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Karen N. Williams

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Walden University
2018

Abstract

Relationship Between Novice Teachers' Perceptions of Mentoring Support and Job Satisfaction

by

Karen Williams

MA, Cambridge College, 2004

BS, Morris Brown College, 1994

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

December 2018

Abstract

Low job satisfaction among novice teachers is a problem that has become a concern for administrators at school districts, advancing the need for effective mentoring and induction programs. Induction programs provide opportunities for collaborative relationships through mentoring support to address areas such as professional growth and development, teaching practices, and other challenges faced in the early years of novice teachers' careers. The purpose of this correlational explanatory study was to examine the relationship between mentoring support and novice teachers' job satisfaction at a school district in southern USA. Herzberg's motivation-hygiene theory was the theoretical foundation for the study. The research questions examined the relationships between 3 components of mentoring support (professional growth and development, mentoring, and teaching practices support) and job satisfaction among novice teachers (those with less than 3 years teaching experience) as measured by the Beginning Teachers Survey and the Job in General Survey respectively. The population was comprised of 1,954 teachers who were identified by the district as novice teachers. Of the 114 principals in this district, 32% sent the survey link to the 112 novice teachers at their schools and 78 novice teachers completed the online questionnaire (a response rate of 70%). The Spearman *rho* coefficient showed moderate, significant relationships for all 3 components of mentoring support. The correlation values in this study ranged from $r = .52$ to $r = .61$. This might lead to positive social change by having committed teachers with teaching experience, which would increase students' success. Student success, after all, is the most desirable outcome for students, teachers, and the community. Creating committed teachers requires an effective mentoring support program.

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Dedication

I dedicate this study to aspiring educators and novice teachers that have accepted the call to the profession. District leaders, school administrators and principals, our investment and role is vital in supporting novice teachers and mentors. Mentors, the support and self-sacrifice provided to novice teachers is remarkable and respected. As novice teachers impart seeds of learning into the minds of students, our world will reap a harvest of great achievers and productive citizens. Teachers touch lives forever ~ you are appreciated!

Acknowledgments

All things are possible, if we only believe. This doctoral journey began and ended at challenging crossroads of my life, but this achieved milestone is a testimony of my faith in God, the support of my loving husband, and my beautiful daughters. You have been my rock and motivators as I determinedly pressed towards the finish line. Your encouragement became my motivational medicine to endure during this process. We are certainly one ~ we did it!

I honor my parents for always believing that their decision to relocate our family would provide better educational opportunities. Mom and Dad, you have instilled great morals, perseverance, and the belief that I can do all things ~ you both are my first and best teachers! My siblings and your spouses, thank you for believing in me and giving your support with no limits. To my extended family and friends thank you for being my personal motivators. I appreciate your prayers and words of encouragement. To my nieces and nephews, I challenge you to complete your educational goals and never settle for mediocrity.

I am grateful for my previous chairs, current chairperson and committee members for your continuous feedback and guidance. You empowered me to become a scholarly writer and researcher. Your expertise and lessons learned will continue to direct my future research endeavors.

I leave with you all a cherished and personal motto that was imparted to me and have sustained me through this process. I hope this adage will help you in your most challenging seasons of life: *Moment by Moment and Day by Day.*

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Section 1: Introduction to the Study

Novice teachers face challenges in the early years of their careers that can affect job satisfaction and their decision to leave the profession (Clark, 2012). Some school districts employ mentors to respond to the needs of novice teachers (Callahan, 2016; Pogodzinski, 2015; Shernoff et al., 2011). Mentoring is an essential approach that district and school leaders implement to institute collaborative relationships between the novice teacher and the mentor (Martin, Buelow, & Hoffman, 2015; Watson, Harper, Ratliff, & Singleton, 2010). Researchers have suggested that mentoring supports the professional growth of teachers and reduces attrition (Callahan, 2016; Ingersoll & Strong, 2011). The success of the mentoring program is constituted on the effectiveness of mentors, concise goals for the mentor and new teacher, and available feedback to address concerns and needs of the novice teachers (Callahan, 2016). Novice teachers' needs are often generalized based on their perceptions of their working conditions, such as the quality of support received, accessing resources, managing workload and expected duties, instructional expectations, and classroom management—all conditions that affect job satisfaction and teachers leaving the profession (Owens, 2015; Pogodzinski, 2014).

The mentoring program (see Appendix A) in Meadow (pseudonym of a school district in Georgia) is designed to provide site-based coaching and instructional support by trained, state-endorsed mentors. Feedback and instructional assistance through collaborative peer sessions are intended to provide meaningful professional learning opportunities (Professional Learning Department Staff, personal communication, January 27, 2015). In 2010–2011, the school system surveyed 247 teachers to assess their first-

year experience in the district. Jim Huge & Associates (2012) reported that novice teachers' perceptions of their mentoring support were low and mentors offered little assistance with (a) classroom management (68%), (b) communicating to parents (68%), (c) planning effective lessons (65%), (d) opportunities to observe their mentor (61%), and (e) opportunities to observe effective teachers (58%). Gathering perceptions from novice teachers is necessary to improve the effectiveness of job requirements and job satisfaction (Callahan, 2016); therefore, Pogodzinski (2014) suggested school leaders should ensure that mentoring support focuses on practical and professional job-related needs which significantly influences the perceptions of working conditions. Although there is a large amount of research on mentoring (Callahan, 2016), there is limited research regarding the relationship between mentoring support and job satisfaction. Callahan (2016) confirmed that more research is needed to assess if mentoring supports in schools are positively affecting the job satisfaction of novice teachers.

Problem Statement

The problem investigated in this study was the low satisfaction of novice teachers with their jobs at Meadow school district. In 2012, novice teachers reported being dissatisfied in areas related to professional growth and development, mentoring support, and teaching practices (Huge & Associates, 2012). From 2012-2015, Meadow's attrition rate ranged from 13% - 18% for teachers with 0-3 years of experience (Division of Human Capital Management, personal communication, February 25, 2016). Novice teachers leaving the profession is a major concern to Meadow and other surrounding districts experiencing similar attrition rates. In 2015, a Georgia Department of Education

survey with 53,000 participants of which 10,583 teachers with 1-5 years, ranked eight causes why teachers left the profession and noted over 44% of teachers leave the profession within five years (Owens, 2015). Nonteaching responsibilities or duties was ranked fourth, and level or quality of support, resources and professional learning was ranked fifth. Arnup and Bowles (2016) acknowledged that job satisfaction is regarded as a contributing factor of why teachers are leaving the profession. Additionally, Callahan (2016), Sunde and Ulvik (2014), Zembytska (2016) confirmed that mentoring support contributes significantly to novice teachers' success, the perception of job satisfaction, and outcomes of retention. Understanding relationship to low job satisfaction is essential to the growing crisis of teacher attrition (Cameron & Grant, 2017; Watson, 2018).

Nature of the Study

For this correlational research study, I gathered novice teachers' perceptions of the three areas of mentoring support (professional growth and development, mentoring, and teaching practices support) and their job satisfaction with an online survey that contained two established instruments, the Beginning Teachers Survey (BTS) and the Job in General Survey (JIG). The following research questions and hypotheses guided the study.

Research Question 1: What is the relationship between novice teachers' perception of the professional growth and development support from a mentoring program as measured by the BTS subscale and job satisfaction scores as measured by the JIG?

$H_0$1: There is no significant relationship between novice teachers' perceptions of the professional growth and development support provided by the mentoring program as measured by the BTS subscale and their job satisfaction scores as measured by the JIG.

H_A1: There is a significant relationship between novice teachers' perceptions of the professional growth and development support provided by the mentoring program as measured by the BTS subscale and their job satisfaction scores as measured by the JIG.

Research Question 2: What is the relationship between novice teachers' perceptions of the mentoring from a mentoring program as measured by the BTS subscale and job satisfaction scores as measured by the JIG?

$H_0$2: There is no significant relationship between novice teachers' perceptions of the mentoring provided by the mentoring program as measured by the BTS subscale and their job satisfaction scores as measured by the JIG.

H_A2: There is a significant relationship between novice teachers' perceptions of the mentoring provided by the mentoring program as measured by the BTS subscale and their job satisfaction scores as measured by the JIG.

Research Question 3: What is the relationship between novice teachers' perceptions of the teaching practices support from a mentoring program as measured by the BTS subscale and job satisfaction scores as measured by the JIG?

$H_0$3: There is no significant relationship between novice teachers' perceptions of the teaching practices support provided by the mentoring program as

measured by the BTS subscale and their job satisfaction scores as measured by the JIG.

H_A3: There is a significant relationship between novice teachers' perceptions of the teaching practices support provided by the mentoring program as measured by the BTS subscale and their job satisfaction scores as measured by JIG.

Purpose of the Study

A Georgia education reform targets the preparation, recruitment, and retention of teachers. As an important component of the move to retain more teachers, school districts leaders aim to learn more about how novice teachers perceive the mentoring program and how satisfied they are in their job (Callahan, 2016). Therefore, examining the relationship between three variables of mentoring support (professional growth and development, mentoring, and teaching practices support) and job satisfaction as perceived by novice teachers in Meadow was the purpose of this study.

Theoretical Framework

Practical, personal, pedagogical, and psychological support are grounding components critical to a novice teacher's development and the relationship provided through mentoring support (Gilles, Carrillo, Wang, Stegall, & Bumgarner, 2013). Herzberg's (2001) two-factor theory explains how motivation and hygiene factors can affect perceptions of job development and job satisfaction. Damij, Levnajic, Skrt, and Suklan (2015) affirmed Herzberg's theory includes two factors that satisfy or dissatisfy employees about their work: (a) motivation (satisfied) and (b) hygiene factors

(dissatisfied). Herzberg correlated hygiene factors to pay, supervision, interpersonal relationships, and working conditions. Hygiene factors, classified as extrinsic, lower order needs, are attributed to adjustments or feelings about the work environment that hinder job satisfaction (Herzberg, 2001). Factors known as motivators, the satisfiers, relate to positive feelings regarding the job and satisfy essential aspects of higher order needs on the job (Herzberg, 2001; Herzberg, Mausner, & Snyderman, 1993). The psychological aspects are intrinsic and connect to the positive feelings about the job, such as work itself, recognition, responsibility, and advancement through professional growth and development.

Analyzing perspectives through the lens of Herzberg's (2001) framework determined factors that educational leaders could use to influence or reform approaches, such as mentoring, to support novice teachers (Pogodzinski, 2014; Sass, Seal, & Martin, 2011). Herzberg (2001) established that motivators are mechanisms to drive employees to perform. In contrast, hygiene factors, dissatisfiers that relate to the environment, are temporary; however, dissatisfiers can lead to job dissatisfaction (Kotni & Karumuri, 2018). Herzberg determined physiological needs (hygiene factors) and psychological needs (motivators) were not viewed as opposites of each other.

Researchers have applied Herzberg's two-factor framework of motivation to examine specific elements related to mentoring, needs of teachers, attrition, retention, and job satisfaction (Britt-Stevens, 2014; Johnson, 2010; Wood, 2014). Increasing job satisfaction of novice teachers through an effective mentoring or induction program is vital to job performance, the enhancement of the individual, and betterment of the

organization (Shockley, Watlington, & Felsher, 2013; Spector, 1997). New teachers consider mentoring as valuable support in their accomplishment in the profession when there is a trustworthy relationship, professional development practices, and professional collaboration (D'Souza, 2014; Martin et al., 2015). Mentoring is one of the solutions used to minimize the problem of new teachers leaving the profession. Emotional support is offered during the mentoring process in a professional culture to address from the basic to the most advanced needs of the profession (Hobbs & Putnam, 2016).

Operational Definitions

Job satisfaction: A person's contentment regarding the workplace, aspects of the job, relationships formed with other employees, wages, or opportunities for professional growth (Belias & Koustelios, 2014).

Mentoring: A collaborative relationship between a trained educator and a novice teacher (McCann, 2013). The trained teacher coaches and directs the novice teacher by using effective pedagogical strategies and providing personal and professional resources to assist or guide the novice during the transition from a student teacher to assuming the role as a classroom teacher (Gilles et al., 2013). Mentoring is a component of an induction program; novice teachers require guidance during the transition from college to the classroom environment to support them in a continuous process of developing their teaching career (Martin et al., 2015).

Mentors: Master teachers with at least five years of classroom experience are recommended to receive professional learning and receive a state level endorsed certificate to support teachers as mentors. These individuals are master teachers who have

at least five years of classroom experience and are trained and endorsed with a certificate by the state. Mentors provide site-based coaching to guide novice teachers in varied areas of needs, such as cognitive, emotional, professional, technical, or social support (Hobbs & Putnam, 2016; Northeast Georgia RESA, n.d.)

Novice teacher: A teacher with 0-3years of teaching experience in an academic institution (Pogodzinski, 2014).

Assumptions, Limitations, Scope, and Delimitations

The assumption of the study was that novice teachers provided honest and accurate responses to the online survey. The following are limitations of this study:

1. The findings do not apply to other schools outside of Meadow; however, data collected may validate factors that contribute to effective mentoring support programs that affect job satisfaction for new teachers.
2. This study was restricted to the analysis of the relationship of mentoring and job satisfaction.
3. The results may reflect novice teachers that have had positive mentoring experiences during the first three years of their teaching career. However, novice teachers who have had challenging experiences or opposing views for related items may not have completed the survey.

The following are the scope and delimitations of the study:

1. The participants of this study may or may not have chosen to recall events that relate to items on the questionnaire.
2. A period of 3 weeks was allotted to collect survey data.

3. Novice teachers with 0–3 years of experience in Meadow were asked to participate in the study. Participants were first-year teachers and those in their second and third year of mentoring support.

Significance of the Study

Mentors are trained to support teachers in Meadow; however, limited or no data were available to analyze the relationship between mentoring support and job satisfaction. Although previous studies were conducted in Meadow regarding the effectiveness of the district's mentoring support (Huge & Associates, 2012), the correlation between job satisfaction and mentoring was not investigated. Some principals in Meadow found it difficult to analyze the success of the mentoring supports they provided (Elementary principal, personal communication, March 8, 2013; Elementary principal, personal communication, December 7, 2014; High school principal, personal communication, January 15, 2015). One principal stated, "Our mentoring program meets on general topics each month, but we have not gathered data to know if novice teachers are satisfied with their teaching career" (Elementary principal, personal communication, January 7, 2014). In another conversation, a second principal stated, "I would like to know if our mentoring program meets individual needs of novice teachers to build capacity and structure the support at our school to improve their quality of teaching and professional experience" (Elementary principal, personal communication, July 17, 2014). Additionally, increased collaboration among principals, district-level leadership, mentors, and new teachers may guide proactive approaches in supporting new teachers to alleviate challenges or stressors for novice teachers (Curry, Webb, & Latham, 2016).

Examining perspectives that may or may not affect novice teachers' job satisfaction will guide mentoring support and decision makers about essential elements that may influence novice teachers' job satisfaction and thus their decision to stay or leave the profession. A novice teacher's development and support is a factor of instructional practices and a high productivity of student performance; therefore, it is necessary to understand that the perceptions of job satisfaction are not only related to personal aspects of the job but can drastically affect the organization, which includes student learning (Amzat, Don, Fauzee, Hussin, & Raman, 2017). Kachhawa, Joshi, and Gajraj (2018) confirmed that exploring the positive or negative feelings that novice teachers may have regarding their job are purposeful to improving mentoring support but crucial to teaching skills that affect the learning of students. Ingersoll and Strong (2011) and Jones (2015) conveyed that empirical research is necessary to indicate the value, the effects, and outcomes of induction or mentoring programs, which provides evidence to inform types of support provided for professional practices that also improve instruction to students.

Addressing what novice teachers need and having an awareness of factors that affect their job satisfaction offer valuable data that inform the practices provided to support novice teachers (Clark, 2012). As experienced teachers retire from the profession, mentoring programs are necessary for novice teachers entering the profession. Therefore, it is necessary for leaders of school districts to investigate support systems and determine what factors affect teachers' job satisfaction. Students achieving great success are significantly influenced based on effective teachers in the classroom, and informal and

formal practices are linked to the outcomes of our most important stakeholders, our students (Parkash, 2017).

Ingersoll (2012) confirmed the urgency of schools having support programs to guide novice teachers in teaching, surviving, and becoming successful. Induction program or mentoring program structures and accountability expectations vary among states (Gilles et al., 2013). Beyond implementing programs, state education leaders investigate the effectiveness of their programs (Ingersoll, 2012). The organizational framework of mentoring and the support of school administrators vary among states; however, assessing novice teachers' perceptions of three areas of mentoring and their relationship to job satisfaction contributes to research that may have a significant effect in addressing the attrition of novice teachers (Pogodzinski, 2015).

Data-driven and collaborative decisions established by program leaders and policymakers are imperative to the success of a quality mentoring program and student achievement; therefore, feedback from those involved in the process are valuable in identifying the program's benefits, effectiveness, or areas needing improvement (Hall & Jaugietis, 2011; McCann, 2013; Parkash, 2017). Yang (2009) reported that when program participants contribute their points of view, the process becomes valuable to the facilitator and users of the program. Owens (2015) and Yang discussed the importance of knowing related causes of attrition and the requirements needed to prepare novice teachers for accomplishment in the classroom. Thus, mentors can address apparent concerns by providing effective support that will lead to successful and satisfied novice teachers. Exploring the perceptions of novice teachers promotes positive social change by

revealing aspects of mentoring that are essential to job satisfaction, immediate job-related needs, conditions that influence teacher attrition, and student achievement.

Summary

The relationship among perceptions of the three areas of mentoring support (professional growth and development, mentoring support, and teaching practices support) and novice teachers' job satisfaction in one school district was represented in this study. Herzberg's two-factor theory of motivation is the supporting theoretical framework for this study. Research regarding relationships between novice teacher programs and job satisfaction were presented. The ultimate goal of mentoring is to retain teachers and provide support based on the needs of the teacher. Ingersoll (2012) confirmed varied methods of mentoring activities do affect novice teachers' perceptions to remain or exit the teaching profession. The results offer additional information to researchers, principals, mentors, and program leaders seeking further knowledge of support provided for novice teachers in Meadow that can affect job satisfaction. Section 2 contains a review of the literature related to the roles and expectations of mentoring support, professional growth and development, supporting teaching practices of novice teachers, factors of job satisfaction and job dissatisfaction, attrition, retention of novice teachers, and the relationship between mentoring and job satisfaction. Section 3 contains a description of the methodology used to conduct the study. Section 4 provides results of the research questions addressed in the study. Section 5 provides an overview of the study and address the summary of the findings along with recommendations.

Section 2: Literature Review

The literature review is a synthesis of primary sources gathered from search engines in the Walden University Library, such as ProQuest, Education EBSCO, Thoreau Multiple Data Base, and Google Scholar. Professional databases, such as Galileo, provided information from valuable peer-reviewed articles. Searches used the following keywords: *novice teachers, mentoring, professional growth, teaching practices, novice teachers, needs of beginning teachers, teacher retention and attrition,* and *job satisfaction*. The review contains current literature related to job satisfaction and dissatisfaction, purpose and expectations of mentoring support, professional growth and development, teaching practices, attrition and retention, and the relationship of mentoring and job satisfaction. The review is comprised of references relevant to the development and support of novice teachers. Common challenges of novice teachers will inform viewpoints regarding mentoring novice teachers and job satisfaction. Professional development and teaching practices are strategies discussed regarding the needs of novice teachers. Mentoring is designed to support novice teachers; therefore, roles and responsibilities are discussed.

Factors of Job Satisfaction or Job Dissatisfaction

Job satisfaction affects the overall performance of employees in any organization; therefore, what motivates or affects an employee should be considered of importance (Aroge, 2016). Understanding a novice teacher's satisfying and dissatisfying experiences is related to one's motivation and job performance. In 1957, Herzberg examined the two-factor theory, also known as the motivation-hygiene theory, to determine influential

factors of job satisfaction or job dissatisfaction. Researchers have piloted studies using the two-factor theory; however, the model of the motivation-hygiene theory has been correlated to Maslow's (1943) hierarchy of needs as they both validate the necessity of first fulfilling the physiological factors or simply basic human needs (Damij et al., 2015; Shockley et al., 2013; Thibodeaux, Labat, Lee, & Labat, 2015). Once basic needs are met, the implication of intrinsic job-related factors align to the second set of needs or psychological growth that promotes achievement and satisfaction. Martin et al. (2015) reported that novice teachers in a caring and supportive climate are empowered, and thus, appreciate the profession.

Herzberg (1987) categorized the theory of motivation in two domains, high order (intrinsic/motivation/psychological) needs, and low order (extrinsic/hygiene/ physiological) needs. Intrinsic job motivators are psychological satisfiers such as acknowledgment, opportunities for progression, accountability, accomplishments, work itself. Herzberg acknowledged the most important satisfier is when an employee achieves success, which contributes to work performance, collegial relationships, and job satisfaction. Hygiene-related job factors include the policies of the organization, relationships with colleagues and superiors, wages, work environment, status, and job security (Damij et al., 2015). The relevance of the two-factor hygiene motivator theory contributes to novice teachers' associations of job satisfaction factors.

Shockley et al. (2013) related Herzberg's theory to their evidence that when higher order needs are met, job satisfaction increases. Salary concerns, hygiene or extrinsic factors, were important to teachers and were associated with job dissatisfaction. Nonetheless,

compensation did not entirely satisfy the teachers. Job satisfaction improves when motivation is addressed; therefore, Herzberg (2001) suggested not focusing on hygiene factors that may decrease job dissatisfiers solely; instead, give results of tentative satisfaction. Shockley et al. regarded mentoring as a viable component of induction that supports teacher retention; however, noted further studies were needed to address motivational and hygiene factors in programs that support novice teachers.

Traditional college teacher preparation programs and alternative certification programs are pathways for an aspiring educator; however, novice teachers are not always totally ready for the complexities of their career or even the first day with students (Martin et al., 2015). As a result, an increasing need to provide mentoring support is critical to the success of novice teachers entering the profession through traditional and alternative routes (Hobbs & Putnam, 2016).

The Role and Purpose of Mentoring

Mentoring and induction goals are related to the emotional and professional support of novice teachers. The first two years are an important period in a teacher's career; therefore, mentoring is a critical component that prepares, develops, and supports novice teachers (Hobbs & Putnam, 2016). Thornton (2014) asserted the importance of principals and district leadership addressing the influence of mentoring on novice teachers to determine the challenges and strategies that will lead to a program's success.

Novice teachers have difficulties during their transition into the teaching profession and experience challenging classroom or instructional decisions (Rajagani-Diwyaa, 2014). Novice teachers want to experience success and depend on support

programs, such as mentoring to assist them in their development (Chan, 2014). Leaders of mentoring or induction programs find it necessary to extend a teacher's development from knowledge acquired in a teacher preparation program to transferrable behavioral patterns in the classroom (Smeaton & Waters, 2013). Researchers have regarded professional development as an important need when preparing mentors to have a goal-based program that will provide meaningful activities and support the needs of novice teachers (Callahan, 2016; Chan, 2014). McCann (2013) emphasized the importance of mentors being coaches, listeners, and effective communicators; therefore, assisting in novice teachers' development versus creating themselves as an imitation of the mentors. Likewise, mentors are highly qualified teachers expected to build capacity; however, professional training for mentors to support novice teachers should be a continual process (Thornton, 2014). Mentors need continuous training to support the development of novice teachers; their support may remedy the concern of retention among novice teachers (Israel, Kamman, McCray, & Sindelar, 2014).

Mentoring programs may differ in support; however, aiming to provide personal and professional growth of novice teachers. For example, the New Teacher Center is recognized as one of the best training programs in the United States, and have provided training for more than 5,000 mentors and supported over 50,000 teachers (Thornton, 2014). Bradley-Levine, Mosier, and Lee (2016) reported results from a Teaching Fellowship, which mentored novice teacher graduates from a university by partnering with the hiring school district. In this study, math and science novice teachers provided perspectives that would improve areas of mentoring support, development, and retention

of teachers (Bradley-Levine et al., 2016). Bradley-Levine et al. noted the limited research on this alternative approach; however, the results of the Teacher Fellowship study indicated data that may inspire decision makers of teacher education programs to partner mentoring support with the novice teacher's hiring organization. The novice teachers of the Teacher Fellowship program benefited from a collaborative and trusting environment with school-based mentors and occasions where they could engage in discussion with other novice teachers. Hobbs and Putnam (2016) reported that shared trust, respect, and positive interactions are recognized as expected characteristics of a mentor.

As of January 2015, Meadow provided a state-approved 2-year nontraditional route for certification, known as the Teacher Academy for Preparation and Pedagogy for interested educators seeking to meet the critical needs areas of students (Professional Learning Department staff member, personal communication, February 5, 2016). Regardless of the certification route, a novice teacher is expected to understand, implement, and perform general guiding principles of teaching (Scherer, 2012). The traditional preparation for teaching in universities and routes of alternative certification for teaching exhibit a commonality of providing future teachers with field experiences to ensure personal success in the classroom (DiCicco, Sabella, Jordan, Boney, & Jones, 2014).

Supporting novice teachers at the beginning of their career is essential; thereby, providing a more viable foundation for effective teaching and the achievement of their students (Maor & Mcconney, 2015). Additionally, Maor and Mcconney (2015) suggested a positive environment for the novice teacher includes mentoring experiences that are

nonthreatening and nonjudgmental. Amongst the challenges of entering the profession, the growth and achievement of students are of utmost importance. A change agent describes a mentor's role and purpose; thus, affecting a novice teacher's success with classroom management, psychological support, pedagogical practices, collaborative practices with stakeholders and professional needs or support (Gilles et al., 2013; Hobbs & Putnam, 2016; Thornton, 2014).

Expectations of Mentoring Support

Mentoring is recognized in schools, such as Meadow, as a strategic path to career development for novice teachers. Zembytska (2016) discussed how mentoring evolved: (a) preinstitutional informal assistance for new teachers from 1960 to 1970; (b) institutional support including induction with mentoring as a core expectation at the state level pertaining to retention and improving the quality of educators during 1980 to 1990; and (c) incorporating varied stakeholders using the andragogical model of mentoring to design continuous and selected support, embracing state-level policies, incorporating collaborative processes and professional learning from the early 21st century to present.

Mentors are selected experienced teachers coaching novice teachers to meet the challenges of a student, parent, personal, and professional needs (Martin et al., 2015). School leaders are responsible for selecting mentors with suitable personalities to guide novice teachers about expected professional practices (Sunde & Ulvik, 2014). One of the most vital components of Meadow's induction process is providing mentors for novice teachers. Personal and professional growth are two main components of mentoring and

coaching practices; a deep understanding of this strategic approach for novice teachers provides a channel of evidence for researchers and practitioners (Jones, 2015).

Understanding the needs of novice teachers is a guiding element of effective mentoring. Hobbs and Putnam (2016) reported that the proficiency of lesson planning, documentation, managing student behavior, and instructional practices are learning processes attributed to a mentor's responsibility of supporting novice teachers. These areas are also credited to increasing job satisfaction and sustaining the retention of novice teachers (Hobbs & Putnam, 2016).

Novice teachers develop confidence, engage in reflective practices, and may limit experiences of isolation when mentoring partnerships consist of collaboration (McCann, 2013; Sunde & Ulvik, 2014). Embedding collaborative practices in mentoring include supporting the needs of novice teachers by addressing personalized instructional needs, providing timely feedback, and engaging in purposeful meetings to improve their teaching practices (Martin et al., 2015). For example, professional support such as mentor feedback after an observation, collaboration, along with support about evaluation, instruction and resources were themes that emerged from a study of special education novice teachers (Israel et al., 2014). Israel et al. (2014) suggested that novice teachers require professional support more than emotional support. Roegman, Reagan, Goodwin, and Yu (2016) also reported that emotional support should not supersede professional support. Therefore, mentors developing a relationship of trust, partnership, and dependability establish a level of comfort; critical to the success of novice teachers (Hobbs & Putnam, 2016; Martin et al., 2015).

Professional Growth and Development for Novice Teachers

Mentors share their knowledge and ideas (Lavine, 2016). Equally, along with mentors, school leaders are accountable for the professional learning support provided to beginning teachers (Sunde & Ulvik, 2014; Thornton, 2014). Researchers recognize the significance of school leaders reviewing the effectiveness of mentoring and the level of professional learning critical to developing and retaining novice teachers (Lavine, 2016). Lavine (2016) indicated that novice teachers expect to receive direction in school policies; however, additional areas of need are instructional planning, classroom management, and feedback on their performance. Listening to novice teachers is an approachable method of developing the framework of professional development opportunities (Lavine, 2016). In Finland, novice teachers are trained with a nontraditional approach, known as peer-group mentoring (Geeraerts et al., 2015). A nontraditional model where the mentor provides support and collaborates with a group of teachers to plan their professional needs for the school year is preferred, instead of the one-directional traditional method of communication between the mentor and novice teacher (Geeraerts et al., 2015). The peer-group mentoring model is a safe environment away from the school site. The new teachers regarded the peer-group mentoring model as an important component of professional learning that affects teaching practices, skills, self-confidence, professional learning needs, and allows networking among teachers outside of the local school (Geeraerts et al., 2015).

Supporting Teaching Practices of Novice Teachers

Novice teachers want to feel a sense of belonging in the school and community; therefore, mentoring and induction support is an approach to assist novice teachers in adjusting to their work environment (Callahan, 2016). Pogodzinski (2015) reported novice teachers' perceptions of working conditions that relate to their teaching: (a) accessing school resources, (b) work overload associated with job stress and job satisfaction, and (c) administrative tasks overpowering classroom responsibilities. Novice teachers anticipate that mentors have experience in their present position, can help plan, model best practices, and develop communication skills with parents or school leaders (Lavine, 2016). Authenticity is also an important trademark of a new teacher's individuality; therefore, Maor and Mcconney (2015) suggested that mentors allow novice teachers to embrace mistakes or achievements and support them during these experiences.

Hobbs and Putnam (2016) examined the cognitive, emotional, and social learning of novice teachers in a North Carolina rural school district. Teachers were assigned a mentor, recognized as a teaching and learning coach. Novice teachers identified support, encouragement, and feedback as positive elements provided by the mentor. The novice teachers reported negatively when the mentor was off-site, had other responsibilities, and could provide only limited support to novice teachers. However, novice teachers noted that an on-site mentor was a positive experience, beneficial for improving self-confidence and personal and professional growth (Hobbs & Putnam, 2016).

Attrition and Retention of Novice Teachers

The reasons why teachers are leaving the profession in their first few years of teaching are (a) the lack of a teacher's effect on student achievement, (b) concerns of management in the classroom, or (c) the feeling of not belonging in the school's culture (Callahan, 2016). Ingersoll and Strong (2011) found that 25% of teachers in classrooms are those with teaching experience between 0 and 5 years. However, Arnup and Bowles (2016) reported that 50% of teachers leave the profession within the first five years. Student achievement is affected when teachers leave the profession (Thibodeaux et al., 2015).

Attrition is an important aspect of a school district's budget based on the investment of resources, professional training, recruiting, and hiring of more teachers (Teague & Swan, 2013). Solving the problem of retention requires an understanding of knowing why teachers leave, knowing what problems they encounter, and providing successful strategies to combat problems during their first years of teaching. Mentoring is a supporting factor that can be a two-fold benefit as it relates to maintaining teachers and the budget expenses of attrition (Callahan, 2016).

De Neve and Devos (2017) analyzed the perspectives of novice teachers leaving the profession based on job demands and job resources. De Neve and Devos found that job insecurity is a leading reason aligned with teachers' workload experiences. Reducing novice teachers' intentions of leaving the profession is associated with job resources, autonomy in the classroom, support, or engagement with colleagues (Callahan, 2016; De Neve & Devos, 2017).

Ulferts (2016) studied the retention and satisfaction of first-year teachers in a small rural district with 24 schools. An influential feature attributed to job satisfaction was the contentment of the teaching position. Novice teachers were most influenced to remain in education based on (a) safety in the school environment, (b) rapport with their students, (c) class size, and (d) support received from school leaders (Ulferts, 2016). Latifoglu (2016) attributed employment conditions as a contributor to concerns of teachers leaving the profession and recommended further research of this factor. Latifoglu's study revealed (a) positive mentoring practices along with support and guidance, (b) professional development opportunities, and (c) sustaining a balance between the workload and personal lifestyle as some elements that contribute to the retention of novice teachers. In contrast, elements linked to attrition were (a) safety incidents attributed to parents and students, (b) insurmountable challenges with job responsibility, (c) negative mentoring experiences, (d) ineffective professional development, and (e) lack of autonomy in work environment.

The Relationship Between Mentoring and Job Satisfaction

The focus of this study are features often mentioned when discussing the nationwide concern about novice teachers leaving the profession—mentoring support and job satisfaction. A large amount of research is available on mentoring (Callahan, 2016); however, there is limited research regarding the relationship between job satisfaction and mentoring of novice teachers. Callahan (2016) confirmed that more research is needed to assess if mentoring support in schools are successfully affecting the development of novice teachers. Collins, Sweigart, Landrum, and Cook (2017) noted that novice teachers

experience challenges and responsibilities in both personal and professional areas that require the support of a mentoring or induction program. Researchers have noted that mentoring support is a distinct factor that influences novice teachers' perspectives about their working conditions and their decision to remain in their careers (Pogodzinski, 2015).

Mentoring supports the development of teacher effectiveness and thus affects student achievement (Thibodeaux et al., 2015). A survey of the American teacher showed that teacher effectiveness corresponded to 33% of the gains in student achievement (Metropolitan Life Insurance Company, 2013). Knox and Anfara (2013) reported that job satisfaction related to student achievement had become a recurring variable in job stress, student interaction, and classroom management studies. Knox and Anfara cited Beer and Beer (1992) who found that job dissatisfaction has a high association with teacher negativity and stressful working conditions (Reilly, Dhingra, & Boduszek, 2014). However, when teachers are satisfied with their jobs, they become advocates for the profession, remain in their careers, enhance professional development, and seek ways to improve their career. Therefore, Knox and Anfara asserted the importance of school leaders assessing the job satisfaction of their staff.

There is a nationwide concern to expand research about teachers leaving the profession (Zhang & Zeller, 2016); therefore, effectively supporting new teachers in a structured manner may result in increased job satisfaction (Collins et al., 2017; Curry et al., 2016). Kumar (2015) cited Locke's (1976) definition of job satisfaction as positive and emotional connections that are relative to an individual's job experiences. However,

Locke (1969) defined job dissatisfaction as infuriating experiences that hinder job expectations and affect personal and professional job situations. Satisfied employees remain in the profession. Thibodeaux et al. (2015) studied the perceptions of novice teachers and identified teacher burnout from high-stakes testing and low salary as factors that attributed to job dissatisfaction.

Womack-Wynne et al. (2011) noted that the responsibilities of a first-year teacher are problematic. However, they indicated that first-year teachers who receive support through mentoring might experience increased job satisfaction, professional and personal advancement, and increased job productivity. Consequently, Womack-Wynne et al. concluded that low job satisfaction is correlated to limited and inconsistent support.

Increased job satisfaction is an important factor related to novice teachers remaining in the profession. However, there is limited research in the literature about the relationship between mentoring and induction programs for novice teacher and their job satisfaction (Callahan, 2016). The connection between the teacher shortage in U.S. schools, mentoring novice teachers, and job satisfaction are tenuous. Further research is needed.

Section 3: Research Method

In this study, I examined the relationship between components of mentoring support (professional growth and development, mentoring, and teaching practices support) and job satisfaction as perceived by novice teachers in Meadow. In the following sections, I have provided an explanation about the characteristics of the setting and the sample, instruments, data collection, analysis procedures, ethical research principles, and participants' rights.

Research Design and Approach

This correlational explanatory research design was used to explore statistical relationships between variables associated with novice teacher perceptions of the three areas of mentoring support (professional growth and development, mentoring support, and teaching practices support) and job satisfaction. A cross-sectional survey was used for a one-time collection of data and was advantageous when quantifying existing perceptions (Creswell, 2008). The Spearman *rho* correlation coefficient was calculated to measure the strength of the linear relationships between the scores on the BTS measuring perceptions of professional growth and development, mentoring support, and teaching practices support and scores on the JIG survey. The primary data collection was an online beginning teacher survey on mentoring support and job satisfaction.

Setting and Sample

Meadow is among a suburban community in a large metropolitan area of Georgia consisting of elementary schools, middle schools, high schools, charter schools, special education settings, virtual sites, and alternative programs. The participants in this study

consisted of Meadow's novice teachers with 0–3 years of experience. No additional criteria were needed. The study was conducted during the 2017–2018 school year. Meadow identified 1,954 novice teachers as novice teachers in the 2016–2017 school year; however, 78 novice teachers completed the online questionnaire with a 70% response rate. To determine the minimum sample size needed to conduct a series of correlation procedures on the data, an a priori G*Power analysis was conducted. The power of a statistical test is the probability that the null hypothesis will be rejected when it is false. Cohen (1992) stated that determining statistical power depends on the alpha level (customarily, $\alpha = .05$), the sample size, and the population effect size (in this case, the population correlation coefficient). Power is the probability of not accepting a null hypothesis when it is false (Type II error); therefore, a power of .80 is the 80% probability of successfully rejecting the null hypothesis (Cohen, 1992). Since the actual correlation was not known, G*Power was used to estimate sample size using $\alpha = .05$, power = .80, and correlation values of .3 and .5. With $\alpha = .05$ and power = .80, if actual correlation is $r = .5$ a minimum sample size of 29 is required. However, if actual correlation is $r = .30$, a minimum sample size of 84 is required to reject the null hypothesis when conducting a bivariate normal correlation. The study was underpowered as only 78 novice teachers completed the online survey, which is a response rate of 70%.

Instrumentation and Materials

I used two instruments, the BTS and JIG, in an online questionnaire (see Appendix B) to measure the perceptions of novice teachers regarding components of mentoring support (professional growth and development, mentoring, and teaching

practices support) and job satisfaction. The scales created from the instruments were used to examine the relationships among the mentoring support and job satisfaction.

The Beginning Teacher Survey

The BTS contained three sections (see Appendix B) that was used to seek the perceptions of the teachers about (a) professional growth and development (6 items), (b) mentoring (12 items), and (c) teaching practices support (9 items). The survey was selected to ensure obtained information showed quantitative measurements from participants providing perceptions regarding the types of support received by Meadow's mentoring program. Permission to use the BTS and make adaptations, such as omitting questions not pertaining to the study, was granted from a representative of the Oregon Department of Education (see Appendix C). Participants respond to the questionnaire items using a 5-point Likert scale ranging from 1 (*very dissatisfied*) to 5 (*very satisfied*). A scale score for each section was created by averaging the responses in each section and ranged from 1 to 5. A score of 5 indicates satisfaction with the support provided by mentors.

Western Oregon University Teaching Research Institute Center on Educator Preparation & Effectiveness (2014) examined and revised the Oregon Department of Education Beginning Teacher Survey to ensure that questions were aligned to the goals of the state's mentoring program; therefore, confirming content validity, criterion-related validity, and construct validity. The results of the survey included 347 beginning teachers in the mentoring program, a sample signifying 85% of beginning teachers. The results of the survey are evaluated, reported on its website for each project, and Excel files permit

additional exploration of variables (Center on Educator Preparation & Effectiveness, 2014). Since 2008, Oregon Department of Education has used the BTS as a longitudinal study for novice teachers. Each year, questions are examined before the survey is administered to participants. In 2013, a webinar was used to receive suggestions on revisions of the survey. The evaluation team of Western Oregon University made changes to ensure the survey was generalizable and confirmed the BTS demonstrates satisfactory internal consistency for reliability. Published scholarly writers examining mentoring support among novice teachers have used the BTS as a reliable instrument to provide research findings (McCamley, 2014; Menegat, 2010; Sasser, 2018). The reliability of the BTS refers to the dependability of the measure, which is getting the same results as it repeatedly administered to novice teachers, since 2012 until present. The BTS indicate opinions of teachers versus predictability. To evaluate the reliability of the survey, a senior analyst of the Center for Education and Innovation for Evaluation and Research confirmed the evaluation team measures the reliability of the instrument to validate stability and consistency. These procedures include a yearly detailed review to ensure instructions and survey questions are clearly presented to minimize errors and gather feedback to monitor areas of concern. For example, when items give similar information, suggestions are made to review the items for elimination (personal communication, August 21, 2018).

Job in General Scale

The JIG survey, a global 17-item scale to measure overall satisfaction of one's job, was constructed to accompany the nine facet scales of the Job Descriptive Index

(JDI). Koh, Lee, and Shen (2016) reported that the two major types of job satisfaction scales are those that ask employees how they are satisfied with their overall job, while others ask employees to report how satisfied they are with various facets of their work (e.g., wage, coworkers, supervisors, opportunities to advance) and combine their responses across all facets to determine a general measure of job satisfaction. However, Koh et al. reported that research by others (e.g., Highhouse & Becker, 1993) has shown that overall and combined facet measures of job satisfaction cannot be considered the same because the facets combined to get an overall job satisfaction scale may not be weighted the same by the employees responding to the questionnaire as by how the developers of the measure envisioned. Koh et al. reported in a meta-analysis that the most common overall measures of job satisfaction were one-item measures; however, multiitem measures such as the JIG scale were found.

Since its development in the 1980s, the JIG has been shown to have good validity and reliability (Ironson, Smith, Brannick, Gibson, & Paul, 1989). Gillespie et al. (2016) reported the effectiveness of using the JIG when measuring employees' overall satisfaction and affirmed that the JIG provides effective criterion-related validity for overall measures of job satisfaction. Gillespie et al. reported evidence of convergent validity between correlations of the JIG and the JDI. To validate the JIG, Ironson et al. (1989) applied both traditional item analysis and item response theory procedures to data from three heterogeneous samples that ranged from 1,150 to almost 4,500. The coefficient that measured the reliability was .91 and above for the 17-item scale in each

sample. Additional convergent and discriminant validity was demonstrated (Ironson et al., 1989).

The JIG is an alternative to longer measures that combine scores across multiple facets, such as the 66-item Teachers Job Satisfaction Questionnaire (Lester, 1984, 1987). In addition to the JIG's appropriateness as a global measure of job satisfaction, the smaller number of items provides for ease of administration. The JIG has been used in numerous studies measuring job satisfaction, including studies of teachers.

The JIG (see Appendix B) is provided free to researchers at the JDI website at Bowling Green State University. Respondents are asked if 17 words describe their job. For each word, if it describes their job, they select YES (3) or they select NO (0) if the word does not describe their job. If they are undecided, their response is coded 1. Eight of the words are negative (i.e., boring, disagreeable); therefore, responses are reverse coded before scores are calculated. Job satisfaction scores range from 0 to 54. A high score indicates high job satisfaction.

Data Collection and Analysis

After receiving approval from the school district, the principals at each school in the district were contacted by email to solicit their help in contacting novice teachers working in their buildings. The email contained information about the study and a link to the questionnaire. The principals were asked to forward the email to the novice teachers in their schools. Reminder emails were sent 7 and 14 days after the initial email to the principals. The reminder email asked principals to forward the email again to novice teachers working in their building. The reminder emails to each principal thanked those

novice teachers who had responded and asked those who had not responded to provide their input. Participants included 78 novice teachers who are 70% of all teachers.

Respondents used a link sent by the principal to access the questionnaire from an online survey provider. Responses to the questionnaire were saved on the Survey Monkey server and downloaded for analysis. An electronic file will be retained by the researcher. The responses at the online survey provider were anonymous.

I downloaded data from the online survey website server and uploaded into the Statistical Package for Social Sciences (SPSS). Scale scores were created for the three mentoring sections (professional growth and development, mentoring, and teaching practices support) of the BTS. A satisfaction score was created from the 17 items of the JIG.

The scales generated from the Likert-scaled items of the BTS showed quantitative descriptions about the perspectives of the novice teachers. The scales were used as interval data in inferential statistical testing (Boone & Boone, 2012). Previous research on the effectiveness of a mentoring program for new teachers used similarly Likert-scaled items and the computed scale means were used in several inferential statistical procedures, including analysis of variance and correlation (Flanagan, 2006). Norman (2010) reported that since the 1930s, many studies have shown that parametric (inferential) statistics are robust concerning violations of the assumption of interval or ratio data. Also, Brown (2011) reported that some papers have shown that Likert scales can be analyzed effectively as interval scales (i.e., Baggaley & Hull, 1983; Maurer & Pierce, 1998; Vickers, 1999). However, after the data were downloaded and scales were

created, the data were screened and found not to meet the assumption of normality and linearity required to use the Pearson product moment correlation procedure. In the place of the Pearson correlation, the nonparametric statistical procedure Spearman *rho* was used. Both Pearson product-moment correlation and Spearman rank correlation are used to measure the degree of association between two variables. However, the Spearman correlation procedure does not assume normality and linearity. The use of Spearman's *rho* only requires that data are at least ordinal and the scores on one variable must be monotonically related (only increasing or only decreasing) to the other variable. Spearman's *rho* is a special case of Pearson *r* and can be evaluated in the same manner (Chen & Popovich, 2002).

Protection of Participant Rights

After permission was granted from Walden University's Institutional Review Board (Appendix D), I submitted the application packet and proposal to the Research and Review Board of Meadow for approval to conduct the study. Upon approval, the district allowed me to contact principals to provide the survey to novice teachers through email.

The consent form was located on the first page of the online survey. By clicking on yes at the bottom of the consent form, and proceeding to the next page, each participant provided informed consent. After providing that consent, the participant was able to begin the questionnaire on the following page.

The consent form indicated the purpose of the study, the amount of time required to participate, the benefits of the study, and a statement that participation was voluntary and confidential. I provided a personal contact number and email address for potential

participants to ask questions about the study. A name, telephone number, and email address from Walden University was provided in the event of additional concerns regarding the research or rights of the participants. Participation was voluntary and refusal to participate in the study did not invoke penalty or loss of benefits to any subject. At any time, a participant could withdraw involvement without penalty.

Only aggregate data were reported in the study; no individual teacher data were collected. No Internet protocol addresses were collected during the survey process. The online survey provider stored survey responses and results on its server, and I will maintain data electronically and in a safe place for five years before shredding any paper documents relating to the data.

Guidelines ensured that participants were ethically respected by incorporating ethical principles during and after the collection of data. The guiding ethical principles included (a) respect for persons, (b) beneficence, and (c) justice (Creswell, 2009). On the consent form, I stated information about the rights of privacy for participants and my obligation to maintain their anonymity. Secondly, for the beneficence of the study, I expressed my responsibility as the researcher to protect the participants.

Section 4: Results

In this section, I examined the relationship between components of mentoring support (professional growth and development, mentoring, and teaching practices support) and job satisfaction as perceived by novice teachers in Meadow and present the results of the data analysis. A quantitative research design was used to analyze the research questions. A description of the variables, including their distributions, is shown along with results for each research question.

Data were collected over a 3-week period. I sent electronic invitations to 114 principals of Meadow's schools to request their permission for the study to be conducted at their school. Thirty-two percent of the principals chose to participate and were asked to forward an email to novice teachers in their school buildings. The email contained a link to an online questionnaire. Two reminder emails were also forwarded by the principals to the novice teachers. Of the 1,954 novice teachers identified by the district, 112 teachers that received the email link to access the survey, three teachers did not agree to participate, 13 agreed to participate but did not answer any items on the questionnaire, and 18 did not respond to enough items to be included in the dataset. As a result, the dataset used to analyze the research questions contained complete responses from 78 teachers, a 70% response rate, meaning that the study was slightly underpowered and the results have to be interpreted with caution.

Description of the Variables

As explained in Section 3, the calculation of scores will show novice teachers' perceptions about (a) professional growth and development, (b) mentoring, and (c)

teaching practices support. A score for each section was calculated by averaging the responses in each section. The scores ranged from 1 to 5. A score of 5 indicates satisfaction with the support provided by mentors. The novice teachers' job satisfaction scores were created from the 17 items on the JIG scale. Job satisfaction scores range from 0 to 54. A high score indicates high job satisfaction.

Table 1 contains the ranges, means, and standard deviations of the four variables created from the participants' responses. Meadow novice teachers' perceptions of mentoring support ranged between *neither satisfied nor dissatisfied* and *somewhat satisfied*. The novice teachers rated the mentoring they received as highest (M = 3.80). The lowest rated scale was teaching practices support (M = 3.51). The novice teachers' job satisfaction, on average, was 36.19. This is approximately two thirds (67%) toward the top of the range of the JIG scale.

Table 1

Description of the Variables (n = 78)

Variable	*M*	*SD*	Range
Professional growth	3.73	1.05	1 – 5
Mentoring	3.80	1.10	1 – 5
Teaching practices support	3.51	1.19	1 – 5
Job satisfaction	36.19	14.49	3 – 51

Cronbach's alpha ranges from 0 to 1, with higher values indicating greater reliability (Nunnally, 1978). Values of Cronbach's alpha larger than .90 indicates strong reliability. To confirm the reliability of the BTS and JIG with this sample, SPSS was used

to calculate Cronbach's alpha. As shown in Table 2, both instruments had high Cronbach's alpha values supporting the reliability of this study.

Table 2

Reliability of the Scales

Scale	# of items	Cronbach's alpha
Beginning Teacher Survey		
Professional growth and development support	6	.92
Mentoring	12	.98
Teaching practices support	9	.97
Jobs in General	17	.88

Note: The Cronbach alpha values reported in this table were obtained using SPSS and the current study's sample of 78 teachers.

To determine the appropriate statistical test to analyze the relationships among the four variables, the assumptions of the Pearson product-moment correlation procedure were reviewed. The data were examined in SPSS for normality of the variables using the Shapiro-Wilk test for normality (see Table 3). The null-hypothesis for the Shapiro–Wilk test is that the population is normally distributed. Since the *p*-values are less than .05 for all variables, the null hypothesis is rejected, and the assumptions of normality was not met for Pearson's *r*. In lieu of Pearson's product-moment correlation, the nonparametric Spearman's *rho* (r_s) was used. The distributions of the variables were also examined using histograms (see Appendix E). The linearity of the variables in each research question was also examined using scatter plots (see Appendix E).

Table 3

Tests of Normality of the Variables

Variable	Shapiro-Wilk	*df*	*p*
Professional growth	.93	78	< .01
Mentoring	.88	78	< .01
Teaching practices support	.93	78	< .01
Job satisfaction	.88	78	< .01

Analysis of the Research Questions

The novice teachers' perceptions of the three areas of mentoring support (professional growth and development, mentoring, and teaching practices support) and job satisfaction were used to answer three research questions. This section contains each research question and the results of the subsequent analysis using SPSS. Chen and Popovich (2002) reported that the Spearman's *rho* is a special case of Pearson *r* and can be evaluated in the same manner. Schober, Boer, and Schwarte (2018) stated, "Several approaches have been suggested to translate the correlation coefficient into descriptors like 'weak', 'moderate', or 'strong' relationship. These cutoff points are arbitrary and inconsistent and should be used judiciously" (pg. 1765). Schober et al. (2018) indicated a correlation between .40-.69 could be labeled as moderate. Ratner's (2009) guidelines stated that values between 0.3 and 0.7 indicate a moderate relationship. And, Evans (1996) suggested that .40-.59 would be moderate. The correlation values in this study ranged from $r = .52$ to $r = .61$ (Table 4) and are considered to be moderate.

Table 4

Relationship Between Novice Teachers' Job Satisfaction and Their Perceptions of the Mentoring Program (n = 78)

	Job satisfaction	
Teachers' perception of mentoring program	r_s	*p*
Professional growth and development support	.61	< .01
Mentoring	.55	< .01
Teaching practices support	.52	< .01

Research Question 1

What is the relationship between novice teachers' perception of the professional growth and development support from a mentoring program as measured by the Beginning Teachers Survey (BTS) subscale and job satisfaction scores as measured by the Job in General survey (JIG)?

$H_0$1: There is no significant relationship between novice teachers' perceptions of the professional growth and development support provided by the mentoring program as measured by the BTS subscale and their job satisfaction scores as measured by the JIG.

H_A1: There is a significant relationship between novice teachers' perceptions of the professional growth and development support provided by the mentoring program as measured by the BTS subscale and their job satisfaction scores as measured by the JIG.

The relationship between novice teachers' perception of professional growth and development support and job satisfaction was moderate and significant (r_s = .61, p < .01).

Research Question 2

What is the relationship between novice teachers' perceptions of the mentoring from a mentoring program as measured by the BTS subscale and job satisfaction scores as measured by the JIG?

$H_0$2: There is no significant relationship between novice teachers' perceptions of the mentoring provided by the mentoring program as measured by the BTS subscale and their job satisfaction scores as measured by the JIG.

H_A2: There is a significant relationship between novice teachers' perceptions of the mentoring provided by the mentoring program as measured by the BTS subscale and their job satisfaction scores as measured by the JIG.

The relationship between novice teachers' perceptions of the mentoring provided by the mentoring program and their job satisfaction was moderate and significant (r_s = .55, p < .01).

Research Question 3

What is the relationship between novice teachers' perceptions of the teaching practices support from a mentoring program as measured by the BTS subscale and job satisfaction scores as measured by the JIG?

$H_0$3: There is no significant relationship between novice teachers' perceptions of the teaching practices support provided by the mentoring program as

measured by the BTS subscale and their job satisfaction scores as measured by the JIG.

H_A3: There is a significant relationship between novice teachers' perceptions of the teaching practices support provided by the mentoring program as measured by the BTS subscale and their job satisfaction scores as measured by JIG.

The relationship between novice teachers' perceptions of teaching practices support provided by the mentoring program and their job satisfaction was moderate and significant ($r_s = .52$, $p < .01$).

The study is consistent and reflective of research that supports the development of teachers through mentoring support and confirms moderate to significant relationships between novice teachers' perceptions of mentoring and job satisfaction. The literature presented indicated job satisfaction and effective mentoring strategies are critical factors also related to student achievement and teacher retention. Teachers' perceptions of mentoring support and the relationship to job satisfaction were analyzed and ranked using the BTS and JIG: (a) Professional growth ($r_s = .61$, $p < .01$); (b) Mentoring support ($r_s = .55$, $p < .01$); and (c) Teaching practices ($r_s = .52$, $p < .01$). The influence of these variables is associated to Herzberg's two-factor theory relative to motivation factors, such as such as work itself, recognition, responsibility, and advancement through professional growth and development and hygiene factors such as supervision, interpersonal relationships, and working conditions. The results of this study are essential to facilitating mentor to novice teacher relationships and may strengthen and improve mentoring

program designs. Understanding what shapes the mindset for novice teachers as it relates to job satisfaction, along with effectively supporting their needs in the identified variables of this study, may contribute to closing the existing gap of 50% of teachers leaving within five years of their teaching career (Arnup & Bowles, 2016). Mentoring support is regarded as a positive influence for novice teachers building collaborative relationships in a professional community.

Beyond the mentor and novice teacher relationship, principals also seek to establish effective mentoring support to meet the needs of novice teachers. Financial allotments for mentoring support, professional learning, and development opportunities are purposeful for novice teachers; however, when novice teachers leave, district budgets are affected and the investment becomes a loss. Ineffective mentoring or dissatisfied experiences may produce a domino effect, whereas, dissatisfied teachers may discourage future educators to enter the profession that leads to teacher shortage and students not having consistency of experienced teachers. Ultimately, the expected goal of effective mentoring programs is to incorporate individualized support that will address emotional, pedagogical, and diverse professional needs of new teachers to the profession. The outcome of satisfied and effective novice teachers will foster positivity in the workplace, increase student achievement, and empower teachers to remain in the workforce despite encountering challenges of teaching and learning.

Summary

The distributions of the variables created from the novice teachers' responses were not normal. Therefore, Spearman's *rho*, a nonparametric statistical procedure to

determine strength of association, was used. Moderate, significant relationships were found between novice teachers' perceptions of the three areas of mentoring support (professional growth and development, mentoring, and teaching practices support) and their job satisfaction (see Table 4). There were 78 responses. The lowest correlation in the study was .52. Similar to published studies identifying relationship of variables, the results of this study should be interpreted cautiously because the sample size was small and the study was underpowered (Clarke, Killeavy, & Ferris, 2015; Firoozi, Jokar, & Kazemi, 2017; Liaw, 2017).

Section 5: Discussion, Conclusions, and Recommendations

Meadow, a large suburban district in Georgia, provides mentoring support to novice teachers with 0 to 3 years of experience. Mentoring programs use strategies that guide and support novice teachers, leading to retention in the profession and job satisfaction. For that reason, perceptions of novice teachers' experiences of mentoring and job satisfaction are critical to understanding and resolving the nationwide concern of teacher attrition (Callahan, 2016; Watson, 2018; Zhang & Zeller, 2016). Outcomes of this study indicate current insight to researchers, district-level leaders, principals, and mentors about novice teachers' perceptions of their mentoring support (professional growth and development, mentoring, and teaching practices support) and its relationship to job satisfaction. Perceptions of novice teachers are meaningful data to Meadow leaders, which provide further understanding to researchers and other educational agencies of supportive structures that are connected to job satisfaction and a teacher's development.

Interpretation of the Findings

Strengths of relationships between the variables of interest were determined using Spearman *rho*, a nonparametric statistical test because the statistical assumptions for linearity and normality needed for Pearson's correlation were not met. The null hypothesis was rejected for each of the three research questions. There were moderate, statistically significant correlations between the novice teachers' perceptions of their mentoring support (professional growth and development, mentoring, and teaching practices support) and their job satisfaction. Conclusively, the data supported the alternative hypotheses for the three research questions.

Professional Growth and Development Support and Job Satisfaction

The relationship between novice teachers' perceptions of professional growth and development support provided by the mentoring program and job satisfaction were moderate and statistically significant. Sunde and Ulvik (2014) and Thornton (2014) confirmed the accountability of educational leaders and mentors providing professional growth and development opportunities for novice teachers, which is depicted in the findings of this study. Lavine (2016) confirmed that effective professional learning is critical to the development and retention of novice teachers. Having meaningful activities, supporting the needs of novice teachers, and developing strategic approaches for professional growth are important components of professional development (Callahan, 2016; Chan, 2014; Jones, 2015).

The word *challenging* is notably used to describe novice teachers' job expectations and experiences in the early phases of their career (Rajagani-Diwyaa, 2014). Therefore, school leaders and mentoring support are encouraged to parallel state, district, and local school expectations that align to school improvement with professional development activities to improve self-efficacy of novice teachers (Gaikhorst, Beishuizen, Zijlstra, & Volman, 2017; Zembytska, 2016). Tabancali (2016) confirmed Herzberg's two-factor theory is aligned to job satisfaction as it relates to internal and external factors that influence teachers job satisfaction; therefore, meeting the needs of novice teachers significantly affects motivational factors and provides professional opportunities for collaboration among colleagues. To avoid loneliness and combat isolation, professional growth and development is an important strategy that decreases

job satisfaction, improves student learning and job performance (McCann, 2013; Sunde & Ulvik, 2014; Tabancali, 2016). According to Gaikhorst et al. (2017), teachers contribute greatly to the success of student performance; therefore, professional development opportunities, such as the Mastery Program in Amsterdam, provide learning communities to engage novice teachers in group meetings from experts, discuss job-related tasks, and results in the classroom after application of learned practices from the professional learning experience. Glennie, Mason, and Edmunds (2016) indicated an inadequate provision of professional development is a factor that influences novice teachers' feelings of dissatisfaction, which affects retention rates and student performance.

Mentoring and Job Satisfaction

The relationship between novice teachers' perceptions of the mentoring provided by the mentoring program and their job satisfaction was moderate and statistically significant. The results of this research question are similar to previous findings relative to the need of mentoring for novice teachers. Womack-Wynne et al. (2011) acknowledged that the first year is often filled with responsibilities that may be problematic. Novice teachers may also experience challenges in personal and professional areas (Collins et al., 2017). Latifoglu's (2016) study confirmed that positive mentoring support could contribute to the retention of novice teachers; therefore, yielding to increased job satisfaction, professional and personal advancement, and increased job productivity.

Hobbs and Putnam (2016) regarded mentoring as a critical need to a novice teacher's development whether entering through the traditional or alternative route. Mentoring is a collaborative process that has evolved from the early 1960s to present; however, Martin et al. (2015) also confirmed the essential elements of mentoring support are (a) addressing personalized instructional needs; (b) providing timely feedback; (c) engaging in purposeful meetings to improve teaching practices; (d) feedback after an observation; (e) collaboration, support pertaining to evaluation; and (f) attaining resources. Gilles et al. (2013), Hobbs and Putnam, and Thornton (2014) indicated additional areas of need, such as (a) classroom management, (b) psychological support, (c) pedagogical practices, and (d) collaboration with stakeholders.

Many school districts have organized mentoring or induction programs to counteract teacher attrition, burnout and job dissatisfaction, within the first five years of teaching (Rumschlag, 2017). Subsequently, mentoring support is provided by experienced teachers to provide pedagogic assistance, emotional support and address difficulties of the profession (Dağ & Sarı, 2017). Retrospectively, adaptation to school culture, procedures, and classroom management are experiences that become overwhelming during the beginning years of teaching; therefore, the use of mentoring support is a process that addresses these elements. However, outcomes are linked to perceptions of job satisfaction (Nasser-Abu Alhija & Fresko, 2016). Kachhawa et al. (2018) confirmed working conditions or low salary are often associated with job dissatisfaction and reasons of attrition; however, mentoring includes other positive

factors that will improve student achievement and levels of satisfaction for varied job-related expectations.

Teaching Practices Support and Job Satisfaction

The relationship between novice teachers' perceptions of teaching practices support and their job satisfaction was moderate and statistically significant. Hobbs and Putnam (2016) confirmed negative experiences due to the lack of support provided when a mentor may have additional responsibilities and can provide only partial support to novice teachers in their personal or professional growth. Hobbs and Putnam's results parallel the views of Meadow novice teachers and their perceptions of teaching practices as it was rated the lowest variable of mentoring support. In a prior study in 2011 of Meadow, researchers reported that mentors offered little assistance with (a) classroom management (68%), (b) communicating to parents (68%), (c) planning effective lessons (65%), (d) opportunities to observe their mentor (61%), and (e) opportunities to observe effective teachers (58%) (Huge & Associates, 2012). Meadow mentors are also classroom teachers who provide site-based coaching and instructional support to novice teachers; therefore, fulfilling other obligations as a classroom teacher may not always provide immediate access to address the teaching practices needs of novice teachers.

Khanna (2017) acknowledged Herzberg's theory of motivation and hygiene factors as significantly relative to the effect of job satisfaction and implied that motivation factors such as professional growth and development or hygiene factors such as interpersonal relationships should be addressed to avoid job dissatisfaction. Deterrents of job dissatisfaction, such as limited support or mastering discipline concerns is a

process of development that evolves through effective teaching practices (George, Richardson, & Watt, 2018). Effective teaching practices are essential for novice teachers which helps them to develop understanding of the curriculum, instructional methods, and strategies that can be applied in the classroom; however, further research is needed to confirm relationships to job satisfaction (Song & Alpaslan, 2015).

Novice Teachers' Job Satisfaction

On average, job satisfaction reported by the novice teachers surveyed in the current study was approximately two thirds toward the top of the range of the Job in General scale. This finding supported previous research. Emotional connections to job experiences are associated with positive, negative, or dissatisfied perceptions and can be deciding factors of job satisfaction (Knox & Anfara, 2013; Kumar, 2015). Hobbs and Putnam (2016) credited mentoring support to increased job satisfaction and retention of novice teachers. Pogodzinski (2015) reported that working conditions are a factor in the job satisfaction of novice teachers. Wininger and Birkholz (2013) agreed that job satisfaction is a key motivator for individuals to remain in their profession. Knox and Anfara (2013) affirmed that teachers' satisfaction leads to retention, job advocacy, and seeking further development to improve their teaching careers. Zhang and Zeller (2016) confirmed the nationwide issue of teacher attrition; therefore, suggested a structured mentoring support program to address novice teachers' needs could yield hopeful outcomes of increased job satisfaction.

The results of the current study confirmed Herzberg's (2001) two-factor theory. Herzberg's theory suggested motivators and hygiene factors are essential attributes in

determining perceptions of job satisfaction. Motivators represent the psychological needs of novice teachers and affect job performance. The intrinsic aspects are associated with positive feelings about the job requirements that are supported through professional growth and development, mentoring support, or job satisfaction.

Mentoring support is vitally associated with hygiene factors that represent the physiological needs of novice teachers. Hygiene factors are associated to the adjustments or feelings about the work environment; therefore, if support is nonexistent, perceptions result in job dissatisfaction. Herzberg (2001) advised not focusing on hygiene factors that may decrease job dissatisfiers solely; instead, give results of tentative satisfaction. Therefore, the findings of this study confirm Herzberg's two-factor theory and validate the mentoring support variables of this study. When higher order needs are met, job satisfaction increases; however, if support is nonexistent, perceptions result in job dissatisfaction. Previous research (Britt-Stevens, 2014; Johnson, 2010; Wood, 2014) and the current study confirm that Herzberg's two-factor framework of motivation is a viable theory to use to inspect specific elements related to mentoring, the needs of teachers, attrition, retention, and job satisfaction.

Implications for Social Change

The results of this study indicate implications for positive social change for mentoring programs, mentors, policy decision-makers, school leaders, and teacher preparation programs at the local, state, and national levels. District leaders and principals are important in monitoring the process of mentoring and facilitating changes regarding factors that contribute to positive mentoring support and increased job

satisfaction (Knox & Anfara, 2013). The results of this study show that understanding the immediate needs of novice teachers in the areas of professional growth and development, mentoring support, and teaching practices are critical to their job satisfaction (Shockley et al., 2013). The indicators associated with each variable in this study show specific factors that are important to novice teachers.

The mentoring of novice teachers must include social-emotional support (Hobbs & Putnam, 2016). The effects of mentoring experiences may influence decisions to leave the teaching profession in less than five years, job satisfaction, and student achievement (Callahan, 2016; Clark, 2012). Research indicated that the turnover of novice teachers affects the budgets of school districts as it relates to the process of recruitment, hiring, training, and continuous professional development required during the early years of their careers (Callahan, 2016; Teague & Swan, 2013). Implementing effective mentoring strategies for novice teachers may resolve budgetary expenses related to attrition and give school districts a return on their investment to spend on other improvements related to teaching and learning. The positive social change in providing effective mentoring strategies and professional learning experiences to meet the needs of novice teachers affect progressive job satisfaction, defeat the trend of teacher attrition, and increase teacher retention.

Recommendations for Action

Novice teachers enter the profession with hopes of influencing the lives of students. As the craft of teaching and learning is encountered on a daily basis, student success becomes a determinant of teachers' effectiveness and affects teachers' choices to

remain in the profession (Thibodeaux et al., 2015). Attrition and retention are serious national educational concerns aligned with experiences or mentoring support of novice teachers. Arnup and Bowles (2016) reported that teachers exit the profession within the first five years of their careers. Therefore, school districts nationwide, such as Meadow, must take action to address the support novice teachers receive and conduct ongoing evaluations to identify aspects that affect job satisfaction.

Identifying how to support novice teachers, address their immediate needs, and identify critical motivators or dissatisfiers that affect job satisfaction may influence our nation's teacher attrition rates (Herzberg, 2001; Latifoglu, 2016). District and school leaders should offer needs assessment surveys to novice teachers to determine strategies for support that will help them navigate or manage the responsibilities of their first three years in the profession. Time management is a difficult task for experienced teachers. Likewise, novice teachers encounter the same concern as it relates to job-related tasks. Therefore, reminding novice teachers about the importance of collaborating with other colleagues beyond mentors can also be additional support during the early stages of their career. Novice teachers are trained through traditional and alternative programs; however, they face daily challenges as they enter the profession, requiring coaching as they apply learned strategies (Collins et al., 2017).

State and district leaders, decision makers, and principals can undertake this critical task through focused support for mentors who work with novice teachers. Increased professional training opportunities, additional release time for direct on-site mentoring, dialogue for critical reflection of practice, and varied support strategies are a

few recommendations that may contribute to improved mentoring support for novice teachers.

Recommendation for Further Study

Understanding the perspectives of novice teachers as it relates to mentoring and job satisfaction provides substantial evidence to guide decision makers or mentoring programs seeking methods to support novice teachers. Therefore, further research is recommended about the relationship between mentoring and job satisfaction (Callahan, 2016; Shockley et al., 2013).

There is a plethora of research on mentoring novice teachers; however, the relationship between mentoring support and job satisfaction is a critical component of teacher retention that needs further examination. Callahan (2016) reported that teachers who participate in mentoring programs had shown increased job satisfaction and retention, which also confirmed the results of this study from Meadow's novice teachers. Furthermore, school districts and educational leaders should continuously seek to develop the leadership capacity of mentors and identify barriers or enablers that mentors encounter as they support teachers (Thornton, 2014). In Thornton's (2014) study, mentors identified professional learning during mentor academies and forums were significant to support provided to novice teachers. Providing sufficient time for mentors is significant to collaboration and necessary to address the needs of novice teachers.

Thornton (2014) also reported that mentors identified lack of time to mentor teachers and the school culture as common barriers. The support of principals and district leaders is influential to the success of mentoring programs; therefore, increasing efforts

that emphasize supportive networks for mentors and differentiated models based on the needs of mentors or teachers can improve the efficacy of mentoring programs (McCann, 2013).

Additional recommendations for further study are:

- Expand the research to include school districts throughout Georgia and the United States to gather additional evidence of the relationships between mentoring support and job satisfaction.
- Extend the study to teachers beyond induction years to examine the relationships among professional development, teaching practices, and job satisfaction.
- Extend the study to all teachers to examine the relationship between perceptions of job satisfaction and teacher retention.
- Expand the study to gather novice teachers' personal and professional development perspectives regarding support of mentors with either partial or full release time.
- Conduct further studies to show how state and school district leaders can improve induction and mentoring programs to decrease teacher turnover.
- Conduct on-going program evaluations in Meadow to understand the effect of mentoring support, make adjustments where needed, and compare data with other school districts.

Conclusion

As an educator for 24 years, I was mentored by a colleague and realize the value of successful mentoring support for novice teachers. Novice teachers enter the field intellectually prepared, but the reality of daily experiences in the classroom and job responsibilities can become frustrating and challenging. As a veteran school leader, I understand and have experienced decisions made at the national, state, and district levels sometimes affect teachers' confidence or motivation to carry out their duties and responsibilities. Teacher development and support are critical factors in teacher retention.

All the factors of mentoring support that may be related to job satisfaction have not been addressed in this study; however, the variables of this study allowed me to focus on novice teachers and examine relationship between perceptions of mentoring support (professional growth and development, mentoring support, and teaching practices support) and job satisfaction. A review of the mentoring literature included valuable insight from prior studies and indicated components of the variables for this study. The viability of Herzberg's motivation-hygiene theory and literature stated was evident in the findings of this study. Moderate, significant relationships were found between novice teachers' perceptions of the three areas of mentoring support (professional growth and development, mentoring, and teaching practices support) and job satisfaction. These results show evidence to researchers, policymakers, school districts, and principals seeking to understand the relationship between mentoring support and novice teachers' job satisfaction. Collaborative efforts to sustain novice teachers, invest further in mentorship programs, and evaluate induction or mentoring programs are significant areas

of research. As a nation, we must ensure that mentoring programs provide successful practices to ensure support systems meet needs of novice teachers. Teaching is a noteworthy profession; therefore, combatting attrition through effective mentoring support is an approach that addresses teacher turnover of novice teachers and is beneficial to the nationwide goal of retaining effective and satisfied educators.

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Appendix A: Meadow District Mentoring Program

Meadow District Mentoring Program

The program provides site-based mentoring for novice teachers at the school of employment. Novice teachers are considered as those with 0–3 years of experience and are provided designated mentors to support their development. Mentors are master teachers with five or more years of experience and a receive 100 hours of training before they are endorsed by the state department of education.

- A principal selects a mentor to support the development of the novice teacher in each building.
- Mentors are required to provide site-based cognitive coaching and instructional and psychological support. In addition, they are required to provide 10 hours of individual protégé conferences during the school year.
- Mentoring support is designed to (a) engage teachers in professional development activities that are meaningful to the improvement of their teaching practices, (b) improve the quality of new teachers through reflective and collaborative strategies, (c) contribute to improved teacher retention, and (d) support new teachers with peer assistance from trained mentors.
- The curriculum includes, but is not limited, to monthly activities, conferences, collaboration, peer observations, instructional assistance, modeling, reviewing policies of the school and district, classroom management techniques, reviewing instructional resources, and professional development.

Appendix B: Questionnaire

Please take the time to respond to items* in each of the categories**.** Please communicate your responses in an open, honest, and accurate manner.

While working with your mentor and sources of support, how satisfied are you with the following areas?

1 **Very dissatisfied**	**2** **Somewhat dissatisfied**	**3** **Neither satisfied nor dissatisfied**	**4** **Somewhat satisfied**	**5** **Very satisfied**

PROFESSIONAL GROWTH AND DEVELOPMENT							
1.	Observing master/veteran teachers with my mentor	1	2	3	4	5
2.	Observations and feedback provided by my mentor	1	2	3	4	5
3.	Developing meaningful professional goals and monitoring progress	1	2	3	4	5
4.	District professional development	1	2	3	4	5
5.	Establishing professional teaching goals with mentor	1	2	3	4	5
6.	Beginning educator orientation	1	2	3	4	5
MENTORING							
7.	Supported me with strategies to better manage my classroom	1	2	3	4	5
8.	Supported me with resources and materials to improve my teaching	1	2	3	4	5
9.	Assisted me in developing a repertoire of teaching strategies	1	2	3	4	5
10.	Supported my knowledge of content area and curriculum	1	2	3	4	5
11.	Supported me with formative assessment strategies and resources	1	2	3	4	5
12.	Assisted me with lesson and long-term planning	1	2	3	4	5
13.	Supported me with strategies to analyze student work	1	2	3	4	5
14.	Collaborated with me regarding strategies for an equitable classroom	1	2	3	4	5
15.	Supported me in effective parent communication	1	2	3	4	5
16.	Supported me with strategies/resources to help with job-related stress	1	2	3	4	5
17.	Provided emotional support	1	2	3	4	5
18.	Provided me with information for accessing district resources	1	2	3	4	5
TEACHING PRACTICES							
19.	Collection and analysis of student data	1	2	3	4	5
20.	Planning differentiated instruction	1	2	3	4	5
21.	Creating an equitable classroom	1	2	3	4	5
22.	Teaching English language learners	1	2	3	4	5
23.	Teaching at-risk students	1	2	3	4	5

	1 Very dissatisfied	2 Somewhat dissatisfied	3 Neither satisfied nor dissatisfied	4 Somewhat satisfied	5 Very satisfied
24. Teaching students with special needs	1	2	3	4	5
25. Teaching talented and gifted students	1	2	3	4	5
26. Locating resources	1	2	3	4	5
27. Watching my mentor demonstrate teaching	1	2	3	4	5

JOB IN GENERAL SCALE

Think of your job in general. All in all, what is it like most of the time?

Yes if it describes your job

No if it does not describe your job

? if you cannot decide

Pleasant	Yes	No	?
Bad	Yes	No	?
Great	Yes	No	?
Waste of time	Yes	No	?
Good	Yes	No	?
Undesirable	Yes	No	?
Worthwhile	Yes	No	?
Worse than most	Yes	No	?
Acceptable	Yes	No	?
Superior	Yes	No	?
Better than most	Yes	No	?
Disagreeable	Yes	No	?
Makes me content	Yes	No	?
Inadequate	Yes	No	?
Rotten	Yes	No	?
Enjoyable	Yes	No	?
Poor	Yes	No	?

THANK YOU FOR YOUR PARTICIPATION

Appendix C: Permission to Use and Adapt the Oregon Mentoring Survey

From: FRISENDAHL Tanya <Tanya.Frisendahl@ode.state.or.us>
Date: Wed, Nov 19, 2014 at 11:16 AM
Subject: RE: Oregon New Teacher Survey
To: Karen Williams <karenwilliams330@gmail.com>

Yes, you can use the survey.

Thank you for asking.

Tanya

Tanya Frisendahl

Education Specialist | Office of Learning | Instruction, Standards, Assessment, & Accountability Unit | Oregon Department of Education

Office: 503.947.5754 | Fax: 503.378.5156 | tanya.frisendahl@state.or.us

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From: Karen Williams [mailto:karenwilliams330@gmail.com]
Sent: Tuesday, November 18, 2014 4:22 PM
To: tanya.frisendahl@state.or.us
Subject: Oregon New Teacher Survey

Hello Ms. Frisendahl,

I am Karen Williams, a doctoral student at Walden University, and a principal in a Georgia School District. I am doing a study pertaining to new teachers perceptions and their job satisfaction. I have viewed the ODE survey: Oregon Mentoring Program: Beginning Teacher Survey 2014 (Draft 3_25) located at http://www.wou.edu/tri/CEPE/forms/BTdraft-3-25.pdf and I would like to request permission to utilize this survey for my study. If permissible, will I be able to make adjustments such as deleting questions that are not needed? I am not sure if this survey is of the public domain.

I look forward to your response. If you have further questions, please feel free to contact me at 770-760-9580.

Karen Williams

Appendix D: IRB Approval

The IRB approval # is 01-09-18-0155148.

Appendix E: Histograms and Scatterplots of Variables Used in the SPSS Analyses

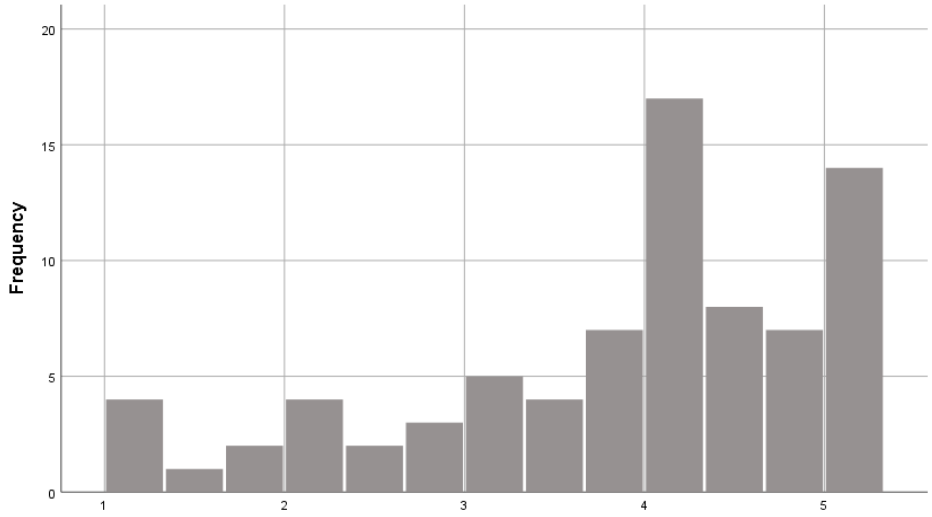

Figure 1. Distribution of novice teachers' perceptions of mentoring.

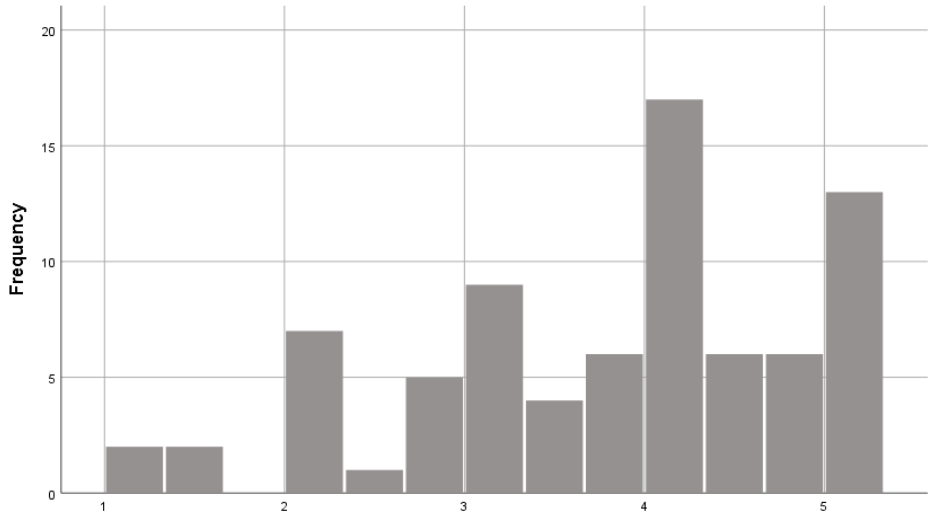

Figure 2. Distribution of novice teachers' perceptions of professional growth and development support.

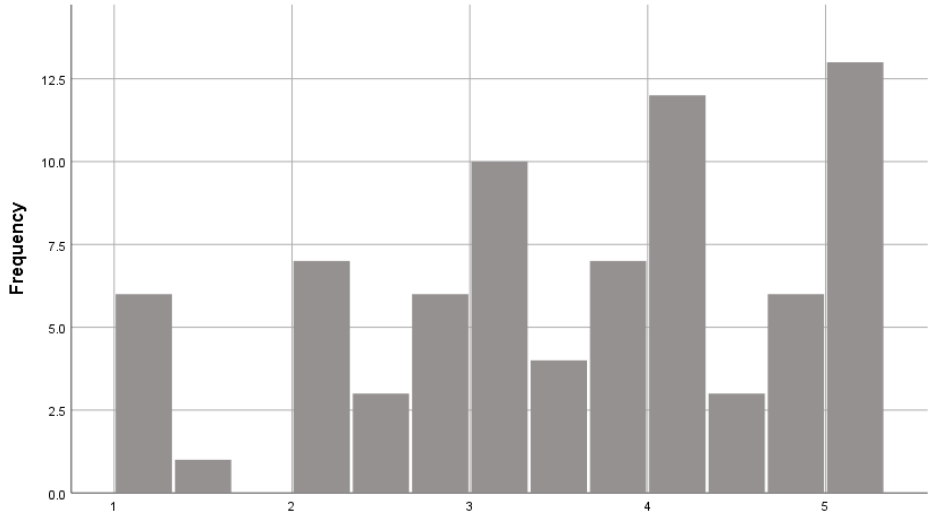

Figure 3. Distribution of novice teachers' perceptions of teaching practices support.

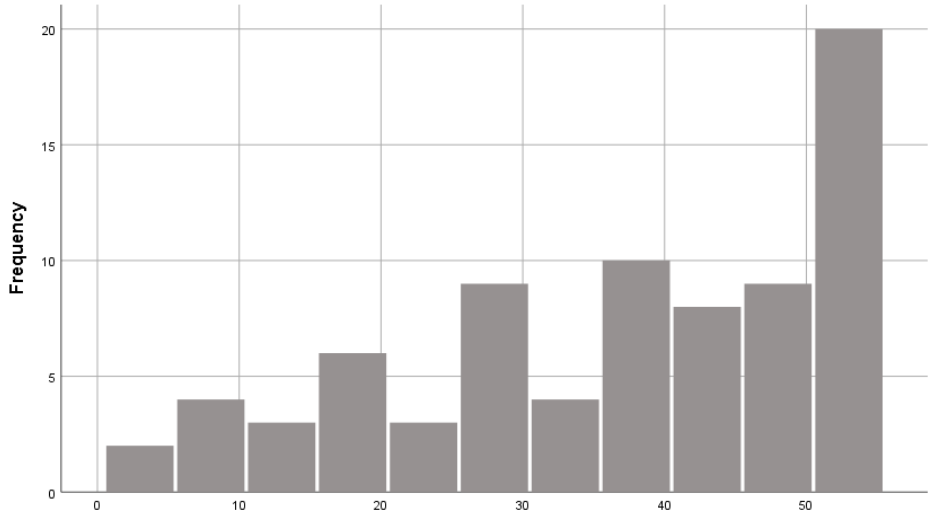

Figure 4. Distribution of novice teachers' job satisfaction.

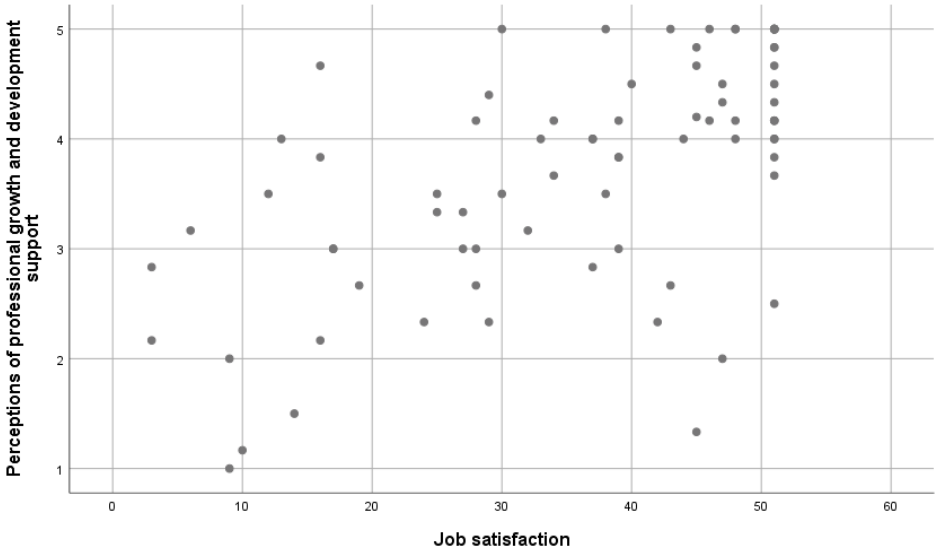

Figure 5. Scatterplot of teachers' perceptions of professional growth and development support and job satisfaction (RQ1).

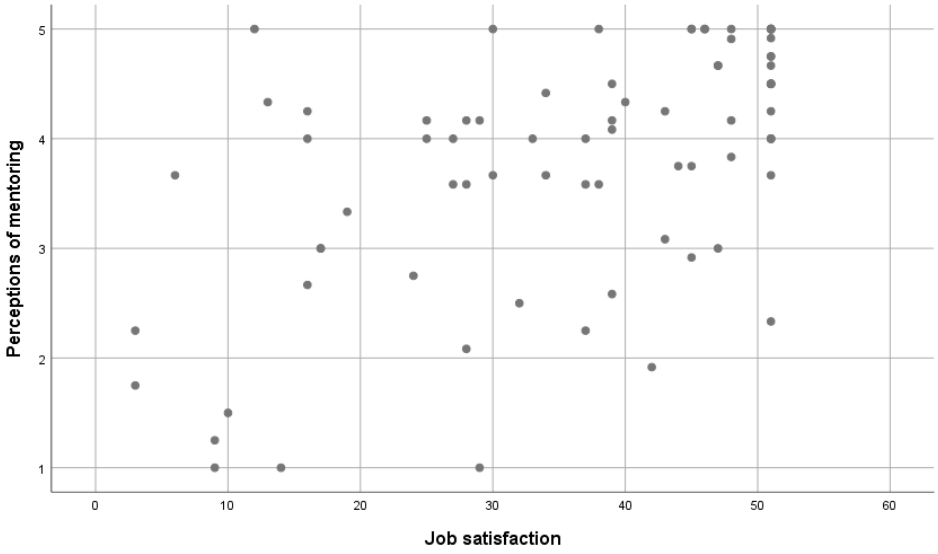

Figure 6. Scatterplot of teachers' perceptions of mentoring and job satisfaction (RQ2).

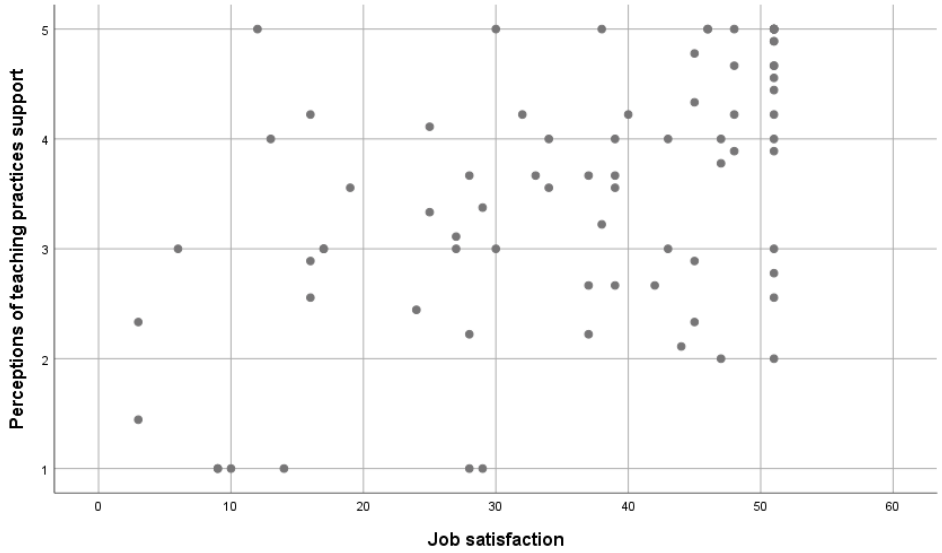

Figure 7. Scatterplot of teachers' perceptions of teaching practices support and job satisfaction (RQ3).