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Title:

Factors Related to Teacher Turnover from Schools and the Profession: A Systematic Review, Meta-analysis, and Survey

Date:

2022

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Supplementary Materials

Search Terms

Element	Terms used. (Boolean operators used in actual searches.)
Participants	Teacher(s), Teaching.
Intention	Intent, Intend, Intention.
Turnover	Turnover.
Attrition	Attrition, Quit, Quitters, Quitting, Leave, Leaver(s), Leaving, Wastage, Demand, Career change, Dissatisfaction, Burnout.
Migration	Migrate, Migrators, Migration, Move(rs), Moving, Moveage, Mobility, Transfer.
Retention	Retention, Retain, Retaining, Stay, Stayer(s), Staying, Loyal, Loyalty, Commitment, Job satisfaction, Persistence, Supply, Return, Returners, Returning, Grit, Resilient, Resilience.

Search strings and notes

Searches were modified and repeated with different strings as new terms emerged in the search process.

Search string	Notes
Turnover	
Teacher AND turnover	Most general term for behaviour.
Teacher AND (intention AND ((quit* OR leav* OR stay* OR mov*))	Later search run to capture synonym terms.s
Attrition	
Teacher AND attrition	Common keyword but did generate irrelevant results relating to war references.
Migration	
Teacher AND (wastage OR transfer)	Emergent terms from preliminary review of results.
Teacher AND migrat* OR mobility	Emergent terms from preliminary review of results.
Teacher AND burnout	Burnout often results in departure from a position, so this term was searched for relevant data.
Retention aspects	
Teacher AND retention	Most general term for behaviour.
Teacher AND (retain OR retaining)	Variant of 'retention'.
Teacher AND commitment	Organisational and occupational commitment emerged as concepts that might represent opposites of migration and attrition.
Teacher AND loyalty	Loyalty to leader, school, organization emerged as similar concepts to retention.
Teacher AND (loyal* OR return* OR grit OR resilience)	Returning teachers in some studies were counted as retained teachers. 'Grit' and 'Resilience' emerged from review. 'Resilient' returned too many irrelevant results.
Teacher AND persistence	Persistence was used in a few studies as a term for retention so a search was run. 'Persistent' returned too many irrelevant results.
Teacher AND (job satisfaction)	Job satisfaction is an antecedent of turnover but it is also conceptualized as a dependent variable and proxy indicator of intention to stay in many studies.

Databases Used and Approximated Results

Database (Sub-databases selected)	Proportion of results (approx.)
Proquest & ProQuest Central	30%
EBSCOHost	25%
Academic Search Complete	
Bibliography of Asian Studies	
Business Source Alumni Edition	
Business Source Complete	
Education Research Complete	
Educational Administration Abstracts	
ERIC Education Resources Information Clearinghouse (ERIC)	
OpenDissertations	
SocIndex with Full Text	
Web of Science	10%
Social Sciences Citation Index	
Arts & Humanities Citation index	
Conference Proceedings Citation Index – Social Sciences & Humanities	
Emerging Sources Citation Index	
ProQuest Dissertations & Theses Global	10%
Scopus (Elsevier)	5%
Academic One File	3%
Educational Research Abstracts Online (Taylor & Francis)	3%
OVID	3%
JSTOR	1%
Business	
Education	
Labor & Employment Relations	
Management & Organisational Behaviour	
Psychology	
Sociology	
Informit	<1%
A+ Education (Informit)	
Australasian Education Directory	
Business Collection	
Humanities and Social Sciences Collection	
Theses Collection	
Asian Resources	
BERITA Singapore/Malaysia Collection	
New Zealand Collection	
Other searches and databases	10%
Google Scholar	
Discovery Search	
Searching for articles from reference lists of other articles	

Note: The proportion of results is approximated as some databases did not allow the mass export of results into EndNote. As reported in the thesis in Figure 2, some records were removed using the automation tools of the databases themselves.

When a study reported two or more correlations for the same antecedent or turnover outcome, a composite correlation was calculated so that each study contributed only one result and did not bias the meta-analysis, as demonstrated by Schmidt and Hunter (2015). I used an excel document with formulas to calculate these composites and saved an image of each calculation so that each composite can be verified and repeated.

Number of component in Composite A =		1	
Number of component in Composite B =		2	

		Composite A					Composite B												
Composite A		a1	a2	a3	a4	a5	b1	b2	b3	b4	b5	b6	b7	b8	b9	b10			
	a1	1																	
	a2	1																	
	a3	1																	
	a4	1																	
	a5	1																	
Composite B	b1						1												
	b2						1												
	b3							1											
	b4								1										
	b5									1									
	b6										1								
	b7											1							
	b8												1						
	b9													1					
	b10														1				

Calculation	Ca=	1	Mean a	#DIV/0!
(Can be ignored)	Cb=	2	Mean b	0
	Cab=	0		
	Cma=	1		
	Cmb=	2		

RESULTS:

Composite R **0**
(Correlation between A and B)

Alpha A = **0** *There is only one variable in Composite A so its reliability cannot be calculated!*
(Reliability of Composite A)

Alpha B = **0**
(Reliability of Composite B)

Mosier A = **1**

Mosier B = **1**

Human Research Ethics Documentation

Advertisement for inviting teachers and ex-teachers to be part of the research study

Are you a teacher or ex-teacher?

I am seeking volunteers to participate in a doctoral research study about the intention to leave and stay in schools, and in teaching as a profession. If you are a teacher or have worked as a qualified teacher at any-point in your career and are interested in taking part in this research by completing an online survey and/or responding to some open interview questions, please contact Hugh Gundlach before at hughg@unimelb.edu.au

University of Melbourne Staff News Advertisement

34. Study: Teacher well-being and career decisions

The Melbourne Graduate School of Education is conducting a study of teacher well-being and career decisions to assist in reducing teacher burnout and turnover. The study is funded by the Department of Education and Training.

To be eligible, you must have worked as a paid teacher in a school at any point in your career, or be currently teaching in a school. Please note the school level can be Early Learning, Primary, or Secondary. Tertiary level experience only is not relevant for this particular study.

The objectives of the study are to identify the drivers of career decisions to stay or leave a school and/or the teaching profession. The survey can be completed online and data collected is anonymous.

The study has ethics approval (HREC No 1954350)

More information: <http://go.unimelb.edu.au/7cqr>

More information: Hugh Gundlach / hughg@unimelb.edu.au

[Source: Hugh Gundlach | MGSE]

VicPhysics Teachers Network Invitation email

Teacher Survey on Teacher well-being and Career decisions

The Melbourne Graduate School of Education is conducting a study looking at teacher well-being and careers decisions with the aims of reducing teacher burnout and turnover.

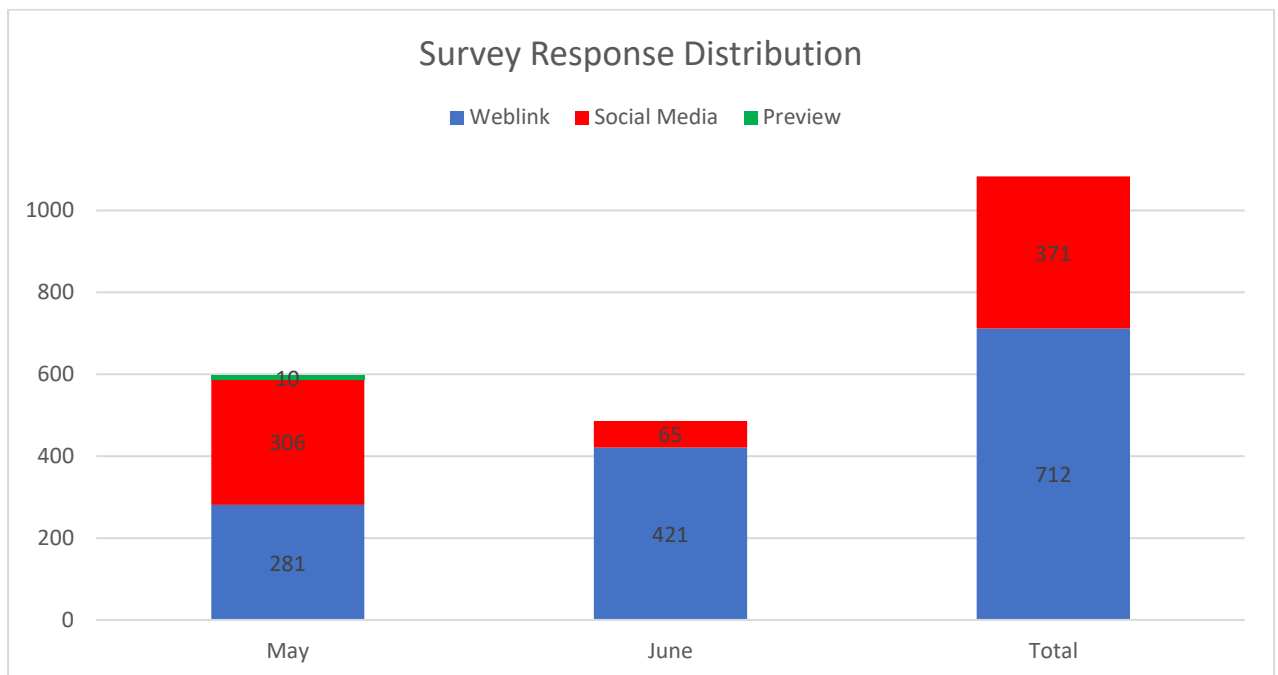
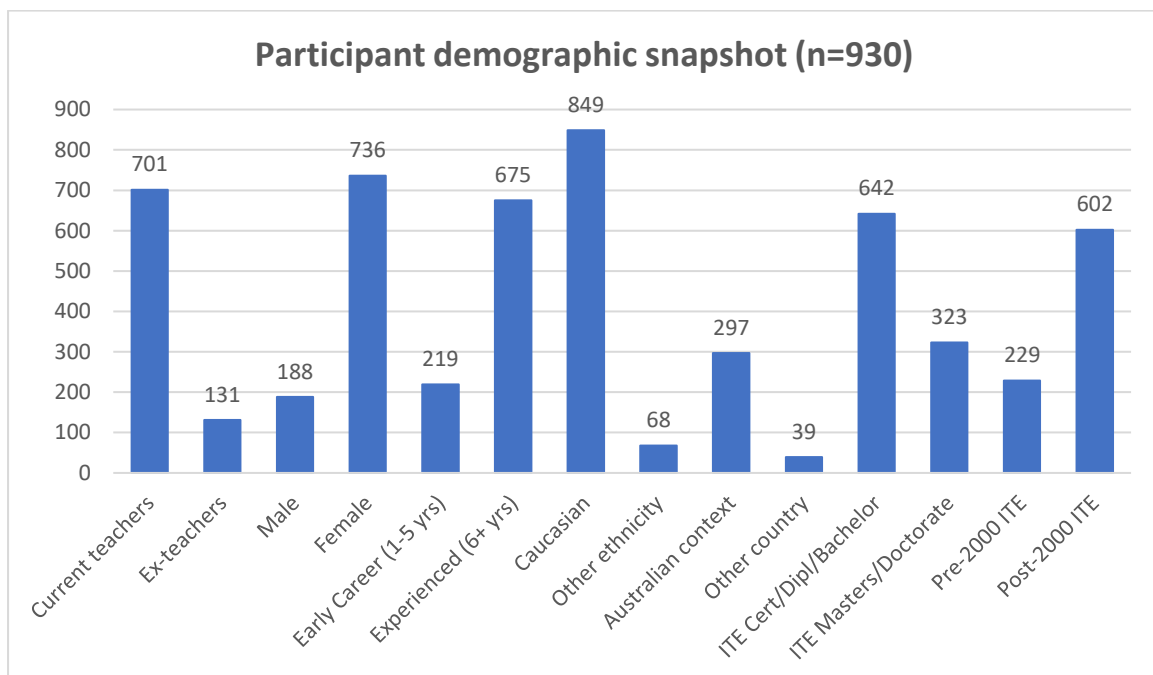
If you are a teacher or ex-teacher, they would value your insights into what influenced your career decisions. It is an anonymous 15-20 minute online survey. The aggregated findings will be presented to the Department of Education and Training at the end of the year as part of the 'Strengthening Teachers' Initiative.

They hope to gain a strong representative sample of current and ex-teachers from all subject areas, experience levels and early-learning, primary or secondary levels. The link below can be shared with friends and colleagues who you think may have insights to share. All responses are greatly appreciated.

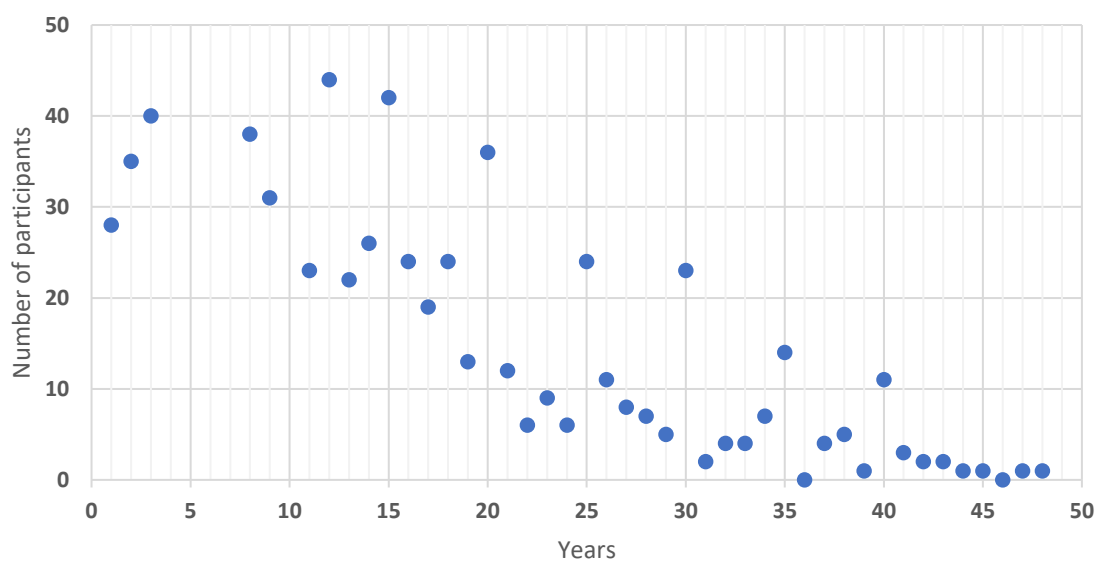
The Plain Language Statement and survey are accessible [here](#) or [here](#). Further information can be obtained by contacting Hugh Gundlach.

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2	Address	Project	Overall Status	Finished	Recorded Date	Recorded Date	Responded	Location, Latitude	Location, Longitude	Distribution Channel	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage	Q_Percentage

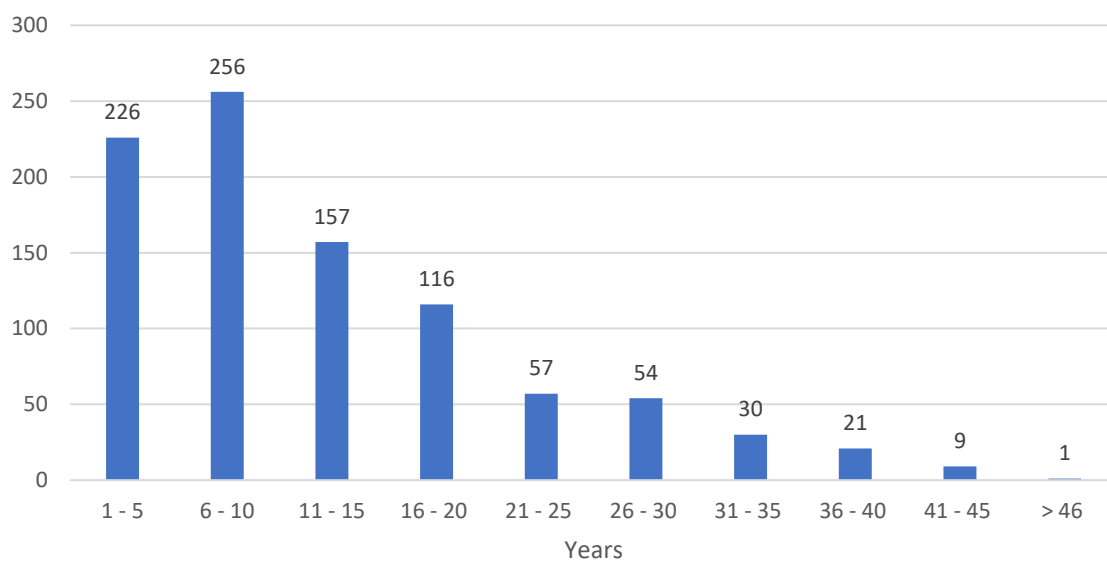
Survey Results



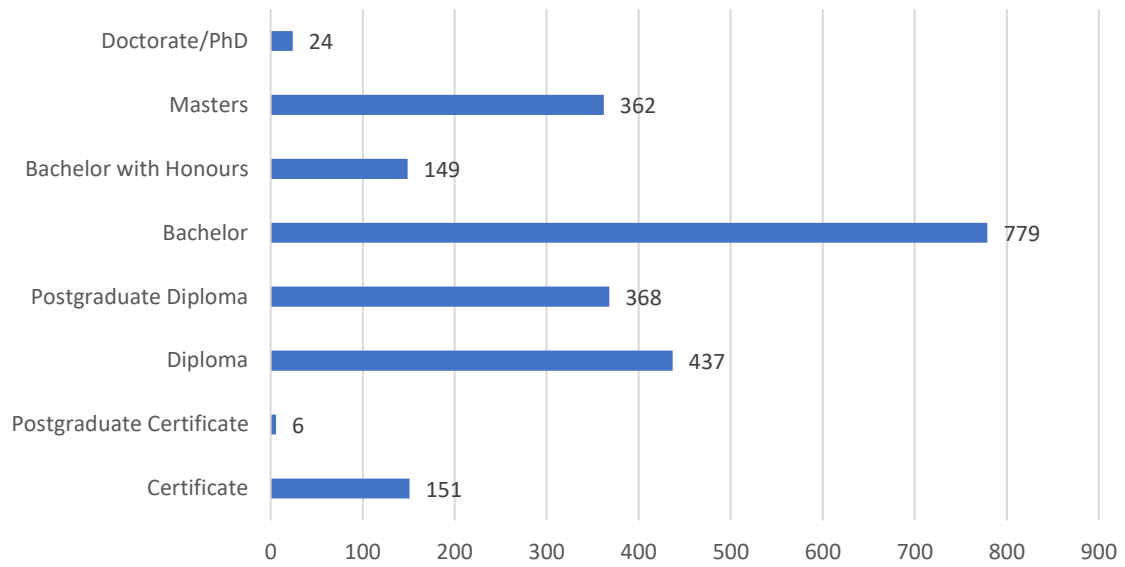
Number of years in paid teaching positions (n=929)



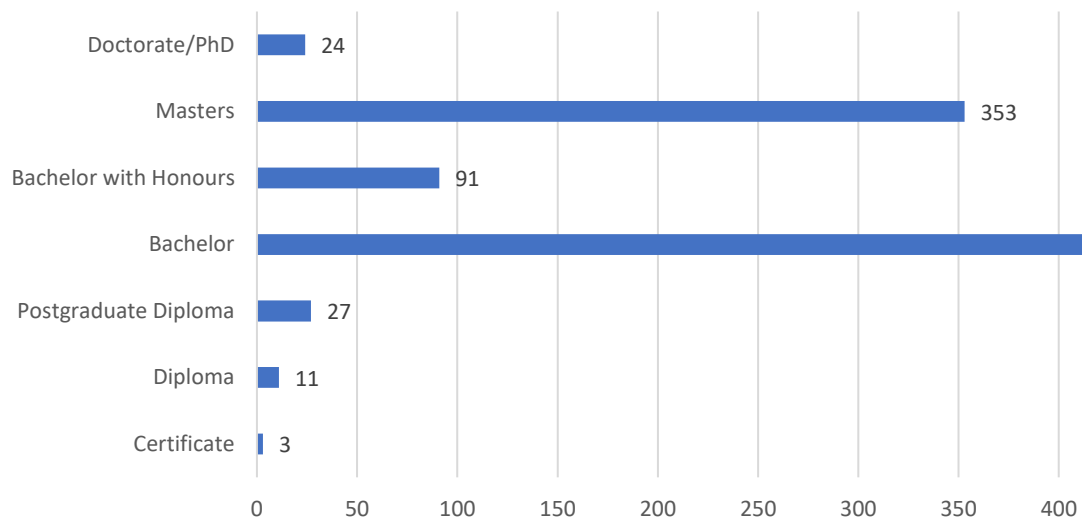
Participants' years in paid teaching positions (n=927)

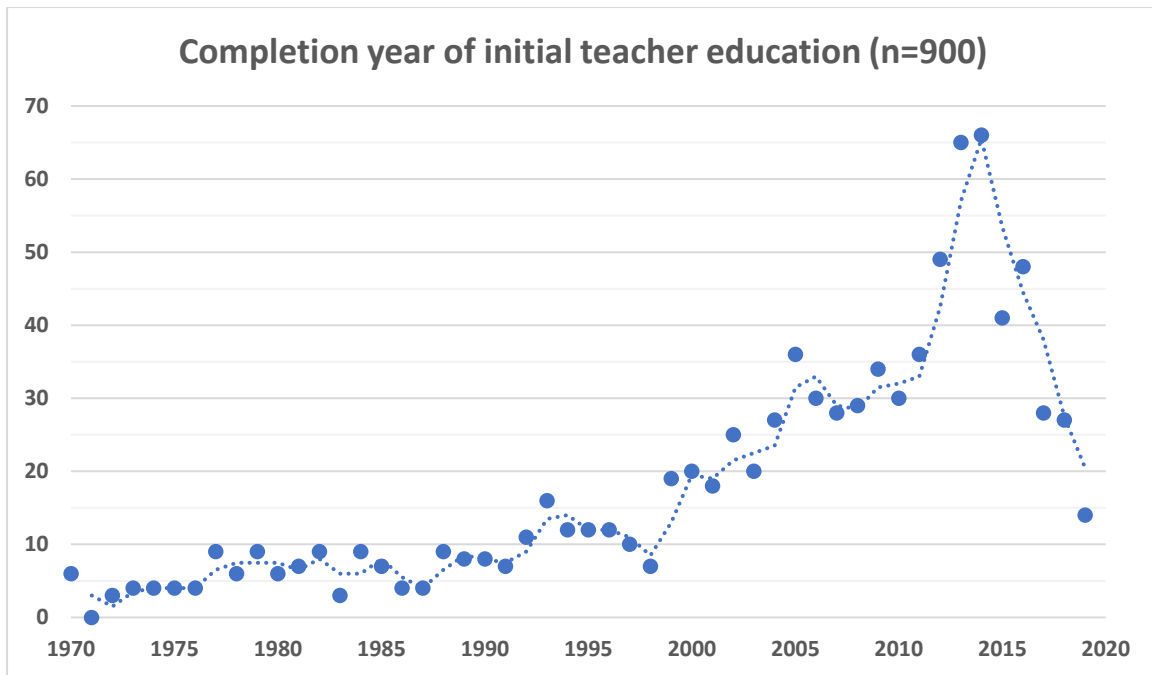
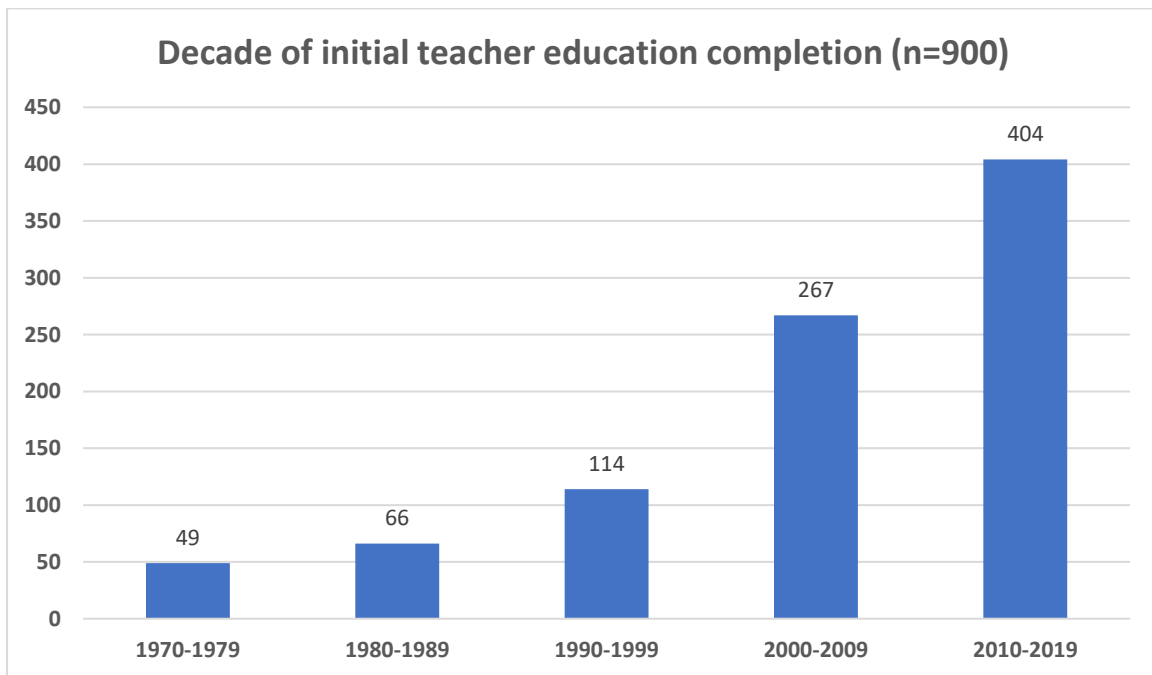


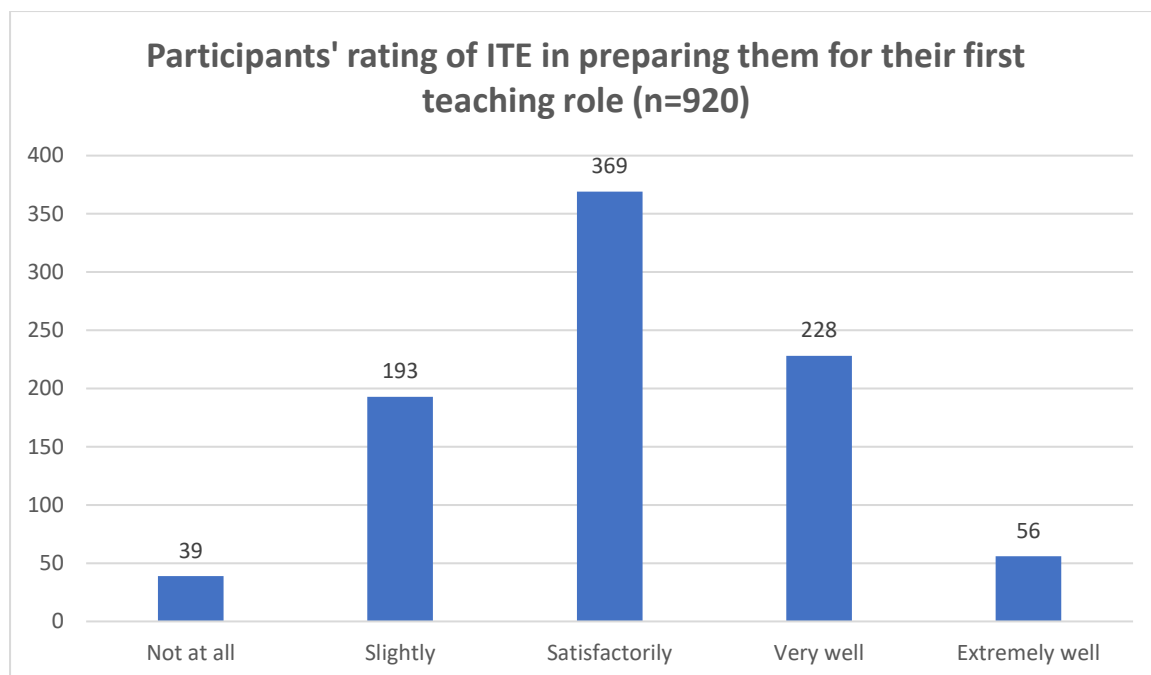
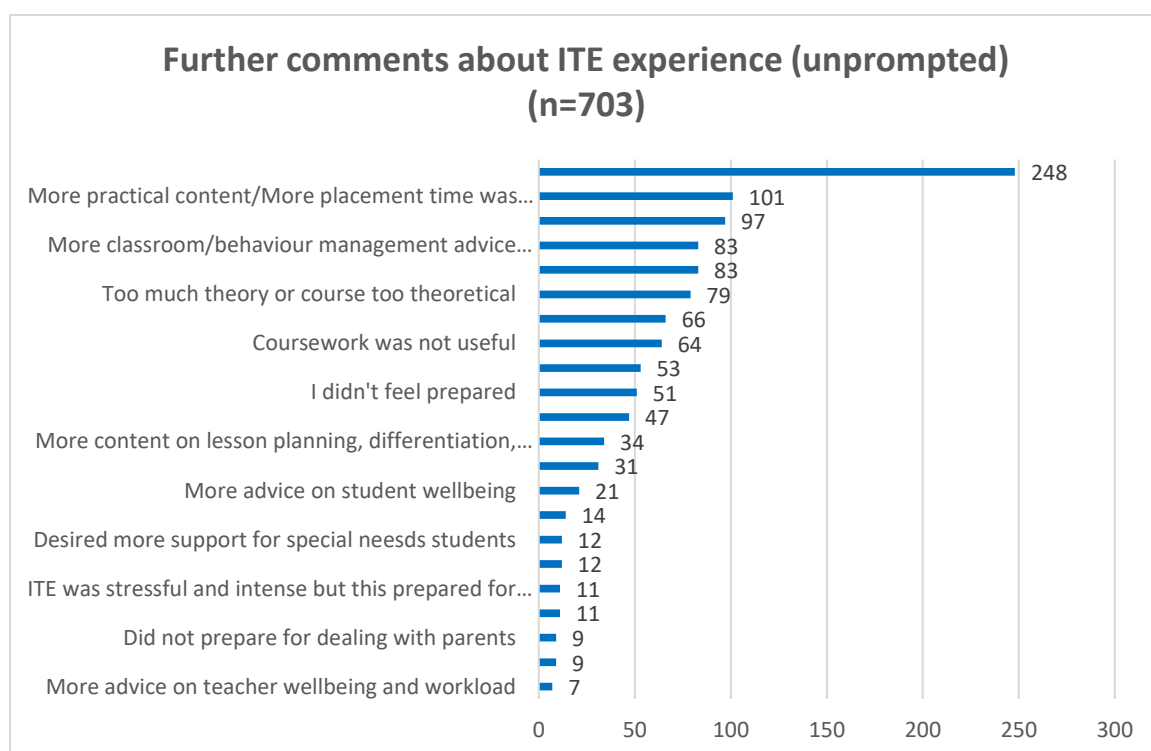
Qualifications held by participants (any field) (n=928)

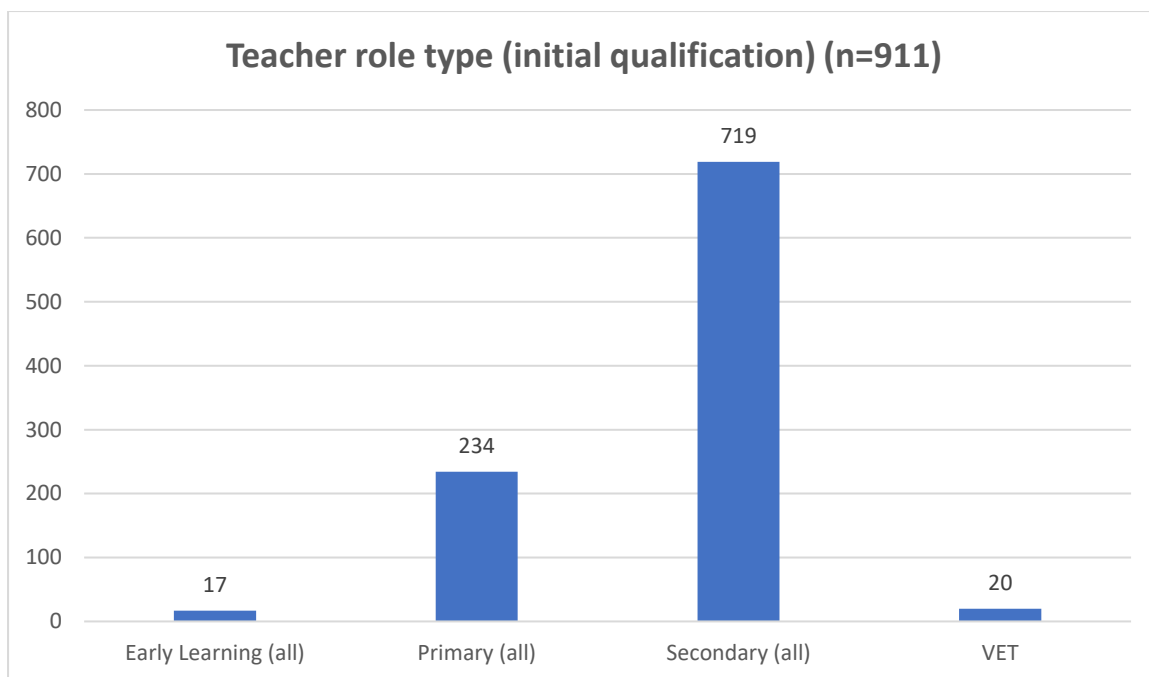


Participants' highest teaching/education qualification (n=928)

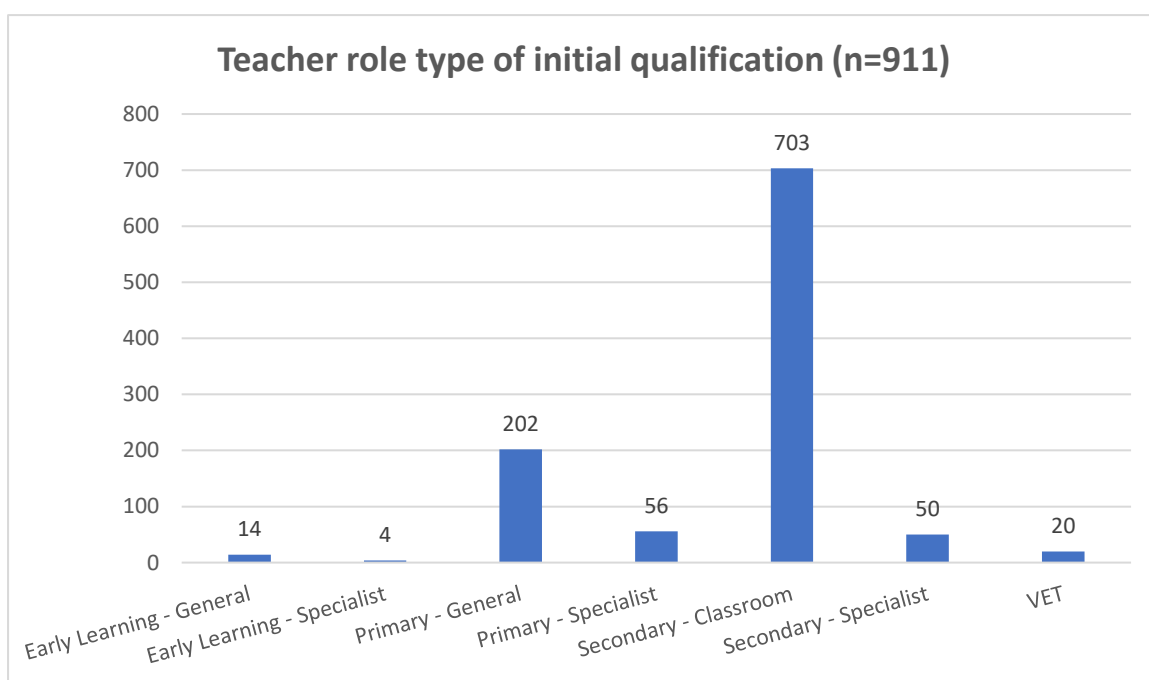




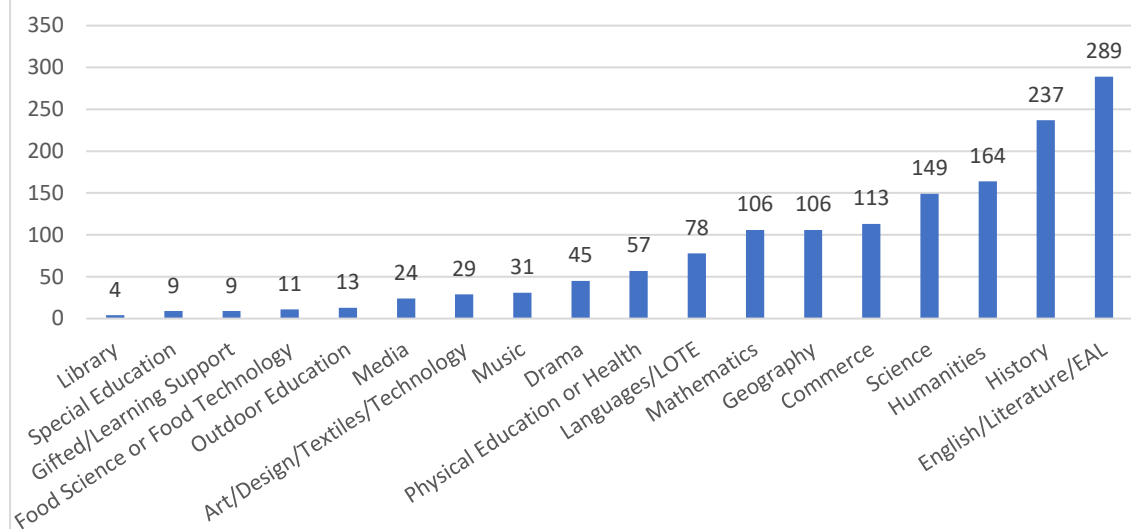




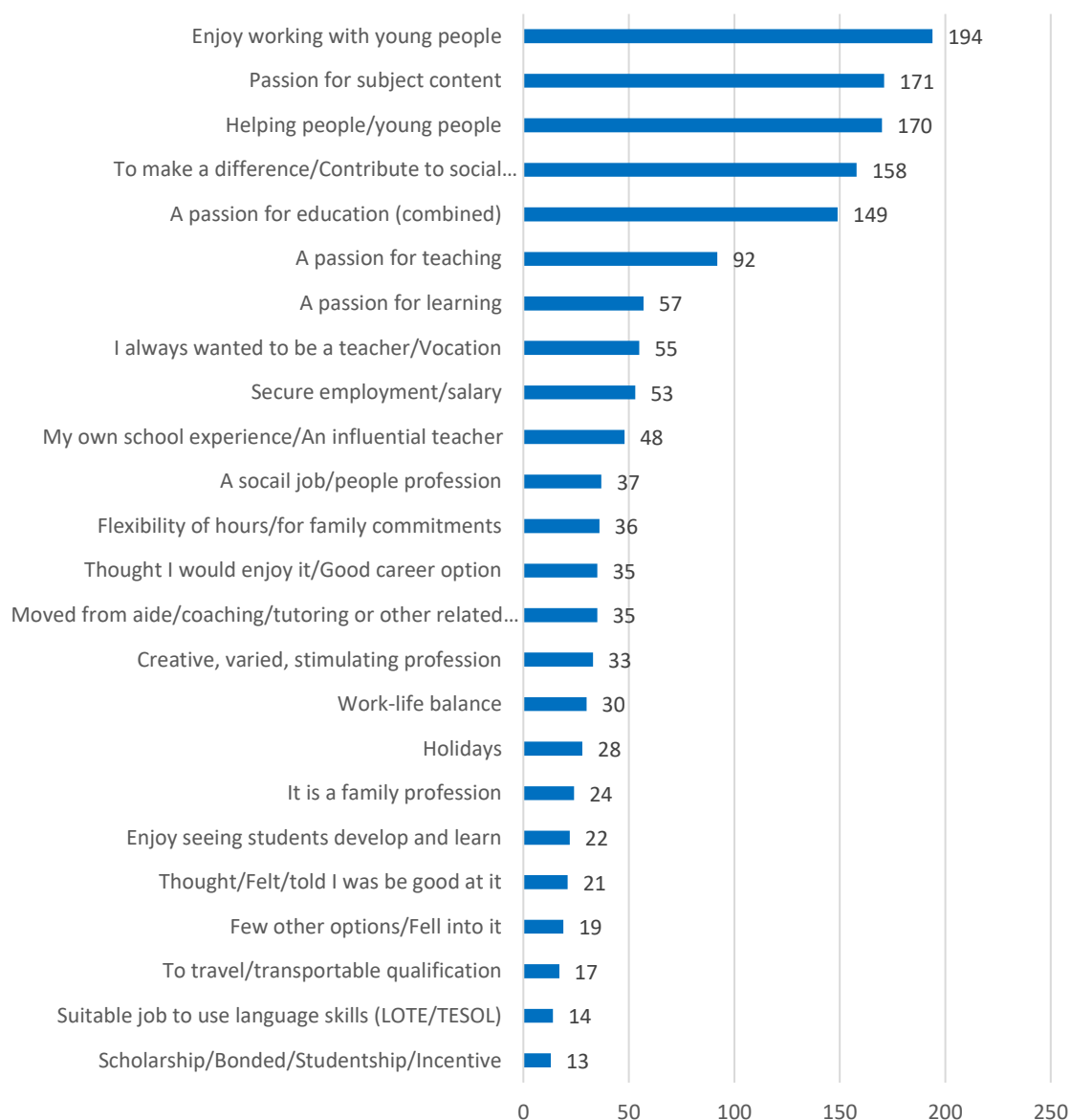
Totals may be higher than 930 as some participants qualified across two areas.



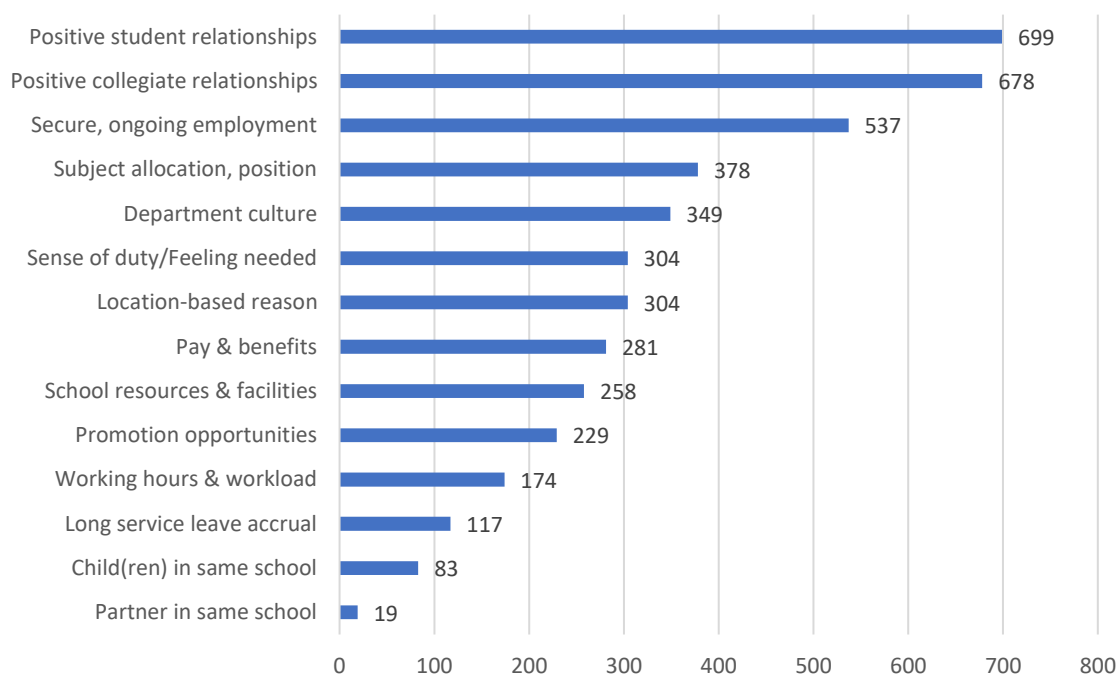
Qualified subject areas of Secondary-qualified subset (n=742)



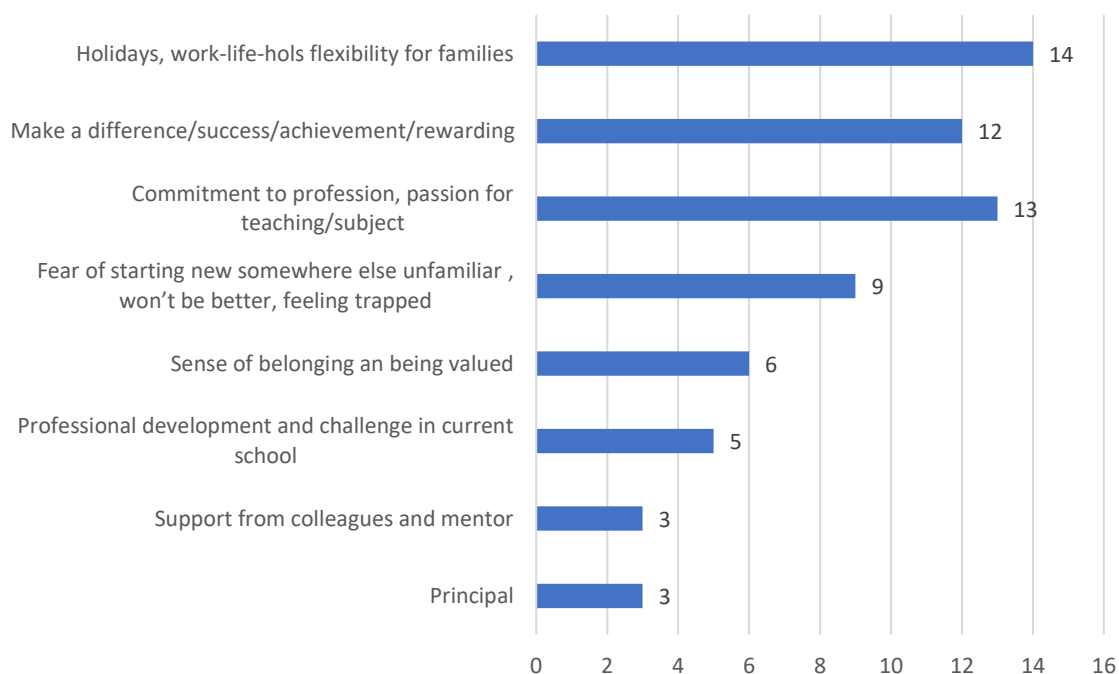
Initial attraction to teaching profession (unprompted) (n=906)



Factors influencing decisions to stay in a school and the profession (prompted) (n=891)



Factors influencing decisions to stay in a school and the profession (other) (n=891)



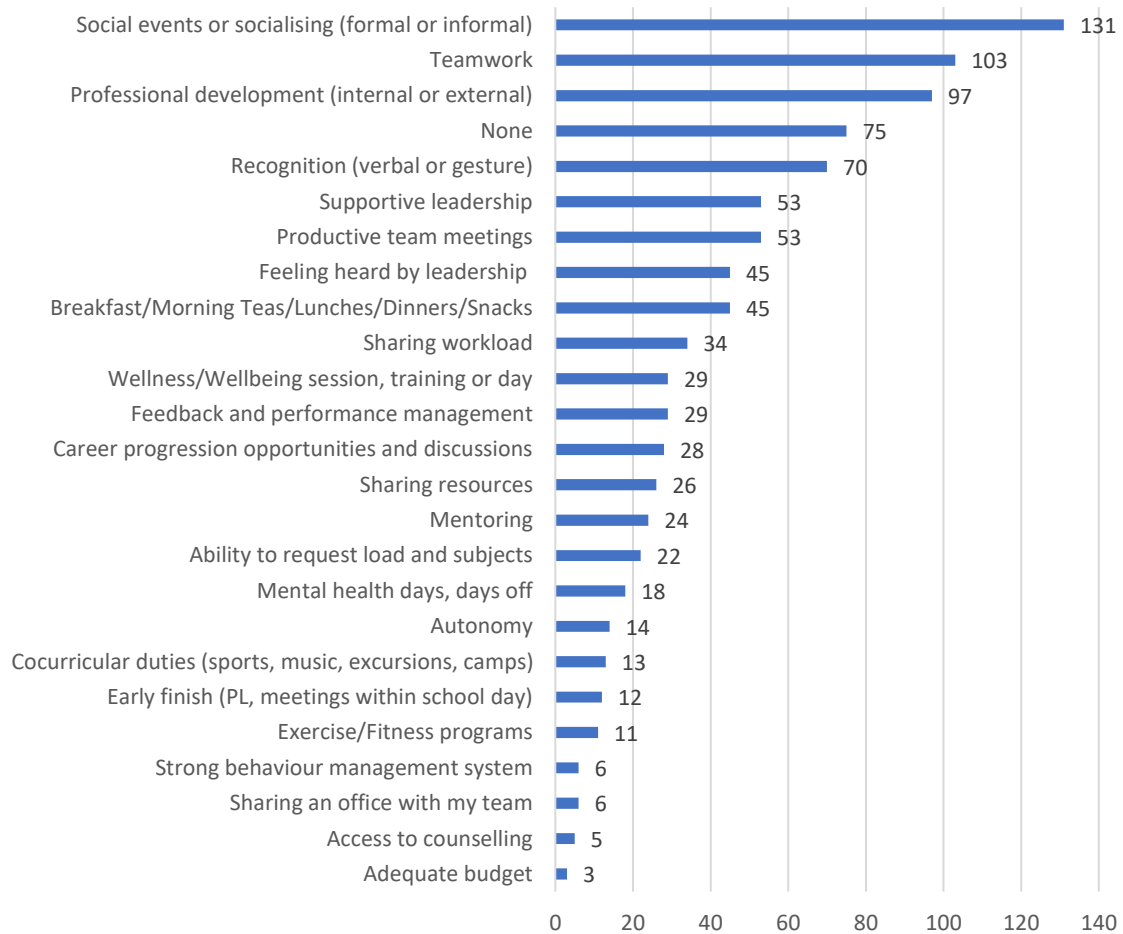
Personal-level initiatives useful in promoting wellbeing and feeling successful in the role (unprompted) (n=719)*



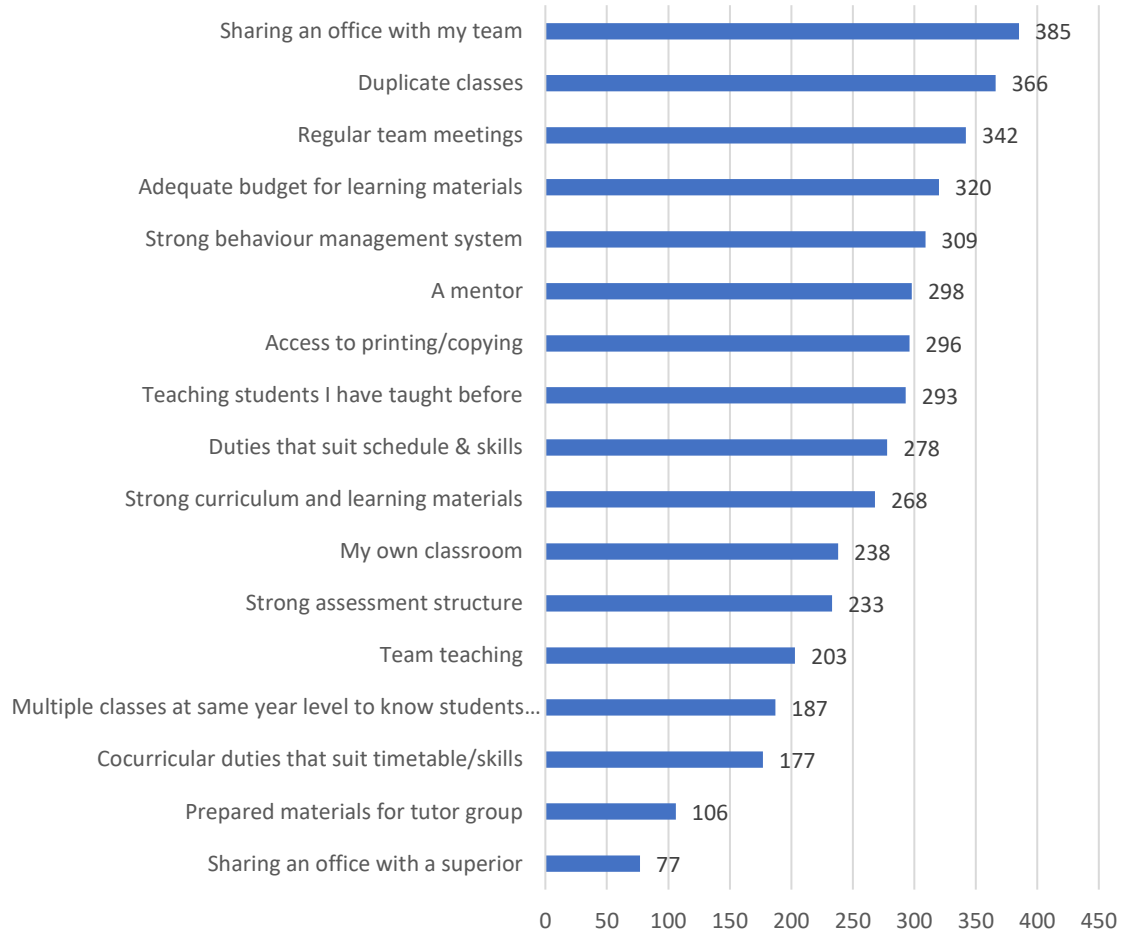
Personal-level initiatives useful in promoting wellbeing and feeling successful in the role (prompted) (n=842)



Team/Department/School-level initiatives useful in promoting wellbeing and feeling successful in the role (unprompted) (n=569)



Team/Department/School-level initiatives useful in promoting wellbeing and feeling successful in the role (prompted) (n=786)



Behaviours that might indicate a colleague is considering leaving the school and/or profession (Hypothetical)
(n=816)

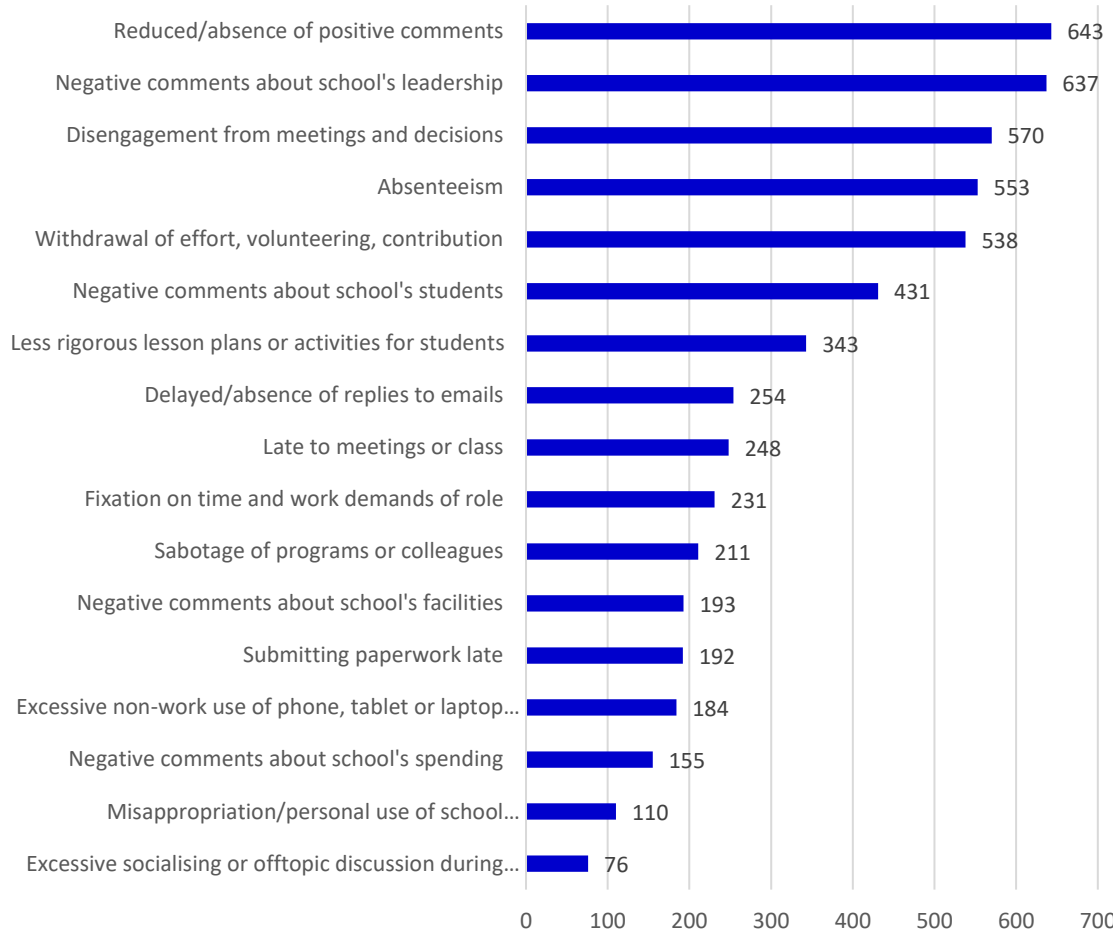
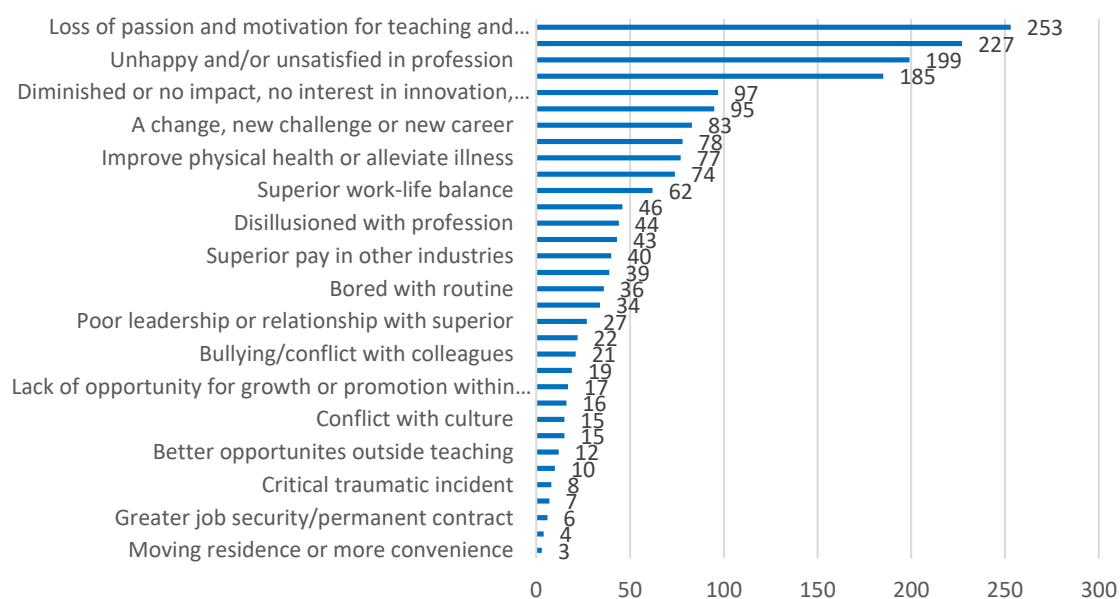


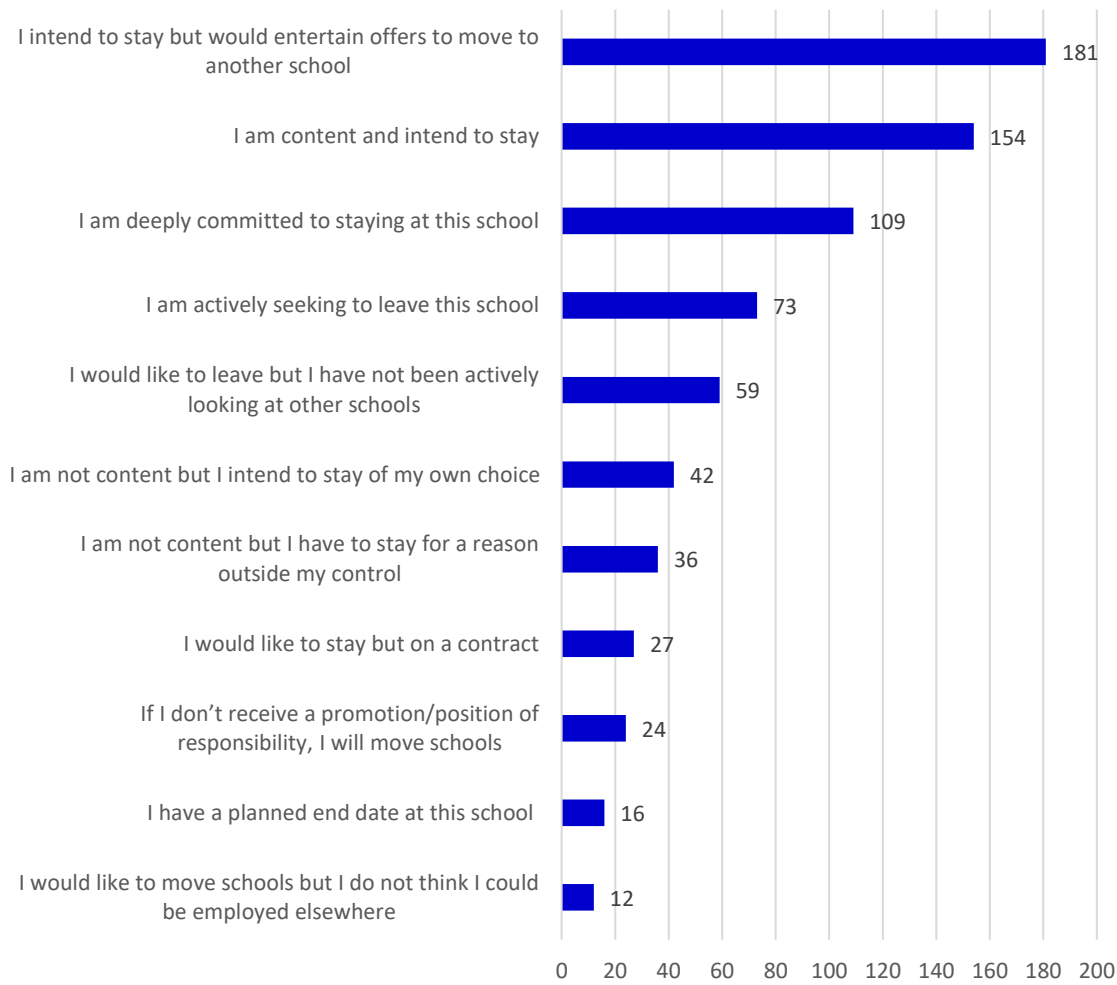
Chart Vader: Beliefs about when a teacher should move schools (unprompted) (n=833)



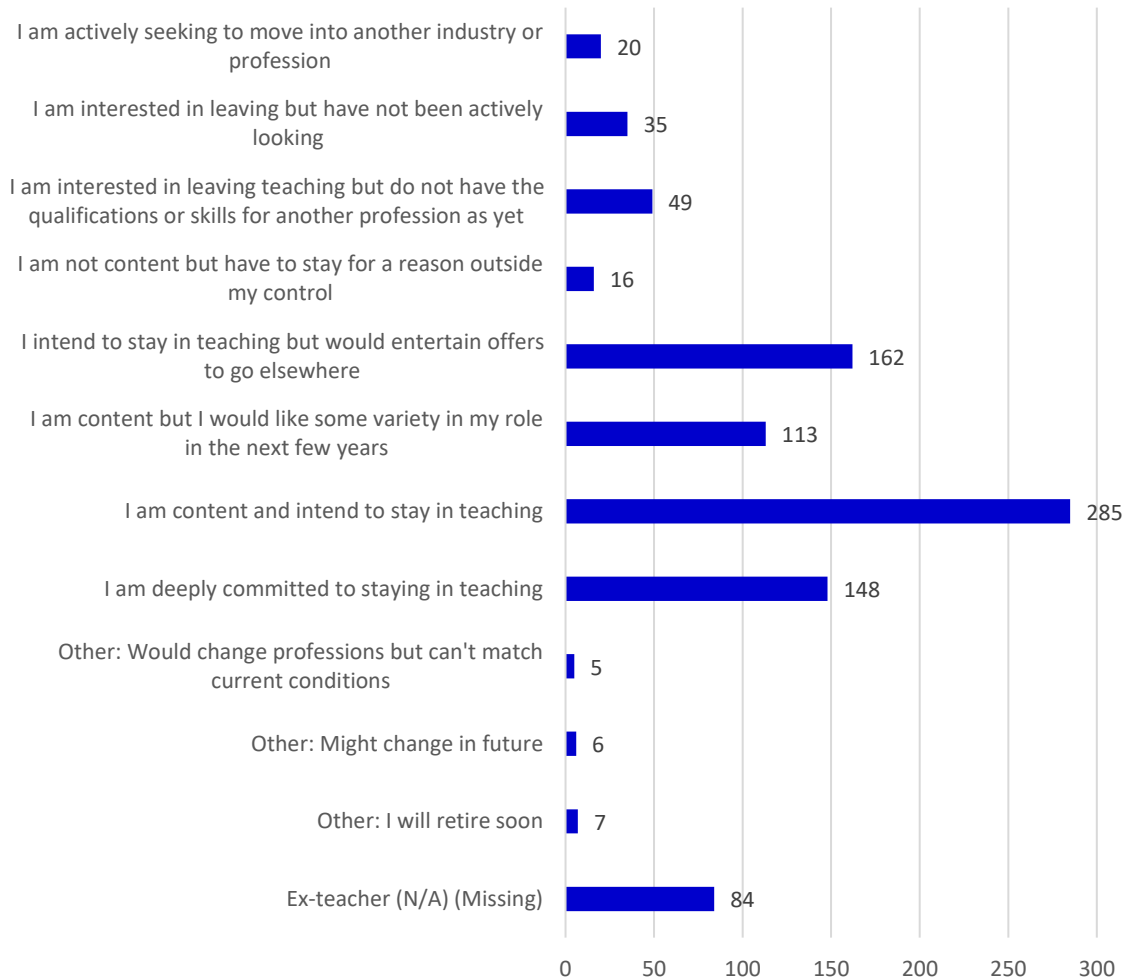
Beliefs about when a teacher should leave the profession (unprompted) (n=839)



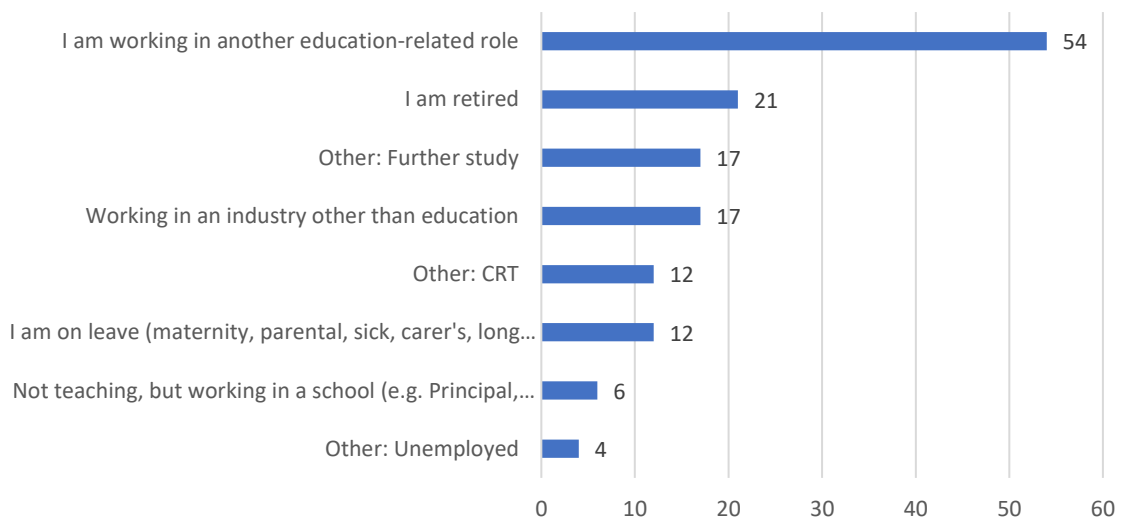
Current teacher participants' intention to stay in their current school (n=769)



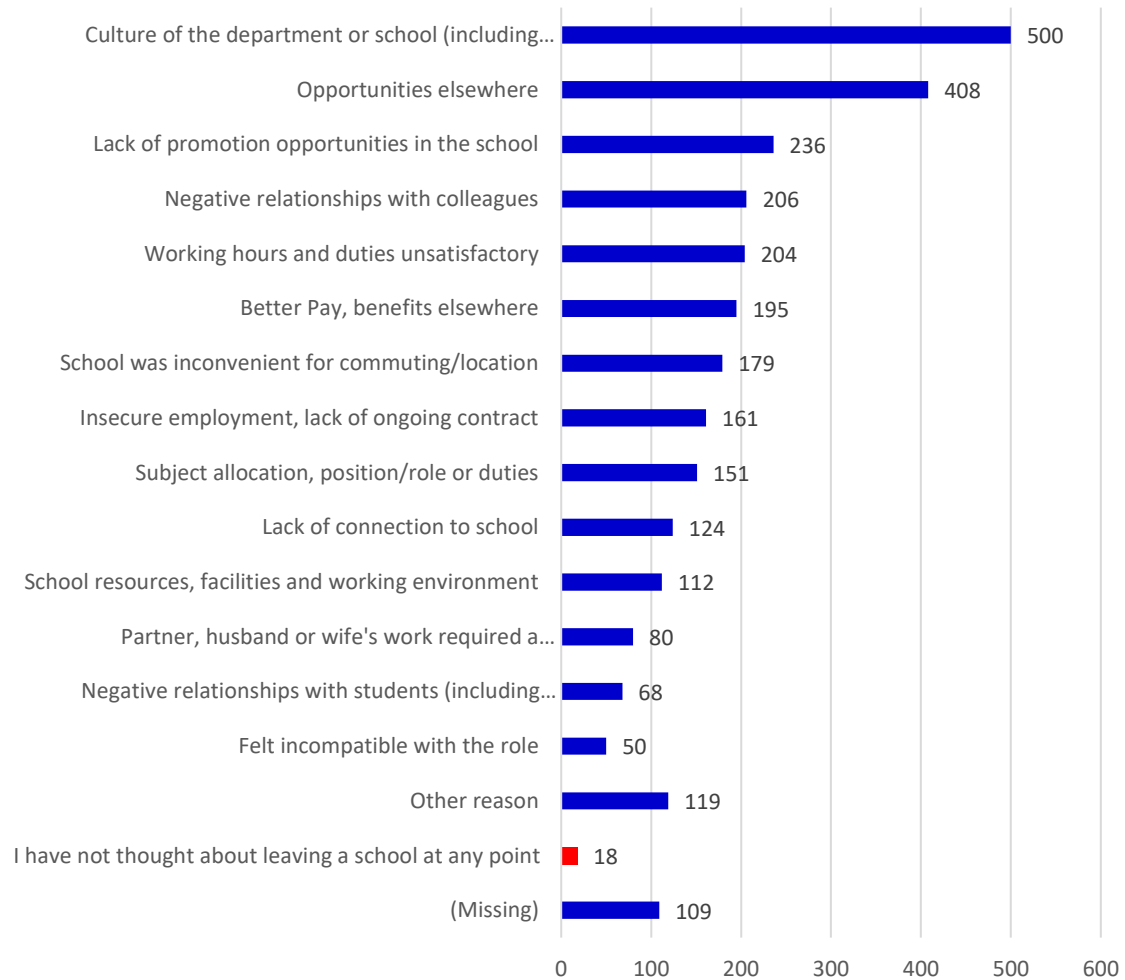
Current teacher participants' intention to stay in the teaching profession (n=762)



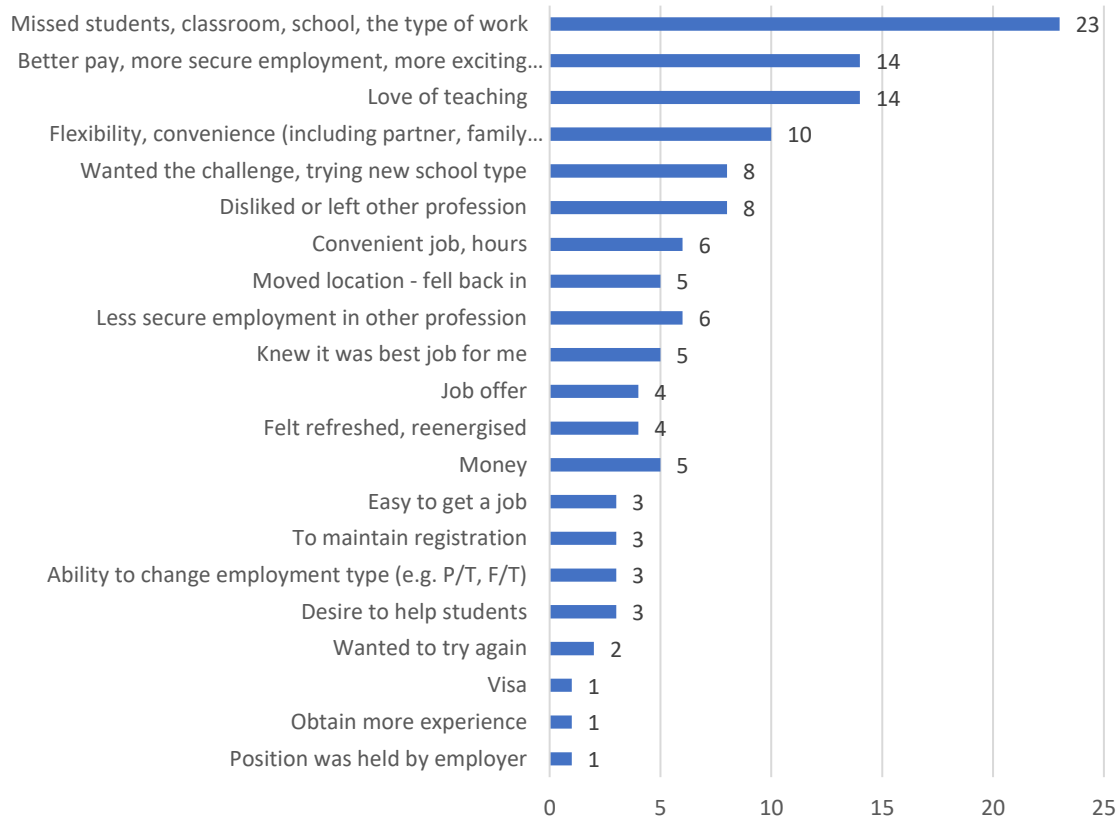
Ex-teacher participants' current working situations (n=832)



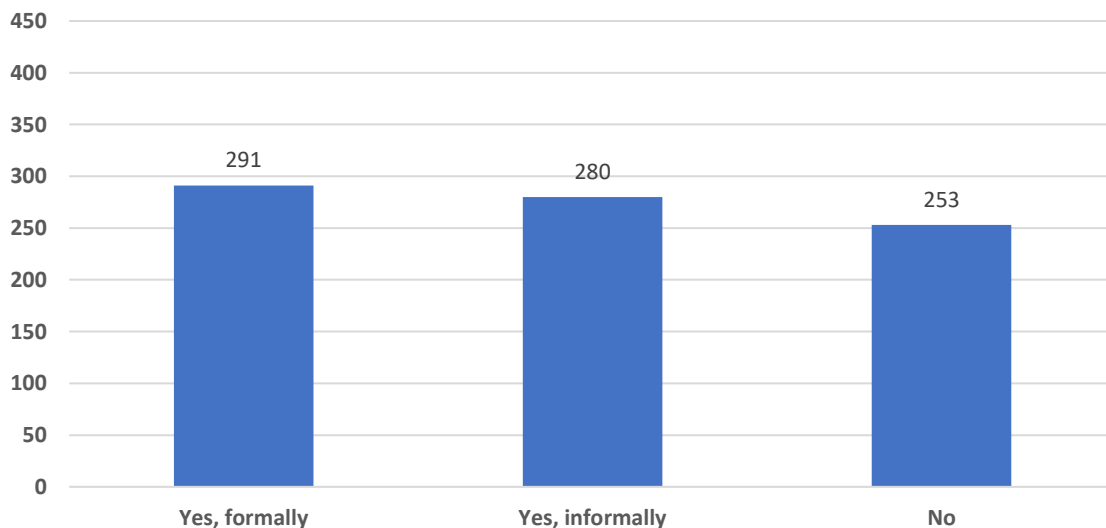
Factors influencing thoughts to leave school or actual leaving behaviour (prompted) (n=930)



Reasons for returning to teaching after time in another profession (n=86)



Opportunity to have career discussion with superior/leader in a school (n=824)



Use of exit interview on participants' indication of intention to leave a school (n=930)

