

Editorial

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Dear Teacher Educators, Educational Scientists, and Educationalists,

A total of five articles have been published in the third issue of the *Journal of Teacher Education and Educators* in December, 2018.

The first article titled “*Northern Rural and Indigenous Teachers’ Experiences and Perceptions of Rural Teaching and Teacher Education*” by Shelley Stagg Peterson, Lauren McIntyre and Denise Heppner aims to summarize themes of rural teaching and rural students’ experiences of initial teacher education programs. The participants were 25 Canadian northern rural and Indigenous teachers and early childhood educators. The data were gathered through five focus group interviews. Inductive analyses were used to analyze the data and themes related to living and teaching in northern rural communities were identified. A strong sense of togetherness and support, coupled with inconsistent/limited access to material and human resources, were highlighted in participants’ experiences as teachers and as members of their indigenous and rural communities. Additionally, participants talked about the expectation that their role extended beyond the classroom to reciprocate with support for their community.

In the article titled “*Family Socio-economic Status Effect on Students’ Academic Achievement at College of Education and Behavioral Sciences, Haramaya University, Eastern Ethiopia*”, Gemechu Abera Gobenal aimed to investigate the effect of family socio-economic status on students’ academic achievement. The study was designed in the descriptive survey research method. The target population was students from the College of Education and Behavioral Sciences. The stratified random sampling method was used and 172 students were taken from the target population. The results showed that family income did not contribute to students’ academic achievement. Moreover, there was a statistically significant negative relationship between sex and students’ academic achievement. Another finding of the study was that family education level contributed 40.96% to students’ academic achievement whereas 59.04% were unexplained variables that contributed to students’ academic achievement.

In the third article titled “*Job Demands Appraisals, Classroom Climate, and Team Support Predict Changes in Emotional Exhaustion Among Teachers After Two Years: A Sequential Mediation Model*”, Manuela Keller-Schneider aims to investigate job appraisals and social resource as predictors of emotional exhaustion during a long-

term evaluation over two years. Job demands appraisals, classroom climate, and prior exhaustion levels were assessed at baseline in 461 teachers, whereas team support and concurrent emotional exhaustion were measured two years later at follow-up, with 212 teachers having complete longitudinal data. Data were gathered via a questionnaire. A sequential mediation model was specified to examine a putative mediation mechanism, reflecting a path from job demands appraisal via classroom climate and teacher team support to predict emotional exhaustion, while controlling for emotional exhaustion levels at baseline. Indirect effects from job demands appraisals on emotional exhaustion involved classroom climate and teacher team support as mediating variables. Findings support the sequential mediation for positive classroom climate and team support as antecedents of less emotional exhaustion when job demands appraisals are favorably challenging.

“The Motivations of U.S. Preservice Teaching Graduates Returning to Teach” by Sherie Williams and Anna Abramenska aims to examine the motivations of two U.S. students who sought employment at the site of their overseas preservice teaching location in Spain for their first professional teaching placement. The research design of the study is case study, and the data were gathered through interviews. The participants were two female teachers living and working in Northern Spain. The findings revealed that there are two major reasons for new teachers to return, which are relationship and language. Both participants talked about the benefits of establishing strong relationships while studying/teaching abroad, and they highlighted the importance of language acquisition.

The last article with the title of *“Occupational Incentives and Teacher Retention in Private Secondary Schools in Akwa Ibom State, Nigeria”* by Bolapejum Agboola and Diana Emmanuel Offong examines relationship between occupational incentives and teacher retention in private secondary schools in Akwa Ibom State, Nigeria. The research design of the study was ex-post facto. The multi-stage sampling method was used, and 784 teachers were selected as sample of the study. The data collection tools were “Occupational Incentives Questionnaire (OIQ) and Teacher Retention Questionnaire (TRQ)”. Pearson correlation statistic was used to analyze the data and test the hypotheses, while internal consistency was determined using Cronbach Alpha coefficient which gave reliability of 0.83 and 0.93 respectively. The findings revealed that significant relationship existed between job security, remuneration, promotion, welfare and teacher retention in private secondary schools.

In the hope of reuniting with you in the following issues of the Journal of Teacher Education and Educators...