The perceptions of novice and veteran teachers on the role of the principal in the retention of urban novice teachers

Abstract
The purpose of this study is to identify the perceptions of novice and veteran teachers regarding the role of the principal in retaining teachers in the profession. Also, the research investigated whether and to what extent there are differences in the perceptions of novice and veteran teachers on the role of the principal in teacher retention. Participants for the study were selected from 15 elementary schools in an urban school district in the Southwestern part of the United States. The study included 270 novice and veteran elementary teachers who completed a Likert Scale questionnaire consisting of 23 questions. The study revealed that novice and veteran teachers believe principals play a key role in the retention of novice teachers. Specifically, the study revealed that teachers want to know the expectation of principals and their evaluation of them as a novice. In addition, they expect principals to play a major role in providing professional development support for teaching strategies, classroom management, and they expect continuous collaboration and encouragement. The results of the study revealed that there was not a statistically significant difference in the perceptions of the novice and veteran teachers in regards to the role of the principal and teacher retention.

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Citation
Teacher retention is a field of education research that focuses on how factors such as school characteristics and teacher demographics affect whether teachers stay in their schools, move to different schools, or leave the profession before retirement. The field developed in response to a perceived shortage in the education labor market in the 1990s. Teacher attrition is thought to be higher in low income schools and in high need subjects like math, science, and special education. More recent evidence As a novice teacher myself, I feel that my principal and administration took the time to assist me in understanding our school culture. Yet, many of my less supported colleagues have already changed schools, or are very unhappy with the teaching profession as a whole. – What can be done to help new and novice teachers? – What Leadership styles support new and novice teachers? 7 7 Statement of the Hypothesis Novice teachers face many difficulties their first years in the educational profession. Predictors of a teachers level of commitment include the perceptions of how their teaching will effect student learning and learning opportunities which include mentoring and other professional development opportunities (Rockoff, 2008, Rosenhotz, Simpson, 1990). Two more teachers had quit, I later learned, and he had re-quested four additional Teachers For Chicago interns to fill the many empty spots on his organizational chart. The school's first experience with the nine-year-old internship program would place interns in eight of his classrooms. The poor man looked beleaguered. Yet no teachers seemed to have been asked for insight on the group dynamic. At my children's public school, teachers met at the end of the school year to make their lists with an eye toward who worked well with whom and who needed to be separated. Near the end of the school year, the principal informed me that I would be teaching second grade the following year. I as-sured him I would do my best. I walked back to my classroom with conflicting emotions. @inproceedings{Redman2015SelfEfficacyAT, title={Self-Efficacy and Teacher Retention: Perception of Novice Teachers on Job Preparation, Job Support, and Job Satisfaction}, author={Suzanne F. Redman}, year={2015} }. Suzanne F. Redman. Published 2015. Psychology. dc.etsu.edu. Save to Library. Create Alert.