

# Teacher turnover: The stories of novice teachers who left campus.

## "Throwing to the wolves"

### RESEARCH QUESTION

What causes novice teachers employed at universities to terminate their employment contracts?

### METHODOLOGY & ANALYSIS

This is an exploratory qualitative study to provide insight into the motives of novice teachers to leave Zuyd University on their own initiative. This study is rooted into the philosophy of design research employed at the Zuyd Research Centre. Semi-structured interviews with 15 teachers were conducted. The participants privacy was guaranteed by processing all data anonymously. Interview data were processed by open, axial and selective coding by several researchers. An initial code book was developed and during the analysis codes were added that emerged out of the data. The main codes are related to expectations and motivation. Finding patterns in interview data was paramount. Atlas software Ti was used to analyse the interview data.

### FINDINGS (QUOTES OF PARTICIPANTS)

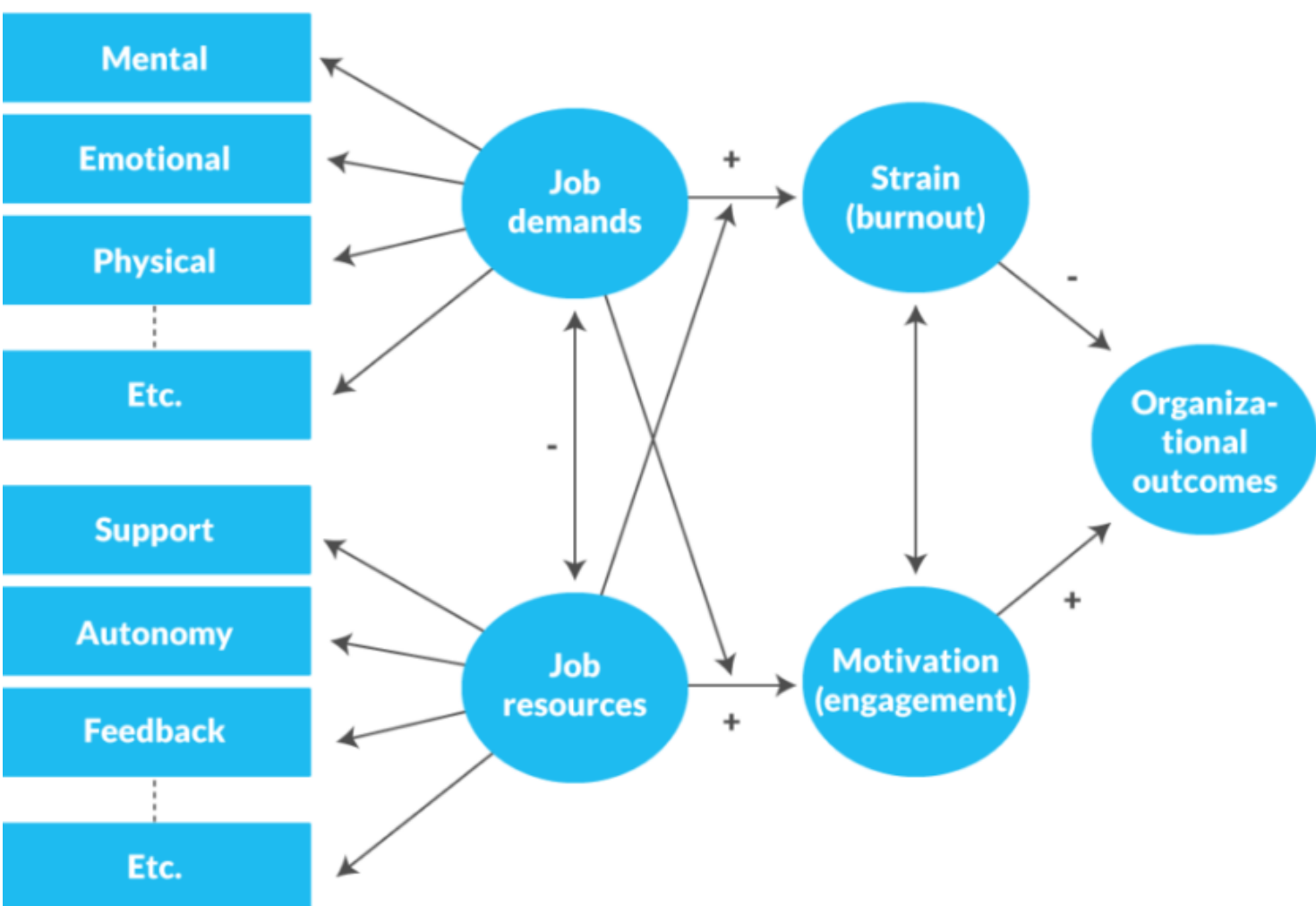
"Phew, I'm actually not happy with how many steps I now have to take back in the complexity of the subject matter content that I'm teaching."

"Buddy or mentor is not (clearly) present or appointed."

"There was no one who actively took me by the hand and showed me all those things."

"Then there was an unclear answer. In the sense of yes, I don't know, I still have to think, I still have to discuss. I still have to consult all colleagues to see what they think of you. And at that point I decided to leave Zuyd University."

### JOB DEMANDS-RESOURCES MODEL



### References

Bakker, A., & Demerouti, E. (2007). The Job Demands-Resources model: State of the art. *Journal of Managerial Psychology*, 22(3), 309-328.

Ingersoll, R., & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers. *Review of Educational Research*, 81, 201-233.

Murray, J. (2008). Teacher educators' induction into Higher Education: Work-based learning in the micro communities of teacher education. *European Journal of Teacher Education*, 31(2), 117-133.

### INTRODUCTION

Zuyd University felt an urgency to gain insight into the reasons why novice teachers left Zuyd University within three years after they started as a teacher. The HR-department of Zuyd University requested the Research Centre for Educational Innovation and CPD to conduct a study since when no measures are taken then structural teachers shortages will become imminent in the near future.

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### CONCLUSIONS

1. Novice teachers have diverging future expectations when it comes to teaching. These do not necessarily match reality.
2. Novice teachers experienced uncertainty about their future job prospects and career opportunities.
3. Novice teachers did not feel taken seriously by Zuyd and its managing staff.
4. Novice teachers experienced a lack of induction, including coaching, to become skilled in their teaching tasks.
5. A number of reasons, predominantly a heavy workload, resulted into the decision to terminate employment at an early stage.

### RECOMMENDATIONS

1. Conduct exit interviews.
2. Monitor the early outflow of novice teachers.
3. Design a full-fledged induction program.
4. Manage the expectations of novice teachers.
5. Introduce an effective induction policy.
6. Conduct a follow-up large-scale study to examine early leave of novice teachers.

