Teacher Induction Programs and Teacher Employment Retention: Uncovering the Relationship

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Abstract: Nationally, thousands of new teachers in grades K-12 permanently leave the profession of teaching within five years of employment. Up to one third of new teachers leave the profession within three years. State legislatures mandated new teacher induction programs in the 1980s to improve new teacher retention. However, research regarding the effectiveness of induction programs shows mixed results. Factors from two theoretical, teacher induction models were used to guide the inquiry: Comprehensive Induction and Mutual Benefits Models. This study examined the relationship of teacher induction models to the likelihood of first-year middle school teacher retention. First-year middle school teachers in Texas from state Education Regions One, Two, Three, and Four participated. Background included gender, age, ethnicity, district type, SES, first or second career, certification type, and content area. Middle school teachers in the Regions were contacted. Only first year teachers were asked to respond. Ninety-nine surveys from respondents were used for quantitative analyses. Analyses included descriptive, frequency, factor analysis, regression, t-test, and ANOVA statistical procedures. Results showed faculty planned on remaining as teachers, but not necessarily due to induction programs. Induction programs were not particularly effective for teachers returning to the profession for a second year. Factor analyses showed the two theoretical models were important to new teachers for professional development as it applies to their career for assessment, planning, and mentoring, but they were not influential for retention. For their personal lives, results showed new teachers want to know how to: balance their personal life with their professional one; provide success opportunities for students; and be at ease in the profession. Implications suggest that a new teacher's background does not matter for retention: a new teacher is a new teacher. Additionally, new teacher induction programs are not particularly effective for new teacher retention. New teachers have a number of other needs beyond those of the profession that should be addressed in induction programs. Finally, induction programs should consider experimenting with the new induction model proposed in the study as a result of data analyses. It integrates professional and personal interests.

Keywords: Teacher induction programs; Teacher retention; Teacher turnover; Teacher training; Teacher attrition; Knowledge management.

1. Introduction

The impact of low teacher retention can be devastating to schools and school districts (Dill and Stafford, 2008). Teacher turnover costs U. S. public school systems an estimated $2.2 billion annually (AEE-Alliance for Excellent Education, 2005). Moreover, new teachers have exited the profession at an increasing rate for the last 15 years and the cost for new teacher turnover alone is as high as $110 million a school year (Benner, 2000; Carroll and Foster, 2010).

New teacher retention problems have drawn a lot of attention in recent years (AEE-Alliance for Excellent Education, 2004; Ingersoll and Strong, 2011; Kidd et al., 2015; Nasser-Abu and Fresko, 2016; Smith and Engemann, 2015; What Works Clearinghouse, 2015). New teachers are often stressed by having to deal with high demands placed on them due to working conditions (De Stercke et al., 2015). The lack of specialization and specific preparation leaves many educators unprepared, as they begin their new careers and attempt to meet the needs of constituencies (McEwin et al., 2005). Many new teachers feel unqualified or unprepared to handle issues that arise and soon leave the teaching profession for other jobs. In the United States, there are reports of 20% to 50% of new teachers leaving the field within the first five years of beginning the profession (Abdullah, 2011; Glennie et al., 2016; Zhang and Zeller, 2016).

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One of the most salient approaches to counteract new teacher attrition is to provide induction training programs (Hong and Hong, 2013; Kang and Berlinger, 2016). Teacher induction training is defined as a package of supports, developments, and standards-based assessments provided to beginning teachers during at least their first two years of full-time professional teaching (AEE-Alliance for Excellent Education, 2004). For over 30 years, there has been an increased focus in theory and practice to understand and deliver induction support. Most induction programs emphasize mentoring programs, workshops, orientations, seminars, collaboration with a variety of peers, and support structures for new teachers in their initial work in the profession (Hong and Hong, 2013). However, the effectiveness of new teacher induction training remains largely mixed (Kang and Berlinger, 2016; Smith and Engemann, 2015; What Works Clearinghouse, 2015). Furthermore, although new teacher induction programs are common, Martin *et al.* (2016) suggested less than 1% of new teachers receive the actual type of interaction assured by induction programs for them to be successful.

Moreover, the literature on teacher retention and demographics is varied. Demographic context is important to understanding retention. There is no specific body of literature pertaining to demographics on the general employment setting, such as in this study, and new teacher retention. Studies involve a number of concerns, such as minority issues (Cherng and Halpin, 2016), early childhood teachers (Totenhagen *et al.*, 2016), special education (Olivarez and Arnold, 2006), hard-to-staff schools (Opfer, 2011), organizational climate (Eberhard *et al.*, 2007), and personal issues (Kersaint *et al.*, 2007). However, how these demographic data represent the overall context in which teachers practice their profession is unknown. Nevertheless, results indicate there are statistically significant differences among various demographic categories. How this applies to those who have participated in induction programs is also unknown.

After examining 30 years of literature surrounding the implementation of induction programs and results from research, very little has changed to impact new teacher retention. Although there is agreement about what an induction program should provide, such as in a Comprehensive Induction Model (AEE-Alliance for Excellent Education, 2004) and Mutual Benefits Model (Zey, 1991), attrition rates still persist, costs to school systems continue to rise, and fewer veteran teachers are added to the profession. This research suggests the problem is not with the model, but with how they contribute to retention. The purpose of the study was to examine to role that induction training has toward new teacher retention.

2. Method

The study used an ex post facto design to examine induction training and teacher retention. Because 30 years of literature presents a challenge toward explaining the lack of retention of new teachers, this study was largely exploratory (Tukey, 1977). The approach is based on conceptualization, as a complement to data analysis. Researches rely on data graphing approaches and examine data in an effort to discover the structural components or key elements.

2.1. Research Questions
1. What are the most important comprehensive induction (CIM) and mutual benefits (MBM) factors among middle school teachers?
2. What is the relationship among the 5 components of the CIM and the likelihood of retention in the current/same teaching position?
3. What is the relationship among the 14 factors of the MBM and the likelihood of retention in the current/same teaching position?
4. What are the differences among demographics (gender, age, ethnicity, district type, socio economic status, second career choice, certification, content area) and the likelihood of retention in the current/same teaching position?

2.2. Theoretical Framework
The study was based on two guiding theories. The Comprehensive Induction Model (CIM) was based on the concept that induction is comprehensive, coherent, and sustained (AEE-Alliance for Excellent Education, 2004). It involves five components: (a) Structured mentoring—carefully selected teachers who are trained to coach new teachers and can help improve teacher practice; (b) Common planning time—collaboration that helps teachers connect what and how they teach to student achievement; (c) Intensive professional development—a sustained and intensive effort to improve teaching that leads to student achievement; (d) Participation in a network of other teachers—new teachers working with peers to form connections between teachers, classroom work, the larger profession, and the community outside the local school; (e) Standards-based assessment and evaluation—the evaluation of new teachers during their first year on the job (AEE-Alliance for Excellent Education, 2004).

The second theory, Zey (1991) Mutual Benefits Model (MBM), was drawn from the Social Exchange Theory and was established on the premise that participating parties enter into and continue to be part of a relationship to meet their individual needs, as long as the participants continue to benefit (Ingersoll and Strong, 2011).

Zey's Mutual Benefits Model is important to the study and is used to show the underlying benefits to the mentor and to the organization. Figure 1 represents Zey's Mutual Benefits Model drawn from Social Exchange Theory (Zey, 1991).

Figure-1. Mutual benefits model drawn from social exchange theory (Zey, 1991)
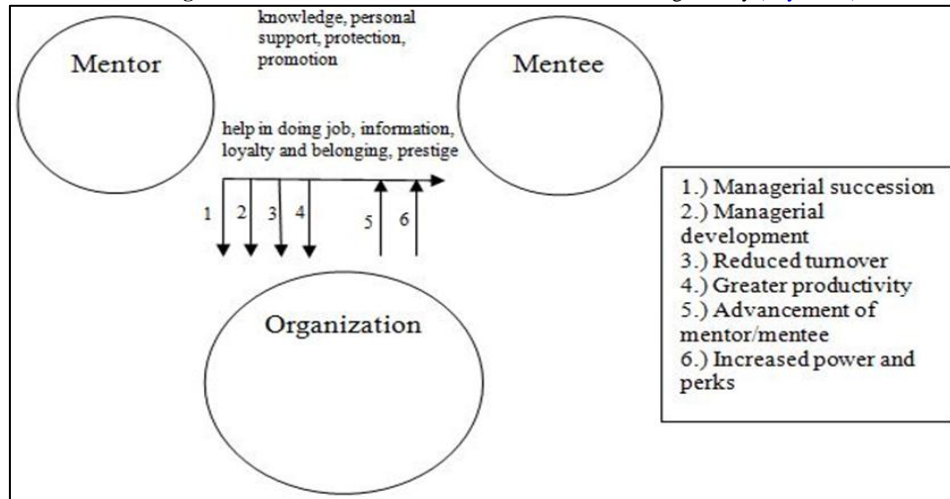
2.3. Instrumentation

A specific instrument with four sections was developed to collect data: *Teacher Induction Quality Survey* (TIQ). Section one pertained to demographics and had eight items: (a) gender; (b) age; (c) ethnicity; (d) district type; (e) socioeconomic status; (f) second career choice; (g) certification; (h) primary teaching content area. Section two contained five items related to the CIM. Section three had 14 items related to the MBM. Sections two and three response items were on a five-point scale from 1 = no effect to 5 = major effect. Section four had 6 items associated with retention and response options were either yes or no. Cronbach's alpha analyses resulted in .94 for the CIM and .70 for the MBM.

2.4. Sampling

The middle school level was chosen because the literature showed very little research of teacher retention efforts at the middle school level. The demands of teaching this age group have an impact on teacher retention and a teacher's personal decision to remain in the field. Gootman (2007) noted that preparation for middle school teachers can be inadequate and the demands of teaching middle school are apparent. Gootman also reported that in the nation's largest school system, New York City, middle school educators accounted for 22% of the teachers who left the school system, although they only make up 17% of the overall teaching population.

2.5. Data Collection

Participants in the study were first-year middle school teachers in South Texas School Districts. Texas is divided into 20 regions for public schools. South Texas consists of Regions 1, 2, 3, and 4. Region 1 has 99 middle schools; Region 2 has 39 middle schools; Region 3 has 24 middle schools; and Region 4 has 222 middle schools. Email addresses for all middle school teachers in Regions 1, 2, 3, and 4 were obtained from public school district websites for 3,995. Teachers who identified themselves as a first-year public middle school teacher in South Texas Independent School Districts were invited to participate in the study. A series of emails were sent to teachers inviting them to participate. The email contained information pertaining to the study, consent material, and a link to an online version of the TIQ.

Of the 3,995 emails sent requesting participation, 103 persons logged in and 99 surveys were completed and used for data analysis. Of the 3,995 middle school teachers, it is unknown how many were first year teachers, thus a response rate was not calculated. Nevertheless, if a low response rate is assumed, there is little agreement in the literature for determining an adequate response rate because data are inconsistent (Nulty, 2008). However, a low response rate may not be the decisive concern. Response representativeness is the important issue (Lambert and Miller, 2014). In this study, whereas the respondents largely represent the population, the data were considered representative for further analyses.

2.6. Data Analyses

Factor analysis was used on the CIM with its 5 components and the MBM using the 13 factors. Factor analysis was conducted to examine the strength of each model based on their respective items. Analyses included total variance explained and varimax rotation to maximize loadings on one variable while minimizing it on others. Variance explains each component's contribution to the model. Varimax rotation is used when factors are considered to be independent. Additionally, analyses were completed through Pearson product-moment correlation, regression, *t*-test, and analysis of variance (ANOVA). In the event there was a statistical significance in ANOVA, a follow up analysis was completed using Tukey post hoc tests. Tukey post hoc examined patterns of significance among subgroups (Glass and Hopkins, 2008). Analyses were performed at the $p < .05$ level of significance.

3. Results

Overall, the results new teachers felt that the components of the CIM and factors of the MBM were important and had some major effects on their experiences when participating in a comprehensive induction program. However, they were not the major reasons for returning to the classroom after the first year of teaching.

For interpreting correlational results, Vogt (2007) argued that there are no useful statistical rules for deciding about large or small correlations coefficients that range from -1 to +1. Coladarci *et al.* (2008) related that context is important for judging the strength of association between variables in correlation. In some instances, a low correlation may be important given the framework of a study and expected outcomes. However, as a general rule the following guide the interpretation of coefficients. According to Frankfort-Nachmias (1999), there are several categories to interpret coefficients: (a) weak ($r = .22$), (b) moderate ($r = .52$), and (c) strong ($r = .82$).

3.1. Research Question One

Research question one examined the most important comprehensive induction (CIM) and mutual benefits (MBM) factors among middle school teachers. Results of the varimax rotation showed no clustering of components, which indicated each of the five components of the model stand independent. Additionally, the strong factor loadings indicated the model relates well to first-year teachers.

Table-1. CIM Variance and Varimax Rotation

Components	% of variance	Eigenvalues	Loadings
Assessment	44.71	2.24	.965
Planning	19.76	0.99	.970
Mentoring	14.77	0.74	.963
Professional Development	11.08	0.55	.949
Network	9.68	0.48	.940

Results of the factor analysis for MBM showed the strongest variances. Rotation loadings provided the top three factors with the eigenvalues of 1or more. The number 1 is the default in SPSS and identifies the factors that explain the most variance. Results of varimax rotation showed clustering of components. The factor loadings indicated the model related well to first-year teachers. The results of the top three components of the model are presented.

Table-2. MBM Variance

Components	% of variance	Eigenvalues	Loadings
Development	41.62	5.41	.735
Productivity	10.08	1.31	.768
Promotion	9.13	1.19	.756

According to factor loadings and varimax rotation, the MBM model can be considered as performing well according to the following two approaches. First, factor loadings indicated the order of strength applied to the model. Second, items can be clustered to help explain the model. Clustering refers to how items may be grouped together according to how respondents think about the items. The model conveyed that the mentor/mentee relationship involves: knowledge; support; protection; promotion; helping; information; loyalty; and prestige. The relationship to the organization relates: development; turnover; productivity; and perks.

Table-3. Factor Loadings by Item, Cluster, and Modeling

Item Factors	Clustered Factors	Loadings	Model	Data Model
Knowledge	1	.857	*	*
Protection	3	.832	*	**
Information	2	.814	*	**
Productivity	2	.811	**	**
Development	1	.802	**	*
Succession	3	.802	**	**
Promotion	3	.763	*	**
Support	2	.753	*	**
Perks	1	.753	**	*
Turnover	1	.700	**	*
Helping	2	.674	*	**
Loyalty	1	.597	*	*
Prestige	1	.543	*	*

Note. * = Mentor-Mentee Relationship. ** = Relationship to the Organization

The results suggest that the mentor/mentee relationship concerns job security issues, and relationship to the organization indicated a need for assistance and opportunity.

3.2. Research Question Two

Research two examined the relationship among the 5 components of the CIM and the likelihood of retention in the current/same teaching position. A one-tailed test was selected since participation in inductions programs should lead to higher retention rates.

Results indicated statistical significance among several components of the CIM: retention and mentoring, $r = .47$, $p < .001$; retention and professional development, $r = .48$, $p < .001$; retention and network, $r = .40$, $p <. 001$; retention and assessment, $r = .28$, $p < .01$.

Table-4. One-tailed-test: CIM and Retention

Variable	N	*r*	*p*	*M*	*SD*
Mentoring	76	.47	.00***	3.46	1.42
Retention				3.01	2.21
Planning	79	-.02	.44	3.34	1.23
Retention				2.99	2.20
Professional Development	80	.48	.00***	3.51	1.22
Retention				3.03	2.20
Network	77	.40	.00***	3.06	1.24
Retention				3.08	2.21
Assessment	79	.28	.01**	3.50	1.25
Retention				2.99	2.19

Note. * = Significant at *p* < .05. ** = Significant at *p* < 0.01. *** = Significant at *p* < .001

The premise of the research claims it is unknown how well induction programs contribute to retention. Regression analysis was used to examine how well the components of induction explains retention. Induction program components (variables) were entered at each step according to factors loadings, the lowest factor loading scores were entered first. Overall, for the CIM only 32% of the variance is explained but not all components are statistically significant. With components that are statistically significant, professional development and mentoring only explain 23% of the variance.

Table-5. Comprehensive Induction Model (CIM) Components Regressed on Retention, N = 79

CIM Variables	M	SD	SE	R^2	R^2 Change	*p*	F	β
Networking	3.34	1.64	2.17	.036	.036	.093	2.89	.072
Prof. Dev.	3.60	1.16	1.95	.228	.192	.001*	18.89	.370
Mentoring	3.71	1.83	1.91	.269	.041	.043*	4.23	.288
Planning	3.41	1.37	1.88	.303	.034	.063	3.76	-.216
Assessment	3.54	1.24	1.87	.319	.016	.189	1.76	.142
Retention	2.99	2.19						

* Statistically significant, *p* < .05

Although respondents identified with the components of the CIM, the components do not necessarily explain retention. However, the CIM is only one theoretical framework examined in this study.

3.3. Research Question Three

Research question three examined the relationship among the 14 factors of the MBM and the likelihood of retention in the current/same teaching position. Since component 14 of the model was not included in the survey due to conversion to online distribution error, results could not be calculated for it. Analyses for likelihood of retention included the sum of responses. For example, participants could answer yes or no on six items of whether induction influenced their decision to return or not. The items were summed so a mean score could be determined for analyses. Thus, the range of scores was from 1 to 6.

Results indicated statistical significance among several components of the MBM: retention and knowledge, $r = .22$, $p < .05$; retention and support, $r = .22$, $p < .05$; retention and protection, $r = .25$, $p < .05$; retention and helping, $r = .34$, $p < .001$; retention and information, $r = .50$, $p < .001$; retention and loyalty, $r = .40$, $p < .001$; retention and prestige, $r = .31$, $p < .01$; retention and succession, $r = .38$, $p < .001$; retention and turnover, $r = .30$, $p < .01$; retention and productivity, $r = .20$, $p < .05$; retention and perks, $r = .36$, $p < .001$.

Table-6. One-tailed-test: MBM and Retention

Variable	N	r	p	M	SD
Knowledge	76	.22	.03*	3.97	0.88
Retention				3.01	2.21
Support	78	.22	.03*	3.47	1.18
Retention				2.99	2.19
Protection	78	.25	.014*	3.13	1.28
Retention				3.08	2.21
Promotion	70	.09	.24	3.23	1.14
Retention				3.17	2.25
Helping	79	.34	.001***	3.56	1.22
Retention				3.01	2.22
Information	78	.50	.00***	3.41	1.12
Retention				3.01	2.20
Loyalty	80	.40	.00***	3.66	1.32
Retention				3.03	2.20
Prestige	73	.31	.004**	3.36	1.16
Retention				3.23	2.19
Succession	76	.38	.00***	3.36	1.05
Retention				3.12	2.21
Development	80	.12	.31***	3.83	1.46
Retention				30.03	2.20
Turnover	77	.30	.004**	3.75	1.38
Retention				3.05	2.18
Productivity	77	.20	.04**	3.61	1.24
Retention				3.05	2.18
Perks	77	.36	.001***	3.30	1.16
Retention				3.10	2.21

Note. * = Significant at $p < .05$. ** = Significant at $p < .01$. *** = Significant at $p < .001$

Since it is unknown how well induction programs contribute to retention, regression analysis was used to examine how well the components of Mutual Benefits Model (MBM) of induction explains retention. Induction program components (variables) were entered at each step according to how they clustered from factors loadings, the lowest factor loading scores were entered first. Overall, for the MBM only 40% of the variance is explained but not all components are statistically significant. With components that are statistically significant, helping, support, productivity, and information only explain 24% of the variance.

Table-7. Mutual Benefits Model (MBM) Components Regressed on Retention, N = 76

MBM Variables	M	SD	SE	R^2	R^2 Change	p	F	β
Block 1			2.17	.039	.039	.405	.986	
Promotion	3.89	2.16						-.255
Succession	3.61	1.64						.050
Protection	3.22	1.58						-.001
Block 2			1.93	.283	.243	.001*	5.764	
Helping	3.59	1.38						.060
Support	3.47	1.17						.094
Productivity	3.74	1.52						-.398
Information	3.49	1.26						.369
Block 3			1.84	.404	.122	.065	2.11	
Prestige	3.76	1.90						-.293
Loyalty	3.62	1.33						.360
Turnover	3.74	1.40						.256
Perks	3.42	1.47						.021
Develop.	3.71	1.33						.066
Knowledge	3.97	.88						-.115
Retention	2.93	2.17						

* Statistically significant, $p < .05$

Respondents identified with the components of the MBM. The components, however, do not necessarily explain retention.

3.4. Research Question Four

Research question four examined differences among demographics (gender, age ethnicity district type, socio economic status, second career choice, certification, content area) and the likelihood of retention in the current/same teaching position. There were no statistical differences in any demographic category with regard to retention after participating in the induction program:

Gender: $t(78) = .159$, $p = .87$, (Male M = 3.09; Female M = 3.00);

Age: $F(2, 79) = .05$, $p = .95$, (ages $21 - 30$ M = 2.98; ages 31-41 M = 3.18; ages $42 - 57$ M = 3.00).

Ethnicity: $F(3, 79) = .70$, $p = .55$, (White, M = 3.04; Hispanic, M = 3.28; Black, M = 2.29; two or more, M = 3.33).

District type: major urban, major suburban, and rural. ANOVA for District Type violated homogeneity of variance. Therefore, the data were blocked and analyzed according to two categories: urban and major suburban: $t(50) = .43$, $p = .67$, (Major Urban, M = 3.17; Major Suburban, M = 2.94).

Socio-economic status: $t(78) = .058$ $p = .95$, (Title I, M = 3.03; Non-Title I, M = 3.00).

Teaching as a second career and non-second career: $t(78) = .253$, $p = .80$, (Yes M = 3.12; No M = 2.98).

Certification types, alternative and traditional: $t(78) = .253$, $p = .80$, (Alternative, M = 3.12; Traditional, M = 2.98).

Primary teaching content areas: $F(4, 79) = .78$, $p = .54$, (Science, M = 3.10; English Language, Arts M = 2.85; Math, M = 2.40; Social Studies, M = 2.60; Other M = 3.50).

In general, there is little support for induction training programs leading to teacher retention. Although teachers identified with the components of induction models (CIM & MBM), results showed they did not identify with them in traditional ways.

4. Discussion

Historically, teacher retention, particularly as it relates to new teacher induction programs, focuses on relational types of interaction as critical factors toward reducing attrition. Researchers have tended to believe that peer relationship issues, such as mentoring, personal support, loyalty, information, and prestige take precedence over organizational concerns, such as advancement, productivity, power and perks, turnover, and managerial development and succession (e.g., De Stercke *et al.*, 2015; Hong and Hong, 2013; Kang and Berlinger, 2016; Smith and Engemann, 2015)). However, these approaches have shown little to increase retention (What Works Clearinghouse, 2015).

Furthermore, the world of education is drastically different than even the most recent past. America's public school systems have had to respond to the growing needs of American capitalist beliefs (Boggs, 2011), which is a combination of social, political, and economical values. The dominating political thought is economic-based policy where it is believed to drive the public education system (Karpinski, 2010). As a result, society has demanded from education a product in the form of student achievement designed for college readiness and job placement based on performance-based mandates of accountability from students, teachers, administrators, and schools (Russom, 2010).

Given this framework, reliance on peer relationship issues toward teacher retention may be a concept of the past. As an exploratory study, two major results lead to this perception. First, factor analysis showed a mix of importance among relationship and organizational concerns. Second, the lack of statistical significance across all demographic groups suggests that background does not matter much. What may matter more is one's prospect for future well-being over current job satisfaction.

4.1. Relationship and Organizational Concerns

When looking at relationships and organizational concerns, factor loadings for assessment and planning loaded higher than mentoring and professional development. Assessment deals with a new teacher's concern for a fair performance evaluation. Planning relates to the skills teachers need to perform their job well. Whereas, mentoring deals with veteran teachers coaching new teachers and to help improve practice. Professional development reflects a sustained and intensive effort to improve teaching that leads to student achievement. Even networking did not have a high factor loading. Networking is where new teachers work with peers to form connections between teachers, classroom work, the larger profession, and the community outside the local school (AEE-Alliance for Excellent Education, 2004). Moreover, the MBM model placed issues of mentoring less on relationship development and more on organizational interests toward, knowledge about one's career, advice to combat transition stress, protection from conflict, and promotion opportunities. There is additional concern for protection against turnover and a need for power and perks according to the MBM (Zey, 1991).

Although factor loadings showed higher concern for organizational than relational concerns, correlations showed some relational results. Mentoring, professional development, networking, information, and loyalty were important for retention, but so were perks, promotion, and prestige. At first, this may look confounding. How, on the one hand, can factor loadings show non-relational issues as important, but on the other hand, correlations indicate relational issues as more important? The difference can be between preference and reality. Participants could be distinguishing between what they prefer to happen and what they know to be true for retention. Teachers who consciously and deliberately chose the profession tend to find it more sustaining than teachers who land in the profession because of a lack of better alternatives or necessity (Watt and Richardson, 2008).

4.2. Demographic Outcomes

In this study, there were no statistically significant differences among any demographic categories. Not only is this a surprising result, it is contrary to the literature that suggests demographics are a critical concern for teacher retention (e.g., (Zhang and Zeller, 2016). No statistically significant results among demographics may have been an anomaly, however given the sample the results warrant explanation in light of the sample and current literature.

No statistically significant differences would be expected in a homogenous sample where participants share similar or identical traits. The expectation is they would have undistinguishable results. But the sample was not homogenous, yet the responses showed similarities. When it comes to teacher retention, background and setting may be less important than research suggests. However, there is a lack of empirical literature to address the issue. Other literature is similarly sparse, but there are some connections to be made.

According to one major perspective, the impact of a capitalist society overshadows demographic concerns. Foster (2011) related a teachers' role is limited to promoting standardization and efficiencies. They promote the political-economic approach to education in which elementary and secondary schools are conditioned to perform as a product of the larger economy. It raises the question, though, how pervasive can this belief be? Can it be ingrained enough in human nature to transcend demographic characteristics?

Akrivou and Sison (2016) suggested societal perspectives often are adopted as personal values. As a result, education as a capitalist enterprise may no longer be thought of as a conceptually isolated economic approach but a process of personal human actions. The political-economic influence on education no longer becomes a process of organizational development and behavior but a product of the human condition, involving collaborative activities and shared experiences. They become a crucial part of shared social, cultural, political, and economic history (Akrivou & Sison).

These results indicate a shift in new teacher mentality. It denotes new teacher perspectives are becoming more aligned with economic-based policy grounded in performance-based mandates of accountability than personal development out of concern for the profession. The issue remains whether the effectiveness of the services of induction programs offered to first-year teachers are effective or not.

4.3. Induction Programs and Retention

The results are mixed when it comes to induction programs and retention. There are statistically significant relationships in many areas but the correlations are moderate at best. Furthermore, regression results showed the current approaches from induction training does little to promote new teacher retention. The results reflect the literature (What Works Clearinghouse, 2015). New teachers need a different content emphasis in induction programs. Whereas the emphasis in the past has been on a mentor/mentee relationship (AEE-Alliance for Excellent Education, 2004; Zey, 1991), a new model needs to be explored. Teachers indicated the induction program was not a major influence for teachers to be retained. If teachers are to be retained, induction programs need to show new teachers how to transition into the profession. It appears induction programs give new teachers more responsibilities, but limited support. What new teachers need are processes and procedures to manage their responsibilities, along with tips, ideas, and solutions in order to have as seamless transition into the profession as possible.

Figure-2. Redesigned Induction Model
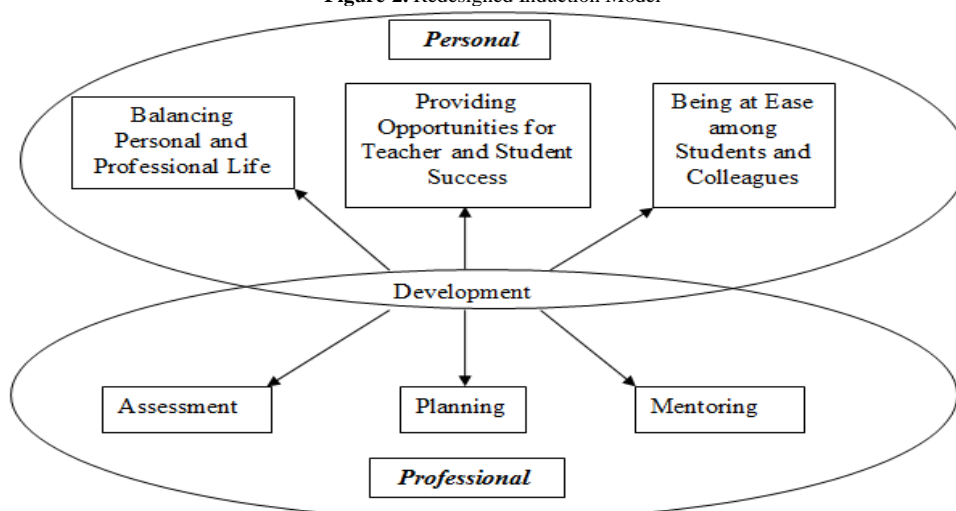
As Figure 2 illustrates, development becomes the foundation for induction programs. Development is referred to as how teachers connect with the organization. It has two major components to it: (a) personal life; and (b) professional life. First, personal life has three aspects: (a) balance; (b) opportunities; and (c) being at ease. With development (connection with the organization) as a foundation, induction programs need to show new teachers that work life is not to consume their personal life. Second, professional life also has three aspects: (a) assessment; (b)

planning; and (c) mentoring. Induction programs need to invest in new teachers so that they are not only highly qualified, but also effective in their professional life according.

5. Conclusion

Investment in new teachers cannot continue in the same manner as has been in the past. The past has shown 30 years of indifference toward teacher retention. New models are needed to address the concerns of teachers. It appears that traditional approaches to induction training, such as mentoring, networking, professional development, help, and support are inadequate to address the perspectives of new teachers. They must give way to a new focus toward perks, prestige, promotion, protection, and productivity. This looks as if there is a fundamental shift under way in which teacher efforts are transforming from knowledge competence to professional endurance. Although a new induction model was presented as a result of data analyses and questions raised as to the current induction approaches, it does not consider alternative perspectives that new teachers may have toward their careers, such as an emphasis on dominance of efficiencies, standardization, and place-specific knowledge (Waitoller and Kozleski, 2015); rise of poverty and student assisted welfare programs (Hill *et al.*, 2015); and inadequate funding, centralized governance, and global competition (Brogan, 2013). New ways to look at new teacher retention need to be explored.

Schools are continuing to lose new teachers at increasingly high rates (Hanushek *et al.*, 2004; New Teacher Center, 2012) and their basic needs are not being met as first-year teachers. First-year teachers are in need of multiple induction components to make a difference in retention. Educational entities and local campus administrators must know and implement the components needed and the purpose behind induction, or similar to the previous 30 years, the teaching profession will continue to miss the mark with retaining new teachers for another 30 years.

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