EXAMINING THE INFLUENCE OF INDUCTION PRACTICES ON NOVICE TEACHERS'

PERCEPTIONS OF EFFICACY AND STUDENT LEARNING OUTCOMES

by

Thomas Ryan Betsa

Liberty University

A Dissertation Presented in Partial Fulfillment

Of the Requirements for the Degree

Doctor of Philosophy

Liberty University

2023

EXAMINING THE INFLUENCE OF INDUCTION PRACTICES ON NOVICE TEACHER'S

PERCEPEPTIONS OF EFFICACY AND STUDENT LEARNING OUTCOMES

by Thomas Betsa

A Dissertation Presented in Partial Fulfillment

Of the Requirements for the Degree

Doctor of Philosophy

Liberty University, Lynchburg, VA

2023

APPROVED BY:

Dr. George Johnson, Ed.D., Committee Chair

Dr. Mary Strickland, Ed.D., Committee Member

Abstract

The purpose of this phenomenological study was to investigate novice teachers' perceptions of the influence of induction practices on student learning outcomes at a public secondary high school. A theory that guided this study is Knowles's theory of andragogy as it establishes the need for novice teachers to participate in training that is self-directed, builds competency in problem-solving, and focuses on their experiences. Another theory that guided this study is Lave's and Wenger's situated learning theory as it offers a framework for induction that increases novice teacher efficacy and professionalism in the workplace. A transcendental phenomenology was used to detect the common meaning shared by novice teachers who experience induction practices. The sample of the study included novice teachers at public high schools in a Midwest state who have three years or less of teaching and received induction practices. Questionnaires, individual interviews, and a focus group discussion served as the data collection methods to achieve triangulation of the data. The study implemented Moustakas's procedures for analysis by completing epoché, phenomenological reduction, imaginative variation, and synthesis. From the analysis, the following three themes regarding induction practices emerged: the power of relationships, an uplifting experience, and the importance of authenticity. The findings revealed that induction practices can positively influence novice teachers' ability to achieve student learning outcomes.

Keywords: induction practices, novice teachers, efficacy, student learning outcomes

Copyright Page

Dedication

This dissertation is dedicated to my loving wife, Abigail, and our amazing children.

To Abigail: I am grateful to God for your support, direction, and joy that you gracefully offered me each and every day. You helped me find fulfillment and purpose in completing this journey.

To my children: I pray that God may grant you an abundance of peace and love in all your endeavors. Know that you can truly do all things with God on your side. You are and will always be my inspiration!

Acknowledgments

"Let everything that has breath give praise to the LORD!" (Psalm 150:6 NAB)

I would like to first and foremost thank God for all the good things He has bestowed upon me during this journey. Thank you, Lord, for the gifts of the Holy Spirit that led me to put forth my best effort and find peace in completing this degree. May everything that is to come because of this glorify your name!

Thank you to my wife, Abigail, for your constant support, motivation, and endless love. Thank you to my children who encouraged me to keep going. Thank you for inspiring me by your curiosity, courage, and patience.

Thank you to my parents who always believed in me. I am grateful for the expectations you held for me as a learner and as your child. You developed within me a deep sense of grit to accomplish great tasks and live in the truth. Thank you for sustaining of a domestic church that put God first in all our family's adventures.

Thank you to my chair, Dr. Johnson. Your support guidance throughout the dissertation process was supreme. I am grateful for your mentorship and encouragement. May God bless you!

Thank you to my committee member, Dr. Strickland. Your comments and advice were exactly what I needed to make this dissertation a success. May God bless you!

Table of Contents

List of Tables

CHAPTER ONE: INTRODUCTION

Overview

The focus of this dissertation, a transcendental phenomenological study on teacher induction practices in public school districts situated in a county in a Midwest state, is to examine novice teachers' perceptions of the influence of induction practices on attaining student learning outcomes. This initial chapter presents an introduction to and frames the study by looking into the historical, social, and theoretical background of novice teacher induction practices. Moreover, the first chapter is written to spark the reader's interest with specifics about the problem, purpose, research questions, and significance of the study. Finally, the chapter culminates with a list of pertinent definitions and a summary.

Background

Teacher induction impacts the retention of novice teachers and their potential for meeting the needs of their learners (Kadenge, 2021; Ingersoll & Strong, 2011). Without adequate induction, novice teachers may choose the route of attrition in the face of challenges, causing a financial burden on school districts and academic loss for students (Learning Policy Institute, 2017; Ronfeldt et al., 2013). The following sections consist of the historical, social, and theoretical contexts that pertain to novice teacher induction. The purpose of this section is to discover the evolution of teacher induction, the effect on educational stakeholders as a result of inadequate induction, and a brief review of the literature.

Historical Context

Throughout history, statistics reveal that the novice teacher turnover rate significantly impacts the potential for teacher shortages (Ingersoll & Smith, 2003). Studies indicate that 20% to 40% of novice teachers exit the teaching profession within five years of teaching (Hanushek et

al., 1999). Another study performed by the National Center for Education Statistics disclosed

that among the novice teachers in 2008, 10% did not teach in 2009, 15% did not teach in 2010,

and 17% did not teach in 2011 (Gray & Taie, 2015) This retention rate is affected by negative

experiences that novice teachers encounter as they navigate their way through difficult teaching

assignments. Some of these negative experiences include a lack of support from the

administration and experienced teachers, the pressures that stem from educational mandates, and

insufficient training to deal with daily challenges in education (Heineke, 2018; Verma, 2017).

School districts have struggled to retain novice teachers as a result of disappointment and

discontentment early on in their careers (Ingersoll & Smith, 2003). Essentially, many novice

teachers over the years have not been fully prepared for their beginning years of teaching and

need effective training (Martin et al., 2016).

In response, school policymakers at the district and state levels have devoted intentional

effort to overcome novice teacher turnover with induction practices (Ronfeldt & McQueen,

2017). In recent history, the number of novice teachers who participate in induction practices

increased by 80% throughout the nation (Ingersoll, 2012). Research shows that novice teacher

participation in induction practices grew in the United States from 50% in 1990 to more than

90% in 2008 (Ingersoll, 2012). Another study conducted during this timeframe reported that

novice teachers who participated in an induction program left the profession at a rate of 15% as

compared to 26% for those who did not have any induction practices (Henke & Zahn, 2001). The

conditions from history (e.g. growth in and decreased rate of attrition due to induction programs)

indicate that induction practices warrant further study to understand the support needed for

novice teachers.

Social Context

Novice teachers may benefit from this research with opportunities to voice their perceptions of induction. In turn, induction practices may be set up to meet novice teachers' needs, avoid the potential of attrition, and ultimately profit many stakeholders in each school district. In addition to novice teachers, the school community, administrators, and students are affected by the problem of the influence of induction on novice teachers' ability to achieve student learning outcomes.

Inadequate induction support for novice teachers may lead to detrimental teacher attrition rates that affect the school community's allocation of tax dollars and steadiness (Learning Policy Institute, 2017). The hiring and recruitment fees that accompany a novice teacher who leaves a school can amount to over $20,000 for a district, money that could be allocated elsewhere to enhance the school (Learning Policy Institute, 2017). School districts may also encounter challenges due to novice teacher attrition such as teacher shortages, adverse impacts on student learning outcomes across the grade levels, and an overall reduction in the quality of education (Sorensen & Ladd, 2020). Students, in particular, are at a major disadvantage when schools are faced with novice teacher attrition. School districts that are unable to retain novice teachers tend to yield lower scores in reading and mathematics on achievement tests (Ronfeldt et al., 2013). Moreover, higher attrition rates are correlated with a discontinuity that leads to students' lack of relationship-building with teachers and learning growth throughout their academic years (Ronfeldt et al., 2013; Ye & Singh, 2017). Finally, this research may benefit administrators so that they are aware of what their novice teachers need to remain and be successful at their schools. In a recent study, administrators declared that the majority of novice teachers are unable to accomplish adequate leadership skills and innovation in their teaching practices (Flores,

2017). With the information from this study, administrators may help novice teachers in their quest to positively influence student achievement. As they partake in the induction process, administrators may enhance novice teachers' confidence and professional development (Cost et al., 2019).

Theoretical Context

The two theories applied in the planning of this study include the theory of andragogy developed by Knowles (1980) and the theory of situated learning theory introduced by Lave and Wenger (1991). The theory of andragogy reveals a necessary shift in focus from the teaching of a child (i.e. pedagogy) to the authentic learning attained by an adult (Knowles, 1950). Adult educators are intended to guide adult learners through the learning process so that they become confident in determining answers to problems on their own (Knowles et al., 2005). Notably, adult learners are more inclined the learn new information when it is of value to their lives and based on their experiences (Friedman & Goldbaum, 2016). The process of learning should, therefore, parallel with real-life applications that are worthwhile to adult learners' lives. The theory of andragogy was chosen since it offers essential revelations as to how novice teachers acquire information from experiences that enrich their self-directedness, self-inquiry, and lifelong learning aptitude (Friedman & Goldbaum, 2016; Knowles et al., 2005). This theory relates to research on induction practices since it demonstrates the need for novice teachers to partake in learning that is self-driven and incorporates their own experiences. Moreover, this theory demonstrates how school districts ought to know and answer their novice teachers' needs to motivate them as they participate in induction (Mansfield & Stacy, 2017). Through the lens of andragogy, school districts can implement induction practices that are meaningful and enhance novice teacher competency and perseverance as they solve problems on their own. Novice

teachers, as a result, may become more effective in the classroom at achieving student learning outcomes.

Situated learning theory acknowledges that individuals should start their journey of learning new information while being situated in a community of practice (Lave & Wenger, 1991). These communities of practice are designed so that members consistently collaborate and dedicate their work toward the betterment of each person (Shaffer & Amundsen, 1993). In such a setting, new members are intended to develop into experts by immersing themselves in the community and participating in social interaction (Plack, 2006). This theory also applies Vygotsky's (1978) zone of proximal development to the learning process. The learner resides in this zone as an apprentice with a master who utilizes scaffolding to help the learner approach mastery (Rey, 2016). The learner essentially reaches mastery by observing the master in the community of practice, practicing the intended tasks, and taking on a mastery role (Lave & Wenger, 1991). Situated learning theory was chosen as a means to better understand how novice teachers learn as they experience social interaction and perform in a community of practice (Clark & Byrnes, 2012; Lave & Wenger, 1991). In doing so, novice teachers learn from others, develop skills needed to become a professional, and increase their efficacy as an educator (Richter et al., 2013). This theory also shows the importance of providing novice teachers with induction practices that involve authentic settings and learning situations with practice applications (Heredia & Yu, 2017). It provides a framework for the creation of effective induction practices in which novice teachers grow from apprentices into masters in the classroom.

An extensive body of current research has been completed to investigate the positive effects of teacher induction programs for novice teachers (Heredia & Yu, 2017; Kwok & Cain,

2021; Reeves et al., 2022). Literature indicates that no single induction program is one-size-fits-all designed to meet the needs of all school districts (Wong, 2004). Nevertheless, common features of successful induction programs exist that elicit impactful preparation for novice teachers. Some of those features include a reduced teaching load, quality mentoring and coaching in the moment of need, maintaining a dialogic network within learning communities, and focusing on effective teacher pedagogical skills such as instructional strategies and assessing student achievement (Bastian & Marks, 2017; Carver-Thomas & Darling-Hammond, 2017; Garcia-Carrion et al., 2020; Kadenge, 2021; Mitchell et al., 2017). School districts that implement these and other features of a comprehensive induction program are two to three times more likely to retain novice teachers in the classroom (Carver-Thomas & Darling-Hammond, 2017).

Recent studies also reveal the positive results for teachers, students, and school communities that emerge from the professional development outcomes of teacher induction. For instance, induction practices can encourage novice teachers to remain committed to education by employing an adequate balance between support and pressure, focusing on the development of their personalized identity in practice, and generating a sense of belonging (Jiang et al., 2021; Kadenge, 2021; Ingersoll & Strong, 2011). Furthermore, induction practices can potentially enhance elements of novice teacher efficacy such as classroom management skills and contributions to the school's organization (Colognesi et al., 2020; Marz & Kelchtermans, 2020; Outlaw & Grifenhagen, 2021).

This current research was intended to add to the aforementioned content of current literature regarding induction programs for novice teachers. As a transcendental phenomenology, this study examined the influence of induction practices on novice teachers' ability to produce

desirable student learning outcomes. The research extended the existing knowledge on induction practice in the field of education by giving a voice to novice teachers in public schools. With this voice, the novice teachers who participated in this research provided their perceptions regarding the influence of induction on their attempt to meet student learning outcomes.

Problem Statement

The potential for novice teacher burnout and attrition is currently rising in many countries around the world (Aloe et al., 2013). Studies indicate that novice teachers are struggling to remain in the profession after their first few years, causing them to resort to unsuccessful teaching pedagogy and opting for different vocations (Redding & Henry, 2018). Novice teachers are experiencing levels of burnout that disengage them from the workplace, damage their teaching efficacy, and hurt their relationships with colleagues and students (Aloe et al., 2013; Klusmann et al., 2016). In addition to burnout and attrition, novice teachers need support in their design and implementation of suitable teaching practices. Research shows that they may experience heightened stress from the challenges of motivating students, managing a classroom, and effectively using their instructional time (Kwok & Cain, 2021). In response, school districts ought to understand novice teachers' challenges as a way to construct effective induction supports that lead them to achievement in the classroom (Flores, 2017).

School districts should employ induction practices to help novice teachers eliminate burnout, achieve student learning outcomes, and remain in their teaching position for the long run (Whalen et al., 2019; Timostsuk et al., 2016; Podolsky et al., 2017). Research indicates that novice teachers perceive induction practices as necessary experiences to help them feel less isolated in difficult and undesirable situations (Reeves et al., 2022). Studies also indicate that induction support for novice teachers may result in considerable benefits for retention such as

enhanced resilience and positive performance (See et al., 2020; Gaikhorst et al., 2017; Bastian & Marks, 2017). School districts may implement teacher induction practices that provide novice teachers with effective resources, relationships, and experiences that help them become satisfied and successful in their careers (Reeves et al., 2020). This study sought to address the problem of novice teachers' perceived influence of induction practices on their ability to influence student learning outcomes. This problem was important to investigate to further the current research on induction practices and student learning outcomes (Reeves et al., 2022). Moreover, novice teachers may benefit from effective induction practices if their schools use information from this problem to alleviate feelings of isolation, focus on their needs, and seek to demonstrate positive growth in acquiring student learning outcomes. Through a phenomenological approach, this study examined the perceived influence of induction practices on how well novice teachers of core content areas in public secondary schools influence student learning outcomes. This problem concerned how novice teachers' experiences with certain induction supports affected student outcomes in the classroom. The problem this study sought to address was the lack of effective induction practices resulting in novice teacher challenges such as isolation, dissatisfaction, an absence of pedagogical development, and a deficiency in meeting their individual needs (Reeves et al., 2022; Aarts et al., 2020; See et al., 2020).

Purpose Statement

The purpose of this phenomenological study was to investigate novice teachers' perceptions of the influence of induction practices on student learning outcomes at a public secondary school. At this stage in the research, induction practices were generally defined as training experiences that prepare novice teachers with important knowledge, resources, and relationships that help them acquire success and satisfaction in their initial teaching years

(Reeves et al., 2020). A theory that guided this study was the theory of andragogy developed by Knowles (1980) since it provides significant insights as a model for how adults learn. Another theory was the theory of situated learning introduced by Lave and Wenger (1991) which offers an understanding of how people learn in authentic work settings.

Significance of the Study

The significance of this study was linked to providing school districts with information from novice teachers so that induction practices may improve and novice teachers may, in turn, positively influence student learning outcomes. With the novice teachers' perceptions of induction practices, school districts may design effective induction programs that adequately prepare novice teachers for the teaching profession. The following section elaborates on the significance of the study with descriptions from theoretical, empirical, and practical perspectives.

Theoretical

According to the theory of andragogy, adult learners are motivated to learn when the learning is worthwhile for their lives, emphasizes the performance-based acquisition of knowledge, and supports their attempt to effectively produce outcomes (Knowles et al., 2005). Furthermore, adult learners are driven to follow through with training experiences when they are aware of the rationale behind learning new information and understand the reasoning for the learning experience (Decelle, 2016). This study provided additional support for this theory by revealing that the theory of andragogy is pertinent to the development of novice teachers through induction. This study elicited information from novice teachers' perceptions that uncovered how adult learners are motivated to learn as they experience induction practices.

Situated learning theory added to the theory of andragogy by focusing on actual learning that takes place in the workplace. This theory asserts that individuals ought to acquire new

information by absorbing and being absorbed into communities of practice (Lave & Wenger, 1991). Current research indicates that novice teachers perceive induction programs as effective when they are absorbed into learning communities with experienced teachers (Meizlish et al., 2018). This study offered further support for this theory by realizing that novice teachers benefit from induction that was framed within situated learning theory. This study provided information from novice teachers' perceptions that revealed how individuals develop their professional selves as they become socialized in their workplace (Hopwood, 2016; Richter et al., 2013).

Empirical

Current literature about induction practices offers substantial evidence that induction practices can elicit positive results for novice teachers. For instance, school districts may implement induction practices as a means of alleviating novice teacher challenges and encouraging teaching quality and satisfaction (Gaikhorst et al., 2017; Reeves et al., 2022). Research also indicates that ideal induction practices for novice teachers include a welcoming school community with quality mentors, a sense of belonging resulting from a dialogic approach, and opportunities to grow in instructional strategies (Kwok & Cain, 2021; Marz & Kelchtermans, 2020; Heredia & Yu, 2017). Absent from the literature is research that refers to novice teachers' perceptions of how induction practices affect their ability to influence student learning outcomes. This study sought to add to the current literature by providing evidence from novice teachers of how their participation in induction practices influences student acquisition of intended outcomes in the classroom.

Practical

Teacher induction should offer an adaptable preparation for novice teachers that consists of expertise, relationships, and resources to meet their needs and stimulate growth (Aarts et al.,

2020; Kearney, 2021; Reeves et al., 2020). Current literature indicates that additional research is needed to elicit a deeper understanding of strategies for preparing novice teachers so that their students may acquire the student learning outcomes (Reeves et al., 2022; See et al., 2020). The practical significance of this study pertained to helping school districts in their attempt to design effective induction supports that enhance the attainment of student learning outcomes. The participants in this study were provided with ample opportunities to express their perceptions of and experiences with induction in association with student learning outcomes. With this information, school districts may gain an enriched understanding of the efficacy of their induction programs. Moreover, school districts can come up with new strategies that support and prepare novice teachers in their first years of teaching.

Research Questions

Qualitative research questions ought to be "open-ended, evolving, and nondirectional" to address the meaning that individuals attribute to a problem that they experienced (Creswell & Poth, 2018, p. 137). The ensuing research questions follow these criteria as a guide to understanding the meaning that novice teachers attribute to the essence of induction practices concerning student learning outcomes. The central research question (CRQ) seeks to understand the influence of induction practices on novice teachers' ability to influence student learning outcomes. The sub-questions (SQ) are intended to investigate the components of induction practices that affect novice teachers' perceptions, how novice teachers perceive induction practices in terms of student learning outcomes, and the benefits and challenges of the induction experience for novice teachers.

Central Research Question

What are the experiences of novice teachers who participate in induction practices and seek to accomplish student learning outcomes?

Sub-Question One

What factors of induction practices affect the formulation of novice teachers' perceptions of their ability to influence student learning outcomes?

Sub-Question Two

How do novice teachers perceive the influence of their induction practices on student learning outcomes?

Sub-Question Three

What benefits may arise for novice teachers as they experience induction practices during their first year of teaching?

Sub-Question Four

What challenges may arise for novice teachers as they experience induction practices during their first year of teaching?

<div align="center">

Definitions

</div>

The clarification of key terms in a qualitative study is necessary to ensure that the researcher employs appropriate data collection and analysis plans (Fraenkel et al., 2019). The following terms listed below are intended as a guide for data collection and analysis. Furthermore, this list may help those who read this dissertation to understand how the terms are pertinent to the topic of induction.

1. *Teacher Induction* – The beginning period of a teacher's career in which they are offered systems of support (Strong, 2009). Teacher induction is intended to help retain novice

teachers in the teaching profession and to assist them as they develop from a novice to an expert.

2. *Formal induction practices* – Formal induction practices are structured and comprehensive training experiences for novice teachers that typically occur over multiple years. (Glazerman et al., 2010).

3. *Informal induction practices* – Informal induction practices provide novice teachers with more control over their learning experience by allowing them to participate at their own pace and receive support that meets their individual needs (Aarts et al., 2020). Moreover, they are designed in such a manner that allows flexibility with a specific schedule or format (Heredia & Yu, 2017).

4. *Student learning outcomes* – Student learning outcomes are statements that utilize action verbs to define what students should be able to accomplish at the end of a course (Maki, 2010).

5. *Novice teacher* – Research indicates that a novice teacher is an amateur who either has 5 years or less or three years or less of teaching experience (Kim & Roth, 2011; Barrett et al., 2002). The novice teachers in this study have three years or less of teaching experience.

6. *Teacher pedagogy* – The examination of how well students acquire desired skills and knowledge in a classroom setting (Li, 2012). The theory and practice of teacher pedagogy fluctuate depending on the social, political, and cultural settings.

7. *Teacher efficacy* – Teacher efficacy is teachers' perceptions about how well they can complete the responsibilities and challenges that arise in the teaching profession (Barni et al., 2019).

8. *Mentoring* – The formation of a professional relationship in which a mentor supports a mentee so that the mentee can acquire skills and overcome workplace obstacles (Hussey & Campbell-Meier, 2020). Mentoring is intended to help a mentee in their discovery of the best version of themselves as they journey through their career.

Summary

This chapter offered an introduction and foundation for the current situation of novice teacher induction. From a historical point of view, school districts that implement effective novice teacher induction programs can diminish novice teacher challenges and reduce the number of teachers who exit the education profession early on in their careers. The opposite side of the story (i.e. inadequate induction) may lead to novice teacher attrition, allocation of school funds in an undesirable manner, and a decline in student achievement. The problem investigated in this study was the perceived influence of induction practices on how well novice teachers can influence student learning outcomes. The purpose of this study was to explore novice teachers' perceptions of induction practices on how they influence student learning outcomes. Essentially, this study sought to discover the experiences of novice teachers who participate in induction practices and strive to accomplish student learning outcomes. Theoretically, this study was significant since it provided evidence for the incorporation of the theory of andragogy and situated learning theory into novice teacher induction. Empirically, this study added to the existing literature by examining the associations between novice teachers' experiences with induction and student learning outcomes. Practically, the information gathered from this study may be used by school districts to design effective induction programs for their novice teachers.

CHAPTER TWO: LITERATURE REVIEW

Overview

A systematic review of the literature was completed to inform a phenomenological investigation of novice teachers' perceptions of the influence of induction practices on teacher efficacy to produce student learning outcomes. The current chapter offers an overview of the existing literature that pertains to this topic of study. The initial section develops a theoretical framework for the development of teacher efficacy through induction practices. The theories discussed in this section include andragogy and situated learning. Then, a synthesis of the literature focuses on novice teacher challenges, the types of induction support, the influence of teacher induction in diverse settings, varying perspectives of teacher induction, ideal induction practices, outcomes of induction practices, and the development of teacher efficacy. The synthesis concludes with literature that relates to the influences of induction practices on teacher efficacy. The final section of this chapter identifies a gap in the literature that demonstrates a worthwhile need for the present study.

Theoretical Framework

The theory of andragogy advanced by Knowles (1980) and the theory of situated learning developed by Lave and Wenger (1991) provide the theoretical framework for this study. The theory of andragogy offers significant insights as a model for how adults learn new information. The theory of situated learning provides an understanding of how people learn in authentic settings such as the workplace or real-life settings. Both of these theories are described to deliver an understanding of their significance and their application to this study.

Theory of Andragogy

The education of adult learners is rooted in the insights of notable teachers such as Confucius and Lao-Tze of ancient China, the Hebrew prophets and Jesus, and Socrates, Plato, and Aristotle of Greece (Knowles, 1977). The term andragogy was initially coined in 1833 by a German educator named Alexander Kapp (Loeng, 2017). At that time, it was not a widespread phenomenon as a result of an absence of official professional training for adult education (Henschke, 2010). The acceptance and use of andragogy as an art and science of educating adults rose in popularity throughout Europe in the early 1960s (Savicevic, 1968). Knowles (1975) adopted this term after World War II and focused his theory on the development of adult learners in a rapidly changing world. He developed the theory of andragogy in the United States to yield a needed shift in adult education theory from pedagogy (i.e., the art of science of educating children) to andragogy (Knowles, 1968).

The word "andragogy" itself emerges from a Greek translation that conveys a similar meaning to the transformation of a boy into a man (Knowles, 1977). Grounded in Maslow's hierarchy of needs and Overstreet's dimension of maturity, this theory proposes that adults learn new information to reach their life potential (Knowles, 1980). Adults can do so as they follow a learning contract that comprises of an informal, collaborative climate, planning that involves decision-making, and needs diagnosis and goal setting that is mutually negotiated. (Knowles, 1977, p. 211). Moreover, the learning contract emphasizes a learning plan that is project- and readiness-based with activities that inspire inquiry and self-evaluation (Knowles, 1977).

The purpose of education transitions from a focus on teaching to the actual learning acquired by the adult (Knowles, 1950). Adult learners are inclined to acquire and retain information when they are positioned in circumstances that involve more than simply sitting and

listening to a lecture (Parker, 2020). Adult education ought to focus on learning from experiences since adults tend to encounter experiential learning in their lives (Friedman & Goldbaum, 2016). Adult learners are prone to identify the value in the knowledge acquired as they learn through experiences (Friedman & Goldbaum, 2016). Knowles (1950) posited that adult educators ought to guide adult learners in such a way that they can attain answers on their own. Adult learners should develop into lifelong learners by growing their capacities of self-directedness and self-inquiry (Knowles et al., 2005). Knowles (1950) recognized that a major goal of adult education is to lead adult learners toward figuring out answers to problems on their own rather than focusing solely on instructional content. In doing so, adult learners may boost their willingness to acquire new knowledge when they can use it to succeed in solving specific problems (Murphy, 2017). Moreover, they may increase their curiosity and adopt learning techniques that help them respond to the rapidly changing world around them (Murphy, 2017).

Knowles (1980) acknowledged that the aspects of andragogy are premised on these four characteristics of learning: the concept of the learner, the role of the learners' experience, readiness to learn, and orientation to learn. As adult learners grow, their concept of a learner alters from reliance on the teacher to self-directedness. Next, adult learners possess a reservoir of experience that is a vital source for learning to take place. Hence, educators should incorporate adult learners' experiences into their instructional strategies. Knowles also suggested that adult learners are ready to learn as soon as they realize its worth for their lives. Learning should, therefore, align with real-life applications that help adult learners recognize what they ought to know (Knowles et al., 2005). Finally, adult learners are oriented to learn when their education is focused on performance, increases their competencies, and helps them to live more effectively.

Research indicates that learning is highly effective for adults when they are instituted in the theory of andragogy (Rismiyanto et al., 2018). The theory of andragogy pertains to this study since the participants are all adults who can enhance their self-directedness as teachers and become lifelong learners through effective induction practices. Contrary to children who are convinced to learn, adults are eager to learn when they perceive the learning material as necessary (Parker, 2020). Adults are motivated to learn when they know why they need to learn something and understand the reasoning that underlies a learning experience (Decelle, 2016). Knowles (1980) realized in this theory that adults are inspired to learn when they perceive a need to learn and identify the learning experience with relevance to their needs and goals. Moreover, they are driven to accomplish this learning when they are involved in the preparation and assessment of their training (Machynska & Boiko, 2020). School districts should not only focus on the content of the topics to be taught during induction. They must also pay attention to who the learners are and how they can motivate them to retain information (Mansfield & Stacy, 2017). Participants in this study ought to be motivated as they acquire new knowledge that provides clear rational and reasons for their learning experiences. The intention is to support their development of self-directedness so that they may enhance their competencies and live more effectively as teachers.

The theory of andragogy delivers a sturdy groundwork for contemporary adult learning that presents essential concepts of self-directed learning (Parker, 2020; Livingston, 2020). It is an important theory for the problem of induction practices since it allows school districts to deliver novel information in such a way that novice teachers may realize the link between conceptual learning and their performance (McCauley et al., 2017). Moreover, this theory provides an understanding of how adults take on responsibility for their own decisions and learning. Self-

directed learning, an intended result of andragogy, may lead to an enriched self-concept in which learners actively choose where they want their learning to take them (Machynska & Boiko, 2020). School districts ought to facilitate learning in such a way that novice teachers desire to discover self-directed learning skills (Brookfield, 1986). Induction practices should offer a means for novice teachers to recognize how they can utilize their unique experiences and persevere in solving problems on their own.

Theory of Situated Learning

Situated learning is an idea that was first demised in the research of Paul Duguid, Alan Collins, and John Seely Brown. These researchers disagreed with the intentional, out-of-context learning that occurred in public school settings. Lave and Wenger (1991) introduced the theory of situated learning as a learning model for communities of practice. The theory is similar in scope to the understandings of other theorists such as John Dewey and Lev Vygotsky. Unintentional practices and social interaction are two critical aspects of this theory that elicit effective learning experiences. Lave and Wenger realized that people learn best when they are situated in authentic contexts such as the workplace or real-life settings. Furthermore, people are inclined to obtain desirable knowledge and skills when they learn through practical applications and from a system of behaviors that occur in situated settings and are relatively comprehensive (Lave & Wenger, 1991; Greeno, 1998).

According to this theory, people ought to originate at the periphery of learning new information by absorbing and being absorbed into communities of practice (Lave & Wenger, 1991). These communities of practice consist of experienced and non-experienced individuals who interact with one another and participate in ongoing activities. Individuals in communities of practice work side-by-side, depend on one another, arrive at conclusions together, and

dedicate themselves to each person's well-being (Shaffer & Amundsen, 1993). Moreover, new members are intended to reach out to veteran members who have experience in the community as a means to enhance their skills and expertise (Keung, 2009). In doing so, new members may become fully emerged in the community by developing into experts who make contributions and ultimately support future novices (Fallon & Barnett, 2009; Plack, 2006). Knowledge is accumulated through the experience of social interaction and the sharing of culture, artifacts, and encounters with others (Clark & Byrnes, 2012). The information acquired by the learner is formed by the social values, moral principles, behaviors, and perspectives held by other individuals in the community of practice (Korthagen, 2010).

Additionally, Lave and Wenger implement Vygotsky's (1978) zone of proximal development in their insights about learning by apprenticeship. The zone of proximal development has become a significant aspect in the field of education for both educators and students since it provides a crucial understanding of the gap between potential and actual performance (Miller, 2011; Wang et al., 2011; Guseva & Solomonovich, 2017). It is known as the region between what learners can accomplish on their own and what they can achieve with an expert's assistance (Mahn, 1999; Stetsenko, 2016). The expert is available as a support and uses scaffolding to structure tasks so that the learner may complete them (Rey, 2016). In this zone, learners are comparable to novices in an apprenticeship with a master who desire to become masters themselves. To do so, they must observe the master's performance in a community of practice, learn by performing the actual tasks, and finally assume an equivalent role as the master (Lave & Wenger, 1991).

The theory of situated learning is appropriate for this study since it involves learning that is situated in the actual workplace. A major goal of induction is to provide new teachers with

authentic settings and learning moments that are enhanced by practical applications (Heredia &

Yu, 2017). This theory is also fitting for this study since it emphasizes the importance of learning

from experienced members in a community of practice. New teachers may benefit from

components of a community of practice such as a communal interest, members who establish

supportive relationships, and the sharing of resources (Wenger, 1996). These components can

help new teachers find their place in the community as they develop their skills, knowledge, and

purpose. Individuals who interact with others are more inclined to attain new ways of thinking

and acting as they develop their professional selves (Hopwood, 2016). By learning from others,

new teachers may become socialized in their workplace, acquire the skills needed to be a

professional, and increase their efficacy (Richter et al., 2013). Moreover, they may seek out new

ways to fully involve themselves as leaders at the center of novel ideas that inspire collaboration

and cohesion (Wenger, 1998). Induction programs are effective novice teachers participate in

communities of practice with experienced teachers that seek to increase engagement, retention,

motivation, and professional growth (Meizlish et al., 2018; Khalid et al., 2013; Marken &

Dickinson, 2013).

Related Literature

Novice teachers need effective induction practices that prepare them for the teaching

profession and enhance their ability to produce desirable student learning outcomes. Literature

that relates to the influence of induction practices on novice teachers' perceptions of efficacy is

categorized into the following themes: novice teacher challenges, types of support, induction in

diverse settings, varying perspectives of induction, ideal induction practices, outcomes of

induction practices, and the development of teacher efficacy. Novice teacher challenges include

inadequate teaching practices, burnout and retention, and unsatisfactory induction practices. The

types of support examined in this review are formal support and informal support. The influence of teacher induction is considered in various settings such as in other countries, in low-income schools, and in private schools. In addition to various settings, this review looks at varying perspectives of teacher induction that come from pre-service teachers, principals, and beginning teachers. The literature reveals that quality mentoring and coaching, establishing a dialogic approach, and developing beginning teachers' pedagogical approaches are all examples of ideal induction practices. Job commitment, improving school culture, and novice teacher retention are all outcomes of induction practices found in research. Finally, induction practices associated with the development of teacher efficacy regarding classroom management and organizational contributions are presented.

Novice Teacher Challenges

The existence of novice teacher challenges has been studied so that school districts may understand their needs and provide effective preparation and support programs (Gaikhorst et al., 2017). The identification of these challenges offers vital suggestions for the design of induction programs that produce desirable results (Gaikhorst et al., 2017). School districts may use this information to create induction programs that alleviate challenges. A comprehensive view of novice teachers' challenges leads to the formation of induction supports and desirable outcomes (Reeves et al., 2022). By detecting these challenges, school districts can select a combination of induction supports and strategies that enhance teaching quality and satisfaction and avoid significant financial and academic losses (Gujarati, 2012; Breaux & Wong, 2003; Reeves et al., 2022). The following section examines novice teachers' challenges related to teaching practices that fall short, burnout and retention, and unsatisfactory induction practices.

Inadequate Teaching Practices

Novice teachers may experience challenges throughout their first years from inadequate teaching practices that result in unfavorable effects. The current literature shows that many teachers display inadequacy in their instructional strategies and practices. For instance, three chief issues that many novice teachers experience during their initial teaching years include an inability to stimulate student motivation, struggling to manage the classroom (e.g., commanding the room and dealing with disrespect), and stressing about their use of instructional time (Kwok & Cain, 2021). This research provides evidence for how novice teachers become overwhelmed and need support. Similarly, a recent study shared principals' perspectives about the adequacy of novice teachers' practices in the classroom (Flores, 2017). In this study, principals admitted that most novice teachers did not demonstrate leadership skills and innovation in their teaching practices (Flores, 2017). Inadequate teaching practices for novice teachers should be corrected by effective induction supports (Flores, 2017; Kwok & Cain, 2021). School districts should utilize information about novice teachers' insufficient knowledge and skills to help them overcome challenges and find success in the classroom (Flores, 2017; Kwok & Cain, 2021).

Burnout and Retention

Novice teachers face a rise in the potential for burnout and attrition, causing them to decrease their chances of retention (Aloe et al., 2013; Whalen et al., 2019). Research shows that retention is a persistent problem in many countries as novice teachers choose to leave their schools prematurely, demonstrate ineffective teaching efficacy while making this decision, and opt for alternative careers (See et al., 2020; Redding & Henry, 2018). Burnout is a potential cause of novice teachers' reasons for walking away from the teaching profession (Aloe et al., 2013; Rumschlag, 2017). Side effects of burnout for teachers in their beginning years include

lower levels of engagement in the workplace, feeling discouraged by their teaching ability, fragmented relationships with colleagues, and an inability to cope with daily stressors (Klusmann et al., 2016; Newberry & Allsop, 2017; Kyriacou, 2001; Skaalvik & Skaalvik, 2010). In a recent study, novice teachers demonstrated significant associations between their levels of efficacy and three dimensions of burnout (i.e., emotional exhaustion, depersonalization, and personal accomplishment). In this study, higher levels of efficacy were related to higher levels of feeling accomplished (Aloe et al., 2013). Emotional exhaustion and depersonalization, the other two dimensions, held a negative association with novice teachers' levels of efficacy (Aloe et al., 2013). Without effective induction practices, novice teacher burnout may lead to unfavorable effects that detriment students in the classroom and stakeholders in the school community (Zhu et al., 2018). This research shows the importance of providing novice teachers with induction practices that aim toward increasing their efficacy.

In addition to burnout, retention is a common problem for novice teachers during their first few years of teaching (See et al., 2020; Whalen et al., 2019). A major cause for high rates of novice teacher attrition may result from the lack of influential relationships (Whalen et al., 2019. Novice teachers tend to experience social isolation and identify themselves as lonely in the workplace (Shernoff et al., 2011). Novice teachers who do not form influential relationships with experienced teachers may detriment their growth and increase their challenges during their early years. In doing so, they may develop feelings of discouragement and depression that lead to career abandonment (Whalen et al., 2019). In addition to lacking influential relationships, novice teachers may leave the teaching profession due to a heavy workload, inconsistent policy changes, and accountability pressures (See et al., 2020).

Novice teachers may experience hardship in the workplace that increases their stress levels in an unhealthy manner. They must adapt quickly to a new school environment and may decide to remain or leave based on working conditions (Redding & Henry, 2018). A recent study on the relationship between attrition and working conditions demonstrated that novice teachers are more inclined to persevere in the teaching profession when they are pleased with the working conditions (Geiger & Pivovarova, 2018). On the other hand, novice teachers who perceive working conditions as poor display misery in their practice and may desire a career change (Droogenbroeck & Spruyt, 2014).

To increase novice teacher retention, school districts should pay special attention to improving induction and mentoring programs (Whalen et al., 2019). Moreover, novice teachers are motivated to exhibit effectiveness as they persevere throughout their beginning years when they are provided with the materials and skills to successfully teach students (Podolsky et al., 2017). School districts may, as a result, observe increases in novice teachers' contentment in the workplace and retention in the teaching profession (Zee & Koomen, 2016). Studies indicate that further research is needed to advise the creation and application of effective induction and mentoring policies so that novice teachers may feel successful in their workplace (See et al., 2020; Burke et al., 2015).

Unsatisfactory Induction Practices

Novice teachers may also experience challenges that specifically result from unsatisfactory induction practices. Theoretically, "teacher induction mechanisms equip new teachers with the expertise, resources, and/or relationships necessary to be not only effective but satisfied in their jobs" (Reeves et al., 2020, p. 2). Induction practices, however, do not always provide designs that evoke such effective changes and fulfillment in novice teachers'

development. The one-size-fits-all model is an example of an unsatisfactory induction practice that falls short in preparing novice teachers (Aarts et al., 2020; Kearney, 2021). For instance, a one-size-fits-all model for induction is insufficient since it fails to satisfy the unique contexts of each school (Kearney, 2021). Furthermore, these types of induction do not meet the demands of the individual needs of novice teachers (Aarts et al., 2020). The insufficiency of a one-size-fits-all model needs to change to fit novice teachers' needs and yield positive teacher growth (Aarts et al., 2020). An inability to develop a sense of professional self is another example of an unsatisfactory induction practice that evokes a challenge for novice teachers (Mansfield & Gu, 2019). Novice teachers may lack a sense of their professional self due to scarce interactions with other educational stakeholders and a deficient sense of belonging in the community (Mansfield & Gu, 2019). To amend this issue, schools ought to design induction practices that help novice teachers become confident with, thrive in, and manage their professional relationships (Mansfield & Gu, 2019).

Types of Support

School districts may choose from an assortment of induction practices that provide the support needed to resolve the aforementioned novice teacher challenges. These induction practices include but are not limited to teacher observations, mentoring, instructional coaching, additional planning time, workshops, orientations, and a reduced teaching load. Moreover, these induction practices may be classified as formal supports (e.g., structured seminars), informal supports (e.g., dialogue with other teachers), or a combination of both types. School districts may implement a blend of supports since different supports are intended to meet the demands of certain needed conditions (Reeves et al., 2022). Induction programs are signified as comprehensive when they involve a collection of various induction practices (Reeves et al.,

2022). In all situations, the types of support ought to aim toward desirable outcomes such as retention, job satisfaction, and teacher efficacy (Reeves et al., 2022). Additionally, literature shows that school districts should select supports that adapt to novice teachers' needs and interests during their first year of teaching (Marz & Kelchtermans, 2020; Reeves et al., 2022). In doing so, novice teachers may develop confidence, efficacy, and a sense of belonging in their school environment and classrooms (Marz & Kelchtermans, 2020). The ensuing section investigates the formal and informal types of support that are provided for novice teachers during their induction training.

Formal

Novice teachers may receive training and orientation through formal induction practices that are structured, standardized, based on a schedule, and preset. Formal induction practices are intended to provide practical, effective, and profitable strategies that socialize and retain novice teachers (Smith & Ingersoll, 2004; Danielson, 1999). Research shows that these formal induction practices may take place virtually. For instance, schools in California utilized RIMS-BTSA, an online induction program that meets the state-mandated standards for training first-year teachers (Mitchell et al., 2017). The formal approach ensures that novice teachers have the opportunity to experience induction practices that align with recognized standards and best practices (Kearney, 2017; Mitchell et al., 2017). In this specific case, the standardized, online setup offers novice teachers an engaging platform where they will encounter training based on best practices accepted by California (i.e., extending knowledge, applying, reflecting, and collaborating). Current literature also shows that formal practices may occur in person for novice teachers as they complete their first year. Two examples of formal induction programs that provided positive outcomes for teachers in high-needs schools include the National Teacher

Support Program (Bastian & Marks, 2017) and the Schools as Learning Communities model (Garcia-Carrion et al., 2020). These structured pieces of training revealed that formal, in-person induction practices may provide novice teachers with effective connections focused on targeted supports (Bastian & Marks, 2017; Garcia-Carrion et al., 2020). Additionally, novice teachers who experience formal induction may have higher levels of retention in high-needs school environments (Bastian & Marks, 2017). When the structure of formal support is successful, novice teachers may take on a sense of commitment to their students that encourages them to invest their efforts (Garcia-Carrion et al., 2020).

Before covering the literature on informal support, one must acknowledge that school districts may adopt formal induction programs to meet particular contexts and teachers' needs (Kearney, 2017). Formal induction programs may be utilized as a guide to ensure best practices are met while allowing school districts to manipulate the formatting. As a result, novice teachers may receive individualized support that helps them function in their schools and has a positive influence on their overall careers (Kearney, 2017).

Informal

Novice teachers may also receive training and orientation through informal induction practices that do not follow specific guidelines, formats, or schedules. Informal induction support is signified by settings that promote independent learning, align with the school district's goals, and offer multiple pathways (Heredia & Yu, 2017; Mansfield & Gu, 2019). Novice teachers who learn through informal induction practices can control their learning experience, participate at an individualized pace, and obtain support that meets their unique needs (Aarts et al., 2020; Heredia & Yu, 2017). Moreover, novice teachers profit from the natural development of dialogical relationships in professional support networks that occur with informal induction practices

(Colognesi et al., 2020). Research shows that effective informal induction practices include communicating with colleagues, receiving informal feedback, obtaining spontaneous assistance from colleagues, and belonging to support groups (Aarts et al., 2020; Colognesi et al., 2020; Heredia & Yu, 2017). In doing so, novice teachers may improve their perception of their performance and perseverance as they experience exchanges of information and feedback (Colognesi et al., 2020). Research also reveals that coaches and mentors play an integral role in novice teacher development as they experience informal support (Aarts et al., 2020; Kearney, 2021; Mansfield & Gu, 2019). Coaches can yield positive outcomes for novice teachers such as building their confidence, reducing stress, and providing reassurance and independent feedback (Mansfield & Gu, 2019). Likewise, mentors can help novice teachers to become more comfortable with pedagogy, content knowledge, and administrative tasks (Kearney, 2021).

The Influence of Teacher Induction in Diverse Settings

The influence of teacher induction has been studied in school settings that differ in terms of the location around the world, the student population, and the type of school. Each of these settings provides a unique understanding of how teachers experience induction practices concerning their schools' cultures and expectations. The following section examines how teacher induction has impacted beginning teacher development outside of the United States, in low-income schools, and in private schools.

The Influence of Teacher Induction in Other Countries

Researchers studied the relationship between teacher induction and beginning teacher development in countries around the world such as Chile, Australia, Canada, and South Africa. For instance, teachers in Chile favored types of induction that involve preparation for classroom teaching and social interaction (Flores, 2017). This research showed that induction practices

should support teachers as they experience problems and encourage them to remain in the profession. In Australia, administrators and teachers participated in surveys and semi-structured interviews to investigate the benefits of induction practices for beginning teachers (Kearney, 2017). From these qualitative measures, the researchers found that teachers favored induction experiences in which the expectations were clear and the supports adapted to their specific needs. Those supports included guidance from a mentor and a reduced workload. In another phenomenological study, Australian teachers identified induction practices as most productive when they incorporated school culture, working definitions of effective teaching and mentoring, and clear guidelines for mentors (Whalen et al., 2019). Furthermore, beginning teachers in this study emphasized that positive relationships in a professional learning community improved their chances of remaining at their current school. Finally, a case study in South Africa offered insights into the role of pressure and support during induction for beginning teachers in South Africa (Kadenge, 2021). In this case study, South African teachers profited when school districts delivered training that fostered a balance between accountability for and support during their initial performances.

The Influence of Teacher Induction in Low-Income Schools

The literature in this next section focuses on the induction experiences of beginning teachers that are unique to low-income schools. Early career support is an essential approach that should help beginning teachers embrace and respond to the high needs of the communities that make up low-income schools (Garcia-Carrion et al., 2020). Beginning teachers in these settings benefit greatly from community-based school models of induction. These models incorporate family and community engagement and a dialogical approach to preparing beginning teachers in their first years of teaching. A narrow focus of induction on developing beginning teachers' self-

efficacy can ultimately support student achievement, teacher practice, and teacher commitment (Outlaw & Grifenhagen, 2021). School districts with lower-income schools that focus induction on the aforementioned aspects may develop "a high-quality teacher pipeline of self-efficacious and committed early literacy teachers" (Outlaw & Grifenhagen, 2021, p. 243). Beginning teachers who receive adequate preparation and support increase their potential for viewing the challenges of working in low-income schools as opportunities to develop themselves as educators (Gaikhorst et al., 2017). Notably, teachers need training focused specifically on issues related to low-income settings to transform the challenges into positive teaching experiences. (Gaikhorst et al., 2017)

The Influence of Teacher Induction in Private Schools

Current literature also examines the effects of teacher induction practices for beginning teachers that work in private schools. For instance, in a case study of a pilot induction program, teachers in private schools shared mixed reviews of their induction experiences (Mitchell et al., 2017). Some teachers mentioned the feeling of loneliness as they prepared for their first year while others stated that their schools had teams set up for beginning teachers. Additional research furthered the understanding of beginning teachers' induction experiences in private schools by focusing on their fulfillment and perseverance (Colognesi et al., 2020). Through a mixed-methods study, this research determined that the exchange of knowledge between beginning teachers and their colleagues heavily influenced their levels of job satisfaction and competence. A similar study supplements this understanding of induction practices in private schools by developing a list of supports that enhance beginning teacher development (Kearney, 2021). Supports for beginning teachers in private schools include structured observations, mentor training, orientation to the school culture, and structured time release (Kearney, 2021).

Varying Perspectives of Teacher Induction

The influence of induction practices on beginning teacher development can be viewed through varying perspectives from pre-service teachers, principals, and beginning teachers. The following section examines these perspectives to provide a comprehensive look at their preferences and assessments of induction practices.

Pre-Service Teachers' Perspectives of Teacher Induction

Pre-service teachers' perspectives of teacher induction are important to consider since much of teacher induction initiates through the teacher preparation that takes place between pre-service and in-service teaching. In a phenomenological study, pre-service teachers expected principals to avoid being either absent principals or micromanaging principals during the induction process (Zhang et al., 2019). Instead, these teachers remarked that administrators ought to employ the characteristics and actions of a visionary and instructional leader. Pre-service teachers stated that principals should offer long-term and transparent goals that aim toward improving the school for students and teachers. Moreover, they mentioned that they expect principals to "use their professional experience to guide and improve the instruction of teachers through observation, communication, feedback, and constructive criticism" (Zhang et al., 2019, p. 79). Another qualitative study supplemented this understanding of pre-service teachers' perspectives by examining their perceived identity changes as they transitioned during their beginning years (Jiang et al., 2021). The teachers in this study expressed that shifts in their teaching identity during the first year resulted from individual factors (e.g. personal beliefs, past learning experiences, and teaching practices) and contextual factors. Pre-service teachers perceived a positive construction of their teaching identity when their hope and imagination for the future were recognized (Jiang et al., 2021).

Principals' Perspectives of Teacher Induction

Principals should view the induction needs and practices of beginning teachers as a vital issue to help them develop into professionals that positively influence student achievement. Principals who perceive themselves as having an important role in beginning teacher development can strengthen new teachers' self-confidence and professional development with effective induction programs and support (Costa et al., 2019). In the aforementioned study, principals regarded induction practices as ideal experiences for beginning teachers to enhance their collaboration, self-reflection, and pedagogy. Additional research extends the understanding of principals' perspectives by recognizing the following three key insights (Flores, 2017). In this study, principals viewed teacher education and training before the first year of teaching as obsolete and without the necessary development of personal and professional skills. Moreover, they admitted that beginning teachers needed more preparation that focused on managing student behavior. Lastly, principals viewed teacher induction as a social practice in which experienced educators must guide beginning teachers toward success. Further research added to the perspective of principals through the lens of mandatory accreditation procedures during beginning teachers' first years (Kearney, 2021). The researcher in this study found that principals have mixed feelings about the induction practices that occur within a mandatory accreditation process. On the one hand, principals perceived these induction practices positively since the accreditation gave them a starting point for their district to meet the needs of the teachers. On the other hand, principals perceived these induction practices negatively since the accreditation standardized the training and placed too much emphasis on evaluation.

Beginning Teachers' Perspectives of Teacher Induction

This final section examines the literature that focuses on beginning teachers' perspectives of teacher induction. Theoretically, "teacher induction mechanisms equip new teachers with the expertise, resources, and/or relationships necessary to be not only effective but satisfied in their jobs" (Reeves et al., 2022, p. 2). An understanding of beginning teachers' perspectives can enrich the design of induction practices by eliciting what they think produces an effective change in their teaching (Reeves et al., 2022). The researchers from the aforementioned study found that beginning teachers perceived induction practices as effective when they incorporated supports such as learning communities, team teaching, and reduced workload. In another phenomenological study, beginning teachers perceived success in their induction when they received support in a learning community with experienced teachers (Heredia & Yu, 2017). Moreover, they favored induction practices that consisted of opportunities to develop their content expertise with similar-subject teachers. Finally, more research provided an interesting perspective from beginning teachers who completed an alternative certification program before their first year of teaching (Kwok & Cain, 2021). Through a mixed methods study, alternatively certified teachers perceived successful induction practices as those that consisted of scaffolded learning development. Furthermore, these teachers perceived mentoring support as having a positive influence on their development during their first year of teaching.

Ideal Induction Practices

The literature in this section provides ideal induction practices that influence beginning teacher development. The direction taken to ensure the efficacious development of teachers in their beginning years is not necessarily exclusive to one path. Research shows that formal training is an important strategy for novice teachers to achieve success in education (Goh et al.,

2017; Dias-Lacy & Guirguis, 2017). Research also indicates that exposure to actually performing the duties and tasks of a teacher can develop novice teachers into experts (Dharan, 2015). No induction program exactly matches the needs of every school district (Wong, 2004). There are, however, specific characteristics of impactful induction programs that have common induction practices. These characteristics are significant to consider since a positive correlation exists between a beginning teacher's sense of preparedness and self-efficacy (Lee et al., 2012). This section is important to consider since it reveals types of support that school districts can implement to provide effective training for their beginning teachers. Those supports include quality mentoring and coaching, establishing a dialogic approach, and developing beginning teachers' pedagogical approaches.

Quality Mentoring and Coaching

The mentoring and coaching relationships that beginning teachers form during their first year should be an essential aspect of their induction procedures. Quality mentoring and coaching involve a relationship that provides support that is in the moment of need, individualized, and built on trust (Mitchell et al., 2017). Moreover, beginning teachers can receive support from their coaches through forms of conversation, feedback, and resource sharing. This type of support can lead to worthwhile results that are value-added and oftentimes influence positive retention (Bastian & Marks, 2017). The bond created between novice teachers and their mentors is a critical development that may lead to advanced resiliency and competency in the classroom (Redding & Henry, 2018; Newberry & Allsop, 2017)

Novice teachers who have the opportunity to develop meaningful relationships on a personal and professional level with other teachers have a higher chance of enduring achievement throughout their careers (Newberry & Allsop, 2017). Studies indicate that

mentoring is most effective when novice teachers and their mentors instruct students in identical

content areas and possess compatible characteristics (Pogodzinski, 2015; Jones, 2016). For

instance, research demonstrates that teachers in their first year who are teamed up with a mentor

in the same content area achieve high levels of student achievement in reading and mathematics

(Bastian & Marks, 2017). In a correlational study, researchers found positive associations

between the frequency of instructional coaching and important teacher outcomes (e.g. content

knowledge, facilitation of student learning, and leadership) that influence beginning teachers'

efficacy levels (Bastian & Marks, 2017). Similarly, another study found that effective mentoring

can positively affect teacher retention and teacher outcomes (Kwok and Cain, 2021). For

instance, mentors can have a profound influence on beginning teachers by welcoming them into

the school community and finding answers to their questions (Kwok & Cain, 2021).

Establishing a Dialogic Approach

Induction practices for beginning teachers should begin and follow through with a

dialogic approach that aims toward professional development. A dialogic network consists of

individuals who partake in reflection and action and form learning communities (Garcia-Carrion

et al., 2020). Furthermore, a dialogic network for induction provides an advantage for beginning

teachers since they form strong bonds with their colleagues. Research indicates that a network

that provides an atmosphere of support, cooperation, and a shared purpose positively affects

novice teachers' job satisfaction and perseverance (Johnson et al., 2012). They are inclined to

effectively contribute to the school organization when they are allowed to voice their opinions

when decisions are made. Novice teachers who can partake in conversations that affect

organizational processes and develop valuable relationships with their colleagues tend to remain

where they are in education (Futernick, 2007; Waddel, 2010). The dialogic network "enables all

teachers to engage in a process of reciprocal educative mentoring that favors sustainable professional learning" (Garcia-Carrion et al., 2020, p. 7). In such a network, novice teachers may find success in a workplace that values opportunities for growth, open communication about challenges, and ongoing collaboration among colleagues that is built on trust (Allen, 2018).

A case study provided evidence of the positive effects of a dialogic approach on beginning teacher development (Marz and Kelchtermans, 2020). For instance, beginning teachers benefitted when their colleagues communicated with them in a manner that adapted to their needs and interests as first-year teachers. Moreover, beginning teachers construct a sense of belonging as they develop social networks and collaborate with other teachers. Finally, this study found that beginning teachers' confidence levels enhanced as other teachers pursued and listened to their advice.

Developing Beginning Teachers' Pedagogical Approach

A major goal of induction practices should be to develop beginning teachers' pedagogies so that they may ultimately produce student success and achievement. Beginning teachers who lack sufficient pedagogical strategies can result in negative effects on learning such as inappropriate pacing and a misunderstanding of student acquisition of the content (Kadenge, 2021). To overcome these issues, beginning teachers can be placed in learning communities with teachers that are knowledgeable about and experienced with their specific pedagogical content area (Heredia & Yu, 2017). The experienced teachers in these settings can model pedagogies that foster active learning, authenticity, free choice, and learners' input (Heredia & Yu, 2017). As a result, beginning teachers could then apply what they practiced in their classrooms.

Another way to overcome these issues is to provide professional development that gives novice teachers interactive materials and resources that they can use in their classrooms

(McKenzie & McKenzie, 2018). Principals ought to know enough about their novice teachers to offer the best possible professional development that meets their needs and their students' needs. Positive results in the classroom will ensue as novice teachers become more confident in their ability to instruct and motivate their students (Kim & Seo, 2018). Novice teachers may also enhance their comfort and satisfaction at the organizational level when they are granted to ability to practice what they learn from professional development with their colleagues. Teachers who have more experience in the classroom can offer vital words of advice and feedback as novice teachers integrate novel skills into their teaching practice (McKenzie & McKenzie, 2018).

Outcomes of Induction Practices

School districts ought to consider the intended outcomes of induction practices to ensure that these experiences yield positive results for their teachers, students, and school settings. Current literature shows that the professional development of teachers is most effective when it implements the acquisition of novel skills, reveals new insights, motivate the teacher to pursue goal-directed behaviors, and provides authenticity for potential challenges (Sims et al., 2021). Moreover, professional development should deliver valuable opportunities that align with teachers' needs and current practices (Sims et al., 2021). The next section explores positive outcomes for school districts that are specific to the professional development that occurs through induction practices. These positive outcomes pertain to job commitment, improving school culture, and novice teacher retention.

Job Commitment

Novice teachers who demonstrate job commitment as an outcome of induction practices may resist temptations of attrition and strive for efficacious teaching performance. Research indicates that teachers in their beginning years are inclined to plan for a long career in education

when they feel they are well prepared for teaching during their first year (DeAngelis et al., 2013). They choose to remain in teaching due to strong preparation techniques that enhance their sense of worth and effectiveness as they commit themselves to the teaching profession (Darling-Hammond, et al., 2002). School districts may support novice teachers in their commitment to the profession by offering ways for them to construct personalized identities in practice (Jiang et al., 2021). Novice teachers may also enhance their commitment with an effective balance between support and pressure. School districts should offer adequate support and accountability pressures to warrant rapid growth and high performance (Kadenge, 2021). Research shows that school districts can accomplish commitment through a support and pressure balance by offering induction practices that develop novice teachers' pedagogical strategies. In doing so, novice teachers may construct an understanding of students' acquisition of the content that ultimately produces student success and achievement (Kadenge, 2021). Research also indicates that induction practices increase novice teacher job commitment when strategies to avoid isolation are incorporated (Ingersoll & Strong, 2011). Induction programs have a positive influence on job commitment when novice teachers are not left alone but have a sense of belonging as they succeed or fail in their classrooms (Ingersoll & Strong, 2011).

Improving School Culture

Improving school culture is another important goal of induction practices that enhances teachers' experiences in their work setting. For instance, collaborative relationships and school contexts are byproducts of effective induction that enrich school culture (Mansfield & Gu, 2019; Zhang et al., 2019). Current research shows that induction practices should naturally develop and sustain school cultures that promote socialization and facilitate collaboration among colleagues (Zhang et al., 2019). In such cases, school cultures are improved with novice teachers who

demonstrate resilience, commitment, and confidence during and beyond their initial years of teaching (Mansfield & Gu, 2019).

Research also demonstrates that school leaders significantly influence the improvement of school cultures during induction periods (Flores, 2017; See et al., 2020). School leaders are an influential force throughout induction that ought to set in place successful work ethos and conditions (See et al., 2020). Moreover, school leaders who interact with novice teachers can offer them insights on how to develop a professional identity and respect that contributes to the school's culture (Flores, 2017). In doing so, school leaders may become one of the most significant factors for retaining novice teachers as they offer consistent support for excellence in teaching (Thibodeaux et al., 2015; Young, 2018). Novice teachers are motivated to stay in and effectively satisfy their teaching position when school leaders support the growth of their students' achievement and the growth of their professional selves (Holmes et al., 2019).

Novice Teacher Retainment

Another outcome of induction practices for school districts is to retain novice teachers who can put forth their best teaching ability. Induction ought to include opportunities for novice teachers to reflect on their professional growth as it pertains to the goals and objectives of their teaching career (Allen, 2018). School districts that include these opportunities for reflection in induction support their novice teachers by helping them recognize the realities of the teaching profession. In doing so, they are setting up their novice teachers for success by reducing moments of burnout and thoughts of attrition (Timostsuk et al., 2016). Novice teachers who receive adequate support in their induction practices increase their chances of positive performance, retention in the teaching profession, and returning to the same school (Bastian & Marks, 2017; Gaikhorst et al., 2017; See et al., 2020). Research indicates that induction support

for teachers early on in their careers offers substantial benefits for retention while being important in its own right (See et al., 2020). Furthermore, induction support significantly reduces the chance for novice teachers to switch schools or walk away from the teaching profession after their first year (See et al., 2020). Instead, novice teachers may persist through problems in their profession as a result of the knowledge exchange and collaboration during induction (Gaikhorst et al., 2017). Notably, a study in low-performing schools revealed that novice teachers who experienced induction practices had increased levels of retention and performance in comparison to those who did not (Bastian & Marks, 2017). This study also revealed that induction practices can help low-performing schools decrease teacher attrition rates while enhancing an effective workforce (Bastian & Marks, 2017).

Development of Teacher Efficacy

The effective implementation of induction practices can result in developing novice teachers' efficacy during their initial years of teaching. Previous literature suggests evidence for a significant, positive relationship between novice teachers' participation in induction and how well they teach (Ingersoll & Strong, 2011). This literature shows that novice teachers who partake in induction may increase their teacher efficacy which pertains to their skill, performances, growth, and pedagogical strategies (Ingersoll & Strong, 2011). This final section investigates how induction practices affect novice teachers' efficacy in terms of their ability to sustain classroom management and succeed in organizational contributions.

Classroom Management

Classroom management is a particular outcome of induction practices that can help novice teachers alleviate any instances of exhaustion, increase their levels of engagement, and develop a sense of accomplishment (Aloe et al., 2013). Novice teachers ought to develop their

classroom management skills so that they can effectively lead in managing student conduct, instructional practices, and student concerns (Aloe et al., 2013; Outlaw & Grifenhagen, 2021). For instance, a study on literacy instruction demonstrated that novice teachers advanced their efficacy for pedagogical development as a result of induction practices (Outlaw & Grifenhagen, 2021). Induction practices that focus on classroom management can also enrich novice teachers' efforts to produce positive communication, accessibility, and student achievement in their classrooms (Aloe et al., 2013). Notably, research shows that principals can play an integral role in the formation of classroom management skills for novice teachers during their induction period (Costa et al., 2019). Principals can utilize induction practices (e.g., classroom observations, informal feedback, frequent dialogue) to guide novice teachers in their classroom management development (Costa et al., 2019). For instance, principals may inspire novice teachers to manage student achievement by reflecting on and analyzing the students' learning environments (Costa et al., 2019).

Organizational Contributions

In addition to managing their classroom, novice teachers may experience induction practices that enhance their ability to contribute to the school's organization. Research indicates that novice teachers who experience induction may increase their organizational contributions by building effective relationships with school leaders, teachers, students, and parents (Colognesi et al., 2020; Marz & Kelchtermans, 2020; Whalen et al., 2019). For instance, novice teachers may create relationships with experienced teachers that help them figure out how they can become leaders in various areas of their schools (Whalen et al., 2019). In doing so, novice teachers may determine their strengths and how they can guide other teachers in the organization toward impacting student learning (Whalen et al., 2019). Induction practices that involve relationship

building may also support novice teachers in becoming full members of the school organization (Colognesi et al., 2020; Marz & Kelchtermans, 2020). Novice teachers may then develop their organizational contributions by creating an internal social network and sharing their knowledge and expertise with their colleagues (Marz & Kelchtermans, 2020). They may join together with other members of the organization to influence the educational response for all students even in the face of adversity (Garcia-Carrion et al., 2020). Interestingly, novice teachers in a study on support networks during the induction phase admitted that they found the greatest value in support networks where they could play an active organizational role (Marz & Kelchtermans, 2020).

The drive for novice teachers to become leaders in their school organization is a significant outcome of successful induction. Teachers in their early years are inclined to make a long-term commitment to education when they are provided with opportunities to contribute to their school organization (Podolsky et al., 2019). They desire to remain in education as a result of impactful organizational contributions such as building collaborative relationships with their colleagues and sharing their experiences and skills to fulfill the school's mission (Taylor et al., 2019). These organizational contributions increase novice teachers' sense of empowerment and job satisfaction as they seek out their role as a leader in the learning community (Hirsh & Bergmo-Prvulovic, 2018). Furthermore, novice teachers exhibit a positive correlation between their leadership effort in the organization and student achievement. Those teachers who take on more leadership positions in the organization tend to increase their students' performances in the classroom (Taylor et al., 2019). Novice teachers who lead in the organization are more likely to influence student learning by directing their efforts toward the enhancement of instructional practice throughout the whole learning community (Crowther et al., 2002). These positive effects

of organizational contributions increase the retention of current and future novice teachers. Research indicates "the risk that skilled teachers leave the profession remains if the career is not understood as a process of continuous knowledge building and increasing complexity of challenges" (Hirsh & Bergmo-Prvulovic, 2018, p. 368). The opportunity for teachers in their first years to become leaders is an effective way to attract individuals to become and remain teachers for an extended period.

Summary

Teacher induction is a vital component for preparing novice teachers so that they may achieve and sustain success throughout their careers (Flores, 2017). School districts ought to pay special attention to training novice teachers as a means to help them become effective and satisfied in their position (See et al., 2020). Researchers recently investigated the aspects of teacher induction that can eradicate novice teacher challenges. Moreover, researchers explored the need for training that incorporates elements of andragogy (e.g., self-directedness and self-inquiry) and situated learning (e.g., authentic learning environments and social interactions). Both formal and informal types of induction support have been studied to explore how they advance novice teacher development. Researchers determined that both of these types have positive outcomes that lead to enhancing school culture (Mansfield & Gu, 2019) and increasing novice teachers' job commitment and retainment (Bastian & Marks, 2017). Teacher induction practices also have positive outcomes that are specific to novice teachers' efficacy. Recent literature shows that effective induction practices improve novice teachers' competence regarding classroom management skills (Costa et al., 2019) and organizational contributions (Garcia-Carrion et al., 2020).

Teacher induction is a worthwhile topic to study since additional research may inform the creation and enactment of strategies for training novice teachers (See et al., 2020). Additional research is needed to understand novice teachers' perceptions of the association between induction practices and student learning outcomes (Reeves et al., 2022). By examining the relationship between induction practices and novice teacher efficacy, school districts may adequately support novice teachers in their first years of teaching.

CHAPTER THREE: METHODS

Overview

The purpose of this transcendental phenomenological study is to examine novice

teachers' perceptions of the influences of induction practices on student learning outcomes. The

following chapter details the methods for data collection and analysis that takes place throughout

this study. First, I identify, explain, and provide a rationale for the research chosen to explore the

participants' experiences. Following the research design, I list the research questions that are

utilized as a guide in collecting and analyzing data. Then, I provide a thorough description of the

setting and participants, my researcher positionality, the procedures, and the data collection and

analysis plan. The chapter closes with an explanation of how I address the concepts of

trustworthiness and ethical considerations.

Research Design

The selection of a research design is a significant decision that ought to relate to a study's

research problem and purpose (Rockinson-Szapkiw & Spaulding, 2014). Qualitative research is

appropriate to use when researchers do not fully understand and seek to thoroughly discover a

particular problem (Rutberg & Bouikidis, 2018). Researchers may also apply this method to

empower participants to make contributions with their accounts (Creswell & Poth, 2018). A

major purpose of qualitative research is to understand how a phenomenon occurs through the

multiple realities present in participants' perceptions and experiences (Creswell & Creswell,

2018). Essentially, qualitative researchers explore the meaning that individuals attribute to their

experiences while generating and interpreting themes about a phenomenon (Creswell & Poth,

2018).

Qualitative research was needed for my study to address the meaning that novice teachers ascribe to the influence of induction practices on student learning outcomes. Qualitative research related to my study's research problem and purpose since developed a description of the essence of induction practices from the participants' common experiences. Aligned with this method, I developed broad, general, and open-ended questions that permitted participants to develop meaning about their experiences with induction practices. The participants answered questions on a questionnaire, in interviews, and in a focus group that referred to what they experienced and which circumstances affected their experiences (Moustakas, 1994). These qualitative data collection techniques provided evidence for participants' shared experiences with a phenomenon that led to the essence of the experience for all individuals (Creswell & Poth, 2018).

In particular, this study utilized a phenomenological research design. A phenomenon is defined as "various sensations, perceptions, and ideations that appear in consciousness when the self focuses attention on an object" (Gall et al., 2007, p. 495). In this study, the phenomenon involved induction practices that novice teachers experienced during their first year of teaching. A phenomenological design identifies the common meaning held by participants of their experiences with a phenomenon (Creswell & Poth, 2018). A major goal of a phenomenological study is to identify common experiences that participants share with a phenomenon and to explain the essence of the experience for all individuals (Creswell & Poth, 2018). Moreover, a phenomenological study can yield an understanding of the participants' world and how they respond to and perceive certain experiences (Fraenkel et al., 2019). Researchers who employ this type of study seek out the commonality in participants' perceptions and search for the essence (i.e. the vital features) of an experience (Fraenkel et al., 2019). The advantages of employing a phenomenological design include its applicability to educational settings, the collection of data

through comprehensive interview processes, and the gathering of multiple aspects related to a specific experience (Gall et al., 2007). A phenomenological design was appropriate since this study discovered the experiences of novice teachers with a phenomenon (i.e. induction practices). I encouraged novice teachers to relive their experiences with induction practices through the lens of student learning outcomes. I collected data through in-depth questioning that was open-ended, comprehensive, and intended to detect the participants' aspects of induction practices. In doing so, I aspired to identify commonalities between the participants' perceptions to develop the essence of induction practices.

The specific type of research design that I used for this study was transcendental phenomenology. Developed mostly by Edmund Husserl, this type of phenomenology has been valuable in research that seeks to understand the human experience through the lens of those who participated in a phenomenon (Moustakas, 1994). The purpose of a transcendental study is to explain a phenomenon that is empirical and purely descriptive (Rockinson-Szapkiw & Spaulding, 2014). In a transcendental phenomenological design, the researcher suspends his preconceptions related to the phenomenon to understand it for the first time (Moustakas, 1994). This design calls on researchers to depend on intuition, imagination, and universal structures so that they may acquire a complete picture of the experience. In addition, researchers who utilize transcendental phenomenology recognize that knowledge results from epoché, transcendental-phenomenological reduction, and imaginative variation (Moustakas, 1994). The process of epoché is the initial step in which the researcher sets aside preconceived understandings and judgments to revisit a phenomenon with a pure ego (Moustakas, 1994). Transcendental-phenomenological reduction, the next process, involves comprehensive accounts of what was experienced to arrive at textural descriptions (Moustakas, 1994). Imaginative variation is then

employed to develop structural descriptions of experience. The textural and structural

descriptions are combined to construct a textural-structural synthesis of the essence of the

phenomenon (Moustakas, 1994). A transcendental phenomenology was fitting for this study

since it identified the common meaning among novice teachers who experienced induction

practices. I applied this research design in my study to construct a pure description of what and

how novice teachers experienced induction practices through the lens of student learning

outcomes.

Research Questions

The following research questions guided this phenomenological study:

Central Research Question

What are the experiences of novice teachers who participate in induction practices and

seek to accomplish student learning outcomes?

Sub-Question One

What factors of induction practices affect the formulation of novice teachers' perceptions

of their ability to influence student learning outcomes?

Sub-Question Two

How do novice teachers perceive the influence of their induction practices on student

learning outcomes?

Sub-Question Three

What benefits arise for novice teachers as they experience induction practices during their

first year of teaching?

Sub-Question Four

What challenges for novice teachers as they experience induction practices during their first year of teaching?

Setting and Participants

In this study, the setting involved public high schools situated in the same county in a Midwest state. This setting was effective for this study since it allowed frequent and convenient collaboration and dialogue with the participants. The participants for this study involved novice teachers who had three years or less of teaching and received induction practices during their first year. This sample was chosen purposefully to ensure that this study explored a phenomenon through the perceptions of participants who experienced it.

Setting

This study took place in public high schools that are part of a county consortium situated in the Midwest United States. The county is located near the northeast region of the Midwest state and holds one of the state's major cities. It is comprised of 16 school districts that range in size from 711 to 9,536 students, serving over 65,000 students in total. The school districts in this county serve 18,361 high school students (i.e. grades 9-12) who may attain their diploma in a traditional high school, at a vocational center, or online. These students may also complete a selection of Advanced Placement courses offered at their high school and College-Credit Plus courses offered at nearby colleges. The highest student-to-teacher ratio is 25:1 while the lowest is 13:1. The breakdown for gender is 51% female and 49% male with an ethnicity representation of around 86% white, 7% black, 2% Hispanic, 1% Asian, and 3% other or unknown ethnicities.

The high schools in this county are all a part of a consortium that is formed by the educational service center. At an organizational level, these high schools are served by the

educational service center in areas such as curriculum development, special education, professional development, and curriculum development. In regards to leadership, the educational service center has a superintendent who is responsible for all of the school districts in the county. Locally, superintendents are assigned to school districts and are responsible for leading the school principals, staff, and school board members. Each high school also has a principal that oversees the administrative staff and teachers and supervises the decisions made at the school level. High school teachers in this county are encouraged to assume leadership in their classrooms as they lead and engage their students in learning.

This county was chosen since it is close in proximity to where I live and work as a high school teacher. Aligned with the constructivist worldview, qualitative researchers pay special attention to their participants' contexts to understand their historical and cultural settings (Creswell & Creswell, 2018). Moreover, they may visit the participants' contexts and collect information on a personal level (Creswell & Creswell, 2018). The closeness of this county helped me to develop a sturdy understanding of the participants' settings by observing their contexts and gathering information on a personal level. I profited from engaging in the participants' natural settings where they received induction practices and strived to produce student learning outcomes. This county was also chosen since it has a consortium of schools that is organized to allow for expedient collaboration and dialogue with the teachers. Data in a phenomenological study is typically collected through in-depth and numerous interviews with the participants (Creswell & Poth, 2018). These interviews may lead to an understanding of what participants experienced with the phenomenon and which contexts impacted their experience (Moustakas, 1994). In choosing this county, I satisfied an efficient way to organize multiple

interviews with the participants that aimed toward understanding their experience with induction practices at their schools.

Participants

Participants in this study were public high school teachers of core content areas who were over 18 years of age and had three years or less of teaching. To be selected for this study, they must have had experience with induction practices during their first year of teaching at a high school located in the aforementioned county. This criterion ensured the exploration of a specific phenomenon (i.e. induction practices) with a group of individuals who experienced it, an important feature of a phenomenological study (Creswell & Poth, 2018). The participants consisted of 12 participants that taught one of the following content areas: mathematics, history, language arts, or science. These content areas were chosen since they are tested by the state at the end of the year. This end-of-year test was a source of evidence for student learning outcomes that coincided with teachers' experiences with induction practices. Previous research indicates that qualitative studies should consist of at least 12 participants to ensure data saturation (Guest et al., 2006). Therefore, a total of 12 participants were selected for this study to reach saturation and form a robust, valid understanding of the phenomenon (Hennink & Kaiser, 2022).

Researcher Positionality

In qualitative research, positionality is important to address since the researcher's presence exists in the report and the interpretation and presentation are representative of the researcher (Denzin, 1989). Researchers acknowledge that their background forms their interpretation, and they "position themselves in the research to acknowledge how their interpretation flows from their own personal, cultural, and historical experiences" (Creswell &

Poth, 2018, p. 25). I will utilize this section to provide an honest and authentic account of my position so that it may properly guide the interpretations and research process (Lincoln, 1995).

My motivations for conducting this study on induction practices for novice teachers are focused on the development of beginning teachers and their influence on student learning. For the past eight years, I worked in the field of education as a high school teacher. In my first few years of teaching, I experienced first-hand the challenges, isolation, and burnout that typically accompany starting a teaching career. I witnessed numerous beginning teachers who face hardships as they navigated through uncharted territory in their first three years of teaching. In my district, I assist novice teachers one-on-one through their first four years of teaching as a resident educator mentor. Many of these teachers admit that they did not receive adequate training and preparation in terms of their teaching efficacy from the school district. This lack of training and preparation may also adversely affect student learning outcomes that are evaluated in the classroom and on end-of-year state tests. As a teacher and mentor, I am passionate about helping novice teachers so that they may achieve success in their careers and with their students. I conducted this transcendental phenomenological study to acquire information about novice teachers' experiences with induction practices and how these experiences relate to student learning outcomes. I aspire to share this information with administrators and other professionals in school districts so that they may understand the teachers' experiences and enhance their approach to induction practices. I hope that sharing this information will improve induction practices for novice teachers so that they may achieve success as they start their teaching careers.

Interpretive Framework

Constructivism is the research paradigm that most closely aligns with the lens that I utilized to conduct my study. This framework is grounded in the idea that individuals construct

their knowledge and understanding through experiences and reflection (Honebein, 1996).

Moreover, individuals learn best when they are fully engaged in discovering knowledge about a

phenomenon on a personal level (Adom et al., 2016). According to this framework, the goal of

the research is to "rely as much as possible on the participants' views of the situation being

studied" (Creswell, 2018, p. 46). I conducted research that focused on novice teachers' views of

how induction practices influence student learning outcomes. Aligned with constructivism, I

developed broad, general, and open-ended questions that allowed novice teachers to construct

meaning about their experiences with induction practices.

Philosophical Assumptions

I firmly assert that all individuals who partake in teaching ought to receive adequate

training that prepares them for success in their beginning years. I believe that this success can be

established by effective induction practices that enhance novice teacher efficacy and help novice

teachers accomplish student learning outcomes. School districts should take on the role of a

servant leader who serves the individual needs of each novice teacher as they embark on their

first years of teaching. Research indicates that servant leadership in schools may result in

teachers who are empowered, find meaning in their work, and maintain high levels of job

satisfaction (Heyler & Martin, 2019; Sendjaya, 2015). The philosophical assumptions of

ontology, epistemology, and axiology are addressed to provide an understanding of my lens for

the world and how I will approach the research process.

Ontological Assumption

Researchers who exercise an ontological assumption view reality through the lens of

multiple viewers (Creswell & Poth, 2018). Through this assumption, they arrive at the meaning

of reality by reporting on and embracing numerous perspectives from the participants in a study.

I aspired to understand reality by examining the complexity of views and subjectivity present in individuals' experiences (Patton, 2014; Van Manen, 2016). The goal of this study depends heavily on participants' varied perceptions to arrive at an essence of an experience (Moustakas, 1994). I utilized the data collection techniques to identify multiple realities that the participants hold about induction practices. From these realities, I looked for and established themes that guided the findings of this study.

Epistemological Assumption

Researchers who consider an epistemological assumption identify what is acceptable as knowledge and how knowledge claims are valid (Creswell & Poth, 2018). Moreover, researchers recognize an association between what is studied and the researcher. Following Moustakas's (1994) recommendations, I strived to be as close as possible with the participants in this study. I collected the subjective experiences from all of the participants so that the data aligned closely with their perceptions of the phenomenon. I aspired to create relationships in which all of the participants felt confident and comfortable in describing their thoughts and feelings.

Axiological Assumption

Researchers who contemplate an axiological assumption concentrate on the role and influence of values in the research process (Creswell & Poth, 2018). In qualitative research, researchers ought to openly express their values and identify any biases in their studies (Moustakas, 1994). As a teacher, I value the professional development and advancement of novice teachers who are in their beginning years of teaching. I believe that all novice teachers deserve the chance to start on the right foot by attaining success in their efficacy concerning student learning outcomes. I expect that my values and biases may have been present throughout

the research process. Therefore, I reflectively bracketed out my thoughts and feelings to report the essence of the phenomenon through the participants' perceptions.

Researcher's Role

Researchers ought to clearly and carefully identify their role as human instruments in a qualitative study (Moustakas, 1994). I embraced the role of a human instrument by acting responsibly with the acquired information, bracketing out my biases and judgments, and exercising moral decision-making. At all times, I practiced ethics and maintained integrity regarding my position and purpose as the researcher. I did not make any attempt to attain authority over the participants. I ensured the safety and freedom of the participants while doing the best I could to suspend my thoughts and feelings. I reflectively wrote about my responses to the questions in the data collection techniques so that I could effectively set aside my perceptions of the phenomenon and solely focus on the participants' perceptions. Furthermore, I set aside my thoughts and feelings to accurately represent the participants' voices and establish themes that are only based on their experiences.

The purpose of my research was to advance the field of education through its use of induction practices for novice teachers. I viewed the data and research surroundings with an attempt to take on the lens of Jesus Christ, the perfect model of truth. Saint Paul writes, "Therefore, putting away falsehood, speak the truth, each one to his neighbor, for we are members one of another" (*New American Bible,* 1970/2019, Ephesians 4:25). I took great caution to ensure that the collection and analysis of the data led others to the truth. I called upon the Holy Spirit to help me in my contemplation of the truth in this study.

Procedures

For this study, I collected and analyzed data to mirror Moustakas's (1994) recommendations for a transcendental phenomenological study. The data collection techniques included questionnaires, individual interviews, and a focus group discussion. The following section provides details about the pertinent procedures needed to fulfill the requirements for this study. This section describes my plan for obtaining site permissions, securing Institutional Review Board (IRB) approval, and recruiting participants through purposeful sampling.

Permissions

Upon completion of the dissertation proposal review and defense, I pursued IRB approval from Liberty University. This approval allowed me to proceed in the research proceedings of choosing participants, gathering data, and analyzing data. I communicated with the anticipated educational service center to share information about the purpose and procedures and obtained permission to conduct research. I also obtained a list of contacts for the administrators in the consortium to obtain permission to include novice teachers from their schools in the research process. Moreover, I shared similar information as I did with the educational service center and recruited participants who met the criteria for this study. I abided by any IRB requirements held by the educational service center and each public high school. I reached out to the qualified novice teachers by email in an attempt to purposefully sample and acquire participants for this study.

Recruitment Plan

This study sought to explore the experiences of novice teachers who had three years or less of high school teaching experience in the county consortium. Thus, the sample pool included the entire population of teachers with three years or less of teaching who are employed at all of

the public high schools in the county consortium. From this sample pool, I solicited a sample that met the specific criterion that was suitable for this study. Qualitative researchers identify a larger pool of candidates and choose sampling units from this pool based on "specific properties or characteristics possessed by some but not all sampling units in the pool" (Gentles et al., 2015, p. 1784). The sampling units selected for this study comprised of specific characteristics such as receiving induction practices during their first year of teaching and being finished with their third, second, or first year of teaching a core content area at a public high school. This advanced knowledge of the sampling units provides pertinent information about the participants and is necessary for purposeful sampling (Ritchie & Lewis, 2003).

The sample size was chosen with at least 12 participants to achieve saturation of the phenomenon and maximum variation (Guest et al., 2006; Kuzel, 1992; Moustakas, 1994). Moreover, the sample size was chosen with sufficient pertinent information for the study to attain information power and generate new knowledge (Malterud et al., 2016). In addition to research, I also abided by Liberty University's guidelines of having between 10 and 15 participants for qualitative research. Aligned with these recommendations, I collected data from a sample of 12 research participants to reach saturation, maximum variation, and information power.

The selection of a sampling technique in qualitative research is dependent upon the research objectives and the population's characteristics (Mack et al., 2005). Moreover, the chosen sampling technique involves a non-random approach in which the chosen participants can assist the researcher in understanding the phenomenon and answering the research questions (Gill, 2020). The type of sampling that I used to acquire an understanding of the phenomenon in this qualitative study was purposeful sampling. Purposeful sampling is a commonly used method

in which qualitative researchers choose information-rich cases for a particular study (Patton, 2002). This type of sampling emphasizes the significance of locating appropriate cases to investigate patterns without necessarily conducting an exhaustive search (Benoot et al., 2016). I utilized a purposeful sample to maximize validity with participants that experienced the specific phenomenon under study (Creswell & Plano Clark, 2017; Palinkas et al., 2015). Criterion sampling was the particular type of purposeful sampling utilized in this study. I chose criterion sampling so that participants in this study could share knowledge about the phenomenon (Maxwell, 2012). Participants in this study must be finished with their first, second, or third year of teaching at a public high school that belongs to the county consortium. They must also teach a core content class that is tested at the end of the year and have experience with induction practices during their first year of teaching. These criteria are chosen so that I acquired participants who helped me answer the research questions about and develop an essence for the influence of induction practices on their perceptions of efficacy and student learning outcomes.

Data Collection Plan

Qualitative research is effective when researchers enable individuals to tell their stories, offer their voices, and diminish the possibility of power relationships between a researcher and the participants (Creswell & Poth, 2018). I implemented data collection techniques in my study so that each participant was empowered with ample opportunity to share their perceptions of induction practices. Aligned with a phenomenological approach, participants described their lived experiences with the study's phenomena (Rockinson-Szapkiw & Spaulding, 2014). The data collection plan implemented three methods to collect data to achieve triangulation of the data. Those three methods included a questionnaire, individual interviews, and a focus group discussion. The participants completed the questionnaire first to collect information that may be

useful for the succeeding data collection techniques. The individual interviews seemed to naturally occur next with the application of information from the questionnaire to guide the dialogue in the interviews. Finally, the focus group discussion was selected as the final data collection technique to confirm information that was previously understood while producing novel and supplemental information (Fraenkel et al., 2019; Frey & Fontana, 1991). The purpose of using three data collection methods is to strengthen the reliability and validity of this qualitative study (Merriam, 1988). Moreover, participants in this study profited from these data collection methods by offering their perceptions of induction practices concerning student learning outcomes.

Questionnaire Data Collection Approach

Participants' perspectives are viewed as the primary source of knowledge in a phenomenological study since they improve the understanding of an experience (Moustakas, 1994). A questionnaire is a written-response instrument used to collect these perspectives by asking participants in the sample the same questions (Fraenkel et al., 2019; Gall et al., 2007). This data collection technique corresponds with the researcher as the key instrument in a qualitative study since researchers are tasked with designing an open-ended instrument on their own (Creswell & Poth, 2018). In addition to the design, researchers take on the sole responsibility of organizing and interpreting the information from the questionnaire (Creswell & Creswell, 2018). Participants may also benefit from controlling the data collection on a questionnaire as they complete questions at their convenience (i.e., in any order and without a time constraint) and compose their marginal comments (Gall et al., 2007). I developed a questionnaire with open-ended questions in which participants fully expressed their perspectives on induction practices (see Appendix C). Their answers to the questionnaire identified

perspectives about induction practices for first-year teachers and how these perceptions relate to student learning outcomes.

Participants initiated the data collection process with a questionnaire regarding their perceptions of induction practices. This questionnaire was digitally created using Google Forms since all participants could access and were comfortable with this platform. Google Forms was also an efficient platform that I could use to store and organize the information gained from the questionnaire. I sent an email to the participants with the Google Forms link and a brief description of the directions and rationale for the questionnaire. The questionnaire contained five open-ended questions that pertained to the study's purpose and research questions (i.e., teachers' perceptions of induction practices during the first year of teaching and student learning outcomes). The questionnaire questions were reviewed by experts at Liberty University before IRB approval. All participants in the sample were asked to complete the questionnaire within three weeks of receiving the email. The questionnaire was expected to take 30 minutes to complete. Participants could complete it all in one sitting or take multiple sittings to answer the questions. I created pseudonyms for each participant so that they could be confident in knowing that their identity was confidential as they openly respond to the questions.

Questionnaire Questions

1. How do you define teacher induction practices?
    a. Which induction supports do you think are most effective in helping first-year teachers?
2. How do you define student learning outcomes?
    a. What are specific examples that are relevant to your classroom and content area?
3. What are the challenges that you faced as a first-year teacher?

    a. How did these challenges influence your efforts to achieve student learning outcomes?

4. How have induction supports helped you to overcome the aforementioned challenges so that you may successfully teach your students?

5. How do you think your induction supports could have been improved to help you achieve student learning outcomes during your first year of teaching?

The purpose of the questionnaire questions was to collect relevant information about novice teachers' experiences with induction practices. Moreover, these questions provided a firm foundation for the succeeding methods of data collection. The first two questions related to the study's problem since participants are asked to provide their definitions of teacher induction practices and student learning outcomes. The third and fourth questions aligned with the study's purpose to design effective induction practices that overcome novice teacher challenges. The response to the fifth question added significant insight toward answering the central question of this study.

Questionnaire Data Analysis Plan

Following the completion of the questionnaire, the participants examined their open-ended responses to the stated prompts. This opportunity allowed the participants to look over and edit the responses to make sure they adequately demonstrated their experiences of induction practices. I then initiated the data analysis as soon as the participants finished the survey and acknowledged that their experiences were sufficiently represented. The data analysis plan for the questionnaires involved documenting significant statements, utilizing phenomenological reduction, and identifying themes from the data.

Before analyzing the questionnaires, I bracketed my own experiences and knowledge about induction practices to focus entirely on and understand the participants' experiences (Yuksel & Yildirim, 2015). In phenomenological studies, researchers inspect the acquired data various times to locate significant statements and generate a thorough understanding of individuals' experiences (Moustakas, 1994; Patton, 2014). For this study, I reviewed the questionnaire responses numerous times and discovered significant statements to fully understand their experiences with induction practices and student learning outcomes. I practiced phenomenological reduction to develop a comprehensive account of what the participants experienced and to form the textural descriptions (Moustakas, 1994). Then, I utilized imaginative variation to construct the structural descriptions of the experience. During these processes, the participants' perceptions were first given equal value to ensure a full description. Aligned with Moustakas's (1994) guidelines, any statements that were unrelated to this study's topic or repetitive were deleted from the analysis. Following the phenomenological reduction and imaginative variation, I developed a composite description of induction practices and student learning outcomes by combining the emerging themes from the textural and structural descriptions. This composite description led to the essence of the experience by explaining the "what" and "how" of the participants' experiences (Creswell & Poth, 2018).

Individual Interview Data Collection Approach

Interviews contain sub-questions of the study that are expressed understandably for the participants (Creswell & Poth, 2018). They typically comprise of broad questions that identify individuals' experiences with a phenomenon and the contexts or situations that influenced their experiences (Creswell & Poth, 2018; Moustakas, 1994). Moreover, they offer an opportunity for the researcher to explain questions that are unclear and call on the participants to develop their

answers (Fraenkel et al., 2019). The interview process in this study followed the guidance of

Moustakas (1994), who declared that interviews are the most appropriate technique to collect

qualitative data about a topic and research questions. The interviews began with a conversation

that was intended to create a calm and trusting environment. Then, participants answered

questions that guided them through a comprehensive reflection of their experience with a

phenomenon. This study also followed Moustakas (1994) since I suspended my own

understanding and biases about the phenomenon. Moreover, I used a general interview guide

with broad, open-ended questions to assist me in gathering a thorough account of the

participants' experiences with a phenomenon (Moustakas, 1994). The purpose of the interviews

was to accumulate data that constructed textural and structural descriptions and an understanding

of individuals' common experiences.

      After the questionnaire phase, participants virtually partook in individual interviews to

expand upon the information collected on the questionnaire. The interviews were semi-structured

to gather open-ended data while exploring participants' thoughts and reactions to induction

practices. I asked predetermined, open-ended questions that were purposefully worded and

connected to the study's overarching research questions (see Appendix D). The interview

questions were reviewed by experts at Liberty University before IRB approval. I conducted the

interviews with an interview guide but also included probing questions that provided more depth

to participants' answers. The interviews were intended to align more with a discussion rather than

a straightforward question-and-answer experience. I utilized Google Meet as the platform to

conduct the interviews. This platform was advantageous since I was able to provide and observe

facial expressions during the interview. Moreover, this platform recorded and automatically

transcribed the content of videos using Google Docs. Each interview took 30 minutes to

complete. I contacted the participants by phone or email to set a time for the interviews to take place.

Individual Interview Questions

Background Information

1. Please share with me your educational and career history (e.g., preparation for teaching, and previous careers that took place before teaching).

2. Briefly describe the induction practices that you participated in during your first year of teaching.

Perceptions of Induction Practices

3. Please describe your attitudes and feelings as you completed the various induction supports during your first year of teaching. SQ2

4. Which components of the induction practices that you received were most beneficial to your teaching and why were they helpful? SQ2

5. How did your teaching pedagogy and efficacy change as a result of induction practices? SQ2

Perceptions of Induction Practices Concerning Student Learning Outcomes

6. Which student learning outcomes were impacted by the induction practices that you received during your first year of teaching? SQ1

7. How did the implementation of induction practices either enhance or hinder your ability to generate student learning outcomes? SQ1

8. Please describe your comfort level as you experienced induction practices. How did they affect your willingness to put forth your best teaching in light of student learning outcomes? SQ1

9. What are the benefits of having induction practices for teachers who strive to meet student learning outcomes? SQ3

10. To add to the previous question, what are the challenges of induction practices? SQ4

11. How do you think induction practices could improve to help novice teachers meet student learning outcomes? SQ3 and SQ4

Summarizing the Experience of Induction Practices

12. How would you summarize your perceptions of induction practices in terms of how they influence student learning outcomes? CRQ

13. To close, please share any additional information that may help to portray your experience with induction practices in light of student learning outcomes. How would you explain your overall experience? CRQ

The interview questions were intended to expand upon the participants' responses to the questionnaire questions that initiated the data collection. They were organized into subheadings to allow for possible themes to arise during the analysis phase. The purpose of questions one and two was to gather information about participants' backgrounds regarding education and induction practices. The questions that followed, numbers three through five, were all aligned with the study's second research question on how novice teachers perceived induction practices through the scope of student learning outcomes. These questions provided insights into the purpose (i.e., participants' perceptions of induction practices) of this phenomenological study.

Questions six through 11 focused more on the novice teachers' perceptions of induction practices as they related to student learning outcomes. Responses to questions six through eight offered understandings associated with the first research question. These questions investigated the particular student learning outcomes affected by induction practices, the factors that

improved or did not improve the attainment of student learning outcomes, and participants' comfort level and willingness to accomplish student learning outcomes. Responses to questions nine through 11 developed information that pertained to the third research question. Participants were asked to elaborate on their perceptions of the benefits and challenges of induction practices throughout their first year of teaching. The final two questions served as opportunities for participants to summarize their answers and experiences with induction practices. Furthermore, participants added supplemental information that increased the understanding of their experience with induction practices.

Individual Interview Data Analysis Plan

Aligned with the design of phenomenology, all of the participants' interviews were recorded and transcribed verbatim using Google Meet and Google Docs (Moustakas, 1994; Van Manen, 2016). The participants received their interview transcript via email so that they could review it and provide feedback through member checking. In doing so, they ensured that "results being presented emerged directly from the participants' experiences rather than any preconceived ideas from the researchers" (Brimhall & Engblom-Deglmann, 2011, p. 51). The participants identified if any of the transcript items were inconsistent, suggested how to modify the inconsistencies, and offered more information that developed since the interviews took place. After the participants partook in member checking, I began the data analysis for the individual interviews. Following the design of transcendental phenomenology, I reviewed the transcripts and annotated significant statements to understand the participants' experiences with the phenomenon (Moustakas, 1994; Patton, 2014).

I applied Moustakas's (1994) strategy for analysis by utilizing phenomenological reduction and imaginative variation. During these processes, I bracketed out my personal biases

and experiences about the phenomenon. I ensured equal value to all of the participants' responses while eliminating repetitive and unrelated statements. These processes led to the construction of textural and structural descriptions that provided evidence for the essence of induction practices. In each response, I highlighted shared phrases, organized them into categories, and reduced the categories into themes. The most central themes that arose from my encounters with the participants provided important meaning for the description of the phenomenology (Grbich, 2017).

Focus Group Data Collection Approach

Focus group discussions produce debate about a topic of interest by collecting participants' views and the meanings behind those views (Nyumba et al., 2018). Individuals who partake in focus groups can check one another to ensure that the shared information is accurate and relevant (Patton, 2015). Focus groups also offer a means of listening to and documenting participants' perceptions so that researchers may discover shared themes and patterns relevant to the study (Krueger & Casey, 2009). I utilized a focus group discussion so that participants could partake in an open, comfortable dialogue that portrayed a joint understanding of their views on induction practices.

To conclude the study, I facilitated a virtual focus group discussion between the participants to allow for dialogue and debate. This discussion took place on a date and at a time set by the participants to align with their schedules. A selection of five participants was chosen based on their answers to the questionnaire and interview to complete this procedure. Participants were invited to partake in the focus group via a link to a Google Meet session. Similar to the interviews, this platform allowed participants to interact with one another while viewing facial expressions. Moreover, this platform recorded the discussion and transcribed the

dialogue on Google Docs. I offered seven questions as a guide for the discussion that were relevant to novice teachers' experiences with induction practices (see Appendix E). The focus group questions were reviewed by experts at Liberty University before IRB approval. During the focus group discussion, participants could confidently share their input and any additional details not offered during the previous data collection techniques. They were encouraged to engage in a respectful, fruitful discussion by listening to others, contributing with their insights, and asking others questions to deepen the discussion.

Focus Group Questions

1. Please share your experiences with induction practices during your first year of teaching. CRQ

2. What induction supports did you receive and how did they affect you? CRQ

3. What factors of induction practices impacted your ability to influence student learning outcomes? SQ1

    a. How did these factors either develop or prevent your attempt to sufficiently meet these student learning outcomes? SQ1

4. How would you signify effective induction supports? SQ2

5. Which induction supports offered by your school districts do you think are successful in helping you achieve student learning outcomes? SQ2

6. Let's focus first on the positive results from your experience with induction practices. What are the benefits that novice teachers gain from induction practices during their first year? SQ3

    a. How do induction practices positively change novice teachers' pedagogy to achieve student learning outcomes? SQ3

7. Tell me about the challenges of your experience with induction practices. How do you think these challenges affected your teaching pedagogy to achieve student learning outcomes? SQ4

    a. If you could make any changes, how would you design induction practices that rectify these challenges? SQ4

The focus group discussion questions intended to wrap up the data collection for this study on induction practices for novice teachers and student learning outcomes. All of the questions served as a guide to facilitate dialogue between the participants. Related to the central research question, the first and second questions were an opportunity for each participant to introduce and share their experience with induction practices. The third question was aligned with the first research question for this study. Participants were asked to speak about the positive and negative factors of induction practices that impacted student learning outcomes. Responses to the fourth and fifth questions offered insights that answered the second research question for this study. Participants discussed their perceptions of effective induction supports that resulted in achieving student learning outcomes. The final two questions were connected to the third research question for this study. Participants elaborated on the benefits and challenges that accompany induction practices during their first year of teaching. They discussed the positive changes to their pedagogy as a result of induction practices. Moreover, they conversed about ways in which they could design induction practices to overcome challenges that affected their teaching pedagogy.

Focus Group Data Analysis Plan

During the focus group, I utilized memoing to write down reflections of participants' physical reactions and verbal responses. Through memoing, the researcher takes note of ideas to

articulate the process he witnesses during data collection (Creswell & Poth, 2018). I recorded what I learned from the focus group data to help me construct meaning and eventually recognize significant statements that offered evidence for the essence. In addition to memoing, I sent the focus group transcript to the participants so that they could partake in member checking. This process ensured the accuracy of the responses by allowing the participants to confirm that a correct description of their experience with the phenomenon was documented (Creswell & Creswell, 2018). Participants provided feedback that checked on the accuracy and built the credibility of the group discussion findings. After they reviewed the data, I started the data analysis by following a technique similar to the individual interviews.

A major purpose of analyzing the data from the focus group was to gain novel perspectives from the participants' dialogue that exposed emerging insights about the phenomenon (Hoffding & Martiny, 2016). I accomplished this purpose by following Moustakas's (1994) techniques of bracketing, phenomenological reduction, and imaginative variation. I bracketed my own biases from the research as much as possible, acknowledging any preconceived ideas and eliminating them from the research (Creswell & Poth, 2018). After the process of bracketing, I utilized phenomenological reduction and imaginative variation to construct meaning with minimized noise distraction and increased objective inspection (Neuendorf, 2016). I reviewed the transcript multiple times to highlight significant statements, organize these statements into categories, and develop overarching themes. This process led to the construction of textural descriptions, structural descriptions, and eventually the essence of induction practices related to student learning outcomes.

Data Synthesis

The qualitative data collected from the questionnaire, individual interviews, and focus group discussion were synthesized to recognize themes and provide solutions to the research questions. The purpose of analyzing all of the qualitative data is to review for understanding the whole, develop meaning units, and carve out a description of the essence (Giorgi, 2009). To adequately analyze and synthesize the data, I employed Moustakas's (1994) strategies for phenomenological research including epoché, phenomenological reduction, imaginative variation, and synthesis.

Epoché

Epoché is an important first step in which the researcher suspends any preconceived understandings, judgments, and experiences to revisit a phenomenon with a pure ego (Moustakas, 1994). To fulfill this step, I assembled and sustained a reflective journal during the entirety of this qualitative study. In doing so, I thoughtfully examined my biases and preconceptions of the phenomenon to bracket them from the analysis. This practice of journaling suspended my influences so that I could analyze the participants' lived experiences while diminishing any of my subjective understandings (Maxwell, 2012; Van Manen, 2016).

Phenomenological Reduction

Transcendental-phenomenological reduction occurs after the epoché to discover textural descriptions of what the participants experienced (Moustakas, 1994). This process of reduction included horizonalization, clustering, and comparing multiple data sources to construct textural descriptions of the experience (Yuksel & Yildirim, 2015). I began with horizonalization by examining the data to find statements that related to participants' experiences with the phenomenon (Creswell & Poth, 2018). Following Moustakas's guidance, I organized and listed these statements using Taguette and Microsoft Excel to determine if they could be labeled and

were needed to understand the phenomenon. Initially, each statement held equal value. Using horizonalization, I coded the data by recognizing significant statements and consolidating overlapping statements to arrive at an enhanced understanding of the phenomenon (Geertz, 2008; Lincoln & Guba, 1985). Essentially, horizonalization assisted me in recognizing similarities and differences between the various data sources (Patton, 2015).

After the process of horizonalization, researchers identify meaning units, cluster them into themes, and eradicate those that either overlap or repeat (Moustakas, 1994). The significant statements made by the participants were utilized to distinguish themes (i.e., commonly used words or phrases) from this study (Saldana, 2016). I clustered the data into overarching themes using the highlight and tag tools on Taguette and exported them into Microsoft Excel. This process helped me to construct thick textural descriptions of the experience.

Imaginative Variation

Following the development of themes and textural descriptions, I utilized imaginative variation to develop structural descriptions of participants' experiences with the phenomenon. The textural descriptions were useful for creating a complete account of the participants' experiences concerning feelings, examples, thoughts, and ideas. Structural descriptions, on the other hand, identified the context that impacted the individuals' experiences with the phenomenon (Moustakas, 1994). The structural descriptions delivered a comprehensive picture of the situations that led to and related to the experience of the phenomenon. Essentially, I reviewed the data and emerging themes to recognize how the experience of induction practices influenced student learning outcomes.

Synthesis

The final section, the textural-structural synthesis, involves the integration of the textural and structural descriptions to construct a composite description of the essence of the phenomenon. The textural-structural synthesis of the phenomenon combines all of the qualitative data to explain the "how" and "what" of the participants' experience (Lincoln & Guba, 1985; Patton, 2014). It describes a specific experience at a particular time and setting from the point of view of a researcher who conducted a thorough and reflective study of a phenomenon (Saldana, 2016). The essence is a complete, thick, and rich understanding of the phenomenon that embodies the group of individuals as a whole (Moustakas, 1994). In this research study, I developed a textural-structural synthesis that explained the essence of novice teachers' experience with induction practices concerning student learning outcomes.

Trustworthiness

Trustworthiness in qualitative research is known as the procedure of validating and evaluating the accuracy of a study's findings (Creswell & Poth, 2018). This procedure is essential to sustain rigor, provide a sturdy foundation and support for the findings, and establish accuracy in analyzing emerging themes (Nowell et al., 2017; Polkinghorne, 1989). Trustworthiness is accomplished when researchers spend sufficient time with the participants, accurately indicate the participants' voices during the analysis, and offer thick, comprehensive descriptions (Creswell & Poth, 2018). I established trustworthiness by addressing the foundational concepts of credibility, transferability, dependability, and confirmability (Lincoln & Guba, 1985). The following section identifies how I ensured high rigor while focusing on the aforementioned concepts founded by Lincoln and Guba (1985). Moreover, the following section describes the ethical considerations that were addressed in this study.

Credibility

Credibility is the level of accuracy related to how well the study's findings represent the truth of the participants' experience with a phenomenology (Lincoln & Guba, 1985). Qualitative researchers acknowledge credibility to provide feasibility for their results so that others may accept them (Bryman, 2016). Moreover, they recognize that credibility is accomplished when a correlation exists between the participants' responses and the researchers' description of those responses (Tobin & Begley, 2004). I applied data triangulation, member checks, and peer debriefing to ensure that my study was completed with credibility.

Data triangulation is the process of including at least three sources of data in a study and uniting information from the sources (Lincoln & Guba, 1985). It is used to confirm that a study is conducted in a credible, reliable, and valid way (Creswell & Poth, 2018). In this study, data was gathered from three collection techniques: a questionnaire, individual interviews, and a focus group interview. I merged the information from these sources to identify common themes from the participants' shared experiences. The next technique, member-checks, is known as the most crucial strategy for achieving credibility in qualitative research (Creswell & Poth, 2018; Lincoln & Guba, 1985; Marshall & Rossman, 2014). Qualitative researchers utilize member-checks to debunk any concerns related to a "lack of transparency in the analytical procedures and the findings being merely a collection of personal opinions subject to researcher bias" (Noble & Smith, 2015, p. 34). I employed member-checks in my study so that participants could review the data and analysis and ensure that the information was accurate. I applied the participants' recommendations for my study to strengthen the perceptions about the phenomenon and confirm conclusions about the findings. Member-checks assisted me in checking the authenticity of the results and interpretations of this study (Creswell & Poth, 2018). The final technique, peer

debriefing, permitted a review of the findings with a qualified, disinterested peer to discuss

emergent findings and make sure the analyses were based on the data (Marshall & Rossman,

2015; Lincoln & Guba, 1985). I included the unique perspectives of qualified peers to critique

and assess the findings throughout the study. The qualified peers provided beneficial guidance

since they were familiar with research about induction practices. I also achieved peer debriefing

by examining the existing literature that validated my findings. I investigated peer-reviewed

articles written by professionals in education to make comparisons with my study and gain

additional information about the phenomenon (Patton, 2014).

Transferability

Transferability, a vital component of trustworthiness, establishes external validity for a

qualitative study. Researchers who achieve transferability provide evidence that the findings in

the context of their study can apply to other contexts or the same context at different times

(Anney, 2014; Lincoln & Guba, 1985). To establish transferability, I utilized rich, thick

descriptions to add to the existing literature about the phenomenon (Creswell & Poth, 2018;

Geertz, 2008; Moustakas, 1994). The rich, thick descriptions are advantageous for readers who

desire to transfer the findings to other situations (Creswell & Poth, 2018). This practice is the

foundation of qualitative analysis that reveals information to the reader in a manner that helps

them understand the phenomenon and come up with their interpretations (Lincoln & Guba,

1985). In addition to rich, thick descriptions, I utilized purposeful sampling with certain criteria

that enhanced the transferability of the study (Slevin & Sines, 2000). I purposefully sampled to

include variation in participant gender, age, subject taught, and education attainment. Finally, I

maintained an audit trail to ensure the transferability of the findings in this study. I did this by

saving all of the questionnaire responses and video recordings for the individual interviews and

focus group interviews (Nowell et al., 2017). I prudently inspected and reviewed these data collection items multiple times to confirm that none of the important details were eliminated.

Dependability

Dependability is reached when researchers show that findings in a study are consistent and able to be repeated (Lincoln & Guba, 1985). It comprises of demonstrating a common thread in the study's findings, providing a logical and clear research process, and ensuring the stability of findings throughout time (Anney, 2014; Lincoln & Guba, 1985; Tobin & Begley, 2004). Data triangulation was a technique that I used in this study to ensure dependability (Yin, 2014). The three data sources that I used included questionnaires, individual interviews, and focus group interviews to establish rich data. Additionally, I achieved dependability by providing comprehensive accounts of the procedures so that other researchers could replicate the study (Lincoln & Guba, 1985). Dependability was also accomplished by way of an inquiry audit conducted by Liberty University personnel. This procedure involved a thorough review by the dissertation committee and the research director of the study's research process and products.

Confirmability

Confirmability is the determination of how well the findings in a study are about the participants and not the researcher's bias, motivation, or interest (Lincoln & Guba, 1985). For instance, the inclusion of direct quotes provided an avenue for participants' exact words to be heard in line with the findings of this study (Creswell & Poth, 2018). I also achieved confirmability in this study by employing the techniques of data triangulation, audit trail, and reflexivity. Findings in a study are strengthened when researchers triangulate data with various data collection techniques (Brown & Green, 2020). Moreover, the triangulation of data enhances the opportunity for a complete understanding and a more accurate view of the phenomenon

through the participants' perceptions (Joslin & Müller, 2016). I triangulated by gathering data through questionnaires, individual interviews, and focus group interviews. Next, I maintained a thorough audit trail that contained clear details about the research procedures, raw data, data analysis, and final report. Finally, I exercised reflexivity throughout the study to achieve confirmability. This procedure is referred to as the "gold standard for determining trustworthiness" (Dodgson, 2019, p. 220). Reflexivity assisted me in holding myself accountable and avoiding bias during the data collection, analysis, and final report (Creswell & Poth, 2018). I practiced reflexivity by maintaining a journal of memos during the study of the dialogue and events of the study. This journal helped me to bracket any biases related to my personal beliefs and values so that the findings could represent the participants' perceptions of the phenomenon.

Ethical Considerations

Following Patton's (2015) recommendations, I examined and addresses the ethical considerations before completing the study. Before the collection of data, I sought and obtained IRB approval from Liberty University. At all times, I ensured that the participants were protected and benefitted from this qualitative study. All participants reviewed, signed, and returned an informed consent form that detailed the purpose of the study and identified the study as voluntary (Creswell & Poth, 2018). The informed consent form also made it known to the participants that they may refuse to participate or withdraw from the study at any time without consequence. I safeguarded the participants' privacy before, during, and after the study by implementing pseudonyms in place of names, places, and other possible identifiers. Moreover, I ensured that all data storage of the participants' responses was protected by a computer password and stored in a locked cabinet. This information remained confidential and was safeguarded from any attempt of compromise, corruption, or loss. I encrypted the data so that any unauthorized

access results in the inability to read the information. I will keep watch of the computer that holds the data so that I am the only person who has access to it. Following the conclusion of this study, I will transfer all of the data to a flash drive that will be kept in a locked cabinet for three years. At the end of the three years, all documents and data about this study will be permanently destroyed.

A potential ethical issue that could arise in this study involves the possibility of discrimination. To address this issue, I respected the participants' individuality and expressions as they responded during the study. I avoided any stereotypical language, considered the diversities of each participant before acting, and provided evidence for valuing participants' rights. Another potential ethical issue was undesirable results for the participants that stem from the study's findings. To address this issue, I utilized pseudonyms for identifiers to protect the participants' names, locations, and workplaces. Participants also reviewed the data collection, analysis, and findings to ensure that the study accurately represented their experience with the phenomenon. To benefit the participants, I collected and analyzed the data with honesty, respected the participants, and accurately reported all perceptions and any contrary findings.

Summary

This chapter offered information about the research design, research questions, setting and participants, researcher positionality, procedures, data collection plan, and trustworthiness. I applied a transcendental phenomenology by acquiring information about induction practices exclusively from the participants' perceptions. With this design, I utilized the participants' perceptions to construct the essence of induction practices in terms of efficacy and student learning outcomes. As a guide, this study implemented a central research question and four sub-questions that pertained to the influence of induction practices on novice teachers' perceptions of

efficacy and student learning outcomes. Participants in this study consisted of 12 teachers who had three years or less of teaching a core content area, received induction practices during their first year of teaching, and belonged to a school that was in a particular county consortium. The sample was chosen using purposeful sampling to enhance the transferability of the research process and findings. The three data collection techniques that I employed are a questionnaire, individual interviews, and a focus group interview. The purpose of these techniques was to gather information from the participants about their experiences with induction practices through the lens of student learning outcomes. I applied Moustakas's (1994) guidelines for analysis by completing epoché, phenomenological reduction, imaginative variation, and synthesis. The last section of this chapter examined trustworthiness by addressing the concepts of credibility, transferability, dependability, and confirmability. A subsection on ethical considerations was included to ensure that all participants were protected and benefitted from this study.

CHAPTER FOUR: FINDINGS

Overview

The purpose of this transcendental phenomenological study was to examine novice teachers' perceptions of the influence of induction practices on student learning outcomes at a public secondary school. Induction practices involve any training experiences during the first year of teaching that prepares a teacher for success with important knowledge, resources, and relationships (Reeves et al., 2020). Examples of induction practices pertaining to this study included but were not limited to orientation, professional development, mentoring, support teams, workshops, evaluations, dialogue with colleagues, and professional relationships. The collection of data in a phenomenological study ought to focus on participants' perceptions and experiences by allowing them to voice their lived experiences (Creswell & Poth, 2018). The researcher in this study collected and triangulated the data through questionnaires, interviews, and a focus group discussion to develop an understanding of the experiences of 12 participants who voiced their perceptions of induction practices. The purpose of this chapter is to present the results of my data analysis as findings. The beginning of the chapter offers descriptions of the 12 novice teachers who shared their perceptions during the study. Then, it recognizes the essence of three significant themes that emerged from the raw data. Finally, concise answers to the study's research questions are offered that lead into Chapter Five. The central question applied in this study was: What are the experiences of novice teachers who participate in induction practices and seek to accomplish student learning outcomes? The four sub-questions for this study were:

1. What factors of induction practices affect the formulation of novice teachers' perceptions of their ability to influence student learning outcomes?

2. How do novice teachers perceive the influence of their induction practices on student learning outcomes?

3. What benefits may arise for novice teachers as they experience induction practices during their first year of teaching?

4. What challenges may arise for novice teachers as they experience induction practices during their first year of teaching?

Participants

The 12 participants who voluntarily contributed during the data collection procedures met the intended criteria for this study. All of the participants were older than 18 years of age, received induction practices during their first year of teaching, and taught classes in grades 9-12 at a public high school that is under the governance of the same educational service center. Moreover, they met the requirements of having three or fewer years of teaching experience, teaching at least one class in a core content area (i.e. mathematics, history, language arts, or science), and teaching at least one class in which students are tested by the state at the end of the year. The participants were chosen using criterion sampling to acquire novice teachers who could assist in answering the research questions about and develop an essence for the influence of induction practices on their perceptions of efficacy and student learning outcomes. A list of emails for all potential participants was acquired by accessing the staff directories found on each school district's public website. Recruitment emails seeking potential participants were sent to 1,024 teachers as an invitation to contribute to this research. A total of 46 responded to the email and took the screening survey. Of those who responded, 26 did not qualify due to not meeting the specific criteria for this study. Of the remaining 20 who did qualify, 12 teachers committed to contribute in the data collection procedures by volunteering to participate. All of the teachers

participated by answering the questions on the online questionnaire and during the individual interviews. They also completed a transcript review of their individual interview. Of the 12 teachers, five participated in and completed a transcript review of the focus group discussion.

The participants ranged in age from 22 to 25 years of age. The gender of the participants included 7 females and 5 males. As mentioned previously, the span of teaching experience involved three or fewer years to meet the criterion for novice teachers. Of those who participated, four had three years of experience, six had two years of experience, and two had one year of experience. The participants also had to teach a core content area class that was tested by the state at the end of the school year. This study included four teachers who taught language arts, three teachers who taught mathematics, two teachers who taught history, and three teachers who taught science. The following table provides an overview of the 12 teachers who participated in this study.

Table 1

Novice Teacher Participant Information

Teacher Participant Name	Years of Teaching Experience	Age	Content Area	Grade Level
Michael	2	24	Mathematics	9th, 11th
Andrea	3	25	Language Arts	9th, 10th
Katie	3	25	Mathematics	10th
Zachary	1	23	Language Arts	9th, 10th, 11th
Monica	2	25	Science	9th, 10th, 11th, 12th
Alyssa	3	25	History	9th, 10th
Jack	2	24	Science	10th
Patrick	2	24	History	9th, 10th, 11th
Isabelle	1	22	Mathematics	9th
Skye	3	25	Science	10th, 11th
Timothy	2	25	Language Arts	9th, 10th, 12th
Rachelle	2	24	Language Arts	9th, 10th

Results

The aforementioned list of 12 novice teachers provided data for the study by completing

a questionnaire, answering questions in an interview, and conversing with one another in a focus

group discussion. Moreover, the 12 novice teachers participated in member checking to provide feedback on and ensure the accuracy of the transcripts. Through member checking, the participants established that an accurate description of their experience with the phenomenon was properly documented (Creswell & Creswell, 2018). I also kept a journal of memos during the study of the dialogue and events to ensure reflexivity, achieve confirmability, and maintain trustworthiness (Dodgson, 2019). The data collection procedures led to an analysis of the information regarding novice teachers' perceptions of the influence of induction practices on student learning outcomes.

The data was analyzed using Moustakas's (1994) recommended strategies for analysis to develop an understanding of the whole, develop meaning units, and carve out a description of the essence (Giorgi, 2009). The recommended strategies include epoché, phenomenological reduction, imaginative variation, and textural-structural synthesis. I bracketed my own experiences, knowledge, and biases regarding induction practices during the analysis strategies so that the analysis focuses entirely on an understanding of the participants' experiences (Yuksel & Yildirim, 2015). In addition, I placed equal value on all of the participants' responses while erasing repetitive and unrelated statements. A careful, comprehensive analysis of the data led to the creation of the three themes that provide an understanding of novice teachers' perceptions of the influence of induction practices on student learning outcomes. The three themes supported by the information given by the participants include the power of relationships, an uplifting experience, and the importance of authenticity. These themes comprise of significant sub-themes that provide more evidence to understand the participants' experiences with induction practices. The themes and related sub-themes for the study are displayed in the table below.

Table 2

Themes and Related Sub-themes

Theme	Sub-theme
The power of relationships	Mentor relationships
	Informal relationships
An uplifting experience	Embracing challenges to find solutions
	Motivation to succeed
The importance of authenticity	From theory to practice
	Support that leads to thriving

The Power of Relationships

A major theme that emerged from the information provided by the participants was the power of relationships. All of the participants described how significant the development of effective relationships with other individuals during their first year was toward their acquisition of student learning outcomes. The types of relationships that benefitted novice teachers' formation during their induction period included mentor relationships and informal relationships. Mentor relationships involve individuals who are assigned to novice teachers that support them in gaining skills and persevering through workplace obstacles (Hussey & Campbell-Meier, 2020). Informal relationships include any relationships that the novice teachers developed on their own with colleagues in the school building. Jack explained in his interview that "the power of relationships in my first year of teaching helped me to build confidence in teaching my students along with keeping me on the right track and same page as other individuals in the school." Andrea mentioned in her questionnaire answers that "relationships offer motivation

from inspiring colleagues that make me want to build an amazing learning program for my

students and the school community."

Mentor Relationships

Mentor relationships is a sub-theme of the major theme of the power of relationships that

emerged from the data collection procedures. Research participants explained the importance of

strong mentoring relationships during their first year of teaching as the foundation for immediate

and lasting success. They determined that mentors could help them by sharing knowledge,

experience, and resources pertinent to meeting content standards and preparing students for the

end-of-year state test. Michael stated that "good induction programs allow teachers time to grow

in effectively teaching standards through a relationship with professional mentors. I feel

instituting a mentor program with bi-weekly meetings and notes on student learning outcomes

benefits the first-year teacher the most." Alyssa also described how a mentoring relationship

supported her attempt to meet student learning outcomes. She attributed the elimination of

anxiety from content standards to the practice of mentoring. Alyssa said, "Pairing up with a

veteran, mentor teacher removed much of my anxiety that I placed on meeting student learning

outcomes through the lens of the state-mandated content standards. This practice provided great

suggestions from a knowledgeable colleague."

Mentor relationships were also revealed by participants as an avenue for them to develop

their teaching practices with an experienced colleague. One of the participants named Monica

admitted that "mentoring was an opportunity for me to meet with somebody familiar with the

content with the goal of making my teaching beliefs and practices come to full fruition."

Informal Relationships

Informal relationships is another sub-theme of the power of relationships that was prevalent in the participants' responses during the research process. Many of the participants found that building informal relationships with their colleagues helped them provide advantageous learning opportunities for their students. Isabelle elaborated on the significance of creating a support team so that she did not feel isolated in the effort to accomplish student learning outcomes. She said, "I developed informal support teams that provided assistance by giving me a group to talk with about classroom management techniques and the vertical alignment of the content curriculum." Skye added that seeking out informal relationships during her first year developed within her a sense of community that eased her tensions with the state test. Skye stated that "a sense of community from informal relationships was important. It provided a positive experience for me in tackling the complexities of the expectations for student learning in regards to the state test".

An Uplifting Experience

Participants in this study described their involvement with induction practices in light of student learning outcomes during their first year of teaching as an uplifting experience. Though articulated in varying ways, their responses to the questions revealed positive views on how they perceived the influence of induction practices on student learning outcomes. Participants declared that the induction practices offered to them supported their effort to embrace challenges and find motivation for success. Timothy stated, "I believe that induction practices offer a consistency in which new teachers may flourish and reach an independence where they can stand on their own as a successful teacher."

Embracing Challenges to Find Solutions

Participants admitted many times that induction practices delivered strategies, resources, and knowledge from experienced others that led them to embrace challenges and seek solutions. In particular, they favored induction practices such as orientations and meetings with colleagues in which details about the technicalities of the school were made clear to them. This technical support avoided distractions that could detriment their attempt to meet student learning outcomes in their classrooms. Katie stated that "beginning of the year in-service days were most beneficial. They allowed us to meet the other new teachers and learn school policies. We took time to log into the system, review the gradebook system, and started our growth plan." Zachary added that "the new employee meeting was helpful to learn about the administration, the technology protocol, and what to do if you needed something fixed by putting in help desk requests." In addition to technical support, participants admitted that their experience with induction practices gave them emotional support as they developed ways to meet student learning outcomes. Patrick said, "Expectations to meet student learning outcomes are high even in your first year. The induction supports that I received heavily influenced my instructional practices and definitely reduced my anxieties related to student learning outcomes." Rachelle also expressed how her experience with induction practices offered her emotional support. She stated, "I feel like my induction during the first year was an immersion of help and support that alleviated stress and built a love to learn, adapt, and overcome challenges."

Motivation to Succeed

Motivation to succeed is a sub-theme that many participants expressed as a positive result that they gained from their induction practices. The participants felt that the various means by which they completed induction practices consistently inspired them to become self-directed, comfortable with tension, able to meet high expectations, and empowered as teachers who meet

the learning outcomes. When asked about how induction practices affected her willingness to meet student learning outcomes, Andrea realized that much of her motivation came from the inspiration developed during her experience. Andrea said, "My experience with induction practices propelled me forward to make positive changes in the classroom and helped me to give my best to the school community." Jack provided a similar response when asked the same question. He stated that "induction practices motivated me to prove all of those people who gave me advice right. They created a mindset for me of do a good job for everyone." Katie recognized that induction practices pushed her to put forth her best teaching with a focus on student learning outcomes. Katie responded by saying "The practices I experienced increased my willingness to become more self-directed. As a result, I became very willing to try my best to help each of my students achieve success in the classroom and on the state test."

The Importance of Authenticity

Participants stated several times how important it was to them that induction practices improve by carrying a high level of authenticity. They recognized that authentic support during novice teachers' first year of teaching can have a longer-lasting impact on their success and well-being in their careers. Many of the participants expressed that the most beneficial induction practices offered support that matched their needs and values and applied to their specific situation. For instance, Skye admitted that "authenticity is a valuable thing when it comes to training new teachers. I thought that these moments helped me get through the phase in which I did not know what I was doing and understand how all the pieces are connected."

From Theory to Practice

From theory to practice, a sub-theme of the importance of authenticity, was a response by many participants when asked how they think induction practices could benefit new teachers'

reach for student learning outcomes. They mentioned that their learning in college and other teacher preparation programs developed an essential foundation for various educational theories. Moreover, they recognized that these theories provide useful guides as they encounter novel situations in their classrooms. Participants revealed that induction practices are advantageous when they produce an authentic movement from theory to practice. Timothy, for example, stated that "an effective inductive practice leads a novice teacher along the road from the theoretical that they learned in college to the practical that they ought to apply in the classroom". Alyssa added that "induction supports need to have more authentic structures that move you from the theory to practice. This may occur through the use of concrete examples that new teachers can actually apply in their classroom the same day".

Support that Leads to Thriving

Another way in which participants expressed the importance of needing authenticity in induction practices is through the sub-theme of support that leads to genuine thriving. Participants admitted that induction practices need more instances in which the support that they receive meets their needs and is meaningful and ongoing. Under such situations, they realize that novice teachers are set up to thrive on end-of-year state testing and as they provide instruction for student learning outcomes. Zachary mentioned that a teacher's willingness to thrive could be a major benefit of induction practices if the support is authentic. He said, "Mentoring and support groups are examples of induction that should help new teachers identify and fill gaps in their teaching. In doing so, the new teacher may thrive in meeting standards and managing the classroom." Isabelle focused on how induction practices need to include authentic support from administrators so that novice teachers may thrive in meeting student learning outcomes. Isabelle stated, "Administrators are not just a computer relationship with new teachers. They should play

an active role in their induction by building rapport with novice teachers. They should build a respectable accountability that results in the flourishing of new teachers."

<div align="center">

Research Question Responses

</div>

Central Research Question

What are the experiences of novice teachers who participate in induction practices and seek to accomplish student learning outcomes? The central research question for this study covered all three research themes of the power of relationships, an uplifting experience, and the importance of authenticity. The participants' perspective is that induction practices provide a sturdy foundation for novice teachers to impact student learning outcomes. Monica said, "I recognize induction as a lifebuoy that keeps me above the water as I strive for success in achieving the intended student learning outcomes." The participants relied on the relationships they built during their induction practices for consistent support and direction as they prepared their instructional strategies and students for the state test. Patrick summed up his perspective of induction practices in light of student learning outcomes by focusing on the people he encountered. He admitted, "My experience with induction practices was very positive because of the people who remained positive with me during all of my training." The participants recognized that their induction practices were an uplifting experience that provided comfort and empowered them to become independent. Rachelle said, "I thought my induction experience gave me the transparency I needed to accomplish realistic expectations for my students. Along with this transparency, I knew that I could overcome trials on my own due to the trainings." Finally, the participants voiced the importance of maintaining authenticity in all aspects of the induction period. Jack said, "The people, places, events, and resources must be authentic so that

the novice teacher finds worth in and becomes emotionally attached to the values of the training."

Sub-Question One

What factors of induction practices affect the formulation of novice teachers' perceptions of their ability to influence student learning outcomes? The participants had varying responses when they answered questions related to which factors of induction affected their perceptions of their ability to influence student learning outcomes. Seven of the participants mentioned the significance of incorporating authentic attributes into the induction experience. They recognized that the authenticity of the experience for a novice teacher could make or break their development into master teachers who influence student learning outcomes. Michael said, "Anything hands-on provided a practical experience that I saw a direct translation for student learning outcome success. This helped me get through the phase of not knowing what I was doing until I actually did it."

All of the participants declared that the mentoring relationship for novice teachers has a prominent effect on the formulation of their perceptions of their ability to influence student learning outcomes. They depended on their mentors as valuable guides who offered them essential support in their drive to teach for student learning success. Monica said, "I never knew how important a mentor could be during my induction period. My mentor helped me get through difficult moments and certainly impacted how I thought I could influence student learning in my classroom."

Sub-Question Two

How do novice teachers perceive the influence of their induction practices on student learning outcomes? Many of the participants admitted that induction practices increased their

willingness to embrace challenges and find solutions. They expressed that what they acquired during their induction experience motivated them to endure in their teaching for student learning success in their lessons and on the end-of-year state test. For instance, Timothy said,

> My induction practices developed an upbeat, grateful-to-be-here attitude within me that inspired me to take that extra step for my students. I was encouraged by other professionals and colleagues to seek out advice so that I remain constant with my purpose and fulfill my requirements for student learning outcomes.

Participants also recognized that induction practices encouraged them to maintain informal relationships that they gained throughout the school year. They viewed these relationships with other colleagues as opportunities for needed growth as they practiced teaching. Oftentimes, Rachelle turned to the veteran teachers in her department that had already gone through much training on meeting student learning outcomes. She said, "I don't know what I'd do without the experienced teachers. Through resources and daily tips, they showed me the path toward adjusting my instruction so that student learning increase."

Sub-Question Three

What benefits may arise for novice teachers as they experience induction practices during their first year of teaching? Participants addressed the benefits of experiencing induction practices by narrowing in on the importance of consistent support that leads to thriving. Many of the participants admitted that the first year of teaching can be stressful due to the number of new, immediate expectations. Patrick said, "Similar to many others, my first year of teaching was full of many moments in which I just needed to float. I traveled through unchartered territories, hoping that at least a few of my students learned what they should." Participants perceived

induction practices as strategies to help novice teachers alleviate stress and meet expectations. Alyssa mentioned,

> Guidance. Guidance. Guidance. I know that needed the guidance from the induction supports I received so that I could come out on top during my first year of teaching. I realized that a major benefit of the induction experience was the guidance I received that I truly believe led me to prosper in my first year and many more years of teaching.

Sub-Question Four

What challenges may arise for novice teachers as they experience induction practices during their first year of teaching?

Participants mentioned a challenge of induction practices for novice teachers that relates to the theme of authenticity. They suggested that administrators need to have more of an authentic, consistent role in the induction experience. Zachary said, "I believe a major challenge that I experienced was the lack of a principal presence when I needed it. I think the principal should be less of a computer relationship and more of an in-person, real relationship." Many of the participants recognized that induction practices could improve with an administrator who is active, holds them accountable, and builds rapport with them.

Participants also mentioned a challenge of induction practices for novice teachers that relates to the theme of the power of relationships. They voiced that relationship-building is a key aspect of the induction period that enriches a sense of community for novice teachers. Participants also realized that tension may occur when they may not fully agree with either their mentor or those who develop informal relationships. Andrea said, "The experience of differing biases and opinions can become challenging and discomforting for novice teachers. I think these

moments, although challenging, can actually deepen relationships with others while helping the novice teacher to gain further perspective on the situation."

Summary

This chapter began with an overview of the participants who underwent the data collection procedures for this study. The solicitation of participants was successful since all 12 of them met the intended requirements that I planned for in Chapter Three. The chapter resumed by offering the results that came from the three data collections of a questionnaire, individual interviews, and a focus group discussion. I applied Moustakas's (1994) recommended strategies for analysis to develop themes from the data about induction practices and novice teachers' influence on student learning outcomes. Those themes included the power of relationships, an uplifting experience, and the importance of authenticity. The chapter closes with concise answers to the research questions to prepare the reader for the discussion that takes place in the next chapter. The answers to these questions reveal that participants viewed induction practices as a strong foundation for them to accomplish student learning outcomes. Participants admitted that authenticity and mentoring relationships are significant factors that influence novice teachers' perspectives of how they can achieve student learning outcomes. They recognized that induction practices inspired them to overcome challenges and maintain informal relationships throughout the school year. They mentioned that a benefit of induction practices is the attempt to lead novice teachers to flourish during their first year as a major benefit. Finally, participants suggested that induction practices may become challenging when they lack authenticity and cause tension due to differing opinions within relationships.

CHAPTER FIVE: CONCLUSION

Overview

The purpose of this transcendental phenomenological study was to examine novice teachers' perceptions of the influence of induction practices on student learning outcomes at a public secondary school. The particular induction practices that were mentioned by participants in this study include orientation, professional development, mentoring, support teams, workshops, evaluations, dialogue with colleagues, and professional relationships. The purpose of this chapter is to present a conclusion to this study in which I apply my interpretations to refine the findings. The chapter starts with a discussion that highlights my voice as the researcher while maintaining the insights developed by the themes. The discussion begins with a summary of thematic findings and continues with a series of interpretations of the findings. Then, recommendations for stakeholders that relate to the induction experience are addressed under the sections of implications for policy and implications for practice. The chapter continues with the theoretical and empirical implications that address the findings concerning previous research and the theories that inform the study. Finally, the chapter recognizes any limitations of the study and provides recommendations and direction for future research.

Discussion

Interpretation of Findings

This study involved a transcendental phenomenology design that allowed novice teachers the opportunity to voice their perceptions about the influence of induction practices on student learning outcomes. This design was chosen as a means to identify the common meaning shared among novice teachers who partook in induction practices. Chosen by purposeful sampling, the sample included novice teachers at public high schools in a Midwest state who had three years or

less of teaching a core content class and received induction practices. The data collection methods utilized to achieve triangulation and explore the participants' perspectives included a questionnaire, individual interviews, and a focus group discussion. The information from these methods led to an analysis that involved epoché, phenomenological reduction, imaginative variation, and synthesis. Three themes, segmented into sub-themes, emerged from the data to provide significant insights for the research questions. Those themes include the power of relationships, an uplifting experience, and the importance of authenticity. Sub-themes developed from each theme that offered a more complete picture of the participants' perspectives. The theme of the power of relationships had sub-themes of mentor relationships and informal relationships. The theme of an uplifting experience had sub-themes of embracing challenges to find solutions and motivation to succeed. The theme of the importance of authenticity had sub-themes of from theory to practice and support that leads to thriving.

Summary of Thematic Findings

The first primary theme that emerged in this study on induction practices for novice teachers was the power of relationships. Each of the participants mentioned how important the building of relationships with their colleagues during the induction practices was toward teaching to achieve student learning outcomes. These relationships (i.e. mentor relationships and informal relationships) inspired the participants to become confident and motivated in their quest to provide the best possible education for their students. Participants recognized mentoring relationships as an important foundation that provided support for current and future success. Mentors assisted novice teachers by sharing their knowledge, experiences, and resources related to student learning outcomes. Moreover, mentors guided novice teachers in their development of effective teaching practices. Participants also recognized the importance of sustaining informal

relationships. They said that these support teams helped them to avoid feelings of isolation and eased tensions they carried about the content standards.

The second primary theme was an acknowledgment by the participants of induction practices as an uplifting experience. They mentioned that the induction practices that they experienced helped them to embrace challenges and find motivation for success. Induction practices offered them strategies, resources, and knowledge from experienced colleagues that directed them to seek solutions in the face of challenges. In particular, the participants stated that they received adequate technical and emotional support that increased their chances of meeting student learning outcomes. Participants also mentioned that induction practices motivated them to teach at their maximum level with a focus on student learning outcomes. They were inspired during their induction period to become self-directed and meet the high expectations related to the state test.

The third primary theme was the importance of preserving authenticity in all aspects of induction practices. Participants realized that the authentic attributes of induction practices had more of an impact on their success and well-being. They suggested that induction is most valuable when it is relevant to their needs, values, and specific situation. Moreover, they voiced how significant it was for them to have an authentic movement from the theory they learned in college to the practical they intended to apply in their classrooms. Finally, participants admitted that induction practices ought to be meaningful and ongoing in such a way that they may thrive in their instruction.

Quality Matters Most. The participants in this study voiced their perceptions with varying experiences of induction practices. They received different types and a different number of induction practices during their first year of teaching. Some of the participants only

experienced formal induction support that were structured, standardized, based on a schedule and, preset (Smith & Ingersoll, 2004). Some of the participants only experienced informal induction support in which the training aligned with their district's goals and they controlled their learning experience and pacing (Aarts et al., 2020). Some of the participants experienced a variety of both formal and informal induction support. In addition to the types, some of the participants experienced a large number of induction practices while others received only a few. Regardless of the type or the number, participants' perspectives revealed that the quality of the induction practices mattered most. The specific form of induction support or the number of times they received induction support did not seem to affect their judgment about induction. They expressed the importance of quality induction practices by using adjectives such as authentic, motivational, and impactful to describe how induction practices influenced their teaching. They mentioned that quality induction practices also provided them with essential forms of support (e.g. resources and relationships) that helped them achieve student learning outcomes.

Alleviate Teacher Burnout and Attrition. Research indicates that novice teachers may face challenges that may lead to burnout and possibly attrition (Aloe et al., 2019). In their beginning years, they may encounter burnout that is accompanied by decreased engagement in the school community, broken relationships with colleagues, hopelessness created by an absence of teaching efficacy, and an inability to cope with everyday stressors (Klusmann et al., 2016; Newberry & Allsop, 2017; Kyriacou, 2001; Skaalvik & Skaalvik, 2010). They may reach the climax of their burnout with feelings of discouragement and depression that lead to career abandonment (Whalen et al., 2019). Participants' perceptions in this study revealed that effective induction practices can provide a remedy for the issues of burnout and attrition. Many of the participants mentioned that induction practices were advantageous when they reduced the

anxieties and stressors of the first-year teaching experience. They admitted that their induction

practices offered them valuable insights into how to overcome obstacles that impeded their

growth and success in achieving student learning outcomes. They also favored the relationships

created during induction practices that guided them along the path of becoming self-directed

problem solvers.

Induction Practices Influence Student Learning Outcome. Student learning outcomes

are the expectations that define what skills and knowledge students should be able to acquire by

the end of a course (Maki, 2010). Teachers ought to instruct their students to achieve the

intended student learning outcomes that are evaluated on the end-of-year state test. All 12

participants agreed that the induction practices they experienced influenced their ability to reach

students so that they acquired the student learning outcomes. This influence may be positive

when aspects such as effective relationships, authenticity, and providing an uplifting experience

are present in the induction practices. Therefore, induction practices are an integral part of a

novice teacher's first year that can provide much-needed support for teaching and student

success.

Implications for Policy or Practice

This study portrays the need to develop changes in policy and practice to ensure that

novice teachers are adequately prepared by their induction practices to meet student learning

outcomes. The implications for policy involve the setting of specific policies at the school

district level related to mentoring standards and the principal's presence. The implications for

practice relate to the participants' need for effective relationships with experienced colleagues

and a focus on motivation. These changes are worthwhile since the preparation of novice

teachers may affect their ability to provide the best possible education for their students. In turn,

students may learn with quality instruction that sets them up for success on the state test, in future classes, in their careers, and in their lives.

Implications for Policy

The results of this study offer implications for the policy set by school districts to ensure that novice teachers receive an authentic experience during their induction practices. In particular, the information provided by the participants reveals a need for improved mentoring evaluation standards. This is needed since the mentoring relationship is a significant aspect of the induction period that can either enhance or hinder a novice teacher's efforts to achieve student learning outcomes. School districts may put into place an evaluation system to ensure that mentors are aware of and fulfill their responsibilities for their assigned novice teacher. This evaluation system can provide insights to the administration as to whether the mentors maintain a relationship in which they desire to see their mentees grow and succeed in the teaching profession. The presence of the principal in the induction practices is another area of improvement that school districts should consider when they construct policies for the organization. Information from the data in this study reveals that principals ought to foster an authentic, active presence for novice teachers in their building. In doing so, principals may build a much-needed rapport with them that alleviates anxiety and increases their willingness to engage in the school community. Participants mentioned that a principal who takes on an active role in novice teachers' preparation can build accountability and have a positive impact on their development.

Implications for Practice

The results of this study also deliver practical implications that may affect novice teachers who experience induction practices and strive to acquire student learning outcomes

during their first year. The practical implications include a focus on creating relationships with more experienced teachers and focusing on ways to motivate novice teachers to succeed in acquiring student learning outcomes. Each of the participants declared that the relationships, both formal and informal, they formed during their induction practices had a powerful impact on their development. They favored moments when they could reach out to either their assigned mentor or other colleagues for advice on how to overcome challenges in their classroom. They mentioned how important it was to them that they did not have to conquer student learning outcomes and prepare for the state test on their own. Novice teachers may benefit from opportunities (e.g. meal gatherings or department meetings) to form relationships with experienced colleagues and build a sense of belonging within their school community. Many of the participants also acknowledged how much they benefited from induction practices that increased their motivation to succeed in meeting student learning outcomes. They preferred induction practices that built their confidence and provided avenues that helped them find solutions to obstacles that hindered student learning. Stakeholders who design induction practices may be able to improve their outreach to novice teachers by intentionally planning for experiences that bolster confidence while training for problem-solving skills.

Theoretical and Empirical Implications

This research study was guided by the theory of andragogy developed by Knowles (1980) since it provided significant insights as a model for how adults learn. Knowles (1950) posited in this theory that a chief goal of adult education is to direct adult learners toward finding answers to problems independently rather than only emphasizing instructional content. Moreover, this theory suggests that adults are motivated to learn when they understand the reasoning behind a learning experience and find relevance in it that matches their needs and goals (Decelle, 2016).

The findings of this research study confirm the claims of the theory of andragogy. Multiple times, participants recognized how important it was for them to receive training in their induction practices that authentically met their needs and goals. They expressed that authentic induction practices had more of an immediate and enduring impact on their ability to accomplish student learning outcomes. Participants also repeatedly mentioned how important it was for their induction practices to lead them to independence in their teaching. They admitted that the support was effective when it helped them to become less dependent and more self-directed by taking on the responsibility of student learning outcomes on their own.

Another theory that guided this research study was the theory of situated learning introduced by Lave and Wenger (1991) which offers an understanding of how people learn in authentic work settings. This theory suggests that learning ought to take place in communities of practice with individuals who work side-by-side and devote themselves to each person's success (Shaffer & Amundsen, 1993). New members of the community of practice are encouraged to become experts by reaching out to veteran members who have experience (Keung, 2009). This research study confirmed the insights of the theory of situated learning. Many of the participants shared that they desired induction practices that provided practical applications and took place in their authentic work setting. They also acknowledged that forming relationships with mentors and experienced teachers in their work community supported their effort to acquire student learning outcomes. These relationships with expert teachers allowed them to experience sharing of resources and advice that could help them develop into expert teachers in the future.

The common experiences voiced by the 12 participants in this study confirmed previous research findings regarding induction practices. For instance, all of the participants described how building relationships with mentors and colleagues during their induction practices could

lead them to success in their teaching. This finding verifies the literature that claims that induction practices for new teachers ought to provide a welcoming community with quality mentors, develop a sense of belonging to a dialogic network, and offer opportunities for shared growth in their instruction (Kwok & Cain, 2021; Marz & Kelchtermans, 2020; Heredia & Yu, 2017). Participants declared that the mentoring relationships and informal relationships they formed helped them to feel less isolated and to increase their teaching efficacy. The findings of this study also confirmed previous research on induction practices as a way to alleviate novice teacher challenges and encourage teaching quality (Gaikhorst et al., 2017; Reeves et al., 2022). Additional research suggests that adequate support in their induction practices can enhance novice teachers' chances of constructive performance, retention in teaching, and remaining at their current school(Bastian & Marks, 2017; Gaikhorst et al., 2017; See et al., 2020). Participants mentioned how they learned strategies they could apply to overcome challenging moments and seek solutions to problems. The induction practices were an uplifting experience that motivated the participants to push through their struggles and perform at their best teaching ability.

Limitations and Delimitations

This study is limited in its transferability and application since it only occurred in a particular location of the country. The results of this study may have been different in and may not apply to other parts of the country. In addition, the results of this study are limited as a result of the limitations in the sample. Participants chosen for this study met specific criteria that pertained to novice teachers who had three or fewer years of teaching. This limitation allowed the study to focus on a particular population that was needed to address a gap in the literature. In addition to the aforementioned limitations, all of the participants in this study volunteered to participate. The sample size only included 12 participants, 7 females and 5 males, who

completed the data collection procedures. The age range for the participants was limited to 22-25.

This study involved purposeful delimitations that define the boundaries of the study. For instance, the sample only included novice teachers who taught a core content area at a public high school that was tested by the state. This delimitation was decided upon to make sure that the participants held a common means for measuring student learning outcomes on the state test given at the end of the school year. Another delimitation of this study is the choice of a transcendental phenomenology over a hermeneutic phenomenology. I chose a transcendental phenomenology so that an empirical and purely descriptive understanding of novice teachers' experiences with induction practices in light of student learning outcomes may emerge. I set aside all of my own preconceptions, judgments, and understandings of this phenomenon so that the understanding only represents the participants' perspectives. A transcendental phenomenology was appropriate for this study since it helped me to identify common meanings shared among novice teachers who experienced induction practices. This research design aided in the creation of a pure description of the what and the how novice teachers perceive their influence on student learning outcomes as a result of induction practices.

Recommendations for Future Research

This study focused on participants who taught classes in grades 9-12 at a public high school under the governance of the same educational service center. Moreover, they had three or fewer years of teaching experience, taught at least one class in a core content area, and taught at least one class in which students are tested by the state at the end of the year. Based on the results of this study, the ensuing recommendations for future research are provided.

Future research may include a similar sample that has all of the same characteristics except for the location. It should look to include participants outside of the governance of the educational service center from this study to compare the results and add transferability. This recommendation may reveal whether or not novice teachers in different locations around the country share the same perceptions of the phenomenon. Future studies can also strengthen the results by having a sample of novice teachers who instruct classes at non-public schools (e.g. private schools, catholic schools, and chartered schools). In doing so, the results may uncover how perceptions among novice teachers about induction practices are the same or differ based on the school setting.

Another recommendation for future research is to explore the topic of novice teachers' experiences with induction practices and student learning outcomes through a quantitative research design. For instance, a researcher may use a Likert scale to collect data that can measure how novice teachers perceive potential correlations between specific induction practices and their influence on student learning outcomes. This type of data collection may provide worthwhile information for stakeholders who design induction practices for novice teachers. They can apply this information to ensure that novice teachers are receiving the training, relationships, and resources they need to be successful.

Conclusion

The purpose of this phenomenological study was to examine novice teachers' perceptions of the influence of induction practices on student learning outcomes at a public secondary school. A transcendental phenomenology research design permitted novice teachers to voice their lived experiences with induction practices by responding to a questionnaire, interviews, and a focus group discussion. This study was guided by the Theory of Andragogy since it emphasizes

the need for adult learners to partake in learning that is self-directed, builds confidence in solving problems, and concentrates on the learner's specific needs (Knowles, 1980). This study was also guided by the Situated Learning Theory since it offers a framework for a community of practice that guides novices toward developing into experts (Lave & Wenger, 1991). The sample for this study comprised of novice teachers who received induction practices during their first year and had three or fewer years of teaching a core content class at a public high school. The study utilized Moustakas's procedures for analysis by carrying out epoché, phenomenological reduction, imaginative variation, and synthesis. As a result of analyzing and coding the data, three significant themes emerged: the power of relationships, an uplifting experience, and the importance of authenticity. Participants expressed how developing relationships with colleagues during their induction period provided ample support in their attempt to achieve student learning outcomes. They also described their induction practices as an uplifting experience that bolstered their confidence and motivated them to find solutions to challenges. Finally, the participants declared that induction practices are effective when they hold a high level of authenticity for novice teachers. Additional findings from this study include the notion that quality matters when designing induction practices, induction practices may alleviate burnout and decrease attrition, and induction practices can influence novice teachers' ability to achieve student learning outcomes.

References

Aarts, R., Kools, Q., & Schildwacht, R. (2020). Providing a good start. Concerns of beginning secondary school teachers and support provided. *European Journal of Teacher Education*, *43*(2), 277-295. https://doi.org/10.1080/02619768.2019.1693992

Adom, D., Yeboah, A., & Ankrah, A. K. (2016). Constructivism philosophical paradigm: Implication for research, teaching, and learning. *Global Journal of Arts Humanities and Social Sciences*, *4*(10), 1-9. https://doi.org/10.6084/m9.figshare.5018798.v1

Allen, L. Q. (2018). Teacher leadership and the advancement of teacher agency. *Foreign Language Annals*, *51*(1), 240–250. https://doi.org/10.1111/flan.12311

Anney, V. N. (2014). Ensuring the quality of the findings of qualitative research: Looking at trustworthiness criteria. *Journal of Emerging Trends in Educational Research and Policy Studies*, *5*(2), 272-281. http://dx.doi.org/10.1007/978-1-137-29105-9_5

Aloe, A. M., Amo, L. C., & Shanahan, M. E. (2013). Classroom management self-efficacy and burnout: A multivariate meta-analysis. *Educational Psychology Review*, *26*(1), 101-126. http://dx.doi.org/10.1007/s10648-013-9244-0

Barni, D., Danioni, F., & Benevene, P. (2019). Teacher's self-efficacy: The role of personal values and motivations for teaching. *Frontiers in Psychology*, *10*, 1-7. https://doi.org/10.3389/fpsyg.2019.01645

Barrett, J., Jones, G., Mooney, E., Thornton, C., Cady, J., Guinee, P., & Olson, J. (2002). Working with novice teachers: Challenges for professional development. *Mathematics Teacher Education and Development*, *4*, 15–27. http://eric.ed.gov/?id=EJ658186

Bastian, K. C., & Marks, J. T. (2017). Connecting teacher preparation to teacher induction: Outcomes for beginning teachers in a university-based support program in low-

performing schools. *American Educational Research Journal*, *54* (2), 360-394.

https://doi.org/10.3102/0002831217690517

Benoot, C., Hannes, K., & Bilsen, J. (2016). The use of purposeful sampling in a qualitative

evidence synthesis: A worked example on sexual adjustment to a cancer trajectory. *BMC*

Medical Research Methodology, *16*(21). https://dx.doi.org/10.1186%2Fs12874-016-

0114-6

Breaux, A., & Wong, H. (2003). *New teacher induction: How to train, support, and retain new*

teachers. Mountain View, CA: Wong Publications.

Brimhall, A. C., & Engblom-Deglmann, M. L. (2011). Starting over: A tentative theory

exploring the effects of past relationships on postbereavement remarried couples. *Family*

Process, *50*(1), 47-62. https://doi.org/10.1111/j.1545-5300.2010.01345.x

Brookfield, S. (1986). *Understanding and facilitating adult learning*. Jossey-Bass.

Brown, A., & Green, T. D. (2020). *The essentials of instructional design: Connecting*

fundamental principles with process and practice (4th ed.). Routledge.

Bryman, A. (2016). *Social research methods.* Oxford University Press.

Burke, P. F., Aubusson, P. J., Schuck, S. R., Buchanan, J. D., & Prescott, A. E. (2015). How do

early career teachers value different types of support? A scale-adjusted latent class choice

model. *Teaching and Teacher Education*, *47*, 241–253.

https://doi.org/10.1016/j.tate.2015.01.005

Carver-Thomas, D. & Darling-Hammond, L. (2017). *Teacher turnover: Why it matters and what*

we can do about it. Palo Alto, CA: Learning Policy Institute.

Clark, S., & Byrnes, D. (2012). Through the eyes of the novice teacher: Perceptions of mentoring support. *Teacher Development*, *16*(1), 43–54.

https://doi.org/10.1080/13664530.2012.666935

Colognesi, S., Nieuwenhoven, C. V., & Beausaert, S. (2020). Supporting newly-qualified teachers' professional development and perseverance in secondary education: On the role of informal learning. *European Journal of Teacher Education*, *43*(2), 258-276.

https://doi.org/10.1080/02619768.2019.1681963

Costa, E., Almeida, M., Pinho, A. S., & Pipa, J. (2019). School leaders' insights regrading beginning teachers' induction in Belgium, Finland, and Portugal. *Eurasian Journal of Educational Research*, *81*, 57-78. https://eric.ed.gov/?id=EJ1217293

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage Publications.

Creswell, J. W., & Plano Clark, V. L. (2017). *Designing and conducting mixed methods research*. Sage.

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry & research: Choosing among five approaches* (4th ed.). Thousand Oaks, CA: Sage Publications.

Crowther, F., Kaagen, S., Ferguson, M., & Hann, L. (2002). Developing teacher leaders: How teacher leadership enhances school success. Thousand Oaks, CA: Corwin Press

Danielson, C. (1999). Mentoring beginning teachers: The case for mentoring. *Teaching and Change*, *6*(3), 251–257. https://eric.ed.gov/?id=EJ590513

Darling-Hammond, L., Chung-Wei, R., & Frelow, F. (2002). Variation in teacher preparation: How well do different pathways prepare teachers to teach? *Journal of Teacher Education*, *53*(4), 286-302. https://doi.org/10.1177/0022487102053004002

DeAngelis, K. J., Wall, A. F., & Che, J. (2013). The impact of preservice preparation and early career support on novice teachers' career intentions and decisions. *Journal of Teacher Education*, *64*(4), 338-355. https://doi.org/10.1177/0022487113488945

Decelle, G. (2016). Andragogy: A fundamental principle of online education for nursing. *Journal of Best Practices in Health Professions Diversity*, *9*, 1263-1273. https://www.jstor.org/stable/26554258

Denzin, N. K. (1989). *Interpretive biography*. Sage

Dharan, V. M. (2015). Beginning teachers and diversity—why the need for extended critical professional support. *Asia-Pacific Journal of Teacher Education, 43*(1), 61-74. https://doi.org/10.1080/1359866X.2014.940840

Dias-Lacy, S. L., & Guirguis, R. V. (2017). Challenges for new teachers and ways of coping with them. *Journal of Education and Learning, 6*(3), 265-272. http://dx.doi.org/10.5539/jel.v6n3p265

Dodgson, J. E. (2019). Reflexivity in qualitative research. *Journal of Human Lactation, 35*(2), 220-222. https://doi.org/10.1177/0890334419830990

Droogenbroeck, F. V., & Spruyt, B. (2014). To stop or not to stop: An empirical assessment of the determinants of early retirement among active and retired senior teachers. *Research on Aging*, *36*(6), 753–777. https://doi.org/10.1177/0164027513519449

Fallon, G., & Barnett, J. (2009). Impacts of school organizational restructuring into a collaborative setting on the nature of emerging forms of collegiality. *International Journal of Education Policy & Leadership*, *4*(9), 1-14. https://doi.org/10.22230/ijepl.2009v4n9a159

Flores, C. (2017). Beginning teachers' induction in Chile: The perspective of principals. *Journal of Education for Teaching*, *43*(5), 520-533.
https://doi.org/10.1080/02607476.2017.1355032

Fraenkel, J. R., Wallen, N. E., & Hyun, H. (2019). *How to design and evaluate research in education* (10th ed.). McGraw-Hill.

Frey, J. H., & Fontana, A. (1991) The group interview in social research. *The Social Science Journal*, *28*(2), 175-187. https://doi.org/10.1016/0362-3319(91)900003-M

Friedman, F. B., & Goldbaum, C. S. (2016). Experiential learning: Developing insights about working with older adults. *Clinical Social Work Journal*, *44*(2), 186-197.
https://link.springer.com/article/10.1007/s10615-016-0583-4

Futernick, K. (2007). *A possible dream: Retaining California teachers so all students learn*. California State University.

Gaikhorst, L., Beishuizen, J, Roosenboom, B., & Volman, M. (2017) The challenges of beginning teachers in urban primary schools, *European Journal of Teacher Education*, *40*(1), 46-61. https://doi.org/10.1080/02619768.2016.1251900

Gall, M. D., Gall, J. P., & Borg, W. R. (2007). *Educational research: An introduction* (8th ed.). Allyn & Bacon.

Garcia-Carrion, R., Cuxart, M. P., Alvarez, P., & Flecha, A. (2020). Teacher induction in schools as learning communities: Successful pathways to teachers' professional development in a diverse school serving students living in poverty. *Sustainability*, *12*, 1-15.
https://dx.doi.org/10.3390/su12177146

Geertz, C., (2008). *Thick descriptions: Toward an interpretive theory of culture*. Routledge.

Geiger, T. & Pivovarova, M. (2018) The effects of working conditions on teacher

retention. *Teachers and Teaching,* 24(6), 604-625.

https://doi.org/10.1080/13540602.2018.1457524

Gentles, S. J., Charles, C., Ploeg, J., & McKibbon, K. (2015). Sampling in qualitative research:

Insights from an overview of the methods literature. *The Qualitative Report*, *20*(11),

1772-1789. https://doi.org/10.46743/2160-3715/2015.2373

Gill, S. (2020). Qualitative sampling methods. *Journal of Human Lactation*, *36*(4), 579-581.

https://doi-org.ezproxy.liberty.edu/10.1177/0890334420949218

Giorgi, A. (2009). *The descriptive phenomenological method in psychology: A modified*

Husserlian approach. Duquesne University

Gkolia, A., Belia, D., & Koustelios, A. (2014). Teacher's job satisfaction and self-efficacy: A

review. *European Scientific Journal*, *10*(22), 321-342.

https://www.academia.edu/9313181/Teachers_job_satisfaction_and_self_efficacy_A_rev

iew

Glazerman, S., Isenberg, E., Dolfin, S., Bleeker, M., Johnson, A., Grider, M., & Jacobus, M.

(2010). Impacts of comprehensive teacher induction: Final results from a randomized

controlled study. *Mathematica Policy Research, Inc.*

https://ies.ed.gov/ncee/pubs/20104027/

Goh, P. S. C., Yusuf, Q., & Wong, K. T. (2017). Lived experience: Perceptions of competency of

novice teachers. *International Journal of Instruction, 10*(1), 20-36.

http://dx.doi.org/10.12973/iji.2017.1012a

Gray, L., & Taie, S. (2015). *Public school teacher attrition and mobility in the first five years:*

Results from the first through fifth waves of the 2007-08 Beginning Teacher Longitudinal

Study (NCES 2015-337). U.S. Department of Education, National Center for Education Statistics. http://nces.ed.gov/pubs2015/2015337.pdf

Grbich, C. (2007). *Qualitative data analysis: An introduction*. Sage

Greeno, J. G. (1998). The situativity of knowing, learning, and research. *American Psychologist*, *53*(1), 5-26. https://doi.org/10.1037/0003-066X.53.1.5

Guest, G., Bunce, A., & Johnson, L. (2006). How many interviews are enough: An experiment with data saturation and variability. *Field Methods*, *18*(1), 59-82. https://doi.org/10.1177/1525822X05279903

Gujarati, J. (2012). A comprehensive induction system: A key to the retention of highly qualified teachers. *Education Forum*, *76*(2), 218-223. https://doi.org/10.1080/00131725.2011.652293

Guseva, L. G., & Solomonovich, M. (2017). Implementing the zone of proximal development: From the pedagogical experiment to the developmental education system of Leonid Zankov. *International Electronic Journal of Elementary Education*, *9*(4), 775-786. https://files.eric.ed.gov/fulltext/EJ1146704.pdf

Hanushek, E. A., Kain, J. F., & Rivkin, S. G. (1999). Do higher salaries buy better teachers? *National Bureau of Economic Research*, 1-53. https://www.nber.org/papers/w7082

Heineke, A. J. (2018). The invisible revolving door: The issue of teacher attrition in English language development classrooms in Arizona. *Language Policy*, *17*(1), 77–98. https://doi.org/10.1007/s10993-016-9428-9

Henke, R. R., & Zahn, L. (2001). *Attrition of new teachers among recent college graduates: Comparing occupational stability among 1992–93 graduates who taught and those who worked in other occupations (NCES 2001-189)*. U.S. Department of Education, National

Center for Education Statistics.

https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2001189

Hennink, M., & Kaiser, B. N. (2022). Sample sizes for saturation in qualitative research: A

systematic review of empirical tests. *Social Science & Medicine*, *292*, 1-10.

https://doi.org/10.1016/j.socscimed.2021.114523

Henschke, J. A. (2010). An international capsule of a perspective on the history and philosophy

of andragogy. *Andragoske Studije Journal*, *17*(2), 9-33.

http://www.umsl.edu/~henschkej/articles/added_12_10/an-international-capsule-of-a-

perspective-on.pdf

Heredia, S. C., & Yu, J. H. (2017) A matter of choice: Opportunities for informal science

institutions to support science teacher induction. *Journal of Science Teacher Education*,

28(6), 549-565. https://doi.org/10.1080/1046560X.2017.1388085

Heyler, S. G., & Martin, J. A. (2018). Servant leadership theory: Opportunities for additional

theoretical integration. *Journal of Managerial Issues*, *30*(2), 230-243.

https://www.jstor.org/stable/45176580

Hirsh, A., & Bergmo-Prvulovic, I. (2018). Teachers leading teachers: Understanding middle-

leaders' role and thoughts about career in the context of a changed division of labour.

School Leadership & Management, *39*(3), 352–371.

https://doi.org/10.1080/13632434.2018.1536977

Hoffding, S., & Martiny, K. (2016). Framing a phenomenological interview: What, why, and

how. *Phenomenology and the Cognitive Sciences, 15*(4), 539-564.

https://doi.org/10.1007/s11097-015-9433-z

Holmes, B., Parker, D., & Gibson, J. (2019). Rethinking teacher retention in hard-to-staff schools. *Contemporary Issues in Education Research (CIER), 12*(1), 29-34. https://doi.org/10.19030/cier.v12i1.10260

Honebein, P. C. (1996). Seven goals for the design of constructivist learning environments. In Wilson, B. G. (Ed.). *Constructivist learning environments: case studies in instructional design. Educational Technology Publications.* Englewood Cliffs.

Hopwood, C. J., Thomas, K. M., Luo, X., Bernard, N., Lin, Y., & Levendosky, A. A. (2016). Implementing dynamic assessments in psychotherapy. *Assessment*, *23*(4), 507–517. https://doi.org/10.1177/1073191116649658

Hussey, L., & Campbell-Meier, J. (2020). Are you mentoring or coaching? Definitions matter. *Journal of Librarianship and Information Science*, *53*(3), 510-521. https://doi.org/10.1177/0961000620966651

Ingersoll R. M. (2012). Beginning teacher induction: What the data tell us. *Phi Delta Kappan*, *93*(8), 47-51. https://repository.upenn.edu/gse_pubs/234

Ingersoll, R. M., & Smith, T. M. (2003). The wrong solution to the teacher shortage. *Educational Leadership*, *60*(8), 30–33. https://repository.upenn.edu/gse_pubs/126

Ingersoll, R. M., & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. *Review of Educational Research*, *81*(2)*, 201-233*. https://doi.org/10.3102/0034654311403323

Jiang, L., Yuan, K., & Yu, S. (2021). Transitioning from pre-service to novice: A study on Macau EFL teachers' identity change. *Asia-Pacific Education Researcher*, *30*(1), 11-21. https://doi.org/10.1007/s40299-020-00510-4

Johnson, S. M., Kraft, M. A., & Papay, J. P. (2012). How context matters in high-need schools: The effects of teachers' working conditions on their professional satisfaction and their

students' achievement. *Teachers College Record, 114*(10), 1-39.

https://doi.org/10.1177/016146811211401004

Jones, B. K. (2016). Enduring in an "impossible" occupation: Perfectionism and Commitment to

Teaching. *Journal of Teacher Education*, *67*(5), 437–446.

https://doi.org/10.1177/0022487116668021

Joslin, R., & Müller, R. (2016). Identifying interesting project phenomena using philosophical

and methodological triangulation. *International Journal of Project Management*, *34*(6),

1043-1056. https://doi.org/10.1016/j.ijproman.2016.05.005

Kadenge, E. (2021). A district beginner teacher induction initiative in South Africa: The pressure

and support contestation. *Perspectives in Education*, *39*(3), 214-227.

http://dx.doi.org/10.18820/2519593X/pie.v39.i3.16

Kearney, S. (2017). Beginning teacher induction in secondary schools: A best practice case

study. *Issues in Educational Research*, *27*(4), 784-802.

http://www.iier.org.au/iier27/kearney.pdf

Kearney, S. (2021). The challenges of beginning teacher induction: A collective case study.

Teaching Education, *32*(2)*,* 142-158. https://doi.org/10.1080/10476210.2019.1679109

Keung, C.C. (2009). Cultivating communities of practice via learning study for enhancing

teacher learning. *KEDI Journal of Educational Policy*, *6*(1), 81-104.

https://go.openathens.net/redirector/liberty.edu?url=https://www.proquest.com/scholarly-

journals/cultivating-communities-practice-via-learning/docview/1013976959/se-2

Khalid, E., Joyes, G., Ellison, L., & Karim, A. (2013). Teachers' involvement in communities

of practice: An implication with regard to the current approach of teachers' professional

development in Malaysia. *Asian Social Science*, *9*(16), 102-111.

https://doi.org/10.5539/ass.v9n16p102

Kim, K., & Roth, G. (2011). Novice teachers and their acquisition of work-related information.

Current Issues in Education, *14*(1). 1-28.

https://eric.ed.gov/?redir=http%3a%2f%2fcie.asu.edu%2fojs%2findex.php%2fcieatasu%2farticle%2fview%2f268

Kim, K. R., & Seo, E. H. (2018). The relationship between teacher efficacy and students'

academic achievement: A meta-analysis. *Social Behavior and Personality: An*

International Journal, *46*(4), 529–540. https://doi.org/10.2224/sbp.6554

Klusmann, U., Richter, D., & Lüdtke, O. (2016). Teachers' emotional exhaustion is negatively

related to students' achievement: Evidence from a large-scale assessment study. *Journal*

of Educational Psychology, *108*(8), 1193–1203. http://dx.doi.org/10.1037/edu0000125

Knowles, M. S. (1950). *Informal adult education*. Association Press.

Knowles, M. S. (1968). Andragogy, not pedagogy. *Adult Leadership*, *16*(10), 350-352, 386.

Knowles, M. S. (1975). Adult education: New dimensions. *Educational Leadership*, *33*(2),

85-88. https://files.ascd.org/staticfiles/ascd/pdf/journals/ed_lead/el_197511_knowles.pdf

Knowles, M. S. (1977). Adult learning processes: Pedagogy and andragogy. *Religious*

Education, *72*(2), 202-211. https://doi.org/10.1080/0034408770720210

Knowles, M. S. (1980). *The modern practice of adult education: From pedagogy to andragogy*.

Cambridge Adult Education.

Knowles, M. S., Holton, E. F., & Swanson, R. A. (2005). *The Adult Learner: The definitive*

classic in adult education and human resource development (6th ed.). Elsevier Inc.

Korthagen, F. A. (2010). Situated learning theory and the pedagogy of teacher education: Towards an integrative view of teacher behavior and teacher learning. *Teaching and Teacher Education*, *26*(1), 98-106. https://doi.org/10.1016/j.tate.2009.05.001

Krueger, R., & Casey, M. (2009). *Focus groups: A practical guide for applied research*. Sage Publications.

Kuzel, A. (1992). Sampling in qualitative inquiry. In Crabtree, B., Miller, W. (eds) *Doing qualitative research.* 31–44. Sage.

Kwok, A., & Cain, C. (2021). Alternatively certified teachers' perceptions of new teacher induction. *Professional Development in Education*, 1-13. https://doi.org/10.1080/19415257.2021.1879226

Kyriacou, C. (2001). Teacher stress: directions for future research. *Educational Review*, *53*(1), 28-35. https://doi.org/10.1080/00131910120033628

Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge University Press.

Learning Policy Institute. (2017). *What's the cost of teacher turnover?* https://learningpolicyinstitute.org/product/the-cost-of-teacher-turnover

Lee, J., Tice, K., Collins, D., Brown, A., Smith, C., & Fox, J. (2012). Assessing student teaching experiences: Teacher candidates' perceptions of preparedness. *Educational Research Quarterly, 36*(2), 3-20. https://go.openathens.net/redirector/liberty.edu?url=https://www.proquest.com/scholarly-journals/assessing-student-teaching-experiences-teacher/docview/1413249703/se-2

Li, J. (2012). Principles of effective English language learner pedagogy. *Research Review*, *3*. 3-17. https://eric.ed.gov/?id=ED562799

Lincoln, Y. S. (1995). Emerging criteria for quality in qualitative and interpretative research. *Qualitative Inquiry*, *1*, 275-289. https://doi.org/10.1177/107780049500100301

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry.* Sage.

Livingston, M. E. (2020). Andragogy in radiologic technology. *Radiologic Technology*, *92*(2), 175–179. https://go.openathens.net/redirector/liberty.edu?url=https://www.proquest.com/scholarly-journals/andragogy-science-adult-education-theoretical/docview/2479494712/se-2

Loeng, S. (2017). Alexander Kapp: The first known user of the andragogy concept. *International Journal of Lifelong Education*, *36*(6), 629-643. http://dx.doi.org/10.1080/02601370.2017.1363826

Machynska, N., & Boiko, H. (2020). Andragogy, the science of adult education: Theoretical aspects. *Journal of Innovation in Psychology*, *Education and Didactics*, *24*(1), 25-34. https://go.openathens.net/redirector/liberty.edu?url=https://www.proquest.com/scholarly-journals/andragogy-science-adult-education-theoretical/docview/2479494712/se-2

Mack, N., Woodsong, C., MacQueen, K. M., Guest, G., & Namey, E. (2005). *Qualitative researcher methods: A data collector's field guide*. Family Health International.

Mahn, H. (1999). Vygotsky's methodological contribution to sociocultural theory. *Remedial and Special Education*, *20*(6), 341-350. https://doi.org/10.1177/074193259902000607

Maki, P. L. (2010). *Assessing for learning: Building a sustainable commitment across the institution* (2nd ed.). Stylus Publishing.

Malterud, K., Siersma, V. D., & Guassora, A. D. (2016). Sample size in qualitative interview studies: Guided by information power. *Qualitative Health Research, 26*(13), 1753-1760. https://doi.org/10.1177/1049732315617444

Mansfield, C., & Gu, Q. (2019). I'm finally getting that help that I needed: Early career teacher induction and professional learning. *The Australian Educational Researcher*, *46*, 639-659. https://doi.org/10.1007/s13384-019-00338-y

Mansfield, K. C., & Stacy, J. (2017). Preparing practitioners to conduct educational research and evaluation: What the research says and what our experiences taught us. *Journal of Research on Leadership Education*, *12*(3), 302-334. http://dx.doi.org/10.1177/1942775116668524

Marken, J.A. & Dickinson, G.K. (2013). Perceptions of community of practice development in online graduate education. *Journal of Education for Library and Information Science*, *54*(4), 299-306. https://files.eric.ed.gov/fulltext/EJ1074142.pdf

Martin, K. L., Buelow, S. M., & Hoffman, J. T. (2016). New teacher induction: Support that impacts beginning middle-level educators. *Middle School Journal*, *47*(1), 4-12. http://dx.doi.org/10.1080/00940771.2016.1059725

Marshall, C., & Rossman, G. (2015). *Designing qualitative research* (6th ed.). Sage.

Marz, V., & Kelchtermans, G. (2020). The networking teacher in action: A qualitative analysis of early career teachers' induction process. *Teaching and Teacher Education*, *87*, 1-15. https://doi.org/10.1016/j.tate.2019.102933

Maxwell, J. (2012). *Qualitative research design: An interactive approach.* Sage.

McCauley, K. D., Hammer, E., & Hinojosa, A. S. (2017). An andragogical approach to teaching leadership. *Management Teaching Review*, *2*(4), 312–324. http://dx.doi.org/10.1177/2379298117736885

McKenzie, A., & McKenzie, D. (2018). The impact of targeted professional development on teachers' perception of their confidence and ability to implement the physical education

curriculum. *New Zealand Physical Educator*, *51*(2), 30-34.

https://go.openathens.net/redirector/liberty.edu?url=https://www.proquest.com/scholarly-journals/impact-targeted-professional-development-on/docview/2199825704/se-2

McLaughlin, M. W., & Marsh, D. D. (1978). Staff development and school change. *Teachers College Record*, *80*(1), 69-94. https://www.tcrecord.org/content.asp?contentid=1091

Meizlish, D. S., Wright, M. C., Howard, J., & Kaplan, M. L. (2018). Measuring the impact of a new faculty program using institutional data. *International Journal for Academic Development*, *23*(2), 72–85. http://dx.doi.org/10.1080/1360144X.2017.1364644

Merriam, S. B. (1988). *Qualitative research and case study applications in education*. Jossey-Bass

Miller, R. (2011). *Vygotsky in perspective*. Cambridge University Press

Mitchell, D. E., Howard, B., Meetze-Hall, M., Hendrick, L. S., & Sandlin, R. (2017). The new teacher induction experience: Tension between curricular and programmatic demands and the need for immediate help. *Teacher Education Quarterly*, *44*(2), 79-104. https://www.jstor.org/stable/10.2307/90010519

Moustakas, C. (1994). *Phenomenological research methods.* Sage Publications.

Murphy, K. (2017). Community engagement: Considering adult-learning and problem-solving methodologies for police training. *European Law Enforcement Research Bulletin*, (16), 87-97. https://bulletin.cepol.europa.eu/index.php/bulletin/article/view/246

Neuendorf, K. A. (2016). *The content analysis guidebook*. Thousand Oaks, CA: Sage.

New American Bible. (2019). United States Conference of Catholic Bishops. https://www.usccb.org/offices/new-american-bible/books-bible (Original work published 1970)

Newberry, M., & Allsop, Y. (2017). Teacher attrition in the USA: The relational elements in a

    Utah case study. *Teachers and Teaching*, *23*(8), 863–880.

    https://doi.org/10.1080/13540602.2017.1358705

Noble, H., & Smith, J. (2015). Issues of validity and reliability in qualitative research. *Evidence-*

    Based Nursing, *18*(2), 34-35. http://dx.doi.org/10.1136/eb-2015-102054

Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic analysis: Striving to

    meet trustworthiness criteria. *International Journal of Qualitative Methods, 16*, 1-13.

    https://doi.org/10.1177/1609406917733847

Nyumba, T. O., Wilson, K., Derrick, C. J., & Mukherjee, N. (2018). The use of focus group

    discussion methodology: Insights from two decades of application in conservation.

    Methods in Ecology and Evolution, *9*(1), 20-32. https://doi.org/10.1111/2041-

    210X.12860

Outlaw, J. K., & Grifenhagen, J. F. (2021). Supporting novice K-2 teachers' self-efficacy for

    literacy: Early literacy teacher induction for rural schools, *Literacy Research and*

    Instruction, *60*(3), 242-263. https://doi.org/10.1080/19388071.2020.1822474

Palinkas, L. A., Horwitz, S. M., Green C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2015).

    Purposeful sampling for qualitative data collection and analysis in mixed method

    implementation research. *Administration and Policy in Mental Health and Mental Health*

    Services Research, *42*(5), 533-544. http://dx.doi.org/10.1007/s10488-013-0528-y

Parker, J. L. (2020). Students' attitudes toward project-based learning in an intermediate Spanish

    course. *International Journal of Curriculum and Instruction*, *12*(1), 80-97.

    https://files.eric.ed.gov/fulltext/EJ1249547.pdf

Patton, M. (2002). *Qualitative research and evaluation methods* (3rd ed.). Sage.

Patton, M. (2014). *Qualitative evaluation and research methods: Integrating theory and practice.* Sage.

Patton, M. (2015). *Qualitative research & evaluation methods* (4th ed.). Sage.

Plack, M. M. (2006). The development of communication skills, interpersonal skills, and a professional identity within a community of practice. *Journal of Physical Therapy Education*, *20*(1), 37-46. http://dx.doi.org/10.1097/00001416-200601000-00005

Podolsky, A., Kini, T., Bishop, J., & Darling-Hammond, L. (2017). Sticky schools: How to find and keep teachers in the classroom *Phi Delta Kappan*, *98*(8), 19–25. https://doi.org/10.1177/0031721717708290

Podolsky, A., Kini, T., Darling-Hammond, L., & Bishop, J. (2019). Strategies for attracting and retaining educators: What does the evidence say? *Education Policy Analysis Archives*, 27(38), 1-47. http://dx.doi.org/10.14507/epaa.27.3722

Pogodzinski, B. (2015). Administrative context and novice teacher-mentor interactions. *Journal of Educational Administration*, *53*(1), 40–65. http://dx.doi.org/10.1108/JEA-06-2013-0073

Polkinghorne, D. E. (1989). Phenomenological research methods. In Valle R. S., Halling S. (eds) *Existential-Phenomenological Perspectives in Psychology*. Springer. https://doi.org/10.1007/978-1-4615-6989-3_3

Redding, C., & Henry, G. T. (2018). Leaving school early: An examination of novice teachers' within- and end-of-year turnover. *American Educational Research Journal*, *56*(1), 204–236. https://doi.org/10.3102/0002831218790542

Reeves, T. D., Hamilton, V., & Onder, Y. (2022). Which teacher induction practices work? Linking forms of induction to teacher practices, self-efficacy, and job satisfaction. *Teaching and Teacher Education*, *109,* 1-10. https://doi.org/10.1016/j.tate.2021.103546

Rey, F. G. (2016). Vygotsky's concept of Perezhivanie in the psychology of art and at the final movement of his work advancing his legacy. *Mind, Culture, and Activity*, *23*(4), 305-314. http://dx.doi.org/10.1080/10749039.2016.1186196

Richter, D., Kunter, M., Klusmann, U., Anders, Y., & Baumert, J. (2013). How different mentoring approaches affect beginning teachers' development in the first years of practice. *Teaching and Teaching Education*, *36*, 166–177. https://doi.org/10.1080/13664530.2012.666935

Rismiyanto, Saleh, M., & Mujiyanto, J. (2018). The effectiveness of andragogically oriented teaching method to improve the male students' achievement of teaching practice. *English Language Teaching*, *11*(2), 113–121. https://eric.ed.gov/?id=EJ1166906

Ritchie, J., & Lewis, J. (2003). *Qualitative research practice: A guide for social science students and researchers*. Sage

Rockinson-Szapkiw, A. J., & Spaulding, L. S. (2014). *Navigating the doctoral journey: A handbook of strategies for success*. Rowman & Littlefield Education.

Ronfeldt, M., Loeb, S., & Wyckoff, J. (2013). How teacher turnover harms student achievement. *American Educational Research Journal*, *50*(1), 4-36. https://doi.org/10.3102/0002831212463813

Ronfeldt, M., & McQueen, K. (2017). Does new teacher induction really improve retention? *Journal of Teacher Education*, *68*(4), 394–410. http://dx.doi.org.ezproxy.liberty.edu/10.1177/0022487117702583

Rumschlag, K. (2017). Teacher burnout: A quantitative analysis of emotional exhaustion, personal accomplishment, and depersonalization. *International Management Review*, *13*(1), 22-36.

https://go.openathens.net/redirector/liberty.edu?url=https://www.proquest.com/scholarly-journals/teacher-burnout-quantitative-analysis-emotional/docview/1881414561/se-2

Rutberg, S., & Bouikidis, C. D. (2018). Focusing on the fundamentals: A simplistic differentiation between qualitative and quantitative research. *Nephrology Nursing Journal*, *45*(2), 209-213.

http://ezproxy.liberty.edu/login?qurl=https%3A%2F%2Fwww.proquest.com%2Fscholarly-journals%2Ffocusing-on-fundamentals-simplistic%2Fdocview%2F2028125771%2Fse-2%3Faccountid%3D12085

Saldana, J. (2016). *The coding manual for qualitative researchers.* Sage.

Savicevic, D. M. (1968). *The system of adult education in Yugoslavia*. Syracuse, NY: Syracuse University Press

See, B. H., Morris, R., Gorard, S., Kokotsaki, D., & Abdi, S. (2020) Teacher recruitment and retention: A critical review of international evidence of most promising interventions. Education Sciences, 10(10), 262-307. http://dx.doi.org/10.3390/educsci10100262

Sendjaya, S. (2015). *Personal and organizational excellence through servant leadership: Learning to serve, serving to lead, leading to transform.* Springer International.

Shaffer, C., & Amundsen, K. (1993). *Creating community anywhere: Finding support and connection in a fragmented world*. New York, NY: Tarcher

Shernoff, E. S., Marinez-Lora, A. M., Frazier, S. L., Jakobsons, L. J., & Atkins, M. S. (2011). Teachers supporting teachers in urban schools: What iterative research designs can teach

us. *School Psychology Review*, *40*(4), 465–485.

http://dx.doi.org/10.1080/02796015.2011.12087525

Sims, S., Fletcher-Wood, H., O'Mara-Eves, A., Cottingham, S., Stansfield, C., Van Herwegen,

J., & Anders, J. (2021). *What are the characteristics of effective teacher professional*

development? A systematic review and meta-analysis. London: Education Endowment

Foundation. https://doi.org/10.1016/j.tate.2013.07.012

Skaalvik, E. & Skaalvik, L. (2010). Teacher self-efficacy and teacher burnout: A study of

relations. *Teaching and Teaching Education*, *26*(4), 1059-1069.

https://doi.org/10.1016/j.tate.2009.11.001

Slevin, E., & Sines, D. (2000). Enhancing the truthfulness, consistency, and transferability of a

qualitative study: utilizing a manifold of approaches. *Nurse Researcher*, *7*(2), 79-97.

https://dx.doi.org/10.7748/nr2000.01.7.2.79.c6113

Smith, T., & Ingersoll, R. (2004). What are the effects of induction and mentoring on beginning

teacher turnover? *American Educational Research Journal*, *41*(3), 681-714.

https://repository.upenn.edu/gse_pubs/135

Sorensen, L. C., & Ladd, H. F. (2020). The hidden costs of teacher turnover. *AERA Open, 6*(1),

1-24. https://doi.org/10.1177/2332858420905812

Stetsenko, A. (2016). Vygotsky's theory of method and philosophy of practice: implications for

trans/formative methodology. *Journal of Vygotsky's Theory of Process and Philosophy of*

Training, *39*(1), 32-34. http://dx.doi.org/10.15448/1981-2582.2016.s.24385

Strong, M. (2009). *Effective teacher induction and mentoring: Assessing the evidence*. Teachers

College, Columbia University.

Taylor, M., Klein, E. J., Munakata, M., Trabona, K., Rahman, Z., & Mcmanus, J. (2019).
Professional development for teacher leaders: Using activity theory to understand the
complexities of sustainable change. *International Journal of Leadership in Education*,
22(6), 685–705. https://doi.org/10.1080/13603124.2018.1492023

Thibodeaux, A. K., Labat, M. B., Lee, D. E., & Labat, C. A. (2015). The effects of leadership
and high-stakes testing on teacher retention. *Academy of Educational Leadership
Journal, 19*(1), 227-249.
https://go.openathens.net/redirector/liberty.edu?url=https://www.proquest.com/scholarly-
journals/effects-leadership-high-stakes-testing-on-teacher/docview/1693219089/se-2

Timostsuk, I., Kikas, E., & Normak, M. (2016). Student teachers' emotional teaching
experiences in relation to different teaching methods. *Educational Studies*, *42*(3), 269–
286. https://doi.org/10.1080/03055698.2016.1167674

Tobin, G. A., & Begley, C. M. (2004). Methodological rigour within a qualitative framework.
Journal of Advanced Nursing, 48(4), 388-396.
https://doi.org/10.1111/j.1365-2648.2004.03207.x

Van Manen, M. (2016). *Phenomenology of practice: Meaning-giving methods in
phenomenological research and writing.* Routledge.

Verma, A. (2017). Teacher education: Challenges and its implications. *Indian Journal of Health
and Wellbeing*, *8*(12), 1561–1565.
https://go.openathens.net/redirector/liberty.edu?url=https://www.proquest.com/scholarly-
journals/teacher-education-challenges-implications/docview/1986552864/se-2

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*.
Harvard University Press.

Waddel, J. (2010). Fostering relationships to increase teacher retention in urban schools. *Journal of Curriculum and Instruction, 4*(1), 70-85.

http://dx.doi.org/10.3776/joci.2010.v4n1p70-85

Wang, L., Bruce, C., Hughes, H. (2011). Sociocultural theories and their application in information literacy research and education. *Australian Academic & Research Libraries*, *42*(4), 296-308. https://doi.org/10.1080/00048623.2011.10722242

Wenger, E. (1996). How we learn. Communities of practice: The social fabric of a learning organization. *The Healthcare Forum Journal*, *39*(4), 20-25.

https://pubmed.ncbi.nlm.nih.gov/10158755/

Wenger, E. (1998). *Communities of practice: Learning, meaning and identity*. Cambridge, UK: Cambridge University Press.

Whalen, C., Majocha, E., & Van Nulan, S. (2019). Novice teacher challenges and promoting novice teacher retention in Canada. *European Journal of Teacher Education*, *42*(5), 591-607. https://doi.org/10.1080/02619768.2019.1652906

Wong, H. (2004). Producing educational leaders through induction programs. *Kappa Delta Pi Record*, *40*(3), 106–111.

Ye, Y., & Singh, K. (2017). The effect of working condition on math teacher effectiveness: Value-added scores and student satisfaction in teaching. *Educational Research for Policy and Practice*, *16*(3), 283-295. http://dx.doi.org/10.1007/s10671-016-9207-6

Yin, R. K. (2014). *Case study research: Design and methods* (4th ed.). Sage.

Young, S. (2018). Teacher retention and student achievement: How to hire and retain effective teachers. *Delta Kappa Gamma Bulletin, 84*(3), 16-21.

https://go.openathens.net/redirector/liberty.edu?url=https://www.proquest.com/scholarly-journals/teacher-retention-student-achievement-how-hire/docview/2068463617/se-2

Yuksel, P., & Yildirim, S. (2015). Theoretical frameworks, methods, and procedures for conducting phenomenological studies in educational settings. *Turkish Online Journal of Qualitative Inquiry*, *6*(1), 1-20. https://www.researchgate.net/publication/271833455_Theoretical_Frameworks_Methods_and_Procedures_for_Conducting_Phenomenological_Studies_in_Educational_Settings

Zee, M., & Koomen, H. M. Y. (2016). Teacher self-efficacy and its effects on classroom processes, student academic adjustment, and teacher well-being: A synthesis of 40 years of research. *Review of Educational Research*, *86*(4), 981–1015. https://doi.org/10.3102/0034654315626801

Zhang, S., Nishimoto, M., & Liu, K. L. (2019). Preservice teacher expectations of the principal's roles in teacher induction. *New Waves Education Research & Development*, *22*(1), 72-89. https://eric.ed.gov/?id=EJ1229362

Zhu, M., Liu, Q., Fu, Y., Yang, T., Zhang, X. & Shi, J. (2018). The relationship between self-concept, teacher efficacy and burnout. *Teachers and Teaching*, *24*(7), 788-801. https://doi.org/10.1080/13540602.2018.1483913

Appendix A
IRB Application

LIBERTY UNIVERSITY.
INSTITUTIONAL REVIEW BOARD

May 15, 2023

Thomas Betsa
George Johnson

Re: IRB Exemption - IRB-FY22-23-1373 EXAMINING THE INFLUENCE OF INDUCTION PRACTICES ON NOVICE TEACHERS' PERCEPTIONS OF EFFICACY AND STUDENT LEARNING OUTCOMES

Dear Thomas Betsa, George Johnson,

The Liberty University Institutional Review Board (IRB) has reviewed your application in accordance with the Office for Human Research Protections (OHRP) and Food and Drug Administration (FDA) regulations and finds your study to be exempt from further IRB review. This means you may begin your research with the data safeguarding methods mentioned in your approved application, and no further IRB oversight is required.

Your study falls under the following exemption category, which identifies specific situations in which human participants research is exempt from the policy set forth in 45 CFR 46:104(d):

Category 2.(iii). Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording) if at least one of the following criteria is met:
The information obtained is recorded by the investigator in such a manner that the identity of the human subjects can readily be ascertained, directly or through identifiers linked to the subjects, and an IRB conducts a limited IRB review to make the determination required by §46.111(a)(7).

Your stamped consent form(s) and final versions of your study documents can be found under the Attachments tab within the Submission Details section of your study on Cayuse IRB. Your stamped consent form(s) should be copied and used to gain the consent of your research participants. If you plan to provide your consent information electronically, the contents of the attached consent document(s) should be made available without alteration.

Please note that this exemption only applies to your current research application, and any modifications to your protocol must be reported to the Liberty University IRB for verification of continued exemption status. You may report these changes by completing a modification submission through your Cayuse IRB account.

If you have any questions about this exemption or need assistance in determining whether possible modifications to your protocol would change your exemption status, please email us at irb@liberty.edu.

Sincerely,
G. Michele Baker, PhD, CIP
Administrative Chair
Research Ethics Office

Appendix B

Consent to Participate in Research

Title of the Project: Examining the Influence of Induction Practices on Novice Teachers'
Perceptions of Efficacy and Student Learning Outcomes

Principal Investigator: Thomas Betsa, Doctoral Candidate, School of Education, Liberty
University

Invitation to be Part of a Research Study

You are invited to participate in a research study. To participate, you must be 18 years of age or
older, teach at a public high school (grades 9-12) that is under the governance of Stark County's
Educational Service Center, have three or fewer years of teaching experience, teach a class in a
core content area (i.e. mathematics, history, language arts, or science), teach a class that is tested
at the end of the year by the state of Ohio, and received induction practices during your first year
of teaching. Taking part in this research project is voluntary.

Please take time to read this entire form and ask questions before deciding whether to take part in
this research.

What is the study about and why is it being done?

The purpose of the study is to examine novice teachers' perceptions of the influence of induction
practices on student learning outcomes at a public secondary school. This study is being done to
help school districts in their effort to improve induction practices and in turn, positively
influence student learning outcomes. School districts may benefit from this study's information
by using it to design effective induction programs that adequately prepare novice teachers for the
teaching profession.

What will happen if you take part in this study?

If you agree to be in this study, I will ask you to do the following:
1. Complete an online questionnaire of five open-ended questions that will take no more
   than 30 minutes.
2. Take part in a 30-minute virtual interview with 13 pre-determined questions on Google
   Meet. This virtual interview will be video and audio-recorded and transcribed using
   Google Docs.
3. Review the interview transcript and provide feedback through member-checking.
   Member-checking allows you to identify any inconsistencies in the transcript, suggest
   modifications, and offer additional information. This should take about 20 minutes to
   complete.
4. Participate in a virtual focus group discussion with 7 pre-determined questions on Google
   Meet. A selection of five to seven participants will be chosen based on their answers to
   the questionnaire and interview to complete this procedure. This virtual discussion will
   be video and audio-recorded and transcribed using Google Docs. It will take no longer
   than one hour to complete.
5. Review the focus group transcript and provide feedback through member-checking. This
   should take about 20 minutes to complete.

How could you or others benefit from this study?

Participants should not expect to receive a direct benefit from participating in this study.

The direct benefits participants could receive from taking part in this study include the opportunity to reflect on their induction practices and efficacy as it relates to achieving student learning outcomes. Additionally, participants may benefit from receiving ample opportunities to voice their experiences and perceptions with induction.

Benefits to society include an enhanced understanding of novice teachers' experiences with induction practices during their beginning years of teaching. This benefit leads to a composite description of the essence of teachers' perceptions of induction practices in relation to influencing student learning outcomes. School districts may use this information to come up with new, improved strategies of induction that support and prepare novice teachers in their beginning years of teaching. In turn, novice teachers may be enriched by induction practices to positively influence student learning outcomes.

What risks might you experience from being in this study?

The expected risks from participating in this study are minimal, which means they are equal to the risks you would encounter in everyday life.

How will personal information be protected?

The records of this study will be kept private. Research records will be stored securely, and only the researcher will have access to the records.
- Participant responses will be kept confidential by replacing names with pseudonyms.
- Interviews will be conducted virtually on a secured site and in a location where others will not easily overhear the conversation.
- Confidentiality cannot be guaranteed in focus group settings. While discouraged, other members of the focus group may share what was discussed with persons outside of the group.
- Data will be stored on a password-locked computer. After three years, all electronic records will be deleted.
- Recordings will be stored on a password-locked computer for three years and then deleted. The researcher will have access to these recordings.

Is study participation voluntary?

Participation in this study is voluntary. Your decision whether to participate will not affect your current or future relations with Liberty University. If you decide to participate, you are free to not answer any question or withdraw at any time without affecting those relationships.

What should you do if you decide to withdraw from the study?

If you choose to withdraw from the study, please contact the researcher at the email address or phone number included in the next paragraph. Should you choose to withdraw, data collected from you, apart from focus group data, will be destroyed immediately and will not be included in this study. Focus group data will not be destroyed, but your contributions to the focus group will not be included in the study if you choose to withdraw.

Whom do you contact if you have questions or concerns about the study?

The researcher conducting this study is Thomas Betsa. You may ask any questions you have now. If you have questions later, **you are encouraged** to contact XXX or XXX. You may also contact the researcher's faculty sponsor, Dr. George Johnson, at XXX.

Whom do you contact if you have questions about your rights as a research participant?

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, **you are encouraged** to contact the IRB. Our physical address is Institutional Review Board, 1971 University Blvd., Green Hall Ste. 2845, Lynchburg, VA, 24515; our phone number is 434-592-5530, and our email address is irb@liberty.edu.

Disclaimer: The Institutional Review Board (IRB) is tasked with ensuring that human subjects research will be conducted in an ethical manner as defined and required by federal regulations. The topics covered and viewpoints expressed or alluded to by student and faculty researchers are those of the researchers and do not necessarily reflect the official policies or positions of Liberty University.

Your Consent

By signing this document, you are agreeing to be in this study. Make sure you understand what the study is about before you sign. You will be given a copy of this document for your records. The researcher will keep a copy with the study records. If you have any questions about the study after you sign this document, you can contact the researcher using the information provided above.

I have read and understood the above information. I have asked questions and have received answers. I consent to participate in the study.

☐ The researcher has my permission to video-record and audio-record me as part of my participation in this study.

_____
Printed Subject Name

_____
Signature & Date

Appendix C

Questionnaire Questions

1. How do you define teacher induction practices?

   a. Which induction supports do you think are most effective in helping first-year teachers?

2. How do you define student learning outcomes?

   a. What are specific examples that are relevant to your classroom and content area?

3. What are the challenges that you faced as a first-year teacher?

   a. How did these challenges influence your efforts to achieve student learning outcomes?

4. How have induction supports helped you to overcome the aforementioned challenges so that you may successfully teach your students?

5. How do you think your induction supports could have been improved to help you achieve student learning outcomes during your first year of teaching?

Appendix D

Individual Interview Questions

Background Information

1. Please share with me your educational and career history (e.g., preparation for teaching, previous careers that took place prior to teaching).

2. Briefly describe the induction practices that you participated in during your first year of teaching.

Perceptions of Induction Practices

3. Please describe your attitudes and feelings as you completed the various induction supports during your first year of teaching. SQ2

4. Which components of the induction practices that you received were most beneficial to your teaching and why were they helpful? SQ2

5. How did your teaching pedagogy and efficacy change as a result of induction practices? SQ2

Perceptions of Induction Practices in Relation to Student Learning Outcomes

6. Which student learning outcomes were impacted by the induction practices that you received during your first year of teaching? SQ1

7. How did the implementation of induction practices either enhance or hinder your ability to generate student learning outcomes? SQ1

8. Please describe your comfort level as you experienced induction practices. How did they affect your willingness to put forth your best teaching in light of student learning outcomes? SQ1

9. What are the benefits of having induction practices for teachers who strive to meet student learning outcomes? SQ3

10. To add to the previous question, what are the challenges of induction practices? SQ4

11. How do you think induction practices could improve to help novice teachers meet student learning outcomes? SQ3 and SQ4

Summarizing the Experience of Induction Practices

12. How would you summarize your perceptions of induction practices in terms of how they influence student learning outcomes? CRQ

13. To close, please share any additional information that may help to portray your experience with induction practices in light of student learning outcomes. How would you explain your overall experience? CRQ

Appendix E

Focus Group Questions

1. Please share your experiences with induction practices during your first year of teaching. CRQ

2. What induction supports did you receive and how did they affect you? CRQ

3. What factors of induction practices impacted your ability to influence student learning outcomes? SQ1

    a. How did these factors either develop or prevent your attempt to sufficiently meet these student learning outcomes? SQ1

4. How would you signify effective induction supports? SQ2

5. Which induction supports offered by your school districts do you think are successful in helping you achieve student learning outcomes? SQ2

6. Let's focus first on the positive results from your experience with induction practices. What are the benefits that novice teachers gain from induction practices during their first year? SQ3

    a. How do induction practices positively change novice teachers' pedagogy to achieve student learning outcomes? SQ3

7. Tell me about the challenges of your experience with induction practices. How do you think these challenges affected your teaching pedagogy to achieve student learning outcomes? SQ4

    a. If you could make any changes, how would you design induction practices that rectify these challenges? SQ4

Appendix F

Recruitment Email

Dear recipient,

As a doctoral candidate in the School of Education at Liberty University, I am conducting qualitative research as part of the requirements for a Ph.D. degree in Instructional Design and Technology. The purpose of my research is to examine novice teachers' perceptions of the influence of induction practices on student learning outcomes. Induction practices include any training experiences during your first year of teaching that prepared you to achieve success with essential knowledge, resources, and relationships. I am writing to invite eligible participants to join my study.

Participants must be 18 years of age or older, teach at a public high school (grades 9-12) that is under the governance of Stark County's Educational Service Center, have three or fewer years of teaching experience, teach a class in a core content area (i.e. mathematics, history, language arts, or science), and teach a class that is tested at the end of the year by the state of Ohio, and received induction practices during their first year of teaching. Participants, if willing, will be asked to complete a 30-minute online questionnaire and take part in a 30-minute virtual, audio and video-recorded interview. They will then complete a 20-minute review of the virtual interview transcript. Participants may also be asked to partake in a 60-minute virtual, audio and video-recorded focus group discussion. If they complete the virtual focus group discussion, they will then complete a 20-minute review of the transcript. Hence, it should take approximately one and a half to three hours to complete the procedures listed. Names and other identifying information will be requested as part of this study, but the information will remain confidential.

To participate, please click here to complete the screening survey.

A consent document will be provided in a separate email. The consent document contains additional information about my research. If you choose to participate, you will need to sign the consent document and email it to me prior to receiving the online questionnaire.

Sincerely,

Thomas Betsa

Doctoral Candidate
School of Education
Liberty University