

ABSTRACT

CORBELL, KRISTEN ANNE. The Construction and Evaluation of the Perceptions of Success Inventory for Beginning Teachers. (Under the direction of Alan J. Reiman and John Nietfeld)

There were many factors that led to beginning teachers' perceptions of success. These factors included administrative support, mentor support, colleague support, resource support, teaching assignment and workload, student outcomes, commitment to teaching, continuing education and pedagogy, and professionalism and efficacy. This study investigated an instrument called the Perceptions of Success Inventory for Beginning Teachers (PSI-BT) to measure the preceding factors. Included in this study was a review of literature about beginning teachers' perceptions of success. An analysis of the psychometric properties that the PSI-BT possessed was investigated including internal reliability, content validity, and concurrent validity. A factor analysis of the PSI-BT was used to help determine content validity. Paired Sample t-tests assessed the differences between "what is" occurring for beginning teachers and "what should be" occurring.

The PSI-BT was found to assess the following factors through a factor analysis: 1) Administrative Support, 2) Classroom Climate, 3) Mentor Support, 4) Colleague and Instructional Resource Support, 5) Commitment, and 6) Assignment and Workload. The factors had moderate to strong internal reliability. There were nine statistically significant correlations between factors of the Teachers' Sense of Efficacy Scale (Tschannen-Moran & Hoy, 2001) and PSI-BT to establish concurrent validity. The differences between "what is" and "what should be" were found to be significant at a p-value less than .000001 for all six factors.

**THE CONSTRUCTION AND EVALUATION OF THE PERCEPTIONS OF
SUCCESS INVENTORY FOR BEGINNING TEACHERS.**

by

KRISTEN ANNE CORBELL

A thesis submitted to the Graduate Faculty of
North Carolina State University
in partial fulfillment of the
requirements for the
Degree of Masters of Science
in

Curriculum and Instruction

Raleigh, NC

2005

Approved by:

Alan J. Reiman, Co-Chair of Committee

John Nietfeld, Co-chair of Committee

Susan Osborne

DEDICATION

To my parents, Anne and Thomas Corbell, your support and love have encouraged me throughout my life and specifically in completing my masters. You have instilled in me my faith in and love for Jesus Christ, without which none of this is possible. You have also encouraged me to always reach for my dreams. Reaching for my dreams is what brings me to the end of this road, and the beginning of the next as I pursue my PhD. Mom, your help in proof reading was invaluable! Thank you so much!

To my sister, Jennifer Corbell Hough, your love and support have also seen me through my masters program and thesis. I thank God for our friendship as well as being sisters. We both have our masters, and one day soon we will both have our doctorates and be able to pursue our career goals.

To my Godmother, Carolyn Hoffner, you have encouraged me to pursue my masters for years --always gently prodding me to continue my education, because you knew that was my dream. You have definitely been a part of my masters of science program! Our talks and travels mean so much to me. You are a great inspiration to me, and I love you very much.

To all of my friends and family not mentioned by name, you have also supported me in this endeavor, and I love you for your support and encouragement. You know I am here for you, as you have been there for me.

BIOGRAPHY

Kristen Anne Corbell was born in Rock Hill, SC, to Thomas and Anne Corbell on June 13, 1975. As the first born daughter of a Lutheran minister, she has lived in several places. The Corbell family lived in Lancaster, SC, until 1979 while her father served Reformation Lutheran Church. During this time in Lancaster, Kristen's sister Jennifer was born in 1978.

In September 1979, the Corbell family moved to Lexington, South Carolina, where they made their home until February 1990. It was in Lexington that Kristen decided to be a math teacher. After a move to Statesville, NC, in 1990, Kristen graduated from Statesville High School in 1993. Following graduation, she returned to South Carolina to pursue her bachelor's degree in mathematics with minors in secondary education and history at Winthrop University in Rock Hill, SC. During the summers, she lived in Durham, NC, and cared for her younger cousins. It was at this time that she decided to move to Durham following her graduation.

After graduating in May 1997, Kristen moved to Durham where she taught middle school for six years. The last five years were at Immaculata Catholic School. While teaching at Immaculata she decided to pursue Curriculum and Instruction as a master degree, and consequently, the seed was planted for getting a PhD in Education Psychology.

Kristen received her masters from North Carolina State University in May 2005, and plans to continue her studies there in the fall of 2005.

ACKNOWLEDGMENTS

First I would like to thank my advisor Dr. Alan Reiman for his constant support and excellent listening skills. You have encouraged me throughout my master program and in particular this thesis. It has been a whirl wind, but well worth the effort. The excitement over this investigation is wonderful, and I so appreciate the opportunities you have given me as a master student. Without your previous research of beginning teachers and the weekly meetings with John and me, the inventory would not be what it is today.

Secondly, I would also like to thank the rest of my committee, Dr. John Nietfeld and Dr. Susan Osborne. You have put forth so much time and effort into this thesis, and I so appreciate it. Your advice has helped me grow as a student, researcher, and writer. Without your encouragement and support, this thesis would not be what it is.

I have been well blessed with extraordinary professors here at NC State including those on my committee. I have learned so much from you and will never forget this wonderful experience.

I would like to thank my colleagues, Melanie, Valerie, and Ben. You have welcomed me this semester and encouraged me as I wrote this thesis and helped so much in the collection of data. I have thoroughly enjoyed the time we spent working together and hope to work with you again.

In addition, this thesis would not have been possible without the support and cooperation of Franklin, Lee, and Vance counties. Your effort to arrange a meeting of your beginning teachers for me to administer the Perceptions of Success Inventory enabled this study to be conducted. I anticipate the results will help you as you work with beginning teachers.

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CHAPTER ONE: INTRODUCTION

Context of the Problem

New teachers face many challenges as they enter their profession. The rapid turnover of early-career teachers compels policymakers and researchers to better understand the nature of new teacher support and success. Although we have known for decades that new-teacher induction programs are needed (Reiman & Thies-Sprinthall, 1998), much less is known about the effects of such programs on new teacher success. For the most part, our understandings of the complexities of the new teacher experience are under-conceptualized, under-researched, and misunderstood (Berry, Hopkins-Thompson, & Hoke, 2002). Further, many local school systems have failed to recognize the vital linkages between well-conceptualized and well-funded induction programs and new teacher perceptions of success (Stroot, Fowlkes, Langholz, Paxton, Stedman, Steffes, & Valtman, 1999).

The need to better understand new teacher perceptions of support and success was the basis for this inquiry. The need to support beginning teachers was recognized as a critical need; and thus sixteen states required and funded induction programs for their beginning teachers (Millinger, 2004). Results of this investigation can assist policymakers and school leaders to better conceptualize and describe new teachers' perceptions of support. Through this conceptualization of new teachers' perceptions of support, it was hoped that there will be less teacher turnover because the needs of beginning teachers will be better met.

Statement of Problem

Despite induction programs, the attrition rate of beginning teachers is still very high. Ingersoll and Smith (2004) reported that many studies have found the attrition rate of teachers in the first five years of their career to be as high as 50%. Some turnover is natural

in all jobs; however, the teaching profession has a higher turnover rate than other professions (Ingersoll, 2003). Ingersoll has done extensive research into teacher turnover including where teacher turnover was the most prevalent and the reasons teachers left their schools. Much of his research has been based on statistics provided by the National Center for Education Statistics through the *Schools and Staffing Survey* and the *Teacher Followup Survey*. These surveys were compiled by the United States Department of Education and report information on schools nationwide. The statistics reported below are from these sources unless otherwise noted. Ingersoll (2003) reported that the Bureau of National Affairs found the turnover rate for occupations other than teaching to be consistently 11.9% for the past 10 years; whereas, the rate for teachers was higher, with a 10 year high of 15.7% turn over per year in the 2000-2001 school year. This turnover rate included teachers who moved to another school to continue their teaching careers, called *movers* and those who completely left teaching, called *leavers*. Of those teachers who resigned their teaching positions, about half moved to another school or left education completely (Ingersoll, 2003). The reasons for this attrition rate were many. The problem still remains that schools are losing many teachers.

Just as with other occupations, some teacher turnover can be good in terms of hiring teachers with fresh ideas and approaches or retaining only those who do a good job at teaching (Ingersoll, 2003). Problems arise in schools when the turnover rate affects the school's performance and consistency. When teachers left, the new teachers coming in must be introduced to a school's policies, and thus decreasing consistency existed (Ingersoll, 2003). The "revolving door" (Ingersoll, 2003, p. 148) in teaching is more predominant in higher poverty public schools and small private schools. Ingersoll (2003) reported 20%

teacher turnover rate in high poverty public schools in 2000-2001 and 12.9% in low poverty public school. The percent turnover for rural, suburban, and urban public schools ranged from 14.5% to 15.9%, with urban schools having the highest turnover rate. There was a 19.7% turnover for all private school teachers compared to 15.1% among all public school teachers. In the private school sector, there was a 21.8% turnover for small schools as compared to 13.5% for the large schools (Ingersoll, 2003).

Teacher shortage was attributed in part to increasing student enrollment and teacher retirement, but this only explained part of the teacher shortage. With over half of all teachers leaving within their first five years of teaching, there were other reasons for this teacher shortage (Ingersoll, 2003). Ingersoll reported reasons teachers gave for leaving their present school for 1994-95. Retirement represented 12.9% of the turnover, while school staffing actions such as layoffs, school closings, and reorganizations made up 20.4% of the turnovers. The predominant reason for leaving was family or personal. This included those who left to care for their children, those who had health problems, and those who moved. Those who left for other jobs, both in or out of education, accounted for 26.8% of the turnover and 28% left due to being dissatisfied with their current job. The reasons given for the dissatisfaction were low pay (54.3%), little administration support (42.7%), discipline problems with students (22.8%), and not being included in making decisions that affected them (16.5%). The remaining reasons given were poor student motivation, classroom interruptions, insufficient time, and large class sizes (Ingersoll, 2003).

The Ingersoll (2003) study illustrated the complexity of teacher attrition. However, it did not offer much beyond the specific reasons for why teachers left or remained in the profession. Still needed are ways of discerning what schools and school districts are doing to

support new teachers and whether novice teachers believe these efforts are useful.

Preliminary studies by Reiman and Parramore (1994) investigated new teachers' challenges and perceptions of support as they began their professional careers and found that a sense of support ameliorated some of the challenges of new teaching.

More recently, Johnson and Birkeland (2003a) extended this investigation by studying 50 beginning teachers in Massachusetts. Of these 50 teachers, Johnson and Birkeland identified 13 teachers who were satisfied with the profession of teaching, and they explored reasons for feelings of success and efficacy. In the present study, the development of a psychometrically sound instrument for ascertaining new teachers' perceptions of success allowed us to examine perceptions of success in more detail.

In order for school district and school personnel to adequately provide for their beginning teachers, the personnel first need to know what a beginning teacher is experiencing and how school leaders can make that experience better. One way of determining this information efficiently is through the use of a survey. Constructing a survey that reliably assesses new teacher perceptions of success was the goal of this investigation.

Building on the Reiman and Parramore (1994) work as well as expert opinions and review of the literature, a new instrument called the Perceptions of Success Inventory for Beginning Teachers (PSI-BT) was designed and evaluated to assess new teachers' perceptions of success. This instrument was then administered to beginning teachers to establish its psychometric properties and the extent to which beginning teachers felt successful.

As school system personnel reflect on the quality of their induction program, the PSI-BT can provide quantitative data on both the experiences that their beginning teachers

have received and the experiences that beginning teachers would like to have received. If teachers' perceptions are correct, school district personnel can use information from the PSI-BT to determine what is working in their induction program and what can be improved to provide better novice teacher support.

To establish the link between beginning teachers' perceptions of success and teacher efficacy, beginning teachers completed the Teachers' Sense of Efficacy Scale by Tschannen-Moran and Hoy (2001). The association between the Teachers' Sense of Efficacy Scale and the PSI-BT was reported and used to establish concurrent validity.

With these goals in mind, the following research questions and hypotheses serve as a framework for this thesis and the development of the PSI-BT.

Research Questions and Hypotheses

This study investigated the following questions:

1. What are the psychometric properties of the Perceptions of Success Inventory for Beginning Teachers?
 - a) Hypothesis #1: The Perceptions of Success Inventory for Beginning Teachers will have nine clearly defined factors as assessed through factor analysis of responses from a large sample of novice teachers.
 - b) Hypothesis #2: The Perceptions of Success Inventory will have high internal reliability across the factors as assessed by Cronbach Coefficient Alpha.
 - c) Hypothesis #3: The Perceptions of Success Inventory for Beginning Teachers will have strong content validity as determined by expert opinion on the Beginning Teacher Inventory for Mentors and a literature review of levels of support needed by beginning teachers.

- d) Hypothesis #4: The Perceptions of Success Inventory for Beginning Teachers will have high concurrent validity with the sum score of the Teachers' Sense of Efficacy Scale.
2. To what extent are there discrepancies in responses from beginning teachers to the questions "what is" and "what should be" on the identified factors of the Perceptions of Success Inventory for Beginning Teachers?
- e) Hypothesis #5: Significant differences will be found between novice teachers' ratings of their experiences, i.e. "what is" and what they would like to have experienced - "what should be" on the identified factors of the Perceptions of Success Inventory for Beginning Teachers.
3. What is the pattern of correlations between the subscales of the Teachers' Sense of Efficacy Scale and the factors of the Perceptions of Success Inventory for Beginning Teachers?

Significance of the Study

There is research concerning beginning teachers and their need to be successful (Johnson & Birkeland, 2003a). However, there has not been a psychometrically sound instrument to assess novice teachers' ratings of school support, pedagogy and continuing education, efficacy, and commitment. The investigator chose to develop and evaluate psychometric characteristics of such an instrument in order to ascertain beginning teachers' sense of success in relation to their reported needs of support.

In order to be considered psychometrically sound, the instrument had to be reliable as determined by Cronbach coefficient alpha for assessing internal reliability among the identified factors. Validity was addressed to determine that the PSI-BT measured what it

was designed to measure. Thus both reliability and validity of the PSI-BT were assessed in this study. It is our belief that a reliable and valid instrument can promote additional applied research on the needs and experiences reported by novice teachers and how these factors relate to novice teachers' sense of self efficacy in the classroom.

We further anticipate that this instrument will be a powerful tool for school system leaders as they aim to improve their induction program and retain teachers. Finally, this study examined the link between teachers' perceptions of their efficacy and their perceptions of success. Drawing on the extensive work on teacher efficacy by Tschannen-Moran and Hoy (2001), the investigator examined the association that exists between these two domains for beginning teachers.

Limitations of the Study

Although the benefits of this study were many, there were some limitations. First this study relied on self-report. In self-report, there exists the possibility of respondents not providing accurate answers. For instance, a teacher may answer the questions believing that she is effective, but her supervisor may not feel the same or her pupils may not pass their End of Grade tests. Likewise, a survey using a likert scale does not give specific reasons why the teachers responded to the questions in the way that they did. However, efforts were taken to distinguish levels of agreement or disagreement by making the scale of possible responses range from one to six. The scale presented a forced choice format without a neutral option. The items in which respondents primarily disagreed were areas that more in depth follow-up may be warranted. If a large discrepancy between what the respondents felt they were receiving and what they would have liked to receive exists, then these areas need to be addressed by school system leaders.

A second limitation of this survey was the geographic area of the sample. The sample of teachers who participated in this survey was from North Carolina. Thus, the results may not be representative of the teacher population in the United States as a whole. Efforts were taken to include teachers from schools with varying demographic characteristics including rural and suburban settings. The results can be useful for this geographic area, though further research in other states across the United States will be beneficial at a later date. Also, urban samples were unable to be obtained for this particular study, so this is an area that needs to be studied at a later time.

Definitions

- 1. Concurrent Validity:** The validity of an instrument is assessed by correlating it to a reputable instrument measuring the same construct.
- 2. Construct Validity:** An assessment of how useful an instrument is in realistic use.
- 3. Content Validity:** A formal assessment, often by experts in the field, of whether a survey assesses its intended subject matter.
- 4. Factor Analysis:** A collection of statistical methods used to (a) analyze patterns in a correlation matrix, (b) reduce large numbers of variables to a smaller number of components or factors, (c) simplify analyses of highly correlated independent variables, (d) explore observed data for the presence of theoretical variables, and (e) test hypotheses about theoretical variables (Pohlmann, 2004, p. 14).
- 5. Induction:** The entire program designed to aid and support teachers as they begin their career.
- 6. Internal Reliability:** A psychometric measure of how different items in an instrument measure the same construct (Litwin, 1995).

7. **Leavers:** Teachers who leave the teaching profession completely.
8. **Movers:** Teachers who move to another school but remain in the teaching profession.
9. **Perceptions of Success:** A measure of the extent to which beginning teachers feel they are successful.
10. **Reliability:** A statistical measure of how well the results of a survey or test can be replicated.
11. **Self Efficacy:** The judgment one has of his or her capabilities to generate a desired outcome.
12. **Stayers:** Teachers who remain at their current school another year and continue teaching.
13. **Validity:** A measure of how well a survey or test assesses the intended construct.

Summary

Research has shown that the attrition rate in teaching is a significant problem that needs to be addressed. There are many factors that lead to a high attrition rate, especially among beginning teachers including lack of support from administration, mentors, and other experienced teachers, beginning teacher workload, and discipline problems. An understanding of these and other factors can aid educators in addressing the problems and decreasing the attrition rate.

The following chapter synthesizes the research that exists on factors that lead to satisfaction or dissatisfaction for beginning teachers. Drawing upon this research, the PSI-BT was developed to analyze beginning teachers' perceptions of success.

CHAPTER TWO: REVIEW OF LITERATURE

Introduction

To better understand the complexity of beginning teachers' perceptions of success, a review of existing literature was needed. In the last ten years, there have been significant increases in the number of studies of new teachers and teacher induction programs. Searches of ERIC yielded 752 citations published after 1985 when using the combinations of the key words "beginning teachers", "induction", "attrition" or "turnover", "support" or "teacher efficacy". However, there were no search results in ERIC for "beginning teachers", "success", and "support" after 1995 for United States publications. Searches of Wilson Omnifile yielded between 1076 and 6066 citations when using the key words "beginning teachers", "new teacher support", and one of the following: "teacher efficacy", "attrition", "induction", or "new teacher success". The search in Wilson Omnifile was limited to peer reviewed journals after 1985. The implications of these figures were twofold. First, the volume of literature was growing. Second, the ERIC search results indicated more research was needed in the support beginning teachers require to be successful. Searches of Wilson Omnifile were also conducted to yield citations for the authors Richard Ingersoll and Susan Moore Johnson due to their extensive research into beginning teachers, attrition, and perceptions of success. A search of articles used in the SUCCEED project by Alan Reiman was also used. Finally, a hand search of recent editions of journals was done to be sure the latest information was used.

Within the articles which summarized the current state of affairs in teacher induction and new teacher perceptions of success, there were numerous attributes which contributed to beginning teachers feeling like they were either successful or unsuccessful. The investigator

synthesized nine key factors in the literature that contributed to beginning teachers' perceptions of success. The first five factors all dealt with levels of school support. These five areas of school support were 1) the resources the beginning teachers had available to them, 2) the administration support, 3) support and time with other colleagues, 4) the effectiveness of the mentor, and 5) the teaching assignment and workload the beginning teacher had. The sixth and seventh factors dealt with professional knowledge development. The first area identified under this factor was pedagogy used and continuing education the beginning teachers received. The second area was the feeling of commitment the beginning teacher felt to teaching. The eighth factor that contributed to beginning teachers perceptions of success was student outcomes. The final factor identified was efficacy and professionalism. The factors and the following review of literature was the basis for developing the Perceptions of Success Inventory for Beginning Teachers (PSI-BT)

School Support

Johnson and Birkeland (2003a) found in their study that the success teachers felt often was related to school site issues including availability of resources, support of administration, colleagues, and mentors, and their workload. This longitudinal study consisted of 50 new teachers from Massachusetts, 36 of who were in their first year and 14 in their second year. These teachers were purposely sampled to represent a wide range of backgrounds and attributes. The sample included male and female teachers who were diverse by race and ethnicity, age (22-54), and by preparation (traditional preparation and alternative licensure). Findings from this study will be discussed throughout this review of literature.

Curricular Resources

A number of studies have reported the availability of resources as an important precursor to new teacher perceptions of success. Kauffman, Johnson, Kardos, Liu, and Peske (2002) investigated the relationships between curriculum and new teacher perceptions of success. They noted that “complete curriculum specifies content, skills, or topics for teachers to cover which suggests a timeline and incorporates a particular approach that offers instructional materials” (Kauffman et al., 2002 p. 274). A framework of standards, or a list of what students are expected to achieve during the year is important, but this must be presented in conjunction with other resources to be helpful for new teachers (Kauffman et al., 2002). Kauffman et al. also reported that new teachers welcomed guidance in the use of textbooks and preferred frequent feedback about curriculum.

The sample of fifty new teachers in Massachusetts reported varying experiences with a complete curriculum. Massachusetts had in place detailed standards and accountability; however, most teachers were given little information beyond a list of standards (Kauffman et al., 2002). Twenty percent of the sample reported not being given a curriculum that they could use. Thus, they had to decide themselves what they should teach the students and how best to teach that information. Some teachers were told only the subject they were teaching, but no specific guidelines were provided. Other new teachers received broad topics to teach, but no specific guidelines were given of concepts to cover within these topics. Sometimes the lack of direction was intentional, as the teachers taught in schools without textbooks and were expected to devise their own objectives for the class. Whether the lack of curriculum was intentional or not, many new teachers found it challenging and overwhelming to begin a career without a structured curriculum (Kauffman et al., 2002). One particular teacher,

Sarah, who chose to teach at this type of school found creating her own materials stressful; yet she noted not wanting to use things that already existed (Kauffman et al., 2002).

Over fifty percent of the sample reported being told what topics or skills to cover, but no information was given as to how to teach these concepts (Kauffman et al., 2002). This type of guidance was found mostly in social studies and science at the elementary level and across multiple subjects at the secondary level. Elementary and secondary teachers said this type of curriculum was not user-friendly and was not something that could be easily followed to plan weekly or daily lessons. An informant in the study described her feelings toward this curriculum as being “lost at sea without any map or anything, without an astronomer to figure out where you were going” (Kauffman et al., 2002, p. 281). Even teachers who were given other resources sometimes found it challenging to put them together in an organized, meaningful manner to aid in lesson planning. Thus, beyond the materials being available, assistance in utilizing these materials was essential (Kauffman et al., 2002).

Those with little or no curriculum guidelines spent much of their time and own money creating materials from scratch. This was demanding for new teachers to deal with when they were faced with disciplining students, communicating with parents, updating paper work daily, and teaching effective lessons. Teachers described having to do research in order to teach their classes (Kauffman et al., 2002)

Only a few teachers described having what Kauffman et al. (2002) called a “complete curriculum” in at least one subject; instead, the majority of these teachers did not have complete curricula for all of the subjects they taught. Some teachers described being given a program that was very detailed in what to teach and how it could be taught. These teachers

often found that they could take these lessons and tweak them to their own students' needs. Being given this platform enabled them not to be overwhelmed (Kauffman et al., 2002).

Most teachers reported being given the state Standards and the state testing objectives (Kauffman et al., 2002). In Massachusetts, the Standards were not considered the curriculum. The schools and teachers were responsible for providing the complete curriculum. The state of Massachusetts endorsed using textbooks as the main source for the curriculum; however, this was confusing to beginning teachers for three reasons. First of all, some teachers stated they were required to use the standards, but not an actual curriculum. Secondly, some teachers found the materials they were given at the school did not match the standards they were given. Finally, others found the standards given to them were too broad, and everything could not be covered adequately in the school year (Kauffman et al., 2002).

Kauffman et al. (2002) found the new teachers to be overwhelmed by the lack of useful curriculum. The teachers expected to have to put forth great effort to use the curriculum they were given, but they did not expect to have problems finding a curriculum in the first place. These problems daily undermined their confidence in their ability to teach when they struggled to determine what to teach, when best to teach it, and the pedagogy to use. Their own knowledge of strategies to use was limited, and they spent countless hours researching, seeking help from other teachers, developing their own materials or using their personal funds to buy materials. Thus, the perceptions these new teachers had of their ability to teach successfully were heavily influenced by the resources that were available to them, and how effective these resources were to them (Kauffman et al., 2002).

Administration

The administration at a school is pivotal in how satisfied the teacher is in his or her current position. Johnson and Birkeland (2003a) described in a second article based on their study of 50 beginning teachers from Massachusetts how influential the administration can be in a teacher's decision to stay, leave, or move to another school. In this study, 13 of the teachers were called “Settled Stayers” (Johnson & Birkeland, 2003a, p. 603) due to their satisfaction with their career and school and thus were expected to stay in their position for several years. The settled stayers consistently spoke of an administration that supported their teachers and was available, advocated that improvement as a teacher was continual, and provided feedback on their teaching. Those teachers who voluntarily moved to other schools did so because they did not feel that their dissatisfaction was endemic of teaching itself. Instead, they believed a different school would provide them with the satisfaction they sought in teaching. As a group, these teachers reported that the principals of schools from which they transferred were “absent, punitive, or controlling” (Johnson & Birkeland, 2003a, p. 599). When seeking a new school, these teachers consistently reported seeking a school in which the administration was supportive, encouraging, and willing to find time for colleagues to work together. The teachers who left teaching gave several factors that contributed to their decision. One predominant theme was the administration in which the principal was “arbitrary, abusive, or neglectful” (Johnson & Birkeland, 2003a, p. 594). With these overall themes emerging, it was evident that a major factor in a teacher’s perception of his or her success as a teacher was the administration at the school. New teachers who had an administration that was supportive of them felt encouraged along the way, understood that they would continually improve in their career, desired to remain in their school, and were

content with their decision to do so. In contrast, teachers who experienced principals who were not consistent, unsupportive, abusive, or neglectful left their schools either to pursue another career or to teach at another school (Johnson & Birkeland, 2003a). At the school level, the result was the same; another position had to be filled by someone who was unfamiliar with the school itself (Ingersoll, 2003; Johnson & Birkeland, 2003b).

Kardos, Johnson, Peske, Kauffman, and Liu (2001) discussed what they called the professional culture of a school and the effect it had on novice teachers. Once again, The Project on the Next Generation of Teachers consisting of the 50 teachers from Massachusetts was used as the sample. Kardos et al. (2001) described the professional culture of the school as the assumptions that were shared by the teachers and administration. These assumptions were then taught to the new teachers as being the true and correct way of doing things. The professional culture of a school could be positive or negative, and thus the authors defined three types of professional culture. The first was veteran-oriented culture in which the majority of teachers had many years of experience. The second was novice-oriented, in which the majority of teachers had very few years of experience. The third was the integrated school in which both novice and veteran teachers worked together.

Research conducted by Kardos et al. (2001) suggested that principals were responsible for establishing a “healthy professional culture” (p. 257) in their schools. The study looked specifically at how the principal contributed to the professional culture that supported new teachers. In both novice and veteran-oriented cultures, principals were often described as unsupportive. Novice oriented cultures often had principals who acted more as monitors of new teachers; whereas, in veteran-oriented cultures principals were noticeably absent. The best culture for supporting new teachers was the integrated culture where the

principals were described as being co-educators with the teachers, attentive to the needs of beginning teachers, and instrumental in facilitating this culture (Kardos et al., 2001).

Principals often served as the key to providing an environment where there was support for beginning teachers from more experienced teachers (Kardos et al., 2001; Quinn & D'Ammato Andrew, 2004).

Quinn and D'Ammato Andrew (2004) investigated first-year teachers and the support they needed. They emphasized the role the principal plays in supporting first-year teachers. This began with offering an orientation and introduction to new staff members. This study also emphasized the importance of providing a handbook to new teachers and information on procedures followed in the school. Quinn and D'Ammato Andrews (2004) argued that supporting first year teachers was the most important responsibility of principals because it could result in the retention of beginning teachers.

Another longitudinal study of 255 female beginning teachers who were newly hired (Schonfeld, 1992) found that teachers cited school environment and lack of administrative support as major contributors to feelings of depression and disillusionment. It was reasonable to conclude that administrative support contributed to new teacher perceptions of success.

Colleagues

Time to interact with and support of colleagues was also critical to a new teacher's perception of success. Feiman-Nemser and Beasley (1997) and Paisley (1990) documented the importance of this interaction in their research. Colleagues who willingly shared advice and strategies for teaching effectively were appreciated by the new teachers (Johnson & Birkeland, 2003a). Colleagues and schools that promoted learning as a continual process

were instrumental in contributing to the satisfaction the new teachers felt in their positions. Further, new teachers appreciated the opportunity to investigate and contribute to practice-centered conversations. Johnson and Birkeland (2003a) supported these broad ideas through specific examples of the beginning teachers in their study. Teachers who were movers or leavers described teaching in isolation as one factor that contributed to their dissatisfaction. One leaver described his school as being one in which there were not experienced colleagues from whom he was able to get ideas; although he appreciated the support he had from other novice teachers. Movers left the schools where they worked in isolation for schools where colleagues interacted and shared ideas for teaching. These teachers wanted more than friendly colleagues, but desired colleagues who supported them in their teaching. Those teachers who were described as “settled stayers” described their supportive colleagues as a reason for their decision to stay at their school (Johnson & Birkeland, 2003a). Teachers learned from each other; so time for interaction and idea sharing was essential for the development of the beginning teacher.

Mentors

One of the most widely used elements in induction programs for new teachers was that of mentoring where a beginning teacher was assigned an experienced teacher for support. Mentors should optimally teach the same subject(s) and grade(s) of the beginning teacher and be at the same school (Johnson & Birkeland, 2003a; Ingersoll & Smith, 2004). Johnson and Birkeland (2003a) also described this mentoring situation as one that rarely exists. Beginning teachers sought personal encouragement and advice on lesson planning, curriculum development, and teaching (Johnson & Birkeland, 2003a). In their study, Johnson and Birkeland found inappropriate pairing of mentors and novice teachers in regards

to subject, grade, and school as well as to conflicts in personality and few observations between novices and mentors due to schedule conflicts.

Ingersoll and Kralik (2004) conducted a meta-analysis of research conducted on mentoring programs and their impact on teacher retention. Only ten of about 150 studies met criteria for inclusion. These criteria included quantitative data, evaluation of effects of mentoring using specific outcomes, and comparisons of a group receiving mentors and a group that did not receive mentors. All of these studies had shortcomings, but taken as a whole, mentoring programs had positive effects on the retention of teachers (Ingersoll & Kralik, 2004). Many of these studies did not describe the types of support included or did not have large sample sizes, and therefore further research was needed (Ingersoll & Kralik, 2004). In response to this meta-analysis, Ingersoll and Smith conducted a descriptive study on teacher induction and mentoring programs using the data from the 1999-2000 *Schools and Staffing Survey (SASS)* and its supplement, the 2000-2001 *Teacher Followup Survey (TFS)*. The data was representative of the nation, and the sample size was over 3,235. The data showed that two-thirds of beginning teachers were in close contact with their mentors. Of these teachers, about 70% were matched with mentors in their same field, and 90% said their mentors were helpful. One of the strongest factors for reducing teacher attrition was having a mentor in the same field. The turnover rates presented below included movers and leavers. There was a 28% turnover rate when beginning teachers had the following supports: common planning time with teachers, mentor in the same field, and regularly scheduled time for collaborating on instruction with other teachers. Twenty-two percent of the teachers reported receiving these three supports. When these three types of support were joined with an induction program, a seminar for beginning teachers, and supportive administration the

turnover rate reduced to 24%. Only 13% of new teachers reported receiving all six supports (mentoring, common planning time, time for collaboration, an induction program, seminar for beginning teachers, and administration support). In comparison, 16% reported receiving no induction or mentoring support, and this group had a turnover rate of 40% (Ingersoll & Smith, 2004). Thus, the data suggested that the lack of mentoring and a comprehensive induction program was associated with doubling the rate of attrition for beginning teachers. Despite the fact that this sample was nationwide, it does have its shortcomings, specifically in only allowing for restricted responses (Ingersoll & Smith, 2004).

Teaching Assignment and Workload

Numerous studies have addressed the role of a reduced teaching assignment and workload in retaining teachers (Johnson & Birkeland, 2003a; Birkeland & Johnson, 2002; Ingersoll & Smith, 2004; Reiman & Parramore, 1994). These studies also pointed out that this was often not the reality for beginning teachers. Ingersoll and Smith (2004) found that only 11% of teachers reported receiving a reduced schedule and 11% reported having reduced preparations as part of their induction program support. The study found that those who participated in induction programs with a reduced number of preparations, an external network, mentor, common planning time, scheduled collaboration with teachers, seminar for beginning teachers, and supportive administration had a turnover rate of only 18%. However, less than 1% of teachers reported receiving this level of support.

Birkeland and Johnson (2002) found that when the “settled stayers” were interviewed, the teachers reported being given “novice status,” (p. 19) meaning they had a reduced teaching load and minimal administrative duties. A few teachers were offered internships with experienced teachers. A teacher referred to as Lori reported being given a reduced

teaching load, extra preparation time for becoming familiar with curriculum, and time to observe experienced teachers. While this was very helpful to Lori, it also required a financial commitment from the school district (Birkeland & Johnson, 2002). In cases where this was not possible, support in other areas became essential.

Reiman and Parramore (1994) surveyed 74 first-year teachers. Objectives of the study were to assess new teacher perceptions of support and workload. First-year teachers noted adequate planning time, having curriculum resources available, interaction with mentors and beginning teachers, and administrative support as most important to their perceptions of success. The survey examined the discrepancy between new teachers' perceptions of "what is" and "what should be". The "what is" related to what the beginning teachers perceived as what was currently occurring. The "what should be" dealt with what beginning teachers perceived as being what should be occurring for them in their situation. The greatest congruence between "what is" and "what should be" was related to support from mentors and the importance of feedback about their instruction. With respect to assignment, thirty percent of the new teachers did not have a regular classroom assigned to them. Instead, they floated from classroom to classroom with their curriculum and materials on a cart. The PSI-BT was an extension of the Reiman and Parramore (1994) study as it also investigated the discrepancies between "what is" and "what should be".

Professional Knowledge Development - Pedagogy and Continuing Education

A large part of teaching is expanding or transforming professional knowledge. Beginning in the late 1980's professional organizations such as the National Council of Teachers of Mathematics, National Council for Social Studies, and the National Council of Teachers of English and the International Reading Association have advocated students

having a deeper knowledge of concepts, learning through discovery, and learning through real world applications (Wang & Odell, 2002). The students were expected to know more than facts and theories (Wang & Odell, 2002). The teacher was not seen as the sole source of knowledge, instead the instruction was often student-centered and the teacher was the facilitator (Wang & Odell, 2002). Despite controversy over the new standards advocated by the professional organizations, curriculum was designed that was consistent with the professional organizations' standards.

As more curricula are shaped by “standards-based reform,” new teachers are being encouraged to use this constructivist approach. However, teachers need an extensive knowledge base and conceptual understanding to effectively teach using these programs. Wang and Odell (2002) noted “novice teachers need to develop relevant dispositions toward standards-based teaching reform. These dispositions include their beliefs about knowledge, learning, and teaching in general and in specific subject areas” (p. 485).

In order for teachers to effectively facilitate students having a deeper understanding of a subject, the teacher must have a well developed understanding of the subject matter and the pedagogy relevant to teaching the course (Wang & Odell, 2002). It was essential that teachers have this knowledge so that they could address any misconceptions that come up during the lesson (Wang & Odell, 2002). With this curriculum, it was evident why teachers needed to teach in areas that they were qualified. Another element that teachers needed to possess to effectively teach these curricula was “pedagogical learner knowledge” (Wang & Odell, 2002, p. 486) for teaching diverse learners.

To acquire this knowledge, Wang and Odell (2002) advocated that learning was a process best done in the school through practice. They also advocated individual reflection

on teaching and working with colleagues on teaching practices. Staff development was an essential key to effectively teach these curricula in addition to having support from mentors, adequate resources, follow-up, and time to develop as a teacher of these standards-based reforms (Wang & Odell, 2002). Wang and Odell (2002) also found that staying current on the research available on this reform could be a benefit for teachers; however, it was when the theory and practice met that the best results were achieved.

Student Outcomes

The constant for all teachers is students and their learning needs. The hope of new teachers that they can make a difference is what can contribute to their decision to continue teaching. Johnson and Birkeland (2003a) quoted Jerry, a beginning teacher they interviewed, as saying, “I’ll need a sense of success, not unqualified constant success, because I know that’s completely unrealistic. But, overall, you know, on average, that I’m making a difference for kids and that they’re learning from me.” (p. 594). This desire to have students feel successful was echoed by many of the settled stayers in Johnson and Birkeland’s study (2003a). Another teacher, Derek, would have left his unsupportive school if it was not for his commitment to the students. Thus, he accepted an administrative position at the school to hopefully make a difference for other new teachers (Johnson & Birkeland, 2003a).

Johnson and Birkeland (2003a) also discussed the importance of good discipline at a school. They said that “principals, teachers, and parents must together develop not only responses to misbehavior but also preventative strategies to keep students focused on their studies. Several teachers observed that concerted efforts by a school to engage parents in their children’s education and life of the school increased the likelihood that teachers could be more effective” (Johnson & Birkeland, 2003a, p. 603).

Efficacy and Professionalism

Tschannen-Moran and Hoy (2001) gave the following definition of teacher efficacy. “A teacher’s efficacy belief is a judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated” (p. 783). Research has shown that a teacher’s efficacy was related to how teachers’ decisions were made, how goals were shaped, how planning and organization were implemented, and how teachers reacted in the classroom and related to students (Tschannen-Moran & Hoy, 2001). They found that these teachers embraced new ideas and methods for teaching (Tschannen-Moran & Hoy, 2001). Most significant to the PSI-BT study was that teachers with a greater sense of efficacy also tended to stay in teaching and have “a greater commitment to teaching” (Tschannen-Moran & Hoy, 2001, p. 784). There were two factors in teacher efficacy. The first factor, “personal teaching efficacy,” (Tschannen-Moran & Hoy, 2001, p. 784) looked specifically at the feeling of confidence a teacher had. The second factor was “general teaching efficacy” (Tschannen-Moran & Hoy, 2001, p. 784).

Growing out of their research on teacher efficacy, Tschannen-Moran and Hoy (2001) developed a scale to measure teacher efficacy. They called this scale the Teachers’ Sense of Efficacy Scale (TSES) that had both a long form and short form. They have done extensive research into this scale, and have found it to be both valid and reliable. Through factor analysis, they found three factors or dimensions: 1) Efficacy for instructional strategies, 2) Efficacy for classroom management, and 3) Efficacy for student engagement (Tschannen-Moran & Hoy, 2001).

Reiman and Thies-Sprinthall (1993) analyzed quasi-experimental data from an intervention in which the 24 teacher mentor candidates were learning to assist beginning teachers. The control group received the standard mentor training program while the intervention was based on constructivist principles with an emphasis on encouraging mentors to collaborate, coach, and guide the new teachers to construct new meaning of the teaching/learning/mentoring enterprise. Specifically, the intervention prompted the mentors to deepen their understanding of learning and learners as they assisted their beginning teachers' meaning-making. The treatment included intensive collaborative inquiry and guided reflection. The teacher mentors in the experimental group had significant gains in conceptual reasoning and justice reasoning, and these gains were associated with more learner-centered mentoring (Reiman and Thies-Sprinthall, 1993).

Both Tschannen-Moran and Hoy (2001) and Reiman and Thies-Sprinthall (1993) suggested that efficacy and teacher meaning-making systems influenced practice and decision making in ways that were more learner-centered and which contributed to new teacher perceptions of success. In fact, a recent study by Johnson (2004) suggested that mentors communicated different epistemic climates to their beginning teachers depending on their own reflective and moral judgment dispositions. The type of epistemic climate fostered by the mentor contributed to or inhibited new teacher learning and perceptions of success. Specifically, more open and inquiry-based climates promoted greater new teacher feelings of success and efficacy.

A final element that has been discussed in literature was that teachers valued leadership (Johnson & Birkeland, 2003a; Ingersoll, 1996). Some of the teachers in The Project on the Next Generation of Teachers by Johnson and Birkeland (2003a) brought up

leadership as an element that led to their satisfaction. While some teachers valued their schools for not pushing them into assuming extra roles, some new teachers appreciated the opportunity to lead. The key element in these supportive schools was giving teachers the choice to be a part of decision-making. Two settled stayers expressed their enjoyment and privilege in being asked to assume a leadership role in their second year of teaching. The important element was that new teachers needed to be given novice status and not pushed into an extra role if they are not ready for it (Johnson & Birkeland, 2003a).

Quartz and the TEP Research Group (2003) discussed teachers who left often gave dissatisfaction with the school condition as being a major reason. Under this dissatisfaction was often the failure of schools to encourage teacher leadership (Quartz & The TEP Research Group, 2003). It was also reported that teachers who stayed do so in part because of collaboration. Sclan (1993) was quoted in the Quartz & the TEP Research Group (2003) article as saying:

Feeling involved in important decision making, working cooperatively, and setting school discipline policy crucially shape beginning teachers' perceptions of school leadership and culture, which, in turn, predicts beginning teachers' work commitment, career choice commitment, and planned retention (Quartz and the TEP Research Group, 2003, p. 101).

Ingersoll (1996) explored the element of teachers helping make decisions in their school, discussing the two different views of teachers making decisions. One view was that school power should be centralized to the school system. The second was that power should be decentralized so that decision making was done at the school level. Advocates of both views said that the opposing view led to inefficiency (Ingersoll, 1996). Reexamining SASS data, Ingersoll (1996) found that the amount of control teachers had in decision making varied considerably; however, he also found that school conflict decreased as faculty

influence and teachers' autonomy increased. The degree of association was also found to vary depending on the issue that teachers had control over. The greatest association was found when teachers were given control over social norms of the school (Ingersoll, 1996).

Commitment

Johnson and Birkeland (2003a) found a difference in the commitment teachers felt to school and whether they continued teaching. They found that those who left often planned only to teach for a short time. At the same time their dissatisfaction with the school made their decision to leave occur much faster than originally planned (Johnson and Birkeland, 2003a). Kareem, a leaver in the study, emphasized this point by saying, "A better experience may have delayed my decision to leave, but I doubt it would have changed it" (Johnson & Birkeland, 2003a, p. 594). Conversely, those who moved wanted to give teaching another try at a different school. Jerry, a mover, said, "I'd like to reconsider my long-term plan based more on my general attitude and relationship with teaching and with students, not so much on my particular fit with one school or another, because I know that I can always improve that"(Johnson and Birkeland, 2003a, p.597-598). The settled stayers reported being very happy with their decision to teach, and could see themselves teaching for a long time (Johnson & Birkeland, 2003a). From this study, there seemed to be an association between how committed a teacher felt to teaching and the experiences they had while teaching.

Conclusion

This review of the literature suggested that there were many factors that may foster new teachers' perceptions of success. In teaching, it can be seen that there was not one factor that provided satisfaction. Instead it was a combination of many elements, most of which were school based and individual based. Adequate resources and help in using the

resources was also a significant factor in beginning teachers' perceptions of success. A supportive atmosphere from the administration, colleagues, and mentors led to success of beginning teachers and ultimately their decision to stay in teaching. Being allowed by the administration to be a novice and improve over time was an element of this supportive atmosphere that was needed. A very helpful, though often not given element, was a reduced workload and teaching assignment.

In addition to the school support, being given opportunities to attain more professional knowledge of their teaching was important to beginning teachers. Beginning teachers also wanted to feel success in student outcomes. These teachers strove to see that they were making a difference in their students' lives and academics. Additionally, it has been shown that teacher efficacy, professionalism, and commitment led to the success a teacher felt and ultimately to their decision to remain in teaching.

With this many elements that contributed to beginning teachers' perceptions of success, there was a need to be able to assess what beginning teachers were receiving and what they would like to receive. To adequately assess these needs, this study focused on constructing an instrument that measured these attributes that led to teacher success. The methodology in constructing this instrument will be presented in chapter three of this study.

CHAPTER 3: METHODOLOGY

Introduction

After a review of the research questions and hypotheses, the methodology that was used to construct, administer, and analyze the Perceptions of Success Inventory for Beginning Teachers (PSI-BT) will be described. The research and methods for constructing the sample and the demographics and size of the sample will be discussed. Guidelines for administering the survey will be reviewed. The methods for determining the psychometrics of the instrument and analyzing the data will also be discussed.

Research Questions and Hypotheses

1. What are the psychometric properties of the Perceptions of Success Inventory for Beginning Teachers?
 - a. Hypothesis #1: The Perceptions of Success Inventory for Beginning Teachers will have nine clearly defined factors as assessed through factor analysis of responses from a large sample of novice teachers.
 - b. Hypothesis #2: The Perceptions of Success Inventory will have high internal reliability as assessed by Cronbach Coefficient Alpha.
 - c. Hypothesis #3: The Perceptions of Success Inventory for Beginning Teachers will have strong content validity as determined by expert opinion on the Beginning Teacher Inventory for Mentors and a literature review of levels of support needed by beginning teachers.
 - d. Hypothesis #4: The Perceptions of Success Inventory for Beginning Teachers will have high concurrent validity with the sum score of the Teachers' Sense of Efficacy Scale.

2. To what extent are there discrepancies in responses from beginning teachers to the questions “what is” and “what should be” on the identified factors of the Perceptions of Success Inventory for Beginning Teachers?
 - e. Hypothesis #5: Significant differences will be found between novice teachers’ ratings of their experiences, i.e. “what is” and what they would like to have experienced - “what should be” on the identified factors of the Perceptions of Success Inventory for Beginning Teachers.
3. What is the pattern of correlations between the subscales of the Teachers’ Sense of Efficacy Scale and the factors of the Perceptions of Success Inventory for Beginning Teachers?

Construction of the PSI-BT

The construction of the PSI-BT included a number of steps. Experts in mentoring were asked to respond to prompts developed by Alan Reiman for his Beginning Teacher Inventory for Mentors (BTI-M). Mentor teachers and other experts in teacher induction were asked to consider the importance of items on the BTI-M. An extensive review of literature was concurrently conducted to determine what factors were important for the success of beginning teachers. Nine factors were identified as having an impact on the perceptions of success for beginning teachers. A factor analysis was conducted on the BTI-M responses to determine the specific dimensions that the mentor teachers and experts felt were needed in terms of support for beginning teachers. If the item mean was over 3.0, indicating mentors valued the importance of the knowledge about beginning teachers’ experiences, then it was considered as an indication that this item needed to be considered for inclusion in the PSI-BT. The review of literature was used to make the final decision for inclusion.

Expert Opinions

Alan Reiman developed the Beginning Teacher Inventory for Mentors (BTI-M) which served as the foundational basis for this inquiry. The BTI-M had 25 prompts in which mentor teachers were asked to respond in two ways, “what is” and “what should be”. For each prompt, the mentors were asked to respond in terms of “what is” actually occurring in their school and school system for beginning teachers. The responses were on a Likert Scale 1-4 with the following designations: 1) strongly disagree, 2) disagree, 3) agree, and 4) strongly agree. The same Likert scale was used to respond to the question “what should be” in which mentors were asked to respond in terms of what should be occurring during the first years of teaching.

The survey was administered via e-mail to all mentor teachers in Wake, Vance, Franklin, Durham, Moore, and Lee counties. A total of 139 mentors out of approximately 500 responded to the survey. Written comments from the mentors served as guidance in writing a clear and concise PSI-BT instrument. The major revision for the directions of the PSI-BT was the addition of an example demonstrating how to respond to the survey.

Factor Analysis

In order to analyze the items in the BTI-M, an exploratory factor analysis was conducted using SAS for Windows version 8.2. A correlation of .40 or higher was flagged as being significant. Two factor analyses were conducted using the “what is” data and the “what should be” data. The resultant factor structure provided an indication of the major areas that mentor teachers viewed as being important to know about the support beginning teachers received. An oblique (promax) rotation was employed. The first step used to find the significant factors was the Kaiser criterion that says a factor must have an eigenvalue

greater than one to be considered significant. An eigenvalue is a number that indicates the amount of variance that is accounted for by a factor. The second step was an examination of the scree plot of the eigenvalues associated with each factor. This examination was also used to determine where the break is in the list of eigenvalues. The eigenvalues above the break were retained. Once the number of significant factors was determined using both of these methods, the factor analysis was rerun specifying the number of factors to retain.

Once the new factor analysis had been run, all factor loadings greater than .40 at the item level were evaluated. Items that did not load on any factor were considered for possible deletion. Items that did not load significantly onto a factor were evaluated on the mean score. Items that loaded onto more than one factor were retained in this step of the process since it indicated that mentor teachers felt the item identified something important to know about beginning teacher experiences.

Literature Review

A review of existing literature related to the success of beginning teachers was employed to determine items and/or factors that needed to be included in the PSI-BT. Based upon results of the literature review, the major dimensions that contributed to the perceptions of success for beginning teachers became the factors for this inventory. Within each of these factors, the investigator wrote items to address the nine dimensions that were synthesized from the literature review. Each item was constructed to address a single question or topic to ensure clarity for teacher response. In order to be adequately assessed, a factor must have four items loading significantly at greater than .40. Therefore, six items were created to adequately assess each factor.

Organization of PSI-BT

The review of literature on the perceptions of success for beginning teachers and the support that was needed for beginning teachers revealed nine factors synthesized by the researcher. These nine factors were school based and individual based. The nine factors included: 1) resource support, 2) administrative support, 3) colleague support, 4) mentor support, 5) teaching assignment and workload, 6) pedagogy and continuing education, 7) commitment, 8) student outcomes, and 9) efficacy and professionalism.

Using these nine factors and the factor analysis results, items previously created from the BTI-M were classified by factor. Additional items were written that reflected the research on what elements beginning teachers need to feel successful.

The organization of the PSI-BT was such that the first item for each factor was asked in stems 1-9, then the second item for each factor was addressed in stems 10-18, and so forth. The original design of asking the questions “what is” and “what should be” was retained. The difference between the PSI-BT and BTI-M was that the likert scale was increased to six points in order to increase the sensitivity of the instrument. An even number of options was chosen so that some level of disagreement or agreement had to be chosen. There was not an option to choose more than one level of agreement or a neutral response.

Population

The National Center for Education Statistics (NCES) Digest of Education Statistics and Figures was used for identifying characteristics of the teaching population for the United States as well as specific information on North Carolina. Identifying the population characteristics aided in comparing the characteristics of the sample to that of the entire population. In 1999-2000, the *Schools and Staffing Survey* reported 12.9% of the teaching

force were beginning teachers in public schools. In 1996, the United States teaching population was comprised of 74.4% women, 25.6% men, 90.7% white, 7.3% black, and 2.0% of other ethnicities (National Center of Educational Statistics). In the state of North Carolina in 2004, 80.2% teachers were female, 19.8% were male, 83.2% of the teachers were white, 14.6% were black, and 2.2% were of other ethnicities (North Carolina Public Schools, 2004). Fifty-two percent of the teaching force in the United States held a bachelor degree, 41.9% held a master degree, 4.7% held an Education/ Specialist degree, and 0.7% held a doctorate in 1999-2000 (National Center of Educational Statistics, 2000). In the state of North Carolina, 67.5% of teachers held a bachelor's degree, 29.5% had earned a master's degree, 1.0% had an Education/Specialist degree, and 0.4% had obtained their doctorate (National Center of Educational Statistics, 2000). In 1999, it was found that the percentage of public school teachers with less than 5 years of experience who participated in a teacher induction program was 59.6%(National Center of Educational Statistics, 2000). Only 46.8% of these teachers worked with a mentor teacher in the same subject area (National Center of Educational Statistics, 2000).

Sample

Acquisition of Sample

The sample of beginning teachers was constructed purposefully so that there would be a representation of traditional entry and lateral entry teachers. In addition, counties were chosen that represented rural and suburban communities. In a meeting of partners associated with the Mentor Junction SUCCEED project, representatives from each county were presented with the research and asked to participate. No urban community agreed to

participate in the study at this time, though it is hoped to include urban communities in later iterations of the PSI-BT.

Sample Size

The sample used to determine the perceptions of success for beginning teachers was comprised of 166 first through third year beginning teachers. In the state of North Carolina, most beginning teachers were considered either Initially Licensed Teachers (ILT) or an alternative license such as lateral entry. The type of licensure held by these teachers varied depending on their individual circumstances and how they entered teaching. Lateral entry refers to individuals that enter teaching through a route other than a degree in education. These teachers have a degree in the field in which they teach, but do not have the education coursework required for regular license.

Demographics of Sample

The sample was comprised of beginning teachers from Franklin, Lee, and Vance counties in North Carolina. Beginning teachers in the study were asked to complete a demographic page. Participants provided information about gender, race, number of years teaching including the present year, subject areas taught, grade level taught, license type, age, county and state in which they teach, classification of the school district as rural, suburban, or urban, and the highest degree they held. Information was obtained pertaining to their mentor. They were first asked if they had a mentor, then they were asked if their mentor taught the same grade and subject as they did. These are three different questions, so that there were not questions asking for two different responses.

Participants were asked to put their name on the demographic page for follow up questions if needed. Each page of the packet was coded and the demographic page removed

before analyzing the data. This ensured that anonymity was retained when analyzing results. In addition, the participants were ensured that their name would not be reported in any results. An individual could decline to give their name.

Table 3.1 provides the demographic statistics of the sample. When the percentages do not add to 100%, this is due to teachers declining to answer.

Table 3.1 Demographics of the Sample

Demographics	Percentage in Sample
Women	75.3%
Men	22.9%
White	75.3%
Black	16.9%
Other ethnicities	2.4%
Bachelor degree	87.4%
Master degree	12.7%
Initially Licensed Teachers	43.0%
Alternative License (lateral entry, provisional, temporary, or emergency)	55.2%
Rural	80%
Suburban	20%

Pertaining to the statistics reported in Table 3.1, it is important to note that three teachers reported not knowing their license type. In addition, over half of our sample was in their first year of teaching.

The beginning teachers in our sample had a mean age of 30.2 and standard deviation of 9.5 years. The teachers ranged in ages from 22 to 65. The fact that the sample included more than 15% over the age of 40 was representative of the number of teachers not initially licensed.

Our sample also included teachers from many different fields including all of the core academic subjects, music, art, physical education, business, special education, ESL, and foreign language. Many teachers in our sample taught multiple subjects, particularly those in elementary and middle schools. Teachers of students in grades Pre-K through second made up 27.7% of the sample, 16.8% taught 3rd – 5th grades, 18.4% taught middle school, and 43.1% taught high school.

Materials

To conduct this research, each participant was given a packet that included several items. The first page was directions that included information about anonymity, examples of how to respond to each item, and the labels for the likert scale used. The second part of the packet was the PSI-BT. This was followed by the Teachers' Sense of Efficacy Scale by Tschannen-Moran and Hoy (2001). Teachers recorded their demographic information on the last page. All of these items can be found in the appendix.

The Teachers' Sense of Efficacy Scale is an inventory that measures teacher self-efficacy. The scale has 24 items that address three factors: 1) Efficacy for instructional strategies, 2) Efficacy for classroom management, and 3) Efficacy for student engagement. Research supports the validity and reliability of this instrument through multiple factor analyses producing the same factors (Tschannen-Moran & Hoy, 2001).

Each teacher was asked to provide information on the demographic page about their mentor, the grade and subject they teach, the county they teach in, the type of licensure they hold, and the type of degree they have. In addition each teacher was asked to provide their gender, ethnicity, and age.

To show appreciation for participating in this research, door prizes were given out. One door prize was given per twenty participants. Each participant turned in an entry form with his or her name on it when he or she returned the packet. All forms were placed in a bag and the names were drawn randomly.

Internal Review Board Approval

The PSI-BT is part of the SUCCEED/NC QUEST study funded by the United States Department of Education – Improving Teacher Quality Grants (2004-2005). Alan Reiman is the lead investigator for SUCCEED/NC QUEST. Approval for SUCCEED/NC QUEST was granted by the Internal Review Board at North Carolina State University in June 2004.

Administration of Survey

To insure the legitimacy of the results, the four administrations of the PSI-BT were conducted by those associated with the research at North Carolina State University. To insure consistency, investigators followed a script that explained the directions and purpose of the inventory. In addition to the PSI-BT, all beginning teachers completed the Teachers' Sense of Efficacy Scale (TSES) by Tschannen-Moran and Hoy (2001) and a page of demographics. Teachers completed the packet in about twenty minutes.

Dates of Administration

The administration of the PSI-BT and TSES took place in January, 2005. The administration for Franklin County took place on January 11 and 12, on January 25 in Lee County, and on January 27 in Vance County.

Coding of Surveys

In order to insure anonymity for the respondents of the survey, all completed surveys were given a 4-digit code. The first digit identified the county where the teacher was employed. (1 = Franklin County, 2 = Lee County, 3 = Vance County) The next three numbers identified the survey beginning with 001 and went up by one until all surveys had a different number. The same number was then printed on each page of the packet before the demographic page was removed. All demographic information was entered into a Microsoft Excel data set for purposes of analyzing each demographic category. Survey data was then entered into SAS for Windows version 8.2 and SPSS version 13.0 for later analysis.

Factor Analysis of the PSI-BT

To confirm the factor structure of the PSI-BT, the first step was conducting a factor analysis using SAS for Windows version 8.2. It was hypothesized that the factors obtained would match the factors synthesized as being significant in beginning teacher success during the literature review. In the cases of missing responses, the following rule was used. If surveys were missing less than 15% of responses, the average score for the item was used. Since there were 54 items used in each analysis, if 8 or fewer items were left blank, then the average score was used. For the “what is” factor analysis, this resulted in a sample size of 161. The “what should be” sample size was 160.

The investigator applied oblique (promax) rotation to the instrument's variables to identify the factor structure. The criterion of a correlation greater than or equal to .40 was used as the cutoff point for individual items loading on a factor. The number of factors was determined by the eigenvalue greater than one and an analysis of the scree plot to find the break in eigenvalues. Once the significant factors were identified, the factor analysis was rerun specifying the number of factors to retain.

Once the second factor analysis was run, those items not loading with at least a correlation of .40 on any factor were deleted. Those loading on multiple factors were assessed to determine if they should be retained or deleted. This was done by looking at the rotated factor pattern (Standardized Regression Coefficients). Those items that cross loaded on more than one factor with minimal correlation on either were deleted. If the definition of the factor was not changed by deleting an item that cross loaded, then the item was deleted. On the other hand, those items that had a primary loading and a secondary loading were retained if the primary loading correlation was high and the item enhanced the assessment of the factor.

Psychometric Properties

The psychometric properties of the PSI-BT were analyzed to determine internal reliability, content validity, and concurrent validity. The concurrent validity was assessed by analyzing how the PSI-BT and the Teachers' Sense of Efficacy Scale correlate.

Internal Reliability

Internal reliability of the PSI-BT was analyzed using SAS for Windows version 8.2. Cronbach coefficient alpha was employed to assess the internal reliability. The internal reliability was the degree to which the items in the PSI-BT measured the same construct.

Each of the factors identified by the factor analysis had a coefficient alpha, which indicated the degree of internal reliability of each factor. In addition, a reliability analysis was done on each of the items by assessing the coefficient alpha that the factor possessed when an item was deleted from it. There was a coefficient alpha for each of the items. If the factors were more reliable with the item deleted, the item was deleted in the revised PSI-BT.

Content Validity

Content validity was assessed using two elements. The first of which was the expert opinion of the mentors as gathered from the Beginning Teacher Inventory for Mentors. The second measure of validity was the literature review. As was previously discussed, many researchers have looked at factors that contribute to beginning teacher success. It was hypothesized that the nine dimensions that were used to create the PSI-BT would be found to be significant factors in the factor analysis. One indication of validity was the extent to which the PSI-BT factor analysis revealed significant factors found in the literature.

Concurrent Validity

Concurrent validity between the PSI-BT and Teachers' Sense of Efficacy Scale was assessed by computing the sum scores of the responses to each inventory. The "what is" factors from the PSI-BT were correlated with the factors of the Teachers' Sense of Efficacy Scale. A high correlation between the two scales will indicate that the PSI-BT has concurrent validity with the Teachers' Sense of Efficacy Scale.

Discrepancies between "what is" and "what should be" on the PSI-BT

The second research question addressed discrepancies in beginning teachers' responses to "what is" and "what should be." Analysis determined whether there were significant differences between beginning teachers' perceptions of received support and

beginning teachers' perceptions of supports that should have been provided. I predicted that there would be significant differences found between "what is" and "what should be". To evaluate this, a sum score was computed for the "what is" and "what should be" data for each factor. Once the sum scores were computed, Paired Sample t-tests were run for each of the factors. Paired Sample t-tests were chosen because the groups were dependent since the measures were from the same group of beginning teachers. A protected alpha level, using Bonferonni's approach of dividing .05 by the number of tests run, was set as the criterion to determine statistical significance. In this case, each test was run using an alpha level of .0083 to decrease the chance of a Type I error. I used SPSS version 13.0 to run this analysis.

Conclusions

Within this chapter, the steps taken to answer the research questions were described. This investigation began as an extension of the Reiman and Parramore (1994) study, and was expanded using a review of literature of the elements needed for beginning teacher perceptions of success. This investigation focused primarily on the PSI-BT and its psychometric properties, differences found between "what is" and "what should be", and its correlation with the Teachers' Sense of Efficacy Scale. The sample that was used to answer these questions was described as including beginning teachers in rural and suburban schools from a variety of grade levels and subject specialties. The following chapter will focus on the findings of the analyses and provide answers to the research questions posed in this investigation.

CHAPTER FOUR: RESULTS

Introduction

First I will present the factor analyses for the “what is” and “what should be” questions for the PSI-BT followed by the evaluation of the psychometrics of the PSI-BT, including internal reliability using Cronbach Coefficient Alpha and the content and concurrent validity of the PSI-BT. The final analysis is that of the Paired Sample t-tests for determining differences between “what is” and “what should be” among the factors of the PSI-BT.

Factor Analysis of the PSI-BT

Factor Analysis of “what is” Responses to the PSI-BT

Ten factors met the criteria of an eigenvalue greater than 1.0 which explained 83% of the total variance. Table 4.1 provides the eigenvalues, proportion of variance explained by each factor, and the cumulative proportion explained by the preceding factors.

Table 4.1 Eigenvalues and Variance Explained by Factors of PSI-BT for “what is”

Factor	Eigenvalue	Proportion of Variance	Cumulative Variance
Factor 1	10.73	0.3328	0.3328
Factor 2	3.81	0.1181	0.4509
Factor 3	2.51	0.0777	0.5286
Factor 4	2.02	0.0625	0.5911
Factor 5	1.55	0.0479	0.6391
Factor 6	1.51	0.0468	0.6859
Factor 7	1.40	0.0433	0.7292
Factor 8	1.24	0.0385	0.7677
Factor 9	1.14	0.0352	0.8029
Factor 10	1.02	0.0318	0.8347

A scree plot was then employed to determine if any factors previously retained could be deleted. The scree plot showed the 9th, 10th and 11th factors were close together without a change in slope. When looking at the factor loadings, the ninth factor only had one item correlating with it and the 10th factor had 2 items. By retaining only eight factors, over 76% of the variance was explained. The decreased number of factors retained also resulted in some items that previously were not loading onto factors correlating with the factors that we retained. Items that previously loaded onto factors had a higher degree of correlation. I opted to run a new factor analysis retaining only eight factors. Tables 4.2 through 4.9 portray items and their correlations for each of the factors defined. The next analysis which included internal reliability provided more evidence about whether each item in the factor analysis should be retained.

Table 4.2 Factor 1: Mentor Support

Item Number	Item	Correlation To factor
4	My mentor or an exemplary teacher has provided assistance with classroom management.	.90
13	My mentor or an exemplary teacher has provided assistance with instructional concerns.	.87
31	My mentor or an exemplary teacher is empathetic.	.75
40	My mentor or an exemplary teacher encourages me to reflect on my teaching.	.75
22	My mentor or an exemplary teacher has provided assistance related to communication with caregivers.	.71
49	My mentor or an exemplary teacher meets with me on a weekly basis to discuss learning and teaching.	.60
45	I have participated in decision making on school policy.	.41

All of these items loaded exclusively onto the first factor. Thus all of the items were retained at this point in the analysis. All but Item 45 in Factor 1 originally assessed mentor support on the PSI-BT. Item 45 had a much lower correlation than the other items; therefore, the name of Factor 1 remained Mentor Support.

Table 4.3 Factor 2: Classroom Climate

Item Number	Item	Correlation To factor
47	I have developed clear routines and procedures for my classroom that are aligned with school policy.	.79
35	The discipline in my classroom is supportive of a good learning environment for my students.	.75
17	My students achieve success in my classroom.	.68
9	I feel in control when I am teaching.	.67
18	I think about my professional conduct in light of moral and ethical standards.	.57
27	I tend to make thoughtful judgments when faced with moral problems in the school or classroom.	.48
36	When I have professional concerns I take action responsibly.	.47
8	I believe that students are motivated to learn in my classroom.	.46
34	I enjoy teaching the students in my school.	.43

The items loading onto this second factor were originally from several different dimensions including student outcomes, efficacy and professionalism, and commitment. Evaluated together, these factors assessed classroom climate. These items did not load onto any other factors. Thus, the name for this factor was Classroom Climate.

Table 4.4 Factor 3: Commitment

Item number	Item	Correlation To factor
52	I see teaching as a long term career.	.84
7	I think I will be teaching five years from now.	.75
25	I know that I made the right decision to teach.	.65
43	I feel that I am making a difference by becoming a teacher.	.59
16	Teaching is a calling	.46
54	There are opportunities for teachers to take leadership roles as they desire.	.44

The majority of the items loading onto this factor came from the commitment dimension described in the literature review. Item 54 was part of the professionalism and efficacy dimension. However, an argument could be made that some teachers were more likely to be committed to teaching if they had the opportunity to assume leadership roles. It was also noteworthy that the lowest correlation of these items was item 54 with .44, though item 16 is close with a correlation of .46. Thus, this factor is called Commitment.

Table 4.5 Factor 4: Administrative Support

Item Number	Item	Correlation To factor
29	The administration at my school provides feedback for my discipline decisions.	.74
20	The administration at my school gives suggestions for communicating with caregivers.	.64
26	The discipline at my school is supportive of a good learning environment for my students.	.54
2	The administration at my school encourages me to be an effective teacher.	.49
11	The administration at my school provides effective feedback after observations.	.46
38	The administration has oriented me to the school and staff.	.45

Five of the preceding six items were from the administrative support dimension. Item 26 was written with student outcomes in mind; however, beginning teachers probably associated the discipline at the school with the administration's presence and support. Thus, these items loading together on one factor were not surprising. The name to describe this factor is Administrative Support.

Table 4.6 Factor 5: Colleague and Instructional Resource Support

Item Number	Item	Correlation to factor
28	All of my students have textbooks or workbooks as needed.	.62
37	I have the curriculum materials I need to teach effectively	.58
12	I have common planning times with other teachers at my same grade level or subject area.	.56
19	I have curriculum provided for me that aligns with the state curricula guidelines.	.49
48	I collaborate with exemplary teachers regarding instructional strategies.	.44
39	I collaborate with exemplary teachers regarding curriculum.	.43
21	I have opportunities for meaningful conversation with other novice teachers in a setting free of evaluation	.42

This factor had items pertaining to colleague support and availability of resources, particularly those associated with the curriculum. The items primarily addressed curriculum and instruction. Item 21 dealt specifically with instruction or curriculum, but it did speak about support from colleagues, in particular other novice teachers. It was interesting that the lowest correlations to this factor related to collaborating with colleagues. The highest correlations related to having the needed curriculum and instruction materials. The second analysis provided more information about how important each of the items was in assessing this factor. The name for this factor is Colleague and Instructional Resource Support.

Table 4.7 Factor 6: Parental Support and Professional Development

Item number	Item	Correlation to factor
53	The parents or caregivers of my students are supportive of me as a teacher.	.59
44	The parents or caregivers of my students are supportive of their child's progress in school.	.57
51	The professional development opportunities I have participated in this year have been a benefit for me as a beginning teacher.	.46

Factor six had two items that specifically addressed parental support. Item 51 described continuing education opportunities that resulted in improvement as a teacher. This item had the lowest correlation of the three at .46. Although there are limited items, the factor was identified as parental support and professional development. To adequately assess this factor, more items needed to correlate with it. Writing new items pertaining to parental support or having a larger sample size may result in more items correlating with this factor. However, at this time the factor was not solid enough to properly assess.

Table 4.8 Factor 7: Assignment and Workload

Item Number	Item	Correlation To factor
23	My overall teaching workload is reasonable.	.67
5	I have at least one period per day that I can devote to planning for my classes.	.59
30	I have opportunities to visit and observe exemplary teachers.	.47
14	My teaching assignment is realistic for a beginner.	.46

The seventh factor had three items that specifically assessed beginning teacher workload. Item 30, though not originally constructed to measure beginning teacher workload, indirectly related to the workload of the teacher. The opportunity to visit and observe exemplary teachers may only occur if it is designed to be a part of the beginning teacher assignment and workload. Thus, this factor is categorized as Assignment and Workload.

Table 4.9 Factor 8: Undefined

Item Number	Item	Correlation to factor
42	I feel comfortable about my knowledge of my licensure requirements.	.52
14	My teaching assignment is realistic for a beginner.	.46

This factor was speculative since it had only two items, apparently unrelated except that they defined things that were part of beginning a teaching career. In addition, item 14 cross loaded on factors 7 and 8. Item 14 did a much better job of defining factor 7 than factor 8. With only two items assessing this factor, the investigator recommends deleting these items given the sample that exists.

The final factor analysis that was computed was that of the “what should be” responses from the PSI-BT. This factor analysis had a sample size of 160. A summary of findings follows in the next section.

Factor Analysis of “what should be” Responses to PSI-BT

As noted earlier, the PSI-BT employed a likert scale of 1-6. A factor analysis of the “what should be” items revealed that 53 of the 54 means were above 5.0. The range in means was from a low of 4.8 to a high of 5.86. The factors that were revealed demonstrated that the

responses were so similar that no meaningful factors could be found. The first factor had 46 out of 54 items loading onto it. With this many items loading onto it, a meaningful dimension to help define the perceptions of success for beginning teachers could not be found. This factor had an eigenvalue over 15 with the sequential factors having eigenvalues in the 1.01 – 2.74 range. It was expected that most of the scores on this question would be high, as these questions were believed to be important in beginning teachers' perceptions of success. The reason for the high scores could be that these items truly were what beginning teachers strongly believe that they need to be successful, or it could be that some beginning teachers answered the items based on what they saw as the optimal situation. A rephrasing of the question in later iterations of the PSI-BT to “What do you believe is needed as a beginning teacher to be successful?” may reveal more meaningful factors that more closely resemble the factors defined in the “what is” analysis. The phrasing provided to the teachers in this sample was “respond to each statement with what you believe should be your experience as a beginning teacher (what should be).”

The next step in determining which items were needed to assess the perceptions of success was to look at the internal reliability of the PSI-BT “what is” question. This analysis answered many of the questions concerning which factors best assess the perceptions of success for beginning teachers that were discussed in the preceding section. Since the “what should be” questions did not reveal meaningful factors, internal reliability was not assessed for this data.

Internal Reliability for “what is”

The second hypothesis, “The Perceptions of Success Inventory will have high internal reliability as assessed by Cronbach Coefficient Alpha,” was analyzed using SAS for Windows version 8.2. The first step in this analysis was ascertaining the Cronbach Coefficient Alpha for each factor. The alpha was calculated based on the raw data output from SAS for Windows version 8.2. Table 4.10 describes each factor by name and the internal reliability for the factor. Following this table is a discussion of any items that increase the factor’s internal reliability, if deleted. From this data, decisions were made about whether to keep each of the items.

Table 4.10 Internal Reliability for each Factor

Factor Name	Cronbach Coefficient Alpha
Mentor Support	.87
Classroom Climate	.84
Commitment	.80
Administrative Support	.81
Colleague and Instructional Resource Support	.76
Parental Support and Professional Development	.55
Assignment and Workload	.65
Factor 8: Undefined	.47

This table revealed that the first five factors demonstrated strong internal reliability with Coefficient Alphas .76 or greater. All of these factors assessed well-defined dimensions that were related to beginning teachers’ perceptions of success. Parental Support and

Professional Development had a moderate internal reliability at .55. This was expected since there were only three items loading onto this factor, and one item seemed to be different from the other two assessing parental support. A larger sample may reveal other items loading onto this factor, which would help in defining the construct and its ability to assess one dimension. The seventh factor, Assignment and Workload, had a moderate internal reliability of .65. This factor had four items assessing it that the literature has shown to impact beginning teachers' perceptions of success. Thus, this factor should be retained for later iterations of the PSI-BT. The eighth factor's internal reliability of only .47 demonstrated that these items do not assess a dimension well enough to be included in the PSI-BT at this time. Further sampling may reveal a different picture, but based on this sample, item 42 needs to be deleted. Item 14 was retained given that it loads on the Assignment and Workload factor.

To determine if a factor possessed higher internal reliability without an item, the following analysis was conducted. The analysis determined Cronbach Coefficient Alpha for each factor when an item was deleted. The item was deleted from the inventory when the factor's internal reliability increased when the item was not included in the analysis. The analysis revealed that the internal reliability of the first factor, Mentor Support, would increase to .88 by deleting item 45. Since this item lowers the internal reliability, and the correlation was lower than the other items, it will be deleted from the PSI-BT. The analysis of the second factor, Classroom Climate, revealed that all of the items needed to be retained to best assess this dimension. The analysis revealed that item 16 of the third factor, Commitment, would increase the Coefficient Alpha for the entire factor by only .009. This is not enough to warrant deleting this item; therefore, all six items will be retained. The

analysis of the fourth, fifth, and seventh factors: Administrative Support, Colleague and Instruction Resource Support, and Assignment and Workload also revealed that the highest Coefficient Alpha can be obtained by retaining all items assessing these factors.

Analysis of the factor for Parental Support and Professional Development revealed that by deleting item 51 the Cronbach coefficient alpha increased from .55 to .74. This presented an interesting dilemma as it left only two items loading on this factor which was not enough to adequately assess parental support. Therefore, if parental support is to be assessed, more items need to be created directly relating to caregiver and professional development. The items assessing the parental support factor were originally written for student outcomes dimension. Only two items of the original six for the student outcomes dimensions included information about how parental support related to student outcomes. The remaining student outcomes items loaded onto Classroom Climate and Administrative Support factors. This meant that these items did not assess student outcomes, as much as other dimensions. Assuming that new items will not be written to assess parental support, the items relating to this factor were deleted from the PSI-BT.

After evaluating the internal reliability of the PSI-BT, the next element for evaluating the psychometric properties of this instrument involved assessing its validity. The two areas of validity that will be assessed are content validity and concurrent validity with the Teacher's Sense of Efficacy Scale.

Content Validity

There were several factors that contribute to the PSI-BT's high degree of content validity. The PSI-BT was developed based on Reiman and Parramore's (1994) work and the Beginning Teacher Inventory. In addition, items were written after a thorough literature

review described in chapter two. The final aspect in establishing content validity was the factor analysis of the PSI-BT to define the factors it assessed.

Factor Analysis of the BTI-M

The BTI-M was a survey given to mentors and educational leaders to determine what aspects of a beginning teacher's experience were important to know for determining the beginning teachers' perceptions of success. The factor analysis was computed on the "what is" responses to items, which asked what is important to know about the experience of beginning teachers. The mean of the items ranged from 1.77 to 3.67. There were three factors that met the criterion of having eigenvalues greater than 1.0. The first factor had an eigenvalue of 6.486; the second factor had an eigenvalue of 2.04; and the third factor has an eigenvalue of 1.053. The scree plot showed a natural break after the first 2 factors, thus these were the only ones retained. The first factor related to school support and climate issues in general, and the second factor included items on mentor and colleague support, professional judgment, and commitment. In this factor analysis all but two items had mean scores between 3 and 4. The standard deviations of the items were all less than one. These elements indicated that the factors assessed a wide variety of constructs. Therefore, it was important to analyze each of the items in the survey. The high mean scores indicated reasons to include these items in the PSI-BT and additionally emphasized the role the literature review would play in the construction of the PSI-BT. All of the items loaded onto one of the two factors except for two: "Having additional duties beyond the classroom hampers my teaching" and "I am confident about the subject matter I teach." Since these two items have been found in the literature review to be contributing factors to the perceptions of

success for beginning teachers, these items were still considered for inclusion into the PSI-BT.

Tables 4.11 and 4.12 show the items from the two factors and the correlation for each. The items loading with correlations greater than .40 were found significant for assessing the items.

Table 4.11 Factor 1: School Support and Climate Issues

Item Number	Item	Correlation To factor
6	The materials I need for teaching are available.	.77
9	The school has established clear routines and procedures.	.72
8	The climate of our school supports a good learning environment for me as a beginning teacher.	.71
11	I have professional release time to visit and observe exemplary teachers.	.70
1	I have adequate time to plan (at least one planning period per day).	.67
15	I am receiving help and encouragement from my principal.	.58
3	I feel comfortable with my knowledge of the licensure process.	.57
4	I have opportunities to talk meaningfully with other novice teachers.	.46
2	My teaching assignment is realistic for a beginner.	.45
18	Teaching is a calling.	-.47

Table 4.11 portrays correlations for items related to Factor 1, School Support and Climate Issues. Note item eighteen had a negative correlation with the factor. This item loaded positively on the second factor, thus it was not considered to be a significant part of the construct being assessed. A specific construct is hard to identify for this factor since such a wide variety of items load onto it. The meaningful part of this data is that mentors

feel these items exist for beginning teachers and are important for school leaders to know.

Table 4.12 includes the second factor items and the correlations for each.

Table 4.12 Factor 2: Colleague Support, Professional Judgment, Commitment

Item Number	Item	Correlation To Factor
21	My mentor is empathetic.	.71
20	My mentor has helped me with lesson planning.	.70
19	My mentor has provided assistance with parent communication.	.63
17	My mentor has provided assistance with instructional concerns.	.60
7	Ethical judgment and care are important to teaching.	.54
16	My mentor has provided assistance with classroom management.	.54
12	Having one's own classroom for teaching is important.	.51
22	Professional development opportunities are important.	.50
18	Teaching is a calling.	.48
13	I am being encouraged to use a repertoire of teaching strategies.	.45
14	I think I will be teaching five years from now.	.45
5	I have received an orientation to the school system and school.	.43

Once again, the items within this factor revealed several constructs being assessed. Thus, the importance of this factor analysis is the high mean scores previously discussed. In addition, this analysis provided a platform from which to start drafting items after the review of literature. In the next step, the investigator analyzed each item's construct being assessed so that they could be compared to the constructs described in the literature. The items with the highest correlations were those related to mentor support.

Literature Review Constructs and Factor Analysis of the PSI-BT

The literature review that was conducted to construct the PSI-BT and the factor analysis of the PSI-BT both contributed to its content validity. The factor analysis of the PSI-BT for the “what is” questions revealed that several of the previously defined dimensions were being assessed in the PSI-BT. In review, the factors retained were 1) Mentor Support, 2) Classroom Climate, 3) Commitment 4) Administrative Support, 5) Colleague and Instructional Resource Support, 6) Assignment and Workload.

Eleven items did not load onto any of the factors. Three of these items were part of the original resource dimension. As previously discussed the other items loaded with items from Colleague Support. Four items were part of the original dimension of Continuing Education and Pedagogy. Three items were part of the teaching assignment and workload dimension. The remaining item was part of the colleague support dimension. If additional sampling is conducted, some more items may load significantly on factors. This would increase the content validity of the instrument. If only this sample is considered, these eleven items should be deleted for increased content validity of the instrument.

The factor analysis also revealed that several of the dimensions are assessed well and provide strong content validity of the PSI-BT. As the instrument is used in more studies, factor analyses of the dimensions will help refine the items so that the same factors are identified as being assessed each time. This will be an important step to help solidify the argument of content validity.

Concurrent Validity

The fifth hypothesis of this study was that the PSI-BT correlated with the Teachers’ Sense of Efficacy Scale (TSES). Using the factors that Tschannen-Moran and Hoy (2001)

reported for the TSES, sum scores were computed for each of the factors. These factors include Efficacy for Instructional Strategies, Efficacy for Classroom Management, and Efficacy for Student Engagement. The sum scores for the Mentor Support, Classroom Climate, Commitment, Administrative Support, Colleague and Instructional Resource Support, and Assignment and Workload factors were derived from the PSI-BT data. The factor for Parental Support was not used since it did not have enough items assessing it. In addition, the undefined Factor 8 was not used. The remaining six factors were used with the three TSES factors described above to compute Pearson r correlations for each one using a two tailed significance criterion of a p -value less than .05.

Table 4.13 provides the Pearson Correlation, significance level, and the sample used in computing the correlation for each of the factors.

Table 4.13 Pearson correlations between “what is” factors of PSI-BT and TSES factors

	1.	2.	3.	4.	5.	6.	7.	8.	9.
1. Mentor Support	-----	.261**	.189*	.369**	.457**	.269**	.118	.099	.198*
2. Classroom Climate		-----	.264**	.382**	.263**	.085	.381**	.576**	.491**
3. Commitment			-----	.258**	.262**	.291**	.067	.167*	.232**
4. Administrative Support				-----	.429**	.311**	.088	.213**	.223**
5. Colleague and Instructional Resource Support					-----	.378**	.070	.142	.178*
6. Assignment and Workload						-----	-.087	-.069	-.034
7. Efficacy for Instructional Strategies							-----	.477**	.508**
8. Efficacy for Classroom Management								-----	.646**
9. Efficacy for Student Engagement									-----

Note. n = 161 or 160, * $p < .05$. ** $p < .01$

This table presents clear evidence that correlations exist between the factors of the PSI-BT itself and the factors of the TSES with five of the six factors of the PSI-BT. The correlation between the individual factors of the PSI-BT were all significant at the alpha level less than .01 except for that between mentor support and commitment which was significant at the $\alpha < .05$ level.

The only factor from the PSI-BT that did not correlate with at least one of the factors of the TSES was the Assignment and Workload factor. Seven of the correlations between the TSES and the PSI-BT were significant at the .01 level. Classroom climate significantly correlated with all three of the TSES factors.

Since the Assignment and Workload factor did not load significantly with the TSES factors, a separate instrument will have to be used to establish concurrent validity for this factor in later iterations of the study. The lack of correlation between the TSES and the Assignment and Workload factor is not surprising since none of the items on the TSES directly addressed the workload of teachers. Even with this one factor not correlating with the TSES, strong concurrent validity was established for the remaining factors of the PSI-BT.

Differences between “what is” and “what should be” Responses

To determine if there were differences in responses to “what is” and “what should be” for each of the factors of the PSI-BT, Paired Sample t-tests were performed on each of the factors. Table 4.14 presents the results of the t-test comparisons.

Table 4.14 Paired Sample t-test Results for “what is” and “what should be”

Factor Assessed	N	t- statistic	“What is” mean	“What should Be Mean”	Degrees of Freedom	Significance
Mentor Support	158	14.897	30.07	38.29	157	p <.001
Classroom Climate	158	17.474	45.58	51.71	157	p <.001
Commitment	153	7.487	29.94	33.63	152	p <.001
Administrative Support	158	11.624	27.54	34.32	157	p <.001
Colleague and Instructional Resource Support	158	18.451	29.89	39.56	157	p <.001
Assignment and Workload	161	17.532	16.39	22.38	160	p <.001

All six of the factors had significant differences between “what is” and “what should be”. This implies that all six of the areas assessed by the PSI-BT are areas in which beginning teachers would like more support. The factors that are most critical in terms of the most support needed were identified by analyzing the t-statistics. This analysis revealed that beginning teachers would like to receive much more Colleague and Instructional Resource Support than they are currently receiving. Colleague and resource support need to be addressed by school system leaders to improve the perceptions of success of beginning teachers.

The large t-statistics found in the Paired Sample t-test prompted the investigator to use a probability calculator on March 1, 2005 at <http://ergo.ucsd.edu/unixstats/probcalc/index.shtml> to determine how significant the differences were beyond the p<.001 level that SPSS output gave. This probability calculator

gave a p-value less than .000001 for the commitment factor, which had the smallest t-statistic of all 6 tests. Thus, all of the other factors are even more significant. This provides even more evidence that these differences between “what is” and “what should be” are extremely important and attention needs to be drawn to decreasing the differences.

The differences in the sample sizes in the t-test comparisons are due to missing responses in the samples. Deletion for missing responses was done using pair wise deletion by SPSS version 13.0. Thus, some tests included all of the data for some of the factors while not for others. When fewer than 15% of the items were not answered, the mean response was entered by rounding to the nearest whole number. When more than 15% of the items were not included, they were deleted from the analysis.

Analyzing the items instead of just the factors will provide more detail about which specific areas can be improved. This will enable a more directed approach to improving beginning teachers’ experiences. This additional information can be given to school leaders to help direct changes in their induction programs to help improve beginning teachers’ perceptions of success.

Associations between PSI-BT and TSES

Table 4.13 detailed the correlations between the PSI-BT and the TSES. These correlations provided information about the associations between the PSI-BT and the TSES. The Mentor Support factor correlates with the Efficacy for Student Engagement at $r = .198$ ($\alpha = .012$). This correlation can be understood best by assessing the items in each of the factors. The TSES items in the Student Engagement factor are related to areas in which the teacher can do well at school, value learning, motivate students, assist families, improve understanding of a student, help students think critically, help students be creative, and work

with the most difficult students. The PSI-BT reflected different areas in which mentors support beginning teachers, including working with parents and helping with instruction, which inevitably is part of student engagement.

The Efficacy for Student Engagement factor was also correlated significantly with Classroom Climate, Commitment, Administrative Support, and Colleague and Instructional Resource Support. As students are more fully engaged, the climate in the classroom improves and teachers feel more successful, increasing commitment to teaching. The Administration Support factor correlation with the Efficacy for Student Engagement is likely due to the two questions concerning discipline and the item about the administration encouraging the beginning teacher. There was a correlation between Colleague and Instructional Resource Support and Efficacy for Student Engagement. This implies that teachers relate their ability to engage students to the available resources and advice from other teachers.

The Efficacy for Classroom Management factor was correlated significantly with Classroom Climate at $r = .576$ ($\alpha < .01$) and Administrative Support at $r = .213$ ($\alpha < .01$). The similarity in responses to Efficacy for Classroom Management and Classroom Climate is best understood by realizing that the classroom management impacts the climate of the class. Though the items assessing these two factors were different, the underlying concepts were similar. The relationship of Administrative Support to Efficacy for Classroom Management can be explained by realizing that beginning teachers often believe that the support of an administrator impacts how well they are able to manage their classrooms. The Efficacy for Classroom Management factor was also correlated with the Commitment factor at $r = .167$

($\alpha = .034$). This implies that beginning teachers see the level of commitment to teaching related to how well they perceive their classroom management skills.

Efficacy for Instructional Strategies was correlated with the Classroom Climate factor. As a major part of a classroom is the instruction, the correlation between Efficacy for Instructional Strategies and the Classroom Climate factor was expected and the p-value less than .001 implies that this correlation is significant.

Conclusions

Factor analysis previously revealed six clearly defined factors that are being assessed in the PSI-BT. These include Mentor Support, Classroom Climate, Commitment, Administrative Support, Colleague and Instructional Resource Support, and Assignment and Workload. The factor analysis of the PSI-BT, the literature review, and the factor analysis of the BTI-M provided evidence that the PSI-BT possessed strong content validity and assessed factors that contribute to the perceptions of success for beginning teachers. In addition, analyses supported the internal reliability of the six factors, ranging from .88 for Mentor Support to .65 for Assignment and Workload. Five of the factors had internal reliability above .70, implying that the PSI-BT will reliably measure these factors in further tests. The TSES established concurrent validity with the PSI-BT. Nine significant correlations between factors of the PSI-BT and those of the TSES provided this evidence.

Finally, significant differences ($p < .001$) were found between the “what is” and “what should be” responses for all six factors. The largest difference was in the Colleague and Instructional Resource Support factor. The smallest difference was in the Commitment factor, revealing that teachers do not feel as committed to teaching as they believe they should be. Differences between what beginning teachers receive and what they believe they

should receive suggests areas where schools and school districts need to help improve the experiences of beginning teachers. This may very well have implications to retention of beginning teachers. A further longitudinal study should provide the correlation between the PSI-BT and retention of beginning teachers.

CHAPTER 5: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS FOR FURTHER RESEARCH

Introduction

This study was designed to investigate the perceptions of success of beginning teachers by developing the Perceptions of Success Inventory for Beginning Teachers (PSI-BT). The summary, conclusions, and recommendations for further research of this study are discussed below.

Summary

This study began with Reiman and Parramore's (1994) work on beginning teachers and their Beginning Teacher Inventory. Utilizing this and several other studies including the work of Johnson and Birkeland (2003a), nine dimensions contributing to the perceptions of success of beginning teachers were identified by the investigator. These dimensions included Mentor Support, Colleague Support, Administrative Support, Resource Support, Assignment and Workload, Pedagogy and Continuing Education, Commitment, Student Outcomes, and Efficacy and Professionalism. The Beginning Teacher Inventory for Mentors was used to secure expert opinions on what information is important to know about beginning teachers' experiences. This inventory provided some of the items that were used in the PSI-BT. The items were evaluated for the dimension they assessed that contributed to the perceptions of success for beginning teachers. Further items were created to address the nine dimensions so that each dimension contained six items. Alan Reiman, Kristen Corbell, and John Nietfeld contributed to constructing the PSI-BT.

Once the PSI-BT was constructed, the Teachers' Sense of Efficacy Scale (Tschannen-Moran & Hoy, 2001) was used to establish concurrent validity with the PSI-BT. These

inventories along with a page of directions and a page for demographic information comprised the packet that was administered to a sample of beginning teachers from Franklin, Lee, and Vance counties. Only beginning teachers in their first three years of service were part of the sample. The PSI-BT packet can be found in the appendix.

After deleting individuals from the sample who had more than three years of service or were in non-teaching roles, a sample of 166 teachers was used. Further deletions of data occurred when more than 15% of responses were missing. This process reduced the sample size to 154 to 161 individuals depending on the analysis. Analyses were conducted to answer the following research questions and hypotheses.

Research Questions and Hypotheses

1. What are the psychometric properties of the Perceptions of Success Inventory for Beginning Teachers?
 - a. Hypothesis #1: The Perceptions of Success Inventory for Beginning Teachers will have nine clearly defined factors as assessed through factor analysis of responses from a large sample of novice teachers.
 - b. Hypothesis #2: The Perceptions of Success Inventory will have high internal reliability across the factors as assessed by Cronbach Coefficient Alpha.
 - c. Hypothesis #3: The Perceptions of Success Inventory for Beginning Teachers will have strong content validity as determined by expert opinion on the Beginning Teacher Inventory for Mentors and a literature review of levels of support needed by beginning teachers.

- d. Hypothesis #4: The Perceptions of Success Inventory for Beginning Teachers will have high concurrent validity with the sum score of the Teachers' Sense of Efficacy Scale.
 2. To what extent are there discrepancies in responses from beginning teachers to the questions "what is" and "what should be" on the identified factors of the Perceptions of Success Inventory for Beginning Teachers?
 - e. Hypothesis #5: Significant differences will be found between novice teachers' ratings of their experiences, i.e. "what is" and what they would like to have experienced - "what should be" on the identified factors of the Perceptions of Success Inventory for Beginning Teachers.
3. What is the pattern of correlations between the subscales of the Teachers' Sense of Efficacy Scale and the factors of the Perceptions of Success Inventory for Beginning Teachers?

Conclusions

The first four hypotheses determined the psychometric properties of the PSI-BT. Validity and reliability of the PSI-BT were investigated through factor analysis with promax rotation to determine the factors being assessed by the PSI-BT. This analysis revealed eight factors using two criteria: 1) eigenvalue greater than one and 2) examination of the scree plot for the natural break in the factors. The factor analysis was rerun specifying eight factors. The items correlating with each of these factors were analyzed to determine the construct they were assessing. Seven of these factors were found to have definable constructs including: 1) Mentor Support, 2) Classroom Climate, 3) Commitment, 4) Administrative Support, 5) Colleague and Instructional Resource Support, 6) Parental

Support, and 7) Assignment and Workload. Parental Support did not have enough items to adequately assess it, so this dimension was deleted after an internal reliability analysis revealed a Cronbach Coefficient Alpha of .55.

Internal reliability of the PSI-BT was established with the remaining six factors having coefficient alphas ranging from .65 to .88. This suggested that the PSI-BT has strong internal reliability for most of the factors. The factor with the lowest internal reliability was Assignment and Workload. This factor was retained since the coefficient alpha was close to .70 and further study with a larger sample should result in a higher internal reliability. Further, the concept it assesses is present in the research as being a factor that contributes to the perceptions of success of beginning teachers.

Content validity was established for the PSI-BT through a literature review of factors that contribute to the perceptions of success for beginning teachers, a factor analysis of the BTI-M, and the factor analysis of the PSI-BT. The literature was reviewed to identify dimensions commonly associated with beginning teachers' perceptions of success. The BTI-M factor analysis provided some of the items that were assessed on the PSI-BT, and the factor analysis of the PSI-BT provided the specific factors it assessed. These factors revealed that five of the factors were dimensions previously defined through the literature review. Classroom Climate was a combination of four of the previously defined dimensions. The items that assessed Classroom Climate were all found in the literature review to contribute to the perceptions of success for beginning teachers. The combination of these three methods suggested strong content validity for assessing the perceptions of success for beginning teachers.

Concurrent validity was assessed by performing correlations of the PSI-BT “what is” responses with the TSES. Concurrent validity was able to be assessed since both instruments were administered to beginning teachers in the same session. The correlations revealed nine significant correlations with p-values less than .05. The only factor that did not correlate significantly with a factor of the TSES was Assignment and Workload. Seven of these correlations were significant at the alpha less than .01 level. This suggests that the experiences of beginning teachers often correlate with their sense of efficacy as it relates to student engagement, classroom management, and instructional strategies. It was not surprising that the Assignment and Workload factor did not correlate with the TSES since the items assessing each factor were different in nature. Specifically, the Assignment and Workload factor described beginning teachers’ workload expectations, while the TSES factors addressed how teachers responded to situations in teaching. Thus, another instrument will have to be used to assess the Assignment and Workload factor for concurrent validity.

The final analysis consisted of Paired Sample t-tests between “what is” and “what should be” for the six factors of the PSI-BT. The alpha set for significance to be found for each of these tests was .0083, using Bonferroni’s approach. Results indicated significant differences with an alpha less than .000001 for all six factors. In all six areas beginning teachers were not receiving the support and experience at the level that they say they “should be” receiving. The t-statistic from each of these factors indicated the Commitment factor had the largest p-value of the six. This implied that beginning teachers are not as committed to the field of teaching as they believe they should be.

The following observations can be drawn from these analyses. Significant differences in teachers’ ratings of “what is” and “what should be” indicated that beginning

teachers do not receive the support from their administration that they believe they should. The Mentor Support factor is interesting since over 95% of our sample had mentors and yet they responded that they are not receiving the support they need. The next factor with the most significant difference is that of Classroom Climate. This revealed that beginning teachers did not believe the atmosphere in their classroom was at a level that it should be. The items assessed dealt with all areas of the classroom from the motivation of students, discipline of students, professional judgment of the teacher, and the level of control the teacher felt. A further analysis of the items may provide more insight into what specific areas are seen as not being as good as they should be. The Assignment and Workload difference revealed that beginning teachers believed that their job requirements were more demanding than they should be for a novice teacher. The area with the biggest difference between “what is” and “what should be” was that of Colleague and Instructional Resource Support. This revealed that beginning teachers were not receiving support from their colleagues.

This investigation has provided a psychometrically sound instrument to evaluate the perceptions of success for beginning teachers through the development of the PSI-BT. The internal reliability for five of the factors was over .70. The sixth factor had an internal reliability of .65 as assessed through Cronbach’s Coefficient Alpha. The factor analysis of the PSI-BT and Beginning Teacher Inventory for Mentors and the review of literature have provided the PSI-BT with a strong argument for content validity. Concurrent validity was found for the PSI-BT through analyzing the correlation between the PSI-BT and the Teachers’ Sense of Efficacy Scale (TSES).

This investigation also found that beginning teachers were not receiving the necessary support and help in the six factors that they believe they should receive. These differences

were found to be significant at levels less than .001. Therefore, school systems need to closely evaluate how they are supporting their beginning teachers in these areas.

The findings can provide school systems with knowledge of areas in which beginning teachers would like to be supported and the level of support they are currently receiving. The correlation between the PSI-BT and the TSES also showed that the perceptions of success for beginning teachers were associated with teachers' sense of efficacy. The investigator proposes that when beginning teachers receive the support systems they need, their efficacy in regards to teaching will be enhanced.

Recommendations for Future Research

The first recommendation for future work is to use a larger sample that includes urban school systems. The benefits of a larger sample are two-fold. The inclusion of an urban sample will allow for generalizations to be made about all beginning teachers. The second benefit would provide clarity and strengthen the factors of the PSI-BT, specifically the Assignment and Workload factor. As it is now, the sample size is a limitation in how well the factor analysis will truly represent the factors of the PSI-BT.

A second recommendation is that further research address individual items instead of factors. The significant differences found in the factors of the PSI-BT provide the basis to further investigate the specific items of the factors. By investigating specific items, the investigator will be able to provide school systems with specific areas that need to be addressed in their induction program. This will lead to beginning teachers receiving better support, and hopefully, culminate in the retention of more teachers.

A third recommendation is to use demographic information to determine if factor or item scores differ by licensure type, years of experience, or grade level. This sample

included initially licensed teachers who majored in education in college and teachers who have an alternative license such as lateral entry or emergency licenses. These teachers have not yet completed the education courses usually required, and must fulfill these requirements while teaching. Additional questions that can be addressed are 1) Do factor scores differ by level of experience? 2) Do factor scores differ by grade level taught? and 3) Do factor scores differ by type of licensure?

A final recommendation involves future longitudinal research to determine if there is an association between the PSI-BT results and retention of teachers. If indeed there is an association, then the value of the PSI-BT to school systems will be that much more important due to its predictive validity. Such data would allow school systems to target specific areas that have an impact on the retention of teachers, a very important consideration for school systems.

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APPENDIX



Dear Beginning Teachers,

N.C. State’s College of Education is investigating beginning teachers’ perceptions of success. We need your feedback about your experiences. Your time and effort are valued. This packet includes three components: 1.) Perceptions of Success Inventory for Beginning Teachers; 2.) Teachers’ Sense of Efficacy Scale; and 3) demographics. Thank you in advance for participating in the survey.

1. The first component is the “Perceptions of Success Inventory for Beginning Teachers.” In this inventory, we ask that you respond to each statement in terms of what you are **currently experiencing (what is)** during your first year(s) as a teacher. We then ask that you respond to each statement with **what you believe should be your experience as a beginning teacher (what should be)**. For each of these questions, we ask that you circle the number that best describes your level of agreement or disagreement with the statement. The scale is as follows:

<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Slightly Disagree</i>	<i>Slightly Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>
1	2	3	4	5	6

For example, consider the statement “My mentor or an exemplary teacher has helped me with lesson planning”. If you slightly agree that you are currently experiencing this, then you would respond with number 4 for the question “What is”. If you strongly agree that this should be your experience, even though it may not currently be a reality, you would respond to the question “What Should Be” with a 6.

2. The second component of this packet is the *Teachers’ Sense of Efficacy Scale* developed by Megan Tschannen-Moran and Anita Woolfolk Hoy. We ask that you complete this survey answering the question “How much can you do” using the scale 1 – 9 as described on the survey.
3. The final component of the packet is a demographic page. **Please know that your responses will be anonymous, and your name will not be included in any report of the results.**

It will take about 15-20 minutes to complete this packet. We realize that you are very busy, but your time and effort are (is) greatly appreciated.

Sincerely,

Alan Reiman, Ed.D.
John Nietfeld, Ph.D.
Kristen Corbell, Research Assistant

Perceptions of Success Inventory for Beginning Teachers

Please circle your level of agreement or disagreement for each of the following statements.

<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Slightly Disagree</i>	<i>Slightly Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>
1	2	3	4	5	6
			What is:		
			What should be:		
1.	I have adequate instructional supplies such as pens, paper, staples, and paper clips that I need for teaching.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
2.	The administration at my school encourages me to be an effective teacher.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
3.	I have time each week to share ideas with my colleagues.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
4.	My mentor or an exemplary teacher has provided assistance with classroom management.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
5.	I have at least one period per day that I can devote to planning for my classes.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
6.	I am being encouraged to use a repertoire of teaching strategies.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
7.	I think I will be teaching five years from now.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
8.	I believe that students are motivated to learn in my classroom.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
9.	I feel in control when I am teaching.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
10.	I have received support on implementing the state curricula guidelines.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
11.	The administration at my school provides effective feedback after observations.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
12.	I have common planning times with other teachers at my same grade level or subject area.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
13.	My mentor or an exemplary teacher has provided assistance with instructional concerns.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
14.	My teaching assignment is realistic for a beginner.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
15.	I am encouraged to stay current on educational research that will benefit my teaching.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
16.	Teaching is a calling.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6

Please circle your level of agreement or disagreement for each of the following statements.

<i>Strongly Disagree</i> 1	<i>Disagree</i> 2	<i>Slightly Disagree</i> 3	<i>Slightly Agree</i> 4	<i>Agree</i> 5	<i>Strongly Agree</i> 6
			What is:		
			1 2 3 4 5 6	What should be:	1 2 3 4 5 6
33. I am a member of a professional organization for education.			1 2 3 4 5 6		
34. I enjoy teaching the students at my school.			1 2 3 4 5 6		
35. The discipline in my classroom is supportive of a good learning environment for my students.			1 2 3 4 5 6		
36. When I have professional concerns I take action responsibly.			1 2 3 4 5 6		
37. I have the curriculum materials I need to teach effectively.			1 2 3 4 5 6		
38. The administration has oriented me to the school and staff.			1 2 3 4 5 6		
39. I collaborate with exemplary teachers regarding curriculum.			1 2 3 4 5 6		
40. My mentor or an exemplary teacher encourages me to reflect about my teaching.			1 2 3 4 5 6		
41. I have my own assigned classroom.			1 2 3 4 5 6		
42. I feel comfortable about my knowledge of my licensure requirements.			1 2 3 4 5 6		
43. I feel that I am making a difference by becoming a teacher.			1 2 3 4 5 6		
44. The parents or caregivers of my students are supportive of their child's progress in school.			1 2 3 4 5 6		
45. I have participated in decision making on school policy.			1 2 3 4 5 6		
46. I have the technology resources needed to teach effectively.			1 2 3 4 5 6		
47. I have developed clear routines and procedures for my classroom that are aligned with school policy.			1 2 3 4 5 6		
48. I collaborate with exemplary teachers regarding instructional strategies.			1 2 3 4 5 6		

Please circle your level of agreement or disagreement for each of the following statements.

<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Slightly Disagree</i>	<i>Slightly Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>
1	2	3	4	5	6

- | | What is: | | What Should Be: | | |
|--|-----------------|---|------------------------|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 49. My mentor or an exemplary teacher meets with me on a weekly basis to discuss learning and teaching. | 1 | 2 | 3 | 4 | 5 |
| 50. I feel qualified for the classes I teach. | 1 | 2 | 3 | 4 | 5 |
| 51. The professional development opportunities I have participated in this year have been a benefit for me as a beginning teacher. | 1 | 2 | 3 | 4 | 5 |
| 52. I see teaching as a long term career. | 1 | 2 | 3 | 4 | 5 |
| 53. The parents of caregivers of my students are supportive of me as a teacher. | 1 | 2 | 3 | 4 | 5 |
| 54. There are opportunities for teachers to take leadership roles as they desire. | 1 | 2 | 3 | 4 | 5 |

Teachers' Sense of Efficacy Scale (long form)

Teacher Beliefs	How much can you do?								
Directions: This questionnaire is designed to help us gain a better understanding of the kinds of things that create difficulties for teachers in their school activities. Please indicate your opinion about each of the statements below. Your answers are confidential.	Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal
1. How much can you do to get through to the most difficult students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
2. How much can you do to help your students think critically?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
3. How much can you do to control disruptive behavior in the classroom?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
4. How much can you do to motivate students who show low interest in school work?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
5. To what extent can you make your expectations clear about student behavior?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
6. How much can you do to get students to believe they can do well in school work?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
7. How well can you respond to difficult questions from your students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
8. How well can you establish routines to keep activities running smoothly?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
9. How much can you do to help your students value learning?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
10. How much can you gauge student comprehension of what you have taught?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
11. To what extent can you craft good questions for your students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
12. How much can you do to foster student creativity?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
13. How much can you do to get children to follow classroom rules?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
14. How much can you do to improve the understanding of a student who is failing?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
15. How much can you do to calm a student who is disruptive or noisy?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
16. How well can you establish a classroom management system with each group of students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
17. How much can you do to adjust your lessons to the proper level for individual students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
18. How much can you use a variety of assessment strategies?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
19. How well can you keep a few problem students from ruining an entire lesson?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
20. To what extent can you provide an alternative explanation or example when students are confused?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
21. How well can you respond to defiant students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
22. How much can you assist families in helping their children do well in school?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
23. How well can you implement alternative strategies in your classroom?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
24. How well can you provide appropriate challenges for very capable students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)

Tschannen-Moran, M., & Woolfolk Hoy, A. (2001). Teacher efficacy: Capturing and elusive construct. *Teaching and Teacher Education*, 17, 783-805. Scale retrieved from <http://www.coe.ohio-state.edu/ahoy/TSES.pdf2.pdf>

