave the teaching profession is if they were assigned a mentor to help them better prepare for teaching in the online setting. The authors also found that the flexibility that teaching online provides is one reason why teachers in the study were less likely to leave the teaching profession. Another finding was that teachers pointed out that a reason they were not looking to leave the teaching profession was the low number of students that they taught in the online setting. An important piece of information from this research that the authors were able to conclude is that online teaching in the K-12 setting is not facing the same turnover issues that other K-12 schools are facing. An important statement that was noted in the research was that teachers in K-12 online programs enjoyed the flexibility of teaching online as compared to the regular classroom setting.