



Teacher Retention: The Role of Self-efficacy, Leadership, and Network



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Project

A collaborative research project (Track 4; NSF DUE 1950019) to study the impact of Noyce MTF programs on teacher retention through motivation, leadership, and social networks. Eight universities are involved.

Problem Statement

Teacher mobility and attrition account for 90% of the annual demand for teachers¹. High-poverty, high-minority public schools are the most hurt ones². What is the role of motivation and leadership and social network related factors on teacher retention and persistence?

Theoretical Framework

Most of the teachers leave the profession for reasons including dissatisfaction, lack of support, autonomy, and lack of collaboration opportunities².

Teachers' self-efficacy for teaching

Teachers' self-efficacy beliefs is an important factor in fostering constructive learning, student motivation, and higher academic performance³, which impact job satisfaction and retention or attrition in the profession⁴.

Teacher leadership skills

Opportunities to develop leadership skills and engage in collaborative school-work environment to improve school culture and instruction can support and sustain high-qualified teacher in the profession⁵.

Diversity dispositions

Positive diversity dispositions are associated with persisting in teaching in high-need schools⁶.

Social networks

Some features of teachers' social network (e.g., density) support their persistence and correlated with their self-efficacy^{7,8}.

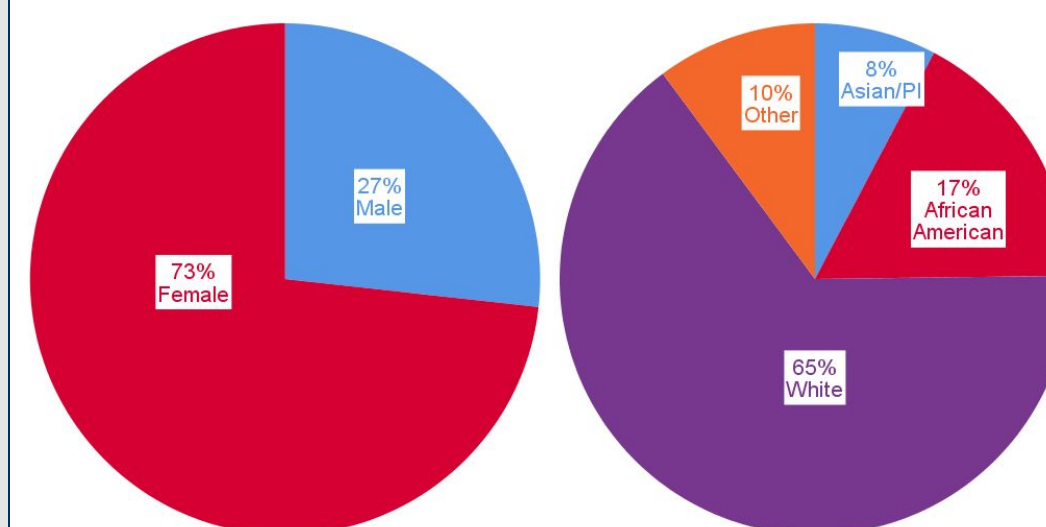
Research Question

To what extent do teachers' self-efficacy for teaching, leadership skills, diversity dispositions, school-work environment, and social networks relate to their retention and persistence?

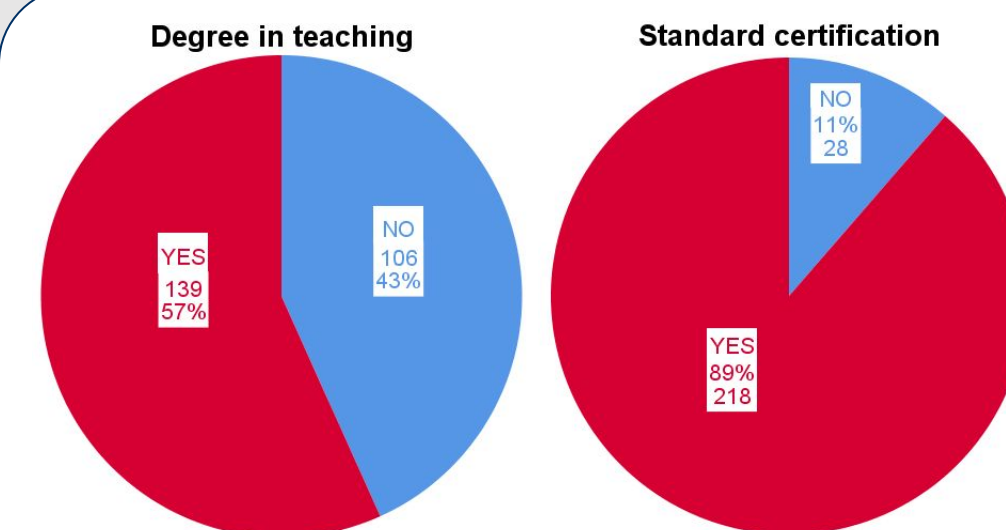
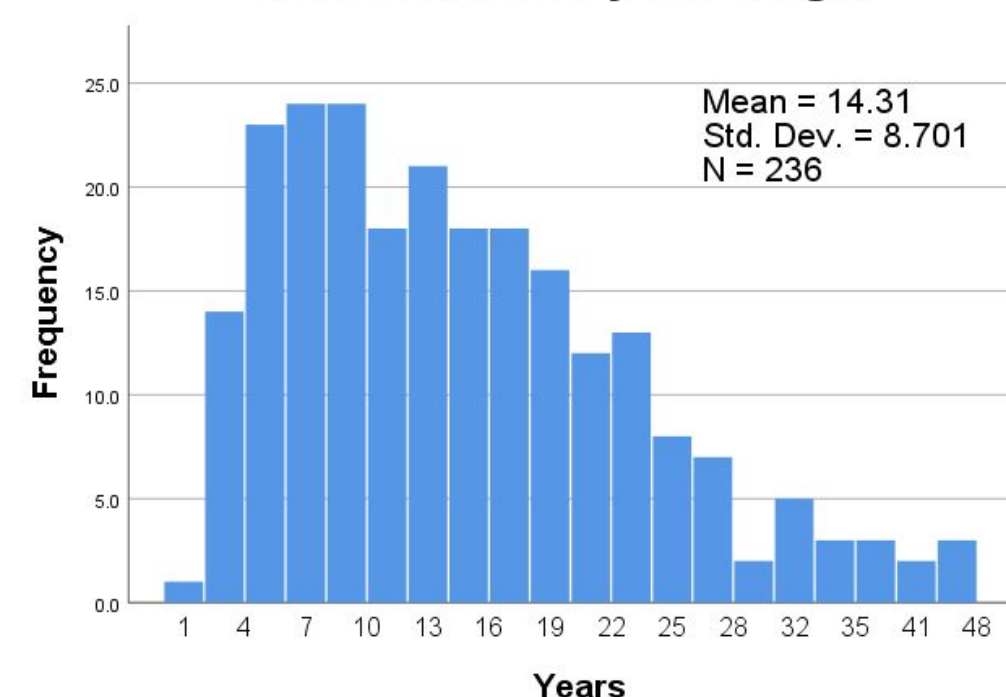
Methods

- Pilot survey of 250 science and mathematics teachers (non-MTF) from Texas Multinomial logistics regression analysis on retention as the outcome (3-levels)

Results



Total number of years taught



Predicting Retention

Retention ^T	B	S.E.	Exp(B)
Shifter			
Intercept	-0.65	4.95	
Male	-0.06	0.75	0.94
URM	0.23	0.85	1.26
Standard certification	1.32	1.36	3.75
Degree in teaching subject	-1.21	0.86	0.30
Secondary	1.95	0.90	7.04*
Teaching self-efficacy	-0.64	0.83	0.53
Teacher leadership skills	2.67	0.93	14.4**
Person-organization fit	-1.42	0.66	0.24*
Principal autonomy support	0.05	0.40	1.05
Diversity dispositions	0.77	1.35	2.17
Community connectedness	-0.20	0.56	0.82
Social Network			
Size	-0.42	0.58	0.66
Interconnectedness	-0.17	0.49	0.84
Bridging roles	-0.15	0.42	0.86
Reach	-0.29	0.62	0.75
Geographic span	0.74	0.68	2.09
Energizing-ness	0.26	0.71	1.30
Leaver			
Intercept	-0.44	3.93	
Male	-0.24	0.77	0.78
URM	-1.08	0.96	0.34
Standard certification	-0.26	1.10	0.77
Degree in teaching subject	-1.04	0.67	0.35
Secondary	0.81	0.79	2.25
Teaching self-efficacy	3.00	0.92	20.1**
Teacher leadership skills	0.38	0.68	1.47
Person-organization fit	0.56	0.50	1.74
Principal autonomy support	0.42	0.36	1.52
Diversity dispositions	0.83	1.13	2.30
Community connectedness	-0.37	0.47	0.69
Social Network			
Size	-0.51	0.51	0.60
Interconnectedness	0.26	0.40	1.30
Bridging roles	-0.49	0.38	0.61
Reach	0.39	0.58	1.48
Geographic span	0.49	0.65	1.63
Energizing-ness	0.22	0.66	1.25

^T The reference category is: Stayer. * $\alpha < .05$. ** $\alpha < .01$

- Secondary teachers more likely to shift to a non-teaching position
- Higher levels of teacher leadership skills associated with shifting to a non-teaching position
- Lower degrees of professional fit within schools associated with shifting
- Higher levels of teaching self-efficacy observed in leavers compared to stayers

Reasons for shifting

- Burnout
 - "I was seeking positions outside of the classroom because of the major issues of [demanding] teaching."
- Better pay
- Greater impact
 - "I felt I could better support students by supporting teachers."

Reasons for leaving

- Pandemic, retirement, family, stress, burnout, "caustic atmosphere" of school districts

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