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Novice Teachers of English as a Foreign Language in the Czech Republic and their Drop-Out Intentions

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Abstract:
Problems with staffing play a crucial role among factors influencing the quality of English language teaching at Czech primary and lower secondary schools. Since 1990 the shortage of teachers of English as a foreign language has been repeatedly reported by the Czech School Inspectorate. The shortage is largely caused by the reluctance of English language teacher education study programme graduates to accept teaching positions at primary and lower secondary schools. A drop-out syndrome in the early stages of the teachers' career is another factor that may contribute to the lack of teachers of English. Unfortunately, it has not been researched in the Czech Republic and it has not been systematically monitored by the state. In the research study focusing on novice teacher drop-out, conducted in 2015–2017, we deal with the process of socialisation of novice teachers in schools and with external factors that influence the socialisation and that can be seen as predictors of novice teachers' decision to stay in their current school or leave either the school or the teaching profession. The current paper presents partial findings related to drop-out intentions of novice teachers of English as a foreign language in comparison with teachers of other subjects. Our findings indicate that drop-out intentions are more frequent in teachers of English as a foreign language than for other teachers and that teachers of English evaluate their cooperation with colleagues and leadership at their schools more critically than other teachers.

Key words: teaching English as a foreign language, novice teachers, drop-out

1 Introduction

Since 1990 the Czech Republic has been facing an insufficient number of teachers of English as a foreign language, especially at the primary and lower secondary school levels. The shortage has been reported by the Czech School Inspectorate repeatedly since the 1990s (Annual Report, 2016). In the survey carried out by Ministry of Education, Youth and Sports (MEYS, 2015), school head teachers reported a lack of teachers in several fields, including English.

There are several reasons for the lack of English teachers. During the Communist regime the first foreign language taught at all levels of schools in the

Czech Republic was Russian and therefore the educational system employed only a limited number of English teachers. The change in 1990 was so abrupt that many Russian teachers started teaching English and at the same time they began to study in English language teacher education study programmes at universities. Very quickly the English language became the first foreign language at all primary schools and, at the same time, the age of onset of English instruction was getting lower. Whereas in the early 1990s foreign language instruction started in grade 5, in 1995 it was shifted to grade 4, and in 2006 the Ministry of Education declared that all primary schools must introduce English as the first foreign language as of grade 3. Many primary schools decided to follow the ministerial recommendations and to comply with parents' demand and began to offer English instruction even earlier, often in grade 1.

A logical solution to the increasing need for qualified teachers in this situation was to offer more places for students in English language teacher education study programmes, which has happened since 1990. But even if these programmes are extremely popular among applicants, and universities offer a sufficient number of places, a high percentage of graduates look for teaching positions outside primary and lower secondary schools or for lucrative jobs outside the school sector.

We assume another factor that may contribute to the lack of teachers of English in public schools is a drop-out rate in the early stages of the teachers' careers. Unfortunately, teacher drop-out has not been researched in the Czech Republic yet and it has not been systematically monitored by the state either. In the study aiming at novice teacher drop-out that we conducted in 2015–2017, we focused on the intentions of early career teachers to stay in their current schools, change schools or leave the teaching profession. We were also interested in identifying which objective determinants (external factors) of novice teachers' socialisation can function as predictors of their drop-out intentions. The results of the study were presented in Hanušová et al. (2017). The current paper presents partial findings related to drop-out intentions of novice teachers of English as a foreign language in comparison with teachers of other subjects.

2 Teacher drop-out

Drop-out of qualified teachers belongs to the challenges in educational systems in many countries. The professional group considered most vulnerable in this respect are beginning teachers (Ingersoll, 2003). Whereas a drop-out rate around 5 % is considered natural and acceptable (Helms-Lorenz, van de Grift & Maulana, 2016), higher drop-out results in lowering the quality of education and an economic loss. Since the late 1950s, a high drop-out rate among beginning teachers has been observed in English speaking countries. Current studies report drop-out in the United States ranging from 39 % to 50 % (Darling-Hammond, 2000; Ingersoll, 2001; Johnson & Birkeland, 2004; Smethem, 2007), in the United

Kingdom 35 % (Sturman, Cheramie & Cashen, 2005), in Canada 20 % (Martel, 2009), and in Australia with a range of 20–50 % (Buchanan et al., 2013). The attrition rates have gradually become a global problem, e.g. in the Netherlands where 25 % of novice teachers leave schools (CentERdata, 2013, in Helms-Lorenz, van de Grift & Maulana, 2016), or in Norway with 33 % drop-out among novice teachers (Tiplic et al., 2015). There are, however, countries with a low drop-out of novices in teaching, e.g. Japan (3 %), South Korea (3 %), Finland (7 %), and Taiwan (1.3 %) (OECD, 2005).

The above studies unfortunately do not deploy a unified conceptualisation and terminology of teacher drop-out (Ingersoll, 2001). In some studies, the distinction is not made between teachers who completely abandoned the educational sphere, and teachers who have just changed school but continue to work in education. In order to avoid this problem in this study we opted for the conceptualisation used in the reports by the National Center for Educational Statistics (NCES,, e.g. by Bobbitt et al., 1991), which differentiates between the so-called stayers - those who remain, the movers - the teachers who change the school, and the so-called leavers - those who leave the teaching profession.

Furthermore, the above studies tend to investigate teacher drop-out as a generic phenomenon, in other words, they do not always specify the research sample in terms of teacher subject specialisation (neither on lower nor higher secondary levels). Therefore, they cannot provide an answer to the question of why some areas of the curriculum suffer from a notorious lack of teachers, while others seem sufficiently staffed.

3 Foreign / English language teaching (further on ELT) subculture

The term subject subculture is linked to cultural analyses of organisations (e.g. Deal & Kennedy, 1982; Peters & Waterman, 1982). Educational research and theory (e.g. Sarason, 1982) focusing on change and reform attempts within schools from this perspective tended to view schools as monocultural places until the 1990s when the internal heterogeneity of school culture was acknowledged. School subcultures may reflect a number of variables – academic discipline, career stage, ideology, attitude towards change, etc. A number of studies focused on cultural specifics of the content-related professional groups, i.e. teachers of the same subjects (e.g. Feiman-Nemser & Floden, 1986). Siskin (1991) in her case study of an American high school found that, "teachers identified themselves as members of a professional network with strong ties outside the school; they speak as members of a community defined not by space but by subject […] they spoke distinct languages and used references in specialized ways, according to their subject specialty" (pp. 142, 143).

For the purpose of this study the subject subculture is defined in accordance with Goodson (1993, 1997). He perceives subjects as established bodies of

knowledge and social practices that are characterized by shared assumptions about 'important knowledge', 'effective teaching', or 'appropriate assessment'. The subcultures are socially constructed, usually institutionally located, and individually interpreted. They are rooted in complex traditions of organisational practices, collective experience, and, last but not least, personal biographies. Subject specific perspectives are in part also linked to the theoretical consensus emerging from a discipline and reflecting its epistemology. John (2005, p. 473) also suggested that "different kinds of personalities may be attracted to different subject matters; a process that may link personal beliefs, values and orientations to shared proclivities".

The subcultures possess different features and status that exert influence on teachers' work (Goodson, 1985; Stodolsky, 1993). Grossman and Stodolsky (1995) in their study focusing on the role of school subjects in secondary school teaching regard content as context, relying on Lave's (1988) view that distinguishes between arenas and settings. In her framework, arenas are defined as the larger institutions possessing a set of features that enable or constrain certain actions. A setting is an individually constructed representation of a specific arena. The construct of a setting provides explanation why people may experience the same arena in different ways.

Subject subcultures differ from each other in various ways. Grossman and Stodolsky (1995, p. 6) pointed out that there is divergence in terms of status and sequentiality as well as in terms of coherence and scope of the school subject which allows for different levels of teacher autonomy. As regards teachers of foreign languages, they argue that the subculture may be shaped e.g. by the fact that the subject "has a fairly rigid sequential curriculum … without having mastered the content of French I students may find it difficult to move on to the next level" (ibid., p. 6).

Research into the foreign language teaching subculture has since the 1970s adopted two main orientations. First, a number of studies used a comparative approach. For example, a British study by Hayes (1976) identified differences between foreign language and math teachers, who supported streaming or tracking, while teachers of English (as a mother tongue) favoured mixed-ability classes. These findings were later confirmed by studies by Wheelock (1992) and Gamoran and Weinstein (1995). Similarly, Ball (1981) in a study of a British secondary school found that the highest level of resistance to change (multi-ability grouping) was displayed by teachers of foreign languages and math. Other studies focused on the differences in attitudes towards academic knowledge (e.g. a survey of Israeli teachers by Yaakobi and Sharan,1985), in preferences between transmission and interpretation (Barnes & Shemilt, 1974), or in perceived levels of curricular autonomy and control (Stodolsky & Grossman, 1995).

Secondly, efforts have been invested into identification of the specifics of foreign language teaching / ELT subculture. The initial attempts resulted in detailed lists or catalogues of what a foreign language teacher should know and be able to practice (e.g. Vollmer, 1995). They were according to Freeman and Johnson (1998) based on tradition and opinion rather than on theory and research. The experience with the creation of such catalogues was also described by Bludau (2006, p. 339). The milestone in the search for the specifics of foreign language teachers was the creation and implementation of teachers' professional standards (Terhart, 2005) as it triggered deeper empirical research. The most influential studies include Dirks's biographical research (2000), the study by Caspari (2003) focusing on the professional self-concept of foreign language teachers, and Wipperfürth's study (2009) which defined three specific didactic competences of a foreign language teacher: teacher's language, multilingualism, and intercultural competence. In relation to language, the author points out that in the teaching of foreign languages the aim, content and means of teaching are identical.

Building on an older study by Hammadou and Bernhardt (1987), a complex large-scale research by Borg (2006) contributed to insight into the specifics of foreign language / ELT subculture in a substantial way. In addition to the aforementioned aspects (the nature of the subject matter, the content and the objectives), he identified the differences from teachers of other subjects in the following areas: a) work with error (incorrect production by pupils or students at certain stages of foreign language acquisition is more acceptable than in other subjects), b) target group (more adults study foreign languages in comparison with other subjects), c) FLT methodology / didactics (approaches, strategies and methods used in foreign language teaching are more diverse than it is for many other subjects), d) foreign language teachers are not usually native speakers. The latter area was intensively discussed with regard to the assessment of the professional qualities of foreign language teachers, and the issue of non-native speakers of the language was addressed in a number of studies (e.g. Medgyes, 1994).

Compared to other school subject, particular cultural, social and political aspects of teaching foreign languages exert immense influence on the professional group in charge (see Kramsch, 1997; Medgyes, 1994; Jenkins, 2007). It is obvious that a particular foreign language subculture is determined by the specific cultural context and the perception and experience of individuals in a specific educational environment, but also by the cultural and political aspects of foreign language teaching / learning. Many researchers have turned their attention to these aspects of foreign language tuition, whether in connection with the above mentioned issue of multilingualism (Wipperfurth, 2009), or in the ELT area with so called linguistic imperialism (Jenkins, 2007, Norton, 2000, etc.). The criticism of the British, American, or other English language dominance, and the promotion of English as

and Lingua Franca as a politically correct variety are social phenomena that are currently further delineating the content of teaching / learning, which has a direct impact on teachers and their professional performance. Therefore we conclude that the specificity of a foreign language teacher should be viewed as a socially constructed phenomenon that can be defined in various ways in different contexts (see also Pennycook, 2001).

4 Teacher socialisation

Lacey (1977), Zeichner and Gore (1990), Grossman and Stodolsky (1995) and others claim that subject subculture may play a strong role in the socialisation of beginning teachers. It follows that the subculture may play a role in their drop-out rate in the early years of their teaching career.

In our research we view socialisation in accordance with Zeichner and Gore (1990, p. 329), resp. with the older definition by Danzinger, as "the process whereby the individual becomes a participating member of the society of teachers", and we account for the interpretive approach to the phenomenon. Rather than concentrating on social structures (i.e. functionalist paradigm), the interpretive approach attempts to explain the dynamic socialisation process "within the realm of individual consciousness and subjectivity, within the frame of reference of the participant as opposed to the observer of action" (Burrell & Morgan, 1979, p. 28), thus acknowledging the experiences, values and ideas of a beginning teacher.

Determinants in novice teacher socialisation processes

In the analysis of the factors that play a key role in novice teachers´ professional socialisation we build on Pařízek (1994, pp. 61-67) and Beltman and her colleagues (2011) and distinguish between subjective (i.e. internal) and objective (i.e. external) determinants of socialisation processes.

While recognizing the significance of subjective (or internal) determinants that include novice teacher´s personality traits, motivation, coping strategies, commitment, professional knowledge and beliefs, value system, self-efficacy, well-being, etc. (see also Eldar et al., 2003), in our research we focused predominantly on the objective (or external) determinants as this is the area that may be addressed by the measures of educational policy.

The framework for the analysis was provided by Pollard's (1982) conceptual model, which includes three levels of social contextualisation: interactive (pupils and classrooms), institutional (the recognised morals, procedures and rituals of the teaching profession) and cultural (local social community as well as broader economic, political and cultural environment). Regarding the institutional level of socialisation, its perception by novice teachers is necessarily limited, their lived experience is usually narrowed to a particular organisation, their first school.

Therefore, organisational aspects of the institutional level such as school culture / setting, leadership, staff relationships, collegiality etc. gain importance also in our research.

As a detailed discussion of the factors within the three levels and relevant reviews of literature were published elsewhere (Hanušová et al., 2017; Píšová, 2013), here we only briefly introduce the main findings that helped us operationalise the framework for research purposes.

Interactive level of socialisation

At the interactive level of socialisation contemporary studies seem to suggest that novices' positive perceptions are connected with success of the pupils, pupil involvement and good teacher – pupil relationships (e.g. Kyriacou & Kunc, 2007). Hong et al. (2012, p. 428) pointed out that the stayers and leavers differ in their attributions: stayers consider pupils to be responsible for their own learning, leavers consider themselves responsible, which in the case of pupils' failure leads to emotional burnout and the decision to leave school. Furthermore, good working relationships with the pupils contribute to the entrants' professional well-being (Claessens et al., 2016, p. 97; Meristo & Eisenschmidt, 2014). On the other hand, novices' negative feelings, i.e. possible predictors of drop-out, are frequently associated with classroom discipline and with the heterogeneous pupil population (Kyriacou & Kunc; 2007, Hagger et al., 2011; Hong, 2012; Wolff et al., 2017, and others.). Research suggests that the pressure caused by a heterogeneous class may result in the teacher's gradual loss of motivation (Gaikhorst et al., 2017; McKay, 2016). In addition to that, there are numerous studies dealing with the influence of internal psychological constructs at the interactive level of socialisation such as teacher beliefs (Hong, 2012; McKay, 2016; Aus et al., 2017 and others), teacher expectations (Kyriacou & Kunc, 2007; Gavish & Friedman, 2011), teacher self-efficacy (Aus et al., 2017), etc.

Institutional level of socialisation

Recently, attention has shifted from teachers' interaction with pupils towards novice teachers as organisational people, members of a community of practice (Gavish & Friedman, 2011; Eldar et al., 2003). Research from the USA indicates that novices leave the profession for reasons related to the institutional level rather than to interaction with pupils (Johnson et al., 2011; Boyd et al., 2011; Ladd, 2011).

In one of the first large-scale studies Weiss (1999) proved that a key factor affecting beginning teachers' intention to stay or leave is the perceived culture of the school, including perceived support and affirmation (cf. Caspersen & Raaen, 2014; Grosemans et al., 2015). Kardos et al. (2001) pointed out that while integrated professional culture is considered optimal for novice teachers'

socialisation, veteran culture (Kardos et al., 2001), individualistic culture (Williams et al., 2001), or collision of subcultures (Farrell, 2003) are not perceived favourably by novices and, thus, represent a drop-out risk factor. However, even in schools where the culture displays desirable qualities such as mutual trust, respect, openness and commitment (Johnson et al., 2011; Boyd et al., 2011; Ladd, 2011), it is the degree of novices' "professional fit" that may play a crucial role (Pogodzinski et al., 2013b).

Johnson and Birkeland (2003) suggest that school leadership, or more precisely its perception by the teacher, is perhaps the strongest predictor of the intention to stay at school. Novices appreciate relational trust, the ability to purposefully create well-structured opportunities for collegiate cooperation at school (Fernet et al., 2016; Ladd, 2009) and "strong, open, organisationally sound leadership" (Beltman et al., 2011, p. 191).

Many studies focused on the impact of induction and mentoring programmes (Johnson & Birkeland, 2003; Eldar et al., 2003; Boyd et al., 2011, Glazerman et al., 2010, Wechsler et al., 2010 Ingersoll & Strong, 2011; Pogodzinski, 2013a; Gaikhorst et al., 2014). Though they mostly reported a positive effect of the implementation programmes, it is worth noticing that two of the most thorough studies (Glazerman et al., 2010; Helms-Lorenz et al., 2016) did not find any significant relationship between induction and novices' drop-out intentions.

Last but not least, novice teachers often suffer from work overload, they seem to be burdened by the administrative rather than educational tasks. This is an important risk factor at the institutional level of socialisation (Beltman et al., 2011; Johnson & Birkeland, 2003; Fernet et al., 2016).

Cultural level of socialisation

At the cultural level of socialisation, the specificity of subject subcultures gains importance, especially within the broader social context. The literature clearly identified the issue of financial rewards for the demands and social responsibility of teachers' work to be a key factor. For example, in the USA the salary is a statistically significant predictor of drop-out (e.g. Hahs-Vaughn & Scherff, 2008). In the Czech context there are no such data available, however, the percentage of missing teachers in general and English teachers in particular are a sufficiently serious indicator of the problem, especially in comparison with the number of graduates from initial teacher education programmes. It should be stressed that the role is played not only by the absolute salary: teacher migration in the USA is also affected by the relative salary (Imazeki, 2005) or the salary perspective (Grissom & Strunk, 2012).

Within the cultural level of socialisation, the local community has to be accounted for as well when discussing novice teacher drop-out. Research worldwide shows that a special role is played by parents. Teachers' job satisfaction

is strongly associated with smooth cooperation with parents and their respect, trust and emotional recognition (Li & Hung, 2012; Oplatka & Eizenberg, 2007; Evetts, 2006). Considering novice teachers' uncertainty and inexperience, it seems obvious that they are the 'endangered species' in the relationship with parents and a perceived lack of success may lead to their frustration (Fantilli & McDougall, 2009, p. 823). In other words, the parents can make a difference through a significant contribution to the teacher's sense of well-being (Li & Hung, 2012; Oplatka & Eizenberg, 2007), thus supporting a teacher's stay in the profession, or vice versa.

5 Research methods and sample

5.1 Research aim and research questions

The present study aimed at comparing the intentions of beginning teachers of English as a foreign language in Czech primary and lower secondary schools to stay in their current school, change schools or leave the teaching profession to the intentions of teachers in other subject areas.

We also wanted to identify the external factors that are perceived by beginning teachers of English as the main influence on their intentions, again in comparison with the results obtained in teachers of other subjects.

Our research questions were the following:

- What proportion of respondents, i.e. beginning teachers in Czech primary and lower secondary schools, plan to leave their current school or the teaching profession?
- Do beginning teachers of English as a foreign language differ from other teachers in their plans?
- Which of the external factors are perceived by beginning teachers as the reason to stay in their school, change schools or leave the teaching profession?
- Are the external factors perceived differently by beginning teachers of English as a foreign language?

5.2 Research instrument

To survey drop-out intentions of novice teachers at primary and lower secondary schools (i.e. basic schools) in the Czech Republic we developed and administered an original questionnaire.

Our questionnaire was inspired by similar instruments used in published studies (esp. Gavish & Friedman, 2011; Özturk & Yildirim, 2013; Johnson et al., 2011) After the introductory demographic questions (concerned with the respondents' gender, age, teaching specialisation, size of school and of town and the length of teaching experience in months) we structured the questions into sections corresponding with particular external factors of teacher socialisation at the interactive, institutional and cultural levels. The statements in the particular

sections were followed by 6-point Likert scales on which the respondents expressed their (dis)agreement. At the end of the questionnaire, respondents were asked about their intentions to stay in their current school, change schools or leave the teaching profession.[1]

5.3 Data collection

The data was collected online from two cohorts of teachers over two academic years: 2015/2016 and 2016/2017. We contacted all novice teachers from all basic schools in six regions in the Czech Republic (three regions for each cohort) and we sent them the link to our online questionnaire. Altogether we gained 213 filled questionnaires for the first cohort (with a return rate of 63%) and 192 for the second cohort (with a return rate of 56%). In both cohorts we contacted the teachers again at the end of the school year to see whether and how their opinions changed, which means that the data was collected twice from each cohort of teachers (both times with the same research instrument). Finally, the respondents' length of practice was checked: the questionnaires filled by teachers whose length of teaching experience during the first data collection exceeded 40 months were excluded.

5.4 Research sample

The research sample included 380 teachers at primary and lower secondary level (ISCED 1 and 2, corresponding to Czech 9-year basic school). We had 73 teachers of English as a foreign language in our sample (i.e. 19.2 %). The following tables present the descriptions of both cohorts of the sample.

Table 1: Novice teachers: first cohort

Data collection 1: N = 202 (October – December 2015)	
Gender	female 182 (90.1 %), male 20 (9.9 %)
Mean age	27. 4 (SD = 3.6; min. 22, max. 44)
Mean length of teaching experience	3.5 months (SD = 5.09; min. 0, max 30)
Teachers of English as a foreign language	43 (21 %)
Data collection 2: N = 120 (May – June 2016)	
Gender	female 110 (87.3 %), male 10 (8 %)
Mean age	28. 1 (SD = 4.2; min. 22, max. 44)
Teachers of English as a FL	32 (15.9 %)

[1] For the full version of the questionnaire and further information see Hanušová et al. (2017).

Table 2: Novice teachers: second cohort

Data collection 1: N = 178 (October – December 2016)	
Gender	female 145 (81.5 %), male 33 (18.5 %)
Mean age	27.4 (SD = 3.874; min. 21, max. 45)
Mean length of teaching experience	10.8 months (SD = 9. 7; min. 0, max 40)
Teachers of English as a Foreign Language	30 (16.9 %)
Data collection 2: N = 90 (May – June 2017)	
Gender	female 75 (83.3 %) male 15 (16.7 %)
Mean age	26. 9 (SD = 3.3; min. 21, max. 45)
Teachers of English as a Foreign Language	13 (14.5 %)

6 Results

The presentation of the results yielded by the analysis of questionnaire responses is structured in accordance with the above presented research questions.

Q1: What proportion of respondents, i.e. beginning teachers in Czech primary and lower secondary schools, plan to leave their current school or the teaching profession?

In the first data collection, 71.4 % of all the teachers in our sample were stayers. i.e. they intended to stay in their current school. There were 19.1 % movers (teachers who wanted to change schools) and 9.5 % leavers (teachers planning to leave the teaching profession). The remaining teachers did not indicate their intentions. No major changes were identified in the complete sample between the data collections 1 and 2. In the second data collection we identified 72 % stayers, 19.9 % movers, 8.1 % leavers.

Q2: Do beginning teachers of English as a foreign language differ from other teachers in their plans?

There were no significant differences between the teachers of English and the teachers of other subjects in the first data collection (Pearson chi square 0.303, p = 0.851). In the second data collection, we found differences (Pearson chi square 9.611, p = 0.008). We do not see more leavers among the English teachers, but the percentage of movers is significantly higher (standardized residual 2.4). Only 55 % of English teachers intended to stay in their current school, whereas 35 % of English teachers wanted to change schools (compared to 15 % of other teachers).

When searching for a possible explanation of the differences, we also checked whether the teachers of English differed from the other teachers in the number of schools they have already worked at. No differences were traced here.

Table 3: Frequencies*: My intentions concerning my professional career are best captured by the following statement:*

	Data collection 1				*Data collection 2*			
	English teachers	%	Others	%	English teachers	%	others	%
1 I would like to stay in my school.	46	68.7	201	72	25	55.6	109	77.3
2 I would like to continue as a teacher, but I think of changing a school.	14	20.9	52	18.6	16	35.6	21	14.8
3 I would like to leave the teaching profession.	7	10.4	26	9.3	4	8.9	11	7.8

Q3: Which of the external factors are perceived by beginning teachers as the reason to stay in their school, change schools or leave the teaching profession?

We used logistic regression models to establish the main predictors of the intention to stay in the current school. It was necessary to merge the groups of leavers and movers for the purpose of predictions as their frequencies were too low for separate analyses.

In both data collections the intention to stay is significantly predicted by the evaluation of the factors at the interactive level (pupils) and at the institutional level (summary of the evaluation of school, colleagues and leadership). The factors at the cultural level (cooperation with parents, sociocultural context) did not function as predictors, although the satisfaction at these levels was rather low. The model could successfully predict about 70 % of stayers (AUC = 0.78, max. combined sensitivity and specificity approximately 0.7). The prediction was more successful in the second data collection (AUC = 0.88, max. combined sensitivity and specificity between 0.75-0.80). In an attempt to add further factors to the baseline model we tested the effect of sociodemographic variables (age, sex), size of town and school, the order of the workplace in the professional history, type of teacher

education programme, and the total length of teaching experience. None of these increased the predictive power.

The only factor we identified as relevant for predictions was the teaching specialisation (the subjects the respondents teach). Though independently the teaching specialisations have almost no predictive value, when adding them to the model, the model successfully predicted 86% of stayers (AUC = 0.90, with a sensitivity of 0.89, the specificity is 0.81). Interestingly enough, we also obtained similar prediction values when using the evaluation of the school from data collection 1 together with teaching specialisations. Therefore, we can assume that during the year, the evaluation of the school also develops in line with the teaching specialisations and together they carry the same information.

It is obvious from our results that the intention to stay is influenced by teaching specialisation. There are fewer stayers in data collection 2 among teachers of English than among teachers without this specialisation (55 % vs. 75 %, chi square (N = 161) = 5.3, df = 1, p = 0.021). The situation among mathematics teachers is very similar and there are very few stayers among physical education teachers. On the other hand, primary teachers are more often stayers than lower secondary teachers.

Obviously, the teaching specialisation is influential especially if it allows the teacher to find another job relatively easily.

Q4: Are the external factors perceived differently by beginning teachers of English as a foreign language?

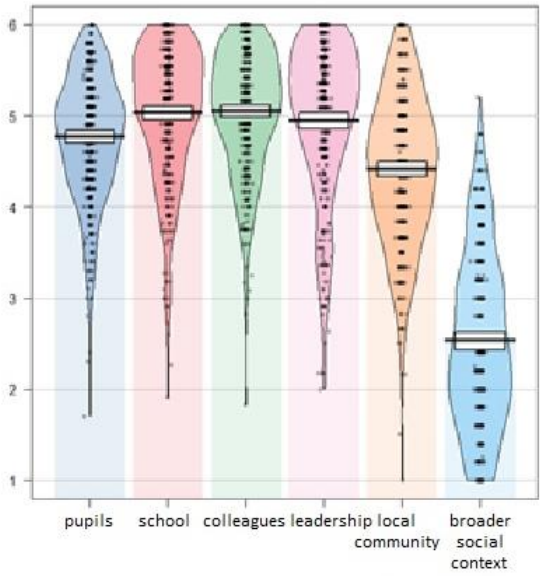
Having established that teaching specialisations increase the predictive value of the baseline model and that the teachers of English tend to change schools more often than other teachers, we decided to analyse the satisfaction at different levels of socialisation with regard to the differences between the teachers of English and teachers of other subjects.

First, we will present the results concerning the whole research sample. The violin plots in Graphs 1 and 2 present the kernel-smoothed distributions of satisfaction with the six areas of professional socialisation with means and their 95 % confidence interval. The consistency of the scales (Cronbach alpha) ranged from 0.80 to 0.93.

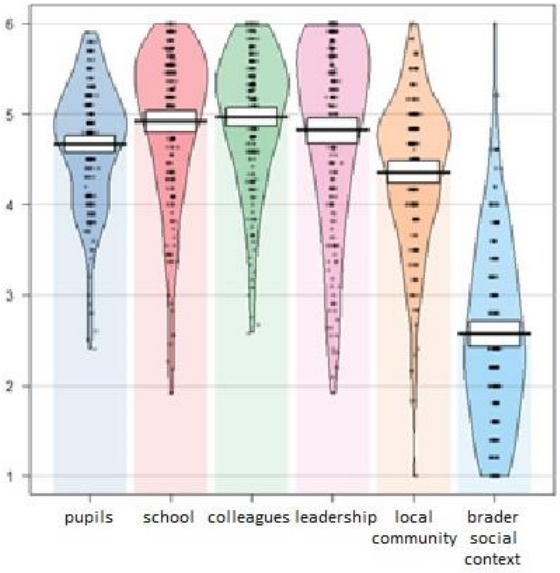
In both data collections the results are very similar, and in most areas the respondents appeared to be very satisfied. The highest level of satisfaction was achieved at the institutional level (cooperation with colleagues and leadership at school). The cooperation with pupils was also evaluated as rather positive, whereas the satisfaction with the contact with parents was somewhat lower. The level of satisfaction with the broader context (here reduced to the items of social recognition and adequate salaries) sharply contrasted with the evaluation in the other areas. It was very low and the number of the respondents who evaluated it

highly was extremely small (as illustrated by the upper end of the last violin, which is very thin).

Graph 1: Evaluation of areas of professional socialisation in Data collection 1



Graph 2: Evaluation of areas of professional socialisation in Data collection 2



The sufficient number of English teachers in the sample (n = 73) made it possible to compare their answers with those of the other teachers. We first compared the differences in the evaluation of the scales representing particular levels of novice teacher socialisation and then we also examined the differences in particular statements.

In the first data collection, the satisfaction of the English teachers did not differ significantly from those of the teachers of other subjects at the interactive level of socialisation (pupils) and in the interaction with parents and the school community. We identified significant differences in the evaluation of the cooperation with colleagues (English teachers perceived the cooperation with colleagues as more problematic than other teachers, $p < 0.05$) and in the evaluation of broader context ($p < 0.01$, English teachers' opinions were more critical of the broader context, see Table 4).

Table 4: Differences in the evaluations: English teachers

Data collection		Pupils	School	Colleagues	Leadership	Local community	Broader social context
1	Mann-Whitney U	9419	10237,5	***8074***	8295,5	8634,5	**7583**
	Asymp. Sig. (2-tailed)	0,221	0,982	***0,015***	0,059	0,255	**0,007**
2	Mann-Whitney U	3521	3286,5	**2675**	**2408**	3017,5	2870,5
	Asymp. Sig. (2-tailed)	0,242	0,216	**0,005**	**0,003**	0,5	0,154

In the second data collection the differences in the evaluation of the cooperation with colleagues became even more pronounced ($p < 0.01$). The difference in the evaluation of the broader context disappeared (probably as also the teachers of other subjects became less satisfied with it in the second data collection). A new significant difference appeared: English teachers were much less satisfied with the cooperation with the leadership than other teachers ($p < 0.01$, see Table 4).

From the above-mentioned differences at the level of scales we assumed that the teachers of English are for some reason more sensitive to the problems arising at the institutional level of their socialisation. A closer look at particular questionnaire items revealed what exactly made the teachers of English less satisfied at their workplace.

The most remarkable differences were identified for the following statements representing the institutional level of socialisation, where the significant differences appeared in both data collections:

When I talk about professional matters, my colleagues listen to me ($p < 0.01$in both data collections).

If I'm interested, I can ask my colleagues for feedback on my work ($p < 0.05$ in the first data collection, $p < 0.01$ in the second data collection).

School leadership clearly formulates the requirements for a high-quality professional performance they expect from teachers ($p < 0.01$ in both data collections).

School leadership continuously monitors the compliance with these requirements ($p < 0.01$ in both data collections).

School leadership provides teachers with constructive feedback ($p < 0.05$ in the first data collection, $p < 0.01$ in the second data collection).

At the other levels, only one item was identified as significant in both data collections:

The salary of a teacher corresponds to the intensity of the activities performed and the workload ($p < 0.05$ in the first data collection, $p < 0.01$ in the second data collection).

Other differences between English teachers and other teachers were less prominent, as they were identified only in one of the data collections. The most significant ($p < 0,01$) one was observed in the response to the following item:

The prestige of the teaching profession is high in the public eye. (differences only in the first data collection)

The remaining statements became highly significantly different in the second data collection where the English teachers became more disappointed with more aspects at the institutional level:

At school I will always find a colleague whom I can ask for help.
Teachers' co-operation is a matter of course at our school.
I meet my colleagues informally outside school (birthday parties, etc.).
School leadership can get teachers to achieve the goals they set.
There is an effective induction programme for beginning teachers at my school.

In all of the above-mentioned items, the answers of the teachers of English expressed a lower level of satisfaction compared to other teachers.

7 Discussion

Our results support the claim that subject subculture influences the process of socialisation of beginning teachers (cf. Zeichner and Gore, 1990; Grossman & Stodolsky, 1995). The teachers of English as a foreign language in our sample differed from the teachers of other subjects in several ways. First, the percentage of English teachers who expressed their intention to stay at their school was lower than the percentage of other teachers. The difference was highly significant during the second data collection when we saw more movers among the English teachers. Movers, i.e. teachers who want to change schools but do not want to leave the teaching profession, may be motivated teachers who feel they cannot thrive in their current school but still consider staying in the profession and look for better conditions elsewhere.

English language teaching subculture in the Czech Republic is very specific from the point of view of opportunities of finding more prosperous jobs outside the educational sector. The fact that many graduates of English language teacher education study programmes do not start working as teachers and accept other job offers contributes to the shortage of English teachers at Czech basic schools. Consequently, for English teachers, changing schools is often easily done.

Having identified a relatively low percentage of stayers among our respondents, we were interested in the predictors of staying. As far as the overall results, i.e. for teachers of all specialisations, are concerned, they showed the key importance of the institutional level of professional socialisation of novice teachers. The institutional level involving school, colleagues and leadership was a consistent scale in our survey, although we originally created three separate scales for its individual components in the questionnaire. The satisfaction of beginning teachers with the culture and the environment of the school, colleagues and school leadership was generally very high and the common positive assessment of these areas was the most reliable predictor of the intention to remain in school (cf. Cherubini, 2009). Whereas the stayers in our sample expressed the highest level of satisfaction with the area of school, the evaluation by movers was the most negative one. Therefore, we assume the lack of satisfaction with a school can lead to a change of schools, even if not necessarily to leaving the teaching profession.

The predictive power of our baseline model was increased by adding teaching specialisations, which supports the claim that although all the teachers at a school share the same arena (possessing a set of features that enable or constrain certain actions), their individually constructed representation of the arena, described by Lave (1988) as setting, can be different. Setting, according to Lave (1988, p.151), is constituted dialectically in relation to activity. The fact, that for an individual

teacher it is „a repeatedly experienced, personally ordered and edited version of arena" (ibid.), may explain the differences in subject subcultures as their members share core curricular activities and further duties.

When analyzing the factors that contributed to the higher representation of movers among the English teachers in our sample during the second data collection, we identified differences in the satisfaction of English teachers at the institutional level. Already in the first data collection the English teachers perceived their cooperation with colleagues as significantly less positive than other teachers. This was confirmed during the second data collection and, moreover, the English teachers became more critical of the school leadership. For some reason, they came to their schools with higher expectations that were often unmet, during the beginning of the school year at more proximal level (everyday contacts with colleagues) and later also at the more distal one (perception of the school leadership).

The teachers of English also expected an effective induction programme at their school. Effective mentoring and induction programmes implemented in school were reported only by less than 10% of our respondents. They were missed especially by leavers. During the first data collection the perceptions of induction programmes were not different in English teachers but during the second data collection the difference between English teachers and other teachers was highly significant. It may be caused by the fact that the programme was originally offered but the implementation was disappointing in the end.

During the first data collection, differences between the teachers of English and other teachers existed also at the cultural level, where the English teachers were generally less satisfied that other teachers, especially as concerns salaries, influence of educational policy on teachers' work and the prestige of the teaching profession in the public eye. However, these differences were not noticeable during the second data collection when the evaluation of the factors at the cultural level by the teachers of other subjects became less positive.

Interestingly enough, the English teachers in our sample did not differ from other teachers in their perceptions of the interactive level, i.e. cooperation with pupils in the classroom. Our findings indicate that novice teachers in Czech basic schools are generally very satisfied with their cooperation with pupils. More than 90 % of our respondents (including the teachers of English) perceived their relationships with their pupils positively, felt good in the classroom and believed that pupils felt good as well, that pupils perceived them as good teachers and recognized their authority. Of course, the stayers in our sample were more positive in their perceptions than movers and leavers.

Every research is subject to certain limitations. Apart from the lower number of respondents in data collection 2 (including a limited number of teachers of English as a foreign language) we see the main limit of our study in the fact that

our research only identified the subjective perceptions of external factors of socialisation by beginning teachers themselves. On the other hand, novice teachers' subjective perceptions are crucial for their professional future, as according to them the decision, whether to stay or leave, is made. Last but not least, we were unable to determine whether those who intended to leave school really did it in the end.

Unfortunately, we were not able to compare the results of our study with similar studies either in the Czech Republic or internationally, as we have not found a single study aiming at the differences between teachers of English as a foreign language and other teachers with regard to drop-out intentions.

8 Conclusions

Our results indicate that the Czech Republic will probably rank among the countries with rather high drop-out rate of beginning teachers. As for the teachers of English as a foreign language, they seem to be more prone to drop-out than teachers of other subjects (apart from the teachers of mathematics and physical education who intend to stay in the current school even less than the teachers of English).

There is no doubt that the low prestige of the teaching profession and low salaries contribute to the teachers' intentions to change schools or leave the teaching profession. The stayers, leavers and movers did not differ much in their evaluation of the broader context, though. They were most probably aware of all the problems (esp. low prestige of the teaching profession and low salaries) when deciding about their studies and later when accepting the teaching positions at schools. Therefore, when they started teaching, these factors did not surprise them.

What distinguishes the stayers from the movers and leavers is the satisfaction with the pupils and especially the satisfaction with the school environment, including the cooperation with colleagues and the school leadership. The factors at the interactive and institutional level have been identified as the strongest predictors of the willingness to stay. The teachers of English as a foreign language seem to be even more sensitive to the factors at the institutional level than the teachers of other subjects. They are less satisfied with cooperation with colleagues and with the increasing length of their teaching practice as well as with the school leadership. They are willing to stay in schools with good collegial climate and inspirational leadership, provided that they are offered an effective induction programme. The reasons can be seen both in their higher expectations and in the opportunities available for employment elsewhere (at different schools, at language schools, but also outside the educational sector). A vicious circle involving shortage of English teachers that enables easier change of schools is

making English teachers in the Czech Republic an endangered species, regardless of the fact that universities educate large numbers of English teachers every year.

The question is what measures can be adopted for the prevention of drop-out in beginning teachers of English as a foreign language. It is obvious that as teacher educators we should aim at providing high-quality pre-service teacher education in close cooperation with schools. However, our results clearly point at the institutional level as a key to successful retention of novice teachers, which is even more prominent in teachers of English as a foreign language. To improve the factors at the institutional level, the support of beginning teachers (induction and mentoring, care for professional development) should not be left at the discretion of particular school headmasters and should be intensified and systematised by the state.

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