



שאלתה: נשירת מורים

[Pre-Service and Beginning Teachers' Professional Identity and Its Relation to Dropping Out of the Profession](#) (EJ897501) [Share](#) [Add](#)

Author(s): [Hong, Ji Y.](#) **Pub Date:** 2010-11-00

Source: Teaching and Teacher Education: An International Journal of Research and Studies, v26 n8 p1530-1543 Nov 2010 **Pub Type(s):** Journal Articles; Reports - Research

Peer-Reviewed: Yes

Descriptors:
[Preservice Teacher Education](#); [Career Change](#); [Teacher Attitudes](#); [Beginning Teachers](#); [Teacher Persistence](#); [Self Concept](#); [Misconceptions](#); [Preservice Teachers](#); [Student Attitudes](#); [Teaching Conditions](#); [Influences](#); [Interviews](#); [Teacher Burnout](#); [Faculty Mobility](#); [Labor Turnover](#); [Teacher Surveys](#); [Student Surveys](#)

Abstract:
This study explores different perceptions of pre-service and beginning teachers' professional identity in relation to their decisions to leave the profession. Teachers' professional identity was further broken down into six factors: value, efficacy, commitment, emotions, knowledge and beliefs, and micropolitics. This study employed mixed-methods which included 84 participant surveys, and 27 interviews from four groups of participants at different stages of teaching. The findings of this study showed that pre-service teachers tended to have naive and idealistic perceptions of teaching, and dropout teachers showed most emotional burnout. Implications for improvement of teacher education and retention of beginning teachers are discussed. (Contains



May I Be Excused? Why Teachers Leave the Profession (EJ891033)

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Author(s): [Buchanan, John](#)

Pub Date: 2010-06-00

Source: Asia Pacific Journal of Education, v30 n2 p199-211 Jun 2010

Pub Type(s): Journal Articles; Reports - Research

Peer-Reviewed: Yes

Descriptors:

[Foreign Countries](#); [Teacher Recruitment](#); [Teacher Persistence](#); [Teaching Conditions](#); [Faculty Mobility](#); [Predictor Variables](#); [Faculty Workload](#); [Teacher Burnout](#); [Teacher Morale](#); [Professional Autonomy](#); [Professional Recognition](#); [Faculty Development](#); [Job Satisfaction](#); [Status](#); [Teacher Administrator Relationship](#); [School Culture](#); [Collegiality](#); [Career Change](#); [Grounded Theory](#)

Abstract:

Considerable research has been conducted into teacher retention. Less is known of ex-teachers' circumstances: salary, workload, working conditions, "job prestige". For this study, telephone interviews were used to ask 21 ex-teachers about their journey from teaching, and views on their current working conditions by comparison. This paper focuses on the events surrounding these people's decisions to leave the profession; these ex-teachers are in a privileged position to comment on teaching by comparison with their subsequent work. Few regret their decision to leave the profession. The findings have implications for teacher recruitment, education, provision of working conditions, and for the promotion of teaching.



Reform, Standards and Teacher Identity:

Challenges of Sustaining Commitment (EJ697957)



Author(s): [Day, C.](#); [Elliot, B.](#); [Kington, A.](#)

Pub Date: 2005-07-00

Pub Type(s): Journal Articles

Source: Teaching and Teacher Education: An International Journal of Research and Studies,

Peer-Reviewed: Yes

v21 n5 p563-577 Jul 2005

Descriptors:

[Foreign Countries](#); [Motivation](#); [Educational Change](#); [School Effectiveness](#); [Physical Education](#); [Job Satisfaction](#); [Educational Research](#); [Educational Administration](#); [Teacher Attitudes](#)

Abstract:

Teacher commitment has been found to be a critical predictor of teachers' work performance, absenteeism, retention, burnout and turnover, as well as having an important influence on students' motivation, achievement, attitudes towards learning and being at school (Firestone (1996). Educational Administration Quarterly, 32(2), 209-235; Graham (1996). Journal of Physical Education, Recreation and Dance, 67(1), 45-47; Louis (1998). School Effectiveness and School Improvement, 9(1), 1-27; Tsui & Cheng (1999). Educational Research and Evaluation, 5(3), 249-268). It is also a necessary ingredient to the successful implementation, adaptation or resistance reform agendas. Surprisingly, however, the relationship between teachers' motivation, efficacy, job satisfaction and commitment, and between commitment and the quality of their work has not been the subject of extensive research. Some literature presents commitment as a feature of being and behaving as a professional (Helsby, Knight, McCulloch, Saunders, & Warburton (1997). A report to participants on the professional cultures of Teachers Research Project, Lancaster University, January). Others suggest that it fluctuates according to personal, institutional and policy contexts (Louis (1998). School Effectiveness and School Improvement, 9(1), 1-27) and identify different dimensions of commitment which interact and fluctuate (Tyree (1996). Journal of Educational Research, 89(5), 295-304). Others claim that teachers' commitment tends to decrease progressively over the course of the teaching career (Fraser, Draper, & Taylor (1998). Evaluation and Research in Education, 12 (2), 61-71; Huberman (1993). The lives of teachers. London: Cassell). In this research, experienced teachers in England and Australia were interviewed about their understandings of commitment. The data suggest that commitment may be better understood as a nested phenomena at the centre of which is a set of core, relatively permanent values based upon personal beliefs, images of self, role and identity which are subject to challenge by change which is socio-politically



constructed.

Title: [Coaching as a Leadership Development Tool for Teachers](#)

Personal Author: [Blackman, Anna](#)

Journal Name: [Professional Development in Education](#)

Source: [Professional Development in Education v. 36 no. 3 \(September 2010\)](#) p. 421-41

Routledge. Available from: Taylor & Francis, Ltd. 325 Chestnut Street Suite 800,

Publisher Information: Philadelphia, PA 19106. Tel: 800-354-1420; Fax: 215-625-2940; Web site: <http://www.tandf.co.uk/journals>

Publication Year: 2010

Without support for the development of leadership talents and the chance to climb the career ladder, many teachers will leave the teaching sector in search of other career opportunities that will provide an outlet for their interests and talents. Coaching is

Abstract: potentially a way to help teachers fulfill, support and encourage their leadership talents. Being able to employ management and leadership skills is said to be a major determinant of success or failure in education but those who believe that they can make a difference are more likely to see coaching as a



tool that can help them expand and strengthen their teaching skills. Although educational leadership has been extensively investigated over the years, educational coaching as a form of leadership development has not been as well researched. This raises the question: can coaching help to create a teacher-leader? The results from this case study have shown that the use of coaching workshops and one-on-one sessions may be an effective way for educational professionals to develop their leadership skills through continual professional development. (Contains 3 figures and 1 table.) (As Provided)

Note(s): Includes 87 bibliographical references

Title: [Teaching That Breaks Your Heart: Reflections on the Soul Wounds of a First-Year Latina Teacher](#)

Personal Author: [Carrillo, Juan F.](#)

Journal Name: [Harvard Educational Review](#)

Source: [Harvard Educational Review v. 80 no. 1 \(Spring 2010\)](#) p. 74-80

Publication Year: 2010

In this powerful essay, Juan F. Carrillo, a teacher educator in Austin, Texas, reflects on an encounter

Abstract: with a first-year Latina teacher, Christina, who has decide to leave the profession. Despite successfully learning and applying critical pedagogy, Christina



finds herself isolated and frustrated, stuck between a societal push for standardized success and her own desire to nurture transformation among her students. In listening to Christina's experience, Carrillo grapples with his own responsibilities as a teacher educator.

Becoming a University Lecturer in Teacher Education: Expert School Teachers Reconstructing Their Pedagogy and Identity (EJ882462) [Share](#) [Add](#)

Author(s): [Boyd, Pete](#); [Harris, Kim](#) **Pub Date:** 2010-03-00

Source: Professional Development in Education, v36 n1-2 p9-24 Mar 2010 **Pub Type(s):** Journal Articles; Reports - Research

Peer-Reviewed: Yes

Descriptors: [Interviews](#); [Teacher Educators](#); [Teacher Attitudes](#); [Expertise](#); [Transcripts \(Written Records\)](#); [Theory Practice Relationship](#); [Self Concept](#); [Career Change](#); [Teaching Conditions](#); [Adjustment \(to Environment\)](#); [Teachers](#); [Schools of Education](#); [Foreign Countries](#); [Faculty Development](#); [College Instruction](#); [Teacher Education](#); [Case Studies](#); [College Environment](#)

Abstract:
This article contributes to understanding of the professional learning of expert school teachers when they are appointed as university-based teacher educators. In this case study of a single department a qualitative analysis is used to interpret the transcripts of 16 semi-structured interviews with lecturers in teacher education within four years of their appointment to higher education roles. They experience tensions within the educational partnership and professional field about the value of abstract knowledge compared with work-based practice and about what a lecturer in teacher education should be. The situated learning of the new lecturers within their particular



departmental context encourages them to hold on to their existing identities as school teachers, rather than embrace new identities as academics.

**Mature Student Teachers in Initial Teacher Education
in Greece: Personal and Academic Identities**

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(EJ825929)

Author(s): [Kaldi, Stavroula](#)

Pub Date: 2009-02-00

Source: European Journal of
Teacher Education, v32
n1 p35-49 Feb 2009

Pub Type(s): Journal Articles;
Reports - Research

Peer-Reviewed: Yes

Descriptors:

[Student Teachers](#); [Maturity \(Individuals\)](#); [Ethnography](#); [Coping](#); [Foreign Countries](#); [Nontraditional Students](#); [Student Characteristics](#); [Elementary School Teachers](#); [Intention](#); [Student Attitudes](#); [Expectation](#); [Identification \(Psychology\)](#); [Profiles](#); [Career Change](#); [Family Influence](#); [Financial Support](#); [Student Motivation](#); [Gender Differences](#); [Experience](#); [Bachelors Degrees](#)

Abstract:

This qualitative study examined mature student teachers in initial teacher preparation for primary schools in Greece. More specifically it sought to identify the profile of mature student teachers, their intentions to become primary school teachers, their academic needs, concerns and expectations as well as their coping strategies across private and public spheres in university departments preparing primary school teachers. Adapting an ethnographic research approach and a case study design, 15 mature student teachers were followed throughout the final year of their studies, investigating patterns of personal and academic identities developed in order to become primary school teachers. Mature student teachers consist of a limited number in the total higher education student population. However their skills and experiences can be regarded as significant in course completion and contributing to a high standard of education in both the university and primary schools.



**Disavowed: The Stories of Two Novice Teachers
(EJ794689)**

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Author(s): [Scherff, Lisa](#) **Pub Date:** 2008-07-00
Source: Teaching and Teacher Education: An International Journal of Research and Studies, v24 n5 p1317-1332 Jul 2008 **Pub Type(s):** Journal Articles; Reports - Evaluative
Peer-Reviewed: Yes

Descriptors:

[Mentors](#); [Job Satisfaction](#); [Career Change](#); [English Teachers](#); [Beginning Teachers](#); [Researchers](#); [Case Studies](#); [Computer Mediated Communication](#); [Interviews](#); [Teacher Attitudes](#); [Work Environment](#); [Teacher Orientation](#)

Abstract:

This case study used narrative inquiry to explore two novice English teachers' experiences in the classroom and factors that caused them to leave the profession. Participants were one male and one female located in two southeastern (US) states. Data include transcripts of e-mails, spanning a 17-month period, between the participants and researcher and individual audio-taped interviews conducted by the researcher in May 2005. The teachers' narratives of disavowal reinforce the need for strengthening induction and mentoring programs, as well as the fostering of caring, healthy work environments.

**Transition to the School as Workplace: Challenges of
Second Career Teachers** (EJ819809)

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Author(s): [Haggard, Cynthia](#); [Slostad, Frances](#); [Winterton, Sally](#) **Pub Date:** 2006-12-00
Source: Teaching Education, v17 n4 p317-327 Dec 2006 **Pub Type(s):** Journal Articles; Reports - Research
Peer-Reviewed: Yes

Descriptors:

[Student Teaching](#); [Graduate Students](#); [Teacher Certification](#); [Beginning Teachers](#); [Career Change](#); [Student Surveys](#); [Pretests Posttests](#); [Midlife Transitions](#); [Expectation](#); [Performance Factors](#); [Transfer of Training](#); [Student Teacher Attitudes](#)

Abstract:



This article details the transition of second career teachers to the workplace called "school". Post-baccalaureate students at a mid-size comprehensive state university completed surveys pre- and post-student teaching. Participants responded to the personal and professional challenges in changing careers. Issues faced by the non-traditional students emerged. An increasing number of adults are changing careers and entering teacher certification programs. The study was conducted to discover the special challenges graduate teacher certification students encountered when leaving a career field and becoming novice teachers. Forty graduate students in the study completed an extensive certification program of courses related to the art and science of teaching. Open-ended surveys were used for the students to reflect on personal and professional expectations prior to and following the student teaching semester. Teacher educators who address the needs of second career teachers, such as increasing field experiences, providing classroom management and time management strategies, may lead second career teachers to use the unique competencies they bring to the teaching-learning setting.

Reflection and Self-Efficacy: Enhancing the Retention of Qualified Teachers from a Teacher Education Perspective (EJ795226)



Author(s): [Yost, Deborah S.](#)

Pub Date: 2006-00-00

Source: Teacher Education Quarterly, v33 n4 p59-76 Fall 2006

Pub Type(s): Journal Articles; Reports - Research

Peer-Reviewed: Yes

Descriptors:

[Teacher Education](#); [Teacher Education Programs](#); [Self Efficacy](#); [Teacher Persistence](#); [Teacher Shortage](#); [Career Change](#); [Beginning Teachers](#); [Reflective Teaching](#); [Teacher Qualifications](#); [Personality](#); [Teacher Attitudes](#); [Problem Solving](#); [Student Teaching](#); [Teaching Experience](#)

Abstract:

Teacher retention has been the subject of much study, yet recent estimates of teachers who choose to leave the profession within the first three years to pursue other careers remains at an unacceptably high level of 33.5 percent. These figures are alarming in light of the fact that schools desperately need qualified teachers. Several authors maintain that in order to solve the teacher shortage problem, the focus should be on retaining already qualified teachers rather than encouraging alternative routes to certification. Growing evidence also suggests that teachers who lack adequate preparation to become teachers are more likely to leave the profession. Studies on teacher retention demonstrate that some teachers are both resilient and persistent,



remaining in the profession despite being confronted with the same challenges and obstacles of those who leave. Traits of resiliency and persistence describe people who are able to recover strength and spirits quickly and persevere in the face of obstacles. The literature on teacher education has focused on novice teachers who leave the profession, which has substantially contributed to the understanding of important variables related to teacher retention. Future research should focus on novice teachers who are exemplars in the field in order to isolate key characteristics that teacher education programs can nurture and enhance in their teacher education candidates. The purpose of the qualitative study described here is to answer the following research questions: (1) What major obstacles did successful novice teachers face during their first year of teaching?; (2) What teacher education or other factors shaped their current views and successes?; and (3) To what extent are these teachers able to use critical reflection as a problem-solving tool? The results of this study support the notion that self-efficacy, derived from successful field and student teaching experiences and the ability to use reflection for problem solving, outweighed positive school climate as a factor in novice teacher success.

[. May I Be Excused? Why Teachers Leave the Profession](#) (EJ891033)



Author(s): [Buchanan, John](#)

Pub Date: 2010-06-00

Source: Asia Pacific Journal of Education, v30 n2 p199-211 Jun 2010

Pub Type(s): Journal Articles; Reports - Research

Peer-Reviewed: Yes

Descriptors:

[Foreign Countries](#); [Teacher Recruitment](#); [Teacher Persistence](#); [Teaching Conditions](#); [Faculty Mobility](#); [Predictor Variables](#); [Faculty Workload](#); [Teacher Burnout](#); [Teacher Morale](#); [Professional Autonomy](#); [Professional Recognition](#); [Faculty Development](#); [Job Satisfaction](#); [Status](#); [Teacher Administrator Relationship](#); [School Culture](#); [Collegiality](#); [Career Change](#); [Grounded Theory](#)

Abstract:

Considerable research has been conducted into teacher retention. Less is known of ex-teachers' circumstances: salary, workload, working conditions, "job prestige". For this study, telephone interviews were used to ask 21 ex-teachers about their journey from teaching, and views on their current working conditions by comparison. This paper focuses on the events



surrounding these people's decisions to leave the profession; these ex-teachers are in a privileged position to comment on teaching by comparison with their subsequent work. Few regret their decision to leave the profession. The findings have implications for teacher recruitment, education, provision of working conditions, and for the promotion of teaching.

[. When the Going Gets Tough: Direct, Buffering and Indirect Effects of Social Support on Turnover Intention](#) (EJ886710)



Author(s): [Pomaki, Georgia](#); [DeLongis, Anita](#); [Frey, Daniela](#); [Short, Kathy](#); [Woehrle, Trish](#)

Pub Date: 2010-08-00
Pub Type(s): Journal Articles; Reports - Evaluative
Peer-Reviewed: Yes

Source: Teaching and Teacher Education: An International Journal of Research and Studies, v26 n6 p1340-1346 Aug 2010

Descriptors:

[Social Support Groups](#); [Job Satisfaction](#); [Intention](#); [Hypothesis Testing](#); [Beginning Teachers](#); [Teacher Attitudes](#); [Teaching Conditions](#); [Mediation Theory](#); [Faculty Mobility](#); [Labor Turnover](#); [Faculty Workload](#); [Teacher Persistence](#); [Comparative Analysis](#); [Correlation](#)

Abstract:

We examined the role of social support in turnover intention among new teachers. First, we tested and found evidence for a direct negative relationship between social support and turnover intention. Second, we tested the social support buffer hypothesis, and found that teachers with higher social support had lower turnover intention in the face of higher workload, compared to teachers with lower support. Third, we examined a mediational hypothesis, and found that social support acts indirectly, through job satisfaction in relation to turnover intention. These findings suggest that social support can be a valuable resource for new teachers.



A Study of the Factors Leading English Teachers to Burnout (EJ893926)

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Author(s): [Cephe, Pasa Tevfik](#) **Pub Date:** 2010-00-00
Source: Hacettepe University Journal of Education, v38 p25-34 2010 **Pub Type(s):** Journal Articles; Reports - Research
Peer-Reviewed: Yes

Descriptors:

[Teacher Burnout](#); [Language Teachers](#); [Teaching Conditions](#); [Teacher Attitudes](#); [School Administration](#); [English \(Second Language\)](#); [Second Language Instruction](#); [Foreign Countries](#); [Interviews](#); [Teacher Administrator Relationship](#); [Faculty Development](#); [Faculty Workload](#); [Teacher Salaries](#); [College Faculty](#)

Abstract:

This paper reports a research study carried out on teacher burnout with a group of English instructors (N=44) in order to identify the major factor(s) leading instructors to burnout at various levels. A survey research model was first applied to find out the instructors (N=37) with a burnout problem and categorize them at different levels of teacher burnout. The next step of the research was an interview carried out with 12 instructors who were selected randomly from the four different levels of burnout. The results show that the instructors from the different levels unanimously believe that the major factor of their burnout is the administrative applications in their institution, which was coded as a micro variable. It was also revealed that the instructors with a high level of burnout displayed "Alienation to professional identity" behavior.

From student to teacher: reducing practice shock and early dropout in the teaching profession

Authors: Karel Stokking; Frieda Leenders; Jan De Jong; Jan Van Tartwijk

Abstract

SUMMARY Shortage of teachers is one of the major challenges facing the teaching profession. One of its causes is the high proportion of dropout in initial teacher education and during the start of the career. Since 1995, a nation-wide project has been underway in the Netherlands, aiming at a decrease of dropout by incorporating an intensive practice period in the final year of the initial teacher training programme. An evaluation of the project



shows that the practice shock and the resulting dropout rate were indeed reduced. Relevant factors seem to be the degree to which student teachers were accepted and deployed in the school, the supervision and mentoring provided, encouragement of reflection, and the gradual increase of independence.

Published in: [European Journal of Teacher Education](#), Volume [26](#), Issue [3](#) October 2003 , pages 329 - 350

The fading of a teaching profession? reforms of early childhood teacher education in Sweden

Author: Maelis Karlsson Lohmander^a

Abstract

In Sweden, working with young children in institutions outside the home dates back to the late nineteenth century when public child care provision developed in a context of industrialization, urbanization and democratization. Out of the charitable work of unmarried women in these early institutions, pre-schools and teacher education programmes developed. Over the years, pre-school teacher education has undergone major changes, the most recent reform being the move into a system within which the previous eight distinctive teacher education programmes, pre-school teacher education being one of them, have been replaced by one integrated teaching degree. This article addresses some major features of the development of pre-school teacher education and concludes with a discussion of the most recent reform and its consequences for the early childhood teaching profession.

Published in: [Early Years](#), Volume [24](#), Issue [1](#) March 2004 , pages 23 - 34

; [Teacher Persistence](#)
; [Career Change](#)
; [Teacher Burnout](#)
[Faculty Mobility](#)
; [Faculty Workload](#)
[Career Change](#)
[Labor Turnover](#)