

**THE PERCEPTIONS OF NOVICE AND VETERAN TEACHERS ON THE
ROLE OF THE PRINCIPAL IN THE RETENTION OF URBAN NOVICE
TEACHERS**

A Dissertation

by

CLAUDINE L. SARPY-SIMPSON

Submitted to the Office of Graduate Studies of
Texas A&M University
in partial fulfillment of the requirements for the degree of

DOCTOR OF PHILOSOPHY

December 2005

Major Subject: Curriculum and Instruction

**THE PERCEPTIONS OF NOVICE AND VETERAN TEACHERS ON THE
ROLE OF THE PRINCIPAL IN THE RETENTION OF URBAN NOVICE
TEACHERS**

A Dissertation

by

CLAUDINE L. SARPY-SIMPSON

Submitted to the Office of Graduate Studies of
Texas A&M University
in partial fulfillment of the requirements for the degree of

DOCTOR OF PHILOSOPHY

Approved by:

Chair of Committee,	Norvella Carter
Committee Members,	Elizabeth Foster
	Stephanie Knight
	Patricia Larke
Head of Department,	Dennie L. Smith

December 2005

Major Subject: Curriculum and Instruction

ABSTRACT

The Perceptions of Novice and Veteran Teachers on the Role of the Principal in the Retention of Urban Novice Teachers. (December 2005)

Claudine L. Sarpy-Simpson, B.S., Sam Houston State University;

M.Ed., Sam Houston State University

Chair of Advisory Committee: Dr. Norvella P. Carter

The purpose of this study is to identify the perceptions of novice and veteran teachers regarding the role of the principal in retaining teachers in the profession. Also, the research investigated whether and to what extent there are differences in the perceptions of novice and veteran teachers on the role of the principal in teacher retention. Participants for the study were selected from 15 elementary schools in an urban school district in the Southwestern part of the United States. The study included 270 novice and veteran elementary teachers who completed a Likert Scale questionnaire consisting of 23 questions. The study revealed that novice and veteran teachers believe principals play a key role in the retention of novice teachers. Specifically, the study revealed that teachers want to know the expectation of principals and their evaluation of them as a novice. In addition, they expect principals to play a major role in providing professional development support for teaching strategies, classroom management, and they expect continuous collaboration and encouragement. The results of the study revealed that there was not a statistically

significant difference in the perceptions of the novice and veteran teachers in regards to the role of the principal and teacher retention.

DEDICATION

Ocleris Simpson II, my husband, who has been my greatest source of strength throughout this journey of research, writing and days of tears and frustration, I thank you. Thank you for being by my side and continuing to speak kind words and offering a gentle hand when I needed it the most.

ACKNOWLEDGMENTS

I would like to thank the many people who were instrumental in helping me complete this dissertation. The support received during my doctoral studies came from family, friends, and colleagues, some of whom will be recognized here.

First and foremost, I thank the Lord our God for his guidance and direction in my life that allowed me to undertake this process, as well as complete it. He has blessed my life in countless ways and for that I praise him endlessly. Without his grace and salvation and unending love nothing is possible.

I would like to thank all the members of my committee: Dr. Norvella Carter – Committee Chair, for dedicating many hours and providing kind words of encouragement when needed; Dr. Stephanie Knight, who graciously assisted me with my statistics, Dr. Elizabeth Foster, who has encouraged me in this writing process, and Dr. Patricia Larke for assisting me to “rise to the occasion.” I thank you all for the confidence, guidance, and inspiration. I’m greatly indebted to you.

Special thanks to Taylor Nicole Simpson, my daughter, my love, who has helped me accomplish this goal in ways she will never know. I thank you for your unconditional love and patience as I worked on this project.

I would like to thank my parents, Luke and Cora Sarpy, for their unceasing support, encouragement, spiritual guidance, and caretakers throughout this journey. Thank you for raising me in the church, to be strong and independent, and for reassuring me that I could accomplish any goal set before me.

Equally, I owe special consideration and unending love to my sister and brother, Adrienne Henny (Husband Kerrick, son Kristopher) and Luke Honore' Sarpy. Additionally, I would like to thank my in-laws, Dr. Ocleris I. and Yvonne Simpson, who equally provided unselfish support without hesitation, as well as Ocleris Simpson III and Dante' H. Sarpy, my two favorite guys who kept me laughing and on my feet at all times.

A special thank you to Prathiba Natesan for the many hours of assisting me to overcome my fears. Words cannot express my gratitude. Also, to my co-workers at M.D. Anderson Cancer Center, Mekel Harris and Jameel Smith, for understanding the process and their open display of patience and support. You assisted me when I thought I could no longer write. Thank you for assisting my words to flow once again.

Finally, there is a host of supportive family and friends – Grandmother Rosalie Sarpy, and a host of Uncles and Aunts, Nicole Pearsall, Francile Dunlap, Josette Robinson, Mr. & Mrs. Kenneth Jett, Mr. & Mrs. Kevin Goudeau, Mr. & Mrs. Rodee, Mr. and Mrs. Waland Walsh, and my close-knit church family – St. Peter Claver Catholic Church, who collectively shared my quest for this terminal degree.

TABLE OF CONTENTS

	Page
ABSTRACT	iii
DEDICATION	v
ACKNOWLEDGMENTS.....	vi
LIST OF TABLES	x
CHAPTER	
I INTRODUCTION.....	1
Teacher Retention	1
Perceptions of Novice Teachers.....	5
Statement of the Problem	7
Purpose of the Study	8
Significance of the Study	8
Definition of Terms	8
Assumptions	10
Limitation	10
II REVIEW OF LITERATURE.....	11
Teacher Retention	11
The Role of the Principal in Retention.....	13
III METHODOLOGY.....	33
Introduction	33
Sample.....	34
Instrument.....	38
Data Collection.....	45
Data Analysis	46
IV RESULTS.....	48
Results	48
Research Question 1	49
Research Question 2.....	55

CHAPTER	Page
Research Question 3.....	57
V SUMMARY AND CONCLUSION.....	67
Discussions.....	69
Other Significant Findings	75
Conclusion.....	78
Recommendations and Implications for Further Research	78
REFERENCES	80
APPENDIX A RECRUITMENT LETTER FOR CAMPUS CONTACT PERSON ...	89
APPENDIX B DIRECTIONS FOR CONTACT PERSON.....	91
APPENDIX C TEACHERS CONSENT FORM	93
APPENDIX D TEACHER QUESTIONNAIRE.....	96
VITA	100

LIST OF TABLES

TABLE	Page
Demographic Summary of District Expressed as Frequency and Percent.....	34
Summary of the Frequency and Percentage of the Gender of Novice and Veteran Teachers	36
Summary of the Frequency and Percentage of the Age of Novice and Veteran Teachers	36
Summary of the Frequency and Percentage of Professional Experience of Novice and Veteran Teachers.....	37
Summary of the Frequency and Percentage of Educational Level of Novice and Veteran Teachers.....	37
Questionnaire Items and Categories.....	41
Reliability Analysis Scale Novice Teachers	43
Reliability Analysis Scale Veteran Teachers	44
Summary of Participating Schools, Questionnaires Distributed, Questionnaires Returned	46
Summary of the Mean and Standard Deviation of the Novice Teachers	51
Summary of the Mean and Standard Deviation of the Veteran Teacher.....	56
Principal Component Analysis.....	59
Rotated Component Matrix	61
Factor Analysis Loading	65
Multivariate Analysis of Variance	66

TABLE	Page
Novice and Veteran Teachers' Highest Scores	69

CHAPTER I

INTRODUCTION

Teacher Retention

Throughout the United States, school officials are either anticipating or already experiencing a teacher shortage (Fideler & Haselkorn, 1999). On a national level, it is estimated that as many as 30 percent of beginning teachers leave the teaching profession during their first two years in the classroom (American Federation of Teachers, 2001, September). According to a 1997 report by Linda Darling-Hammond, the average attrition rate of novice teachers is more than twice the national annual teacher attrition rate of 6.6%.

In the United States in grades K-12 there will be a need to hire 200,000 teachers annually (U.S. Department of Education, 1999). Linda Darling-Hammond (1997) determined that our nation has never before hired as many teachers in a decade as it will between 1997 and the year 2007. This high demand for teachers will continue to escalate due to a rise in student enrollment, a high percentage of teachers retiring, an increase in class size, and high attrition rates (American Federation of Teachers, 2001, September). By 2007, student enrollment will peak to 54.3 million, a rise in enrollment from 50 million in 1995. Furthermore, the projected number of teachers needed will exceed 3.3 million in 2007, a rise from 2.5 million in 1982 (Darling-Hammond, 1997).

This dissertation follows the format of *American Educational Research Journal*.

The teacher shortage has been particularly acute in large urban city schools (U.S. Department of Education, 1996). As research indicates, suburban and rural schools suffer from teacher shortage; however, urban schools experience a higher rate of teacher turnover (Ingersoll, 2001). Students in urban schools are most often serviced with non-certified and ill-prepared teachers. In 2001, two major urban agencies released a report, which indicated the nation's largest urban school districts are faced with severe teacher shortages, as opposed to districts in other areas (Recruiting New Teachers Inc., 2000). Despite the research on teacher shortages, studies have found that the United States has graduated more new teachers than it actually hires. In 1993, there were over 140,000 bachelor's degree recipients who graduated with preparation for teaching (not all of whom applied to teach), and about 20,000 who prepared to teach in master's degree programs (Fideler & Haselkorn, 1999). The data reveal there are more than enough graduates to fill the number of vacancies vacated by teachers leaving the field as a result of retirement, low salary, spousal relocation, or a lack of support by colleagues and principals (Certo & Fox, 2002; Ingersoll, 2001; Jorissen, 2002; National Center for Education Statistics (NCES), 1996; NCTAF, 1996; Sparks, 2002). This may lead one to question why there is a large gap between available teachers and teachers actually working in the field. One means of bridging this gap, according to research, is effective administrative support by the principal (Menchaca, 2003).

The Role of the Principal in Retention

As the research on teacher retention began to develop, the role of the principal in teacher retention became a point of interest in the 1990s. According to Brock and

Grady (1998), the task of retaining novice teachers becomes a major responsibility of the school principal. Principals are the key players in the success of novice teachers. They are expected to take on a leadership role in the retention of teachers to ensure continuity and stability of instructional programs (Brock & Grady, 1998). Furthermore, principals should take into account the first year is lonely, difficult, and challenging for novice teachers (Darling-Hammond, 1997; Menchaca, 2003). The literature reveals that principals can assist in the retention of novice teachers by offering support such as professional development (Harris, 2000; Sweeney, 2001; Wilbur & Zepeda, 2004) and a teacher induction program (Britton, Raizen, Paine, & Huntley, 2000; Carter & Francis, 2001; Colley, 2002).

Professional Development

According to Brewster and Railsback (2001), principals should embrace their role in assisting first-year teachers through professional development in order to create classroom environments that are conducive to learning (Brewster & Railsback, 2001). The literature reports that professional development is a key component to the retention of novice teachers (Harris, 2000; Wong, 2002). It is a cost-effective, career-long tool that principals can utilize to enhance the knowledge of students and novice and veteran teachers (Darling-Hammond & McLaughlin, 1995; Harris, 2000; Sweeney, 2001; Wilbur & Zepeda, 2004). Principals can enhance professional development by allowing teachers to provide input regarding teachers' needs. Additionally, principals can provide resources such as professional development scheduling, opportunities for hands-on training, and classroom support. Professional development is meaningful and

useful when there is collaboration between principals and novice teachers (Dyal & Sewell, 2002). Finally, professional development should allow novice teachers opportunities for reflection and independent thinking (Wilbur & Zepeda, 2004).

Induction and the Role of the Principal

Induction programs were introduced to the educational field due to the low retention of novice teachers (Simmons, 2000). Induction, which usually includes mentoring, is a strategy used to assist novice teachers as they transition from pre-service training to full-time teaching (Bartell, 2005; Brewster & Railsback, 2001; Gold, 1996; Huling-Austin, 1992; Menchaca, 2003; Veenman & Denessen, 2001). Other induction strategies include on- and off-campus teacher observation, constructive feedback sessions, opportunities for peer collaboration, and preparation for parent-teacher conferences. Researchers theorize that when appropriate training and support are attainable, the retention of qualified novice teachers increases (Menchaca, 2003; Odell & Huling, 2000; Wilkinson, 1994). Hirst (2001) urges principals to welcome induction programs and to be aggressive in assisting mentors and novice teachers.

Historically, informal or formal support programs for novice teachers have been limited in states, districts, and schools nationwide (Britton, Raizen, Paine, & Huntley, 2000). In 1980, the state of Florida was the only state that had a mandated induction program. As of 2001, 28 states mandated or funded teacher induction programs and nine additional states had programs that were scheduled to be implemented in the near future (Texas Center for Educational Research, 2000, October).

Perceptions of Novice Teachers

Often, novice teachers exit teacher preparation programs with false perceptions (Britt, 1997; Knobloch & Wittington, 2002). They perceive the transition from pre-service to inservice teaching as difficult (Darling-Hammond, 1997). Novice teachers quickly find that what they learned in the university does not assist them in the day-to-day realities within the classroom (Good & Brophy, 2003). For example, novice teachers perceive they will: 1) receive ongoing support from colleagues and principals; 2) be placed in challenging, yet appropriate, teaching positions; and 3) receive adequate materials. Due to novice teachers' unrealistic expectations, challenges arise in the areas of classroom management (Boreen & Niday, 2000; Clarridge & Berliner, 1991; Ingersoll, 2002, 2003) lesson planning, time management (Britt, 1997), and time-on-task (Good & Brophy, 2003). Principals must be aware of the perceptions of novice teachers to meet their needs appropriately (Busch, Pederson, Espin, & Weissenburger, 2001). When novice teachers' needs are not met they face many challenges that can ultimately lead to retention problems.

Challenges

Due to inexperience, novice teachers often become overwhelmed with day-to-day challenges. The challenges that novice teachers face are well documented in the literature (Brewster & Railsback, 2001; Hertzog, 2002; Howard, 2003; Justice, Greiner, & Anderson, 2003). The literature reveals the following challenges novice teachers face 1) classroom management (Boreen & Niday, 2000; Clarridge & Berliner, 1991; Ingersoll, 2002, 2003); 2) inadequate materials and supplies (Ascher, 1991; Ganser,

2001; Howard, 2003; Kent, 2000); 3) time management (Ganser, 2001; Hertzog, 2002); 4) inadequate support from colleagues and principals (Hertzog, 2002; Ingersoll, 2002, 2003); 5) extra assignments/duties (Potter, 1997); and 6) challenging teaching positions (Justice, Greiner, & Anderson, 2003). Veenman (1984) concurs with these findings from his international study that revealed a remarkable consistency in perceived problems among novice teachers. He found the greatest challenges perceived by novice teachers were 1) classroom management; 2) motivating students; 3) dealing with individual differences among students; 4) assessing student work; and 4) establishing positive relations with parents.

Diversity in Classrooms

Demographic data reveals that by the year 2020, 40% of the school-age population will be students of color, yet the majority of teachers in schools are, and will continue to be, white females from middle-class environments (Irvine & Armento, 2001). To further complicate the issue, pre-service teachers are often trained in a culturally homogeneous setting; yet they accept a job in a more culturally diverse setting. Unlike their student teaching experience, novice teachers are often placed in classrooms with students from different cultures other than their own and are subsequently unable to relate to the students (Carter & Larke, 2003; Gay, 2000; Irvine & Armento, 2001; Nieto, 2000). Therefore, urban schools in particular are faced with the challenge of preparing novice teachers to educate culturally diverse students (Claycomb, 2000, Winter; Gay, 2000; Haberman, 1995, 2002). The literature reveals that to resolve urban schools' issues, it is vital for professionals to: 1) attend

multicultural classes (Gay, 2000); 2) immerse themselves into their students' cultures (Delpit, 2003); 3) engage in culturally responsive teaching (Gay, 2000); and 4) increase involvement in community-based activities (Freiberg, 2002).

Researchers reveal that novice teachers from urban schools can be successful in the classroom when they are responsive to the diverse needs of their students (Gay, 2000; Irvine & Armento, 2001; Ladson-Billings, 1995). Studies reveal that there is a high correlation between culturally responsive teaching and successful academic performance among students (Gay, 2003; Ladson-Billings, 1995; Sleeter & Grant, 1999). Educators who teach within a multicultural framework are knowledgeable about the various cultural needs of students and sensitive to students' cultural backgrounds. Culturally relevant teaching methods promote students' ability to integrate their specific cultures into classroom exercises, and thereby enhance student participation and success.

Statement of the Problem

Principals play a key role in retaining beginning teachers in their schools and the teaching profession (Brock & Grady, 1998). The literature on first-year teachers identifies the difficulties in the transition into teaching and supports the need for first-year teachers to receive effective support from their principals (Britton, Raizen, Paine, & Huntley, 2000; Brock, 1999; Veenman, 1984). However, little research has been conducted on the principal's role in the retention of novice teachers (Brewster & Railsback, 2001; Jorissen, 2002). The problem lies in determining the support teachers believe they should receive from their principals.

Purpose of the Study

The purpose of this study is to identify teachers' perceptions regarding the role of the principal in retaining teachers in the profession. Also, the research will investigate whether and to what extent differences exist between the perceptions of novice and veteran teachers regarding the role of the principal in teacher retention.

Research Questions

The following questions guide this research study:

1. What are novice teachers' perceptions of the role of the principal in teacher retention?
2. What are veteran teachers' perceptions of the role of the principal in teacher retention?
3. Are there differences in novice and veteran teachers' perceptions of the role of the principal?

Significance of the Study

The significance of this study was the identification of teachers' perceptions regarding the needs of novice teachers. The goal is for the study to provide insights to principals that will enable them to enhance their role in the retention of novice teachers.

Definition of Terms

Attrition - A gradual, natural reduction, as in membership or personnel through retirement or resignation. In this study, teacher attrition will also refer to novice teachers who relocate to another campus.

Elementary Level Teacher - A Texas state-certified person who is responsible for the teaching of pre-kindergarten through 6th grade students in the areas of Mathematics, Reading, Language Arts, Science, and Social Studies.

Induction Year - A novice teacher's first year of teaching in which she or he participates in a systematically developed program to help make the transition from pre-service preparation to inservice practice.

Novice Teacher - A teacher who is new to the field of education with zero – two years of teaching experience. A novice teacher may or may not be certified upon initial employment.

Mentor - An experienced and knowledgeable veteran teacher who accepts the responsibility of facilitating the growth and support of a novice teacher through a systematically designed induction program.

Mentoring - The actual relationship between a mentor and novice teacher based on the state or district's outline of activities that will give adequate support to the novice teacher.

Teacher Induction Program - A planned program intended to provide systematic and sustained assistance to novice teachers for one school year (Huling-Austin, 1988).

Teacher Retention - The percentage of teachers who remain in the profession and/or remain on the same campus.

Urban - Districts with the greatest membership in counties with populations of 650,000 or more, and more than 35% of the students are identified as economically disadvantaged” (The Texas A&M University System, 2001).

Veteran Teacher - An experienced teacher with two or more years in the teaching profession.

Assumptions

1. The study assumes that veteran and novice teachers will respond reflectively and honestly to the questionnaires and interviews.
2. The study assumes that veteran and novice teachers will report the information as it is at the current time.

Limitation

The study is limited to and will reflect the responses of elementary teachers and principals in one school district.

CHAPTER II

REVIEW OF LITERATURE

Teacher Retention

Teacher retention has become a major concern in the United States. American schools will need to hire two million teachers over the next decade due to teachers exiting the teaching profession (U. S. Department of Education, 2000). According to statistics, 20 to 50% will leave within the first five years of teaching for reasons related to teaching itself (Danielson, 2002; Hope, 1999; Jorissen, 2002). Researchers report that low retention rates of teachers are due to factors such as: 1) classroom management; 2) lack of administration support (Certo & Fox, 2002; Jorissen, 2002); 3) unfavorable teaching assignments (Stansbury, 2001); 4) taxing schedules (Gold, 1996; Huling-Austin, 1992); and 5) isolation (Hope, 1999; Iorio, 1992). The shortages are profound throughout districts in the United States; however, urban districts are highly impacted by this phenomenon (Bombaugh, 1995).

Researchers report that suburban and rural schools have dealt with teacher shortages; however, urban schools experience a higher percentage of teacher turnover and shortages than any other type of school (Croasmun, Hampton, & Hermann, 1999; Haberman, 2002; Ingersoll, 2001). The United States Department of Education (1999) reported that urban school districts account for more than 50% of the total school districts and teaching population in the nation. In 2000, a report revealed the nation's largest urban school districts are confronted with more severe teacher shortages

compared with districts in other areas (Recruiting New Teachers Inc., 2000). The attrition rates in some urban districts are as high as 48% (Ingersoll & Smith, 2004). In essence, in districts where qualified teachers are most needed, there is a significant shortage.

Despite the reports regarding teacher shortages the National Center for Education Statistics (National Center for Education Statistics (NCES), 1996) argues the teacher shortage in the United States has been misrepresented. The NCES's data reveal that the educational system has produced more educators than it can hire. Furthermore, the NCES's statistics reveal that in the 1994-1995 academic school year, 106,000 bachelor's degrees, 101,200 master's degrees, and 6,900 doctoral degrees were granted. Interestingly, only 30% of certified teachers actually entered the teaching profession (Carter & Moon-Merchant, 2004).

The NCES's data suggest that teacher recruitment, while important, is not a major area of concern. On the contrary, greater efforts should be taken to increase teacher retention as a whole, particularly in urban school districts. Howard (2003, p. 143) contends that "urban schools, where many students are perennial underachievers, lack the most essential resource to overcome academic underachievement: a full array of qualified teachers." Researchers have sought to determine how to effectively recruit and retain qualified educators; of central focus has been the role of the school principal. Colley (2002) reports that principals should take action to assist in resolving the low retention rate of novice teachers in urban districts.

The Role of the Principal in Retention

Principals are a crucial component to retaining teachers. They are the leaders of the school and are one of the first people that novice teachers meet when teachers begin the interviewing and hiring process. Principals hold novice teachers to high standards, despite teachers' novelty in the teaching profession. They perceive that novice teachers will enter the teaching profession with characteristics and skills such as: 1) a professional attitude; 2) knowledgeable in subject areas; 3) classroom management skills; 4) dedication to teaching; and 5) a willingness to grow professionally (Murphy, 1998).

It is the role of the principal to exercise leadership in retaining novice teachers. According to Brock and Grady (Brock, 1999; Brock & Grady, 1998), the bond between the novice teacher and principal is of foremost importance for the success of the novice teacher's first year. All too often, novice teachers have many questions for the principal that go unanswered. Novice teachers want to know the role of the principal as it pertains to their experience as new educators in the field. Menchaca (2003 p. 26) reports "principals must remember that the first year of teaching is challenging, difficult, and lonely. They must provide the support and empathy that novice teachers need to survive and feel successful." As principals demonstrate genuine concern for their teachers, teachers will subsequently respond to constructive feedback and instruction from the principal, thereby enhancing teachers' skills. Research supports the perception that principals are invaluable in providing support as an academic leader, mentor facilitator, and cultural builder (Colley, 2002). Without quality

leadership coupled with a quality teacher preparation program, novice teachers will teach in the same manner in which they were taught or will not teach at all according to the high attrition rates (Bey & Holmes, 1992; Darling-Hammond, 1995; Odell & Huling, 2000).

Brock and Grady (1998) conducted a study to examine the perceptions of principals and beginning teachers regarding problems, role expectations, and assistance in the first year of teaching. The study included information obtained from a random sample of 75 second-year elementary and high school novice teachers from nonpublic and public schools located in Nebraska. In addition, the researchers interviewed nine teachers who were participating in a university course for beginning teachers. Information from principals was gathered in the second phase from a random sample of 75 elementary and high school principals from public and non-public schools. The results revealed that principals perceived that novice teachers should demonstrate the following proficiencies: 1) a professional attitude; 2) adequate knowledge of subject areas; 3) quality classroom management skills; 4) excellent communications skills; 5) confidence that every child can learn; and 6) a desire to help students succeed.

Principals reported:

I expect them to work on a professional level in all respects. Obviously they'll make mistakes, but I encourage them to take risks in the classroom by attempting new approaches and strategies. I also expect them to be team players and find their roles as staff members. Principals in [this study in] nonpublic schools expressed that they

wanted novice teachers to be spiritually sound and committed to the ministry of their faith.

Unfortunately, these expectations are not always coordinated by the actions of the principals due to daily dilemmas and challenges. Often, principals begin the year intending to support novice teachers only to find themselves overwhelmed with demanding duties (Brewster & Railsback, 2001). Brock and Grady (1998) concur that principals are aware that novice teachers need assistance, but claim that principals struggle with the technicalities of doing so. Calabrese, Zepeda, and Fine (Calabrese, Zepeda, & Fine, 1998, p. 85) state that urban principals are busy because they are called to be “responsive to teachers, parent groups, locally controlled school advisory boards, and a tightly controlled central governing agency.” Despite these challenges, Su, Adams, and Mininberg (2003) report the principal as pivotal to the success of urban schools.

Drago-Severson (2002) conducted a study that examined how 25 principals from a variety of school backgrounds (public, catholic, and independent schools) understood the importance of their leadership practices in regards to teachers’ learning and development. The study revealed that principals acknowledged their challenges at work; in addition, they supported teachers’ development by molding the school cultures in ways such as: 1) involving teachers in decision making; 2) encouraging teachers to offer and accept feedback; 3) inviting teachers to reflect on how they translate the school’s mission; and 4) asking teachers to contribute to the school’s vision.

Principals can also assist in novice teacher retention by controlling factors that cause novice teachers frustration, thereby increasing teachers' satisfaction levels. In a study by Brock and Grady (1998), such factors included: 1) hiring novice teachers in a timely manner; 2) placing novice teachers within the mainstream of the school to allow observation of veteran teachers; 3) assigning novice teachers to classes that are within the scope of their preparation and abilities; 4) providing novice teachers with resources; 5) keeping extra duties to a minimum; and 6) explaining and discussing district expectations. With the array of demands placed on novice teachers, principals can serve to minimize environmental frustrations, thereby increasing the likelihood of teacher retention.

Jorissen (2002) concurred regarding the significance of increasing teachers' levels of satisfaction and also noted the importance of addressing teachers' needs for identity and competency. The researcher conducted a study to identify the most effective strategies principals can utilize to retain novice teachers. In order to identify the most effective strategies, Jorissen interviewed teachers who remained in the teaching field beyond their three-year probationary period. Strategies included the following list of practices: 1) hiring teachers who are most likely to stay; 2) placing novice teachers to positions in which they have the greatest likelihood of success; 3) limiting teachers' preparation, traveling, and extra duties; 4) developing a culture of collaborative problem solving; 5) assigning a qualified mentor; 6) relying on mentors to assist in dealing with the culture shock of the first year; 7) establishing and maintaining a positive personal relationship with the novice teacher; 8) involving new

teachers in decision making; 9) facilitating professional integration during the first three years and 10) recognizing the ways in which the teacher is making a difference. Finally, the principal should provide novice teachers with resources to assist in dealing with teachers' perceptions. These strategies can be conceptualized in two broad areas: 1) professional development, and 2) induction programs.

Professional Development

Professional development is a key component to the retention of novice teachers. According to Wilbur and Zepeda (Wilbur & Zepeda, 2004), teachers expect principals to find ways to promote their professional development. Principals must provide novice teachers with professional development to increase their knowledge base and decrease overall frustration. Professional development is an effective tool that a principal can utilize to enhance achievement among students and novice and veteran teachers (Harris, 2000). The principal should regard professional development as an integral component of a teacher's career. This will assist the novice teachers in understanding that professional development is a valuable and continuous learning tool that should not be neglected (Sweeney, 2001; Wilbur & Zepeda, 2004). Grant (n.d.) outlines the value of professional development as:

Professional development ... goes beyond the term 'training' with its implications of learning skills... it encompasses a definition that includes formal and informal means of helping teachers learn new skills and also develop new insights into pedagogy and their own practice...[it also helps] and explore new or advanced understandings of content and resources.

Ongoing professional development is essential for novice teachers who typically begin developing their repertoire of teaching strategies through trial and error, which is an unsystematic process of strategy development. The use of such a process may take several years to master, by which time many frustrated novice teachers have exited the field of teaching (Freiberg, 2002). In addition, it is difficult for novice teachers to develop learning environments that stimulate higher-level thinking skills because they have limited assessment and instructional strategies. For example, novice teachers bring to the classroom previously learned assessment strategies that their teachers used when they were students. According to Freiberg (2002), effective teaching requires a range of options to reflect students' diverse learning abilities, such as rubrics that provide standards against which students can measure their work and portfolios that include pre- and post-activity student writing. These types of skills are rarely taught in college methods courses or novice teacher professional development sessions.

Freiberg and Driscoll (Freiberg & Driscoll, 2000) report that novice teachers should build on a framework of research-based instructional strategies. These strategies assist novice teachers to bridge the gap between theory and practice and create high-quality learning environments in their classroom. Freiberg (Freiberg, 2002, p. 60) reports that organizational, instructional, and assessment strategies will assist novice teachers to “build pedagogical repertoires as rich as those of the best veteran teachers, and in less time.”

Principals should continuously collaborate with the professional development department to plan and implement new trends in curriculum and instruction. A study by Dyal and Sewell (2002) revealed that workshops should be developmental and connect one new skill to another for novice teachers. Workshops should be meaningful and not overwhelming to novice teachers. Additionally, novice teachers should be able to implement the new knowledge with minimum assistance. Dyal and Sewell (2002) offer the following suggestions to assist in making these efforts effective: 1) concentrate on areas vital to the school; 2) determine the needs of the teacher; 3) decide significant topics for the novice teacher; and 4) assist the novice teacher in mapping out his or her development plan.

Induction and the Role of the Principal

The complexity of the teaching profession, coupled with the lack of support for novices, has been cited as an explanation of why large numbers of novice teachers exit teaching during their induction years (Texas State Board for Educator Certification, 1998, November). When novice teachers enter the profession with little practical experience, they commence work ill-equipped to address pressing classroom challenges, which can include teaching in diverse classrooms, working with children with mixed abilities, addressing motivation and discipline, and initiating professional self-evaluation. Research supports the idea that induction programs can be effective as recruiting incentives for school districts, opportunities for peer collaboration and mentoring, as well as retaining novice teachers; therefore, it is essential that principals promote teacher induction programs.

Hirst (2001), reports that principals “must take a leadership role in induction programs to ensure continuity and stability of the program.” Principals are the key players in the success of induction programs. It is significant for principals to welcome induction programs and be aggressive in assisting mentors and novice teachers. Another important role of the principal is to utilize administrative staff cleverly. It is impossible for principals to actively coordinate and facilitate the day-to-day operations of a school program. He or she can assign the position to another administrator, while maintaining an overall “presence” and commitment to staff support.

As defined by researchers, the induction program is a strategy set forth to assist novice teachers in the transition from pre-service training to full-time teaching, which has the potential to assist in retaining novice teachers (Bartell, 2005; Brewster & Railsback, 2001; Gold, 1996; Huling-Austin, 1992; Menchaca, 2003; Veenman & Denessen, 2001). Teacher induction represents the period of time between one and three years of teaching after the novice teacher has received their teaching certification (Odell & Huling, 2000). In the research literature, there has been little attention paid to the principal’s role in the induction of novice teachers (Brock & Grady, 1998). Historically, there has been a limited number of states, districts, and schools nationwide that have had informal or formal support programs for novice teachers (Britton, Raizen, Paine, & Huntley, 2000).

Induction programs began to surface due to a rising percentage of principals who believed implementation would minimize the number of teachers leaving the teaching profession (Simmons, 2000). The number of states that had induction

programs in the 1980s rose from 15 to 33 states according to the results of the American Federation of Teachers' analysis on induction policies (2001, September). In 1980, principals in the state of Florida had a record number of programs because it was the only state that had a mandated teacher induction program. As of 2000, principals across the nation had programs because 28 states mandated or funded teacher induction programs. Nine additional states had programs that were scheduled to be implemented in the near future (Texas Center for Educational Research, 2000, October). Principals in the remaining thirteen states have neither mandated nor financially supported teacher induction programs. In addition, they did not offer principals policy guidance.

Carter and Francis (Carter & Francis, 2001) report that induction programs are “friendly territory” for novice teachers and serve as a recruiting incentive for some districts (Gilbert, 2003). The success of induction programs also relies on whether the school is perceived as being a community (Odell & Ferraro, 2000; Smith & Ingersoll, 2004), in addition to having a positive climate. An effective induction program can include all of these characteristics; however, the success of the induction program is based on the support and enthusiasm of the principal.

Induction programs are successful when the principal provides adequate and regular meeting times for peer collaboration. Collaboration brings forth reflection, which assists novices in reflecting on their personal strengths and weaknesses. Danielson (Danielson, 2002) and White and Mason (White & Mason, 2001) report that mentors who offer non-threatening feedback to novice teachers promote ongoing collaboration. Sweeney (2001) also reports that principals must be instrumental in

coordinating meeting times between mentors and novices, as such collaboration will not likely take place naturally.

Induction programs also prove to be successful when principals provide opportunities for teachers to observe their mentors, as well as other teachers, within the school or in other buildings. In 2003, Gilbert conducted a study of 139 novice teachers from six districts near the University of Georgia. The results revealed that novice teachers indicated the most helpful strategy was the opportunity to observe veteran teachers. When novice teachers are given the opportunity to observe veteran teachers, they are exposed to the veteran teacher's internalized and reflexive teaching behaviors (Brown, 2002). Also, being able to observe veteran teachers in action will assist novice teachers in reflecting on such areas as discipline, organization of materials, and classroom lesson delivery.

Research studies have shown that induction programs can and have made a difference in the retention of novice teachers and in the learning experiences of their students (Bassinger, 2000; Bey & Holmes, 1992; Darling-Hammond, 1995; Odell & Huling, 2000). If novice teachers continue to receive strong support, such as participation in induction programs, the outcome can show the difference between high retention rates and leaving the teaching profession entirely. This can be particularly true for novice teachers who learn to teach on the spot in the classroom or those who were inadequately prepared to teach during their teacher preparation program (Simmons, 2000). According to Menchaca (2003), when sufficient training and support

are available to novice teachers, the retention of competent and qualified teachers increases.

Evidence shows that induction programs are very successful in molding and retaining quality teachers. In 1996, the Lafourche Parish Public Schools in Thibodaux, Louisiana, reported there was a 51% annual teacher attrition rate. The annual attrition rate immediately dropped 15% upon implementing the teacher induction program. In 2002, the districts teacher attrition was approximately 7%, which is an 80% decrease since the induction program was implemented (Wong, 2002). The district also reported that 99% of novice teachers who participated in the district's induction program successfully completed the performance-based Louisiana Teacher Assistance and Assessment Program, which is required for teacher certification in the state of Louisiana.

In California, The Beginning Teacher Support and Assessment Program (BTSA), which is a two-year induction program, reported that their beginning teacher attrition rate has declined from 39% to 9% (American Federation of Teachers, 2001, September). In 2001, Kippich, Asher, and Kerchner reported that in 1998, 95% of teachers who had begun their teaching careers and participated in an induction program in Rochester, New York a decade earlier, were still teaching in the district (Kippich, Asher, & Kerchner, 2001).

A report by the National Partnership for Excellence and Accountability in Teaching (Serpell & Bozeman, 1999), found that principals need to be informed and knowledgeable about teacher induction programs. They identified six essential

characteristics for a successful teacher induction program and emphasize the significant role of the principal in the accomplishment of these essentials: 1) coherent structure with well-designed activities that focus on curriculum, effective teaching practice, and behavior management issues; 2) formal and structured mentoring component that provides mentors with professional development and compensation; 3) release time or reduced teaching loads for beginning teachers and mentors; 4) opportunities for beginning teachers to observe and be observed; 5) system of formal assessment that emphasizes professional growth; and 6) sufficient and ongoing fiscal resources to sustain the program.

The principal should ensure that novice teachers have a “personalized induction plan,” to target specific goals and assist in teachers’ development throughout their first years of teaching (Wilbur & Zepeda, 2004). Stansbury (2001) reports that while principals are performing standard evaluations of novice teachers, they should look for growth opportunities, positive assets and needed improvements. The principal should seek to identify growth patterns that coincide with each teacher’s personalized plan.

Rea (2005) recognized that collaboration between teacher and principal is important. According to Rea, veteran and novice teachers expect principals to engage in the following: 1) invite them to be members of collaborative teams; 2) communicate with them by email, appointment, or visits; 3) listen to their concerns; 4) evaluate their teaching performance by observing them in the classroom and giving them constructive feedback; 5) arrange pre- and post- conferences; 6) communicate if there are problems or controversies; and 7) assist them to have positive and productive parent-teacher

conferences. Principals who engage in implementing these seven strategies assist in showing novice teachers that collaboration is key to a successful relationship between principal and teacher.

In summary, if the high attrition rate of novice teachers is going to decrease, principals must adjust to meet and support the daily needs of novice teachers. Often, principals are not aware of the challenges novice teachers typically experience, and therefore a record number of novice teachers will continue to exit the field of education. Principals should receive the support they need in order to combat the challenges of novice teachers. They must understand that novice teachers are expected to perform the same duties as veteran teachers. Therefore, their role as an administrator is to offer support such as professional development and induction programs. In order for the principal to address the needs of novice teachers they, must be made aware of the perceptions novice teachers have when they exit the teacher preparation program.

Perceptions of Novice Teachers

When novice teachers exit the teacher preparation programs, the support system that was once available diminishes; therefore they perceive the principal as one of the most important persons in their career (Knobloch & Wittington, 2002; Menchaca, 2003). In addition, they perceive the principal should assist them in areas such as: 1) classroom management (Boreen & Niday, 2000); 2) supplying adequate materials (Howard, 2003); 3) providing instructional strategies; as well as 4) providing effective mentor support (Hertzog, 2002).

The perceptions of novice teachers are instrumental in determining how to meet their needs and how to retain them in the teaching profession. In a study conducted by Busch, Pederson, Espin, and Weissenburger (2001), examined and identified three reasons for studying the perceptions of novice teachers. First, if the perceptions of novice teachers can be identified, then strategies can be designed and implemented to assist novice teachers in their first years of teaching. Second, to communicate perceptions to other novice teachers so they realize they are not alone in their struggles. Third, information obtained from novice teachers can be utilized by influential groups such as administrators, university staff, and mentor teachers to improve the teacher training and induction process. Researchers have identified two perceptions that highly impact teacher retention. These two perceptions have been identified as: 1) daily challenges (Brewster & Railsback, 2001); and 2) working effectively in diverse classrooms (Gay, 2000; Haberman, 1995).

Challenges Faced by Novice Teachers

The challenges novice teachers face on a daily basis affects teacher retention. Although novice teachers have four to five years of experience as an undergraduate with required time spent in the classroom, these experiences do not completely prepare novice teachers for the first year of teaching. The literature outlines four broad areas that are highly correlated with the challenges novice teachers face and teacher retention. These areas include: 1) teacher preparation; 2) classroom management; 3) inadequate teacher supply; and 4) administrative support.

Teachers are often assigned extra duties outside of the classroom, which hinders their ability to be adequately prepared for instruction time (Potter, 1997). Britt (1997) supports this notion with findings from his study, that novice teachers identified a lack of preparation as a challenge. Novice teachers are required to supervise students at least three times throughout the day, which is normally 1) morning duty; 2) lunch duty; and 3) after school duty. Novice teachers need this time to contact parents, prepare for the next day, and/or meet with their mentor. The lack of preparation not only impacts the classroom as a whole, but limits adequate preparation in instructional methods for students who need individual instruction.

Novice teachers also perceive classroom management as a daily challenge. They exit the teacher preparation program with the perception that principals will assist in establishing guidelines for discipline in the classroom, only to find otherwise. Novice teachers struggle with discipline on a daily basis due to a lack of effective discipline strategies. Additionally, overcrowded classrooms, coupled with students identified with a behavioral disability, contributes to novice teachers exiting the teaching profession. Simmons (2000) concurs with this assertion, in addition to Busch, Pederson, Espin, and Weisenberger (2001).

According to Goor and Santos (2002) the most difficult challenge that a novice teacher faces is the development of organizational strategies, which include: 1) planning; 2) lesson design; 3) time management; and 4) time-on-task. Principals expect novice teachers to perform the same duties as veteran teachers. Novice teachers quickly find that it is a challenge to organize all of their duties. Just as veterans, novice teachers

are obligated to: 1) attend meetings; 2) plan for and meet with parents; 3) complete ongoing paperwork; 4) coordinate with mentor; 5) report for duty; and 6) allow time for one-on-one student instruction. When novice teachers acquire organizing strategies systemically versus trial and error, it assists in creating a healthy learning environment for both the student and novice teacher (Freiberg, 2002).

Another daily challenge that adds to the low retention of novice teachers is the lack of adequate educational supplies. Novice teachers perceive that principals will equip them with supplies to adequately educate the students. A study conducted in New York supports this perception with the findings that principals did not supply adequate basic supplies. The study reported that 26% of the novice teachers reported spending \$300 to \$1,000 of their personal funds on classroom supplies, 14% spent \$100 to \$200, and 12% spent \$50 to \$75. Novice teachers lack the adequate funds to purchase supplies due to reasons such as student loans and living expenses.

Simmons (2000) cites staff relations as another challenge of novice teachers. Specifically, he found that novice teachers perceive themselves as isolated from veteran teachers. Darling-Hammond (1997) illuminated this idea further by reporting that teachers have little time to learn from one another due to isolation from their colleagues. Novice teachers perceive the principal will provide opportunities to observe teachers as well as be observed, followed with constructive feedback. These perceptions are often not realistic for novice teachers. Isolation can occur when novice teachers are not paired with a mentor on the same planning schedule. Also, when the novice teacher is not provided adequate planning time for peer collaboration, the

novice teacher is left alone to flounder. This often leads to the novice teacher exiting the teaching field.

Diversity in Classrooms

Novice teachers' perceived experiences working in diverse classrooms also poses a significant challenge in teacher retention. Demographic statistics support this finding. According to the U.S. Department of Education (2003), 38% of public school students were minorities in 2000, a statistic that is up from 29.6% in 1986. In addition, the number of students who spoke a language other than English at home rose from 6.3 million in 1979 to 13.7 million in 1999 (U. S. Department of Education, 2003; Villegas & Lucas, 2002). In studies on perceptions, attitudes, and beliefs of novice teachers, researchers consistently raised the issue of teaching in diverse classrooms and the challenges teachers face (Banks, 2001; Grant & Tate, 2001; Irvine & Armento, 2001). In 1999, the American Association of Colleges of Teacher Education reported that white females represent 80% of novice teachers. They further report that these women are not familiar with the diverse populations that are represented in their classrooms. Irvine and Armento (2001) report that as the number of teachers of color decreases, the number of students of color increases.

Studies have exhibited that a high correlation exists among educators' sensitivity, knowledge, and application of cultural awareness information and diverse students' successful academic performances (Carter & Larke, 1995; Sleeter & Grant, 1999). When a teacher utilizes a student's own culture as a vehicle for learning, it is referred to as culturally relevant pedagogy (Gay, 2000). According to Ladson-Billings

(1995), this pedagogy is effective for the education of a diverse student body.

Culturally responsive pedagogy serves as a major component in creating schools that are responsive to diverse students. Teachers are able to utilize the student's culture as a teaching tool for successful learning. Even more powerful is that students develop a broader sociopolitical consciousness that allows them to critique the cultural norms, values, mores, and institutions that produce and maintain social inequities (Ladson-Billings, 1995). This prepares the student to critically analyze society, which is a broad goal of the school system. The problem lies in the fact that a high percentage of teachers have not been prepared to engage in culturally responsive pedagogy (Irvine & Armento, 2001).

Researcher Rothenberg (1997) conducted a study that elicited novice and veteran teachers' thoughts about pedagogical preparation and teaching in classrooms with students from diverse cultural backgrounds. Results revealed that both novice and veteran teachers were not prepared to engage in culturally responsive pedagogy. Neither group of teachers reflected on the interaction between culture and teaching. Novice and veteran teachers indicated that their greatest concern was their lack of knowledge when teaching in a diverse classroom.

Unfortunately, novice teachers lack the necessary skills to educate children from diverse cultures. Researchers argue that novice teachers' own attitudes impact their ability to teach in culturally heterogeneous classrooms (Gay & Howard, 2000). For example, novice teachers consider students from diverse families as suffering from various cultural "deficits" (Nieto, 2000). Haberman (1995) further acknowledges that

novice teachers who are young and culturally encapsulated may not be developmentally prepared to make the adjustments needed for successful cross-cultural teaching. Unfortunately, most teacher education programs fail to prepare teachers for a pluralistic society and the challenge is passed on to the principals of diverse students (Claycomb, 2000, Winter; Gay & Howard, 2000, 1995; Haberman, 2002; Hausfather, 1996; Stanulis, Fallona, & Pearson, 2002). Therefore, it is not surprising that both novice and veteran teachers expect principals to provide professional development that will enhance teachers' knowledge of effective strategies for their diverse students.

In order to combat these obstacles, Gay (2000) offers strategies to assist principals in their role of developing critical, cultural consciousness and self-reflection in teachers. The strategies include: 1) creating learning expectations of criticalness; 2) modeling the process for the novice teachers; 3) providing time to practice critical consciousness; 4) practicing multicultural self-reflection and critical consciousness; and 5) deconstructing and then reconstructing major U.S. icons, symbols, and celebrations. Lisa Delpit (2003) also offers principals three guidelines to successfully educate the diverse population, which include: 1) believe in the children; 2) do away with low achieving teaching scripts and 3) learn who the students are and develop a relationship and understanding of their culture.

Gay and Howard (2000) argue that lack of professional preparation and development exist because of the increasing racial, cultural, and linguistic divides between teachers and the student body. Therefore, principals should be leaders and encourage teachers to enroll in multicultural classes and to emerge themselves into the

literature on teaching in diverse classrooms. Haberman (Haberman, 1995) promotes such encouragement for developing effective teachers and retaining them in the profession.

CHAPTER III

METHODOLOGY

Introduction

According to the district's informational website, the district in this study is located in a large urban environment in the southwestern part of the United States. It services the Northern quadrant of the Houston Metropolitan area covering 111 square miles in North Harris County. The North Belt area continues to be a strong factor in the economics and development of the urban district.

The district is governed by the Board of Education, consisting of seven members and the superintendent of schools. The superintendent and a staff of four assistant superintendents and four area superintendents are responsible for the daily administration of the 62 schools within the district. Among the 62 schools, there are five early childhood centers, 26 elementary schools, nine intermediate schools, eight middle schools, four ninth grade centers, five high schools, and five alternative campuses.

Due to the district encompassing 111 square miles in North Harris County, a wide variety of ethnic and socioeconomic backgrounds are represented. The population consists of professionals, managers, small businesspersons, skilled technicians, blue-collar workers, unemployed persons, and laborers.

According to the 2004 Texas Education Agency report, Academic Excellence Indicator System (AEIS), the total student population in the district is 56,127. A

summary of the demographics for the district under study is shown in Table 1.

Seventy-six percent of the total student population represents the economically disadvantaged and 24.9% are Limited English Proficient.

Of the total staff (7,522), there is 58.6% (4,405) professional staff, 13.7% (1,033) educational aides, and 27.7% (2,084) auxiliary staff. Of the professional staff, 58.6% (4,405), there are 48.1% (3,616) teachers, 6.7% (506) professional support, 2.9% (215) campus administration (school leadership), and 0.9% (68.0) central administration.

Table 1
Demographic Summary of District Expressed as Frequency and Percent

Ethnicity	Frequency	%
African American	18,573	33.1
Hispanic	32,565	58.0
White	3,614	6.4
Asian/ Pacific Islander	1,325	2.4
Native American	50	0.1
Total	57,127	100.0

Sample

Random sampling was used to select 15 elementary schools out of the 26 elementary schools in the district using a random number seed generator. Elementary teachers were targeted for this study because elementary school principals are empowered to interview and hire their teachers. Principals on the elementary level also evaluate teachers on their campus as opposed to the intermediate, middle, and high school principals.

Demographics of the Respondents

In the total random sample of 15 elementary schools, there was a return rate of 93.33% (14 schools). Of the 14 elementary schools, there were 760 reported novice and veteran teachers. Out of the 760 reported teachers, there was a return rate of 35.52% (270). Of the 270 returned questionnaires, there were 13.33% (36) novice teachers and 86.64% (230) of veteran teachers. There were 3% (4) that did not indicate the number of years they had taught.

Table 2 and Table 3 contain the frequency and percentage of the gender and age of the novice and veteran teachers, and Table 4 and Table 5 reveal the number of years of professional experience and educational levels of teachers who participated in the study. Of the 270 returned questionnaire, 87% (234) were female and 12% (32) were male and 1% (4) did not report their gender. There were 16.7% (6) novice teachers that were male and 83.3% (30) that were female. Of the veteran teachers, there were 11.3% (26) males and 88.7% (204) that were female.

Of the 270 respondents, 69.4% (25) of the novice teachers were in the age group of 20 – 30, and 17% (39) of veteran teachers were in the same age group. The percentage of novice teachers and veteran teachers in the age range 31 – 40 were 19.4% (7) and 30.9% (71), respectively. In the age range of 41 – 50, there were 8.3% (3) novice teachers and 30.4% (70) veteran teachers. The percentages of novice teachers in the age range 51 – 60 were 2.8% (1), whereas 20% (46) of veteran teachers were in the same age group.

Table 2
Summary of the Frequency and Percentage
of the Gender of Novice and Veteran Teachers

Gender	Novice Teachers		Veteran Teachers	
	Frequency	%	Frequency	%
Female	30	83.3	204	88.7
Male	6	16.7	26	11.3
TOTAL	36	100.0	230	100.0

Table 3
Summary of the Frequency and Percentage
of the Age of Novice and Veteran Teachers

Age	Novice Teachers		Veteran Teachers	
	Frequency	%	Frequency	%
20 – 30	25	69.4	39	17.0
31 – 40	7	19.4	71	30.9
41 – 50	3	8.4	70	30.4
51 – 60	1	2.8	46	20.0
TOTAL	36	100.0	226	98.3
Missing			4	1.7
TOTAL			230	100.0

Of the experience level of the 270 teachers, the greatest number, 24.3% (65), had taught between 6 – 10 years, while the next highest frequencies, 17.9% (48) and 16% (43), were within 20+ years and 11 – 15 years, respectively.

Respondents were asked to indicate the highest educational level they had attained. Of the novice teachers, 8.3% (3) had obtained their Master's degree, while the remainder 91.7% (33) had acquired their Bachelor's degree. Of the veteran teachers,

26.5% (61) received their Master's degree, and 70% (161) received their Bachelor's degree with only one having received a doctoral degree.

Table 4
Summary of the Frequency and Percentage
of Professional Experience of Novice and Veteran Teachers

Years of Teaching	Frequency	%
0 – 2	33	12.8
3 – 5	41	16.0
6 – 10	61	23.7
11 – 15	41	16.0
16 – 20	30	11.7
Over 20	48	18.7
TOTAL	254	98.9
Missing	3	1.2
TOTAL	257	100.0

Table 5
Summary of the Frequency and Percentage
of Educational Level of Novice and Veteran Teachers

Educational Level	Novice Teachers		Veteran Teachers	
	Frequency	%	Frequency	%
Bachelor's Degree	33	91.7	161	70.0
Master Degree	3	8.3	61	26.5
Doctorate Degree	0	0	1	0.4
Missing			7	3.1
TOTAL	36	100	230	100

Instrument

Pilot Study

The questionnaire was developed to acquire demographic information on the two groups (novice teachers and veteran teachers) and to determine each group's perceptions of the principal's role in teacher retention. The instrument development process was conducted in three parts: 1) content validation process; 2) pilot and field-testing of the questionnaire; and 3) design of the instrument.

Content Validation Process

In order to determine the perceptions of the novice and veteran teachers, an extensive literature review was conducted and reported in Chapter II. The 23 items in the instrument were derived from the literature review, which revealed that novice teachers' perceptions fell within four categories: 1) challenges; 2) professional development; 3) teacher induction; and 4) diversity in the classrooms.

Pilot and Field Testing of the Questionnaire

A pilot test took place in September 2003 with novice and veteran teachers in an urban school district at the elementary level. The superintendent of the district was contacted to request permission to conduct the pilot study. Once permission was granted, the principal was contacted, and a meeting was scheduled to discuss the purpose of the study and the content of the questionnaire. Also, the researcher requested a contact person within the school setting to assist in the distribution and return of the questionnaires.

The contact person was instructed to distribute the questionnaires and consent forms either in a meeting or in each of the teacher's school mailboxes. It was also suggested that a designated area be outlined for return of the questionnaires and consent forms, if the surveys were to be placed in the teacher's mailboxes. A date and time to pick up the information was also decided at the meeting.

The questionnaires were distributed to 52 teachers via their mailboxes. There was a return rate of 44.2% (23) teachers. The teachers responded to the face validity and readability of the questionnaire. At the end of the questionnaire, the teachers offered their suggestions to assist in making the instrument a better product.

Final Design of the Instrument

After reviewing the suggestions and comments from the pilot study, the format of the questionnaire was reorganized to allow for a more professional appearance and improved readability. Also, the directions for completing the questionnaire were revised to enhance clarity.

The final design of the instrument consisted of two pages, highlighting 29 core items. Table 6 reveals the item number and the category in which the item was categorized. The first six questions requested the participants to provide demographic information. The remaining 23 questions addressed perceived perceptions of teachers that were reported in the literature review. The teachers answered the questions based on a Likert Scale ranging from 1 – 5, with the following rating breakdown: 1 (strongly agree), 2 (agree), 3 (neutral), 4 (disagree), and 5 (strongly disagree). Additional space

was provided to allow teachers to provide information not addressed by the questionnaire.

Both the novice and veteran teachers received the same two-page Likert Scale questionnaire. Delineation between novice and veteran teachers was determined based upon years of teaching experience. Thirty novice teachers reported that they had taught zero to three years in contrast to 230 veteran teachers who had taught four or more years.

Reliability of the Instruments

All analyses were carried out using the Statistical Package for Social Science (SPSS) for Windows (SPSS 12.0, SPSS Inc., Chicago, IL). Both descriptive and inferential statistical methods were employed. All tests conducted were two-sided tests and were tested at a confidence level of 95%. Cronbach's alpha is a measure of internal consistency; therefore, Cronbach's alpha was utilized to evaluate the internal consistency of the piloted perceptions scale. Scales that are highly internally consistent are considered more reliable. A value of 0 indicates no internal consistency and a 1 indicates perfect internal consistency. A negative value indicates the Cronbach's analysis is not valid due to negative average correlations among the items making up the scale. Overall reliability was established for the novice and veteran teachers' questionnaire. Cronbach's alpha was 85% and 83% for novices and veterans, respectively (Table 7 and Table 8). Thus, it can be concluded that the perceptions scale has medium-high reliability for novice and veteran teachers.

Table 6
Questionnaire Items and Categories

Challenges	Professional Development	Induction	Diversity in Classrooms
1) The principal has established guidelines for discipline in the classroom.	5) The principal provides teaching strategies in the classroom.	9) The principal involves teachers in conducting workshops and inservices.	18) Principals expect teachers to join committees such as the Cinco de Mayo, Christmas, and Black History Month Committees.
2) The principal has supplied adequate teacher and student supplies.	6) The principal provides professional development opportunities.	10) The principal provides constructive feedback on teacher performance.	19) Principals encourage faculty and staff to live in the neighborhood in which they work.
3) The principal provides adequate time for completion of paperwork such as grading papers, report cards, and grade books.	7) The principal solicits input from teachers about educational issues	11) The principal provides opportunities for teachers to observe other teachers within the building.	20) Principals are aware of the cultural differences between faculty and students.
4) The principal provides examples of classroom setups.	8) The principal provides teachers with new trends in curriculum and instruction.	12) The principal has established guidelines for teacher-parent conferences.	21) Principals inform the teachers of the demographic makeup of the school.
16) The principal expects teachers to participate in after school programs.		13) The principal facilitates adequate mentor support for teachers.	22) Principals support the cultural holidays within the school.

Table 6 Continued

Challenges	Professional Development	Induction	Diversity in Classrooms
17) The principal expects teachers to tutor students before and/or after required work hours.		14) The principal provides adequate planning time for peer collaboration. 15) The principal provides opportunities for teachers to observe teachers in other buildings.	23) Principals encourage teachers to enroll in a multicultural classes.

Table 7
Reliability Analysis Scale Novice Teachers

1	Establish guidelines for discipline in classroom
2	Adequate teacher and student supplies
3	Teachers provided adequate time for paperwork
4	Aware of classroom furniture arrangements
5	Teachers bring successful teaching strategies
6	Adequate professional development opportunities
7	Adequate input on educational issues
8	Aware of new trends in curriculum and instruction
9	Involved in conducting workshops and inservices
10	Adequate constructive feedback on teacher performance
11	Provided opportunities to observe other teachers
12	Given guidelines for teacher - parent conferences
13	Mentor support adequately facilitated
14	Adequate planning time for peer collaboration
15	Provided opportunities to observe teaches in other buildings
16	School programs are voluntary
17	Tutoring students is voluntary
18	Teachers are expected to join committees
19	Motivated to live in neighborhood
20	Aware of the cultural differences between faculty and students
21	Aware of the demographic makeup of school
22	Support cultural holidays
23	Motivated to enroll in multicultural classes

Reliability Coefficients

N of Cases = 36.0

N of Items = 23

Alpha = .8494

Table 8
Reliability Analysis Scale Veteran Teachers

1	Establish guidelines for discipline in classroom
2	Adequate teacher and student supplies
3	Teachers provided adequate time for paperwork
4	Aware of classroom furniture arrangements
5	Teachers bring successful teaching strategies
6	Adequate professional development opportunities
7	Adequate input on educational issues
8	Aware of new trends in curriculum and instruction
9	Involved in conducting workshops and inservices
10	Adequate constructive feedback on teacher performance
11	Provided opportunities to observe other teachers
12	Given guidelines for teacher - parent conferences
13	Mentor support adequately facilitated
14	Adequate planning time for peer collaboration
15	Provided opportunities to observe teachers in other buildings
16	School programs are voluntary
17	Tutoring students is voluntary
18	Teachers are expected to join committees
19	Motivated to live in neighborhood
20	Aware of the cultural differences between faculty and students
21	Aware of the demographic makeup of school
22	Support cultural holidays
23	Motivated to enroll in multicultural classes

Reliability Coefficients

N of Cases = 202.0

N of Items = 23

Alpha = .8344

Validity of the Instruments

The validity of the teacher questionnaires was established through several steps:

1) pilot study of the questionnaire, and 2) three revisions of the questionnaire. After

three revisions of the questionnaire, the final two-page questionnaire consisted of: 1) six demographic questions, and 2) 23 Likert Scale questions.

Data Collection

Upon receiving permission from the superintendent to collect data, each principal of the selected elementary schools was contacted. A meeting was scheduled to discuss the purpose of the study, the questionnaire, and confidentiality. The principals were also asked to identify a contact person and outline the number of teachers currently working in the building. Once the contact person was established, a packet was mailed to the school. Each packet contained a letter of support that indicated the purpose of the study, respondent selection process, confidentiality of responses, a direction sheet for the contact person, and the questionnaires. The packets were mailed on October 8, 2003, and an October 22, 2003 response date was outlined. Of the original mailing, 9 of the 15 elementary schools returned the questionnaires. On October 23, 2003, a follow-up call and an email were sent to the non-responding schools. The schools were requested to return the questionnaires on or before October 29, 2003. Of the six remaining non-responding schools receiving follow-up calls and emails, four schools responded which provided an 86.6% total return. Another packet was mailed to the remaining two non-responding schools requesting a return response on or before November 5, 2003.

One of the remaining non-responding schools contacted and informed the researcher of the campus' non-participation due to the staff having to complete three questionnaires prior to this study. The remaining non-responding campus did not return

follow-up calls or e-mails. The total return rate of 13 out of 15 schools yielded a return rate of 86.6%. Table 9 reveals the number of participating schools, questionnaires distributed, and questionnaires returned by each school.

Table 9
Summary of Participating Schools,
Questionnaires Distributed, Questionnaires Returned

Participating Schools	Number of questionnaires distributed	Number of questionnaires returned
1	55	46
2	70	3
3	60	2
4	65	59
5	60	4
6	55	36
7	65	7
8	55	3
9	75	11
10	65	1
11	55	0
12	55	23
13	30	16
14	60	19
15	60	0
Total	855	266

Data Analysis

For the purpose of this study, simple statistics such as the means, standard deviations, frequencies, and percentages were utilized to analyze research question one and two, “What are novice teachers’ perceptions of the role of the principal in teacher

retention?” and “What are veteran teachers’ perceptions of the role of the principal in teacher retention?”

For question three, “Are there differences in novice and veteran teachers’ perceptions of the role of the principal?” responses were subjected to an exploratory factor analysis using squared multiple correlations as prior communality estimates. The principal component analysis was used to extract the factors, and this was followed by a varimax rotation. In interpreting the rotated factor pattern, an item was said to load on a given factor if the factor loading was .40 or greater for that factor, and was less than .40 for the other.

CHAPTER IV

RESULTS

The overall focus of this study was to determine novice and veteran teacher's perceptions of the role of the principal in teacher retention. To acquire these data, it was necessary to determine the areas of concern of novice teachers. A review of the literature revealed that there exist areas of concern that must be addressed in retaining novice teachers. A researcher-developed questionnaire based on a content analysis was utilized for the following: 1) to ascertain perceptions of novice teachers regarding the role of the principal in teacher retention; 2) to ascertain perceptions of veteran teachers regarding the role of the principal in teacher retention; and 3) to determine if there are differences in novice and veteran teachers' perceptions of the role of the principal in teacher retention.

Subjects in each of the two groups (novice teachers and veteran teachers) were requested to complete a researcher-developed questionnaire. When completed, the data will provide demographic information and scales of perceived importance. Analysis of these data will result in identifying novice and veteran teachers' perceptions, which can be used in designing, implementing, and evaluating induction programs and the role of the principal in teacher retention.

Results

With increasing numbers of teachers exiting the teaching profession within the first five years of service (Blank & Kershaw, 2002) it will continue to be important that

quality teachers remain in the field of education. Therefore, the purpose of this study was to investigate the role of the principal as it pertains to the retention of teachers in an urban school district. The researcher-developed questionnaire was used to: 1) identify novice teachers' perceptions of the role of the principal in teacher retention; 2) identify veteran teachers' perceptions of the role of the principal; and 3) to determine if there is a difference in novice and veteran teachers' perceptions of the role of the principal. These data were analyzed from 270 questionnaire responses from novice and veteran teachers.

Each of the two subject groups, (novice and veteran teachers) furnished demographic information such as gender, age, number of years of teaching and the highest degree obtained. Both novice and veteran teachers rated a twenty-three Likert Scale questionnaire that was composed of perception statements based on the literature review. The range of the Likert Scale was: 1) Strongly Agree, 2) Agree, 3) Not Sure, 4) Disagree, and 5) Strongly Disagree. The data from the questionnaire were analyzed using the Statistical Package for Social Sciences (SPSS) (SPSS Inc., 2002).

The study involved 270 participants who were teachers in one of the fifteen schools in an urban school district located in Houston, Texas. All participants were regular education teachers in grades K – 4 and were either a novice teacher (0 – 3 years of experience) or a veteran teacher (4+ years of experience).

Research Question 1

The first question addressed by this study was: “What are novice teachers' perceptions of the role of the principal in teacher retention?” To address this question,

basic descriptive statistics such as the mean and standard deviation were used (Table 10). Items were measured using the Likert Scale from 1 – 5, 1 being strongly agree and 5 being strongly disagree.

The items that were most strongly agreed on were: (Item 6) “The principal provides professional development opportunities.” (Item 1) “The principal has established guidelines for discipline in the classroom.” (Item 5) “The principal suggests teaching strategies for use in the classroom.” (Item 2) “The principal has supplied adequate teacher and student supplies.” (Item 8) “The principal provides teachers with new trends in curriculum and instruction.”

Item 6, “The principal provides professional development opportunities” had a mean of 1.31 and a standard deviation of .467. This indicates that the majority of the teachers strongly perceived that the principals should provide professional development opportunities in their role in the retention of novice teachers. According to the literature, novice teachers look to the principals to provide professional development. Novice teachers exit the university and are seeking professional development opportunities to assist in their new role as a teacher.

Table 10
Summary of the Mean and Standard Deviation of the Novice Teachers

Item	Mean	Standard Deviation
1. The principal has established guidelines for discipline in the classroom.	1.42	.500
2. The principal has supplied adequate teacher and student supplies.	1.56	.809
3. The principal provides adequate time for completion of paperwork such as grading papers, report cards, and grade books.	2.17	1.159
4. The principal provides examples of successful classroom furniture arrangements.	2.39	.994
5. The principal suggests teaching strategies for use in the classroom.	1.42	.500
6. The principal provides professional development opportunities.	1.31	.467
7. The principal solicits input from teachers about educational issues.	.75	.806
8. The principal provides teachers with new trends in curriculum and instruction.	1.56	.607
9. The principal involves teachers in conducting workshops and inservices.	2.28	3.654
10. The principal provides constructive feedback on teacher performance.	1.58	.692
11. The principal provides opportunities for teachers to observe other teachers within the building.	1.92	.996
12. The principal has established guidelines for teacher-parent conferences.	2.06	.924
13. The principal facilitates adequate mentor support for teachers.	1.67	.956
14. The principal provides adequate planning time for peer collaboration.	2.28	1.279
15. The principal provides opportunities for teachers to observe teachers in other buildings.	2.44	1.182

Table 10 Continued

Item	Mean	Standard Deviation
16. The principal expects teachers to participate in after-school programs such as extended day.	1.72	.779
17. The principal expects teachers to tutor students before and/or after required work hours.	2.36	.990
18. Principals expect teachers to join committees such as the Cinco de Mayo, Christmas, and Black History Month Committees.	2.08	.841
19. Principals encourage faculty and staff to live in the neighborhood in which they work.	3.36	1.046
20. Principals are aware of the cultural differences between faculty and students.	1.81	.951
21. Principals inform the teachers of the demographic makeup of the school.	1.81	.786
22. Principals support the cultural holidays within the school.	1.69	.786
23. Principals encourage teachers to enroll in multicultural classes.	2.53	1.028

Items 1 and 5 “The principal has established guidelines for discipline in the classroom” and “The principal suggests teaching strategies for use in the classroom,” both had a mean of 1.42 and a standard deviation of .5. According to the results, novice teachers perceive that principals establish guidelines for discipline and teaching strategies for the classroom. The literature states that one of the foremost challenges faced by novice teachers is discipline. According to the results of this study, they perceive the principal as the person who will assist them with the challenge. It can also

be interpreted that novice teachers understand that discipline and effective teaching strategies complement one another.

Items 2 and 8, "The principal has supplied adequate teacher and student supplies" and "The principal provides teachers with new trends in curriculum and instruction," both had a mean of 1.56 and a standard deviation of .809 and .607, respectively. Although both items had a mean of 1.56, the standard deviations (.809 and .607) indicate that novice teachers varied in their responses. These responses were in the range of strongly agree and agree. These findings indicate that novice teachers perceive the principal as the one who will supply them with adequate materials, as well as new trends in curriculum and instruction. According to the literature, novice teachers exit the field of teaching due to lack of adequate teaching supplies. The responses may have varied due to the time the questionnaire was given to the teachers. Since the questionnaire was distributed two months after the school year began, novice teachers had already begun suffering the consequences due to the lack of adequate materials. Two months into the school year, novice teachers were already aware that they must purchase supplies to effectively conduct their class.

Novice teachers' responses also varied for item 8 "The principal provides teachers with new trends in curriculum and instruction." Again, this variation may be due to the timing of the questionnaire. During that time novice teachers were also becoming aware of the role of the principal in providing new trends in curriculum and instruction. Often, novice teachers' perceptions change when they learn that principals

facilitate instead of lead a group of teachers who are in charge of the curriculum and instruction.

Item 19, “Principals encourage faculty and staff to live in the neighborhood in which they work” had a mean of 3.36 and a very high standard deviation of 1.05. The data revealed that novice teachers’ perceptions ranged between “not sure” and “disagree” regarding their perceptions of the role of the principal in encouraging faculty and staff to live in the neighborhood in which they work. This was the only item that fell below the neither agree nor disagree point into the disagree region. Novice teachers’ perceptions of this item may be a reflection of the novice teachers’ preparation program. Living in the neighborhood in which the teacher works is often not addressed by the university; therefore, the novice teachers in this study could not make a definite decision regarding their perceptions of the role of the principal encouraging one to live in the neighborhood in which they work.

Item 23, “Principals encourage teachers to enroll in multicultural classes,” had a mean of 2.53 and a standard deviation of 1.03. The data revealed that novice teachers varied in their perceptions of the principals’ role in regards to encouraging teachers to enroll in multicultural classes. The novice teachers, perceptions ranked between “agree” and “not sure,” leaving one to interpret that some of the novice teachers did not know where their principals stood on the issue of multiculturalism. The results may also be based upon the level of appreciation for diversity by the campus principal.

Research Question 2

The second question addressed by this study was: “What are veteran teachers’ perceptions of the role of the principal in teacher retention?” To address this question, basic descriptive statistics such as mean and standard deviation were used (Table 11). Items were measured using the Likert Scale from 1 – 5, 1 being strongly agree and 5 being strongly disagree.

Results for research question 2 revealed the following five items that were most strongly agreed on out of the 23 items. These five items are: (Item 6) “The principal provides professional development opportunities,” (Item 9) The principal involves teachers in conducting workshops and inservices,” (Item 5) The principal suggests teaching strategies for use in the classroom,” (Item 1) The principal has established guidelines for discipline in the classroom,” and (Item 8) The principal provides teachers with new trends in curriculum and instruction.”

Item 6 had a mean of 1.34 and a standard deviation of .55. Similar to the novice teachers, the majority of veteran teachers strongly perceived that principals should provide professional development opportunities. This data revealed that regardless of the number of years of teaching, teachers perceive it is the role of the principal to provide professional development opportunities.

Items 5 and 9, “the principal suggests teaching strategies for use in the classroom” and “the principals involve teachers in conducting workshops and inservices, both had a mean of 1.57 and a standard deviation of .71 and .93, respectively. The data revealed that veteran teachers perceive the role of the principal

is to suggest teaching strategies for the classroom, as well as involve them in conducting workshops and inservices.

Table 11
Summary of the Mean and Standard Deviation of the Veteran Teacher

Item	Mean	Standard Deviation
1. The principal has established guidelines for discipline in the classroom.	1.58	.719
2. The principal has supplied adequate teacher and student supplies.	1.65	.817
3. The principal provides adequate time for completion of paperwork such as grading papers, report cards, and grade books.	2.37	1.295
4. The principal provides examples of successful classroom furniture arrangements.	2.52	1.083
5. The principal suggests teaching strategies for use in the classroom.	1.57	.712
6. The principal provides professional development opportunities.	1.34	.552
7. The principal solicits input from teachers about educational issues.	1.78	1.027
8. The principal provides teachers with new trends in curriculum and instruction.	1.59	1.555
9. The principal involves teachers in conducting workshops and inservices.	1.57	.930
10. The principal provides constructive feedback on teacher performance.	1.61	.850
11. The principal provides opportunities for teachers to observe other teachers within the building.	2.08	1.050
12. The principal has established guidelines for teacher-parent conferences.	1.81	.820
13. The principal facilitates adequate mentor support for	1.87	.925

Table 11 continued

Item	Mean	Standard Deviation
teachers.		
14. The principal provides adequate planning time for peer collaboration.	2.00	1.160
15. The principal provides opportunities for teachers to observe teachers in other buildings.	2.68	1.108
16. The principal expects teachers to participate in after-school programs such as extended day.	1.73	.830
17. The principal expects teachers to tutor students before and/or after required work hours.	2.61	1.113
18. Principals expect teachers to join committees such as the Cinco de Mayo, Christmas, and Black History Month Committees.	2.22	2.749
19. Principals encourage faculty and staff to live in the neighborhood in which they work.	3.88	.984
20. Principals are aware of the cultural differences between faculty and students.	1.74	.852
21. Principals inform the teachers of the demographic makeup of the school.	1.92	1.626
22. Principals support the cultural holidays within the school.	1.66	.800
23. Principals encourage teachers to enroll in multicultural classes.	2.72	.988

Item 1, “the principal has established guidelines for discipline in the classroom” had a mean of 1.58 and a standard deviation of .72. The results indicate that veteran teachers perceive that principals establish guidelines for discipline in the classroom. Although one would perceive that veteran teachers would have a repertoire of

discipline strategies to utilize, the data indicate differently. Just as the novice teachers perceive the principal as the one to establish guidelines for discipline in the classroom, so do the veteran teachers, regardless of the number of years they have invested in education.

Item 8, “The principal provides teachers with new trends and instruction,” had a mean of 1.59 and a standard deviation of 1.55. The perception of veteran teachers varied extremely, which indicates that while some of the veteran teachers perceived that principals provide teachers with new trends and instruction, others did not perceive that to be the situation.

Item 19, “Principals encourage faculty and staff to live in the neighborhood in which they work,” had a very high mean of 3.88 and a very high standard deviation of .98. This indicates that veteran teachers do not perceive that it is the role of the principal to encourage them to live in the neighborhood in which they work. Also, it can be interpreted that veteran teachers may feel that due to the years of experience, their understanding of the community in which they work is sufficient.

Item 23, “Principals encourage teachers to enroll in multicultural classes,” had a mean of 2.72 and a standard deviation of .988. The data revealed that veteran teachers varied on their perceptions of the role of the principal in regards to encouraging teachers to enroll in multicultural classes. The teachers’ perceptions ranked between agree and not sure. It can be interpreted that some of the veteran teachers are not aware of their principal’s role regarding encouraging teachers to enroll in multicultural

classes. However, the data reveals that not all veteran teachers felt that their principals drove them to take multicultural classes

Research Question 3

The third question addressed by this study was: “Are there statistically significant differences in novice and veteran teachers’ perceptions of the role of the principal?” To statistically address this item, a factor analysis was performed. Table 12 represents the results of the Principal Component Analysis. As the table illustrates, this group of variables explain 62.75% of the variance.

Table 12
Principal Component Analysis

Factor	% of Variance	Cumulative %
Factor 1	18.10	18.00
Factor 2	15.96	34.06
Factor 3	12.93	46.99
Factor 4	8.25	55.24
Factor 5	7.50	62.75

Table 13 reveals the results of the Rotated Component Matrix, which represents which items measure which factors. The results revealed a pattern of loadings on each factor that is as diverse as possible, lending itself to easier interpretation. Based on the data, five factors were derived: 1) Professional Development; 2) Resources and Support; 3) Diversity in Classroom; 4) Extra School Duties; and 5) Multicultural Awareness. Table 14 organizes the data based on the five factors.

In interpreting the rotated factor pattern, an item was said to load on a given factor if the factor loading was .40 or greater for that factor, and was less than .40 for the other. Using these criteria, six items were found to load on the first factor, which was subsequently labeled professional development. Nine items loaded on the second factor, which was labeled resources and support. Three items loaded on the third factor, which was labeled diversity in classrooms. For factor 4, which was labeled school duties, there were two loadings, whereas, factor 5, multicultural awareness, had a loading of three. The items and corresponding factor loadings are presented in Table 14.

Table 13
Rotated Component Matrix

	Professional Development	Resources and Support	Diversity in Classrooms	Extra School Duties	Multicultural Awareness
1) The principal has established guidelines for discipline in the classroom.	.452	.414	.239	.123	-.032
2) The principal has supplied adequate teacher and student supplies.	.318	.588	.213	.067	-.176
3) The principal provides adequate time for completion of paperwork such as grading papers, report cards, and grade books.	.055	.468	.595	.092	-.074
4) The principal provides examples of successful classroom furniture arrangements.	.263	.545	.132	.041	.425
5) The principal provides teaching strategies in the classroom.	.723	.168	.177	.070	.156
6) The principal provides professional development opportunities.	.766	.267	.114	.044	.015
7) The principal solicits input from teachers about educational issues.	.687	.365	.260	.064	.079

Table 13 Continued

	Professional Development	Resources and Support	Diversity in Classrooms	Extra School Duties	Multicultural Awareness
8)The principal provides teachers with new trends in curriculum and instruction.	.810	.226	.207	.092	.018
9) The principal involves teachers in conducting workshops and in-services.	.672	.281	.280	.123	.106
10) The principal provides constructive feedback on teacher performance.	.502	.348	.502	.060	-.111
11) The principal provides opportunities for teachers to observe other teachers within the building.	.323	.760	.061	.044	.138
12) The principal has established guidelines for teacher-parent conferences.	.319	.542	.409	.247	-.081
13) The principal facilitates adequate mentor support for teachers.	.364	.603	.275	-.077	.155
14) The principal provides adequate planning time for peer	.299	.462	.466	.099	.081

Table 13 Continued

	Professional Development	Resources and Support	Diversity in Classrooms	Extra School Duties	Multicultural Awareness
collaboration.					
15) The principal provides opportunities for teachers to observe teachers in other buildings.	.165	.748	.063	-.003	.268
16) The principal expects teachers to participate in after-school programs such as extended day.	.083	.101	.357	.726	-.027
17) The principal expects teachers to tutor students before and/or after required work hours.	-.095	.069	.006	.721	.309
18) Principals expect teachers to join committees such as the Cinco de Mayo, Christmas, and Black History Month Committees.	.282	-.037	.029	.736	.048
19) Principals encourage faculty and staff to live in the neighborhood in which they work.	-.031	.122	-.099	.224	.796

Table 13 Continued

	Professional Development	Resources and Support	Diversity in Classrooms	Extra School Duties	Multicultural Awareness
20) Principals are aware of the cultural differences between faculty and students.	.340	.079	.685	.145	.069
21) Principals inform the teachers of the demographic makeup of the school.	.249	.074	.712	.019	.299
22) Principals support the cultural holidays within the school.	.345	.308	.535	.298	.010
23) Principals encourage teachers to enroll in multicultural classes.	.180	.094	.382	.046	.706

Table 14
Factor Analysis Loading

Factor 1: Professional Development

- 5) The principal suggests teaching strategies for use in the classroom.
- 6) The principal provides professional development opportunities
- 7) The principal solicits input from teachers about educational issues.
- 8) The principal provides teachers with new trends in curriculum and instruction.
- 9) The principal involves teachers in conducting workshops and inservices.
- 10) The principal provides constructive feedback on teacher performance.

Factor 2: Resources and Support

- 1) The principal has established guidelines for discipline in the classroom.
- 2) The principal has supplied adequate teacher and student supplies.
- 3) The principal provides adequate time for completion of paperwork such as grading papers, report cards, and grade books
- 11) The principal provides opportunities for teachers to observe other teachers within the building.
- 12) The principal has established guidelines for teacher- parent conferences.
- 13) The principal facilitates adequate mentor support for teachers.
- 14) The principal provides adequate planning time for peer collaboration.
- 15) The principal provides opportunities for teachers to observe teachers in other buildings.
- 4) The principal provides examples of successful classroom furniture arrangements.

Factor 3: Diversity in Classrooms

- 20) Principals are aware of the cultural differences between faculty and students.
- 21) Principals inform the teachers of the demographic makeup of the school.
- 22) Principals support the cultural holidays within the school

Factor 4: Extra School Duties

- 16) The principal expects teachers to participate in after school programs such as extended day.
- 17) The principal expects teachers to tutor students before and/or after required work hours

Factor 5: Multicultural Awareness

- 9) Principals encourage faculty and staff to live in the neighborhood in which they work.
 - 18) Principals expect teachers to join committees such as the Cinco de Mayo, Christmas, and Black History Month Committees
 - 23) Principals encourage teachers to enroll in multicultural classes
-

Table 15, the Multivariate Analysis of Variance, reveals the results of the MANOVA, which measured whether, and to what degree there is a statistical difference between the 33 novice teachers and the group of 48 veteran teachers' which had taught twenty plus years. Based on the results, $.602 > .05$, there is not a statistically significant difference between the novice and veteran teachers' perceptions of the role of principal in the retention of teachers. The data revealed that whether a teacher is a novice or veteran teacher of three years or more, their perceptions are relatively the same regarding the role of the principal.

Table 15
Multivariate Analysis of Variance

Test Name	Value	Exact F Hypothesis	DF	Error DF	Significance of F
Pillais	.29197	.89645	23.00	50.00	.602
Hotellings	.41237	.89645	23.00	50.00	.602
Wilks	.70803	.89645	23.00	50.00	.602
Roys	.29197				

CHAPTER V

SUMMARY AND CONCLUSION

In the United States, there is a need to hire 200,000 teachers annually (U.S. Department of Education, 1999). This high demand for teachers will continue to rise due to teachers retiring, a rise in student enrollment, and a high attrition rate (American Federation of Teachers, 2001, September). The projected need to fill 2.2 million vacancies by 2010 has been predominantly acute in urban city schools where highly qualified teachers are needed the most (Fideler & Haselkorn, 1999; U.S. Department of Education, 1999). Although the universities graduate more than enough teachers to fill the vacancies, there is a need to retain novice teachers who enter the profession. Research has found that principals are key to providing opportunities and services that will attract quality novice teachers and retain them in the teaching profession.

The role of the principal in public school settings has undergone a major change over the past decade, and will continue to change due to demands from society. As principals become more accountable in changing the school environment, they are also becoming more accountable for ensuring that novice teachers are: 1) competent; 2) qualified; and 3) satisfied with their working conditions. Research has revealed that principals can assist in the retention of novice teachers by implementing a support system that includes professional development (Harris, 2000; Sweeney, 2001; Wilbur & Zepeda, 2004) and classroom management (Brock & Grady, 1998; Fideler & Haselkorn, 1999; Huling-Austin, 1988; Ingersoll & Smith, 2004; Serpell, 2000).

Without the support and confirmation from the principal, novice teachers will face many challenges, and therefore vacate the teaching profession. Novice teachers exit teacher preparation programs with perceptions such as the principal will provide: 1) professional development; 2) classroom management strategies; 3) adequate supplies; 4) instructional strategies; as well as 5) provide mentor support. Without support from the principal in these areas researchers have found that novice teachers feel abandoned, unorganized, and lack the required experience to successfully teach the students and become quality veteran teachers (Brock, 1999). Colley (2002) also stated that novice teachers who exit the field of teaching reported that teaching was too isolating and unsupported.

Principals should be made aware of the perceptions of novice teachers in order to meet their needs; therefore this study was conducted to validate the perceptions of novice and veteran teachers regarding the role of the principal in teacher retention. Fifteen randomly selected elementary schools were chosen to participate in the study. The response yielded 270 elementary teachers (novice and veteran) from an urban school district. Results revealed there was not a statistically significant difference between the novice and veteran teachers' perceptions of the role of the principal in the retention of teachers. The five items the novice and veteran teachers strongly perceived to be the role of the principal in teacher retention are shown in Table 16. The results can be summarized under two broad categories that have been identified by the literature as concerns of novice teachers and veteran teachers: 1) professional development, and 2) challenges.

Table 16
Novice and Veteran Teachers' Highest Scores

Novice Teachers	Veteran Teachers
(Q6) The principal provides professional development opportunities.	(Q6) The principal provides professional development opportunities.
(Q1) The principal has established guidelines for discipline in the classroom.	(Q9) The principal involves teachers in conducting workshops and in-services.
(Q5) The principal suggests teaching strategies for use in the classroom.	(Q5) The principal suggests teaching strategies for use in the classroom.
(Q2) The principal has supplied adequate teacher and student supplies.	(Q1) The principal has established guidelines for discipline in the classroom.
(Q8) The principal provides teachers with new trends in curriculum and instruction.	(Q8) The principal provides teachers with new trends in curriculum and instruction.

Discussions

Professional Development

Professional development is an integral component in the career of novice and veteran teachers; therefore it is not surprising that professional development was strongly perceived for both the novice and veteran teachers. This data indicated that novice and veteran teachers perceived that principals should provide professional development opportunities, which is defined by Diaz-Maggioli (2003) as an “ongoing learning process in which teachers engage voluntarily to learn how best to adjust their teaching to the learning needs of their students” (2003, p.1).

Professional development for novice teachers can and will assist in bridging the gap between theory and hands-on activities. Professional development allows novice teachers to learn from administrators, mentors, counselors, school specialists, and

others who take on the role of professional development. This permits the novice teachers the opportunity to observe, perform, and reflect on quality strategies before and after they take on the responsibility of managing their classroom.

Research has revealed there is a correlation between teachers' teaching and student's academic success (Darling-Hammond, 1998; Sparks, 2002); therefore, the need for quality and effective professional development is of most importance. Professional development is an important tool that can assist in meeting the academic goals of the teacher and student. In order to guarantee that professional development is successful, it should reflect what the needs of the teachers are and to also be inline with current research strategies that promote teachers success. Often, districts offer professional development at the beginning of the year to novice teachers; however, individual campuses are not required to offer professional development specifically to novice teachers. Instead, throughout the school year novice teachers are required to attend the same campus and district professional development as the veteran teachers.

Although professional development should be entrenched within the daily activities of both the novice and veteran teachers, their needs are different as adult learners; therefore, there is a need for different approaches to professional development (Sparks, 2002). Sparks also states that retaining teachers involves a strong principal that is supportive of professional development and utilizes strategies that are customized to the needs of the teachers, as well as the educational context in which professional development is carried out. An effective principal enters a relationship with the teachers and takes on an active role not as principal, but as a colleague.

According to Sergiovanni and Starratt (1993), this approach assists in bridging the gap between the interest of the teachers, the vision of the school, and instructional strategies. Principals and novice and veteran teachers are then able to learn from each other. The veteran teacher has prior knowledge and experience to share with the novice teachers and the novice teachers bring to the group new concepts and strategies from the university. The principal is able to contribute the expectations from the district, provide continued structure, and maintain focus for the vision of the campus. This approach with professional development can assist in the retention of novice teachers, as well as add to the knowledge of veteran teachers.

Teaching Strategies

Research indicates schools are incorporating teaching strategies that will assist the novice and veteran teachers throughout the school year. These school districts are engaging novice and veteran teachers in teaching strategies such as: 1) peer coaching; b) study groups; 3) dialogue journals; 4) professional development portfolios; 5) mentoring; and 6) participatory practitioner research (Diaz-Maggioli, 2003). These strategies, coupled with the support of the principal, can and will bring about quality teaching and the retention of novice teachers.

Novice and veteran teachers call for professional development to obtain effective teaching strategies for the classroom; therefore, it is not unforeseen that novice and veteran teachers' perceptions of item 5, "The principal suggests teaching strategies for use in the classroom," was number three out of the 23 items. Although veteran teachers have been in the profession for three or more years, they continue to

view the principal as one who should provide effective teaching strategies. The principal can present instructional strategies as a one-on-one situation or through professional development.

Teaching strategies are part of a teacher's "toolbox" that must be utilized each day. Strategies that may work for some students may not work for other students; therefore, principals should provide the necessary instructional strategies through professional development. Strategies coupled with the actions of the principal can elevate novice teacher frustrations, which can assist in retaining novice teachers.

Curriculum and Instruction

Results of this study revealed that both the novice and veteran teachers perceive the principal should provide them with trends that are new regarding curriculum and instruction. Curriculum and instruction is regarded as one of the most important aspects of the school, and therefore the principal is either the leader of implementing new trends in this area or facilitates the teachers in doing so.

Regardless whether the principal is the active curriculum and instruction leader or facilitates a group of teachers to be curriculum leaders, curriculum and instruction will be at risk without the support of the principal. Although the role of the principal as curriculum and instructional leader is an important role, the literature indicates that curriculum and instruction development is not a top priority of the principal. They are torn between being an instructional leader and/or administrator (Drake & Roe, 1986).

Principals may not place high emphasis on providing novice teachers with new trends in curriculum and instruction development due to outside factors that may lead

them away from their duties. These factors may or may not include 1) priority of higher officers; 2) limitations placed on the principal; and 3) principal preparation programs and inservices that emphasize management and business instead of education (Olivia, 1992).

Teachers serve as the primary group in curriculum and instruction development. They participate in all stages of curriculum and instruction development and are primarily looked at for assistance in these areas. In order to develop and implement new trends in curriculum and instruction, it is the teachers who 1) gather data; 2) experiment with new ideas and materials; 3) collaborate with teachers, parents, and the community; and 4) obtain feedback (Olivia, 1992). However, novice teachers are not aware of these responsibilities and view themselves only as instructors. They lack the knowledge of what is expected of them in developing the curriculum; therefore, as the study revealed, they perceive the principal will provide the necessary information in regards to new trends in curriculum and instruction development. Their lack of awareness for their role in curriculum and instruction development may be due to novice teachers' pre-service program that emphasizes the mastery of instructional skills rather than curriculum and instruction.

Principals must orient novice teachers in regarding their expectations as it applies to curriculum and instruction. Novice teachers should become aware that curriculum and instruction are two domains; however, their participation in developing both domains is of high importance. Thus, it is important for principals and novice and veteran teachers to participate in all aspects of curriculum and instruction development;

however, it is only the teachers that can make sure the new trends in curriculum and instruction are carried out in the classroom.

Discipline in the Classroom

A teacher's ability to manage a classroom effectively has long been acknowledged as a necessary skill for effective teaching. Beginning the year with a classroom management plan in place communicates clear expectations and assist teachers to be more consistent in enforcing their behavior standards. Although novice teachers experience many challenges, research indicates that discipline is one of the top reasons novice teachers exit the field of teaching (Ingersoll, 2001).

Novice teachers perceive the principal will assist with discipline strategies and provide the necessary training to acquire effective strategies. The teachers in this study revealed that both novice and veteran teachers perceived that principals should establish guidelines for discipline in the classroom. Although they both perceived this item as one of the five most important, it was second for the novice teachers, while it was fourth for veteran teachers. This result can be contributed to the fact that veteran teachers have acquired classroom management strategies from previous hands-on experience throughout the years, as opposed to novice teachers. Novice teachers have not acquired the training or the hands-on experience to effectively manage discipline issues that arise in the classroom; therefore, they seek greater support from the principal.

When hiring novice teachers, principals should know whether a novice teacher has established and implemented a plan for discipline. Often, student teachers walk

into a classroom that has established goals, priorities, rules, and consequences; thus leaving the novice teacher without the opportunity to establish their own set of goals, practices, rules, and consequences. As a result, novice teachers often lack the knowledge and skills of classroom management to even begin the process of dealing with discipline issues.

Although discipline issues are found in all schools, urban schools have more students and challenges, and therefore experience a higher volume of discipline problems. This can be contributed to the lack of training for teachers on how to deal with cultural issues urban educators face on a daily basis. Researchers report that novice teachers who educate mostly students of color report lower levels of job satisfaction, and due to the high level of discipline issues, are not able to form healthy relationships with the students (Freeman, Brookhart, & Loadman, 1999; Irvine & Armento, 2001). Irvine (Irvine & Armento, 2001) reports that when cultural issues are not addressed by both the teacher and student there is often: 1) miscommunication; 2) lack of self-esteem; 3) resentment; and 4) confrontation between the home, student, and school.

Other Significant Findings

This study also revealed two other significant findings that contribute to the perceptions of novice and veteran teachers on the role of the principal in the retention of novice teachers. The first significant finding revolved around adequate classroom supplies. Due to the lack of adequate teaching supplies in some schools, teachers purchase materials from their personal funds to ensure quality lessons and to maintain

an effective learning environment. Novice teachers in this study accepted teaching positions with the perception that their principal would supply them with adequate materials. As shown in Table 15, novice teachers ranked item 2, “The principal has supplied adequate teacher and student supplies,” as one of the top strongly perceived items; however, the veteran teachers did not score item 2 in the top five positions.

The response of the veteran teachers may be due to the fact they have been in the field for a number of years and it is understood what will be supplied by the district and what they as teachers must supply for themselves. Therefore, their perception of the principal’s role regarding the supply of adequate teaching materials is not as strongly agreed upon as the novice teachers’ perception.

It is possible the perception of novice teachers may be contributed to their experience as a student teacher. Often, as student teachers, the cooperating teachers will supply them with the necessary materials that are needed for delivery of lessons. Unfortunately, some novice teachers may not have been present at the beginning of the school year when the corresponding teacher purchased materials. Also, the corresponding teacher may or may not have discussed the issue with the novice teacher.

Often, principals lack the necessary funds to purchase adequate materials, especially in urban districts where funding may be a significant issue. In some instances, there is unequal distribution of funds due to lower property values of the urban districts as opposed to their suburban counterparts. Unfortunately, students that attend schools in districts that have supply problems are often located in low

socioeconomic neighborhoods (Irvine & Armento, 2001). Schools that receive fewer funds per student are not able to equip classrooms with adequate teacher and student supplies as opposed to schools in more affluent neighborhoods. Ascher (1991) suggests that principals should supply novice teachers with adequate quantities of books, paper, blackboards, and desks, as well as other needed materials to contribute to good working conditions. Ascher further asserts that good working conditions are associated with better teacher attendance, higher morale, and a greater sense of efficacy in the classroom. The other significant finding that was revealed about the veteran teachers in this study and not about novice teachers was item number 9. Veteran teachers perceived the principal as responsible for involving them in conducting workshops and inservices. Novice teachers did not strongly perceive this to be the role of the principal, which may be due to their lack of adequate information and experience in conducting workshops and inservices. In addition, novice teachers tend to be receivers and not givers of information (Carter & Moon-Merchant, 2004). However, veteran teachers are more often called upon and willing to be mentors, to share their knowledge and wisdom, and to participate in functions such as 1) counselors; 2) peer coaches; 3) supporters; 4) master teachers; and 5) professional developers (Johnson, 2001).

When veteran teachers are coupled with novice teachers in workshops and inservices, learning is reciprocal. Veteran teachers are able to provide the novice teachers with successful teaching and classroom management skills; whereas, novice teachers can provide new and innovative strategies acquired from the university. Also, novice teachers are part of an educational process other than teaching. This interaction

allows the novice teachers to see a model of leadership by veteran teachers. In addition this leadership model may encourage novices have greater esteem for the profession and to seek additional knowledge that will enable them to contribute to the future.

Conclusion

This study investigated the perceptions of novice and veteran teachers on the role of the principal in retaining novice teachers. Statistical analysis revealed that the perceptions of the novice and veteran teachers did not differ greatly regardless of the number of years the teachers had been teaching, their age range, gender, and level of education. The data revealed there was a high degree of consistency found in the perceptions of the two groups (novice teachers and veteran teachers) regarding the role of the principal in teacher retention. Therefore, it was concluded that insights can be gained from teachers about retention and the role of the principals regarding their years of services, gender, status, and years of services.

It was also concluded that principals could benefit from an awareness of novice and veteran teacher's perception's regarding the role of the principal in retaining teachers. This awareness should contribute to the efforts of successfully combating the exit of novice teachers from the profession. Doing so will assist in the retention of novice teachers, which is a phenomenon in the United States that must be addressed to successfully equip each classroom with qualified teachers.

Recommendations and Implications for Further Research

As a result of this study, the following recommendations are offered:

1. It is recommended that principals engage in professional development on the retention of novice teachers.
2. It is recommended that principals seek to determine the perceptions of their novice teachers.
3. It is recommended that a study be conducted to determine if teacher' perceptions differ if they entered the profession as an alternatively certified teacher or if they matriculated through a traditional teacher preparation program.
4. It is recommended that a study be conducted on African Americans, Hispanics, and European American teachers' perceptions of the principal and their role in the retention of novice teachers.
5. It is recommended that a qualitative study be conducted on teachers' of the principal and their role in the retention of novice teachers to add additional insights to this investigation.

Principals play a crucial role in the retention of teachers. The process of conducting this study has been beneficial in increasing awareness of the perceptions of the novice and veteran teachers in the role of the principal and teacher retention. Insights provided by this research can aid in the process of developing plans that will address the perceived needs of novice teachers, and thus reduce the number of new teachers exiting the teaching profession.

REFERENCES

- American Federation of Teachers. (2001, September). Beginning teacher induction: The essential bridge. *Educational Issues Policy Brief*, 13.
- Ascher, C. (1991). Retaining good teachers in urban schools. *ERIC Clearinghouse on Urban Education*.
- Banks, J. A. (2001). *Cultural diversity and education: Foundations, curriculum, and teaching*. Boston, MA: Allyn and Bacon.
- Bartell, C. A. (2005). *Cultivating high-quality teaching through induction and mentoring*. Thousand Oaks, CA: Corwin Press.
- Bassinger, S. (2000). *The beginning teacher*. Burnaby: BC: International Association for Mentoring.
- Bey, T. M., & Holmes, C. T. (1992). *Mentoring: Contemporary principals and issues*. Reston, VA: Association of Teacher Educators.
- Blank, M., & Kershaw, C. (2002). *Raising the bar for teacher performance and student achievement in high need schools through mentoring*. Tennessee Academy for School Leaders, University of Tennessee, College of Education.
- Bombaugh, R. (1995). Coping and growing: Peace Corps Fellows in the urban classroom. *Journal of Teacher Education*, 46(1), 35-44.
- Boreen, J., & Niday, D. (2000). Breaking through the isolation: Mentoring beginning teachers. *Journal of Adolescent & Adult Literacy*, 44(2), 152 -164.
- Brewster, C., & Railsback, J. (2001). Supporting beginning teachers: How administrators, teachers and policymakers can help new teachers succeed. Retrieved April 13, 2003, from <http://www.nwrel.org/request/may01/textonly.html>.
- Britt, P. M. (1997). *Perceptions of beginning teachers: Novice teachers reflect upon their beginning experiences*. Paper presented at the Annual Meeting of the Mid-South Educational Research Association.
- Britton, T. E., Raizen, S. A., Paine, L., & Huntley, M. A. (2000). *More swimming, less sinking: Perspectives on teacher induction in the U.S. and abroad*. Retrieved from <http://www.actionbioscience.org/education/glenncomm.html#Primer>.

- Brock, B. L. (1999). The principal's role in mentor programs. *Mid-Western Educational Researcher*, 12(4), 78-82.
- Brock, B. L., & Grady, M. L. (1998). Beginning teacher induction programs: The role of the principal. *The Clearing House*, 71(3), 179-183.
- Brown, K. L. (2002). Acclimating induction teachers to low-performing schools: Administrators' role. *Education*, 123(2), 422-426.
- Busch, T. W., Pederson, K., Espin, C. A., & Weissenburger, J. W. (2001). Teaching students with learning disabilities: Perceptions of a first-year teacher. *Journal of Special Education*, 35(2), 92-99.
- Calabrese, R. L., Zepeda, S. J., & Fine, J. (1998). Urban educational reform: Emerging themes as manifested in the Chicago experience. *Planning and Changing*, 29(2), 85-96.
- Carter, M., & Francis, R. (2001). Mentoring and beginning teachers: Workplace learning. *Journal of Teacher Education*, 29(3), 249-263.
- Carter, N., & Moon-Merchant, V. (2004). Helping novice teachers succeed within any border. Retrieved May 14, 2005, from http://resi.tamu.edu/volume_tensummer2004.htm.
- Carter, N. P., & Larke, P. J. (1995). Preparing the urban teacher: Reconceptualizing the experience. In M. O'Hair & S. Odell (Eds.), *Teacher education yearbook* (Vol. II, pp. 77-95). Thousand Oaks, CA: Corwin Press.
- Carter, N. P., & Larke, P. J. (2003). Examining INTASC standards through the lens of multicultural education: Meeting the needs of underserved students. In N. P. Carter (Ed.), *Convergence and divergence: Alignment of standards, assessment and issues of diversity* (pp. 55-70). Washington, DC: American Association of Colleges for Teacher Educators.
- Certo, J., & Fox, J. (2002). Retaining quality teachers. *High School Journal*, 86(1), 57-76.
- Clarridge, P. B., & Berliner, D. C. (1991). Perceptions of student behavior as a function of expertise. *Journal of Classroom Interaction*, 26(1), 1-18.
- Claycomb, C. (2000, Winter). High-quality urban school teachers: What they need to enter and to remain in hard-to-staff schools. *The State Education Standard*, 17-20.

- Colley, A. (2002). What can principals do about new teacher attrition? *NAESP Principal*. Retrieved February 12, 2004, from <http://www.naesp.org/comm./p0302b.htm>.
- Croasmun, J., Hampton, D., & Hermann, S. (1999). Teacher attrition: Is time running out? Retrieved February 2, 2002, from <http://horizon.unc.edu/projects/issues/papers/Hampton.asp>.
- Danielson, L. (2002). Developing and retaining quality classroom teachers through mentoring. *The Clearing House*, 75 (4), 183 - 185.
- Darling-Hammond, L. (1995). Rethinking teacher leadership through professional development schools. *Elementary School Journal*, 96(1), 87-106.
- Darling-Hammond, L. (1997). Doing what matters most: Investing in quality teaching. Retrieved September 9, 2001, from www.tc.columbia.edu/~teachcomm.
- Darling-Hammond, L. (1998). Teacher learning that supports student learning. *Educational Leadership*, 55(5), 6-11.
- Darling-Hammond, L., & McLaughlin, M. (1995). Policies that support professional development in an era of reform. *Phi Delta Kappan*, 76(8), 597-604.
- Delpit, L. (2003). Educators as 'seed people' growing a new future. *Educational Researcher*, 32(7), 14-21.
- Diaz-Maggioli, G. H. (2003). Professional development for language teachers. [Electronic Version]. *ERIC Digest 99-00-0008*.
- Drago-Severson, E. (2002). *School leadership in support of teachers' transformational learning: The dramatic differences resources make*. Paper presented at the Annual Meeting of the American Educational Research Association.
- Drake, T. L., & Roe, W. H. (1986). *The principalship*. (3rd ed.). New York, NY: Macmillan.
- Dyal, A., & Sewell, S. (2002). Effective strategies to develop successful beginning teachers for 21st century schools. *Catalyst for Change*, 31(2), 5-8.
- Fideler, E., & Haselkorn, D. (1999). *Learning the ropes: Urban teacher induction programs and practices in the United States*. Belmont, MA: Recruiting New Teachers, Inc.
- Freeman, D. J., Brookhart, S. M., & Loadman, W. E. (1999). Realities of teaching in racially/ethnically diverse schools: Feedback from entry-level teachers. *Urban Education*, 34(1), 89-114.

- Freiberg, H. (2002). Essential skills for new teachers. *Educational Leadership*, 59(6), 56-61.
- Freiberg, H. J., & Driscoll, A. (2000). *Universal teaching strategies*. (3rd ed.). Boston, MA: Allyn and Bacon.
- Ganser, T. (2001). The principal as new teacher mentor. *Journal of Staff Development*, 22(1), 39-41.
- Gay, G. (2000). *Culturally responsive teaching: Theory, research and practice*. New York, NY: Columbia University Teacher's College Press.
- Gay, G. (2003). Developing cultural critical consciousness and self-reflection in pre-service teacher education. *Theory into Practice*, 42(3), 181-187.
- Gay, G., & Howard, T. (2000). Multicultural teacher education for the 21st century. *The Teacher Educator*, 36 (1), 1-16.
- Gilbert, L. (2003). *GSTEP Beginning teachers' survey: Report to the six districts*. Athens, GA: University of Georgia.
- Gold, Y. (1996). Beginning teacher support: Attrition, mentoring, and induction. In J. P. Sikula, T. J. Buttery & E. Guyton (Eds.), *Handbook of research on teacher education: A project of the Association of Teacher Educators* (2nd ed., pp. 548-594). New York, NY: Macmillan Library Reference, USA.
- Good, T., & Brophy, J. (2003). *Looking in classrooms*. (9th ed.). New York, NY: Longman.
- Goor, M. B., & Santos, K. E. (2002). *To think like a teacher: Cases for special education interns and novice teachers*. Boston, MA: Allyn & Bacon.
- Grant, C., & Tate, W. (2001). Multicultural education through the lens of the research literature. In J. A. Banks & C. Banks (Eds.), *Handbook of research on multicultural education* (pp. 145-168). San Francisco, CA: Jossey-Bass.
- Grant, C. M. (n.d.). Professional development in a technological age: New definitions, old challenges, new resources. Retrieved February 20, 2005, from http://ra.terc.edu/publications/TERC_pubs/techinfusion/prof_dev/prof_dev_frame.html.
- Haberman, M. (1995). *Star teachers of children in poverty*. West Lafayette, IN: Kappa Delta Pi.

- Haberman, M. (2002). Who benefits from failing urban school districts? An essay on equity and justice for diverse children in urban poverty. Retrieved November 18, 2004, from <http://www.educationnews.org>.
- Harris, L. (2000). *Patterns of promise*. Charleston, WV: Appalachia Educational Laboratory.
- Hausfather, S. J. (1996). Vygotsky and schooling: Creating a social context for learning. *Action in Teacher Education*, 18, 1-10.
- Hertzog, H. S. (2002). When, how, and who do I ask for help? Novices' perceptions of problems and assistance. *Teacher Education Quarterly*, 29(3), 25-41.
- Hirst, L. A. (2001). *The principal's role in teacher mentoring*. Paper presented at the Ninth International Conference on Thinking.
- Hope, W. (1999). Principals' orientation and induction activities as factors in teacher retention. *The Clearing House*, 73(1), 54-57.
- Howard, T. (2003). Who receives the short end of the shortage? Implications of the U.S. teacher shortage on urban schools. *Journal of Curriculum and Supervision*, 18(2), 142-160.
- Huling-Austin, L. (1988). *A synthesis of research on teacher induction programs*. Paper presented at the Annual Meeting of the American Research Association.
- Huling-Austin, L. (1992). Research on learning to teach: Implications for teacher induction and mentoring programs. *Journal of Teacher Education*, 43(3), 173-180.
- Ingersoll, R. (2001). Teacher turnover and teacher shortages: An organizational analysis. *American Educational Research Journal*, 38(3), 499-534.
- Ingersoll, R., & Smith, T. (2004). Do teacher induction and mentoring matter? *NAASP Bulletin*, 88(638), 28-41.
- Ingersoll, R. M. (2002). The teacher shortage: A case of wrong diagnosis and wrong prescription. *National Association of Secondary Schools Principals' Bulletin*, 86(631), 16-31.
- Ingersoll, R. M. (2003). *Who controls teachers' work? Power and accountability in America's schools*. Cambridge, MA: Harvard University Press.
- Iorio, J. (1992). The classroom as the center of inquiry. *Journal of Instructional Psychology*, 19(3), 171-175.

- Irvine, J. J., & Armento, B. (2001). *Culturally responsive teaching: Lesson planning for elementary and middle grades*. Boston, MA: McGraw Hill.
- Johnson, H. R. (2001). Administrators and mentors: Keys in the success of beginning teachers. *Journal of Instructional Psychology*, 28(1), 44-50.
- Jorissen, K. T. (2002). 10 things a principal can do to retain teachers. *Principal Leadership*, 3(1), 1-10.
- Justice, M., Greiner, C., & Anderson, S. (2003). Determining the influences of traditional Texas teachers vs. teachers in the emergency teaching certification program. *Education*, 124(2), 376-389.
- Kent, S. (2000). Problems of beginning teachers: Comparing graduates of bachelor's and master's level teacher preparation programs. *The Teacher Educator*, 35(4), 83-96.
- Kippich, J., Asher, C., & Kerchner, C. (2001). *Developing careers, building a profession: The Rochester career in teaching plan*. New York, NY: National Commission on Teaching and America's Future.
- Knobloch, N. A., & Wittington, M. S. (2002). Novice teachers' perceptions of support: Teacher preparation quality, and student teaching experience related to teacher efficacy. *Journal of Vocational Education Research*, 27(3), 331-341.
- Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Education Research Journal*, 32(3), 465-491.
- Menchaca, V. (2003). A wake-up call for principals: Are your novice teachers leaving? *Catalyst for Change*, 33(1), 25-27.
- Murphy, J. (1998). Preparation for the school principalship: The United States' story. *School Leadership & Management*, 18(3), 359-372.
- National Center for Education Statistics (NCES). (1996). Common core of data: Information on public schools and school districts in the United States. Retrieved, December 2003, from <http://nees.ed.gov/ccd>.
- NCTAF. (1996). No dream denied: A pledge to America's children. Retrieved December 12, 2003, from <http://www.nsd.org/library/results/res12-025par.htm>.
- Nieto, S. (2000). *Affirming diversity: The sociopolitical context of multicultural education*. (3rd ed.). New York, NY: Longman.

- Odell, S., & Huling, L. (2000). *Quality mentoring for novice teachers*. Reston, VA: Kappa Delta Pi International Honor Society.
- Odell, S. J., & Ferraro, D. P. (2000). Teacher mentoring and teacher retention. *Journal of Teacher Education*, 43(3), 200-204.
- Olivia, P. F. (1992). *Developing the curriculum*. New York, NY: Harper Collins Publishers, Inc.
- Potter, L. (1997). Freeing teachers of extra duty. *Education Digest*, 63(1), 58-59.
- Rea, P. J. (2005). Engage your administrator in your collaboration initiative. *Intervention in School and Clinic*, 40(5), 312-316.
- Recruiting New Teachers Inc. (2000). Why are induction programs needed? Retrieved April, 2002, from <http://recruitingteachers.org/findteachers/induction.html#why>.
- Rothenberg, J. J. (1997). *Preparing white teachers for urban schools: A compendium of research*. Paper presented at the Annual Meeting of the American Educational Research Association. Retrieved.
- Sergiovanni, T. J., & Starratt, R. J. (1993). *Supervision: A redefinition*. New York, NY: McGraw-Hill.
- Serpell, A., & Bozeman, L. (1999). *Beginning teacher induction: A report on beginning teacher effectiveness and retention*. Washington, DC: National Partnership for Excellence and Accountability in Teaching.
- Serpell, Z. (2000). Beginning teacher induction: A review of the literature. from http://www.eric.ed.gov/ERICDocs/data/ericdocs2/content_storage_01/0000000b/80/22/29/80.pdf.
- Simmons, A. (2000). *A guide to developing teacher induction programs*. Belmont, MA: Recruiting New Teachers, Inc.
- Sleeter, C., & Grant, C. (1999). *Making choices for multicultural education: Five approaches to race, class, and gender*. Albany, NY: State University of New York Press.
- Smith, T. M., & Ingersoll, R. M. (2004). What are the effects of induction and mentoring on beginning teacher turnover? *American Educational Research Journal*, 41(3), 681-714.
- Sparks, D. (2002). *High-performing cultures increase teacher retention*. Washington, DC: National Staff Development Council.

- SPSS Inc. (2002). *Statistical Package for Social Science (Version 12.0)*. Chicago, IL.
- Stansbury, K. (2001). What new teachers need. *Leadership*, 30(1), 18.
- Stanulis, R. N., Fallona, C. A., & Pearson, C. A. (2002). Am I doing what I am supposed to be doing? Mentoring novice teachers through the uncertainties and challenges of their first year of teaching. *Mentoring & Tutoring*, 10(1), 71-81.
- Su, Z., Adams, J., & Mininberg, E. (2003). Ideal schools for the 21st century: A comparative analysis of American and Chinese principals' views and visions. *Journal of School Leadership*, 13(2), 199-218.
- Sweeney, B. W. (2001). *Leading the teacher induction and mentoring program*. Arlington Heights, IL: Skylight Professional Development.
- Texas Center for Educational Research. (2000, October). *The cost of teacher turnover*. Austin, TX: Texas State Board for Educator Certification.
- Texas State Board for Educator Certification. (1998, November). *Final Report*. Austin, TX.
- The Texas A&M University System. (2001). *Teacher Demand Study 2001-2002: Texas A&M University System/Texas Education Agency, Partnership for Texas Public Schools*.
- U. S. Department of Education. (2000). *Eliminating barriers to improving teaching*. Washington, DC.
- U. S. Department of Education. (2003). Teacher quality: Frequently asked questions. Retrieved June 15, 2004, from <http://www.ed.gov/nclb/landing.jhtml?src=pb>.
- U.S. Department of Education. (1996). *Out-of-field teaching and educational equality*. Washington, DC: U. S. Government Printing Office.
- U.S. Department of Education. (1999). *Teacher quality: A report on the preparation and qualifications of public school teachers*. Washington, DC: National Center for Education Statistics.
- Veenman, S. (1984). Perceived problems of beginning teachers. *Review of Educational Research*, 54(2), 143-178.
- Veenman, S., & Denessen, E. (2001). The coaching of teachers: Results of five training studies. *Educational Research and Evaluation*, 7(4), 385-417.
- Villegas, A. M., & Lucas, T. (2002). *Educating culturally responsive teachers*. Albany, NY: State University of New York Press.

- White, M., & Mason, C. (2001). The mentoring induction project: What new teachers need from mentors. *Teaching Exceptional Children, 33*(6), 81.
- Wilbur, M., & Zepeda, S. J. (2004). How do we know we're making a difference? Supporting and evaluating induction programs that promote novice teacher development and student achievement. Unpublished and embargoed manuscript. Athens, Georgia/University of Georgia..
- Wilkinson, G. A. (1994). Support for individualizing teacher induction. *Action in Teacher Education, 16*(2), 52-62.
- Wong, H. K. (2002). Induction: The best form of professional development. *Educational Leadership, 59*(6), 52-54.

APPENDIX A

RECRUITMENT LETTER FOR CAMPUS CONTACT PERSON

October 2, 2003

Dear Principal,

I am currently a Ph.D. candidate in the Aldine Cohort at Texas A&M University in the Department of Teaching, Learning, and Culture. Permission has been granted by Nadine Kujawa to conduct a survey in the Aldine Independent School District to complete the study.

From the 30 elementary schools within the district, 15 have been chosen to participate in the study. As a participating campus, I am asking that you, the principal, along with all teachers, veterans and novice, take the attached survey.

The purpose of this study is to investigate the role of the principal as it pertains to the retention of novice teachers. All data will be protected and held in the strictest of confidence. Participants are asked not to write any identification on the survey.

Due to the content of the teachers' survey, I am asking for the name of a contact person so that the percentage of return may be fifty percent or higher. The contact person will only be asked to:

1. Allow me, the researcher, to mail copies of the survey and consent forms to him or her to the campus address.
2. Pass out the consent forms and surveys at a campus meeting or have them placed in the teachers' mailboxes. (If the material will be placed in the teachers' box, have a designated area for return of the survey and consent form).
3. Have the principals complete their survey and consent form.
4. After collection of the surveys and consent forms, place the materials in the preaddressed, enclosed envelope and mail.

I would deeply appreciate your participation in this study. If you have further questions or concerns, please contact me at 713-962-1924 or email me at clsimp@hotmail.com.

Thanks in advance for your help.

Sincerely,

Claudine Sarpy-Simpson
Doctoral Candidate
Texas A&M University

APPENDIX B
DIRECTIONS FOR CONTACT PERSON

DIRECTIONS FOR COMPLETION OF SURVEY

Thank you for assisting me with the survey. Listed below are a few steps to take for the successful completion of the survey.

1. Included in the packet are two different surveys. One is for the principal and the other is for the teachers. This is indicated at the top of the survey.
2. Both the principal and teachers are to be given two consent forms. One to obtain a signature and the other to place in their personal files.
3. Pass out the provided consent forms and surveys at a campus meeting or have them placed in the teachers' mailboxes. (If the materials will be placed in the teachers' box, have a designated area for return of the survey and consent form).
4. Have the principals complete their consent form and survey.
5. Surveys and consent forms must be in two separate stacks in order to maintain confidentiality.
6. After collection of the consent forms and surveys, place the materials in the preaddressed enclosed envelope and mail.
7. Please mail the packet back on or before OCTOBER 22, 2003.

Please call Claudine Sarpy-Simpson with any questions or concerns at 281-454-4647.

Thank you,

Claudine Sarpy-Simpson
Doctoral Candidate
Texas A&M University

APPENDIX C
TEACHERS CONSENT FORM

Principals Roles in the Retention of Urban Novice Teachers:
A quantitative Study

I understand that I will participate in a research study with Claudine Sarpy-Simpson. The purpose of this study is to investigate the role of the principal as it pertains to the retention of novice teachers. This information will be obtained from novice teachers, veteran teachers, and principals from 15 elementary schools in the Aldine Independent School District who agree to participate in a 10 – 15 minute survey. The design of the study will only require me to participate on a one-time-only bases. The location of the survey will take place at each of the 15 elementary campuses. Upon completion of the survey, I understand that the data will be transcribed and analyzed to incorporate into the study.

I also understand that participation is voluntary and that I can withdraw from the study at any time and that withdrawal will not affect my employment or benefits. Also, I may choose not to answer any questions that will make me uncomfortable and no consequences will occur.

My participation may be terminated due to not answering questions; however, there will not be any consequences in doing so.

I understand that Claudine Sarpy-Simpson and the graduate committee will only have access to the data that is produced from the survey for the research study she is conducting. To ensure that the collected research data is confidential and cannot be linked to specific subjects, I understand that my name will not be written on the survey. Upon completion of the study, the data will be stored in a locked file on the campus of Texas A&M University for a three-year period.

I understand that this research study has been reviewed and approved by the Institutional Review Board – Human Subjects in Research, Texas A&M University. For research-related problems or questions regarding subjects' rights, I can contact the Institutional Review Board through Dr. Michael W. Buckley, Director of Support Services, Office of Vice President for Research at (979) 458-4067.

I have read and understand the explanation provided to me. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this study.

_____ (Participant's Initial and Date)

I have been given a copy of this consent form.

Signature of Subject

Date

Signature of Principal Investigator

Date

Contact information:

Dr. Norvella Carter, Associate Professor
308 Harrington Tower
College Station, TX 77843-4232
979-862-3802

Claudine Sarpy-Simpson
8623 Misty Sage
Humble, TX 77396

APPENDIX D
TEACHER QUESTIONNAIRE

Teacher Questionnaire

This questionnaire is designed to be completed by teachers. All information you provide will remain confidential.

Do not put your name or any form of identification on this survey.

If you have any questions, please call Claudine Sarpy-Simpson at 281-454-4647.

For each of the following items, put an X besides the choice that best describes you.

Gender: Male _____ Female _____
Age: 20 - 30 _____ 31 - 40 _____ 41 - 50 _____ 51 - 60 _____
Number of years Teaching: 0 - 2 _____ 3 - 5 _____ 6 - 10 _____ 11 - 15 _____ 16 - 20 _____
Over 20 _____

Highest Degree: Bachelors _____ Masters _____ Doctorate _____.

Below are a number of statements describing activities of Teachers. Read each statement carefully and indicate by a check-mark whether you strongly agree (SA), agree (A), not sure (NS), disagree (D), or strongly disagree (SD).

- (1) The principal has established guidelines for discipline in the classroom. (SA) ___ (A) ___ (NS) ___ (D) ___ (SD)___
- (2) The principal has supplied adequate teacher and student supplies. (SA) ___ (A) ___ (NS) ___ (D) ___ (SD)___
- (3) The principal provides adequate time for completion of paperwork such as grading papers, report cards, and grade books. (SA) ___ (A) ___ (NS) ___ (D) ___ (SD)___
- (4) The principal provides examples of successful classroom furniture arrangements. (SA) ___ (A) ___ (NS) ___ (D) ___ (SD)___
- (5) The principal suggests teaching strategies for use in the classroom. (SA) ___ (A) ___ (NS) ___ (D) ___ (SD)___
- (6) The principal provides professional development opportunities. (SA) ___ (A) ___ (NS) ___ (D) ___ (SD)___
- (7) The principal solicits input from teachers about educational issues. (SA) ___ (A) ___ (NS) ___ (D) ___ (SD)___

- (8) The principal provides teachers with new trends
in curriculum and instruction. (SA) __ (A) __ (NS) __ (D) __ (SD) __
- (9) The principal involves teachers in conducting
workshops and inservices. (SA) __ (A) __ (NS) __ (D) __ (SD) __
- (10) The principal provides constructive feedback
on teacher performance. (SA) __ (A) __ (NS) __ (D) __ (SD) __
- (11) The principal provides opportunities for teachers
to observe other teachers within the building.
(SA) __ (A) __ (NS) __ (D) __ (SD) __
- (12) The principal has established guidelines for
teacher-parent conferences. (SA) __ (A) __ (NS) __ (D) __ (SD) __
- (13) The principal facilitates adequate mentor
support for teachers. (SA) __ (A) __ (NS) __ (D) __ (SD) __
- (14) The principal provides adequate planning
time for peer collaboration. (SA) __ (A) __ (NS) __ (D) __ (SD) __
- (15) The principal provides opportunities for teachers
to observe teachers in other buildings.
(SA) __ (A) __ (NS) __ (D) __ (SD) __
- (16) The principal expects teachers to participate in
after school programs such as extended day.
(SA) __ (A) __ (NS) __ (D) __ (SD) __
- (17) The principal expects teachers to tutor students
before and/or after required work hours.
(SA) __ (A) __ (NS) __ (D) __ (SD) __
- (18) Principals expect teachers to join committees
such as the Cinco de Mayo, Christmas, and Black
History Month Committees. (SA) __ (A) __ (NS) __ (D) __ (SD) __
- (19) Principals encourage faculty and staff to live in
the neighborhood in which they work.
(SA) __ (A) __ (NS) __ (D) __ (SD) __
- (20) Principals are aware of the cultural differences
between faculty and students. (SA) __ (A) __ (NS) __ (D) __ (SD) __

- (21) Principals inform the teachers of the demographic
makeup of the school. (SA) __ (A) __ (NS) __ (D) __ (SD) __
- (22) Principals support the cultural holidays within
the school. (SA) __ (A) __ (NS) __ (D) __ (SD) __
- (23) Principals encourage teachers to enroll in
multicultural classes. (SA) __ (A) __ (NS) __ (D) __ (SD) __

Is there anything else you would like to tell us about teaching?

VITA

Name: Claudine L. Sarpy-Simpson

Address: Department of Teaching, Learning and Culture
4232 TAMU, College Station, TX 77843-4232

Email Address: clsimp@hotmail.com

Education: B.S., Education, Sam Houston State University, 1993
M.Ed., Supervision and Administration, Sam Houston State
University, 1996