Teacher Induction: An Investigation of Factors that Affect First-Year Teachers' Attitudes Toward their Jobs

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TEACHER INDUCTION: AN INVESTIGATION OF FACTORS
THAT AFFECT FIRST-YEAR TEACHERS'
ATTITUDES TOWARD THEIR JOBS

by

John G. Longcore

A Dissertation
Submitted to the
Faculty of The Graduate College
in partial fulfillment of the
requirements for the
Degree of Doctor of Education
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Western Michigan University
Kalamazoo, Michigan
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This study compared specific induction-year support variables that might affect the attitudes that first-year teachers have about their jobs. Forty-eight first-year teachers from randomly selected school districts in western Michigan participated by completing the Teacher Attitude Inventory (TAI) as a pretest-posttest measure. Each participant also submitted a professional activity checklist which determined the level of support they experienced. All subjects were then divided into a high, medium, and low support group to locate any differences in attitude among the groups. No difference in attitude toward their job among the groups was found.
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Teacher induction: An investigation of factors that affect first-year teachers' attitudes toward their jobs

Longcore, John Gregory, Ed.D.

Western Michigan University, 1992

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John G. Longcore
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CHAPTER I

INTRODUCTION

Overview

Learning how to become an effective teacher is a monumental task. In the effort to become effective, the most critical time is during the first year of teaching. This transition time is often filled with frustration, trauma, pitfalls, and isolation. McDonald (1980) reported that, for most teachers, the initial experiences of teaching are traumatic events out of which they emerge defeated, depressed, constrained, or with a sense of efficacy, confidence, and growing sureness in teaching skills. During this first year, considerable care must be taken so that the developing professionals are nurtured in a systematic way to ensure their success and continued growth in their field.

Widespread discontent with the quality of public education has caused educators nationwide to evaluate the processes that have remained unchanged for decades. Teachers cannot be afforded the luxury of chance development extended over a number of years. Lortie (1975) explained that new teachers when left on their own to develop expertise often resort to learning by trial and error.

Educational improvement can become a reality if those who replace the retirees and teachers leaving early are supported and directed by those educators who are successful. Beginning teachers
are at the most vulnerable stage of their career. McDonald (1980) stated the belief that new teachers may develop teaching styles that will ultimately prevent them from becoming effective teachers. They are also vulnerable because they lie between the structure of higher education and the full protection of teacher organizations. This critical first year period is clearly a most accessible point for introducing change into the educational system.

Typically the first-year teacher enters the classroom with idealistic attitudes and unrealistic plans for themselves and their students. They must establish significant, meaningful relationships with parents, students, administrators, and peers. All of these groups have role-specific expectations that may conflict with one another. It is not surprising, then, that many new teachers become discouraged and abandon their teaching careers (Ryan et al., 1980). Schlechty and Vance (1983) pointed out that approximately 15% of new teachers leave after their first year of teaching as compared to the overall teacher turnover rate of 6%. Another 15% will leave after their second year. Forty percent to 50% will leave after the first 7 years. They also point out that those teachers who are the most academically able leave in the greatest numbers. From these data, it is obvious that those who enter the teaching profession often leave quickly after having spent vast amounts of energy, resources, and time to develop their professional teaching skills.
Need for the Study

Educational reforms, unrealistic perceptions, undue pressure, and isolation contribute to making the first year of teaching a challenging, if not frightening, experience. Teacher induction programs have been initiated across the country. Just a few of the large school districts or state agencies that have implemented such programs are: Toledo, Ohio; Charlotte-Mecklenberg, North Carolina; the California State Education Department; and Louisville, Kentucky. A growing awareness of the need for support has arisen. In the early stages of development, programs with varied approaches were attempted. Mentoring, informal meetings, and in-service programs tailored to specific needs were some of the approaches. Much still needs to be learned about the impact of various support systems on the impressionable first-year teacher. Research action on this topic has been called for on many fronts. Galvez-Hjornevik (1986) remarked that only fragments of research on mentoring have reached the school setting. She further attested to the lack of literature on mentoring among teachers. Griffin (1985) pointed out that, while there has been subjective feedback on induction programs, there also have been few studies published that contain "hard data." He further called for comparative examination of the various types of induction programs now being used. Although much is known about the problems and concerns of beginning teachers, Fox and Singletary (1986) were clear that little is known about programs designed to assist first-year teachers during the crucial transition period.
Hall (1982) observed that relatively little research has been done on the induction phase and that almost no research has focused on strategies to assist teachers during this time. There is a clear need to study further induction programs and their effects on first-year teachers.

Statement of the Problem

First-year teachers are exposed to a wide variety of induction programs. Some receive extensive support and training and others receive little more than the pre-Labor Day welcome speech. A wide variety of practices in induction programs is currently being used as will be shown in the literature review. For this research, induction shall mean any activity which is a designed scheme to assist first-year teachers with their pedagogical, social, and psychological development.

Subsequent to this first year, new teachers leave the profession in unusually large numbers. Their attitudes about their work must change dramatically during the induction period. Exactly what changes take place during this first year? How does their perception of their job evolve as the year progresses? Does the kind of induction program/support system used affect the changes in attitude that first-year teachers have toward their position?

The basic premise of this study is that if specific induction-year variables that affect the attitudes beginning teachers have about their job can be identified, then the components of an effective induction-year program can be chosen. Each school district may
have a different set of criteria for determining what is important for first-year teachers to experience as support. Yet, if this study can link certain induction practices to certain kinds of attitude changes, all districts will benefit with this prior knowledge.

Organization of the Study

In Chapter I of this study an overview of the need to develop induction programs for first-year teachers has been presented. While the need is clear the nature of the program is not fully agreed upon. The statement of the problem was outlined as an attempt to identify induction-year variables that affect the attitudes beginning teachers have about their job.

Presented in Chapter II is a review of the literature that is relevant to the study. The inclusion of the historical review is intended to point out the nature of beginning teacher studies as well as to provide further evidence for the need of the type of this study.

Fully detailed design and methodologies are described in Chapter III. Chapter IV contains an analysis of the data, uncontrolled factors, and areas of the research that were weak. In Chapter V, the research findings are translated from data to actual circumstances of practice. Topics for future study are suggested and realistic recommendations are outlined.
CHAPTER II

REVIEW OF THE LITERATURE

Organization of the Review

This chapter contains a review of the literature pertinent to the problem as described in Chapter I. The review begins with an early historical perspective of teacher training. As researchers began to investigate the problems facing first-year teachers, they began to realize that this period of time was fraught with uncertainties that demanded special attention if new teachers were to remain and develop. The review continues to the present time, tracing the path of concern for beginning teachers. Various support systems are considered by numerous researchers as well as the importance of monitoring the job attitudes of those new to the teaching profession. Finally, several current successful induction programs are reviewed.

Evolution of Teacher Preparation

In order to perpetuate and improve our society, education of successive generations of children is basic. In our civilization, as groups of families became larger and living became more complex, schools were established. As civilization evolved, responsibilities of the schools increased and preparation of its teachers was recognized as a matter of social importance (Monroe, 1952). Until the
19th century few argued the need for teachers to be trained (Ballard, 1969).

State normal schools established in the 19th century reflected a need that elementary teachers should receive training different from that offered to teachers at higher levels. Both the nature of the training and how it should be provided raised serious problems for those who trained teachers.

Horace Mann, secretary of the Board of Education for the Commonwealth of Massachusetts, determined that teacher preparation was a necessity if schools were to be improved. In 1839 Mann was instrumental in opening the first public normal school at Lexington. The school was successful and it was the beginning of an era (Ballard, 1969).

Early Research of Teacher Preparation

At the beginning of the 20th century, a teachers' college was developed; teacher preparation was seen as a necessary requisite to quality instruction (Butts & Cremin, 1953). University departments of education were subsequently added and teacher training was elevated in importance. Butts and Cremin pointed out that now teacher education was a serious academic discipline.

As teaching became more of a recognized profession, studies were conducted to clarify the problems surrounding the first year of teaching. Finally, in 1930, A. Barr and Rudisill conducted research on the problems of 120 first and second year teachers. The intent of this study was to learn what difficulties gave beginning teachers
most concern. A questionnaire was sent to the graduates of the classes of 1927 and 1928. Statements of difficulty were obtained from teachers at three different periods of instruction: after two weeks of school, after the first year, and during the second year. The results of this study showed that "the assignment" provided the most difficulty during the first two weeks on the job. Discipline was the most frequently mentioned of the specific difficulties. This concern was ranked high throughout the first and second year of teaching. Another concern that ranked high was the attention required to allow for individual differences. This inquiry provided an historical perspective to the study of the first year of teaching. As research, it lacks exactness and statistical examination.

Johnson and Umstaltd (1932) conducted a similar study through superintendents in six states. The problems that occurred the most frequently were similar to the findings of A. Barr and Rudisill (1930). The most commonly perceived problems were related to discipline and classroom management, planning of instruction, and personality traits of the teacher.

Flesher (1945) contributed significantly to the understanding of the problems of first and second year teachers. Teachers and administrators were asked to rate the frequency, difficulty, and degree of seriousness of beginning teacher problems. The subjects were teachers who graduated from the College of Education at Ohio State University, Columbus, in 1940 and 1941. Major findings from this study include:
Problems of discipline were reported with the greatest frequency from both teachers and administrators.

Teachers generally had not sought help from administrators in the solutions of their problems to the extent that they had from fellow teachers and other sources.

Problems of beginning teachers had not been solved to the satisfaction of either teacher or administrator. (p. 17)

Flesher's (1945) study was important because for the first time beginning teacher problems were not only recognized but also described as unsolved. Teachers and administrators were not satisfied with the solutions to teaching problems.

In an effort to upgrade college training programs, Wey (1951) conducted a study of the difficulties of beginning teachers. Eighty-five secondary school teachers who graduated from Appalachian State Teachers' College, Boone, North Carolina, and were involved in their first year of teaching were asked to report at three intervals what difficulties they were encountering. At the same time principals reported what they considered to be the difficulties that the new teachers were experiencing. Pupil control and discipline were the most frequently reported problems.

Cable (1956) conducted a review of several dissertations on the problems of beginning teachers. The survey techniques and results differed little from the research conducted during the previous 20 years.

The Conant (1963) report was significant in the literature because it was the first time attention was called to the need for support of beginning teachers.
Conant (1963) called for 27 reforms related to education but the most pertinent for this project is Number 11, which states:

During the initial probationary period, local school boards should take specific steps to provide the new teacher with every possible help in the form of: (a) limited teaching responsibility, (b) aid in gathering instructional materials, (c) advice of experienced teachers whose own load is reduced so that they can work with the new teacher in his own classroom, (d) shifting to more experienced teachers those pupils who create problems beyond the ability of the novice to handle effectively, and (e) specialized instruction concerning the characteristics of the community, the neighborhood, and the students he is likely to encounter. (p. 128)

The author of the Conant (1963) report suggested developing a rather elaborate induction program. For the first time specific guidelines for a support program were detailed.

Another significant study was published by Tower in 1956. An attempt was made to determine not only the problems of beginning teachers but also the amount of help that they needed in solving a selected list of problems. Beginning teachers reported that they needed the most help in dealing with materials and supplies. Principals and consultants reported from their perspective that teachers needed the most help with instructional problems. Major findings of this study include the following:

1. The personal problems for which the beginning teachers expressed the greatest need for help in solving were understanding the policies of the public school system and learning school building routines.

2. With the exception of maintaining good standards of housekeeping, beginning teachers wanted more help than they received with classroom management problems. They indicated that understanding records and reports and keeping records and making reports were the most difficult problems in this area.
3. Beginning teachers wanted considerably more help with materials and supplies than they received.

4. Principals and consultants were of the opinion that the personal problems which caused beginning teachers the greatest difficulty were related to learning a new school situation, such as: (a) policies of this school system, (b) school building routine, and (c) home environment of the children.

5. Principals and consultants indicated that beginning teachers needed more help than they received on classroom management problems.

6. Principals and consultants indicated that beginning teachers needed help in (a) planning, (b) meeting the needs of the heterogeneous group, and (c) developing proper study habits. (pp. 270-271)

Survey research in these early periods failed to uncover new problems. These studies tended to be repetitive in the way problems were identified and the way in which very little help was provided in solving them. The intent of these early studies seemed to be aimed toward the improvement of supervision rather than the improvement of the teaching skills' repertoire of the beginning teacher.

Contemporary Studies

During the 1970s, views of the first-year teacher shifted to that of an emergent individual with special needs different from those of career teachers. Similarity of teaching and other professions was noted especially in the area of induction. Attention was given to the developmental sequence of the aspiring first-year teacher. This decade was important in the way the essential problems of beginning teachers were recognized and in techniques that were suggested in order to alleviate the problems.
In a study by Fuller (1974) the socialization process of the first-year teacher became the focus of the rapid transition from student teaching to the role of teacher. Fuller and Brown (1975) further noted that self-related concerns were of premiere importance to the first-year experience.

Peck and Tucker (1973) studied the student teaching experience and noted an almost universal decline in attitude of student teachers toward their work by the end of their student-teaching experience. This attitude change is important to note if first-year teachers are to face increased responsibilities and yet maintain their good job outlook.

A study of the influences of beginning teachers was conducted by Newberry (1977). The focus of this study was upon the influence that experienced teachers have on beginners during the transition and how this influence occurs. Newberry's data indicated that experienced teachers play a significant role in the socialization of beginning teachers. Analyses of many staff discussions which were observed in the study clearly showed beginning teachers seeking guidance about standards in their classrooms. Newberry further reported that there is often a barrier between beginning and experienced teachers. New teachers are hesitant to ask for help, while experienced teachers hesitate to offer assistance. While they may be isolated, research suggests that there are major changes in the new teachers' attitudes and behaviors.

In the two previous studies mentioned, the suggestion was made that somehow job attitudes of beginning teachers and student
teachers change substantially. Neither of the two studies was able to pinpoint any relationships between the events that occurred early in a teaching career and any shift in attitude. If a relationship could be established then certain induction-year variables could be controlled so that job attitudes could be positively affected. The importance of finding out what it is that influences ways first-year teachers develop attitudes about their profession is crucial to educational research. This gap of knowledge that presently exists could be closed and future induction programs could benefit from the findings. This study is intended to clarify the role of support variables in altering the job attitude of first-year teachers.

The role of experienced teachers became important during the late 1970s as mentoring became adapted from the business world to education. Levinson (1978) conjectured that the mentor relationship is one of the most developmentally important relationships a person can have in early adulthood.

As a result of a conference sponsored by the National Institute of Education (NIE) in the late 1970s, an NIE staff member reviewed the research that had been done on entrance into teaching and summarized it as follows:

One result of this effort is a conclusion concurred in by thoughtful educators with a variety of background and concerns: The conditions under which a person carries out the first year of teaching has a strong influence on the level of effectiveness which that teacher is able to achieve and sustain--over the years--on the attitudes which govern teacher behavior even over a forty year career; and indeed, on a decision whether or not to continue in the teaching profession. (NIE, 1978, p. 36)
Considerable attention should be given here to the link suggested between the critical first-year experience and the attitudes which shape long term professional development. Again a suggestion is made that somehow teacher attitudes are linked to those all-important conditions surrounding the first-year experience. No answers are provided through "hard" data--only conclusions drawn through observations by educators. Specifically what could those important conditions be? How can attitudes be affected? What support experiences can influence how a teacher views his or her job? These unanswered questions form the basis of the research considered here.

As the 1970s drew to a close, Lewis (1979) reviewed several possible induction schemes including internships, use of teacher centers, and cooperative planning and development on the part of state and local agencies; but he concluded that while one could identify several potential schemes, actual operational examples were almost nonexistent.

Increasing concern for personal development and suggested possibilities for induction programs for first-year teachers were the significant contributions from research during the 1970s. These times were instrumental in setting the stage for the proliferation of research on teacher induction during the 1980s.

American education became the subject of intense scrutiny in the 1980s. Teacher induction programs were studied intensely as a major contributor to the quality of instruction that takes place in the classroom. Investigations were conducted on numerous fronts in
order to discover the best teacher preparation/induction plan.

In 1983, the National Commission on Excellence in Education published its report, *A Nation at Risk: The Imperative for Educational Reform*. In this report teacher education and preparation programs were viewed to be in need of substantial improvement. Recommendations were made to improve teacher training and to make teaching a more desirable profession. There were seven strategies that the commission suggested.

1. Persons preparing to teach should be required to meet high educational standards, to demonstrate an aptitude for teaching, and to demonstrate competence in an academic discipline. Colleges and universities offering teacher preparation programs should be judged by how well their graduates meet these criteria.

2. Salaries for the teaching profession should be increased and should be professionally competitive, market-sensitive, and performance-based. . . .

3. School boards should adopt an 11-month contract for teachers. . . .

4. School boards, administrators, and teachers should cooperate to develop career ladders for teachers that distinguish among the beginning instructor, the experienced teacher, and the master teacher.

5. Substantial nonschool personnel resources should be employed to help solve the immediate problem of the shortage of mathematics and science teachers. . . .

6. Incentives, such as grants and loans, should be made available to attract outstanding students to the teaching profession, particularly in those areas of critical shortage.

7. Master teachers should be involved in designing teacher preparation programs and in supervising teachers during their probationary years. (pp. 30-31)

Considerable data were collected on effective schools, effective classrooms, and school climate. All of these factors increased
the attention given to those who were choosing teaching as a career. This added attention created an abundance of research that aimed to improve the first-year experience.

Teacher training programs began to change markedly from what was acceptable in the past (Berliner, 1984; Burke & Heideman, 1985; Evertson, Hawley, & Zlotnik, 1985). Yet despite more stringent requirements there still existed a belief that teachers may not be properly prepared.

McDonald and Elias (1982) concluded their study of the problems of beginning teachers by commenting that very little is known about the specifics of these problems, how they develop, what factors influence them, and how they interact with each other. They also conclude that no program has been located that adequately prepares teachers for the transition period so that they do not experience great trauma or anxiety. And finally, they admit that the best solutions for helping the beginning teachers appear to be as elusive as the nature of the problems themselves.

As late as 1982, researchers were still grappling with the complex problems associated with teacher induction. Questions still persisted about the best way to introduce new people into the profession. What induction programs would ease the transition to a developing professional? What are the specific components of a program that will establish a strong positive attitude in teachers about their jobs? If research could be conducted about different induction factors and how attitudes are affected by these factors, future staff developers would benefit by being able to design
programs that would especially be beneficial to those entering education.

In order to measure the degree of preparation, many induction programs focused on observable instructional behaviors (Burke & Heideman, 1985; Defino & Hoffman, 1984; Edwards, 1984; Griffin, 1985). These assessment oriented teacher induction programs were able to provide measurable, informative data that could be used to demonstrate the degree of effectiveness. However, these assessment oriented programs neglect a substantial body of research that indicates beginning teachers are concerned with relationships, management, student achievement, and feelings of isolation. The factors are not necessarily observable behaviors. The nonobservable behaviors are most critical in developing job attitude. These internal factors must be resolved if meaningful progress is to be made in the professional development of each first-year teacher. Somewhere, then, in the support program for first-year teachers there should be an opportunity to discuss their problems. Cruickshank (1981) and Applegate et al. (1977) discovered that unless beginning teachers can articulate their experiences early in their careers much of what they have learned in their preservice will be lost. In literature no "hard" data have been offered to suggest a way of addressing and in turn alleviating the fears raised in nonobservable first-year teacher behavior.

Fox and Singletary (1986) outlined a comprehensive teacher induction program as having: "provisions for acquiring additional knowledge and instructional skills, opportunities for developing
attitudes that foster effective teaching performance, assistance in recognizing the effects of isolation, [and] aid in becoming integrated into the school district and community" (p. 13). Of particular interest here is the suggestion that there are certain elements of a program that will develop "attitudes that foster effective teaching performance." Another substantial reference has been made that hints at the relationship between induction program components and their effect on job attitudes.

Griffin (1985) pointed out that beginning teachers encounter philosophical as well as psychological needs. In addressing these needs, attention must be given to aspiring professionals so that they can develop problem solving skills, attitudes, and capability to thoughtfully reflect and analyze instructional situations. This kind of support model eases the pressure created by an assessment program and encourages self-evaluation, which is crucial to the growth of the developing professional. Griffin made a call for more empirical information so that those who design programs for teacher induction can be fully informed and respond with a comprehensive plan. In response to Griffin (1985), the inquiry that will be performed here will impact research so that selected support models may be shown to elicit certain attitude changes first-year teachers encounter in relation to their job.

During student teaching, Glassberg and Sprinthall (1980) noticed that novices to the teaching profession become more authoritarian, rigid, and less child-centered during their brief experience in the classroom. This change in attitude about how teaching transpires
leaves questions that need more study. What causes this change of attitude to occur in a relatively short span of time? Does this attitude change carry over into the first year of teaching? Is there a similar attitude change that happens during the first year of professional employment? By conducting this research and developing some hard data, perhaps these questions can be answered and programs that introduce new teachers to the profession can be impacted.

Fullan and Connelly (1987), in a report on teacher education in Ontario, Canada, issued these guidelines for the development of an induction-year program for teachers:

1. The process of becoming a teacher involves career-long, perhaps life-long, learning; and teacher education must be reconceptualized to more accurately reflect the developmental and continuing nature of that process.

2. Since education is a responsibility shared by many stakeholders, the responsibility for educating teachers should also be shared.

3. Reform in teacher education can most meaningfully begin by attending to teachers new to the profession.

In a study of current models for teacher induction, Cole (1990) noticed three trends emerging. These are: a collaborative approach involving faculties of education and school boards, a district-wide approach supported at the board level, and a school-based approach.

After considerable research of 17 studies of beginning teacher programs, Huling-Austin (cited in Hirsh, 1990) concluded that:
Induction programs must remain flexible enough to respond to the emerging needs of individual beginning teachers.

Support/mentor teachers are consistently recognized by participating beginning teachers as the most beneficial aspect of the program.

We must find the link between the difficulty of the initial teaching assignment and the success of beginning teachers.

We must educate individuals both within and outside our profession regarding the need for beginning teacher programs. (p. 3)

Effective Induction Programs

Huling-Austin (1986), principal investigator of the Model Teacher Induction Project (MTIP) study at the Research and Development Center for Teacher Education at the University of Texas, has compiled a list of reasonable expectations for any induction program. She stated that induction programs can reasonably be expected to:

Improve the teaching performance of beginning teachers if the teachers are provided with ongoing support and assistance grounded in a clearly articulated, context-specific vision of what constitutes effective teaching performance.

Increase the retention rate of promising beginning teachers during the induction years.

Screen out the least promising teachers if the program includes provision to do so and if there are policies and procedures in place that allow this to happen in ways that conform with due process requirements.

Promote the personal and professional well-being of teachers by fostering each teacher's self-esteem and orienting him or her to the culture of the workplace.

Satisfy mandated requirements related to induction and certification. (pp. 4-5)
Huling-Austin (1986) was able to build a substantial case for a support and assistance program that nurtures the self-esteem of the individual. She stated the belief that, through close frequent contact, new, promising professionals can take their place, in time, alongside the master teachers. The MTIP project relies heavily on a support teacher. This person could be described as a mentor. This mentor relationship is instrumental in the functioning of several large scale projects currently underway in this country.

Toledo, Ohio; Charlotte-Mecklenberg, North Carolina; the California State Education Department; and Louisville, Kentucky, are all currently employing a teacher induction program that relies heavily on a mentor teacher whose role it is to provide assistance, guidance, and support for the inductees. Galvez-Hjornevik (1986) devoted considerable interest in describing mentors as used in these districts. She also pointed out how little research on mentoring has actually reached the classroom.

In 1984, the Albuquerque Public Schools/University of New Mexico (APS/UNM) Elementary Teacher Induction Program was established with the intent of supporting first-year teachers as they made the transition from being a university student to a full-time teacher. In this program, Odell (1990) reported that participants were expected to analyze their own teaching and acquire pedagogical and curriculum knowledge rather than to learn discreet teaching competencies. She explained that over a 4-year period, through careful selection and effective use of clinical support teachers, the attrition rate of first-year teachers was reduced substantially.
Another program that has met the needs of new teachers is the Induction for the Beginning Teacher Program (IBT) operated through California State University, Chico, in collaboration with local school districts. Bernhardt and Flaherty (1990) wrote that while the program is intended for assisting new teachers in isolated, rural areas, there are serious considerations for all induction programs. Begun in 1988 and continuing today, IBT has support system components that include: (a) pairing with an experienced teacher, (b) peer coaching training for the experienced teacher, (c) monthly seminars, (d) action research, (e) weekly peer coaching observation, and (f) peer coaching conferences. The authors offer these findings after 3 years of program evaluation:

1. Strong bonds develop between beginning teachers and mentors.
2. A strong sense of belonging develops for participants.
3. Self-esteem and job satisfaction increases for all involved.
4. Instructional abilities improve for all involved.
5. Revitalization of experienced teachers occurs.
6. Options for instructional techniques increase for beginning teachers.

Of particular interest in the findings just described is the strong job attitudinal nature of the statements. Of further interest is the list of components of the support system. The IBT strongly suggests that certain kinds of support will result in certain attitudinal adjustments. No clinical proof is offered and the
reader has to wonder if indeed the results can be assumed in other situations. Perhaps at the conclusion of the study undertaken here more conclusive results can be offered about the relationship between support system variables and the attitudes first-year teachers develop about their job.

Krupp (1984) examined four programs that used mentoring in a school situation and noted that there were positive results. This inexactness belies the lack of empirical evidence that plagues current literature regarding mentoring in education.

Presently, there is a clear need to study the first-year induction program more concisely. There is also a clear need to develop a link between the various kinds of support offered and the attitudes which a teacher develops.

Summary

In this chapter, the review of literature dealing with the problem of this study has been summarized. The first section of the review dealt with the evolution of teacher preparation in America. Following this was a review of the early research on first-year teaching. In the third part of this chapter, educational research from the last 20 years was highlighted. During the last two decades, we have moved from a position of only guessing how to properly induct teachers to the present time where we have "successful programs" that lack hard data for support.

Theorists are still attempting to understand the problem more thoroughly so that an induction program can be designed that will
aid the first-year teacher in becoming a fully competent professional. This study is an effort to clarify what factors will affect first-year teachers' attitudes about their jobs. In the final section of this chapter, present teacher induction programs were discussed.

In searching through the literature, the following points are apparent: (a) There is a lack of hard data that would clarify the effects of various induction programs, (b) very little is known about specific problems of first-year teachers, (c) there is widespread disagreement on the best method to successfully introduce new teachers to the profession, and (d) there exists a lack of an organized effort to identify essential components of an induction program. These points constitute a rationale for this study. Presently, research is required to identify and evaluate the content and modes of support for any induction program.

The hypothesis for the study that was constructed and tested here is: Specific induction-year support variables will affect the attitudes beginning teachers have about their jobs. Bridging the gap between student teaching and full-time teaching is a challenge that will be more clearly understood as researchers probe the question of what it means to become a teacher.
CHAPTER III

METHODOLOGY

Organization of Methodology

Presented in this chapter is the research methodology that was used to examine the relationship between various induction programs and the attitude that first-year teachers have regarding their job. Population and sampling procedures are described; the various instruments are enumerated along with a rationale for their use. Data collection procedures are discussed, and validity problems addressed. Finally, the procedures for analyzing the data in this study are detailed.

Population and Sampling

All first-year middle level and elementary public school teachers who began their teaching career during the school year 1990-91 in the state of Michigan composed the target population of this study. Because this population was unreachable in terms of time and resources available for this study, 70 school districts formed an experimentally accessible population. All districts were located in southwestern lower Michigan (Appendix A). From this accessible population a random selection of 35 school districts was chosen using an alphabetical listing and a Table of Random Numbers (Borg & Gall, 1983).
Prior to the selection, the 70 school districts were placed in three categories: large, mid-size, and small, as defined in Appendix G. The random selection procedure was then conducted so that the sample population of districts was representative of the accessible population. Large districts existed in the sample in the same ratio as they appeared in the accessible population, etc. The names of each of the 70 districts were written on a 3 x 5 card. The cards were then placed in three piles according to size and numbered beginning with 1 on the top card and continuing to the bottom of each stack. There was a total of 14 cards in the large school district stack, 28 in the medium size district stack, and 28 in the small size district stack. Using the last two digits beginning at the top of the column of random numbers, a selection sequence was ordered. When the last two digits in the random number column exceeded the number of cards in the stack, no card was selected. When the digits in the random number column matched a card, the card was selected for use in the research. This continued until 7 cards were selected from the large district stack. When all the large district cards were selected, the researcher continued on in the random number columns and began selection of the middle size school districts until 14 were chosen. Fourteen small school districts were also selected by continuing this procedure.

Because this researcher works closely with first-year teachers in his home district, Forest Hills Public Schools was not included as one of the experimentally accessible schools. The investigator's bias effect could compromise the validity of this project.
Procedures and Instruments for Data Gathering

Prior to the opening of school in the fall of 1990, a letter addressed to the superintendents or personnel directors was sent requesting their participation in the study (Appendix C). This letter outlined the study procedure, and assured the recipients of confidentiality and group results usage only. They would also be informed of the conclusions of the study which may prove to be useful to them. A cover letter endorsing the study by the researcher's superintendent was also included (Appendix B). In the initial contact a request was made that the researcher be sent the beginning teachers' names and school address.

In late September, a letter requesting participation was sent to those first-year teachers explaining that this study is being conducted with the approval of their superintendent or personnel director (Appendix D). At this time the Teacher Attitude Inventory (TAI) was enclosed (Appendix E). A preaddressed stamped envelope was included for its return. Merits of the TAI will be detailed fully later in this chapter.

In November, after the first-year teacher had had ample time to experience the district’s orientation practices and identify the specific forms of assistance they experienced, they were sent a checklist devised by the researcher (Appendix F). This checklist enumerated the various types of support that the beginning teacher might encounter during a first-year experience. A number value was associated with each check mark and a total score was then
determined for each participant. A value of 1 indicated a low support choice. Two reflected a middle level support choice, and three was associated with a high level support system. A total score of 4 through 6 indicated low support, while a score of 7 through 9 indicated middle level support. A score of 10 through 12 showed high support. Using these data, each participant was classified as having a high level of support, a medium level of support, or a low level of support.

In late February, the second administration of the TAI occurred. All participants received the inventory along with a pre-addressed stamped envelope. This set of data was collected, classified, and compared to the first administration. Changes in attitude for the low support group were compared to changes in attitude for the medium and high level support groups. Differences were noted and will be thoroughly discussed in subsequent chapters.

The TAI was developed by Rand-Whitmore (1974) as an indicator of teacher attitudes or as a measure of the effectiveness of in-service education programs. Rand-Whitmore pointed out that until there is more extensive testing of the reliability and validity of the instrument, users should be cautious in using test scores for practical decision making. Henning-Stout (1988) reported, however, that the TAI has significant potential as a practical and research tool for individuals involved in the planning and evaluation of educational programs and organizations.

The TAI was designed based on the assumption that a scale identifying a teacher's position in relation to educational issues would
provide an adequate measure of the attitudes or opinions that influence teaching practices. The inventory contrasts two dichotomous types of teaching styles. Participants were asked to place a check on a 5-point Likert scale that shows their level of agreement with one or the other type of style. There were six characteristics that were considered in the 24-item inventory. The six characteristics were: (1) primary concern of teaching, (2) teaching emphasis, (3) belief about source of teacher effectiveness, (4) basic approach to teaching, (5) perception of teacher role, and (6) attitude toward professional role.

By using the TAI, this researcher attempted to measure the particular attitudinal stance of each individual at the beginning of his or her professional career and at a point after he or she had encountered first-year problems.

There were a number of variables that must be considered when the internal validity of this project is questioned. The maturation of the first-year teacher was definitely at work at the same time as the induction-year experiences. Many other significant events came into play during the first-year teacher's beginning months. It was impossible to isolate the participants to the degree where it could be concluded the experimental treatment was the only variable at work in this situation. Statistical regression, experimental mortality, and participants becoming test-wise were not compromising factors because of the nature of the instrument, the way it is administered, and span of time for the pretest and posttest administration.
Differential selection posed a problem. In one sense the subjects were randomly selected when their district was randomly selected; however, the individuals were not randomly selected by their district nor were they randomly assigned to the different experimental conditions. However, this researcher was not inclined to direct districts on who should receive various kinds of support. In addition to this, the participants volunteered to participate. This differentiating factor must be considered in the findings but is definitely a better alternative than coercion to complete the necessary instruments. Both the John Henry effect and the experimental treatment diffusion effect were not factors because of the relatively low numbers of new teachers in any one building, and the kind of information that is requested is attitudinal in nature, not readily available for comparison or sharing with others. Pretest sensitization may have been a factor to consider as first-year teachers suspect there were "correct" answers hidden in the inventory. They may have even looked more thoroughly for the "correct" answers in the posttest. In order to lessen the impact of this factor, clear instructions about the nature of the questionnaire and its use were restated before the posttest.

Data Analysis Procedures

In choosing the correct procedures, induction-year support was considered to be the independent variable, while teacher attitude was the dependent variable. Because it was not possible to randomly assign first-year teachers to groups receiving various levels of
support, nonequivalent control group design is the most appropriate method of experiment. Because the Likert scale is an interval scale, one-way analysis of variance, a parametric statistic, was used to analyze the data. Further, because the means of three samples were compared in terms of only one factor, that is, a support system, analysis of variance would be most appropriate. The alpha level used in the analysis was .05. In this research the reason for using analysis of variance was to decide if the three sample groups were drawn from populations having the same means. Because three support systems were tested, a determination was made as to whether the three samples could have been drawn from populations having the same mean.

If all the means are the same, that is, there is no difference in attitude according to which support system was used, then the null hypothesis is accepted. On the other hand, if there is a difference in sample means that is too large to attribute to chance, it can be inferred that level of support system does influence a change in attitude.

From the review of literature, there is substantial evidence that the difference of sample means would be too large to attribute to chance and that those who received a greater amount of support would display a greater change in attitude. The amount of gain for each individual in each group was measured by subtracting the fall score from the spring score. This change in score for the low support group was compared to the change in score for the medium and high support groups. The same was done for the medium and high
support groups.

In using the analysis of variance, an assumption was made that each of the samples is drawn from a normal population and that each of these populations has the same variance.

Summary

This chapter has presented a description of the population, sampling procedures, and the various instruments that will be used in this study. Validity concerns were addressed, data collection procedures were enumerated, and analysis procedures were described.
CHAPTER IV

DATA ANALYSIS

Organization of the Analyses

In this chapter, a detailed analysis of data collected to examine the relationship between various induction-year programs and the attitude that first-year teachers have regarding their job is presented. A short review of the setting and instrumentation will be given followed by the description of the resulting sample of subjects. Results related to the testing of the hypothesis are presented. Uncontrolled factors and weaknesses will finally be discussed.

The study was conducted with 35 randomly selected school districts in southwestern lower Michigan. Small, medium, and large districts were included in the sample in the ratio as they appeared in the accessible population. Of the 35 districts that were solicited, 20 responded favorably at the outset of the investigation. A complete listing of 101 first-year teachers in these districts was accumulated before September 20, 1990. After requesting their assistance, a total of 60 respondents initially chose to continue with the study. Because of contaminated (incorrectly marked) questionnaires and withdrawal from the study, the original number of 60 respondents was reduced to 48 by the completion of the research. A
complete list of the number of respondents at each stage of support is broken down by school district size in Table 1.

Table 1

<table>
<thead>
<tr>
<th></th>
<th>Large</th>
<th>Medium</th>
<th>Small</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Possible respondents</td>
<td>46</td>
<td>29</td>
<td>26</td>
</tr>
<tr>
<td>Actual initial respondents</td>
<td>22</td>
<td>48</td>
<td>19</td>
</tr>
<tr>
<td>Actual final respondents</td>
<td>17</td>
<td>37</td>
<td>16</td>
</tr>
</tbody>
</table>

The Teacher Attitude Inventory (TAI) was mailed out on September 30, 1990, with all returns in by October 20. Professional Activities Checklist forms were sent out on November 17, 1990, to all respondents of the initial TAI. Returns of the checklists were completed by December 4. The final TAI was mailed out March 2, 1991, with all forms received back by March 11.

There was a total of 4 spoiled questionnaires and a total of 7 respondents who appeared to have withdrawn from the study. There was no formal request for withdrawal; however, there was a cessation of responses through the mail. Of the 11 respondents who were not counted in the final analysis, 5 came from large school districts, 3 came from medium sized districts, and 4 came from small districts. In the initial stages of the study, the large districts had the
potential to be the most represented group. At the conclusion of
the study, the small school districts had the highest percentage of
representation. While small districts hired the fewest first-year
teachers (26), the impact that these small district respondents made
was very near that of the medium and large districts.

Raw scores for fall and spring from the TAI are delineated in
Appendix I by level of support that each participant received.

Results of Analysis

One-way analysis of variance through the Statistical Package
for Social Studies (SPSS, Inc., 1988) data analysis package on the
VAX system at Western Michigan University, Kalamazoo, was used to
disclose any differences within or between groups delineated by
support. The command file used to analyze the data is located in
Appendix J. Table 2 shows initial data about the groups in pretest,
posttest fashion. Table 2 also indicates size of the groups divided
into support levels. In Table 3, the one-way analysis of variance
(ANOVA) is completed showing the $F$ ratio and the $F$ probability.

Of particular importance is the $F$-probability statistic. This
value represents the probability that the $F$-ratio statistic occurred
by chance. If the $F$-probability statistic is less than the alpha
value, then the null hypothesis is rejected. An $F$ probability
of .7655 indicates a very good chance that the $F$ ratio occurred by
chance and since .7655 > .05 the null hypothesis is not rejected.

Because the TAI was developed years ago in a very different set
of circumstances, a reliability analysis would aid in determining if
**Table 2**

Data From Fall/Spring TAI Scores
Broken Down by Groups

<table>
<thead>
<tr>
<th>Variable</th>
<th>Freq.</th>
<th>Mean</th>
<th>SD</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall attitudinal scores</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High group scores</td>
<td>8</td>
<td>3.99</td>
<td>0.45</td>
<td>3.17</td>
<td>4.54</td>
</tr>
<tr>
<td>Medium group scores</td>
<td>29</td>
<td>3.90</td>
<td>0.33</td>
<td>3.29</td>
<td>4.46</td>
</tr>
<tr>
<td>Low group scores</td>
<td>11</td>
<td>3.80</td>
<td>0.41</td>
<td>3.17</td>
<td>4.46</td>
</tr>
<tr>
<td>Composite scores</td>
<td></td>
<td>3.90</td>
<td>0.37</td>
<td>3.17</td>
<td>4.54</td>
</tr>
<tr>
<td>Spring attitudinal scores</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High group scores</td>
<td>8</td>
<td>3.94</td>
<td>0.24</td>
<td>3.58</td>
<td>4.63</td>
</tr>
<tr>
<td>Medium group scores</td>
<td>29</td>
<td>3.90</td>
<td>0.32</td>
<td>3.33</td>
<td>4.63</td>
</tr>
<tr>
<td>Low group scores</td>
<td>11</td>
<td>3.85</td>
<td>0.30</td>
<td>3.33</td>
<td>4.30</td>
</tr>
<tr>
<td>Composite scores</td>
<td></td>
<td>3.89</td>
<td>0.32</td>
<td>3.33</td>
<td>4.63</td>
</tr>
</tbody>
</table>

**Table 3**

Summary ANOVA

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>Sum of squares</th>
<th>Mean squares</th>
<th>F ratio</th>
<th>F prob.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>2</td>
<td>0.546</td>
<td>0.273</td>
<td>.2689</td>
<td>.7655</td>
</tr>
<tr>
<td>Within groups</td>
<td>45</td>
<td>4.5658</td>
<td>0.1015</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>47</td>
<td>4.6204</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
it was functioning as it was intended. The failure of the hypothesis could be due to a poorly functioning instrument. If the reliability of the TAI in both the fall and spring data collection periods can be determined, then there will be a clearer understanding of the initial data.

The subprogram entitled Reliability Analysis from the SPSS (1988) data package was used for this analysis on the Western Michigan University VAX computer system. The command file used to analyze the data is located in Appendix K. Results of the analysis are shown in Table 4.

Table 4
Reliability Coefficients for TAI

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alpha</td>
<td>.7434</td>
<td>.6692</td>
</tr>
<tr>
<td>Standardized item alpha</td>
<td>.7706</td>
<td>.6910</td>
</tr>
</tbody>
</table>

A rating for alpha ≥ .7 is considered "good." The fall application of the TAI is clearly in this range. The spring application falls slightly below this value. In reviewing the data, Item 8 of the spring application shows a corrected item total correlation of -.1222. This single item, if deleted from the inventory, would allow alpha = .7004, an acceptable value.
Uncontrolled Factors

In the sample used, assumptions were made about homogeneity that may not have been true. Ideally, all participants should have the same classroom experiences so that the only factor that was different was the support system for each person. Because attitudes which develop over time are being measured, an extremely important factor to consider about the participants within the different support groups is the similarity of backgrounds. Obviously these same-nesses were out of the control of this researcher. Other factors that definitely affected the homogeneity of the sample are school climate, availability and quality of supportive peers, and college training.

Another uncontrolled factor that could have clouded the results of this study was the self-selection process that occurs when any self-administered questionnaire is applied. While 101 initial requests for participation went out in September, 48 participants successfully completed the study. Could the very people who experienced a change in attitude about their job have been the same people who chose not to be a part of the study or withdrew before its completion? If this were the case, then an artificial similarity of the final participants may have occurred and allowed for a lack of difference among the three groups.
Weaknesses

As this study progressed, several factors that might cloud the findings became apparent. In the beginning of the search for an adequate job attitude inventory, this researcher was surprised at the small number of such inventories, especially those dealing with teachers. Of those few published, clearly the only one most suited for this study was originally published in 1974 and has not been altered since then.

Another shortcoming of the TAI is its one-form format. Each participant saw exactly the same questions at both administrations. While 5 months had passed, interference from becoming test-wise may have accounted for an undue amount of sameness.

A factor that must be considered is the relatively short length of time between administrations of the inventory. A longer period of time may have allowed for more impact on each teacher's attitude; however, as the length of time increases, the attrition rate may also increase, leaving a very small sample.

Small numbers of respondents in the high and low support groups contrasted with the relatively high number in the medium support group made analysis less convincing. A larger sample with a more even distribution may have resulted in a more meaningful set of data.
Summary

In this chapter, data have been analyzed in a narrative description supplemented by tables. The results of the data analysis were used to answer the central question of this study. Does the level of support for a first-year teacher affect a change in attitude toward their job? Inconclusive results were obtained as the null hypothesis was not rejected.

A variety of uncontrolled factors may have affected the results. The self-selection process and small group size were major concerns that may have affected the outcome. Reliability for the TAI was not consistent.
CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Organization of the Chapter/Synopsis

In this concluding chapter, the study will be reviewed and findings summarized. Conclusions will be reached, followed by implications for present induction-year practices. Prior to final recommendations about induction-year support systems for first-year teachers, suggestions for research studies that might clarify the problem presented in this paper will be listed.

The purpose of this study was to determine how the level of support first-year teachers encountered might affect their attitude about their job. Forty-eight participants in this study filled out an attitude inventory in the fall and again in the spring. Each of them also filled out a professional activity checklist which determined if they would receive high, medium, or a low level of support.

The Statistical Package for Social Studies (SPSS) one-way analysis of variance (ANOVA) was applied to the data through the VAX system of Western Michigan University.

Conclusions/Implications for Practice

The intent of this study was to broaden the understanding of the first year of teaching. If a link could be established between the nature of the support system and a change in attitude that first
year teachers undergo, then a useful precedent would have been established for all teacher induction programs. The findings do not demonstrate such a precedent; instead, a consistency of attitude that runs through all the groups was found from early in the school year until 5 months later. This suggests that attitudes of first-year teachers are firmly in place and are not easily changed over a relatively short period of time. Perhaps the impact of a support system is not found in a shift of attitudes. And further, the impact of a support system may not be measurable over a short span of time. Perhaps a support system would function well when implemented within the framework of an existing attitude present in the first-year teacher. Teacher development is an ecological process that encompasses many facets of the practicing professional. From this study, the reader is able to understand the first-year professional as an individual who, regardless of support level, seems to maintain a constant attitude about his or her job. This constancy could be viewed as a positive factor as districts attempt to build skills, assign mentors, create networks, and generally address the emerging needs of the beginning teacher. In Chapter II, a distinct lack of empirical evidence on the effects of different support programs for beginning teachers was evident. The findings from this study also leave a void of evidence that could have shown the results of different programs. Because of the extreme difficulty in controlling all the factors at work in the first-year teacher's life, attempting to determine what it is that changes attitudes may prove to be equally difficult. Problems with differential selection may have
biased the findings. Pretest sensitization does not appear to have been an influential factor as the data from both the fall and spring were markedly similar. As literature was reviewed, a definite need to study support systems and attitudes emerged. What has evolved in most districts is a support system that reflects local needs and widely differing resources.

Until research is more definitive with hard data about support systems, districts would be well informed to pursue professional development for first-year teachers that addresses specific skill development, creates a long-term growth plan, and stimulates a climate wherein the aspiring professional can begin to understand his or her own abilities.

Suggestions for Further Research

A long-term study that researches attitudinal changes may be able to track the stages of development of these changes more clearly. Four appropriate stages might be the pre-student-teaching time, after the student teaching experience, after the first year of teaching, and after the third year of teaching. This long-term approach might allow for the attitudinal changes to develop and display themselves more readily.

In order to measure the impact of a support system, future research may attempt to relate the type of support system which evokes the broadest skill development. Skill development is an observable phenomenon and less difficult to measure than attitude.
Because an up-to-date attitude inventory was unavailable for this research, a more current one needs to be developed. Another suggestion to improve the current capability of researchers is the development of an alternative form of the Teacher Attitude Inventory (TAI). There also seemed to be a substantial lack of research tools that monitor teacher views or attitudes over an extended period of time.

In the process of determining the level of support for first-year teachers, this researcher created an instrument that would reflect the amount of support received. If educational research about the nature of induction programs is to progress further, a clear determination of what constitutes high, medium, or low support needs to evolve. Another researcher could delve into the question of meaningful support and define these categories more thoroughly.

If the study undertaken here were to be replicated and if more conclusive results are desired, the following changes are suggested:

1. Increase the sample size by including more districts in the random selection process.
2. Create a questionnaire that includes background information about the participants.
3. Create a more definitive document that would delineate support levels clearly.
4. Request attitude inventories at least three times: before the first year starts, at a mid-point in the year, and after the first year is over.
Recommendations

The following recommendations, supported by findings and conclusions of this study, are offered to districts, other educational agencies, and researchers so that the needs of beginning teachers can be met.

1. Findings of this study will be made available to major teacher preparation institutions in the state of Michigan. Findings will also be shared with the participating school districts.

2. Another study should be conducted that closely follows the attitudinal changes that occur for first-year teachers over a longer period of time.

3. While no definitive statement can be made from this study, a continued effort must be made by researchers to discover the effects of various levels of support for first-year teachers.

Summary

In Chapter V the results of the study were examined. These results were intended to clarify the aspects of an induction program that would affect attitudinal changes of first-year teachers. While inconclusive, important information in the form of hard data has been contributed to the vast body of educational research. Through a continued accumulation of data, a more thorough understanding of what it means to be a first-year teacher will happen.

More questions are offered for future researchers. Much more needs to be accomplished if the first-year teaching assignment, with all of its problems, is to be dealt with successfully.
Appendix A

Map of Accessible Population
PLEASE NOTE

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University Microfilms International
Appendix B

Letter of Endorsement
Dear Director of Personnel:

Please accept this as a reference for the enclosed study of first-year teachers.

This study is being conducted by John Longcore, one of our district's most respected middle school teachers, as part of his doctoral research and reflects his long-standing interest in the retention and professional development of outstanding new teachers. Mr. Longcore already has developed a model mentorship program for new teachers in our district.

Your support is needed to complete this study which will extend through the 1990-91 school year. Final results will be shared with participants and should prove useful in designing future staff development programs.

Your consideration of this request is appreciated. Please accept my best wishes as you plan for the 1990-91 school year.

Sincerely,

Dr. J. Michael Washburn
Appendix C
Letter to Superintendent/Director of Personnel
Dear Superintendent/Director of Personnel:

In an effort to better understand the problems and possible solutions of the first year of teaching, I am conducting a research project. This project is part of a dissertation proposal for a doctoral degree through Western Michigan University's Department of Educational Leadership.

I am requesting that you allow me to:

Send all your first-year middle and elementary level teachers for the school year 1990-91 in your district a 24-item attitude inventory that will be mailed directly back to me. This will happen in late September.

Send the first-year teachers a checklist of the various kinds of professional activities in which they are participating. They will mail this back to me in November.

Send the first-year teachers the 24-item inventory again. This will be mailed back to me during February.

If you would supply me with the names and school addresses of your first-year teachers on the elementary or middle school level, I will request their participation on a volunteer basis only, through the mail, and with all results being held confidential. Group results will be the only way statistical information will be shown. I will supply all postage and return envelopes.

In return, I will send you the results of this study, which will be helpful in determining how to best help new teachers adjust to their positions.

Enclosed please find samples of the mailings to your first-year teachers.

Very Respectfully,

John G. Longcore
Superintendent/Director of Personnel ______________________________
District ______________________________

First-year teachers:

Name ___________________________ Name ___________________________
School address __________________ School address __________________

Name ___________________________ Name ___________________________
School address __________________ School address __________________

Name ___________________________ Name ___________________________
School address __________________ School address __________________

Name ___________________________ Name ___________________________
School address __________________ School address __________________
Appendix D

Cover Letter to First-Year Teachers
Dear ________:

I am conducting a research project about the first year of teaching. I contacted your Superintendent/Personnel Director and requested permission to seek your assistance. He [or she] provided me with your school address so that I could reach you. Participation in the project would mean:

- Filling out an inventory that is included in this mailing and returning it in a preaddressed, stamped envelope. This will take approximately 10 minutes.
- Filling out a checklist of professional activities in November. This will take approximately 7 minutes.
- Filling out an inventory again in February. This will take approximately 10 minutes.

All information will be held strictly confidential with only group results studied. I will only contact you through the mail at the times designated. I will also supply all postage and return envelopes.

Please retain this letter so that you may request results later or so that if you choose to withdraw at any point you may contact me.
(616) 676-0566 (evening)
(616) 676-8920 (day)

Respectfully,

John G. Longcore
Doctoral Candidate
Department of Educational Leadership
Western Michigan University
Appendix E

Teacher Attitude Inventory\textsuperscript{a}

\textsuperscript{a}The Teacher Attitude Inventory is reprinted with permission of United Educational Services, Inc. All rights reserved.
PLEASE NOTE

Copyrighted materials in this document have not been filmed at the request of the author. They are available for consultation, however, in the author's university library.

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University Microfilms International
Appendix F

Checklist of Professional Activities
Name: ____________________________

Professional Activities

Please place a check in the blank beside the statement which most closely describes the professional activity you are experiencing during this first year of teaching. Place one check in each group.

Group 1

___ You have professional contact with another staff member about once a week.

___ You have daily professional contact with another teacher in a similar assignment.

___ You have professional contact with other staff members less than once a week.

Group 2

___ You are participating in in-services that are designed specifically for new staff members.

___ You are participating in in-service training although not designed specifically for new staff.

___ You are not involved with in-service training by choice or because it has not been available.

Group 3

___ You mix socially with the school staff outside of school time, once a month or more.

___ You have not socialized with staff members outside of school time.

___ You have socialized with other staff members less than once a month.

Group 4

___ You are taking a college level class although it does not afford you an opportunity to discuss your first-year experiences.

___ You are not taking a college level class.

___ You are taking a college level class that allows you to discuss your first-year experiences.
Appendix G
Definitions of Terms
In order to clarify key terms used in this study, definitions are provided:

**Induction program:** A formal scheme to assist first-year teachers with their pedagogical, social, and psychological development.

**Beginning teacher:** A first-year teacher.

**High-level support:** A system that scores 10-12 on the Professional Activity Scale.

**Mid-level support:** A system that scores 7-9 on the Professional Activity Scale.

**Low-level support:** A system that scores 4-6 on the Professional Activity Scale.

**Large school district:** A district having 4,000 or more student population.

**Mid-size school district:** A district having 2,000 to 3,999 student population.

**Small school district:** A district having less than 1,999 student population.
Appendix H

Letter of Approval From Human Subjects
Institutional Review Board
Date: September 20, 1990  
To: John G. Longcore  
From: Mary Anne Bunda, Chair  
Re: HSIRB Project Number: 90-09-11  

We have received the amended cover letter as requested in our September 12 memo. This letter will serve as confirmation that your research protocol, "Teacher Induction: An Investigation of Factors that Affect the First Year Teachers' Attitude Toward Their Job," has been approved under the exempt category of review by the HSIRB. The conditions and duration of this approval are specified in the Policies of Western Michigan University. You may now begin to implement the research as described in the approval application.

You must seek reapproval for any changes in this design. You must also seek reapproval if the project extends beyond the termination date.

The Board wishes you success in the pursuit of your research goals.

xc: Uldis Smidchens, Educational Leadership

Approval Termination: September 20, 1991
Appendix I

Raw Scores for TAI (Fall and Spring) Delineated by Level of Support
## Raw Scores for TAI (Fall and Spring) Delineated by Level of Support

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<th>High support</th>
<th>Medium support</th>
<th>Low support</th>
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<td>Fall</td>
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## Appendix I--Continued

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<th>Fall</th>
<th>Spring</th>
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<td>4.63</td>
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</table>
Appendix J

Command File Used for ANOVA
Command File Used for ANOVA

1  O set width = 80
2  DATA LIST FILE = TEACH FIXED RECORDS = 1
3     /ID 1-2 TRX 4 (A) PRE 6-8 (2) POST 10-12 (2)

This command will read 1 records from DISK$EDLD:[X01420273] TEACH.DAT;

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<tr>
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<th>Rec</th>
<th>Start</th>
<th>End</th>
<th>Format</th>
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<td>2</td>
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<td>4</td>
<td>A1</td>
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<tr>
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<td>6</td>
<td>8</td>
<td>F3.2</td>
</tr>
<tr>
<td>POST</td>
<td>1</td>
<td>10</td>
<td>12</td>
<td>F3.2</td>
</tr>
</tbody>
</table>

4  Recode trx (convert) ('L' = 1) ('M' = 2) ('H' = 3) into slevel
5  VARIABLE LABELS ID 'Subject Identification'
6  PRE 'Fall Attitudinal Scores'
7  POST 'Spring Attitudinal Scores'
8  slevel 'Support Level'
9  value labels slevel 1 'Low Support' 2 'Medium Support'
     3 'High Support'
10 compute diff = post-pre
11 DESCRIBITIVES VARIABLES = PRE POST diff

The analysis of variance command followed.
Appendix K

Command File Used for Reliability Analysis of TAI
Command File Used for Reliability Analysis of TAI

1  set width = 80
2  data list file = teach 2 list/slevel id q1 to q24
3  sort cases by slevel

SIZE OF FILE TO BE SORTED: 96 CASES OF 208 BYTES EACH.
SORT COMPLETED SUCCESSFULLY. FILE SIZE: 40 BLOCKS.

Preceding task required .20 seconds CPU time; .35 seconds elapsed.

4  split file by slevel
5  reliability variables = q1 to q24
6  /scale (scores) = q1 to q24
7  /summary = means total
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Fuller, F., & Brown, O. H. (1975). Becoming a teacher (Report No. 2327). Austin, TX: University of Texas at Austin, Research and Development Center for Teacher Education.


