Teacher Attrition and Retention in Special Education

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Course Code

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Introduction

Globally, amongst the numerous drawbacks in the education sector, special education teacher attrition and retention still proves to be a significant challenge. Particularly, in the United States, it is lately becoming a challenge and continues to draw a lot of concern from the education specialists and a manifold of government officials. Numerous studies reveal a trend in which most of the specially trained educators for students with special needs, are more prospective to put aside their duties either due to greener pastures or as a result of retirement age (Gilmour & Wehby, 2020). However, despite their attrition moves, the problem falls into lace whenever no one fails to replace them and take up their positions, hence causing a form of a gap in the elite institution. In this paper, it discusses the issue as mentioned further below.

Background

In a recent study in the United States, it is found out that teacher attrition, and retention is a leading problem that causes bigger gaps in that select sector .in education. Amongst the fifty states, it is Indiana and Texas that takes the forefront whereby a manifold of these retires opts to either retire or quit their jobs and yet the government takes little concern towards looking for their replacements. What might be the problem towards this menace that is soon turning into becoming a pandemic? As at mid this year, statistics indicates an average of about 15% in terms of attrition cases. In this study, we realize some underlying reasons towards this challenge that might include; excessive work, less payment, additional paperwork and that our special teachers often receive little or no appreciation at all (Shannon et al., 2017).

Problem Statement

In matters dealing with education, specially trained teachers for children with special needs should always be put in the forefront, and never be neglected. Regarding this study, there underlie certain problems towards the issue that includes; lack of empathy and collaboration for the teachers, hence resulting in a lack of morale from the students to the teachers and vice versa. Our teachers are also quite often forcefully directed to take up the mantle and be accountable for matters that surpasses their line of duty (Gilmour & Wehby, 2020). Inefficient collaboration is never an exception. Students with special needs require special attention, and not only is a single teacher able to handle a class solely. Most, therefore, ends up loosing of morale and resorts towards taking attrition measures to rather look for at least better greener pastures.

Study Purpose

Under this study, the primary aim is to identify contributing factors towards the issue of attrition and retention by the trained teachers for children with special needs. Should the blame be levied on the teachers, the children, parents or our government? Who is responsible for this mayhem since with every elapsing of the second, we do not suffer individually? Still, our children continue to deteriorate physically, mentally and emotionally by abruptly starting to miss that favorite teacher of theirs one Monday morning when they step into the classrooms (Samantha et al., 2019).

Research Questions

In this study, we base our focus in a series of questions, to guide us towards coming up with a viable solution regarding this challenge. In this study, it reflects on certain questions for discussion that include, how can the government assist towards balancing the rate at which specially trained teachers to drop off from work, following the hiring of new staff? From the perceptions of the local communities and staff, what might be the possible reasons contributing towards teacher’s attrition? What are the potential factors that might lead to teacher retention? And that, what plans does the government have in store to do away with this menace completely?

Significance of the Study

In this study, it holds vital significance towards coming up with a viable solution that would most definitely put an end to the issue of teachers dropping off from their select working stations. And that, this study aims at identifying the forces behind the problem, like should the government, or the teachers or the local community to take up the blame since our children continue to suffer immensely. It is a report that would not only assist the United States solely but a crucial document that other countries as well might exploit (Shannon et al., 2017). And impose the necessary measures to help put an end to this rat race between our teachers, the children, parents, and the government who should largely take up the blame for not fully giving support to our dear teachers.

Literature Review

In this study, it closely relates to two theories, human and burnout capital, that takes an in-depth insight at factors influencing teacher attrition. The rationale to this study greatly underlies in the education history of the US in a merger with what these teachers have perceived all along towards this same issue. About a hundred years ago, the public education system was amongst the most treasured entities in America’s history. Not only did the United States put extra funds into these public schools, but they also dedicated time in conducting a series of celebrations as these institutions were more like a treasure (Samantha et al., 2019).

Just like professionals, so were teachers as well when it comes to recognition regardless of one’s status as at that time. It is now vivid that the value of public education in the US constantly continues to deteriorate. Why the government do lag behind when it comes to appreciating of these teachers trained specifically for children with special needs?

Qualitative Methodology/Research

In this study, it uses a qualitative approach as the method for carrying out examinations on the topic of discussion in a manifold of ways. It also considers the inclusion of qualitative research style, since the study comprises majorly of the natural human setting. After a thoughtful collection of data, it follows suit with analysis of both the data itself, as well as to that information received from the involved participants. In Texas, the initial step of this study involved a visit and Natty Dre Special High School, to take data regarding the former and current staff. After the establishment of facts, it follows suit with the exercising of qualitative research – a step taken with the main aim of realizing into details the table facts at hand.

Being more of a case study, the researchers are determined to gather supplementary information, the reason for the use of face-to-face interviews, questionnaires and taking a look at the records under the school’s documentation. The use of questionnaires deems much important as it leads to the production of quantitative data, and the unearthing of the ordinary demographic data. It includes both the closed and open-ended questions (Olivia et al., 2020). Through this, our team was able to come up with crucial answers relating to the issue of teacher attrition and possible retention interventions. The meeting ended with giving the floor to any student or staff who opted to ask any face-to-face interview.

Discussion

From the above report, most of the participants seemed to incline their views to a major step that would help greatly in bringing an end or even better, reduction of the teacher attrition and retention turmoil. HEIGHTEN ADMINISTRATIVE SUPPORT TO OUR TEACHERS. The former takes a turn as the most valid rationale that the government should resort to, to resolve this issue. More so, a manifold of individuals seems to be majorly concerned with retaining of their teachers. If the government supports these teachers, then there would be little or even better, no cases at all relating to teacher attrition for the sake of seeking greener pastures elsewhere.

Sincerely, it is up to the education ministry to put an end to this issue by simply supporting these teachers as they are the blueprints who nurtures our future leaders.

Summary

Teacher attrition and retention in special education, call up for full government support. As already mentioned above, what brings up the issue quite often revolves around neglect by the government and other support organizations. Increasing assistance to these administrative units would most definitely lower the cases of teachers frequently moving in and out of these special education centers (Gilmour & Wehby, 2020). It also involves the addition of extra staff, to enhance significant collaboration and teamwork while they take up the mantle of assisting students learning at these centers. It is all about appreciation. In every institution, every employee yearns for a simple thing – motivation!

References

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