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**FACTORS PREDICTING TEACHER SATISFACTION AND RETENTION IN
THE HAMPTON CITY SCHOOLS TEACHER INDUCTION PROGRAM**

By

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A Dissertation Submitted to the Faculty of
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ABSTRACT

FACTORS PREDICTING TEACHER SATISFACTION AND RETENTION IN THE HAMPTON CITY SCHOOLS TEACHER INDUCTION PROGRAM

Gale A. Lee
Old Dominion University, 2005
Director: Dr. Linda Bol

This descriptive and correlational study used a mixed methodology of both quantitative and qualitative data collection strategies to identify factors that predict new teacher satisfaction and retention in the Hampton City Schools' teacher induction program. In the first phase of the study, a researcher-developed questionnaire was mailed to 657 Hampton City Schools' elementary, middle, and high school teachers with 0-5 years of experience and was returned by 40 percent (n=226) of the sample. The first phase of the study utilized a 31-item teacher questionnaire. The first section of this questionnaire requested demographic information, which helped to categorize teachers into 3 groups. Group one consisted of teachers with less than one year, group two consisted of teachers who had been teaching 1-3 years, and the last group consisted of teachers who had been teaching up to 5 years. The next section of the questionnaire gathered information related to the independent variables of mentoring, principal support, professional development and collaboration and the two dependent variables of job satisfaction and retention. In the second phase of the study, 9 teacher participants and 9 of their principals participated in separate qualitative interviews.

Quantitative and qualitative results revealed that principal support was significant in predicting job satisfaction and retention in teachers. The analyses also revealed that professional development and collaboration were also significant predictors of job

satisfaction but not teacher retention. Differences by years of experience did not exist among variables. When other differences by demographic characteristics were explored, another significant predictor of job satisfaction and teacher retention was school type. A comparison by grade level revealed that elementary school teachers were significantly more satisfied with their job than middle school or high school teachers. Qualitative analyses further revealed that teachers perceived professional development and collaboration, and principal support to be important contributors to their job satisfaction and intentions to remain in the teaching profession. Strong instructional leadership and professional development offered by system instructional leaders were factors that principals perceived as essential to teachers' job satisfaction and retention. Although teachers and principals both saw professional development and collaboration as significant predictors, further research may be needed to determine which type of professional development and collaboration opportunities may influence teachers' impact on instructional quality.

Committee Members:

Dr. Patricia Johnson
Dr. Dean Cristol

Mr. Jessie Lee, Jr. and Mrs. Eddye Jean July Lee, my mother and father, thank you for teaching me to “Act as though it were impossible to fail.”

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CHAPTER I

INTRODUCTION

Since 1983 when the influential report “A Nation at Risk” was issued, the United States has been focused on educational reform (The National Commission on Excellence in Education, 1983). Policy makers, superintendents, and school boards alike have increasingly emphasized teacher induction as a critical part of the educational reform initiative. The focus on induction reflects the challenge created by the need to simultaneously address the issues of both the quantity and quality of the teacher workforce (Stanford Research Institute [SRI] International, 2000).

Little (1987) addressed this reform issue by recommending that systematic assistance be given to new teachers. Systematic assistance for probationary teachers could build capacity and decrease the exodus of teachers from systems that badly need them. Losing a well-educated and talented teacher in the first year of teaching is a tragic loss. Losing a talented teacher because of inadequate support and guidance during the early years is a catastrophic loss that can be avoided (Virginia Department of Education [VDOE], 2000).

The costs associated with recruiting, training, and retaining new teachers are high. Policy makers and individuals associated with teacher training and hiring have come to realize that the most cost effective method of ensuring a supply of well-qualified teachers is to reduce the exodus.

Teacher Supply And Demand

Each year over 150,000 new public school teachers are hired (Hussar, 1999). The reasons for hiring new teachers range from filling new positions in growing school

districts to replacing teachers who retire, transfer with spouses, or leave the profession to pursue other employment. Many schools and school districts have faced the prospect of a wave of retirements as the large numbers of teachers hired during the baby boom enrollment years approach retirement age (Hussar, 1999). As experienced baby-boomer teachers across the nation retire, they are likely to be replaced by young and inexperienced teachers, whose attrition rates are higher than those of mid-career teachers (Archer, 1999; Grissmer & Kirby, 1997).

Looming concerns of a national teacher shortage have also been highlighted locally in cities around the state of Virginia. *The Virginian-Pilot* reported that recruiting teachers during a shortage has become a year-round effort for most South Hampton Roads' school systems (2001). It also reported that within the next five years one out of every six South Hampton Roads' teachers will become eligible to retire. This equates to approximately 12,000 full-time schoolteachers. Mirroring the national trends, the pool of applicants for science and technology will be impacted the most (White, 2001). Teachers all over the nation are leaving the profession. Similarly, on the Peninsula, it has been reported that by 2007, divisions could lose more than 200 teachers to retirement (Centolanza, 2002).

Adding to the local concern, the National Center for Education Statistics (2001) predicted that approximately 2.12 million teachers will be needed by 2008. Although many factors are contributing to the shortage -- increased birth and immigration rates, an aging teacher force, reduced class size -- the most troubling factor is that novice teachers never enter the classroom and veteran teachers are leaving the profession. Nationally, 9.3% of public school teachers leave before they complete their first year and nearly 30%

leave the profession within five years of entry. Rural and high poverty districts experience even higher rates of attrition. Often the first to leave are the most academically promising (Virginia Department of Education, 2000).

In 2001, the General Assembly of Virginia amended the Code of Virginia to require the Superintendent of Public Instruction to survey all school divisions annually to identify concerns related to the supply and demand of administrative and instructional personnel in Virginia. Survey data indicate that for every full-time equivalent position reported, school division superintendents identified teaching positions that were filled with personnel unendorsed for the area in which they were assigned or the instructional positions were vacant. Of the 88,609 teachers hired during the 2001- 2002 school year, 4.4% were filled with unendorsed personnel or positions were unfilled. At the elementary and middle school level, 698 and 118 instructional positions, respectively, were filled with unendorsed personnel or left unfilled (VDOE, 2002).

Replacing large numbers of retiring teachers comes at a particularly challenging time. Increased enrollments in elementary and secondary schools are projected to set records each year well into the next decade (Gerald & Hussar, 1998). Over the next ten years, a substantial need for newly hired teachers is expected, both to replace teachers as they retire and to meet the needs of increasing enrollments (Hussar, 1999). Because of the dire predictions of a teacher shortage (Gerald & Hussar, 1998), it is important for the nation to address the problem of teacher attrition and identify strategies, which focus on teacher retention. It is especially important to address these issues in urban settings (Fideler & Haselkorn, 1999) and in subject areas such as math and science.

Historically, new college graduates with new teacher training provided the largest source of new hires each year in the nations' schools. In the past two decades, however, fewer college graduates have entered teaching, despite the fact that nationally, the enrollment in kindergarten through 12th grade has continued to increase. It is expected that by 2008, student enrollment will exceed 54 million. The escalation in enrollment, again prompts concerns about possible shortages in the supply of teachers. In the 1960s, for example, 67 percent of newly hired teachers in public schools were new college graduates, but by the late 1980s this source decreased significantly to only 17 percent of new hires (National Education Association, 1987).

A look at the labor force also shows that elementary and secondary teachers as a group, are significantly older than the general labor force. In 1998, more than 33% of the current teaching force was age 50 or older (Fideler & Haselkorn, 1999) and could retire within the next decade (Morrow, 1999). The median age of public school teachers in 1993-94 was 44 compared with a median age of 38 for all workers in October 1993 (U.S. Department of Labor, 1998).

The reduction of college graduates and the significant age gap of teachers versus the general labor force has led researchers in the fields of education and gender study to focus on the perceptions and traditional definitions of teaching. Biklen contends that elementary school teaching is considered to be an occupation for females (1985). She argues that expanding opportunities for females has drained the educational system of bright women and created a mediocre teaching force. For example, in the United States in 1928 women accounted for 55 percent of the elementary school principalships. In

1983 women represented only 20% of the principalship and 90% of the teaching force (Apple, 1985). Patterns such as these have strong historical roots that cannot be separated from the structure of class and patriarchy (Apple, 1985). Gerald & Hussar reported that in 1998, the percent of women holding positions as principals was 34%.

Viewing teaching from a historical perspective, teachers and teacher education have not emerged as influential forces. Goodlad attributes this lack of influence to the restrained status of women in the 19th century in addition to the fact that teaching was regarded as primarily a female occupation (Goodlad, 1990) organized around patriarchal leadership (Apple, 1982). The process of teaching has become proletarianized. Teachers are viewed as laborers. Whether this is because of sexist practices related to recruitment and promotion or whether there is a tendency to care less about the conditions of women's work, it is obvious that a given position may be more or less proletarianized depending on its sexual division of labor (Apple, 1985). The Carnegie Task Force on Teaching as a Profession and The Holmes Group published reports that described the professionalization of teachers as an indispensable ingredient in reforming American education (Holmes Group, 1986).

Urban Implications

All districts face teacher shortages, but the issues surrounding their shortages vary. Districts that are considered affluent suburban districts have an abundance of applicants, while less wealthy urban and rural districts are experiencing a drought (Fideler & Haselkorn, 1999). In addition, central city public schools are more likely to hire under-qualified new teachers and place them in schools where the enrollment has 20% or more

of minority students (Fideler & Haselkorn, 1999). *The Virginian-Pilot* (2001), reported that children in poor performing schools are taught by a disproportionate number of teachers who lack full licenses. In Portsmouth and Norfolk, two of the region's most troubled local school divisions, students are twice as likely to have teachers without full teaching credentials as compared to higher performing schools (Bowers, 2001).

With the high poverty urban areas having the greatest need for highly qualified teachers certified in sciences, math, and special education, it is critically important for these areas to recruit and induct high quality teachers into their school systems, with a focus on retention. While the *No Child Left Behind Act* (2001) refines its implementation, it can be argued that the best qualified teachers will be needed in the most disadvantaged schools. The accountability measures focus on the achievement of all students, not just those considered average (NCLBA, 2001). Beginning with the 2002-2003 school report cards, all public schools and local educational agencies are held accountable for the achievement of individual subgroups in order to close the achievement gap. These subgroups are identified as students with special disabilities, LEP (limited English proficient), economically disadvantaged (as defined by free and reduced lunch), and minority students. The act states that 95% of these four subgroups must participate in English and math testing. States have the responsibility of defining the adequate yearly progress (AYP) of all students and subgroups of students in the state, in school divisions, and in schools. The passing benchmark set for these four subgroups in Virginia is 70% passing the English and math assessments. Adequate yearly progress is based on the state's definition of growth in student achievement that is continuous and

substantial, such that all students, including the identified subgroups, reach 100% proficiency in reading and math no later than the 2013-2014 school year (NCLBA, 2001).

The No Child Left Behind Act dictates that school divisions report their results through the passing or failing of a state's standardized tests. These tests commonly referred to as high-stakes tests are used to determine the accreditation (reward) or non-accreditation (punishment) of a state's schools. Opponents of high-stakes testing argue that an emphasis on tougher standards, accountability, and standardized testing is uniquely harmful to low-income and minority students (Kohn, 2000). On the other hand the benefits of accountability provide the assurance that teachers and schools will provide students with an education of at least minimal quality. The increased expectations, employee accountability, and the ability to identify and terminate ineffective teachers has the potential to improve the education of children being served by poor schools and teachers (Hess, 2002).

As the nation feels the pressure to improve its public perception and increase student achievement, the demand for, and retention of highly qualified teachers becomes imperative, especially in urban school districts. The heightened sense of accountability for results in student achievement has direct consequences for removing "the tide of mediocrity" in teaching, recruiting, and retaining qualified teachers.

Professionalizing Teaching

To encourage new teachers to remain in the profession many states and localities have launched programs to support them (Archer, 1999; Cooperman, 2000). Policy analysts have also recommended that schools and districts professionalize teaching to improve

retention (Kanstoroom & Finn, 1999; Holmes Group, 1986; National Commission on Teaching and America's Future [NCTAF] 1996, 1997).

Biklen's (1985) work supports the notion that teaching must become professionalized. She states, "Teaching has been described both as "careerless" and as an occupation of "lateral careers." Careerless refers to the structure of the teaching occupation; namely, to the impossibility of promotion within teaching. To advance in the field to education means becoming an administrator and leaving teaching. Historically, teaching has accommodated the in-and-out patterns of womens' employment. The traditional perception of this type of pattern and the continued notion that teaching is a women's occupation suggest that "to persist in teaching is, in a sense, to be 'passed over' for a higher position or marriage." (p. 57)

Teaching is an endangered profession. Unless there is an effort to retain the best and brightest teachers and consistently refocus federal, state, and local efforts which will encourage the best and brightest individuals to seek a career in teaching, we will continue to see a decline in the academic quality of persons entering and remaining in the field of teaching. The knowledge-based practices which characterize this profession will also begin to erode (Goodlad, 1983). Arguably it also impacts job satisfaction.

Significant to increasing the quality and retention of teachers is to enhance the opportunities for upward mobility by changing the policy to focus on professionalism. This may indeed increase occupational stability (Schmoker, 2000).

Job Satisfaction

Job satisfaction is an affective reaction to an individual's work environment. This

satisfaction is identified as the overall feeling one has about their career or their field of work, including feelings about compensation, autonomy, and coworkers. This satisfaction translates into specific outcomes, such as productivity (Rice, Gentile, & McFarlin, 1991). With teachers, job satisfaction may have implications for the quality and stability of instruction provided to their students. Some researchers argue that when teachers do not feel supported, they may feel less motivated to do their best work in the classroom (Ashton & Webb, 1986; Ostroff, 1992) as compared to highly satisfied teachers who are likely to remain at their assigned school and remain in the profession (Choy, Bobbitt, Henke, Medrich, Horn, & Liebermann, 1993).

A National Center for Educational Statistics (NCES) report, *Job Satisfaction Among America's Teachers: Effects of Workplace Conditions, Background Characteristics, and Teacher Compensation (1997)*, links teacher satisfaction to teacher attrition. According to the report twenty percent of private school teachers and twenty-eight percent of public school teachers who left the profession for other career opportunities were dissatisfied with the profession or were seeking better salaries (NCES, 1997).

Intrinsic and extrinsic factors are often evident in white collar jobs (Lee, Dedricck, & Smith, 1991). In the case of teaching, they found that both intrinsic and extrinsic factors seem to affect job satisfaction. Intrinsic satisfaction may come from daily interactions with students in their classroom. Student characteristics and perceptions of teacher control over the classroom environment affected the intrinsic satisfaction of teachers as well as attrition (Lee, Dedricck, & Smith, 1991). Salary, perceived administrative support, school safety, and availability of resources were among extrinsic factors which

impacted teacher satisfaction (Bobbitt, Leich, Whitener, & Lynch 1994; Choy et al., 1993).

The development of a high quality faculty is important. Understanding factors associated with teacher quality and retention is even more important. Organizational researchers have studied job satisfaction and found that it is linked to organizational commitment as well as organizational performance (Ostroff, 1992 and Mathieu, 1991). Organizations must develop cultures which allow meaningful social interactions to take place.

Cultural Socialization

Applying theoretical knowledge, developing effective instructional strategies, meeting individual student's needs, incorporating changing curriculum frameworks, developing high stakes assessment, integrating emerging technology, and remaining sensitive to societal issues are considerations that overwhelm new teachers (Virginia Department of Education, June 2001). But, they are realities of working in a public school classroom. It is these realities that create some of the most challenging transitions for new teachers (Virginia Department of Education, June 2001). This transition has been referred to as the "reality shock." In general, this term is used to indicate the collapse of the missionary ideals formed during teacher training and replaced by the harsh and rude reality of everyday classroom life. This experience is the assimilation of a complex reality which forces itself relentlessly upon the new teacher day in and day out. (Veenman, 1984).

Any account of the first year of teaching is filled with stories of psychological stress experienced by the new teacher (Ryan, 1970). Research indicates that the more stressors

beginning teachers experience, the more likely they are to become disillusioned and leave teaching (Taylor & Dale, 1971). Veenman (1984) published a comprehensive meta-analysis validating the psychological problems often accompanying the induction experience. The results of this study identified a total of 68 perceived problems. The top five “most often perceived problems” were classroom discipline (83%), motivation of students, dealing with individual differences among students, assessing students’ work, and relations with parents.

These documented difficulties associated with the first year of teaching point out the need for specialized in-service training and support. Teacher education programs, dominated by psychological considerations which emphasize human development, learning, and teaching methods have slighted sociological, anthropological, cultural phenomena, and the concept of the school actually functioning as a social system within a cultural context. The future of teachers is not only to prepare them for the classroom but to establish the expectation that he or she will take an active role in the school-wide educational improvement processes (Goodlad, 1983).

Interestingly enough, in this era of school reform and high-stakes testing, the most obvious clash over culture change is taking place within the ranks of the teachers. For good or bad the Standards of Learning (SOL) and its accompanying tests have helped to significantly shape classroom practices and the culture of teaching.

The task of inducting a novice teacher can be defined as “the processes of socialization to the profession, adjustment to the procedures and mores of the school site and school system, and development of effective instructional and classroom

management skills that take place during the first 3 years of teaching” (Fideler & Haselkorn, 1999). It is imperative to view the teaching profession as a dynamic and organic organization which concentrates on supporting the education of a variety of teachers with respect to their values as well as their knowledge (Clemson, 1996).

Supporting new teachers continues to be a topic of interest in the field of education.

Vygotsky’s theoretical framework may be used to support the initiative to formalize new teacher induction programs nationally.

Theoretical Framework

The Vygotskian theoretical framework can be used to support the social cultural dynamic, which exists in teacher induction programs. This framework is described as a socio-historico-cultural theory of the development of higher mental functions (Ivic, 1994). For Vygotsky, the human is characterized by a ‘primary sociability’. The same ideal was expressed more specifically by Henri Wallon (as cited in Ivic, 1994): “The individual is genetically social.”

The theoretical framework identified as social or Vygotskian constructivism reflects a theory of human development that situates the individual within a social cultural context. Individual development derives from social interactions within which cultural meanings are shared by the group and eventually internalized by the individual (Richardson, 1998). As individuals construct knowledge in transaction with the environment, in the process, both the individual and the environment are changed.

In the Vygotskian approach to learning, the determination of what an individual can achieve independently is known as Zone of Actual Development and what a learner can

achieve with the support of a facilitator is referred to as Zone of Proximal Development or ZPD. Once a learner's ZPD is established, instruction can be built upon to maximize individual performance. New teachers can receive this type of support through a component of the induction program commonly referred to as mentoring.

Viewing the new teacher as a learner, the Vygotskian learning approach can address challenges in the areas of instruction and classroom management skills by applying the theoretical knowledge that individuals learn with social support. Induction and mentoring programs provide the new teacher with the "social" support which will aid him or her in becoming an effective teacher.

Phase I of Vygotsky's theoretical framework determines what a beginning teacher can do when provided with assistance from capable individuals. These individuals include administrators, mentors, peers, and experts. Professional development activities specifically geared toward new teacher support would greatly impact this phase of development. Phase II calls for a transition from other assistance to self-assistance. In this level, beginning teachers begin to problem solve. Even though the beginning teachers meet with the facilitator to discuss various situations, they require less help from capable individuals. Phase III views the learner as being independent. This is the final stage of the Zone of Proximal Development. In this phase, the beginning teacher has developed the strategies needed to problem solve independently. Capacity development occurs at Phase IV. Beginning teachers are then able to internalize and apply information necessary for cognitive growth. As the beginning teacher addresses new challenges, the fifth phase begins when the process becomes recursive. This makes learning a

continuous process.

Teacher Induction

At least in the United States, the process of gradually inducting new members into the teaching profession in any systematic way is more the exception than the rule (Little, 1987). At best, some schools have an informal buddy system, with a peer functioning more as a friend than as a mentor to the beginning teacher. With state and federal agencies focusing on student achievement, the casual contacts of an informal buddy system may not be effective. A buddy does not have specific roles to play or adequate responsibilities to effectively facilitate the helping process for beginning teachers (Schulman & Colbert, 1987).

An international look at teacher induction shows that in Japan and Korea, the law requires that new teachers spend about 20 days during their first year learning the art of teaching from a mentor teacher. In the United States, "supervised induction to teach is ad hoc or nonexistent" (Darling-Hammond & Goodwin, 1993, p.33). This is an unfortunate missed opportunity for the teaching profession.

Teaching as an occupation is one of the very few, if not the only profession, in which beginners are expected to assume full responsibility on the first day on the job (Huling-Austin, 1988). In addition to assuming full accountability for a class, in some instances, beginning teachers are assigned multiple preparations, lower-ability students, and no permanent classroom. It is one of the most reprehensible yet persistent realities that decision makers in education give beginning teachers difficult initial assignments. This type of decision making gives credence to the long held belief that new teachers will

make it or they won't. Teaching assignments are made out of convenience or on the basis of a priority system that places seniority and rank above competency. While this condition has been assailed over the years, little has changed in practice (Greenberg & Erly, 1989). In effect we give the "... hardest job to the least experienced..." (ASCD Update, 1987, p. 6).

Relatively little research has been done on the influence teacher induction programs has on new teachers. The evaluation data that does exist falls short of illuminating the superiority of any one component and its impact on teacher or pupil achievement and teacher retention (Hall, 1982; Huling-Austin, 1988).

In light of severe teacher shortages, coupled with the persistent public focus on the quality of education, it has become a priority that policy makers and school boards craft strategies which focus on the retention of qualified new teachers. To attract and retain better teachers, legislators generally identify two broad approaches: (1) increasing teacher salaries and (2) addressing inadequate support for novices (Halford, 1999).

Studies do indicate that there is a vital need for teacher induction programs. For example, initial results from a longitudinal, qualitative survey of Massachusetts' teachers reveal that few found the kinds of induction experiences they felt that they needed when they arrived at their first teaching assignments. Given the increasingly diverse path that new teachers take to the profession, new teacher induction should be a higher priority for schools (Moore & Kardos, 2002).

If induction programs are to succeed, school practitioners need to be educated about the needs of beginning teachers and the role experienced personnel play in assisting with

the induction process. Teacher induction programs potentially hold a great deal of promise for retaining greater numbers of beginning teachers in the profession and thus reducing the waste of resources and human potential associated with unnecessarily high teacher attrition during the beginning years (Huling-Austin, 1988).

In summary, the idea of teacher induction programs is not new. But with the focus on accountability and the need for quality teachers to be recruited and retained, there is a resurgence of interest in the process and the re-establishment of quality teacher induction programs.

Purpose and Questions

Because we know so little about how characteristics of teacher induction programs influence retention and job satisfaction of teachers, it is the purpose of this study to illuminate and validate which components make an impact. Also, in this era of accountability it is even more important to determine if professional development and teacher collaboration, principal support, mentoring, and teacher demographics predict teacher retention and job satisfaction.

This study will seek to answer the following questions:

1. What demographic characteristics (years of teaching experience, previous work experience, ethnicity, and type of teaching licensure) best predict job satisfaction and retention of new teachers?
2. How does mentoring, principal support, professional development and collaboration predict job satisfaction and retention of new teachers?
3. What do teachers perceive to be the factors that affect their job satisfaction and

retention?

4. What do principals perceive to be the factors that affect a new teacher's job satisfaction and retention?

To examine relationships among the independent variables (professional development and teacher collaboration, principal support, mentoring, and teacher demographics) and the dependent variables (retention of teachers and job satisfaction) two non-directional hypotheses will be used to focus the research. The first is that professional development and teacher collaboration, principal support, mentoring, and teacher demographics will influence the retention of new teachers as indicated by face to face teacher and principal interviews. A parallel hypothesis will determine the influence of these variables on the level of job satisfaction as measured by the questionnaire responses.

Overview Of Method

A descriptive and correlational study, using a mixed methodology was used to address the research questions. Two of the independent variables were components of the Hampton's New Teacher Induction Program. These components are mentoring, and the combination of professional development and collaboration. Additional independent variables include principal support, and teacher demographic characteristics. The dependent variables utilized were teacher retention and job satisfaction.

The participants in this study were new teachers in either elementary, middle, or high school. Two hundred seventy teacher participants who were certified by state and federal standards and were qualified to teach pre-kindergarten through twelfth grade were asked to respond to researcher developed questions. They fall into one of three teaching

experience categories. Teachers in category one were novice teachers with no prior teaching experience. Category two teachers were teachers with 1-3 years of experience. The third category of teachers had more than 3 years of experience.

This study relied on survey methodology combining both quantitative and qualitative data collection strategies. In the first phase of the study, teachers were asked to respond to an anonymous questionnaire. The first part of the questionnaire asked for demographic information. The second part of the questionnaire gathered information related to the remaining independent and dependent variables and their influence on teacher retention and job satisfaction. The last portion of the questionnaire asked individuals to volunteer for follow-up interviews. In the final phase of the study, nine teachers and nine principals were selected to participate in the follow-up interviews. During these interviews they provided more in-depth information on how professional development and teacher collaboration, principal support, mentoring, and teacher demographics impacted their job satisfaction and teacher retention.

The researcher conducted the distribution of the questionnaires and subsequent follow-up interviews with the teachers and principals. Data obtained consisted of closed and open ended responses to questionnaires and interview responses. Inferential and descriptive statistics was used to analyze quantitative data. The researcher used content analyses to analyze qualitative findings.

Limitations

The researcher recognizes that this study focused on one program, Hampton Public School's New Teacher Induction Program. This narrow focus reduced the

generalizability of the proposed study, but will provide direction for later studies. The use of self-reported data and unknown response rates are limitations. Finally unknown factors related to teacher retention and job satisfaction are due to other factors not measured.

CHAPTER II

REVIEW OF RELATED LITERATURE

Chapter Overview

The literature review is divided into 6 areas. These areas examine the pertinent literature concerning teacher professional development and collaboration, principal support, teacher job satisfaction, mentoring, factors influencing teacher retention, and exemplary teacher induction programs.

Teacher Professional Development and Collaboration

The professional development of teachers continues to be a concern for policy makers and educators (Hargraves & Fullan, 1992). Despite this concern, there is an ongoing need to determine the impact professional development has on student achievement. Unfortunately, according to Huffman, Thomas, and Lawrenz (2003), this type of research is limited.

One way researchers suggest supporting teachers as researchers is to cultivate collaborative research as a means of professional development (Gable & Manning, 1997). For instance, when professionals work together during planning and establish data driven goals (Schmoker, 2000) each individual feels equally responsible for ensuring successful outcomes for students (Brookhart & Loadman, 1990). Collaboration also allows professionals to learn from each other and establish trusting relationships among teams. In addition, professional development programs that allow staff interactions and give teachers the opportunity to embed their learning into their teaching hold the greatest promise for increasing capacity and impacting student achievement (Haines, 2002).

The teacher-as-researcher is a model advocated by many for the professional development of teachers (Dewy, 1929; Piaget, 1973; Kincheloe, 1991). One way to activate this model is to connect collaboration and shared decision-making through the development of reflective practice groups. According to Gabel and Manning (1997) reflective practice groups address the challenges of professional development and address the school reform effort.

A qualitative study by Cady, Distad, and Germundsen (1998) found that implementing reflective practice groups during the teacher induction process enhanced professional development and planning. In this study, a consortium of five Midwestern colleges collaborated with a suburban school district in Minnesota to conduct a first year teacher induction project. This project brought beginning teachers together with veteran teachers, administrators, and teacher educators to reflect regularly and systematically on instruction and classroom issues. There were ten groups established. The methodology used in the reflective practice group process was a ten-step reflective process that connected theory to critical incidents of practice. The goals of the process were to allow teachers to express their concerns in a supportive environment, which focused on their professional growth and to reflect on professional practice issues.

Through these reflective practice groups five predictable phases of growth and development emerged. These phases of growth and development were experienced and expressed, in varying levels of intensity, by both beginning and veteran teachers. Teachers in the reflective practice groups indicated that they had gained insight from the experiential knowledge of their peers as their practices were confirmed and honed in a

supportive professional environment. The results of the study also indicated that educational services to students were improved by higher levels of teacher effectiveness and increased teacher efficacy.

In a similar study by Haines (2002), the learning growth of two groups of teachers who participated in an interactive staff development program was examined.- The professional development activities consisted of study group sessions and an action research project which was embedded within a small elementary school. The teachers followed the research cycle of plan, act, observe and reflect as they worked through problems. They also relied on student learning to provide them with the direction of their next stage in the cycle. As with the Cady et al. (1998) study, qualitative data indicated increased levels of collaboration, the use of collaborative reflectivity, and a clear connection to teacher efficacy. Additional findings showed that participants articulated enthusiasm at the delight of their own learning and their perception of increased student learning. Additionally, learning occurred through the work of interactive professional development groups facilitated by faculty members (Haines, 2002).

In this climate of standards based reform, schools must ensure student achievement and high standards. Experts (Birman, et al., 2000) agree that extensive professional development will be necessary to improve instruction, but more studies are needed to determine how effective professional development is defined (Gallagher, 2002). Collaboration is not a panacea. But, just as professional development will be an important focus in this era of education reform, collaboration will be an important strategy. Providing teachers with collaborative professional development activities will

help address the fundamental changes educators experience during the entry years as well as create a climate of support that will possibly impact student achievement (Gable & Manning, 1997).

Research also has helped educators determine which types of professional development support teachers who provide instruction in content specific areas need. Huffman, Thomas, and Lawrenz (2003) conducted a study to determine the relationships among professional development, teachers' instructional practices and the achievement of students in science and mathematics. They examined five types of professional strategies described by Loucks-Horsley and Matsumoto (1999). The types of professional development strategies used as independent variables were: immersion, examining practice, curriculum development, curriculum implementation, and collaborative work. The dependent variables were curriculum and instruction and student achievement. Teachers participated in various workshops in both mathematics and science. Given the voluntary nature of these workshops, the engagement of teachers varied quite widely, thus creating a natural ex-post facto design with varying degrees of type and frequency of professional development in which the teachers engaged. A five item teacher survey was used to gather data. Ninety-four eighth grade middle school science teachers and 104 eighth grade middle school mathematics teachers were asked to determine the extent of their engagement in the different types of professional development.

The results indicated that for science teachers none of the different types of professional development strategies significantly related to student achievement. For math teachers only curriculum development predicted student achievement. Immersion,

curriculum implementation, examining practice, and collaborative work types of professional development were found not to be predictive of student achievement. Further analyses showed that curriculum development and examining practices used by teachers were significant predictors of a teacher's use of standards-based curriculum and instruction. Immersion, curriculum implementation, and collaborative work were not found to be significant predictors of professional development related to a teacher's use of standards-based instruction. While professional development is recognized as an important key in education reform, it appears that professional development for individual teachers is not enough (Loucks-Horsley & Matsumoto, 1999).

Principal Support

The literature illuminates the need to support new teachers as they transition into teaching through induction programs. Studies show that principals play a crucial role in the successful transition and integration of the novice teachers into their beginning school experience (Brock & Grady, 1998) and also that principals play an important role in reducing teacher attrition (Eggen, 2002).

The first years of teaching require simultaneous socialization into the teaching profession and the specific school environments (Ryan et al., 1980). Unfortunately little attention has been given to the principal's role in the induction process.

Ryan (1980) found that the beginning teachers in his study identified the school principal as a key source of support and guidance. The beginning teacher wants to please and receive a good evaluation from the principal. Thus, it is important that the principal share their expectations and affirm the teacher's efforts. Not providing this support may

cause the teachers to feel abandoned and frustrated.

Principal support has been linked to teacher attrition. Eggen's (2002) study of 359 former South Carolina public school teachers revealed that the reason for high teacher attrition in South Carolina public schools was attributed primarily to the lack of building and district level administrative support for beginning teachers. Respondents of the surveys and follow-up teacher interviews cited supportive environment, financial support, mentoring support, behavior management support, and workload support as areas of concern. The results of this study also revealed that principals recognized the need to provide first year teachers with assistance.

Brook and Grady (1998) examined the perceptions of principals and beginning teachers regarding problems, role expectations, and assistance in the first year of teaching. Surveys were mailed to a random sample of elementary and high school teachers from public and nonpublic schools in Nebraska. There was a sixty-nine percent return rate.

The second phase of the study gathered information from the principals. Surveys were mailed to public and nonpublic school principals. There was a seventy-five percent return rate. The results of this study indicated that principals and beginning teachers both identified problems, which were similar in nature and consistent with literature on beginning teachers' first year experiences. The number one problem identified by both principals and beginning teachers was classroom management and discipline. Principals reported that mentoring and personal interactions with beginning teachers were the most useful induction strategies. Some strategies used were fall orientations, providing

mentors, and evaluating teachers on a regular basis.

In contrast to the findings, in the Brock and Grady (1998) study, beginning teachers in another study clearly identified two issues that principals overlooked: the importance of the principals' role in the induction process and the need for assistance throughout the first year of teaching (Tennessee Council P-16, 2002). In a collaborative effort on behalf of Tennessee Tomorrow, Inc., the Department of Education, the State Board of Education, the Tennessee Higher Education Commission and the P-16 Council, Tennessee educators sought to determine reasons for teacher attrition. This collaborative distributed questionnaires to Tennessee teachers who had fewer than 10 years of experience and left their public school teaching position. The results showed that forty-two percent of new teachers in Tennessee who entered the teaching ranks in 1995 left the profession within 5 years. Interestingly, the questionnaire item which generated the largest percentage of "very dissatisfied" responses was lack of support from the school administration. Approximately 22 percent were "very dissatisfied" with the support of school administration (Tennessee Council P-16, 2002). These studies highlighted the importance of the principals' support for first year teachers. Principals impact a teachers job environment. Dissatisfaction due to lack of support, can lead to teacher attrition.

Teacher Job Satisfaction

During the 1980's teacher reform movement, researchers drew attention to the importance of the teacher's work environment for enhancing teacher effectiveness and ensuring an adequate supply of well qualified teachers (Carnegie Forum 1986; Holmes Group 1986). The research literature addresses various influential factors linking teacher

work environment, job satisfaction, and attrition.

Job satisfaction is tied to teacher attrition (U. S. Department of Education, 1997) and is an affective reaction to an individual's work situation and productivity (Perie, Baker, & Whitener, 1997). While it is true that job satisfaction is related to attrition, it is important to remember that some teacher attrition is natural (retirement, family reasons, etc.). To support teachers and reduce attrition rates it is important to understand which aspects of the job teachers are dissatisfied with, and then help identify ways to alter negative types of teacher turnover (U. S. Department of Education, 1997).

Choy et. al, (1993) used the Schools and Staffing Survey (SASS) national data set to compare findings related to teacher job satisfaction from the early to mid 1990's with findings from the late 1980's. Teacher satisfaction was shown to be higher in private schools versus public schools. He also reported that elementary school teachers tended to be more highly satisfied with their working conditions than secondary school teachers.

As noted earlier, an important component of teacher job satisfaction is principal support (Brock & Grady, 1998). In 1994, most teachers (70 to 86 percent) indicated that the principals of their schools communicated expectations for the school, enforced school rules, were supportive and encouraging, and recognized staff for a job well done (Choy et al, 1993). Researchers conclude that principal support is directly connected to job satisfaction (Brock & Grady, 1998).

A cross-sectional, descriptive study conducted by Klicke and Loadman (1997) explored seven aspects of classroom teachers' job satisfaction. The purpose of this study was to describe teacher job satisfaction across years of teaching experience within the

context of public school restructuring. Surveys were mailed to 10,544 teachers in 307 Ohio schools undergoing restructuring. The National Follow-up Survey of Teacher Education Graduates was used to measure job satisfaction. The scores on this survey ranged from 1=very negative to 7=very positive. The return-rate was 38% (N=4,076).

The results of this study indicate job satisfaction ratings were positive, and differences were in degree rather than kind. The most positive rating obtained was for the item measuring "interaction with students." The mean rating score for this item was 5.83 on the seven point scale. The least positive rating was "overall working conditions", with a mean rating of 4.46 (Klcker & Loadman, 1997).

In a similar study conducted by Marlow (1996) one of the first predictors of discontentment was whether the teacher considered leaving the profession. When teachers were asked why they would leave the field, 26% indicated the greatest factor contributing to their leaving were students' lack of respect followed by emotional aspects (24%), working conditions (14%) and salary/lack of reward (8%). Under the heading of working conditions, an associated reason identified was a lack of administrative support. A common belief supported by research is that administrative support is directly connected to satisfactory working conditions (Brock & Grady, 1998; Eggen, 2002).

The results of these studies have potentially important implications for reducing teacher attrition. School districts and policy makers alike should address the indicators of job satisfaction and their importance if they plan to retain teachers.

Mentoring

The importance of mentoring new teachers is well documented in the research

literature on teacher induction (Huling-Austin, 1990). Teachers from varying levels of experience agree on the importance of supervised teacher induction (Darling-Hammond & Berry, 2004). In a Metropolitan Life survey(as cited in Darling-Hammond & Berry, 2004) teachers were asked what would have helped them during their first year of teaching. Forty-seven percent of the teachers surveyed felt that a skilled, experienced teacher assigned to provide advice and assistance would be valuable. Another 39 percent felt a longer internship period would have been more helpful. Additionally, research suggests that providing crucial guidance to new teachers through the use of teacher mentors reduces the early attrition of beginning teachers (Colbert & Wolff, 1992; Odell and Ferraro, 1992). Retaining quality teachers within school systems remains a central concern, nationally. In light of this, mentoring is perhaps the most appropriate way to engage, challenge, and retain new teachers (Mullinix, 2002).

Various models for teacher induction programs exist. These models usually contain a teacher mentor component. Nationally, teacher mentor components vary by design and in the amount of resources participants receive. The effectiveness of the teacher mentor component depends on how they are designed (Jensen, 1987; Darling-Hammond & Berry, 2004).

In some teacher induction models, participation is voluntary, and mentors and teachers meet on their own time. In other models, mentors are provided compensation through release time and in some instances a stipend. In other states, being a mentor is a full-time job with release time up to one or two years (Recruiting New Teachers, 1999; Mullinix, 2002). According to Jensen (1987), although these programs vary, they have

commonalities. The similarities that exist among programs are: they promote a high level of interaction among new teachers, colleagues, and administrators, and are flexible enough to address individual teachers' needs.

There is no one formula for a successful mentoring program, but, there are models worth reviewing (Jensen, 1987). Connecticut's statewide teacher induction program, Beginning Educator Support Training (BEST), began in 1986. Mentors in this program provide many different kinds of assistance to new teachers. Mentors conference with beginning teachers, demonstrate lessons, model strategies, and observe and are observed by the new teacher. Mentors in this model were also taught at the same grade level or taught the same content. University-based seminars are designed to support each new cohort of novice teachers' understanding of the state standards, assessments, and the teaching pedagogy necessary to teach the standards. In all of these contexts, there is an emphasis on reflection. Hofmann and Feldlaufer (1992) found that "the thinking of both the beginning teacher and the mentor is enhanced as they 'puzzle about' and discover reasons for classroom decisions together" (p.102). These opportunities encourage growth in the areas of communication skills and analytical reflection. Effective features of this program were the establishment of a cohort group which allowed collaborative problem-solving, observations by veteran teachers, and pairing new teachers with mentors on the same grade level or subject area. The BEST program has been credited with the low attrition rates of Connecticut's beginning teachers.

Another program which includes similar features identified in the BEST program is the Los Angeles Unified School District's partnership with California State University,

Dominguez Hills (CSUDH). This program focuses on the retention of new teachers in low-income regions of the school district. Previous to the implementation of this program the attrition rate of new teachers was in excess of 50 percent. After a three year implementation period, the retention rate of new teachers who participated was over 95 percent and 89 percent of those teacher remained in their original district (Colbert & Wolff, 1992). Features of this program included the selection of teacher mentors with characteristics that included their excellence in teaching and leadership, their perceived ability to nurture and be nonjudgmental, and their ability to provide feedback and support confidentially. These mentor teachers were identified as lead teachers and were matched (based on grade level and subject area, as well as proximity) with two to four new teachers in their first or second year. This established a team. The team met weekly to plan and problem solve collaboratively. The teacher teams also enrolled together in specifically designed university courses. Enrolling together allowed the lead teachers the opportunity to support the implementation of specific strategies learned. The CSUDH program provided stipends to all participants for work during non-contract hours and paid the cost of university courses taken by each participant. These practices not only made a positive impact on teacher retention, they also assisted and supported new teachers as they entered the teaching profession and advanced their knowledge and skill.

The most cost effective program, justified by research, were those that utilized paid experienced teachers. These teachers provided high-intensity assistance to the participants. Gallagher (2002) states that few studies have identified effective professional development and even fewer have documented the professional development

costs associated with implementing this type of powerful reform effort.

In an evaluation of the CSUDH project there was evidence of high teacher retention among participating beginning teachers. They used more effective instructional planning practices, provided more learning opportunities for their students, and had higher student engagement rates than non-participants (Colbert & Wolff, 1992).

It is evident from the literature that the role of the mentor teacher is vital. In a survey of 290 new teachers participating in teacher induction programs, Huffman and Leak (1986) found that it was important to have mentors that were knowledgeable and experienced in the same subject areas, grade level or specialty area as the new teacher they assisted. Outcomes of the survey also suggest that adequate time for informal planning and conversation is essential.

Factors Influencing Teacher Retention

Keeping good teachers should be a priority for any school leader (Darling-Hammond, 2003). School leaders should be aware that a high-quality teaching staff is the cornerstone of a successful educational system (Odell & Ferraro, 1992). Considerable evidence suggests that well-prepared, competent teachers have the largest impact on student learning.

Researchers and policymakers continuously tell us that severe teacher shortages confront our school. States, districts, and schools have instituted a range of initiatives to recruit and retain new teachers. For example, Hirsch, Koppich, and Knapp (2001) identified initiatives such as career-change programs designed to entice professionals into mid-career switches to teaching, alternative certification programs which allow college

graduates to postpone formal education training and begin teaching immediately, recruitment of teaching candidates from other countries, and even programs offering financial incentives such as signing bonuses and student loan forgiveness. While these recruitment efforts are worthwhile, they will not entirely solve the teacher staffing problem which faces our schools. The data suggest that after just five years, between 40 and 50 percent of all beginning teachers have left the profession (Ingersoll and Smith, 2003). What can schools do?

New teachers have identified factors which influence their retention. These factors are salaries (National Commission on Teaching and America's Future [NCTAF], 2003), teacher preparation (Darling-Hammond, 2002), and their working conditions (Ingersoll, 2003).

Even though teachers may be unselfishly motivated, to attract and retain quality teacher, the teaching profession must be competitive in terms of wages and working conditions. Teachers' salaries are relatively low as compared to other professionals with comparable education and training. Research indicates teachers are more likely to quit if their district offers lower wages as compared to alternative wage opportunities (Brewer, 1996; Mont & Rees, 1996). Gritz and Theobald (1996) indicate that salary differences seem to matter more to beginning teachers in contrast to working conditions for experienced teachers (as cited in Darling-Hammon, 2003).

Working conditions play a major role in a teacher's decision to switch schools or leave the teaching profession. Research continues to emphasize the importance of administrative support, resources for teaching, and teaching input into decision making.

These factors are strongly tied to a teacher's decision to stay or leave (Darling-Hammond, 2000; Ingersoll, 2001).

A growing amount of evidence points to the importance of teacher preparation. Lack of adequate initial preparation by beginning teachers is more likely to increase attrition. A recent study by the National Center for Education Statistics, reported that 29 percent of the new teachers who did not participate in student teaching left within five years as compared to 15 percent who had completed their student teaching experience (Henke, Chen, & Geis, 2000). The same study found that 49 percent of the uncertified entrants left within five years, compared to only 14 percent of the certified entrants (Darling-Hammond, 2002). Research indicates that teachers who received training prior to their teaching experience were more likely to remain in the field. Graduates of teacher education programs expressed feeling of being more prepared and more effective. They consistently indicated that they planned to stay in teaching longer than did those who entered using alternative methods (Andrew & Schwab, 1995; NCTAF, 2003).

Habermann (1999) offers a unique solution to addressing the needs of the urban plight in Milwaukee, Wisconsin. Using research from Milwaukee Public School, Habermann and a coalition of major education and community institutions designed a new system of pre-service and in-service teacher education. The project was called the Milwaukee Teacher Education Center (MTEC).

According to Smith, Silverman, Borg, and Fry, 1979 (as cited in Habermann, 1999) the MTEC project, sought to utilize certain approaches which have proven to help effective teachers remain in urban settings for substantial periods of time. MTEC

planners selected the following key elements as the framework for planning decisions. First, they would use a knowledge base derived from what star urban teachers have shown will work when teaching children in the urban environment (Habermann, 1995). Second, they work with future teachers as they actually display effective pedagogical behaviors. Third, they recruit college graduates from a variety of fields with a focus on minority groups. Fourth, they select participants based on interview results which portray how they would interact with children and youth. Finally, as future teachers perform the role of responsible classroom teachers, they are provided with mentors, coaches, and resource people. If students in a candidates' class are not learning as indicated the candidate is dropped from the program. A special Wisconsin teaching license, for grades 1-8, is awarded upon successful mastery of confirmed competencies that lead to children's learning. MTEC's primary goal is to select and prepare teachers who will pursue careers in Milwaukee Public Schools. The effectiveness of this program has not yet been determined, but, as noted, it's components are based on approaches shown to be effective (Habermann, 1999).

Teacher retention of highly qualified staff continues to be a growing concern, particularly when new teachers are struggling in unfamiliar urban classrooms, poorly resourced and often isolated rural districts, or in any number of other situations not conducive to teaching, learning, and professional growth (Heyns, 1988). Researchers assert that if we are to retain new teachers, there is a need to develop support systems, with the need being more pronounced in the urban settings (Fullan, 1991). To provide the necessary support to new teachers is significantly important to the beginning teachers

and to the pupils they teach (Fullan, 1991).

As required by the 1998 reauthorization of Title II of the Higher Education Act, the U. S. secretary of Education issued his annual report on teacher quality. In this report "Meeting the Highly Qualified Teachers Challenge" the Secretary argues for the dismantling of teacher education systems and redefining teacher qualifications (Darling-Hammond & Youngs, 2002). With such changes being suggested, the profession must address the influence alternative licensing programs have on teacher retention.

Alternative licensing routes identified as licensure programs are increasing in number and variety. These programs are not requiring traditional university teacher preparation work. Wayne and Youngs (2003) assert that the focus on these types of programs reflects the nation's concern with the teacher shortage, content preparation of teachers, and the commitment of individuals entering the teaching profession.

An evaluation of a new licensure option in Colorado compared first year teaching concerns of "Teachers in Residence" (TiR), an alternative licensure program, with traditionally prepared teachers (Wayne, et al. 2003). Participants in this study included 237 first-year traditionally prepared teachers and 154 first-year teachers who participated in the Metro State College TiR alternative licensure program. A questionnaire was used to assess general areas of concern for beginning teachers. The survey was administered at the end of May 2001 for the TiR participants and at the end of May 2000 for the traditionally prepared teachers.

The results of the study indicate that regardless of preparation (traditional or alternative licensure) first-year teachers rank their work-related concerns similarly. Most

significant in this study was the difference that existed in the areas related to pedagogy and instructional preparation. TiR prepared teachers were four times more likely than traditionally prepared teachers to express concern regarding lesson planning. Similarly, TiR teachers were twice as likely to indicate concerns related to classroom management.

Darling-Hammond, Chung, and Frelow (2002) studied the variations of teacher preparation to determine how well different entry paths prepare teachers to teach. They sampled beginning teachers in New York Public Schools with 4 or fewer years of experience. A total of 2,956 usable surveys were returned. Seventy-four percent of the respondents held regular New York State teaching credentials and 26% were uncertified at the time of the survey. Sixty-six percent received their training through university-based credentialing programs within New York City, whereas 34% obtained certification through alternative means.

Graduates of teacher education programs felt better prepared than non-certified teachers on 38 of the 39 teaching dimensions. Non-certified teachers expressed better preparedness in the area of technology. The sharpest difference between teachers certified through traditional methods and those certified by alternative methods was in the teacher's knowledge of curriculum, pedagogy, and how to meet the unique needs of students' learning. The findings of this study indicate that teachers prepared through university-based programs felt better prepared to teach than those who were licensed through alternative methods (Darling-Hammond, Chung, & Frelow, 2002).

A meta-analysis conducted by Qu (2003), examined 24 studies in which traditionally certified teachers were compared with teachers who held a variety of other types of

licensure. The results of the study suggests that teachers who received traditional training are at least as effective as those who participated in alternate route training and more effective than those with emergency certification. A finding in this meta-analysis, as in the “Teacher in Resident” program (Wayne, et. al. 2003), indicates that some alternative teacher training programs are equally effective in providing quality teachers. A significant factor in alternative programs which predicted program effectiveness was the location at which teachers studies and were trained.

The issue at hand is to ensure a quality teacher in every classroom (NCLB, 2001). If the U. S. Department of Education continues to endorse alternative routes to teacher certification, as a means to curb the teacher shortage, it may become important to rate programs according to the quality of teacher they produce. This type of rating system may determine how effectively non-traditional new teachers transition into the profession, and how long they remain in the profession.

Exemplary Teacher Induction Programs

Literature on teacher induction was written mostly in the late ‘80s and early ‘90s. This volume of literature focused on identifying the new teacher’s greatest needs and on mentoring (Recruiting New Teachers, 2000). Although much is known about the problems faced by new teachers, little is known about programs designed to assist them during this crucial transition period. With the lack of empirical information (Griffin, 1985) to draw upon, school districts have had to rely on selected facilitators’ teaching experiences to guide them in the identification of teacher induction program parameters.

Huling-Austin (1990) argues that induction, as an extension of pre-service training is

significant. She emphasizes that as a “bridge” is built during the induction process a link to a career-long profession also develops. She also suggests that systems focus on systematic and sustained assistance to beginning teachers, primarily but not exclusively during their entry-year period. Recommendations by Zimper and Howey (1992), also suggest that entry-year induction programs are a necessary extension of the pre-service program. They argue that through induction programs, high quality veteran teachers provide three essential services to beginning teachers: 1) continuing personal support; 2) regular and responsive educative experiences which both extend and enrich their initial preparation and address the particular demands of their teaching; and 3) ongoing feedback and assessment of their performance and progress over time.

Various models of induction programs exist. The state of Virginia has identified three teacher induction programs that they view as exemplary. These programs are the Great Beginnings: Beginning Teacher Induction Program based in Fairfax County Public Schools, Santa Cruz New Teacher Project located in Santa Cruz, California, and the Pathwise program developed by the Educational Testing Service. The three programs share commonalities, such as mentoring, yet differ in their service locations. While the Pathwise program is a framework for a component of a teacher induction program, mentoring, the Fairfax County Public Schools and the Santa Cruz New Teacher Project were developed to address the specific needs of their beginning teachers.

While the Fairfax and Santa Cruz programs identify their primary mission as assisting and supporting new teachers in an effort to retain them, the Pathwise program focuses on preparing mentors to assist beginning teachers as they transition from the university or

other environment to classroom practice. Each programs' origin is different. Fairfax developed its program based on best practices identified by Robert Bullough (1989), Sandra Odell (1986) and Linda Darling-Hammond (1995) as well as input from veteran teachers. The Santa Cruz New Teacher Project is a collaborative effort among the University of California, Santa Cruz County Office of Education and twenty-five school districts surrounding Santa Cruz. The consortium is led by the university.

There is some evidence pointing to the success of these programs. Data from novice teachers participating in the Fairfax program, indicate that 90% of novice teachers who complete the induction program remain in Fairfax County Public Schools and report that they feel more effective as a result of the induction program (Auton, 2002). Monitoring the long-term retention of Santa Cruz teachers began with teachers from the 1992-1993 school year. Seven years later the research indicated that 94% were still in education and 89% continued to teach in K-12 classrooms (Ewing, 2003). As with the previous programs, the Pathwise program has shown its ability to retain teachers. Launched initially in California, it has been a resounding success in high-poverty areas by retaining 94% of first-year teachers (Ewing, 2003). With these successes it is important that systems review and implement teacher induction programs that will retain beginning teachers well beyond the fifth year of teaching.

In summary, as revealed by the literature review, teacher induction programs provide evidence which supports the successful transition of new teachers into the profession. Unfortunately, the system of education has not maintained an ongoing interest in induction programs or focused on gathering empirical data about such programs. This

has created a wide gap in the literature on the effectiveness of the overall programs or program components. Interest in teacher induction programs has re-surfaced.

Policymakers, school boards, administrators, and universities alike are keenly aware of the need to help teachers successfully transition into the workplace. As in the past, ensuring the educational success of our students and placing qualified teachers in their classrooms is a national priority.

The proposed study illuminated which components of the Hampton City Schools supported the job satisfaction and retention of teachers. The present study focused on the components of professional development and collaboration, principal support, mentoring, and their impact on teacher retention and job satisfaction and will add empirical data to the existing drought in research literature.

Chapter three describes the methodology which was used to examine the relationships among the independent variables (professional development and collaboration, principal support, and mentoring) and the dependent variables (retention or teachers and job satisfaction). In addition the relationships among demographic characteristics (e.g. ethnicity, gender, type of teaching license) with these variables were explored. The research questions were addressed through a descriptive and correlational design, using a mixed model of both qualitative and quantitative methods.

CHAPTER III

METHODOLOGY

Design and Overview

A descriptive and correlational design, using a mixed methodology of both quantitative and qualitative data collection strategies, was used to address the research questions. The research questions are:

1. What demographic characteristics (years of teaching experience, previous work experience, ethnicity, and type of teaching licensure) best predict job satisfaction and retention of new teachers?
2. How does mentoring, principal support, professional development and collaboration predict job satisfaction and retention of new teachers?
3. What do teachers perceive to be the factors that affect their job satisfaction and retention?
4. What do principals perceive to be the factors that affect a new teacher's job satisfaction and retention?

The study was conducted and is described in two phases. Phase one of this study consisted of a questionnaire sent to a convenient sample of 657 Hampton City Schools teachers, deemed highly qualified, by the reauthorized *Higher Education Act, Title II* component and Hampton City Schools. These teachers had experience which ranged from 0-5 years. Phase two of the study consisted of face to face interviews with a total of 9 teachers and 9 Hampton City Schools principals.

Participants

Hampton City Public Schools is a mid-size central city regular school district. There are a total of 36 schools in the city. Total student enrollment is 22,996 with a full time teacher equivalent of 1,500. The student teacher ratio is 13:1 in grades K-7 and 16:1 in grades 8-12 (Common Core of Data, 2004; Hampton City School, 2004).

A questionnaire was administered to a convenient sample (Patton, 2002) of 657

teachers who were hired in the state of Virginia, in accordance with the *No Child Left Behind Act*, Public Law 107-110, Section 9103 (23) (United States Department of Education, 2002) and teaching in Hampton City Schools. The use of the convenience sampling strategy (Patton, 2002) was advantageous to the researcher, since Hampton is the researchers district of employment. The teachers sampled had 0-5 years of experience. The teachers were categorized into 3 groups. Teachers in category one included novice teachers with less than one year of teaching experience. Category two teachers had 1-3 years of experience. The third category of teachers were those that had more than 3 years of experience and were working in Hampton City Schools. Each teacher listed on the Human Resources database and having 0-5 years of experience, was mailed a survey.

In the second phase of the study teacher participants were purposefully selected using a stratified purposeful sampling strategy and randomly selected from among the 3 identified categories (Patton, 2002). Nine teachers were selected for face to face interviews. These teachers were categorized into the same 3 groups as the survey distribution. Group one consisted of 3 teachers who taught less than one year. Group two consisted of 3 teachers who had been teaching 1-3 years, and group three consisted of 3 teachers who had been teaching more than 3 years.

Nine principals were selected to participate in the face to face interviews. These principals were selected through network sampling (Patton, 2002) in which cooperating principals were identified by the researcher and other principals.

Measures

A blueprint for each measure was developed based on the research literature. They were reviewed by members of the researcher's dissertation committee, one of whom is an expert in the area of survey methodology. After a critical review of the blueprints, items were developed.

Questionnaire. A thirty-one item questionnaire was utilized in the first phase of

this study (see Appendix A). The researcher developed the questionnaire due to the lack of available measures related to teacher induction. The initial portion of the questionnaire consisted of ten demographic questions, including ethnicity, gender, and teaching experiences. The remainder of the questionnaire contained closed and open-ended questions regarding professional development and teacher collaboration, principal support, mentoring, teacher retention, and job satisfaction. A 4-point Likert scale, ranging from strongly disagree (1) to strongly agree (4), was used to measure the extent to which the respondent agreed with the items in each area. The *professional development and teacher collaboration* subsection or scale contained six items related to workshops offered and taken, hours of participation in workshops, types of collaboration experiences offered to teachers, and types of collaboration experiences teachers sought. The *mentoring* scale contained seven items related to peer support and the intensity of support new teachers receive from their mentors. The subsection or scale on *principal support* consisted of five items which measured the new teachers perception of support from school administration. The scale labeled *teacher retention* contained five items used to measure factors related to teacher retention. *Job satisfaction* is the final scale. This scale contained seven items and measured to what degree teachers are satisfied with their jobs in Hampton City Schools. On the last page of the questionnaire respondents were asked to participate in follow-up interviews. Teachers were requested to complete the following information which was found on the last page of the interview: their name, school location, email address, and years of teaching experience. They were then asked to detach the last page and return it separately from the questionnaire.

Several strategies were used to establish reliability and validity. First as described earlier, a blueprint for the instrument based on the research literature was developed. The constructs or scales for each variable were those identified in the literature as predictors of job satisfaction and retention of new teachers and important for induction programs. After expert review of the blueprint and then the questionnaire itself, the questionnaire

was pilot tested. Second, a pilot test of the completed questionnaire was conducted with 2-3 mentor teachers that were not responsible for completing the actual questionnaire as part of the study. The mentor teachers helped establish content-related validity by examining the questionnaire items and indicating whether the items measured the predetermined criteria (Schumacher, 1993). The teachers examined wording and language of the questions and determined the amount of time it would take to complete the survey. To estimate reliability Cronbach's Alpha was used to determine the internal consistency of the questionnaire items for each scale. Cronbach's Alpha is generally the most appropriate type of reliability for questionnaires that contain rating scale items (Schumacher, 1993).

Teacher Interviews. Interviews were conducted with 9 teachers who indicated their willingness to participate in follow-up interviews. Groups of three teachers represented less than 1 year of teaching, 1-3 years of teaching experience, or more than 3 years of teaching. The content of the interviews was related to the researcher developed scales used in the questionnaire. The interview consisted of thirteen open-ended questions, asked in a prescribed sequence (Patton, 2002), and related to professional development and teacher collaboration, mentoring, principal support, teacher demographics, teacher retention, and job satisfaction. The questions were a combination of structured and semi-structured questions. This combination provided the researcher a higher degree of objectivity and uniformity, but with the opportunity to clarify the answers of the respondent (Schumacher, 1993; Patton, 2002) if necessary. Each of the questions included a potential probe or follow-up question, which encouraged explanation and elaboration. The interview questions appear in Appendix B.

Principal Interviews. Nine principals from Hampton City Schools volunteered their time to participate in interviews. A total of eight questions were asked during each principal's interview. Their questions were open-ended and related directly to the areas of professional development and teacher collaboration, mentoring, principal support,

teacher retention, and job satisfaction. The interview questions were similar to those prepared for the teachers in that they covered the same major topics. The interview questions are provided in Appendix C.

Procedure

Questionnaire. The questionnaires were distributed, in May, 2004, directly to teachers. A cover letter describing the purpose of the study and informing the teachers how they were to be returned was included. Each questionnaire was number coded to maintain confidentiality. Teachers were asked to place their completed questionnaires in the return envelope. That envelope was placed in the intra-system mail and sent directly to the researcher.

A reminder was sent to the teachers who did not return the survey 2 weeks following the initial survey. A second reminder was sent 3 weeks after the initial survey distribution to non-responders. For those individuals who had not responded by the fourth week another notice requesting the opportunity to bring a survey packet to their work location was offered.

Interviews. The follow-up interviews with teachers were held at a convenient location, at a scheduled date and time. The researcher began scheduling follow-up interviews 2-weeks after the completion of the questionnaire. Confirmations of the scheduled interviews were sent via email. The interviews lasted approximately 20 minutes each, and each interview was audio-taped. The audio-tapes were used to augment notes and provide exact verbatim quotes.

After completion of the teacher interviews, principals were interviewed. Interviews were scheduled and confirmed via email or fax. The researcher traveled to each principal's school site to conduct the face to face interview. Each interview lasted approximately 20 minutes. Principals preferred that their interview not be audio taped.

Data Analyses

Questionnaire. Internal consistency of responses for each scale was estimated

using Cronbach's Alpha. To answer the research questions related to the impact of the independent variables of mentoring, professional development and teacher collaboration, principal support, and teacher demographics on job satisfaction and teacher retention a multivariate analysis of variance (MANOVA) was conducted. This allowed the researcher to make multiple comparisons while maintaining a constant alpha level, set at .05. This type of multivariate analysis of variance, MANOVA, is used since there are three independent variables and two dependent variables which are theoretically and conceptually related to one another. This technique takes into account the relationships among independent variables, characteristics associated with those independent variables and the dependent variables. As a follow-up the researcher used an analysis of variance (ANOVA) to make multiple comparisons while maintaining a constant alpha level, set at .05. This also reduced type I errors. A Scheffe' Test was used to compare pairs of means and combinations of means as the post hoc follow-ups to the ANOVA when there were more than 2 groups. A Bonferroni correction was also used to help control the possibility of Type I errors. Descriptive statistics which include frequency distributions, measures of central tendency, and variance were used to describe and summarize items, scales, and demographic variables. Regression analyses were used to describe the nature of the relationships between the independent variables and dependent variables.

Interviews. After interviews were completed, the audio-tapes were used to augment the researcher's notes, fill-in missing information, and transcribe exact quotes. The process of content analysis included identifying, coding, and categorizing the primary patterns in the data (interviews and document analysis). The researcher read through the interview data. Notes were made on the different topics that began to emerge. The topics that emerged were labeled. This process established an initial classification scheme in the development of categories (Patton, 2002).

In developing a category system the researcher looked for recurring regularities in the data. These recurring topics were sorted into categories derived from the three groups of

teachers and the principals interviewed. The identified categories were judged using two criteria: internal homogeneity (the extent to which the data in each category hold together in a meaningful way) and external heterogeneity (the extent to which the data in each category are bold and clear). Finally, the categories were prioritized and then tested for completeness. When testing for completeness, the categories were inclusive of the data that did exist and would be able to be reproducible by another competent judge. The categories were identified as credible to the persons who provided the information.

CHAPTER IV

RESULTS

The results are organized by first describing the sample. This is followed by a presentation of the reliability of scale results, descriptive statistics of scales, and results pertaining to each of the research questions. Answers to the questions were informed by both quantitative (questionnaire responses) and qualitative data (interview responses).

Description of Sample

Six hundred and fifty-seven surveys were distributed. A total of 253 surveys were returned representing a 40 percent response rate. However, twenty-six surveys were returned from teachers identified as having more than 5 years of experience. One survey was returned from a school which indicated that the particular teacher, with 1-3 years of experience, did not work at that school. Factors which may have caused the low response rate were teachers' mobility, incorrect identification of teachers with 0-5 years of experience on the database, and the distribution of surveys during the most intense testing preparation time near the end of the school year. A total of 226 surveys were used in the analyses.

Descriptive statistics for the reported frequencies of responses were categorized by gender, years of teaching experience, licensure type, school unit type, grade level presently teaching, type of school system, and the percentage of students in their schools receiving free and reduced lunch. Nearly eighty three percent of the respondents were female and 17 percent were male (See Table 1).

Table 1

Frequency and Percent of Respondents by Gender

Item(s)		Frequency	Percent
Gender	Female	187	82.8
	Male	<u>39</u>	<u>17.3</u>
Total		226	100.0

The majority of the respondents (52.2%), had 1-3 years of teaching experience. Thirty percent had more than 3 years of teaching experience, and nearly 18 percent had less than one year of teaching experience (See Table 2).

Table 2

Frequency and Percent of Respondents by Years of Experience

Item(s)		Frequency	Percent
Years of experience	< 1 year	40	17.7
	1-3 years	118	52.2
	> 3 years	<u>68</u>	<u>30.1</u>
Total		226	100.0

The frequency and percentage of respondents grouped by licensure type showed that the majority (38%) held Collegiate Professional License, 18 percent held Postgraduate Professional License, 35 percent held Provisional or Local License, and 8 percent held special education license (See Table 3).

Table 3

Frequency and Percent of Respondents by Licensure Type

Item(s)	Frequency	Percent
Collegiate Prof.	86	38.1
Postgraduate Professional	41	18.1
Provisional License	79	35.0
Special Ed.	<u>19</u>	<u>8.4</u>
Total	226	100.0

Fifty-two percent of the respondents were teaching in elementary schools, nearly 23 percent were teaching in middle schools, and nearly 25 percent were teaching in high schools (See Table 4).

Table 4

Frequency and Percent of Respondents by School Unit

Item(s)	Frequency	Percent
Elementary	118	52.2
Middle	52	23.0
High School	<u>56</u>	<u>24.8</u>
Total	226	100.0

Of the 226 respondents 27 percent of the teacher respondents taught in grades K-2, 27 percent taught 3rd-5th, nearly 20 percent taught grades 6th-8th, and 26 percent of the

teachers provided instruction in grades 9-12 (See Table 5).

Table 5

Frequency and Percent of Respondents by Grade Level

Item(s)	Frequency	Percent
K-2 nd Grade	61	27.0
3 rd -5 th Grade	62	27.4
6 th -8 th Grade	45	19.9
9 th -12 th Grade	<u>58</u>	<u>25.7</u>
Total	226	100.0

Respondents were asked to describe their school system as urban, suburban, or rural.

Descriptive statistics indicated that the frequency of those indicating they taught in an urban school system was 64 percent as opposed to 35 percent who indicated they taught in a suburban school system. Because three teachers indicated they taught in a rural system they were excluded from the analysis using this demographic variable (See Table 6).

Table 6

Frequency and Percent of Respondent by Type of School System

Item(s)	Frequency	Percent
Urban	145	64.1
Suburban	<u>78</u>	<u>34.5</u>
Total	223	98.7

Table 7 indicates the frequency and percent of students receiving free or reduced lunch in the respondents' schools. The majority of the teachers (32.05%) indicated that they taught at schools with 50-75% of the students receiving free or reduced lunch, while 27 percent of the teachers indicated that they taught at schools where more than 75 percent of the students were on free or reduced lunch. Nineteen percent of the respondents taught at schools with less than 25 percent of the students receiving free or reduced lunch and 22 percent of the teachers taught at schools where 25-50% of the students received free or reduced lunch.

Table 7

Frequency and Percent of Students Receiving Free or Reduced Lunch

Item(s)	Frequency	Percent
0-25%	43	19.0
25-50%	50	22.1
50-75%	72.5	32.05
75-100%	<u>60.5</u>	<u>26.75</u>
Total	226	100.0

Reliability of Scales

Cronbach's alpha was used to determine the internal consistency of responses for the following scales: professional development and teacher collaboration, mentoring, principal support, job satisfaction, and teacher retention (See Table 8). The reliability coefficient for the mentoring ($=.90$) and principal support ($=.90$) scales demonstrate an

excellent inter-item consistency. Professional development and collaboration ($=.76$), job satisfaction ($=.76$) and teacher retention scales ($=.70$) revealed an acceptable consistency of the underlying constructs. Initially, when the five items in the teacher retention scale were used the reliability was low. To increase the reliability of the teacher retention scale, the scale was reduced by one item. Item number five, economic factors, was removed. Removing this item increased the alpha from .46 to .70.

Table 8

Reliability Coefficients by Scale

Scale	r	N
Professional Development and Collaboration	.76	6
Mentoring	.90	7
Principal Support	.90	5
Teacher Retention	.70	4
Job Satisfaction	.76	7

Descriptive Statistics of Scales

A 4- point Likert scale, ranging from strongly disagree to strongly agree, was used to measure the extent to which the respondents agreed with the items in each area. Scale scores were calculated as mean scores across items for each scale. Table 9 shows the number, mean, and standard deviation of the five scales. The table shows that the mean score obtained for the professional development and collaboration scale was the highest

($M=3.23$), followed by the principal support scale and teacher retention scales, respectively ($M=2.99$; $M=2.96$). The job satisfaction and mentoring mean scale scores were the lowest ($M=2.65$; $M=2.48$).

Table 9

Descriptive Statistics for Scales

Scales	n	Mean	Standard deviation
Professional Development and Collaboration	225	3.23	.516
Principal Support	224	2.99	.709
Teacher Retention	225	2.96	.664
Job Satisfaction	222	2.65	.535
Mentoring	206	2.48	.989

Impact of Demographics

The first research question addressed whether the demographic characteristics of teachers in Hampton City Schools, with 0-5 years of experience, influenced job satisfaction or retention. Demographic information was divided into two types of characteristics. They were teacher characteristics and school characteristics. The characteristics were analyzed using a multivariate analysis of variance (MANOVA). See Table 10. Teacher characteristics included years of teaching and licensure type. Computing the multivariate tests, for teacher characteristics, Pillai's Trace indicates that neither years of teaching experience ($F(4, 388) 1.472, p=.210, \eta^2=.015$) or type of licensure ($F(4, 388) 2.076, p=.083, \eta^2=.021$) was significant in predicting job satisfaction or teacher retention.

Table 10

Multivariate Analysis of Variance for Teacher Characteristics on Job Satisfaction and Teacher Retention

Characteristics	df	F	η^2	p
Years of teaching (A)	4	1.472	.015	.210
Licensure Type (B)	4	2.076	.021	.083
A*B	8	1.181	.024	.309

School characteristics (school type, type of school system, and percent free and reduced lunch) were the next group of demographic variables addressed in research question one. A separate multivariate test was conducted using school characteristics (e.g. school type, type of school system, and percent of free and reduced lunch) on job satisfaction and teacher retention. Table 11 shows the results. These results indicate there were significant differences on one or more of the dependent variables (teacher retention or job satisfaction) of school type ($F(2,163)=2.964$, $p=.02$, $\eta^2=.035$). The interactions were not significant.

Job Satisfaction

The mean scores for the demographic type of school (See Table 12) showed elementary school to be the highest ($M=2.72$) followed by middle school ($M=2.59$) and high school ($M=2.48$). Type of district revealed only a slight difference in the mean between suburban teachers ($M=2.68$) and urban teachers ($M=2.62$). Differences in means were revealed for free or reduced lunch percentages. Descriptive statistics for

school characteristics as they relate to job satisfaction appear in Table 12.

Table 11

Multivariate Analysis of Variance for School Characteristics on Job Satisfaction and Teacher Retention

Characteristics	df	F	η^2	p
School Type (A)	4	2.964	.035	.020
Type of School System (B)	2	1.409	.017	.247
% Free and Reduced Lunch (C)	6	1.346	.024	.236
A*B	2	1.819	.022	.165
A*C	6	2.092	.071	.057
B*C	3	.321	.006	.810
A*B*C	10	1.762	.051	.067

Table 12

Descriptive Statistics of School Characteristics on Job Satisfaction

Type of School	n	Mean	Standard Deviation
Elementary	116	2.727	.477
Middle	43	2.579	.540
High	55	2.483	.537

Teacher Retention. Table 13 shows the results for school type on teacher retention. A statistically significant main effect among the three different teaching categories on school type (i.e. elementary, middle, high) was revealed ($F(2,213)=1.391$, $p=.04$, $\eta^2=.004$). The three way interaction between school type, district type, and

percent or free or reduced lunch was significant ($F(5,164)=1.124$, $p=.02$, $\eta^2=.075$).

Figures 1 and 2 respectively, illuminate the significant interaction. High school teachers in urban ($M=2.250$) and suburban ($M=1.750$) settings in schools with 75-100 percent free or reduced lunch have low mean scores regarding their retention. On the other hand, Figure 2 reveals that middle school teachers in suburban systems, teaching in schools with 1-25 percent free and reduced lunch, had a lower mean ($M=1.000$) on the retention scale. Overall, elementary school teachers regardless of school type or district type had higher mean scores with regard to retention (highest $M=3.375$; lowest $M=2.771$). Mean scores by school type and percentage of free/reduced lunch can be seen in Table 14.

Table 13

Analysis of Variance for School Characteristics on Teacher Retention

Characteristics	df	F	η^2	p
School Type (A)	2	5.753	.066	.004
District Type (B)	1	2.731	.016	.100
% Free and Reduced Lunch (C)	3	1.961	.035	.122
A*B	2	.634	.006	.532
A*C	6	1.834	.057	.095
B*C	3	1.187	.019	.316
A*B*C	5	2.649	.075	.025

Table 14 *Descriptive Statistics of Free or Reduced Lunch on Teacher Retention*

District/School	n	Mean	Standard Deviation
Urban			
Elementary			
1-25%	7	3.017	.640
25-50%	13	3.064	.581
50-75%	22	3.018	.659
75-100%	29	3.025	.595
Total	71	3.035	.604
Middle			
1-25%	8	2.781	.860
25-50%	6	2.750	.670
50-75%	5	2.950	.873
75-100%	10	3.000	.772
Total	29	2.879	.760
High			
1-25%	6	2.541	.714
25-50%	5	3.400	.223
50-75%	16	2.828	.610
75-100%	1	2.250	not observed
Total	28	2.848	.632
Suburban			
Elementary			
1-25%	12	2.770	.588
25-50%	9	2.944	.569
50-75%	11	3.371	.422
75-100%	2	3.375	.176
Total	34	3.046	.566
Middle			
1-25%	1	1.000	not observed
25-50%	6	2.791	.900
75-100%	2	2.875	.533
Total	9	2.611	.952
High			
1-25%	5	3.150	.782
25-50%	8	2.812	.563
50-75%	2	2.375	1.590
75-100%	1	1.750	not observed
Total	16	2.796	.786

Figure 1

Mean Score for Free or Reduced Lunch on Urban
Elementary, Middle, and High School New Teachers

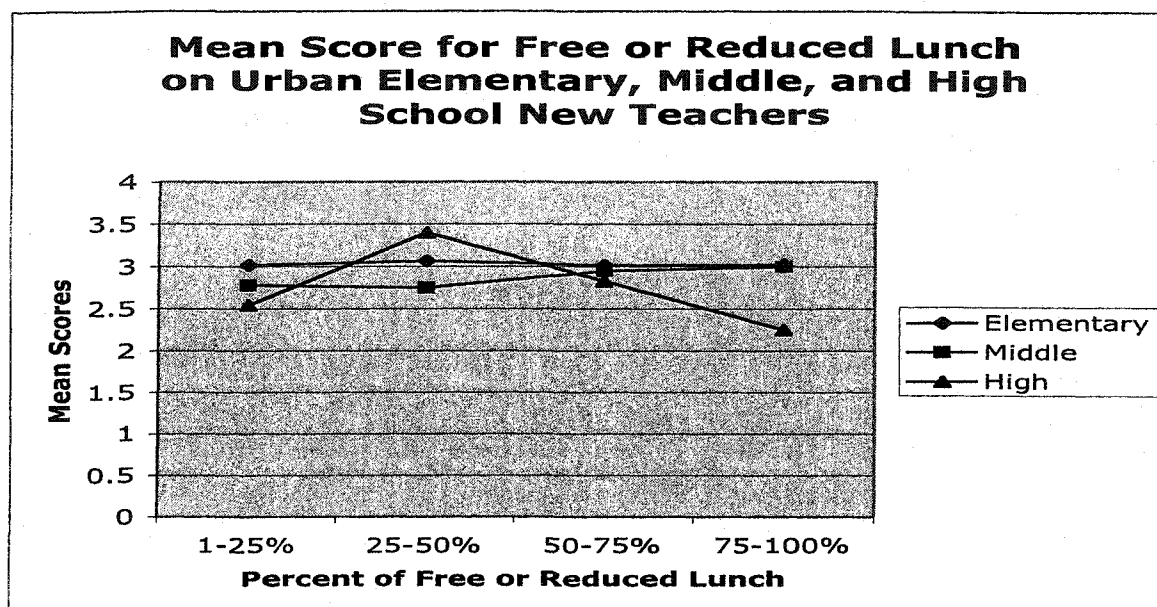
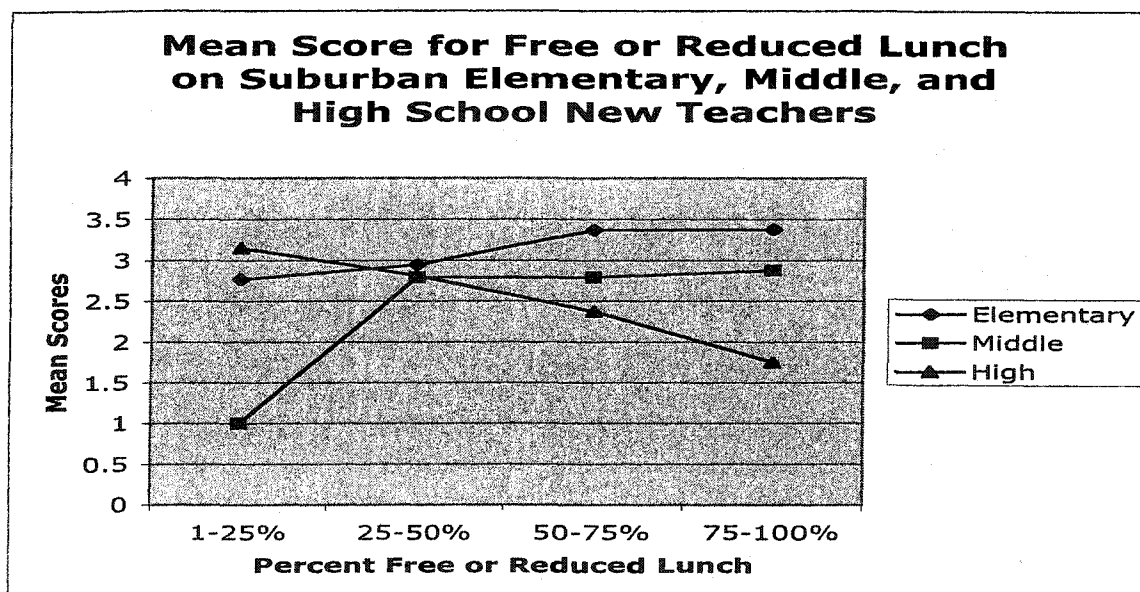


Figure 2

Mean Score for Free or Reduced Lunch on Suburban
Elementary, Middle, and High School New Teachers



Predictive Value of Teacher Induction Components

The second research question of this study addressed how mentoring, principal support, professional development and collaboration predicted job satisfaction and teacher retention. Regression analyses were conducted separately for both job satisfaction and teacher retention. Two regression analyses were run using mentoring, principal support, professional development and collaboration to predict job satisfaction teacher retention. These analyses allowed an examination of the extent to which induction components were predictive of job satisfaction or teacher retention.

Job Satisfaction. The first regression was designed to examine the influence, mentoring, principal support, and professional development and collaboration on job satisfaction. The results showed that mentoring, principal support, and professional development and collaboration combined were statistically significant in predicting job satisfaction. Mentoring alone was not a significant factor in predicting job satisfaction in Hampton City Schools teachers with 0-5 years of experience. However, professional development and collaboration was significant ($F(2, 200) = 37.638, p=0$). The model accounted for 27.3% of the variance of job satisfaction (See Table 15). Principal support continued to be a predictor of job satisfaction ($F(1, 219) = 127.025, p=0$). Forty-three percent of the variance of principal support was accounted for in job satisfaction.

Table 15

Regression Analysis of Mentoring, Principal Support, and Professional Development and Collaboration on Job Satisfaction

Independent Variable	B	SE B	t	p
Professional Development and Collaboration	.257	.066	4.017	.000
Mentoring	.047	.030	.840	.402
Principal Support	.466	.047	7.340	.000

Note. $R^2=.428$, $F(3,199)=57.240$, $p=.00$.

Teacher Retention. A second regression analysis was used to determine the predictive value of mentoring, principal support, and professional development and collaboration on teacher retention. Only eleven percent of the total variance in teacher retention can be explained by mentoring, principal support, and professional development and collaboration. These factors, mentoring and professional development and collaboration did not have a statistically significant effect on teacher retention, $F(2,203)=5.57$, $p=.00$. However, principal support was significant ($F(1,222)=23.506$, $p=.000$). Mentoring alone was not a significant predictor of teacher retention as seen in Table 16.

Table 16

Regression Analysis of Mentoring, Principal Support, and Professional Development and Collaboration on Teacher Retention

Independent Variable	B	SE B	t	p
Professional Development and Collaboration	.086	.073	.847	.398
Mentoring	.012	.046	.252	.801
Principal Support	.266	.073	3.660	.000

Note. $R^2=.111$, $F(3,202)=8.400$, $p=.000$.

Principal Interviews

In an effort to determine what factors principals perceived as affecting new teachers job satisfaction and retention, interviews were held. Nine Hampton City Schools principals were interviewed. Responses were coded into categories to determine the percentage of responses falling into each category. The number per category was divided by the total number of responses to that question. It should be noted that a principal's response to an interview question may have been lengthy with parts of his or her responses coded into more than one category.

Professional Development. Principal responses to the open-ended questions reflected a consistent pattern of professional development and collaboration being implemented by all principals (See Table 17). "The majority of my staff meetings are staff development/workshop meetings." The most frequent types of responses linked

professional development to the curriculum framework (66%). "We invite curriculum/teacher specialist from each content area in to present on instructional strategies, give sample lessons, and to provide an overview of the curriculum frameworks." Another principal stated, that "My assistant principal and I contacted certain curriculum staff leaders to meet with new teachers to review curriculum and set up reading groups." There was an emphasis on meeting monthly and in some cases bimonthly with all teachers to support their understanding of the curriculum during staff development meetings. "Professional development activities are usually held during staff meetings (2 per month)." One principal indicated that the topics (for professional development) stem from surveys completed by teachers as well as those needed to enhance student academic success. Another principal stated, "One new teacher was given time to actually observe a more seasoned teacher work with a guided reading group. A teacher assistant held the new teacher's class." References to technology were frequent in the context of meeting city and state technology requirements and integrating technology into the classroom (33%). "Each new teacher was given time for staff development support that allowed them to satisfy requirements for Technology I, II, and III this past school term." "Professional development opportunities included integrating technology into the classroom." Finally, two principal's highlighted the importance of providing teachers with published articles which supported the professional development opportunities provided in the school. "We have distributed selected articles from previous years to 'bring new staff' up to speed."

Table 17

Number and Percentage of Principal Responses by the Category of Professional Development and Collaboration

Category	Number	Percentage
* curriculum related	6	67
* technology related	<u>3</u>	<u>33</u>
Total	9	100%

Mentoring. Table 18 shows that all principals interviewed (100%) implemented mentoring in their schools. One principal indicated, "Mentors are required to attend 5 of the 10 new teacher meetings held by the assistant principal." Another principal stated, "I assign a mentor for each (new teacher) from our staff. All teachers plan together weekly." The growth of each mentee was documented by all mentors and in all cases the documentation was reviewed with the mentee periodically and shared with the administrator only when requested. "Mentors keep a journal and together meet with an administrator quarterly to see if any additional support is needed." "Logs are kept by mentors and new teachers and are reviewed during the mid-year and final new teacher meetings." Documentation of meetings and support seems to be consistent in the development of mentor/mentee relationships. "Mentors monitored teachers with note taking providing a summary at the conclusion of the year."

Principals (88%) did not use the reports generated by mentors to evaluate their new

teachers. "I believe that the log and relationship between mentor and new teacher is one of openness and trust. It should **not** be evaluated." "I did not use that information (logs) for evaluation. I only used it to provide support to new teachers." One principal (12%) did indicate the use of the mentors' notes by saying, "Not much, actually." If there is evidence that can support positive attributes that I haven't observed, I may use it. I wouldn't use any negative/weakness areas that I haven't personally observed."

Table 18

Number and Percentage of Principal Responses by the Category of Mentoring

Category	Number	Percentage
Mentoring		
* mentoring implemented	9	100
* evaluation impact (no)	8	88
* mentor's notes used in mentee's evaluation (yes)	1	12

Instructional Leadership. When principals were asked if they would described themselves as instructional leaders sixty-six percent of the principals felt strongly that they were instructional leaders. "Yes. I am an instructional leader of instructional leaders. I empower my staff and provide support. I make sure that all of my staff has the necessary curriculum tools and knowledge necessary to be effective with our students. I then expect positive and powerful achievement outcomes." Another principal stated, "I believe that the administrator's most important role is that of an instructional leader. In

this role I emphasize achievement by setting instructional goals, developing performance standards for students, and expressing optimism about students' abilities to meet learning goals." Twenty-two percent indicated that they depended on other experts in their building to provide instructional support in conjunction to their instructional leadership. "We (principal and assistant principal) are the instructional leaders of the school. We also depend on the instructional leaders (teachers). We try to support instruction in every way needed. In addition to modeling I have the instructional leaders in the building to hold focus meeting that will support the instructional goals which I have established in the building. The majority of the principals describe themselves as instructional leaders, 12% indicated that they would like their position as an instructional leader to be more significant. One principal said, "Not as much as I'd like. I do present many staff development activities related to instruction and have on occasion modeled lessons for new teachers." Another principal stated, "I am a decent instructional leader, although I always want to get into classrooms and model more. I keep staff informed of the latest research, keeping the conversations going about best practice, and provide staff development at meetings" (See Table 19).

Table 19

Number and Percentage of Principal Responses by the Category of Instructional Leadership

Category	Number	Percentage
Instructional Leadership		
* strong leadership	6	66
* use of others as instructional leaders	2	22
* would like to do more	<u>1</u>	<u>12</u>
Total	9	100%

Teacher Interviews

Question five provides interview responses in the three “teacher respondent categories” as they relate to each principals’ perception of factors that influence job satisfaction and teacher retention. Teacher responses were calculated in the same fashion as principal responses. Responses were coded into categories according to teachers’ years of experience to explore differences among groups. When determining the percentage of responses falling into each category, the number per category was divided by the total number of teacher responses. Again, it should be noted that some teacher responses to the interview questions may have been lengthy with portions of their responses coded into more than one category. Nine teachers were interviewed. There were three teachers from each teacher respondent category. Interviews focused on

mentoring, principal support, and professional development and collaboration.

Professional Development and Collaboration. New teachers with less than 1 year of experience described professional development and collaboration experiences within their building with excitement. "Meeting with the reading and math building specialist has been a tremendous help. You learn new things." "The librarian is helpful. She finds books which support our curriculum and puts them aside for us." "I love meeting with my teammates. Especially Nina. She has wonderful ideals and we bounce them off each other." Collaboration on grade level and from specialists within the building seems to help reduce the "reality shock" (Veenman, 1984) many new teachers experience during their first year of teaching.

Teachers with 1-3 years of experience shared the same excitement with their professional development and collaboration experiences. "Here at school we have lots of professional development offered by the principal, Hampton City Schools, and others in our building. Like blackboard and other technology workshops. We have lots of "PD" at school." Another teacher added that "The workshops offered are all very informative and useful in the classroom." Teachers with 1-3 years of experience expressed collaboration as an ongoing and vital process. The collaborative experience inclusive of professional development provides an important opportunity for teachers to build relationships and reflect on their practices. "We meet every week. We discuss each curriculum areas and also issues that we might need help on individually." Another teacher stated, "We meet weekly as a principal mandate, but we are talking all the time. "Some times we stay after school to extend our meeting." One teacher really seemed affected by the opportunity to

collaborate with her peers. "Having these weekly meetings is important to me even though I have experience, I continue to learn from my colleagues during each meeting. I have learned some really good behavior management strategies during these meetings. I have also been able to get immediate feedback and support when I ask my questions. I have a great team."

Responses to the open-ended questionnaire by teachers with 3-5 years of experience highlighted the evolution and consistent implementation of professional development and collaboration in Hampton City Schools. "Five years ago professional development was 4 days long and offered by the system. It focused on learning styles and classroom management. It was not that informative." Teachers stated that programs which impact instruction remain significant. "The most important professional development are the ones that support my students in kindergarten. The Breakthrough computer training was very good." Another teacher stated, "Workshops provided by the superintendent and administrators were important in supporting me as a new teacher." Two of the 3-5 year teachers surveyed also indicated that the use of on-line classes to support their learning as teachers was important. "Hampton City Schools offers several great on-line classes." "As part of my professional development I have participated in the on-line classes provided by Hampton City Schools." Use of technology to support or provide professional development is a trend in Hampton City Schools that should be illuminated.

When 3-5 year teachers were asked about collaboration, one teacher who had been teaching 5 years stated, "SOL scores caused us to collaborate. We did not make accreditation so we had to come together and work with teachers from other

departments." Other teachers stated, "Grade level meetings, in-services, and staff meetings help keep us abreast." "When I began working everyone on my team was new. Three new teachers! We had to work together. We asked questions of the previous teachers and received lots of support from the "School Administration Center" as we worked together."

Mentoring. Teachers with less than one year are provided mentors. These mentors were located in the school with the new teacher and a system-wide mentor who serviced several new teachers at various schools was also provided. "My mentor provides me with information on my strengths and weaknesses." "My mentor comes into my room and wants to know how she can help me make things better." Emotional support was offered by mentors. "When you feel you are about to cry she (mentor) encourages you to feel better and keep going. She said to take one day at a time."

When teachers with 1-3 years of experience were asked to identify characteristics in their mentors words they used were helpful, friendly, knowledgeable, and professional. One teacher stated that her mentor emotionally supported her by telling her to "Take care of home first."

When interviewing the teachers with 3-5 years it is evident that mentoring in Hampton City Schools has evolved. None (100%) of the teachers with 3-5 years of experience had formal mentors. One teacher with 3-5 years of experience did state, "Seasoned teachers verbally provided support upon request." This was the only indication of mentoring teachers with 3-5 years of experience indicated. This example provided by teachers with 3-5 years of experience validates the research findings which indicated that mentoring

varies in type and style.

Instructional Support. When asked to describe the support their principals provided them as a new teacher 100% of the teacher in each category indicated that principal support was vitally important. "A LOT OF SUPPORT!" "What ever you need he is willing to provide, even if it is new chairs." "A previous principal encouraged me to go into administration. He encouraged me to be innovative." "I learned a lot from my principal. She has taught me to choose my battles. This has helped me to reduce my stress. She also taught me how to communicate more effectively with my parents."

Principals displayed instructional characteristics which were important to new teachers. "She incorporated a lot of workshops and in-services into our professional development activities." "My principal takes part in my lessons. He observes us often." Other characteristics were managerial in nature. "My principal is very on top of things. He squelches problems and always gives suggestions." "He is one who is willing to go the extra mile. He is not always in his office." Professional characteristics also emerged as important to new teachers. "My principal is very knowledgeable, professional, and approachable." "My principal did a lot of professional reading and shared his readings with the staff. He placed articles in our boxes."

There is also a strong indication that the type of professional development opportunities teachers receive support their job satisfaction. Teachers who are satisfied with their job tend to remain at a school longer (Smith & Ingersol, 2004). It is surprising that mentoring, alone, was not statistically significant in any analysis. Only when combined with professional development and collaboration did it show predictive value.

A range of mentoring programs exist. How they are structured (NCTAF, 2003) seem to determine the impact they have on job satisfaction and teacher retention (NCTAF, 1996). While there may be unknown variables impacting the mentoring program in Hampton City Schools, the method of mentoring in Hampton City Schools should be reviewed.

Summary

In terms of the influence of demographic variables on the dependent variables, the results revealed the influence of school characteristics on job satisfaction and teacher retention. Elementary school teachers were significantly more satisfied with their jobs than were middle school teachers. Grade level significantly interacted with the socioeconomic status of students and school type to influence teacher retention scores. High school teachers in urban and suburban settings with high percentages of students receiving free or reduced lunch had low retention scores; whereas, elementary teachers had higher retention scores regardless of the percentage of their students receiving free or reduced lunch or their geographic setting. Surprisingly, middle school teachers in suburban schools with low percentages of students receiving free or reduced lunch had low retention scores. Regression results show that principal support, professional development and collaboration were significant predictors of job satisfaction. Furthermore, principal support was the only significant predictor of teacher retention. Mentoring alone was not a significant predictor of job satisfaction or teacher retention. But, the surprising discovery in the qualitative portion indicates that mentoring was useful in supporting teachers emotionally but, there was no quantitative evidence that mentoring supported a new teacher's induction into the profession. The importance of

principal support was further observed in qualitative findings. Regardless of the teachers years of experience qualitative results reveal that teachers perceive principal support as vitally important. Principals provided encouragement, instructional direction, and allowed innovation. These types of characteristics were important to new teachers.

CHAPTER V

DISCUSSION

In recent years, school districts and those directly linked to education have shown growing support for new teachers. This support has come in the form of guidance and orientation programs, which, are collectively known as induction (Smith & Ingersoll, 2004). The purpose of this study was to determine what factors influenced new teacher retention and job satisfaction. For the most part, teachers responded that they believed mentoring combined with professional development and principal support were predictors of their retention and job satisfaction. Surprisingly, mentoring alone was not a predictor of job satisfaction or new teacher retention. These findings combined with qualitative evidence suggests Hampton City Schools' teachers' perspectives are consistent with research with the exception of the stand-alone mentoring program.

Demographics

Smith and Ingersoll (2004) have documented what educators have suspected – a strong link between the high attrition rates of new teachers and the teacher shortage, which continues to plague education. A number of studies have found that as many as 50% of new teachers leave within the first 5 years of entry into the teaching field (Ingersoll & Smith, 2003; Hafner & Owings, 1991). Critics of education have long criticized education as an occupation, which “cannibalizes its young.” It has also been noted in research that the best and brightest newcomers are often the most likely to leave (Biklen, 1985; Schlecty & Vance, 1981; Henke, Chen & Geis, 2000). These facts and the knowledge that fewer college graduates are entering and remaining in the labor force

(NEA, 1987; Tennessee Council, 2002) in light of the pending teacher shortage leaves a dark cloud over this vital occupation.

Historical factors influence the demographics of teaching. Teaching has been viewed as an occupation of lateral movements (Biklen, 1985). These lateral movements have been described as movement from one school to another or leaving teaching for reasons other than retirement (Ingersoll, 2003). In addition, Biklen (1985) and other researchers (Apple, 1982; Goodlad, 1990) describe the teaching occupation as dominated by female laborers. Having described the historical perspective of those who enter teaching, the results of this study reveal a consistent pattern with this historical perspective. Hampton City Schools survey participants reveal that the majority of the new teachers are females (82.8%). Whether teaching is dominated by females because of sexist practices or related to recruitment and promotion or a tendency by society to view women's work as less significant, the historical perspective remains intact.

The first research question was: What demographic characteristics (years of teaching experience and type of teaching licensure) best predict job satisfaction and retention of new teachers? Demographic information was divided into two types. They were teacher characteristics and school characteristics. My main finding related to demographics show that elementary school teachers in Hampton City Schools are more satisfied with their jobs than are middle and high school teachers. These results are consistent nationally. Tennessee Tomorrow, Inc.'s (2002) findings indicate that school type plays a crucial role in determining attrition. While Tennessee data showed that middle school teachers were least satisfied with their jobs and elementary school teachers were most satisfied, my findings reveal that high school teachers were the least satisfied ($M=2.483$) and

elementary school teachers were the most satisfied ($M=2.727$). Choy, et. al's (1993) results as reflected in the Schools and Staffing Survey (SASS, 1993) revealed consistent findings related to school type. They reported that elementary school teachers tended to be more highly satisfied with their working conditions than secondary school teachers. As reform efforts continue, research will continue to draw attention to the importance of the teacher's work environment and its impact on teacher retention. To support teachers and reduce attrition, it is important to understand which aspects of a teacher's work experience creates dissatisfaction (U.S. Department of Education, 1997). I believe identification of specific dissatisfactions related to middle and high school teachers will provide implications for future research and revision or elimination of certain practices. Possibly the "one size fits all" model does not support the needs of middle and high school teachers. A suggestion might be to create induction models for middle and high school teachers based on survey specific results.

While this study did not reveal any significant univariate findings related to type of school system or percent of free or reduced lunch an interaction did exist between school type, district type, and percent of free and reduced lunch. A reasonable interpretation of this interaction might be: Although suburban middle school teachers with a free or reduced lunch rate of 1-25% tended to have a lower mean score ($M=1.00$) related to teacher retention, the reverse is true for urban and suburban elementary school teachers regardless of percentage of free or reduced lunch. The results might be stronger if the needs of middle school teachers were specifically identified and addressed during the induction process. Further research related to the needs of suburban middle school and high school teachers is indicated.

Few educational problems have received more attention than the failure to ensure that this nation's schools are staffed with qualified teachers. Within the last 10 years, studies have bemoaned the qualifications and qualities of our teachers (Ingersoll, 1999). As a result, politicians, district administrators, and principals have sought to increase standards related to teacher education and certification (Ingersoll, 1999; Qu, 2003; Darling-Hammond, et. al., 2002). A whole host of initiatives and programs have sprung up to recruit new and talented candidates into the occupation of teaching. Among these programs are alternate certification programs. These programs allow college graduates to postpone their formal educational training, obtain an alternative license and begin teaching immediately (Ingersoll, 1999). Teach for America, Teachers in Resident (Wayne et. al., 2003), and Troop to Teachers are examples of programs designed to lure the "best and brightest" into teaching vacancies. Results from this study reveal that the teacher characteristic, teacher licensure type, were not significant in predicting teacher retention for Hampton City Schools.

Professional Development and Collaboration

The second question of this study sought to determine how mentoring, professional development and collaboration predicted job satisfaction and retention and if it differed by teacher group. My main finding is that professional development and collaboration matter to Hampton City Schools' teachers regardless of years of experience. Like past studies, my data reveal that Hampton City Schools' teachers found professional development and collaboration was a significant indicator of job satisfaction, but my models suggest that professional development and collaboration was not a predictor of teacher retention. Why is professional development and collaboration significant?

Proponents of socio-historico-cultural theory (Ivic, 1994) emphasize that beginning teachers are learners and their learning is dependent on social support. My results were found to be consistent with that theory. The support for this theoretical position in the data is positive. My results suggest Hampton City Schools has implemented effective professional development and collaboration components. These professional development components, according to research, must be embedded in and derived from practice, continuous and ongoing rather than a one-shot experience, on-site and school based, focused on promoting student achievement, integrated with school reform processes, centered around teacher collaboration, and sensitive to teachers' learning needs (Drago-Severson, 2004).

Quantitative and qualitative findings in my study indicated that especially significant to professional development programs are the opportunities for teachers to collaborate. Collaboration allows professionals to learn from each other and establish trusting relationships (Haines, 2002). Consistent with the findings of this study, Sclan (as cited in Quartz, 2003) found that teachers who chose to stay in education, in part at least, was because of collaborative and supportive school environments. This research showed that feeling involved in important decision making, working cooperatively, and setting school discipline policy crucially shaped beginning teachers' perceptions of school leadership and culture, which, in turn, predicted beginning teachers' work commitment, career choice commitment, and planned retention.

I suspect that there are other reasons why Hampton City Schools seems to have a successful professional development and collaboration program. One might be that an infrastructure exists which has moved away from the traditional forms of professional

development that do not connect school goals to teacher learning and the achievement of students. Another might be that each school organization has restructured itself and the work of its teachers so that they have time to work intensively with students and collaboratively with each other (Darling-Hammond & Berry, 2004). Although my focus was on professional development and collaboration, another way to assess the predictive value of professional development and collaboration is to establish reflective practice groups within schools and the district. According to Gabel and Manning (1997) reflective practice groups address the challenges of professional development and collaboration and address the school reform effort. These types of groups may also impact teacher retention and job satisfaction.

Mentoring

Does mentoring significantly predict teacher retention and job satisfaction?

According to the Hampton City Schools' teachers, the answer is no. My results reveal that mentoring alone, regardless of years of experience, was not viewed as a predictor of Hampton City Schools teachers' retention or job satisfaction. My main finding is that regardless of the model mentoring did not have a predictive value related to job satisfaction. Some studies have yielded results similar to mine as they relate to teachers with 0-5 years of experience. Those results were similar to an NCES report, authored by Ingersoll (1996), on the topic of mentoring. It showed that although a majority of schools offered formal mentoring programs for beginning teachers, in only a minority of schools (20%) did teachers strongly agree that effective assistance was provided for new teachers through mentoring. Seven years later, Ingersoll and Kralik (2004) reviewed 150 studies and found that collectively these studies revealed empirical evidence that mentoring

programs do have a positive impact on beginning teachers and their retention. Based on their research it seems the perspective and importance of mentoring to beginning teachers has changed and does matter. These findings contradict the results of my research but will provide direction for further research. These findings should indicate to policymakers, district administrators, and principals that there is possibly promise in the use of mentoring as a means for reducing the high rate of attrition among new teachers. With that said, it should be noted that the impact of mentoring may be minimal unless these programs either included or are supplemented by other important elements (Ingersoll & Kralik, 2004).

Reflecting on the data related to professional development and collaboration, mentoring was a significant predictor of job satisfaction when combined with professional development and collaboration. The proponents of socio-historico-cultural theory, which is espoused by Vygotsky (Ivic, 1994) and other constructivists, would contend that the relationships created when mentoring is combined with professional development and collaboration, might provide an opportunity for beginning teachers' individual development to emerge. It is clear from my study, that the beginning teachers' success and development take place through social interactions and within a culture where the group shares similar meanings. I would deduce that eventually if Hampton City Schools encourages their beginning teachers to participate in mentoring activities that are supplemented with components such as professional development and collaboration the teachers would begin to internalize best practices and system beliefs.

While mentoring has been defined as the establishing of a personal relationship for the purpose of providing professional instruction and guidance, one might surmise that in

Hampton City Schools the mentor/mentee relationship is more informal than formal. Teachers with 1-3 years were provided with formal mentors. They shared that the support they received from their mentors was helpful, friendly knowledgeable, and professional. On the other hand, teachers with 3-5 years of experience did not have formal mentors. Their experience with mentoring can be considered distant or non-existent. Qualitative data supports these findings.

Principal Support

Many studies have searched for the reasons teachers leave the profession. My research sought to determine if the support of principals affected the retention and job satisfaction of beginning teachers and if it differed by teacher group. The findings obtained from Hampton City Schools' teachers, ranging in experience from 0-5 years, emphatically revealed that principal support significantly predicts their retention and job satisfaction. Various studies, (Richards, 2003; Brown, 2003; Eggen, 2002; Karge, 1993) have highlighted principal support as one of the most significant factors that impact retention. There are clear indications, from qualitative data collected through teacher interviews, that Hampton City Schools' teachers identify principal support as vital to their transition and success.

Principals are increasingly feeling the pressure of accountability and the impact of society's problems within their schools. A principal's job is not an easy one. Finding ways to encourage teachers to stay in the profession may help lighten a principal's burden, provide more stability in their school, and improve the school culture (Richards, 2003). The first years of teaching require simultaneous socialization into the teaching profession and the specific school culture (Ryan et al., 1980). Especially important is the

induction process of beginning teachers into urban systems and into schools, which are identified as low achieving. Most important to the induction process for beginning teachers in urban systems or in low achieving schools, is the active role administrators play in providing instructional support (Brown, 2003). By visiting the classroom to observe instruction, administrators should make certain that new teachers receive the support they need.

What behaviors do new teachers value most in principals? Survey data from my research are consistent with other studies that reveal principal support is important, but my study did not identify principal behaviors, which predict job satisfaction and retention. Teachers in this study expressed the importance of having their principal provide instructional leadership. This leadership provided teachers with an important look at their principal's professionalism. This standard of professionalism established a high level of satisfaction and set the climate for a new teacher's success or failure. Smith and Ingersol (2004) found that teachers who were satisfied with their job tended to remain at a school longer. Richard's (2003) study revealed specific quantitative and qualitative principal behaviors, which encourage teachers to remain in the teaching profession. The top two behaviors were being treated with respect and fairness, and receiving support in matters of discipline. As mentioned, Vygotsky and other constructivist theorists emphasize the importance of developing relationships within the school environment. These relationships address the challenges in areas of instruction and classroom management (Ivic, 1994).

Implications for Practice

Although teacher induction programs vary in style and components, Hampton City Schools' teacher induction program reveals that certain components have an impact on job satisfaction and retention of teachers with 0-5 years of experience. The findings from this study have multiple implications for better supporting Hampton City Schools job satisfaction and retention. Below are the most important implications for practice, as I see them for retaining teachers and promoting their job satisfaction:

1. Mentoring for teachers with 3-5 years was not as formal for teachers with 0-3 years of experience. Mentoring alone was not a predictor of job satisfaction or retention. Also, middle and high school teachers in urban districts had main effects that might indicate the need for induction programs to be geared to their specific needs. Their needs may best be addressed using a mentor who would guide their mentee technically and professionally. The mentor would be responsible for teaching the mentee skills necessary to survive daily experiences within that particular school and also promote career-scope professional development (Bova, 1981). Connecting the mentoring program to professional development and collaboration activities is one way of addressing this need. Since beginning teachers vary with regard to understanding, some will need different supports to address the challenges they face each day. The supports for these challenges should be research-based and embedded within the schools' culture (Clemson, 1996, Dragos-Severson, 2004, Veenman, 1984).
2. Professional development and collaboration was a significant predictor of job satisfaction regardless of years experience. This finding indicates the importance

of designing practices within schools which support teachers as adult learners.

Establishing reflective practice groups within schools will allow beginning teachers to share their diverse perspectives, assumptions, and philosophies of themselves and others as they relate to the schools core values in curriculum, collaboration, and decision making (Cady, Distad, & Germundsen, 1998; Haines, 2002).

3. Principals are crucial in shaping the school cultures. I advise principals to consider the fit and match of their individual school cultures and teachers capacities to meet their expectations. Analyzing this will help them shape the school culture. Taking this into consideration will help principals identify the developmental demands of teachers' learning activities and professional development practices so that they are supporting teachers understanding (Dragos-Severson, 2004).

Limitations

The researcher recognizes that this study focused on one program, Hampton Public School's New Teacher Induction Program. This narrow focus and small sample size reduced the generalizability of the proposed study, but will provide direction for later studies. The use of self-reported data and low response rates are limitations.

Instrumentation and social desirability were also limitations. Content validity was within acceptable range but criterion and construct validity was not established. Unknown factors related to teacher retention and job satisfaction may have been due to other factors (i.e. principal competencies, military, family issues) not measured. As with any correlational study, the possibility of outside variables influencing results is possible.

Implications for Future Research

Continued accountability is encouraging school districts, policy makers, and even students preparing for college to address the needs of beginning teachers and their job satisfaction and retention with increasing attention. This study has attempted to add to the limited research regarding the influence that teacher induction components and principal support have on beginning teachers' job satisfaction and retention. The work of Veenman (1984) was the catalyst to begin work on identifying factors and how they differed according to teacher groups. There is, however, much to be done and evaluated in the area of teacher induction. In spite of the relatively small response rate, this study can serve as a model for future research dealing with induction components. Extracting a clear understanding of what determines the job satisfaction of the "best and brightest" beginning new teachers at various school types and specifically within urban districts, is a task that must take place. Only through an understanding of classifying and analyzing input from these valuable teacher resources can we develop better methods of addressing the retention and job satisfaction concerns. Utilizing focus groups as a way of analyzing teacher retention and job satisfaction may provide a more useful way to collect data. The school staffing survey is an instrument which could provide questions for new instruments. Questions from this survey have been validated and utilized in other studies (Ingersol & Smith, 2004). Utilizing an experimental design, which focuses heavily on the component of mentoring might provide more insight into how to refine or create successful mentoring programs for beginning teachers. A true experimental design would employ a control group (those receiving specific individualized mentoring) and a

means to measure the change in their development as teachers. In a true experimental design, an attempt can be made to control confounding variables (i.e. socialization, age, gender, district type), or at least consider their impact, while attempting to determine if the specific treatment is what truly caused the change in the beginning teachers' development. A true research design is often thought of as the only research method that can adequately measure the cause and effect relationship.

Conclusions and Recommendations

The future success of teachers depends on the relationships that they build. This implication for practice is significant. Relationships are linked to high standards (Davis, 2002). Building relationships with parents is vital for new teachers. How can teachers be prepared to create partnerships with families and communities? Epstein (2002) through her School, Family, and Community Partnerships Network and Davis (2002) through his article, *The 10th School Revisited*, offer recommendations which create a comprehensive program of partnerships which are specifically and strongly linked to achieving high standards. Some recommendation that mirror each individual researchers focus are:

1. Institutions of education must prepare future educators to work positively with parents and with community agencies. Offering experiences and courses related to parental involvement and Title One programs would prove to be extremely helpful to new teachers entering urban school systems.
2. Establishing action teams, which include parents, provides parental involvement on all levels of school operations. This democratic process allows all to share the power and find realistic and workable ways to involve parents and other

community representatives in planning, establishing school policy and making decisions regarding mainline educational issues.

3. Create friendly and welcoming schools. There is evidence (Episten, 2002) that schools that are friendly and welcoming to families and community members have an easier time creating good, workable partnerships.

To better determine which factors impact the retention and job satisfaction of new teachers, further research must be conducted in areas such as professional development and collaboration and principal support. This continued research will continue to enlighten districts, principals, and policy makers of the necessary steps to take in educating, retaining, and ensuring satisfaction for the best and brightest who enter this vitally important profession.

One of the major conclusions stemming from this research is that principal support is crucial in the success of new teachers (Eggen, 2002). Principal competencies, which support a new teachers growth and development, are maintaining regular personal communication with the novice, acknowledging and rewarding performance, as appropriate, and maintaining an open-door policy by asking how they can help. In addition, when completing formative and summative evaluations, competencies that a principal should display to support the novice teacher would include using established standards to guide the assessment of a new teacher, display honesty when providing feedback while recognizing that the new teacher is a novice.

Understanding factors that influence beginning teachers is only a small part of the big picture. As we have seen (Veenman, 1984; Darling-Hammond and Berry, 2004), teachers with experience can also be supported by quality teacher induction components.

Other questions such as differences in age, gender, ethnicity, as well as determining whether pre-service test scores can determine the quality of instruction and impact the learning environment need to be investigated. To alleviate the crisis we are facing in our school, we must know how to address the concerns of novice teachers. It is critical that we understand and continue studying ways in which will provide novice teachers with a successful beginning.

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APPENDIX A

TEACHER LETTER REQUESTING PARTICIPATION

"HCS's New Teacher Induction Program" -- A Survey"

Return this survey via school pony to:

Gale A. Lee, Aberdeen Elementary School

Dear New Teacher:

My name is Gale Lee and I am a Ph.D. candidate, at Old Dominion University, in the field of Urban Education. I am conducting a study on factors which predict teacher retention and job satisfaction. Your responses will be invaluable in determining the influence of this particular induction program on new teacher retention. It should only take 20 minutes of your time but will contribute a lot!

You were one of HCS new teachers selected to participate. A new teacher for the purposes of this study is defined as an individual who has 0-5 years of total teaching experience.

Your participation is strictly voluntary; completion of this questionnaire indicates your willingness to participate. Your responses will be completely confidential. Please be candid. I am asking some background questions to help me understand patterns across groups of teachers. Your participation will benefit your school system and how it views its teacher induction process. After the data is tabulated and I have summarized results, I would be pleased to send you a summary of the major findings. If you would like to have a summary of the major findings please email me at Gaajuly@aol.com and place the words "Summary of Teacher Induction Results" in the subject line. Thank you for your participation.

Sincerely,

Gale A. Lee
Assistant Principal
Aberdeen Elementary School

APPENDIX B

TEACHER QUESTIONNAIRE

Background Questions (simply check the category that applies to you)

1. What is your gender? ☐ female ☐ male
2. How many full years have you been teaching?

<input type="checkbox"/> less than 1 year	<input type="checkbox"/> 3 years	<input type="checkbox"/> +5 years
<input type="checkbox"/> 1 year	<input type="checkbox"/> 4 years	
<input type="checkbox"/> 2 years	<input type="checkbox"/> 5 years	
3. What type of teaching certification or licensure do you hold?

<input type="checkbox"/> DOE Collegiate Professional	<input type="checkbox"/> HCS Local License
<input type="checkbox"/> DOE Postgraduate Professional	<input type="checkbox"/> Provisional
<input type="checkbox"/> DOE Technical Professional	<input type="checkbox"/> Special Ed

Conditional

4. What type of school unit do you presently work in?

<input type="checkbox"/> Elementary	<input type="checkbox"/> Middle	<input type="checkbox"/> High School
<input type="checkbox"/> Special Center (i.e. Magnet School)		
5. What grade level do you teach?

<input type="checkbox"/> Pre-K	<input type="checkbox"/> 6-8
<input type="checkbox"/> K-2	<input type="checkbox"/> 9-12
<input type="checkbox"/> 3-5	
6. What specific subject area do you primarily teach?

<input type="checkbox"/> English/Writing	<input type="checkbox"/> Vocational Education
<input type="checkbox"/> Science	<input type="checkbox"/> Foreign Language
<input type="checkbox"/> Math	<input type="checkbox"/> Fine Arts (Art/Music)
<input type="checkbox"/> Social Studies	<input type="checkbox"/> Business
<input type="checkbox"/> Physical Education	<input type="checkbox"/> Other _____
<input type="checkbox"/> Special Education	<input type="checkbox"/> Reading Specialist
7. How would you describe your school system?

<input type="checkbox"/> Urban
<input type="checkbox"/> Suburban
<input type="checkbox"/> Rural

8. Approximately what percentage of your student population receives free or reduced lunch?

☐ 0-25%

☐ 50-75%

☐ 25-50%

☐ 75-100%

9. Was teaching your first career?

☐ yes

☐ no

Please indicate the extent to which you agree with the following statements by circling one of the four options:

SD=Strongly Disagree D=Disagree A=Agree SA=Strongly Agree

Professional Development and Collaboration

1. HCS offers professional development courses, in-services, and workshops specifically geared to new teachers.
SD D A SA
2. My professional development points accumulated this year exceed minimum requirements.
SD D A SA
3. As a new teacher, within my school, I have the opportunity to participate in team decision-making that supports my knowledge of pedagogy and curriculum implementation.
SD D A SA
4. Opportunities for direct collaboration within my school occur regularly.
SD D A SA
5. Collaboration among my colleagues, has been beneficial.
SD D A SA
6. The quality of the professional development offered to new teachers supports the quality of instruction I provide to my students.
SD D A SA

Mentoring

1. I received a mentor during my first year of teaching.
Yes No
2. I received a mentor during my 2-5 year of teaching.
Yes No
3. As a new teacher I met with my mentor at least once a week.
SD D A SA
4. My mentor and I identified and documented a focus area for support at each meeting.
SD D A SA
5. Each focus area identified helped move my instructional practice forward.
SD D A SA
6. I was able to speak candidly to my mentor about emotional, instructional, and student concerns.
SD D A SA
7. My mentor's observations impacted my teacher evaluation.
SD D A SA

Please indicate the extent to which you agree with the following statements by circling one of the four options:

SD=Strongly Disagree D=Disagree A=Agree SA=Strongly Agree

Principal Support

1. The administration in my school displays characteristics that are supportive and encouraging to teachers.

SD D A SA

2. Staff members at my school receive affirmations for a job well done.

SD D A SA

3. The principal at my school supports (verbally or in writing) the collaboration efforts of teachers.

SD D A SA

4. The principal displays his position as the instructional leader in the school.

SD D A SA

5. The principal meets with me to discuss my progress as a new teacher.

SD D A SA

Teacher Retention

1. I am committed to teaching as a career.

SD D A SA

2. If I could go back to my college days I would choose teaching as a career again.

SD D A SA

3. I would encourage college bound students to enter teaching as a career.

SD D A SA

4. Family factors (e.g. marriage, birth, relocation) would account for me leaving teaching or interrupting my career in teaching.

SD D A SA

5. Economic factors would account for me leaving teaching or interrupting my career in teaching.

SD D A SA

Please indicate the extent to which you agree with the following statements by circling one of the four options:

SD=Strongly Disagree D=Disagree A=Agree SA=Strongly Agree

Job Satisfaction

1. I am satisfied with my teaching salary.

SD D A SA

2. I am satisfied with my opportunities to collaborate among the staff.

SD D A SA

3. I am satisfied with the degree of administrative support and staff recognition teachers receive at my school.

SD D A SA

4. I do not mind the paperwork and routine duties that are required for my work.

SD D A SA

5. I am satisfied with my influence over school policy.

SD D A SA

6. Reflecting on my college career, I would again choose teaching as a career choice.

SD D A SA

7. I intend to stay in teaching more than five years.

SD D A SA

Please return this survey via pony to

Gale Lee at Aberdeen Elementary School.

Thank you.

APPENDIX C

TEACHER FOLLOW-UP INTERVIEW REQUEST

Thank you very much for your participation.

As stated earlier, your insight and experiences are sincerely appreciated. Questionnaires provide valuable, information, but it would also be very beneficial to obtain more in-depth information about the kinds of things we asked you on the questionnaire. **Would you be willing to participate in a personal follow-up interview to talk about your experiences as a new teacher, in Hampton, participating in the teacher induction program?** The researcher will contact you and arrange to meet with you at a convenient location (e.g. your school or a site at the school administration building). The interview will last one hour.

There are no risks. The information would be kept entirely confidential. You will have an opportunity after the interview, to read a copy of the researcher's written notes and make any clarifications on the day of the interview. Also if requested you may request a summary of the major findings by emailing me at Gaajuly@aol.com and placing the words "Follow-Up Summary of Teacher Induction Results" in the subject line.

Please indicate your willingness to participate. Then detach this page from the rest of the questionnaire, fold it in half, and place it in a separately marked envelope. Forward the envelope, via pony, to Gale Lee at Aberdeen Elementary School.

_____ No, I would rather not participate in the follow-up interviews.

_____ Yes, I would like to participate in the follow-up interviews.

If you would like to participate, please provide contact information.

Name (Please print): First _____ Last _____

School (Please write out): _____

Grade: _____ Subject Taught: _____

Telephone Numbers: School _____ Home (optional) _____

School Email address if available: _____

APPENDIX D

TEACHER FOLLOW-UP QUESTIONNAIRE

Teacher Induction Program in HCS1. Describe the teacher induction program in HCS.

Probe: Did your principal or the personnel department provide a formal time for you to receive instructional support and collaborate with new or experienced teachers? How?

Response:

Professional Development and Collaboration1. Describe professional development activities (in school or in the district) that have supported you as a new teacher.

Response:

2. Describe how you have had the opportunity to collaborate and how it has supported you as a new teacher.

Response:

Mentoring1. How have you and your mentor documented your growth as a new teacher?

Probe: Did you or your mentor keep a journal log or any type of documentation to show your growth?

Response:

2. What characteristics did/does your mentor display that made you feel comfortable in confiding with him/her?

Response:

3. Describe how your mentor supported you emotionally.

Response:

Principal Support1. Describe the support your principal has provided to you as a new teacher.

Response:

2. What characteristics did/does your principal display that would identify him/her as an instructional leader?

Response:

Teacher Retention1. Describe your level of commitment to teaching.

Probe: What would cause you to leave the profession?

Response:

Job Satisfaction1. Describe your satisfaction with the teaching profession.

Response:

APPENDIX E

PRINCIPAL INTERVIEW REQUEST

As discussed, I am conducting a study on factors that predict job satisfaction and teacher retention. Ways to retain new teachers is of vital importance. Your insight and experiences as a school principal are crucial. Teacher responses provide valuable, summary information, but it would also be very beneficial to obtain more in-depth information from principals. The interview will last one hour.

There are no risks. The information would be kept entirely confidential. You will have an opportunity after the interview, to read a copy of the researchers written notes and make any clarifications on the day of the interview. Also, if requested you may request a summary of the major findings by emailing me at Gaajuly@aol.com and placing the words "Follow-Up Summary of teacher Induction Results" in the subject line.

APPENDIX F

PRINCIPAL INTERVIEW

New Teachers Count

1 How many new teachers with 0-5 years are in your building?

Response:

Teacher Induction Program in HCS

1. Describe the teacher induction program efforts in your building and in HCS.

Probe: How did you or the personnel department provide time for your new teachers to receive instructional support and collaborate with other new or experienced teachers?

Response:

Professional Development and Collaboration

1. Describe professional development activities in your school that have supported your new teachers.

Response:

2. Describe how you have provided an opportunity for new teachers to collaborate among the staff.

Response:

Mentoring

1. How did the mentor document growth in the new teacher?

Probe: Did the mentor keep a journal log or any type of documentation to show growth?

Response:

2. Describe how you used the mentor's documentation to impact the new teacher's evaluation.

Response:

Principal Support

1. How would you describe yourself as the instructional leader?

Probe: What characteristics do you display?

Response:

Teacher Retention

1. How would you describe your level of commitment to teacher retention?

Response:

Job Satisfaction

1. How would your teachers describe their job satisfaction at your school?

Response:

2. How many teachers did you lose in teacher selected transfers to other schools last year?

Probe: What do you think the reason for their leaving could be attributed to?

Response:

VITA
Gale A. Lee
606 Wyndham Drive • Hampton, Virginia 23666 • 757-826-3409
Email: gaajuly@verizon.net

PROFESSIONAL PROFILE: Successful administrative experiences in public school systems within the Hampton Roads area. Fifteen years of teaching experience in grades pre-kindergarten through five with a reputation for successfully implementing researched-based instructional strategies, disaggregating data, coordinating innovative programs, exhibiting excellent managerial skills, and having a passion for educating the most disadvantaged students.

EARNED DEGREES AND ENDORSEMENTS

Master of Science in Education, Old Dominion University (Administration and Supervision)

Bachelor of Science, Norfolk State University (Early Childhood Education)

Bachelor of Science, Norfolk State University (Corrective Therapy)

Endorsements: Administration and Supervision Prekindergarten-12; Early Childhood Education NK-4

PROFESSIONAL EXPERIENCES:

2003	Assistant Principal, Aberdeen Elementary School, Hampton City Schools
2001-2003	Teacher, Thurgood Marshall Elementary, Chesapeake Public Schools
2000-2001	Coordinator, Compensatory Education Department, Norfolk Public Schools
1999-2000	Coordinator, Virginia Parent Information and Resource Center, Norfolk Public Schools
1998-1999	Teacher, Roberts Park Elementary, Norfolk Public Schools
1998	Administrative Intern, English as a Second Language (ELS), Virginia Beach Public Schools System
1998-2000	Adjunct Professor, Early Childhood Department, Old Dominion University
1991-1997	Teacher, Berkley Campostella Early Childhood Education Center, Norfolk Public Schools
1988-1991	Teacher, Bay View Elementary, Norfolk Public Schools System