Literature Review Resources

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Literature Review Sources

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| **Number** | **Article Information** | **Added to RefWorks?** (Y or N) |
|  | **Reference Information:**Abazaoglu, I., & Aztekin, S. (2016). The Role of Teacher Morale and Motivation on Students’ Science and Math Achievement: Findings from Singapore, Japan, Finland and Turkey. *Universal Journal of Educational Research*, *4*(11), 2606–2617. Retrieved from <https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1118703&site=eds-live&scope=site> | Yes |
| **Permalink:**<https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1118703&site=eds-live&scope=site> |
| **Annotation:**The purpose of this article from *Universal Journal of Education Research* was to look at teacher motivation and how that affected the scores of students in both science and math. The authors started out the article by looking at the available research that could be found on how teacher morale and affect grades of students in the classroom setting. The authors found in the literature review that teachers that had a higher morale tended to have higher scores in their classrooms. The authors carried out their research by using descriptive statistics and hierarchical linear modeling. This was done in order to look to see the effects of how morale and motivate of educators affected the scores of their students. The authors were able to sow in the research that they carried out that teacher morale and motivation had a high effect on the math and science scores in the schools that were analyzed. The authors also found that if teachers had a low morae or motivation then it was found that they had much lower scores in both math and science. The audience of this research would be administrators and even educators across the education field. This article does have one major limitation. That limitation is that the research is based upon data that was collected in Turkey, Finland, Japan, and Singapore. The research that was carried out would have been much stronger if it would have included schools within the United States.  |
|  | **Reference Information:**Aguilar, E. (2018). Emotional resilience: The missing ingredient recognizing the power of emotions and cultivating emotional resilience can help schools retain teachers. *Educational Leadership*, *75*(8), 24-30. | Yes |
| **Permalink:**https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=129418913&site=eds-live&scope=site |
| **Annotation:**This article from *Educational Leadership* looks at teacher retention and what steps can be taken to hire the right candidate for positions that are open. The purpose of the article was to look at two things. First, the author looks at and identifies one of the biggest issues that causes teachers to leave the profession within the first few years of teaching. Second, what can be done to help teachers build emotional resiliency and how to properly deal with stress in the teaching profession? The author of the article started out by looking at a personal experience that they had with a teacher while they were the instructional coach of the school. The author pointed out that the teacher would come to them for advice and they would respond with classroom management ideas on how to deal with situations. The purpose of this article was to give advice on what to look for in new teacher candidates in order to make sure that they will have what it takes to have emotional resiliency to the issues that will take place in the teaching profession. The research that was done in this study is based upon the previous experience of the author of the article. There was not any new research that was carried out in this article. The author of the article found that in order to hire a candidate that will be able to have emotional resiliency or be trained to have it. The author found that just by asking simple questions on how a teacher deals with stress is a great way to find out if they will have emotional resiliency or can be trained to have it. The author also found that an instructional couch needs to look at how they can be an emotional support to the teachers and help them better find ways to deal with stress. The author noted that some teachers are not good at dealing with stress and if they can be taught this they are more likely to stay within the teaching profession. By looking at this article it is clear to see that the audience of this article is administration, individuals that make hiring decisions, and instructional coaches within the educational sector. Upon further review of this article, there is indeed some limitations that can be seen within this study. The first limitation of this study is that the research that was carried out was not really carried out. The author looked at some previous experiences that they had dealt with as an instructional coach. As a result of this it causes one to have some concerns with the research. The issues that are written about might only be true to this one individual and not on a wide scale. The second limitation is that the suggestions that are given on what questions to ask in an interview have not been tested to see if it will help reduce teacher turn over. If the suggestions would have been tested and proven it would have made the research that much stronger.  |
|  | **Reference Information:**Ansley, B. M., Houchins, D., & Varjas, K. (2019). Cultivating positive work contexts that promote teacher job satisfaction and retention in high-need schools. *Journal of Special Education Leadership, 32*(1), 3–16. Retrieved from <https://search-ebscohost-com.lopes.idm.oclc.org/login.aspx?direct=true&db=ehh&AN=135318215&site=eds-live&scope=site> | Yes |
| **Permalink:**<https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=135318215&site=eds-live&scope=site> |
| **Annotation:**The purpose of this article in the *Journal of Special Education Leadership* was to look at what needs to take place to keep teachers happy in order to reduce teacher turnover. The authors started out the research by looking at the available research on teacher turnover and what teachers have identified as promoting job satisfaction. The authors found in the literature review that having a good work environment was one way to keep teachers happy within each school (Ansley, Houchins & Varjas, 2019). The research that was carried out was quantitative in nature. The authors found in their research that teachers’ perceptions of their administrators have a large impact on job satisfaction (Ansley, Houchins & Varjas, 2019). The authors also found that teachers who had close working relationships with other teachers were more likely to have a higher job satisfaction (Ansley, Houchins & Varjas, 2019). An important finding of this research was that the authors found that teachers who had a lower job satisfaction were more likely to leave the teaching profession (Ansley, Houchins & Varjas, 2019). The sample of this research was only one school with fifty-five respondents in the southeastern United States. The audience of this research would be administrators as well as anyone who works within the academic setting. There was one major limitation of this research: the sample only included one school within the southeast of the United States. Had the researchers looked at more schools in other states, the findings would have been much stronger.  |
|  | **Reference Information:**Ates, Ö. T., & Ihtiyaroglu, N. (2019). Analysis of the Relationship between Stress and Organizational Commitment in Employees: A Meta-Analysis Study. *Journal of Education and Training Studies, 7(*1), 94–106. Retrieved from <https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1202105&site=eds-live&scope=site> | Yes |
| **Permalink:**<https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1202105&site=eds-live&scope=site> |
| **Annotation:**The purpose of this article from the *Journal of Education and Training Studies* was to look at how employees are stressed at work. The authors started out the paper by looking at the available literature already completed on stress and how it can affect employees within the workforce. The authors conducted their research by carrying out meta-analysis from various research methods that have been carried out in the past. The authors found in their research that stress does impact employees in how they perform their work. The authors also noted when employees are stressed they tend to not work as hard. The authors pointed out that in the education field that if educators are stressed enough then it can cause them to want to leave the profession. The audience of this research would be educational leaders. There is one major limitation of this study. The limitation that can be seen is that no original research was carried out or collected. As a result, it can put some questions about the validity of the data that is presented. Had the authors carried out original research it could have made the findings much stronger.  |
|  | **Reference Information:**Baird, J. E., & Bradley, P. H. (1978). Communication Correlates of Employee Morale. *Journal of Business Communication, 15*(3), 47–56. <https://doi-org.lopes.idm.oclc.org/10.1177/002194367801500306> | Yes |
| **Permalink:**https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=5764379&site=eds-live&scope=site  |
| **Annotation:**The purpose of this article from the *Journal of Business Communication* was to look at what type of factors influence job satisfaction. The authors started out by looking at the available research that could be found on employee morale and what causes morale within an organization to be high or low. The authors also looked at in the literature review what type of issues can really cause an employee to want to leave an organization. The authors found in their literature review that there was not an empirical test that has been previously conducted to assess the relationship between employee morale and communication. The authors created a questionnaire to distribute to gather data on employee communication and morale. The authors were able to show in the research that communication had a large effect on employee morale within an organization. The more communication that an employee had with their leader the more likely the morale of that person would be higher. If an employee felt like they were not being communicated a lot with then their morale tended to be lower. The audience of this research would be leaders within any sort of an organization including educational leaders. A major limitation of this research is that it was conducted in 1978. However, the research is still relevant to this day. The research that was carried out was done within the United States, which would be considered a strength. The reason for this is because the research of the student will be conducted in the United States as well.  |
|  | **Reference Information:**Beynon, M. J., Jones, P., Pickernell, D., & Packham, G. (2015). Investigating the impact of training influence on employee retention in small and medium enterprises: A regression‐type classification and ranking believe simplex analysis on sparse data. *Expert Systems: International Journal Of Knowledge Engineering And Neural Networks*, *32*(1), 141-154. doi:10.1111/exsy.12067 | Yes |
| **Permalink:**<https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2015-05966-011&site=eds-live&scope=site> |
| **Annotation:**The purpose of this article from the *International Journal of Knowledge Engineering and Neural Networks* was to look at employee retention on small and medium size companies. The authors started out by looking at the available research on employee retention. The authors pointed out how employee retention is normally measured within organizations. The authors pointed out that employee retention is based upon employee turnover and attrition or if they stay with an organization. The authors pointed out the importance of employee retention on the success of the different organizations. The authors carried out their research by sending questionnaires to employees of both small and medium size companies and then analyzing the data that was sent back. The authors were able to find that one of the largest factors in employee retention is having employees that feel like they are properly trained for the job in which they are required to do. If employees do not feel like they are not trained then they are more likely to seek employment at another organization. The authors found that employees that are properly trained are more likely to have a higher level of loyalty towards their company. By looking at the research there is one limitation that can be seen. The limitation that can be seen is that the research did not include any large organizations. Had the research included large organizations then it is possible that the research that was gathered could have turned out differently.  |
|  | **Reference Information:**Bibi, P., Ahmad, A., & Majid, A. A. (2018). The impact of training and development and supervisors support on employees retention in academic institutions in Pakistan: The moderating role of the work environment. *Gadjah Mada International Journal Of Business*, *20*(1), 113-131. | Yes |
| **Permalink:**<https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=129553273&site=eds-live&scope=site> |
| **Annotation:**The purpose of this article from *Gadjah Mada* is to look at the impact that training and development and supervisor support had on employee retention. The authors start out by looking at the current literature on employee retention within different jobs. The authors found that organizations that are good at keeping employees are the ones that have good training and development programs in place. The authors also looked at employee support and if this would help or hurt employees wanting to stay within an organization. The authors wanted to find out if organizations that had good trainings and development and good supervisor support where better at keeping employees. The authors carried out their research by carrying out a survey that included 250 faculty members that work within public sector universities in the country Pakistan. The method that was carried out was qualitative in nature. The authors found that organizations that do indeed have good employee training and development programs are more likely to retain employees. The authors where also able to show that employees that had the support and guidance of their managers where less likely to want to leave the organization in which they worked for. The authors pointed out that organizations that have both of these are more likely to retain employees then other organizations. By looking at the research that was carried out it is clear there are two major limitations. The first limitation that can be seen is that the research only included employees from Universities in the country Pakistan. If other employees would have been used from other countries it could have made the findings much stronger. The second limitation is based upon the survey that was completed. The surveys were sent to the employees at the Universities. It is possible that the surveys could have been completed by someone other than the intended target.  |
|  | **Reference Information:**Bowen, B., Marx, A., Williams, T., & Napoleon Jr., L. (2017). School influence and classroom control: A comparison of career and technical education, science, and mathematics teachers. *Career & Technical Education Research, 42*(3), 183-192. doi:10.5328/cter42.3.183 | Yes |
| **Permalink:**https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=128622956&site=eds-live&scope=site |
| **Annotation:**The purpose of this article from *Career & Technical Education Research* is to look at teacher retention between science, math, career and technical education. The authors start out by discussing the extensive teacher shortage that is taking shape across the United States, with every state facing some sort of shortage in regards to teaching. The authors found that a majority of new teachers leave the profession within their first four years of teaching. The authors wanted to find out if teachers who had better classroom control and higher school influence were more likely to stay in the classroom longer. The authors carried out the research via qualitative methods by analyzing data that was collected on a survey that teachers answered. The survey was given to teachers who were in the teaching profession less than three years and taught math, science, or career and technical education. The survey data showed that career and technology education teachers had more school influence than that of math teachers. The authors noted that having school influence was correlated with higher job satisfaction. As a result, the authors determined that higher job satisfaction leads to higher teacher retention. The authors pointed out that career and technology educators are more likely to remain in the teaching profession due to the fact that they might have a higher job satisfaction in teaching. By looking at this research, there are a few limitations that can be seen. Although the study looked at how school influence can lead to higher teacher retention rates, a limitation of the study is that it did not look at what type of factors help lead to a teacher feeling like they have an influence on the school in which they are employed. The second limitation is that the authors only looked at teachers from career and technology education, science, and math subjects. There are many other subjects that did not get analyzed such as social studies, English, foreign language, or gym classes.  |
|  | **Reference Information:**Burke, W. S., & Beytin, A. (2018). Mentoring magic. *Principal*, *97*(5), 14-17. | Yes |
| **Permalink:**https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=129644591&site=eds-live&scope=site |
| **Annotation:**The purpose of this article from *Principal* is to examine how one school district helps develop and retain teachers for the district. The authors of the article start out by looking at and explaining the system that is used in Baltimore County Public Schools to help keep and retain the teachers. The system that is in place is called Peer Assistance and Review or PAR. The authors then look at how having good quality teachers increases student scores on assessments that are taken within the district. The research that was carried out was just by looking at the available data that was compiled within the district and would be considered qualitative in nature. The authors where able to find that by having the PAR system in place it did reduce the amount of teacher turn over within the district. One of the interesting findings of the article was that the authors pointed out that the process that is in place actually causes the teachers and administration to work closer together in regards to the rating that a teacher receives during their reviews under the PAR system. The authors also found that by having a mentor in place it really benefited the new teachers that have been hired. It helped the new teachers have someone that they can talk to and help with issues that they may be facing in the classroom. By looking at this research it is clear that there are indeed some limitations that need to be taken into account. The first limitation is that this system that is in place is only being looked at within this one county. It was not tested in another county to see if it would help reduce turnover in other counties. Had this been done it would have made the findings much stronger. The second limitation that can be seen in the research is that the data that is being discussed is not explained how it was gathered. As a result, it puts a question of doubt on how it was collected and analyzed.  |
|  | **Reference Information:**Burns, P. O. (2016). *A doctoral project focusing on teacher turnover: The story of four districts on the west coast of Florida* (Order No. 10124761). Available from ProQuest Dissertations & Theses Global. (1807385467). Retrieved from <https://lopes.idm.oclc.org/login?url=https://search-proquest-com.lopes.idm.oclc.org/docview/1807385467?accountid=7374> | Yes |
| **Permalink:**<https://lopes.idm.oclc.org/login?url=https://search-proquest-com.lopes.idm.oclc.org/docview/1807385467?accountid=7374> |
| **Annotation:**The purpose of this article that was published to *ProQuest Dissertations & Theses Global* was to look at factors that lead teachers to leave the teaching profession in the state of Florida. The author started out by looking at the available research on teacher retention and what could cause teachers to want to leave the teaching profession. The author carried out the research by first doing interviews with human resources professionals within school districts in Florida. The author found in the study that teachers who had self-efficacy and good relationships with students and other teachers were less likely want to leave the teaching profession (Burns, 2016). The author also found in the research that schools that had teacher recognition programs had less turnover than schools that did not have these programs in place (Burns, 2016). The audience of this research would be anyone who works within the academic setting. The audience would also be people who work within the human resource department at school districts. A limitation of this study is that it only included schools in the state of Florida. If the author would have included schools in other states, it would have made the findings much stronger overall.  |
|  | **Reference Information:**CALOTA, G., PIRVULESCU, B., & CRIOTORU, I. (2015). The Importance of the Management Communication Process. *Internal Auditing & Risk Management, 10*(1), 77–83. Retrieved from https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=102032401&site=eds-live&scope=site | Yes |
| **Permalink:**<https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=102032401&site=eds-live&scope=site> |
| **Annotation:**The purpose of this article from *Internal Auditing & Risk Management* was to look at how communication within an organization is very important. The authors started out by looking at the available research on communication and how it can have a large impact on organizations. The authors were able to find in their research that communication played a large role in employee morale and issues that might come up. The authors carried out their research by a qualitative method that involved distributing surveys for associates to answer. The authors were able to show in their research that the best method for leaders to communicate with employees. The authors found that when management communicated decisions quickly with employees that it would help with morale and other issues that might come up. Employees felt like they knew why things were taking place when they were communicated with. The audience of this research would be leaders within any sort of setting including education. A limitation of this research is how the surveys were distributed. The surveys were sent to the employees. It is possible that people that were not meant to receive the survey were the ones that completed the survey that was sent.  |
|  | **Reference Information:**Çelik, M. (2018). The Effect of Psychological Capital Level of Employees on Workplace Stress and Employee Turnover Intention. *Innovar*, (68), 67. <https://doi-org.lopes.idm.oclc.org/10.15446/innovar.v28n68.70472> | Yes |
| **Permalink:**<https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edssci&AN=edssci.S0121.50512018000200067&site=eds-live&scope=site> |
| **Annotation:**The purpose of this article from *Innovar* was to look at the stress levels of employees and if stress is one cause of employee turnover. The author started out the research by looking at the available literature on stress and the causes that it can have on employees. The author found in the literature review that stress is indeed one cause of employees wanting to leave an organization. The author carried out the research by qualitative methods which included a questionnaire. The author was able to find in their original research that psychological capital has a negative impact on stress and can lead to employees seeking to leave a company. The author pointed out that suggestions were made to companies that addressing employee stress could lower employees wanting to leave an organization. The audience of this research would be anyone within the leadership sector, including educational leaders. The limitation that can be clearly seen is that the research was carried out in the country of Turkey. The data would have been more relevant had it been collected within the United States. A strength of the research is the extremely large amount of participants which was 719 employees.  |
|  | Ciullo, M. (2018). *Reasons elementary teachers resign*(Order No. 10825406). Available from ProQuest Dissertations & Theses Global. (2072565546). Retrieved from <https://lopes.idm.oclc.org/login?url=https://search-proquest-com.lopes.idm.oclc.org/docview/2072565546?accountid=7374> | Yes |
| <https://lopes.idm.oclc.org/login?url=https://search-proquest-com.lopes.idm.oclc.org/docview/2072565546?accountid=7374> |
| The purpose of this article that was published to *ProQuest Dissertations & Theses Global* was to look at what causes elementary teachers to resign from the teaching profession. The author started out the research by looking at the previous literature that could be found on what caused teachers to want to leave the profession. The author found in the literature review that one main cause of educators leaving the profession was stress due to the amount of work that was required of elementary teachers (Ciullo, 2018). The author used a qualitative method to collect the data and did this by carrying out interviews with 12 participants (Ciullo, 2018). The author was able to find in the research that was conducted that many elementary teachers quit the profession due to the lack of student discipline (Ciullo, 2018). The author also found that teachers who did not feel supported by the principal were more likely to be considering leaving the teaching profession (Ciullo, 2018). The author found that teachers were less likely to quit if they had smaller workloads and more benefits (Ciullo, 2018). The audience of this research would be the administration of schools as well as anyone within the education field. A major limitation of this study is the small sample size. The author only gathered data from 12 people in regards to the interviews. This is a very small sample size, and it is possible that if more people would have been interviewed that the results would have been much different in regards to what makes elementary school teachers leave the profession.  |
|  | **Reference Information:**Covella, G., McCarthy, V., Kaifi, B., & Cocoran, D. (2017). Leadership's role in employee retention. *Business Management Dynamics*, *7*(5), 1-15. | Yes |
| **Permalink:**<https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=127910858&site=eds-live&scope=site> |
| **Annotation:**The purpose of this article from *Business Management Dynamics* is to look at how the leadership’s role really plays into the retention of employees. The authors start out by looking at the previous literature on the social exchange theory and different leadership theories and how it affected associates within organizations. The authors discussed the different leadership theories and if it did indeed have a good relation to keeping associates employed within an organization. The authors found that a leaders that have good relationships with their associates are more likely to have less retention within the organization. Leaders that do not have a good relationship with their associates are more likely to have associates want to quit the organization. The research that was carried out was qualitative in nature. The research had one major limitation in which the data that was collected was done by a survey that was sent out to participants. The survey could have been filled out by the wrong person. One of the strengths of this research was that it included almost an equal amount of females and males that had given responses. This is a strength because it shows that the data that was collected is from a diverse population and does not have only males or females.  |
|  | **Reference Information:**Cvetic, E. (2011). Communication in the perioperative setting. *AORN Journal, 94*(3), 261–270. https://doi-org.lopes.idm.oclc.org/10.1016/j.aorn.2011.01.017 | Yes |
| **Permalink:**https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ccm&AN=104686957&site=eds-live&scope=site  |
| **Annotation:**The purpose of this article from *AORN Journal* was to look at how communication can lead to issues within the perioperative setting. The author started out at looking at the available research that was available on communication. The author was able to show that the lack of research that is carried out can actually lead to many problems such as low morale, mistakes taking place, and safety issues emerging. The author carried out the entire research by looking at other research that has been carried out and then made recommendations based upon what other people had found. As a result, no new research was carried out in this study. The author was able to find through available literature that communication or the lack of communication can lead to major issues with low morale, safety issues, and even turnover for an organization. The audience of this research would be more for people within the hospital setting. However, educational leaders can still find it relevant to see how communication is important. A major limitation of this research is that no new research was carried out. This research could have been much stronger had the researcher carried out original research to prove what was being recommended.  |
|  | **Reference Information:**Davis, A. (2010). Saving Morale: How Communications Can Re-engage Employees. *Public Relations Strategist, 16*(1), 6–10. Retrieved from https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=48851895&site=eds-live&scope=site | Yes |
| **Permalink:**https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=48851895&site=eds-live&scope=site |
| **Annotation:**The purpose of this article from *Public Relations Strategist* was to look at how communication can be used to engage employees within an organization. The author started out by looking at the available research on communication and how it can be used within an organization. The author found in the literature review that there are many organization that are suffering with low morale which can lead to employees wanting to quit the organization for which they work. The author carried out the research by using qualitative research by carrying out a questionnaire for associates. The author was able to show that employees who have low morale can actually start to have higher morale if a leader starts to communicate more with them. If a leader takes the time to communicate with employees it can have a huge effect on the morale within an organization. The author was able to show that when communication started to be used it lead to less turnover and more engaged employees. The audience of this research would be leaders within any sort of organization, including that of education leaders. A limitation of this research is that the research was carried out by looking at the actions of only one associate within an organization. This is a limitation because it is possible what this employee pointed out could not be replicated to gather the same results.  |
|  | **Reference Information:**De Stercke, J., Goyette, N., & Robertson, J. (2015). Happiness in the classroom: Strategies for teacher retention and development. *Prospects, 45*(4), 421-427. doi:10.1007/s11125-015-9372-z | No |
| **Permalink:**https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=112213935&site=eds-live&scope=site |
| **Annotation:**This article from *Prospects* looks at teacher retention. The purpose of the article was to look at why teachers leave the profession and if the previous research that was carried out was overlooking one important piece of information of happiness of teachers. The authors started out by noting that there is a large amount of teachers who leave the profession within the first few years of teaching. The authors then point out that there has not been much time or consideration given on whether happiness is what causes teachers to remain in the teaching profession. The research that was done in this study is based upon two doctoral dissertation studies that were previously done by two of the authors of the study. The research that was carried out in the two dissertation studies would be considered qualitative in nature. The authors found that there are three themes that can be used in order to ensure that teachers are happy and less likely to leave the teaching profession early in their careers. The three themes that the authors pointed out are educational advising, mindfulness, and emotional intelligence. The authors pointed out that under these three themes are strategies that can be used to help new teachers enjoy happiness while they are teaching. One of the common strategies that was pointed out under the three themes is the new teachers working together with other teachers in order to become familiar with teaching. By looking at this study, there are some limitations that can be seen. The first limitation is that the authors based their entire research on previous studies that were done as dissertations. There was not any new research or data collected for the purposes of this article. As a result, it causes one to have concerns with the research. The second limitation is that the suggestions that were given to increase the amount of teacher retention were not tested with any teachers to see if it would increase the amount of teachers leaving.  |
|  | **Reference Information:**Dubin, J. (2017). Investing wisely in teacher preparation: A San Francisco residency program recruits and retains classroom talent. *American Educator*, *41*(3), 1-15. | Yes |
| **Permalink:**https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=125466177&site=eds-live&scope=site |
| **Annotation:**The purpose of this article from *American Educator* is to examine the Unified School District recruits and retains new classroom teachers. The author starts out explaining a residency program that has been created and is used in the school district in conjunction with two universities that are located near the school district. The author explains the benefits of using this program and explains that this program that is used in similar to a residency of a medical student. The student-teachers that are working within the school district are working with a host teacher for an entire year, and even when they are finished they are given a mentor for two years after they are hired. The research that was carried out would be considered quantitative in nature because it was looking at the amount of teachers that remained in the classroom after going through the residency. The author was able to find that by having the student teachers spend an entire year as a student teacher did indeed reduce turn over. 80% of the individuals that went through the program where still employed within the school district. The author was also able find that the student teachers seemed to have more confidence in their abilities as a teacher by doing the residencies and have less stress. By looking at this research it is clear to see that the audience would be people that work within the academic setting, administrators, and new teachers. This one strength of this research that was carried out. The strength is that the author looked at data from the program inception which was 2010. Thus meaning that the author looked at over five years’ worth of data for the research. A limitation of this study is that the author did not look at any other data from similar programs around the country. Had the author done this it would have made the research much stronger on residencies that are available to student teachers.  |
|  | **Reference Information:**Dupriez, V., Delvaux, B., & Lothaire, S. (2016). Teacher shortage and attrition: Why do they leave? *British Educational Research Journal*, *42*(1), 21–39. <https://doi-org.lopes.idm.oclc.org/10.1002/berj.3193> | Yes |
| **Permalink:**<https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=112733958&site=eds-live&scope=site> |
| **Annotation:**The purpose of this article from *British Educational Research Journal* is to examine how new teachers in the profession are either going to stay or leave the profession. The authors start out by looking at the available literature on teacher retention. In the literature review the authors found that the teaching profession has become a profession that many people do not want to do any more. There has been a decrease in the amount of people that are wanting to become an educator. The authors then point out in the review of the literature that the majority of teachers leave the profession within months or the first year of teaching and never return to the education field. The authors also found that teachers that have the most advanced degrees are also ones that leave the profession. The authors noted that this was the case because they have the training and competencies that companies are looking for. The research that was carried out in the study would be considered quantitative in nature due to the fact that it was gathered by looking at data from an administrative database. The authors found that when looking at teacher retention that teachers in secondary education from the 6th grade up to 12th grade were more likely to leave the profession within their first year over teachers that taught K5 up to 5th grade. The authors also found that males are more likely to leave the profession over that of female educators. The audience of this research would be individuals within the academic setting and administrators in schools across the country. By looking at this article it is clear to see two major limitations. The first limitation is that the research was based upon information gathered from a database in Belgium. The reason why this is a limitation is it could have been much stronger has the research been carried out in other areas such as the United States. The second limitation that could be seen in the research is that the research only included quantitative data from the databases. The research could have been much stronger had it included data that was collected from people either via questionnaires or by interviews. This could have added a lot of valuable information to the article and added more credibility to it.  |
|  | **Reference Information:**Ensign, J., & Mays Woods, A. (2017). Navigating the realities of the induction years: Exploring approaches for supporting beginning physical education teachers. *Quest (00336297)*, *69*(1), 80-94. doi:10.1080/00336297.2016.1152983 | No |
| **Permalink:**https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=121235267&site=eds-live&scope=site |
| **Annotation:**The purpose of this article from *Quest* is to look at the issues that new physical educations teacher’s face that can either help or hurt them as they are starting out within the teaching profession. The authors start out by looking at the available research on the amount of teachers who start out within the teaching profession each year. The authors then discuss that one trend that is troublesome is that many Physical Education teachers do not stay within the profession and leave early within their teaching careers. The authors note that although there are many teachers from different subjects that leave each year, there is an extremely large amount of teachers that leave that are Physical Education teachers each year. This needs to be corrected in order to not have a shortage of physical education teachers. The data that was looked at would be considered qualitative in nature because the authors looked at other research that was carried out by other people and made recommendations based upon it. The authors found that there are many issues facing new Physical Education teachers that can be addressed to reduce the amount of retention within the field. The authors noted that having good mentors in place would be one way to reduce the amount of turn over within the profession of Physical Education teachers. The authors also noted that having good professional development and timely feedback would also help reduce the amount of turnover. The authors also pointed out that if there were some sort of trainings in place to help the new teachers learn about the school culture would also benefit new teachers. The audience of this research would be people within the academic setting and administrators within schools across the country. By looking at this research it is clear to see two major limitations. The first limitation is based upon the fact that the entire article seemed like one big literature review. There was not any new research that was carried out and as a result it caused some questions to be raised. The second limitation is that the authors did not carry out any new research or even question teachers within the Physical Education field to find out if there were any other issues that might be causing them to leave the profession. Had the authors did some sort of original research with Physical Education teachers it would have added to the credibility of the article that was written.  |
|  | **Reference Information:**Faremi, M. F. (2017). An assessment of teacher retention and job security in private secondary schools in Ogun state, Nigeria. *Bulgarian Journal Of Science & Education Policy*, *11*(2), 279-293. | Yes |
| **Permalink:**https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=127326699&site=eds-live&scope=site |
| **Annotation:**The purpose of this article from *Bulgarian Journal of Science & Education Policy* looked at the relationship between the retention of teachers in schools and job security at schools in Nigeria. The author starts out by looking at the available data on teachers and what are some of the causes for teachers to leave the classroom. The author then centers on the issue that causes some teachers to leave the classroom in developing countries. That issue that was pointed out was job security. The data that would be looked at would be a mixed method. As there was both qualitative and quantitative methods used in the research. In one part of the research the author sent out questionnaires to individuals to answer about teacher retention and job security. The author found that teachers that did not feel like that had job security where more likely to leave the teaching profession. The author pointed out that job security is how an employee looks at a job and if it is desirable, if there is promotion growth, good working conditions, and the job continuity. The author found that in order to have less teacher turn over that there needs to be emphasis put on the working conditions and salary of teachers. By addressing both of these areas it would reduce the amount of turnover within the education field. The audience of this research would be people within the academic setting, administrators, and people within the human resources field in school districts across the country. By looking at this research it is clear to see some limitations. The first limitation is that the research that was carried out was done only in the country Nigeria. There was not any original research carried out in other countries. Had this been done it would have made the research more reliable, because the data that was collected and the results that are shown might only be true for school and teachers within the country of Nigeria. The second limitation that can be seen is that the author employed questionnaires in the research. This is a limitation because it is possible that the intended target of the questionnaire did not fill it out. The questionnaire could have been filled out by a completely different target then the person that was intended. Thus meaning that the data could be incorrect if it did indeed take place.  |
|  | **Reference Information:**Ford, T. G., Urick, A. & Wilson, A. (2018). Exploring the Effect of Supportive Teacher Evaluation Experiences on U.S. Teacher’s Job Satisfaction. *Education Policy Analysis Archives*, *26*(58/59), 1–32. <https://doi-org.lopes.idm.oclc.org/10.14507/epaa.26.3559> | Yes |
| **Permalink:**<https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ofs&AN=129365781&site=eds-live&scope=site> |
| **Annotation:**The purpose of this article from *Education Policy Analysis Archives* is to look at how teacher evaluations and teacher satisfactions were in regards towards the teaching profession. The authors started out by looking at the available research available on teacher satisfaction. The authors pointed in the review that the higher the satisfaction the more retention there is for teachers. If teachers are not satisfied then they will be looking to leave the profession. The authors carried out their research by carrying out qualitative research by questionnaires. The authors were able to find that the teachers that the teachers that teachers that had a positive teacher evaluation were typically more satisfied in the profession. Another major finding is that teachers that had a positive evaluation from another teacher were more satisfied than teachers that had a positive evaluation from an administrator within the building. The audience of the study would be the academic setting and administrators within schools across the country. There was one major limitation of the study that can be seen. That is that only educators at the middle school and elementary school level were analyzed. There were not any high school teachers that were looked at. The data could have been much more credible had it included teachers from every level of education. That way it could be determined if the findings are true across all levels of school.  |
|  | **Reference Information:**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> | Yes |
| **Permalink:**<https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=117047704&site=eds-live&scope=site> |
| **Annotation:**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.  |
|  | **Reference Information:**Gallant, A., & Riley, P. (2014). Early career teacher attrition: new thoughts on an intractable problem. *Teacher Development*, *18*(4), 562–580. <https://doi-org.lopes.idm.oclc.org/10.1080/13664530.2014.945129> | Yes |
| **Permalink:**<https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=99111599&site=eds-live&scope=site> |
| **Annotation:**The purpose of the article from *Teacher Development* looked at what could be done to keep teachers in the profession instead of looking at why teachers left the teaching profession. The authors started out by looking at the available research on steps that can be taken to keep teachers in the profession. The authors pointed out in the literature review that teachers that have mentors are less likely to leave the teaching profession. The research that was carried out would be considered qualitative in nature. The authors conducted semi-structured interviews and written narratives. The authors then looked at the interviews for common themes and analyzed the data. The authors were able to find that one of the main reasons that the new teachers were thinking about leaving the profession was due to the lack of emotional support from leadership. The authors pointed out that the teachers felt like if they had leaders that were more caring they would be less likely to want to leave the profession. The authors also found that another reason why some teachers felt like leaving the profession was the lack of trust that the leadership had in them. The teachers pointed out they were constantly observed by the leaders. The authors pointed out if the teachers were more trusted then it could possibly increase teacher retention. The audience of this research would be people within the academic setting and administrators in schools across the country. The limitation of this study is the small sample size that was used. Had the sample size been larger it would have added credibility to the research that was gathered.  |
|  | **Reference Information:**Glazer, J. (2018). Learning from those who no longer teach: Viewing teacher attrition through a resistance lens. *Teaching and Teacher Education, 74*, 62-71. doi:10.1016/j.tate.2018.04.011 | Yes |
| **Permalink:**<https://www-sciencedirect-com.lopes.idm.oclc.org/science/article/pii/S0742051X17314373> |
| **Annotation:**The purpose of this article that was published in *Teaching and Teacher Education* was to look at teacher attrition by talking to teachers that actually have left the teaching profession. The researcher in this study wanted to look why experienced teachers that taught for many years decided to leave the profession. The author started out the research by looking at the available literature on teacher retention and attrition. The author pointed out in the literature review that the majority of teachers leave the profession of education within their first two years of teaching. The author carried out the research by carrying out qualitative. The author was able to find in the research that the majority of the teachers that left their jobs as educators were not given an exit interview or spoken to as to why they were leaving the profession. The author was also able to find that some of the educators left the profession because of the forced curriculum that was being told to be taught. The audience of the research that was carried out would be people within the education field. There was a major limitation of the research that was carried out. That limitation is that the research was collected based upon a convenience sample, rather than a true random sample. This then means that the data that was collected could be biased to a degree. The author did make a recommendation that future research needs to be carried out in regards to attrition and retention of veteran teachers.  |
|  | **Reference Information:**Goodwin, B. (2018). Staffing lessons from abroad: We can learn a few things from Finland about retaining teachers. *Educational Leadership*, *75*(8), 81-85. | Yes |
| **Permalink:**<https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=129418922&site=eds-live&scope=site> |
| **Annotation:**The purpose of this article from *Educational Leadership* is to look at teacher retention issues that are facing the United States, and then compare it to what Finland has done to help with teacher retention. The author started out by looking at some of the issues that cause teachers to want to leave the teaching profession within the United States. The author pointed out that one of the major reasons that an individual leaves the teaching profession within the United States is due to pressure from leadership and testing pressure and not enough support from leadership on testing. The data that was looked at would be considered qualitative in nature because the author just gathered data from other research and made determinations from it. The author found that tin the country Finland that teacher turnover is actually very low. The author pointed out that this was the case because of the steps that the country has taken to make it a more important job and one that is respected more in the country. The author pointed out that in Finland that teachers receive more pay, are more respected, and are allowed more freedom to teacher the students in the best method possible without an emphasis on testing. The author then concluded that if these measures were put into place here in the United States that it would help with the issues of having more people entering into the teaching profession and not having so many people leaving the teaching profession. The author then looked at a teacher that has previously taught in Finland and was now teaching in the United States. The author pointed out that the teacher from Finland felt like she did not enjoy teaching due to the lack of respect, and was already looking to leave the profession within the United States. This was a teacher from Finland that had taught there for 10 years, and was successful in Finland as a teacher. The teacher pointed out that she felt like she was not supported by the administration and was second guessed a good bit on her classroom strategies. The audience of this article would be people within the academic setting, and administrators within the education system. This article has one major strength that can be observed. That strength is that the author looked at the Finland model and was able to find a teacher that had taught in both Finland and currently the United States. By doing this the author was able to see the issues that the teacher from Finland was facing by working in the school in the United States. This added to the article and give it some validity to the issues that were brought forth about what would help increase teacher retention within the United States.  |
|  | **Reference Information:**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> | Yes |
| **Permalink:**<https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=136143296&site=eds-live&scope=site> |
| **Annotation:**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 regards 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.  |
|  | **Reference Information:**Hammonds, T. (2017). High teacher turnover: Strategies school leaders implement to retain teachers in urban elementary schools. *National Teacher Education Journal*, *10*(2), 63-72. | Yes |
| **Permalink:**https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=128857596&site=eds-live&scope=site |
| **Annotation:**The purpose of this article from *National Teacher Education Journal* looked at two things. The first was to look at the decrease in the supply of teachers within urban schools. The second was to look at the strategies that can be used to help retain teachers within the urban schools. The author started out by looking at the available literature on education with urban schools. The author then transitioned over to the issues surrounding the decrease in teachers for urban districts. The research that was carried out would be considered qualitative in nature. The author carried out the research by interviewing leaders within Urban schools. The author was able to find that one thing that really helped keep teachers within the profession was to make sure that the teachers where supported. Another finding that was pointed out by the author to keep teachers in the profession was to reduce class sizes and also addressing student behavior problems. It was pointed out when issues where addressed or class sizes where smaller the teachers were more likely to stay in the profession. The audience of this article would be people within the academic setting and administrators across the country within the education system. There was one limitation that can be seen. That limitation is that the study was only done on urban schools in Chattanooga, Tennessee. The data that was gathered could have been stronger had the author looked at data from more schools across the entire United States.  |
|  | **Reference Information:**Heffes, E. M. (2009). Communication with Staff: Morale-Lifter. *Financial Executive, 25*(1), 10. Retrieved from https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=36218076&site=eds-live&scope=site | Yes |
| **Permalink:**https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=36218076&site=eds-live&scope=site |
| **Annotation:**The purpose of this article from *Financial Executive* was to look at how communication effects job performance and morale within the organization. The authors started out by looking at the available research that could be found on communication and how it can effect an organization. The authors found in their literature review that communication plays a large impact on the entire culture of an organization. The authors carried out their research in a qualitative method and did this by distributing a questionnaire to 150 employees of an organization. The authors were able to show in their research that employees felt that low morale could be addressed by having leaders that communicated very well. The authors noted that good communication could be achieved by meeting directly with employees, e-mail, or phone calls. The audience of this research would be leaders within any sort of an organization including educational leaders. A strength of this research is that it had a large sample size of 150 employees from one organization. The large sample size ensures that the data that was collected was not just a fluke. A limitation of the research is the way that the research was carried out. The survey was sent to the employees of the organization. However, there is no guarantee that the right employee completed the survey.  |
|  | **Reference Information:**Heikonen, L., Pietarinen, J., Pyhältö, K., Toom, A., & Soini, T. (2017). Early career teachers’ sense of professional agency in the classroom: Associations with turnover intentions and perceived inadequacy in teacher–student interaction. *Asia-Pacific Journal of Teacher Education, 45*(3), 250–266. <https://doi-org.lopes.idm.oclc.org/10.1080/1359866X.2016.1169505> | Yes |
| **Permalink:**<https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=122604152&site=eds-live&scope=site> |
| **Annotation:**The purpose of this article that can be found in the *Asia-Pacific Journal of Teacher Education* was to look at turnover of teachers and inadequacy of teachers. The authors started out the research by looking at the available literature on turnover of educators and also teacher inadequacy. The authors found in the literature review that teachers who felt less prepared were more likely to want to leave the teaching profession. The authors conducted the research by carrying out a quantitative research process. The authors found in their research that teachers who felt like they could not handle student issues were more likely to be considering leaving the teaching profession (Heikonen, Pietarinen, Pyhältö, Toom, & Soini, 2017). The authors also found that teachers who felt like they could not discipline their students were more likely to leave the teaching profession early in their teaching career (Heikonen, Pietarinen, Pyhältö, Toom, & Soini, 2017). The audience of this research would be anyone within the academic field. The major limitation of this research is that the data was collected in the country of Finland. The research findings might have differed greatly if the research had been carried out within the United States.   |
|  | **Reference Information:**Hoffman, B. (2018). Why millennials quit. *Journal Of Property Management*, *83*(3), 42-44. | No |
| **Permalink:**<https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=129490063&site=eds-live&scope=site> |
| **Annotation:**The purpose of this article from the *Journal of Property Management* is to look at the reasons why millennials quit their jobs. The author started out by looking at the different generations that are in the workforce currently. With this the author pointed out that companies are having to find ways to attract new workers and keep them. The author then started looking at the available research on what some companies have done in order to keep and motivate associates to work for different organizations. The author carried out their research by looking at the results of a Gallup poll and then analyzing the data that was gathered by the poll. The author was able to find a few important things that cause people to want to leave the organization. The first is that someone is likely to leave an organization if they feel that they can find a better organization to work for. The second thing that the author pointed out is that some individuals are likely to quit an organization in order to go back and continue their education. Another major factor that lead people to leave an organization is if the person realized that they got into the wrong field and decided that they wanted to do something completely different. By looking at the article it is clear to see that there is one major limitation of the research that was carried out. That limitation is that there was really no new research carried out. The author gathered all of their data by looking at research that was carried out by a Gallup poll. The article could have been much stronger if the author would have designed a study and then carried it out with many different individuals across different careers. By doing this it would have made the article more relevant and reliable.  |
|  | **Reference Information:**Hornick-Lockard, B. (2013). Recruiting, hiring and retaining highly qualified teachers. *Research Starters: Education (Online Edition)* | No |
| **Permalink:**https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ers&AN=89164398&site=eds-live&scope=site |
| **Annotation:**The purpose of this article from *Research Starters: Education* was to look at strategies that are in place to both recruit and hire new teachers as well as keeping teachers in the profession. The author started out by looking at the issue of not having enough teachers to fill the need over the next coming years. The author did not carry out any new research in the article that was written. The author just looked at data that was gathered from other sources and made recommendations and conclusions based upon that. The author found that retaining teaches was actually much cheaper than it was to actually hire a new teacher for a school. The author pointed out that schools should try to take steps to keep teachers since it is indeed cheaper. The author also pointed out that ways to keep teachers in the profession is to ensure that proper mentor programs are put into place. These mentor programs can really benefit teachers by giving them someone to speak to for advice on a number of different topics that might come up in the classroom. The audience of this article would be administrators within schools and also people within the academic setting. There is a limitation of the research and that is the author did not carry out any original research and only made recommendations based upon many other bodies of research that was carried out by other researchers. Had the author carried out research by questioning teachers or something along those lines would have made the research that much stronger.  |
|  | **Reference Information:**Jauhar, J., Chan Soo Ting, & Abdul Rahim, N. F. (2017). The Impact of Reward and Transformational Leadership on the Intention to Quit of Generation Y Employees in Oil and Gas Industry: Moderating Role of Job Satisfaction. *Global Business & Management Research*, 9, 426–441. Retrieved from https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=127011696&site=eds-live&scope=site | Yes |
| **Permalink:**https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=127011696&site=eds-live&scope=site |
| **Annotation:**The purpose of this article from *Global Business & Management Research* was to look at if there was a difference in the generations and if they are more likely to quit as compared to another generation of workers. The authors started out by looking at the available research that has been done on Generation Y and job satisfaction. The authors pointed out that Generation Y associates are more likely to switch jobs when compared to other generations of workers. The authors carried out their research by sending out questionnaires that were qualitative in nature. The authors were able to find in their original research that Generation Y associates are more likely to quit when their leader is one that is using transformational leadership. The authors also found that leaders should spend time on employee’s job satisfaction and rewards and that would help reduce the amount of generation Y associates that are quitting an organization. The audience of this research would be people within leadership positions in various fields including education. There are two limitations that can be seen in this research. The first is the amount of surveys that were not able to be counted. The researchers sent out 350 surveys and only were able to use 107 of those surveys. This is a concern since so many were not returned or were not considered valid. This could really skew the results of the study. The other major limitation of the study is that the data was collected from the country of Malaysia. Would the data that was collected be the same if it was collected from companies within the United States?  |
|  | **Reference Information:**Johennesse, L. C., & Te-Kuang, C. (2017). Employee perceptions of talent management effectiveness on retention. *Global Business & Management Research*, *9*(3), 46-58. | No |
| **Permalink:**<https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=125343835&site=eds-live&scope=site> |
| **Annotation:**The purpose of this article from *Global Business & Management* Research is to look at what cause employees within organizations to want to stay working for those organizations. The authors started out by looking at what employee retention was and what companies have done in order to keep employees from leaving the organization in which they work for. The authors found that trained and knowledgeable employees are needed in order for an organization to be successful. If an organization does not keep trained and knowledgeable employees then it will affect the overall effectiveness of the organization for the stakeholders. The authors carried out their research by sending out questionnaires to different companies and then analyzing the data. The authors were able to find that training had a large impact on employee retention. If employees where trained then it reduced the amount of turnover. The authors were also able to show that coaching had a very large impact on employee retention. Employees that were coached and mentored were less likely to leave an organization. There was one major limitation of this research. That was how the questionnaires where sent out. They were sent to the different companies. It is possible that the person that the questionnaires was intended for did not complete the survey. |
|  | **Reference Information:**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> | Yes |
| **Permalink:**<https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=131100974&site=eds-live&scope=site>  |
| **Annotation:**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 regards 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.  |
|  | **Reference Information:**Koc, M. H. (2018). Teachers’ Tendency toward a Career Change: A Qualitative Study. *International Online Journal of Educational Sciences, 10*(3), 58–71. <https://doi-org.lopes.idm.oclc.org/10.15345/iojes.2018.03.004> | No |
| **Permalink:**https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=130903277&site=eds-live&scope=site |
| **Annotation:**The purpose of this article that was published in the *International Online Journal of Educational Sciences* was to look at a teacher’s tendency towards a possible career change. The author started out the research by looking at literature that was available on why teachers might have become a teacher. The author then looked at the available research on the amount of people actually make career changes. The author carried out the research by carrying out a qualitative study. The author was able to find in the research that was carried out that many teachers that left the profession were ones that originally did not want to become teachers in the first place. The teachers that were more likely to leave were found to have wanted to work in other careers before they even entered the teaching profession. The author was also able to find that teachers that felt secure in their positions were less likely to look to be trying to leave the education field. The audience of this research would be people within the academic setting and also administrators within the education system. There was one limitation of the research that was carried out, and that was that was the small sample that was used in research that was carried out. If more participants would have been used it would have made the findings much stronger.  |
|  | **Reference Information:**Koedel, C., & Xiang, P. B. (2017). Pension enhancements and the retention of public employees. *ILR Review*, *70*(2), 519-551. doi:10.1177/0019793916650452 | No |
| **Permalink:**https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=121310021&site=eds-live&scope=site |
| **Annotation:**The purpose of this article from *ILR Review* was to see if making changes to the teacher pension plans would reduce employee turnover. The authors started out by looking at the pension plans that are in place within the public sector. The authors then discussed the pension plan changes that took place for teachers in the 90’s and looked at the available data to see what type of changes took place in regards to retention of the teachers. The research that was carried out would be considered qualitative in nature. By looking at the data the authors were able to find that the changes to the pension plans was not economically worth it and did not help in regards to teacher retention. The audience of this article would be people within the academic setting and also people that deal with benefits within the public sector. The limitation of this study is that it is looking back at information from the 90’s and early 2000’s and making determinations based upon it in today’s time. This is an issue because it is highly possible that it would turn out different results if looked at in today’s time.  |
|  | **Reference Information:**Kundu, S. C., & Gahlawat, N. (2015). Socially responsible HR practices and employees’ intention to quit: the mediating role of job satisfaction. *Human Resource Development International, 18(*4), 387–406. https://doi-org.lopes.idm.oclc.org/10.1080/13678868.2015.1056500 | Yes |
| **Permalink:**https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=109135589&site=eds-live&scope=site  |
| **Annotation:**The purpose of this article from *Human Resource Development International* was to look to see if there was a correlation between socially responsible HR practices and employees that want to quit. The authors started out their research by looking at the available literature already carried out on this topic. The authors found in the available literature that organization that do have good policies and procedures are more likely to have less turnover than companies that do not have this in place. The authors carried out their research be carrying out qualitative research by sending out questionnaires. The authors were able to find in their original research that employees tended to have higher job satisfaction when good human resources policies are in place. An organization that has higher job satisfaction were found to have less employees that were looking at quitting the organization in question. The audience of this research would be leaders within many different organizational settings including educational institutions. There is one major limitation of this research and that is the fact that this research was carried out in India. This is a limitation because it is possible that if the data would have been collected within the United States that the data would have turned out differently.  |
|  | **Reference Information:**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> | Yes |
| **Permalink:**<https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1146821&site=eds-live&scope=site>  |
| **Annotation:**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. |
|  | **Reference Information:**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> | Yes |
| **Permalink:**<https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1174456&site=eds-live&scope=site> |
| **Annotation:**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 amount 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.  |
|  | **Reference Information:**Lüleci, C., & Çoruk, A. (2018). The Relationship between Morale and Job Satisfaction of Teachers in Elementary and Secondary Schools. *Educational Policy Analysis and Strategic Research*, *13*(1), 54–70. Retrieved from <https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1177119&site=eds-live&scope=site> | Yes |
| **Permalink:**<https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1177119&site=eds-live&scope=site> |
| **Annotation:**The purpose of the article from *Educational Policy Analysis and Strategic Research* was to look at what the difference was between elementary teachers and secondary teachers in regards to morale. The authors started out by looking at the available research one what the morale was for educators as a whole. Then the authors looked at research that was carried out in regards to both elementary and secondary educators. The authors pointed out that there has not been much research comparing elementary educators to that of secondary educators in regards to morale. The authors carried out their research by using the Purdue Teacher Morale Scale to gather data of both elementary and secondary teachers. The authors were able to find that the morale and job satisfaction of the participants was high. The authors found that the morale and job satisfaction was higher amongst elementary teachers rather than secondary teachers. The audience of this research would be administrators in the education field. This research does have one limitation that can be seen in the research. That limitation is that only one district was used. Had more schools been used across the country would have made the research much stronger.  |
|  | **Reference Information:**Manhanya, Y. (2015). A study of impact of working environment on retention of employees (With special Bibliographic Information to Automobile sector). *Global Management Review*, *9*(4), 116-128. | Yes |
| **Permalink:**<https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=113664247&site=eds-live&scope=site> |
| **Annotation:**The purpose of this article from *Global Management Review* was to look at how the working environment played a role on employees in regards to retention within the organizations. The author concentrated their study on the automobile sector. The author started out the article by looking at the available research on the importance of having a positive working environment for all of the employees. The author pointed out that in order to have an organization reach all of their goals then they have to retain employees that can carry out the job that is needed of the organization. The author carried out the research by using descriptive statistics and creating a questionnaire to send to employees within the automotive industry. The sample size was 300 people that include both middle and top level management within the auto industry. By carrying out the study the author was able to find that some important issues for employees is their pay, staying satisfied with their jobs and staying motivated. The author also found that a positive work environment was one of the largest factors of employees leaving or staying with an organization. If the associates felt that they were working within a positive environment then they were less likely to leave the organization. By looking at the research it is clear to see two major limitations. The first major limitation is that the questionnaire that was sent out only included middle and top level management. To make the research findings stronger it would have been beneficial to include lower level employees as well. The second limitation that can be seen is the survey method. When using a survey method it is possible that the intended target was not the one that completed the survey.  |
|  | **Reference Information:**Mazidi, M., Khoshbakht, F., & Alborzi, M. (2017). A Study of the Relationship Between Demographic Factors and Elementary School Teacher Burnout: The Iranian Case. *Educational Research Quarterly*, *41*(1), 3–14. Retrieved from <https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ofs&AN=125082618&site=eds-live&scope=site> | Yes |
| **Permalink:**<https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ofs&AN=125082618&site=eds-live&scope=site> |
| **Annotation:**The purpose of this article found in *Educational Research Quarterly* was to look at the burnout of elementary school teachers and how demographic factors play a role in it. The authors started out their research by looking at the available research on teacher burnout. The authors discussed some of the findings of what can lead to teacher burnout. The research that was carried out was done by a descriptive approach that used a survey method to look at the findings of the teacher burnout. The authors were able to find in their research that men actually burned out of teacher at higher rates than that of female teachers. The authors were able to also find that teachers that were single were more likely to leave the teaching profession rather than a teacher that was married. The last major findings of the research that was carried out is that teachers that have more children are more likely to leave the teaching profession over a teacher that has no children or less children. The audience of the research would be administrators in the education field. This research is also important to educators within the field. There is one major limitation of this study that can be seen. That limitation is that the research was only conducted in the country of Iran. The findings could have been more relevant if the research would have been carried out in the United States or if more countries would have been used to gather data.  |
|  | **Reference Information:**McIntosh, B., Morrish, D., & Wakefield, D. (2018). Secondary Agriculture Science Teachers: Factors Affecting Who Will Stay and Who Will Go. *NACTA Journal, 62*(3), 249–253. Retrieved from <https://search-ebscohost-com.lopes.idm.oclc.org/login.aspx?direct=true&db=ehh&AN=132808977&site=eds-live&scope=site> | Yes |
| **Permalink:**<https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=132808977&site=eds-live&scope=site> |
| **Annotation:**The purpose of this article that was published in the *NACTA Journal* was to look at Agriculture Science teachers at the secondary level and what factors lead them to either leave or stay in the teaching profession. The authors started out the research by looking at the available literature on teacher retention. The authors found that many agriculture teachers feel like they are not well supported by other teachers of administrators within the school setting. The authors carried out the research by using a quantitative approach using descriptive statistics. The authors found in their research that one of the main reasons why agriculture teachers leave the profession was due to the amount of stress that is involved in the position of a teacher. The authors also found that agriculture teachers that were certified by an alternative program pointed out that the main reason why they left the teaching position was the low pay. The audience of this research would be people within the academic setting and administrators within the school setting. There was a small limitation within the research and that is that it was only carried out in the state of Texas. The authors could have made the findings much stronger had they used a sample of teachers from multiple states.  |
|  | **Reference Information:**Mee, M., & Haverback, H. R. (2014). Commitment, Preparation, and Early Career Frustrations: Examining Future Attrition of Middle School Teachers. *American Secondary Education*, *42*(3), 39–51. Retrieved from <https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=97888357&site=eds-live&scope=site> | No |
| **Permalink:**<https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=97888357&site=eds-live&scope=site> |
| **Annotation:**The purpose of this article in *American Secondary Education* was to look at what might be some major indicators of teachers leaving the teaching profession. The authors started out by looking at the available research on what caused teachers to leave the profession. The research that was carried out was a case study. The authors were able to find that teachers that felt like leaving the profession were ones that felt one of three feelings. First, some teachers felt like they did not have a good grasp on classroom management. The second reason that caused teachers to think about leaving was having problems figuring out how to teach the content to the students that was required, and the last reason was issues with other teachers or administrators. The authors also found that teachers that had these feelings were less likely to leave the profession if they had a good support system or mentor in place that they could easily talk to about their issues in teaching. The audience of this research would be administers, new teachers, and people within the academic field. This article has one major limitation and that is the small number of participants that were included in the case study. There were only ten people that took part in the research. Had the researchers used more people it could have allowed the data to be more credible and more relevant. The small sample causes some doubt towards the research that was carried out.  |
|  | **Reference Information:**Miraj, S., Reba, A., & Din, J. U. (2018). A Comparative Study regarding Teachers’ Morale among Public and Private Schools at Secondary Level in Peshawar. *Bulletin of Education & Research*, *40*(2), 27–40. Retrieved from <https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=132437710&site=eds-live&scope=site> | Yes |
| **Permalink:**<https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=132437710&site=eds-live&scope=site> |
| **Annotation:**The purpose of the article from *Bulletin of Education & Research* was to look at issues that affect educator’s commitment to the teaching profession. The authors started out by looking at the research that was available on what affects the way that teachers view the teaching profession. The authors pointed out in the literature review that educators that have a low morale are more likely to leave the profession. Whereas educators with a higher morale are likely to stay within the teaching profession. By understanding the factors that can affect teachers morale can allow districts to try and address issues that could lower morale of educators. The research that was carried out was done by a qualitative method using questionnaires that was given out randomly to teachers at the schools that were used in the study. The researchers were able to find that 80% of the teachers that participated in the study had a high morale towards the teaching profession. The authors were able to also find in their study that there was not much of a difference in the moral of teachers from the public school to a private school setting. The authors found that one way to increase the morale of educators is to create an awareness of morale within the organization. One way to increase morale within a school is by giving rewards and recognition for good work. The authors also pointed out that educators morale could go up by having punishment for educators that do bad behavior or break rules. The audience of this article would be anyone that works within the education field. This article does have two limitations of the study. One limitation is the small sample size that was used. If a larger sample size would have been used then it could have made the research much stronger. The other limitation is that more schools were not used in the research. Had 5 or 6 public and then another 5 or of 6 private schools been used in the study it could have also made the research much stronger. Both of these steps being carried out could have added some major credibility to the research that was carried out.  |
|  | **Reference Information:**Mroz, J. E., & Allen, J. A. (2015). It’s all in how you use it: Managers’ use of meetings to reduce employee intentions to quit. Consulting Psychology Journal: Practice and Research, 67(4), 348–361. https://doi-org.lopes.idm.oclc.org/10.1037/cpb0000049 | Yes |
| **Permalink:**<https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2015-55526-005&site=eds-live&scope=site> |
| **Annotation:**The purpose of this article from *Consulting Psychology Journal: Practice and Research* was to look at if meetings that are held within companies lead to employees wanting to quit. The authors started out their research by looking at the available literature on employees and meetings. The authors were able to find that previous literature showed that employees had a higher desire to quit if there were unnecessary meetings that took place. The authors carried out their research by doing an online survey which was qualitative in nature. The authors were able to find in their original research that meetings that involved the leader do most of the talking led to more employees having the desire to quit the organization. However, meetings in which the associates are equally involved in the meetings made associates feel better and less likely to want to quit the organization for which they work for. The authors suggested that meetings be more open and allow for more associate participation. The audience of this research would be anyone within leadership in any sort of organization including the education field. One major limitation of this research was that the data was collected in an online format in which anyone could have technically completed the survey instead of the intended target.  |
|  | **Reference Information:**Olsen, A. A., & Huang, F. L. (2019). Teacher Job Satisfaction by Principal Support and Teacher Cooperation: Results from the Schools and Staffing Survey. *Education Policy Analysis Archives, 27*(11). Retrieved from <https://search-ebscohost-com.lopes.idm.oclc.org/login.aspx?direct=true&db=eric&AN=EJ1206066&site=eds-live&scope=site> | No |
| **Permalink:**<https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1206066&site=eds-live&scope=site> |
| **Annotation:**The purpose of this article that was published in the *Education Policy Analysis Archives* was to look at the how principal support and cooperation among teachers and how it is associated with both job satisfaction and turnover rates. The researchers wanted to look at how a principal support of the staff had an impact on job satisfaction within the school setting. The authors started out their research by looking at the available literature on teacher retention and teacher satisfaction. In the literature review the authors pointed out that teacher satisfaction was one of the main causes of teachers wanting to leave the teaching profession. The research method that was used in the research was quantitative in nature. The authors found in their research that was carried out that principal support was indeed one of the main causes of teachers including teachers of color pointing out why they are likely to leave the education profession. The authors also found in their research that teachers that felt like they worked well with other teachers were less likely to leave the teaching profession. The audience of this research would be anyone that works within the academic setting. There was one major limitation of this research and it was that the researchers looked at data that was collected in 2011-2012. The data that was analyzed could now be considered outdated and not relevant.  |
|  | **Reference Information:**Ou, A. Y., Jungmin, S., Dongwon, C., & Hom, P. W. (2017). When can humble top executives retain middle managers? The moderating role of top management team faultlines. *Academy Of Management Journal*, *60*(5), 1915-1931. doi:10.5465/amj.2015.1072 | Yes |
| **Permalink:**<https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=125738740&site=eds-live&scope=site> |
| **Annotation:**The purpose of this article from the *Academy of Management Journal* is to look at how top management within an organization are effect in keeping middle managers. The authors pointed out that middle managers are important to organizations because they are more hands on with the stakeholders involved. The authors were able to find that top management that job satisfaction is a huge factor in what can cause someone to want to leave an organization. The authors noted that top management that tries to keep associates satisfied or are more humble with their associates are more likely to keep middle managers employed. If the top management does not really look after employees then it will lead to more employees wanting to leave the organization. The research was carried out by the researchers doing surveys with people from many different sectors. The authors were able to show that there was a positive correlation between the way that top management acts in regards to being able to retain middle managers within the organization. The research that was carried out has one major strength that can be seen. The strength is that there was more than one sector analyzed. The sectors included manufacturing, service, and the trading sector. By having the different sectors it makes the data stronger and shows that the data that was compiled can be assumed for all of these sectors.  |

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|  | **Reference Information:**Papay, J. P., Bacher-Hicks, A., Page, L. C., & Marinell, W. H. (2017). The challenge of teacher retention in urban schools: Evidence of variation from a cross-site analysis. *Educational Researcher, 46*(8),434-448. doi:10.3102/0013189X17735812 | Yes |
| **Permalink:**<https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=126277214&site=eds-live&scope=site> |
| **Annotation:**The purpose of the article from *Educational Researcher* is to look at whether teachers do truly leave their professions within the first five years of teaching. The authors started out by noting that there are reports that 40% of all teachers leave the profession within the first five years of teaching. The authors wanted to find out if this would be true at other school districts across the country and not just large school districts that are typically always studied. The research that was carried out would be considered qualitative in nature because the authors gathered data from school districts’ human resources offices and analyzed it for trends of teachers leaving the profession. The authors found that via their data that they collected, 13% of all teachers leave their districts each year. The authors went on to point out that the average across all of the districts that were looked at was 55% of teachers leaving the profession within the first five years of teaching. The article pointed out that all of the districts that were looked at in the study struggle to keep teachers in the profession. One of the interesting findings from this article is that the authors were able to point out that in four of the districts that were studied, there is not an issue of teachers leaving one district for another district within the same state. By looking at this study there are some strengths that need to be noted. The first strength is that the authors looked at human resources data from the districts that were studied. Instead of doing a survey, the authors actually looked at the human resources data to gather the data. This means the data was more reliable. The second strength of the study is that the data that was gathered was from multiple school districts across the United States, and not just one state.  |
|  | **Reference Information:**Perrone, F., Player, D., & Youngs, P. (2019). Administrative climate, early career teacher burnout, and turnover. *Journal of School Leadership, 29*(3), 191–209. <https://doi-org.lopes.idm.oclc.org/10.1177/1052684619836823> | Yes |
| **Permalink:**<https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ofs&AN=135855321&site=eds-live&scope=site> |
| **Annotation:**The purpose of this article in the *Journal of School Leadership* was to look at the relationship of school climate and also teacher burnout in comparison to teacher turnover. The authors started out the research by giving basic definitions of burnout of educators, which the authors pointed out was when someone lost interest in their work (Perrone, Player, & Youngs, 2019). The authors then looked at the available literature on teacher retention and school climate. The authors found in the literature review that teachers’ climates do have an impact on turnover. The research that was carried out was quantitative in nature and analyzed data that was collected on surveys. The authors found in their research that the teachers were more likely to leave the teaching profession based upon being burned out on the job (Perrone, Player, & Youngs, 2019). The authors pointed out that their research did not show a correlation in teachers looking to leave based upon the leadership climate of their school (Perrone, Player, & Youngs, 2019). The audience of this research would be anyone who works within the academic field. There is one major limitation of this study: the research was based upon schools located only in the states of Michigan and Indiana. Had the researchers gathered data from more states, then it could have made the findings much stronger. However, by only limiting the study to a small area, it causes some concerns regarding the generalizability of the data and research that was collected.  |
|  | **Reference Information:**Pittman, P. (2015). Teacher retention in sparsely populated South Dakota school *districts* (Order No. 10131867). Available from ProQuest Dissertations & Theses Global. (1810422436). Retrieved from <https://lopes.idm.oclc.org/login?url=https://search-proquest-com.lopes.idm.oclc.org/docview/1810422436?accountid=7374> | Yes |
| **Permalink:**<https://lopes.idm.oclc.org/login?url=https://search-proquest-com.lopes.idm.oclc.org/docview/1810422436?accountid=7374> |
| **Annotation:**The purpose of this article that was published to *ProQuest Dissertations & Theses Global* is to look at teacher retention in sparsely populated schools within South Dakota. The author started out by looking at the available research on what affects education and what could have an effect on teacher retention in the state of South Dakota. The author found in the literature review that the average time that an educator spends before they leave the field of education is two to five years (Pittman, 2015). The author also found in the literature review that most people join the teaching field thinking that they can change the world; however, they eventually realize that this is not the case and feel unsupported (Pittman, 2015). The author found that schools that were in sparsely populated areas had higher issues of teacher retention (Pittman, 2015). The author also found in the study that teachers felt like they needed more support from administrators, more financial support, and better working conditions in order to increase teacher retention (Pittman, 2015). In the research that was carried out, the audience would be people within the academic setting and administrators who could put measures in place to increase teacher retention. There are two major limitations. The first limitation is that the study was only looking at schools in South Dakota and not in other parts of the United States. Had the research included other schools across the United States, it could have made the findings much stronger. Another limitation of this study is the sample size that was used from each school. Only ten teachers were chosen from each school in the study. If the author would have used more teachers from the schools, it could have made the findings much stronger.  |
|  | **Reference Information:**Presbitero, A., Roxas, B., & Chadee, D. (2016). Looking beyond HRM practices in enhancing employee retention in BPOs: focus on employee–organisation value fit. *International Journal Of Human Resource Management*, *27*(6), 635-652. doi:10.1080/09585192.2015.1035306 | Yes |
| **Permalink:**<https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=112131077&site=eds-live&scope=site> |
| **Annotation:**The purpose of this article from the *International Journal of Human Resource Management* is to look at what can be done by organizations to strengthen their employee retention methods. The authors started out by looking at some policies that organizations have in place that might help retain employees within the organizations in which they work for. The authors carried out their research by testing out different employee retention methods on 258 employees within the business sector. The authors were able to find that when organizations use methods to better promote their human resources practices and change them in a way that better suits the needs of employees then it will cause retention to go down. The authors were also able to find that organizations that are not willing to work towards keep associate happy or motivated that they are more likely to want to leave the organization in which they work for. By looking over the research it is clear to see that there are two major limitations in the research. The first limitation is that the authors only studied one sector. If the authors would have looked at more than one sector then it would have made the research that much more strong. The second limitation that can be seen in the research is the way that the research was conducted. It is possible that the research was conducted in a manner in which the data that was collected was skewed.  |
|  | **Reference Information:**Reaves, S. J., & Cozzens, J. A. (2018). Teacher perceptions of climate, motivation, and self-efficacy: Is there really a connection. *Journal of Education and Training Studies, 6*(12), 48–67. Retrieved from <https://search-ebscohost-com.lopes.idm.oclc.org/login.aspx?direct=true&db=eric&AN=EJ1194029&site=eds-live&scope=site> | Yes |
| **Permalink:**<https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1194029&site=eds-live&scope=site> |
| **Annotation:**The purpose of this article in *Journal of Education and Training Studies* is to look at how climate, motivation, and self-efficacy relate to teacher retention. The authors started out by looking at the available research on each of these and how they relate to teacher retention. The authors found in the literature review that teachers who are more motivated are less likely to leave the teaching profession (Reaves & Cozzens, 2018). The authors carried out their research in the state of Tennessee by using questionnaires and surveys. The authors found in their research that teachers who had higher motivation were less likely to leave the teaching profession (Reaves & Cozzens, 2018). The authors also found in their research that teachers who felt like they were supported by the administration and the community were less likely to want to leave the teaching profession (Reaves & Cozzens, 2018). In the research that was carried out, the audience would be anyone who works within the education field as well as administrators who could help provide a supportive environment for the teachers. There is one major limitation of this research, and that is that the data was only looking at teachers within the state of Tennessee. If the authors were able to gather data from other states and include it in the research, it would have made the findings much stronger.  |
|  | **Reference Information:**Rose, S., & Raja, K. G. (2016). Role of HR practices, job satisfaction, and organization commitment in employee retention. *CLEAR International Journal Of Research In Commerce & Management*, *7*(10), 1-3. | Yes |
| **Permalink:**<https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=120562148&site=eds-live&scope=site> |
| **Annotation:**The purpose of this article from *CLEAR International Journal of Research in Commerce & Management* is to look at ways that organizations can manage employee retention. The authors started out by looking at the available research on employee retention and some of the causes of employees leaving the organization in which they are employed by. The authors carried out their research by using qualitative methods to gather data from the participants. The authors carried out their research by creating surveys and then giving them to 180 employees of from different IT firms. The authors were able to show that there were two things that really helped or hurt employee retention within organizations. The first was that job satisfaction was one of the major factors in keeping people employed within an organization. If employees were not happy with their jobs then they were more likely to leave the organization for another job. The second thing that the authors pointed out having good HR practices in place within the organizations helped keep people employed within the organization. By looking at the research at hand there is one limitation that can be seen. The limitation that can be seen is that the research that was carried out only included individuals within the IT field. If the authors would have looked at multiple fields it would have made the research that much stronger.  |
|  | **Reference Information:**Rooks, D. (2018). The unintended consequences of cohorts: How social relationships can influence the retention of rural teachers recruited by cohort-based alternative pathway programs. Journal of Research in Rural Education, 33(9), 1–22. <https://doi-org.lopes.idm.oclc.org/10.18113/P8JRRE3309> | Yes |
| **Permalink:**<https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=133550685&site=eds-live&scope=site> |
| **Annotation:**The purpose of this article in the *Journal of Research in Rural Education* is to look at how relationships can have an influence on teacher retention in rural schools. The author started out by looking at the available research on teacher retention and what behaviors can be found that support teacher retention within the schools in question. The author found in the literature review that teachers who felt like they had a lot more autonomy as teachers were less likely to leave teaching (Rooks, 2018). The author pointed out in the literature review that teachers who worked in rural schools were more likely to feel like they had more autonomy than teachers in more populated areas (Rooks, 2018). The teachers who felt like they did not have much autonomy were more likely to leave the teaching profession (Rooks, 2018). The author was able to find in the research that was conducted that new teachers who had more friendships with other teachers were less likely to leave the teaching profession (Rooks, 2018). The author pointed out that educators who felt like they had good relationships with their fellow teachers were also less likely to leave the teaching profession within their first five years of teaching (Rooks, 2018). The audience of this study would be people who work within the education field as well as recruiters who are trying to find people for schools in rural areas. There is one major limitation of this study in that it did not look at schools all across the United States. This is a limitation because this data could possibly only be accurate for the school district in question that was analyzed. If more schools would have been used, it could have really made the results much stronger.  |
|  | **Reference Information:**Sabin, J. T. (2015). Teacher Morale, Student Engagement, and Student Achievement Growth in Reading: A Correlational Study. *Journal of Organizational and Educational Leadership*, *1*(1). Retrieved from <https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1131517&site=eds-live&scope=site> | Yes |
| **Permalink:**<https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1131517&site=eds-live&scope=site> |
| **Annotation:**The purpose of this article found in *Journal of Organizational and Educational Leadership* looked that the morale of teachers in the grades of fourth and fifth grades in three low socio-economic schools in the state of North Carolina. The authors started out their research by looking at the available research on teacher morale. The authors found that a teacher that has a high morale tends to have higher achievement of their students. The authors carried out their research by using a mixed method approach. The authors were able to find that there was not any significant relationship between the scores of students in the classrooms and teacher morale. The researchers also found that having more adults in a classroom actually led to a higher student engagement of the subject that was being taught. The audience of this research would be administrators and elementary school teachers. There is one limitation that can be seen in this research. That limitation is schools that were from more affluent areas were not observed or data gathered from. If this would have been done and compared the two then it is possible that the results would have been much different. |
|  | **Reference Information:**Sawchuk, S. (2018). Staffing schools in no-stoplight towns: It takes ingenuity and hard work to find and keep teachers in remote districts. *Education Week*, *37*(18), 22-25. | Yes |
| **Permalink:**<https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ofs&AN=127851372&site=eds-live&scope=site> |
| **Annotation:**The purpose of this article from *Education Week* is to look at the issues that rural school face in regards to retaining and recruiting teachers for the schools. The author started out by looking at what is required of teachers that work within a rural district. The author pointed out that teachers within rural districts are asked to do more due to the lacking of resources and teachers. The author carried out the research by looking at two school and doing qualitative research and analyzing the data at hand. The author was able to find that each year on average rural schools lose between 15 to 20 percent of the staff. The author also found that teachers in rural school districts typically make much less than that of teachers in other areas. The author pointed out that ways to keep teachers is to raise salary and to offer more support to the teachers and be there for the teachers. The author also pointed out that in rural districts when teachers are given freedom in regards to the design of the course will help retain and recruit new teachers. The audience of this article would be people within the academic setting and also administrators in rural school districts across the country. There is one limitation that can be seen. That limitation is that other states beside Colorado where not looked at. Had the author looked at other rural schools in other states it would have made the findings that much stronger.  |
|  | **Reference Information:**Shifrer, D., Turley, R. L., & Heard, H. (2017). Do teacher financial awards improve teacher retention and student achievement in an urban disadvantaged school district? *American Educational Research Journal, 54*(6),1117-1153. doi:10.3102/0002831217716540 | Yes |
| **Permalink:**<https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=126546727&site=eds-live&scope=site> |
| **Annotation:**The purpose of the article from *American Educational Research Journal* is to analyze if teachers getting rewarded with money leads to higher scores or higher retention rates of teachers. The authors start out by looking at the history of teachers getting a financial bonus and increasing test scores. The authors were looking at two things in this research. First, does student achievement go up when teachers are able to get paid more for better scores? Second, are teachers who get financial compensation for better test scores are more likely to stay in the teaching profession compared to teachers who did not get the reward? The research that was carried out was qualitative in nature. The authors looked at data that was gathered on the census of the district teachers. The authors found that 83% of teachers within the district who did not get an award stayed within the teaching profession the following year. The authors pointed out that of the teachers who received a financial award, 91% of them remained within the profession the following year. This means that there were 8% more teachers who received a financial reward who stayed in the profession. There are some limitations of this research. The first limitation is that there was only one school district that was analyzed. Had more school districts been analyzed, the data would have been much stronger. The second limitation is that the authors only analyzed one year’s worth of data on teacher retention and teachers receiving financial awards. The last limitation that can be seen in this article is that the study only looked at financial awards in regards to teacher retention. If more things would have been looked at, it could have found what the main causes are for teachers leaving the profession.  |
|  | **Reference Information:**Simpson, T. (2014). *The impact of principal leadership styles on teacher retention in selected rural, urban, and suburban elementary public schools in South Carolina* (Order No. 3662523). Available from ProQuest Dissertations & Theses Global. (1667733080). Retrieved from <https://lopes.idm.oclc.org/login?url=https://search-proquest-com.lopes.idm.oclc.org/docview/1667733080?accountid=7374> | Yes |
| **Permalink:**<https://lopes.idm.oclc.org/login?url=https://search-proquest-com.lopes.idm.oclc.org/docview/1667733080?accountid=7374> |
| **Annotation:**The purpose of this article that was written and published to *ProQuest Dissertations & Theses Global* is to look at how teacher retention and principal leadership style are related to one another. The author started out by looking at the available research on teacher retention and also looked at leadership style. The author pointed out in the literature review that leadership style can have an impact on employees wanting to leave an organization. The author carried out the research by looking at data from 429 schools and analyzing it. The author found in the conducted research that teachers in the state of South Carolina were not more likely to leave the teaching profession based upon one certain type of leadership style. The audience of the research would be administrators in the education field as well as people within the academic setting. There was one major limitation of this research in that the researcher did not do individual surveys with teachers in the schools, but relied on data collected via the state. The reason why this could be a limitation is because this could have changed the results of the study to actually be the same as what has been reported in the literature that was done before this study.  |
|  | **Reference Information:**Song-Eun, L. (2018). Mentoring New English Writing Teachers: Advice from Experienced Teachers. *English Teaching, 73*(2), 87–113. <https://doi-org.lopes.idm.oclc.org/10.15858/engtea.73.2.201806.87> | No |
| **Permalink:**<https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=131028885&site=eds-live&scope=site> |
| **Annotation:**The purpose of this article that was published in *English Teaching* was to look at how experienced teachers give advice to that of a new teacher to the profession. The authors started out their research by looking at the available research on why teachers leave the profession. The authors found that one of the main reasons why some teachers leave the profession is because they feel like they are unprepared and not supported by colleagues. The authors carried out their research was qualitative and employed the use of open ended questions on a questionnaire. The author were able to find in their research that new teachers that have very supportive colleagues that would help them with planning and coming up with ideas for their classes were less likely to look at leaving the teaching profession. The author was also able to find that one of the major causes of stress for teachers was the assessments that they were required to give to the students in the classes. The audience of this research would be people within the academic setting and also administrators within the education setting. There was one major limitation of this study and that is the fact that the research was concentrated on teachers within the college level, and did not look at K-12. The findings could have been much more different had the research been carried out in the K-12 setting.  |
|  | **Reference Information:**Stiegman, M. E. (2017). *Perspectives of transformational leadership: Retaining teachers in rural Missouri public schools*(Order No. 10742551). Available from ProQuest Dissertations & Theses Global. (1985977595). Retrieved from https://lopes.idm.oclc.org/login?url=https://search-proquest-com.lopes.idm.oclc.org/docview/1985977595?accountid=7374 | Yes |
| **Permalink:**<https://lopes.idm.oclc.org/login?url=https://search-proquest-com.lopes.idm.oclc.org/docview/1985977595?accountid=7374> |
| **Annotation:**The purpose of this article that was published to *ProQuest Dissertations & Theses Global* was to look at the role of school leaders in keeping teachers in the profession. The author started the research by looking at the available literature on the topic of teacher retention. The author found in the literature review that leadership styles do have an effect on teachers staying within the education field. The author carried out the research by conducting a qualitative case study. The author found in the research that having good communication from the leadership in place was one of the main factors that allowed teachers to want to stay in the profession (Stiegman, 2017). The author also found in the research that was conducted that teachers who felt like they had a good work environment were less likely to look at leaving the field of education (Stiegman, 2017). The research that was carried out was intended for people within the academic setting. The audience would also be anyone who is in a leadership position in education or even other organizations. The limitation of this research was that it was only done in the state of Missouri. If the author had gathered data from schools in other states, it would have made the findings much stronger, as the current results could possibly only apply to the state in question.  |
|  | **Reference Information:**Ute Kaden, Philip P. Patterson, Joanne Healy, & Barbara L. Adams. (2016). Stemming the Revolving Door: Teacher Retention and Attrition in Arctic Alaska Schools. *Global Education Review, Vol 3, Iss 1, Pp 129-147 (2016)*, (1), 129. Retrieved from https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edsdoj&AN=edsdoj.fe8b1e4a87d54d7fa863c77ca22d68c9&site=eds-live&scope=site | Yes |
| **Permalink:**<https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edsdoj&AN=edsdoj.fe8b1e4a87d54d7fa863c77ca22d68c9&site=eds-live&scope=site> |
| **Annotation:**The purpose of this article in *Global Education Review* is to look at issue of teacher retention and teacher attrition in Arctic Alaska. The authors started out looking at the available research on teacher retention and attrition. The authors pointed out in the review that teachers that have more communication with other teachers are more likely to stay within the education field. The data that was carried out was based upon surveys that were given out to teachers within Alaska. The authors were able to find that the number one factor for teachers to stay within the profession are the ones that have more communication with other educators and administrators. The authors were also able to find that teachers that were in rural districts were more likely to leave than teachers in urban area districts. In the research that was carried out the audience would be people within the academic setting and administrators at schools across the country. There are two major limitations that can be seen in the research at hand. The first limitation is that the research was only carried out in Alaska. Had the research been conducted over many different districts in many states it would have added much more information to the research. It would have also added a lot of credibility to the research at hand. The second major limitation that can be seen in the research is the sample size. Had the sample size been larger it would have added more data that could have been analyzed. The small sample size means that it is highly possible that the data is not true if more people would have been included in the research.  |
|  | **Reference Information:**Vari, T. J., Jones, J., & Thomas-El, S. (2018). Motivating and retaining talented teachers. *Principal Leadership, 18*(6), 42-46. | Yes |
| **Permalink:**https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ofs&AN=128108731&site=eds-live&scope=site |
| **Annotation:**The purpose of this article from *Principal Leadership* is to show administrators and school districts across the country that teacher retention needs to be looked at before an educator is hired, and to change how educators are hired in order to retain them. The article starts out by noting that teacher motivation and retention are challenges that many schools face across the country. The authors point out that in order to retain teachers, a retention program needs to be in place before a teacher is hired. The authors point out that one of the issues of teacher retention is that administrators wait until much too late to figure out ways to keep teachers. Instead of waiting for teachers to quit and then thinking about what can be done to keep teachers, administrators need to think about what can be done to keep teachers as soon as they hire them. The best way that this can be done is to know what type of teacher is wanted for a position, and then to try to find someone who is positive and has ideas that will contribute to the team. One of the things that school districts do that hurts teacher retention is to think of teacher openings as urgent positions that need to be filled immediately. However, administrators need to take their time to find the right candidate. Doing this will increase the likelihood that the person who is going to be hired will stay in the position long-term. When looking at this research that was carried out, there are a few limitations that need to be analyzed. First, the research that was carried out was based upon the personal experiences of the authors who wrote the article. The second limitation that can be seen in this article is that there is no data to prove that taking a longer time to find a candidate will mean that the person will be in the position longer than a person who was hired quickly.  |
|  | **Reference Information:**Younge, K. A., & Marx, M. (2016). The value of employee retention: Evidence from a natural experiment. *Journal Of Economics & Management Strategy*, *25*(3), 652-677. doi:10.1111/jems.12154 | Yes |
| **Permalink:**<https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=116892507&site=eds-live&scope=site> |
| **Annotation:**The purpose of this article from the *Journal of Economics & Management Strategy* was to determine if an organization that enforces non-compete agreements will reduce employee turnover. The authors started out by looking at the available research on employee turnover. The author spent some time discussing the cost that is associated when an employee leaves an organization. The authors then looked at the use of non-completes within the workforce and if they have been successful. The authors carried out their research by gathering data from different organizations and then analyzing the data. The authors were able to find that organizations that used non-competes with their associates were less likely to lose employees to rival organizations. The authors also found that in order for an organization to be good at reducing turnover that they would have to be willing to enforce the non-compete. By looking at the research it is clear to see that one major limitation is that the authors did not look at employees that left the company to go to another industry. They did not look at why these people left and what could have been done to keep these people from leaving the organization. Had the authors done this it would have made the research that much stronger and more reliable.  |