
Thank you for your request to our REL Reference Desk regarding research on effective strategies for preventing employees from becoming disengaged. Ask A REL is a collaborative reference desk service provided by the ten regional educational laboratories (REL) that, by design, functions much in the same way as a technical reference library. It provides references, referrals, and brief responses in the form of citations on research based education questions.

The information below represents the most rigorous research available. Researchers consider the type of methodology and give priority to research reports that employ well described and thorough methods. The resources were also selected based on the date of the publication with a preference for research from the last ten years. Additional criteria for inclusion include the source and funder of the resource.

Question: *What are some effective strategies that can be used to prevent school employees from becoming disengaged?*

Key words and search strings used in the search: *school AND teacher AND morale OR satisfaction OR retention;*

Search databases and websites:

1. ERIC: <http://eric.ed.gov/>
2. JSTOR: <http://www.jstor.org/action/showAdvancedSearch>
3. Google Scholar: www.google.com/scholar
4. Institute of Education Sciences (IES) Resources: <http://ies.ed.gov/pubsearch/>
5. What Works Clearinghouse: <http://ies.ed.gov/ncee/wwc/>

Citations Retrieved: (NOTE: Abstracts and executive summaries are copied directly from the reports when possible to ensure accuracy):

Bogler, R. & Nir, A. E. (2015). The contribution of perceived fit between job demands and abilities to teachers' commitment and job satisfaction. *Educational Management Administration & Leadership*, 43(4), 541-560. <http://eric.ed.gov/?id=EJ1067446>

Summary/Abstract: The current study aims at exploring the common means that may improve organizational effectiveness by focusing on two main facets of organizational qualities: teacher commitment and job satisfaction. Data were collected from 841 randomly sampled teachers employed in 118 elementary schools in Israel. A quantitative questionnaire, which included scales measuring organizational and professional commitment, extrinsic and intrinsic satisfaction and organizational and job-related characteristics, was employed. Multiple regression analyses revealed that the single variable that predicted both types of commitment (organizational and professional) and

both types of satisfaction (intrinsic and extrinsic) was teachers' perceptions of the fit between one's job demands and abilities. The second most influential predictor was principals' interaction with the teachers. Job-related characteristics had the least impact on teacher's professional commitment and extrinsic satisfaction. The finding, that perceived job fit predicted both commitment and job satisfaction, reinforces the importance of the assumption about the significance of best practice in recruitment and placement processes, which has long been known to be significant in determining professional conduct. Other implications of the findings are discussed, and recommendations are provided to school principals.

Collie, R. J., Shapka, J. D., & Perry, N. E. (2012). School climate and social-emotional learning: predicting teacher stress, job satisfaction, and teaching efficacy. *Journal of Educational Psychology, 104*(4), 1189-1204. <http://eric.ed.gov/?id=EJ994036>

Summary/Abstract: The aims of this study were to investigate whether and how teachers' perceptions of social-emotional learning and climate in their schools influenced three outcome variables—teachers' sense of stress, teaching efficacy, and job satisfaction—and to examine the interrelationships among the three outcome variables. Along with sense of job satisfaction and teaching efficacy, two types of stress (workload and student behavior stress) were examined. The sample included 664 elementary and secondary school teachers from British Columbia and Ontario, Canada. Participants completed an online questionnaire about the teacher outcomes, perceived school climate, and beliefs about social-emotional learning (SEL). Structural equation modeling was used to examine an explanatory model of the variables. Of the 2 SEL beliefs examined, teachers' comfort in implementing SEL had the most powerful impact. Of the 4 school climate factors examined, teachers' perceptions of students' motivation and behavior had the most powerful impact. Both of these variables significantly predicted sense of stress, teaching efficacy, and job satisfaction among the participants. Among the outcome variables, perceived stress related to students' behavior was negatively associated with sense of teaching efficacy. In addition, perceived stress related to workload and sense of teaching efficacy were directly related to sense of job satisfaction. Greater detail about these and other key findings, as well as implications for research and practice, are discussed.

Lam, B.-h., & Yan, H.-f. (2011). Beginning teachers' job satisfaction: The impact of school-based factors. *Teacher Development, 15*(3), 333-348. <http://eric.ed.gov/?id=EJ949139>

Summary/Abstract: Using a longitudinal design, the job satisfaction and career development of beginning teachers are explored in the present study. Beginning teachers were initially interviewed after graduation from the teacher training program and then after gaining a two-year teaching experience. The results are presented in a fourfold typology in which the initial teaching orientation of teachers interacts with the school environment to produce different teaching outlooks. School factors, such as volume of non-teaching workload, equitability in the distribution of work, and professional autonomy, are found to influence the job satisfaction and teaching motivation of teachers significantly.

Minckler, C. H. (2014). School leadership that builds teacher social capital. *Educational Management Administration & Leadership*, 42(5), 657-679.
<http://eric.ed.gov/?id=EJ1037452>

Summary/Abstract: This quantitative study explores the relationship between school leadership and the development and sustenance of teacher social capital. The literature review discusses aspects of leadership theory to elucidate understanding of how leadership influences teachers' working relationships. Quantitative methodology and analyses ascertain the correlation between Leithwood et al.'s dimensions of transformational leadership and the author's dimensions of teacher social capital. Study findings indicate significant, positive moderate to high moderate correlations between: (1) transformational leadership and the environmental conditions nurturing teacher social capital; (2) leadership and teacher social capital; and (3) leadership and teacher collective efficacy (TCE). An additional major finding is the perception of higher levels of transformational leadership among teachers in middle performing and high performing schools as compared to the perceptions of teachers in low performing schools. This study provides evidence of the importance of transformational leadership in the development of teacher social capital within a school. High levels of teacher social capital should result in positive outcomes of student achievement, teacher quality and teacher job satisfaction. The study findings, interpretations and conclusions contribute to both school leadership and school improvement literature and should inform discussions about leadership development and the impact of leadership on teacher working relationships.

Norman, S. W. (2010). Good help is hard to find: A study in retention and motivation. *Journal of Cases in Educational Leadership*, 13(3), 7-12. <http://eric.ed.gov/?id=EJ901133>

Summary/Abstract: This case study confronts the issues of staff motivation and teacher retention that face administrators in low-paying and/or low-performing small school settings when teacher pay is low and morale is lower, especially in communities having a lower economic base. It will present not only opportunities to try to keep good teachers but also opportunities to motivate and inspire them to a level of success that will turn school performance around and raise student achievement scores. It may be used in an introductory course in critical issues in leadership, especially in the areas of distributed leadership and team building methods.

Tickle, B. R., Chang, M., & Kim, S. (2011). Administrative support and its mediating effect on US public school teachers. *Teaching and Teacher Education: An International Journal of Research and Studies*, 27(2), 342-349.
<http://eric.ed.gov/?id=EJ911678>

Summary/Abstract: This study examined the effect of administrative support on teachers' job satisfaction and intent to stay in teaching. The study employed a path analysis to the data of regular, full-time, public school teachers from the Schools and Staffing Survey teacher questionnaire. Administrative support was the most significant predictor of teachers' job satisfaction, while teachers' job satisfaction was the most significant predictor of teachers' intent to stay in teaching. It was also confirmed that administrative support mediates the effect of teaching experience, student behavior, and teachers' satisfaction with their salary on teachers' job satisfaction and intent to stay in teaching.

Xia, J., Izumi, M. & Gao, X. (2015). School process and teacher job satisfaction at alternative schools: A multilevel study using SASS 2007–08 data. *Leadership and Policy in Schools*, 14(2), 167-203. <http://eric.ed.gov/?id=EJ1060763>

Summary/Abstract: This study examined the associations between public alternative schools' teacher job satisfaction and school processes. Based on a multilevel analysis of the national School and Staffing Survey 2007–08 data, we found that among the seven school processes, public alternative schools' administrative support, staff collegiality, career and working condition, and positive student behavior had positive associations with teacher job satisfaction. More importantly, we noticed that higher level factors (e.g., administrative/resource support from school level or above) presented more impacts on teacher job satisfaction. Other factors' impacts on teacher job satisfaction and relevant implications were discussed as well.

Referrals

Organizations:

- National Network of Partnership Schools: <http://www.csos.jhu.edu/p2000/index.htm>

Federally Funded Resources:

- Institute of Education Sciences (IES), public search engine available at: <http://ies.ed.gov/pubsearch/>
- What Works Clearinghouse: <http://ies.ed.gov/ncee/wwc/>

Disclaimer:

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