

# Explaining teachers' resignation tendency

PhD project presentation  
at the International Colloquium for Young Researchers

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# Institutional and project links

- Supervised by
  - Markus Tepe (Carl von Ossietzky Universität Oldenburg)
  - Edith Braun (Deutsches Zentrum für Hochschul- und Wissenschaftsforschung GmbH)
- Embedded into the project *KomPaed – Task-related competences in fields of educational activities*
  - Universität Hamburg (Schwippert, Prinz, Pfeiffer)
  - Deutsches Zentrum für Hochschul- und Wissenschaftsforschung GmbH (Braun, Schaeper, Brachem)
  - Part of the BMBF-funded initiative for “Modeling and Measuring Competencies in Higher Education” **KoKoHs**



Tätigkeitsbezogene Kompetenzen in pädagogischen Handlungsfeldern



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# Teachers...

- work with children
- execute politico-bureaucratic decisions
- are important players within the educational system
- carry out a strenuous and challenging profession
  - resignation (Jehle & Schmitz 2007; Klusmann et al. 2012)
  - tendency to leave the job early (Schaarschmidt 2005; Scharf & Rupprecht 2011)

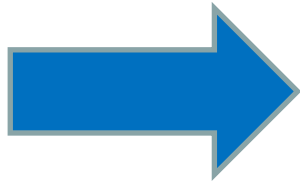
*Need for knowledge about possibilities to strengthen teachers' physical/psychological health*

# Resignation tendency...

- expresses health resources and risks (Schaarschmidt & Kieschke 2007)
- provides indications for stress resistance, satisfaction, and commitment (Schaarschmidt & Kieschke 2007)
- is highly relevant for
  - individual health promotion (*micro*)
  - teacher (continuing) education (*meso*)
  - the arrangement of education policy conditions (*macro*)

# The PhD project aims to identify...

- teachers' individual fit (*Fit*) of
- self-reported job-related generic activities and requirements (*Job*) and
- self-rated generic competences (*Person*) as well as
- the surrounding education policy conditions (*Environment*)



Explaining teachers' resignation tendency

*To what extent can teachers' resignation tendency be explained through the individual fit of generic activities and requirements to competences and education policy conditions?*

# Linking existing research

- *Person-Environment Fit (Person-Job Fit)*
  - Caplan 1987; Kristof-Brown et al. 2005; Lauver & Kristof-Brown 2001; Rosman & Burke 1980; Sekiguchi 2007
- Teachers' professional competence and motivation
  - Baumert & Kunter 2006; Kunter 2010; Müller et al. 2008; Retelsdorf & Möller 2012; Watt et al. 2012
- Workload and teachers' health
  - BAuA 2005; Doll 2010; Freitag 1998; Klusmann et al. 2012; Ksienzky & Schaarschmidt 2005; Rothland 2007; Schaarschmidt & Kieschke 2007; Van Dick & Stegmann 2007
- Competence dimensions and measurements
  - Erpenbeck 2010; OECD 2005; Rychen & Salganik 2003; Weinert 2001; Braun et al. 2011; Braun et al. 2008; Frey 2004; Gnahs 2007; Heyse 2010; Kaufhold 2006

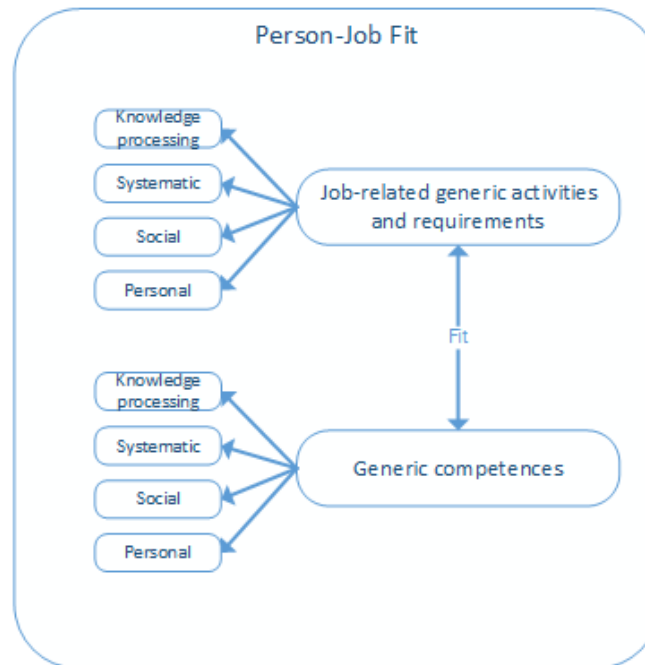
# Questions about questions I

- (1a) Which self-reported job-related generic activities do teachers carry out,
- (1b) which requirements do they experience, and
- (1c) which activities and requirements play a particularly important role from an individual point of view?



# Questions about questions II

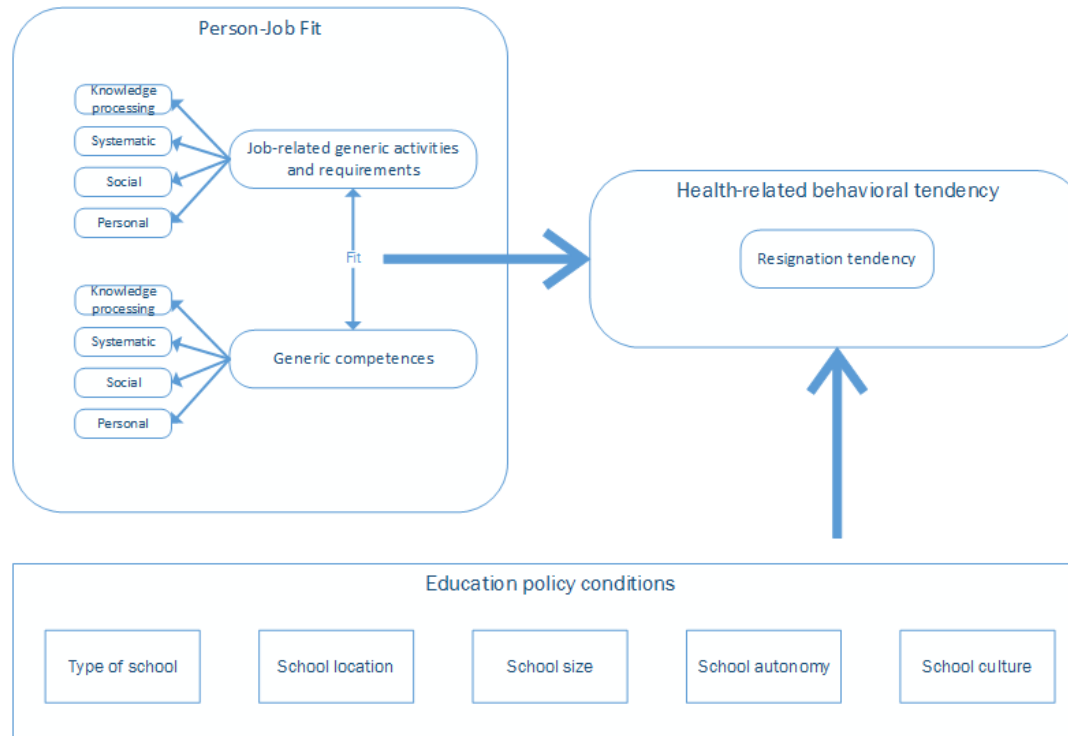
- (2a) Which self-rated generic competences do teachers notice about themselves and
- (2b) how is the individual fit of self-reported activities and requirements to self-rated competences?



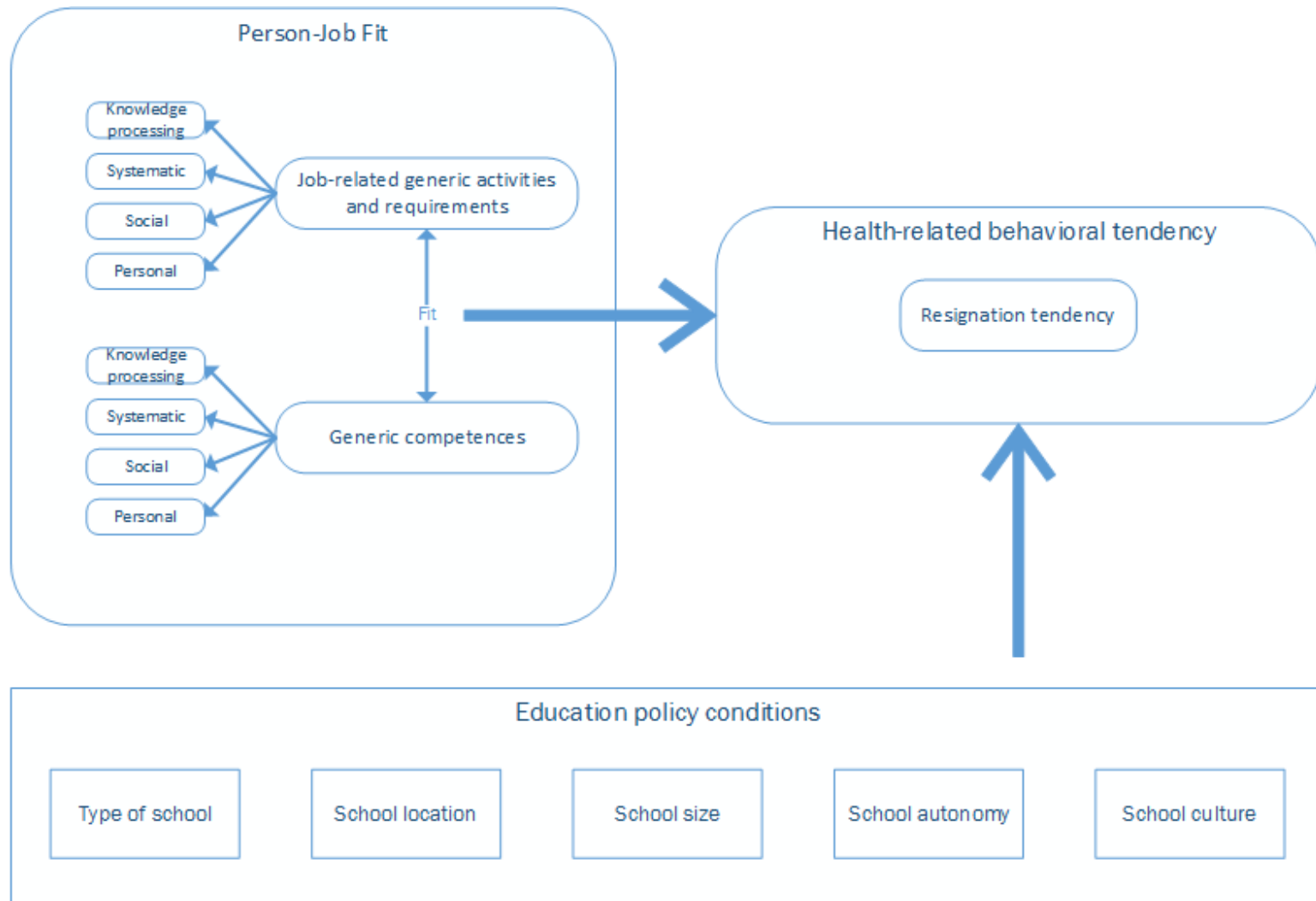


# Questions about questions III

- (3) Which role play the individual fit of generic activities and requirements to competences as well as education policy conditions regarding teachers' resignation tendency?

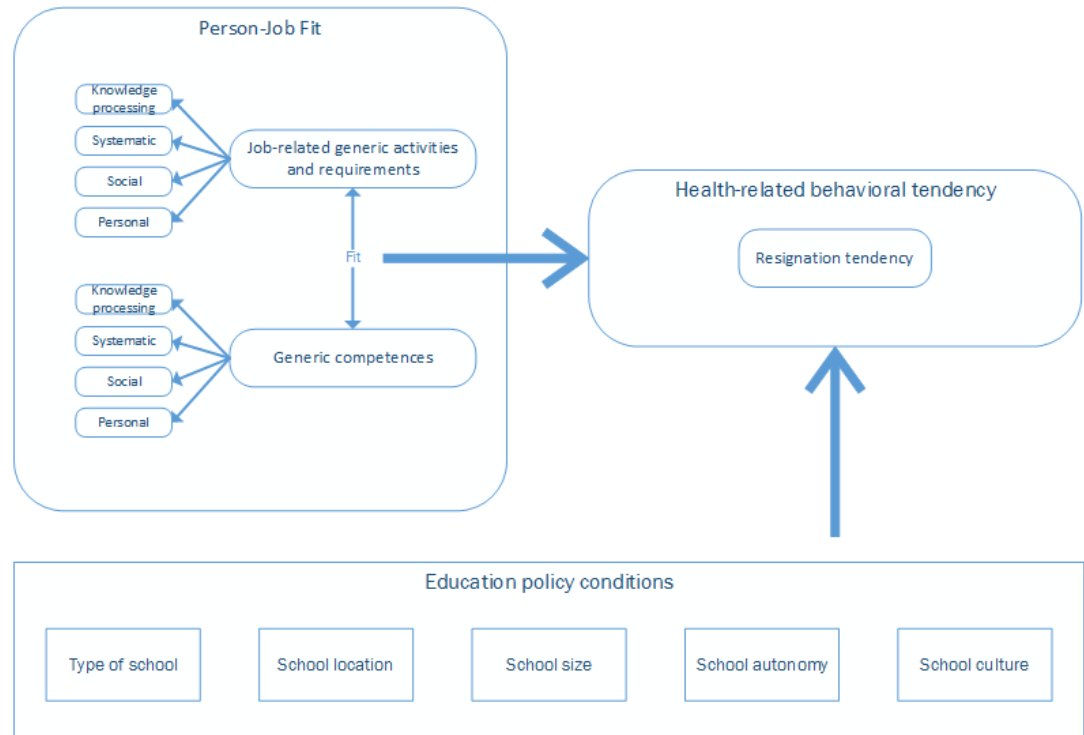


## ...leading to a theoretical model



# ...controlled individually for

- Gender
- Age
- Seniority
- Workload
- Admin. function
- Class level taught
- Subject taught
- Subject studied
- Security of employment
- Payment



# Theoretical expectations

- **STRUCTURE:** Knowledge processing, systematic, social, and personal aspects can be differentiated regarding teachers' self-reported activities, requirements, and competences.
- **PERSON-JOB FIT:** The greater teachers' individual fit (*Fit*) of self-reported job-related generic activities and requirements (*Job*) to self-rated competences (*Person*), the smaller pronounced is their individual resignation tendency.
- **EDUCATION POLICY CONDITIONS:** Teachers' resignation tendency can be partly explained through education policy conditions such as the type of school, the school location, size, autonomy, and culture.

# How to get possible answers

- Micro level data: *KomPaed* online survey
  - Field phase: mid-December 2013 – end of January 2014
  - Sample: ~18.500 graduates (~1860 teacher graduates) from German universities, who graduated in 2000/01, 2004/05, 2008/09
- Focus group: Respondents who currently work as teachers at schools of general education or at vocational schools
- Descriptive analyses, CFA, SEM (*Mplus*) (Backhaus et al. 2011; Geiser 2011; Reinecke 2005; Schermelleh-Engel & Moosbrugger 2003)

# Providing an insight into the questionnaire

- Questionnaire development
  - *Job Requirements Approach* (Felstead et al. 2007; OECD 2011; Peterson et al. 2001)
  - Semi-structured interviews with employers (Universität Hamburg)
- Items addressing
  - activities at work (frequency) | own skills
    - information processing | handling of numeracy | use of ICT | working physically, manually, technically | planning, development, organization | social interaction | handling of difficulties | variation and autonomy
  - resignation tendency (AVEM, Schaarschmidt 2005)
  - education policy conditions and teachers' job characteristics

# Discussion and feedback

...are welcome!

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