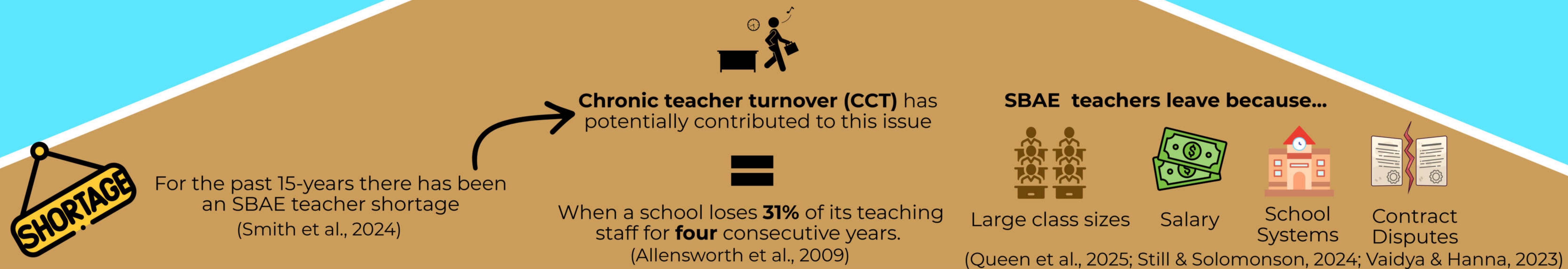


A Hermeneutic Phenomenological Study of Structural Capital's Impact on Chronic Teacher Turnover in Texas SBAE Programs

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INTRODUCTION

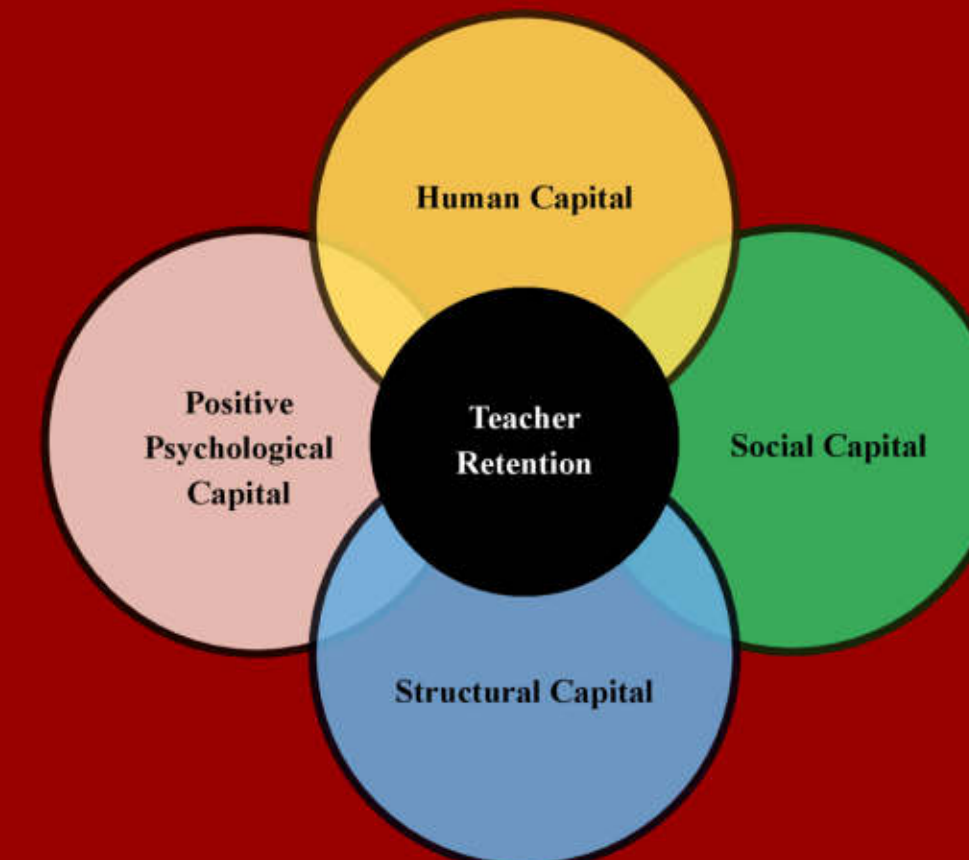


Research Question



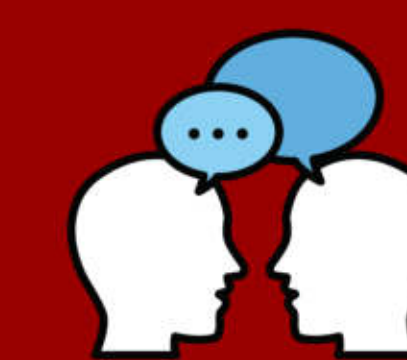
How do SBAE teachers describe and interpret **challenges related to structural and organizational practices and policies** they experienced prior to leaving SBAE programs with chronic turnover?

Theoretical Framework



Four-Capital Model for Teacher Retention & Recruitment (Mason & Matas, 2015)

Methods



Hermeneutic Phenomenology (Van Manen, 2016)

Inductive Thematic Approach (Saldaña, 2013)



7 Participants = Individuals who left a school with CCT

Perceived Limitations

Limited
3/7 Participants

"large class sizes make it almost unbearable to an unmanageable..."

Participant 5

Not Limited
6/7 Participants

"in the sense of like the class sizes and class numbers were very manageable."

Participant 3

Conclusions

1 Each participant had a **different experience** with structural capital (Carnoy, 1995)

2 Campuses with CCT are **not meeting** the requirements for structural capital. (Mason & Matas, 2015)

3 **Large class sizes, unsupportive administration, and limiting school policies** are implied as reasons SBAE teachers leave. (Queen et al., 2025; Still & Solomonson, 2024; Vaidya & Hanna, 2023)

4 Results implied that if poor structural capital remains, these campuses **will continue to struggle** with CCT.

Abstract & References



Perceived Barriers

Administration
5/7 Participants

"I really wish they would listen to their teachers."

Participant 2

Resources
3/7 Participants

"planning time... I didn't really get a lot of time to help with that"

Participant 4

Perceived Impacts

Harmful
5/7 Participants

"Incredibly taxing... just a real pain"

Participant 1



Helpful
3/7 Participants

"We got bonuses for the kids obtaining certifications."

Participant 6

Non-Existent
2/7 Participants

"We had so many other things to focus on"

Participant 4

Recommendations

- Administrators **reevaluating policies or practices** to create a more structured and organized campus for teachers
- Controlling class sizes** to fit teacher classroom capabilities or building a supportive relationship with SBAE teachers
- Implementing policies and practices** that support teachers
- Evaluating structural capital** at campuses with high SBAE teacher retention
- Completing a comparative study** of administrator perceptions of structural capital on campuses with high and low SBAE teacher retention