

# Review of: "A Systematic Review of Factors Associated with Special Education Teacher Recruitment"

Beatriz Cabellos<sup>1</sup>

<sup>1</sup> Universidad Autónoma de Madrid

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The article highlights the lack of special education teachers and the little training they often have. This fact leads the authors to raise the need to identify which variables predict a greater predisposition in the population to teach in special education. To do this, they carry out a systematic review of the literature on this topic. After applying the relevant exclusion criteria, the total sample of articles included in the review was 25. Of these articles, 10 studies presented a qualitative methodology, 6 studies were quantitative and 9 were characterized by the description of recruitment programs and the results they achieved.

In these studies, some demographic variables (race and ethnicity, gender, and disability status of the participants) were considered. Likewise, it also was included the specific teacher preparation program. It also took into account what factors specifically could be related to the decision to teach in special education. For this, the following variables were considered: Financial support, the flexibility of studies, experiences with disability and teaching, targeted recruitment, the achieving an impact on education, and knowledge of teacher shortage.

Finally, it was obtained that the variables that most predicted the intention to pursue a special education career were financial support and having past experience related to working with the disability.

Although the work presents a relevant theme that must be studied, the work has some limitations that must be taken into account: The reviewed study shows a very diverse sample of professionals and future professionals: (paraprofessionals (n = 5), preservice teachers (n = 7), undergraduate students (n = 7), graduate students (n = 4), career switchers (n = 1), special education teachers (n = 6). However, these participants may have different motivations concerning deciding to work in special education. This fact should be considered in future work.

Likewise, although this study referred to demographic variables such as race or gender, it is not clear the effect of such variables, which should be contemplated in future works.

In addition, the authors themselves emphasize that the articles reviewed did not present randomized controlled trials in the reviews of quantitative studies. Besides, they are also aware of the small sample with which they finally worked. This fact hinders the identification of causal relationships between factors and strategies and their ability to recruit teachers.

Finally, it should be noted that the barriers that the authors of this study highlight are generally external to teachers. However, how participants' conceptions about educational inclusion affect the decision to become special education teachers has not been considered. This fact is particularly relevant because it would imply that the programs aimed at teacher recruitment are specifically aimed at the reconstruction of the most implicit conceptions of the population about this area (López, Echeita & Martín, 2017).