

Attrition In Special Education Teachers

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Abstract

Attrition of secondary school teachers in special education is a common issue. There are several factors that contributed to higher rates of attrition among teachers of special education from 2015 to 2017. The main factors considered in this study were administrative support, workload, student disengagement and job satisfaction. The strategies which can be applied to decrease the rate of burnout among special education teachers include collegial support, increased salaries, increased funding and teacher induction programs. It is concluded by previous literature that a continuous rise in income would affect the leaving rate of teachers belonging to special education. It is an agreeable fact that increases in the income of secondary school special education teachers will decrease the attrition rate. The effects of teacher attrition are also studied in detail which revealed that it could reduce the effectiveness of the educational system as skilled teachers are leaving the profession and ignorant people will take their place to fill the gap.

Chapter I

Introduction And Background

Numerous teaching departments in the United States are facing great problems and challenges due to lack and increasing rate of attrition of special education teachers. The annual rate of attrition of special education teachers in the United States is about 13%, which is twice the rate of attrition of general education teachers. The special education teachers with fewer than three years of professional experience have a higher rate of attrition. The rate of attrition among secondary school SPED teachers is about 19%, which is higher than the rate for elementary school SPED teachers (Schnorr, 1995). It has been observed that SPED teachers have high rates of leaving teaching as well as moving to other teaching positions. According to different researchers and studies, workload, administrative support, student disengagement, and job satisfaction are the leading factors of attrition among secondary school SPED teachers.

There is a teacher shortage in the United States. This lack is not only a result of retirements or increasing student enrollment but is also the result of the attrition of teachers. It has been observed that almost 50% of all teachers leave teaching within the first five years. It is also observed that secondary school SPED teachers are at a high risk of attrition. Secondary SPED teachers are exposed to high workloads, challenging student behaviors, and high levels of stress (Boe, Cook, & Sunderland, 2008).

The main problem under consideration in this research is the high rate of attrition among secondary school SPED teachers. This problem is very significant because it can create a serious issue for special education students who require trained and experienced teachers. It can also create a financial burden on school districts due to the continuous recruitment and training of new teachers. The aim of the present study is to investigate the causes of attrition among secondary school SPED teachers who have three years or less experience and to suggest possible strategies to reduce attrition.

Problem Statement

The problem is that there is a high attrition rate among secondary school SPED teachers who have three years or less of experience. This high attrition rate creates problems for school districts, administrators, and students with disabilities. The main contributing factors include workload, administrative support, student disengagement, and job satisfaction. Therefore, there is a need to explore these factors and develop effective strategies for retaining SPED teachers.

Purpose Of The Study

The purpose of this study was to investigate the causes of attrition among secondary school SPED teachers with three years or less of experience. The study also explored the effects of attrition on the education system and possible strategies to reduce attrition. The views of SPED teachers and administrators were collected and analyzed to understand the problem in detail.

Research Questions

The following research questions were addressed in the study:

1. What factors are involved in the attrition of special education teachers?
2. What strategies can be useful to deal with such attrition of teachers?
3. How may teacher attrition influence the education system?

Nature Of The Study

The study used a qualitative case study approach with some quantitative elements. Interviews were conducted with SPED teachers and school administrators. The collected data were transcribed and analyzed using MS Word and MS Excel. Previous literature and case studies were also reviewed to support the findings.

Significance Of The Study

This study is significant because it may help school administrators, policymakers, and education leaders understand the reasons for teacher attrition and develop strategies to improve teacher retention. Retaining experienced SPED teachers can improve the quality of education for students with disabilities and reduce the costs associated with recruiting and training new teachers.

Definitions

Attrition: The process by which teachers leave the teaching profession or transfer to other positions.

Special Education Teacher: A teacher who provides instruction and support to students with disabilities.

Retention: The ability of schools and districts to keep qualified teachers in their positions.

Administrative Support: Guidance, assistance, encouragement, and resources provided by school administrators to teachers.

Assumptions

The study assumed that participants would provide honest and accurate responses. It also assumed that the selected teachers and administrators had sufficient experience and knowledge of the issue of SPED teacher attrition.

Limitations

The study was limited by the small sample size and the use of participants from a specific geographical area. The findings may not represent all SPED teachers in the United States. Time constraints also limited the scope of data collection.

Delimitations

The study focused on secondary school SPED teachers with three years or less of experience. It did not include elementary school teachers or general education teachers.

Summary

This chapter introduced the problem of attrition among secondary school SPED teachers, described

the purpose and significance of the study, and presented the research questions. The next chapter reviews the literature related to teacher attrition, its causes, effects, and possible retention strategies.

Chapter II

Literature Review

Introduction

The shortage of special education teachers is a major concern in the United States. Attrition contributes significantly to this shortage. The literature shows that teachers leave because of workload, insufficient administrative support, low job satisfaction, student behavior problems, limited resources, and inadequate compensation. This chapter reviews studies related to these factors and strategies for retaining SPED teachers.

Teacher Shortage And Attrition

The shortage of qualified special education teachers has existed for many years. The demand for SPED teachers is increasing, but many qualified teachers leave the profession. The rate of attrition among SPED teachers is higher than among general education teachers. New teachers are particularly vulnerable because they may not have the experience or support required to handle the demands of the profession.

Teacher attrition includes both leaving the teaching profession and transferring to another teaching area or school. Special education teachers often transfer to general education positions because those positions may involve less paperwork, fewer legal responsibilities, and more manageable workloads. This movement contributes to the continuing shortage of SPED teachers.

Workload

Workload is one of the main factors influencing attrition. SPED teachers are responsible for teaching, preparing individualized education programs, conducting assessments, attending meetings, communicating with parents, and completing extensive paperwork. These duties can lead to long working hours, stress, and burnout.

Large class sizes and high caseloads increase the pressure on teachers. When teachers are responsible for too many students, they may not be able to provide adequate individualized support. This can reduce job satisfaction and increase intentions to leave.

Administrative Support

Administrative support has a strong influence on teacher retention. Teachers need guidance, resources, constructive feedback, recognition, and assistance with student behavior and legal requirements. When administrators are supportive, teachers feel valued and are more likely to remain in their positions.

A lack of administrative support can create feelings of isolation and frustration. Beginning teachers especially need mentoring and clear guidance. Administrators can improve retention by maintaining open communication, reducing unnecessary duties, providing resources, and recognizing teachers' contributions.

Student Disengagement And Behavior

Student disengagement and challenging behavior can contribute to teacher stress. SPED teachers may work with students who have emotional, behavioral, or learning difficulties. Without adequate support, teachers may find it difficult to maintain an effective learning environment.

Behavior problems can reduce instructional time and increase emotional exhaustion. Teachers need training, support staff, and effective school-wide behavior policies to manage these challenges.

Job Satisfaction

Job satisfaction is related to teachers' perceptions of their work environment, compensation, autonomy, relationships, and professional growth. Teachers who are satisfied with their work are more likely to remain in the profession. Low salaries, limited advancement opportunities, excessive paperwork, and inadequate resources can reduce satisfaction.

Recognition and respect are also important. Teachers who feel that their work is appreciated by administrators, colleagues, parents, and the community may be more committed to their jobs.

Compensation

Low salaries can contribute to attrition, particularly when teachers have heavy workloads and specialized responsibilities. Increasing salaries or providing additional stipends for SPED teachers may improve retention. However, compensation alone may not solve the problem if working conditions remain poor.

Professional Development

Professional development can improve teachers' skills, confidence, and effectiveness. Beginning SPED teachers need training in classroom management, individualized instruction, legal requirements, collaboration, and assessment. High-quality professional development may reduce stress and help teachers feel more prepared.

Mentoring and induction programs can also support new teachers. Experienced mentors can provide advice, model effective practices, and help beginning teachers navigate school procedures.

Collegial Support

Support from colleagues can reduce feelings of isolation and increase job satisfaction. Collaboration allows teachers to share ideas, resources, and strategies. Professional learning communities and team teaching can create a stronger sense of belonging.

Teacher Preparation

Adequate preparation is important for teacher retention. Teachers who enter the profession without sufficient training may feel overwhelmed. Preparation programs should include practical classroom experience and instruction in special education law, behavior management, assessment, and collaboration.

Effects Of Attrition

Teacher attrition affects students, schools, and districts. Students may experience interruptions in instruction and may be taught by inexperienced or uncertified teachers. Schools incur costs associated with recruitment, hiring, and training. High turnover can also weaken staff morale and school culture.

For students with disabilities, continuity and specialized expertise are especially important. Frequent teacher changes can disrupt individualized programs and reduce educational quality.

Retention Strategies

The literature suggests several strategies for improving retention:

- Provide strong administrative and collegial support.
- Reduce paperwork and workload.
- Offer competitive salaries and incentives.

- Provide mentoring and induction programs.
- Improve professional development.
- Ensure manageable class sizes and caseloads.
- Provide adequate resources and support staff.
- Recognize and appreciate teachers' work.

Theoretical Framework

The study draws on Herzberg's motivation-hygiene theory, which distinguishes between factors that create satisfaction and those that cause dissatisfaction. Motivators such as recognition, achievement, responsibility, and growth can increase satisfaction. Hygiene factors such as salary, working conditions, policies, and supervision can prevent dissatisfaction.

The theory is relevant because SPED teacher attrition may be influenced by both motivators and hygiene factors. Improving working conditions and support may reduce dissatisfaction, while recognition and professional growth may increase commitment.

Summary

The literature indicates that SPED teacher attrition is influenced by multiple interacting factors. Workload, administrative support, job satisfaction, student behavior, compensation, and professional development are among the most important. Effective retention strategies must address both working conditions and professional needs.

Chapter III

Methodology

Introduction

This chapter discusses the methodology used to investigate the causes and effects of attrition among secondary school SPED teachers. It describes the research design, participants, sampling, data collection, data analysis, ethical considerations, and limitations.

Research Method

A qualitative case study approach was used to explore the experiences and perceptions of SPED teachers and administrators. Qualitative research was appropriate because it allowed participants to explain their views in detail. Quantitative elements were also used to summarize the frequency of

themes identified in the interviews.

Participants

The participants included secondary school SPED teachers and school administrators. Teachers with three years or less of experience were of particular interest because they have a higher risk of attrition. Administrators were included because they could provide information about staffing, support, and school policies.

Sampling

A purposive sampling method was used to select participants who had direct experience with special education and teacher attrition. Participants were invited by email and were informed about the purpose of the study.

Role Of The Researcher

The researcher collected and analyzed the data. The researcher attempted to remain neutral and avoid influencing participants' responses. Confidentiality and ethical treatment of participants were maintained throughout the study.

Population And Sample

The specific population selected to take part in the research was a group of secondary school teachers in the field of special education with an experience of three years or less. These teachers were invited to participate in the study. Along with teachers, school administrators were also invited to respond to the current study. Their views were crucial to understanding the causes and effects of attrition of secondary school SPED teachers and possible solutions and strategies to be followed to reduce the rate of attrition.

Research Design

The approach used to carry out this research was a qualitative case study to gain insight and develop a deep understanding of the factors contributing to high rates of attrition among SPED teachers in the US. For this purpose, along with the qualitative study, a quantitative study was done to collect data with the help of interviews to increase the body of knowledge on the subject.

The participants of the study included teachers of students with disabilities and school administrators. Qualitative research provided rich, purposeful data on the subject. A multi-method study was done

with the help of qualitative and quantitative methods to get appropriately detailed data, which can enhance the understanding of the phenomenon along with the provision of solutions. The main priority of a study is the ethical consideration of the respondents, so the confidentiality of every participant's response was crucial. The participants were assured that all the information would remain confidential, and through an email, they were informed about the purpose of this study. All the participants were aware that they could withdraw from this study at any time. All participants who responded to emails were then interviewed face to face, and their responses were recorded. The interviews were done outside the school to keep complete confidentiality of the respondents.

Data Collection

Interviews were conducted to collect the data for the study as in qualitative research, an important role is played by interviews when the topic cannot be observed readily. The main source of data collection was interviews, which took 45 minutes for each respondent. To get precise information from the respondents, the interviews were conducted outside the school building to keep complete confidentiality and to protect the rights of participants. Another source was previous literature relating to this issue, which included 20 case studies of the phenomenon.

What Type Of Data Collection

After data collection, all data obtained from interviews was analyzed after transcribing the interviews into MS Word. The data were analyzed using MS Excel which served as an organizational tool for the collected data. Due to time constraints, the qualitative research method was preferred. Qualitative research involves the examination of a topic through a concept. Once the data collection is complete, then come to the analysis of the data. The term "data" means the statistics which are gathered from an experiment, analysis, and old information. The data collected through interviews and case studies were analyzed to evaluate the results.

Anticipated Significance

This methodology helps to analyze how the attrition in the teachers of special education teachers is increasing and what elements need to be controlled or overcome in order to decrease the attrition in teachers. With the help of this understanding, the teachers will be able to enhance the learning skills of the disabled students.

Summary

A multi-method study was conducted to investigate the causes of attrition of Special education inclusion teachers having an experience of 3 or fewer years in middle school. This project investigated

the causes of attrition of SPED teachers and its effects on the educational system. With the help of qualitative as well as quantitative methods, attrition of teachers was evaluated. A qualitative case study was done to understand the causes and effects of attrition of SPED teachers, and along with this quantitative method was followed with the help of interviews. A sample of teachers was selected to participate in the study which included SPED teachers having an experience of three years or more in the field. The teacher's perception was a significant source of data about the reasons and effects of attrition, along with the possible solutions for declining the rate of attrition. This chapter of the study outlines the employed methodology of research, the sampling procedure and participant selection, the role of the researcher, the data collection method and data analysis.

Chapter IV

Data Analysis

Introduction

After data collection, all data obtained from interviews was analyzed after transcribing the interviews into MS Word. The data were analyzed using MS Excel which served as an organizational tool for the collected data. Due to time constraints, the qualitative research method was preferred. Qualitative research involves the examination of a topic through a concept. Once the data collection is complete, then come to the analysis of the data. The term "data" means the statistics which are gathered from an experiment, analysis, and old information. The data collected through interviews and case studies were analyzed to evaluate the results.

Research Question One

RQ1: What factors are involved in the attrition of special education teachers?

Findings

According to data collected by interviews and qualitative studies, it became evident that workload and administrative support are the main contributing factors to attrition. According to the perception of secondary school special education teachers and administrators, workload contributes about 27%, while organizational behaviour, being a major contributor, caused 38% of total cases of attrition. The other two important causes of attrition are student disengagement, which contributes about 22%, and job satisfaction, about 13%, as shown in Figure 1. So as compared to student disengagement and job satisfaction, workload and administrative support are the main influencing factors. New educators need administrative support to start and pursue their careers (Evans, 2017). Teachers in special education narrate about complications and difficulties related to their jobs. Moreover, studies

revealed that special education teachers were not satisfied with their profession and were facing continuous pressure from management, students, and their parents. The team of special education teachers in the USA is constantly facing stress and tension, which have damaging effects on their physical and mental health. All these facts result in a possibility of carelessness and insufficiency of required attention towards students. In the USA, most of the experts also noticed that the job of special education teachers is so demanding, which results in leaving in the very early years of a career (Kelly & Northrop, August 1, 2015).

Various elements are responsible for the increasing rate of resignation among teachers belonging to special education. According to Evans (2017), teacher's responsibilities and circumstances affect the rate of resignation, and these elements are mostly unchangeable. The working environment and conditions are also responsible for teachers leaving, but these elements are mostly changeable. Workplace elements such as managerial support and student behavior issues are greatly significant for educator's attrition normally. Teachers belonging to special education, especially beginning teachers, show discontent and are most likely to leave their jobs early. The results of old researchers propose four basic elements which may preserve teachers of special education from attrition. These four basic elements are given below: a decrease in frustration (by preparation and following policies and shared abilities), specialized training in teacher training programs, developing friendly dealings, and endorsing visions for inventiveness and self-sufficiency (Evans, 2017). In this review, we tried to find numerous workplace elements responsible, for example, managerial support, teaching staff efficiency, job independence, and student detachment, which was projected to resign from secondary school special education teachers.

Interpretation

It is interpreted according to results that several factors are involved in the attrition of secondary school special education teachers. The main contributing factors are administrative support, workload, student disengagement and job satisfaction. According to prior studies, it can be stated that an assumed sample was verified, which postulates job contentment and approval as possible facilitators among workplace elements of educators' objectives to quit their teaching profession. Researchers discovered that male, young and unqualified special education teachers were more expected to quit as early as compared to female, mature and qualified teachers (Conley & You, 2016). These results are by prior researches which have recognized that freshly employed and less trained teachers are more likely to more likely to quit their teaching profession in early five years of their career. The studies mentioned that the results of other educational policies comprising the feminization of the teaching profession need advanced research (Lewis, 2016). In the United States, it was examined that problems in employing and preserving male teachers belong to first education rise due to social standing, less income, the approach that teaching is a profession specified for females and many other elements. A wide range of literature gives the impression to focus on a primary level only, a lot of research is needed to determine the factors affecting attrition of secondary school teachers. The problems related to attrition can be solved if decision-makers and managers are

successful in finding changeable workplace elements which affect educators' changing aims for teachers belonging to special education.

Research Question Two

RQ2: What Strategies Can Be Useful To Deal With Such Attrition Of Teachers?

Findings

According to the findings of this study, the strategies which can be applied to decrease the rate of burnout among special education teachers include collegial support, increased salaries, increased funding and teacher induction programs. According to the results of this study, increased incentives and collegial support could be the main focus of strategies to reduce the rate of attrition among secondary school special education teachers. The strategy of increasing salary can be useful enough, as responded by 30% of participants of the study who were extremely in favour of increased incentives to decrease burnout rate, as shown in figure 2. The other main strategy which can be employed by schools could be collegial support for new educators; this strategy was supported by 26% of the total respondents. So, collegial support and increased incentives could be the main strategies to decrease the rate of attrition (Conley & You, 2016).

It is concluded by previous literature that a continuous rise in income would affect the leaving rate of teachers belonging to special education. It is an agreeable fact that an increase in income will decrease the attrition rate, but it is not a permanent element to work along. To influence teachers' leaving rate by increasing salaries, few evaluations show that real payment incentives are required to be much enough, about a 20-25% increase in wages, to preserve teachers in most schools. All this needs to focus on less income to improve the performance of teachers and students in turn. If regions are capable of improving income, it is possible to preserve special education teachers. The rate of growth in income needs to ensure positive changes have a major effect on the region's entire budget and other educational schemes (Evans, 2017).

A lot of academic researchers have proposed that reshaping the special education teacher's task policies by lessening teachers' burden, increasing training period, and reducing student number in every section will result in lessening the rate of teachers leaving, but all these suggestions need a sufficient and constant amount of educational budget to apply. Nowadays, different countries are confronting financial decreases in educational budgets. This decrease in budget directly affects the school performance, to continue training programs and to fulfill the unique requirements of special education teachers and to control the entire body of special education department (Boe, Cook, & Sunderland, 2008). The estimated decrease in educational budget, and if the decrease remains constant, teachers of special education will face an upsurge in the total of students they will be needed to serve. The Council of Exceptional Children (2000) stated that the absence of staff support brings about a feeling of loneliness, which results in the leaving of special education teachers.

Interpretations

According to previous literature and current study results, the absence of staff support is a basic cause for quitting the job. Shortage of teacher training greatly affects the leaving intentions of special education teachers, but a large number of academics have found that highly qualified teachers are more likely to leave special education schools earlier. Special education teachers who are highly qualified and less experienced are more likely to have intentions of attrition because they have faith that they can get better opportunities as compared to special education (Conley & You, 2016). The beginning teacher's initiation program concentrates on research that results in medications to reduce the leaving rate. Different studies proposed that initiation programs may positively influence the leaving rate of teachers to belong to normal education, but it will not prove effective in the case of special education teachers (Kelly & Northrop, 2015).

A lot of studies specified that better professional training and preparation would effectively increase the retention of teachers in special education schools (Lewis, 2016). Many researchers have indicated that high quality and possibilities of professional progress and development will reduce the extent of leaving intentions of special education teachers (Conley & You, 2016). However, a grave evaluation of the comebacks achieved from a study organized by Brownell, Miller, and Smith (1999) exposed that "contentment with professional development reveals no essential dissimilarities among people who leave, who stay or get transferred." As regions are facing a constant reduction in budget, it will result in a reduced amount of professional progress available to educators (Miller, Brownell, & Smith, 1999).

Research Question Three

RQ3: How Teacher's Attrition May Influence The Education System?

Findings

The findings of this study suggested that according to the perception of teachers and administrators of special education public schools, teacher attrition causes extremely damaging effects. The total number and requirements for special education teachers are affected by multiple elements. To cope with this problem, school regions may cut services provided to disabled students or increase the number of students in a class to deal with the shortage of certified and experienced teachers. This lack of teachers had a negative influence on students with disabilities. The after-effects of this lack involve insufficient academic experience required for disabled students, which will result in a lower success rate and inadequate capability of graduates in a place of work. However, the reasons for the lack issue are complicated and multifaceted; the teacher leaving is obviously an important reason for this shortage. Current indications propose that special education subjects like mathematics and science are the areas of maximum change and that special educators are more likely to quit their teaching profession (Westervelt, 2016).

Special education teachers have great intentions to leave as compared to general teachers. The shortage of certified and experienced special educators is a great risk to the excellence of education for disabled students. Leaving plays an important role in the lack of special education teachers, and reforms to reduce attrition and increase retention should be enlightened by the comprehension of elements which are responsible for resignation (Goldring, Taie, & Riddles, 2014). In particular, the writers offer a theoretical evaluation of researchers examining elements that are involved in special education teacher resignation and preservation. Four basic themes are teacher personal responsibilities, teacher certificates, working conditions, and teacher's effective response to work. All these factors are the analytical, theoretical and practical methodologies employed to inspect special education leaving intentions.

As examined by Ingersoll, the lack of teachers can't be sorted out by employing thousands of new teachers in the teaching department if a lot of them quit in the early years of their jobs. There are various types of leaving, such as quitting the teaching profession and relocating to other teaching or education ranks. It is a point of concern that special education schools bear the loss of several teachers to general education, with a considerably increased rate of special education teachers' relocation towards general education compared to the converse. Schnorr (1995) stated that of educators who intend to quit special education teaching career, 12% wish to shift to general education. General education teaching is evidently a position of attraction for various special education teachers, while many others want to quit due to bad working settings in special education (Schnorr, 1995).

Conclusion

The strategies which can be applied to decrease the rate of burnout among special education teachers include collegial support, increased salaries, increased funding and teacher induction programs. It is concluded by previous literature that a continuous rise in income would affect the leaving rate of teachers belonging to special education. It is an agreeable fact that increases in the income of secondary school special education teachers will decrease the attrition rate. The effects of teacher attrition are also studied in detail which revealed that it could reduce the effectiveness of the educational system as skilled teachers are leaving the profession and ignorant people will take their place to fill the gap.

Chapter V

Synthesis And Recommendations

Summary Of Findings

Attrition of secondary school teachers in special education is a common issue. There are several factors contributing to higher rates of attrition among teachers of special education from 2015 to 2017. The main factors considered in this study were administrative support, workload, student disengagement and job satisfaction. The strategies which can be applied to decrease the rate of burnout among special education teachers include collegial support, increased salaries, increased funding and teacher induction programs. It is concluded by previous literature that a continuous rise in income would affect the leaving rate of teachers belonging to special education. It is an agreeable fact that increases in the income of secondary school special education teachers will decrease the attrition rate. The effects of teacher attrition are also studied in detail which revealed that it could reduce the effectiveness of the educational system as skilled teachers are leaving the profession and ignorant people will take their place to fill the gap.

Interpretation And Recommendations

Based on the findings, it is recommended that properly driven strategies be used to deal with the issue at the local and state levels. It is necessary to train an effective and stable teacher workforce to serve as special education teachers. Secondary school teachers should be given financial incentives to increase the rate of retention. Administrative support is compulsory and vital in the early years of a teaching career, which can help teachers face problems and deal with several issues. It is the duty of the administration to reduce the workload of special education teachers to reduce their stress, which will result in better efficiency of teachers. The increase in some teacher training programs can help to increase the skills and expertise of teachers in the early years of their careers.

Finding One And Recommendations

The main factors identified are workload, administrative support and student disengagement, which affect teacher performance and force them to quit their job. Out of all these factors, the major contributor was administrative support, and the second one was the workload of secondary school special education teachers. Guidance, feedback, and trust are the major factors of organizational support acknowledged by teachers which help them to decide about leaving or continuing their job. Studies revealed that middle as well as high school special education teachers were more prone to workload and stress.

The support of school administration and reduced workload can reduce the rate of attrition of special education teachers. Administration can play a vital role in reducing the stress of teachers related to extra workload. In the early years of a teaching career in special education, administrative support is crucial for an employer to continue his career. It was indicated by findings that collegial support, respect, and appreciation could reduce the rate of attrition among special education teachers.

Finding Two And Recommendations

There is a need for several strategies to be developed and implemented by the state and school administration to increase the rate of teacher retention. According to the current study, it is concluded that strategies should be implemented in areas of collegial support, educational funding, as well as an increase in incentives, which can play a role in the reduction of burnout. The most effective strategy, according to findings, is the increase in salaries of special education teachers, as the increased incentives were considered the main strategy to drop the rate of attrition. Along with salary incentives, increased support to early teachers is also useful in the retention of special education teachers in secondary schools. Increased funding in the area of education can help to decrease attrition by providing more provisions and training to teachers.

Finding Three And Recommendations

The higher rate of attrition is increasing complexity in educational settings and has several negative impacts on the educational system as well as on students with disabilities. It weakens the school systems as they become unable to provide services to a class of special students, and a decreased number of special education expert teachers can create a vacuum which cannot be filled by untrained teachers. The problem of teacher shortage has long-term effects as it will reduce the number of qualifying and graduating students in all states of the country. It will reduce the levels of achievement of students and result in reduced competency of graduate students. Immediate steps should be taken by the government and school administrations to decrease the rate of teacher attrition with the help of policies and strategies. Teacher training programs should be started in each state to increase the skills and number of qualified teachers who can serve in special education as secondary school teachers until retirement.

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