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The Correlation Between Administrative Support, Classroom Management, and Parental Involvement on Novice Teachers' Intent to Remain in an Urban School District in Georgia

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ABSTRACT

EDUCATIONAL LEADERSHIP

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THE CORRELATION BETWEEN ADMINISTRATIVE SUPPORT, CLASSROOM
MANAGEMENT, AND PARENTAL INVOLVEMENT ON NOVICE
TEACHERS' INTENT TO REMAIN IN AN URBAN SCHOOL
DISTRICT IN GEORGIA

Committee Chair: Barbara Hill, Ed.D.

Dissertation dated May 2019

The purpose of this mixed methods study was to determine whether administrative support, classroom management, and parental involvement factors are significantly related to novice teacher's retention. A quantitative survey and qualitative focus group measured the correlation between administrative support, classroom management, and parental involvement on novice teachers' intent to remain in the classroom. The findings of this study will prepare educational leaders, human resource departments, and school board members with strategies to effectively reduce teacher attrition and improve student achievement in school systems.

Both qualitative and quantitative data were compiled and synthesized while considering descriptive and inferential statistics to recognize emergent themes for

implications of novice teacher retention. The findings of the study concluded that there was a significant correlation between administrative support and classroom management on novice teachers' intent to remain.

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MANAGEMENT, AND PARENTAL INVOLVEMENT ON NOVICE
TEACHERS' INTENT TO REMAIN IN AN URBAN SCHOOL
DISTRICT IN GEORGIA

A DISSERTATION
SUBMITTED TO THE FACULTY OF CLARK ATLANTA UNIVERSITY
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THE DEGREE OF DOCTOR OF EDUCATION

BY

SHONNIKA D. HENRY

DEPARTMENT OF EDUCATION

ATLANTA, GEORGIA

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CHAPTER I

INTRODUCTION

“There is only one way to obtain student achievement and the research is very specific. It is the teacher and what the teacher knows and can do that is the determining factor with student achievement.”

-William Sanders, American Statistician

The demographics of the United States have changed over the last 20 years. This increase in the country’s population can be attributed to the growing number of births, immigration, advancement in medicine that has prolonged the once average age of Americans, technological advancements, and several other mitigating factors (Banks & McGee Banks, 2010; Popkewitz, 2013). At the forefront of these changes, especially in school-aged children, is the amplified number of students entering the primary and secondary school settings. As such, the educational trajectory has demanded several changes in the academic environment to meet the proliferation of diversity in the student populace that exists in American schools. The demographic milestone in schools today reflects a growing population of students of color with varying cultural and ethnic backgrounds (Domina & Ruzek, 2012). To accommodate the diverse learning styles that inundate our schools, both educational policymakers as well as educational practitioners have attempted to formulate plans of action to meet the educational needs of pupils in the

public school setting. One of the greatest concerns stems from whether states have an educator workforce, or the capacity to produce one, with the training and skills needed to ensure that students achieve the learning outcomes essential to succeed in school and beyond (Haynes, 2014). In Georgia, of the demand of 11,000 new teachers, 10,806 new teachers were hired for the 2014-2015 school year (Stephens, Hall, & McCampbell, 2015).

The 2012-2013 academic year revealed a growing trend in monetary spending towards the educational need of students in the k-12 setting (Zumeta, 2012). During this academic year, the Federal Department of Education reported a 620 billion dollars' disbursement to the various states for the use of primary and secondary education. Barakat, Goujon, Skirbekk, Sanderson, and Lutz, (2010) maintained that other democracies similar to the population and diversity of the United States spends far less than their European counterpart. Specifically, Schleicher and Davidson's (2012) reported deficiencies in the academic attainment of students where they "performed below average in mathematics in 2012 and is ranked 27, ranks 17 in reading, and 20 in science" (p. 1). In an effort to improve student achievement, policymakers and practitioners must determine ways to improve teacher quality and build the capacity of teachers who can accommodate the needs of all learning styles within the confine of the classroom. With teacher attrition accounting for 95% of the hiring need in 2014, Sutchter, Darling-Hammond, and Carver-Thomas (2016) stated a necessary starting point is to take a step back and identify what impacts teachers' decision to leave the teaching profession. Furthermore, understanding the degree to which educational leaders such as the school

principal, the school district, and the state can support the needs of the teacher to carry out instruction to student learners is paramount for the success of teachers and students alike.

To further illustrate this, the public schools of North Carolina State Board of Education Department of Public Instruction (2016) reported a 12.78% rate of departing teachers in their first five years of teaching. The Minnesota Department of Education (2017) also reported that an average of 15.1% of first year teachers leave the profession and more than a quarter (25.9%) of the teachers depart from the field after three years. According to statistics from Florida Department of Education (2013), out of 171,833 teachers who worked in 2012–2013, 9,004 of those teachers left their jobs. Such research provides a global understanding of the new teacher attrition rates in American schools.

Statement of the Problem

According to the 2015 Georgia Public P-12 Teacher Workforce Status Report, in the state of Georgia, approximately 70% of teacher hiring statewide is done to replace teachers who have left the workforce. In the fall of 2015, the Georgia Professional Standards Commission reported 44% of public school teachers in the state of Georgia leave within the first five years of employment. With a demand of 300,000 new teachers needed by 2020 (Darling-Hammond & Carver-Thomas, 2017) and 316,000 needed by 2025, teacher shortages is a national concern. This shortage is due partly to a decrease in enrollment in teacher education programs and high teacher attrition. National enrollment in teacher education programs has fallen by 35% over the past five years (Sutcher, Darling-Hammond, & Carver-Thomas, 2016). In Georgia between 2010 and 2015,

enrollment in teacher educator programs declined by 36% (Sutcher, Darling-Hammond, & Carver-Thomas, 2016). With this shortage comes the cost to recruit and replace teachers. The National Commission on Teaching and America's Future (NCTAF) estimates the cost of replacing public school teachers who have dropped out of the profession is \$7.3 billion a year (Carroll, 2007). The Alliance for Education (2014) indicated that the cost related to teachers who leave the profession in Georgia is roughly \$82 million. A comprehensive approach to reducing attrition would effectively both lessen the demand for teacher hiring and save money that could be better spent on factors to support teacher development and retention.

In order to reduce teacher attrition, it is important to know why educators are leaving the profession, who is leaving the profession, where attrition is the greatest, and what factors are associated with attrition. Research from the Learning Policy Institute (2016) indicated of those who leave teaching voluntarily, most teachers list some type of dissatisfaction as very important or extremely important in their decision to leave the profession. Areas of dissatisfaction included concerns with administration, testing and accountability pressures, dissatisfaction with the teaching career, or unhappiness with working conditions. In the state of Georgia, researchers found answers that mirrored those provided from the national level. The Georgia Department of Education (GaDOE) surveyed more than 53,000 educators across the state and grouped answers into four general categories: standardized tests and teacher evaluations; level of teacher participation in decisions, non-teaching responsibilities and pay; level and quality of

support and resources necessary, and school and district leadership; and level of teacher preparedness (Owens, 2015).

Beginning teachers are particularly vulnerable because they are more likely to be assigned low-performing students than are their more experienced colleagues. Despite the added challenges that come with teaching children and adolescents with higher needs, most beginners are given no professional support, feedback, or demonstration of what it takes to help their students succeed (Haynes, 2014). The results are as follows: 14% of new teachers leave by the end of their first year; 33% leave within three years; and almost 50% leave in five years (Wu et al., 2010). While there is a plethora of research dedicated to new teacher induction programs, missing from this anthology is a closer look at specific factors that affect novice teacher retention. The primary focus of this research is to provide a better understanding of the roles administrative support, classroom management, and parental involvement, play in the retention of novice teachers.

According to Richard Ingersoll (cited in Haynes, 2014), most teachers leave the profession because of inadequate administrative support. Dagli's (2012) research concluded that greater administrative support was associated with a decrease in the probability of moving to another school. Teachers who perceive that they have legitimate administrative support have a higher probability of staying in the same school (Egalite, Kisida, & Winters, 2015; Hughes, Matt, & O'Reilly, 2015). It is imperative that administrators understand the importance of providing support to novice teachers, as research indicates that by doing so leads to a higher sense of job satisfaction (Menon, 2012).

In addition to administrative support, disruptive student behavior has ranked among teachers' top concerns as one of the primary reasons teachers leave the profession (Smart & Igo, 2010). In a survey administered by Teaching Tolerance during spring 2016, over 45% of teachers who responded indicated that they wanted to leave the profession at one point because of classroom management and behavioral issues. Included in disruptive student behavior is the increase in disciplinary actions taken as a result of the use of mobile devices. Aided by the convenience and constant access provided by mobile devices, especially smartphones, 92% of teens report going online daily, including 24% who say they go online almost constantly, according to a study from Pew Research Center (2015). Richtel (2012) reported a belief among teachers that constant use of digital technology hampered their students' attention spans and ability to persevere in the face of challenging tasks. Addressing this issue is important in that research supports that the probability of increased student success is in fact linked to classrooms where teachers have the ability to effectively manage behavior and discipline (Ma & MacMillan, 1999).

The relationship, or lack thereof, between teachers and parents is cited as a strong determining factor for a teacher who is considering leaving the profession (Elfers, Plecki, & Knapp, 2006). The Every Student Succeeds Act (ESSA) serves as the latest reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA) which was last reauthorized in 2002 as the No Child Left Behind Act (NCLB). It requires school districts to offer programs and activities to involve parents and family members, and seek meaningful consultation with parents (U.S. Department of Education, 2017). An effective

partnership not only impacts the teacher's decision to stay or leave the classroom, but also promotes student growth and school success at every grade and age (National Education Association, 2011).

Two-thirds of Georgia teachers surveyed would not recommend teaching as a profession (Owens, 2015). This significant statistic, coupled with recent research requires the school district studied to develop ways to address the factors contributing to the high attrition rate among novice teachers.

Purpose of the Study

The purpose of this mixed methods study was to determine whether administrative support, classroom management, and parental involvement factors were significantly related to novice teacher's retention. A quantitative survey and qualitative focus group measured the correlation between administrative support, classroom management, and parental involvement on novice teachers' intent to remain in the classroom. The findings of this study will prepare educational leaders, human resource departments, and school board members with strategies to effectively reduce teacher attrition and improve student achievement in school systems.

The independent variables—administrative support, classroom management, and parental involvement—were selected to obtain overall perceptions of novice teachers' retention.

Research Questions

The primary goal of this research was to determine whether administrative support, classroom management, and parental involvement are significantly related to novice teachers' retention and addressed the following research questions:

- RQ1: Is there a significant relationship between **administrative support** and novice teachers' intent to remain within a select urban district in the state of Georgia?
- RQ2: Is there a significant relationship between **administrative support** and novice teachers' intent to remain in the teaching profession?
- RQ3: Is there a significant relationship between **teachers' self-efficacy in classroom management** and novice teachers' intent to remain within a select urban district in the state of Georgia?
- RQ4: Is there a significant relationship between **teachers' self-efficacy in classroom management** and novice teachers' intent to remain in the teaching profession?
- RQ5: Is there a significant relationship between **parental involvement** as perceived by teachers and novice teachers' intent to remain within a select urban district in the state of Georgia?
- RQ6: Is there a significant relationship between **parental involvement** as perceived by teachers and novice teachers' intent to remain in the teaching profession?

Significance of the Study

The Governor's Office of Student Achievement identified a quarter (25.1%) of the 2015-2016-teacher workforce, which is the largest share of teachers, had five or fewer years of experience working in Georgia public education. When analyzing years of experience, the share of teachers with five or fewer years of experience was approximately five percentage points larger in high poverty schools than low poverty schools. Analyses of the Schools and Staffing Survey (SASS) and the Teacher Follow-Up Survey (TFS), administered by the National Center for Education Statistics, established the correlation between the level of support and training provided to beginning teachers and their likelihood of moving or leaving after their first year (Ingersoll, Merrill, & May, 2014). Furthermore, Gagnon, and Mattingly (2012) reported that large urban districts that are poor and diverse are the most likely to have a critically high percentage of beginning teachers as high quality teachers are not eager to teach in urban schools, which need them the most.

Shortcut preparation programs may address vacancies, but academic performance of PreK-12 students in these teachers' classrooms is notably lower (Helig & Jez, 2010) and teacher retention is worse than both traditional routes and residencies. Ensuring educational equity to students demands that policy makers and school leaders focus on the quality of teachers, especially during the first five years of teaching as research indicates that teachers need from three to seven years in the field to become highly skilled- with the analytical and flexible thinking needed to engage learners, deepen their

conceptual understanding, and respond to how well they learn (Jackson & Bruegmann, 2009).

This study helped to determine whether administrative support, classroom management, and parental involvement were significantly related to novice teachers' retention. The findings of this study will better prepare educational leaders, human resource departments, and school board members with a framework to provide a working environment that encourages novice teachers to persist in the classroom.

Summary

The purpose of this study was to determine whether administrative support, classroom management, and parental involvement were significantly related to novice teachers' retention. When schools are not fully staffed, or when teachers are not fully equipped, teaching and learning suffers. In recent years, Georgia has implemented a myriad of policies aimed at strengthening the teacher pipeline and supporting high quality teaching (Georgia Partnership For Excellence in Education, 2016). Districts are recognizing that there is not enough ongoing support to retain novice teachers and that teacher leaders need to make substantial improvements to teaching and learning.

CHAPTER II

LITERATURE REVIEW

Retaining quality teachers is a major concern facing educational leaders in P-12 public education across the metro Atlanta area. The second chapter of this study examines the theoretical literature from the existing data found in a number of research reports, articles, and publications aimed at discovering whether administrative support, classroom management, and parental involvement have any positive or negative effects on a novice teachers' intent to remain within the classroom.

Background and Context

No Child Left Behind

The Elementary and Secondary Education Act (ESEA) was signed into law in 1965 by President Lyndon Baines Johnson who believed that full educational opportunity should be “our first national goal” (Office of Superintendent of Public Instruction, 2017, para. 9). From its inception, the ESEA was a civil rights law and offered new grants to districts serving low-income students, federal grants for textbooks and library books, funding for special education centers, and scholarships for low-income college students (Office of Superintendent of Public Instruction, 2017). Additionally, the law provided federal grants to state educational agencies to improve the quality of elementary and secondary education (U. S. Department of Education, 2017).

In 2001, President Bush signed into law bi-partisan legislation to amend ESEA, which became known as the No Child Left Behind Act (U. S. Department of Education, 2017). The major focus of NCLB was to close student achievement gaps by providing all children with a fair, equal, and significant opportunity to obtain a high-quality education through stronger accountability for results, more freedom for states and communities, proven education methods, and more choices for parents (U. S. Department of Education, 2017). NCLB represented a significant step forward for students in the United States in many respects, particularly as it shined a light on where students were making progress and where they needed additional support, regardless of race, income, zip code, disability, home language, or background (U. S. Department of Education, 2017).

NCLB mandated that all teachers must be highly qualified, to address the goal of the teacher equity problem, wherein the least qualified teachers were disproportionately instructing the most disadvantaged students. For teachers already in the classroom, this meant being fully certified by their state and not holding their credentials on an emergency or temporary basis. In addition to these requirements, a new teacher was required to hold a bachelor's degree and demonstrate subject-matter competency through rigorous subject knowledge and teaching skills exams given by the state. NCLB also required each state plan to include the steps they would take to ensure that low income students and students of color were not taught at higher rates than their wealthier peers by inexperienced, unqualified, or out of field teachers—a problem often referred to as the inequitable distribution of teachers (Hiler & Hatalsky, 2015). Through grants to states, NCLB provided resources to develop recruitment and retention strategies, such as

developing reciprocity agreements between states for the certification and licensing of teachers. However, NCLB did not require teacher evaluation systems, but under the waiver system the U. S. Department of Education did require states to develop and implement such systems in order to receive flexibility from the law. The law was scheduled for revision in 2007, and, over time, NCLB's prescriptive requirements became increasingly unworkable for schools and educators and in 2010, the Obama administration joined a call from educators and families to create a better law that focused on the clear goal of fully preparing all students for success in college and careers (U. S. Department of Education, 2017).

Every Student Succeeds Act

The Every Student Succeeds Act (ESSA) was signed by President Obama on December 10, 2015, and reauthorizes the Elementary and Secondary Education Act (ESEA). ESSA includes provisions that will help to ensure success for students and schools. Below are just a few. According to the U.S. Department of Education (2014), the law:

- Advances equity by upholding critical protections for America's disadvantaged and high-need students;
- Requires—for the first time—that all students in America be taught to high academic standards that will prepare them to succeed in college and careers;
- Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards;

- Helps to support and grow local innovations—including evidence-based and place-based interventions developed by local leaders and educators—consistent with our Investing in Innovation and Promise Neighborhoods;
- Sustains and expands this administration's historic investments in increasing access to high-quality preschool;
- Maintains an expectation that there will be accountability and action to effect positive change in our lowest-performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time. (para. 8)

ESSA eliminates the highly qualified teacher provision, providing states more flexibility to determine who should be teaching in their classrooms and authorizes, but does not require, states to use funding to implement teacher and leader evaluation systems, reform teacher and school leader certification systems, improve equitable access to effective teachers and leaders for all students, and develop mechanisms for effectively recruiting and retaining teachers—actions that would all undoubtedly bolster teacher quality (Hiler & Hatalsky, 2015). In addition, states are required to continue to disclose the steps they are taking to evaluate and publicly report on the inequitable distribution of teachers and the qualifications of their teachers and school leaders, spelled out by high- and low-income schools and schools with high and low concentrations of students of color (Hiler & Hatalsky, 2015). ESEA does enshrine into law Teacher and School Leader Incentive Fund Grants (formerly known as “TIF”), with the goal of expanding

performance-based compensation systems and human capital management systems for both teachers and principals (Hiler & Hatalsky, 2015).

The teacher equity provisions of ESSA provide states with flexibility to determine how to improve the quality of their teachers and school leaders. Even though the highly qualified teacher provision has been nixed, states and districts would still be required to provide data on the qualifications of their teachers and school leaders and report on the extent to which low-income students and students of color are disproportionately served by ineffective or inexperienced teachers (Jennings, 2012). That indicates a renewed effort to highlight and monitor the inequitable distribution of teachers. Overall, the compromise legislation would give states who want to improve their teacher quality a great deal of room to do so, but it would also put less pressure than the current waiver system on states who don't want to make teacher quality a priority (Camera, 2015).

The History of Urban Education

As urban areas expand and demographics continue to shift at rapid rates, there has been a renewed interest in what counts as “urban” in education (Massey, Warrington, & Holmes, 2014). While, in some cases, the distinction might be clear, urban schools are often classified as urban because of the characteristics associated with the school and the people in them, not only based on the larger social context of where the schools and districts are located (Milner IV, Murray, Farinde, & Delale-O'Connor, 2015). Furthermore, more, schools that are classified as urban, regardless of their physical location, are often interpreted and portrayed negatively (Milner, 2012; Noguera, 1996; (Watson, 2011a). Correspondingly, urban students are often described as unmotivated

and unwilling to learn, with parents who are uninterested and uninvolved (Watson, 2011b).

Some scholars and organizations have refocused attention on the characteristics of urban schools and define them in terms of physical location and the city's population (National Center for Education Statistics, 2006) or, at the very least, stress the importance of clarifying what is meant by urban (Milner, 2012). Additional scholars have contended that to define urban education by geographic location alone, without taking into account the racial and ethnic diversity that is representative of many larger cities, is to ignore the fact that the very demographics of urban areas result in large populations of African American and Latino children who are not receiving an adequate education (Delpit, 2012; Kenny, 2000; Milner, 2013). The researcher wishes to define this geographic interpretation and contend that urban education has also been a loaded term used as a code word for poor, low-performing African-American and Latino populations and their teachers (Jackson, 2011, Watson, 2011b).

Teacher Supply and Demand

Between 1988 and 2008, the number of teachers rose by 1.3 million, outpacing the increase in student enrollment during that same time period (Ingersoll et al., 2014). However, due to the economic recession beginning in 2008, the teaching force declined by 45,000 (Ingersoll et al., 2014). States austerity measures resulted in eliminating support staff, reducing the number of new teacher hires, and increasing class sizes (Hussar & Bailey, 2014). Teacher demand increased sharply after the Great Recession, leveling off at around 260,000 teacher hires in 2014, and with a projected plateau, annual

hires demand is approximately 300,000 teachers a year (Sutcher, Darling-Hammond, & Carver-Thomas, 2016). In addition to the plateau of the number of teaching positions, the pupil/teacher ratio has increased. Policies to lower pupil/teacher ratios increased demand for more teachers, and the growth in the teaching force between 1998 and 2008 coincided with the reduction of the public school pupil/teacher ratio from 17.3 to its low point at 15.3 in 2008, and 16 within two years of the recession (Hussar & Bailey, 2014).

While data from the federal Schools and Staffing Survey in 2012 indicated a decline of schools having at least one teacher vacancy, from 83% in 2000 to 68% in 2012, some schools have more vacancies than others. Staffing gaps persist between high- and low- minority schools as well as high- and low- poverty schools (Malkus, Mulvaney Hoyer, & Sparks, 2015). Additionally, between 1988 and 2008, the number of white teachers increased by 41% while the number of minority teachers increased to 96%. Although the number of minority teachers is increasing, minority teachers are more likely to leave the profession than white teachers, which keeps a consistent, diversity gap in nearly every state (Boser & Straus, 2014).

An increase in demand would not be an immediate reason for concern if there were enough qualified teachers to enter the classroom, or if there is a reduction to the number of teachers leaving the classroom. There are fewer individuals entering teaching programs, with enrollment in traditional and alternative programs declining by 35 percent between 2010 and 2014 (Sutcher, Darling-Hammond, & Carver-Thomas, 2016). Of those who complete teacher preparation programs, between one third and one half of completers do not teach the year after they graduate (Demonte, 2016). Furthermore, with

the attrition rate of 95% in 2014, only about one-third of teacher attrition is due to retirement (Sutcher, Darling-Hammond, & Carver-Thomas, 2016).

Although the number of teachers who leave the profession has not dramatically changed in recent years, it constitutes the largest share of demand, representing anywhere from two-thirds to nearly 100% of the demand for teachers in any given year (U. S. Department of Education, 2017). Thus, the most important driving factor of teacher's shortages is high teacher attrition. However, this has not always been the case. In the late 1980s and early 1990s, attrition was less than 6%, and demand was lower, as fewer teachers had to be replaced each year (National Center for Education Statistics, 2017). The higher attrition rates of recent years have had the largest impact on demand, with an increase in attrition rates of 50% between 1989 and 2005 (U. S. Department of Education, 2017).

Teacher turnover denotes the rate at which teachers leave a school, whether to teach elsewhere (movers) or to leave the profession entirely (leavers) (Darling-Hammond & Carver-Thomas, 2017). At the school level, teachers who leave for a different school have the same impact as teachers who leave the profession- a vacancy that must be filled, along with both fiscal and academic costs associated with the turnover (Goldring, Taie, & Riddles, 2014). While this research does not focus on teacher turnover, specifically movers, it is important to note in this research because hard to staff schools with high turnover rates typically end up with a disproportionate number of novice teachers. The data from the Schools and Staffing Survey showed that teachers are moving "from poor to wealthier schools, from high-minority to low-minority schools, and from urban to

suburban schools” (Ingersoll & Merrill, 2010). The high proportion of underprepared teachers, together with the lack of teacher retention in urban settings, has greatly affected the quality of the education students in urban schools receive.

When teachers leave schools, it increases demand and imposes a replacement cost on school districts. A decade ago, replacement costs for teachers were estimated to be nearly \$18,000 in a large urban district for every teacher who leaves a national price tag of over \$7 billion each year (Carroll, 2007). A comprehensive approach to reducing attrition would effectively both lessen the demand for teacher hiring and save money that could be better spend on mentoring and other evidence-based approaches to supporting teacher development (Sutcher, Darling-Hammond, & Carver-Thomas, 2016). Studies show that if the national attrition rate could be reduced from the current rate of 8% to 4%, the demand for teachers would be cut nearly in half and the current teacher shortage would be eliminated (Ingersoll et al., 2014). Because it cannot be pinpointed to a single reason for which teachers choose to leave the profession, continuous efforts must be put forth by researchers and educational specialists nationwide to develop approaches, suggestions, and incentives that may have a beneficial impact on the dilemma of teacher attrition.

Factors Affecting Teacher Attrition

Research reflects a continuous increase in teacher turnover rates nationwide. This has led school districts to take a closer look at the causes that are leading so many teachers to decide to leave the classroom. Reasons cited by teachers as to why they ultimately decide to leave the classroom vary, yet the influences primarily include

administrative support, lack of classroom management, and/or parental involvement (Ingersoll, 2001; Mihans, 2008; Rieg, Paquette, & Chen, 2007).

Administrative Support

Administrative support is the factor most consistently associated with teachers' decisions to stay in or leave a school (Sutcher, Darling-Hammond, & Carver-Thomas, 2016). Studies find that attrition is often due to family reasons, lack of administrative support, low salaries, and poor working conditions (National Center for Education Statistics, 2017). When teachers strongly disagree that their administrator encourages and acknowledges staff, communicates a clear vision, and generally runs a school well, turnover rates for movers and leavers jump to nearly one in four, more than double the rate of those who feel their administrators are supportive (Carver-Thomas & Darling-Hammond, 2017). In schools with the most students of color, teachers are almost twice as likely to report severe dissatisfaction with their administration as teachers in schools with the fewest students of color (Carver-Thomas & Darling-Hammond, 2017). This may be in part because the same factors that produce teacher shortages also produce shortages of administrators in high need schools. In sum, more than half of teachers who leave the profession list dissatisfaction with some part of their job as "very" or "extremely important" in their decision (Bryk, Bender Sebring, Allensworth, Luppescu, & Easton, 2010).

Shen, Leslie, Spybrook, and Ma (2012) suggested that teacher retention is influenced by school-level factors, working conditions, and principal support. A poll by the Public Agenda Foundation found that almost 80% of teachers said they would choose

to teach in a school where administrators supported them, as opposed to only about 20% who said they would teach at one with significantly higher salaries (Johnson, Yarrow, Rockind, & Ott, 2009).

Thibodeaux, Labat, Lee, and Labat (2015) also found that poor encouragement from administrators, teacher assignments, and student discipline are main contributing factors to teachers' decision to remain in the field. Cross (2011) examined the role of school principals in the retention of new teachers to find that school principals have the power to do a lot to make things happen to improve retention at their school. Research by Curtis and Wise (2012) found that attrition among investigated new math teachers was caused by poor administrative support and low salary. Elliot, Isaacs, and Chugani (2010) also suggested in their study that as lead administrators, principals have an exceptional position to assist novice teachers in meeting their complex career needs.

Prior studies, including Johnson, Kraft, and Papay (2015) and Hughes et al. (2015), found that individual development and the capability to obtain emotional, environmental and instructional support from administrators influenced teacher's choice to leave or to stay in a school. Johnson et al. (2012) reported that working situations that mostly count to teachers were the principal's ability to lead, collegiate associations, and the structural culture of the schools.

Teacher Preparation

A growing body of evidence indicates that attrition is usually high for those who lack preparation for teaching (Marinell & Coca, 2013). One recent study found that teachers who received little pedagogical training were more than twice as likely to leave

teaching after their first year than teachers who have received a comprehensive preparation, including observing other teaching, student teaching a full semester, receiving feedback, and taking five or more courses in teaching methods, in addition to receiving training in learning theory and selecting instructional materials (Ingersoll et al., 2014).

Alternative certification programs (teachers who typically enter without student teaching, and take courses on nights and weekends) have been promoted as a solution to teacher shortages (Evans & Leonard, 2013; New York City Teaching Fellows, 2012). According to Evans and Leonard (2013), the programs have been criticized as *quick fixes* to teacher shortages and placing teachers in classrooms without a great deal of prior training, these nontraditional routes to teacher certification have expanded tremendously over the past 30 years (Madkins, 2011).

According to an analysis of the Schools and Staffing (2012) Surveys, teachers who enter the profession through an alternative certification program have higher rates of annual turnover (17% versus 13% for regular pathway teachers). Additionally, among full-time teachers, after controlling for school and teacher characteristics, alternatively certified teachers are 20% more likely to leave their schools than teachers who entered teaching with standard certification (Darling-Hammond & Carver-Thomas, 2017). Another study found that 30% of uncertified entrants left the profession within five years, compared to 15% of certified entrants (Ingersoll et al., 2014). Analysis from the Schools and Staffing (2012) database found that alternatively certified teachers were much less likely to stay in teaching. They also had a much shorter tenure in schools serving

concentrations of low-income minority students than teachers who were fully prepared- averaging about 5.5 years in those schools in comparison to nine years for regularly certified teachers (Carver-Thomas, 2016). This same report also indicates more than half of all alternatively certified teachers teach in schools serving primarily students of color, and they account for 21% of teachers in these schools. In contrast, alternatively certified teachers account for less than 9% of teachers in schools with predominantly white students.

Across the country, teachers working on emergency credentials (the least qualified of the underprepared teachers), were three times more likely to serve in a high poverty, high-minority school than in a low-poverty, low-minority school (4.0% vs. 1.4%) (Darling-Hammond, 2010). The combined categories of underprepared teachers were 61% more likely to be employed in a high-poverty, high-minority school than in low-poverty, low-minority schools (8.3% vs. 5.2%) (Darling-Hammond, 2010). Students in high-poverty, high-minority schools in cities were nearly three times as likely to be taught by inexperienced teachers and by individuals who were not “highly qualified” by the federal law’s definition (National Center for Education Statistics, 2012). The extent to which underprepared teachers are hired in these schools is a constant factor that grows greater during times of broader shortages.

New approaches to alternative certification programs, preservice training, and recruitment are needed to solve shortages in communities and fields that have longstanding challenges with the interrelated problems of adequate preparation and adequate supply. When underprepared recruits leave the profession quickly, students face

a revolving door of teachers (Sutcher, Darling-Hammond, & Carver-Thomas, 2016) and poses a disservice to teaching and learning as student achievement is undermined by high rates of teacher turnover and teachers who are inadequately prepared for the challenges they face; schools suffer from continual churn, undermining long-term improvement efforts; and districts pay the costs of both students' underachievement and teachers' high attrition.

In recent years, the most common teacher entering the teaching workforce has been a young, white, female who is a recent college graduate. Although most new hires in the 2012 school year were young and recent college graduates, a growing proportion of new hires—almost one-third—were 29 years or older (Ingersoll et al., 2014). In addition, while a significant proportion of individuals entering the teaching workforce are white [approximately 80% in 2011–12], the number of teachers of color has recently increased at twice the rate of white teachers, representing 20% of all entering teachers (National Center for Education Statistics, 2012).

Higher education institutions prepare the largest proportion of beginning teachers, approximately 88% in 2009–10 (Author, 2013). Higher education institutions offer a variety of programs, including undergraduate, graduate, and alternative pathways (also often provided through school districts). The U.S. Department of Education (2017) found that approximately 90% of all teacher preparation programs are based in an institute of higher education (see Figure 1).

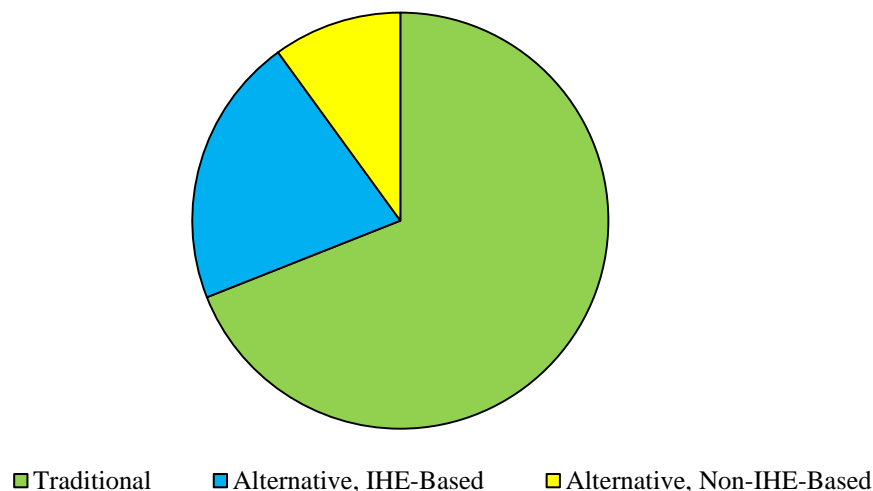


Figure 1. Types of teacher preparation programs based on institutions of higher education (IHE), 2009-2010.

Nearly one in four teachers entering the profession in 2012 was prepared through alternative certification programs (National Center for Education Statistics, 2012). These postbaccalaureate programs take many forms; most, however, provide abbreviated preparation with on-the-job training and support.

Although many teacher preparation programs have evolved substantially, traditional university-based programs have often been critiqued for being academically and theoretically focused with limited and disconnected opportunities for clinical experience (Guha, Hyler, & Darling-Hammond, 2016). Conversely, alternative routes into teaching have been criticized for focusing on “learning by doing” with limited theoretical grounding and little or no opportunity for supervised student teaching in which they can learn alongside expert teachers modeling good practice (Gatlin, 2009). These critiques, coupled with the challenge of hiring and keeping well-prepared teachers

in hard-to-staff districts, have led to the “third space” from which teacher residencies have grown in the last 15 years (Klein, Taylor, Onore, Strom, & Abrams, 2013).

Improving Teacher Retention

High Quality Mentoring and Induction

In times of shortages, it is most common to focus attention on how to get more teachers into the profession. However, it is equally important to focus on how to keep teachers in the classroom. The more teachers know about how to do their job well, the more they experience a sense of self-efficacy and derive satisfaction from teaching (Woods & Weasmer, 2004). Kent, Green, and Feldman (2012) suggested a high percentage of teachers who leave the profession initially entered under-prepared, overwhelmed, and under supported, producing the frustration that inevitably leads to premature burn out. Global research has acknowledged that mentoring must be an integral part of the induction phase of the new teacher in order to experience the success that will lead to retention (Kent et al., 2012). Mentoring programs for new teachers need to be consistent with well-planned and comprehensive professional development practices (Ingersoll et al., 2012; Rhoton & Bowers, 2003).

A number of studies have found that well-designed mentoring programs improve retention rates for new teachers, as well as their attitudes, feelings of efficacy, and instructional skills (Ingersoll & Strong, 2011). Key to success is having a mentor teacher in the same subject area, common planning time with teachers in the same subject, and regularly scheduled collaboration with other teachers (Ingersoll & Strong, 2011).

Research shows that by providing beginning teachers the benefit of strong mentors increases the likelihood they will be better teachers and stay in the profession (Gray, Taie, & O’Rear, 2015). Beginning teachers’ practice is enhanced further when their mentors also receive formal training, and are released from some of their own classroom duties to provide one-to-one observation and coaching in the classroom, so they can demonstrate effective methods and help new teachers solve immediate problems of practice (Wang, Odell, & Schwille, 2008).

A comprehensive induction program that comprises multiple types of support such as high-quality mentoring, common planning time, and ongoing support from school leaders, reduced by one-half the turnover rate of those receiving induction in comparison to those receiving none (Ingersoll, 2012). Research has found that beginning teachers who participate in induction are more able to keep students on task, develop workable lesson plans, use effective questioning, adjust classroom activities to meet students’ interests, maintain a positive classroom atmosphere, and demonstrate successful classroom management (Ingersoll & Strong, 2011). Additionally, when the number of support measures increase, attrition rates for beginning teachers decline, they perform better at various aspects of teaching, and, most significantly, their students have higher test scores or greater gains on academic achievement tests (Ingersoll R., 2012). Research shows the more successes a teacher encounters, the higher the job satisfaction, and the higher the job satisfaction, the higher the rate of retention.

Despite the fact that most states have some kind of requirement for beginning teacher induction, few offer the suite of supports that are most effective for keeping

teachers in the profession, and as New Teacher Center Review of State Policies on Teacher Induction shows, most state policies lack a strong commitment to high-quality induction and mentoring (Goldring, Taie, & Riddles, 2014). As of 2011-2012, only 33% of beginning teacher had access to mentoring, common planning, supportive communication with their principal, and seminars (National Center for Education Statistics, 2012) and the funding of these programs has been cut in many states in recent years as a function of shrinking budgets. The proportions of teachers receiving induction services of all kinds dropped between 2008 and 2012 (National Center for Education Statistics, 2012).

Classroom Management

Research ranks classroom management near the top of issues that impact effective instruction and student achievement (The Wing Institute, 2018). The goal of classroom management is to teach prosocial behaviors, effectively address issues as they happen, and prevent disruptive behavior and consists of practices and procedures that teachers apply to keep students organized, orderly, focused, attentive, on-task, and academically productively (Oliver, Wehby, & Reschly, 2011). Ineffective classroom management results in chaos; student learning is disrupted, and teacher morale is often damaged beyond repair (Marzano & Pickering, 2003). Administrator and teacher surveys consistently list disruptive student behavior as the primary reason for teacher turnover (Smart & Igo, 2010). Beginning teachers typically express concerns about effective means to handle disruptive behavior (Browsers & Tomic, 2000) and are lacking adequate classroom management training (Greenberg, Putman, & Walsh, 2014). In a poll

conducted in 2012, over 40% of surveyed new teachers reported feeling either “not at all prepared” or “only somewhat prepared” to handle a range of classroom management or discipline situations (Greenberg, Putman, & Walsh, 2014).

Disruptive behavior is a problem that negatively impacts teachers (Malone, 2015). This behavior plays a critical role in the success or failure of novice teachers. Discipline related problems have been identified as the prime stress-producing factor for novice and experienced teachers (Zimmerman, 1995). Novice teachers report job dissatisfaction due to poor salary, poor administrative support, and student discipline problems (Buckley, Schneider, & Shang, 2004). Evidence supports that management of student behavior affects novice teachers’ commitment much more than it does experienced teachers. Furthermore, novice teachers may become disillusioned and even begin to dread teaching because of the stress of disruptive behavior (Malone, 2015). Teachers that experience high levels of disruptive behavior report high levels of disappointment and stress and find that they are ineffective in their classrooms (Ghazi, Shahzada, Tariq, & Khan, 2013). Ghazi et al. noted that disruptive behavior is a concern because of the following:

...it interferes with the learning process for other students, retards the ability of teachers to teach most effectively, diverts the energy and resources of teachers and school away from their objectives and educational mission, and may designate a significant height of personal problems or anguish on the part of the disrupter. (p. 351)

The introduction of mobile devices into the classroom has radically redefined how teachers can organize instruction and, for some, has redefined their classroom

management (Martin et al., 2011). Students have a device on hand that can connect them to nearly anything at any moment, giving them the freedom to seek out relevant classroom information or communicate their ideas from the comfort of their desk.

According to the Pew Research Center (2015), fully 88% of American teens ages 13 to 17 have access to a mobile phone of some kind, and a majority of teens (73%) have smartphones. The survey also shows that 91% of teens go online from a mobile device and African-American teens are significantly more likely than whites or Hispanics to use mobile devices to go online. Due to their pervasiveness, mobile phones have immediate potential for classroom integration. Nonetheless, 88% of teens report attending schools with policies that prohibit mobile phone use in the classroom (Lenhart, Ling, Campbell, & Purcell, 2010).

The most common argument against the use of mobile phones in the classroom is the disruption they cause (Lenhart et al., 2010). Two studies (End, Worthman, Mathews, & Wetterau, 2010; Shelton, Elliot, Lynn, & Exner, 2009) examined the impact of ringing phones in the classroom and concluded that the interruptions could negatively impact student performance. Further, two additional studies (Rosen, Lim, Carrier, & Cheever, 2011; Wu et al., 2012) explored the effect of texting during instruction.

Additional concerns include students' use of mobile phones for cheating, sexting, and cyber bullying. Recent studies (Common Sense Media, 2009; McAfee, 2012) confirm that students use their mobile phones to cheat. Teens also use their phones for sexting, the practice of sending sexually explicit photos and/or messages via a mobile phone. According to the Pew Internet & American Life Project (cited in Lenhart et al.,

2010), 4% of teens ages 12–17 who own mobile phones have sent these kinds of messages and 15% have received such messages. Defined, cyber bullying is bullying that takes place through the use of digital technology. While cyber bullying can occur through the use of the Internet and social media, Holfeld and Grabe (2012) conducted a study with 665 middle school students and discovered that perpetrators used their mobile phones to bully others in 41% of the occurrences.

A number of traditional barriers also hamper the integration of mobile phones into the classroom. Fear of change and lack of training, modeling, personal use, and motivation, as well as a negative school environment (Bitner & Bitner, 2002), can block integration. These barriers can also prevent teachers from developing the knowledge, pedagogy, and self-efficacy necessary to overcome “low levels” of technology integration and to take full advantage of the instructional benefits technologies afford (Ertmer & Ottenbreit-Leftwich, 2010). School stakeholders’ fears about the potential negative uses of mobile phones have prompted schools to ban them from the classroom, creating an environment that denies teachers the training, modeling, knowledge, and motivation to recognize the instructional benefits associated with mobile phones (Thomas, O’Bannon, & Britt, 2014).

In a study conducted by Thomas, O’Bannon, and Britt (2014) on teachers perceptions of mobile phones in the classroom, a number of participants noted that although there are many barriers to using mobile phones in the classroom, teachers are ultimately responsible for their use. Teachers must effectively manage their classrooms

around the use of mobile phones, whether they are being used for educational purposes or not. One teacher stated the following:

I see lack of training on our [educators] part being a huge barrier to student learning via use of mobile devices,” while another teacher shared, “I think much of what is listed as barriers can be controlled by the teacher being a strong facilitator of student learning and setting high expectations for all students.

(p. 385)

In the same study, teachers were asked to provide additional thoughts about the barriers associated with using mobile phones in the classroom. Their responses included the same themes found when asked to provide other barriers, such as distractions, access/equity, and classroom management. In addition, teachers responded that the ability to monitor students when allowing them to use mobile phones in the classroom is problematic. One participant stated that “it is difficult to monitor and I do not want to be accountable for a student’s inappropriate use of a mobile phone at school” (p. 385). Another teacher responded, “It would be very difficult for a teacher to monitor the use of 30 or more mobile phones effectively” (p. 385) while another teacher shared, “It would be difficult to police and monitor student access to content” (p. 385). The ability of teachers to organize classrooms and manage the behavior of their students is critical to achieving both positive educational outcomes for students and teacher retention.

Parental Involvement

Another often-cited influence on a teacher’s decision to either remain in or leave the classroom is the existence of, or lack of, parental support. The amount of parental

support provided at home for student learning has been shown to influence a teacher's decision to quit (Elfers, Plecki, & Knapp, 2006). The involvement of parents in their child's educational career, along with the amount of support they provide to the teacher, not only impacts their child's academic success, but also the teacher's sense of job satisfaction, thus increasing their odds of persisting in the classroom (Stockard & Lehman, 2004). Parental involvement in the classroom is a well-known strategy to boost student achievement (Center for Public Education, 2011), but more than 6-in-10 (62%) K-12 teachers say fewer than a quarter of parents get involved in the classroom (UOPX News, 2016) according to a recent University of Phoenix® College of Education survey conducted online by Harris Poll of 1,005 K-12 teachers nationwide. When asked what would attract more qualified educators to the field, 18% of K-12 teachers want more parent involvement in the classroom, with 21% of K-5 teachers seeing the value for this. To improve teacher retention, almost 30% said that programs encouraging parent participation in schools and classrooms was a potential solution. Positive impacts of parental involvement on student academic outcomes have not only been recognized by school administrators and teachers, but also by policy-makers who have interwoven different aspects of parental involvement in new educational initiatives and reforms (Graves Jr. & Brown Wright, 2011; Larocque, Kleiman, & Darling, 2011; Mattingly, Prislín, Mckenzie, Rodrigues, & Kayzar, 2002; Topor, Keaner, Shelton, & Calkins, 2010). As noted by Epstein and Sanders (2000),

Teachers, parents, and students have little understanding of each other's interests in children and schools....Most teachers do not know the goals that parents have

for their children, how parents help them learn, or how parents would like to be involved. Most parents do not know much about the educational programs in their children's school or what teachers require of them. (p. 6)

Effective parent involvement comes when a true partnership exists between schools and families. Creating that partnership, especially around academics, is what works for student achievement and teacher retention (Center for Public Education, 2011).

Recent research indicates a shift from the term parental involvement to the term family engagement. Families and parents are used in this study to represent any adult caretakers who have responsibility for the well-being of a child or children. This includes biological parents, foster care providers, grandparents, aunts and uncles, siblings, or fictive kin. For schools and districts across the United States, family engagement is rapidly shifting from a low-priority recommendation to an integral part of education reform efforts (Mapp & Kuttner, 2013). Family engagement has long been enshrined in policy at the federal level through Title I of ESEA (Elementary and Secondary Education Act), which requires that Title I schools develop parental involvement policies and "school– family compacts" that outline how the two stakeholder groups will work together to boost student achievement (Mapp & Kuttner, 2013, p. 5).

Title I Parent and Family Engagement requires each school district to reserve at least one percent of its Title I funds to carry out parent and family engagement activities (The Leadership Conference Education Fund, 2016). Additionally, Title I requires ninety percent of these set-aside funds must be distributed to schools, with priority given to

high-need schools. The law further requires that parents and family members of low income students must be included in decisions regarding how these engagement funds are spent.

Parents—particularly low-income and limited-English-proficient parents—face multiple barriers to engagement, often lacking access to the social capital and understanding of the school system necessary to take effective action on behalf of their children (Bolivar & Chrispeels, 2011). Without attention to training and capacity building, well-intentioned partnership efforts fall flat. Respectful relationships and supportive links between schools, families, and communities are imperative to successful partnerships (Christenson, Godberg, & Anderson, 2005). However, rather than promoting equal partnerships between parents and schools at a systemic level, these initiatives default to one-way communication and “random acts of engagement” (Kressley, 2008) such as poorly attended parent nights. Many states, districts, and schools struggle with how to cultivate and sustain positive relationships with families.

A monitoring report issued in 2008 by the U.S. Department of Education’s Office of Elementary and Secondary Education found that family engagement was the weakest area of compliance by states (Department of Education, 2017). According to the 2012 MetLife Survey of the American Teacher, both teachers and principals across the country consistently identify family engagement to be one of the most challenging aspects of their work (Markow, Macia, & Lee, 2012). A common refrain from educators is that they have a strong desire to work with families from diverse backgrounds and cultures and to

develop stronger home-school partnerships of shared responsibility for children's outcomes, but they do not know how to accomplish this (Bolivar & Chrispeels, 2011).

Families, in turn, can face many personal, cultural, and structural barriers to engaging in productive partnerships with teachers. They may not have access to the social and cultural capital needed to navigate the complexities of the U.S. educational system (Bolivar & Chrispeels, 2011) or they may have had negative experiences with schools in the past, leading to distrust or to feeling unwelcomed (Lightfoot, 2004). The limited capacity of the various stakeholders to partner with each other and to share the responsibility for improving student achievement and school performance is a major factor in the relatively poor execution of family engagement initiatives and programs over the years (Mapp & Kuttner, 2013). As a result of this enhanced capacity on the part of families, districts and schools are able to cultivate and sustain active, respectful, and effective partnerships with families that foster school improvement, link to educational objectives, and support children's learning and development.

Research indicates that there is a direct link between increased student achievement and parental involvement. A study conducted by Jeynes (2011) examined the relationship between parental engagement and study achievement. Based on his research, the earlier a parent becomes involved in their child's education the more likely the child will achieve more. Additionally, the National Center for Educational Statistics in 2012, found 76% of students nationwide had parents who reported attending a regularly scheduled parent-teacher meeting; 74% of student's parents were present in a class or school event; 42% had parents who volunteered on a school committee; 58% had

parents who support school fundraisers; and 33% of students had parents who met with the school's guidance counselor. This study indicated that a positive relationship between families and schools is imperative for the success of students.

Summary

As teacher attrition remains a current topic in educational research, research has shown that lack of administrative support, coupled with classroom management and parental involvement has played a significant role in the increase of these rates, especially with novice teachers. The field of education has been deemed as unstable due to the high rate of teacher turnover as well as the lack of interest in the field (Ingersoll et al., 2014). This study provides a more thorough understanding as to why novice teachers choose to leave the field of education.

CHAPTER III

THEORETICAL FRAMEWORK

This study investigated the correlation between administrative support, classroom management, and parental involvement on a novice teachers' intent to remain in the classroom. Research reflects that low retention rates among novices are often associated with low levels of administrative support (Tickle, Chang, & Kim, 2011), the management of student behavior (Wu et al., 2012), and lack of parental involvement and support (Wu et al., 2012).

This study sought to determine if there was a significant relationship between the dependent variable, novice teachers' retention, and independent variables, administrative support, classroom management, and parental involvement. The theoretical framework comprised two of the most prominent theories of work motivation, Maslow's (1943) hierarchy of needs theory and Herzberg's (1968) motivation-hygiene theory which were applied to analyze the data and present the findings of this study. According to Maslow's (1943) hierarchy of needs theory, there are five fundamental human needs (physiological, security, social, esteem and self-actualization) (see Figure 2).

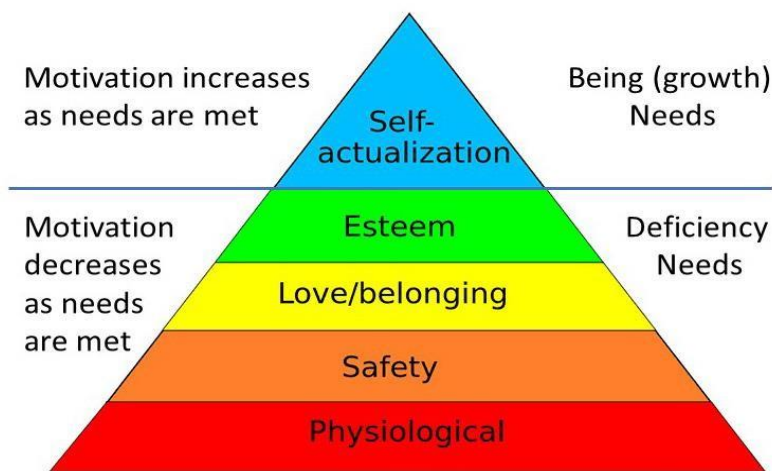


Figure 2. Maslow's hierarchy of needs theory.

Maslow assumed that the needs are organized in a hierarchical order.

Accordingly, as one set of needs has been satisfied, new needs emerge. If the lower or deficit needs (physiological and security) are not satisfied, a person is hindered to fully satisfy the higher growth needs (social, esteem and self-actualization).

Fredrick Herzberg's motivation hygiene theory is also known as the two factor theory and was designed in 1959 (see Figure 3). Herzberg (1968) believed people are influenced by two sets of factors in the workplace: motivators and hygiene. These set of factors constitute the sources of job satisfaction and job dissatisfaction. Motivators are the factors that cause employees to be productive, feel that they contribute to the workplace, and are considered satisfied overall. Hygiene factors (maintenance) are the factors that cause dissatisfaction in the workplace such as working conditions. This theoretical framework commingles the aforementioned theories to investigate the correlation between classroom management, administrative support, parental involvement, and current economic factors on novice teacher retention.

Herzberg's Hygiene and Motivational Factors



Figure 3. Herzberg's hygiene and motivational factors.

This study employed a mixed-methods design in which the researcher objectively observed without influence or participation throughout the research process. The researcher also utilized a survey and focus group questions based on the review of the literature. The content included within the survey meet the standards necessary to conduct the intended research. The dependent variable was novice teacher retention. The independent variables in the study were administrative support, classroom management, and parental involvement. Research was not conducted until the researcher obtained approval from Clark Atlanta University's Institutional Review Board.

Independent variables were projected to have an effect on the dependent variable (negative or positive). The outcome of the relationships was concluded through the

execution of research. The findings offered conclusions of the independent variables' relationship in correlation with the dependent variable with implications provided within the research methodology. Figures 4 and 5 show the relationship among the variables.

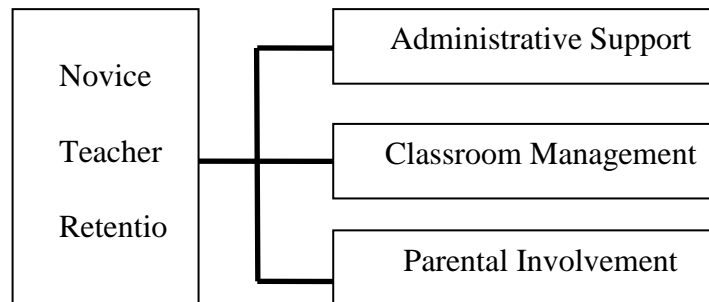


Figure 4. Relationship among the variables.

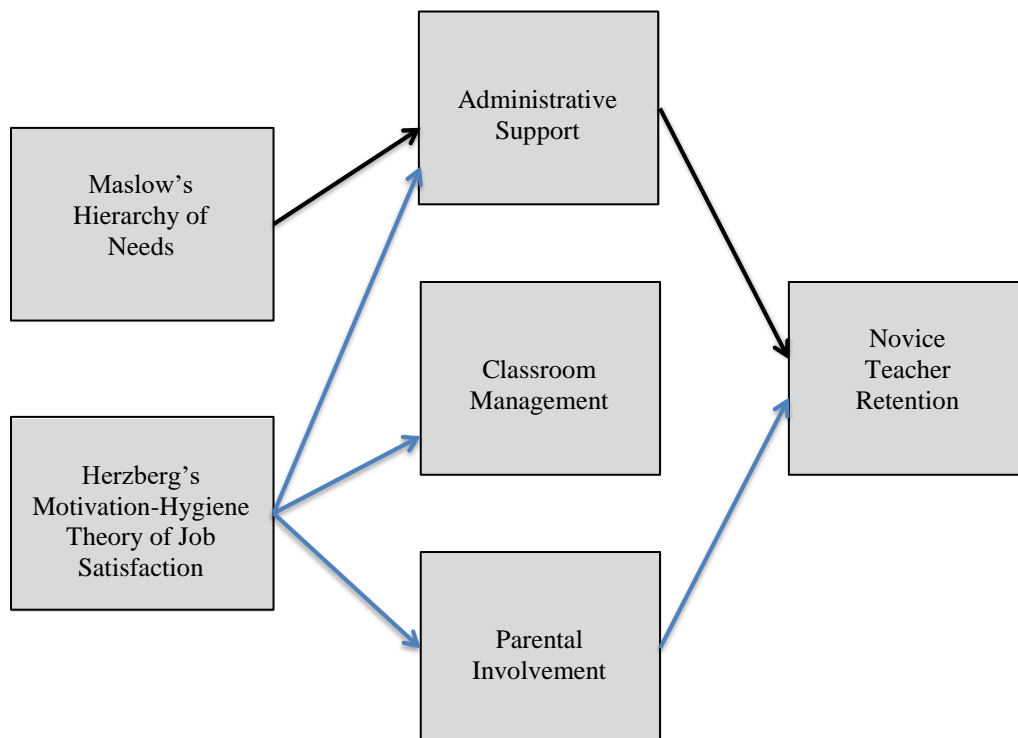


Figure 5. Relationship among the variables and theories.

Definition of Variables

For the purpose of this study, the following terms were defined:

Administrative support consists of feedback, professional development, and instructional support provided by the principal, assistant principal, instructional coach, and assistant administrators to faculty and staff in order to have a productive learning environment.

Classroom management is determined by the teacher's self-efficacy influence with regards to student behavior and the use of instructional technology to create an environment conducive to learning. This consists of the number of student referrals due to disciplinary actions and the results of classroom observations (Oliver, Wehby, & Reschly, 2011).

Novice teacher is an educator within his or her first five years of teaching.

Parental involvement refers to the amount of participation a parent or guardian has with the community and schools to engage all parties and help meet the needs of students; the extent to which parents respond to communication (phone calls, emails, and requests of conferences).

Teacher attrition is the teachers' decision to withdraw from the field of education.

Teacher retention is the teachers' decision to remain within the field of education.

Teacher self-efficacy is when a teacher believes in his or her own ability to guide their students to success

Teacher shortage is the inability to staff vacancies at current wages with individuals qualified to teach in the field needed.

Limitations

Assumptions

It was assumed that the participants involved in this research responded honestly and that their responses were not influenced in any way by a desire to influence the outcome of the study. It was also assumed that each contributor voluntarily participated in this study and did not fear reprisal for their responses. The questions used in the survey instrument properly addressed factors that could affect teacher attrition and were understood. Participants were assured that their individual responses would not be shared with outside parties, thus compromising their privacy.

Summary

Many school districts throughout the United States are facing a decline in teacher retention rates, particularly among novice teachers. Research revealed that the lack of administrative support, classroom management, and/or parental involvement was often to blame. The purpose of this study was to determine if administrative support, classroom management, and parental involvement were significantly related to novice teachers' retention. The findings of this research will assist school and state educational leaders with regards to providing a work environment that encourages novice teacher retention. When capable novice teachers are retained, overall student success will also improve. Employing a mixed methods design, the researcher attempted to identify the influences of

administrative support, classroom management, and parental involvement, and if there was a correlation to novice teacher retention. The independent variables were administrative support, classroom management, and parental involvement. The dependent variable was novice teacher retention. The study was conducted during the first semester of the 2018-2019 school year in six feeder schools located within an urban school district in Georgia. The researcher utilized a survey and focus group in order to implement this study.

CHAPTER IV

RESEARCH METHODOLOGY

Introduction

The purpose of this study was to investigate the correlation between administrative support, classroom management, and parental involvement on novice teacher retention. The results of this study will prepare educational leaders, human resource departments, and school board members with strategies to effectively reduce teacher attrition and improve student achievement in school systems.

This chapter provides a detailed discussion of the research method that was used in the study and the appropriateness of the mixed methods research design. The chapter also discusses the study's population, the sampling technique, data collection procedures, and rationale. Data were collected from a focus group, document reviews, and surveys completed by novice teachers currently employed within a select urban school district in Georgia.

Research Design

A mixed methods approach was used to investigate the relationship between the affect of the independent variables—administrative support, classroom management, and parental involvement—on the dependent variable—novice teacher retention. The combination of statistics and stories provided a greater understanding of the research

problem (Creswell, 2012). A mixed methods approach was the most appropriate research design for this study due to the nature of information collected. Data collection drew from several sources, such as a survey, interviews, or analysis of documents (Creswell, 2012). The researcher used survey responses from 116 teachers and transcripts of a semistructured focus group of 6 teachers to create a framework of the correlation between administrative support, classroom management, and parental involvement on novice teacher's retention for the selected schools.

Description of the Setting

This study was conducted in an urban school district in metro Atlanta, Georgia. The school system in this study was selected based upon the demographics, size of population, and data reported by the Georgia Department of Education (GaDOE) in relation to teacher attrition statewide. An appropriate number of participants were selected to participate in the study and provided the researcher with sufficient information for data analysis.

Founded in 1871, the selected school district is one of the oldest and largest school districts in Georgia. As the fourth largest school system in Georgia, it has more than 14,000 full- and part-time employees, including more than 7,500 teachers and other certified personnel, who work in 105 schools and administrative and support buildings. During the 2017-2018 school year, approximately 96,870 students attended classes in 59 elementary schools, 19 middle schools, 18 high schools (includes two open campus high schools) with an 88.8% graduation rate, and 10 charter organizations (some charters have multiple campuses but are considered one school). Of the 96,870 students, 46.4% are

eligible for free or reduced meals; 42% are black or African-American; 29% are white; 15% are Hispanic; 11% are Asian; 3% are multi-racial; 0.1% is Pacific Islander; and 0.1% is American Indian. There are more than 6,800 certified personnel (those holding teaching or administrative certificates). A demographic profile of each of the participating schools is shown in Table 1.

Table 1

Demographic Profile

| School Demographics | School A | School B | School C (Opened 2016) |
|---|---|--|---------------------------|
| Current School Enrollment | 647 | 1169 | 660 |
| Total Teacher (FTE) | 39.6 | 68.1 | |
| Teachers Meeting all State Licensing and Certification Requirements (FTE) | 77.3% | 94.1% | |
| Teachers in First Year | 15.2% | 2.9% | |
| Teachers in Second Year | 10.1% | 10.3% | |
| Grades Offered | P- 5 | P-5 | P-5 |
| Free and Reduced Meals | 69.1% | 55.3% | |
| Student Demographics | American Indian or Alaska Native: .3% Asian: 0.0%; Black or African American: 98.0%; Hispanic or Latino of any race: | American Indian or Alaska Native: 0.2%; Asian: 0.2%; Black or African American: 93.8%; Hispanic or Latino | |

(continued)

| School Demographics | School A | School B | School C (Opened 2016) |
|---|---|---|---|
| | 1.1%; Native Hawaiian or Other Pacific Islander: 0.0%; Two or more races: 0.6%; White: 0.0% | of any race: 2.7%; Native Hawaiian or Other Pacific Islander: 0.2%; Two or more races: 2.9% White: 0.2% | |
| Student to Teacher Ratio | 16.35:1 | 17.17:1 | |
| CCRPI Score* | 73.1 | 73.9 | 74.8 |
| School Climate Rating * | 89.5 | 93.30 | 93.0 |
| Title I | Yes | Yes | Yes |
| | School D | School E | School F |
| Current School Enrollment | 579 | 938 | 2086 |
| Total Teacher (FTE) | 49.1 | 67.3 | 112.5 |
| Teachers Meeting all State Licensing and Certification Requirements (FTE) | 87.8% | 83.7% | 72.4% |
| Teachers in First Year | 4.1% | 11.9% | 10.7% |
| Teachers in Second Year | 8.2% | 3.0% | 15.1% |
| Grades Offered | 6-8 | 6-8 | 9-12 |
| Free and Reduced Meals | 99.5% | 65.1% | 56.7% |
| Student Demographics | American Indian or Alaska Native: 0.0%; Asian: 0.0%; Black or African American: 90.3%; Hispanic or Latino of any race: 6.9%; Native Hawaiian or Other Pacific Islander: 0.3%; | American Indian or Alaska Native: 0.2%; Asian: 0.2%; Black or African American: 97.0%; Hispanic or Latino of any race: 0.7%; Native Hawaiian or Other Pacific | American Indian or Alaska Native: 0.0%; Asian: 0.5%; Black or African American: 96.4%; Hispanic or Latino of any race: 1.8%; Native Hawaiian or Other Pacific |

(continued)

| School Demographics | School D | School E | School F |
|--------------------------|--|---|---|
| | Two or more races: 1.2% White: 0.7% | Islander: 0.2% Two or more; races: 1.4%; White: 0.2% | Islander: 0.1%; Two or more races: 1.1%; White: 0.2% |
| Student to Teacher Ratio | 11.8:1 | 13.94:1 | 18.55:1 |
| CCRPI Score* | 67.5 | 68.7 | 79.7 |
| School Climate Rating* | 87.90 | 89.20 | 89.4 |
| Title I | Yes | Yes | No |

*Data reported in 2018; all other data reported in 2015

CCRPI = College and Career Ready Performance Index

In addition to understanding the demographics of the selected school district, it is important to note the inequitable practices regarding housing that has contributed to the demographics in South Fulton where this research is being conducted. Figure 6 shows the Atlanta metropolitan statistical segregation and integration by census tract for 2010.

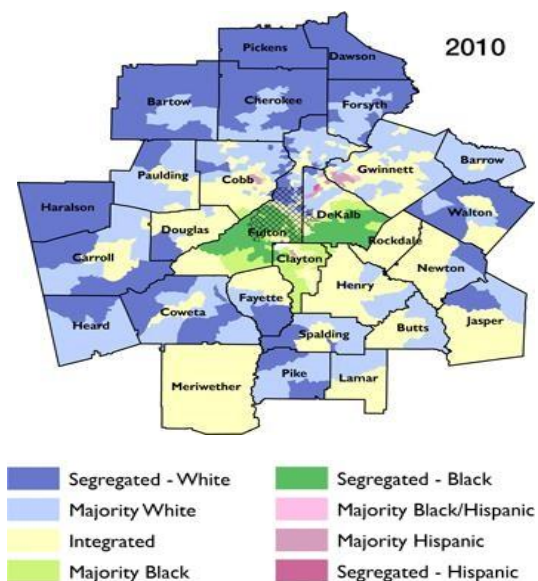


Figure 6. Atlanta metropolitan statistical segregation and integration by census tract for 2010.

Key forces that impact the equity index in schools and school systems include the housing market, politics and policy, and spatial sorting. Unfortunately, these forces occur in concentrated areas. According to Dr. Richard Rothstein, “[T]he only way to address school segregation is by residential desegregation because explicit federal racial policy was used to create segregated neighborhoods” (Rothstein & Danielson, 2015, para. 3). Rothstein’s (2013) findings concluded that “from its New Deal inception, federal public housing policy respected existing neighborhood composition by placing projects for low-income blacks in black ghettos and those for middle-income whites in white neighborhoods” (para. 3). As suburbs grew, the Federal Housing Administration (FHA) and the Veterans Administration (VA) financed the movement of working and lower-middle-class whites, including those living in public housing, out of cities, but denied mortgage insurance to blacks. In fact, Rothstein (2013) and Thomas and Ritzdorf (1997) both noted “the FHA and VA prohibited developers from selling to blacks and required developers to write deed restrictions that prohibited resale of homes to what the FHA called an incompatible racial element” (para. 3).

Residential segregation continues today and has a direct effect on our schools and school systems, specifically in Atlanta. According to Pooley (2015), “even as the metropolitan region’s African American population becomes increasingly suburban, residents remain equally (if not more) likely to live in racially segregated neighborhoods” (para. 5). Also, African-American students remain isolated in majority-minority schools. Pooley also stated that “in metro Atlanta, white enrollment decreased between 2000 and 2013 in school districts in nearing majority black and diversifying suburban counties

enrollment numbers grew substantially” (para. 40). Efforts to close the achievement gap will require housing desegregation, which includes voiding exclusionary zoning laws, placing low- and moderate-income housing in predominantly white suburbs, and ending federal subsidies for communities that fail to reverse policies that led to racial exclusion.

Spatial sorting is another key force that impacts the equity index in schools and school systems. Spatial sorting occurs when families choose better schools, then move to the location of the better school. As a result, school qualifiers differ, as well as income levels and property values, as those who can afford to leave do, and those who cannot, stay. According to Rothstein and Danielson (2015), “when a city loses its middle class, it loses those businesses that depend on the middle class” (para. 1). This creates economic segregation. In fact, Shonna Lovie (2016) reported that “the city of Atlanta lost over 100,000 residents between 1970 and 1990” (para. 1). Lovie also reported the following:

Gwinnett County doubled its population between 1980-1990, and again from 1990-2010 and added 15,700 of the 60,300 new Atlanta-area residents between 2014 and 2015, bringing its total population to an estimated 877,972 residents, almost double the population of the City of Atlanta, 447,841 residents, and Smyrna and Sandy Springs are the fastest growing cities in the metropolitan statistical area. (para. 2)

School districts in these fast-growing suburbs received higher CCRPI scores than schools districts housed in the city of Atlanta. The Georgia Department of Education (2015) defined CCRPI as “a comprehensive school improvement, accountability, and

communication platform for all education stakeholders that will promote college and career readiness for all Georgia public school students” (para. 1).

Sampling Procedures/Participants

The selected sites for the study included three elementary schools, two middle schools, and one high school in the same feeder pattern. The population for this study included educators’ currently employed by the select school district with 0-5 years of experience. The selection process included receiving approval from the school district. Purposeful sampling was appropriate for this case study. According to Creswell (2012), the researcher selected individuals and sites for the study because they could purposefully inform an understanding of the research problem and central phenomenon in the study. The nonprobability sampling research method for this study narrowed the focus on particular qualities of the chosen population and helped with intentional results of each research question.

This study focused on collecting data on the correlation between administrative support, classroom management, and parental support on novice teacher retention. This school district was chosen because of the increased demand for teachers amid a period of high turnover and instability in the field of education. With the demand to fill positions, there was a need to comprehend the selected factors and their influence on novice teacher retention. The researcher utilized the collected data to analyze the selected factors and correlate data with prior research related to novice teacher retention.

This study involved data collecting from electronic surveys and a focus group. The focus group was recorded with an iPad and transcribed by hand by the researcher.

To assure quality and reliability of data collected in this study, verification strategies were completed. This study used methodologies that are actualized amid the research procedure that validated the reliability and utility of the study. To assure quality of data, the researcher utilized an early familiarity with the participating school district.

Working with Human Subjects

Participants were aware that participation was voluntary and the study followed the guidelines set forth by the Institutional Review Board (IRB) at Clark Atlanta University. The researcher sought approval from Clark Atlanta University's Office of Research and Sponsored Programs and the school district's Research and Evaluation Department to conduct the study. The researcher sought permission from the principals and teachers to include their responses in the study. The participants were given a letter explaining the purpose of the study. Participants responding to the survey remained anonymous, and confidentiality was ensured so that no identifying information of the individual participants was included in the study.

Instrumentation/Location of Research/Data Collection Procedures

To center the study and to segregate variables driving this research influencing novice teacher retention, this study concentrated on the fall 2018 academic year. The study was conducted amid a three-week window. The research and data collection took place within the selected school district and included participants depicted in the sampling of participants.

Creswell (2009) stated that the process of developing, testing, and using the device is the main course of action in instrumentation. A survey and focus group were

used in this study. Clark Atlanta University's Dissertation Committee determined whether the survey was appropriate and whether items were suitable for the purposes of the study. Questions included the following variables: (a) administrative support, (b) classroom management, and (c) parental involvement. The researcher distributed surveys electronically. The Likert scale ranges from 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly Agree. The survey was comprised of 50 items. Items 39-50 collected demographic data. Data were disaggregated in Microsoft Excel and the Statistical Package for the Social Sciences (SPSS) software. At the conclusion of the data collection, a detailed analysis summary was available for review. The focus group protocol and Teacher Survey are located in Appendix A and Appendix B, respectively).

Statistical Applications

Document reviews, a focus group, and surveys assisted in the mixed methods data collection for this study. The survey was used to provide analysis and measurements of probability distribution (averages) to determine the effect of variables chosen for this study and their influence on novice teacher retention. The analysis was conducted by garnering raw data and identification of frequency of participant responses. The emergence of themes were identified, categorized, and compared to the interview questions for analysis and implications of themes and findings for the purpose of this study (see Table 2).

Table 2

Literature Matrix

| Research Questions | Dependent Variables | Independent Variables | Survey Questions |
|--|--------------------------|------------------------|------------------|
| RQ1: Is there a significant relationship between administrative support and novice teachers' intent to remain within a select urban district in the state of Georgia? | Novice Teacher Retention | Administrative Support | 1-10 |
| RQ2: Is there a significant relationship between administrative support and novice teachers' intent to remain in the teaching profession? | Novice Teacher Retention | Administrative Support | 1-10 |
| RQ3: Is there a significant relationship between teachers self-efficacy in classroom management and novice teachers' intent to remain within a select urban district in the state of Georgia? | Novice Teacher Retention | Classroom Management | 11-20 |
| RQ4: Is there a significant relationship between teachers self-efficacy in classroom management and novice teachers' intent to remain in the teaching profession? | Novice Teacher Retention | Classroom Management | 11-20 |
| RQ5: Is there a significant relationship between parental involvement as perceived by teachers and novice teachers' intent to remain within a select urban district in the state of Georgia? | Novice Teacher Retention | Parental Involvement | 21-30 |
| RQ6: Is there a significant relationship between parental involvement as perceived by teachers and novice teachers' intent to remain in the teaching profession? | Novice Teacher Retention | Parental Involvement | 21-30 |

Summary

This study examined three factors: administrative support, classroom management, and parental involvement, and how they influenced the independent variable, novice teacher retention. This chapter presented the methods and procedures used in the study. After approval from Clark Atlanta University's Institutional Review Board (IRB), approval was sought from the local school districts to conduct the study. Consent letters were emailed to principals and teachers. Data analysis was based on the research questions and teacher surveys for this mixed methods study. The findings of this data collected by the researcher can give educational leaders resources and research based practices to use in retaining novice teachers in urban schools.

CHAPTER V

ANALYSIS OF THE DATA

The purpose of this mixed methods study was to investigate the correlation between administrative support, classroom management, and parental involvement on novice teacher retention. Novice teachers in a feeder pattern in an urban school district in Georgia were invited to participate in an online survey. The quantitative data from the survey was used to answer six research questions. In addition, qualitative data were collected from a focus group of novice and mentor teachers to support data findings from the survey aligned with the six research questions. This chapter contains an analysis of all data collected.

Description of the Quantitative Data Sample

A link to the online survey was provided to principals to send to novice teachers in the selected feeder pattern schools. According to Microsoft Forms, more than 100 teachers (n = 127) viewed the survey. However, only 116 teachers responded to the survey, for a completed response rate of 91.34%. More middle school teachers (41.38%) than high school (34.48%) or elementary school (24.14%) responded to the survey (see Table 3). The teachers reported an average teaching experience of 2.9 years, ranging from 0-5 years.

Table 3

Description of the Quantitative Sample

| Descriptor | <i>N</i> | % |
|--|----------|--------|
| Grade Level Taught | | |
| Elementary (P-5) | 28 | 24.14% |
| Middle (6-8) | 48 | 41.38% |
| School (9-12) | 40 | 34.48% |
| Subject Area Taught | | |
| Primary Elementary (Grades P-2) | 10 | 8.62% |
| Upper Elementary (Grades 3-5) | 18 | 15.52% |
| English | 12 | 10.34% |
| Math | 12 | 10.34% |
| Science | 18 | 15.52% |
| Social Studies | 11 | 9.48% |
| Special Education | 9 | 7.76% |
| Electives | 26 | 22.41% |
| Years of Experience | | |
| 1 | 17 | 14.66% |
| 2 | 19 | 16.38% |
| 3 | 28 | 24.14% |
| 4-5 | 52 | 44.83% |
| Certification Route | | |
| Traditional | 17 | 14.66% |
| Georgia TAPP | 32 | 27.59% |
| Teach for America | 9 | 7.76% |
| Out of State Alternative Certification Program | 17 | 14.66% |

(continued)

| Descriptor | <i>N</i> | % |
|--|----------|--------|
| Age Group | | |
| 21-25 | 22 | 18.97% |
| 26-30 | 28 | 24.14% |
| 31-35 | 27 | 23.28% |
| 35+ | 39 | 33.62% |
| Teacher Preparation Program | | |
| Yes | 73 | 62.93% |
| No | 43 | 37.07% |
| Alternative Certification Program | | |
| Yes | 60 | 51.72% |
| No | 56 | 48.28% |
| New Teacher Induction Program | | |
| Yes | 104 | 89.66% |
| No | 12 | 10.34% |
| Mentor Teacher | | |
| Yes | 80 | 68.97% |
| No | 36 | 31.03% |
| Gender | | |
| Male | 38 | 32.76% |
| Female | 78 | 67.24% |
| Ethnicity | | |
| Asian | 0 | 0.00% |
| Black | 98 | 84.48% |
| Hispanic | 2 | 1.72% |

| Native American | 0 | 0.00% |
|--------------------------|----------|--------|
| White | 15 | 12.93% |
| Other | 1 | 0.86% |
| (continued) | | |
| Descriptor | <i>N</i> | % |
| Education Level | | |
| Bachelor's | 46 | 39.66% |
| Master's | 59 | 50.86% |
| Specialist | 9 | 7.76% |
| Doctorate (Ed.D., Ph.D.) | 2 | 1.72% |

Variables in the Study

Teachers responded to 37 items using a Likert scale that ranges from 1 (*strongly disagree*) to 4 (*strongly agree*). Table 4 contains the survey items associated with the dependent variable.

Table 4

Corresponding Questionnaire Items

| Indicator/Item in Scale |
|--|
| Administrative support |
| <ul style="list-style-type: none"> • Administrators treat teachers equally and with respect. • Administrators involve teachers in important decisions made within the school. • Administrators encourage and promote creativity with instructional strategies to be used with students in my class. |

-
- The administrative team is very supportive and encouraging when conducting observations and providing feedback.
 - Administrators are supportive when teachers experience behavior challenges with their students/parents.
 - Administrators provide me with professional input, feedback, and suggestions on a consistent basis (i.e. evaluations, face to face meetings about my performance).
-

(continued)

Indicator/Item in Scale

- Administrators are available to answer questions and to clarify procedures that will simplify my experience as a teacher.
- Administrators address and resolve disciplinary issues that arise both in my classroom and/or throughout the school.
- Administrators have created a positive school climate that makes me feel valued, appreciated, and safe.
- My administrator(s) puts forth the effort to make sure I am confident in my understanding of the responsibilities and expectations in my role as a classroom teacher.

Classroom Management

- I am able to quickly and successfully control disruptive behavior in my classroom.
 - I have established classroom expectations and routines that allow daily instruction to run smoothly.
 - I feel that I am able to develop relationships with my students that allow me to successfully accomplish the daily goals of instruction.
 - I often lose valuable instructional time due to classroom disruptions and behavioral issues.
-

-
- My students respect me as their classroom teacher.
 - I feel safe in my classroom.
 - I have concerns with students having their cell phones in the classroom.
 - I allow students to use cell phones for educational purposes.
 - The use of technology has increased student misconduct.
 - I actively engage students through use of varied instructional strategies.

Parental Involvement

- I receive support from my students' parents.
-

(continued)

Indicator/Item in Scale

- The majority of my students' parents are actively involved and concerned with their child's academic success.
 - I feel comfortable contacting parents pertaining to a variety of circumstances including their child's behavior and/or academic performance.
 - The majority of my students' parents feel comfortable contacting me when they have questions or concerns.
 - I feel comfortable asking parents for assistance when needed.
 - I believe that building a relationship with parents and maintaining their involvement in my classroom is necessary for student success.
 - Parents are aware of what is expected of their child at this school.
 - Parents attend PTA Meetings or parent/teacher conferences.
 - Parents respond to email and/or phone calls.
 - Parents frequently attend school activities.
-

Intent to Remain

- I plan on teaching at my current school next year.
 - In the next 2-3 years, I would like to teach at another school.
 - In the next 2-3 years, I would like to teach at another school district.
 - I plan on leaving the teaching profession.
 - The support and feedback I receive from my administrator(s) has influenced my decision to continue teaching at current school.
 - The support and involvement I receive from parents impacts my decision to continue teaching at current school.
 - My ability to manage my classroom and student behavior impacts my decision to continue teaching at current school.
-

Description of the Qualitative Data Sample

Qualitative data were collected from one focus group. The researcher was given prior approval from the principal as to where the focus group session would be conducted in the building. The focus group participants volunteered and participated based on their availability and interest of the study. Participants were selected from the participating urban high school and selected on a first come first serve basis. A letter was given to the participants prior to the focus group protocol. The focus group session was conducted after school hours at the selected site. During the focus group, the researcher was able to determine, from the teachers' perceptions, the factors that determine teachers leaving the large urban school system. Anonymity and coding was assured prior to the distribution of the questionnaires and focus groups. A total of 6 teachers participated in the focus

group from the selected school; 3 of the teachers were female and 3 were male; 1 participant had 0-1 years of experience, 1 participant had 2 years of experience, 1 participant had 3 years of experience, and 3 participants had over 5 years of experience; 2 participants had bachelor's degrees and 4 had master's degrees. Table 5 captures the demographic data from the focus group participants.

Table 5

Description of the Qualitative Sample

| Participant | Gender | Age | Years of Experience | Highest Degree Earned |
|-------------|--------|-------|---------------------|-----------------------|
| A | M | 26-30 | 2 | Bachelor |
| B | M | 26-30 | 3 | Master |
| C | M | 31-35 | 7 | Bachelor |
| D | F | 35+ | 16 | Master |
| E | F | 35+ | 27 | Master |
| F | F | 35+ | 10 | Master |

Table 6 contains the descriptive statistics for the teacher attrition scale. As the table indicates, the highest averages include:

- I plan on teaching at my current school next year (M = 2.87, SD = 0.68)
- My ability to manage my classroom and student behavior impacts my decision to continue teaching at current school (M = 2.57, SD = 0.80).

- In the next 2-3 years, I would like to teach at another school (M = 2.41, SD = 0.68)

Table 6

Novice Teacher Attrition Descriptor Statistics

| Item | <i>M</i> | <i>SD</i> | n |
|--|----------|-----------|-----|
| I plan on teaching at my current school next year. | 2.87 | 0.68 | 116 |
| In the next 2-3 years, I would like to teach at another school. | 2.41 | 0.89 | 116 |
| In the next 2-3 years, I would like to teach at another school district. | 2.15 | 0.61 | 116 |
| I plan on leaving the teaching profession. | 2.16 | 0.86 | 116 |
| The support and involvement I receive from administrators impact my decision to continue teaching at current school. | 2.29 | 0.75 | 116 |
| The support and involvement I receive from parents impact my decision to continue teaching at current school. | 2.12 | 0.74 | 116 |
| My ability to manage my classroom and student behavior impacts my decision to continue teaching at current school. | 2.57 | 0.80 | 116 |

The Likert scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly Agree

According to Table 6, the lowest averages include:

- The support and involvement I receive from parents impacts my decision to continue teaching at current school (M=2.12, SD=0.74).

- In the next 2-3 years, I would like to teach at another school district ($M=2.15$, $SD=0.61$).

RQ1 and RQ2: Quantitative Data Analysis

RQ1: Is there a significant relationship between **administrative support** and novice teachers' intent to remain within a select urban district in the state of Georgia?

RQ2: Is there a significant relationship between **administrative support** and novice teachers' intent to remain in the teaching profession?

Table 7 contains the descriptive statistics for the administrative support variable.

As the table indicates, the highest averages include:

- Administrators encourage and promote creativity with instructional strategies to be used with students in my classroom ($M = 3.06$, $SD = 0.59$).
- The administrative team is very supportive and encouraging when conducting observations and providing feedback ($M = 3.03$, $SD = 0.60$).
- My administrator(s) put forth the effort to make sure I am confident in my understanding of the responsibilities and expectations in my role as a classroom teacher ($M = 3.02$, $SD = 0.56$).

Table 7

Administrative Support Descriptor Statistics

| Item | <i>M</i> | <i>SD</i> | n |
|---|----------|-----------|-----|
| Administrators treat teachers equally and with respect. | 2.87 | 0.84 | 116 |
| Administrators involve teachers in important decisions made within the school. | 2.72 | 0.85 | 116 |
| Administrators encourage and promote creativity with instructional strategies to be used with students in my class. | 3.06 | 0.59 | 116 |
| The administrative team is very supportive and encouraging when conducting observations and providing feedback. | 3.03 | 0.60 | 116 |
| Administrators are supportive when teachers experience behavior challenges with their students/parents. | 2.95 | 0.64 | 116 |
| Administrators provide me with professional input, feedback, and suggestions on a consistent basis (i.e. evaluations, face to face meetings about my performance). | 2.88 | 0.82 | 116 |
| Administrators are available to answer questions and to clarify procedures that will simplify my experience as a teacher. | 2.87 | 0.77 | 116 |
| Administrators address and resolve disciplinary issues that arise both in my classroom and/or throughout the school. | 2.76 | 0.65 | 116 |
| Administrators have created a positive school climate that makes me feel valued, appreciated, and safe. | 2.79 | 0.94 | 116 |
| My administrator(s) puts forth the effort to make sure I am confident in my understanding of the responsibilities and expectations in my role as a classroom teacher. | 3.02 | 0.56 | 116 |

The Likert scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly Agree.

The lowest averages include:

- Administrators involve teachers in important decisions made within the school (M = 2.72, SD = 0.85).
- Administrators address and resolve disciplinary issues that arise both in my classroom and/or throughout the school (M = 2.76 SD = 0.65).
- Administrators have created a positive school climate that makes me feel valued, appreciated, and safe (M = 2.79, SD = 0.94).

Table 8 contains the percentages for administrative support. As the table indicates, the highest areas of agreement include:

- Administrators encourage and promote creativity with instructional strategies to be used with students in my class (85.34%).
- The administrative team is very supportive and encouraging when conducting observations and providing feedback (85.34%).
- My administrator(s) puts forth the effort to make sure I am confident in my understanding of the responsibilities and expectations in my role as a classroom teacher (85.34%).

As indicated in Table 8, The highest areas of disagreement include:

- Administrators involve teachers in important decisions made within the school (37.07%).

Table 8

Administrative Support Distribution of Responses

| Question | n | Strongly Disagree | Agree | Total |
|--|-----|-------------------|----------------|---------|
| | | Disagree | Strongly Agree | |
| Administrators treat teachers equally and with respect. | 116 | 26.72% | 73.28% | 100.00% |
| Administrators involve teachers in important decisions made within the school. | 116 | 37.07% | 62.93% | 100.00% |
| Administrators encourage and promote creativity with instructional strategies to be used with students in my class. | 116 | 14.66% | 85.34% | 100.00% |
| The administrative team is very supportive and encouraging when conducting observations and providing feedback. | 116 | 14.66% | 85.34% | 100.00% |
| Administrators are supportive when teachers experience behavior challenges with their students/parents. | 116 | 23.28% | 76.72% | 100.00% |
| Administrators provide me with professional input, feedback, and suggestions on a consistent basis (i.e. evaluations, face to face meetings about my performance). | 116 | 25.00% | 75.00% | 100.00% |
| Administrators are available to answer questions and to clarify procedures that will simplify my experience as a teacher. | 116 | 25.00% | 75.00% | 100.00% |

(continued)

| Question | n | Strongly Disagree | Agree | Total |
|---|-----|-------------------|----------------|---------|
| | | Disagree | Strongly Agree | |
| Administrators address and resolve disciplinary issues that arise both in my classroom and/or throughout the school. | 116 | 36.21% | 63.79% | 100.00% |
| Administrators have created a positive school climate that makes me feel valued, appreciated, and safe. | 116 | 29.31% | 70.69% | 100.00% |
| My administrator(s) puts forth the effort to make sure I am confident in my understanding of the responsibilities and expectations in my role as a classroom teacher. | 116 | 14.66% | 85.34% | 100.00% |

- Administrators address and resolve disciplinary issues that arise both in my classroom and/or throughout the school (36.21%).
- Administrators have created a positive school climate that makes me feel valued, appreciated, and safe (29.31%).

Table 9 contains the correlations for administrative support. Survey question 31 asked respondents: I plan on teaching at my current school next year. As indicated in Table 9, there was a moderate, positive statistically significant correlation with administrative support and novice teachers' intent to remain at their current school next year. Survey question 32 asked respondents: In the next 2-3 years, I would like to teach at another school. As indicated in Table 9, there was a moderate, negative statistically

significant correlation with administrative support and novice teachers' intent to remain in the same school district.

Table 9

Correlations of Teacher Retention Indicators with Administrative Support

| | | |
|-----|---------------------|---------|
| Q31 | Pearson Correlation | .485** |
| | Sig. (2-tailed) | .000 |
| | N | 116 |
| Q32 | Pearson Correlation | -.408** |
| | Sig. (2-tailed) | .000 |
| | N | 116 |
| Q33 | Pearson Correlation | -.174 |
| | Sig. (2-tailed) | .061 |
| | N | 116 |

Survey question 33 asked respondents: In the next 2-3 years, I would like to teach at another school district. As indicated in Table 9, there was a very weak, negative statistically significant correlation with administrative support and novice teachers' intent to remain in the same school district.

The researcher also ran a regression analysis. After controlling for classroom management and parental involvement, there was a significant relationship between administrative support and novice teachers' intent to remain (see Table 10). Further, the analysis indicated the adjusted R square to be .283 ($R^2=.28$) and the ANOVA indicated $F(3,113) = 16.14, P<.001$.

Table 10

Regression Analysis

| Model | | Coefficients ^a | | t | Sig. | |
|-------|----------------------------|---------------------------|--------------|------|--------|------|
| | | Unstandardized | Standardized | | | |
| | | Coefficients | Coefficients | | | |
| | B | Std. Error | Beta | | | |
| 1 | (Constant) | -1.491 | .842 | | -1.770 | .079 |
| | Administrative_Support_Avg | .541 | .108 | .413 | 5.020 | .000 |
| | Classroom_Management_Avg | .788 | .262 | .248 | 3.007 | .003 |
| | Parental_Involvement_Avg | .137 | .175 | .064 | .785 | .434 |

Responses from Focus Group Question 1

Why do you think teachers leave urban schools? Do any of you know teachers that have left? What is your perception of the teachers leaving urban schools? How influential were the administrative and grade level teams in retaining teachers?

The researcher determined four common themes emerged from question one of the focus group protocol. Responses were ranked from most to least frequent throughout the protocol. An analysis of the focus group protocol participants indicated one theme emerged with a frequency of 4 out of 6 as the highest from the teachers: *lack of administrative support*. The second highest (2 out of 6) was *high expectations for teachers, compensation, and work related stress*. The lowest amount of frequencies that emerged was *classroom management*, which had 1 out of 6 (Table 11).

Table 11

Responses from Focus Group Question 1

| Participants | High | Compensation | Work Related Stress | Lack of Support | Classroom Management |
|---|------|--------------|---------------------------|--------------------|-------------------------|
| A | | X | | X | |
| B | X | | | | |
| C | | X | X | | |
| D | | | X | X | |
| E | X | | | X | |
| F | | | | X | X |
| Number of times each theme emerged from the focus group | 2 | 2 | 2 | 4 | 1 |

To expound the depth of the study, two quotes were selected, one from a novice teacher, and one from a mentor teacher to be shared in the study.

Participant B

Teachers leave urban schools because it's less stress in other areas. It's more organized. Outside of urban areas it's more developed and it's less chaotic... I don't know of any teachers who have left urban schools. I know of teachers who have come to urban schools but I also know teachers who have left the profession in general... The teachers that I witnessed who left were awesome teachers. They were effective. But the pay wasn't good enough and the stress didn't equal up to the pay. And you can't keep good teachers without pay because sometimes you just need to pay teachers what they're worth... The reason why people left, they got tired of everything changing. Like every year it was something different.

It was the same thing but a different name. They got tired of the stress. So you had all this stress and you've got all these pressures to complete assignments, to complete work which you are not compensated for and if you work in other areas you're compensated for your time. So people love and people were passionate about education but after a couple of years they got old and got burned out so they quit. So they were good and loved it but just got burned out. (Personal communication, December 19, 2018)

Participant D

Teachers leave urban schools for several reasons. One for lack of parental support, with the students in regards to you know, the parents holding the students accountable. Umm, many times the parents think it's the teacher's responsibility to stay on the students so that is also problematic. Yes, I left urban schools after 14 years. The stress got to be too high and so I couldn't do it anymore. Umm, I think that you know, a lot of teachers who start teaching in urban schools start with, you know they teach there because they want to make a difference. But sometimes, the stresses, the socioeconomic issues, umm you know can, along with the lack of parental support. A lot of times the admins are not supportive. All of that together makes it exceptionally hard. Umm, I don't think I have a negative view of teachers who have left. I used to, because I used to think they couldn't cut it, but then after a while I felt all this stress. You can't hold it against them that they want peace of mind. You know, they need peace of mind. How influential were the administrative and grade level teams in retaining teachers? Exceptionally

influential; the administrative team sets the tone for the school. And a lot of times if teachers don't feel like they support them, it makes it hard especially with policies, and dealing with irate parents and so, ummm it has a huge effect on retaining teachers. In fact, I would argue the administrative team and how they operate is the primary reason teachers may leave, umm a school because you're already dealing with the stresses of your students and the parents and then you have admins that may be talking to you crazy or are punitive and things of that nature, so they have a huge effect on it. (Personal communication, December 19, 2018)

Responses to Focus Group Question #2

Has anyone ever considered resigning from the profession? What factors led you to the decision? What support was offered by the administrative team?

The researcher determined that five out of six participants have considered resigning from the profession. Three common themes emerged from the responses. Responses from each teacher were ranked in order from most to less frequent responses by the participants. The theme, *stress*, indicated three out of six frequencies. *Lack of administrative support, working in an urban school district is stressful, and teacher workload* all indicated two frequencies out of six. *Compensation* and *classroom management* had frequencies of one out of six (see Table 12).

Table 12

Responses from Focus Group Question 2

| Participants | Has anyone considered resigning from the profession? | | |
|--------------|--|----------------------|----------------------|
| | Reason 1 | Reason 2 | |
| A | Y | Stress | N/A |
| B | N | I like the challenge | N/A |
| C | Y | Compensation | Stress |
| D | Y | Stress | No support |
| E | Y | No support | Workload |
| F | Y | Workload | Classroom Management |

To expound the depth of the study, two quotes were selected, one from a novice teacher, and one from a mentor teacher to be shared in the study.

Participant A

I have considered resigning from the profession. I want to be compensated for my time. I love what I do. I'm good at what I do but I feel like other people doing other things who are under less stress getting paid better so if I can have less stress and be paid more, why not? Why not do something where there is less stress? . . . At my last school, my principal did nothing. He just told me to leave. Here, support, awards, even random awards like a pat on the back or letter. What's it's called? Busted cards. Just recognition for what you're doing because sometimes people just think you have the energy of a robot. I just come in every day and work and sometimes you don't do that but because they'll think about you

in a random way, it kind of makes you, Okay. (Personal communication, December 19, 2018)

Participant D

Absolutely. I did. For a year. The stress got too high. I started having panic attacks from the stress from teaching. Umm, ultimately, I was diagnosed with PTSD from teaching in urban schools and so I absolutely did leave. Umm, I mean it was multiple schools with, you know, admin teams that were negative, punitive, umm petty, for a lack of better words. Personal issues got in the way of the professionalism. Umm, on the district level, I will say the best support was the ability to file a complaint. That was about the biggest support, the grievance process. Well the grievance process had to change because initially when you filed a grievance, they would give your admin a heads up. So, you'd get back to work and your situation had gotten worse because someone that they were cool with downtown gave them a heads up that you'd filed a grievance. So now you're dealing with a whole new set of drama. But once they did a shift, down there, then it became more of a situation where umm that they watched both parties, so umm that was a plus with the district that if you had filed a grievance, they're not just taking the admins side, they are gonna investigate both sides to see who's at fault and if both parties are at fault. (Personal communication, December 19, 2018)

RQ3 and RQ4: Quantitative Data Analysis

RQ3: Is there a significant relationship between **teachers' self-efficacy in classroom management** and novice teachers' intent to remain within a select urban district in the state of Georgia?

RQ4: Is there a significant relationship between **teachers' self-efficacy in classroom management** and novice teachers' intent to remain in the teaching profession?

Table 13 includes descriptive statistics for classroom management. As the table indicates, there items with the highest mean include:

- I feel safe in my classroom (M = 3.58, SD = 0.57).
- I feel that I am able to develop relationships with my students that allow me to successfully accomplish the daily goals of instruction (M = 3.47, SD = 0.50).
- I have established classroom expectations and routines that allow daily instruction to run smoothly (M = 3.39, SD = 0.49).

Table 13

Classroom Management Descriptive Statistics

| Question | M | SD | n |
|--|------|------|-----|
| I am able to quickly and successfully control disruptive behavior in my classroom. | 3.23 | 0.46 | 116 |
| I have established classroom expectations and routines that allow daily instruction to run smoothly. | 3.39 | 0.49 | 116 |

(continued)

| Question | M | SD | n |
|--|------|------|-----|
| I feel that I am able to develop relationships with my students that allow me to successfully accomplish the daily goals of instruction. | 3.47 | 0.50 | 116 |
| I often lose valuable instructional time due to classroom disruptions and behavioral issues. | 2.28 | 0.69 | 116 |
| My students respect me as their classroom teacher. | 3.34 | 0.57 | 116 |
| I feel safe in my classroom. | 3.58 | 0.57 | 116 |
| I have concerns with students having their cell phones in the classroom. | 2.47 | 1.01 | 116 |
| I allow students to use cell phones for educational purposes. | 2.80 | 0.70 | 116 |
| The use of technology has increased student misconduct. | 2.53 | 0.88 | 116 |
| I actively engage students through use of varied instructional strategies. | 3.34 | 0.56 | 116 |

The Likert scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly Agree.

As Table 13 indicates, the items with the lowest mean include:

- I often lose valuable instructional time due to classroom disruptions and behavioral issues (M = 2.28, SD = 0.69).
- I have concerns with students having their cell phones in the classroom (M = 2.47, SD = 1.01).
- The use of technology has increased student misconduct (M = 2.53, SD = 0.88).

Table 14 includes the percentages of teachers who strongly disagree, disagree, agree, and strongly agree with items correlated to classroom management.

Table 14

Classroom Management Distribution of Responses

| Question | n | Strongly Disagree | Agree | Total |
|--|-----|-------------------|----------------|---------|
| | | Disagree | Strongly Agree | |
| I am able to quickly and successfully control disruptive behavior in my classroom. | 116 | 1.72% | 98.28% | 100.00% |
| I have established classroom expectations and routines that allow daily instruction to run smoothly. | 116 | 0.00% | 100.00% | 100.00% |
| I feel that I am able to develop relationships with my students that allow me to successfully accomplish the daily goals of instruction. | 116 | 0.00% | 100.00% | 100.00% |
| I often lose valuable instructional time due to classroom disruptions and behavioral issues. | 116 | 62.93% | 37.07% | 100.00% |
| My students respect me as their classroom teacher. | 116 | 5.17% | 94.83% | 100.00% |
| I feel safe in my classroom. | 116 | 4.31% | 95.69% | 100.00% |
| I have concerns with students having their cell phones in the classroom. | 116 | 58.62% | 41.38% | 100.00% |
| I allow students to use cell phones for educational purposes. | 116 | 36.21% | 63.79% | 100.00% |
| The use of technology has increased student misconduct. | 116 | 57.76% | 42.24% | 100.00% |

| | | | | |
|--|-----|-------|--------|---------|
| I actively engage students through use of varied instructional strategies. | 116 | 4.31% | 95.69% | 100.00% |
|--|-----|-------|--------|---------|

As Table 14 indicates, the highest areas of agreement include:

- I have established classroom expectations and routines that allow daily instruction to run smoothly (100.00%).
- I feel that I am able to develop relationships with my students that allow me to successfully accomplish the daily goals of instruction (100.00%).
- I am able to quickly and successfully control disruptive behavior in my classroom (98.28%).

The highest areas of disagreement include:

- I often lose valuable instructional time due to classroom disruptions and behavioral issues (62.93%).
- I have concerns with students having their cell phones in the classroom (58.62%).
- The use of technology has increased student misconduct (57.76%).

Table 15 contains the correlations for administrative support. Survey question 31 asked respondents: I plan on teaching at my current school next year.

As indicated in Table 15, there was a weak, positive statistically significant correlation with administrative support and novice teachers' intent to remain at their current school next year. Survey question 32 asked respondents: In the next 2-3 years, I would like to teach at another school.

Table 15

Correlations of Teacher Retention Indicators with Classroom Management

| | | |
|-----|---------------------|--------|
| Q31 | Pearson Correlation | .363** |
| | Sig. (2-tailed) | .000 |
| | N | 116 |
| Q32 | Pearson Correlation | -.048 |
| | Sig. (2-tailed) | .605 |
| | N | 116 |
| Q33 | Pearson Correlation | -.210* |
| | Sig. (2-tailed) | .023 |
| | N | 116 |

As noted in Table 15, there was a very weak, negative statistically significant correlation with classroom management and novice teachers' intent to remain in the same school district. Survey question 33 asked respondents: In the next 2-3 years, I would like to teach at another school district. As indicated in Table 15, there was a very weak, negative statistically significant correlation with administrative support and novice teachers' intent to remain in the same school district.

The researcher also ran a regression analysis. After controlling for administrative support and parental involvement, there was a significant relationship between classroom management and novice teachers' intent to remain (see Table 10).

Responses to Focus Group Question 3

According to the literature, student discipline is the second highest reason that teachers leave the profession. How has teacher classroom management been a factor of teachers leaving or contemplating?

Two common themes emerged from the participants' responses. The responses from each teacher were ranked by the researcher in order by most to less frequent responses by the participants. Both themes indicated three out of six responses: *No support for discipline and building relationships with students* (see Table 16).

Table 16

Responses from Focus Group Question 3

| Participants | Reason 1 | Reason 2 |
|--------------|---|-----------------------------------|
| A | Hard to build relationships with students | Overwhelming |
| B | Didn't try to build a relationship with students | N/A |
| C | Older teachers cannot adjust | No support for discipline |
| D | Some teachers try to befriend students | Not having a strong teacher voice |
| E | Didn't try to build a relationship with students | No support for discipline |
| F | Teachers don't know how to manage off task students | No support for discipline |

To expound the depth of the study, two quotes were selected, one from a novice teacher, and one from a mentor teacher to be shared in the study.

Participant A

Classroom management from what I've seen is 100 -- well, not 100. It's a majority of why some teachers are leaving as I'm aware. Some teachers don't know how to

manage classrooms. I feel like students need to be taught by people who look like them. So I feel like sometimes people think because I'm male I have more an advantage. I think because I'm black I have more of an advantage. I know at our school in general, the math teachers are all white teachers. Each one of them left before Christmas. So it's kind of like I'm just seeing my face, a familiar face, the kids are able to calm down more. I think seeing a familiar face the students are going to trust it so they all of a sudden start to listen. Now, the student might be texting, but that does not mean that they're not listening to you. Assuming they could go on Internet, they could still be listening to you, but you should not lose your mind going crazy over something that this kid is maybe-- they might be listening to you. They could understand everything, but because you saw, you want them to do what you say to be in control. And because you don't, now, you just lost a whole 30 minutes. So I learned from that experiment, and so that's why I get my classroom management from. Sometimes, if a student is on their phone, okay, so. And from the research, we saw there were people not paying attention, they don't always not listen. Sometimes, they do listen while doing it. So I think that I'm effective with classroom management because I don't make it a big deal. You're not kicked out of room for just using cell phone. You're kicked out of room for cheating on a test with your cell phone. (Personal communication, December 19, 2018)

Participant E

In urban school's students don't know how to, and this is just my experience, to handle different personality styles, and so when you're an urban teacher a lot of times you have to come in and be a drill sergeant. What I've found is that there were several teachers that had poor classroom management, but were good teachers, but because they had students that tended to feed off the fact that they had a mild personality. Kids just don't do well with different mild personality types and they take advantage of it and so a lot of times when you have teachers like that, where the kids you know don't respect them or you know, those teachers don't make it through the school year. And I've seen that several times. (Personal communication, December 19, 2018)

RQ5 and RQ6: Quantitative Data Analysis

RQ5: Is there a significant relationship between **parental involvement** and novice teachers' intent to remain within a select urban district in the state of Georgia?

RQ6: Is there a significant relationship between **parental involvement** and novice teachers' intent to remain in the teaching profession?

Table 17 includes descriptive statistics for parental involvement. As the table indicates, there items with the highest mean include:

- I believe that building a relationship with parents and maintain their involvement in my classroom is necessary for student success (M = 3.46, SD = 0.61).

- The majority of my students' parents feel comfortable contacting me when they have questions or concerns (M = 3.33, SD = 0.49).
- I feel comfortable asking parents for assistance when needed (M = 3.11, SD = 0.63).

Table 17

Parental Involvement Descriptive Statistics

| Question | M | SD | n |
|--|------|------|-----|
| I receive support from my students' parents. | 2.57 | 0.59 | 116 |
| The majority of my students' parents are actively involved and concerned with their child's academic success. | 2.47 | 0.56 | 116 |
| I feel comfortable contacting parents pertaining to a variety of circumstances including their child's behavior and/or academic performance. | 3.16 | 0.57 | 116 |
| The majority of my students' parents feel comfortable contacting me when they have questions or concerns. | 3.33 | 0.49 | 116 |
| I feel comfortable asking parents for assistance when needed. | 3.11 | 0.63 | 116 |
| I believe that building a relationship with parents and maintaining their involvement in my classroom is necessary for student success. | 3.46 | 0.61 | 116 |
| Parents are aware of what is expected of their child at this school. | 3.01 | 0.64 | 116 |
| Parents attend PTA Meetings or parent/teacher conferences. | 2.41 | 0.82 | 116 |

| | | | |
|--|------|------|-----|
| Parents respond to email and/or phone calls. | 2.82 | 0.64 | 116 |
| Parents frequently attend school activities. | 2.65 | 0.71 | 116 |

The Likert scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly Agree.

As Table 17 indicates, the items with the lowest mean include:

- Parents attend PTA meetings or parent/teacher conferences (M = 2.41, SD = 0.82).
- The majority of my students' parents are actively involved and concerned with their child's academic success (M = 2.47, SD = 0.56).
- I receive support from my students' parents (M = 2.57, SD = 0.59).

Table 18 includes the percentages of teachers who strongly disagree, disagree, agree, and strongly agree with items correlated to parental involvement. As the table indicates, the highest areas of agreement include:

- The majority of my students' parents feel comfortable contacting me when they have questions or concerns (99.14%).
- I believe that building a relationship with parents and maintaining their involvement in my classroom is necessary for student success (93.97%).
- I feel comfortable contacting parents pertaining to a variety of circumstances including their child's behavior and/or academic performance (90.52%).

Table 18

Parental Involvement Distribution of Responses

Strongly Disagree

Agree

| Question | n | Disagree | Strongly Agree | Total |
|---|-----|----------|----------------|----------|
| I receive support from my students' parents. | 116 | 43.20% | 56.90% | 100.00 % |
| The majority of my students' parents are actively involved and concerned with their child's academic success. | 116 | 52.59% | 47.41% | 100.00 % |

(continued)

| Question | n | Strongly Disagree | Agree | Total |
|--|-----|-------------------|----------------|----------|
| | | Disagree | Strongly Agree | |
| I feel comfortable contacting parents pertaining to a variety of circumstances including their child's behavior and/or academic performance. | 116 | 9.48% | 90.52% | 100.00 % |
| The majority of my students' parents feel comfortable contacting me when they have questions or concerns. | 116 | 0.86% | 99.14% | 100.00 % |
| I feel comfortable asking parents for assistance when needed. | 116 | 14.66% | 85.34% | 100.00 % |
| I believe that building a relationship with parents and maintaining their involvement in my classroom is necessary for student success. | 116 | 6.03% | 93.97% | 100.00 % |
| Parents are aware of what is expected of their child at this school. | 116 | 18.10% | 81.90% | 100.00 % |
| Parents attend PTA Meetings or parent/teacher conferences. | 116 | 42.24% | 57.76% | 100.00 % |

| | | | | |
|--|-----|--------|--------|----------|
| Parents respond to email and/or phone calls. | 116 | 31.03% | 68.97% | 100.00 % |
| Parents frequently attend school activities. | 116 | 37.07% | 62.93% | 100.00 % |

As Table 18 indicates, the highest areas of disagreement include:

- The majority of my students' parents are actively involved and concerned with their child's academic success (52.59%).
- I receive support from my students' parents (43.20%).
- Parents attend PTA meetings or parent/teacher conferences (42.24%).

Table 19 contains the correlations for administrative support. Survey question 31 asked respondents: I plan on teaching at my current school next year.

Table 19

Correlations of Teacher Retention Indicators with Parental Involvement

| | | |
|-----|---------------------|-------|
| Q31 | Pearson Correlation | .186* |
| | Sig. (2-tailed) | .046 |
| | N | 116 |
| Q32 | Pearson Correlation | .047 |
| | Sig. (2-tailed) | .614 |
| | N | 116 |
| Q33 | Pearson Correlation | -.008 |
| | Sig. (2-tailed) | .929 |
| | N | 116 |

As shown in Table 19, there was a very weak, positive statistically significant correlation with administrative support and novice teachers' intent to remain at their current school next year. Survey question 32 asked respondents: In the next 2-3 years, I would like to teach at another school.

As noted in Table 19, there was a very weak, positive statistically significant correlation with administrative support and novice teachers' intent to remain in the same school district. Survey question 33 asked respondents: In the next 2-3 years, I would like to teach at another school district. As indicated in Table 19, there was a very weak, negative statistically significant correlation with administrative support and novice teachers' intent to remain in the same school district.

The researcher also ran a regression analysis. After controlling for administrative support and classroom management, there was no significant relationship between administrative support and novice teachers' intent to remain (see Table 10).

RQ5 and RQ6: Qualitative Data Analysis

RQ5: Is there a significant relationship between **parental involvement** and novice teachers' intent to remain within a select urban district in the state of Georgia?

RQ6: Is there a significant relationship between **parental involvement** and novice teachers' intent to remain in the teaching profession?

Responses to Focus Group Question 4

What impact does parental involvement have on teacher retention? How does parental involvement affect teacher retention?

No common themes emerged from the participants' responses. The responses from each teacher were ranked by the researcher in order by most to less frequent responses by the participants. One theme indicated 2 out of 6 responses: *communication*. One theme indicated 1 out of 5 responses: helicopter parents. One theme indicated 1 out of 6 responses: hard to get in contact with (see Table 20).

Table 20

Responses from Focus Group Question 4

| Participants | Reason 1 |
|--------------|---------------------------------|
| A | Supportive |
| B | Helicopter parents |
| C | Lack of communication |
| D | Effective communication |
| E | Build relationship with parents |
| F | Hard to get in contact with |

To expound the depth of the study, two quotes were selected, one from a novice teacher, and one from a mentor teacher to be shared in the study.

Participant C

Teacher retention, I think some teachers get upset when they don't hear from parents. I've learned because I taught one year on level. There were some parents I could not even get in contact with at all. So I had to do it all. I had to be the dad. I had to be the case manager and the person to teach. But supportive parents help with classroom management because if we have an issue one day, maybe they could talk to the child, change the behavior, but I've had instances where I had no parent communication. I get no email back, no phone call answer, and I've had cases where I get parents answering. And one parent told me to show him what to do with him. So then, I had to take this on my own arms, on my own [laughter] hands on how to handle him, so. Sometimes, when you get parents'

communication, they help. Sometimes, it doesn't help, but you choose how to manage what you got. (Personal communication, December 19, 2018)

Participant D

I think it depends on the type of parental involvement. I know that in urban schools, the parental involvement was minimal, but I don't think it played a big part in teachers leaving. It was just a source of more so disappointment. But you know schools who have the helicopter parents, like more suburban schools, some teachers don't want to be where parents refuse to hold their children accountable. I can see that being a source of, if not a teacher leaving the school, definitely teachers requesting a different course load. (Personal communication, December 19, 2018)

Responses from Focus Group Question 5

Reflect to your first through third year of teaching, what type of support was the deciding factor for you to stay in the profession? Reflect to your first through fifth-year of teaching, what support do you believe should have been offered to influence more teachers to stay in the profession? What support should be offered to those contemplating on leaving the profession now?

The question from the focus group was in three parts and, therefore, two common themes emerged from the first, five from the second, and three from the third (see Table 21). The highest theme for part a, *peer collaboration* was indicated by four out of six frequencies.

Table 21

Responses from Focus Group Question 5

| Participants | Reason |
|--------------------------------------|-------------------------------------|
| <i>Focus Group Question 5 Part A</i> | |
| A | Peer Collaboration |
| B | Peer Collaboration |
| C | Peer Collaboration |
| D | Strong mentor teacher |
| E | Peer collaboration |
| F | Support |
| <i>Focus Group Question 5 Part B</i> | |
| A | Mentor teacher |
| B | Check in from admin |
| C | Mentor teacher |
| D | Mentor teacher |
| E | Mentor teacher |
| F | Mentor teacher |
| <i>Focus Group Question 5 Part C</i> | |
| A | Bonus |
| B | Open Communication |
| C | Recognition |
| D | Open communication |
| E | Support |
| F | Feedback from admin (communication) |

Mentor teacher was the highest theme for part b, indicated by five out of six frequencies. *Communication* was the highest theme for part c, indicated by three out of six frequencies.

To expound the depth of the study, two quotes were selected, one from a novice teacher, and one from a mentor teacher to be shared in the study.

Participant C

People who look like me, and when they're coming and saying, 'You're doing a good job. We already see results.' And then, just that motivation from him. They understand I'm doing a good job and how to help me out. It was seeing different faces that didn't look like me, but I was told I'm doing a good job. As soon as they say I'm doing a good job; that kind of helps the faculty support. Also, in my former county, they have a policy to collaborate. The reason why they have such a successful system is that everybody basically—collaboration is a big thing, so. When I first came from Florida, I didn't teach high school. So by the time I got to high school, in my former county, they said collaboration, collaboration. So collaboration was on their application website. Collaboration was in your first year teaching interview, whatever. They always referenced collaboration because the reason why somebody was a successful teacher is the person who is the most successful, they pass on their work, to the person who is new. So if you're new, so this is what we do, basically pass as much as you can pass to schools so that the teacher who has been there, who's the team lead, she's been making As on the EOC, so now the expectation is that you should have As on your EOCs. So now, you get to do it. With regards to what should be done, It's not a school issue. Teachers should be paid what they are worth. And I feel like other countries they

pay six figures. Think about it; I'm not saying bad teachers should be rewarded. But what I'm saying is we are losing good teachers because the county doesn't have a will or a good budget to pay these teachers for what they are worth. It's all the governmental cycle, so it's not something that we [inaudible]. But pay isn't the issue; I feel like I should be paid what I'm worth. So that's why when you asked me the question I thought about it. Yeah, sometimes you want a nice, you want to have a nice office or nice car. Some professionals have no idea. (Personal communication, December 19, 2018)

Participant D

New teachers had an administrator that they reported to their first two years. They did pulse checks, they would call you in just to debrief and see how things were going, if you had any issues and grievances. And this was for two years, until you got your system in place. So, you know I think it did a great job of grooming teachers. In fact, from that school, whenever those teachers left and went to other schools, I mean they were highly acclaimed because they had all these things built into their professional development to make them quality teachers, which was always a plus. So, she definitely did a great job of that. So, I think that I attribute the teacher that I am to that school. As far as support that should have been offered, I don't really, I didn't have content support. When I came, I was a premed major and I taught the kids the way I was taught, and I'd often have teachers tell me I was doing too much, but I always taught very in depth. So, I kinda came in as the newbie, but I ended up being the content

specialist because of the academic background I had, and so if anything was different, it was probably that because everybody was treated the same, so we kinda all bonded so you weren't isolated out. Everybody got it, so you know it wasn't you know, you didn't feel singled out. Umm for those contemplating leaving the profession, I think there needs to be a conversation on what are the issues. A lot of times when teachers are disgruntled, there is, you know, when you try to address it, it gets swept under the rug or it's a sink or swim, you know if you don't like it, you can go somewhere else response instead of wholeheartedly listening to teachers, and the problem is that you know, you can't really fix a school if you discount the grievances of the teachers because oftentimes it's not just one person, several people have the same grievances but you don't know that if you don't address it. So, for teachers thinking about leaving the profession, umm maybe just giving people what they're old. Like raises, show them you respect what they do. You know when you have a profession, and you don't give them raises or you pick and choose who gets a raise that's problematic. (Personal communication, December 19, 2018)

Responses from Focus Group Question 6

Which of the select research variables have the greatest impact on teacher attrition within a select urban school district within the state of Georgia?

One common theme emerged from the participants' responses. The responses from each teacher were ranked by the researcher in order by most to less frequent

responses by the participants. *Administrative support* indicated five out of six responses. The theme *classroom management* was indicated by one out of six frequencies (see Table 22).

Table 22

Responses from Focus Group Question 6

| Participants | Reason |
|--------------|------------------------|
| A | Administrative support |
| B | Administrative support |
| C | Administrative support |
| D | Administrative support |
| E | Administrative support |
| F | Classroom management |

To expound the depth of the study, two quotes were selected, one from a novice teacher, and one from a mentor teacher to be shared in the study.

Participant C

I left because of administrative support. It was so dry. It was like working; you would come to work, do your job, alright, bye, see you later. It was so dry. So I was like bump this, I just can't handle this. And the classroom management, I've seen teachers basically quit because they can't handle their students. And so I think, going back to the cell phone technology, teachers understood that having a cell phone should not be the one thing makes you stop your class. I think that would be good. But I have seen, and I think some counties are successful with it because everybody got trained on it. And I think here the reason why students,

teachers have so much more of a hard time is because it's the cell phone. Oh, they got the cell phone on them now. Okay, they got the cell phone now, that's fine. They can't have the cell phone on them. So, you stopping and 30 minutes of teaching for a cell phone when all anybody has to do is take them away if we could learn how to manage how students use them. (Personal communication, December 19, 2018)

Participant F

Administrative support, for sure. It's never because of the students. A majority of the times, it's because teachers don't feel as if they are supported, so they take their talents elsewhere or just leave the profession completely. (Personal communication, December 19, 2018)

Responses to Focus Group Question 7

Are there any other factors that may influence your intent to remain in the classroom?

Two common themes emerged from the participants' responses. The responses from each teacher were ranked by the researcher in order by most to less frequent responses by the participants. *Teacher workload* indicated 4 out of 6 responses. The theme *too much data* was indicated by 1 out of 6 frequencies (see Table 23).

Table 23

Responses from Focus Group Question 7

| Participants | Reason 1 | Reason 2 | Reason 3 |
|--------------|-------------|----------|----------|
| A | Initiatives | Workload | Data |
| B | Workload | N/A | N/A |
| C | None | N/A | N/A |
| D | Workload | N/A | N/A |
| E | Workload | Data | N/A |
| F | None | N/A | N/A |

To expound the depth of the study, one quote was selected to be shared in the study.

Participant B

Umm, I mean the biggest factors that would influence me are school culture which is set by the administrative team and school support, which is admin team, so everything goes back to the admin team. I've had students you know, I find that if you set parameters, students tend to comply. So umm, that's the biggest variable for me, admin support. Also raises and just being heard. (Personal communication, December 19, 2018)

Responses to Focus Group Question 8

Of all of the factors we have discussed about retaining teachers in urban schools, did the researcher miss or need to add any to the responses?

Participants determined that nothing needed to be added to any of the responses.

The focus group questions were used to answer the research questions. Data sources were collected and analyzed by the researcher and emergent themes were identified. Four main themes emerged from the focus group protocols and several subthemes. The four main themes were *lack of administrative support, workload and goals are unrealistic, the need for a mentor teacher, and effective communication* (see Table 24).

Table 24

Qualitative Analysis Emergent Themes

| Emergent Theme | Frequency |
|------------------------|-----------|
| Administrative support | 14 |
| Workload | 6 |
| Mentor Teacher | 6 |
| Communication | 5 |

Summary

The analysis of the quantitative data collected by the researcher revealed that the independent variables—administrative support and classroom management—were related to novice teachers intent to remain in a large urban school system. These variables were analyzed using Pearson's Correlation Coefficient. After controlling for classroom management and parental involvement, there was a significant relationship between administrative support and novice teachers' intent to remain. After controlling for administrative support and parental involvement, there was a significant relationship between administrative support and novice teachers' intent to remain. However, after

controlling for administrative support and classroom management, there was not a significant relationship between parental involvement and novice teachers' intent to remain. Further, the inverse relationship suggested by administrative support was associated with lower retention success in novice teachers.

The analysis of the qualitative data collected by the researcher revealed that the independent variable—administrative support—was related to the perceptions of teachers regarding retaining teachers in a large urban school system. However, classroom management and parental involvement were not related to perceptions of teachers regarding retaining teachers in a large urban setting. In addition, the themes teacher workload and effective communication emerged. The researcher used an iPad to record the focus group session of 6 teachers from 1 school.

CHAPTER VI

FINDINGS, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

The purpose of this mixed methods study is to determine whether administrative support, classroom management, and parental involvement factors are significantly related to novice teacher's retention. The study occurred in six feeder pattern schools with very similar demographics. All of the schools were part of the large urban school system in the Atlanta metropolitan area. The data collection instruments included a 50-item questionnaire and focus group protocol for teachers. Data were analyzed in the previous chapter and displayed in tables and matrixes collectively. The researcher examined the dependent variable of novice teachers' intent to remain while investigating the independent variables—administrative support, classroom management, and parental involvement. This chapter includes the findings of the study, implications, limitations, and recommendations.

Findings and Conclusions

Data were collected using a questionnaire and focus group protocols. The participants in the study included elementary, middle, and high school teachers in a select feeder pattern in an urban school district in the state of Georgia. To answer and examine the research questions, common themes were identified.

The purpose of this mixed methods study was to determine whether administrative support, classroom management, and parental involvement factors are

significantly related to novice teacher's retention. A quantitative survey and qualitative focus group measured the correlation between administrative support, classroom management, and parental involvement have on novice teachers' intent to remain in the classroom. The findings of this study will prepare educational leaders, human resource departments, and school board members with strategies to effectively reduce teacher attrition and improve student achievement in school systems.

Administrative Support

A study by Thibodeaux, Labat, Lee, and Labat (2015) found that poor encouragement from administrators, teacher assignments, and student discipline are main contributing factors to teachers' decision to remain in the field. Prior studies, including Johnson, Kraft, and Papay (2015) and Hughes et al. (2015) found that individual development and the capability to obtain emotional, environmental and instructional support from administrators influenced teacher's choice to leave or to stay in a school. Johnson et al. (2012) reported that working situations that mostly count to teachers were the principal's ability to lead, collegiate associations, and the structural culture of the schools. Results from the quantitative and qualitative data indicate that novice teachers find value in having a supportive working environment. This resulted in novice teachers being less inclined to leave the profession. Significant findings from the regression analysis of data for the Teacher Survey determined a significant relationship between administrative support and novice teachers' intent to remain (see Table 10).

Classroom Management

Research ranks classroom management near the top of issues that impact effective instruction and student achievement (The Wing Institute, 2018). In a poll conducted in 2012, over 40% of surveyed new teachers reported feeling either “not at all prepared” or “only somewhat prepared” to handle a range of classroom management or discipline situations (Greenberg, Putman, & Walsh, 2014). In a study conducted by Thomas, O’Bannon, and Britt (2014) on teachers’ perceptions of mobile phones in the classroom, a number of participants noted that although there are many barriers to using mobile phones in the classroom, teachers are ultimately responsible for their use. Teachers must effectively manage their classrooms around the use of mobile phones, whether they are being used for educational purposes or not. Results from the quantitative and qualitative data indicate that novice teachers find value in having a well-managed classroom. This resulted in novice teachers being less inclined to leave the profession. Significant findings from the regression analysis of data for the Teacher Survey determined a significant relationship between classroom management and novice teachers’ intent to remain (see Table 10).

Parental Involvement

The amount of parental support provided at home for student learning has been shown to influence a teacher’s decision to quit (Elfers, Plecki, & Knapp, 2006). The involvement of parents in their child’s educational career, along with the amount of support they provide to the teacher, not only impacts their child’s academic success, but also the teacher’s sense of job satisfaction, thus increasing their odds of persisting in the

classroom (Stockard & Lehman, 2004). Parental involvement in the classroom is a well-known strategy to boost student achievement (Center for Public Education, 2011), but more than 6-in-10 (62%) K-12 teachers say fewer than a quarter of parents get involved in the classroom (UOPX News, 2016) according to a recent University of Phoenix® College of Education survey conducted online by Harris Poll of 1,005 K-12 teachers nationwide. Results from the quantitative and qualitative data indicate that novice teachers find value in having parental support. This resulted in novice teachers being less inclined to leave the teaching profession. Significant findings from the regression analysis of data for the Teacher Survey determined no significant relationship between administrative support and novice teachers' intent to remain (see Table 10).

Studies find that attrition is often due to family reasons, lack of administrative support, low salaries, and poor working conditions (National Center for Education Statistics, 2017). Of all the factors, and based on teachers' perceptions, administrative support has the greatest impact on a novice teachers' intent to remain in an urban school district in Georgia.

Implications

The intention of this study was to identify if there was a correlation between administrative support, classroom management, and parental involvement on novice teachers' intent to remain in a large urban school district in Georgia.

Implications for Policy and Practice

The GaDOE survey found that two out of three teacher respondents stated they are unlikely to recommend teaching as a profession to a student about to graduate high

school (Sutcher, Darling-Hammond, & Carver-Thomas, 2016). This alarming statistic, coupled with policymakers recently focusing on the selection of teachers, indicates this focus must shift to improvements in the workplace, as research indicates factors such as administrative support and classroom management are correlated with novice teachers' intent to remain. Therefore, to ensure that policies translate into desired practices, policymakers must focus on providing support for novice teachers. Although we recognize that far more research is needed to fully understand novice teacher retention and how to address it, the findings from this study and a plethora of other studies can inform immediate action.

Implications for School Leaders

According to the quantitative survey, administrative support had the greatest impact on novice teachers' intent to remain. This implies that creating a work environment where novice teachers feel supported by administration is paramount to their intent to remain. Based on the theoretical framework, basic psychological needs (administrative support) must be met in order improve novice teachers intent to remain. This implies that school leaders should understand the importance of administrative support and its impact on novice teachers' intent to remain.

Recommendations

Recommendations for Policy and Practice

- District school administrators should consider implementing a variety of policies and procedures that may positively impact the issue of novice teacher retention.

- Universities, teacher preparation programs, and alternative certification programs should provide opportunities throughout the program for student teachers to observe and actively participate in classroom management opportunities within a variety of settings.

Recommendations for School Leaders

- Administrators should assign a trained mentor teacher to novice teachers just entering the profession.
- Administrators should also provide both administrators and novice teachers with targeted professional development opportunities that are geared towards educating and enlightening new teachers on the responsibilities of managing a classroom on a day-to-day basis.
- Due to the fact that Title I Parent and Family Engagement requires each school district to reserve at least one percent of its Title I funds to carry out parent and family engagement activities (The Leadership Conference Education Fund, 2016), schools must make efforts to meet these mandates. Examples of such assistance include the creation of a Parent Academy that involve both teachers and parents, including programs and sessions that allow for collaborative opportunities and incentives, and provides professional development opportunities that provide successful communication skills which will result in an improvement in parental involvement, this improving novice teacher retention.

Recommendations for Further Research

Future researchers studying issues relevant to the topics addressed in this study could focus on the following studies in order to produce additional understanding of the issue of novice teacher retention:

- Although the selected feeder pattern of focus offered the researcher an adequate response rate for analysis, it is recommended that future studies include more schools in order to enhance potential sample size, expand the reliability of results, and enhance the degree to which such results can be generalized to other schools and possible school districts.
- Novice teachers classified in years 0-2 were poorly represented in this study. It is recommended to conduct a future study that includes a more representative sample of teachers in their first 2 years of teaching.
- This study focused on teachers who were currently teaching; thus, the perspectives of teachers who ultimately chose to leave the profession were not included. It is recommended that future researchers gain access to teachers who exited the profession and gather their perspectives on the impact that the variables within this study had on their decision to leave the field of education.
- Due to the currently limited amount of literature pertaining to novice teacher retention in relation to management specific to cell phone and device usage, it is recommended that further research be conducted. Even though the subscale did not perform as intended, results suggest that device and cell phone usage, including headphones, does in fact potentially play a role in novice teacher

retention. Refining the subscale and investigating this relationship further would be valuable.

- Future research should include investigation of the correlation between having a mentor teacher and novice teacher retention.
- It is recommended that future studies include a comparison of schools in multiple feeder patterns in the same school district in order to enhance potential sample size, expand the reliability of results, and enhance the degree to which such results can be generalized to other schools and possible school districts.
- It is recommended that future studies include a comparison of multiple urban school districts in order to enhance potential sample size, expand the reliability of results, and enhance the degree to which such results can be generalized to other schools and possible school districts.

Limitations of the Study

The following are acknowledged as factors that will limit the degree to which the study results could be generalized to populations and locations other than those that are included in the study:

- The research study includes only educators located in six feeder schools in the south learning community of an urban school district in Georgia, and may not provide distinct data of perceptions on individual schools.

- The study includes only novice teachers who are currently teaching; thus, the perspectives of persons who have actually chosen to leave the classroom will not be included.
- The focus group only included high school teachers.
- The responses collected may not reflect the perceptions of all teachers within this region, state, school district or those who are no longer employed within the district, state, or region.
- Actual attrition rates were not measured through this study. This study focused on the correlation between administrative support, classroom management, and parental involvement on novice teachers' intent to remain.
- The researcher is employed at one of the selected schools. Therefore, participants may or may not have provided full disclosure while participating in this study.

Summary

The purpose of this mixed methods study was to determine whether administrative support, classroom management, and parental involvement factors are significantly related to novice teacher's retention. A quantitative survey and qualitative focus group measured the correlation between administrative support, classroom management, and parental involvement on novice teachers' intent to remain in the classroom. Previous literature examined the impact of the abovementioned factors on teacher attrition, yet not much literature was available that addressed the impact of

administrative support, classroom management, and parental involvement on a novice teacher's intent to remain.

The quantitative data for this study was obtained from 116 teachers, all within their first to fifth year of experience, who were teaching in an urban school district located in Metro Atlanta. The study examined the correlation with novice teacher intent to remain regarding administrative support, classroom management, and parental involvement. The qualitative data further examined novice and mentor teacher perspectives regarding these factors and their relation to overall intent to remain.

After controlling for classroom management and parental involvement, there was a significant relationship between administrative support and novice teachers' intent to remain. After controlling for administrative support and parental involvement, there was a significant relationship between administrative support and novice teachers' intent to remain. However, after controlling for administrative support and classroom management, there was not a significant relationship between parental involvement and novice teachers' intent to remain.

APPENDIX A

Focus Group Protocol

Focus Group Session: Participants (Teachers)

Thank you for agreeing to participate in this focus group for my research. I will be conducting a research project entitled "THE CORRELATION BETWEEN ADMINISTRATIVE SUPPORT, CLASSROOM MANAGEMENT, AND PARENTAL INVOLVEMENT ON NOVICE TEACHERS' INTENT TO REMAIN IN AN URBAN SCHOOL DISTRICT IN GEORGIA." The purpose of this focus group is to understand your perceptions regarding retaining teachers in urban schools. I am seeking to learn the various approaches and methods that are utilized to retain teacher's, therefore, your ideas and opinion will be relevant to this study. There are no or wrong answers to the focus group questions. The researcher is seeking to hear your viewpoints and honest feedback. The information you provide will assist in future research as well as adding depth to this study. Please respond to the following questions by sharing your thoughts.

Gender: _____

Age: _____

Years of Experience: _____

Highest Degree Earned: _____

Focus Group Sessions/Questions

Welcome

The researcher: Good afternoon and welcome to our session. Thank you for participating. I would like to reiterate that your responses to the questions will be anonymous. Will you please introduce yourselves?

Introduction

The researcher: My name is Shonnika Henry and I am a doctoral student at Clark Atlanta University in the Department of Educational Leadership. I am currently employed with Fulton County Schools. I will be conducting a research project entitled "The Correlation Between Administrative Support, Classroom Management, and Parental Involvement on Novice Teachers' Intent to Remain Within a Select Urban School District in the State of Georgia". I would like to include your voice in the study; therefore, I am requesting your permission to include you in this study.

Purpose

The researcher: This mixed methods study will be conducted to determine whether administrative support, classroom management, and parental involvement factors are significantly related to novice teacher's retention. The researcher is seeking to learn if there is a correlation between the selected factors and novice teacher's retention.

Norms

The researcher: The norms for this focus group will be:

1. Respect each other's opinions while speaking
2. We can agree to disagree
3. There are no right or wrong answers just different viewpoints.
4. Responses should not leave the room.
5. Everyone will be given the opportunity to speak
6. Only one person is asked to speak at a time because the researcher is recording the responses to be captured for the study.

Questions

1. Why do you think teachers leave urban schools? Do any of you know teachers that have left? What is your perception of the teachers leaving urban schools? How influential were the administrative and grade level teams in retaining teachers?
2. Has anyone ever considered resigning from the profession? What factors led you to the decision? What support was offered by the principal? What support was offered by the district?
3. According to the literature, student discipline is the second highest reason that teachers leave the profession. How has teacher classroom management been a factor of teachers leaving or contemplating?
4. What impact does parental involvement have on teacher retention? How does parental involvement affect teacher retention?
5. Reflect to your first through third year of teaching, what type of support was the deciding factor for you to stay in the profession? Reflect to your first through fifth-year of teaching, what support do you believe should have been offered to influence more teachers to stay in the profession? What support should be offered to those contemplating on leaving the profession now?
6. Which of the select research variables have the greatest impact on teacher attrition within a select urban school district within the state of Georgia?
7. Are there any other factors that may influence your intent to remain in the classroom?

The researcher will summarize the responses:

8. Of all the factors we have discussed about retaining teachers in urban schools, did the researcher miss or need to add any to the responses?

Example probes the researcher will use:

1. *Can you elaborate more?*
2. *Help me to understand what you mean?*
3. *Can you give an example?*

APPENDIX B

Teacher Survey

The purpose of this survey is to determine whether administrative support, classroom management, and parental involvement are significantly related to the retention of novice teachers. Your contribution to this study will provide invaluable information to school leaders. Your identity as a participant will remain anonymous.

Directions: Answer the following questions by selecting the response that best answers the question. To what extent do you agree with the following statements?

1= Strongly Disagree

2=Disagree

3=Agree

4=Strongly Agree

Administrative Support

1. Administrators treat teachers equally and with respect.

| | | | |
|-------------------|----------|-------|----------------|
| 1 | 2 | 3 | 4 |
| Strongly Disagree | Disagree | Agree | Strongly Agree |

2. Administrators involve teachers in important decisions made within the school.

| | | | |
|-------------------|----------|-------|----------------|
| 1 | 2 | 3 | 4 |
| Strongly Disagree | Disagree | Agree | Strongly Agree |

3. Administrators encourage and promote creativity with instructional strategies to be used with students in my class.

| | | | |
|-------------------|----------|-------|----------------|
| 1 | 2 | 3 | 4 |
| Strongly Disagree | Disagree | Agree | Strongly Agree |

4. The administrative team is very supportive and encouraging when conducting observations and providing feedback.

| | | | |
|-------------------|----------|-------|----------------|
| 1 | 2 | 3 | 4 |
| Strongly Disagree | Disagree | Agree | Strongly Agree |

5. Administrators are supportive when teachers experience behavior challenges with their students/parents.

| | | | |
|-------------------|----------|-------|----------------|
| 1 | 2 | 3 | 4 |
| Strongly Disagree | Disagree | Agree | Strongly Agree |

6. Administrators provide me with professional input, feedback, and suggestions on a consistent basis (i.e. evaluations, face to face meetings about my performance).

| | | | |
|-------------------|----------|-------|----------------|
| 1 | 2 | 3 | 4 |
| Strongly Disagree | Disagree | Agree | Strongly Agree |

7. Administrators are available to answer questions and to clarify procedures that will simplify my experience as a teacher.

| | | | |
|-------------------|----------|-------|----------------|
| 1 | 2 | 3 | 4 |
| Strongly Disagree | Disagree | Agree | Strongly Agree |

8. Administrators address and resolve disciplinary issues that arise both in my classroom and/or throughout the school.

| | | | |
|-------------------|----------|-------|----------------|
| 1 | 2 | 3 | 4 |
| Strongly Disagree | Disagree | Agree | Strongly Agree |

9. Administrators have created a positive school climate that makes me feel valued, appreciated, and safe.

| | | | |
|-------------------|----------|-------|----------------|
| 1 | 2 | 3 | 4 |
| Strongly Disagree | Disagree | Agree | Strongly Agree |

10. My administrator(s) puts forth the effort to make sure I am confident in my understanding of the responsibilities and expectations in my role as a classroom teacher.

| | | | |
|-------------------|----------|-------|----------------|
| 1 | 2 | 3 | 4 |
| Strongly Disagree | Disagree | Agree | Strongly Agree |

Classroom Management

11. I am able to quickly and successfully control disruptive behavior in my classroom.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

- | | Strongly Disagree | Disagree | Agree | Strongly Agree |
|-----|--|---------------|------------|---------------------|
| 12. | I have established classroom expectations and routines that allow daily instruction to run smoothly. | | | |
| | 1 Strongly Disagree | 2 Disagree | 3 Agree | 4 Strongly Agree |
| 13. | I feel that I am able to develop relationships with my students that allow me to successfully accomplish the daily goals of instruction. | | | |
| | 1 Strongly Disagree | 2 Disagree | 3 Agree | 4 Strongly Agree |
| 14. | I often lose valuable instructional time due to classroom disruptions and behavioral issues. | | | |
| | 1 Strongly Disagree | 2 Disagree | 3 Agree | 4 Strongly Agree |
| 15. | My students respect me as their classroom teacher. | | | |
| | 1 Strongly Disagree | 2 Disagree | 3 Agree | 4 Strongly Agree |
| 16. | I feel safe in my classroom. | | | |
| | 1 Strongly Disagree | 2 Disagree | 3 Agree | 4 Strongly Agree |
| 17. | I have concerns with students having their cell phones in the classroom. | | | |
| | 1 Strongly Disagree | 2 Disagree | 3 Agree | 4 Strongly Agree |
| 18. | I allow students to use cell phones for educational purposes. | | | |
| | 1 Strongly Disagree | 2 Disagree | 3 Agree | 4 Strongly Agree |
| 19. | The use of technology has increased student misconduct. | | | |
| | 1 Strongly Disagree | 2 Disagree | 3 Agree | 4 Strongly Agree |

20. I actively engage students through use of varied instructional strategies.

| | | | |
|-------------------|----------|-------|----------------|
| 1 | 2 | 3 | 4 |
| Strongly Disagree | Disagree | Agree | Strongly Agree |

Parental Involvement

21. I receive support from my students' parents.

| | | | |
|-------------------|----------|-------|----------------|
| 1 | 2 | 3 | 4 |
| Strongly Disagree | Disagree | Agree | Strongly Agree |

22. The majority of my students' parents are actively involved and concerned with their child's academic success.

| | | | |
|-------------------|----------|-------|----------------|
| 1 | 2 | 3 | 4 |
| Strongly Disagree | Disagree | Agree | Strongly Agree |

23. I feel comfortable contacting parents pertaining to a variety of circumstances including their child's behavior and/or academic performance.

| | | | |
|-------------------|----------|-------|----------------|
| 1 | 2 | 3 | 4 |
| Strongly Disagree | Disagree | Agree | Strongly Agree |

24. The majority of my students' parents feel comfortable contacting me when they have questions or concerns.

| | | | |
|-------------------|----------|-------|----------------|
| 1 | 2 | 3 | 4 |
| Strongly Disagree | Disagree | Agree | Strongly Agree |

25. I feel comfortable asking parents for assistance when needed.

| | | | |
|-------------------|----------|-------|----------------|
| 1 | 2 | 3 | 4 |
| Strongly Disagree | Disagree | Agree | Strongly Agree |

26. I believe that building a relationship with parents and maintaining their involvement in my classroom is necessary for student success.

| | | | |
|-------------------|----------|-------|----------------|
| 1 | 2 | 3 | 4 |
| Strongly Disagree | Disagree | Agree | Strongly Agree |

27. Parents are aware of what is expected of their child at this school.

| | | | |
|-------------------|----------|-------|----------------|
| 1 | 2 | 3 | 4 |
| Strongly Disagree | Disagree | Agree | Strongly Agree |

28. Parents attend PTA Meetings or parent/teacher conferences.

| | | | |
|-------------------|----------|-------|----------------|
| 1 | 2 | 3 | 4 |
| Strongly Disagree | Disagree | Agree | Strongly Agree |

29. Parents respond to email and/or phone calls.

| | | | |
|-------------------|----------|-------|----------------|
| 1 | 2 | 3 | 4 |
| Strongly Disagree | Disagree | Agree | Strongly Agree |

30. Parents frequently attend school activities.

| | | | |
|-------------------|----------|-------|----------------|
| 1 | 2 | 3 | 4 |
| Strongly Disagree | Disagree | Agree | Strongly Agree |

Intent to Remain

31. I plan on teaching at my current school next year.

| | | | |
|-------------------|----------|-------|----------------|
| 1 | 2 | 3 | 4 |
| Strongly Disagree | Disagree | Agree | Strongly Agree |

32. In the next 2-3 years, I would like to teach at another school.

| | | | |
|-------------------|----------|-------|----------------|
| 1 | 2 | 3 | 4 |
| Strongly Disagree | Disagree | Agree | Strongly Agree |

33. In the next 2-3 years, I would like to teach at another school district.

| | | | |
|-------------------|----------|-------|----------------|
| 1 | 2 | 3 | 4 |
| Strongly Disagree | Disagree | Agree | Strongly Agree |

34. I plan on leaving the teaching profession.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

Strongly Disagree Disagree Agree Strongly Agree

35. The support and feedback I receive from my administrator(s) has influenced my decision to continue teaching at current school.

1 2 3 4
Strongly Disagree Disagree Agree Strongly Agree

36. The support and involvement I receive from parents impacts my decision to continue teaching at current school.

1 2 3 4
Strongly Disagree Disagree Agree Strongly Agree

37. My ability to manage my classroom and student behavior impacts my decision to continue teaching at current school.

1 2 3 4
Strongly Disagree Disagree Agree Strongly Agree

38. Are there any other factors that may influence your intent to remain in the classroom?

1 2 3 4
Strongly Disagree Disagree Agree Strongly Agree

Demographics

39. What of the following best describes your school classification?

- a. Elementary
- b. Middle
- c. High

40. What subject area do you teach?

- a. Primary grades P-2
- b. Upper grades 3-5
- c. English
- d. Math
- e. Science
- f. Social Studies
- g. Electives

41. How many years of experience do you have as a classroom educator?
 - a. 0-1
 - b. 2
 - c. 3
 - d. 4-5

42. Which certification route best describes you?
 - h. Traditional
 - i. Georgia TAPP
 - j. Teach For America
 - k. Out of State Alternative Certification Program

43. Which age group best describes you?
 - a. 21-25
 - b. 26-30
 - c. 31-35
 - d. 35+

44. Did you participate in a teacher preparation program?
 - a. Yes
 - b. No

45. Did you participate in an alternative certification program?
 - a. Yes
 - b. No

46. Have you participated in a new teacher induction program?
 - a. Yes
 - b. No

47. Have you had a mentor teacher?
 - a. Yes
 - b. No

48. What is your gender?
 - a. Male
 - b. Female

49. What is your race?
 - a. Asian
 - b. Black

- c. Hispanic
 - d. Native American
 - e. White
 - f. Other
50. What is your education level?
- a. Bachelor's
 - b. Master's
 - c. Specialist
 - d. Doctorate (EdD, PhD)

APPENDIX C

Letter of Consent Email to Teachers

Dear Educator:

I am a doctoral candidate in the Educational Leadership department at Clark Atlanta University in Atlanta, Georgia, currently working on my doctoral dissertation entitled: *The Correlation Between Administrative Support, Classroom Management, and Parental Involvement on Novice Teachers' Intent to Remain Within a Select Urban District in the State of Georgia*. It is with great pleasure that I am inviting you and teachers within your school to participate in my research. I have received permission from your school district to include your school and staff in my study.

I have had the honor of working in the field of education for over eight years. During this time, I have become extremely interested in learning more about teacher attrition and implications for retaining educators in the field of education. The purpose of my research is to capture, analyze and describe the perceptions of educators' (school leadership and teachers) within a select school district in the State of Georgia and how the identified variables, administrative support, classroom management, and parental involvement correlate to novice teachers' intent to remain within the classroom.

This letter is to request your participation in a short electronic survey and a 30-minute interview with the researcher at a time and location that is most convenient for you. The anticipated benefit of this study is to provide insight as if there is a correlation between administrative support, classroom management, and parental involvement on novice teachers' intent to remain in the classroom. It is hoped that the results of this research will lead to school and district level leadership gaining more insight on ways to retain novice educators.

All information is confidential and every effort will be made to protect your anonymity. Information you provide on the consent form and in the focus group protocol will be stored separately from data. The researcher's dissertation chair may have access to all data collected for the duration of the research. Your individual information and data will not be reported. Only the results of all participants as a group will be documented. The final research report will not include any identifying information. All data and documentation collected will be destroyed upon completion of this study. If you have any questions, you may contact me by email at shonnika.henry@students.cau.edu or my Chair, Dr. Barbara Hill at bhill@cau.edu.

Your participation is greatly appreciated!

Warm regards,

Shonnika D. Henry
Doctoral Student
Clark Atlanta University

APPENDIX D

Informed Consent Form

The Correlation Between Administrative Support, Classroom Management, and Parental Involvement on Novice Teachers' Intent to Remain Within a Select Urban District in the State of Georgia

Researcher: Shonnika D. Henry

Dissertation Chair: Dr. Barbara N. Hill

University IRB Chair: Dr. Paul Musey

Introduction: I am a doctoral student at Clark Atlanta University conducting a mixed methodology study in partial fulfillment of the requirements for the degree of Doctor of Education in Educational Leadership. You are being asked to participate in this research study about your experiences as a novice teacher and the correlation between administrative support, classroom management, and parental involvement factors on novice teacher's retention. Please carefully read this document and ask any questions you may have before agreeing to take part in this study.

Purpose: The purpose of this mixed methods study is to determine whether administrative support, classroom management, and parental involvement factors are significantly related to novice teacher's retention.

Procedures: If you agree to participate in the study, you will complete a questionnaire about the correlation between administrative support, classroom management, and parental involvement and if they are related to a novice teacher's intent to remain within the classroom. You may also be asked to participate in a focus group protocol with the researcher. The focus group protocol questions will focus on your perceptions and feelings about novice teacher retention. Additionally, demographic data (gender, grade and subject taught, years of teaching experience, highest degree earned) will be collected. The protocol will take approximately 30 minutes and be located in a private space. The focus group protocol will be audio recorded and transcribed by the researcher. You will have the opportunity to review the transcript to clarify any of your responses. After verification, all audio files will be deleted and any identifiable information in the transcript will be removed.

Risks and Benefits: There is minimal risk to you. Participation in this study may not benefit you personally. However, the researcher hopes to gain information about your perceptions/experiences as a novice teacher as well as recommendations for educational leaders, human resource departments, and school board members to effectively reduce teacher attrition and improve student achievement in school systems.

Voluntary Participation and Withdrawal: Being part of this study is voluntary. You may decline participation, refuse to answer any questions, or end the interview at any time without any consequence to you. Participation will not be shared with the school administration, district administration, or other personnel. Your participation or choice not to participate is voluntary and separate from your role and function in the school district.

Confidentiality: Steps will be taken to protect you; identifiable information from the transcript will be removed, interview will be conducted in a private space, electronic documents will be stored in an encrypted file on a password-protected computer, and physical documents will be stored in separate files in a locked cabinet. There are no monetary benefits to you if you choose to participate in study. You will have the opportunity to obtain an electronic copy of the dissertation upon completion.

Contact Persons: If you have any questions about this research and its conduct, contact any of the following:

Researcher: Shonnika Henry- shonnika.henry@students.cau.edu

Dissertation Chair: Dr. Barbara Hill- bhill@cau.edu

University IRB Chair: Dr. Paul Musey- pmusey@cau.edu

Electronic Signature: By clicking *YES* below, I am indicating that I have read the information provided and give my consent to be a participant in the research. I understand that when I complete the electronic survey, I am indicating that I agreed to participate in this research project.

APPENDIX E

Letters of Approval to Conduct Study



BOARD OF EDUCATION

Linda P. Bryant, *President*
Linda McCain, *Vice President*
Julia C. Bernath • Gail Dean • Kimberly Dove
Katie Reeves • Katha Stuart
Jeff Rose, Ed. D., *Superintendent*

October 18, 2018

Dear Ms. Henry:

Your request to conduct the research study "*The Impact of Administrative Support, Classroom Management, and Parental Involvement on Novice Teachers' Intent to Remain Within a Select Urban District in The State of Georgia*" has been approved. Enclosed is a copy of the Research Agreement. Please note that while this approval permits you to approach individual schools and/or teachers within the Fulton County School system, the final decision regarding participation is a local option and rests with each school principal and teacher. A copy of this letter must be provided to schools along with any correspondence requesting participation in this study.

No identification of Fulton County Schools (students' names, teachers' names, administrators' names, etc.) is to be included in data collected as a part of this study. Also, complete confidentiality of records must be maintained. Please remember to send a summary report once the study is complete to the address below. If any additional information or assistance is needed, please feel free to reach us at programevaluation@fultonschools.org.

We appreciate your interest in conducting research with Fulton County Schools.

Sincerely,

Christian J. Northrup

Christian Northrup, PhD
Director - Program Evaluation



CLARK ATLANTA UNIVERSITY
Institutional Review Board
Office of Sponsored Programs

October 14, 2018

Ms. Shonnika Henry <Shonnika.Henry@gmail.com>
Department of Educational Leadership,
School of Education, CAU
318 Rufus Clement Hall
Atlanta GA 30314

RE: The Correlation Between Administrative Support, Classroom Management, and
Parental Involvement on Novice Teachers' Intent to Remain Within a Select Urban
District in the State of Georgia.

Principal Investigator(s): Shonnika Henry

Human Subjects Code Number: HR2018-10-814-1

Dear Ms. Henry:

The Human Subjects Committee of the Institutional Review Board (IRB) has reviewed your
protocol and approved of it as exempt in accordance with 45 CFR 46.101(b)(2).

Your Protocol Approval Code is HR201810814-1/A

Type of Review: Expedited.

This permit will expire on October 14, 2019. Thereafter, continued approval is contingent
upon the annual submission of a renewal form to this office.

The CAU IRB acknowledges your timely completion of the CITI IRB Training in Protection of
Human Subjects – "Social and Behavioral Sciences Track".

Your CITI certification expires on September 8, 2020.

If you have any questions, please contact the IRB Office or Dr. Paul I. Musey, (404) 880-6337.

Sincerely:

A handwritten signature in black ink, appearing to read 'P. Musey', with a long horizontal line extending to the right from the end of the signature.

Paul I. Musey, Ph.D.
Chair, IRB
Human Subjects Committee

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