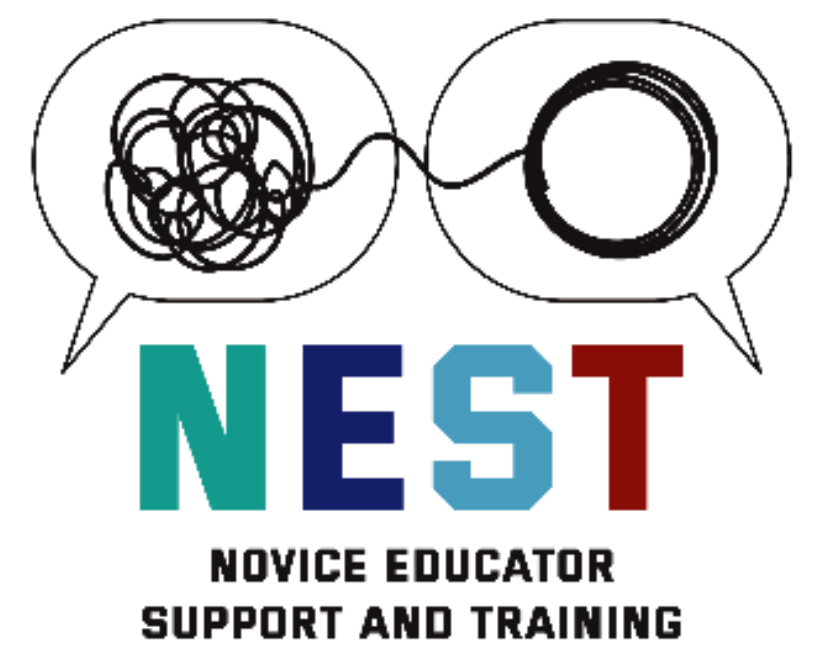


# Predicting Teacher Attrition at Disadvantaged Schools – Impact of a Mentoring Intervention



Marcus Kindlinger, Eva Anderson-Park & Hermann J. Abs

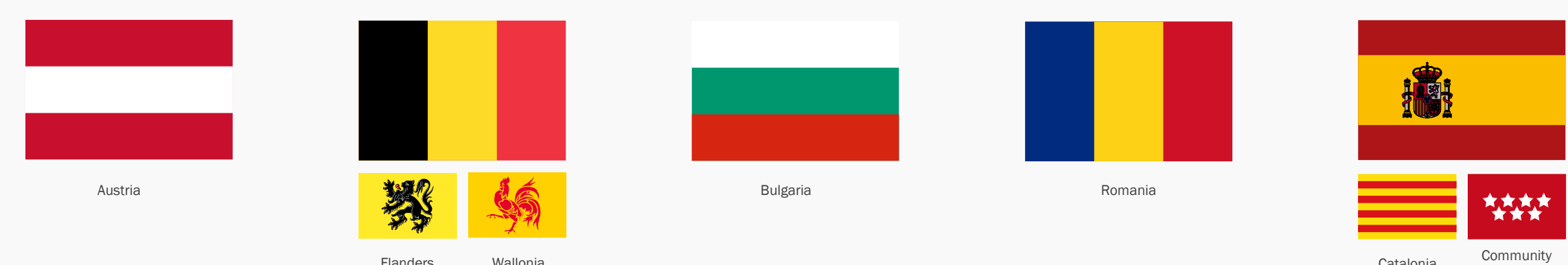
## Project Rationale

High attrition among novice teachers is a problem in many education systems. Teacher attrition is more prevalent at schools in disadvantaged areas, where teachers are often confronted with limited resources or a challenging student body composition (Martínez, 2014; Tannehill & MacPhail, 2017).

Mentoring might serve as a countermeasure against this detrimental effect (Ingersoll & Strong, 2011; Borman and Dowling, 2008). However, other reviews of the research have pointed to more complex effects (Long et al., 2012).

## The NEST Project

The NEST project is an international policy experiment on the development and implementation of an adaptive mentoring program for novice teachers in disadvantaged schools in seven European education systems. The project aims to improve novice teachers' competences in dealing with the challenges of disadvantaged contexts and thereby lower attrition rates. This implies adapting the program to each system's unique challenges and varying definitions of school "disadvantage" (Anderson-Park et al., 2023; van Veldhuizen et al., 2023).



## Theory of Change

### Strategies

- Development of a mentor training program for adaptive mentoring
- Provision of mentoring for novice teachers (small-scale intervention)
- Focus on novice teachers at 'disadvantaged schools' as defined by the education authorities of their country/system

### Outputs

- Continuous training of 228 mentors over 2 years
- +700 novice teachers receiving mentoring
- Each mentee receiving 3-4 mentoring sessions with cycles of observation and reflectivity-centered feedback

### Expected Outcomes

- Improved mentor competences
- Improved novice teacher competences
- Lower needs for support
- Lower intention to leave the profession

### Desired Impact

- Higher novice teacher job satisfaction
- Higher teaching quality
- Lower novice teacher attrition rates

## Research Questions

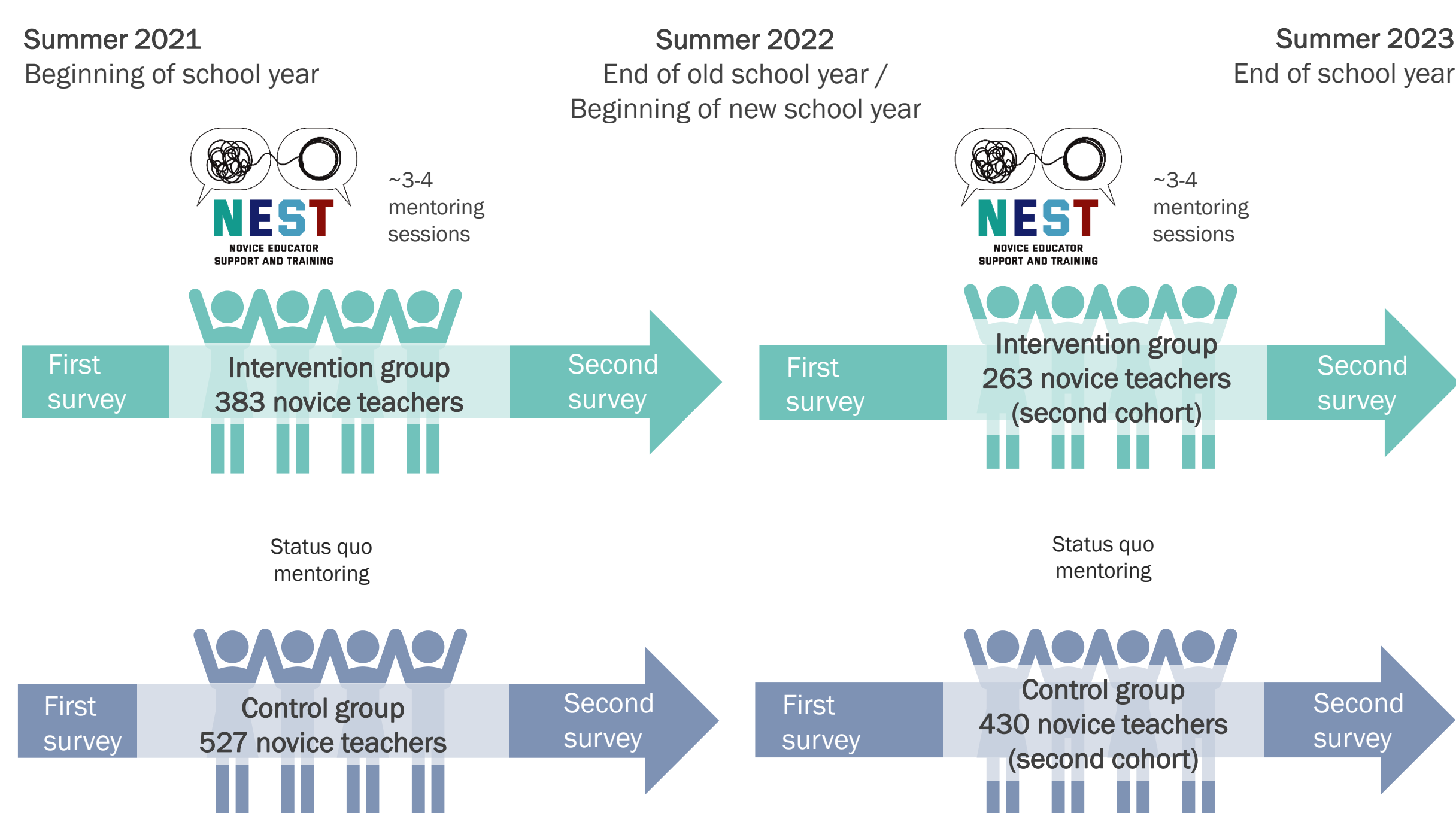
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Which predictors of novice teachers' intentions to quit can we find in our data?

2

Does the mentoring intervention (NEST) influence novice teachers' intention to leave the profession?

## Design & Method



We used survey data for Bulgaria, Romania and the Spanish regions of Catalonia and Madrid. Only the sample sizes of these education systems allowed for robust inferential statistical analyses.

1603 novice teachers with four years or less of teaching experience participated in the study (Bulgaria: 657, Romania: 237, Region of Catalonia: 233, Region of Madrid: 257).

To examine novice teachers' intention to quit (our DV), multivariate regression models were calculated separately for all education systems in a stepwise procedure. We first considered personal factors like gender, teaching experience, and preparedness for disadvantaged schools. Next, we added teaching competence and resilience. Then, school factors like violence and student demographics. Finally, a treatment condition variable was included.

## Results & Discussion

Regression results using intention to quit ( $t_2$ ) as dependent variable (Bulgaria,  $N = 542$ )

Variable	$b$	$b$ 95% CI [LL, UL]	Std. beta	$t$	$p$	Fit
(Intercept)	3.174	[2.64, 3.709]	.	11.67	.000	
Gender	-.142 *	[-.267, -.017]	-.092	-2.24	.026	
teaching experience	.017	[-.018, .053]	.039	.97	.334	
teaching as a first choice	-.106 *	[-.208, -.004]	-.082	-2.04	.042	
preparation for challenges of teaching	-.018	[-.092, .056]	-.02	-.47	.635	
job motive: working with children	-.066 **	[-.115, -.018]	-.114	-2.68	.007	
job motive: job security	-.028	[-.064, .008]	-.063	-1.55	.121	
school violence	.158 ***	[.099, .216]	.215	5.29	.000	
non-native speaker students	-.0005	[-.002, .0009]	-.027	-.68	.496	
resilience ( $t_2$ )	-.23 ***	[-.324, -.137]	.204	-4.82	.000	
teaching competences ( $t_2$ )	-.081 *	[-.156, -.007]	-.09	-2.14	.033	
intervention	-.01	[-.116, .095]	-.008	-.19	.848	

$R^2_{adj} = .162$

\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$

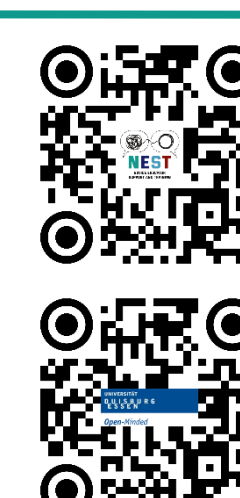
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In the four examined education systems, predictors of novice teachers' intentions to quit differed. Indicators of school disadvantage varied strongly in their significance. However, teachers' resilience was a consistent significant predictor across all.

2

After controlling for other variables, the mentoring intervention did not reduce novice teachers' intention to quit in any of the four systems.

Our analysis indicates that the mentoring intervention alone did not have a positive effect on teacher retention. Despite varying education systems and novice teacher situations, resilience consistently predicted intentions to quit. We recommend tailoring mentoring interventions to bolster resilience and to adapt to system-specific criteria of disadvantage in schools.

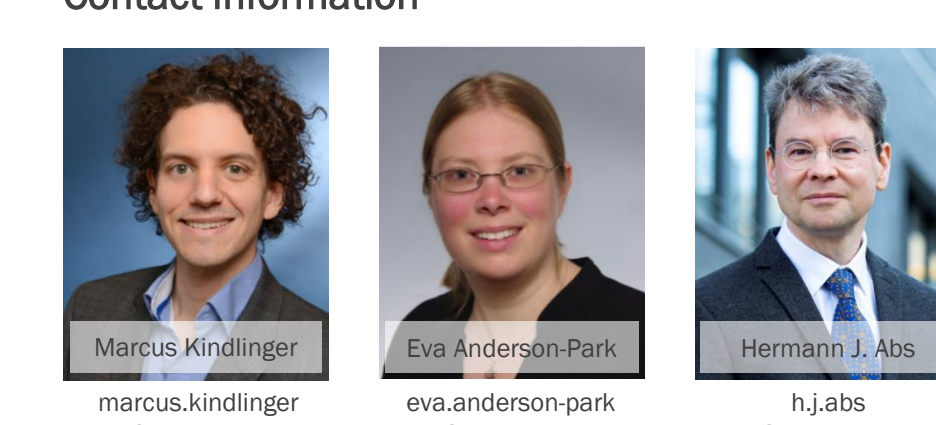


Project website



Evaluation reports

### Contact information



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