

Ключевые слова: дистанционное образование, дистанционное обучение, признаки дистанционного образования, черты дистанционного образования.

The article deals with the state of higher education in the United Kingdom of Great Britain before the introduction and application of distance education in the country. The main stages of foundation and development of the Open University of Great Britain which was and remains the flagship of distance education are covered in the article.

Key words: distance education, distance learning, criteria of distance education, features of distance education.

Пилаєва Тетяна Володимирівна - викладач кафедри іноземних мов Української державної академії залізничного транспорту; здобувач кафедри педагогіки та управління навчальними закладами Інституту педагогіки, психології та інклюзивної освіти РВНЗ «Кримський гуманітарний університет» (м. Ялта, Україна)

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THE TEACHER SHORTAGE IN SECONDARY SCHOOLS IN THE USA

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The article analyzes the problem of teacher attrition in comprehensive schools in the United States of America. On the basis of statistics, the author defines the consequences of the problem increase and gives characteristics to the ways out of the problem in order to help ensure that high school students receive a high quality education.

Keywords: teacher retention, attrition rate, teacher preparation, salaries, working conditions, teacher mentoring.

Being an educator is a very demanding profession with an overwhelming amount of pressure and responsibility. Unfortunately, many teachers simply cannot overcome the burdensome responsibilities well enough to stick with the profession for any length of time. As a result, a major problem that is attacking

the high school education system in the United States is the alarming attrition rate of teachers.

The article will present information, revealing that up to 50% of new teachers in the US quit teaching after 5 years or less, and this percentage maybe even higher in urban areas. It is difficult to comprehend why so many teachers have invested at least four years of university preparing to do something that they could not even stick with for five years.

The problem of teacher attrition in comprehensive schools in the United States takes an important place in the works of the following scientists: R. Ingersoll (2004), L. Berry (2005), W.H. Baugh (1993), J. Stone (1993), L. Darling (2004), A. Boyer (2008), B.W. Hamil (2008), and J.D. Brewer (2002). Additional scientific research work has been provided by the Texas State Board for Education Certification (2004), American Association of Colleges of Teacher Education (AACTE), The National Governors Association (2004), and the American Association of Employment in Education (AAEE).

The problem of teacher attrition is a major issue facing American education. In essence, the inability to support high quality teaching in high schools is driven not by too few teachers coming in, but by too many teachers leaving the profession. This article will discuss the problem of high teacher turnover in secondary schools in American and provide possible solutions to this problem. We will also provide research revealing the high financial costs due to teacher turnover; which in some states, the cost to recruit, hire and train new teachers exceeds \$300 million annually. The reason for this research is that high teacher turnover severely undermines our ability to build and sustain professional teaching communities in our schools. The high teacher turnover rate undermines a positive sense of community among family, teachers and students. And this is believed to be one of the most important indicators and aspects of successful schools.

The aim of the article is to define the possible solutions of the problem of teacher attrition in comprehensive schools in the United States, and to develop theoretically well-founded, experimentally approved models of education quality and to define the possible solutions of the problem of high teacher attrition; which would result in higher student accomplishments in secondary schools.

The alarming attrition rate of teachers in comprehensive schools in America is an extremely urgent problem facing education in the United States, which demands solutions in the nearest foreseeable future. Many people who

are not involved with education will argue that it is an easy profession; in actually, it's a very demanding profession with an overwhelming amount of pressure and responsibility tied to it. Unfortunately, many teachers simply cannot overcome the burdensome responsibilities to stay with the teaching profession for a significant length of time. A. Boyer and B.W. Hamil (2008), present staggering statistics in their article, saying that up to "50% of teachers in comprehensive schools quit teaching after five years or less, and that percentage is even larger in urban areas. Even more shocking is the fact that ninety percent of teachers who are hired in secondary schools are replacements for teachers who have left the profession for some reason other than retirement [3, p. 13]." To people who are involved in education, those kinds of numbers are truly frightening.

The amount of money that it takes to search for and hire new teachers year after year is taking a toll on education budgets that are already stretched to the limit. School districts send a considerable amount of money to recruit, hire and try to retain new teachers. Obviously, spending that money on textbooks, technology or other kinds of resources would be so much more beneficial than having to spend it on hiring new teachers year after year. The number one goal for educators is to provide students with a high standard of education, and the extremely high attrition rate is undermining this top priority.

Teacher retention a top Priority. In the United States of America a common perception is that there are just not enough teachers, especially good ones to go around. This common perception is true to a certain extent. The inability to support high quality teaching in high schools is driven not by too few teachers coming in, but by too many going out; in essence, many schools experience a staggering teacher turnover and attrition rate [9, p. 16-17]. Generally speaking, the turnover rate among teachers is significantly higher than for other occupations. It is pointed out that an alarming and unsustainable number of teachers are leaving teaching during their first two years of employment [8, p. 499-500]. Based on analysis of data received from the National Center for Education Statistics for the 2004-2005 school year it was estimated that almost a third of high school teachers leave teaching sometime within their first three years of teaching, and nearly half leave within five years. In many low income communities and rural areas, the rate of attrition can reach as high as 60%. As a result of high attrition rates many high schools end up with a net teaching loss each year. To put this in perspective; nationwide in 2003, our schools hired 132,000 new teachers, but schools lost

more than 187,000 teachers, which is a minus 55,000, that schools hired for that year [5, p. 57-59]. At this point L. Darling-Hammond points out that the high demand for teachers is not being driven by an undersupply of entering teachers. This can be verified with the US Department of Education, which reports the nations teacher preparation system has been responding vigorously to the increased demand for teachers. There are currently 1,354 institutions of higher education in the United States that are preparing teachers for the classroom. And the annual number of graduates with Bachelors and Master degrees is on average 230,000 [7, p. 87]. As a result of this information, we can assume that the high demand for teachers is not being driven by an undersupply of entering teachers, but by an excessive demand for teacher replacements that is being driven by the high teacher turnover rate. In the next abstract we will examine how teacher attrition affects different regions and states across the country.

Distribution Inequities across Regions and States. The American Association of Employment in Education (AAEE) reports a surplus of teachers in most fields in the Northwest, Rocky Mountains, Northeast and most Middle Atlantic States and there is a shortage of teachers in most fields in Alaska, the West and the South. W. Baugh and J. Stone note that the AAEE speculates that states that offer higher salaries in conjunction with policies that are supportive of education and teachers and states with the greatest number of teacher preparing institutions have had fewer problems hiring and keeping teachers. Teachers who have employment options want to work in high schools that pay them an adequately and support their efforts [2, p. 313]. Many states in the South have a small number of teacher education institutions and regularly produce less teachers which are needed, in addition, southern states have little infrastructure for preparing teachers and have not developed aggressive recruitment strategies, this is despite the fact that they have rapidly growing student enrollments. For example, in the year 2004, enrollments increased by more than 20% in California and Nevada, while enrollments declined in most parts of the Northwest and Midwest [13].

The Cost of Teacher Attrition. A high teacher turnover is very expensive. The costs vary by state, but a recent study in Texas revealed an annual turnover rate of nearly 16% of all teachers, and this is costing taxpayers roughly \$320 million a year. High teacher turnover also severely undermines our ability to build and sustain professional teaching communities in our schools. The high turnover rate is seriously undermining a positive sense of community among

family, teachers and students that has long held by education researchers to be one of the most important indicators and aspects of successful schools [1].

A more serious consequence is that the high turnover rate diminishes teaching quality and student achievement. Inexperienced teachers are noticeably less effective than more senior teachers. Schools with high turnover must continually pour money into recruitment efforts. Instead of using funds for needed school improvements, money is spent re-teaching the basics each year to new teachers [8].

Fixing the Problem of Teacher Turnover.

Thus, there exist four major factors as prominent influences on whether teachers leave the profession. They are: salaries; working conditions; preparation; mentoring support in the early years of teaching.

- *Salaries*, teachers are more likely to quit when they work in districts with lower wages and when their salaries are low relative to alternative wage opportunities. Wages are at least as important to teachers in their decision to quit teaching as they are to workers in other occupations [14]. Evidence suggests that the higher salaries attract better prepared and higher quality teachers. Student achievement may be associated with increases in teacher salaries as well.

- *Working conditions*. Including teaching conditions, play a substantial role in decisions to leave teaching in a particular school. Teachers who report that they plan to stay in teaching as long as they are associated with how teachers feel about administrative support resources, and teacher influence over teaching policy in their schools [4, p. 27-29].

- *Teacher Preparation*. Research suggests that better prepared teachers stay in teaching at higher rates [10]. Teachers who complete well designed four year teacher education programs stay in teaching at a much higher rate than teachers who are hired through alternative programs that offer only a few months training before recruits are placed in their own classroom [10]. Studies indicate that a lack of adequate preparation leads to discouragement and teacher burnout.

- *Beginning Teacher Mentoring*. Clear evidence exists indicating that beginning teachers who have access to intensive mentoring by senior colleagues are much less likely to leave in the early years [6, p. 23]. A number of school districts have reduced attrition rates significantly by simply providing senior mentors. These new teachers not only stay in the profession at higher rates, and they also become competent more quickly than those learning by

trial and error [11]. Mentoring strategies to improve teacher retention and enhance teaching quality help boost student achievement as well. [11].

Good teachers thrive in a supportive learning environment created by teacher and school administrators working together to improve learning. To address high attrition rates schools must ensure that the teaching preparation system meets both teaching requirements of the schools and the learning needs of the students [11]. Schools must develop and sustain professionally rewarding career paths for teachers, beginning from induction through accomplished teaching [1]. Schools need to establish and support mentoring programs for new teachers and they should develop clear and rewarding career paths to accomplished teachers. There are many reasons why the attrition rate for teachers in comprehensive schools is so high; a few examples include inadequate resources, low salary, and difficult work assignments. Mentoring, orientation, ongoing introduction programs, and real life teacher education preparation are all components of a necessary teacher support system, which will help ease the overwhelming burden placed on today's teachers. There is no denying the fact that the problem of teacher attrition will not go away overnight. It is most certainly a major issue that is facing American education. A student's education is a valuable necessity in life, and educators and school administrators, working together can help conquer this problem and provide students with an education they deserve.

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Автор данной статьи проводит анализ проблемы сокращения числа учителей в средних школах Соединенных Штатов Америки. На основе статистических данных автор дает характеристику последствиям и путям решения данной проблемы, что станет гарантией получения учениками средней школы высококачественного образования.

Ключевые слова: удержания на рабочем месте учителей, коэффициент сокращения, подготовка учителя, зарплата, условия труда, менторская подготовка учителей.

Автор даної статті проводить аналіз проблеми скорочення кількості вчителів у середніх школах Сполучених Штатів Америки. На основі статистичних даних автор надає характеристику наслідкам і шляхам вирішення даної проблеми, які стануть гарантією здобуття учнями середньої школи високоякісної освіти.

Ключові слова: утримання на робочому місці вчителів, коефіцієнт скорочення, підготовка вчителя, зарплата, умови праці, менторська підготовка вчителів.

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