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Why Remain Where It Seems to Be Difficult? An Analysis of Teacher Retention at High-Poverty Middle Schools in Eastern North Carolina

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WHY REMAIN WHERE IT SEEMS TO BE DIFFICULT? AN ANALYSIS OF TEACHER RETENTION AT HIGH-POVERTY MIDDLE SCHOOLS IN EASTERN NORTH CAROLINA

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Approval Page

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Abstract

WHY REMAIN WHERE IT SEEMS TO BE DIFFICULT? AN ANALYSIS OF TEACHER RETENTION AT HIGH-POVERTY MIDDLE SCHOOLS IN EASTERN NORTH CAROLINA. Smith, Kevin D., 2023: Dissertation, Gardner-Webb University.

This study sought to identify how teachers perceived the effectiveness of administrative support, induction program support, and mentor support. This study addressed the following research questions: (a) Is there a relationship between the perceived effectiveness of their administrative support and teaching in a high-poverty school for beginning middle school teachers in eastern North Carolina? (b) Is there a relationship between the perceived effectiveness of their induction program and teaching in a high-poverty school for beginning middle school teachers in eastern North Carolina? (c) Is there a relationship between the perceived effectiveness of their mentor and teaching in a high-poverty school for beginning middle school teachers in eastern North Carolina? (d) Is there a relationship between the likelihood of remaining in teaching and teaching in a high-poverty school for beginning middle school teachers in eastern North Carolina? This qualitative study included 35 beginning middle school teacher participants who completed the Induction Program Survey for Teachers in Their First Five Years. Despite the lack of statistically significant results, there were several key findings that led to recommendations for the district and future research. This study recommends identifying the causes of significant gaps in perceived effectiveness between low-poverty and high-poverty beginning teachers in the area of the induction program, discovering how much the district's philosophy is part of the initial training for mentors and during their meetings with the beginning teacher support coordinator, and determining why beginning middle school teachers have varying views between their perceptions of their mentor and their induction program.

Keywords: beginning teacher support programs, mentors, working conditions,

principal support, teacher retention

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Chapter 1: Introduction

For many years, the topic of teacher turnover in public schools has caused growing concerns. There has been an ongoing trend of teachers deciding to leave schools, school districts, and the teaching profession. The statistics provided by Goldhaber and Theobald (2022) revealed that teachers have a national turnover rate of 17%. According to Haynes (2014), the ability of students to receive specialized instruction is in jeopardy when there are increased rates of teachers departing. Schools and students have experienced the absence of these skills, as teachers have been deciding not to return to the classroom. Public officials, school officials, principals, teachers, and parents all recognize this is something that will affect student achievement. Students are developed academically, socially, and morally by the contributions and input of teachers. Experienced and trained teachers tend to be more capable of knowing the assessments necessary to increase academic growth. When teachers decide to leave, students will not have the opportunity to be taught by someone having expertise in the subject. Students receiving instruction from teachers lacking content knowledge can have negative effects not only for the school year but also for a lifetime. When teachers decide to leave, it might seem as simple as merely replacing them with another teacher.

Conditions That Impact a Teacher's Decision to Leave the Profession

This study concentrated on three areas that affect a beginning teacher's decision to remain in the classroom: the effectiveness of their induction program and two working conditions in their first job: an effective mentor and administrative support. The study also sought to discover if there is a relationship between the likelihood of remaining in teaching and teaching in a high-poverty school for beginning middle school teachers.

Induction Program

It is critical for new teachers to be provided assistance that will help them to grow as professionals and remain on the job. All states have differing requirements for supporting new teachers. Since 2012, a thorough examination of state guidelines on new teacher training and mental programs has been provided by the New Teacher Center. Goldrick (2016) identified eight important criteria in their research of new teacher support programs (NTSPs) across the United States: teaching conditions, program accountability, educator certification/licensure, funding, program standards educators served, mentor quality, time, and program quality. Not all states support new teachers for the same number of years. Goldrick found that multiple-year assistance for new teachers was only required in three states. Supporting new teachers in their initial year of teaching has been a state focus for just under half of the states. There are also state mandates in place to support initial teachers who have under 3 years of experience.

The Beginning Teacher Support Program and the Mentor Program have been put into place by a number of states in an attempt to address the areas necessary to develop new teachers. State and district policies in North Carolina articulate support for these programs. The new teachers are held accountable for meeting these requirements. The components of these state-approved programs include the following: mentors/coaches, training, implementation of the induction program, and professional development.

The Beginning Teacher Support Program is in place to provide support to new teachers. There are many who question if these programs have been instrumental in the retention of new teachers assigned to high-poverty schools. School districts and schools would benefit from information that could be utilized in the operation of the Beginning

Teacher Support Program possibly leading to an increase in the number of veteran teachers at high-poverty schools.

Effective Mentor

This program assigns the new teacher to a person typically referred to as a mentor. There are variations in the title of the mentor. In some school districts, the mentor is referred to as instructional coach. Instructional coaches assist teachers with improving instructional practices to increase the academic achievement of students. Wolpert-Gawron (2016) described instructional coaches as "individuals that organize or conduct the professional development in their school or district, whether through faculty meetings, lunchtime learning sessions or smaller department presentations" (p. 2).

New teachers benefit from the assistance they receive from their mentors. Goldrick (2016) reported the selection and guidelines for mentors are important enough that nearly 30 states have required a supportive structure. There are policies and standards that mandate regular interactions between the mentors and their assigned new teachers. Eighteen states require ongoing professional development for mentors. According to Goldrick, there are requirements in place for over 50% of the states that require mentors to be trained. Not all these state policies give mentor training details. The states that share in mentor professional development include components such as thoughtful discussions, guiding evaluations of beginning teacher functioning, knowledge of state teaching standards, and classroom observation.

In most states, a mentor is expected to have good communication skills, work well with others, and be experienced in the teaching profession. It is a common requirement in most states to require mentors to have a background in the classroom that

exceeds 3 years.

The majority of the states address mentor classroom observations and feedback within their beginning teacher induction policies. Not all states have the same requirements for the induction program for new teachers. Eight states have made it mandatory for there to be support for beginning teachers for a 3-year period. Goldrick (2016) reported it is the standard in 29 states that new teachers will be engaged in a model of support or coaching.

In order for a teacher to be a mentor in North Carolina, certain qualifications must be met. First, there is a requirement for the minimum number of years of teaching, as determined by the school district. Second, the prospective teacher must show through excellent evaluation ratings that their classroom performance meets the qualifications. Third, the teacher must be trained in the North Carolina Mentor Program. This 6-hour training must be completed by the teacher during their first year as a mentor. Finally, the prospective mentor must be endorsed by their principal.

Administrative Support

The work environment plays a role in whether a teacher decides to leave or stay. The support teachers receive and the work environment are set and structured by the administration. According to Varathan (2018), teachers decide to change where they work or if they will continue to work in the profession because of the environment at work and not being happy with their job. McLean et al. (2020) found when teachers and school leaders work in partnership, an encouraging climate is formed with the teachers within a school.

Poor support is a major catalyst of teacher turnover. Mulvahill (2019) pointed out

evidence that if there are supports for teachers, the number of teachers leaving would be reduced by half. Podolsky et al. (2019) identified teachers who receive support and coaching will be less likely to want to depart from the school.

DeAngelis et al. (2013) identified how the teacher deficit could be minimized if there was a resolution to deal with the environment at work. The literature reveals a list of reasons why teachers left the field of education, but these two reasons continued to emerge. New teachers are leaving high needs schools or exiting the profession because of their work environment and poor support.

High-Poverty Schools

High-poverty schools tend to have some common attributes. According to Brown (2015), it is challenging for staff in low-income schools because new teachers have not developed how to function effectively in the working conditions, have not been prepared to teach students who have severe academic challenges, and do not have the experience to know how to deal with difficulties the students face beyond the classroom. Haynes (2014) made mention that high-poverty schools are to be expected to staff teachers who do not have the credentials for the discipline they will instruct. Based on the work of DeAngelis et al. (2013), high-poverty schools experience challenges with replacing teacher vacancies. The number of education graduates has dropped significantly. Hence, high-poverty schools cannot rely on the stockpile of graduating education majors who were available in the past.

The experience of these teachers has financial ramifications. Adamson and Darling-Hammond (2011) studied how teachers were assigned throughout school districts in California and New York. Adamson and Darling-Hammond discovered new teachers

would begin their careers working in high-poverty schools but would transfer when given the opportunity. Brown (2015) stated, “Such schools often see an exodus of teachers at the end of the year, so their principals are constantly looking for new hires” (p. 4). This movement creates a revolving door because teachers are leaving these hard-to-staff schools and being replaced with new teachers.

Substitute teachers play a major role in filling these vacancies in between the teachers leaving and the new teachers filling the vacancy. Albright (2018) indicated how difficult it is to teach at a high-poverty school by pointing out the many roles these teachers play while working in high-poverty schools. Albright stated, “Teaching at a high poverty school is a daunting challenge for even the most talented and experienced educator” (p. 7).

Brown (2015) discussed how students are affected by not having a permanent teacher. This is a trend that is seen in high-poverty schools. The staff and students are affected by these transitions. Freedberg (2014) indicated that uncertified classroom staff are often required to fill in for classes at high-poverty schools. As reported by Doherty and Jacobs (2015), 33 states do not require these fill-in teachers to be certified. Data from their research database show half of the districts do not require substitute teachers to have a 4-year degree. In 9% of districts, it is mandatory for substitutes to have a high school diploma or GED, and 7% do not have standards for substitute teachers.

The reasons why teachers remain at high-poverty schools have not been studied in depth. It is assumed that if the reasons teachers are leaving are addressed, the issues concerning teacher turnover will be resolved. Principals of high-poverty schools would benefit from knowing specifically why veteran teachers decide to stay.

Statement of the Problem

Year after year, principals at high-poverty schools are faced with a high teacher turnover and an influx of new teachers. These schools have the greatest need and are often staffed with teachers who have the least amount of experience. Teachers are less likely to remain at schools when they are not satisfied with the working conditions. The working conditions of teachers are significant; teachers working in impoverished schools have to withstand daily obstacles.

Buildings and instructional materials do not account for all the different aspects of the school work environment. Papay (2013) stated,

> The social conditions of work, the principal's leadership, the support of colleagues, and the school culture – appear to matter most for teacher's satisfaction and career decisions. In other words, teachers stay when they have a supportive and effective principal, work well with their colleagues and teach in schools with high levels of trust among teachers and students. (p. 2)

It is essential for beginning teachers to be supported as they start a new professional pathway. This support can be provided by the principal of the school, being assigned a mentor, and receiving guidance through the Beginning Teacher Support Program. The effectiveness of these supports will help to determine whether beginning middle school teachers will stay or decide to leave.

It is important to discover effective ways to retain teachers located in eastern North Carolina. Darling-Hammond et al. (2022) revealed statistics retrieved from the *Educator Supply, Demand, and Quality in North Carolina: Current Status and Recommendations* report provided further information concerning teachers in North

Carolina. Data for 2017-2018 in Table 1 indicate the eastern region of North Carolina ranks Number 2 in the attrition rate among the eight regions. According to Sorensen and Ladd (2018), “Since 2012, the rapidly rising turnover rate, the growth in class sizes, and the increased use of teachers with lateral entry or provisional licenses should concern North Carolina policymakers” (p. 14).

Table 1

Contribution to the State Attrition Rate by Region, 2017–2018

Region	Total number of teachers	Number of teachers leaving employment in North Carolina public schools	Attrition rate by region, highest to lowest
Sandhills	9,009	880	9.8%
Southeast	9,058	806	8.9%
Northeast	5,004	445	8.9%

According to Darling-Hammond et al. (2022), The *Educator Supply, Demand, and Quality in North Carolina: Current Status and Recommendations* report supplied estimated employment projections for 2017 and 2026. The comparison notes the difference in projected net change and percentage change for 2017-2026. Data for 2017-2026 in Table 2 indicate the projection for an increase in employment percentage needed for middle schools ranked third among the nine categories. This projected need heightens the importance of reducing turnover for middle school teachers.

Table 2

Projected Demand for North Carolina K–12 Teachers, by Position, 2017-2026

	Employment estimate 2017	Employment estimate 2026	Net change	Percent change
Kindergarten teachers, except special education	38,762	3,127	3,287	5.02%
Secondary school teachers, except special and career/ technical education	23,104	24,199	1,095	4.74%
Middle school teachers, except special and career/technical education	18,770	19,657	887	4.73%

Sorensen and Ladd (2018) reported that it is not uncommon for there to be teacher turnover at schools, but "it is magnified when the new teachers have lesser qualifications than the departing teachers, as is the case in North Carolina middle schools" (p. 14). The quality of support for new teachers is essential because replacements are not plenteous. Balow (2021) discovered that "there is a shrinking pool of potential new teachers coupled with increasing teacher attrition which combine to create a serious problem for our schools" (p. 8).

Purpose of the Study

The purpose of this study was to identify teacher perceived effectiveness of administrative support, induction program support, and mentor support. There is a need to gain insight as to why teachers decide to remain at high-poverty schools and in the education profession. I sought to understand why beginning teachers decide to remain in high-poverty middle schools in eastern North Carolina.

Research Questions

This study sought to investigate why teachers decide to remain in high-poverty schools that many teachers decide to leave. Working conditions and lack of administrative support are two of the common reasons why teachers decide to leave schools. The Beginning Teacher Support Program has been designed to provide support to new teachers. The study answered these questions:

1. Is there a relationship between the perceived effectiveness of their administrative support and teaching in a high-poverty school for beginning middle school teachers in eastern North Carolina?
2. Is there a relationship between the perceived effectiveness of their induction program and teaching in a high-poverty school for beginning middle school teachers in eastern North Carolina?
3. Is there a relationship between the perceived effectiveness of their mentor and teaching in a high-poverty school for beginning middle school teachers in eastern North Carolina?
4. Is there a relationship between the likelihood of remaining in teaching and teaching in a high-poverty school for beginning middle school teachers in eastern North Carolina?

A survey participation request was sent to all teachers who work at middle schools in an eastern North Carolina school district. These survey participants were not identified. The survey results provided beginning teacher feedback concerning elements of the Beginning Teacher Support Program. The goal was to gain an in-depth understanding of why these teachers would decide to remain at high-poverty middle

schools.

The anonymous survey (Appendix A) was completed by Beginning Teachers Support Program participants from the school district selected for this study. The survey, designed by McGeehan (2019), consisted of general demographic questions such as content specifics, grade level, length of time teaching, age, and gender. The last six sections consisted of questions concerning professional development embedded in induction, their future plans, the mentor experience, characteristics of induction programs, the quality of induction programs, and administrative support.

District Description

This study occurred in a school district found in eastern North Carolina. The school district chosen for this research consisted of 13 primary schools, nine secondary schools, nine upper grades schools, one alternative school, and one school for exceptional children. In North Carolina, the school district ranked 21st in size with an annual enrollment of over 18,500 students. The total number of classified and certified faculty members was approximately 3,064.

The study focused on beginning teachers in the middle schools. All nine of the middle schools within this school district were included in the study (Table 3). Beginning teachers from each middle school were asked to take part in the study. The participants were not identified in the survey.

Table 3

School Demographics: Location, Poverty Level, and Teacher Information

Middle school identifier	Location	Poverty level	Number of teachers	Number of beginning teachers	% of beginning teachers
School A	Outside city limits	High	32	13	42%
School B	Inner city	High	31	10	31%
School C	City limits	Low	31	8	27%
School D	Rural	Low	21	6	27%
School E	City limits	Low	25	1	4%
School F	Outside city limits	High	27	7	27%
School G	Bedroom area	Low	55	8	14%
School H	Outside city limits	Low	24	4	17%
School I	Rural	High	37	8	21%

Schools that have at least 75% of their students receiving free or reduced lunch are defined as high-poverty schools. Four of the middle schools in the district are identified as high-poverty schools, while five have been identified as low-poverty schools. Table 4 provides information concerning the demographics of the selected schools. There is a larger Black or Hispanic population at high-poverty middle schools located in the inner city and the most rural schools in the county. The middle schools farthest from the city limits, including the small town in the rural area, have a higher population of Hispanic students. The middle schools located within the city limits have more Black students. The middle school outside of the city limits but not rural has more White students who come from the predominately White neighborhoods in the area.

Table 4

Student Ethnicity by Location and Poverty Level

Middle school identifier	Poverty level	Location	White	Black	NH/PI	2 or More	American Indian/ Alaska Native	Asian	Hispanic	No. of SS
School A	High	Outside city limits	66	198		15			290	566
School B	High	Inner city	8	319		9			28	364
School C	Low	City limits	133	301	1	27			66	538
School D	Low	Rural	216	71		8			97	392
School E	Low	City limits	82	209		19	1	7	68	386
School F	High	Outside city limits	89	134		14			149	386
School G	Low	Bed-room com-munity	505	201		20	1	18	113	888
School H	Low	Outside city limits	215	46		18	1	4	49	333
School I	High	Rural	212	78		20		1	346	657

Note. NH represents Non-Hispanic. PI represents Pacific Island.

All the middle schools in the district have an average of 17% of their teaching staff as beginning teachers. Table 4 displays the teacher and beginning teacher data for the schools selected for the research study. The middle school located in the inner city has a higher percentage of beginning teachers. One of the low-poverty rural schools has a high percentage of beginning teachers. The middle school located in the city limits, which has a large number of Black students, also has a very low percentage of beginning

teachers. The high-poverty school located in a small town near a rural area has a high percentage of beginning teachers. The middle school with the most teachers has a higher percentage of beginning teachers.

Delimitations

This research was limited to one school district located in eastern North Carolina. All beginning middle school teachers in the Beginning Teacher Support Program had the opportunity to take part in the survey. Beginning teachers with 5 years or less were the sole recipients of the survey. Participants in the study were middle school teachers who were part of the research district's Beginning Teacher Support Program for the 2021-2022 school year. The respondents were from the nine middle schools located in an eastern North Carolina school district. I am the administrator at one of the 33 schools in the district. That school is not a middle school; therefore, it is not one of the schools participating in this study. Finally, only completed surveys were included in the analysis.

Definition of Terms

The following terms are used throughout this study.

Beginning Teacher Support Program

In North Carolina, a statewide support program for all first- and second-year teachers that provides a mentor, informal observations, and other support strategies (North Carolina State Board of Education, 2017).

Beginning Teachers

Teachers who have less than 5 years of experience.

High Poverty

A school with a free and reduced-price lunch rate of at least 75%. The National

Center for Education Statistics (2013) considers a school high poverty when 75% or more of its students are eligible for free and reduced-price lunches. According to Clotfelter et al. (2007), the standard definition for high-poverty schools is determined "by the percentage of students who apply for and were found eligible for the federally sponsored free lunch program (those with incomes below 130% of the poverty line)" (p. 1351).

Induction Program

A program where peers, principals, and the system support a new teacher. This program is known as the Beginning Support Teacher Program in North Carolina.

Teacher Retention

A teacher choosing to remain at their current school.

Teacher Turnover

A teacher leaving a school or the profession.

Chapter 2: Literature Review

In almost every school district throughout the United States, there continue to be challenges with teaching in high-poverty schools. With these challenges, the dilemma is whether teachers will decide to leave or stay. Many of the reasons teachers decide to leave have been well documented. Indeed, there are underlying reasons why it is not attractive to teach at high-poverty schools. Lewis et al. (2015) identified that school leadership will need to support teachers in order to break the turnover cycle. Lewis et al. concluded one of the ways the trend can be reversed is by recruiting and retaining their veteran teachers. Boyd et al. (2011) pointed out that the environment a teacher works in has a lot to do with whether a teacher decides to leave or remain at a school. Papay (2013) discovered teachers are deciding to leave because of where they work rather than the challenges of working with those they teach.

Research has identified two main conditions related to teachers leaving the teaching profession. Poor support and working conditions influence if a teacher will want to remain in the field of education.

Poor Support

Krasnoff's (2014) comprehensive report with the Northwest Comprehensive Center described teacher recruitment, induction, and retention. The Northwest Comprehensive Center provides support and training to the northwest states of Alaska, Idaho, Montana, Oregon, and Washington State. Krasnoff mentioned how challenging it is for new teachers who begin their teaching careers working with high needs students. Many of these new teachers do not receive the support or modeling needed for development. Krasnoff concluded, "The end result is that new teachers are the most at

risk of leaving the teaching profession" (p. 3).

Podolsky et al. (2019) completed a review of the research of 30 studies assessing the impact of teaching experience on effectiveness. The vastness of the review allowed Podolsky et al. to view data from multiple local, state, and national sources dating back to 2003. Podolsky et al. (2019) discovered teachers increase effectiveness with time and experience and further stated there is evidence that professionals in a wide range of contexts improve their performance with experience. Podolsky et al. concluded, "Of these 30 studies, 28 found that teaching experience is positively and significantly associated with teacher effectiveness" (p. 9).

Carver-Thomas and Darling-Hammond (2017) used statistics retrieved from the National Center for Education Statistics Schools and Staffing Survey, the National Center for Education Statistics, and the U.S. Department of Education to complete their analysis. The Schools and Staffing Survey was distributed countrywide to a selected group of teachers inclusive of all grade levels and subject areas. Carver-Thomas and Darling-Hammond (2017) reported the support of the principal is a major determinant of whether a teacher decides to leave a school or remain and noted how administrative support affects all the school operation variables that affect teacher turnover. Carver-Thomas and Darling-Hammond (2017) stated, "When teachers strongly disagree that their administration is supportive, they are more than twice more likely to move schools or leave teaching than when they strongly agree that their administration is supportive" (p. 15).

Carver-Thomas and Darling-Hammond (2019) completed a second study on teacher turnover to understand the reasons why teacher turnover matters and what we can

do about it. The study used the 2012 Schools and Staffing Survey and the 2013 Teacher Follow-Up Survey. Annual data disclosed there were more teachers leaving in the southern United States at 16% versus the smallest amount leaving in the northeastern United States at 10%. Elementary teachers had a turnover rate 54% lower than special education teachers. Departing teachers expressed their discontent as evidenced by 55% changed their occupations while 66% changed schools. Teachers dissatisfied with school administration accounted for 21% of those who left.

Hughes et al. (2015) completed a study at hard-to-staff schools. Hughes et al. surveyed principals and teachers from a western state to complete their research. The study used the Administrative Support Survey. The eligible participants totaled 100. Seventeen administrators and 41 teachers participated in the survey. The purpose of the survey was to determine if there was a link associated between administrative support and reduction of teacher turnover in schools that are difficult to staff. Teachers responded that there was a high correlation between administrative support and teacher retention. The survey revealed teachers viewed support from their principals as lower than how principals view the support they provided. Hughes et al. concluded, “These views of support could potentially have a negative effect on teacher retention in hard to staff schools” (p. 4).

Coca and Marinell (2013) completed a study with New York City middle schools looking at teacher departures. The data sources for the survey were responses from over 4,000 middle school teachers and information collected from four New York City middle schools. Survey results showed teachers stayed at their schools no longer than 3 years. The study also discovered high school and elementary teachers remained at a higher

percentage than middle school teachers. Between 2002-2009, 59% of new middle school teachers departed from the system, while 41% transferred schools within the system. Only 12% of the transferring teachers transitioned to another middle school. The survey and case study revealed the influence principal support has on teacher retention.

Boyd et al. (2008) completed a study focused on how teacher retention decisions are influenced by school administrators. The study used 2005 statistics on New York City public school teachers. The focus of the study was teacher retention, and its relationship with the working condition was the study. Data were collected from first-year teachers and a survey, followed by a second survey a year later. Boyd et al. (2008) also matched district administrative data that would allow them to gain a better understanding of teacher retention behavior. There were 4,360 participants in the voluntary survey. The survey was made up of 300 questions to seek responses concerning working conditions, experiences, and teacher development. In addition to the follow-up survey, Boyd et al. (2008) surveyed teachers who departed the New York City public schools prior to their second year. The survey results revealed the importance of dissatisfaction with administrative support. Departed teachers and remaining teachers were asked about the most important factor that would influence their departure. Discontentment with administration was the response by both groups when asked about an important retention factor. The curriculum support of principals was a lacking concern of 20% of former teachers or teachers, while 30% reported not receiving collegial support from their principals. The survey results revealed the important role administration plays in teacher retention.

Poor Working Conditions

Almy and Tooley (2012) discovered teachers are no different than any other employee who has opinions about the place where they are employed. It is the work environment that impacts the departure of teachers at challenging schools. In the report completed by Almy and Tooley, five school districts from various parts of the United States were highlighted because of their recognition of teaching and learning conditions. Those school districts were located in Louisiana, Massachusetts, and North Carolina, and two school districts in the state of California. Almy and Tooley utilized the teacher survey data from the 2012 Schools and Staffing Survey and the United States Department of Education. Almy and Tooley discovered teacher satisfaction is affected by the culture of the school. Teachers plan to remain at schools that they view as having a positive work environment. Almy and Tooley also made mention that school leadership and staff cohesion are two conditions that continually emerged in their research. Almy and Tooley stated, "creating conditions that attract, grow, and keep strong teachers in the schools that need them most." (p. 2).

Johnson et al. (2012) completed research in Massachusetts using a statewide survey to assess working conditions. Johnson et al. discovered, "Teachers are more satisfied and plan to stay longer in schools that have a positive work context, independent of the school's student demographic characteristics" (p. 2). Johnson et al. reported it is not the physical conditions such as facilities that matter the most to teachers, but it is the working environment that is a determinant of whether teachers will depart. Teachers were satisfied and more willing to stay at schools where they were supported and where there were good amounts of confidence and appreciation between the teachers.

Sutcher et al. (2016) completed a report on teacher supply, demand, and shortages in the United States. Sutcher et al. analyzed statistics collected through the 2012-2013 Federal Schools and Staffing Survey and Teacher Follow-Up Survey databases. They also used data from more recent data from the State of California, the Higher Education Act Title II data from 2005-2014, and the Baccalaureate and Beyond 2008:2012 databases. Sutcher et al. indicated in their report that over half of the teachers who have decided to leave announced job dissatisfaction as a determinate. This dissatisfaction has been directly correlated to their view of their working conditions. Sutcher et al. further explained that it is the administrative support or administrative decisions that have been identified as the catalyst for their dissatisfaction.

Abenavoli et al. (2016) used results from the 2012 MetLife Survey of the American Teacher. The participants of the survey were 1,000 U.S. K-12 public school teachers. Abenavoli et al. discovered there were high levels of daily stress for 46% of the participants. Abenavoli et al. examined the sources and effects of teacher stress and concluded that a school environment that lacks collegial support, good working conditions, and secure school administrators has increased levels of stress that negatively affect the conditions of the workplace.

Chukwuma (2018) examined the sources and effects of teacher stress. Data retrieved through the 2012 MetLife Survey of the American Teacher were utilized by the researchers. The participants were 1,000 U.S. K-12 public school teachers. The survey was conducted by phone. The report pointed out that according to the 2012 MetLife survey, 46% of teachers described the school year as full of tension. According to Abenavoli et al. (2016), “High teacher trust in both their colleagues and leadership is

related to lower stress and burnout" (p. 3).

Coca and Marinell (2013) completed a study about the connection between teachers departing, student academic performance, and school operations in New York City middle schools. Data were gathered from the 2007 New York City Department of Education School Survey which is administered annually. In addition, the New York City human resources data were used for details on teacher turnover. The dataset spanned from 2007-2008 through 2011-2012, for 278 middle schools to include teacher turnover data for 16,404 teachers. A 4-point Likert scale was utilized for the 40-item survey. The results of the survey showed that with high-quality contexts, schools would experience lower levels of teacher turnover.

Johnson et al. (2012) completed a study looking at how the working conditions in high needs schools affect professional satisfaction. Data were gathered using a 2008 statewide Massachusetts survey examining school academic data and school achievement data.. The statewide survey was administered to all K-12 public school teachers and administrators. Johnson et al. examined student academic development, teacher future plans, and teacher job fulfillment. This survey is made up of 87 multiple choice questions examining how teachers view their working environment. There were 25,135 teachers who participated in the survey: 59.81% elementary teachers, 17.16% secondary teachers, and 14.36% upper grades teachers. According to statistics, 77% of Massachusetts teachers concurred that they were employed in a good workplace, and 83% had intentions to continue working at their current school. The results revealed that there is a contrast when it comes to the response of teachers working at low-poverty versus high-poverty schools. Fifty-three percent of teachers working in schools with the most financial

hardship concurred soundly that they were employed in a good workplace, while just 32% of teachers working in schools with the least financial hardship answered the same. Johnson et al. found that working conditions matter, regardless of the demographic makeup. The work environment alone explained 29% of the variation in satisfaction.

Beginning Teachers

Sutcher et al. (2016) conducted an analysis of several national datasets to complete a report on the teacher supply, demand, and shortages in the United States. The sources utilized by Sutcher et al. included the American Association for Employment in Education for school districts across the United States, the National Center for Education Statistics, the Schools and Staffing Survey, the Higher Education Research Institute, the California Commission on Teacher Credentialing, the Digest of Education Statistics, the National Center for Education, the U.S. Department of Education, a search of Lexis Nexis Academic (a newspaper archive database) for all articles in the United States containing "teacher shortage," and The Center for Educator Recruitment and Advancement. Sutcher et al.'s analysis discovered beginning teachers depart from teaching between 19% and 30% before reaching 6 years in teaching.

Sutcher et al. (2016) also noted that in most states, credentialed teachers must be considered for teaching positions before schools can hire teachers who have not received their teaching credentials. When unprepared teachers are being hired, this is an indication of a lack of trained teachers. Sutcher et al. estimated that there would be a teacher shortage across the United States of over 100,000 by 2017. They also pointed out that states would be in competition to recruit qualified teachers from out of their states. Sutcher et al. also predicted many job offers in high-poverty schools would be rejected

because of teachers having other offer opportunities.

Ingersoll (2012) completed a study to investigate the circumstances surrounding the increase in the number of beginning teachers participating in induction programs nationally. Ingersoll used data from the Public School Teacher Data File, the National Center for Education Statistics, the U.S. Department of Education, and the Staffing Survey 1987-1988 through 2011-2012. The Schools and Staffing Survey collected information nationally from public secondary and primary school teachers. Using the data results, Ingersoll determined the number of first-year teachers grew from approximately 65,000 in 1988 to over 200,000 by 2008. Ingersoll discovered turnover rates for teachers in their first year have increased by more than 33% over the last 20 years. The number of new teachers had increased but so had the likelihood that they would not remain. Ingersoll concluded, “In short, both the number and instability of beginning teachers have been increasing in recent years” (p. 5).

Important research on the topic of teacher mentors and turnover was the study of Rockoff (2008). Rockoff conducted a study on the impact of over 500 mentors employed with the New York City Department of Education. Rockoff found, “There is particularly strong evidence that having a mentor who previously worked in the same school as a mentor or teacher has an important impact on whether a teacher decides to remain in the school the following year” (p. 6). Rockoff also discovered that this relevant ability to support new teachers superseded the influence of being assigned a mentor with subject commonality. Furthermore, Rockoff found evidence indicating new teachers are more likely to return to the same school or school district when they are supported in multiple ways.

Gray and Taie (2015) completed a report looking at the first 5 years of teaching for new teachers. The Beginning Teacher Longitudinal study was completed by the National Center for Education Statistics of the Institute of Education Sciences within the U.S. Department of Education. According to Gray and Taie, "The BTLS is a longitudinal study of beginning public school teachers who began teaching in 2007-2008" (p. 7). The study provided data on the characteristics of teachers who stay in the prekindergarten through 12th-grade teaching profession and those who leave teaching. The study covered the first year through the following 4 years, and 1,990 first-year public school teachers were participants in the survey. The second through fifth survey wave was completed using an electronic survey. A mailed questionnaire was the main source of collecting teacher responses. There was also the use of a web instrument for the second wave through the fifth wave. Teachers were placed in three different categories for the study: stayers, movers, and returners. Table 5 displays the data collection results from the Beginning Teacher Longitudinal Study. The original survey consisted of 1,990 participants in 2007-2008. The follow-up survey results show the number of departing beginning teachers consistently increased during the time of the study. Gray and Taie also noted the correlation between the increase in departing teachers and the increase in beginning teachers who did not have mentor assistance.

Table 5

2008-2012 Beginning Longitudinal Study Follow-Up Survey Data

Year	Number of teachers	Departure rate increase	No mentor assigned
2008-2009	1,771	10%	84%
2009-2010	1,751	12%	77%
2010-2011	1,692	15%	73%
2011-2012	1,651	17%	71%

Carroll et al. (2012) completed a study on teachers nationally who are difficult to replace if they decide to depart from teaching. These teachers are considered to be some of the most outstanding K-12 teachers in the education profession. Data were collected from 9,000 teachers from four school districts as well as data from the school years 2009-2010 through 2010-2011. Carroll et al. (2012) wanted to get information that would describe the experiences of these teachers who performed beyond the average teachers. There were approximately 20% of the teachers in the districts who Carroll et al. (2012) considered the top teachers.

Carroll et al. (2012) discovered through 2009-2010 data that the four districts have very similar retention rates for the high-performing teachers in comparison to the low-performing teachers. The four district average shows that 84.75% of high performers were retained while 78.50% of low performers were retained. According to Carroll et al. (2012), “schools tend to treat their best teachers as though they are expendable” (p. 4).

Carroll et al. (2012) estimated that 10,000 difficult-to-replace teachers from the fifth largest school district would leave to work at another school or leave the profession. In their summary, Carroll et al. (2012) stated they discovered that irreplaceable teachers depart for circumstances that could have been handled differently at the school level. Study results showed that more than 75% of the departing teachers reported they would

have remained if the concern that led to their departure had been settled.

Carroll et al. (2013) completed follow-up research to their 2012 study. Teachers from 36 states responded, and some came from among the 10 largest school districts in the nation. The survey was administered online. The survey was made of 56 questions seeking responses in the areas of demographics, teacher perceptions about various topics, school operations, and professional development. Carroll et al. (2013) revealed that 45% of teachers identified "working in a school that has a philosophy I believe in" and/or "colleagues are respected" as important to their decisions to remain at their schools; while 19% reported "working with effective school leaders" has been the biggest challenge over the course their careers.

Garcia and Weiss (2019) completed an assessment of the shortages among teachers and how this demand continues to increase. Garcia and Weiss used data from the National Teacher and Principal Survey 2015-2016, the Teacher Follow-Up Survey 2012-2013, and the Schools and Staffing Survey 2011-2012. The U.S. Census Bureau for the United States Department of Education administered these surveys. According to statistics retrieved through the 2015-2016 National Teacher and Principal Survey, 77.6% of teachers were fully credentialed, while 22.4% of teachers were not fully credentialed. Using data from the three sources, Garcia and Weiss completed a comparison between 2011-2012 and 2015-2016, and they discovered an increase in the number of inexperienced teachers by 20.3% and 24% respectively. They also discovered in 2011-2012 that there were 6.8% of teachers who had 2 years or less experience; while in 2015-2016, there was an increase to 9.4% of teachers who had 2 years or less experience.

Redding and Henry (2018) measured teacher turnover monthly for a year to

determine the effects of attrition on school operations. The source of information was the administrative data from the state of North Carolina from 2009-2010 through the 2014-2015 school years. Redding and Henry used annual observations from 452,861 teachers. Data from teacher recurrent pay schedules were used to create varying categories for the status of teachers. There are six categories: teachers who remain for the entire school year, teachers who change schools during the school year, teachers who decide to transition to another school closing out the school year, teachers who leave the school district during the school year, teachers who decide to transition to another school district at the conclusion of the school year, and teachers who are out short term and return. Redding and Henry discovered departures of teachers from schools to other school districts are more likely to occur closing out the school year. Teachers who have under 3 years of experience have a 73% greater chance of departing than teachers with 6 to 10 years of experience. Teachers who completed their certification through a traditional education program are 83% more likely to not depart at the end of the school year.

Further research by Garcia and Weiss (2019) examined factors that contribute to an adequate number of teachers. The report used the Principal Survey from the U.S. Department of Education National Center for Education Statistics, the 2015-2016 National Teacher Survey, the 2011-2012 School and Staff Survey, and the 2012-2013 Teacher Follow-Up Survey. Garcia and Weiss discovered less than half of the teachers surveyed viewed their administrators as supportive and motivating as identified by their 49.6% rating. Also, 48.7% of teachers were not fully satisfied with teaching at their school. When asked if they were planning to quit, 27.4% of the teachers stated they were planning to quit teaching at some point. A considerable number of teachers who departed

communicated their concerns about the school working environment during the year of their departure. Departed teachers who were not fulfilled at their schools responded in the 2012-2013 Teacher Follow-Up Survey at a rate of 61% compared to 43% with the same response of those who remained. Forty-five percent of teachers who responded that they planned to quit teaching at some point departed, while 21% of teachers with the same response remained.

Induction and Mentoring Programs

Goldrick (2016) researched the states that require programs to support new teachers. They found 31 states do not require a program to support new teachers. Goldrick recommended that all states require support for new teachers.

Goldrick (2016) stated many states have identified the need to put policies in place that require support for new teachers. Goldrick also discovered a new teacher having a mentor has been identified as a key element in new teachers receiving support. Goldrick further mentioned that "research and surveys of educators have shown consistently that states with more detailed policies around support for new teachers provide the greatest level of assistance for these beginning teachers" (p. viii). Goldrick discussed state policies that require mentors for new teachers would be remiss if the mentors are not equipped for new teacher development. Goldrick also stated it is essential for the Beginning Teacher Support Program to have the key policy elements such as funding, program standards, program oversight, mentor selection and training requirements to ensure the program is effective.

Through his research mentioned above, Ingersoll (2012) discovered the importance of what he called common packages that were designed to support beginning

teachers. Ingersoll described that a basic package might consist of regular meetings with the teacher's administrative team and the teacher leader of their department and steady conversations with their mentor. This package has minimal results as compared to a more comprehensive package. The comprehensive package might consist of the two supports in addition to professional development for beginning teachers, reduction of additional duties apart from teaching, and integrated support from various staff members. Data have shown that beginning teachers who receive these additional supports are more likely to not leave at the end of their first year. Ingersoll suggested what assisted new teachers the most was having the support of a peer teacher who taught the same subject area and being able to partner with this individual and share information.

According to Kane (2013), "Recent developments in the research literature point to the critical importance of the mentor in ensuring the development of new teachers" (p. 1). Kane further stated studies from the Organization for Economic Cooperation and Development have found that new teachers will more likely remain if there is development in their earlier years. Kane similarly confirmed the correlation between a strong support program for new teachers and teacher turnover when she stated, "Evidence suggests induction and mentoring positively affect teacher retention and can facilitate socialization of beginning teachers into the profession" (p. 1).

Cook (2012) completed a research study that examined the perceptions of former graduate students from the Governor's State University's Education Administration Program regarding the quality and quantity of their mentoring experience. The research conducted in the state of Georgia studied 33 primary school teachers, 24 secondary teachers, and 38 upper grades teachers. Twenty-eight of those teachers had 2 to 5 years of

experience teaching. First teachers and second teachers were assigned mentors at a rate of 60% and 34% respectively. There was a decrease in mentor support for teachers in the third year and beyond, with a rate of 3% for both. The teachers responded with varying views on their experience with their mentor experience, as 64% were pleased and 36% did not respond positively to the mentor experience.

Womack-Wynne et al. (2011) completed a study on the mentoring experience of first-year teachers. The data were collected through the use of a survey with elements in reference to their initial year of teaching and the induction process. Fourteen Georgia school districts participated in the study with a total of 229 teachers in their first year reflecting elementary, middle, and high schools with a combined total of 89 schools. Thirty-two percent of the middle and high school teachers gave a more negative response to their view of mentor interaction than the elementary teachers. The participants responded with a rating of 63% not seeing a future in teaching when asked if there was a future in teaching in 10 years. Using the teacher perception data, Womack-Wynne et al. concluded that there continues to be a need for effective and supportive mentors to assist first-year teachers.

Wechsler et al. (2012) completed research to examine the effects of induction and mentoring programs. The research was based on 2009 data collected from 39 programs across the state of Illinois. Surveys were conducted with participants from all 39 of the state-funded induction and mentoring programs. The survey participants were 1,940 teachers and 1,746 mentors. There was a rate of 96% of participants stating they were assigned a mentor through their Beginning Teacher Support Program. Forty-six percent of the beginning teachers reported corresponding with their mentor less than once a

month. Only 15% of beginning teachers met with their mentors daily.

In addition to surveys, Wechsler et al. (2012) conducted six case studies in programs across Illinois. The case study was made up of meetings with important program representatives, administrators, coaches, and teachers in their first and second years. According to Wechsler et al., the data revealed beginning teachers and mentors were meeting less than once a week. Wechsler et al. also discovered there were infrequent mentor meetings as a result of teacher schedule conflicts and mentor/mentee match challenges. Forty-eight percent of the case study participants reported receiving mentoring activities such as discussing instructional issues and problems at least monthly. Based on data results, Wechsler et al. discovered there was a need for stronger program-level monitoring and concluded that the principal was the key person to ensure the success of the mentoring program implementation.

In her 2019 dissertation, McGeehan conducted a case study to discover new teacher perceptions of their induction programs. McGeehan sought to collect feedback from new teachers through an anonymous survey. The survey participants were New Jersey school district teachers who had completed an induction program and were education graduates within the previous 5 years. McGeehan used a focus group to assist with the survey construction and utilized an online data instrument to administer her research. The link to the voluntary anonymous survey was sent to 358 graduates with 72 (20.11%) participating in the survey.

McGeehan (2019) discovered detailed data through the survey responses that would give more information concerning the teacher perceptions of those who completed the new teacher induction program. The top three types of teaching placement areas for

the survey participants were special education at 26.39%, elementary Grade K-6 at 22.22%, and middle school subject area at 20.83%. When asked if there was participation in the formal induction program, 94.29% of the participants responded yes. The number of respondents dropped to 53% when specific questions were asked regarding their induction program. The reason for the participation decrease was unknown to McGeehan. According to McGeehan, the "survey responses showed support systems within the district as being a vital part of the induction process because it connected the teachers with teachers outside of their home school with whom they shared a common connection" (p. 83).

The survey results indicated more new teachers responded yes to being assigned a mentor: 79.25% of the participants responded yes to being supplied the opportunity to meet with other teachers, and 82.69% of the participants responded yes to collaboration with other teachers being seen as helpful. When questioned if the beginning teachers thought the assistance from their mentor aided them as a beginning teacher, 77.5% agreed or strongly agreed there was a sense of feeling helped. When questioned if they were shown strategies that would assist in their instruction, 82.5% strongly agreed they were shown strategies that would assist in their instruction. When questioned if their relationship with their mentor improved their teaching, 67.5% strongly agreed or agreed that their relationship with their mentor improved their teaching. The beginning teachers were questioned if they viewed their mentor as an important element of the beginning teacher encounters: 62.5% strongly agreed or agreed that their mentor was an important element of their beginning teacher encounters.

When questioned if the beginning teacher program assisted them with making the

change to the classroom easy, 65% strongly agreed or agreed. When questioned if the beginning teacher activities were beneficial to them as a beginning teacher, 66.67% strongly agreed or agreed. When questioned if the beginning teacher program was successful in assisting them to improve, 64.1% strongly agreed or agreed. When questioned if their beginning teacher program helped them to view themselves as more capable, 71.8% strongly agreed or agreed. When questioned concerning the chances of continuing as a teacher, 85.36% responded they were extremely likely or likely to continue working in the classroom. McGeehan (2019) concluded, "The survey responses also showed that the decision to remain a teacher was related to their induction program. Over 50% of the survey responses show that the induction process aided in their decision to remain" (p. 83).

In 2016, Liam Goldrick, director of The New Teacher Center, completed a report detailing the procedures for beginning teacher programs in 50 states. Goldrick noted new teachers would remain on the job if they were receiving support. Goldrick further stated, "Research demonstrates that comprehensive, multi-year induction programs accelerate the professional growth of new teachers and reduces the rate of new teacher attrition" (p. 2).

Bastian and Marks (2017) completed a report on the outcomes for beginning teachers in a university-based support program in low-performing schools. Bastian and Marks used information gained through the NTSP organized with colleges of education at the University of North Carolina system institutions.

The NTSP assisted a total of 1,223 beginning teachers in the years 2012-2013 and 2013-2014. The report data show NTSP teachers are more willing to return to teach at the

same low-performance schools than non-NTSP teachers.

Related Research

According to Carver-Thomas and Darling-Hammond (2017), turnover accounts for nearly 90% of the need for new teachers. There are two elements that are critical to addressing the effects of teacher turnover. First, there is the recruiting of teachers to fill the vacancies of departed teachers. Secondly, finding quality replacement teachers presents an ongoing challenge for principals and school districts.

Recruiting

Principals have teacher vacancies that must be filled. Adamson and Darling-Hammond (2011) completed a policy brief examining how and why teacher quality is unevenly distributed. Adamson and Darling-Hammond analyzed data from schools in California and New York and pointed out there is an uneven distribution of quality teachers assigned to high needs schools. Adamson and Darling-Hammond documented large differences in school funding within the states of California and New York. According to Adamson and Darling-Hammond, this serves as an example of the disparity that exists among many states. In some high needs schools, there is funding provided that assists with bonuses used to recruit teachers. Although this method is successful at times, Adamson and Darling-Hammond reported these bonuses cannot compensate for the lack of funds needed to address the school's absence of needed resources.

Garcia and Weiss (2019) completed a report about how schools have challenges with hiring and retaining teachers. The data for the report came from the 2015-2016 National Teacher and Principal Survey, the 2012-2013 Teacher Follow-Up Survey, and the 2011-2012 Schools and Staffing Survey. Garcia and Weiss found that 13.8% of

public school teachers are choosing to depart from their school or depart from teaching altogether. Garcia and Weiss also discovered schools are finding it more difficult to fill teacher vacancies. According to Garcia and Weiss, when comparing the 2011-2012 to 2015-2016 school years, the number of teacher positions needing to be filled increased from 19.7% to 36.2%.

Schools have been finding there is a decrease in the number of education majors available to fill their teacher vacancies. Garcia and Weiss (2019) noted the change in the number of students awarded degrees in education. When comparing the college enrollment of 2008-2009 to 2015-2016, Garcia and Weiss noted a decrease of 37.8% of students enrolled in teacher preparation programs. Garcia and Weiss also identified a decrease of 27.4% of students completing teacher preparatory programs. There was also a decrease of 15.4% in education degrees awarded. In 2015-2016, education degrees accounted for 4.5% distributed. In additional findings from the project discussed earlier, Menezes and Maier (2014) discovered through their research that hard-to-staff districts were able to interest applicants for the teacher vacancies; however, the applicants who were eventually hired lacked a degree in education and did not have teaching experience.

Greenberg et al. (2014) discussed their research on new teachers who graduate from teacher preparation programs. Their research indicated these teachers enter classrooms unprepared for the many challenges they will face. Greenberg et al. also found that many first-year teachers are being released into the profession without the classroom management skills or content knowledge necessary to be successful as a new teacher. The council spent 8 years examining school of education standards and training. Through their research, Greenberg et al. discovered there is a lack of quality teachers

being produced through many school of education programs.

Replacement Teachers

According to Garrett (2019), 2017 data from the Retention and Advancement Report and South Carolina's Center for Education Recruitment revealed the state increased the number of teachers hired within a 5-year period; however, the number of hires coming from teacher programs within the state of South Carolina has decreased by 25%. Garrett discovered, with the use of data from the South Carolina Commission on Higher Education, that there has been a continual decrease in the number of graduating students eligible for teacher certification.

The research of Schmidt et al. (2017) revealed new teachers are most likely assigned to high-poverty schools. These actions can hinder responding to the necessities of the students. Based on a report by Schmidt et al., it is paramount for high-poverty schools to benefit from new teachers who are effective because of the support of a high-quality induction program. New teachers assigned to high-poverty schools need specialized support because high-poverty schools have a high number of students who are faced with financial hardships as well as many other needs.

Berry et al. (2010) investigated the role of teacher training and utilized the data gathered through a national survey completed by the Teacher Network. The survey data included responses from 1,210 teachers. Berry et al. pointed out that the way a teacher enters education does not necessarily affect their efficiency in the classroom. These researchers, through their studies at the Center for Teaching Quality, discovered programs other than traditional education programs have seen their enrollments increase over the years. Approximately one third of the students in education choose these

programs. A small number of the programs require consistent interventions with a teacher coach. Berry et al. found it is important for any teacher preparation program to ensure that there are best practices that ensure the development of new teachers. Berry et al. discovered that many of the programs did not require teacher programs to require the use of a mentor. Berry et al. concluded that mentors take part in the professional growth of teachers.

Ingersoll et al. (2014) administered research to investigate if the types and quantity of trainings provided to new teachers prior to their first assignment had any influence on if they would depart from teaching. Ingersoll et al. collected data from the 2004-2005 Teacher Follow-Up Survey, the 2003-2004 Schools and Staffing Survey, and the National Center for Education Statistics**.** The participants of this survey consisted of primary and secondary school teachers throughout the nation. The participants were teachers and those in their first year of teaching in 2003-2004. Ingersoll et al. used data from a sample set of 2,651 teachers. Ingersoll et al. discovered 33% of first-year teachers had completed five or more courses in teaching methods or teaching strategies. This group of first-year teachers had an attrition rate of 9.8%. Ingersoll et al. concluded, “Our analysis also showed that these differences in education and preparation were significantly related to the degree to which teachers leave teaching” (p. 28). Ingersoll et al. suggested that education majors have been willing to remain until the end of their first year in the classroom. Ingersoll et al. also found retention of first-year teachers is higher when they have completed education classes. According to Ingersoll et al., teachers who obtain preparation through a traditional program view teaching as a career because of the required training offered through the program.

Summary

According to Redding and Henry (2018), in North Carolina, 38% of beginning teachers remain at their initial school for 3 years. If new teachers lack a connection with their initial school and there is no sense of being supported, they will more likely depart. The research supports why it is significant to investigate and discover information that can lead to educators continuing to teach at hard-to-staff schools. Across North Carolina, school districts are having challenges with teacher retention and could benefit from the strategies designed using further research data.

Chapter 3: Methodology

Introduction

The purpose of this study was to discover the reasons why middle school teachers in eastern North Carolina decide not to leave their schools. I considered beginning teacher input to discover the value of the new teacher program on teacher retention. I used an anonymous online survey designed by McGeehan (2019) to collect data. The participants were beginning teachers who were in the research district's Beginning Teacher Support Program. This study aimed to identify elements of the Beginning Teacher Support Program that beginning teachers perceive as reasons to remain. Upon completing the assessment of survey findings, I addressed the following research questions, as mentioned in Chapter 1.

Research Questions

This study involved analysis through data available from the Induction Program Survey for Teachers in Their First Five Years. The focus of the study was to determine if beginning teachers identify the Beginning Teacher Support Program as a reason for remaining. There is the possibility the analysis from the research could be utilized within school districts to aid with retaining beginning teachers. The study answered these questions:

1. Is there a relationship between the perceived effectiveness of their administrative support and teaching in a high-poverty school for beginning middle school teachers in eastern North Carolina?
2. Is there a relationship between the perceived effectiveness of their induction program and teaching in a high-poverty school for beginning middle school

teachers in eastern North Carolina?

3. Is there a relationship between the perceived effectiveness of their mentor and teaching in a high-poverty school for beginning middle school teachers in eastern North Carolina?
4. Is there a relationship between the likelihood of remaining in teaching and teaching in a high-poverty school for beginning middle school teachers in eastern North Carolina?

Instrument

I used the Induction Program Survey for Teachers in Their First Five Years created by McGeehan (2019). The anonymous survey was vetted by a focus group of experts that included preservice teacher professionals, administrators, and teachers-mentors. The survey was developed in 2018 using the Qualtrics web-based software tool. This survey was used in the State of New Jersey. There were 72 respondents of the 358 teachers who finished the preservice teacher program between 2011-2016, beginning July 25, 2018. The survey consists of 64 questions related to the participants' teaching position, components of the teachers' support program, their responses to the impact of the teacher support program, and their future professional plan in teaching.

The survey included statistical inquiry such as identity and professional questions. Three questions were excluded from this survey because of their lack of relevance. These questions were in reference to teacher programs and location data specific to the state of New Jersey.

The remaining questions were separated into six areas covering components of the induction program, relationship with the teacher-mentor and school administration,

and upcoming professional path. The 5-point Likert scale was utilized by the survey participants to respond to questions in the six areas. That scale is 5=strongly agree, 4=agree, 3=neither agree or disagree, 2=disagree, and 1=strongly disagree. The remaining questions focused on the teachers' intent to remain in the profession using a similar Likert scale of 5=extremely likely, 4=likely, 3=neither agree no disagree, 2=unlikely, and 1=extremely unlikely.

The Induction Program Survey for Teachers in Their First Five Years was divided into eight sections. As noted above, the first section collected content specifics and nonidentifying demographic information such as gender, grade level, length of time teaching, and age.

Section 2 asked participating teachers 18 questions about the characteristics of their induction program. These questions centered on the types of support provided and when. These include in-service training, curriculum resources, mentor support, observing other teachers, and collaborating with other teachers. The survey findings provided me with information concerning how the participants perceived the characteristics of their induction program.

In Section 3, participants gave their perceptions concerning growing as a professional which is an element of the Beginning Teacher Support Program. Participants responded to questions concerning their participation in professional development, the relevance of the professional development, if this training assisted teachers with collaborating with their peers, and if their teaching benefited from this training. The research data provided me with insight into the perceptions of participants regarding professional development.

Section 4 of the Induction Program Survey for Teachers in Their First Five Years asked the participants additional questions about their induction experience. Participants considered if the induction program assisted them with making the change to the classroom easier, if the beginning teacher program was successful in assisting them with ways to improve, if the beginning teacher program activities were beneficial to them as beginning teachers, and if the beginning teacher program was influential in their choice to continue as a teacher.

Section 5 provided participants the opportunity to rate their opinions about their assigned mentor. Participants were able to respond regarding support received from their mentor, if they were shown strategies that would assist them in their instruction. Additional questions were asked for their responses in areas such as if their mentor understood their needs as a beginning teacher, if their mentor enhanced their teaching, and if an important element of the beginning teacher program was the assigned teacher. The research data provided me with insight into the perceptions of participants regarding their assigned beginning teacher mentor.

In Section 6, participants considered the administrative involvement across four questions. Participants agreed or disagreed if there was regular communication with their principal, if the principal welcomed and reserved time for teachers to work together in teams, if there was a sense that the principal was there to provide assistance, and if the appropriate tools for the classroom were available through the support of the principal. The research data provided me with insight into the perceptions of participants regarding administrative support.

Section 7 contains two statements and asked participants to provide their overall

satisfaction with their induction program. Participants identified if the beginning support teacher program offered a structure that was supportive. Also, participants answered in reference to their belief of seeing themselves as qualified with assistance from their beginning support program. The survey data indicated participant satisfaction with their induction program.

In Section 8 of the survey, participants assessed their future plans as a teacher. Participants identified if they were likely or unlikely to continue in the classroom in the upcoming school year, if they were planning a transition to another school district in the upcoming year, if they would continue working as a teacher**,** if they would pursue a profession outside of teaching, and would they choose teaching as a career if they could choose their career again.

Research Design

The purpose of this study was to discover if working conditions, administrative support, or the Beginning Teacher Support Program were factors in the beginning teacher decisions to remain in hard-to-staff schools. An anonymous survey was used to gather each respondent's perspective of the district's Beginning Teacher Support Program, administrative support, their mentor, and their future plans. The information was analyzed to determine if there were components of the program, administrative support, or mentor effectiveness that influenced them to remain.

Table 6 shows the connection between the research questions/outcome variables, Beginning Teacher Support Program components, survey questions used, and the measure used for the survey. The components of the Beginning Teacher Support Program selected match the research questions/outcome variables that provided me with the items

needed to acquire retention data. The majority of the survey questions required responses that use a Likert scale to for the responses. A response rating of 4 or 5 (agree/strongly agree or likely/extremely likely). This was regarded as a positive response to the questions. A response rating of 1, 2, or 3 (strongly disagree/disagree, extremely unlikely/unlikely, and neither agree/disagree) was regarded as a non-positive response to the questions.

Table 6

Crosswalk of Components of the Induction Program Survey for Teachers in Their First Five Years and Research Questions

Research question and outcome variable	Beginning teacher support program components	Survey question used	Measure
1. Relationship between administrative support and poverty level of school.	Administrative	53-56	5-strongly agree 4-agree 3-neither agree or disagree 2-disagree 1-strongly disagree
2. Relationship between effectiveness of induction program and poverty level of the school	Induction program	34-37 57-58	5-strongly agree 4-agree 3-neither agree or disagree 2-disagree 1-strongly disagree
3. Relationship between effectiveness of mentor and poverty level of the school.	Mentor	39-45 47-48 50-52	5-strongly agree 4-agree 3-neither agree or disagree 2-disagree 1-strongly disagree
4. Relationship between decision to remain and poverty level of the school.	Plans to remain	59, 61	5-extremely likely 4-likely 3-neither likely or unlikely 2-unlikely 1-extremely unlikely

Research Question 1

To respond to Research Question 1, "Is there a relationship between the perceived effectiveness of their administrative support and the teaching in a high-poverty school for beginning middle school teacher in a high-poverty school in eastern North Carolina," I examined the following questions with given response options on the Induction Program Survey for Teachers in Their First Five Years:

Q 53: I had communication with my principal on a regular basis.

Q 54: The principal encouraged and set time aside for teacher collaboration.

Q 55: I felt supported by my principal.

Q 56: My principal provided me with resources needed in my classroom.

Research Question 2

Research Question 2, was "Is there a relationship between the perceived effectiveness of their induction program and teaching in a high-poverty school for a beginning middle school teacher in high-poverty schools in eastern North Carolina?" In order to respond to this question, I examined the following questions on the Induction Program Survey for Teachers in Their First Five Years:

Q 34: My induction program helped make my transition into the classroom a smooth process.

Q 35: The induction program was effective in helping me become a better teacher.

Q 36: The induction process was valuable to me as a teacher.

Q 37: The induction process aided in my decision to remain a teacher.

Q 57: My induction program provided me with support systems within the district.

Q 58: My induction program has made me feel more competent as an educator.

Research Question 3

Research Question 3 was, "Is there a relationship between the perceived effectiveness of their mentor and teaching in a high-poverty school for a beginning teacher in eastern North Carolina?" In order to respond to this question, I examined the following questions on the survey:

Q 39: My mentor made me feel welcome.

Q 40: My mentor provided knowledge about the district.

Q 41: My mentor provided information about my school.

Q 42: The support of my mentor provided helped me as a new teacher.

Q 43: My mentor explained the district's philosophy in a way I could understand.

Q 44: My mentor modeled or demonstrated skills that were helpful.

Q 45: The feedback my mentor gave me was constructive.

Q 47: The interactions I had with my mentor enhanced my teaching.

Q 48: My mentor was understanding of my needs as a beginning teacher.

Q 50: My mentor was well-trained and prepared for their role as my mentor.

Q 51: My mentor was easily accessible and available when I needed them.

Q 52: My mentor was a valuable part of my induction experience.

Research Question 4

Research Question 4 was, "Is there a relationship between the likelihood of remaining in teaching and teaching in a high-poverty school for beginning middle school teachers in eastern North Carolina?" In order to respond to this question, I examined the following questions on the survey:

Q. 59: How likely are you to remain teaching in this school next year?

Q. 61: How likely will you remain a teacher?

Participants

Participants in the study were teachers in the research district's Beginning Teacher Support Program during the 2021-2022 school year. The respondents were from the nine middle schools among the 33 schools located in an eastern North Carolina school district. I am the administrator at one of the schools in the district. That school is not a middle school; therefore, the beginning teachers in that school did not participate in this study.

The research district has more than 184 beginning teachers serving over 18,700 students in preschool through 12th grade; however, the survey invitees were only the beginning teachers at middle schools. Of the 184 beginning classroom teachers, invitations were extended to 70 middle school teachers to complete the voluntary survey.

Additionally, the participants were limited to beginning middle school teachers presently assigned to the research district's Beginning Teacher Support Program. Teachers in this program were in their first, second, third, or fourth year of teaching.

Procedures

The survey was uploaded to a Google Form for the research. The question format, created by McGeehan (2019), was not changed except for omitting the questions that refer to practicum/observational experiences, school district location description, if there was participation in the New Jersey Provisional Teacher Program outside of their district, and changing the question that asks for the zip code of the school to ask for the abbreviation of the participant's school. Three questions were excluded from this survey

because of their lack of relevance.

I received approval from the superintendent (Appendix B). After permission was granted, I met with the Beginning Teacher Coordinator to discuss the survey and the role of the beginning teachers.

I sent the email invitation (Appendix C) including informed consent to participate in the research survey for beginning teachers from the selected school district clarifying the survey and supplying the survey. I, throughout a 3-week period, forwarded two weekly follow-up emails (Appendix D) as a reminder to participate in the survey. The survey link remained open for 22 days. After a 3-week period, the survey ended. The survey did not reopen after it was closed. The Google Form data were transferred to a Google Sheet at the survey closure. I was the only person with administrative rights to access the survey data.

The length of the survey could be a detractor to completing the survey. To encourage participation in the survey, I utilized an incentive. Middle schools that had beginning teachers having a response rate of 80% received coffee and donuts for all beginning teachers at that school.

Data Analysis

To analyze each research question, a chi-square test of association was utilized to evaluate the data from the Induction Program Survey for Teachers in Their First Five Years. I used a survey previously administered by McGeehan (2019).

Survey participants were identified as employed at a high-poverty school or a low-poverty school based on their indicated school location. Teachers from the high-poverty Schools A, B, F, and I were compared to teachers from the low-poverty Schools

C, D, E, G, and H.

The chi-square test of association was used to analyze data from the survey. Using this method, I was able to categorize data for two independent variables and then determined if there was an association between the variables. One variable, school poverty level, remained constant throughout the individual analyses conducted. The other variable in each was the answers to the individual survey questions.

First, I viewed each survey to determine if the participant was employed at a high-poverty school or a low-poverty school. This information was the independent variable. Second, each survey question was analyzed to view the different responses given by the participants based on the school poverty level. Respondents were provided strongly agree, agree, neither agree or disagree, strongly disagree, and disagree options for Sections 4-7. Respondents were provided extremely likely, likely, neither likely or unlikely, unlikely, and extremely unlikely options for Section 8. Respondents were provided yes/no options for Sections 2 and 3. The information from these responses was the second independent variable.

Third, I tallied the number of positive and non-positive responses. These response counts were placed in a tablet that distinguishes between the two independent variables. The two variables were the beginning teacher location for work (Variable 1) and the response given for each question in the survey (Variable 2).

Fourth, I used the data collected from Variable 1 and Variable 2 and entered the data into an online chi-square test of association calculator to conduct the analysis. An alpha of 0.10 was used for the discrepancy between the obtained frequencies. This was expected if there was no association between the survey responses and expected

responses. Six months after the final report has been submitted, all data will be erased and destroyed.

Chapter Summary

This chapter outlined the inquiry method utilized for this study and included the instrumentation, research design, data collection, participants, procedures, and data analysis. The study was quantitative in design, examining why beginning teachers working at high-poverty middle schools decide to remain in teaching.

Chapter 4: Results

Introduction

The purpose of this study was to determine perceptions of beginning middle school teachers in eastern North Carolina enrolled in the Beginning Teacher Support Program and if the program would have an impact on if they choose to continue working at their school. I considered beginning teacher input to discover the value of the new teacher program on teacher retention.

The research questions to be answered through this study were

1. Is there a relationship between the perceived effectiveness of their administrative support and teaching in a high-poverty school for beginning middle school teachers in eastern North Carolina?
2. Is there a relationship between the perceived effectiveness of their induction program and teaching in a high-poverty school for beginning middle school teachers in eastern North Carolina?
3. Is there a relationship between the perceived effectiveness of their mentor and teaching in a high-poverty school for beginning middle school teachers in eastern North Carolina?
4. Is there a relationship between the likelihood of remaining in teaching and teaching in a high-poverty school for beginning middle school teachers in eastern North Carolina?

The study was open to beginning middle school teachers who were in the research school district's Beginning Support Teacher Program during the 2021-2022 school year. For the purpose of this survey, high-poverty schools were defined as schools with 75% of

their students receiving free or reduced lunch.

The survey questions designed by McGeehan (2019) consisted of general demographic questions such as content specifics, grade level, length of time teaching, age, and gender. The last six sections consisted of questions concerning training within the program, pending intentions, their encounters with their mentor, induction program operations, the quality of induction programs, and administrative support.

Google Forms was the tool used to gather information needed for the research. This form provided the confidentiality needed to ensure the names of the participants would remain anonymous. The superintendent of Anonymous County Public Schools provided me with the authorization to administer the survey via email (Appendix B). I contacted the participants concerning the survey. Each participant received a permission letter, a description of the survey, and a link to complete the survey (Appendix C). The goal of the survey was discussed, and participants were informed that the survey was voluntary and confidentiality would be exercised. The responses collected from the survey were viewed in Google Sheets and transferred into Microsoft Excel for completion of the data analysis. This sheet provided the tools needed to collect data, run reports, and conduct analysis on the collected data. To protect the confidentiality of the participants, the information was assessed collectively. All information transferred into Microsoft Excel was analyzed, placed into the trash, and permanently deleted.

The survey was sent to the 63 beginning teachers who worked at the middle schools in the research school district, with two follow-up emails sent on February 16, 2022, and February 22, 2022. The number who received the survey had decreased from 70 because seven of the identified beginning teachers have left the school district;

therefore, these teachers are no longer participants in the program. For 22 days, the survey link was available.

One participant's responses were removed from the analysis because the teacher was split between working at a middle school and a high school. This left a total of 35 responses that were recorded and analyzed for this study for a 56% response rate. Sixty-two percent of the respondents work at high-poverty middle schools, compared to 38% of the respondents who work at low-poverty middle schools. None of the schools earned the participation incentive of coffee and doughnuts that required at least an 80% participation rate from the beginning teachers on staff.

The survey included statistical inquiry such as identity and professional questions. Three questions were excluded from this survey because of their lack of relevance. These questions were in reference to teacher programs and location data specific to the state of New Jersey. The remaining questions were separated into six areas covering components of the induction program, relationship with the teacher-mentor and school administration, and upcoming professional path.

In five of the six areas, which included components of the induction program, relationship with the teacher-mentor and school administration, participants utilized the 5-point Likert scale to respond to the questions. The response selections were strongly agree, agree, neither agree/disagree, disagree, and strongly disagree. Responses of 4 or 5, agree or strongly agree, were classified as positive. Similarly, responses of 1, 2, or 3 (strongly disagree, disagree, and neither agree or disagree) were identified as non-positive.

The remaining area, upcoming professional path, concentrated on the teachers'

plans to continue in their jobs. These remaining questions used a similar Likert scale. Responses of 4 or 5, likely or extremely likely, were positive; while responses of 3, 2, and 1 (extremely unlikely, unlikely, and neither likely or unlikely) were non-positive.

In the assessments of results, the research identified an apparent difference when there was a percentage point difference of 17 or higher when comparing the percent positive results of high-poverty teachers and low-poverty teachers for each survey question. If an apparent difference occurred, an indication was provided to show which group was classified as the positive and the non-positive for the survey question. There was an apparent agreement when there was a percentage point difference of 9 and below when comparing the percent positive results of high-poverty teachers and low-poverty teachers for each survey question. No apparent difference or agreement signified that the percentage point difference between the two groups of teachers is between 9 and 16. I have indicated the direction of the two groups where there are occurrences of apparent differences or agreements.

The chi-square test of association was used to determine if there was a significant relationship between working at a high-poverty school and positive responses to the variables selected from the Induction Program Survey for Teachers in Their First Five Years to address the research questions of this study. The survey results were examined by research question. Within each research question section, I first review the results overall and then examine the chi-square test results.

Research Question 1: Administrative Support

Is there a relationship between the perceived effectiveness of their administrative support and teaching in a high-poverty school for beginning middle school

teachers in eastern North Carolina?

Results Overview

When asked Survey Question 53, "I had communication with my principal on a regular basis," beginning middle school teachers working at high-poverty schools responded 17 percentage points higher in their positive response than teachers who worked at low-poverty schools. Although not statistically significant, there was an apparent difference in beliefs between the two categories of beginning middle school teachers (see Table 7).

Table 7

Survey Question 53: I Had Communication With My Principal on a Regular Basis.

Poverty level	Question response		Percent positive [difference]	Grand total
	Positive	Non-positive		
High poverty	19	3	86%	22
Low poverty	9	4	69%	13
Grand total	29	7	[17%]	35

For Survey Question 54, "The principal encouraged and set time aside for teacher," both beginning middle school teachers working at low-poverty and high-poverty schools were not unanimous in viewing this question with a positive response. There was a convincing separation in the beliefs of these two categories of teachers. Beginning middle school teachers working at high-poverty schools were more positive in their response as evidenced by a 14 percentage point positive response differential than beginning middle school teachers who worked at low-poverty schools (see Table 8).

Table 8

Survey Question 54: The Principal Encouraged and Set Time Aside for Teacher Collaboration.

Poverty level	Question response		Percent positive [difference]	Grand total
	Positive	Non-positive		
High poverty	15	7	68%	22
Low poverty	7	6	54%	13
Grand total	22	13	[14%]	35

As a group, when asked, "I felt supported by my principal," a large portion (82%) of the beginning middle school teachers (28 of 34) provided positive responses; however, there was no apparent difference or agreement in the responses between beginning middle school teachers working at high-poverty schools or low-poverty schools (see Table 9).

Table 9

Survey Question 55: I felt supported by my principal.

Poverty level	Question response		Percent positive [difference]	Grand total
	Positive	Non-positive		
High poverty	19	3	86%	22
Low poverty	9	3	75%	12
Grand total	28	6	[11%]	34

When asked, "My principal provided me with resources needed for my classroom," both groups of beginning middle school teachers, those working at low-

poverty and those in high-poverty schools, responded positively. For this question, 72% (16 of 22) of the teachers working at high-poverty schools responded positively. Sixty-two percent of the teachers (eight of 13) who worked at a low-poverty middle school answered with positive responses. There was no apparent difference in agreement between the two groups (see Table 10).

Table 10

Survey Question 56: My Principal Provided Me With Resources Needed for My Classroom.

Poverty level	Question response		Percent positive [difference]	Grand total
	Positive	Non-positive		
High poverty	16	6	72%	22
Low poverty	8	5	62%	13
Grand total	24	11	[10%]	35

Chi-Square Test of Association Results

Two of the survey questions (53 and 55) contained cell sizes that had values of less than 5. All four of the survey question responses had chi-square test of independence results with no significant association between the positive/non-positive survey answers and the low-poverty or high-poverty categories. Survey Question 53 showed signs that if sample size (n) would have been greater than 35 or the alpha was more than 0.10, there could have been a possible significant association. (Table 11).

Table 11

Chi-Square Test of Association Results–Research Question 1: Administrative Support

Survey question	Test result
53. I had communication with my principal on a regular basis.	$X^2(1, N=35)=1.499, p=0.221$
54. The principal encouraged and set time aside for teacher collaboration.	$X^2(1, N=35)=0.719, p=0.396$
55. I felt supported by my principal.	$X^2(1, N=35)=0.690, p=0.406$
56. My principal provided me with resources needed for my classroom.	$X^2(1, N=35)=0.474, p=0.491$

Research Question 2: Induction Program

Is there a relationship between the perceived effectiveness of their induction program and teaching in a high-poverty school for beginning middle school teachers in eastern North Carolina?

Results Overview

For Survey Question 34, when asked, "My induction program helped make my transition into the classroom a smooth process," there was a substantial difference in the perceptions between the two categories of beginning teachers. Seventy-one percent of the teachers (15 of 21) who worked at a high-poverty middle school answered with positive responses in comparison to only 42% (six of 14) of teachers working at low-poverty schools. As discussed later, the chi-square test of association for this question identified the difference as statistically significant (see Table 12)

.

Table 12

Survey Question 34: My Induction Program Helped Make My Transition Into the Classroom a Smooth Process.

Poverty level	Question response		Percent positive [difference]	Grand total
	Positive	Non-positive		
High poverty	15	6	71%	21
Low poverty	6	8	42%	14
Grand total	21	14	[29%]	35

There was a notable difference in the perceptions of beginning middle school teachers based on collected survey data, when responding to Survey Question 35, "The induction program was effective in helping me become a better teacher." Of the teachers working at high-poverty middle schools, 68% (15 of 22) responded positively, while 46% (six of 13) of teachers working at low-poverty schools provided positive responses. These positive response rates differed by 22 percentage points between the two categories of beginning teachers (see Table 13).

Table 13

Survey Question 35: The Induction Program Was Effective in Helping Me Become a Better Teacher.

Poverty level	Question response		Percent positive [difference]	Grand total
	Positive	Non-positive		
High poverty	15	7	68%	22
Low poverty	6	7	46%	13
Grand total	21	14	[22%]	35

In response to Survey Question 36, “The induction process was valuable to me as a new teacher,” there was a noteworthy contrast in perceptions among beginning middle school teachers based on survey results. Seventy percent of the teachers (16 of 22) who worked at a high-poverty middle school answered with positive responses in contrast to 46% of the teachers (six of 13) who worked at low-poverty schools responded positively. This was a difference of 26 percentage points between the positive responses of beginning middle school teachers working at low-poverty schools and those at high-poverty schools (see Table 14).

Table 14

Survey Question 36: The Induction Process Was Valuable to Me as a New Teacher.

Poverty level	Question response		Percent positive [difference]	Grand total
	Positive	Non-positive		
High poverty	16	6	72%	22
Low poverty	6	7	46%	13
Grand total	22	13	[26%]	35

The results for Survey Question 37, “The induction process aided in my decision to remain a teacher,” showed the overall non-positive responses were significantly more than the positive responses (21 compared to 14). Only 45% (10 of 22) of the teachers working at high-poverty schools provided a positive response, and only 31% of teachers (four of 13) working at low-poverty schools provided a positive response (see Table 15).

Table 15

Survey Question 37: The Induction Process Aided in My Decision to Remain a Teacher.

Poverty level	Question response		Percent positive [difference]	Grand total
	Positive	Non-positive		
High poverty	10	12	45%	22
Low poverty	4	9	31%	13
Grand total	14	21	[14%]	35

Responses to Survey Question 57, "My induction program provided me with support systems within the district," revealed there was a sizable difference in the perceptions of beginning teachers working at high-poverty and low-poverty middle schools. Sixty-four percent (14 of 22) of the teachers working at a high-poverty middle school answered with positive responses in comparison to only 46% of the teachers (six of 13) working at a low-poverty middle school answering with positive responses. The results indicated there is an apparent difference (18 percentage points) between the beliefs of beginning middle school teachers working at high-poverty and low-poverty schools (see Table 16).

Table 16

Survey Question 57: My Induction Program Provided Me With Support Systems Within the District.

Poverty level	Question response		Percent positive [difference]	Grand total
	Positive	Non-positive		
High poverty	14	8	64%	22
Low poverty	6	7	46%	13
Grand total	20	15	[18%]	35

In response to Survey Question 58, "My induction program has made me feel more competent as an educator," more than half (54%) of beginning middle school teachers working at low-poverty schools and 41% of teachers who work at high-poverty schools responded non-positive (see Table 17).

Table 17

Survey Question 58: My Induction Program Has Made Me Feel More Competent as an Educator.

Poverty level	Question response		Percent positive [difference]	Grand total
	Positive	Non-positive		
High poverty	13	9	59%	22
Low poverty	6	7	46%	13
Grand total	19	16	[13%]	35

Chi-Square Test of Association Results

As indicated earlier, the responses to Survey Question 34 were found to be

statistically significant through the use of the chi-square test of association. Survey Question 34 (p=0.090969) showed there is a significant association between the positive and non-positive responses to that question by beginning teachers and if the middle school in which they worked was a high-poverty school. The positive responses provided by beginning teachers working at low-poverty schools were in contrast by 29 percentage points to the responses of those working at high-poverty schools. This was the highest percentage point difference among all the survey questions used in this research study.

All other survey question responses used to answer Research Question 2 were identified as having no significant association between the positive and non-positive responses of beginning teachers based on the poverty level of the middle schools where they work. Survey Question 35 may have been significant if the n had been greater than 35 or an alpha greater than 0.10 had been used (see Table 18).

Table 18

Chi-Square Test of Association Results–Research Question 2: Induction Program

Survey question	Test result
34. My induction program helped make my transition into the classroom a smooth process	$X^2(1, N=35)=0.719, p=0.090969$
35. The induction program was effective in helping me become a better teacher.	$X^2(1, N=35)=2.472, p=0.116$
36. The induction process was valuable to me as a teacher.	$X^2(1, N=35)=0.734, p=.392$
37. The induction process aided in my decision to remain a teacher.	$X^2(1, N=35)=1.012, p=0.312$
57. My induction program provided me with support systems within the district.	$X^2(1, N=35)=0.551, p=0.458$
58. My induction program has made me feel more competent as an educator.	$X^2(1, N=35)=0.551, p=0.458$

Research Question 3: Mentor Support

Is there a relationship between the perceived effectiveness of their mentor and teaching in a high-poverty school for beginning middle school teachers in eastern North Carolina?

Results Overview

Both low-poverty and high-poverty teachers indicated their mentors were welcoming. In Survey Question 39, “My mentor made me feel welcome,” 94% of beginning middle school teachers (33 of 35) responded positively. There was strong agreement in the positive responses among both groups of teachers. Beginning teachers working at high-poverty middle schools were 91% positive, while 100% of beginning

teachers working at low-poverty middle schools were positive (see Table 19).

Table 19

Survey Question 39: My Mentor Made Me Feel Welcome.

Poverty level	Question response		Percent positive [difference]	Grand total
	Positive	Non-positive		
High poverty	20	2	91%	22
Low poverty	13	0	100%	13
Grand total	33	2	[9%]	35

When asked, “My mentor provided knowledge about the district,” 91% (32 of 35) of the overall responses were positive. The data revealed equivalent positive responses when comparing the beginning middle school teachers who work at high-poverty and low-poverty schools. Ninety percent of beginning middle school teachers working at high-poverty schools were positive, and 92% of beginning middle school teachers working at low-poverty schools were positive. An apparent agreement was present when comparing the groups (see Table 20).

Table 20

Survey Question 40: My Mentor Provided Knowledge About the District.

Poverty level	Question response		Percent positive [difference]	Grand total
	Positive	Non-positive		
High poverty	20	2	90%	22
Low poverty	12	1	92%	13
Grand total	32	3	[2%]	35

In answering Survey Question 41, “My mentor provided information about my school,” beginning middle school teachers working at both high-poverty and low-poverty schools were positive in their responses with 94% of all participants providing a positive response. Ninety-five percent of teachers working at high-poverty middle schools were positive in their responses, and similarly, 92% of teachers working at low-poverty schools provided positive responses. The study results revealed there was a positive parallel pattern among the two categories of beginning teachers (see Table 21).

Table 21

Survey Question 41: My Mentor Provided Information About My School.

Poverty level	Question response		Percent positive [difference]	Grand total
	Positive	Non-positive		
High poverty	21	1	95%	22
Low poverty	12	1	92%	13
Grand total	33	2	[3%]	35

The survey results of low-poverty and high-poverty middle school teachers on Survey Question 42, “The support my mentor provided helped me as a new teacher,” were similar. Eighty-six percent (19 of 22) of the teachers working at high-poverty schools provided a positive response as compared to 92% of the teachers working at low-poverty schools. This indicated an agreement on positive mentor support between the two groups of beginning middle school teachers (see Table 22).

Table 22

Survey Question 42: The Support My Mentor Provided Helped Me as a New Teacher.

Poverty level	Question response		Percent positive [difference]	Grand total
	Positive	Non-positive		
High poverty	19	3	86%	22
Low poverty	12	1	92%	13
Grand total	31	4	[6%]	35

Responses to Survey Question 43, "My mentor explained the district's philosophy in a way I could understand," were almost exactly the same for low-poverty teachers as for teachers working at high-poverty schools, with positive response rates of 69% and 68% respectively. The feedback among the two categories of teachers exhibited a strong agreement in response to this question, but it was not as strong in direction, positive or non-positive (see Table 23).

Table 23

Survey Question 43: *My Mentor Explained the District's Philosophy in a Way I Could Understand.*

Poverty level	Question response		Percent positive [difference]	Grand total
	Positive	Non-positive		
High poverty	15	7	68%	22
Low poverty	9	4	69%	13
Grand total	24	11	[1%]	35

Survey Question 44, "My mentor modeled or demonstrated skills that were

helpful," results found 86% (30 of 35) of all participants responded positively. The results were nearly the same for the separate groups, where 84% (11 of 13) of teachers working at low-poverty schools provided a positive response and 86% (19 of 22) of teachers working at high-poverty schools gave a positive response. There was a strong apparent agreement (see Table 24).

Table 24

Survey Question 44: My Mentor Modeled or Demonstrated Skills That Were Helpful.

Poverty level	Question response		Percent positive [difference]	Grand total
	Positive	Non-positive		
High poverty	19	3	86%	22
Low poverty	11	2	85%	13
Grand total	30	5	[1%]	35

Results from Survey Question 45, "The feedback my mentor gave me was constructive," indicated 92% (12 of 13) of teachers working at low-poverty schools provided a positive response. Similarly, 86% (19 of 22) of teachers working at high-poverty schools gave positive responses. This similarity of opinion from both groups beginning middle school teachers indicated an apparent agreement between the two for this survey question (see Table 25).

Table 25

Survey Question 45: The Feedback My Mentor Gave Me Was Constructive.

Poverty level	Question response		Percent positive [difference]	Grand total
	Positive	Non-positive		
High poverty	19	3	86%	22
Low poverty	12	1	92%	13
Grand total	31	4	[6%]	35

When asked, "The interactions I had with my mentor enhanced my teaching," the beliefs of beginning middle teachers from the two groups were close. Teachers working at low-poverty schools had a higher positive response rate; 92% (12 of 13) and 86% (19 of 22) of teachers working at high-poverty schools gave positive responses. Overall, 88% (31 of 35) of participants responded positively. There was an apparent agreement in response to this survey question (see Table 26).

Table 26

Survey Question 47: The Interactions I Had With My Mentor Enhanced My Teaching.

Poverty level	Question response		Percent positive [difference]	Grand total
	Positive	Non-positive		
High poverty	19	3	86%	22
Low poverty	12	1	92%	13
Grand total	31	4	[6%]	35

For Survey Question 48, "My mentor was understanding of my needs as a beginning teacher," there was a 91% (32 of 35) positive response rate for all respondents.

The separate groups of teachers, working at low-poverty and high-poverty schools, had nearly the same positive response percentages, 92% and 90% respectively. This indicated an apparent agreement for this survey question between the groups (see Table 27).

Table 27

Survey Question 48: My Mentor Was Understanding of My Needs as a Beginning Teacher.

Poverty level	Question response		Percent positive [difference]	Grand total
	Positive	Non-positive		
High poverty	20	2	90%	22
Low poverty	12	1	92%	13
Grand total	32	3	[2%]	35

In response to Survey Question 50, “My mentor was well-trained and prepared for their role as my mentor,” 82% (18 of 22) of the teachers working at high-poverty schools indicated a positive response. Ninety-two percent (12 of 13) of teachers working at low-poverty schools provided a positive response. Although both groups were positive, there was no apparent difference or agreement for this survey question (see Table 28).

Table 28

Survey Question 50: My Mentor Was Well-Trained and Prepared for Their Role as My Mentor.

Poverty level	Question response		Percent positive [difference]	Grand total
	Positive	Non-positive		
High poverty	18	4	82%	22
Low poverty	12	1	92%	13
Grand total	30	5	[10%]	35

Responses to Survey Question 51, "My mentor was easily accessible and available when I needed them," were identical to the responses to Survey Question 50. Ninety-two percent (12 of 13) of teachers working at low-poverty schools provided a positive response, while 82% (18 of 22) of the teachers working at high-poverty schools indicated a positive response. There was no apparent difference or agreement for this survey question (see Table 29).

Table 29

Survey Question 51: My Mentor Was Easily Accessible and Available When I Needed Them.

Poverty level	Question response		Percent positive [difference]	Grand total
	Positive	Non-positive		
High poverty	18	4	82%	22
Low poverty	12	1	92%	13
Grand total	30	5	[10%]	35

Responses to Survey Question 52, “My mentor was a valuable part of my induction experience,” indicated 84% (11 of 13) of the teachers working at low-poverty schools provided a positive response. The response of 72% (16 of 22) of teachers working at high-poverty schools was positive. Although the overall responses were positive, there was no apparent difference or agreement (see Table 30).

Table 30

Survey Question 52: My Mentor Was a Valuable Part of My Induction Experience.

Poverty level	Question response		Percent positive [difference]	Grand total
	Positive	Non-positive		
High poverty	16	6	73%	22
Low poverty	11	2	85%	13
Grand total	27	8	[12%]	35

Chi-Square Test of Association Results

All 12 of the survey questions for Research Question 3 contained cell sizes that had values of less than 5. In most cases, this was due to the overall strong positive response by all to the survey questions in this section but was true in every case for beginning teachers in low-poverty schools, where the responses were extensively positive. All survey questions used to answer Research Question 3 were identified by the chi-square test of independence as having no significant association between the positive/non-positive responses of beginning teachers working at low/high-poverty middle schools. Survey Question 39 may have been significant if the n had been greater than 35 or an alpha greater than 0.10 had been used (see Table 31).

Table 31

Chi-Square Test of Association Results – Research Question 3: Mentor Support

Survey question	Test result
39. My mentor made me feel welcome.	X^2 (1, N=35)=2.471, p=0.116
40. My mentor provided knowledge about the district.	X (1, N=35)=0.020, p=0.886
41. My mentor provided information about my school.	X^2(1, N=35)=0.150, p=0.698
42. The support of my mentor provided helped me as a new teacher.	X^2(1, N=35)=0.028, p=0.593
43. My mentor explained the district's philosophy in a way I could understand.	X^2(1, N=35)=0.004, p=0.948
44. My mentor modeled or demonstrated skills that were helpful.	X^2(1, N=35)=0.020, p0.886
45. The feedback my mentor gave me was constructive.	X^2(1, N=35)=0.285, p=0.593
47. The interactions I had with my mentor enhanced my teaching.	X^2(1, N=35)=0.285, p=0.593
48. My mentor was understanding of my needs as a beginning teacher.	X^2(1, N=35)=0.020, p=0.886
50. My mentor was well-trained and prepared for their role as my mentor.	X^2(1, N=35)=0.734, p=0.392
51. My mentor was easily accessible and available when I needed them.	X^2(1, N=35)=0.734, p=0.392
52. My mentor was a valuable part of my induction experience.	X^2(1, N=35)=0.655, p=0.418

Research Question 4: Future Plans

Is there a relationship between the likelihood of remaining in teaching and teaching in a high-poverty school for beginning middle school teachers in eastern

North Carolina?

Results Overview

For Survey Question 59, "How likely are you to remain teaching in this school next year," 85% (11 of 13) of teachers working at low-poverty schools indicated a positive response. In comparison, 73% (16 of 22) of teachers working at high-poverty schools provided a positive response, while 84% of teachers teaching at low-poverty middle schools responded positively. Although the responses of both groups were positive, there was no apparent difference or agreement (see Table 32).

Table 32

Survey Question 59: How Likely Are You to Remain Teaching in This School Next Year?

Poverty level	Question response		Percent positive [difference]	Grand total
	Positive	Non-positive		
High poverty	16	6	73%	22
Low poverty	11	2	85%	13
Grand total	27	8	[12%]	35

A summary of Survey Question 61, "How likely will you remain a teacher," indicated an overall positive response rate of 82% (29 of 35) from all teachers participating. Eighty-two percent of teachers working at high-poverty middle schools responded positively, and 84% of teachers working at low-poverty schools provided positive responses. There was an apparent agreement between the two groups in this survey question (see Table 33).

Table 33

Survey Question 61: How Likely Will You Remain a Teacher?

Poverty level	Question response		Percent positive [difference]	Grand total
	Positive	Non-positive		
High poverty	18	4	82%	22
Low poverty	11	2	84%	13
Grand total	29	6	[2%]	35

Chi-Square Test of Association Results

Both survey questions contained cell sizes with values of less than 5. Also, both survey question responses used to answer Research Question 4 identified through the chi-square test of independence that there was no significant association between the positive and non-positive responses of beginning teachers working at low/high-poverty middle schools (see Table 34).

Table 34

Chi-Square Test of Association Results–Research Question 4: Future Plans

Survey question	Test result
59. How likely are you to remain teaching in this school next year?	$X^2(1, N=35)=1.958, p=0.162$
61. How likely will you remain a teacher?	$X^2(1, N=35)=0.045, p=0.832$

Summary

Chapter 4 provided conclusions of the findings gained by way of a survey completed in the research school district by beginning teachers working at middle schools. The purpose of this study was to collect responses to determine their perceptions

of the Beginning Teacher Support Program and if the program would have an influence on their decision to remain at their schools.

I utilized the chi-square test of association to analyze the collected data to conclude if there was a significant association between the positive/non-positive responses of beginning teachers working at low-poverty and high-poverty middle schools. Using the survey results, I was able to determine there were multiple survey questions (16) that contained cell sizes that had values of less than 5. Only one survey question (34) showed a significant association between the positive/non-positive responses of beginning teachers and the poverty level of the middle school where they work.

Although only one survey question had a statistically significant result, the responses were also examined to determine if the results from the two groups of teachers were similar or seemed different. It was discovered during this examination that four survey questions were concluded do have an apparent difference. These differences were in the areas of communication with the principal, helpfulness of the induction program, value of the induction program, and support system from the induction program.

Chapter 5: Discussion

The goal of this research was to identify teacher perceived impact of administrative support, induction program support, and mentor support. I used a survey that collected feedback to questions concerning administrative support, induction program support, and mentor support to determine perceived effectiveness. These responses were examined to determine if there were differences between the responses of beginning teachers working at high-poverty and low-poverty middle schools in a school district in eastern North Carolina.

Limitations

Although the survey yielded a 56% response rate, this resulted from feedback that yielded 35 participants from the 63 beginning teachers invited. All middle school beginning teachers enrolled in the research district's Beginning Teacher Support Program received an invitation link. More participation in the anonymous survey may have provided not only additional feedback regarding why beginning teachers working at middle schools decide to remain at their schools but may also have resulted in more than one significant result from the chi-square tests.

It would have been more favorable for there to have been at least 30 teachers from each of the two categories of high/low-poverty schools participating in the survey. Only 38% of the respondents were from low-poverty schools. The opportunity for there to be significance was very unlikely because of the number of responses from each group. There was only one question in the survey that was identified as having significant results.

The analysis of the data identified several survey questions with small cell sizes.

Overall, 16 of the 24 questions had small cell sizes. This is problematic for the calculation of the chi-square statistic. When examining the numbers before completing the chi-square test of association, there were several questions that had an appearance of significant results that did not prove to be significant. In these cases, the survey question results showed a possible existence between the positive and non-positive responses based on the poverty levels of the school where the teachers taught.

One school district located in eastern North Carolina was the only school district in this study. All beginning middle school teachers in the Beginning Teacher Support Program had the opportunity to take part in the survey. Beginning middle school teachers with 5 years or less were the sole recipients of the survey. The invited participants in the study were middle school teachers who were part of the research district's Beginning Teacher Support Program for the 2021-2022 school year. The eastern North Carolina school district had nine middle schools at the time of this study.

The research was conducted prior to the bi-annual statewide North Carolina Teacher Working Conditions Survey. Teachers throughout the research district were receiving multiple e-mails encouraging them to participate in the statewide voluntary and anonymous survey. School districts throughout the state of North Carolina were compelled to reach 100% participation in the survey. Schools and school districts reaching the 100% threshold were celebrated on the local and state levels. It is possible there would have been more responses in the research study survey if the teachers were not being asked to participate in two surveys during the same period. The timing and participation expectations placed on the middle school beginning teachers could have affected the response rate of the Beginning Teacher Survey.

The study was completed during COVID-19, which was a difficult time for teachers. The pandemic caused there to be required protocols and procedures that created a school environment that faced many uncertainties. Teachers were affected by how they changed their mode of instruction for their students. Participation in this survey by teachers was affected by all the changes they faced in their routine operations. The end result was how these factors affected their time. The invited participants were challenged in having the time to complete the survey as they made adjustments due to COVID-19 in their role as a teacher.

Findings

All data gathered for the study were acquired through a voluntary survey completed by beginning middle school teachers in the research district. There were 70 eligible beginning middle school teachers invited to participate; seven of the teachers were no longer working for the school district. Responses were received from 36 of the invited participants. One of the participant responses was removed from the analysis because the teacher was split between working at a middle school and a high school. This left a total of 35 responses that were recorded and analyzed for this study.

The small sample size played a major role in the data analysis of this study. If the sample size, n, would have been greater than 35, there could have been a possible significant association. In the study, I discovered one survey question that was found to have a statistically significant difference. In answering the research questions, I examined the apparent difference/agreement that exists in the data analyzed from the survey. Chapter 5 discusses these findings and the interesting commonalities between the two poverty groups for each research question.

Research Question 1: Administrative Support

The first research question addressed the area of administrative support. In response to questions referring to administrative support, beginning teachers working at high-poverty middle schools felt that the support provided by administrators was effective. The survey questions for this research question examined the interactions and actions taken by administration in areas that led to beginning teachers perceiving that they are being supported. The principal support section consisted of four survey questions that addressed the areas of communication, time, support, and resources. The responses were utilized to determine the perceived effectiveness of administrative support and teaching in a high-poverty school for beginning middle school teachers in eastern North Carolina.

There was only one question where there appeared to be an apparent difference in the principal support area. The research data were used to conclude that beginning teachers working at high-poverty middle schools felt they had consistent interactions with their principals. In conclusion, there was no apparent difference between beginning teachers working at high-poverty and low-poverty middle schools in their perceptions of administrative support (see Table 35). There was one survey question in this section where there was no apparent difference/agreement. Beginning teachers working at high-poverty and low-poverty middle schools were non-positive when asked if their principal encouraged and set aside time for them.

Table 35

Research Question 1–Administrative Support: Percent Positive/Assessment Results

Survey question	Percent positive		Assessment of results (direction: group)
	High poverty	Low poverty	
53. I had communication with my principal on a regular basis.	86%	69%	Apparent difference (positive: high poverty)
54. The principal encouraged and set time aside for teacher.	68%	54%	No apparent difference/ agreement
55. I felt supported by my principal.	86%	75%	No apparent difference/ agreement
56. My principal provided me with resources needed for my classroom.	72%	62%	No apparent difference/ agreement

Research Question 2: Induction Program

The second research question provided data collected from the responses of beginning teachers working in high/low-poverty middle schools. The results revealed differences based on poverty level of how the induction program was viewed by the teachers. The induction program section was made up of six survey questions that focused on the topics of transition assistance, value to new teachers, retention, and support. The data collected were used to discover the perceived effectiveness of the induction program and teaching in a high-poverty school for beginning middle school teachers in eastern North Carolina.

Findings from survey results indicated there was one survey question found to have a significant association between positive and non-positive responses. There was a

statistical difference in the data collected by beginning teachers working at high-poverty and low-poverty middle schools in connection to their induction program helping make their transition into the classroom a smooth process. The data indicated a 29 percentage point difference between the positive responses of beginning middle school teachers working at high-poverty schools in comparison to beginning middle school teachers working at low-poverty schools.

Other results provided indications that high-poverty beginning middle school teachers viewed the induction process more positively, although the responses were not considered a strong positive by me. They viewed the program as valuable in becoming a better teacher and providing district support systems. Although two of the six survey questions were inconclusive, there was sufficient evidence to conclude an apparent difference between beginning middle school teachers working at high-poverty and low-poverty middle schools with respect to their perceptions of the induction program (see Table 36). There were two survey questions where there was no apparent difference/ agreement. Beginning teachers working at high-poverty and low-poverty middle schools were non-positive in their belief concerning their choice to stay a teacher not being aided by the induction process. This question received the lowest positive percentage of all the survey questions. Both categories of teachers also were non-positive when asked if the induction program made them feel more competent as an educator.

Table 36

Research Question 2–Induction Program: Percent Positive/Assessment Results

Survey question	Percent positive		Assessment of results (direction: group)
	High poverty	Low poverty	
34. My induction program helped make my transition into the classroom a smooth process.	71%	42%	Statistical difference (high: positive; low: non-positive)
35. The induction program was effective in helping me become a better teacher.	68%	46%	Apparent difference (high: positive; low: non-positive)
36. The induction process was valuable to me as a new teacher.	72%	46%	Apparent difference (high: positive; low: non-positive)
37. The induction process aided in my decision to remain a teacher.	45%	31%	No apparent difference/ agreement
57. My induction program provided me with support systems within the district.	64%	46%	Apparent difference (high: positive; low: non-positive)
58. My induction program has made me feel more competent as an educator.	59%	46%	No apparent difference/ agreement

Research Question 3: Mentor Support

The third research question provided the data needed to analyze responses from beginning middle school teachers concerning their view of mentor support. The responses identified the percentage of positive and non-positive results. The mentor section included knowledge of the mentor, support of the mentor, modeling of the mentor, and availability of the mentor. The survey findings assisted with concluding the perceived effectiveness of their mentor and teaching in a high-poverty school for a beginning

teacher in eastern North Carolina.

The mentor support area was the first area where beginning teachers working at low-poverty middle schools responded more positively than beginning middle school teachers who work at high-poverty schools. There was a total of nine survey questions where participants from high-poverty and low-poverty middle schools were in agreement with each other. All agreements had a positive or strong positive direction with the exception of one question.

The referenced question had an apparent agreement but did not have a strong direction. The data for this question revealed that despite a 1% difference between the two groups, the responses for both the high-poverty and low-poverty beginning middle school teachers were not strong, 68% and 69% respectively.

Both groups of teachers responded positively to the questions in this area. There was positive as well as strong positive feedback in response to the mentor support area. Responses to one of the questions did not reflect a strong direction, although there was an apparent agreement between the two groups of teachers. Overall, beginning teachers working at high-poverty and low-poverty middle schools provided results that revealed there was an apparent agreement in response to this research question (see Table 37).

Table 37

Research Question 3–Mentor Support: Percent Positive/Assessment Results

Survey question	Percent positive		Assessment of results (direction: group)
	High poverty	Low poverty	
39. My mentor made me feel welcome.	91%	100%	Apparent Agreement (Strong Positive)
40. My mentor provided knowledge about the district.	90%	92%	Apparent Agreement (Strong Positive)
41. My mentor provided information about my school.	95%	92%	Apparent Agreement (Strong Positive)
42. The support of my mentor provided helped me as a new teacher.	86%	92%	Apparent Agreement (Positive)
43. My mentor explained the district's philosophy in a way I could understand.	68%	69%	Apparent Agreement (No strong direction)
44. My mentor modeled or demonstrated skills that were helpful.	86%	85%	Apparent Agreement (Positive)
45. The feedback my mentor gave me was constructive.	86%	92%	Apparent Agreement (Positive)
47. The interactions I had with my mentor enhanced my teaching.	86%	92%	Apparent Agreement (Positive)
48. My mentor was understanding of my needs as a beginning teacher.	90%	92%	Apparent Agreement (Strong Positive)
50: My mentor was well-trained and prepared for their role as my mentor.	82%	92%	No Apparent Difference/Agreement
51: My mentor was easily accessible and available when I needed them.	82%	92%	No Apparent Difference/Agreement
52: My mentor was a valuable part of my induction experience.	73%	85%	No Apparent Difference/Agreement

Research Question 4: Future Plans

The fourth research question was utilized by me to collect data about the future plans of beginning middle school teachers. The future plans addressed the likelihood that

a teacher will remain at their school and the probability of a teacher remaining in teaching. The results of the survey aided in learning the likelihood of teachers remaining in teaching as well as teaching in high-poverty schools for beginning middle school teachers in eastern North Carolina.

Findings from survey results indicated beginning teachers working at low-poverty middle schools were willing to remain at their school and remain in teaching. The study also revealed that middle school teachers working at high-poverty middle schools responded positively to remaining in teaching; however, the results showed beginning teachers working at high-poverty middle schools appeared more likely to leave their school. Consequently, there is no apparent connection between teachers deciding to remain in teaching because of being at a high-poverty or low-poverty middle school (see Table 38).

Table 38

Research Question 4–Future Plans: Percent Positive/Assessment Results

Survey question	Percent positive		Assessment of results (direction: group)
	High poverty	Low poverty	
59: How likely are you to remain teaching in this school next year?	73%	85%	No apparent difference/ agreement
61. How likely will you remain a teacher?	82%	84%	Apparent agreement (positive)

Discussion of Findings

The findings from this study found various areas where beginning teachers working at high-poverty and low-poverty middle schools agreed in their responses. There

were other areas where the responses clearly showed disagreements between the two groups of teachers. Responses from beginning teachers working at high-poverty and low-poverty middle schools revealed the induction program received the lowest percentage of positives on the survey. On the other hand, the mentor support area had the highest percent positive of all the areas. Regardless of the poverty level of the school, beginning teachers revealed that they would remain a teacher.

Agreement

It was evident through participant responses in this study that beginning teachers working at high-poverty and low-poverty middle schools were positive in their agreement towards their mentor. Both groups of teachers reported that their mentors made them feel welcome and provided knowledge about the district. The study also revealed that both teacher groups believed their mentor provided information about their school and supported them as a new teacher. The results of this study reflected beginning teachers working at high-poverty and low-poverty middle schools both believed their mentor demonstrated skills that were helpful and provided constructive feedback. The participants of the study indicated their mentor provided interactions that enhanced their teaching and the essential things they needed were known by their mentor.

Disagreement

There were five questions where the two groups of teachers were not in agreement. Survey Question 34 had a statistical difference of 4 with an apparent difference between the two teacher groups. For this survey question, the data showed the difference in percentage points was the highest among all survey questions. The responses revealed the two groups were not in agreement in their response relating to the

induction program helping to make the transition into the classroom smooth. Beginning teachers working at high-poverty middle schools responded positively to this question, while beginning teachers working at low-poverty middle schools did not respond positively.

Beginning teachers working at high-poverty and low-poverty middle schools did not agree concerning their communication with their principal. This survey question indicated an apparent difference between the opinions of the two groups of teachers. Those working at high-poverty middle schools were more positive in their response regarding communication with their principal.

The other three apparent disagreements focused on the induction program. The survey data revealed that teachers working at high-poverty middle schools believed the induction program was productive in aiding with their improvement as a teacher, while the response was non-positive from beginning teachers working at low-poverty middle schools. Also, survey results indicated that there is a disagreement between the two groups of teachers in their view of the induction process. Beginning teachers working at high-poverty middle schools believed the induction procedures were important in their role as new teachers, while the response was non-positive from beginning teachers working at low-poverty middle schools. Finally, beginning teachers working at high-poverty middle schools felt the induction program assisted with the use of district programs, while beginning teachers working at low-poverty middle schools did not believe the induction program helped them. The results revealed the induction program appeared to be more positive for beginning teachers working at high-poverty middle schools than for beginning teachers working at low-poverty middle schools.

Other Findings

I discovered other findings during the research study that were valuable in responding to the research questions. There were three survey questions where the responses were non-positive, and there was no apparent difference/agreement. Beginning teachers working at high-poverty and low-poverty middle schools were not encouraged by their principals and did not feel their principals set aside time for them. Both groups of teachers did not feel aided by the induction process, and they did not believe their induction program caused them to feel more qualified as a teacher.

There was also one survey question where there was an apparent agreement, but the responses were non-positive. Beginning teachers working at high-poverty and low-poverty middle schools did not feel their mentor explained the district's philosophy in a way they could understand.

High Poverty

The responses of most of the beginning teachers working at high-poverty schools were positive in the view of their communication with their principal and how they felt supported by their principal. The findings in this study also showed that these teachers believed the induction procedures were important in their role as new teachers and the induction program aided them in gaining a smooth shift to the classroom. Overall, beginning teachers working at high-poverty middle schools agreed that the induction program was productive in aiding with their improvement as a teacher.

This study revealed that there were multiple areas that beginning teachers working at high-poverty middle schools viewed as non-positive. The findings in this study showed that these teachers did not feel encouraged by their principal and that their

principal did not set aside time for them. The data also indicated that beginning teachers working at high-poverty middle schools do not believe that the induction program caused them to feel more qualified as a teacher. They were in agreement that their choice to stay a teacher was not aided by the induction process.

Low Poverty

The survey results indicated beginning teachers working at low-poverty middle schools did not respond positively to any of the induction program questions on the survey. All four of the survey questions received negative responses. The beginning teachers working at low-poverty schools identified the induction program as not valuable and not helpful in becoming better teachers. The survey results reflected how these teachers believed their induction program provided support but did not make them feel more competent as a teacher. Finally, the induction program did not aid in their decision to remain a teacher.

I discovered there was also valuable data concerning principal support. The findings in this study showed that beginning teachers working in low-poverty middle schools did not feel that they had strong communication with their principal and did not believe their principal set aside time for them. The research indicated that beginning teachers did not feel their principal provided them with the needed resources.

Implications

The research data revealed three areas the district could address based on this study. I discovered in the induction program section that there was one survey question that had a statistical difference and one survey question that had an apparent difference. In the mentor section of the survey, the data revealed there was one survey question that

had responses with an apparent agreement that was non-positive. Information gained from the survey question responses in the administrative support section showed there was one apparent difference.

Induction Program

The research data disclosed that beginning teachers working at low-poverty schools did not consider their classroom shift to be aided by the induction program. Furthermore, these same teachers did not view the induction program as helping them as new teachers. I recommend that specific time be allotted during the beginning teacher regular meetings for teachers to be able to provide feedback concerning their reflections about the meeting as well as the program. This will allow for real-time feedback from the beginning teachers. Adjustments can be made by the beginning teacher coordinators, mentors, principals, and district leaders to address the areas of concern expressed by the beginning teachers. It would also be beneficial for beginning teachers to have the opportunity to provide feedback after their professional development sessions with the Beginning Teacher Support Program. This information would be useful in making adjustments to the structure of the training sessions.

I suggest the implementation of a Beginning Teacher Proposed Exit Survey to gain more insight from all beginning teachers about their view of the induction program. Beginning teachers working at low-poverty middle schools did not see the induction process as valuable to them and they were non-positive in their response to believing the induction process was valuable to them as new teachers. This same group of teachers also did not feel the induction program was effective in helping them become better teachers. The survey data also indicated that beginning teachers working at low-poverty schools

agreed that support systems were not provided through the induction program. Conducting an exit survey would help identify areas of concern related to the induction program. The program directors could use the information to improve the program for future participants and, where needed, provide follow-up professional development to address areas of need for the current participants.

Beginning teachers working at both high-poverty and low-poverty middle schools believed the induction process did not aid in the decision to remain a teacher. The lowest percentage of positive responses among all survey questions was connected to this question. Both groups of teachers did not feel the induction program caused them to feel more qualified as a teacher. Responses from the groups were non-positive in reference to this research question. This suggests the need to review the Beginning Teacher Support Program. I recommend using the Beginning Teacher Exit Survey to discover why the induction program did not aid in the decision to remain for beginning teachers and determine the needed changes to improve the induction program.

Additionally, I propose conducting focus groups with beginning teachers working at high-poverty middle schools to find out what is working for them in the induction program. This feedback would be helpful in providing guidance to increase a positive view of the induction program with beginning teachers working at low-poverty middle schools. With these data, the beginning support teacher coordinators would be equipped to facilitate meetings with beginning teachers working at low-poverty middle schools in order to discover if the positive methods are applicable to their schools.

Mentor Support

The beginning middle school teachers participating in this study were very

positive regarding the support of their mentors. Data revealed mentor support was the area with the strongest positive responses in the survey. Beginning teachers working at high-poverty and low-poverty schools valued the interactions and support they received from their mentors. Both groups of teachers believed their mentors helped them as new teachers and were available when needed. These teachers were also pleased with the feedback from their mentors. Overall, the mentors were viewed as a valuable part of their induction experience.

Despite the strong positive responses regarding the support of their mentors, the beginning middle school teachers participating in this study felt their mentor did not explain the district's philosophy. I recommend that more emphasis be placed on explaining the district's philosophy during the initial mentor training session to better equip mentors to convey the philosophy to new teachers. Ongoing conversations concerning the philosophy should be held during the mentor meetings with the beginning teacher coordinator.

Administrative Support

The research data revealed beginning teachers working at low-poverty middle schools were non-positive in their responses to having communication with their principal on a regular basis. I propose four actions to improve this situation that would be beneficial for both high-poverty and low-poverty middle schools. First, scheduled meetings between the principal and each beginning teacher should occur on a regular basis. Additionally, the principals should implement an open-door policy to allow more interactions with their beginning teachers. Third, principals should establish visiting beginning teachers in their classrooms on a regular basis. This informal stopover would

differ from the required formal observations and walkthroughs that are conducted by the principal. Finally, principals should provide feedback to beginning teachers in both verbal and written form. Through these actions, principals will be able to address communication issues that could lead teachers not to feel supported by their principal.

I recommend interviewing beginning teachers working at low-poverty middle schools to find out why they feel their principal is not communicating with them and to discover what communication methods their principal utilizes. This annual interview should be completed with beginning middle school teachers at the end of each school year. The interview results can provide valuable information that can be used to improve principal communication with beginning middle school teachers working at low-poverty schools.

Beginning teachers working at high-poverty and low-poverty middle schools indicated they were not encouraged by their principal and they did not feel as though their principal set aside time for them. There was no apparent difference/agreement between the two categories of teachers; however, the responses of both groups were non-positive.

Recommendations for Additional Research

A qualitative study should be conducted on the communications employed by the principals in the two groups toward their teachers. This study would look further into the availability, time, tone, and methods principals utilize to encourage and give time to their teachers. I have six suggestions in connection with the outcome of this study for additional research. Further studies are needed in which the sample size of survey participants is increased and the research focus has been expanded both by geographical

location and by school levels. Additional analysis is necessary in the areas of the induction program, mentor support, and administrative support.

Increased Sample Size

The major limitation of this study was the limited participation of teachers, which subsequently affected the cell sizes in the analyses of the research questions. The small sizes made it more challenging to clearly assess the results for the majority of the survey questions. The study was conducted during the bi-annual North Carolina Teacher Working Conditions Survey and during the time of COVID-19, two factors that may have had a role in the lack of participation. I recommend two strategies to address this problem in future research in this area.

First, the timing of the school year should be considered when planning to administer an anonymous electronic survey that involves teacher participation. Based on the participation in this study, there is reason to believe that teacher participation in the study would have been higher if administered at a different time. I recommend the survey occur before the winter break during the traditional school year.

Second, it would be advantageous for the study to expand beyond one school district because of the opportunity to increase the sample size. The study could include three additional school districts, which would allow the comparison of the high-poverty and low-poverty middle schools. These school districts should be similar in demographics and regional locations. This expanded research study would allow a more comprehensive view of the responses of middle school teachers working at high-poverty and low-poverty schools in eastern North Carolina.

Expand Research Focus–Geographically

Similar to the above recommendation, the study could be conducted beyond the limitation of a school district located in eastern North Carolina. School districts across the state would benefit from survey data that would include responses from participants in central and western North Carolina. Gaining a wider base of responses from teachers will allow researchers not to be limited when assessing the response data. Expanding participation will also help with identifying any trends or patterns among categories. It would be advantageous to discover if there are differences in responses based on district locations within the state of North Carolina. It would also be beneficial to see if there is a trend in the responses based on the poverty level of the schools located in varying locations in North Carolina.

Expand Research Focus–School Level

The findings could have revealed a different set of data if the beginning teachers working at elementary, high school, and special schools would have been included in the research study. This study explored the perceived effectiveness of administrative support, mentor support, and the induction program for beginning middle school teachers working in high-poverty and low-poverty schools; therefore, it is recommended that more research be conducted on beginning teachers from elementary and high school. It may be helpful to have studies that are completed with teachers from multiple grade levels. This study provides enough data to suggest that it would be valuable to school district leaders to have detailed feedback from all levels of beginning teachers.

A survey can be administered to compare the responses of teachers working at high-poverty and low-poverty schools within different grade levels which would include

elementary, middle school, and high school. The data could be used to examine if there are any trends or differences related to the school level of the participants. This research would also assist with comparing and contrasting the participant responses from high-poverty and low-poverty elementary schools versus high-poverty and low-poverty middle schools, high-poverty and low-poverty middle schools versus high-poverty and low-poverty high schools, and high-poverty and low-poverty high schools versus high-poverty and low-poverty elementary schools. The results would provide the information needed to determine the similarities or differences among differing school-level participants. District-level leaders and school leaders would have the necessary data to make adjustments in supporting their teachers.

Induction Program

Additional research is needed to identify the causes of significant gaps in perceived effectiveness between low-poverty and high-poverty beginning teachers in the area of the induction program. The survey revealed beginning teachers working at high-poverty middle schools were more positive than beginning teachers working at low-poverty middle schools concerning their induction program experience; however, it was significant that both categories of beginning teachers agreed that the induction process did not aid in their decision to remain a teacher. Therefore, it is recommended that a future qualitative research study include focus groups consisting of beginning teachers for each level (elementary, middle school, and high school) to gain an understanding of their perspective on the induction process.

A study can be completed that looks further to discover the components of the induction program being discussed in the scheduled meetings between the mentor and

beginning teachers. These conversations could lead to the beginning teachers gaining more awareness concerning how the induction program can support them. The mentor would be available to address any questions or concerns the beginning teacher has in reference to the induction program.

Mentors

The study revealed mentors need to be better equipped to explain the district's philosophy in a way that the beginning teacher can understand. More research is needed to discover how much the district's philosophy is part of the initial training for mentors and is included during their meetings with the beginning teacher support coordinator. Mentors would be better equipped to convey the district's philosophy to new teachers if there are ongoing conversations concerning the philosophy.

Based on the findings from this study, one topic that warrants further investigation is mentors and the induction program. The area of mentor support showed the strongest rating in the survey. The question remains, is there a correlation between how beginning teachers feel about their mentor and how beginning teachers view their induction program.

The results from this study support the need for future research on the disconnect between the perception of beginning teachers' views of the induction program and their mentor. This study revealed that beginning teachers working at high-poverty and low-poverty middle schools were positive in their responses toward mentors but not as positive concerning the induction program. Further research is needed to determine why beginning middle school teachers have varying views between their perceptions of their mentor and their induction program.

Annual Survey of Decision to Remain Factors

I also propose the implementation of an annual electronic survey that would collect information to determine why beginning teachers are choosing to remain with the school district. Human resources and the beginning teacher coordinators would benefit by having the data to support the changes needed to improve the Beginning Teacher Support Program. This study provided enough data to suggest that beginning teachers working at high-poverty middle schools viewed the induction program as valuable in helping them to become better teachers. For this reason, further research is needed to discover possible ways that program changes can be implemented that could lead to beginning teachers working at low-poverty middle schools viewing the induction program as valuable to them.

Principal Communication

There is a belief among beginning teachers working at low-poverty middle schools that their principal did not provide the necessary resources needed for their classroom. Expanded research is needed to determine if other school districts in North Carolina have the same findings. There is also the need for further research to discover if there are differences in the resources provided to teachers based on the poverty level of the schools in North Carolina.

The study revealed beginning teachers working at low-poverty middle schools believed their principal did not provide the needed resources for their classroom. Further research is needed to examine if there are any differences between classroom tools available to high-poverty and low-poverty teachers. This research would help provide data that could be used to ensure beginning teachers working at low-poverty middle

schools would have the necessary resources for their classrooms.

Conclusion

This study identified how teachers perceived the effectiveness of administrative support, induction program support, and mentor support. There are multitudes of studies that have identified the reasons teachers decide to not remain in teaching. Explanations for teacher departure range from poor working conditions, student discipline, stress, low pay, and limited resources to a lack of support from peers and poor relations with school administrators.

Research has shown a higher retention rate for beginning teachers exists when supports are available through an induction program and with their school administrator. There are many assumptions pertaining to perceptions of the teachers receiving these supports. This study was designed to discover information that would detail their perceptions. The data from this research will supply additional understanding into the beliefs of beginning middle school teachers regarding administrative support, induction program support, and mentor support. The information gained will assist with understanding why beginning teachers decide to remain in high-poverty middle schools in eastern North Carolina.

This study was limited to one school district located in eastern North Carolina. All beginning middle school teachers in the Beginning Teacher Support Program for the 2021-2022 school year had the opportunity to take part in the survey. Beginning teachers with 5 years or less were the sole recipients of the survey. The respondents were from the nine middle schools located in an eastern North Carolina school district. I am the administrator at one of the 33 schools in the district. That school is not a middle school;

therefore, it is not one of the schools participating in this study. Finally, only completed surveys were included in the analysis.

Recommendations for additional research included identifying the causes of significant gaps in perceived effectiveness between low-poverty and high-poverty beginning teachers in the area of the induction program, discovering how much the district's philosophy is part of the initial training for mentors and during their meetings with the Beginning Teacher Support Coordinator, and determining why beginning middle school teachers have varying views between their perceptions of their mentor and their induction program.

Recommendations for future research included expanding the research focus geographically so the study will be beyond the limitation of a school district located in eastern North Carolina; expanding the research focus beyond the middle school level so more research would be conducted on beginning teachers from elementary and high schools; administering a survey utilized to compare the responses of teachers working at high-poverty and low-poverty schools within different grade levels that would include elementary, middle school, and high school; and expanding research to determine if other school districts in North Carolina have the same findings and discovering if there are differences in the resources provided to teachers based on the poverty level of the schools in North Carolina.

The significance of this study is in how beginning middle school teachers perceived principal support, induction program support, and mentor support during their participation in a Beginning Teacher Support Program located in an eastern North Carolina school district. The elements discovered through participant responses can be

utilized by principals and school districts to address the retention of beginning middle school teachers.

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Appendix A

Survey

The purpose of this study is to identify similarly prepared new teacher's perceptions of their induction programs and to understand what impact, if any, their induction had on their desire to remain in the teaching profession. The survey should take approximately 10 minutes to complete. Participation in this study is completely voluntary and there are no personal identifying questions, assuring the participants anonymity. Consent to participate in this study is indicated by completing and submitting the online survey to the researcher.

https://docs.google.com/forms/d/e/1FAIpQLSfIMAWisUQ934SgjmvfqLDXGpjdHnTFVAt9TTT_wRuC3B1DDA/viewform?usp=sf_link

Induction Program Survey for Teachers in their First Five Years

The purpose of this study is to identify similarly prepared new teacher's perceptions of their induction programs and to understand what impact, if any, their induction had on their desire to remain in the teaching profession. The survey should take approximately 10 minutes to complete. Participation in this study is completely voluntary and there are no personal identifying questions, assuring the participants anonymity. Consent to participate in this study is indicated by completing and submitting the online survey to the researcher.

diamondshapers@gmail.com (not shared) Switch account

* Required

Demographics: *

Male
Female

Years Teaching *

1
2
3

4
5

Age at completion *

21-30
31-40
41-50
51-60
60+

Name of School *

Anonymous Middle 1
Anonymous Middle 2
Anonymous Middle 3
Anonymous Middle 4
Anonymous Middle 5
Anonymous Middle 6
Anonymous Middle 7
Anonymous Middle 8
Anonymous Middle 9
Other:

Current teacher placement *

Early Childhood PK-3
Elementary K-5
Departmentalized elementary school
Middle School
High School

Subject Area *

Your answer

Special Education

Inclusion
Self-Contained

Did you receive a formal induction program? *

Yes
No

Characteristics of your induction program

I attended a separate in-service/training for new teachers-prior to the start of the school *

Yes
No

If yes, what did this entail?

Your answer

I attended an in-service/training with the all teachers-prior to the start of the school year. *

Yes
No

If yes, what did this entail?

Your answer

I received a district New Teacher Handbook-prior to the start of the year. *

Yes
No

I was provided curriculum resources for the subjects I teach-prior to the start of the school year. *

Yes
No

I was given explanation of such resources-prior to the start of the year. *

Yes
No

I was assigned a mentor. *

Yes
No

I was assigned my mentor-prior to the start of the school year. *

Yes
No

If yes, please explain by who and when?

Your answer

I was able to meet with my mentor-prior to the start of the school year. *

Yes
No

If yes, what did you discuss?

Your answer

I was given time to observe my mentor. *

Yes
No

How many times did you observe your mentor?

Your answer

Did you observe your mentor teaching a lesson? Please describe what you saw:

Your answer

I was given time to observe other teachers. *

Yes
No

If yes, what did this entail?

Your answer

I was provided time to collaborate with other teachers. *

Yes
No

The professional development I received was geared towards new teachers. *

Yes
No

If yes, what did it entail?

Your answer

The professional development I received was relevant to working with students. *

Yes
No

If yes, what did it entail?

Your answer

Professional development helped me network with other teachers. *

Yes
No

My induction program helped make my transition into the classroom a smooth process. *

Strongly disagree
Disagree
Neither Agree or Disagree
Agree
Strongly agree

The induction program was effective in helping me become a better teacher. *

Strongly disagree
Disagree

Neither Agree or Disagree
Agree
Strongly agree

The induction process was valuable to me as a new teacher. *

Strongly disagree
Disagree
Neither Agree or Disagree
Agree
Strongly agree

The induction process aided in my decision to remain a teacher. *

Strongly disagree
Disagree
Neither Agree or Disagree
Agree
Strongly agree

Mentor

My mentor made me feel welcome. *

Strongly disagree
Disagree
Neither Agree or Disagree
Agree
Strongly agree

My mentor provided knowledge about the district. *

Strongly disagree
Disagree
Neither Agree or Disagree
Agree
Strongly agree

My mentor provided information about my school. *

Strongly disagree
Disagree
Neither Agree or Disagree
Agree
Strongly agree

The support of my mentor provided helped me as a new teacher. *

Strongly disagree

Disagree
Neither Agree or Disagree
Agree
Strongly agree

My mentor explained the district's philosophy in a way I could understand. *

Strongly disagree
Disagree
Neither Agree or Disagree
Agree
Strongly agree

My mentor modeled or demonstrated skills that were helpful. *

Strongly disagree
Disagree
Neither Agree or Disagree
Agree
Strongly agree

The feedback my mentor gave me was constructive. *

Strongly disagree
Disagree
Neither Agree or Disagree
Agree
Strongly agree

The interactions I had with my mentor enhanced my teaching. *

Strongly disagree
Disagree
Neither Agree or Disagree
Agree
Strongly agree

The interactions I had with my mentor enhanced my teaching. *

Strongly disagree
Disagree
Neither Agree or Disagree
Agree
Strongly agree

My mentor was understanding of my needs as a beginning teacher. *

Strongly disagree
Disagree

Neither Agree or Disagree
Agree
Strongly agree

My relationship with my mentor was trustworthy. *

Strongly disagree
Disagree
Neither Agree or Disagree
Agree
Strongly agree

My mentor was well-trained and prepared for their role as my mentor. *

Strongly disagree
Disagree
Neither Agree or Disagree
Agree
Strongly agree

My mentor was easily accessible and available when I needed them. *

Strongly disagree
Disagree
Neither Agree or Disagree
Agree
Strongly agree

My mentor was a valuable part of my induction experience. *

Strongly disagree
Disagree
Neither Agree or Disagree
Agree
Strongly agree

I had communication with my principal on a regular basis. *

Strongly disagree
Disagree
Neither Agree or Disagree
Agree
Strongly agree

The principal encouraged and set time aside for teacher collaboration. *

Strongly disagree
Disagree
Neither Agree or Disagree

Agree
Strongly agree

I felt supported by my principal. *

Strongly disagree
Disagree
Neither Agree or Disagree
Agree
Strongly agree

My principal provided me with resources needed for my classroom. *

Strongly disagree
Disagree
Neither Agree or Disagree
Agree
Strongly agree

Overall Satisfaction with my induction program

My induction program provided me with support systems within the district. *

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

My induction program has made me feel more competent as an educator. *

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

Future plans:

How likely are you to remain teaching in this school next year? *

Extremely Unlikely
Unlikely
Neither Likely or Unlikely
Likely
Extremely Likely

How likely are you to transfer to a new district next year? *

Extremely Unlikely

Unlikely
Neither Likely or Unlikely
Likely
Extremely Likely

How likely will you remain a teacher? *

Extremely Unlikely
Unlikely
Neither Likely or Unlikely
Likely
Extremely Likely

How likely are you to pursue a career outside of teaching? *

Extremely Unlikely
Unlikely
Neither Likely or Unlikely
Likely
Extremely Likely

If you could choose your career again, would you choose teaching? *

Extremely Unlikely
Unlikely
Neither Likely or Unlikely
Likely
Extremely Likely

Was this process helpful?

Yes
No

Please explain

Your answer

Submit

Clear form

Appendix B

Permission to Conduct Research in District of Interest

February 3, 2022

To: Kevin Smith, Sr.

Re: Permission to Conduct Research in District of Interest

Your request to conduct research in District of Interest is approved. We understand that staff are under no obligation to participate. We request you share your findings with us upon completion, as we believe this research may help us better serve our beginning teachers.

If you have any questions or need further assistance, please let me know.

Appendix C

Email Invitation to Participate in Research Survey

Date

Dear (Name of Teacher)

My name is Kevin Smith and I am a doctoral candidate in the Educational Leadership program at Gardner-Webb University. I am conducting a research study as part of the requirements for my Doctoral degree. I am inviting you to participate in my study.

The purpose of this study is to identify teacher perceived effectiveness of administrative support, induction program support and mentor support. There is a need to gain insight as to why teachers decide to remain at high-poverty schools and in the education profession. The researcher seeks to understand reasons why beginning teachers decide to remain in high-poverty middle schools in eastern North Carolina.

For the purposes of my study, a beginning teacher has been defined as a teacher participating in the Beginning Teacher Support Program. Since you are a member of that program, you have been identified as a possible participant in this study. The superintendent has agreed to allow your participation in this research study.

The anticipated time to complete the 64 questions will be about 10 minutes. Participation in this study is voluntary. You have the right to withdraw from the research study at any time without penalty. You also have the right to refuse to answer any question(s) for any reason without penalty. As an incentive to participate, each school with an 80% participation rate among those invited to complete the survey will receive coffee and donuts for all beginning teachers on the first or second Friday after the end of the survey period.

The information that you give in this study will be handled confidentially. Your name will not be collected or linked to the data. There are no anticipated risks in this study. You will receive no payment for participating in this study. You have the right to withdraw from the study at any time without penalty by exiting the survey. By continuing with the survey, you are giving your consent to participate in this study. Data from this study will not be used or distributed for future research studies and will be destroyed six months after the completion of my dissertation.

If you have questions about the study, contact:

Researcher's name: Kevin D. Smith
Researcher telephone number: XXXXX
Researcher email address: diamondshapers@gmail.com

Faculty Advisor name: Dr. Laura Boyles
Faculty Advisor telephone number: XXXXX
Faculty Advisor email address: lboyles@gardner-webb.edu
IRB Institutional Administrator: Dr. Sydney Brown
Telephone: (704) 406-3019
Email: skbrown@ gardner-webb.edu

Thank you in advance for your consideration of this request and for your willingness to

complete this voluntary survey determine if beginning teachers identify the Beginning Teacher Support Program as a reason for remaining.

Sincerely,

Kevin D. Smith, Sr.

Clicking the link below to continue to the survey indicates your consent to participate in the study. If you are not 18 years of age or older or you do not consent to participate, please close this window.

Appendix D

Reminder to Participate

Reminder to Beginning Teachers:

Hello Beginning Teachers,

This is a friendly reminder for you to complete the dissertation survey I sent you on (date) as part of my work at Gardner-Webb University. The survey will be used to identify and determine the prevalence of eight characteristics in the Beginning Teacher Support Program. As an incentive to participate, each school with an 80% participation rate among those invited to complete the survey will receive coffee and donuts for all beginning teachers on the first or second Friday after the end of the survey period. The anticipated time to answer the 64 questions is about 10 minutes. If you have already completed the survey, I thank you.

Survey Link

Respectfully,

Kevin D. Smith, Sr.