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Impact of New Teacher Induction on Beginning Teachers

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Impact of New Teacher Induction on Beginning Teachers

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Concordia University–Portland

College of Education

Dissertation submitted to the Faculty of the College of Education

in partial fulfillment of the requirements for the degree of

Doctor of Education in

Teacher Leadership

Brandy Kamm, Ph.D., Faculty Chair Dissertation Committee

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Abstract

Teacher retention and its much more emphasized antithesis, attrition, affects the Federation of Affiliated Christian Churches (FACC) school system. The FACC created the New Teacher Induction (NTI) program after the New Teacher Center model for induction out of Santa Cruz, California to assist new teachers and increase retention rates in their school system. Mentoring, professional development opportunities, and principal engagement were the three-prongs of the NTI approach to teacher support which aimed at increasing new teacher self-efficacy. This qualitative case study examines new teacher perceptions of the NTI program, and its impact on their decisions to remain in or leave the teaching profession. The sample population was drawn from new teachers who graduated from a private teacher training college in the Midwest during a three-year span, and who had participated in the NTI program. Data consisted of questionnaires, semistructured interviews, and semistructured focus group sessions. The findings revealed both positive and negative perceptions of the FACC NTI program. Many new teachers reported high levels of self-efficacy prior to entering the program, and they commented on the impact their mentors and principals had on that self-efficacy. Some new teacher expressed disappointment with certain aspects and perceived the need for improvements in the areas of policies and procedures and mentor proximity. The new teachers did not perceive a connection between the NTI program and their retention intentions in the profession.

Keywords: induction, self-efficacy, perceptions, mentor, mentoring, professional development, principal engagement, qualitative case study, new teachers, attrition, retention

Dedication

This case study is dedicated to all teachers who are just beginning the professional life in the educational setting. Teaching truly is a work of heart. There are people ready and willing to assist you as you embark on this new adventure. Love your students, display your passion, and keep the faith.

This case study is also dedicated to various family and friends who endured this process with me. Thank you, Dr. Melendy, for being the inspirational role model to begin this journey and your continued encouragement throughout the process, one jellybean at a time. Thank you to my parents who recognized my absence at family gatherings over the past few years was necessary to reach my goal. Thank you to my sons who accepted that fact the sacrifices had to be made to complete this process. Finally, thank you to my husband who edited every word of my posts, papers, and this dissertation throughout my program. Your constructive criticism led to clearer writing and ultimately a clearer path to success. Without your constant encouragement, I would not have made it through this process. I love you all.

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All glory to my Lord, Jesus Christ, to whom I owe all thanks and praise. Without Him, nothing in my life would hold meaning or purpose. Thank you, Concordia University of Portland Ed.D. faculty for enriching my mind and broadening my perspective on educational issues. Thank you specifically to my dissertation committed members who graciously provided their time, wisdom, and talents throughout this process. A special thank you to Brandy Kamm, Ph.D., my dissertation chair, who provided a wealth of knowledge and support during the writing of this dissertation. Your prompt reviews of my writing and availability for timely conferencing made this process more manageable and expedient for achieving my goals.

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Chapter 1: Introduction

School systems across the globe have struggled to retain new teachers (Hangül, 2017; Sullivan & Morrison, 2014; Sunde & Ulvik, 2014). Countries all over the world have reported ever-increasing new teacher attrition rates (Gillham, Evans, & Williams, 2016; Harfitt, 2015; Ingersoll, Merrill, & Stuckey, 2014; Kelly & Northrop, 2015; Lindqvist, Nordänger, & Carlsson, 2014; Mansfield, Beltman, & Price, 2014; New Teacher Center, 2016). Educational leaders and policy makers seek answers for improving new teacher retention. They desire reform of current acclimation practices in hopes that more intentional programs like induction and mentoring lead to an increase in new teacher retention. Induction programs utilize multiple approaches to assist new teachers personally and professionally as they begin their teaching careers. Mentoring is when an experienced teacher advises a new teacher. Research studies have been conducted over the past few decades to garner information about successful induction programs and how to better serve the needs of new teachers (Haim & Amdur, 2016; Hangül, 2017; Israel, Kamman, McCray, & Sindelar, 2014; Kearney, 2014; Lindqvist et al., 2014; Martin, Buelow, & Hoffman, 2016; Sullivan & Morrison, 2014; Sunde & Ulvik, 2014). This current qualitative case study focuses on one specific induction program utilized with a specific population of new teachers. This chapter introduces the study by providing an overview of the context, conceptual framework, statement of the problem, purpose, the research questions, rationale, relevance, significance, the definition of terms, assumptions, delimitations, and limitations.

Background, Context, History, and Conceptual Framework for the Problem

New teachers, those with three or fewer years teaching, in the Federation of Affiliated Christian Churches (FACC) parochial schools have been leaving their initial teaching assignments at an alarming rate. FACC used here and from this point forward was a pseudonym

created to conceal the identity of the actual church body in this study. In 2015, there were 93

teacher track graduates, and four years later, 55 of them remain teaching in FACC schools, a

59% retention rate. In 2016, there were 90 teacher track graduates, and 3 years later, 59 remain

teaching in FACC schools, a 66% retention rate. In 2017, there were 99 teacher-track graduates,

and 2 years later 70 remain teaching in FACC schools, a 71% retention rate. These statistics

were gleaned from the college provided graduate list, cross-checked with the New Teacher

Induction (NTI) participation list and the online FACC active teacher database.

Federation officials recognized the strain that attrition places on the schools when

teachers leave. To alleviate the strain on the schools and improve student achievement, the

FACC leadership developed the NTI program aimed at increasing teacher retention and

accelerating the novice teacher learning curve (see Appendix B). The NTI program provides

new teachers with trained mentors, professional development opportunities that address issues

that typically arise in the first years of teaching, and increased principal engagement, all for the

purpose of increasing teacher retention by supporting new teachers during their acclimation to

the field. This background information was included to assist readers of this study in

understanding the elements the NTI program utilizes to impact new teacher retention.

In 2010, the FACC NTI program began serving new teachers in FACC schools. In 2015,

the NTI program was made mandatory for every teacher who graduated from the FACC's

teacher training college in the upper Midwest. The FACC NTI program was created after the

New Teacher Center model of induction out of Santa Cruz, California (Picucci, 2016).

Mentoring, professional development opportunities, and principal engagement were the three-

prongs of the NTI approach to teacher support which aimed at increasing new teacher self-

efficacy. According to previously conducted research, increased self-efficacy impacted a new

teacher's intent to remain in the profession or leave it (Adoniou, 2016a; Craig, 2014; Dias-Lacy & Guirguis, 2017; Du Plessis & Sunde, 2017; Haim & Amdur, 2016; Hangül, 2017; Harfitt, 2015; Struyven & Vanthournout, 2014; Zembytska, 2016).

Previous researchers utilized Bandura's (1977) social cognitive and self-efficacy theories as part of their conceptual frameworks when studying new teachers (Du Plessis, Carroll, & Gillies, 2015; Korte & Simonsen, 2018; Pfitzner-Eden, 2016; Sehgal, Nambudiri, & Mishra, 2016; Tsui, 2018). In the area of teacher retention, three studies stood out. Helms-Lorenz and Maulana (2016) utilized Bandura's theory in their study. Chesnut and Burley (2015) also employed Bandura's theory in their study. Lambersky (2016) used Bandura's self-efficacy theory to highlight principals' influence on their teachers' commitment to teaching. Bandura's theories were a natural choice for the conceptual framework of this study as well. He theorized that self-efficacy plays a significant role in people's psychological states, behaviors, and motivations (Du Plessis et al., 2015; Pfitzner-Eden, 2016). New teacher retention directly relates to Bandura's theories. When people believe they possess the capabilities to be successful, those beliefs positively drive the thoughts, words, and actions of the new teacher in the face of personal and professional stresses while acclimating to the teaching profession.

New teacher resilience is built on experiences that create high levels of self-efficacy. Without resiliency and high levels of self-efficacy, new teachers' psychological states may lead them to question their ability to teach and cause them to consider leaving the teaching profession. "Teachers like many other professionals, need to feel supported in their efforts. Regardless of the profession, high levels of perceived support result in efficacious feelings and in increased likelihood the individual will remain committed to his or her career" (Korte & Simonsen, 2018, p. 102). Bandura (1997) provided four types of support that create those high levels of self-

efficacy: "(1) mastery experiences, (2) vicarious experiences, (3) social persuasion, and (4) physiological and affective states" (Pfitzner-Eden, 2016, p. 241). The FACC NTI program includes opportunities for new teachers to receive these types of supports.

Statement of the Problem

Teachers have been leaving the profession all over the world at an alarming rate over the past few decades. In previous teaching profession studies, researchers placed the attrition rate between 30% and 40% (Howes & Goodman-Delahunty, 2015; Ingersoll, Merrill, & Stuckey, 2014; Tiplic, Brandmo, & Elstad, 2015). Researchers who have studied this issue throughout the past few decades have taken different stances regarding teacher attrition. They have pointed out that attrition is natural and healthy for the profession. Teacher attrition occurs naturally as teachers reach retirement age. Attrition that increases the health of the profession occurs when teachers are counseled out of teaching because their gifts and abilities are better suited for other professions. This makes the teaching force stronger (Ingersoll, Merrill, & Stuckey, 2014; Ingersoll & Strong, 2011).

Some researchers pointed to the roll society's view of the profession may play in teacher attrition (Helms-Lorenz & Maulana, 2016; Tiplic et al., 2015). In some settings and cultures, teaching may not be held as a prestigious or noble profession which could lead to a lack of support that results in low salaries. Relatively low pay incentivizes undergraduates to steer away from entering the profession (Howes & Goodman-Delahunty, 2015; Johnson et al., 2014). Researchers even pointed out that some students graduated from a teacher training program but for various reasons, never attained a classroom of their own (Lindqvist et al., 2014; Pfitzner-Eden, 2016; Struyven & Vanthournout, 2014). Many researchers, however, found that attrition was largely comprised of new teachers leaving the teaching profession due to personal and

professional stresses which had affected their self-efficacy (Adoniou, 2016a; Clandinin et al., 2015; Craig, 2014; Dias-Lacy & Guirguis, 2017; Du Plessis & Sunde, 2017; Gillham et al., 2016; Haim & Amdur, 2016; Hangül, 2017; Harfitt, 2015; Ingersoll & Strong, 2011; Kelly & Northrop, 2015; Struyven & Vanthournout, 2014; Zembytska, 2016).

Schools need quality teachers, ones who can handle the stresses of the profession while increasing student learning. Quality teachers are nurtured over time (Clandinin et al., 2015; Tiplic et al., 2015). New teacher attrition interrupts or even terminates the development of much-needed quality teachers. Support for new teachers to navigate the tumultuous first years of teaching is crucial to increasing new teacher retention. Induction programs are needed to assist new teachers with in-the-moment stresses and push them to develop a growth mindset which will increase self-efficacy and promote teacher retention overall. The FACC leadership created the NTI program to address these problems.

Purpose of the Study

The greatest level of teacher attrition occurs within the first five years after entering the profession (Dias-Lacy & Guirguis, 2017; Gillham et al., 2016; Ingersoll & Strong, 2011; Kelly & Northrop, 2015). It takes time to develop the skills and abilities needed to improve student achievement (Clandinin et al., 2015; Tiplic et al., 2015). The FACC NTI program was established with the goals of improving student achievement and increasing new teacher retention. The FACC NTI program is an approach to inducting recent graduates of the federation's teacher training college into FACC schools by offering a variety of supports. The program is built around experienced FACC teachers trained as mentors, federation and public professional development opportunities, and principal partnerships. The intent remains to increase new teacher self-efficacy, accelerate the process of becoming a master teacher, and

enhance new teacher retention. The purpose of this study was to examine the impact of the FACC NTI program on new teacher retention through the lens of program participants.

Research Questions

One overarching question guided this study: How does the FACC NTI program impact new teachers' decisions to remain in the profession or leave it? Three subquestions were used to examine the distinct elements of the FACC NTI program:

1. What are the perceptions of new teachers who participate in New Teacher Induction about how mentoring impacts their self-efficacy?

2. What are the perceptions of new teachers that participate in New Teacher Induction about how professional development impacts their self-efficacy?

3. What are the perceptions of new teachers that participate in New Teacher Induction about how principal engagement impacts their self-efficacy?

Rationale, Relevance, and Significance of the Study

The FACC school system serves a faith-based student population and is committed to providing teachers for those schools through its own teacher training college. This limits the number of new teachers entering FACC schools to only graduates of that college. Adding the new complication of the baby-boomer generation currently starting their retirement phase, FACC schools have found themselves facing increased teacher shortages (Howes & Goodman-Delahunty, 2015). The need to retain new teachers within the FACC school system is crucial.

The self-efficacy of FACC new teachers impacts their decision to remain in or leave the teaching profession. The FACC leadership created the NTI program to intentionally build new teacher self-efficacy by attending to four sources for building self-efficacy promoted by Bandura (1997). The NTI program relies on mentors, professional development, and engaged principals.

Quality mentors are provided as an immediate source of assistance on a weekly or biweekly basis. Calvert (2016) suggested that mentors and administrators promote self-efficacy in new teachers by encouraging them toward professionalism and aiding their colleagues in achieving their own professional advancement. It was noted that professional development opportunities directly tied to personal or classroom stresses are offered as needed or desired. Principal engagement with the specific goal of developing a trusting and supportive relationship is imperative for continued relationship building beyond the two years of the NTI program. Tiplic et al. (2015) said that supportive principals, clear role definitions, and collective teacher efficacy all served to predict teacher intentions to leave or remain in the teaching profession. The three-pronged approach seeks to intentionally promote self-efficacy in FACC new teachers.

The question remains, does the FACC NTI program increase new teacher retention rates by positively impacting new teacher self-efficacy? Exploring the NTI program through the eyes of the new teachers is the litmus test of the program's effectiveness. After all, the new teachers are the ones who control the retention and attrition rates by deciding to remain in or leave the profession. If they perceive their needs are being met and their self-efficacy is increasing, they are more likely to remain in the profession. Examining each prong of the NTI program from the new teachers' perspectives highlights areas of program success and informs NTI program leadership of where improvements may be needed. Conducting research on the NTI program in this way modeled the growth mindset for the new teachers and increased their self-efficacy by giving them a sense of voice in the program

Definition of Terms

Attrition. A teacher does not return to teach in the same school the following school year (Ingersoll, Merrill, & Stuckey, 2014).

FACC. Federation of Affiliated Christian Churches is the pseudonym used to protect the anonymity of the church body that created the NTI program to support its new teachers.

Growth mindset. "The growth mindset is based on the belief that your basic qualities are things you can cultivate through your efforts, your strategies, and help from others" (Dweck, 2016, p.7).

Induction. Induction is the process of using the knowledge and skills new teachers gained at their teaching training colleges to acclimate them to the field educationally, socially, and professionally (Hangül, 2017).

Mentor. An experienced teacher who interacts with a beginning teacher who has zero to three years of experience (Zembytska, 2016).

NTI. New Teacher Induction is the program created by the FACC based on the New Teacher Center model from Santa Cruz, California.

Principal engagement. School leadership encourages professional cooperation and actively supports the role of the beginning teacher (Tiplic et al., 2015).

Quality induction programs. Quality induction programs adhere to induction standards that align with professional teaching standards (Zembytska, 2016).

Quality mentors. A quality mentor is an experienced teacher who has completed coursework on how to mentor new teachers and adheres to mentoring standards (Zembytska, 2016).

Quality teachers. Quality teachers are ones who display a mastery of the methods, competencies, and pedagogy involved in teaching and can provide evidence of positive impact on student learning (Stronge & Hindman, 2006).

Retention. Retention in this study refers to teachers who remain at the schools to which they were assigned upon graduation.

Self-Efficacy. "People's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives" (Bandura, 1977, p. 71).

Teacher track graduate. A teacher track graduate is a college student who earned a Bachelor of Science in Education and successfully completed all pre-service teaching practicums as well as student teaching.

Assumptions, Delimitations, and Limitations

Assumptions. An axiological assumption that requires a heightened awareness is the researchers training as an NTI mentor. The premise that the mentor plays the most valuable role in the induction process emphasized throughout all mentor trainings may affect the active listening process during the interviews and the focus group sessions. This assumption about the value of the mentor has not come to fruition through personal experience with the program. The background and growth mindset of the new teacher hold significance in the effectiveness of the mentor/new teacher relationship. New teachers who desire weekly reflective conversations to improve their practice enjoy a stronger influential relationship with their mentor. Also, a methodological assumption arises with a novice interviewer who is not adept at conducting interviews and catching the nuances that occur during the interviews (Creswell & Poth, 2018). Methodological approaches in the study include an electronic questionnaire, interviews and focus group interactions with program participants. Careful attention to detail and the use of quality recording and analysis devices aid in the reduction of these assumption errors.

Interviews and focus groups are important data sources in case study research. Assumption errors occur when participants inaccurately self-reporting their thoughts, feelings, or

perspectives (Wilkins & Okrasinski, 2015). In this study, inaccuracy in recall should be minimal due to the narrow time frame between graduation, participation in NTI and the interview. Assumption errors also arise when participants are confused or misled by the wording of the questions (Wilkins & Okrasinski, 2015). Having experts in the field review interview and focus group protocols assists in avoiding this assumption error. The conversational approach involved in interviews and focus groups leaves an opening for subtle influences which may affect the responses. Yin (2014) referred to this as reflexivity and encourages a heightened awareness of it when utilizing these two protocols. When interviewees provide information that leads to other data sources or another interviewee, that participant may become an informant. The researcher must guard against an over-reliance on the insights and leads given by the informant (Yin, 2014).

Confidentiality is often at the forefront of participants minds as they provide candid perspectives during the interviews and focus group sessions. This case study examined one specific induction program through the eyes of a single group of individuals. The relatively small size of the school system and interconnectedness of teachers and federation leadership across the school system may again have impacted the amount of reflexivity in the interviewees' responses. Some participants may have struggled to be completely candid about their experiences and were reserved with their answers if they were concerned about future repercussions. The researcher was acutely aware of this possibility and utilized the collaboration norms of respect for all perspectives, equity of voice, and safety and confidentiality in sharing to minimize the reflexivity during the focus group sessions. Participants received reassurances that confidentiality is protected when protocols were explicitly delineated for them (Yin, 2014).

Delimitations. The participants in this study were delimited to 2015–2017 graduates of a specific upper Midwest Christian teacher training college. These graduates were assigned to

teach in the FACC school system and participated in the FACC NTI program which began as a mandated requirement in the spring of 2015. Allowing NTI program participants from prior years may have increased the pool of eligible participants, but this study was meant to highlight participant perceptions since the program became mandatory.

The data sources were delimited to a questionnaire, interviews, and focus group sessions. These protocols were the most effective forms for collecting new teacher perspectives on the impact of NTI on their self-efficacy. Interview participants and focus group members were mutually exclusive to each other, which allowed for a larger number of perspectives to be included in the study and aided in the triangulation of the data.

Limitations. Limitations of this study arose due to the sample population. This study was tightly bound focusing on a small number of participants who graduated from the same college and taught within the same school system. The average number of teacher track graduates from this teacher training college each year is less than 100. That number was further reduced by the NTI participation stipulation. Finally, the number of NTI participants who actually returned a completed questionnaire reduced the sample population even more. Thus, the results and findings from this study must be restricted to applications within this specific case.

Summary

As school systems continue to struggle with new teacher retention rates, studies like this one are imperative to the identification and improvement of strategies that address the problem. The FACC leadership developed the NTI program as a means of addressing the attrition problem specifically in the FACC school system. Prior to this research study, no research had been conducted on the FACC NTI program and its effectiveness. This study centered on new teacher perspectives of the impact the NTI program had on their self-efficacy and their intentions to

remain in the profession or leave it. Utilizing a questionnaire, interviews, and focus group

sessions, this delimited population shared their unique perspectives. The purpose of this study is

to inform the NTI leadership of program successes as well as areas for future improvement.

The following chapters support the purpose of this study. Chapter 2 explores previously

conducted studies in the area of new teacher induction, honing in on mentoring professional

development and principal relationships. Chapter 3 provides an explanation of the methodology

and methods utilized while examining the FACC NTI program. Chapter 4 reports the collected

data and findings ascertained from said data. Chapter 5 is an in-depth discussion of the results

and their relevancy to the body of literature. The information in Chapter 2 through Chapter 5

provides a thick, rich description of the FACC NTI program as perceived by the new teachers.

Chapter 2: Literature Review

The topic of teacher retention and its much more emphasized antithesis, attrition, reaches far beyond the walls of Federation of Affiliated Christian Churches (FACC) schools to schools across the globe (Hangül, 2017; Sullivan & Morrison, 2014; Sunde & Ulvik, 2014). Countries all over the world reported ever-increasing new teacher attrition rates (Gillham et al., 2016; Harfitt, 2015; Ingersoll, Merrill, & Stuckey, 2014; Kelly & Northrop, 2015; Lindqvist et al., 2014; Mansfield et al., 2014; New Teacher Center, 2016). Kutsyuruba and Treguna (2014) noted that in recent years, teacher attrition has been capturing a great deal of international attention among governments and authorities within the international educational community. Educational leaders and policy makers alike called for reforms in current teacher-transition practices (Kearney, 2014; Lindqvist et al., 2014; Sunde & Ulvik, 2014). Many schools and districts utilized teacher induction programs and mentoring services to better acclimate new teachers into the profession as well as assist them in navigating through their first years of teaching (Haim & Amdur, 2016; Israel et al., 2014; Martin et al., 2016).

The theme of *self-efficacy* regularly emerged as a role-player in attrition and retention studies. Bandura (1977) defined self-efficacy as thus, "People's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives" (p. 71). Bandura (1977) theorized that self-efficacy plays a significant role in people's psychological states, behaviors, and motivations (Du Plessis et al., 2015; Pfitzner-Eden, 2016). New teacher self-efficacy, therefore, greatly impacted a new teacher's decision whether to remain in the teaching profession or to leave it (Adoniou, 2016a; Craig, 2014; Dias-Lacy & Guirguis, 2017; Du Plessis & Sunde, 2017; Haim & Amdur, 2016; Hangül, 2017; Harfitt, 2015; Struyven & Vanthournout, 2014; Zembytska, 2016). Several authors included in this literature review

examined the intentions of teachers to remain in their profession (Craig, 2014; Dias-Lacy & Guirguis, 2017; Haim & Amdur, 2016; Harfitt, 2015).

One of the original goals of the FACC New Teacher Induction (NTI) program was to reduce FACC new teacher attrition rates which were increasing annually. To date, no study has yet been conducted to evaluate this goal. Gathering data from new teachers concerning the role of NTI in their decision to remain in or leave the teaching profession will assist NTI administrators in their endeavor of improving the program to better serve the needs of new teachers. The study which follows this literature review reports data of new teacher intentions regarding their retention and attrition within the context of the FACC NTI program.

One overarching question guided this study: How does the FACC NTI program impact new teachers' decisions to remain in the profession or leave it? The NTI program consists of multiple elements that are meant to support new teachers. The main pillars of induction programs like collaborative meetings, one on one mentoring, and professional development opportunities were often part of previous new teacher attrition and retention studies. Some researchers found that a triadic relationship between the new teacher, mentor, and administrator bolstered new teacher self-efficacy (Dias-Lacy & Guirguis, 2017; Johnson et al., 2014; Kutsyuruba & Treguna, 2014). That heightened self-efficacy then proved valuable as the new teacher faced the challenges and stresses of the first years in the teaching profession. Calvert (2016) suggested that mentors and administrators ought to promote self-efficacy in teachers by encouraging them toward professionalism and aiding their colleagues in achieving their own professional advancement. Giving new teachers a voice in their collaboration with colleagues and a choice in professional development opportunities created teacher agency and bolstered new teachers' self-efficacy. Even with quality induction programs in place, some new teachers still

chose to leave the profession (King, Roed, & Wilson, 2018). In what ways do induction programs not meet the needs of teachers? Exploring the perspectives of new teachers who chose to remain in the profession as well as those who chose to leave the profession gives valuable insight for providing quality induction programing that adheres to both induction and mentoring standards.

This literature review begins with a conceptual framework centered on Bandura's (1977) social cognitive and self-efficacy theories. It continues with a comprehensive delineation of current quantitative, mixed-methods, and qualitative research studies on new teacher self-efficacy, new teacher induction programs, and mentoring services. The examination of the literature reveals methodological characteristics regarding quantitative studies with snap-shots in time, contextually specific qualitative studies, and limitations to generalizations based on samples. The research findings focus on the role of self-efficacy in teacher retention, elements of quality induction and mentoring programs, and the unique composition of personal and contextual factors that impact the new teacher attrition process. A critique of the previous research focuses on inconsistencies among researchers and education professionals regarding frameworks and definitions of induction, mentoring, and attrition. The use of data in some studies is also highlighted. Chapter 2 concludes with a summary of the literature review.

Conceptual Framework

Alfred Bandura's (1977, 1997) social cognitive and self-efficacy theories served as the foundation for this study's conceptual framework. In his theory, Bandura (1977) described self-efficacy as a "conviction that one can successfully execute the behavior required to produce" (p. 193). Through Bandura's lens, new teacher self-efficacy is the confidence and belief that one possesses the capabilities to successfully attend to the various elements involved in the teaching

profession (Helms-Lorenz & Maulana, 2016; Pfitzner-Eden, 2016; Wang, Hall, & Rahimi, 2015). Self-efficacy played a significant role in predicting a new teacher's behavior when meeting challenges, setting professional goals, and investing the time and effort necessary to positively affect student outcomes (Chesnut & Burley, 2105; De Neve & Devos, 2017). New teachers relied on high levels of self-efficacy to build resilience when facing the stresses and pressures that accompanied the teaching profession (Helms-Lorenz & Maulana, 2016; Wang et al., 2015). Bandura (1997) suggested that four sources develop self-efficacy beliefs: "mastery experiences, vicarious experiences, social persuasion, and physiological and affective states" (Pfitzner-Eden, 2016, p. 241).

Mastery experiences were first acquired during teaching practicums and accumulated thereafter from the first day one stepped into his or her own classroom. Vicarious experiences occurred during formal and informal observations of veteran teachers at work. Social persuasion most often stemmed from feedback by a respected colleague or mentor concerning one's performance. The physiological and affective states included the new teacher's positive and negative emotions surrounding the challenges and joys of teaching (Lambersky, 2016; Pfitzner-Eden, 2016). Bandura (1977) purported that self-efficacy is context-specific, so quality teacher induction programs and mentoring services addressed all four sources of self-efficacy by tailoring professional activities and self-reflection practices to the new teacher's specific needs and responsibilities (Chesnut & Burley, 2015). A goal of quality teacher induction programs and mentoring was to develop autonomy in new teachers. A new teacher's self-efficacy led to trying new strategies and increased autonomy. The increase in autonomy, in turn, boosted their level of self-efficacy (De Neve & Devos, 2017). Quality new teacher induction and mentoring programs

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were imperative to developing self-efficacy in new teachers so that they are more likely to remain in the teaching profession.

Quality new teacher induction. As beginning teachers traded their college careers for their new professional careers, they found themselves in great need of building their self-efficacy both professionally and personally. Adoniou (2015) and Kearney (2014) asserted that new teacher induction programs hold value in bridging the gap between preservice teacher training and in-service professional development. However, opportunities for building self-efficacy varied greatly as the quality of new teacher induction programs fluctuated from school to school and country to country (Kearney, 2014; Pennanen, Bristol, Wilkinson, & Heikkinen, 2016). Adoniou (2015) concluded from her research that there is a lack of context-specific school orientation as part of the induction process in multiple urban Australian schools. Conversely, Kearney (2014) presented a comparison chart of nine internationally known induction programs that incorporated the best practices from countries around the world including Asia, Europe, and North America. Quality induction programs incorporated mentoring, on-site orientation meetings, coaching, training, workshops, and self-reflection practices which addressed all four of Bandura's sources of self-efficacy (Abu-Alhija & Fresko, 2016; Zembytska, 2016). In combination, these elements provided multiple opportunities for beginning teachers to assimilate into their new professional settings, begin to hone their professional educator skills, and boost their self-efficacy in four domains – "planning and preparation…environment…teaching and learning, and professionalism" (Israel et al., 2014, p. 48).

When mentors collaborated with new teachers on developing quality lesson plans, examining environmental structures conducive to learning, exploring teaching and learning techniques, and noting characteristics of professionalism, the new teachers experienced successes

which increased their self-efficacy. New teacher induction programs incorporated the multiple elements over an adequate period to address the four domains, indoctrinated new teachers into the profession and increased their self-efficacy (Abu-Alhija & Fresko, 2016; Kidd, Brown, & Fitzallen, 2015; Papatraianou & Le Cornu, 2014). Papatraianou and Le Cornu (2014) stressed the necessity of both formal and informal, personal and professional relationships that provide tangible, informational, and emotional support for building self-efficacy and resiliency in new teachers across multiple contexts. It was noted from Kidd's research that multiple elements of induction were necessary. Kidd et al. (2015) recorded one participant's comments, "One area that differed to my expectation was the level of collegial support and mentoring, etcetera that I thought might be available to me was not there. Primary teaching, in particular, is quite an isolating experience" (p. 164).

Abu-Alhija and Fresko (2016) reported the data from 98 induction graduates who recommended extending induction support. Often new teachers entered the classroom possessing a *why* knowledge but experience a deficit in the *what* and *how* knowledge. These knowledge gaps caused frustration and adversely affected self-efficacy (Adoniou, 2015). Quality induction programs utilized mentors to address the what and the how knowledge deficits new teachers experience when charged with a classroom for the first time (Abu-Alhija & Fresko, 2016; Zembytska, 2016). Kearney (2014) delineated quality induction programs as ones that included various combinations of the following activities: (a) orientation, (b) collaboration with colleagues, (c) observations, (d) reduced teaching loads, (e) reflection practices, and (f) intensive professional development opportunities. The one element that every quality induction program employed was mentoring (Kearney, 2014). The new teachers' relationship with a mentor provided a personalized level of support that the other activities were not fulfilled.

Quality mentoring. Quality mentoring played a significant role in building self-efficacy in new teachers (Pfitzner-Eden, 2016). According to Dias-Lacy and Guirguis (2017), mentoring offered many benefits to new teachers that can be categorized into Bandura's (1977) four sources of self-efficacy: "higher retention rates, considerable professional development, improved ability to problem solve in the classroom, adoption of strategies and practice techniques from their mentors, higher confidence and self-esteem, decreased sense of isolation, and an overall improved attitude towards teaching" (p. 266). In collaboration with a mentor, new teachers were more readily able to cope with the workload, stress, and lack of administrative support that often accompanied the teaching profession (Dias-Lacy & Guirguis, 2017; Kidd et al., 2015).

Those quality mentoring attributes built the new teacher's self-efficacy. The difficulty, however, arose in conceptualizing and operationalizing mentoring. School leadership that utilized mentors each held their own concept of what mentoring should look like. The operationalizing of mentoring was further uniquely shaped as each mentor approached mentoring in his or her own way. Like teacher induction programs, mentoring services varied greatly from school to school (Kidd et al., 2015). In their mixed-methods study on new teachers' perceptions of support, Kidd et al. (2015) recorded participants' remarks concerning the amount of mentoring support, "Every new teacher at school is assigned a mentor, . . . had no official mentoring program, . . . [and] it was up to me to find appropriate people to seek the support I needed" (p. 164). Clearly, amongst new teachers, there was a great disparity in the mentoring they received which affected their opportunity to build self-efficacy through this type of support (Kutsyuruba & Treguna, 2014). According to Kutsyuruba and Treguna (2014), mentoring programs across Canada ranged from government programs to programs through local teacher organizations to local and territorial dually-supported programs to individual schools who

created their own programs (p. 25). Israel et al. (2014) also acknowledged the inconsistent findings of previous research conducted on the mentoring of new teachers. In their study, they attended to the consistency factor by requiring all the mentors to have the same level of knowledge, skills, and training in mentoring (Israel et al., 2014). Without consistent quality mentoring, new teachers' self-efficacy suffered when facing the stress and pressure of the teaching profession. The lower self-efficacy led to discontentment and questioning if remaining in the profession was worth it (Helms-Lorenz & Maulana, 2016).

New teacher retention. New teacher self-efficacy concerning personal and contextual factors motivated teachers to remain in the profession (Clandinin et al., 2015; Goldhaber & Cowan, 2014; Struyven & Vanthournout, 2014). Thoughts of whether to remain in the teaching profession began already during the teacher training programming. From their quantitative, large-scale survey study conducted in Flanders, Struyven and Vanthournout (2014) revealed that one-third of their participants never taught after graduation. Pfitzner-Eden (2016) further supported that finding with her study of changes in self-efficacy of two preservice teacher cohorts. She concluded that real classroom experience increased the preservice teacher's self-efficacy which led to stronger thoughts of remaining in the profession (Pfitzner-Eden, 2016). Over time new teachers examined their choice to remain in the profession or leave it based on self-efficacy tied to these two factors (Clandinin et al., 2015; Tiplic et al., 2015).

Personal factors included resilience, demographic factors, and family support; whereas, contextual factors are characterized as teacher support, professional development, collaboration, student issues, and teacher education (Clandinin et al., 2015). Harfitt (2015) examined some personal factors in his qualitative, narrative inquiry study of teachers who left the profession only to return to it two years later. He categorized the data into three themes: "(1) the imagined life of

a teacher, (2) the teacher's personal landscape, (3) facilitating factors in the decision to stay or leave" (Harfitt, 2015, p. 26). Harfitt (2015) concluded that personal factors played a vital role in new teachers' decisions to remain or leave the teaching profession.

Tiplic et al. (2015) observed how contextual factors affected teacher self-efficacy in their Norwegian study of beginning teachers. They utilized an electronic survey questionnaire to examine several factors that included classroom management, pedagogical content, and relationships with their colleagues and principals. The researchers concluded from their study that the four factors of collective efficacy, teacher-principal trust, role conflict, and affective commitment were strong indicators of new teacher retention and attrition (Tiplic et al., 2015, p. 467). Johnson et al. (2014) stated that personal and contextual factors are tightly intertwined and pointed out that attending to teacher resilience includes the contextual factors of social, cultural, and political dynamics within the school. Clandinin et al. (2015) agreed, "From our interviews, we see that the lives of each of the 40 teachers are too complex, provisional, and unfinished to even begin to discern actors in their staying or leaving teaching" (p. 12). New teachers needed positive and supportive relationships with colleagues and administrators who recognized the pressures and offered assistance in relieving those pressures (Adoniou, 2015; Howes & Goodman-Delahunty, 2015; Kelly & Northrop, 2015; Struyven & Vanthournout, 2014). The key to retention was attending to both personal and contextual factors. To accomplish this, strategies that reflected Bandura's (1977) four sources for building self-efficacy in new teachers were employed (Clandinin et al., 2015).

Review of Research Literature and Methodological Literature

Educational leaders and policy makers continued to search for answers to the ever-increasing percentage of new teachers who were leaving the profession. They looked to both

qualitative and quantitative research studies for indications on how to improve current practices and direct future initiatives for acclimating new teachers in the profession. Proponents of quantitative studies focused on to what extent personal and professional factors played a role in new teacher retention and attrition; whereas, proponents of qualitative studies focused on how and why personal and professional factors affected new teacher retention and attrition. New teacher self-efficacy, quality induction, and quality mentoring remained at the center of teacher retention and attrition research studies.

Self-efficacy. Bandura (1997) suggested four sources that develop one's self-efficacy beliefs: "mastery experiences, vicarious experiences, social persuasion, and physiological and affective states" (Pfitzner-Eden, 2016, p. 241). Bandura's first three sources related to contextual factors; whereas, the last source related to personal factors. Researchers utilized quantitative, mixed-methods, and qualitative research methods when examining the personal and contextual factors that affected new teacher self-efficacy. All three approaches sought to accomplish similar goals but from different vantage points.

Quantitative self-efficacy research. Quantitative studies on new teacher self-efficacy mainly focused on contextual factors. De Neve and Devos (2017) examined data provided by 272 Flemish new teachers from 72 different primary schools. The teachers completed a questionnaire consisting of several existing measurement scales which rated working conditions such as job insecurity, collaboration with colleagues, and classroom autonomy which all effect new teacher intentions to remain in the teaching profession. Analysis of the data with descriptive statistics and correlations and path analysis revealed the participants of this study believed job insecurity was not significantly related to intentions to leave in the profession; however, collaboration with colleagues and job resources were directly related to their intentions to leave

the profession. Tiplic et al. (2015) also examined contextual factors with a pre-existing

measurement scales questionnaire completed by 227 Norwegian new teachers from 133 primary

and secondary schools. In this study, the researchers focused on classroom instruction and

management as well as relationships with principals and colleagues and the negotiating of the

new teacher's role within the school community. Tiplic et al. (2015) concluded that neither

classroom instruction and management nor trust among teachers was significant inhibitors to

teacher retention. Tiplic et al. (2015) concluded, however, that supportive principals, clear role

definitions, and collective teacher efficacy all served to predict teacher intentions to leave or

remain in the teaching profession.

Other researchers whose quantitative studies focus on a combination of contextual factors

like the two previously listed studies are Helms-Lorenz and Maulana (2016) and Struyven and

Vanthournout (2014). One researcher quantitatively examined the contextual factors of pre-

service teachers' observations of master teachers and actual classroom teaching during their

practicum as indicators for future teacher retention (Pfitzner-Eden, 2016). This researcher

utilized the latent true change model in analyzing the data collected on three different occasions

prior, during, and after a pre-service teaching cohort's practicum. The participants' self-efficacy

increased because of observing (vicarious experience) quality teaching and having the

opportunity to teach (mastery experience) students. Pfitzner-Eden (2016) supported two of

Bandura's (1997) self-efficacy sources, vicarious and mastery experiences. Researchers also

pointed out that attrition statistics were, at times, skewed because they include teachers who

completed a teacher training program but never taught a single day in their life (Lindqvist et al.,

2014; Pfitzner-Eden, 2016).

Some researchers utilized quantitative studies to examine personal factors like psychological well-being, physical health, and emotional exhaustion to predict job retention rates (Karatepe, 2015; Wang et al., 2015). Karatepe (2015) focused on the personal factors of positive affectivity, intrinsic motivation, and self-efficacy in studying employee retention. The data reflected 141 participants' responses on two different occasions, one month apart. Respondents reported an increase in all three personal factors when organizational support was perceived. This translated to less workplace exhaustion and reduced intentions to leave (Karatepe, 2015). Wang et al. (2015) collected data from 523 Canadian teachers studying how health status changed depending on self-efficacy and casual attributions. Participants empirically supported the notion that self-efficacy predicts physical and mental health. The teachers also reported a casual attribution to better health when experiencing personally actionable, controllable stress. At the same time, they reported a decline in health when they internalized the perceived uncontrollable stress, which led to higher attrition rates. Both Karatepe and Wang et al. utilized quantitative studies to demonstrate how personal factors like self-efficacy influenced a teacher's intentions to remain in the profession or leave it.

Chesnut and Burley (2015) took a completely different approach with their quantitative research by conducting a meta-analysis of 33 previously completed self-efficacy studies. They examined the relationship between self-efficacy and commitment to the teaching profession in both pre-service and in-service teachers. They found a statistically significant positive relation between the new teacher self-efficacy and their commitment to remain in the profession. Chesnut and Burley (2015) stated, "The knowledge of self-efficacy beliefs can provide much information to researchers and teacher educators" and "can be used to structure teacher education

and professional development experiences…to meet the needs of preservice and in-service

teachers" (p. 16).

    Mixed-methods self-efficacy research. Improving new teacher self-efficacy required

more information than just a snapshot of data which quantitative research provided. Educational

leadership and policy makers needed a tangible, actionable direction for building self-efficacy in

new teachers. Mixed-method research offered the quantitative data that showed self-efficacy

impacted teacher retention and the opportunity for qualitative data to be utilized to direct

practices that built new teacher self-efficacy.

    Some researchers utilized mixed-methods studies to examine how contextual and

personal factors effected new teacher self-efficacy which in turn effected their intentions to

either remain in the profession or leave it. Kidd et al. (2015) noted that about 25% of Australian

teachers left within the first five years of teaching, so they delved into contextual factors

effecting new teacher self-efficacy and attrition using a questionnaire that included both Likert

scale items as well as open-ended questions. Ninety-one new teachers who graduated from the

University of Tasmania completed the questionnaire and revealed that only half of them secured

full-time teaching contracts since graduation. The lack of full-time contracts negatively

impacted new teachers' self-efficacy. Over half of the participants agreed or strongly agreed that

school resources, school policies, induction opportunities, and mentoring services were available

to one degree or another which served to build self-efficacy. One contextual factor that did not

match many new teachers' perceptions was the workload. Thirty-nine percent of the participants

reported insufficient preparation time, and 26% demonstrated concern over balancing work and

personal life. Kidd et al. (2015) concluded that equal support for new teachers needed to be

offered across all contexts and that mentors were an essential contextual factor in building new teachers' self-efficacy.

Wagner and Imanel-Noy (2014) also employed a mixed-methods approach in their study of self-efficacy in second career teachers. They utilized a 39-statement questionnaire measuring teacher self-efficacy and conducted 15 semistructured in-depth interviews to develop an understanding of why these teachers chose to enter the profession as a second career choice. Seventy-four percent of the participants named the personal factor of psychological motivation as the most prevalent reason for choosing to teach. Forty-four percent also pointed to ideological and social motivations as significant reasons to join the teaching force. When the researchers employed the two-way analysis of variance with repeated measures, self-efficacy scores were high in all three categories surveyed, teaching tasks, teacher-student relations, and influence in the organization. They attributed the high level of self-efficacy to skills and abilities acquired during previous career opportunities. Wagner and Imanel-Noy (2014) found that second career new teachers struggled to reconcile preconceived workload notions just like the recent graduates in Kidd et al. (2015).

Abu-Alhija and Fresko (2016) relied on quantitative data with supporting qualitative data to examine the self-efficacy perspectives of program graduates reflecting on their experiences with new teacher induction. The 98 Israeli graduate participants in this study suggested adding another year to the induction program to give more directed assistance to new teachers. Providing mentors with more time and opportunities to help build new teacher self-efficacy through lessons based on contextual factors like school culture, school rules and policies, being accepted as part of the team, and developing non-teaching duty role expectations was indicated by 84% of the graduates, and one more year of weekly workshops to boost new teacher self-

efficacy was specifically mentioned by 54% of the program graduates. Abu-Alhija and Fresko (2016) believed such changes increased the professional status of teachers and reduced the reality check shock that occurred when the new teachers entered the teaching profession.

  Qualitative self-efficacy research. A significant amount of research studies on new teacher self-efficacy was qualitative. The intangible nature of self-efficacy made qualitative research a better fit to examine the connections between new teacher self-efficacy and intentions to remain in the profession or leave it. A wide array of qualitative research literature, from single participant studies to hundreds of participants in s study and from a single location in the United State to all over the world, was available for developing a deeper understanding of the importance of self-efficacy in the life of a new teacher. The qualitative methods and approaches used with interviews, focus groups, and observations proved fruitful for researchers examining the connection between new teacher self-efficacy and retention.

  Craig (2014) conducted a narrative inquiry study of a single participant over a six-year span. Through interviews, participant observations, professional development opportunities, professional meetings and formal documents, Craig characterized the personal and contextual factors that contributed to the destruction of the participant's self-efficacy which eventually caused the participant to leave her teaching post after six years of unrest. The researcher built the narrative by recounting impactful factors from each year including the participant's relationships with multiple principals as well as her interactions with seasoned professional learning-community members. The participant's self-efficacy waxed and waned depending on the supportiveness of the relationships. In this single-participant study, Craig (2014) found that both colleague negativity and the lack of autonomy nearly extinguished the participant's self-efficacy causing her to leave the school but not the teaching professional altogether.

Harfitt (2015) also conducted a small-scale qualitative study on teacher self-efficacy. He examined the phenomena of attrition that turns into retention when the two participants of his study chose to return to the teaching profession after a negative initial teaching experience. Through interviews, monthly journal reflections, and summary conversations, Harfitt (2015) discovered three main themes: "(1) the imagined life of a teacher, (2) the teacher's personal landscape, (3) facilitating factors in the decision to stay or leave (personal and professional)" (p. 26). The teachers' self-efficacies declined as they experienced the discord between their personal picture of what they thought teaching is supposed to be and the reality of what teaching truly is. Both teachers also lacked administrative support with their classroom struggles which made them feel like failures and further impacted their self-efficacies. These personal and contextual factors led both teachers to temporarily leave the teaching profession and explore other options. After a short time away from teaching, the participants returned to teaching for different reasons. One participant experienced the personal factor of missing the students and felt a need to teach. The other participant slowly reentered the profession on a temporary basis, but this time the teaching assignment was an exact match to her training and interests. Craig (2014) and Harfitt (2015) both concluded that supportive relationships were one key to building self-efficacy in new teachers.

Du Plessis et al. (2015) explored the impact of out-of-field teaching on new teacher self-efficacy. This study's data sources consisted of informal conversations, semistructured interviews, classroom observations, and emails. Through their interpretive phenomenological analysis of the data collected from four novice teachers over a year and a half, the researchers concluded that the leadership styles of their principals played a significant role in the building up or tearing down of new teacher self-efficacy. The teachers who worked under growth mindset

principals expressed intentions to not only remain in the profession but also in their same

context. They maintained these intentions even when teaching in a subject area or at a grade

level for which they did not specifically train (Du Plessis et al., 2015). People with growth

mindsets believe they and others around them have the capacity to learn and increase their

knowledge and skills (Dweck, 2017). The new teachers were encouraged by principals who had

a growth mindset felt supported when taking risks while adjusting to the new teaching position

(Du Plessis et al., 2015). Once again supportive relationships or the lack of them impacted the

new teacher self-efficacy.

Adoniou (2015, 2016a) examined 14 primary school teachers in an urban area of

Australia. She utilized interviews, observations, field notes, and questionnaires from these 14

teachers to develop two different qualitative studies. Adoniou's (2015) first study focused on

teacher preparation in the area of literacy. Viewing the data through a framework of three

domains of teacher knowledge, she concluded that the teachers had strong why knowledge from

all the teaching theory they learned at the university, but the teachers lacked what and how

knowledge in deciding what to teach their particular students and how to best reach them. This

lack of knowledge affected their self-efficacy and caused them to question their effectiveness in

the classroom. Another contextual factor brought to light in this study was the lack of

knowledge surrounding the sociocultural politics of schools. Without such knowledge, new

teachers experienced a mismatch between their understanding of best practice in literacy

teaching and the accepted practices within their school contexts. Knowledge gaps such as these

frustrated the new teachers and impacted their self-efficacy and intentions for growth (Adoniou,

2015).

Adoniou's (2016b) study served as a springboard from the new teacher frustration over sociocultural knowledge gaps to the effect of schools' educational reform agendas on new teachers. Utilizing the data collected from her 2015 study, Adoniou found that the new teachers struggled to adapt to the new national standardized literacy teaching and grappled with the concept of publicly reporting standardized testing results. School leadership struggled to support new teachers when they themselves lacked direction in implementing educational reforms. Coupling reduced new teacher autonomy with a wavering institutional vision for implementation, affected the new teachers' self-efficacy, and the teacher's motivation to remain in the profession.

Lambersky (2016), in his slightly larger qualitative study, also took up the topic of school leadership's impact on new teacher self-efficacy. He employed a semistructured interview approach to collect data from twenty secondary teachers located in Ontario, Canada. Lambersky (2016) reported that the participants acknowledged a positive effect on their self-efficacy when principals made sure professional development was available to them, and when the principals acknowledged them for efforts above and beyond contractual requirements. A negative effect on new teacher self-efficacy occurred when the principal arbitrarily changed a new teacher's schedule, made demeaning comparisons between new teachers and veteran colleagues, demonstrated favoritism with staff members, or undermined the new teacher's teaching practice or skill (Lambersky, 2016). He found that principals, as a contextual factor, influenced new teacher emotions which either builds or reduces their self-efficacy.

Self-efficacy was also examined through larger qualitative studies where the researchers analyzed multiple smaller qualitative studies from which they generated similar findings across multiple contexts (Du Plessis & Sunde, 2017; Papatraianou & Le Cornu, 2014). Both sets of

researchers found that professional relationships were imperative to building new teacher self-efficacy. Du Plessis and Sunde (2017) examined data from Norway, South Africa, and Australia that recorded school leaders' perceptions of new teacher preparedness and new teacher perceptions of their own preparedness. Principals from all three countries perceived their new teachers as deficient when entering the teaching force; however, they did not take into consideration the out-of-field mismatch that often occurred when hiring new teachers. The new teachers reported feelings of disappointment and isolation as they experienced their first year of teaching. Du Plessis and Sunde (2017) concluded that a change in administrators' beliefs was necessary to address new teacher needs by developing and sustaining a holistic professional culture within each school.

Papatraianou and Le Cornu (2014) focused on the significance of informal relationships for new teachers. They described the necessity of professional and personal relationships in meeting seven categories of support for new teachers: "(1) listening support, (2) emotional support, (3) tangible assistance, (4) task appreciation, (5) reality confirmation, (6) emotional challenge, and (7) task challenge" (Papatraianou & Le Cornu, 2014, p. 104). These researchers argued that rigidly categorizing and restricting support for new teachers to certain professional relationships limited the support available in building new teacher self-efficacy. Developing self-efficacy in new teachers required a variety of supportive relationships. Comprehensive teacher induction programs provided several opportunities for starting and nurturing those supportive relationships.

New teacher induction. Educational leaders across the globe held different frameworks for what constituted new teacher induction. The parameters of new teacher induction programs continued to change ranging from minimal support such as providing a faculty handbook to

comprehensive support providing both human capital and tangible resource support (Zembytska, 2016). This wide range of programming made research difficult and generalizations about new teacher induction programs nearly impossible. Researchers employed a variety of methods to explore the impact of induction programs on new teachers.

   Quantitative induction research. Helms-Lorenz and Maulana (2016) based their study on Bandura's (1997) theory of self-efficacy and the four sources for building self-efficacy. They conducted a three-year empirical study with 338 beginning secondary school teachers in the Netherlands, examining the effects of a formal induction program on the teachers' self-efficacy, stress, and job discontent. The comprehensive induction program for the experimental group included a reduced workload, support for classroom teaching behavior, professional development opportunities, and activities focusing on acclimation to the school's socio-political culture. The control group received the regular induction protocol already in place at each school. Participants of both groups completed the same four electronic questionnaires spread out over the three years. Helms-Lorenz and Maulana (2016) stated, "results suggest that an increase in the class self-efficacy reduces the job tension of teachers in the induction group about ten times stronger compared to teachers in the non-induction group" (p. 14). They also found that stress, self-efficacy, and job discontent waxed and waned throughout the three years. All new teachers experience stress from personal and contextual factors as they transition into the teaching profession, but a comprehensive induction program holds promise for reducing the amount of stress and building self-efficacy which counteracts that stress.

   Fernet, Trépanier, Austin, and Levesque-Côté (2016) also explored personal and contextual factors that affected new teachers' feelings toward the profession. They utilized an online questionnaire to focus on the role of work motivation for 589 French-Canadian teachers in

their first, second, or third year of teaching. The contextual factors studied were workload, autonomy, collaborative environment, and recognition. The personal factors included motivation, emotional exhaustion, commitment, and perception of student engagement. The researchers found that often new teachers entered the profession for personal reasons related to their values or for intrinsic motivations. As negative contextual factors increased, motivation turned from desire (autonomous motivation) to obligation (controlled motivation); however, as positive contextual factors increased, autonomous motivation built. Fernet et al. (2016) found a decrease in autonomous motivation by the third year of teaching that resulted in less personal commitment, less student attentiveness, and more emotional exhaustion. Recognizing how personal and contextual factors effect new teacher motivations helps determine what induction services best meet the attitudinal, emotional, and behavioral needs of new teachers so they remain autonomously motivated in the profession.

Ingersoll and Strong (2011) reviewed 15 empirical studies looking for evidence that induction support impacted new teacher commitment, retention, instructional practices, and student achievement. Only these 15 studies met all the high-standard criteria set forth by the researchers. Ingersoll and Strong explicitly delineated the process and findings of each study individually as part of their review. They pointed out that every study had limitations and weaknesses of some kind, but that researchers of 14 of the 15 studies demonstrated that participation in induction positively impacted new teacher commitment and retention. The researchers of one study seemed to contradict the researchers of the other 14 studies finding no significant differences between the experimental group and the control group in their study. Ingersoll and Strong explained that duration of the induction or possibly the snapshot approach to data collection could have contributed to the contradictory findings; therefore, they called for

further research on the duration, comprehensiveness, and cost of new teacher induction programs.

Kearney (2014), an Australian educator concerned about the lack of induction programs in Australia, also took a survey approach to induction research. He examined 10 previously written papers on induction research to look for induction programs deemed successful and effective. Kearney (2014) found nine international programs that met the criteria. From his analysis of the programs, he determined induction best practices include:

(a) the one-to two-year mandated program that focused on teacher learning and

evaluation; (b) the provision of a mentor; (c) the opportunity for collaboration; (d)

structured observations; (e) reduced teaching and/or release time; (f) intensive workplace

learning; (g) beginning teacher seminars and/or meetings; (h) professional support and/or

professional networking; and (i) part of a program of professional development.

(Kearney, 2014, p. 7)

With best practices in induction defined, Kearney (2014) called for action by not only Australia's educational leadership but by educational leadership across the world. With quality induction programs in place, new teachers were more likely to provide quality student instruction and remain in the profession for longer periods of time.

Zembytska (2016) asserted that new teachers needed administrative and collegial support for a successful transition into the teaching profession. She analyzed data from quantitative studies and data from United States national surveys and research reports to emphasize mentoring and induction programs that significantly impacted new teacher turnover, new teacher professional development contributions, and student achievement. Zembytska (2016) found that mentoring was a primary element in induction programs, but it had to be accompanied by other

new teacher supports. She also pointed out that most states adhered to mentoring and induction standards like the ones put forth by the New Teacher Center of Santa Cruz, California (Zembytska, 2016). Such standards typically aligned with each state's professional teaching standards as well. Zembytska (2016) encouraged further study of specific aspects of new teacher induction programs, as well as the effects of induction programs within certain new teacher populations.

Mixed-methods induction research. Mixed-methods studies provided the education community with a deeper understanding of new teacher induction, hinting to why it does or does not assist transition into the education field. Kidd et al. (2015) utilized hard-copy and online versions of a questionnaire and receive 91 responses from new teachers who were graduates of the University of Tasmania. In the induction portion of the questionnaire, most participants agreed or strongly agreed that they received support in a variety of areas including discipline issues, teacher's assistants, and collegial support. However, 21% of the new teachers responded that little to no induction support was provided. Responses to open-ended questions further qualified that data. One participant wrote, "there was nothing—no desk, no resources, no room to work in. I had to beg, borrow everything and make it all up as I went along" (Kidd et al., 2015, p. 163). Another participant commented on the lack of collegial support and mentoring and the feeling of isolation. These data highlight the disparity in new teacher support from school to school. The mixed-method study by Kidd et al. narrowly indicated possibilities as to why some induction programs increased teacher retention and others did not.

Abu-Alhija and Fresko (2016) also conducted a mixed-method study in which the qualitative data was used to support the quantitative findings on a new teacher induction program. At times it is difficult to appreciate the value of a program while amid completing the

extra work and giving the extra time and effort. Abu-Alhija and Fresko addressed this issue by comparing the perceptions of current teacher induction participants with teacher induction graduates in Israel. The teacher induction program included mentoring, weekly or biweekly workshops, and teaching evaluations. Ninety-eight induction graduates responded to their questionnaire concerning teacher training background, current employment, and attitudes toward the teacher induction program, and 390 induction participants responded to their questionnaire which focused on assimilation, collegial support, engagement at school, support from administration, and other non-teaching responsibilities (Abu-Alhija & Fresko, 2016). Based on questionnaire results and responses to the open-ended questions, the researchers concluded that mentoring was a critical element in teacher induction programs but also gave specific directions for practice improvements. They also found that the induction workshops were beneficial as long as certain aspects like effective use of time and non-teaching topics were addressed. The inclusion of tangible suggestions for improvement of practice made the Abu-Alhija and Fresko (2016) more useful than the mixed-method study by Kidd et al. (2015).

　　　Qualitative induction research. Qualitative studies on new teacher induction explored the variety of supports schools provided teachers during their first years of teaching. Martin et al. (2016) interviewed five Hawaiian public-school new teachers to find out what supports they felt needed improving in order to retain effective teachers. The participants indicated that a comprehensive induction program that includes sanctioned observation with self-reflection time, observation of veteran teachers, collaboration opportunities, professional development opportunities, and especially a mentor was vitally important to their success. Observing the new teacher teach and then taking time to reflect on that teaching with the new teacher was a support of great value to them; however, one participant pointed out how easy it was to pass on such

opportunities unless they were mandatory and imbedded within the school day. Another participant reported observations of veteran teachers with a follow-up debriefing as beneficial but indicated the importance of making those observations regular and purposeful. The participants described two different types of mentoring they needed—a just-in-time mentor and a practice improvement mentor. The just-in-time mentor support assisted in securing supplies and resources and provided guidance with classroom related issues. The practice improvement mentor was one who listened, considered the new teacher's interests and goals, and provided opportunities for professional learning. Martin et al. (2016) gleaned thick, rich data and information that could improve teacher induction programs across the world.

In March 2016, the Turkish Ministry of Education created a new teacher induction program for new state teachers who received their appointment that February. This induction program required new teachers to complete three specific components—classroom practices, school practices, and nonschool activities, during the first 14 weeks of their 6-month training period as well as attend in-service training sessions. Hangül (2017) utilized a case study design to focus on the first 14 weeks of eight newly-appointed state teachers in Van, Turkey. Semistructured face-to-face interviews concerning the teacher induction program were conducted in June 2016. The participants spoke favorably about the classroom practices guidance they received regarding classroom and time management. The participants also acknowledged the importance of working with the school administration to maintain formal records; however, they felt that too much time was allocated to this activity. Concerning the third component of the induction program, the participants indicated the nonschool practices held little influence over their beginning teacher practices (Hangül, 2017). Many of the teachers also appreciated the required books and films required of them from the in-service training sessions.

The participants commented on how comparable the program seemed to the pre-service practicum they had already experienced. In the end, they pointed out the positives of rich, practice-based experiences with an experienced mentor, but also that the amount of paperwork was burdensome and unnecessary. Hangül concluded that the new teachers benefited from the Turkish induction program to varying degrees.

Adoniou (2016b) studied the supports provided to 14 new Australian teachers during their first year of teaching. The induction services included 5 days of classroom release, a 4-day new educators program spanning the year, and a mentoring with a probation period. Through interviews, classroom observations, field notes, and online surveys, the participants expressed disappointment with each element of the program. Participants felt the mandated release and induction days were of little relevance to them, and that their mentor support was inconsistent in time and alignment to their context. Adoniou (2016b) concluded that quality induction programs require thoughtful and purposeful planning so that the induction services align with one another and with the needs of the new teacher.

Haim and Amdur (2016) examined induction practices in their study of 30 second-career new teachers who entered the profession through an alternative fast-track programming in Tel Aviv, Israel. Like Adoniou (2016b), these participants received multiple induction services, however, the main thrust of the program was the weekly internship workshop at a teacher training college. Participants brought case studies for discussion to the weekly workshop. They engaged in online collaborative discussions and kept reflective journals on connecting theory to practice. Haim and Amdur found that the second-career new teachers faced many of the same issues that traditional teachers. The participants looked to colleagues, mentors, their pedagogical advisor, and the internet for support when addressing these concerns. Participants who

experienced the most success maintained regular contact with a well-trained mentor and their pedagogical advisor while navigating the stresses of the first year of teaching. Participants who lacked regular contact with their mentor and pedagogical advisor felt isolated and hindered their reflective discussions. In the end, Haim and Amdur concluded that second-career, alternative path new teachers experienced the same issues and needs as traditionally-trained new teachers and found that the teacher induction program connected with Israel's Tel Aviv University reduced the negative effects of challenges facing new teachers.

Kearney (2016) conducted a study in Australia that highlighted how some schools have implemented teacher induction programs that negatively affect the morale and self-efficacy of the new teachers. Semistructured interviews of three teachers and the administrators of two different schools were conducted and official school documents were collected as the data set for this study. Teachers from the first case school indicated no formal or informal induction supports were offered to them, and yet the administrator of that school stated that they took the government mandate for teacher induction and transformed it. From interviews with participants at the second case school, Kearney found an environment where the administrator believed teacher induction was a separate function from teaching and learning and one where new teachers were expected to seek out assistance if they felt they needed it. Induction activities were conducted at each school based on personal interpretation of what induction means. Kearney (2016) concluded that the misunderstanding of what constituted a quality induction program contributed to low teacher morale and self-efficacy in the new teachers.

Mentoring. Adoniou (2016b) maintained that well-trained-mentors, appropriately matched to the needs of a new teacher, impact new teacher acclimation and retention in the teaching profession. The difficulty in evaluating mentoring programs reflected Kearney's (2016)

previously stated point about teacher induction programs. Education professionals held various definitions of what constitutes mentoring and who is considered a qualified mentor. Researchers conducted studies on mentors and mentoring to highlight what comprises quality mentoring and the qualifications necessary to be a quality mentor.

Quantitative mentoring research. Kearney (2014) identified mentoring as one of the best practices found in quality induction programs. Of the nine international induction programs recognized for their best practices in Kearney's study, eight include the provision of a mentor for new teachers. Mentors in these various programs not only provided just-in-time support for new teachers, but they also promoted collegial collaboration and professional practices by the new teachers. Based on his study, Kearney (2014) recommended that new teachers receive release time to collaborate with mentors concerning classroom observations, collecting evidence of student learning, and the opportunity to reflect on personal practice. Kearney (2014) contended that a standardized teaching profession relied upon leadership-driven initiatives and accountability; standards and best practices were essential.

Brandau, Studencnik, and Kopp-Sixt (2017) focused their study on different styles of mentoring. They gathered data from 205 mentors and 567 mentees. Approximately half of the mentors and mentees participated in the study after the mentees' third semester and half of the mentors and mentees participated in the study after the mentees' fifth semester. A factor analysis revealed five mentoring style factors impacted the effectiveness of the mentoring: (a) professional support, (b) collegiality, (c) working levels, (d) confidence, and (e) directiveness. The researchers no significant differences between the third semester and fifth semester mentees when it came to the style directiveness. The confidence style was higher for the fifth semester mentees, while the professional support was higher for the third semester mentees. The

collegiality was rated higher by the fifth semester participants. The working levels showed no significant difference between the two groups. Based on the results, Brandau et al., (2017) commented, "the effectiveness of mentors' behavior is largely determined by the subjective perception of their mentees. Consequently, the subjective perception is much more important than the behavior itself" (p. 16).

    Mixed-methods mentoring research. The role of mentoring in Abu-Alhija and Fresko's (2016) study came to life through the qualitative comments by the induction program participants and the induction program graduates. Both groups of participants considered mentoring an important component of the induction program with 19% of the program participants and 28% of the program graduates responding positively to questions related to mentoring. The graduates suggested that the effectiveness of the mentoring could be strengthened by increased attention to mentor and mentee matching. They felt that mentors with similar subject matter assignments to their mentees, and mentors with the opportunity to spend time in their mentees' classrooms improved current practices.

    Kidd et al. (2015) also examined the importance of mentors in a new teacher's first years of teaching within their mixed-methods study. They found that schools in this study supported new teachers with mentors; however, the degree of mentor support varied greatly from school to school. Some of the schools intentionally connected the new teacher with a mentor. In other schools, the new teachers were expected to find their own mentor. Furthermore, some mentors were readily available to the new teachers providing effective and efficient support while a quarter of the new teachers in the study received little or no support from their mentors. Underlying factors in the mentors' and the new teachers' ability to collaborate were work

overload and the lack of release time. Kidd et al. concluded that new teachers needed consistent, quality mentor support to successfully traverse their first years of teaching.

An aspect of mentoring that impacted new teachers was their lack of knowledge of what mentoring entails. Wilkins and Okrasinski (2015) found that 71% of the student teachers reported no previous knowledge of the terminology induction and mentoring, and they wished had been taught what induction and mentoring meant during their college coursework. The sample population was 310 student teachers from three Midwest colleges. The researchers used a survey to collect descriptive statistics and two open-ended questions to find out the student teachers' understanding and their emotions that produced their statements about induction and mentoring. Left to their own reconnaissance the student teachers provided logical base explanations of the terminology and often did not differentiate between induction and mentoring. In the end, Wilkins and Okrasinski felt, "Upon transitioning into their first teaching job, beginning in-service teachers would confidently seek out assistance through their assigned mentors" (p. 310) had the student teachers been taught clear definitions of induction and mentoring. The lack of knowledge and understanding of induction and mentoring inhibited new teachers from making the most of the supports available to them.

Qualitative mentoring research. Mansfield et al. (2014) examined the importance of formal and informal relationships in building new teacher resiliency. They conducted semistructured face-to-face or telephone interviews with thirteen Australian new teachers. During the interviews, only two participants described ways that one or more mentors assisted them in managing the challenges of their first two years of teaching. One participant appreciated the opportunity for classroom observations and meaningful feedback. The other participant reported supportive relationships with five or six different colleagues on whom she could rely

depending on the issue at hand. With most of the participants, Mansfield et al. (2014) found

little evidence of successful mentoring. They attributed this to the lack of quality relationships

with the mentors. The participants in this study valued informal relationships with family,

friends, and previous colleagues over the minimal mentoring interactions that occurred. The

researchers concluded that informal relationships played a more significant role in teacher

resilience than formal relationships with mentors (Mansfield et al., 2014).

Dias-Lacy and Guirguis (2017) utilized an inductive grounded theory approach while

studying one first-year teacher from Chicago, Illinois. The researchers followed a single teacher

throughout her entire first year of teaching. The data consisted of multiple diary entries recorded

throughout the entire school year and observations. The researchers coded the data looking for

themes and patterns which revealed ideas of new teacher stress and unpreparedness to handle

both academic and behavioral issues. Further analysis of the data led the researchers to develop

a coping mechanism theory for first-year teachers (Dias-Lacy & Guirguis, 2017). The

participating teacher recorded various sources of challenges and stress throughout the first year.

She also noted a lack of collegial and administrative support within the confines of her school.

With no mentor assigned to her, the struggling teacher repeatedly reached out to a teacher

outside her school for support. The outside supporting teacher suggested a structured approach

to facing the various challenges of the year. A positive emotional shift was noted in the diary

entries once the participant was able to address the core issue of balancing work and family life.

From this study, Dias-Lacy and Guirguis concluded that alignment between teacher induction

programs and mentoring, along with a supportive administrator are imperative to accelerating the

development of new teachers.

Israel et al. (2014) studied the emotional and professional supports mentors provided for new special education teachers and how that impacted their new teacher evaluations. They collected 1,093 pieces of data that included evaluations, correspondence documents, and interviews from 16 new special education teachers and five assigned mentors located in a large Midwestern United States urban school district. The researchers found that new teachers received both professional and emotional supports. This mentoring program was highly structured with an emphasis on developing goals and strategies to achieve those goals. Thus, professional support was much more prevalent than emotional support. Israel et al. concluded that the structured evaluation system provided the mentors with a specific framework for generating meaningful feedback regarding instructional practices. They also found that emotional supports were embedded within the instructional supports allowing for a more holistic approach to mentoring. The researchers acknowledged that current literature often rejected the notion of mentors as evaluators leaving that responsibility to school leaders and administrators. That was not the case with this mentoring program.

School leaders were often responsible for the evaluation of all teachers including the new teachers. Their attitudes and perceptions of a new teacher's capabilities influence how that new teacher handled the first years of teaching. Sunde and Ulvik (2014) conducted a study on school leaders' views of mentoring and the quality of new teachers in their schools. They utilized open-ended interviews to collect data from nine Norwegian secondary school leaders. The participants recognized new teachers' need for professional and emotional support, but their comments revealed a very hands-off approach. Highly structured mentoring was not viewed as a priority among most of the participants; therefore, they felt basically any experienced teacher could be a mentor. This ruled out an evaluative mentoring approach like Israel et al. (2014) studied. One

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leader described a quality mentor as humorous, clever, and a flexible thinker. Another leader

suggested that quality mentoring is more about suitability, meaning mentors are experienced

teachers who are interested in mentoring a new teacher. Every school leader worked with

mentors who had some level of mentor education, but none of them viewed a mentor as needing

a specific education or certificate. Sunde and Ulvik concluded that school leaders perceived new

teachers' needs were limited to the need for information and guidance. Mentoring was not

viewed as an opportunity for developing professional practices in new teachers, so no formal

training of mentors was necessary.

Some school leaders employed highly structured, formal mentoring programs while other

school leaders relied on more informal *as needed* or *just-in-time* approaches to mentoring new

teachers. Then what exactly constituted quality mentoring? Pennanen et al. (2016) explored that

topic through the lens of mentoring programs in Finland and Australia. The researchers

proposed that mentoring practices differ from context to context based on the underlying purpose

for providing new teachers with mentors. The data in this study were gleaned from larger case

studies in Finland and Australia. The Finnish study consisted of five focus group interviews with

16 mentors and mentees. Analysis of these data revealed a holistic focus of the mentoring

(Pennanen et al., 2016). The Australian data consisted of a year's-worth of individual and focus

group interviews, and observations of staff meetings and professional development opportunities.

Analysis of these data revealed a mainly professional emphasis with little focus on personal

factors. Pennanen et al. (2016) concluded that mentoring practices developed differently in each

context relative to the foundational intents and purposes behind the mentoring. They found that

quality mentoring in Finland consisted of a 5-year process with peer-group mentoring and a

focus on professional development and emotional well-being. Quality mentoring in Australia

consisted of a four-year process with one-to-one mentoring to reduce teacher attrition rates and increase new teacher efficiency and accountability. Although very different from one another, both programs offered quality mentoring practices based on the philosophical foundation upon which they were built.

New teacher attrition and retention. A staggering number of new teachers left the profession within the first five years (Dias-Lacy & Guirguis, 2017; Gillham et al., 2016; Ingersoll & Strong, 2011; Kelly & Northrop, 2015). This phenomenon held consequences for schools, for districts, and most of all for students. Schools and districts with high new teacher turnover rates struggled to fill positions and keep them filled. They invested time and money hoping to retain quality teachers for their students, and yet they had little to show for it (Du Plessis & Sunde, 2017). Worst of all, the students suffered. As with any profession, there is a learning curve that takes time and effort to traverse. Moving from a novice to a seasoned teacher takes three to five years (Struyven & Vanthournout, 2014). Students at high-poverty, high-minority schools were at greater risk as new teachers in those settings were typically underprepared for the environment and often taught out-of-their-field (Dias-Lacy & Guirguis, 2017). Researchers across the globe have been studying the attrition phenomenon for years examining ways that educational leaders attempt to retain their new teachers (Craig, 2014; Howes & Goodman-Delahunty, 2015; Lindqvist et al., 2014; Mansfield et al., 2014; Struyven & Vanthournout, 2014; Wang et al., 2015; Wushishi & Baba, 2016). Reviewing current quantitative, qualitative and mixed-methods research provided insight for further evaluation of new teacher retention.

Quantitative attrition and retention research. Researchers examined personal and contextual factors that played a role in retaining new teachers. Struyven and Vanthournout

(2014) considered both types of factors in their study of new teachers from Flanders, Belgium. They contacted 2,735 teacher graduates from 13 different colleges by telephone to discern who was still teaching and who was not. They successfully reached 2,309 new teachers of whom 370 were no longer teaching. Of those no longer teaching, 323 were willing to participate but only 235 returned a completed questionnaire. In their examination of teacher motivations for leaving the profession, the researchers found that relations with students, administrative support, workload, future job prospects, and relations with parents all impact the decision to leave or to remain in the profession. They also noted that many teachers' expectations of teaching did not match what played out in real life.

Gillham, Evans, and Williams (2016) conducted a study of Ohio's Resident Educator Program to find out if teachers felt the program positively impacted their ability to meet the Ohio Standards for the Teaching Profession. The study consisted of an electronic, Likert-based survey completed by 189 participants. The participants responded that the program improved their ability to assess, instruct, and collaborate with colleagues; however, they strongly felt the amount of paperwork added more stress to an already stressful year. In fact, they indicated that the stress of the program made them think about leaving the profession. Most of the participants reported that the program did not adequately support them in their first years of teaching.

Kelly and Northrop (2015) utilized previously collected data to determine the actions and intents of what they called the "Best and the Brightest" teacher graduates (p. 624). The data were collected from 1,510 full-time teachers over three years using the Beginning Teacher Longitudinal Survey (BTLS). The researchers found that a small proportion of teachers in the public-school sector came from selective schools. Those teachers who did graduate from a selective school were 85% more likely of leaving the profession than other graduates. Hispanic

teachers experienced less burnout and higher career satisfaction. In general, minorities were reported to have less attrition from the teaching profession. Higher salaries, induction programs, and increased self-efficacy all played a role in reducing teacher attrition. The researchers concluded that focusing on the best and the brightest did not improve teacher attrition rates. Instead, they suggested several school reforms that included diversifying the staff and empowering them to climb the career ladder. The also felt that providing counseling and coping strategies to new teachers in high-stress volatile schools may reduce teacher attrition.

Ingersoll conducted numerous teacher attrition research projects over the years with a variety of co-authors. Ingersoll and Strong (2011) examined the impact of induction and mentoring of new teachers through the lens of 15 previously-conducted empirical studies. They discovered that most studies demonstrated a positive impact of induction programs on new teachers; however, one study by Glazerman et al. (2008) did not demonstrate a positive impact of induction programs on new teachers. The researchers pointed out that not all attrition is negative. The attrition of under-performing teachers was beneficial for the teachers, the students, and the schools at large. Ingersoll and Strong found that participating in new teacher induction increased satisfaction, commitment, and retention.

Ingersoll, Merrill, and Stuckey (2014) reported on attrition once again. This time it was through a demographic lens of the changing teaching force. They utilized the Schools and Staffing Survey (SASS), as well as the Teacher Follow-Up Survey (TFS) from 1987 to 2012 as their data sources. The researchers extracted seven trends over the decade and a half of data. The teaching pool was growing probably due to the need for specialized teachers in science, math and special education. Teachers were either older and close to retiring or very new and not very experienced. The most disconcerting trend they found was less stability. Teacher turnover

in high-poverty, high-minority, urban and rural public schools was of most concern. They further examined the data and found job dissatisfaction as the most frequently cited reason for the attrition. These findings left the researcher with many questions surrounding the impact of these trends in the teaching force.

A few short months later, Ingersoll, Merrill, and May (2014) reported on attrition through the lens of teacher education and preparation programs. The data were again taken from the 2003–2004 SASS and the 2004–2005 TFS. Their analysis included descriptive data, a logistic regression predicting attrition, and the effects of pedagogical preparation. The logistical regression model focused on both personal and contextual factors–teacher characteristics, school characteristics, and teacher education/preparation. The researchers found that the type of institution was not as significant as the large variance in the amount of pedagogical background and practice teaching among new teachers. Especially in the areas of math and science, the new teachers had a wealth of knowledge but lacked pedagogical methods and skills which led to higher attrition rates among first year teachers.

Goldhaber and Cowan (2014) also chose to study teacher preparation programs in relation to teacher attrition rates. They utilized 22 years-worth of data from Washington State to examine teacher attrition through the lens of teacher preparation programs. With their sample, they found substantial differences in mobility and attrition based on different preparation programs; however, the variance in teacher effectiveness was more prevalent within programs than across them. Teachers who graduated from the exact same program varied in their level of success and intentions to leave or remain in the profession. According to the researchers, they believe their study proved that proposed teacher preparation program reforms would not accomplish the goal of increasing student achievement.

Mixed-methods attrition and retention research. Mixed-methods studies allowed some researchers to delve more deeply into the stories behind the snapshot attrition statistical data. Lindqvist et al. (2014) inherited over a decade of informal correspondence between a Swedish teacher and her former students. This qualitative data reflected answers to a semistructured questionnaire filled out yearly for almost a decade by 87 cohort members. The researchers conducted follow-up interviews with some of the participants in 2013. They examined all the data and compared it to quantitative data found on the Swedish Teacher Register to find out if the complete population in the study was representative of the entire Swedish teaching population. They found the 87 participants in this study were representative of the Swedish teacher candidates in the late 1990s. They looked for timing patterns in attrition and reentry into the teaching profession. The data reflected similar trends as previous research on teacher retention; however, upon closer examination, thirteen of the participants were unable to secure a teaching position in the first year. They were considered as part of the attrition even though they never began teaching that year. Another noticeable trend was the reentry pattern as teachers aged in their childbearing years. In the end, 21 of the 87 participants were no longer teaching, and only nine of them permanently left the profession. The researchers also noted that three of the permanent leavers held negative images of the teaching profession even prior to entering it. Overall, Lindqvist et al. (2014) concluded that statistical information on teacher attrition can be deceiving, and only through a thorough examination of each individual leaver's story were they able to develop a true picture of this cohort's attrition rate.

Hartwick and Kang (2013) co-authored a mixed-methods study utilizing their individual, previously conducted studies as the data set. The new study examined spiritual practices as coping techniques in reducing stress and teacher attrition by comparing Hartwick's quantitative

data to Kang's qualitative data. Hartwick's (2007) data came from 1,000 randomly selected Wisconsin teachers who completed the Teacher Spiritual/Religious survey. The qualitative data was gleaned from Kang's (2008) mixed-methods study. That data included four interviews of four purposely selected Christian teachers who were originally part of a group of 69 study participants. Hartwick's (2007) data embodied demographic information and professional and religious characteristics. Kang's (2008) data consisted of interview transcripts, a research journal, and class and school documents. The participants reported using prayer, mediation, and the reading of the Bible and other devotional materials as religious coping mechanisms for reducing stress. The researchers found that Christian teachers relied on their spiritual practices when stressful situations arose. They further conjectured that teachers with other religious affiliations would do the same. Hartwick and Kang (2013) believed that spiritual practices also impacted the teachers' dispositions toward their colleagues, students, and students' parents. The researchers concluded that spiritual practices reduced teacher stress and allowed teachers to remain in the profession and more effectively teach their students.

Qualitative attrition and retention research. Researchers focused on new teacher attrition and retention and collected data from both teachers who left the profession and those who remained in the profession. Howes and Goodman-Delahunty (2015) looked for similarities and differences in career decisions of 133 current and former teachers. Their analysis of open-ended survey responses revealed three teacher groups—staying teachers, undecided teachers, and former teachers. The staying teachers reported personal fulfillment, practical considerations of financial and job security, and barriers to change like comfortability and convenience as their top three reasons for remaining in the teacher profession. The undecided teachers reported contextual issues with teaching, discontent, and practical considerations like inadequate salary or

time with family as their top three reasons to question remaining in the teaching profession. The data from former teachers was structured differently in that it included their perspectives on the positives and negatives of leaving the profession. Their number one positive aspect was new opportunities which contributed to practical considerations of increased salary and less time-consuming work. The former teachers also reported negative aspects like missing the students and the opportunity to make a difference in the students' lives. The researchers concluded that to retain quality teachers the school environment must consist of positive, supportive relationships, reduced workloads, increased job security, and opportunities for further challenges and edification. These contextual factors played a significant role for the participants of this study.

Clandinin et al. (2015) contended that attrition is a complex process of personal and contextual factors interwoven over an extended period. They collected data from 40 second- and third-year Canadian teachers through semistructured interviews to explore their thinking regarding remaining in the profession or leaving it. They found that 62.5 % of the participants were uncertain about remaining in the profession even though 82.5% of the participants felt supported at school. That means that even with support 18 of the 33 participants, remained uncertain about the teaching profession. The amount of in-school support was not matched by out-of-school support. Most participants said that family and friends, not colleagues, provided the much needed out-of-school support. In response to this data, Clandinin et al. (2015) commented that in-school support could even have a negative impact on a new teacher's willingness to stay in the profession. Clandinin et al. (2015) suggested shifting the perspective from retaining new teachers to sustaining new teachers, emphasizing the intention to growth them into strong teachers not just the ability to keep a warm body in a teaching position.

Wushishi and Baba (2016) studied the influence of the contextual factor of language barrier on five teachers from Niger State, Nigeria, where over 20 different languages were spoken. A phenomenological case study was utilized to detail the participants' experiences. The researcher collected data through interviews of the five teachers. All the participants agreed that most of the students did not speak English, and therefore, they did not understand the lessons. This caused difficulties in the students' writing as well. Of the five participants, four felt that most of the students were poor writers. The students' lack of English proficiency and the fact that every subject was taught in English caused these five teachers to leave the teaching profession.

Lindqvist and Nordänger (2016), who conducted a mixed-method study in 2014, revisited the inherited correspondence collection that they acquired from a retired teacher. This time they conducted case study research on five participants who were considered extraordinarily skilled by their teacher, and yet they left the profession. The researchers used an interpretivist approach, highlighting the identity-making process of the five, highly skilled leavers. They meticulously delineated personal and contextual factors that depicted individual career stories of each participant. In the end, the researchers found that the teachers constructed and re-constructed their identities repeatedly as they encountered various personal and contextual stresses within the teaching profession. The combination of those stress factors eventually led the participants to leave the teaching profession. Interestingly, the new careers that the participants switched into required them to draw upon their teaching skills in one capacity or another.

Review of Methodological Issues

Research concerning new teacher retention and attrition continued to be a focus of education leaders and policy makers as teacher shortages continued to increase (Du Plessis &

Sunde, 2017; Goldhaber & Cowan, 2014; Helms-Lorenz & Maulana, 2016; Ingersoll, Merrill, & May, 2014). New teacher attrition research began in earnest in the late 1980s and early 1990s when the fear of future teacher shortages became more pronounced. Many studies consisted of quantitative research looking for answers as to what extent personal and contextual factors impacted new teachers' decisions to leave or remain in the teaching profession (De Neve & Devos, 2017; Ingersoll & Strong, 2011; Tiplic et al., 2015; Wang et al., 2015). Qualitative research and some mixed-methods research data produced the thick, rich information on why or why not new teacher induction worked (Abu-Alhija & Fresko, 2016; Ingersoll & Strong, 2011; Lindqvist et al., 2014).

Quantitative studies. Though beneficial, quantitative data was not sufficient for developing or improving programs that assisted new teachers as they transitioned into the teaching profession. Lindqvist et al. (2014) claimed it is often a one-time, snapshot of a wide target population. Also, educational leaders differed greatly in their definition and interpretation of attrition, teacher induction programs and mentoring (Hangül, 2017; Kearney, 2016; Kutsyuruba & Treguna, 2014; Mitchell, Howard, Meetze-Hall, Hendrick, & Sandlin, 2017; Pennanen et al., 2016). Samplings of multiple programs within one research study lacked the production of generalizable findings (Fernet et al., 2016; Helms-Lorenz & Maulana, 2016; Kearney, 2016). In some quantitative studies, researchers gleaned information from large state and national databases, but the data they used was almost a decade old or older (Ingersoll & Strong, 2011; Ingersoll, Merrill, & May, 2014; Kelly & Northrop, 2015).

Qualitative studies. Qualitative research studies of specific teacher induction programs or specific mentoring structures produced thick, rich meaningful data useful for directing program improvements but often provided program specific recommendations (Dias-Lacy &

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Guirguis, 2017; Haim & Amdur, 2016; Israel et al., 2014). As Pennanen et al. (2016) pointed out with their study of induction programs in Finland and Australia, context dictated the type and amount of support provided to new teachers. Craig's (2014) study context was confined to one participant. Haim and Amdur (2016) focused on second career teachers and their alternative fast-track induction to teaching. Hangül (2017) examined the induction program mandated by the Turkish Ministry of Education. Mitchell et al. (2017) explored the tension between implementing a highly structured standards-based program and providing just-in-time support for new teachers. Nallaya's (2016) study context was in Australia where there was no consistent length of time for pre-service practicums. Abu-Alhija and Fresko (2016) compared data from current participants and graduates of a specific induction program in Israel. The one commonality gleaned from each of these studies was the presence of a quality mentoring program (Abu-Alhija & Fresko, 2016; Craig, 2014; Haim & Amdur, 2016; Hangül, 2017; Mitchell et al., 2017; Nallaya, 2016). Due to the unique composition of each new teacher induction program context, program specific studies were necessary to determine program successes and areas for improvement.

Sample composition. Sample compositions often made the findings inapplicable to other new teacher settings. Some sample compositions were too small causing them to be almost contextually specific. Craig's (2014) research reflected the variable experienced by one participant over six years which would never be replicated in another new teacher's early career. Harfitt (2015) examined two teachers who were presumed to be leavers, but then two years later returned to the profession, not significantly exemplifying those who return to the profession. Martin et al. (2016) looked at five Hawaiian public-school teachers, each with completely different backgrounds and teaching assignment variables. Another sample issue resided in the

teacher training programs prior to entering the profession. Teachers within the same new teacher induction study had attended various teacher training institutions, which gave them different foundational beginnings (Gillham et al., 2016; Haim & Amdur, 2016; Martin et al., 2016; Nallaya, 2016; Papatraianou & Le Cornu, 2014).

Synthesis of Research Findings

Personal and contextual factors dominated all four areas of the research findings. Personal factors like new teacher background, commitment to the profession, and family support were focal points in the studies (Adoniou, 2015; Chesnut & Burley, 2015; Du Plessis & Sunde, 2017; Fernet et al., 2016; Harfitt, 2015; Nallaya, 2016). Relationships with administrators, colleagues, and mentors as well as workload were the dominant contextual factors examined in the studies (Adoniou, 2016a, 2016b; Du Plessis et al., 2015; Johnson et al., 2014; Kearney, 2016; Kidd et al., 2015; Lambersky, 2016; Martin et al., 2016; Papatraianou & Le Cornu, 2014; Struyven & Vanthournout, 2014; Sullivan & Morrison, 2014). Positive experiences within the personal and contextual factors lead to a higher probably that the new teacher would remain in the profession (De Neve & Devos, 2017; Du Plessis et al., 2015).

Role of self-efficacy. Researchers found that self-efficacy influenced new teachers' intentions to leave or to remain in the teaching profession (Adoniou, 2016a; Chesnut & Burley, 2015; Harfitt, 2015; Tiplic et al., 2015). They concurred with Bandura's (1977) four sources for building self-efficacy. Studies where new teacher self-efficacy lacked, there was often attrition within the first five years of teaching (Harfitt, 2015; Kidd et al., 2015; Struyven & Vanthournout, 2014). A variety of supports, like induction programs, mentoring, professional learning communities, workshops, and even informal relationships built new teacher self-efficacy and autonomy (Adoniou, 2016a; De Neve & Devos, 2017; Haim & Amdur, 2016; Johnson et al.,

2014; Wagner & Imanel-Noy, 2014). New teachers with higher self-efficacy and greater autonomy were more likely to remain in the profession (Adoniou, 2016a; Chesnut & Burley, 2015; Lambersky, 2016). New teachers who experienced reduced self-efficacy due to personal or contextual factors often left the profession (Harfitt, 2015; Lambersky, 2016; Struyven & Vanthournout, 2014). Researchers demonstrated that self-efficacy did play a role in the lives of new teachers and that quality induction programs and mentoring were options for building that self-efficacy (Adoniou, 2016b; Haim & Amdur, 2016; Helms-Lorenz & Maulana, 2016).

Quality induction programs. Researchers studied induction programs from various vantage points. Some researchers conducted program specific studies while others looked for common denominators across multiple programs (Abu-Alhija & Fresko, 2016; Gillham et al., 2016; Haim & Amdur, 2016; Hangül, 2017; Kearney, 2014; Kutsyuruba & Treguna, 2014; Mitchell et al., 2017; Nallaya, 2016). They found that induction held a different meaning for people depending on their context (Hangül, 2017; Kearney, 2016; Kutsyuruba & Treguna, 2014; Mitchell et al., 2017). They determined that quality induction programs were multi-faceted programs with orientations meetings, regular contact with qualified mentors, and professional development opportunities like classroom observations and self-reflection activities (Abu-Alhija & Fresko, 2016; Hangül, 2017; Kearney, 2014;). Induction programs considered failures by new teachers were often misaligned and inconsistently implemented, providing more stress than support for the new teachers (Adoniou, 2016b; Gillham et al., 2016; Kidd et al., 2015; Martin et al., 2016). Almost every quality induction program included a strong mentorship element (Haim & Amdur, 2016; Kearney, 2014; Martin et al., 2016; Nallaya, 2016).

Quality mentors. Researchers presented mixed reviews on the effects of mentors on new teachers. New teachers who reported positive experiences were properly matched with

trained mentors. New teachers who reported negative experiences often lacked regular contact with their mentors or were expected to find their own mentors (Du Plessis et al., 2015; Kearney, 2016). Researchers also found that the administrative leadership's framework of mentoring often impacted the quality of mentoring provided to the new teacher (Dias-Lacy & Guirguis, 2017; Kearney, 2016; Sunde & Ulvik, 2014). Similar to induction programs, mentoring held a different meaning for different people based on their personal context (Pennanen et al., 2016). The most effective mentors had similar grade level and teaching assignment experiences to the new teachers and were given adequate time to observe and conference with them (Israel et al., 2014). Quality mentoring impacted new teacher self-efficacy and intentions to remain in the teaching profession (Ingersoll & Strong, 2011; Papatraianou & Le Cornu, 2014).

Attrition and retention. Educational systems across the globe experienced new teacher attrition to one degree or another (Craig, 2014; Howes & Goodman-Delahunty, 2015; Lindqvist et al., 2014; Mansfield et al., 2014; Struyven & Vanthournout, 2014; Wang et al., 2015; Wushishi & Baba, 2016). The continually-increasing teacher attrition and financial burdens of this phenomenon caused educational leadership and policy makers to seek ways to retain the new teachers (Goldhaber & Cowan, 2014; Ingersoll, Merrill, & May, 2014; Ingersoll, Merrill, & Stuckey, 2014; Struyven & Vanthournout, 2014). Increasing new teacher self-efficacy by attending to personal and contextual factors was considered necessary to increasing new teacher retention and reducing attrition intentions (De Neve & Devos, 2017; Howes & Goodman-Delahunty, 2015; Tiplic et al., 2015; Wang et al., 2015). Induction programs and mentoring supports were avenues cited for improving new teacher self-efficacy which in turn reduced new teacher attrition intentions (Howes & Goodman-Delahunty, 2015; Ingersoll, Merrill, & May, 2014; Ingersoll & Strong, 2011; Pennanen et al., 2016; Pfitzner-Eden, 2016; Tiplic et al., 2015).

On the contrary, Mansfield et al., (2014) and Lindqvist and Nordänger (2016) found minimal evidence that mentoring positively impacted attrition intentions. Researchers acknowledged that certain attrition was considered worthwhile and for the good of the teacher, students, and school (Ingersoll & Strong, 2011). Other researchers found that some attrition was not permanent as teachers returned after a rejuvenating absence from the profession or after raising their families (Harfitt, 2015; Lindqvist & Nordänger, 2016). New teacher attrition was found to be a complex decision-making process over an extended period of time (Craig, 2014; Harfitt, 2015; Lindqvist et al., 2014; Lindqvist & Nordänger, 2016). Yet, researchers made note of the fact that attrition includes many graduates of teacher programs who never actually entered the teaching profession (Struyven & Vanthournout, 2014; Wang et al., 2015). Researchers concluded that focusing on factors that retain new teachers in the profession was the most effective way to reduce new teacher attrition (Clandinin et al., 2015; De Neve & Devos, 2017; Harfitt, 2015; Mansfield et al., 2014).

Critique of Previous Research

  Personal and contextual factors. New teacher self-efficacy was impacted by both personal and contextual factors (Adoniou, 2016a; Harfitt, 2015; Johnson et al., 2014). Some new teachers entered the profession with high levels of self-efficacy based on their background, educational successes, positive practicum experiences, or a strong sense of moral duty to help students learn (Craig, 2014; Haim & Amdur, 2016; Wagner & Imanel-Noy, 2014). Other new teachers questioned their ability to handle the challenges and stresses of the teaching profession (Adoniou, 2015, 2016a, 2016b; Du Plessis et al., 2015; Harfitt, 2015). Researchers often coupled contextual factors with the personal factors in different combinations which caused their findings to be combination specific (Chesnut & Burley, 2015; Craig, 2014; Du Plessis et al.,

2015; Du Plessis & Sunde, 2017; Lambersky, 2016). Self-efficacy was so closely tied to

multiple personal and contextual factors it was virtually impossible to isolate exactly which

factor positively impacted new teacher self-efficacy (Haim & Amdur, 2016).

Induction programs and mentoring vary. Education professionals held a range of new

teacher induction programs and mentoring frameworks (Adoniou, 2016a; Du Plessis et al., 2015;

Haim & Amdur, 2016; Kearney, 2014). Education professionals agreed that induction programs

were important, and yet Martin et al. (2016) reported, "less than one percent of teachers actually

receive what is considered a comprehensive induction" (p. 4). The minimalist framework of new

teacher induction and mentoring support consisted of an orientation meeting and any teacher as

the mentor (Harfitt, 2015; Kearney, 2016; Lambersky, 2016; Sunde & Ulvik, 2014). The

comprehensive framework of new teacher induction and mentoring support consisted of multi-

faceted approaches including orientation meetings, professional learning communities,

mentoring, observations, release time, reduced work load, informal relationships, regular

workshops, and university connections (Hangül, 2017; Kutsyuruba & Treguna, 2014; Martin et

al., 2016; Papatraianou & Le Cornu, 2014). There were frameworks of varying support levels

that fell between the two extreme frameworks as well (Calvert, 2016; Dias-Lacy & Guirguis,

2017; Israel et al., 2014; Mansfield et al., 2014; Martin et al., 2016). The lack of consistent new

teacher induction program and mentoring frameworks impacted studies of multiple contexts (Du

Plessis et al., 2015). Pennanen et al. (2016) stated, "The different practice traditions, and their

associated arrangements, influenced what came to be the ontological givens of manifestations of

mentoring in Finland and in NSW, Australia" (p. 48). One exception to the multi-context issue

was the study by Johnson et al. (2014) where the researchers convened for three-day workshops

during the study to guarantee consistency in their framework. Without universal frameworks for new teacher induction and mentoring among all parties involved, research proved difficult.

      Perspective of attrition varies. Researchers varied in their attrition frameworks. Struyven and Vanthournout (2014) included teacher graduates who never actually started teaching in their attrition statistics. Kelly and Northrop (2015) explicitly stated that their study counted maternity and family leave as attrition. Lindqvist et al. (2014) parceled out the maternity and family leave data to avoid tainting attrition rates with natural life occurrences. Ingersoll, Merrill, and Stuckey (2014) included new teachers who moved to different schools in their attrition data. Ingersoll, Merrill, and May (2014) pointed out the fact that alternative certificate programs like *Teach for America* require a two-year or more commitment by new teachers to remain in the profession which also impacts teacher attrition rates. Clandinin et al. (2015) viewed attrition as a process in the making and not a decision in a snapshot of time. The variance in researchers' frameworks of attrition created context-specific findings, limiting generalizable statements.

      Use of data. Some researchers included in this literature review utilized the same data set for multiple studies. Adoniou (2015, 2016a, 2016b) created three different studies from the same set of data collected. She also reported that all the participants in her study were her former students. These two factors call into question the reliability of her research data and the validity of the conclusions she drew from that data. Similarly, Lindqvist et al. (2014) utilized a collection of almost 20 years of data to point out that teacher attrition was a non-linear phenomenon, and then Lindqvist and Nordänger (2016), without Carlsson, reused the data in their study based on the identity-making theory to highlight how factors of the past and factors of

the present were co-culprits in the teacher attrition process. Ironically, Lindqvist et al. (2014) warned against the danger of generalizing based on context-specific data.

Other researchers based their findings on the presuppositions of previous researchers. Zembytska (2016) conducted tertiary research relying on other researchers' data analysis to formulate her findings on mentoring and induction programs. This analysis of previously analyzed data brought the concern of bias to the forefront. Zembytska (2016) was at the mercy of the previous researchers' perspectives on mentoring and induction programs. The redeeming quality of this study was the alignment of the *new data and findings* to studies that meet higher reliability and validity criteria. Dias-Lacy and Guirguis (2017) recommended mentoring as an important component of an induction program without collecting data from a participant with a mentor. Demonstrating the effects of challenges on a first-year teacher who lacks a mentor did not automatically translate into positive effects due to the presence of a mentor. Relying on other researchers' data sets limited the validity of their claims.

Summary

Educational leaders in countries across the globe sought answers to the ever-increasing new teacher attrition rates. Bandura's (1977) social cognitive theory and even more specifically his four sources for promoting self-efficacy, provided the foundation for this literature review. The over-arching theme and impact of new teacher self-efficacy appeared repeatedly throughout the subsections of teacher induction, mentoring, and attrition and retention. The researchers demonstrated how personal and contextual factors intertwined to create everyone's unique attrition or retention story. Examination of the literature revealed methodological issues such as decontextualized snap-shots in time on one hand and contextually specific studies that limited generalizable statements. The research findings focused on the role of self-efficacy in teacher

retention, how elements of quality induction and mentoring programs impact new teacher self-efficacy and the view of attrition as a process over time. The critique of the literature pointed to inconsistencies among researchers regarding their frameworks and definitions of induction, mentoring, and attrition. The use of data in some studies was also questioned.

Based on this review of literatures, which developed a unique conceptual framework using Bandura's (1977) social cognitive theory and four sources of self-efficacy, to understand new teacher attrition and retention, there was sufficient reason for thinking that an investigation examining the impact of the NTI program on FACC graduates would yield socially significant findings for FACC leadership and the NTI administrators. I can, therefore, claim that the literature review has provided strong support for pursuing a research project to answer the following research questions: (a) How does the FACC NTI program impact new teachers' decisions to remain in the profession or leave it; (b) What are the perceptions of new teachers who participate in New Teacher Induction about how mentoring impacts their self-efficacy; (c) What are the perceptions of new teachers that participate in New Teacher Induction about how professional development impacts their self-efficacy; and (d) What are the perceptions of new teachers that participate in New Teacher Induction about how principal engagement impacts their self-efficacy?

Chapter 3: Methodology

Introduction to Chapter 3

Retaining teachers is an ever-increasing concern as the percentage of new teachers leaving the field of education continues to rise. This phenomenon impacts all types of educational systems around the globe including the Federation of Affiliated Christian Churches (FACC) parochial schools. This study is modeled similarly to Bandura's (1977) social cognitive theory of self-efficacy and the four sources for building it. New teacher self-efficacy bears significant prominence in the minds of early career teachers contemplating whether they will remain in the profession. New teacher induction programs, mentoring, and other professional support services are often utilized to boost new teacher self-efficacy. Educational leadership and policy makers look to researchers to gain an understanding of quality induction programs and their effectiveness. Specifically, the FACC leadership desires information about how the New Teacher Induction (NTI) impacts beginning teachers within FACC (see Appendix B).

This chapter describes the methodology utilized to conduct this study. It reiterates the purpose of the research, states the research questions, and delineates the choices made in determining the study design. The description includes consideration of the context, sampling methods, data collection, and data analysis. The chapter concludes with the limitations of the study and ethical concerns within the context of the study.

Research Questions

One overarching question guided this study: How does the FACC NTI program impact new teachers' decisions to remain in the profession or leave it? Three subquestions examine the distinct elements of the FACC NTI program:

1. What are the perceptions of new teachers that participate in new teacher induction on how mentoring impacts their self-efficacy?

2. What are the perceptions of new teachers participating in New Teacher Induction regarding the impact of professional development on their self-efficacy?

3. What are the perceptions of new teachers that participate in New Teacher Induction on how principal engagement impacts their self-efficacy?

Purpose and Design of the Study

The FACC NTI program was established with the purpose of promoting student achievement by supporting new teachers. It takes time to attain the skills and abilities necessary to improve student success, and yet the greatest level of attrition occurs during the first years of teaching (Dias-Lacy & Guirguis, 2017; Gillham et al., 2016; Ingersoll & Strong, 2011; Kelly & Northrop, 2015). The FACC NTI program is an approach to inducting recent graduates of the federation's teacher training college into FACC schools by offering a variety of supports. The program is built around experienced FACC teachers trained as mentors, federation and public professional development opportunities, and principal partnerships. The intent is to increase new teacher self-efficacy, accelerate the process of becoming a master teacher, and enhance new teacher retention. The purpose of this study is to examine the impact of the FACC NTI program on new teacher retention through the lens of program participants. Studying the role that the NTI program played in the participants' decisions to remain in the profession or leave it will assist NTI administrators in their endeavor of improving the program to better serve the needs of new teachers.

Research design. Due to the complexity of the personal and contextual factors involved in a new teacher's decision to remain in or leave the teaching profession, qualitative studies

found in current literature varied greatly; however, each study emphasized the voice of the

participants (Adoniou, 2015; Craig, 2014; Harfitt, 2015; Kutsyuruba & Treguna, 2014; Wushishi

& Baba, 2016). A qualitative design was perfect for the population and context of this study.

There were no previous studies of the FACC NTI program on which to rely, and the only way to

develop a real understanding of the program was to directly listen to the voices of the new

teachers impacted by the program (Creswell & Poth, 2018).

Qualitative research studies generally follow one of the five recognized approaches–

narrative research, phenomenology, grounded theory, ethnography, or case study. Narrative

research recounts numerous situational stories of a specific participant or a very limited number

of individuals over an extended period. Craig (2014) and Harfitt (2015) conducted narrative

studies on teacher retention and attrition utilizing only one and two participants, respectively.

Taking a narrative approach with this study would shift the research focus from the FACC NTI

program to the lived experiences of a select few individuals and would not generate the

information desired by synodical leadership. Phenomenological research focuses on a specific

phenomenon that the participants experienced. This approach to qualitative research typically

involves a relatively small number of participants and seeks out commonalities or shared

experiences with the phenomenon. Adoniou (2015, 2016a, 2016b), Kutsyuruba and Treguna

(2014), and Wushishi and Baba (2016) collected data via interviews, observations, field notes,

and questionnaires to identify themes and clusters of connected ideas related to teacher retention

and attrition in their phenomenological studies. These phenomenological studies seek to inform

wider audiences about the impact of the studied phenomenon. In contrast, the intimacy of

studying the [redacted] program held promise specifically for its unique context and population.

The grounded theory is an inductive analysis study that draws themes out of entry-type

documents like diaries in order to discover a theory as was the approach of Dias-Lacy and Guirguis (2017). The FACC NTI program was based on current educational theory; it did not lend itself to generating theories and ideas through an inductive process (Yin, 2014). The ethnographic approach studies a shared culture by the participants where the researcher is both a participant and an observer. While the researcher of this study has participated in and observed the FACC NTI program, the duration of the study was not conducive to the *lived-in* approach that a quality ethnography would require. This study reflected the current state of the FACC NTI program as it served to help new teachers serve the needs of all students and was not limited to servicing a specific ethnic population (Creswell & Poth, 2018).

The final qualitative approach for consideration is the case study. A researcher uses the case study method to understand complex information of a case, "an individual, a community, a decision process or an event" within a specific bounded system (Creswell & Poth, 2018, p. 97). This study examined the decision-making process of new teachers' who had participated in the bounded system of the FACC NTI program. The research was further bound by the fact that all the new teachers who participated in the research were graduates from the same teacher training college between 2015–2017. These specific parameters supported the time and place boundaries Creswell and Poth (2018) imposed on case study research as a methodology. Case studies provide a detailed description of the case as well as themes derived from analysis of the data. In the end, case studies provide lessons to be learned from studying the case. A goal of my research was to inform FACC leadership and the NTI program administrator of lessons learned through the voices of NTI program participants.

Context. Retaining is a challenge for school systems world-wide. The FACC school system was no different. Intentional induction supports that promote new teacher learning and

growth and provide in-the-moment individualized help is vital to increasing a new teacher's longevity in the field (Martin et al., 2016). FACC education leaders realized this reality and developed the NTI program to assist new teachers in building self-efficacy and moving them from novice teacher to master teacher. Teachers in FACC schools graduate from the same teacher training program at a private Christian college in the upper Midwest of the United States. All new teachers in FACC schools are required to participate in the NTI program during the first two years of their teaching career.

The FACC NTI program took a three-prong approach in acclimating new teachers into the teaching profession by providing qualified mentors, professional development opportunities, and engaged principals. The main thrust of the program consisted of regular interaction between the new teachers and a qualified mentor. Weekly conferencing was recommended. Attendance at professional development opportunities was strongly encouraged as well. The principal engagement element occurred a minimum of three times a year with a beginning of the year triad meeting and one triad meeting each semester. The new teacher, mentor, and principal utilized the triad meetings to celebrate the new teacher's successes, address any large issues or struggles, and provide direction for the new teacher's role within school-wide plans and initiatives. This study examined each of these three prongs of the FACC NTI program through the thoughts and comments of the new teachers. The FACC NTI program was patterned after the induction program utilized by the New Teacher Center of Santa Cruz, CA (New Teacher Center, 2018).

Research Population and Sampling Method

The target population for this study was new teachers in FACC schools who participated in the FACC NTI program. The population consisted of 2015–2017 graduates from a Christian college in the upper Midwest where the sole purpose was to train pastors and teachers for the

public ministry. Each graduating class from said college was 50% male and 50% female. This study, however, has more female participants than male participants because the male percentage of graduates included those entering the pastoral ministry, not just those trained to enter the teaching ministry.

This study began with a purposeful, non-probability criterion sampling generated by cross- referencing the lists of graduates and the lists of FACC NTI participants from 2015–2017 (Creswell & Poth, 2018). A recruitment email was sent only to those from the population that met both criteria, which was approximately 225 new teachers. The federation supplied the email addresses to which the electronic questionnaires were sent (see Appendix C). The questionnaire was used to confirm that the participants had both graduated from said college and participated in the FACC NTI program. It also confirmed the participants' current teaching status which assisted in narrowing the population by utilizing a stratified purposeful sampling (Creswell & Poth, 2018). The final section of the questionnaire asked the participants to provide their contact information if they were willing to be interviewed and or engage in a focus group. The intent was to interview three participants who remained teaching and three participants who had left the profession.

There were two different focus groups of three to five participants. One focus group consisted of participants who remained in the profession, and the other focus group consisted of participants who left the teaching profession. This small sample size of 12 to 16 participants, even though slightly larger than anticipated, followed the recommendations for case studies by Creswell and Poth (2018).

Since this study's researcher desired to examine the impact of FACC NTI on new teachers' decisions to remain in or leaving the teaching profession, data needed to be collected

both from new teachers who remained as well as from new teachers who left the profession. One item on the questionnaire asked the participants if they were currently teaching in the FACC school to which they were assigned upon graduation. The participants who were willing to be interviewed or engage in a focus group provided their names and preferred email address and/or telephone at the end of the questionnaire. Utilizing that information, the researcher contacted willing participants who remained in the profession and those who had left the profession and assigned them as interviewees or focus group members. This allowed for comparisons between the two subgroups (Creswell & Poth, 2018). The questionnaire identified new teachers interested in sharing their perceptions of the FACC NTI program. Completed questionnaires were coded with an I, a G, or an N for willingness to participate in the interviews, the focus group sessions, or not interested in further participation, respectively. Following the letter designation, a 1 or a 2 indicated the new teacher's status in the FACC NTI program with a 1 being one year completed and a 2 being the full program completed. The letters F for female and M for male was placed after the number. The final designation was teaching or not teaching to further define the new teacher's status. This coding helped identify potential subjects for the one-on-one interviews and the focus group sessions while ensuring both new teachers who remained and teachers who left the profession were included in the study.

Instrumentation

The following instruments were used in this study: (a) a questionnaire, (b) semistructured interviews, and (c) semistructured focus group sessions. The three instruments were structured to capture new teacher perceptions ranging from a wide, general thoughts and feelings lens to a narrow, personal narrative examples lens.

Questionnaire. A questionnaire was sent to those participants who responded to the recruitment email. The electronic questionnaire reiterated the purpose of the study, explained how the collected data would be protected, and informed the participants that they may leave the study if they desire. Participants confirmed that they met the criteria for this study and agreed to answer open-ended questions regarding their initial impressions of the FACC NTI program before entering the program, impressions of it during the program, and impressions after completion of the program (see Appendix C). Completed and returned questionnaires were coded utilizing the coding system listed in the previous section. The data was stored on an encrypted file on an external hard-drive until the analysis stage.

Semistructured interview. Yin (2014) advocated for carefully conducted interviews as important sources of data in case study research. The semistructured interview questions were reviewed by experts in the field prior to use in this study to assure dependability and to ensure the collected addressed the study's research questions (see Appendix D). Since taking accurate notes while someone else is talking can be cumbersome and distracting, I recorded the interviews with a digital recording device to preserve the exact responses of the interviewees. Following each interview session, the digital recording was uploaded to a personal laptop and labeled with a pseudonym to preserve the anonymity of the interviewee. It was stored there until transcribing occurred during the data analysis stage. The semistructured interview began with reiterating the reason for the study and affirming the demographic data provided by the participants on the initial questionnaire. A reassurance of confidentiality and accuracy in reporting and the purpose of the interview was stated before gaining written permission to record the interview. Once permission was granted, the semistructured interview inquired of pre-NTI program attitudes, impressions and intents concerning the teaching profession, during NTI program attitudes,

impressions and intents concerning the teaching profession, and post-NTI program attitudes, impressions and intents concerning the teaching profession. Questions also addressed the three individual elements of the FACC NTI program—mentor impact, professional development impact, and principal impact. The participants were asked what other supports or changes to current supports would have impacted their attitudes, impressions and intents toward remaining in the teaching profession. The interviews concluded with reminders of how to contact me with additional information or a change in participatory status. The interviewees were contacted once again after the data analysis stage to member check the interpretations and conclusions and confirm findings.

Semistructured focus groups. Yin (2014) promoted the use of focus groups to discover the views of each group member concerning a specific aspect of the case. Since taking accurate notes during focus group sessions can be difficult and distracting, I recorded the focus group sessions with a digital recording device to preserve the exact responses of each participant. Following each focus group session, the digital recording was uploaded to a personal laptop and labeled with the date. The recording was stored there until transcribing occurred during the data analysis stage. The semistructured focus group sessions began with reiterating the purpose of the study and affirming the demographic information provided by the participants on the initial questionnaire. A reassurance of confidentiality and accuracy in reporting and the purpose of the focus group session was stated. At that time, each participant provided a signature to affirm permission to record the session. Once written permission was granted, the focus group session began by allowing the participants to make comments or ask questions about the FACC NTI program prior to any directional questions from the moderator. The purpose of this was to give the participants a chance to speak freely from the heart and possibly provide raw data that may or

may not have otherwise become known. The focus group session continued with conversation starters that closely reflected the semistructured interview questions. Attitudes, impressions, and intents of the new teachers were explored, as well as the impact of each of the three core FACC NTI program elements–mentors, professional development, and principals. The focus group sessions concluded with reminders of how to contact me with additional information or a change in participatory status (see Appendix D). The focus group members were contacted once again after the data analysis stage to member check the interpretations and conclusions and confirm the findings.

Data Collection

Multiple sources of information are necessary in case study research. Yin (2014) suggested six different data sources in case study research: interviews, documentation, direct and participant observations, archival records, and artifacts. Creswell (2013) emphasized the importance of the natural setting when conducting observations. In the literature review, Mitchell et al. (2017) collected enrollment records, a survey, and discussion board transcripts in their case study of an online induction program. Hangül (2017) triangulated the data through a multiple-case design. Case study research relies on triangulation of the data from these sources to increase validity and reliability. Since this study was a single case study, triangulation was achieved through the comparison of the findings from multiple data sources. The data from the questionnaire, the one-on-one interviews, and the focus groups were used to corroborate the same findings. A convergence of evidence from the various data sources pointing to the same findings was projected in this study (Yin, 2014).

This qualitative case study required the researcher to participate in the collection of all data. The data included answers from the questionnaire where participants commented from the

wide perspective of before, during and after they completed the NTI program. The data from the semistructured interviews narrowed the scope to individual, situation-specific perceptions of the mentors, professional development opportunities, and principal engagement. The data from the focus group sessions provided another perspective of the three elements. The data collection began with gaining permission from both the Christian college and the FACC NTI program administrators to include their data in the study. The formal documents included lists of the Christian college graduates and lists of FACC NTI participants. The list of graduates was compared to the list of NTI program participants. All new teachers who satisfied both qualifications received a questionnaire through their email which was on file with the FACC NTI program. The questionnaire was the informal documentation collected from 2015–2017 graduates who had participated in the FACC NTI program. Besides the open-ended questions about new teacher perceptions of the NTI program, the questionnaire included a section that asked participants to indicate their willingness to participate in one-on-one interviews or in focus group sessions. A semistructured interview was conducted with three participants who reported remaining in the teaching profession and indicated an interest in further participation on the informal questionnaire and with three participants who reported leaving the teaching profession and indicated an interest in further participation in the study. The focus group sessions consisted of discussions with three to five NTI program participants who indicated a willingness to participate further but were not part of the one-on-one interviews.

Identification of Attributes

Several dependent and independent variables were included in this study. The aspect of time created one variable as the participants were asked to consider their attitudes, impressions, and intents concerning the teaching profession prior to engaging in the FACC NTI program,

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during the FACC NTI program, and after completing the FACC NTI program. According to

researchers referenced in the literature review, new teachers' predispositions to teaching play a

role in determining the likelihood of teacher retention or attrition. The three core elements of the

FACC NTI program—mentors, professional development, and principal engagement—also

rendered multiple responses.

The variables involved in the formal and informal documents revolved around graduation

from the college and participation in the FACC NTI program. The variables within the

semistructured interviews were the new teacher's disposition toward the teaching profession,

relationship with a mentor, engagement in professional development opportunities, and

relationship with the principal. The variables in the focus group data mirrored the interview

variables. One overarching variable that transcended all the data sources was whether the

participant remained in the teaching profession.

Data Analysis Procedures

Data analysis of all qualitative studies includes three main steps: coding data, developing

broad categories or themes from the coding, and possibly creating visual representations for

comparison of the data (Creswell & Poth, 2018). Data analysis in this study closely reflected the

practices of seminal author Wolcott (1994). It began with the transcription of all interviews and

focus group sessions. An embedded analysis took place, coding the data specific to each

research question which generated the following descriptive labels: (a) preconceived notions, (b)

policies and procedures, (c) program value, (d) retention intentions, (e) mentor proximity, (f)

mentor matching,(g) autonomy, (h) self-efficacy, (i) applicable professional development, (j)

professional development work load, (k) school principal approach, and (l) school principal

support. After each element was coded separately, data were sorted according to repeated patterns across the three elements.

The next step in this data analysis process connected the coded descriptions to broader themes found throughout the study's self-efficacy framework and related literature. Patterns included supports that built self-efficacy, hindrances that prevented the building of self-efficacy, and interactions that were neutral to building self-efficacy. Comparing the broader themes to the subcategory themes from the coded data and then to the self-efficacy framework provided the opportunity to note and discuss data divergent from current and previous research.

Limitations and Delimitations of the Research Design

Limitations of this study revolved around the sample population and the instrumentation utilized in data collection. This study was tightly bound in that it focused on a small number of participants who had graduated from the same college and taught within the same school system. The number of participants who returned a completed questionnaire and agreed to further involvement impacted the number of interviews and the size of the focus groups. Thus, the results and findings from this study may not be generalized to larger and more diverse new teacher populations. Whenever participants are interviewed, there is the chance that bias, inaccuracy in recall, or reflexivity may be present (Yin, 2014). In this study, inaccuracy in recall should be minimal due to the narrow time frame between graduation, participation in NTI and the interview. The relatively small size of the school system and interconnectedness of teachers and synodical leadership across the school system may have impacted the amount of reflexivity in the interviewees' responses. Reflexivity could also have occurred during focus group sessions. The researcher was aware of this possibility and utilized the collaboration norms of

respect for all perspectives, equity of voice, and safety and confidentiality in sharing to minimize the reflexivity during the focus group sessions.

Delimitations are limits controlled by the researcher. The participants in this study were limited to 2015–2017 graduates of a specific upper Midwest Christian college and were assigned to FACC schools. The participants also were engaged in the NTI program, which had become mandatory in the spring of 2015. Allowing NTI program participants from prior years may have increased the pool of eligible participants, but the purpose of this study was to highlight the subjects' perceptions since participation had become mandatory. The primary instruments for data collection were limited to interviews and focus group sessions to capture the participants' perceptions in a raw, uninhibited form. Interviewees did not participate in the focus group sessions to aid in the validation process.

Validation

The validity of the case study was tested by utilizing two of the four types of validity tests presented by Creswell and Poth (2018). Construct validity was demonstrated using multiple evidence sources during data collection. The description of the chain of evidence paired with member checking by both interviewees and focus group participants affirmed the presence of construct validity. The external validity was displayed in the alignment of the findings with Bandura's (1977) theory on self-efficacy.

Credibility. Data credibility was ensured through triangulation and member checking. The three different data collection methods that were triangulated were the questionnaire data, the interview data, and the focus group data. Conducting one-on-one interviews with participants who remained in the teaching profession as well as participants who left the teaching profession provided different sources for triangulation within the same method. Utilizing the

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software program NVivo assisted in finding patterns that may have been overlooked during previous analysis. Computer assisted-analysis causes researchers to take a more active approach, reading and thinking about the material line by line (Creswell & Poth, 2018).

Member checking also added to the credibility of the study. After the interview transcription process was complete, each interviewee received a copy of the transcription of his or her interview for review and confirmation or refusal. If the interviewee confirmed the transcript, it was ready for coding. If the interviewee refuted any of the transcriptions, corrections were made, and the interviewee was asked to review the transcription again. The focus group members also received transcripts of their sessions. They too were asked to confirm or refute the transcript. If a focus group member refuted any of the transcriptions, corrections were made, and the focus group members were asked to review the transcription again. Once all interviewees and focus group members had confirmed the transcriptions, they were uploaded to NVivo for pattern matching.

Dependability. Consistent replication of the same case study demonstrates its dependability (Yin, 2014). The dependability and trustworthiness of this study were established through external audits. Dependability of the interview and focus questions to produce the necessary data to answer the research questions occurred when experts in the field reviewed and approved the interview and focus group protocols prior to use in the study. Dependability of the analysis and findings was achieved when the research was reviewed by a person holding a Doctor of Philosophy degree (Ph.D.) who was not affiliated with this study (Yin, 2104).

Expected Findings

New teacher self-efficacy is shaped by their perceptions of the support they receive. That impact on their self-efficacy, in turn, effects whether they remain in or leave teaching. It is

anticipated that participant responses in this study will inform educational leaders of the impact NTI had on their self-efficacy. More specifically, the participants will reveal perceptions of the support they received through quality mentors, professional development, and principal engagement.

It is also expected that some new teachers will express an appreciation for their assigned mentor while other new teachers will report disappointment. It is anticipated that regular contact with mentors will increase new teachers' self-efficacy. This should especially hold true in cases where the mentor and new teacher are closely matched with similar assigned duties. Style and availability are also expected to be factors in creating positive perceptions by the new teachers. It would also be expected that those new teachers who express who may express disappointment in their mentor may cite a lack of regular contact with them. It is anticipated that such participants will also perceive their mentor as inflexible and unaware of the new teacher's needs.

It is expected that many new teachers will perceive professional development as being unsupportive to their teaching profession at the time. They will report that they were not utilizing the professional development opportunities placed before them. There are those who will express that the professional development offered to them did not match their current situation or issues they were facing. It is expected that some of the new teachers will express that professional development opportunities are burdensome and merely a waste of their valuable time. It is also anticipated that some new teachers will crave professional development that addresses personal or professional stress factors.

It is expected that principal engagement support will be difficult for new teachers to personify, because new teachers have little to no knowledge of how much a principal typically supports the faculty. It is likely that they will report of struggles to identify when the principal's

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engagement is supportive of them specifically during their acclimation into the profession and when it is meant as support for the whole faculty in general. Some new teachers will report little to no interactions with their principals, while others present examples of overbearing principals which tears down self-efficacy. Likely, new teachers appreciating a supportive principal will experience regular, positive interactions with the principal; receiving criticisms as being constructive. It is also likely that these new teachers will acknowledge having the opportunity for more classroom autonomy and experiencing the building up of their self-efficacy through support by their principal (Adoniou, 2016a; Johnson et al., 2014).

Ethical Issues

Ethical issues involving either the researcher or the participants had to be reconciled prior to possible occurrence. Due to the parameters of this tightly bound case study, ethical issues pertaining to conflict of interest and researcher position needed to be considered. Triangulation of data and member checking was utilized to reduce partiality to any specific outcomes from the study (Yin, 2014). The study focused on perceptions of new teachers, so ethical considerations for safety, consent, confidentiality, and honesty needed to be addressed as well.

Conflict of interest assessment. All the participants in this study taught within the same parochial school system as I. They all graduated from the same small teacher training college and their relationships ranged from casual acquaintances to close friends. Their participation in the NTI program was a requirement for new teachers in this parochial school system. I also graduated from this same teacher training college and was trained as a mentor in the NTI program. I served as a mentor to one new teacher from the graduating class of 2015, so she was not offered participation in the interviews or focus group sessions. Other than the one new teacher, I had no interactions with the 2015–2017 NTI participants. Utilizing interview

questions and focus group questions that were reviewed by experts in the field assisted in reducing the conflict of interest. Holding to the collaborative norms of safety for all perspectives, confidentiality, and equity of voice ensured focus group participants expressed their perceptions of the NTI program.

Researcher's position. The intent behind this research was to delineate new teacher perspectives of the NTI program and to inform NTI program leadership. Intimate knowledge of the structure of the NTI program assisted in asking probing questions during the interview and focus group sessions. The use of an audio recording device and the NVivo program to record and code the exact comments of the participants removed research bias during data collection and analysis. This study conformed to the American Psychological Association's (APA) Ethical Principles of Psychologists and Code of Conduct (2015).

Ethical issues in the study. Prior to the study, the research procedure was submitted for approval by the Institutional Review Board (IRB) of Concordia University. Since the study relied on human participants, precautions were taken to ensure safety and confidentiality throughout all stages of the process. The initial questionnaire was anonymous while inquiring of interest in further participation. Each participant signed a consent form that included a description and purpose for the study, requirements for participation in the study, expectations of the participants, expectations of the researcher, and the confidentiality protocols. The participants were reminded of their freedom to discontinue participation in the study at any time. They also received transcripts and summaries of the findings with their pseudonyms in place, ensuring confidentiality among this relatively small community of new teachers and the NTI leadership. Data shared by participants that could be used to pinpoint a specific teacher or school location were removed.

The following procedures were also followed to maintain the confidentiality of the data throughout all phases of the research. Information from the electronic questionnaires was downloaded onto an external hard drive in a password protected, encrypted folder. The digital audio recordings from the interviews and focus groups were downloaded onto the external hard drive into the same password protected, encrypted folder. The external hard drive was stored in a locked file cabinet to which only I had a key. Each interview and focus group session was transcribed into a PDF. Each participant received a PDF transcript of their interview or focus group session by email. A read receipt was requested. That email also included the direction to confirm or dispute the transcript. Only confirmed, or corrected and then confirmed, transcripts were maintained. All other transcripts were destroyed. After the data analysis process and findings were concluded, the participants received a copy of the document.

Chapter 3 Summary

This single case study research sought out new teacher perceptions of the mandatory NTI program. Bandura's Social Cognitive Theory (1994) served as a framework for viewing the effects of NTI on new teacher self-efficacy. Starting in 2015, the leadership of a parochial school system mandated that all new teachers participate in the NTI program. The program utilized mentoring, professional development opportunities, and principal engagement to increase new teacher self-efficacy and promote new teacher retention. This study examined the impact of the NTI program on new teachers' intentions to remain in the profession or leave it through a self-efficacy lens.

Chapter 3 presented the methodology used to explore new teacher perceptions of the NTI program. It provided the rationale for choosing the case study design, a clear characterization of the study participants, and an in-depth description of the instrumentation utilized in data

collection. Collecting data through a questionnaire, interviews, and focus group sessions,

provided triangulation of data to further increase the validity of the findings. Careful handling of

participant information and data using an encrypted USB device as well as using pseudonyms for

participants ensured safety and confidentiality. The interview and focus group session questions

were reviewed by experts in the field to confirm that the questions would produce data that

address the research questions. The use of audio-recording and coding technology aided in the

reduction of ethical concerns regarding researcher bias.

Chapter 4: Data Analysis and Results

The purpose of this study was to examine the impact of the Federation of Affiliated Christian Churches (FACC) New Teacher Induction (NTI) program on new teacher retention through the lens of the program participants. Studying the role that the NTI program played in the participants' decisions to remain in the profession or leave it will assist NTI administrators in their endeavor of improving the program to better serve the needs of new teachers. The issue of teacher retention is not unique to FACC schools and has led educational leadership throughout the world to utilize teacher induction programs and mentoring services to better acclimate new teachers into the profession (Haim & Amdur, 2016; Israel et al., 2014; Martin et al., 2016). The review of current literature substantiates the importance of induction programs and authenticates this study's conceptual framework which stems from Bandura's (1977) self-efficacy theory. Bandura (1977) theorized that self-efficacy plays a significant role in people's psychological states, behaviors, and motivations (Du Plessis et al., 2015; Pfitzner-Eden, 2016). Collecting and analyzing rich descriptive data that directly reflects new teacher voices reveal the role self-efficacy plays in those teachers' decisions. Data collection and analysis also squares directly with the main research question that guided this study: How does the FACC NTI program impact new teachers' decisions to remain in the profession or leave it?

This chapter begins with a description of the sample to present a clear picture of the participants. The chapter continues with a review of the research methodology and analysis followed by a summary of the findings, a detailed presentation of data, and results from the questionnaire, one-on-one interviews, and focus group sessions. An overall summary of the findings closes the chapter.

Description of Sample

  The sample population for this study was new teachers from FACC schools in various states throughout the United States. The schools varied in size and demographics. The participants were 2015–2017 graduates from a specific Midwest private college who had participated in the NTI program. Two hundred twenty participants fulfilled both requirements and received an invitation to complete an electronic questionnaire. All participants were in their mid-20s with 65% of the new teachers being females and 35% being males. These numbers were reflective of the typical classes graduating from that specific Midwest college. Sixty-five completed questionnaires were returned. Of those completed questionnaires, 74% were completed by females and 26% were completed by males. This reflects a larger female to male ratio than that of the original group to whom the questionnaire was sent. Eight teachers agreed to further participate in the one-on-one interviews with 75% of them being female and 25% of them being male. Ten teachers agreed to further participate in one of two focus group sessions; however, only six were able to attend the focus group sessions. Three females and three males participated in those focus group sessions. Between the interview participants and the focus group sessions, a two to one ratio was maintained which again reflected the original demographic of yearly graduates from the college and the 220 new teachers who originally received the questionnaire. A detailed description of the selection, invitation and consent process is in Chapter 3. The number of actual participants of interviews and focus groups in this tightly bound case study sample reflected the suggested sample size of 12 to 16 participants as recommended by Creswell and Poth (2018). Since this study specifically focusses on a small number of participants who graduated from the same college and who teach within the same

school system, the results and findings from this study may not be generalized to larger and more diverse new teacher populations.

Table 1

Participant Demographics

Participant*	Gender	Year Graduated	Years in NTI	Current Status
I1	F	2016	1.5	Original Assignment
I2	F	2017	1.5	Leaving end of year
I3	F	2016	2	Original Assignment
I4	F	2016	2	Leaving end of year
I5	M	2015	2.5	Reassigned 3rd year
I6	F	2016	0.5	Not teaching
I7	M	2015	2	Original Assignment
I8	F	2015	2	Original Assignment
F1	M	2015	2	Not teaching
F2	M	2017	1	Not teaching
F3	M	2017	1.5	Original Assignment
F4	F	2017	1.5	Leaving end of year
F5	F	2017	1	Leaving end of year
F6	F	2016	2	Original Assignment

Note. *I represents interviewees and F represents focus group members in this chart and throughout the study.

Research Methodology and Analysis

The purpose of this case study was to inform the NTI program leadership by giving voice to the new teachers' perceptions of the program. The tightly bound variables of this study with the new teachers all graduating from the same teacher training college between 2015–2017 and participating in the same induction program support the time and place boundaries Creswell and Poth (2018) imposed on case study research as a methodology. The data of this case study were very focused, and a prescribed analytic process was followed. The subsequent paragraphs described the procedures followed during data collection, provided methodological grounding to the methodology and conceptual frameworks which were explicitly detailed in earlier chapters, and delineated the steps of the coding and analysis process. The researcher used the case study

method to understand complex information of the case, "an individual, a community, a decision process or an event" within a specific bounded system (Creswell & Poth, 2018, p. 97). This study provided a detailed description of the case as well as themes derived from analysis of the data. In the end, the case study provided lessons to be learned from studying the case.

Methodological strategies for data collection. The methodological strategies employed during this study were a questionnaire, one-on-one interviews, and focus group sessions. The purpose of the questionnaire was to gather broad stroke perceptions of the NTI program and find those willing to engage further in the study. The purpose of the interviews was to capture the voice of the participants to characterize their perceptions of the NTI program. The purpose of the focus group sessions was to ascertain the consistency of the experiences across participants which served as a basis for their perceptions of the NTI program.

Questionnaire. The questionnaire was reviewed by experts in the field prior to its distribution. The questionnaire was converted to an electronic format utilizing the platform SurveyMonkey. The questionnaires were sent out to 220 new teachers who satisfied both requirements of graduating from a certain private college in the Midwest during 2015, 2016, and 2017 and participating in the NTI program. Of those 220 new teachers, 64% were females and 36% were males. The questionnaire stated the purpose of the study, provided the procedures to be followed, and asked for informed click consent prior to filling out the questionnaire. It also informed the participants of the benefits and risks associated with participation and the opportunity to relinquish participation at any time. The questionnaire consisted of five demographic questions and confirmed the teacher satisfied the participation requirements for this study; three open-ended questions soliciting the teachers' thoughts and feelings about the NTI program prior to, during, and after participation in the program; and three questions concerning

willingness to further participate in the interviews and focus group sessions. An email inviting the new teachers to participate was sent out with a direct link to the questionnaire imbedded in the email. Thirty-seven questionnaires were completed during the first two weeks. A reminder email was then sent out with the direct link embedded once again. Twenty-two more completed questionnaires were received. During the last week of December, a final email was sent to the teachers reminding them that the questionnaire would close on December 31, 2018. Six more completed questionnaires were logged for a total of 65 completed questionnaires. That was a 30% return rate, which was a lower questionnaire return rate than some of the studies reviewed in Chapter 2 (Abu-Alhija & Fresko, 2016; Lindqvist et al., 2014; Tiplic et al., 2015). The answers on the completed questionnaires were transcribed into an excel document to aid in data analysis, and the electronic questionnaire was deleted from the SurveyMonkey account. Of the questionnaire responses, 74% were completed by female new teachers and 26% were completed by male new teachers. Once transcribed into an excel format, the data were sorted and resorted according to the recurring word patterns as discussed later in this chapter.

One-on-one interviews. Participants were asked on the questionnaire if they were willing to participate further in the study, and if so, to provide their preferred form of contact. Eight participants agreed to engage in one-on-one interviews. The participants were contacted via email or telephone to set up an interview time. Prior to the interviews, the interview questions along with the informed consent document was sent to each of the interviewees, who signed and returned the consent document via email. The interview questions were provided ahead of time to ease any participant anxiety and help them prepare for the interview. Interview two participants were face-to-face interviews at the location of their choice–the schools where they teach. All other interviews were conducted via phone. The voice memo function on the

researcher's iPhone recorded the interviews. Due to the locations of the other teachers in various states, the CallRecord Pro app was used to record those interviews. All interviews began with a review of the purpose and procedures of the study, as well as the risks, benefits, and option to discontinue participation at any time during the interview. The participants were also reminded that the interviews were being recorded in order to produce a transcript which they would then review and approve or recommend amendments. The interview protocol was utilized for all eight interviews. The interviews lasted between 15 and 45 minutes each. Transcripts of the interviews were provided to each of the interviewees for member checking. The I5 participant asked for one change to his transcript. The other seven transcripts were accepted as written. The transcripts were copied to an external hard drive which remains in a locked cabinet, and all other electronic copies were destroyed. The analysis of the written transcripts took the form of repeated readings and attention to repeated words or phrases as discussed in detail later in this chapter.

   Focus group sessions. Ten teachers indicated on the questionnaire that they were willing to further participate in a focus group session. The teachers were contacted via email with dates and times for the focus group sessions. The original focus group sessions were scheduled for the first week of December; however, at the participants' request, the focus group sessions were moved to early January. In the end, only six of the 10 teachers were available to participate in the focus group sessions. The focus group protocol and informed consent documents were sent via email to each participant, signed, and returned prior to the focus group sessions. The protocol was sent to the participants prior to the session to ease their minds and help them prepare for the focus group. An online meeting platform was utilized for recording the focus groups sessions. Three days before the meeting, a meeting invite, as well as detailed directions

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for accessing the meeting, was sent to each of the participants. The focus group sessions began

with a review of the purpose and procedures of the study, as well as the risks, benefits, and

option to discontinue participation at any time during the interview. The participants were also

reminded that the interviews were being recorded in order to produce a transcript which they

would then review and approve or recommend amendments. To aid in keeping order in the

meeting, a routine for answering each question was established. Each session had three

participants. The participants were addressed in the same sequence for each question but were

encouraged to respond to one another's answers as well. The first focus group session consisted

of three males, two of which were no longer in the profession. The session lasted 36 minutes.

The second session consisted of three females, two of which stated they would be leaving their

current teaching positions at the end of the school year. That session lasted 34 minutes.

Transcripts of the two focus group sessions were made and sent to the participants for member

checking. The participants of each session approved the transcripts. The transcripts were copied

to the external hard drive which is kept in a locked cabinet, and all other electronic copies were

destroyed. The analysis of the written transcripts took the form of repeated readings and

attention to repeated words or phrases as discussed in detail later in this chapter.

     Methodological grounding. The methodology and conceptual and theoretical

framework for this study developed from the literature review. As the numbers for new teacher

attrition continue to rise, educational leaders and policy makers look for options to combat the

attrition (Kearney, 2014; Lindqvist et al., 2014; Sunde & Ulvik, 2014). Many turned to teacher

induction programs hoping to alleviate the issue. Research conducted to support that notion

surfaced Bandura's (1977) theory on self-efficacy. Self-efficacy impacts people's psychological

states, behaviors, and motivations (Du Plessis et al., 2015; Pfitzner-Eden, 2016). New teacher

self-efficacy then plays a role a new teacher's decision to remain in the teaching profession or to leave it (Adoniou, 2015; Craig, 2014; Dias-Lacy & Guirguis, 2017; Du Plessis & Sunde, 2017; Haim & Amdur, 2016; Hangül, 2017; Harfitt, 2015; Struyven & Vanthournout, 2014; Zembytska, 2016). New teachers need to feel autonomous and experience success to build their self-efficacy, and they are more likely to remain in the profession. Mentors and principals are integral to building that self-efficacy (Calvert, 2016). The data collected and analyzed specifically targeted each of these NTI elements and how they impact new teacher self-efficacy.

The intangible nature of self-efficacy made a qualitative approach a solid match for this research. Hearing new teachers' thoughts and experiences directly was imperative to properly embody their perceptions of the NTI program. Interviews and focus groups work well for the collection of such data. Thus, some researchers chose narrative and phenomenological for their qualitative research studies (Craig, 2014; Du Plessis et al., 2015; Harfitt, 2015). The case study approach, however, was a better match for this study due to the tightly bound time and space parameters. The methodological strategies utilized in this study gave voice to the new teachers' perceptions of the strengths and weaknesses of the NTI program.

Analysis. In this study, data was collected employing the three methodological strategies previously described in this chapter. Those data sources, along with findings identified in the literature review allowed for triangulation of the data. This triangulation and member checking the transcripts increased the creditability of this study. Data analysis reflected the procedures and practices presented by Creswell and Poth (2018) and Wolcott (1994). It began with the transcription of all interviews and focus group sessions. The electronic recordings of the interviews and focus group sessions were played repeatedly to transcribe every word accurately. The first time the recordings were played from beginning to end without interruption, giving an

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opportunity to hear key words repeated from participant to participant. The second time the recordings were played at five second intervals, and the exact words were typed into a word document. The third time the recordings were played comparing the written transcriptions to the recordings. Transcripts were sent to each participant for review. All transcripts were approved withoutt correction except one. An interview participant noted a contradiction in his statement and amended it to accurately reflect his thoughts.

Coding. The coding process was conducted utilizing a theoretical propositions approach. Yin (2014) wrote, "The propositions would have shaped your data collection plan and therefore would have yielded analytic priorities." For this study, the theoretical propositions led to coding the data specific to each research question. The transcripts of the interviews were reviewed one element at a time. The participant comments about their mentors were examined first for repeated descriptive words or phrases. Then the comments about professional development opportunities were coded, and finally, the principal engagement element was coded. Since the research questions for this study focus on each of the three elements of the NTI program, it was appropriate to conduct the initial coding of the data in this way. The element specific coding revealed the descriptive labels of preconceived notions, policy and procedures, the proximity of mentor, mentor matching, autonomy, support received, impact on self-efficacy, and retention intentions. Many of the descriptive labels aligned with those presented in the studies included in the literature review. Two labels less prominent in the literature review were preconceived notion and proximity of the mentor.

Thematic procedures. After each element was coded separately, data was sorted for repeated patterns across the three elements. Three broader themes emerged from the pattern-matching procedure: supports that build self-efficacy, hindrances that prevent the building of

self-efficacy, and interactions neutral to building self-efficacy. Bandura (1997) provided four

sources that create high levels of self-efficacy: "(1) mastery experiences, (2) vicarious

experiences, (3) social persuasion, and (4) physiological and affective states" (Pfitzner-Eden,

2016, p. 241). Comparing participant comments under each of the three themes to Bandura's

self-efficacy builders demonstrate where new teachers perceive successes and issues of the

program lie. This comparison aligned with the purpose of this study, to inform the NTI program

leadership of the new teachers' perspectives of the strengths and weaknesses of the program.

Summary of the Findings

The analysis of the three data sets provided perceptions of new teachers regarding the

NTI program. The interviews and focus group sessions were particularly helpful in gaining the

new teachers' perspectives through their own words. One overarching finding was that while the

new teachers appreciated the support they received, they could not necessarily attribute it the

NTI program per se. The trained mentors, professional development opportunities, and engaged-

principals built new teacher self-efficacy, but many of the participants said they would have

sought out those supports with or without NTI. The new teachers desired autonomy, not only in

their teaching but in the fulfillment of the expectations of the program as well. The mandatory

participation soured the participants to the NTI program. In their perception, they did not feel

they controlled the how and when of the support they were offered and felt strapped for time due

to this NTI obligation. Many of the participants commented on the mentor matching and the

proximity of the mentor to their school setting. Those who had mentors at their same grade level

assignment spoke more positively of the mentoring element than those who were assigned

mentors of differing grade level assignments. They appreciated the unbiased support of a mentor

outside the school when it came to personal stress factors, but they preferred an on-staff mentor

when needing support regarding students and parents. They valued the on-staff mentors'

familiarity with the students, families, and environment of their school.

Presentation of the Data and Results

This study centered on the main research question: How does the FACC NTI program

impact new teachers' decisions to remain in the profession or leave it? Three subquestions

examined the distinct elements of the FACC NTI program: (a) What are the perceptions of new

teachers who participate in New Teacher Induction about how mentoring impacts their self-

efficacy? (b) What are the perceptions of new teachers that participate in New Teacher Induction

about how professional development impacts their self-efficacy? (c) What are the perceptions of

new teachers that participate in New Teacher Induction about how principal engagement impacts

their self-efficacy? Participants provided the data for analysis through an electronic

questionnaire, interviews, and focus group sessions. Coding and analyzing that data resulted in

three main themes and nine subthemes. The three main themes connected directly with the

conceptual framework for this study: supports that build self-efficacy, hindrances that prevent

building self-efficacy, and interactions neutral to building self-efficacy. Many of the

subcategory labels aligned with those named in studies of the literature review, but some were

unique to this case. To promote confidentiality, the following results were reported with *Q* for a

questionnaire participant, *I* for interview participant, and *F* for focus group participant.

**Question #1: How does the FACC NTI program impact new teachers' decisions to

remain in the profession or leave it?** The four subcategory labels connected to this research

question were: (a) preconceived perceptions, (b) policy and procedure, (c) program value, and

(d) retention intentions. New teachers' thoughts and feelings toward the NTI program prior to

their participation in the program were important to note. Intentionally or unintentionally, those

preconceived perceptions played a role in their approach and effort in utilizing the program to its fullest potential. The new teachers perceived a lack of control in applying the NTI policies and procedures to their specific settings. Combining their preconceived perceptions before engaging in the NTI program with their policy and procedure perceptions gained while engaging in the NTI program, the new teachers determined what value the program had for them. After examining their first years in the teaching profession through the lens of the FACC NTI program, some new teachers were able to speak to the impact it had on their intentions to remain in or leave the teaching profession. As seen in the participant demographics table earlier in this chapter, the participants in this study represent both those who left the teaching profession and those who remain it.

Preconceived perceptions. The new teachers' background knowledge and attitude toward the program varied from positive and excited to negative and skeptical. They consistently cited two information sources about the program–a brief meeting while still in college and friends or family members who were previously part of the NTI program. Out of the 65 questionnaire participants, 28 responded positively to NTI prior to engaging in it. Sixteen responded with mixed emotions, 18 reported having negative preconceived notions, and three reported that they never heard about the NTI program prior to being assigned to it. Conversely, only two of the 14 total interview and focus group session participants commented positively about the NTI program. Seven expressed mixed feelings while the other five expressed negative preconceived notions about the NTI program.

The positive perceptions related to the benefits of an experienced mentor teacher. Q25 wrote, "I believed that this program would give me a resource on which I could lean, and an experienced person to offer support, ideas, and just a person to talk to whenever I needed it."

Q15 answered, "I expected it to be a great way to have an experienced educator in your corner to help you work through some problems or weak areas in your own individual teaching." F6's comments spoke to how the experiences of past new teachers shaped her preconceived notions. "I had the opportunity to hear about the NTI program from my sister's point of view, and she had really connected with her mentor. She said that it was really helpful for her; it was easier than she expected." F3's comments also indicated word-of-mouth as the source of his preconceived notions, "From what I had heard about the program, I thought that it would be good to have someone from outside of the school that I could talk to and communicate what was going on in my classroom." Positive promotion of NTI by previous participants shaped the new teachers' perceptions.

Some participants reported having conflicting thoughts and feelings and at times compared their perception of the NTI program to the work and stress of student teaching. Q3 wrote,

> I have mixed feelings due to people who were in the program previously under the voluntary system; I thought it would be a valuable program, but I thought it would be a lot of extra work on top of teaching.

Q29 also expressed concern, "It's a great idea, but will it actually help? How much added work and stress will this put on my already stressful first years? My supervisor to student teacher relationship was not pleasant, will the same thing happen here?" F1 commented, "I guess I was fine with the idea. I just needed to be reassured that it wasn't going to be just like student teaching where I had someone constantly watching me all the time. That was very stressful." Conflicting thoughts and feelings about NTI impacted new teacher perceptions of how useful the program was for them.

The negative preconceived perceptions also included references to student teaching and the extra time and stress that the NTI program would add to the already difficult first years of teaching. I4 stated, "I heard it was tons of work, and that it was like EdTP all over again. That you had to prove yourself to your mentor that you could teach. I was quite intimidated and not looking forward to it." I2 said, "I felt like it was going to be extra work, so going into it I wasn't too excited about it. I was nervous about having someone come in to observe me during my first year of teaching." Q11 wrote, "it seemed like a second round of student teaching." Q23 also wrote, "It sounded like more hoops to jump through, like glorified student teaching after I had just gone through a whole year of student teaching (two majors)." New teachers completed their degrees and desire to be treated as colleagues, not as underlings.

Another negative preconceived perception by the new teachers was the relevance of the NTI program work to their specific situation. Q33 said, "I thought it was going to be a lot of extra work that was not relative to what was actually taking place in my ministry." Q8 wrote, "I heard that it wasn't beneficial unless you had a mentor who knew what they were doing and was confident they could help." F1 remembered thinking, "the NTI program was not really going to be of much help because some of the problems that I expected to be in the school were going to be things a mentor would probably not be able to solve." Many new teachers' preconceived perceptions hinged on the comments and experiences of family and friends.

Policy and procedure. Once in the program, the participants' preconceived perceptions solidified or were amended based on their own individual experiences. The new teachers often perceived the meeting protocols as a burden instead of a support. Q7 wrote, "My mentor expected constant contact from me, which was not possible because of my time commitment to school." Q13 furthered that sentiment with, "The mandatory meetings and required number of

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times that I needed to talk to my mentor was not feasible in my mind. I disliked the formality of it all." Q14 agreed, "I'm finding it overwhelming. Scheduled mentor meetings each week feels excessive and has not been all that beneficial - just an extra thing to have to schedule." When asked how often the participants met with their mentors, F1 and F2 reported meeting with their mentor once per month. I1 stated, "My mentor last year was almost non-existent in my life. We talked maybe three times the entire school year." I2 commented, "We met four to five times last year. This year we met once so far." Q63 wrote, "Talking to my mentor was helpful but rare because I always had more pressing responsibilities to get done." The meeting procedures and time commitment were inconsistent across the participants in this study.

Two new teachers participating in this study expressed an appreciation for regularly scheduled meetings and a set time commitment. After completing the program, F5 was able to look back in hindsight and see the benefit of dedicated mentoring meetings. "I would say the best thing was just having scheduled meetings. A lot of times things would come up that I had forgotten about…I would start talking and realize that I needed a lot of help that week." F2 also saw the importance of regularly scheduled meetings even though he never had the opportunity to experience them himself,

> My mentor and I never really established much of a routine. It was just as I needed it.
> Maybe if we had more of an established routine, I would have felt possibly more support
> from him–gotten more ideas.

A third new teacher, Q30 reflected, "Now that I don't HAVE to do it, I appreciate my mentor so much more. In fact, I will reach out to her, every once in a while, if I need to talk or need advice." In the moment, it was difficult to see the benefit, but upon reflection, these new teachers came to appreciate the meaning and purpose behind NTI.

Another negatively perceived procedural point was the paperwork. Many of the new teachers referenced the burden of extra paperwork without further indication of what the paperwork entailed. Q3 commented, "It was great to have a mentor to speak with and guide me, but the paperwork at times did outweigh the positives." Q22 agreed, "I appreciated the help of my mentor, but felt like it was a burden and extra work to prepare upon what I was already doing." Q39 wrote, "It was nice to have a mentor to bounce ideas off, but that's about it. The NTI program usually just added a bunch of extra work that I usually didn't have time for." One participant expressed it this way:

> It adds more responsibility/stress to my life than it takes away. I feel the purpose of the program is to make new teachers feel more comfortable, but it just made me busier which is a little frustrating. Honestly, it feels like student teaching. I think it's good to have a mentor available to bounce things off of, but I found my own mentors at school that I could talk to informally and at my convenience. I am looking forward to being a teacher next year after three years of student teaching. (Q23)

Two participants commented on their use of the online forms for paperwork. Q42 wrote, "I think the website/portal used was completely pointless— I logged on exactly two times my entire two years." During her interview, I3 stated, "my mentor and I never used the website 'thingy' for our conversations."

Other new teachers perceived the program as a burden for the mentors as well as themselves. Q27 wrote,

> I didn't get much out of the mentoring sessions. My mentor was very knowledgeable but not in my subject area. I got the impression that it was a waste of time when plenty of other things needed to be done.

Q35 expressed it this way, "The idea is great, but the expectations of the mentors and mentees are absolutely ridiculous. The program is supposed to alleviate teachers, but actually, it adds more work due to the paperwork that is required." One interviewee passionately stated,

> The documentation that they require is absurd for teachers. For new teachers who are just coming out of college, they are already feeling the stress and overwhelming sense of teaching, that the paperwork of NTI on top of it is I would say even more deterring to them wanting to be teachers. (I5)

He went on to explain how the mentors also spend time documenting the meetings and acknowledged the time and effort mentors spend taking classes learning how to mentor new teachers while holding their own fulltime teaching positions. He ended his explanation, projecting empathy for his mentor, "Why am I going to do this because I do not have the time for it?" The new teachers perceived the paperwork as a burden rather than a tool to assist them.

Inconsistency in following the paperwork procedures again revealed the antithesis of this perceived burden. F1 stated about his mentor's approach, "she did not make me fill out a single form for paperwork; it was basically, 'I need to talk to you, let's set up a meeting.'" I5 confessed, "To be honest, I never filled out the paperwork because I felt like I had other things that I could do that were more important." F3 explained it this way, "I feel like my mentor is pretty relaxed and knows where I am coming from, so he does not make it too much of a burden for me."

Some new teachers expressed a desire for a protocol to exit the program prior to completion of the program at the end of year two. The new teachers had found other sources of support and were confident in those support systems, but they felt bound by procedures of the NTI program to remain in the program. Q45 said, "It would have been useful if I didn't already

have the support system I had." Q35 expressed his frustration with NTI protocols, "In my fourth year of teaching I am still forced to have a mentor even though I already taught for three years. I am happy to have someone as a sounding board, but a full-blown mentor is too much." The new teachers thought the program should be optional after the first year. Q32 wrote, "I tend to be a very independent person, and I did need some insight that first summer after college to get me on my feet. The second year I didn't feel it was needed as much for me." Q18 echoed that thought and added the concern over monetary expectations,

> There should be a way to exit the program if it is not necessarily needed during the
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> second year of teaching. . . . If the help is not needed, I should not require my
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> congregation to spend that significant amount of money.

Q62 stated, "The NTI program should be optional for second year teachers. The NTI program has too many expectations for the amount of time that called workers have." The new teachers' perception of this policy brought to light a consideration that the NTI leadership should examine in the future.

Two new teachers reported that they did exit the program earlier than prescribed. Both presented specific proof of other support systems on which they relied. I6 spoke about the direct daily support she received as an early childhood director. "I had just hired on an aide for my classroom who had 13 years of experience in preschool and had been a called worker…and then with my mom real close I had a lot of support from her." Those support systems gave her the confidence to ask the NTI program administrator if she could drop the program. After confirming the evidence of her other support systems with her mentor and principal, NTI administration agreed to release her from the program. The other new teacher, a questionnaire

participant, wrote about his experience with NTI and that he exited the program during his second year of teaching:

My mentor was also from my same school, but at our other building. I am at a large school and did not feel the need to go seek out my mentor when I could talk with faculty in my building. I ended up being enrolled in the program for a year but unenrolled for the second year as I barely utilized my mentor as the program intended. My former mentor and I still talk, but it's completely informal which is my preference. (Q13)

Program value. Quality induction programs, by definition, are driven by standards for mentors and induction. The NTI program attempted to provide valuable supports for the new teachers in this study just as it does for all new teachers who engage in it. Those supports addressed both professional and personal stresses that come with starting a new profession. The new teachers perceived the value of the NTI program with varying degrees of appreciation. Some expressed an immeasurable appreciation of NTI's impact on their teaching. Other new teachers' comments reflected more of a take-or-leave-it perception. Still others were extremely disappointed citing no benefit what-so-ever. The new teachers positively impacted by the NTI program commented on the different types of support they received. Q19 wrote, "I found that the program was critical to my success in my first year of teaching . . . and gave me essential emotional support while living far away from home." Q20 said, "It served as wonderful support through the work of my mentor. The coursework was mostly relevant and helped me reflect on aspects of teaching and administration I may have otherwise overlooked in my early years of teaching." Q41 expressed, "I am so thankful for it! To have a built-in encourager and mentor is such a great idea." Q47 stated, "It is an excellent program that has been a huge benefit to my teaching." I5 stated, "I think the idea of the mentoring program is great, having the knowledge

of a support system that there are teachers out there that would love to help other new teachers is awesome." F6 commented, "I think it is really important to know that the FACC as a whole and other veteran teachers realize the struggles of new teachers and are willing to give more support than has ever been before."

Other new teachers recognized the potential support which the program was created to provide, but they personally did not experience that full level of support. I7 said, "The program has more potential than I was able to benefit from." I5 commented on the lack of interaction with his mentor, "Outside of teacher conferences this year - we met once in person and then twice before the school year started." F2 also remarked in general about mentor interactions, "Maybe if he had established more of a routine, I would have felt possibly more support from him…I didn't feel under-supported, and I can't identify one thing that would have made me feel more supported." Q8 said, "I think it could have been an amazing program, but unfortunately my mentor was new to the program and I was her first mentee." Q11 made the point, "seems like a good program if both people are willing to put in the time." Q21 stated, "It was nice to have an outside person that I could bounce ideas off of. We did not follow the required programming, but I had someone that I could go to when times were tough, getting advice and resources."

Still other teachers expressed a deep disappointment in the supports provided through the NTI program. Q7 stated,

> I was extremely disappointed with the program. They assigned me someone who was not at all familiar with my setting. My mentor expected constant contact from me, which was not possible because of my time commitment to school. When confronted with

issues, both the mentor and the leader of the program got very defensive almost to the

point of bullying.

Q13 commented,

I was not impressed. I felt it was useless and not organized in a way that was helpful.

The mandatory meetings and required number of times that I needed to talk to my mentor

was not feasible in my mind.

F3 also spoke about the required element,

I was not thrilled about it being required. I don't know if that comes off as over-

confident, or I was just worn out coming off of two semesters of students teachers where

I had just had two direct mentors already.

Another new teacher perception of the NTI program's value related to the monetary

commitment required by the school to which the new teacher was assigned. The NTI program

cannot function without revenue. Some new teachers were concerned that the amount of money

their school was required to contribute did not reflect the level of support received. Q38

expressed, "It was a huge burden for a congregation to be mandated to participate in the program

since it costs $1,000 year, NTI is not interested in improving this program . . . the program is

basically meaningless and costs a huge burden." Q42 also questioned the financial commitment,

"I worry about the time and money we are investing in this program . . . I understand its place for

teachers who aren't as blessed with as cohesive of a faculty, but I still haven't bought into the

benefits of the program." Q53 plainly stated, "it was a rather large burden for my school which

has many new teachers as well as financial difficulties." Q56: "I imagine other teachers had

better experiences with it than I did. It was an expensive program for my congregation to pay for

when I only had one year of the two where I had an effective, helpful mentor." The new teachers valued the NTI program differently based on their personal experiences.

    Retention intentions. The mission of the NTI program is "to advance the culture of learning and instruction in FACC schools by fostering teachers' faithfulness to their calling" (Appendix B). Under this mission statement, the NTI program aims to increase new teacher self-efficacy, accelerate the process of becoming a master teacher, and enhance new teacher retention. Teacher retention in the FACC school system does not look the same as it does in other school districts. Some teachers are given only 1-year assignments which may mean they will be teaching in a new school the following year. Some teachers are married or engaged to FACC seminary students and need to leave teaching to travel with their husbands while they vicar for a year. Many FACC teachers choose to leave teaching to raise a family. King et al. (2018) referred to such choices as unavoidable voluntary turnover. "Voluntary turnover may be classified as 'unavoidable' where it is associated with changes in the individual's family circumstance" (King et al., 2018, p. 473). However, in these situations, the new teachers often return to teaching in FACC schools once the special circumstances have passed. Of the 65 questionnaire responses, six teachers have already left the teaching profession. Sixteen responded that they will be done teaching within a year. Sixteen responded that they plan to stop teaching within the next three years, and 27 participants said they intend to remain in the teaching profession indefinitely. As seen in Table 1 presented earlier in this chapter, three have already left teaching. I6 stated,

> My husband is doing his vicarage…there is no school or anything here, so I am not
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> teaching right now, . . . [but] I want to take off some time to have kids, but then I plan to
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> go back after. This was my lifelong career.

F1 explained his teacher attrition, "it was partially due to health reasons, but partially due to other reasons." He expanded on that explanation,

Now that I have been out for half a year, I would say it is not likely that I will return to teaching . . . would have to be the perfect call for me to say, 'yup, I will do that again.'

F2 decided to return to the college and pursue a pastoral degree. He commented, "I could be a teacher somewhere in the future, but I felt more strongly that I wanted to use my gifts from a pastoral standpoint." Four of the new teachers are finished at the end of this school year. The other eight interviewees and focus group members plan to remain in the profession. I2, I4, F4, and F5 were all married to seminary students who are going into the vicar year or getting their permanent pastoral assignment this spring. Currently, all of them plan to return to teaching as soon as possible. F4 stated, "I would love to teach during vicar year. If God does not bless me in that way, then I hope to come back to it when we return to this city." Of the other seven interviewee and focus group members that planned to remain in teaching, two married women, I1 and I3, expressed the desire to start a family within the next two to three years. Only five of the 14 intended to remain in the teaching profession for the foreseeable future.

The new teachers' perceptions of the NTI program were impacted by both the information they received before participating in the program and by the policies and procedures they experienced while in the program. Many of the new teachers received their initial information about the program from family and friends who had previously participated in the program. The new teachers who heard positive remarks about the program were more open to the supports NTI offered. The new teachers who heard negative remarks about the program were wary of the degree to which they could benefit from the program. Once in the program, the new teachers' experiences with the policies and procedures further shaped their impressions of the

program. One procedural idea that came up repeatedly throughout the data was the need for an opt out procedure. Some new teachers perceived the mandatory participation for the full two years was a hindrance to them. They felt the program should have been optional during their second year of teaching if they were able to prove they had other forms of support and were experiencing success in the classroom. The perceived program value coincided with the new teachers' preconceived notions and experiences with the policies and procedures. In a few instances, the new teachers' perceptions of the program value completely changed from their original perceptions after having experienced the program for themselves. The new teachers did not perceive a connection between their experiences with the NTI program and their decisions to remain in or leave the teaching profession.

Question #2: What are the perceptions of new teachers who participate in New Teacher Induction about how mentoring impacts their self-efficacy? The mentoring element of NTI provides the driving force of the support for new teachers. Some new teachers thought the NTI program consisted solely of the mentoring element. Due to the heavy emphasis on mentoring and incomplete understanding of the program, much of the data collected for this study referred to the NTI mentors. Four category labels evolved from the data: (a) mentor proximity, (b) mentor matching, (c) autonomy, and (d) impact on self-efficacy. The new teachers desired mentors who were on staff with them. The new teachers referenced the difficulties that arose when the mentors did not match their grade level and teaching responsibilities. The new teachers wanted mentors who encouraged classroom autonomy. The new teachers' self-efficacy was impacted by their mentors' approaches to mentoring. The quality of the relationship with the mentors shaped the new teachers' experiences with the NTI program.

Mentor proximity. A topic unique to the NTI program was mentor proximity. None of the studies included in the literature review discussed this topic as impactful to induction programs. Many FACC schools are remote and have small faculties. The NTI program relies on quality trained mentors to carry out this element of support and not every FACC school has a trained mentor on staff. The new teachers spoke of the ease of access if they had the assigned mentor on their own staff. I8 said, "she was in the school with me, so I saw her every day. I would ask her about anything that I needed, and she could answer it from her experience." I3 echoed those same thoughts, "We were able to talk at recess. It was wonderful to have a person on staff and have her dedicated to me. I felt like I was never annoying her with questions, and that was huge to have someone." Q55 wrote, "Now that I have been in the program for a little over a year, I appreciate that my mentor is a member of my own faculty, making it extremely easy to communicate on a regular basis." New teachers were impacted by the proximity of their mentors.

Another benefit that new teachers saw with an on-staff mentor was automatic contextual understanding. Mentors at the same school as the new teachers knew the parental make-up, understood the cultural context and often had previous interactions with the new teachers' students. I3 explained, "I do not have to give background on my students. She already knows the background and issues that each student is dealing with." I8 put it this way, "I would ask her about anything that I needed, and she could answer it from her experience being at the school and the knowledge that she had about the best way to deal with situations within that school." F1 and F2 both utilized their principal as a type of on-staff mentor. F1 commented, "He felt more like my mentor than my actual mentor because he was in the building and knew the people

I was working with. He was just able to give a lot more support." On-staff mentors possessed a more intimate understanding of the new teachers' environmental contexts.

Other new teachers spoke of the difficulties when the mentor teacher was not on staff with them. Distance seemed to prevent a clear understanding of contextual factors and the opportunity to establish more personal relationships with the mentors. I7 stated, "My biggest trouble was the distance. If it is possible to have mentors that are closer, they could have situations that are more relatable, and if they have experiences that are more connected with your own, it helps." Q7 also expressed disappointment with the lack of contextual understanding, "They assigned me someone who was not at all familiar with my setting." F1 found the distance mentoring, "minimally helpful because my mentor was so far away and could not observe me teaching… I was so removed from my mentor that it was difficult to really get the support I needed via Skype." Q48 experienced both distance and timing issues, "I had a public-school mentor who taught in Arizona, while I taught in Michigan. The time zone difference made it difficult to meet, and our school situations were so different that I felt it was hard to relate."

Many new teachers felt more supported by other staff members in their own building than by their assigned mentors. New teachers assigned to larger schools found colleagues on staff who provided the support they needed. Q18 commented that outside mentoring was, "not necessary after one year of teaching; the faculty gave me more practical advice than an advisor who was not matched with me 'because she taught a few years of kindergarten.'" Q65 wrote, "My supervisor was great, but at my large parochial school, we have many resources as well." New teachers sought out colleagues as mentors because they provided a style and timing of mentoring which matched the new teachers' preferences. Q23 pointed out, "I found my own mentors at school that I could talk to informally and at my convenience." Q38 stated, "My

mentor was busy and rarely followed up. All of the help that I received during my first years, I got it from my colleagues." Q44 acknowledged, "It would have been useful if I didn't already have the support system I had." New teachers preferred the timing, style, and contextual understanding that on-site mentors offered.

Mentor matching. Mentor matching was a topic that appeared often through the studies in the literature review. New teachers in the NTI program expressed the same concern. Two different types of mismatches seemed to occur, grade level/responsibilities and the desired frequency of communication. Q53 wrote, "I appreciated my mentor's ideas, but he taught middle school while I teach 1st grade. He was in a completely different cultural context, and he was 2 hours away in a place where subs are hard to come by." I7 and his wife, a kindergarten teacher, shared the same mentor. "Our mentor was a preschool teacher, so she was able to give my wife a lot of great advice. She was only able to give me insights on my athletic director role. She was doing that at her school." I1 relayed this situation, "My husband teaches 7th grade, and he had a high school teacher as his mentor. It worked sometimes, but at other times they disagreed on what to expect of the students." Q25 expressed, "My mentor and I did not communicate as frequently as I had hoped or as often as I heard other teachers communicated with their mentors. . . . I knew he was busy, and I personally was not reaching out very often." Mismatching in teaching responsibilities as well as mismatches in communication expectations impacted the effectiveness of the mentoring.

In some cases, new teachers with mismatched mentors were reassigned different mentors who were better matches for them for the second year of their program. Due to her teaching assignment to an urban school, F4 was given a mentor through a different mentoring program, one that focuses solely on assisting new teachers in the urban setting. She said the following

about the first mentor, "She would come in and never really observe me all that well. She would sit on her iPad. She never made a single action plan to move me forward." F4 recognized the mismatch, approached her administrator with evidence of the mismatch, and together they convinced the NTI program administration to assign her an actual NTI trained mentor for her second year of teaching. F4 commented about her second mentor,

> I have a well-trained mentor. . . . I met with her for a half an hour in July, and I got more help and more mentoring in that half hour conversation than I did in my entire year with my previous mentor.

I1 also asked for a different mentor for her second year of teaching acknowledging the mentor had over-committed herself and could not offer the support I1 needed. I1 said this about her mentor the first year, "She was hoping to invest her time into mentoring me the entire school year; however, she ended up taking a part-time call and that part-time call required more of her than she anticipated." I1 was then assigned a different mentor for her second year who even though she did not match in grade level responsibilities, she was much more available to provide the support I1 desired. I1 described her new mentor in this way, "She is extremely profession, incredibly helpful, share her knowledge with me even though she does not teach at my age group level. She has had a significant impact. . . . She is a personal and professional support for me."

I4 worked with two different assigned mentors as well, but her situation was not necessarily due to a mismatch. I4 taught in a FACC school in a southeastern state her first year and in a FACC school in an upper Midwest state her second year. She credited both mentors with changing her preconceived perceptions of the NTI program from negative to positive. I4 stated, "My perception has completely changed . . . because I had mentors who were a good fit

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for me, and they must have been well picked mentors." I4 specifically attributed her retention in the profession to first mentor.

> My first two years of teaching I was questioning if I was even cut out for the ministry and was thinking about leaving because the work was a lot and not many people were telling me I was doing a good job. I am a words-of-affirmation type person. My mentor explained—who was an amazing director down there—how when she hit year three in the ministry. She was ready to be done. She took one more call, and she gave herself the chance to heal, and now she loves being in the ministry. She encouraged me to do that as well. (I4)

I4 went on to explain how her second mentor in the new teaching position was just as supportive, giving her daily encouragement. Some new teachers took the initiative to get all the support they could from the NTI trained mentors, even if that meant having a new mentor assigned to them.

Autonomy. New teachers wanted control in determining the support they received from their mentors. They desired in-the-moment assistance with issues that arose in the classroom and with parents. F6 commented, "I kind of compare it to teacher-specific therapy. 'Let's just talk about things going on in your classroom for a while and see what happens.' That was really nice to just have that kind of mentoring discussions." Q16 wrote, "Sometimes it was annoying that we had to set up regular meetings, but when there were issues it was nice having someone to talk to about how to deal with certain problems." Q19 agreed, "I found that the program was critical to my success my first year of teaching; I did a lot of classroom management problem-solving with my mentor and relied on her for new ideas to try in the classroom." Q28 said of her mentor, "she was a wealth of knowledge and resources that were very helpful in my first year as a teacher. We also did a few collaboration lessons in my classroom, which was a great learning

experience for me." The new teachers appreciated suggestions on how to handle those issues, but they did not want to be told exactly what they must do. Q62 commented, "I got a lot of good resources from her, but she was too motherly. The idea of writing a detailed lesson plan is too much. Trying to line up lessons with different standards did not help." Q56 wrote, "I started out with a mentor who was not very helpful, so the work she made me do was burdensome to me. I did not feel very supported." Q45 expressed it this way, "I think it is helpful; some of the mentor-given assignments were a bit tedious. I think it is needed, but should have enough flexibility to fit the unique situations some teachers are in." The new teachers felt supported and their autonomy grew when their mentors suggested options for handling classroom specific concerns.

   Impact on self-efficacy. Mentors engaged new teachers in activities that built their self-efficacy. This self-efficacy in some of the new teachers was increased through mastery experience opportunities. Q53 wrote, "It was nice to have someone outside of my faculty to speak with, and my mentor was able to observe my teaching more often than my principal was, which was also nice." Q2 expressed the support this way, "It is good to have an experienced teacher observing you, telling you what you are doing well; it is like having a student teaching supervisor all over again." I6 stated,

   as a first year-teacher, my mentor coming and observing me and telling me that I was

   doing what I was supposed to be doing was encouraging. That I some feedback for me,

   to know that I was on the right track.

F2 commented from his experience, "He saw that I was doing pretty well with all of the things that I wanted to implement in my classroom . . . he was very encouraging, very supportive of

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giving ideas, also praising when I did things well myself." The new teachers appreciated the feedback from their mentors concerning their mastery experiences.

Some new teachers referenced social persuasion as a source of their self-efficacy. This social persuasion often resulted from seeking the advice of fellow faculty members, rather than from the interactions with the assigned mentors. Q27 said, "I learned a lot about teaching from other people outside of my mentor and the program." Q38 stated, "My mentor was busy and rarely followed up. All of the help that I received during my first years, I got it from my colleagues."

The most common way mentors built new teacher self-efficacy was through comments that impacted the physiological and affective states of the new teachers. Some new teachers recalled how this impacted them as a professional. Q34 wrote, "I appreciated how purposeful my meetings with my mentor were. I like my mentor we are good friends and continue to stay in contact." A focus group member explained it this way,

> Someone to tell me, you're not helpless in this situation. There are things you can do, things you can try, and she would just give me ideas to try, and then I felt like I could move forward and make progress . . . I could feel like I was doing what I was supposed to be doing.

Q46 said, "She is there to talk to and helps me stay accountable on my goals we set together." Q54 offered a similar praise: "I loved my mentor and having someone to talk to. I often felt alone and lost my first year or two and she was a wealth of comfort and knowledge." Self-efficacy in the profession was extremely important to new teachers, but self-efficacy concerning their personal lives received attention too.

Other new teachers realized how the mentors' comments impacted them personally. F1 stated, "The biggest thing for me was the encouragement to make sure I was standing up for myself…It was okay for me to not necessarily be happy with some of the things that were expected." F2 immediately concurred, "My biggest support from my mentor was to practice self-care . . . he was constantly checking in to see how I was doing taking care of myself." I4 said of her mentor, "she really pointed out what I was doing well and that boosted my self-confidence…I have plenty of room to grow, but I am comfortable in my own skin because of it now." Some mentors worked to build self-efficacy in the personal lives of the new teachers.

One way that new teachers wished they could have benefited from more was building self-efficacy through vicarious experiences like watching other teachers at their same grade level teacher. When asked about the opportunity, I4 commented, "To be honest I had no idea. I thought it was the mentoring." I3 lamented, "I wish I had taken advantage of the funds available to go and watch other teachers teach. It is difficult in this area, where there is really only one other teacher that I could go see." F4 stated, "I did not know about visiting other classrooms." Of all the interview and focus group participants, only one new teacher mentioned knowledge of and taking advantage of the opportunity for such a vicarious experience.

New teacher perceptions regarding the impact of the NTI mentors on their self-efficacy were revealed through their comments about mentor proximity, mentor matching, autonomy, and the mentor actions that built new teacher self-efficacy. Mentor proximity was a concern for many new teachers. The new teachers assigned fellow colleagues as mentors appreciated the immediacy and casual nature of the support they received. The foreknowledge of the environment, parents, and student issues by the on-staff mentors provided an advantage over the assigned off-site mentors. Some new teachers, however, did express an appreciation for off-site

mentors when the support needed concerned interpersonal relationships with colleagues. The mentor proximity stood out from the other mentor matching concerns. The new teachers often mentioned their disappointment when assigned a mentor with different grade level responsibilities. The new teachers perceived stronger relationships with their mentors when both taught the same grade level and were equally invested in the NTI program. The new teachers desired mentor support for in-the-moment issues, but they wanted the flexibility and latitude to ultimately choose how to approach the issues. New teachers perceived mentors that provided that type of support as essential to their growth in the teaching profession. They also recounted many specific scenarios of mentor support that built their self-efficacy.

Question #3: What are the perceptions of new teachers that participate in New Teacher Induction concerning how professional development impacts their self-efficacy? Minimal data were available concerning this research question due to the lack of knowledge on the part of the new teachers that professional development was even an element of the NTI program. None of the focus group participants knew about it, and most of the interview participants reported no knowledge of it either. Only one interviewee and a handful of questionnaire participants shared their experiences with the NTI professional development element. These results seemed to coincide with the fact that the NTI program had just begun offering webinars as professional development opportunities during the 2017–2018 school year and the 2018–2019 school year. Prior to those webinars, mentors sought out professional development opportunities that addressed the specific concerns of their mentees. The NTI program covered the cost of those professional development opportunities. The data collected in this study fell into one of two categories, applicable professional development and professional development work load.

Applicable professional development. New teachers who utilized professional development opportunities through the NTI program appreciated the content presented and its ease of access. Q20 noted, "The coursework was mostly relevant and helped me reflect on aspects of teaching and administration I may have otherwise overlooked in my early years of teaching. Q55 wrote, "I was pleasantly surprised by the availability of online webinars and other professional development that takes place outside of the mentor program." I1 provided specific reasoning for why she felt the webinar professional development was applicable to her.

> This year I have been at both webinars. I am super thankful for them. It is a little snippet of time because during the school year it is so hard to commit to professional development. It just forces me to think about a particular topic that even though I may feel that I am doing well in it, it helps me find ways that I can do even better. Before the webinar, they give us an outline that we can print out and follow along. During the webinar, the screen matches the handout which matches what the professor is talking about. There are breakout groups of online chat rooms, and they provide the resource information in case you want to reach out and look up more information on the topic. (I1)

I1 also commented that her husband, who completed the program a year ago was jealous of these new NTI professional development opportunities, and that he benefited too by listening in on her webinars. These new teachers perceived the new webinars as applicable to their current teaching experiences.

The interview and focus group participants who said they had not heard about professional development opportunities through the NTI program were asked if they thought they would have participated had they known about the opportunities. Many indicated they would it was applicable to their situation. I3 stated, "I would be more likely to do them this third

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year now that I finally have gotten a hold of what I am teaching." Three teachers expressed the desire for professional development on three particular topics. I7 said, "If I had the option, and it applied to something I was experiencing, then yes. I would have taken it. My biggest struggle has been more the parents and dealing with some of their reactions to situations." Q45 wrote, "I would have liked training in management and administration." I6, a preschool director commented, "The thing I can think of that would be really helpful is the state licensing stuff and trying to get all of that figured out." By these comments, some new teachers perceived a need for more professional development specific to the challenges they were experiencing.

Professional development work load. The work load was mentioned repeatedly throughout the questionnaires, interviews, and focus group sessions. It was particularly bothersome to those new teachers who were taking coursework as part of the Principal Apprentice Program, a program intertwined with the NTI program but specifically for new teachers who are working to become principals within the next three years. Q51wrote, "Not as helpful as anticipated. Our faculty does professional development together, so that aspect of it isn't extremely valuable." Q56 said, "I did not feel very supported, and I considered the classes we were supposed to take more work for my already over-worked schedule." Q58 commented on the content as well as the work load, "I thought that the courses required were a lot of busy work that took away from other work for my call. Many parts of the homework did not apply to my position." The new teachers perceived the work load of the inapplicable content as a barrier to fulfilling their teaching related responsibilities.

The new teachers' perception concerning how NTI professional development impacted their self-efficacy was non-existent for most of the teachers. It was difficult for the new teachers to characterize their perception of something they never realized existed. The new teachers who

did comment on professional development were mainly participants in the Principal Apprentice program which coincides with the NTI program for those new teachers who wish to become principals. Their comments focused on work load and the degree to which the content was applicable to their specific settings. Two participants acknowledged and spoke positively of the newly created webinars that NTI now offers to the new teachers. Beyond those few comments, the new teachers were unable to provide their perceptions of the NTI professional development element because so many of them were unaware that anything even existed.

Question #4: What are the perceptions of new teachers that participate in New Teacher Induction about how principal engagement impacts their self-efficacy? Two categories arose from the data on the principal engagement element of NTI, school principal approach and school principal support. The new teachers wanted flexibility to meet the needs of the students in the way that best suits them. Certain principals' approaches led to greater autonomy which built new teacher self-efficacy. At the same time, the new teachers desired the full support of their principals as they navigated their first years of teaching.

School principal approach. The new teachers perceived the principals' approaches as either hands-off or procedural. Either way, the new teachers were appreciative of the autonomy afforded them by their principals. None of the new teachers felt bound by a specific philosophy or system, and yet all of them felt their principal was willing to assist them when necessary. I1 commented, "My principal has a more hands-off approach. He lets each teacher teach…had I needed support more, I could have sought him out." F3 said, "My principal distanced himself from the NTI program. He just let my mentor do his thing. We had our triad meetings with the principal, but he has not talked to me outside of that." These teachers perceived autonomy as an encouragement to teach to their strengths.

Some principals preferred specific protocols for communicating with the new teachers. The procedural approach provided a consistent space in which the new teachers felt confident in asking questions or asking for assistance. I4 explained, "We set up a communication notebook, that we left by the classroom door . . . he would check it once or twice a week and write an answer to my questions then." F6 appreciated the time designated just for her, "When I was in my first year, my principal met with me once a week in the morning before our morning faculty meeting." I8 said, "He would come in after school to check in and see how things were going; see how I was doing in an all-encompassing way." One participant wished his principal would have had some type of protocol or procedure for communication. I7 state, "I don't think he was terribly familiar with the NTI program . . . having something where we could lay out our options, I guess would have been more beneficial. I don't feel like we necessarily knew what was available to us." The new teachers' perception was that their principals wanted to make sure they had a way to communicate their ideas and concerns.

School principal support. The new teachers desired reassurance from their principals that they were capable teachers. Some new teachers felt support from their principals both personally and professionally. "He does have a way of making me feel confident in what I am doing. Yesterday, I knew a parent's first name. He noticed and congratulated me on knowing that" (I1). I3 perceived immense support from her principal,

> With the families that we are getting through our voucher program, it is similar to an urban setting…having a principal that understands that and is willing to have your back a thousand percent - to me was a bigger win than having a mentor.

F2 commented, "He was willing to coach me through any situations I did not feel comfortable with. He was a good support." I5 said, "I have been blessed with two very good principals that I

get along with very well, and they have always asked how I am doing. We're able to have conversations about things other than school." Other new teachers did not receive enough feedback to claim they were well-supported. F5 stated, "I just did not have a lot of times where we talked about my teaching. He did not really come in and observe me or tell me how I was doing."

Some teachers were able to attribute the school principal support to the NTI program. I6 stated, "He was willing to help me set up when it was time for my mentor to come…he would find someone to do my classroom for when I met with my mentor." I4 saw the NTI program in action with her principal, "he purposely sat down with me a few times and mentioned NTI, saying 'I know you have a mentor sitting down and talking with you,' but he made sure I understood that I could come to him at any time." I2 said, "He did come to the original NTI meeting that we had as a group prior to the start of the school year, and he has come to the triad meetings."

For other new teachers, it was difficult to distinguish between the influence of the NTI program and the principal's personality to naturally be supportive. F4 stated, "My principal is incredibly supportive. I do not know how much of that stems from NTI. He is also a new principal…but he manages to be very, very supportive when it counts. I had meetings with him and my mentor." F1 also could not attribute his principal's support to the NTI program, even though he felt fully supported by him. "I did not get the sense that my principal had any connection to NTI, or how it was to be utilized. I had many conversations with him the first year. He felt more like my mentor than my actual mentor." I8 echoed that thought, "I never thought of it as due to the NTI program . . . if there was a situation with students and parents, I always just felt like he had my back." Many new teachers perceived their principals as engaged

in fully supporting them but attributing that support to the NTI program was not as easily perceived.

Chapter 4 Summary

The data collection process for this study focused on new teacher perceptions of the three main elements of the FACC NTI program. The purpose of this study was to examine the impact of the FACC NTI program on new teacher retention through the lens of the program participants. The results of the data collection and findings aligned addressed the research questions: How does the FACC NTI program impact new teachers' decisions to remain in the profession or leave it? What are the perceptions of new teachers who participate in New Teacher Induction about how mentoring impacts their self-efficacy? What are the perceptions of new teachers that participate in New Teacher Induction about how professional development impacts their self-efficacy? What are the perceptions of new teachers that participate in New Teacher Induction about how principal engagement impacts their self-efficacy? The results and findings, however, created a null argument to findings in the literature review that showed the positive impact quality induction programs have on new teachers (Gillham et al, 2016; Ingersoll & Strong, 2011) The results and findings based on the data are meant to inform the NTI administration of current perceptions and provided insight for future improvements of this dynamic program.

Chapter 5: Discussion and Conclusion

Chapter 5 is organized with a specific structure like those seen throughout the first four chapters of this dissertation. It begins with a summary and discussion of this study's results. It continues with relational connections to the literature review located in Chapter 2. That is followed by the limitations of the study as well as unexpected outcomes and consequences that arose from the study. A discussion on implications for policy, practice, and theory based on this study's results is included. Connecting this study to the existing research provides the opportunity to reiterate important practices implemented in quality teacher induction programs as well as entry points for possible contributions to new research on a specific teacher induction program. This chapter discusses the study through an alignment lens connecting the research questions, conceptual framework, purpose, and results which lead to suggestions for further research. The chapter closes with conclusionary remarks of the study.

Summary of the Results

The number of new teachers leaving the profession within their first five years remains a concern of educational leaders. Chapter 1 of this study provided a detailed description of this issue and the responses to it by leaders in education. The approaches to reduce the problem often include some form of induction to the teaching profession. Research studies have been conducted to find the successes of induction programs and how to support the work of new teachers (Haim & Amdur, 2016; Hangül, 2017; Israel et al., 2014; Kearney, 2014; Lindqvist et al., 2014; Martin et al., 2016; Sullivan & Morrison, 2014; Sunde & Ulvik, 2014). The Federation of Affiliated Christian Churches (FACC) developed the New Teacher Induction (NTI) program to support new teachers and increase retention within the FACC school system.

The purpose of this study was to examine the impact of the FACC NTI program on new teacher retention through the lens of program participants.

Theory. The conceptual framework for this study was based on Bandura's (1977) social cognitive and self-efficacy theories including his four sources for building self-efficacy (Du Plessis et al., 2015; Pfitzner-Eden, 2016). People who believe they are capable and experience successes possess self-efficacy. Those positive beliefs drive the new teachers' thoughts, words, and actions as they endure personal and professional stressors while acclimating to the teaching profession. "If schools want to improve the effectiveness of their teachers, they need to focus on enhancing self-efficacy of their teachers and give importance to teacher collaboration and principal leadership" (Sehgal et al., 2016, p. 512). The NTI program utilizes mentors, professional development opportunities, and principal engagement to offer supports build new teacher self-efficacy and encourage retention in the profession.

Seminal literature. Examining new teacher perceptions of the NTI program's impact on self-efficacy and retention intentions was supported by the literature. The teacher attrition rate has been steadily increasing for years. Researchers placed the current teacher attrition rate between 30% and 40% (Howes & Goodman-Delahunty, 2015; Ingersoll, Merrill, & Stuckey, 2014; Tiplic et al., 2015). New teacher attrition in FACC schools falls in the same range. According to previously conducted research, increased self-efficacy positively impacted a new teacher's intent to remain in the profession or leave it (Adoniou, 2016a; Craig, 2014; Dias-Lacy & Guirguis, 2017; Du Plessis & Sunde, 2017; Haim & Amdur, 2016; Hangül, 2017; Harfitt, 2015; Struyven & Vanthournout, 2014; Zembytska, 2016). New teacher induction programs hold value in bridging the gap between preservice teacher training and in-service professional development, but it takes time to develop the skills and abilities needed to handle the stresses

involved in the teaching profession (Adoniou, 2015; Dias-Lacy & Guirguis, 2017; Gillham et al., 2016; Ingersoll & Strong, 2011; Kearney, 2014; Kelly & Northrop, 2015).

Induction programs that provided supports like mentors, observations by master teachers, and positive interactions with principals reciprocally built autonomy and self-efficacy in the new teachers (Calvert, 2016; De Neve & Devos, 2017). That reciprocal affect between autonomy and self-efficacy influenced new teacher retention. Throughout the literature review researchers demonstrated that new teacher self-efficacy impacted a new teacher's decision whether to remain in the teaching profession or to leave it (Adoniou, 2016a; Craig, 2014; Dias-Lacy & Guirguis, 2017; Du Plessis & Sunde, 2017; Haim & Amdur, 2016; Hangül, 2017; Harfitt, 2015; Struyven & Vanthournout, 2014; Zembytska, 2016).

Recent literature. In the time since the literature review was completed, new studies have been published. Some studies reiterated the stresses that cause new teacher attrition, while other studies referred to induction without providing the specific elements used in the program (Heineke, 2018; Tuncel & Çobanoğlu, 2018). No significant new findings were highlighted. A few studies were of interest due to their connection to findings in this study. Schwartz and Ticknor (2018) mentioned mentor proximity with an on-staff mentor for immediate assistance and an off-site mentor trained to coach new teachers in a specific math curriculum. Their study looked at a university-based induction program where the new teachers participated in multiple residential professional development days in order to improve math instruction. Similarly, the data from the current study included new teacher preferences for on-staff mentors as well over off-site mentors, except when collegial concerns were the focus. The professional development webinars now offered by NTI are also college-based. In a different study, Korte and Simonsen (2018) emphasized the role of social supports in building new teacher self-efficacy in their study

of agricultural education new teachers. The new teachers credited nonschool, informal supports with building greater levels of self-efficacy. Similarly, some new teachers in this study appreciated the informal mentor relationships over the formal NTI program mentors. King et al. (2018) focused on higher education induction practices and expressed that new teacher induction needs to be tailored to the specific settings, interests, and abilities of the new teachers. In this study, interviews and focus group sessions, the new teachers also commented on the importance of mentors knowing and understanding the specific school contexts to maximize the support given.

Two new studies that may hold the most significance were by Suriano, Ohlson, Norton, and Durham (2018) and Schmidt, Young, Cassidy, Wang, and Laguarda (2017). Suriano et al. (2018) looked at a specific induction program utilized in an elementary school in southeastern United States that employed similar induction elements to the NTI program. The induction elements in the Suriano et al. (2018) study included monthly professional development sessions, informal support meetings with the administration, and individualized mentoring. Essential to the success of the induction was each new teacher sitting down individually with the administrator biweekly for a 15-minute informal meeting (Suriano et al., 2018). The new teacher attrition rate dropped from 60% to less than 10% after just one year of implementation. Suriano et al. (2018) stated, "New teachers who returned to OKES in fall 2016 cited support from school leadership, instructional coaching from experienced teachers, and peer support from the relationships developed through the collegiality of the program as factors in their decision to stay" (p. 129).

Schmidt et al. (2017) of the SRI Education group wrote a brief about the New Teacher Center's induction model. The New Teacher Center out of Santa Cruz, California, had received

a government grant to work with high-poverty, hard-to-staff schools to improve student achievement and increase teacher retention. In their independent study, Schmidt et al. (2017) reported two to four months student achievement gains in math and language arts, but they did not find any significant difference in new teacher retention. The researchers pointed out that the lack of more positive results could have been due to the small sample size. To which the New Teacher Center leadership responded by securing a second government grant to scale up their study to a larger sample population. The preliminary results from January 2019 demonstrated a three to six month gain in student achievement in math. That improvement occurred equally with both school-based mentors and full-time mentors (Schmidt et al., 2017). The update did not include any information about language arts or new teacher retention. Since the NTI induction program was modelled after the New Teacher Center induction program, this brief and its update held significance for this study.

Methodology. This study followed a qualitative case study methodology. The case was 2015–2017 graduates of one private college who participated in NTI program and currently teach or previously taught in FACC school. The purpose of this study was to examine the impact of the FACC NTI program on new teacher retention through the lens of program participants. The questionnaire, interviews and focus group sessions utilized during data collection reflected the purpose. The study's purpose, methodology, and conceptual framework all aligned under the qualitative case study umbrella.

A thematic analysis of the data was completed as delineated in the method described in Chapter 4. The new teachers' preconceived notions and interactions with the policies and procedures of the NTI program laid the groundwork for their perceptions of the program's overall value. The new teachers perceived the need for a way to opt out of the program. As

much as the preconceived notions and experiences with policy and procedure impacted their perception of the program value, they held little to no weight when it came to retention intentions. Many new teachers perceived no connection between the NTI program and their decision to remain in the profession or leave it. That thought aligns with the recent research mentioned previously in the brief about the New Teacher Center induction model. When discussing the mentoring element of the NTI program, the new teachers perceived stronger connections and better support when their mentor was on staff with them and matched their grade level and responsibilities. They often felt the mentors promoted autonomy in utilizing the suggestions and strategies shared with them. That autonomy along with feedback from observations led to higher levels of self-efficacy in the new teachers.

The new teachers struggled to characterize their perceptions of the NTI program's professional development opportunities because many of them did not even know they existed. Those who knew about the newly developed webinars for new teachers appreciated the ease of access and content of them. Those who participated in actual courses often commented on the workload and time commitment of such professional development. The principal engagement element received mixed reviews. Some new teachers appreciated their principals' approach and support labeling it as almost more effective than their mentor in certain situations. Other new teachers expressed understanding for their principals' hands-off approach due to workloads, but they wished the principals had observed them more and provided a little more feedback.

Overall, the new teachers perceived positive aspects within each element of the NTI Program that increased their self-efficacy. Mentoring provided the new teachers with the assistance they needed as they encountered the personal and professional stresses of the first years of teaching. The newly created webinars piqued the new teachers' interest, and the

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knowledge that the principals were there to support them also boosted their self-efficacy. All this support, however, did not impact new teacher retention.

Discussion of the Results

Analysis of the data collected from the new teachers produced subthemes that fit into three larger themes: (a) elements that built self-efficacy; (b) hindrances to building self-efficacy; and (c) interactions neutral to building self-efficacy. Elements that built self-efficacy were autonomy, mentor built self-efficacy, applicable professional development, school principal approach, and school principal support. Hinderances to building self-efficacy were preconceived notions, policy and procedures, mentor proximity, mentor matching, and professional development work load. Two subthemes that were neutral to building self-efficacy were program value and retention intentions.

Findings. An interesting finding was yielded during the process of determining the sample population. There were 280 teacher track graduates from the college between 2015–2017. When that list was cross-checked with the NTI participant list, only 220 graduates met both criteria. Since mandatory participation in the NTI program began in 2015, all the graduates who were assigned to teach at FACC school were part of the induction program. That meant that 60 total graduates from those three classes did not teach at FACC schools. The FACC school system experienced a 21% attrition rate even before any of the new teachers stepped into their classrooms for the first time.

The data from the questionnaire, interviews, and focus group sessions yielded findings regarding the impact that the FACC NTI program had on new teachers. The new teachers' perceptions of the NTI program began even before they had any interactions with the program. Comments by family members and friends who had previously participated in the program

contributed to the new teachers' preconceived notions about the program. Many of the new teachers in this study reported feeling skeptical of the program due to those comments. Some teachers did recall hearing about the NTI program during a brief presentation while they were still in college, but the presentation did not change their skepticism. Kidd et al. (2015) commented, "Beginning teachers' experiences upon entering the teaching profession do influence their intentions to remain in the teaching profession and are therefore of importance in retaining teachers" (p. 171). Once in the program, the new teachers' experiences with the policies and procedures also impacted their perception of it. The new teachers expressed appreciation for the program as a platform to get resources and build supportive relationships, but some of them did not appreciate the formal weekly meetings. The data reflected inconsistency among the mentors in the weekly meeting procedure. Some new teachers felt they already had a strong support network outside of the NTI program and wished there was a way to opt out of the program, especially for their second year of the program. There was no dominate perception as to the overall value of the program. The perceived value aligned with each new teacher's experiences with the program. Some were extremely grateful for the program and its impact on their teaching. Others felt it was a complete waste of their time, while still others held a take-it or leave-it attitude toward the program. As far as the NTI program impacting new teachers' decisions to remain in the profession or leave it, the new teachers did not perceive a connection between their experiences with the NTI program and their decisions to remain in or leave the teaching profession.

The new teachers perceived the NTI mentors as impactful to their growth personally and professionally. Many new teachers commented on the proximity of their mentors. They perceived on-staff mentors as more advantageous than off-site mentors. The new teachers felt

the on-staff mentors more quickly and more deeply grasped the environmental context, the parental concerns, and the student issues that the new teachers were facing. They often remarked about the informal, easy access to their mentors at recess or before or after school. Often new teachers relied on on-site colleague mentors over the NTI trained mentor they were assigned. The new teachers did, however, see the benefit of off-site mentors when it came to collegial issues and concerns. Mentor matching was perceived as a negative aspect of the NTI program. The new teachers desired mentors that had the same grade level responsibilities as themselves. They thought well-matched mentors would have better insight and give more age appropriate suggestions when discussing classroom concerns. The new teachers appreciated mentors who promoted autonomy in the classroom by praising current classroom practices and providing in-the-moment support that allowed the new teachers to choose the strategies that worked best for them. They noted the increase in their self-efficacy when the mentors observed them and provided feedback on their teaching. The new teachers also felt more self-efficacy when the mentors showed concern for the personal stresses they were experiencing. These mentor actions aligned with Bandura's (1977) theory that self-efficacy plays a significant role in people's psychological states, behaviors, and motivations (Du Plessis et al., 2015; Pfitzner-Eden, 2016). Overall, the new teachers thought the NTI mentors positively impacted their first years in the teaching profession.

The new teachers' perceptions of NTI provided professional development varied greatly. Many new teachers did not know that the NTI program offered any professional development supports. Kidd et al. (2015) in their Australian study recorded similar results that the new teachers were completely unaware of professional development opportunities available to them. Those in the NTI program who were aware commented positively about the newly created

webinars, describing them as applicable and easy to access. After hearing about the webinars, a few new teachers said they would have participated in them in their second or third year of teaching if they had known about them. In their study of an Israeli induction program, Abu-Alhija and Fresko (2016) found that induction graduates three years out of the program expressed the desire to lengthen the professional development workshops for another year while the current induction participants felt that extending workshop component was not important. The new teachers in the NTI program who were taking official coursework perceived the assignments as not applicable to their school settings and a waste of valuable time that was needed for more important teaching related activities.

The new teachers' perceptions of the principal engagement element in the NTI program were mostly positive. The new teachers expressed appreciation for the approaches taken by their principals. Some principals promoted new teacher autonomy through their hands-off approach, while other principals set up specific communication protocols which increase the new teachers' self-efficacy. The new teachers felt reassured that they were capable teachers when their principals acknowledged their efforts and provided feedback on their teaching. Tiplic et al. (2015) contended, "beginning teachers who trust their principal are less likely to have thoughts about leaving their profession or workplace" (p. 463). A few teachers wished their principals would have spent more time observing them and providing feedback on their teaching. Howes and Goodman-Delahunty (2015) examined teachers' reasoning behind staying or leaving the profession and found exhausting workload and a perceived lack of support from leadership as most frequently cited by teachers who already left and those who are considering leaving the profession. Yet, other new teachers in the NTI program said their principals served them better

as a mentor than their assigned NTI mentor. The new teachers attributed strong principal

engagement to the personalities of the principals themselves rather than to NTI programming.

Practical Applications. Researchers of previous studies found the attrition rate for

graduates never entering the classroom to be about 16% (Lindqvist et al., 2014; Struyven &

Vanthournout, 2014). The 21% attrition rate for FACC graduates held practical implications for

FACC schools. The 60 teacher track graduates from the Midwest private college between 2015

and 2017 who did not enter a FACC classroom may have pursued other teaching opportunities

within the FACC synod, or they may have continued to further their education. They may even

have begun teaching in a FACC school since that time. However, the fact remains, upon

graduation, there were 60 fewer teachers entering FACC school than could have been. That

greatly impacted the teacher attrition rate in FACC schools.

Prior to participating in the program, new teachers perceived the NTI program through a

skeptic's lens due to the comments of friends and family members. This applied directly to

Bandura's (1997) self-efficacy source of social persuasion. The more negative comments the

new teachers heard, the more skeptical and even negative they felt toward the program. Q21

said, "Some of my friends had poor experiences associated with it, so my expectations were

quite low; I was skeptical, to say the least." Q42 commented, "I was skeptical, based on word-

of-mouth from friends." F1 stated, "I had heard of some of the problems to expect to have in the

school, and your NTI mentor would probably not be able to solve them, so I was pretty skeptical

that it was going to help." Based on previous conversations with friends, I2 recalled, "I felt like

it was going to be extra work, so going into it I wasn't too excited about it. I was also a little

nervous about having someone come in to observe me." More attention needs to be given to the

positive promotion of the program at the college level and by colleagues in the profession. The

more positive experiences new teachers have with the program, the more they will positively promote it to future NTI participants. As the NTI leadership continues to hone program practices, a natural progression to more positive pre-conceptions should occur.

Some inconsistencies concerning the NTI policies and procedures keeps new teacher skepticism alive during participation of the program. Some mentors follow the weekly meeting schedule and use the formal mentoring language as outlined in the NTI training sessions, while other mentors take a more informal approach and meet on an *as needed* basis and speak more causally. Though the new teachers might prefer the later approach, the former approach provides more robust support of which the new teachers did not realize they needed until after they completed the program. Data from F5, Q11, Q30, and Q34 reflected this idea.

Some new teachers expressed the need for a way to opt out of the NTI program. They spoke of support systems more readily available to them like fellow faculty members as mentors and immediate relatives who were also in the profession. They perceived the financial burden of the program on their congregation as unequal to the support they received through the NTI program. A practical implication might be to create an opt out procedure. If new teachers preferred turning to other sources for support, then they were not utilizing the program in the way it was intended. If new teachers were able to opt out, that may hold positive financial implications for the new teacher's congregation, but at the same time, it would hold negative financial implications for the administration of the NTI program.

A theoretical implication of an opt out procedure might be a new teacher losing out on needed support because he or she opted out of the program before realizing there was a need for the support provided by the NTI program. Quality new teacher induction programs adhere to standards that align with quality teaching standards. New teachers may not see the intentional

approaches embedded within the induction program. By exiting the program early, the new teachers lose the opportunity to experience the full level of supports available to them through the quality induction program.

The new teachers did not perceive a direct connection between the NTI program and their desire to remain in the profession or leave it. There were many personal and professional factors that played into the teachers' decisions to remain in or leave the profession. The new teachers received support from their mentor or principal concerning those factors, but when it came time to make the decision, the new teachers did not view those supports as role players in the decision process. The theoretical implication here is that the NTI program does not increase the new teacher retention rate.

A practical implication for mentor proximity and mentor matching was the closer the mentor was geographically speaking the more likely the new teacher was to turn to the mentor for support. The new teachers who expressed their preference for other on-site mentors over their NTI assigned mentors were not utilizing the program to its fullest potential. The NTI assigned mentors had weekly and monthly protocols to follow that encompassed a wide variety of aspects in the teaching profession. When the new teachers turned to other non-NTI mentors, they lost the opportunity for the robust assistance that the NTI program offers. This also occurred when the new teachers and NTI trained mentors chose not to follow regular communication protocols established by the NTI program. The lack of grade level match between the new teacher and the mentor also caused benefits of the program to be lost as some new teachers then perceived the mentor's support as less appropriate to their concerns. Close mentor proximity and mentor matching gave the new teachers with that luxury an advantage over the other new teachers.

The NTI professional development opportunities were underutilized mostly due to lack of knowledge that they existed. Wilkins and Okrasinski (2015) found the lack of knowledge impacted the sample population in their study as well. The NTI professional development webinars for new teachers began with the last year or two, and many new teachers and their mentors were unaware of them. A few new teachers in this study said they would have liked to have participated in them during their second or third year of teaching if they had known about them. According to them, they would not have voluntarily participated in them during their already stressful first year. Prior to the webinars, it was the job of the mentors to find professional development opportunities for their mentees based on their classroom issues or personal interests. There was no NTI clearinghouse for finding those opportunities; it was just on the mentors to research them. For those new teachers who participated in actual course work, they felt the work load outweighed the benefits. They also did not perceive a strong connection between the course work and their teaching responsibilities. A practical application of this disconnect is new teachers dropping the principal apprentice program or even leaving teaching altogether because they are disenchanted with the profession from these experiences. The FACC schools need trained principals and early childhood administrators to lead the schools, and professional development experiences that sour their attitude toward the profession does not help fill those leadership roles.

The practical implication for the principal engagement element was that the principals were supporting their new teachers. Whether it was due to the NTI program or their personality, the FACC principals demonstrated to the new teachers that they care; they want the new teachers to succeed; and that they are there for the new teachers when they need assistance. This practical implication turned into a theoretical application as well. By their show of support, the principals

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provided one of Bandura's (1997) sources for developing the new teachers' self-efficacy, physiological and affective states (Sehgal et al., 2016). The principals bolstered the new teachers' self-efficacy which in turn led to more classroom autonomy. When there were more self-efficacy and classroom autonomy, there was more professional buy-in and the new teachers were more likely to remain in teaching.

An overall theoretical implication was that even though the new teachers did not perceive it or recognize it, the NTI program impacted their decisions to remain in the ministry or leave it. The support offered or lack of support not offered effected how the new teachers dealt with the personal and professional stresses during their first years of teaching. Ultimately, those stresses played a significant role in a new teacher's decision to remain in the profession or leave it. For many teachers in this study, the NTI program held value for them even if they did not perceive it.

Discussion of the Results in Relation to the Literature

The results of this study relate to the community of practice demonstrating how the NTI program matches with previous research of induction programs. The results of this study align with current literature on the topic highlight two aspects not prevalently discussed in the literature. The results relate to the community of scholars providing a clear and coherent explanation of the process followed throughout this study.

Problem and significance. New teachers across the globe have been leaving the profession at an alarming rate leaving classrooms full of students without teachers. The same has been true in the FACC school system. As in many school systems, a new teacher induction program was started in hopes of reducing the new teacher attrition rate. This study was conducted to shed light on the impact the NTI program had on new teachers' decisions to remain in or leave FACC schools. Even though the new teachers garnered many positive supports

regarding personal and professional stresses from the NTI program, they did not perceive the program as having an impact on their decision to remain in or leave the teaching profession. This new teacher retention results aligned with the latest brief released concerning the New Teacher Center in Santa Cruz, California, the program after which the NTI program was model (Schmidt et al., 2017).

School leaders have been choosing different forms of teacher induction based on philosophy and need. They experienced success with these iterations of induction when multiple elements of support were present (Abu-Alhija & Fresko, 2016; Zembytska, 2016). The NTI program was developed with multiple supports in mind. This current study highlighted the impact the individual support elements of trained mentors, professional development opportunities, and principal engagement had from the new teachers' perspective. The new teachers spoke mostly of the mentoring element as that reflected most of their interactions with the NTI program. The mentoring element was regarded as important by the new teachers, but inconsistencies with how the policies and procedures were enacted and a lack of an opt out procedure caused frustration for the new teachers. A unification of mentor practices and a procedure for opting out of the program could increase the new teacher buy-in.

The professional development element was a new revelation to many new teachers. The data showed that improvements have been made in this area over the past year. As program leaders work to develop this element further, more and more new teachers will have the opportunity to benefit from it. The new teachers appreciated the support they received from their principals; however, they were unable to pay homage to the NTI program for that. Most felt it was just their principal's personality that led to that support. One teacher suggested a more concerted effort to communicate NTI recommended principal engagement expectations would

clarify that support role for both the new teacher and the principal (I5). Overall, the new

teachers received many positive supports that addressed their personal and professional stresses

due to participation in the NTI program.

Literature. This study's results supported the literature and research on new teacher

attrition, new teacher self-efficacy and the role new teacher induction programs can play in

building that self-efficacy. Data collection and analysis corroborated the anticipated results from

the review of the literature. From the very beginning of the study where it was discovered that

60 of the 280 teacher trained graduates did not go right into a FACC classroom, the results

confirmed previous findings on attrition. A part of the attrition rate was due to teacher trained

graduates who never actually entered the teaching profession (Lindqvist et al., 2014; Pfitzner-

Eden, 2016; Struyven & Vanthournout, 2014). From their quantitative, large-scale survey study

conducted in Flanders, Struyven and Vanthournout (2014) revealed that one-third of their

participants never taught after graduation. The FACC pre-service attrition rate was 21%.

Another factor in new teacher attrition was teachers who were counseled out of the

teaching profession for one reason or another. Focus group member, F1, expressed appreciation

for being counseled out of the profession by his NTI mentor. Researchers referred to this

phenomenon as healthy attrition (Ingersoll, Merrill, & Stuckey, 2014; Ingersoll & Strong, 2011).

A third attrition factor that has continued to play a significant role in FACC new teacher attrition

is marriage and family. Five of the 14 interview and focus group participants either left teaching

or will be finished teaching at the end of the 2018–2019 school year because they are married to

seminary students who will be going vicaring. Vicaring is similar to a year-long internship in a

congregation. Some of those new teachers expressed an interest in returning to the teaching

profession one day, but for now, they plan to start their families. Lindqvist et al. (2014)

discovered a noticeable trend of women returning to the profession after their child-bearing years. For two out of these three new teacher attrition factors, the NTI program had no bearing on the new teachers' decisions to leave the profession.

Mentors. The new teachers appreciated mentors who took an informal approach to mentoring conversations and encouraged classroom autonomy. They commented on the in-the-moment mentoring that occurred during recess duty or before and after school. Papatraianou and Le Cornu (2014) focused on the significance of informal relationships for new teachers. These researchers argued that rigidly categorizing and restricting support for new teachers to certain professional relationships limited the support available in building new teacher self-efficacy. In a study with thirteen Australian new teachers, the participants valued informal relationships with family, friends, and previous colleagues over the mentoring interactions that occurred. The researchers concluded that informal relationships played a more significant role in teacher resilience than formal relationships with mentors (Mansfield et al., 2014). The NTI program, however, pushes for more formal relationships in order to accelerate new teacher practice. Kearney (2014) identified mentoring as one of the best practices found in quality induction programs. Mentors in various programs not only provided just-in-time support for new teachers, but they also promoted collegial collaboration and professional practices by the new teachers.

When mentors offered suggestions and strategies without demanding which strategy to use, the new teacher's self-efficacy increased which fueled a cyclical response between self-efficacy and autonomy. A new teacher's self-efficacy led to trying new strategies and increased autonomy. The increase in autonomy, in turn, boosted their level of self-efficacy (De Neve & Devos, 2017). The new teachers' self-efficacy was also built by what Bandura (1997) termed mastery and vicarious experiences. Being observed by the mentor and observing other veteran

teachers were valuable activities that contributed to new teacher self-efficacy. Martin et al. (2016) found that observing the new teacher teach and then taking time to reflect on that teaching with the new teacher was a support of great value to them; however, one participant pointed out how easy it was to pass on such opportunities unless they were mandatory and imbedded within the school day. In this current study one participant, F5, also recognized the importance of the NTI program being mandatory because it if was not, many new teachers would have passed on the opportunity. The mentoring element took precedent over the other elements in the NTI program as well as in the induction practices found in the review of literature. Zembytska (2016) asserted that mentoring was a primary element in induction programs, but it had to be accompanied by other new teacher supports.

All new teachers who graduated from a specific private college between 2015–2017 and who had participated in the mandatory induction program were sent a questionnaire. It yielded a 30% return rate and provided qualitative data that described the impact the induction program had on the new teachers. The questionnaire was followed up with one-on-one interviews and focus group sessions with those who volunteered to participate further in the study.

Relating to community of scholars. The researcher utilized qualitative case study methods for this study which was consistent with the findings in the literature review. With permission, participant lists were gathered from the college and the induction program to generate the sample population. The tightly bound parameters of the small sample population and the single induction program offered aligned with expectations of a single case study. The questionnaire, interview and focus group protocols were approved by peers in the field. The researcher collected thick, rich data from the one-on-one interviews and the focus group sessions. Confidentiality was ensured through written consent and secure data handling

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procedures. Validity measures included construct validity with multiple sources of data collection and alignment with a conceptual framework based on Bandura's (1977) self-efficacy theory. The researcher contemplated implications of any personal bias throughout the process and thus utilized peer reviews for the interview and focus group protocols and member checking by those participants. The analysis process followed the three main steps for qualitative studies: (a) coding, (b) development of themes, and (c) creation of a physical representation of the data. The individual elements throughout this study's research process aligned with qualitative case studies found in the current literature on new teacher induction.

Limitations

The research design utilized in this study had limitations related to sample size and time. The sample available was based on the number of teacher track graduates from the FACC teacher training college which is a relatively small number in comparison to large public or private universities. The time constraints for this study were controlled by the parameters of the researcher's doctoral program. The research occurred over a four-month span. The following descriptions are delineations of those sample size and time constraints.

Changes to the research process and methods could have strengthened the study. The duration of this study was shorter than the five-year new teacher attrition mark referenced throughout research included in the literature review. Even though the attrition numbers were trending like previous studies, the study would have been strengthened if it occurred at the five-year mark to allow for comparisons with previous studies. Asking for experiential examples of the new teacher claims on the questionnaire would have provided richer data from some of those participants.

Conducting all interviews and focus group sessions physically face-to-face instead of through technology platforms would have allowed for data collection on body language and other non-verbal reactions that may have enriched the data. Since the new teachers were heavily focused on the mentor element of the NTI program, the interviews and focus group sessions could have delved further into the frequency of mentor interactions, the number of mentoring minutes each month, and more specific anecdotes that exemplified the mentoring activities that led to new teacher self-efficacy. The new teacher knowledge of and experiences with the professional development element seemed to shift from non-existent to something worth utilizing with the 2017 graduates. If the data had been sorted by graduate year, the results from the professional development element may have been strengthened. The new teachers struggled to distinguish school principal support as part of the NTI program or just the principal's personality. If the researcher had more knowledge of the NTI principal engagement expectations, more direct questions could have been asked to make that distinction clear. Adding field observations of mentor and principal interactions could have enriched the data as well. If someone chose to replicate this study, changes to the research methods and protocols could strengthen it.

Implication of the Results for Theory, Practice, and Policy

This section demonstrates the implications of the results for policy, practice, and theory as it relates to the research questions, conceptual framework, and literature review of this study. Bandura's (1977) social cognitive theory served as a basis for the new teacher self-efficacy conceptual framework of this study. New teachers that have self-efficacy display resilience when facing the stresses of the teaching profession. That resilience translates into teachers believing they can be successful in the profession; therefore, they are more likely to remain in

the profession. Bandura (1997) also promoted four sources that create those high levels of self-efficacy: (1) mastery experiences, (2) vicarious experiences, (3) social persuasion, and (4) physiological and affective states" (Pfitzner-Eden, 2016, p. 241). Many researchers found that teacher self-efficacy greatly impacted a new teacher's decision whether to remain in the teaching profession or to leave it (Adoniou, 2015; Craig, 2014; Dias-Lacy & Guirguis, 2017; Du Plessis & Sunde, 2017; Haim & Amdur, 2016; Hangül, 2017; Harfitt, 2015; Struyven & Vanthournout, 2014; Zembytska, 2016). New teacher induction programs that expose the new teachers to Bandura's sources through a variety of supports will build the new teachers' self-efficacy. Therefore, in this study, the NTI elements were explored individually to highlight the supports that build new teacher self-efficacy to impact new teacher retention.

Theory and literature. Alfred Bandura's (1977, 1997) social cognitive theory appeared multiple times throughout the review of the literature and served as the foundation for this study's conceptual framework of new teacher self-efficacy. The literature informed this study and the results of this study confirm the literature. In his theory, Bandura (1977) described self-efficacy as a "conviction that one can successfully execute the behavior required to produce" (p. 193). Applying Bandura's theory to new teachers, self-efficacy is the confidence and belief that one can successfully attend to the various elements involved in the teaching profession (Helms-Lorenz & Maulana, 2016; Pfitzner-Eden, 2016; Wang et al., 2015). One result of this study was the discovery of the new teachers' strong convictions that they had already possessed the capabilities to navigate the teaching profession. Their responses reflected high levels of self-efficacy prior to entering the program.

Induction programs. Bandura (1977) purported that self-efficacy is context-specific, so quality teacher induction programs and mentoring services addressed self-efficacy by tailoring

professional activities and self-reflection practices to the new teacher's specific needs and responsibilities (Chesnut & Burley, 2015). Chesnut and Burley (2015) studied the role of self-efficacy on career decisions. They presented the context-specific example of a prospective teacher. A person possesses a high teaching self-efficacy and believes in the causes related to the teaching profession. Such beliefs impact the person's interest in the teaching profession. That heightened interest inspires the person to establish the goal of entering the teaching profession. That person will probably enroll in a teacher preparation college program and follow through with actions that align with becoming a teacher and remaining in teaching (Chesnut & Burley, 2015).

New teacher induction programs are meant to feed the context-specific self-efficacy of those who were inspired to become teachers and assist them in remaining in teaching. The results of new teacher perceptions of the NTI program's role in promoting new teacher retention were not as convincing as the example from Chesnut and Burley's (2015) study. Many new teachers in this study had developed skeptical at best preconceived notions of the NTI program. Some had frustrating experiences with the policies and procedures of the NTI program, while still others felt the NTI program held great value in their development in the profession. However, whether the teachers had positive or negative experiences with the program, they did not perceive them as impacting their self-efficacy or their decisions to remain in the profession or leave it.

Mentors. Bandura (1997) provided four sources that create high levels of self-efficacy: "(1) mastery experiences, (2) vicarious experiences, (3) social persuasion, and (4) physiological and affective states" (Pfitzner-Eden, 2016, p. 241). Induction programs that provided supports like mentors, observations of master teachers, observations and feedback of a new teachers'

lessons, and principal interactions bolstered new teacher self-efficacy. Calvert (2016) found that mentors and administrators relationships with their new teachers were vital to building self-efficacy. The mentors and administrators who encouraged new teachers to strive toward professionalism and professional advancement built their self-efficacy. Since induction programs were meant to assist new teachers in navigating their first years of teaching, a goal of quality teacher induction programs and mentoring was to develop autonomy. A new teacher's self-efficacy led to trying new strategies and increased autonomy. The increase in autonomy, in turn, boosted their level of self-efficacy (De Neve & Devos, 2017). New teachers needed to feel autonomous and experience success to build their self-efficacy, so as the induction time ended the new teacher had experienced enough autonomy and self-efficacy that they would remain in the profession independently handling the stresses of the profession (Calvert, 2016). A result of this current study was new teachers appreciated the NTI mentors when they were a good match and developed a strong relationship. Those new teachers perceived their mentors as building their autonomy and self-efficacy through their depth of knowledge and informal approach when imparting that knowledge.

Professional development. Lambersky (2016) reported that the participants acknowledged a positive effect on their self-efficacy when principals made sure professional development was available to them. A result of this study related to the theory of professional development and self-efficacy was that the new teachers could not benefit from something they did not even know existed through the NTI program. Some new teachers felt they would have participated in professional development opportunities after their first year if they had known about such supports. The opportunity to build new teacher self-efficacy in this way was lost for many participants of this study because the mentors did not share information about the

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opportunities with the new teachers. However, growth-minded principals could bridge that information gap.

Principal engagement. Bandura (1977) also theorized that self-efficacy plays a significant role in people's psychological states, behaviors, and motivations (Du Plessis et al., 2015; Pfitzner-Eden, 2016). Du Plessis et al. (2015) explored the impact of out-of-field teaching on new teacher self-efficacy. Through their interpretive phenomenological analysis of the data, the researchers concluded that the leadership styles of their principals played a significant role in the building up or tearing down of new teacher self-efficacy. The teachers who worked under growth mindset principals expressed intentions to not only remain in the profession but also in their same context (Du Plessis et al., 2015). The results from the principal engagement element of the NTI program reflected that same finding. When the principals' approaches promoted regular dialogue with the new teachers through special communication protocols, the new teacher self-efficacy increased. When the principals did not support the new teachers through activities like classroom observations, the new teachers' self-efficacy decreased as demonstrated by their desire for more feedback to confirm them in their capabilities to teach.

Practice and literature. Research on new teacher induction over the past decades has revealed several common benefits and flaws across induction programs. Some of those have already been discussed in this chapter under the literature section and the theory and literature section in Chapter 3. Themes prevalent in the literature that hold merit for future induction practices are (a) mentor matching, (b) applicable professional development, and (c) workload. There are also two themes not highlighted in previous literature, preconceived notions and mentor proximity, that also hold value for future practice.

Mentor matching. Adoniou (2015) maintained that well-trained-mentors, appropriately matched to the needs of a new teacher, impact new teacher acclimation and retention in the teaching profession. In Abu-Alhija and Fresko's (2016) research, the qualitative comments by the induction program graduates further supported the importance of mentor matching. The graduates suggested that the effectiveness of the mentoring could be strengthened by increased attention to mentor and mentee matching. They felt that mentors with similar subject matter assignments to their mentees improved current practices (Abu-Alhija & Fresko, 2016). Mansfield et al. (2014) made the same point but from the opposite angle. He found little evidence of successful mentoring with most participants attributing it to the lack of quality relationships with their mentors. His study's participants valued informal relationships with family, friends, and previous colleagues over formal mentoring sessions. The researchers concluded that informal relationships played a more significant role in teacher resilience than formal relationships with mentors (Mansfield et al., 2014). The results of this current study match both angles on mentor matching. The NTI participants perceived stronger support from their mentors when they clearly matched in grade level and responsibilities. When a mismatch occurred, the new teachers sought out other less formal relationships with colleagues on-site to meet their needs. Future practice implications for mentoring matching is a heightened awareness of grade level responsibilities, needs, and interests when initially assigning mentors, and when mismatches occur, the NTI leadership needs to recognize and resolve the mismatches.

Preconceived perceptions. Preconceived perceptions referred to the expected value the new teachers held concerning the NTI program even before they participated in it. Those notions were colored by the comments and experiences of family and friends who had previously engaged in the induction program. Since all the participants graduated from the same teacher

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training program and were all mandated to participate in the same induction program, this theme may be unique to this case study. None of the literature or researchers in the review of literature wrote about the new teachers' preconceived notions or their impact on how the support was received. In future practice, the NTI program leadership needs to find a way to quell the negative press and bolster positive press regarding the difference the program can make in a new teacher's first years in the profession.

Mentor proximity. The second theme not highlighted in previous literature was mentor proximity. The new teachers in this study felt their support was impeded when there was a geographical distance between themselves and their mentors. This again might have been a condition unique to this study. The available mentor population did not allow for an NTI trained mentor to be on-site at every school where the new teachers were assigned. In fact, many mentors were located multiple hours or even time zones away from their new teachers. Thus, communication occurred through Skype, FaceTime, or other electronic platforms. These forms of communication almost eliminated in-the-moment mentoring that the new teachers desired. The mentor proximity issues also led to the new teachers seeking the assistance of colleagues on-site over the NTI trained mentor. The on-site mentors had an automatic understanding of the environment, parents, and students. The literature that came closest to this point was a study where Adoniou (2015) concluded from her research that there is a lack of context-specific school orientation as part of the induction process in multiple urban Australian schools. In the end, the reduced the amount of new teacher contact with the trained mentor held implications for the robust nature of the NTI program. In future practice, every effort needs to be made to assign geographically closer mentors to new teachers.

Gap between theory and results. The two gaps between theory and results for this study came to light when attending to the first and third research questions. The expected results to the first research question would point to induction programs playing a significant role in retaining new teachers. Various researchers in the review of the literature brought out that point (Adoniou, 2015; Ingersoll & Strong, 2011; Kearney, 2014; Zembytska, 2016). A recently released study also supported that point. Suriano et al. (2018) reported a drop in new teacher attrition from 60% to less than 10% after one year of their induction program comprised of monthly professional development sessions, informal support meetings with the administration, and individualized mentoring. The new teachers in this study, however, reported little to no connection between the NTI program and their decision to remain or leave the profession. This gap was most likely due to the idiosyncrasies of the sample population.

The participants all graduated from the same college which only had two tracks, teacher track or pastoral track. People who enroll in that college already have a strong sense of what they want to do in the teaching profession. The stage was set for success just like the example in Chesnut and Burley's (2015) study. In this study when asked about retention intentions, the new teachers replied one of three ways: (a) they left or were going to leave to join their husbands on their pastoral track journey; (b) they left or were planning to leave to start a family; or (c) they plan to remain in the teaching profession indefinitely. No amount of NTI supports was going to stop them from joining their husbands or starting a family. In this sample population, there was only one participant who left do to stresses of the profession and one participant who chose to return to the same college and complete the pastor track. Based on those results, it was understandable that the new teachers did not perceive the NTI program as having an impact on their decision to remain in the profession or leave it.

The third research question of this study asked about new teacher perceptions of NTI provided professional development. The second gap between the literature and results arose due to researcher assumption about new teacher familiarity with NTI professional development opportunities. Based on information gleaned from the review of the literature, professional development was an important induction support for new teachers. According to Calvert (2016) giving new teachers a choice in professional development opportunities created teacher agency and bolstered new teachers' self-efficacy. Chesnut and Burley (2015) stated, "The knowledge of self-efficacy beliefs can provide much information to researchers and teacher educators" and "can be used to structure teacher education and professional development experiences…to meet the needs of preservice and in-service teachers" (p. 16). Kearney (2014), in his survey of successful international induction programs, found professional development to be considered one of nine the best practice in new teacher induction programs. The assumption was made that all NTI mentors had been making their new teachers aware of the NTI professional development supports available to them. The assumption proved wrong when most of the participants had never heard of any NTI provided professional development opportunities. Those participants who had commented about the professional development were part of the principal apprentice program, a program that ran simultaneously juxtaposed to the NTI program and intermingled supports with it. The interview participant who commented on the NTI webinars was a 2017 graduate who had just heard about them during her second year in the program. Another factor could have been that prior to the newly created NTI webinars, it was each individual mentor's job to connect their new teacher with professional development supports.

Result implications for scholarly community. The most important role the results of this study held for the scholarly community is the confirmation and further support of themes

already found within induction literature. Beyond that, the results of this qualitative case study are beneficial to the specific population for which it was designed. Other populations committed to a specific induction program may benefit from the reading about the perspectives of the new teachers in this study. The themes of mentor proximity and preconceived notions emanated from the context of this study. The results surround mentor proximity may hold value for rural schools within rural school districts. The mentor proximity results could possibly apply to new teachers who find themselves culturally or professionally unique in their responsibilities to the rest of the colleagues on staff. The university-based new teacher induction programs might also experience situations like the preconceived notions results if the school district regularly recruits new teachers from the same university to which the new teacher induction is connected.

Recommendations for Further Research

The results of this study could serve as a springboard to further research the impact the NTI program has on new teachers. Reflecting on the attrition results of this study, a future study of this same sample population two or three years from now would put the new teachers around the five-year mark in the profession. A study at that point could demonstrate if the current attrition numbers remained reflective of this special population, or it could show how many teachers re-entered the profession after following their seminary husbands.

Quality induction programs utilize standards. Based on the information gleaned in this study about perceived mentor, professional development, and principal engagement supports, future studies examining the type and frequency of the support may be beneficial. Cross-checking those activities with the induction standard may reveal more specific areas for targeted improvement. For example, the literature and the new teachers both referenced the value of formal and informal, personal and professional relationships that provide tangible, informational,

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and emotional support for building self-efficacy and resiliency in new teachers across multiple contexts. Understanding to whom new teachers turned for various types of support could steer future induction activities. Knowing which activities or tools used by the mentors and principals were most helpful to the new teachers or knowing what aspects of the professional development webinars proved most useful, could further inform the NTI program leadership. Another study could just home in on the impact FACC principals have on the new teachers. Lambersky (2016) found that principals, as a contextual factor, influenced new teacher emotions which either builds or reduces their self-efficacy.

The new teachers felt strongly that the program should include an opt out procedure for their second year of the program. This provides a natural entry point for a future study. Exploring the positive and negative impacts an early opt out procedure has on new teachers may reveal support factors of which neither the new teachers nor the NTI leadership was aware. The teachers desire more control over the support they receive from the NTI program, but the focus of the support offered through this quality induction program needs to be upheld across iterations of the NTI program.

From a big picture stand point, the FACC might want to utilize information from this study to develop a future program evaluation study. A program evaluation study completed at the 10- or 15-year mark of the program would be useful in demonstrating to FACC members the return on their investment. Synodical initiatives like the NTI program require valuable time, money, and buy-in by FACC members. A program evaluation could lay out exactly what is benefiting the new teachers and what is not benefiting the new teachers. That evaluation could then be used to generate large scale program improvements.

Conclusion

The purpose of this study was to examine the impact of the FACC NTI program that focused on new teacher retention observed through the lens of program participants. The study did not contribute significant new knowledge to the body of literature on induction programs. This study's data collection, analysis, and findings did, however, hold significance for the FACC population and validated some characteristics of quality induction programs. The new teachers felt that the NTI program did not impact their decision to remain in or leave the teaching profession. The new teachers appreciated having the mentor and principal engagement supports available to them through the NTI program even though they did not all make full use of them. The new teachers perceived on-site mentors and those that matched their same grade level responsibilities as the most effective at building their self-efficacy.

Most of the new teachers were unaware of professional development opportunities available to them through the NTI program; however, some of them were interested in hearing more about such opportunities. The new teachers perceived their principals as hardworking and supportive of their efforts which built their self-efficacy. They felt a clearer definition of roles would help both the principals and themselves to have appropriate expectations of this element. The new teachers would like to see better mentor matching and the opportunity to opt out of the program if they already have a strong support network in place. I am appreciative of the new teachers' candidness throughout the data collection process. It was humbling, enlightening, and encouraging to hear about their experiences with the NTI program.

Schools need quality teachers who can handle the stresses of the profession while positively impacting student learning. It takes time to nurture new teachers into quality teachers (Clandinin et al., 2015; Tiplic et al., 2015). Attrition negatively impacts the new teachers'

development. Support in navigating the tumultuous first years of teaching is crucial to the new

teachers. Quality induction programs are needed to assist new teachers, pushing them to develop

a growth mindset and increase their self-efficacy. That is why the NTI program was created.

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Appendix A: Statement of Original Work

The Concordia University Doctorate of Education Program is a collaborative community of scholar-practitioners, who seek to transform society by pursuing ethically-informed, rigorously-researched, inquiry-based projects that benefit professional, institutional, and local educational contexts. Each member of the community affirms throughout their program of study, adherence to the principles and standards outlined in the Concordia University Academic Integrity Policy. This policy states the following:

Statement of academic integrity.

As a member of the Concordia University community, I will neither engage in fraudulent or unauthorized behaviors in the presentation and completion of my work, nor will I provide unauthorized assistance to others.

Explanations:

What does "fraudulent" mean?

"Fraudulent" work is any material submitted for evaluation that is falsely or improperly presented as one's own. This includes, but is not limited to texts, graphics and other multi-media files appropriated from any source, including another individual, that are intentionally presented as all or part of a candidate's final work without full and complete documentation.

What is "unauthorized" assistance?

"Unauthorized assistance" refers to any support candidates solicit in the completion of their work, that has not been either explicitly specified as appropriate by the instructor, or any assistance that is understood in the class context as inappropriate. This can include, but is not limited to:

- Use of unauthorized notes or another's work during an online test
- Use of unauthorized notes or personal assistance in an online exam setting
- Inappropriate collaboration in preparation and/or completion of a project
- Unauthorized solicitation of professional resources for the completion of the work.

Statement of Original Work (continued)

I attest that:

1. I have read, understand, and complied with all aspects of the Concordia University–Portland Academic Integrity Policy during the development and writing of this dissertation.

2. Where information and/or materials from outside sources has been used in the production of this dissertation, all information and/or materials from outside sources has been properly referenced and all permissions required for use of the information and/or materials have been obtained, in accordance with research standards outlined in the *Publication Manual of the American Psychological Association.*

Greta L. Scharp_____
Signature

_____Greta L. Scharp_____
Name (Typed)

05/26/2019_____
Date

Appendix B: [redacted] New Teacher Induction Overview

December 15, 2013

Executive Summary

[redacted] New Teacher Induction (NTI) is a system supported by [redacted] College through its prayers and budget. Authority for [redacted] NTI comes from the Synod to the Board for Ministerial Education[redacted] College's Governing Board, [redacted] College's Administrative Council to [redacted] College's Office of Graduate Studies and Continuing Education in collaboration with the [redacted] Lutheran Synod's Commission on Lutheran Schools.

Mission Statement

[redacted] New Teacher Induction exists to advance the culture of learning and instruction in [redacted] schools by fostering teachers' faithfulness to their calling.

Structure Summary

New Teacher Induction employs one coordinator that serves as the driving force for implementing Christ-centered induction and instructional mentoring and one part-time trainer who works in partnership with the coordinator to provide Christ-centered induction training and mentor support. Forums and seminars are implemented by teams of lead mentors with coordinator, trainer, and lead mentors supporting mentors, beginning teachers, principals and directors.

Formal structures for collaboration exist between [redacted] and [redacted] Commission on Lutheran Schools. The [redacted] Induction Team and [redacted] District School Coordinators are an integral part of this collaborative structure.

[redacted] NTI trainings are held in person at [redacted], and other satellite locations or online through [redacted] Continuing Education & Graduate Studies. Partnerships with consortiums (i.e. Southeastern Wisconsin New Teacher Project) provide additional support, such as increased new teacher and mentor support, leadership support, and program assessment.

Services

[redacted] NTI offers Christian induction services to [redacted] educators during their first two years of ministry. Trainings occur throughout the year with seminars and forums taking place between July and May. Mentor trainings include Instructional Mentoring, Coaching and Observation Strategies, Analyzing Student Work to Guide Instruction, Coaching in Complex Situations, Mentoring for Christian Equity, Designing and Presenting Professional Development, and Understanding, Supporting, and Facilitating the Spirit of the Ministry Development Plan. Beginning teacher, mentor, and principal/director forums and seminars that are tailored to the needs of each district are held throughout the year.

Appendix C: Questionnaire

1. Did you graduate from [redacted] in 2015,2016 or 2017?   Yes   No

2. Did you participate in the mandatory [redacted] NTI program?   Yes   No

3. Are you a male or a female?   M   F

4. How many years did you participate in the [redacted] NTI program?   1   2

5. Are you currently teaching in the [redacted] school to which you were assigned? Yes No

6. If you answered yes to question #4, how long do you perceive yourself remaining in that teaching position?

7. What were your thoughts, impressions, and expectations of the [redacted] NTI program prior to engaging in it?

8. What were your thoughts, impressions, and expectations of the [redacted] NTI program while you were engaged in it?

9. What were your thoughts, impressions, and expectations of the [redacted] NTI program having completed it?

10. I am willing to participate in a one-on-one interview concerning the [redacted] NTI program.

      Yes   No

11. I am willing to participate in a focus group session concerning the [redacted] NTI program.

      Yes   No

12. If you answered yes to number ten or eleven, please provide the following:

      Printed Name: _____

      Signature: _____

      Email: _____ Phone: _____

Appendix D: Semistructured Interview Protocol

Time of interview:

Date:

Place:

Interviewer:

Interviewee:

Position of interviewee:

Brief Description: This study is examining how the [redacted] NTI program impacts new teachers' decisions to remain in the profession or leave it through the lens of new teacher self-efficacy. The purpose of this study is to inform NTI leadership of program successes and areas for program improvement. 2015–2017 graduates who participated in or are currently participating in the NTI program are asked for their candid perspectives on the questionnaire, and during the interviews and focus group sessions. A final report will be available to all participants as well as to [redacted] leadership and all [redacted] members.

1. Tell about when you first thought that you wanted to be a teacher.
2. How did your experiences during college impact your decision to enter the teaching profession?
3. Are you currently teaching in the school/position to which you were originally assigned?
4. How long do you perceive yourself remaining in your current teaching position?
5. What were your thoughts and feelings about [redacted] NTI prior to participating in it?
6. [redacted] How did required participation in the NTI program impact your perception of it?

7. The [redacted] NTI program is founded on three elements of support - a quality mentor, professional development opportunities, and engagement with the building principal. How would you describe the support you received from each of these three elements?

8. What thoughts and feelings did you experience while participating in the [redacted] NTI program?

9. What supports, if any, did you appreciate from the [redacted] NTI program?

10. What supports, if any, would you like to have had from the [redacted] NTI program?

11. Describe your perception of the [redacted] NTI program now that you have completed it.

12. If you could change anything about the [redacted] NTI program, what would you change?

13. Do you feel that participating the [redacted] NTI program has impacted your decision to remain in the teaching profession or leave the teaching profession?

14. Is there anything else that you would like to say regarding the [redacted] NTI program?

Appendix D: Semistructured Focus Group Protocol

Time of Focus Group:

Date:

Place:

Questioner:

Focus Group Members:

Positions of Focus Group Members:

Brief Description: This study is examining how the [redacted] NTI program impacts new teachers' decisions to remain in the profession or leave it through the lens of new teacher self-efficacy. The purpose of this study is to inform NTI leadership of program successes and areas for program improvement. 2015–2017 graduates who participated in or are currently participating in the NTI program are asked for their candid perspectives on the questionnaire, and during the interviews and focus group sessions. A final report will be available to all participants as well as to [redacted] leadership and all [redacted] members.

1. Are you currently teaching in the [redacted] school to which you were assigned?
2. How long do you perceive yourselves remaining in your current teaching positions?
3. What were your initial thoughts and feelings about the [redacted] NTI program you when you were first notified about participating in it?
4. How much did you know about the program at that time?
5. Talk about your experiences with the [redacted] NTI program during your first year of teaching.
6. How did those experiences impact the initial thoughts and feelings you had about the program?
7. What support, if any, did [redacted] NTI provide that was most helpful?

8. What support, if any, did you feel was lacking?

9. Reflecting specifically on the support provided by your mentor. How would you characterize your experiences?

10. Describe professional development opportunities you were offered or took part of through the [redacted] NTI program.

11. Thinking about interactions you have had with your principal, try to reflect only on the ones that occurred in relation to the [redacted] NTI program. How would you describe those interactions with your principal?

12. How did the [redacted] NTI program impact your perception of the teaching profession?

13. Did the [redacted] NTI program impact your intent to remain in the teaching profession or leave the teaching profession?

14. Is there anything else that you would like to say regarding the [redacted] NTI program?

Concordia University – Portland Institutional Review Board
Approved: September 27, 2018; Will Expire: September 27, 2019

Research Study Title: Impact of New Teacher Induction on New Teachers

Principal Investigator: Greta L. Scharp

Research Institution: Concordia University, Portland, Oregon

Faculty Advisor: Dr. Brandy Kamm, Ph.D.

Purpose and what you will be doing:

The purpose of this study is to gather data on new teachers' thoughts, feelings, and perspectives of the [redacted] NTI program. We expect approximately 25 returned electronic questionnaires, three to five new teachers who remain in teaching and three to five new teachers who left teaching will be invited to participate in the one-on-one interviews and the focus group sessions. No one will be paid to be in the study. We will begin enrollment in September, 2018 and end enrollment on December 31, 2018. To be in this phase of the study, you will be asked to participate in an interview or focus group. Questions during the interviews and the focus group sessions center on NTI's role of the mentor, professional development opportunities, and the principal engagement piece. The interviews and focus group sessions would occur at a mutually agreed upon location and take about one hour of your time.

Risks:

There are no risks to participating in this study other than providing your information. However, we will protect your information. The interviews and focus group sessions will be audio recorded. Any personal information you provide will be coded so it cannot be linked to you. Any name or identifying information you give will be kept securely via electronic encryption on an external hard drive and locked inside a filing cabinet. When we look at the data, none of the data will have your name or identifying information. We will only use a secret code to analyze the data. We will not identify you in any publication or report. The audio recordings will be deleted immediately following the transcription and member checking processes. All other study materials will be kept for three years.

Benefits:

Information you provide will help the NTI leadership have a better understanding of your perspective of the program and guide them in future improvements to the program. It will also inform the [redacted] leadership at large of the impact the NTI program has on new teachers. You could benefit from increased self-efficacy as your voice is heard regarding the NTI program. You could also benefit from the opportunity to reflect on where you were as a teacher when you started compared to where you are now a couple years into teaching. It may

also benefit you to hear the voices of your colleagues expressing their experiences with [redacted] NTI.

Confidentiality:

This information will not be distributed to any other agency and will be kept private and confidential. The only exception to this is if you tell us abuse or neglect that makes us seriously concerned for your immediate health and safety.

Right to Withdraw:

Your participation is greatly appreciated, but we acknowledge that the questions we are asking are personal in nature. You are free at any point to choose not to engage with or stop the study. You may skip any questions you do not wish to answer. This study is not required and there is no penalty for not participating. If at any time you experience a negative emotion from answering the questions, we will stop asking you questions.

Contact Information:

You will receive a copy of this consent form. If you have questions you can talk to or write the principal investigator, Greta Scharp at email [redacted]. If you want to talk with a participant advocate other than the investigator, you can write or call the director of our institutional review board, Dr. OraLee Branch (503-493-6390 or irb@cu-portland.edu).

Your Statement of Consent:

I have read the above information. I asked questions if I had them, and my questions were answered. I volunteer my consent for this study.

_____   _____
Participant Name   Date

_____   _____
Participant Signature   Date

_____   _____
Investigator Name   Date

_____   _____
Investigator Signature   Date

Investigator: Greta L. Scharp; email: [redacted]
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