

MENTORSHIP MATCHING: AN EXPLORATION OF HOW MENTOR–MENTEE
MATCHING EFFECTS RESILIENCE, SELF-EFFICACY, AND ATTRITION IN
NOVICE TEACHERS

BY

KARRA JEAN GORDON

A dissertation submitted to City University of Seattle
in partial fulfillment of the requirements for the degree of
DOCTOR OF EDUCATION



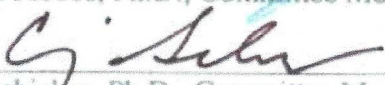

2021

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SIGNATURE PAGE

This dissertation has been examined and approved.

	11.15.2021
Sher Downing, Ph.D., Committee Chair	Date
	11.15.2021
Howard Jacobs, Ph.D., Committee Member	Date
	11.16.2021
Craig Schieffer, Ph.D., Committee Member	Date
	11.23.2021
Vicki Butler, Ed.D., Dean	Date

DEDICATION

This dissertation is dedicated to every young person who wants to make an impact in the world through teaching, my first mentor, Dr. Nicole Wahab, for inspiring and encouraging me, and my grandmother, Lee McCarty, who has believed in my journey and supported me every step of the way.

ACKNOWLEDGMENTS

The past 6 years have been filled with tears, frustration, excitement, growth, and learning. I could not have made it this far without my supportive and understanding husband who encouraged my dreams of becoming a doctor. Thank you for always giving me the benefit of the doubt and grounding me in what is important.

Thank you to my family and friends. My grandmother, who supported me while I pursued yet another degree. To my mom and sister for believing in me my whole life. For my nieces, I hope you can see this accomplishment in the years to come as a symbol of what happens when you trust in your dreams. My friends, Alanna, Victoria, and Hanah, your listening ears and reassuring wisdom helped more than you know. My mentors, Nicole and Natalie, I would not be the teacher I am today without your supportive guidance.

My chair, Dr. Sher Downing, who spent countless hours reading this dissertation, answering my questions, and providing empathy; this would not have come to fruition without you. Thank you to my dissertation committee, Dr. Howard Jacobs and Dr. Craig Schieber, for spending the time to help me in this journey. To Dr. Mary, thank you for your wisdom and candor. Dr. Rankin, I appreciate the stories you shared and the knowledge you imparted these past 6 years. Dr. Domingo, thank you for always helping me keep the end in mind and reminding me challenges are rewarding.

Finally, thank you to my students. It is for you I strive to make the world a better place. As you embark on your journeys, always remember the words of John F. Kennedy, “every accomplishment starts with the decision to try.”

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ABSTRACT

Attrition rates, or the number of individuals who leave the teaching profession, have been a continuing problem nationwide with novice teachers (i.e., those in their first 5 years of the profession) creating fiscal and educational hardships. The purpose of this qualitative study was to examine the ways veteran and novice teachers are matched during the mentoring process of induction programs. Mentors are veteran teachers who are matched with a novice or new teacher to assist in the process of professional acclimation. The principal theoretical frameworks guiding this study are those of mentor matching and mentor effectiveness. This research study used qualitative methodology and a phenomenology design to explore the phenomenon of mentorship in the scope of induction programs. The fundamental components of this study can be found in the research questions, which examined the novice teachers' experiences with their mentors, the novice teachers' perceptions of self-efficacy as a teacher, and whether the novice teachers intend to stay in the teaching profession. The population of this study consisted of 43 teachers in District V, located in California, who completed the induction program. The researcher attempted to use proportional stratification sampling; however, certain limitations led to the sample consisting of all 11 teachers who responded to an initial survey. Data were collected through semistructured interviews and then analyzed using the thematically based process of coding. Six common themes including induction program components, realistic perspectives, mentor characteristics, genuine connection, empathy, and validation were identified. The mentorship in District V's induction program did not impact novice teachers' desires to stay in the profession; however, it did positively impact the mentees' perceptions of self-efficacy and resilience.

CHAPTER 1: INTRODUCTION TO THE STUDY

Novice or new teachers often experience adversity, resulting in many leaving primary and secondary education at alarmingly high rates. Several agencies, such as the Learning Policy Institute, have researched teacher shortages and their impact. Carver-Thomas and Darling-Hammond (2017), as a part of the Learning Policy Institute, asserted the turnover or attrition rates of teachers in the United States are 15%–20% annually. This number more than doubles for novice teachers in certain areas or states. Looking beyond national teacher shortages profession-wide, other researchers such as Smith and Ingersoll (2004) specifically examined the novice teacher population (i.e., those with less than 5 years of experience). Smith and Ingersoll (2004) determined the rates of attrition are even higher in the new teacher population, proclaiming, at times, 50% of novice teachers leave the profession. In California, attrition has created an educational crisis ranging from monetary hardships to the lack of properly prepared teachers hired out of necessity. These impacts affect not only the profession but also the school districts and children they serve. The average school district spends \$20,000 or more to hire and train a new teacher; furthermore, the larger class sizes, lack of course diversity, and underprepared teachers all negatively impact the educational system of California (Darling-Hammond et al., 2016). Due to this growing crisis, California legislators have taken steps to combat growing teacher shortages.

As a solution to growing rates of attrition, many states have introduced induction or new teacher programs to help ease novices from preservice or university preparation programs to in-service or classroom teaching. These induction programs, put in place by state governments, have been seen as supportive measures to help lower attrition rates of

novice teachers. Bowsher et al. (2018) and Warsame and Valles (2018) stressed the importance of induction programs, stating because these programs became mandatory for 1st-year teachers, the percentage of attrition has decreased dramatically. Bowsher et al. (2018) also discussed the fact teachers who received support early on in their careers were likely to be more effective than those teachers who did not receive support. The success of these induction programs comes through a variety of structural supports such as professional development, mentoring, coursework, reflection, and peer discussion, all of which Warsame and Valles (2018) examined. Induction programs in the United States that use multifaceted supportive measures, specifically the use of mentors, help novice teachers successfully transition, making them more likely to continue in the profession (Warsame & Valles, 2018). Because mentoring is a pivotal component of induction programs, the area of mentorship itself should be readily examined.

Mentoring is the act of training or advising a less-experienced person to help them in the process of acclimating to a job or company (Kram, 1983). Educational leaders use mentoring to help in the transitional process between preservice coursework to full-time classroom teaching. This transitional process (i.e., induction programs) has been implemented to help novice teachers feel supported in the profession, making them less likely to leave. Based on the data from the 2011–2012 Schools and Staffing Survey (SASS), Bowsher et al. (2018) asserted those novice teachers who receive support (e.g., mentoring) are more likely to remain in the profession. Many states, including California, modified their induction programs to be mentor-centered, making this support the cornerstone of their induction program. Darling-Hammond et al. (2016) also used the SASS data to discuss how the use of mentorship in California induction programs is

successful in building connections, confidence, and leadership in novice teachers. There are two types of mentorship, both formal and informal; however, the necessary supports found in most induction programs are those of formal mentorship. Formal mentorship is a structured, goal-oriented approach in which mentors or veteran teachers are paired with mentees or novice teachers. According to Warsame and Valles (2018), this relationship generates positive results for the novice teacher if it continues for at least 2 years and if the mentor–mentee relationship is positive. With mentorship being the cornerstone of California’s induction program, an examination of the mentor–mentee matching process is crucial to determine if the methods being used lead to effectual relationships that decrease attrition.

Mentorship, as a key component of induction programs, can positively affect attrition rates as long as the mentor–mentee relationship is positive. Research into specifics on how and why mentors and mentees have been matched is minimal. However, Gordon and Lowrey (2017) and Lozinak (2016) agreed these relationships were an essential component in lessening novice teacher attrition. According to Lozinak (2016), how mentors and mentees were paired significantly impacted the overall success of a novice teacher. If the novice teacher did not receive positive support from their mentor, the lack of support had adverse effects as to whether the novice teacher wanted to continue in the profession (Lozinak, 2016). Furthermore, the process of pairing mentors and mentees, which did not result in a cohesive, positive relationship, led to a decrease in the level of self-efficacy and desire of novice teachers to stay in the profession (Gordon & Lowrey, 2017). An examination of how mentor–mentee matching is conducted could help determine current and future practices for pairing that may help strengthen this

component of induction programs. With mentorship and the relational supports provided by mentors, how mentors are chosen for specific mentees should be an area of importance when exploring its impact on attrition rates, self-efficacy, and resilience in novice teachers.

The purpose of this study was to examine the lived experiences of teachers in District V who completed the district's induction program, of which mentorship was a key component. District V is a true school district located in California; however, there is no district of this name; it is a pseudonym used specifically for this study. This study aimed to identify the process of how districts match novice teachers with their mentors and whether these matches led to positive outcomes such as resilience, self-efficacy, and lessened attrition. The focus of this study was novice teachers in their 4th or 5th year of teaching, all of whom had completed District V's induction program in Riverside County, California. Teachers who met these criterion were sent an email (a) asking them their current status in teaching, (b) verifying the years spent in the induction program, (c) making sure they received mentorship of some kind while in the program, (d) asking if they would be willing to be interviewed, and (e) clarifying the parameters in which they were matched. Specific survey questions used in the process of attempting to create a proportional stratified sample can be found in Appendix A. Based on survey responses, 11 teachers were chosen for interviews due to the limited number of responses from the 43 members of the population. The initial use of proportional stratification sampling was not able to be used by the researcher due to the limited population and the COVID-19 pandemic, both of which impeded the ability of the researcher to find participants. Data

was collected on mentor matching, novice teacher resilience, teacher self-efficacy, and new teachers' overall desire to stay in the profession.

The thorough examination of novice teachers' lived experiences in District V's induction program to evaluate its supportive structure of mentorship lent itself to a phenomenological study. The lived phenomenon of mentorship matching was explored through the collection of qualitative data. This study used semistructured interviews with a group of preset questions and additional, unsolidified questions posed throughout the interview to gain thorough knowledge on teachers' lived experiences. See Appendix B for preset questions for the interviews. The data was then analyzed for certain thematic attributes in the process of coding. The thematically coded data was used to determine how mentorship matching in District V could be made more effective. Overall, this study aimed to determine if mentor-mentee matching in District V's induction program seemed to affect novice teacher attrition, resilience, or overall satisfaction with the profession.

Study Background

Mentorship has been an area of interest for researchers, program leaders, and administrators alike, mostly due to its widespread use in professional communities. Mentoring has a long-standing history, dating back to the early 5th century, in which philosophers such as Socrates mentored Plato, and, in turn, Plato mentored Aristotle (Vierstraete, 2005). Mentoring has changed over time, but it is still a useful tool to help people assimilate into their careers. Lamm et al. (2017) examined mentoring as a supportive measure in providing career advice and opportunities through skill development in an array of professions. Historically, mentoring has been seen as an apprenticeship between a protégé who was being taught by a more experienced person to

take over a business or to continue a body of work the mentor would not complete due to death or retirement (Lamm et al., 2017). As time progressed, however, mentorship has taken on a wide variety of definitions and implementations throughout personal and professional communities. Haggard et al. (2011) discussed conflicting ideas and changes mentorship has endured, stating the most important thing is to first determine the definition of mentorship in the context of the community in which it is used. In the case of this study, mentorship was examined in the confines of induction or new teacher programs. Mentorship in education is the relationship between one teacher, generally a novice or new teacher, and a veteran or experienced teacher (Smith & Ingersoll, 2004). Mentoring, as a component of induction programs or independently from these programs, can have positive effects on novice teachers' resilience, self-efficacy, and desire to stay in the profession.

Mentorship can be used in a variety of forms in education, both formal and informal. In the teaching profession, informal mentorship, or when one teacher seeks out another and support is given inadvertently, is used more often than formal mentorship, which is a construct of the organization and is generally goal-oriented (Gordon & Lowrey, 2018). Mentoring can take both forms and each one has significant benefits. Regardless of which type of mentorship a teacher employs, they each have the same core principles. According to Haggard et al. (2011), at the heart of all mentoring relationships are the aspects of reciprocity, developmental benefits, and consistent interactions. The constructs of mentorship in the teaching profession provide an understanding of how it is used; however, the reasons for and benefits of its use are also of value.

The goal of using mentoring in education has always been to give support to individuals who seek it or seem to be in need. Informal mentoring has been around for those teachers who seek it and need support for a variety of reasons; however, as the attrition rates of new teachers increases, many organizations have looked toward mentorship as a solution. Vierstraete (2005) claimed nearly 30% of all novice or new teachers leave the profession in the first 5 years, mostly due to the lack of support they feel in the profession. With such a high percentage of attrition, educational organizations have begun to examine potential supportive measures that would decrease novice teacher attrition. Mentoring, an aspect of support being used informally, seemingly allowed novice teachers to gain skills and confidence during the transition into their new careers (Vierstraete, 2005). As such, the use of formal mentoring may provide the necessary supportive measures for novice teachers. In addition to Vierstraete, Gordon and Lowrey (2017) cited mentoring as a supportive measure that positively impacts novice teachers and should be used to lessen attrition rates. To harness the power of mentoring, educational organizations and lawmakers have begun to embed this support into the state-mandated induction or new teacher transitional programs.

Pairing a less-experienced novice teacher with a veteran mentor teacher who can offer support during the transitional phase is a cornerstone for many states' induction programs. California, the state with the largest number of school-aged children (5 to 18 years old), has the most challenges due to high rates of novice teacher attrition. Darling-Hammond et al. (2016) ascertained the state of California suffers the most devastating losses when teachers leave the profession, including an average higher than the rest of the nation, with 8.5% leaving the profession each year, a staggering 24:1 teacher-to-student

ratio in the classroom, and significant teacher shortages in counties of denser higher-risk populations. With these higher statistics and a larger population of students, California is in a precarious predicament when it comes to solving the issue of novice teacher attrition. As such, California's Office of Education instituted induction programs in 1992 (Lovo et al., 2006). In these mandated programs, mentoring is an imperative part. The supportive measure of mentoring is a favored element in induction programs across the nation and is the cornerstone of California's induction programs (Darling-Hammond et al., 2016; Lovo et al., 2006). The mentor-mentee relationship in the induction program is paramount to the successes of novice teachers; therefore, how these relationships occur is an area of interest.

Historical Background

Novice teacher attrition rates, or the number of new teachers who leave the profession, have consistently been an area of concern. Dating back to the early 1980s, national attention concerning the current state of the educational system shifted to the growing number of teachers leaving the profession (Ingersoll, 2001). The concern over shortages has been a subject of discussion, leading to the creation of SASS by the National Center for Education Statistics in 1987 (Ingersoll, 2001). The data collected in subsequent years led to the truth about the growing attrition rates. Research delineated through Ingersoll (2001) and Smith and Ingersoll (2004) showed a pattern of attrition rates as high as 50% in the late 1990s and early 2000s. Furthermore, Carver-Thomas and Darling-Hammond (2017) used the SASS data from 2012 and 2013, the most current data source, for their research into teacher turnover, concluding teacher turnover among beginning- and mid-career teachers has caused a significant strain on states, districts,

schools, and students. To lessen the impact of growing attrition rates and to create effective educational systems, California implemented induction or novice teacher programs to provide supportive measures during the initial transition into teaching.

The complexities in induction programs in California can be overwhelming and convoluted due to the autonomy districts and counties have in the creation of these programs. Lovo et al. (2006) described the ever-changing landscape of California's induction program from its inception in 1992 based on legislation passed in 1988 to 2005 when Beginning Teacher Support and Assessment (BTSA) was transformed into induction. The programs in California were initially designed due to legislation that came about when research found new or novice teachers tend to need more support in their formative years in the classroom. The creation of BTSA was intended to smooth the transitional process into the classroom while also decreasing the attrition rates of novice teachers (Lovo et al., 2006). The transformation from BTSA to induction also came with parameters, making the 2-year, standards-based program a mandate for all new teachers who aspired to earn a permanent teaching credential. To complete the program and obtain a clear credential, individuals must complete the mandated curriculum prescribed by their authorizing provider that assesses the novice teacher's understanding of the California Standards for the Teaching Profession (CSTPs; Lovo et al., 2006). However, induction programs are not simply coursework but also contain other useful components such as mentoring, professional development, self-reflection, and collaboration to decrease attrition rates in novice teachers.

Since its implementation in 1992, induction, formally known as BTSA, has positively impacted attrition rates. Nationally, 8% of teachers leave the profession each

year; of that percentage, 31% leave the profession instead of taking a sabbatical or moving schools or districts (Carver-Thomas & Darling-Hammond, 2017). The percentage of teachers who leave have done so due to job dissatisfaction; however, those teachers who stay have noted the support offered by their induction program as being one of their main deciding factors (Kang & Berliner, 2012). Many novice teachers who have chosen to stay past their formative years have noted the supportive measures in induction programs such as collaborative time, mentorship, and professional development as the main reason (Carver-Thomas & Darling-Hammond, 2017). The positive outcomes that have come from the implementation of induction programs have not solved the problem of attrition completely. The components of induction programs that have generated successes in terms of decreased attrition need to be examined individually to determine which has the most significant impact on the novice teacher's reason to stay.

Several underlying factors create success in the induction program: mentorship, professional development, collaboration, and skill-based coursework. These factors positively influence the problem of novice teacher attrition; however, it is unclear as to which one has the most positive impact and how these components can be made more effective. Gordon and Lowrey (2017) studied the different components of induction as they relate to beginning teacher turnover rates, noting the use of mentorship and participation in collective activities as being the most influential. Mentoring, when used in an induction program, can be an effective support structure to help lessen novice teacher attrition. In the induction program, mentorship is a key component, but the overall effectiveness and influence on attrition rates must be studied further.

Current State of the Field in Which the Problem Exists

The field of teaching comes with certain trials and tribulations different from those of other careers. If novice teachers are ill-equipped to handle the challenges of teaching, they are more likely to leave the profession early on (Bowsher et al., 2018). Because the reasons for leaving the profession are vast and vary, the implications for the students, districts, counties, and states can be detrimental. Bowsher et al. (2018) found teacher turnover was problematic for student and school success. In the 8% of teachers who leave the profession yearly, over a quarter of them choose to move to another career, forcing school districts to spend tens of thousands of dollars to hire and train new teachers (Carver-Thomas & Darling-Hammond, 2017). Attrition has negative impacts on districts not only monetarily, but educationally as well.

The fiscal impact on the state or district is often the cause for funding decreases in classrooms. Attrition rates negatively impact funding at the district, county, and state levels, lessening the funds flowing into the classroom, which provides supplies, programs, and classes for students. Bowsher et al. (2018) and Carver-Thomas and Darling-Hammond (2017) both asserted funding taken away from the classroom to hire and train teachers has caused a decrease in educational continuity for those students. When funds are not used in the classroom, teachers are limited in the resources needed to educate students effectively, creating gaps in the students' education. In most cases, attrition rates are higher in the districts that generally tend to be the most underprivileged in terms of funding and adequate resources to begin with. Attrition rates in urban areas with low socioeconomic statuses tend to be highest (LoCascio et al., 2016). Attrition

creates educational inequity across districts and states. Some states, however, are burdened with higher attrition rates, leading to an increase in educational ineffectiveness.

Nationally, teacher shortages have created financial hardships and problems with equitable education, but no other state is as negatively impacted as California. The past decade, beginning in the late 2000s, has created a record low for teachers entering and staying in the profession, showing a trend worse than the national average (Guha et al., 2017). These shortages have forced California to allow alternative methods of credentialing. These methods, such as emergency or provisional credentials, do not require the same rigorous preparation as that of traditionally prepared teachers, creating a higher risk for those individuals to leave the profession early on (Darling-Hammond et al., 2016). The increasing numbers of novice teachers entering teaching without proper training have created a disjointed educational system that hurts students in those classrooms. Guha et al. (2017) asserted hiring underprepared teachers created more issues for the district due to their attrition rates being significantly higher than their prepared counterparts. In this scenario, everyone loses; the district pays more money, student achievement suffers, and the school's effectiveness diminishes. Furthermore, the student's right to a comprehensive, competitive, and effective education is damaged when teacher turnover is too high. The current state of high novice teacher attrition rates and their negative effects create an area of need to determine solutions for lessening attrition of novice teachers who demonstrate resilience and self-efficacy.

Deficiencies in the Evidence

Isolation, lack of skill set, and inexperience have plagued 1st-year teachers, making them less effective in the classroom (Arnup & Bowles, 2016). With these

challenges, many programs, such as induction, have been created to help transition these novice teachers and foster feelings of self-efficacy in a classroom. The aim of these induction programs, which use pedagogy, self-reflection, and mentorship, is to help novices gain self-efficacy. Smith and Ingersoll (2004) were the first researchers who discussed the use of induction programs as a way to lessen teacher attrition and increase the total number of high-quality teachers. Additionally, many other researchers agreed the induction programs have lessened attrition in novice teachers who show resiliency and self-efficacy. Berg and Conway (2016) deemed mentorship as the key component of induction programs, even though mentoring is not without its flaws. As mentoring is seen as the crux of induction programs in lessening attrition, many questions surround this particular support. The main challenge to mentoring effectiveness is how mentors and mentees are matched.

The lack of a clear, concise matching technique was also discussed by Lozinak (2016), who suggested the quality of the mentor–mentee pair had a significant impact on the novice teachers. With mentorship being primarily about relationships, it is essential this relationship is reciprocal and leads to positive collaboration during the induction process. Dağ and Sari (2017) further emphasized Lozinak’s (2016) assertion that with the relationship being the main component of the mentor–mentee relationship, a strong, thoughtful match should occur. Many school districts or home offices of education do not have any mentor matching processes. Due to the lack of processes, productive matches may not occur, potentially hindering the ability of the novice to work effectively. Mentorship and induction programs have been around for decades; however, a

comprehensive examination of the historical premise, issues surrounding attrition, and areas of need in terms of future research is assessed in Chapter 2.

Problem Statement

Nationally, teacher attrition rates are highest among novice teachers with less than 5 years of experience. Smith and Ingersoll (2014) asserted the rates of novice teacher attrition can be as high as 50%. The general problem is the attrition rate of novice teachers. Teacher shortages in California specifically have created problems, leading to a lack of effectiveness in the educational system. Every year in California between 7%–17% of all novice teachers with less than 5 years of service will leave the profession (Carver-Thomas & Darling-Hammond, 2017). These attrition rates have created a teacher shortage problem, effectively burdening the educational system as a whole. Most novice teachers, according to Vierstraete (2005), have cited the lack of support as the primary reason for leaving the profession. As a solution to this general problem, many states such as California have implemented programs aimed at lessening novice teacher attrition rates.

California's Department of Education implemented novice teacher programs known as induction (e.g., a novice teacher is paired with a veteran teacher to engage in mentoring) to combat the growing problem of teacher attrition rates and their impacts (Lovo et al., 2006). In California, school districts are responsible for creating and implementing teacher induction programs that use mentoring as a supportive tool. Through the autonomy given to school districts to create induction programs and mentoring support, the consistency of how mentoring occurs is lacking. More specifically, the quality and way mentors and mentees are matched vary greatly in each

program. Lozinak (2016) determined the criteria used to match mentors and mentees could adversely affect the skills and outcomes of novice teachers' careers. The specific problem is how mentors and mentees are matched and the impact matching practices have on lessening novice teacher attrition. The focus of this study, District V, has its induction program and mentoring; however, there has never been a thorough examination of how effective the mentor matching process is on lessening attrition, creating resilience, and strengthening self-efficacy in novice teachers.

Audience

In California, induction programs that use mentoring as a supportive tool are a way to lessen novice teacher attrition rates. This supportive measure, however, is not without its flaws, one of those being how individuals are matched. The specific problem in District V's induction program is there has been no research completed to determine if the techniques used to create the mentor–mentee relationship are sufficient. Dağ and Sari (2017) described the importance of thoughtful matches between mentor and mentee, discussing the harm that could occur if these matches are ill-conceived. If the issue of mentor–mentee matching is not explored, the students and districts will be most negatively affected. Guha et al. (2017) described the damage novice teacher attrition rates can have on students and districts, citing low student achievement and high district spending due to hiring and training. Without examining the problems that lead to poor mentor–mentee matches, the negative impact on students and districts cannot be solved. The goal of this study is to learn if the current ways mentors are matched with their mentees in District V have any significant impact on a novice teacher's perception of resilience, self-efficacy, and the teaching profession, all of which would increase student

achievement and lessen district spending. The benefits that come from a potential solution to the issue of mentor matching practices will not only be useful in District V itself but can also potentially benefit the students and other programs in the state of California.

Specific Leadership Problem

The issues surrounding whether or not current matching techniques lessen attrition and increase novice teachers' resiliency and self-efficacy is a multitiered leadership problem. This problem exists in the confines of state, district, and individual leadership. California's Department of Education designed beginning teacher induction programs in 1992, after legislation was passed, showing the need for novice teacher support (Lovo et al., 2006). With the creation of these programs, the educational leadership of California sought to lessen attrition rates; however, how these programs were to be implemented was not clear. Without clarity from state educational leaders, the districts then obtained the burden of setting up and implementing these programs. In specific counties such as Riverside County, where District V is located, the problem has been amplified due to the third-highest teacher shortage rates in the state (Mitchell et al., 2017). District V has implemented their induction program based on the loose standards set by the state's educational leadership; however, without an examination of this program and their processes, specifically those on mentorship matching, it cannot be determined whether or not the district is successfully lessening attrition rates. The leadership in District V, specifically those in charge of the induction program, should examine the practices for mentorship matching to ensure best outcomes in terms of lessening attrition and instilling resilience and self-efficacy in novice teachers. However,

the district leadership in charge of the induction program is not the most important tier of leadership involved in the problem of mentorship matching because the relational aspect between the mentee and their mentor leader is constructed after the match takes place.

Mentors are leaders through the way they guide, support, and help others. Burns (1978) deemed transformational leaders as those who lead their followers to achieve change and become leaders themselves. Mentoring is a form of transformational leadership. The veteran teacher mentor is the leader who guides the novice teacher to achieve resilience and self-efficacy while becoming a leader in their classroom. As leaders, mentors are charged with the task of instilling the qualities of leadership through the relationship they forge with their mentees, passing along knowledge to create success (Scales & Rogers, 2017). Mentorship is a positive and necessary component of induction; therefore, how pairing occurs must be examined to determine the impact on novice teacher self-efficacy and resilience. The leadership problem in terms of mentorship is whether or not the mentor leader is the best fit for the novice teacher. If the two do not create a pivotal relationship, or if they face problems being at different school sites or teaching different subjects, the novice teacher will not be successful. A study of how mentors and mentees are matched and their successes in District V helps solve the issue of how mentors can be leaders in the mentor–mentee relationship. Furthermore, this study could help with the district-wide issue of mentor matching, allowing the program leaders to determine whether or not current techniques are successful in lowering attrition and creating resiliency and self-efficacy in the novice teacher population. The leadership in the state is also advanced, having new data to start the conversation on statewide mentor matching techniques that could enhance all of California’s induction programs.

Purpose of the Study

The purpose of this qualitative study was to explore the perceptions of mentor–mentee matching techniques in District V’s induction program through the lived experiences of 4th- and 5th-year teachers. The goal was to understand if the current matching system lessened attrition and assisted teachers with resiliency and self-efficacy. The focus of novice teacher perspectives on how they were matched allowed for an exploration of current matching techniques and examined whether, according to the novice teachers, those techniques helped them develop the feeling of self-efficacy in the classroom. The data helped determine the appropriateness of current mentor–mentee matching to add validity to the induction program in District V.

The data collected in this study allowed the researcher to examine the novice teachers’ perceptions of the matching process and the mentor–mentee relationship as it pertained to teachers’ thoughts of resilience, self-efficacy, and desire to stay in the teaching profession. To effectively understand these perceptions, teachers in their 4th or 5th year who had gone through the District V induction program were asked a variety of questions to determine whether they were matched with a mentor they believed helped them become a lifelong teacher who has resilience and self-efficacy. This research examined the matching practices used in District V while focusing on what procedures can be implemented to create richer mentoring relationships and outcomes. The results of this study contributed to an understanding of how matching occurred, successes and failures of District V’s matching techniques, and if the mentor–mentee relationship had adverse outcomes on resilience, self-efficacy, and attrition.

Methodology and Research Design Overview

The problem this study attempted to address was if the mentoring experiences of novice teachers in District V's induction program led to lower attrition rates and more instances of creating resilience and self-efficacy. To collect data from individuals about their experiences, a qualitative study was conducted. Qualitative studies allow researchers to obtain a vast, rich understanding of what is occurring in a specific field of study. In this case, assessing mentorship matching techniques and their usefulness lent itself to a qualitative study and allowed for all parties involved to share their experiences while giving the researcher the ability to thoroughly examine all aspects involved in matching. Phenomenology, the study of an individual's lived experiences, allowed the researcher to create an explanation of a specific phenomenon; in this case, the use of mentorship during induction (Moustakas, 1994). Through the collected lived experiences, authentic data could be retrieved in the process of examining mentorship matching and its usefulness in helping novice teachers stay in the profession.

The population of this study was initially 4th-year teachers who are currently teaching in District V and were also a part of District V's induction program. Fourth-year teachers were chosen because they have completed induction, have had 1 full year of teaching experience outside of their induction program, and are 1 year away from their 5th year, when many teachers choose to stay or leave the profession of teaching. Due to some limitations, however, the population had to grow to also include 5th-year teachers. The population of District V's inductees is limited due to the fact it is only one district. Additionally, the COVID-19 pandemic created several additional hardships for teachers, making it difficult to receive participation from the already narrowed 4th-year population.

Adding 5th-year teachers allowed the researcher to examine more of the reasons teachers stay in the profession because 5th-year teachers have the highest attrition rates. The first step in the process of narrowing the population to an adequate sample was through email communication and outreach to all 4th- and 5th-year teachers who completed District V's induction program. The names and email addresses were obtained by contacting District V's human resources department. Each individual on the list was sent an email with a simple survey asking about their current teaching status, if they participated in the program being assessed, if they participated in mentoring, some of the parameters of their mentoring experiences (e.g., similar sites, grade levels, content areas, if they had the same mentor both years), and if they were willing to be interviewed. Based on the answers to this email survey, the researcher then created the sample. Of this population, all 4th- and 5th-year teachers who participated in District V's induction program and answered the email survey, 11 individuals were selected. The initial design of this study was to use a proportional stratified sampling technique. A stratified sample is one that illustrates subgroups to allow for comparisons (Punch, 2006). Stratification sampling would have allowed the researcher to choose a sample size between 10 to 15 individuals that would have a proportional number of participants representing the subpopulations of different mentor–mentee matching techniques, including school site, grade level, and subject. Essentially, the researcher would have chosen candidates based on the parameters of their mentoring experiences to examine any impact matching techniques had on novice teachers' experiences; however, due to a limited population and the COVID-19 pandemic creating difficulties in finding participants, the researcher

simply used the 11 survey responses they received as the sample. The chosen participants received an additional email requesting an interview.

The interviews occurred through the video communication tool Microsoft Teams due to the COVID-19 pandemic. The research questions were the basis of the interview; however, the researcher was not limited, as the data was collected through a semistructured, adaptive method. The interview process allowed the participants to answer the research questions, but also allowed the researcher to ask additional questions based on the interviewee's responses. Therefore, the researcher was more likely to obtain the true perspectives and lived experiences of participants. The interview questions that were aligned with the research questions and asked of all participants can be found in Appendix B. Using an adaptive, semistructured approach to the interview provided an abundance of data and allowed for a richer, robust analysis.

Data analysis occurred through the process of transcribing the semistructured, individual interviews. Interviews were recorded through the use of Microsoft Teams, which allowed for the researcher to ensure adequate, accurate data was collected. The audio recording was then transcribed through the automatic caption component found in Microsoft Stream. After transcription, qualitative content analysis occurred to examine the data. Schreier (2014) defined qualitative content analysis as a way to code data to determine like themes of interest. The common themes that the research thought may be present in the data were mentor matching, resilience factors, feelings of self-efficacy, and possible attrition. These thematic areas of interest were the foundations of the research questions and the data collected was delineated into these categories. The analysis process, using themes and coding, helped focus the research, showing both positive and

negative aspects of mentorship. A detailed discussion of the methodology of this study can be found in Chapter 3.

Research Questions

This phenomenological study allowed the researcher to collect data, through the lived experiences of novice teachers, about the effectiveness of current mentor matching techniques as they relate to an individual's perception of resilience, self-efficacy, and staying in the teaching profession. In this pursuit, there were four primary research questions that were answered through semistructured interviews. The data collected was examined by the researcher to study whether the phenomenon of mentorship matching was a way to decrease novice teacher attrition rates.

- Research Question 1: How has the mentorship, received as a part of District V's induction program, impacted individuals' lived experiences and perceptions of the teaching profession?
- Research Question 2: How did the relationship with participants' mentors, during the induction program in District V help them determine if they were going to continue in the profession lessening attrition?
- Research Question 3: How did the participants' matched mentors affect their perception of resilience or the ability to overcome obstacles in the teaching profession?
- Research Question 4: How did the mentor–mentee relationship experienced in the induction program impact each individual's perception of self-efficacy as a teacher?

Study Limitations

This phenomenological qualitative study, in its design and methodological basis, is not without flaws. Qualitative methodology and phenomenological designs often come with limitations, including the sample size, data collection, and analysis of the data (Lincoln & Guba, 2013). The sample of this study consisted of 11 participants who were interviewed about their experiences in a singular program. Qualitative studies, such as this one, include smaller sample sizes due to the length of the data collected. Due to this small sample, the methodology and design create a lack of validity. The study sample size of 11 participants from the same, singular program prevents generalizability to other programs and populations. The sample limitation prevents the findings from adequately representing the rest of the induction programs in California and appropriately representing other novice teachers' experiences with the phenomenon of mentorship matching. The experiences from the participants themselves also created an issue in design. Lincoln and Guba (2013) asserted the flaw in observing human behaviors that are shared constructions lies in the fact that these behaviors cannot be determined to occur to all. The design of this study, phenomenology, only observes the behaviors of 11 participants, preventing the findings from being generalized to all novice teachers in California. Furthermore, limitations in the collection of interviews could be insufficient if restrictions such as time and location occurred. The use of electronic interviews created difficulties, as the lack of being able to see valuable, nonverbal cues and some individuals potentially not being as honest in their interview, limited the data's validity. Qualitative methodology, used in this study, also created a limitation in the data analysis process. Thematic coding could have allowed for the researcher to inadvertently impose their own

bias on the findings. The qualitative researcher is the primary instrument through which the data are coded, opening the possibility for the researcher to impose their prejudices (Creswell & Poth, 2018). The researcher's analysis of the data, which are lived experiences of individuals, cannot be generalized due to validity issues. Beyond the limitations imposed by sample size, data collection, and data analysis, there were several delimitations imposed by the researcher in this study.

Study Delimitations

Researchers must impose boundaries that allow for the study to occur, but can negatively impact the findings. These boundaries are known as delimitations. California has thousands of induction programs; however, only the program in District V was used, creating a geographical boundary. This geographical boundary negatively impacted the study's findings in terms of generalizability to the whole state. The induction program in District V is also familiar to the researcher, who knew the variety of matching techniques would create diversity in participants. The population and subsequent sample were also delimitations set by the researcher. Using only 4th- and 5th-year teachers did not account for any other teachers who completed the program, specifically 3rd-year teachers. The researcher established the delimitation on the years of teaching because the researcher wanted a sample of teachers who have taught at least 1 year without the support system provided by the program or a mentor. The delimitation associated with the proportional stratified sample came from finding a diverse group of individuals who experienced different mentor matching techniques (e.g., having someone who did work at the same school or someone who did not teach the same subject). The variety of the sample allowed the researcher to potentially draw connections on how these different techniques

impacted the novice teacher's feelings of self-efficacy and resilience and whether they would continue in the teaching profession. Each delimitation imposed by the researcher was done to allow for the study's purpose to be adequately addressed. Any potential negative impacts from the limitations and delimitations of this study were addressed during data analysis, and recommendations were made for further studies. The findings and results of this study may not necessarily generalize to other subjects, locations, or future time periods.

Definitions of Key Terms

This study includes some terms that may need to be delineated to be able to adequately understand the research results. The following key terms and their definitions provide context and clarity for readers as to the meaning of the terminology used in this study.

Attrition

The term attrition is often used in its denotative form: the gradual reduction of the effectiveness of something. This definition, though helpful, is very different than what makes sense when describing the movement of novice teachers. Attrition is the movement of teachers out of teaching for a variety of reasons such as retirement, involuntary turnover, voluntary movers, and voluntary leavers (Carver-Thomas & Darling-Hammond, 2017). This term encompasses different reasons for leaving the profession; therefore, it was narrowed specifically for this study. Leaving the teaching profession voluntarily for any reason other than retirement is the definition used in this study.

Induction Program

Since the early 1990s, California decided novice teachers needed additional support when moving from a preparation program to being full-time teachers. Thus, programs were put into place to help assist these novice teachers. The idea surrounding the induction program was to provide support through social interaction. According to Hellsten et al. (2009), induction has been seen as a process of socializing new teachers to get them acclimated to the culture and profession of teaching. This program has been aimed at helping novice teachers by providing comprehensive professional development that would aid in the transitional process between pre- and in-service teaching (Hellsten et al., 2009). The definition of an induction program used in this study is a program that meets the state of California's credentialing requirements, uses mentors for socialization, and provides professional development to novice teachers as a way of supporting the transition from preparation program to becoming a full-time teacher.

Mentor

The term mentor was first described in the *Odyssey* when Homer chose this name for a character who helped teach what he had learned in life to others. Before Homer's use of the term mentor, there were many examples of mentorship; however, it had yet to be defined as a key term. Mentor has been an evolving term; it has changed and adapted over time based on its usage. This study about the mentorship process created a need for a firm, denotative meaning. Gholam (2018) used this term to describe teachers with more experience who worked with beginning teachers in their early years in the classroom. The term mentor is used in this study to describe a veteran teacher who has worked for 5 or more years in the classroom setting and has applied to help teachers who are new to the profession.

Mentoring

Veteran teachers often create cooperative, working relationships with novice teachers as a part of induction programs. This type of relationship is known as mentoring; however, it is a broad term that often needs to be clarified. Most researchers agree mentoring is a relational process in which skills are harnessed and applied. Castanheira (2016) described mentoring as an approach to long-term professional development in a relational setting. Furthermore, Dağ and Sari (2017) discussed mentorship as the partnership between a veteran and novice in an occupational setting to develop individual skills. Gholam (2018) echoed both Castanheira (2016) and Dağ and Sari (2017) and added to their works, describing mentoring as a form of relational guidance for self-reflection and professional development. This study uses a compilation of these meanings, defining mentoring as the professional development process in which a veteran teacher partners with a novice teacher to create a relationship that will help foster the novice teacher's ability to self-reflect and develop the perception of self-efficacy in the classroom.

Mentor Matching

The partnership between a novice and veteran teacher is known as the mentor relationship. One essential component of this study is how the mentor–mentee relationship is formed. Understanding the formation of the relationship can only be achieved with a solidified definition of mentor matching; therefore, as per Lozinak (2016), mentor matching is the pairing process. Mentor matching is the process of pairing a veteran mentor teacher with a novice mentee teacher to create a supportive relationship.

Novice Teacher

Beginning teachers often struggle when moving from a preparation program into the classroom. These beginning teachers (i.e., in their first 5 years of teaching) are known as novice teachers (Gholam, 2018). Beginning teachers are those who often face numerous challenges when transitioning into the classroom setting from a teacher education program. In this study, novice teachers were all in their first 5 years of teaching, currently in or had completed a teacher preparation program, and transitioning into the classroom setting.

Perception

Perceptions of an individual's lived experiences were the primary focus of this phenomenological study. As such, a functional definition of perception is necessary. Husserl (2017) defined perception as the distinction between what is beyond the range of physical experience and what is imminent or currently existing. The essence of this term refers to the lived, physical experiences of an individual that are occurring or have occurred. In the context of this study, the lived experiences or perceptions of study participants were the basis for the data collected.

Preparation Program

Teacher preparation programs are educational programs entered into after a bachelor's degree has been earned by individuals who wish to become teachers. Darling-Hammond et al. (2016) described the fact enrollment in teacher preparation programs has significantly declined, leaving many new teachers underprepared. Teacher preparation programs, or university-based programs that educate novices on the tools for teaching in a classroom setting, must be adequate to be useful (Darling-Hammond et al., 2016). A university-based program that instills the tools of the teaching profession and how to use

them is used as the primary definition of the key term preparation program as it relates to this study.

Resilience

Resilience is an important characteristic of all individuals. Being able to adapt to adversity is an essential tool that allows people to overcome difficult situations. As such, resilience has been defined as the success of adapting to challenging or threatening circumstances (Arnup & Bowles, 2016). These coping skills may be stronger in some people, making them better suited for challenges. As a result of this understanding, resilience is used to discuss how novice teachers can adapt and overcome adversity in the classroom.

Self-Efficacy

How a person can accomplish a goal or task is known as being effective. In the classroom, teachers who produce desired outcomes are seen as effective; however, the outcomes are often elusive and malleable. Hughes (2012) described teacher self-efficacy as their impact on the students in a perceptive way; teacher self-efficacy is not measurable but a perceived notion held by the teacher. The goal of most induction programs is to create effective teachers who will stay in the profession long term. As such, the term self-efficacy is used to describe the perceived effectiveness of a teacher in their classroom setting, notwithstanding test scores, administrative perceptions, or evaluations.

Summary

This study aimed to examine the relationship between mentorship matching in District V's induction program with that of resilience factors and perceived self-efficacy

in novice teachers, making them less likely to leave the teaching profession. The study occurred in District V and examined the District V's induction program as it related to mentorship matching, resilience, self-efficacy, and attrition. The purpose of this qualitative study on the phenomenon of mentorship matching was to determine if current matching techniques were perceived to create resilience, self-efficacy, and lessen attrition by those individuals who had been through the program. The initial population, all 4th- and 5th-year teachers who completed District V's induction program as mentees, were contacted through a brief email survey. The researcher narrowed the population through making all 11 survey respondents the study participants. Through the interview process, participants shared mentorship experiences from their time in the induction program as they related to professional resilience, self-efficacy, and attrition. The data collected helped identify gaps between the mentor selection process and novice teachers' perceptions of resilience, self-efficacy, and attrition, allowing for modifications to be made that positively impact District V's induction program.

The potential implications of this research—the way mentor selection occurs—is important, which expands the audience from not only the individuals running this program but also other California induction programs using mentoring. This study was necessary because mentorship is the cornerstone of induction programs in California. This study adds to the current literature on the importance of mentorship to determine if the way mentors and mentees are matched impacts novice teachers' perceptions of resilience, self-efficacy, and the teaching profession as a whole. Leadership in California's induction programs may see positive outcomes as a result of this study, strengthening the way mentor matching is accomplished and adding to the effectiveness

of the educational system as a whole. Background context and major theories of this study are discussed in detail in Chapter 2.

CHAPTER 2: LITERATURE REVIEW

The purpose of this study was to examine the way mentor–mentee matching in District V’s induction program impacted the resilience, self-efficacy, and attrition of novice teachers. Novice teachers have a history of leaving the profession at alarmingly high rates, creating a phenomenon that must be examined (Ingersoll, 2001). The impact of these teacher shortages creates fiscal and learning impacts on the states, districts, and students in which these shortages take place, creating turmoil in the education system (Darling-Hammond et al., 2016). To combat these growing levels of attrition, California’s government passed legislation to create new teacher programs, currently known as induction programs (Lovo et al., 2006). As a component of these new teacher programs, and because of the need for novice teachers to feel supported (Carver-Thomas & Darling-Hammond, 2017), induction programs have included novice teacher mentoring to offer emotional and instructional supports during the crucial first years of teaching. With supportiveness in mind, mentorship becomes a potential way to lessen attrition rates; however, to thoroughly understand the impact mentorship matching can have on novice teachers, a foundational review of the literature on the subjects of attrition, mentorship, induction programs, and mentor–mentee matching must occur.

The effectiveness of beginning teacher or induction programs is based around the key supportive measure of mentorship. A thorough examination of teacher shortages, mentorship, induction programs, mentorship matching, and the theoretical frameworks surrounding mentoring are presented in this review of the literature. Furthermore, each section includes a detailed discussion of the problems regarding novice teachers’ resilience, self-efficacy, and attrition, through evaluating the impacts of teacher

shortages, the application of mentorship, the use of mentorship in California's induction programs, and how mentors and mentees are matched. The theoretical frameworks surrounding mentoring, including resilience theory, self-efficacy theory, and transitional leadership, was explored to understand the impact of mentorship on novice teacher resilience, self-efficacy, and attrition.

Teacher Shortages

Population growth, coupled with an aging workforce, have created areas of need in many job sectors. Occupational shortages, specifically in the number of teachers, impact the educational sector. Teacher shortages are growing each year nationally, creating issues in the teaching profession. Carver-Thomas and Darling-Hammond (2017), both of whom are known for their research on teacher shortages, discussed the growing levels of turnover in the profession, stating 90% of annual national demand for teachers is due to teacher turnover rates. Furthermore, Sutchter et al. (2018) used this information to determine that in California alone, 80% of school districts reported a teacher shortage in the fall of 2017. Teacher shortages are mainly driven by those who choose to leave the profession.

Attrition, or the act of leaving a profession, has created teacher shortages nationally. In the United States, the rates of attrition vary each year; however, Carver-Thomas and Darling-Hammond (2017) estimated the numbers are between 15%–20%. The percentage of teacher attrition varies from year to year due mainly to the reasons why individuals leave the profession. For example, if there is a large population of retirement-age teachers in any given year, the attrition rates will increase significantly.

Studies done in California show a much bleaker outcome in terms of teacher attrition. Through the U.S. Department of Education, White and Fong (2008) examined the trends in teacher demand in regions of California. District V is one of the highest in-need counties in terms of teacher demand (White & Fong, 2008). This trend has been due in large part to the increasing student population and teacher retirements. Ingersoll's (2001) research on teacher attrition cited the national Schools and Staffing Survey (SASS) and the Teacher Follow-up Survey (TFS) data to discuss the reasons behind teacher attrition. Retirement is consistently the top reason for attrition, followed by personal reasons, and finally, leaving the profession for another (Ingersoll, 2001). Those who leave the profession for reasons other than retirement or family needs do so often because of job dissatisfaction. Carver-Thomas and Darling-Hammond (2017) echoed the earlier research by using the 2012–2013 SASS and TFS to show 30% of all teacher turnover between the 2011–2012 and 2012–2013 school years was voluntary. Of this percentage, Carver-Thomas and Darling-Hammond (2017) cited the most important reason for leaving the profession was job dissatisfaction, which was in line with Ingersoll's (2001) earlier research. Novice teachers have been the most likely to leave the teaching profession due to job dissatisfaction, which could be caused by various reasons.

The novice teacher population, not being of retirement age, has chosen to leave for other reasons. Novice teachers, those in their first 5 years of teaching, are a population who also suffers from high attrition rates. Researchers Darling-Hammond et al. (2016) and Smith and Ingersoll (2004) have found between 20% to 50% of novice teachers leave the profession in their first 5 years. Papay et al. (2017) echoed this research, citing a more recent study called the Beginning Teacher Longitudinal Study (BTLS), which stated 30%

of novice teachers leave the profession in the first 5 years. With such a significant population of novice teachers leaving the profession, there is much speculation as to why they choose to leave. Smith and Ingersoll (2004) discussed some reasons novice teachers tend to leave. Isolation and a mentality of “sink or swim” (Smith & Ingersoll, 2004, p. 682) have been widely experienced by novice teachers, leading to professional dissatisfaction. Lack of support when making the shift from pre- to in-service teaching could be a significant reason for novice teacher attrition rates. Additionally, the lack of interest in the profession could also create teacher shortages. Darling-Hammond et al. (2016) ascertained there was a 12-year low in the supply of new teachers, specifically due to decreased enrollment in teacher preparation programs. The ability of states, districts, and schools to recruit and retain novice teachers is of the utmost importance due to the significant impact teacher shortages have on the educational community.

The Impact of Teacher Shortages

The impact of teacher shortages has rippled through the educational community, creating hardships in the profession. Teacher shortages have created a burden on educational institutions, specifically for other teachers (Ingersoll, 2001). Without being able to adequately staff a school or district, as Darling-Hammond et al. (2016) cited as a commonality with current teacher shortages, districts and administrators are forced to put undue professional hardships on the current faculty through increasing class sizes. Current educators must navigate the impact of being understaffed, not only through increases in class ratios but also in terms of class funding. Sutchter et al. (2018) described the impact of funding on current classroom teachers; taking funds from the classroom for instructional materials can leave teachers without the resources they need to do their jobs.

Increased class sizes and decreased resources negatively impact the profession as a whole, leaving current educators frustrated. Specific states, where teacher shortages have more of an impact, deal with additional hardships.

Impact of Teacher Shortages for the State of California

In the state of California, the teacher shortage has created adverse impacts. One of the most negative aspects of teacher shortages in California, as in other states, is the large class sizes. Darling-Hammond et al. (2016) asserted the state of California has the highest student-to-teacher ratio in the country (24:1) creating an unnecessary burden on teachers. The vast student population and continued teacher shortages in California have created issues for teachers currently in the classrooms as they are trying to manage an ever-growing student population. California has been impacted as a whole, and specific counties and districts have been more impacted than others. White and Fong (2008) looked at the impacts of teacher shortages by county. Findings in White and Fong's research provided insight that urban areas were those most negatively impacted by teacher shortages. Los Angeles, Sacramento, and San Diego counties, heavily populated, urban areas, are the most negatively impacted by teacher shortages in California (White & Fong, 2008). These counties and their respective districts serve high populations of minority, low-income students. Papay et al. (2017) described the undue harm that occurs when urban districts are impacted by teacher shortages, where 55% of teachers leave annually. The high attrition rates in specific urban counties and districts can be detrimental to district budgets, which are stretched during times of teacher shortages.

Impact of Teacher Shortages for Districts

Districts in urban areas not only deal with higher attrition rates, but they also must face the monetary consequences of constantly hiring teachers. Darling-Hammond et al. (2016), and subsequently Sutchter et al. (2018), examined the fiscal impact on school districts forced to hire more teachers. On average, school districts pay up to \$20,000 to recruit, hire, and train a new teacher (Darling-Hammond et al., 2016). When examined alongside the large teacher turnover in urban districts, monetary constraints are an example of how impacted these already underserved areas are. Carver-Thomas and Darling-Hammond (2017) described hardships specific to urban districts; they have a higher need for teachers, fewer resources, and an underserved population. These hardships have impacted the ability to find and keep teachers, leading to the hiring of teachers who may not be prepared to work with this specific population. When districts are in dire need of teaching staff, often the hiring of an underprepared or short-term teacher is the only option (Darling-Hammond et al., 2016). Sutchter et al. (2018) discussed the hardships faced by districts in need of filling positions with a qualified teachers when there are none, leading to the hiring of substandard teachers. Teacher shortages have created a disparity between urban and suburban school districts, leading to more difficult placements filled with ineffective teachers, directly impacting students.

Impact of Teacher Shortages for Students

Students are directly impacted by teacher shortages, creating issues with educational equity or the availability to have access to a comprehensive education. The underlying issue of educational equity is teacher shortages, forcing some states, districts, and counties into hiring underprepared or novice teachers (Sutchter et al., 2018).

According to Papay et al. (2017), hiring less effective novice teachers has negatively impacted student achievement. Without the skills needed to be successful in the classroom, underprepared teachers often face more hardships. Glazerman et al. (2010) discussed the negative academic impact an inexperienced teacher can have, noting these teachers cannot teach the required curriculum due to a lack of knowledge, pedagogy, and consistent classroom management. Allowing a novice or underprepared teacher into the classroom, often to service high-need minority populations, creates educational inequity in counties and districts across the state of California (Sutcher et al., 2018). The lack of skills and supports to be effective in the classroom as a novice or underprepared teacher often leaves the most vulnerable student populations without equitable education.

Through these shifts and new hires, the overall continuity of the school's organization and teaching force is changed, creating even more of a burden. When new teachers are constantly added to the staff, there is a lack of stability, often resulting in a decline in academic success and organizational consistency (Papay et al., 2017). The negative impact felt by the teaching profession, districts, and student achievement has generated a need for solutions to teacher shortages, one of which is additional support such as mentorship to keep teachers in the profession.

Mentorship

Lessening attrition rates to combat teacher shortages has led to the continued evolution of supportive measures. Mentorship, the reciprocal relationship between a more experienced person with a less experienced person in a professional setting, is one supportive measure used in education (Dağ & Sari, 2017). Mentorship in education has continued to be a topic of discussion for decades. Kram (1983) first discussed the phases

of a mentor relationship, identifying a mentor as a more experienced individual who assists a novice during the process of acclimating to a new organization or profession. This relationship between veteran and novice is a useful way to facilitate support, guidance, and counsel, all of which can be supportive measures during a professional transition (Kram, 1983). To understand mentorship, however, the reciprocal relationship must be examined. Haggard et al. (2011) defined mentorship as a relationship that must have three vital components: “reciprocity, developmental benefits, and regular/consistent interaction” (p. 292). The supportive measures rely on the mentor–mentee relationship. Mentoring’s core comes from the rapport between the mentor and mentee, which can be beneficial to both parties involved (Haggard et al., 2011). In education, this rich relationship acts as a support system for the novice teacher, leading them to feel more confident in their newfound career. Dağ and Sari (2017) further explained the value of gaining experience in a new profession, citing the assistance and support given by the mentor as an invaluable resource for any novice. As a supportive measure, mentoring can be applied to education to help novices build nurturing skills (e.g., resilience and self-efficacy) during their transition from pre- to in-service teaching.

Application of Mentorship

Mentorship is an important supportive measure used in the process of acclimating to a new or novice teacher to the profession. Mentoring, however, has different uses in education and takes different forms. Haggard et al. (2011) described the evolution of mentorship, stating mentoring takes form as both a formal and informal support tool. Gordon and Lowrey (2017) had similar findings on mentoring, stating both *formal mentorships*, where the novice teacher is matched with a veteran and goals are set, and

informal mentorship, where a novice teacher finds a confidant with whom they can share things, had positive outcomes. In most professional realms, including education, the most common type of mentoring is formal mentoring. Formal mentoring allows for support to not only come from the relationship between the mentor and mentee, but it also teaches useful skills through collaboration and reflection (Gordon & Lowrey, 2017). The application of formal mentoring for novice teachers comes in the form of new teacher programs known as induction.

Mentoring as a Supportive Measure

Due to the usefulness of mentoring, induction programs have integrated this tool as a key component of support for novice teachers. Fletcher et al. (2008) emphasized the need for mentor-based induction programs as a way to combat teacher shortages in California. Many novice teachers have felt alone and separate from the rest of the faculty, creating a negative environment and leading to attrition (Fletcher et al., 2008). Furthermore, the lack of support a novice feels when moving into a new career is often a cited reason for leaving the profession, leading to the creation of mentor-based induction programs as appropriate and necessary (Fletcher et al., 2008). Teaching is primarily an isolated profession, forcing individuals to close their classroom doors and focus strictly on their student population with little to no peer interaction. Through time, veteran teachers have been able to find a balance between this isolation and collaboration; however, novice teachers require more supportive measures. As such, Dağ and Sari (2017) asserted the need for novice teachers to have supportive measures in place, allowing them to reinforce the values, skills, knowledge, and norms taught during

preparation programs. Mentoring can strengthen novice teachers' skills, help bridge the gap from program to practice, and assist in balancing the demands of the classroom.

Bridging the Gap

Mentorship in the educational setting is often used as a way to bridge the gap between preparation programs and professional careers. Warsame and Valles (2017) examined supportive structures for novice teachers, stating that additional support is needed when moving from pre- to in-service teaching. In teacher credentialing programs, there are a few times when preservice teachers apply learned skills and theories in a classroom setting (Warsame & Valles, 2017). During student teaching (i.e., the only application period), the soon-to-be novice teacher may be handed a class already set up by the supervising teacher. Therefore, this does not truly prepare a novice teacher for what to expect when they have a classroom of their own. Supports such as mentorship serve as a positive component of novice teacher programs to encourage growth and help the novice teacher during the transitional period into an independent classroom setting.

Mentorship helps to bridge the gap between education and career, providing skills and supports to novice teachers. Hellsten et al. (2009) explored the role of beginning teacher programs, noting mentoring was the most important part of a smooth transition. Without supports such as mentorship, novice teachers often enter into the classroom setting and feel disenchanting by the profession. They have listed isolation, lack of support, and little knowledge of how to apply skills learned during preservice education as sources of frustration (Hellsten et al., 2009). Through mentorship, however, novice teachers have felt supported, enabling a smooth transition and allowing for specific skills such as resilience and self-efficacy to be strengthened.

Resilience

Beyond adding additional support in the transition between pre- and in-service teaching, mentoring also helps novices build skills. Dağ and Sari (2017) described the process of novice teacher mentorship as individualized professional development. Through the process of mentorship and reflection, novice teachers can gain skills and knowledge from their mentor to help in their careers. The mentorship component of any new teacher program has been intended as a supportive measure to help mitigate potential stressors in the classroom. Vierstraete (2005) ascertained when novice teachers are immersed in a mentoring program, they can deal with more daily stressors of the career and gain skills they may not have had before mentoring. The ability to deal with the challenges of the teaching profession is known as *resilience*. Arnup and Bowles (2016) examined how resilience could be a potential factor in novice teacher attrition rates. How an individual can overcome adversity is a product of both internal and external factors (Arnup & Bowles, 2016). Therefore, if a novice teacher does not necessarily have the innate ability to overcome obstacles, there is a possibility that, through supportive measures, they could gain this skill.

Stressors can often be found in any workplace; however, some are specific to the teaching profession, which can negatively affect a novice teacher's perception of the career. Arnup and Bowles (2016) examined the stressors inherent to teaching, including dealing with unmotivated students, facilitating classroom management and discipline, and being constantly evaluated by parents, colleagues, and administrators. Allowing novice teachers to seek support for and discuss these stressors has enabled novice teachers to be proactive in dealing with stressors. Supportive measures seen in mentoring

have a positive impact on early career teachers and may increase levels of resilience, creating more potential to overcome adversity (Arnup & Bowles, 2016). Not only does having a support system help alleviate stress, but it also helps build skills, leading to increased self-efficacy.

Self-Efficacy

Novice teacher mentorship helps create resilience and could also help build skills necessary to become a more effective teacher. Yost (2002) examined *teacher self-efficacy*, defined as one's own beliefs or thoughts about their ability to accomplish certain tasks. Hughes (2012), in agreement with Yost's (2002) research, described the idea of efficacy, in which a novice teacher's perceptions about self-efficacy could be a form of encouragement. Teachers who feel as though they can achieve certain performance tasks with their students are more likely to look positively on their career choice. According to Hughes (2012), this positive outlook increases job satisfaction, making novice teachers less likely to leave the profession. Self-efficacy, a powerful intrinsic motivator, can also be developed. Chizhik et al. (2017) discussed the development of self-efficacy through mentoring experiences. There are several different areas of mentoring that inspire self-efficacy in novice teachers. Through the application of mentoring, benefits such as problem solving, reflection, feedback, collaboration, and support all give novices opportunities to become more effective.

Mentoring novice teachers does not create perceptions of self-efficacy alone; however, the connection between the two should not be mitigated. Mentorship helps bridge a gap between pre- and in-service teaching by connecting novice teachers with

support, which assists independent growth in resilience and self-efficacy. Induction or new teacher programs are most noted as using mentorship to combat teacher shortages.

Induction Programs

Induction programs have been used in a variety of professional capacities to induce or encourage a smooth transition into a career or organization. Ingersoll and Strong (2011) defined induction as a “kind of support, guidance, and orientation program for new employees” (p. 201). In the education profession, induction programs have been used specifically for the novice or new teachers. Kang and Berliner (2012) examined the reasons for induction programs, specifically to reduce the high attrition rates found in the novice teacher population. The transition into the career should be supported and examined to reduce attrition adequately. The objective of induction programs is to act as a support tool for novice teachers. Hellsten et al.’s (2009) research into teacher induction programs described the first few years of teaching as survival; the goal was to make it through. Therefore, induction programs have been seen as necessary. However, even with the common purpose of lessening attrition rates, induction programs do vary.

In California, where this study takes place, induction programs have had a varied history. Lovo et al. (2006) examined California’s induction programs and the changes in these programs throughout the years. In the late 1980s and early 1990s, the state of California realized novices did not have adequate support during the transitional period between pre- and in-service teaching (Lovo et al., 2006). The legislative body of California decided there needed to be a support measure for these novice teachers. When teacher induction was put into place in 1992, the initial design consisted of a professional development process and provided support as a way to lower attrition rates and increase

the self-efficacy of novice teachers. Fletcher et al. (2008) agreed with Lovo et al. (2006) and described induction programs in California as being systems of professional development. The primary goal of these programs was to decrease teacher attrition while increasing self-efficacy. With induction programs varying across the state of California, it is worth noting if these programs are effective.

Effectiveness of Induction Programs

The effectiveness of induction programs is an area of significance, because the reason for their creation is to lessen attrition rates of novice teachers. Ingersoll and Strong (2011) reviewed several pieces of research on induction programs in the United States. Statistics have shown there has been a significant lowering of attrition rates after the 1st year of teaching for those who participated in an induction program (Ingersoll & Strong, 2011). In California, the data has supported other assertions: Induction programs are effective. Lovo et al.'s (2006) research into California's induction programs showed that in 2004, 84% of beginning teachers who finished the induction program remained in teaching for at least 5 years, whereas 50% of those who did not participate left in the first 2 years. Lovo et al.'s data suggested induction to lessen attrition was successful in California, but it is unclear if the goal of teacher self-efficacy has been addressed through these programs. In past years, California articulated its goal of increasing teacher self-efficacy through the implementation of program standards, which added cohesiveness to county and district programs while setting professional development goals for novice teachers (Lovo et al., 2006). As a result of these systematic changes, several supports or components of induction were added or modified.

Components of Induction Programs

Induction programs often use a wide array of supportive measures to meet their goals of lessening teacher attrition. During the implementation of induction programs, components of these supportive measures have varied greatly. In most cases, several different supports were implemented, including collaborative periods, meetings, developmental workshops, classroom assistance, reduction in workload, and mentoring (Ingersoll & Strong, 2011). Furthermore, the conclusions made by Ingersoll and Strong showed the application of these supports have varied greatly from program to program. Kang and Berliner (2012) found supportive measures similar to that of Ingersoll and Strong (2011); however, their research showed supportive communication and collaboration as components novices felt helped most during their induction program.

Supportive communication with a veteran teacher or administrator can help mitigate issues novice teachers face. Mentors or veteran teachers can act as individual support and assistance to novice teachers in their first years of the profession (Lovo et al., 2006). Due to novice teachers' desires to seek individual support, mentoring has become a component of most induction programs. In the state of California, mentoring is a key component of all induction programs, giving novice teachers the ability to reach out to a veteran teacher whenever needed. Vierstraete (2005) cited mentorship as the novice teacher's most valued induction component because it allowed them to acclimate more quickly, leading to increased job satisfaction and feelings of self-efficacy. Hellsten et al. (2009) drew similar conclusions, finding mentorship was an essential component of induction programs, and novice teachers who did not participate in mentoring were less likely to be satisfied with the teaching profession.

Mentoring not only gives added support to novice teachers, lessening attrition, but it can also potentially have an impact on feelings of self-efficacy. Mitchell et al. (2017), in their study on the Riverside County induction program, noted mentoring was a fundamental component that helped novice teachers reflect on their practices to become more effective teachers. In most cases, those individuals who participated in induction programs with mentorship performed better at various aspects of teaching (Ingersoll & Strong, 2011). When a teacher has feelings of self-efficacy, a byproduct is an increase in student achievement. Fletcher et al. (2008) supported this assertion, stating individuals who completed induction programs and had mentors saw an increase in student performance. Mentorship helps in the transitional phase of pre- to in-service teaching, creating longevity and increasing teacher self-efficacy, providing proof that if an induction program uses mentoring, positive effects occur.

Mentorship Matching in Induction Programs

In the process of combating teacher shortages, many states created new teacher programs centered on mentorship to help retain and transition novice teachers. In most induction programs, the supportive measure of mentorship consists of a formal relationship. Menges's (2016) research on mentoring and matching defined *formal mentorship* as a way to match a less experienced individual with a more experienced mentor who will provide psychosocial and career support. Formal mentorship, in the confines of induction programs, is essential to the program's success; however, many questions remain surrounding mentors. Bartell (2005) conducted extensive research on California's induction program since its inception in the late 1980s and concluded it is important to consider how mentor matching takes place. At the heart of mentorship is the

relationship between the novice and the veteran. If it is not positive, this mentoring relationship has been shown to make the mentoring process ineffective (Bartell, 2005). With so much pressure on matching, the way matching occurs needs to be examined.

There are several ways to match a mentor and mentee. Menges (2016) described three primary types of matching: administrative, choice, and assessment. The *administrative* type, one found most often in induction programs, is where the mentor–mentee match occurs by the head of the program. A *choice* match means the mentor or mentee had a choice with whom they would work, and an *assessment* match is one in which some type of assessment was given to the mentors and mentees to determine commonalities and make matches (Menges, 2016). California induction programs have mostly used administrative matching, in which the head of a program chooses which mentor and mentee are to be matched. Within the matching type, however, there are still different techniques or ways the matches are made that should be examined. Menges asserted the lack of research on mentorship matching leaves many questions on best practices. However, from what little is known, there are a few key matching techniques that influence mentoring success.

Best Practices

According to Menges (2016), the process of mentor matching is a key factor in successful mentoring, leading to an examination of techniques that have been researched and proven successful. In their analysis of research, Ingersoll and Strong (2011) concluded how mentors are selected and matched could be influential on the mentor–mentee relationship. One matching technique is matching teachers by the same subject or grade level. Collaborative activities as additional mentoring supports can only be

beneficial if the mentor and mentee have the same subject area or grade level (Ingersoll & Strong, 2011). Berg and Conway (2016) agreed with Ingersoll and Strong's (2011) assertion, stating the subject area or grade level was important to allow for an understanding between the mentor and mentee. Bartell's (2005) research indicated the same grade level or subject area is helpful, but the location of the paired mentor and mentee can also be a beneficial matching technique.

Mentoring comes from building a relationship with another, which can be hard to do if the mentor and mentee are separated. Bartell (2005) identified the matching technique of the same location as a best practice, allowing for more physical closeness between the mentor and mentee. In Lozinak's (2016) research on mentorship matching, she found location was the deciding factor when being matched. When in the same building or school, the increased accessibility can improve the relationship between mentor and mentee (Lozinak, 2016). However, both Bartell and Lozinak stated a lack of physical closeness does not mean a relationship will be ineffective. Location, cited as important by mentors in Lozinak's research, gave the mentor teachers a voice or input into their match.

Input by the mentor or mentee could be used as a successful technique of mentor-mentee matching. Through input from the mentor or mentee regarding matching techniques such as the site, job commonalities, and personality, the administrator in charge of matching could create more success. Menges (2016) described the importance of similar personality traits between mentor and mentee, stating when personality is a factor in matching, the relationship between mentor and mentee will be stronger. The matching of similar personalities could be accomplished through a survey or by giving

the mentor and mentee input into the match. Cornelius et al. (2016) asserted not only does matching matter for mentorship success, but by giving the mentor or mentee input into their match, the success of the relationship is more likely. Input into the mentor–mentee match tends to lead to a higher degree of relationship satisfaction. According to Cornelius et al., this is due to the increase in commitment when an individual knows they have chosen to be matched with a specific person. With so many different techniques to match mentor and mentee, an examination into whether these different techniques lead to lower levels of attrition and increased resilience must occur.

Why Matching Matters

With so many types of matches and techniques to use in the matching process, it raises questions of whether the match matters. Vierstraete (2005) described a simplistic mentoring process, essentially explaining as long as a novice teacher has a veteran mentor who can help them, other components do not matter. Although this may be the opinion of Vierstraete, Bartell (2005) explained attempting to find the best fit between mentor and mentee is of the most importance. As there is no perfect match, using techniques that have been researched (e.g., site, subject, grade, and personality) can be helpful (Bartell, 2005). LoCascio et al. (2016) agreed with Bartell’s assertion, stating there is no generic, perfect way to match mentor and mentee. In research done by Cornelius et al. (2016), Menges (2016), and Lozinak (2016), all concluded the same important sentiment when examining the mentor–mentee relationship—matching matters. The match between mentor and mentee can have negative or positive effects on the novice teacher, so the match matters. Lozinak examined the need for quality pairing between mentor and mentee, stating without a positive interaction in the mentor–mentee

relationship, the novice's perception of the teaching profession may be negatively impacted. At the heart of any mentor–mentee construct is the relationship, so there must be ample time and consideration put into what components are important in the matching process. The current matching process needs to be evaluated to determine if novice teachers are truly receiving the most appropriate mentor or if there are areas of improvement to be made in the selection process. Changes in the mentor selection process could be useful in the continuation of increasing novice teacher resilience, self-efficacy, and attrition.

Theoretical Frameworks

Mentorship, the crux of this study, has been built on over time by research intended to explain how this phenomenon has shaped the world. The theoretical frameworks surrounding mentoring, including resilience theory, self-efficacy theory, and transitional leadership, are important to the context of this study. Kram (1983), a leading researcher on mentoring, examined the mentoring relationship as a way to enhance the development of an individual through support, guidance, and counsel. The individual's relationship to the organization or profession and the impact of this relationship changes as an individual becomes competent (Kram, 1983). Using Kram's considerable work, Bozeman and Feeney (2007) asserted mentorship theory still has many gaps. One area of mentorship theory that can be validated is its usefulness in providing practical findings for individual and social needs (Bozeman & Feeney, 2007). On an individual level, as found in induction programs, there are several functions mentoring provides. Kram's research was reiterated by Bozeman and Feeney, asserting personal support and career development are the two primary functions of mentoring. Resilience theory, self-efficacy

theory, and transformational leadership are theoretical frameworks that can be applied to the mentor-mentee relationship.

Resilience Theory

Novice teachers have often been faced with adversity during their first years in the profession. Resilience is a force that allows for an individual to grow through adversity (Richardson, 2002). The factors leading to this growth and development can be found in the framework of resilience theory. Richardson (2002) examined resilience theory and its application, asserting this theory is the process of positive growth by an individual in reaction to adversity or change. Tait (2008) examined the role of resilience on novice teachers, showing novice teachers had many stressors that impacted their day-to-day lives. Arnup and Bowles (2016) agreed with Tait, listing potential stressors novices faced, including a lack of support, workload, student behavior, and classroom management. With the stressors of the profession, novice teachers need to grow characteristics of resilience to be successful (Arnup & Bowles, 2016). Characteristics of resilience are both internal and external, leading to this theory's application to mentorship.

Resilience and Mentorship

Richardson's (2002) pivotal discussion on resilience theory involved several internal and external qualities one must have to successfully overcome stressors. The emotional, internal factors in identifying and dealing with adversity are important; however, it is important to realize external interactions can also help in overcoming adversity (Richardson, 2002). One external component that can help is having a confidant or mentor who can listen to stressors and come up with solutions. When there is someone

who can listen and sympathize, the individual can work through adversity and cope. Furthermore, Tait (2008) described the imperative role of the mentor, stating there is a direct connection in fostering a supportive relationship with someone who understands and copes with the trials and tribulations of teaching. This connection is that of mentorship. Guidance and support given to novice teachers by their mentors help increase novice teacher self-efficacy, allowing them to deal with occupational issues as they arise (Tait, 2008).

Connection to Self-Efficacy Theory and Attrition

The ability to overcome adversity increases an individual's self-efficacy, creating a more positive outlook on the situation. In teaching, self-efficacy, or one's beliefs they can competently navigate occupational commitments or problems, comes from the ability to cope or show resilience (Arnup & Bowles, 2016). Tait (2008) described self-efficacy as being one of the characteristics found in resilient teachers. When overcoming a problem, potentially with help from a mentor, future issues seem to be tolerated more easily. Resilience and self-efficacy are directly related; effective individuals see adversity as challenges to overcome, using support from others and themselves to persevere (Tait, 2008). The ability to cope with issues and having feelings of self-efficacy has a direct link to career longevity in novice teachers (Arnup & Bowles, 2016). Resilience theory, or the ability to overcome adversity, can be grown in novice teachers through mentorship, allowing for one to become more effective and less likely to leave the profession.

Self-Efficacy Theory

The perception an individual has of their abilities to accomplish a task or goal can influence the context in which they see the world. Bandura (1986), the founder of self-

efficacy theory, defined *self-efficacy* as one's belief they can influence the events that affect their life. The control and influence one has in experiencing, dealing with, and growing from life events strongly affects their beliefs of self-efficacy (Bandura, 1986). Some life events Bandura discussed include career choice, goals, and reactions to stress, all of which can lead to the perceptions of an individual. Whereas, the idea of self-efficacy is seen as a cognitive or mental process, that does not mean this theory lacks outside influence. Outside influences can consist of other individuals such as mentors.

Self-Efficacy and Mentorship

Self-efficacy, or the perception someone can be successful in every situation, is not without outside influence. Chizhik et al. (2017) discussed mentoring as an effective tool in teaching self-efficacy through the positive influence that can occur between mentor and mentee. The influence of the mentor–mentee relationship can be found through the process of reflection. Yost (2002), in their research on mentoring and self-efficacy, stated the inherent reflective processes in the confines of mentoring can lead to the development of an effective novice teacher. Collaboration, which occurs during the mentoring process through discussion, reflection, and modeling, can have a positive influence on novice teachers' perceptions of self-efficacy (Chizhik et al., 2017). Furthermore, the encouragement that comes from a mentor to be more effective through reflection, decision making, and problem solving can lead to other benefits (Yost, 2002). Resilience can be seen as interconnected to a novice teacher's perception of self-efficacy and decreasing potential attrition from the profession.

Connections to Resilience Theory and Attrition

Self-efficacy ensures a novice teacher feels able to handle any problems they may face in the teaching profession. When a novice teacher feels they can be successful when given a task or situation, the perception of self-efficacy increases, allowing resiliency to flourish. Chizhik et al. (2017) described problem solving and addressing challenges as components influencing self-efficacy. The ability to overcome adversity shows specific traits of resilience and can also raise perceptions of self-efficacy (Chizhik et al., 2017). Bandura's (1986) research showed a direct correlation between self-efficacy and resilience, determining that how people deal with intimidating situations or how they show resilience is based upon whether they feel they can proactively solve the problem at hand. Furthermore, Yost (2002) discussed the ability to solve problems increases a novice's perceptions of self-efficacy, inevitably leading to improved job satisfaction. Through self-efficacy, resilience can be found and applied, leading to an increase in professional fulfillment and preventing attrition.

Transformational Leadership

Burns (1978) defined *transformational leadership* as an exchange between a leader and their followers to enact valuable, positive change among the followers. Whereas some leadership theories can be seen as top-down approaches, transformational leadership engages followers. The goals of transformational leadership are to push followers to achieve visionary change and become leaders themselves (Burns, 1978). Through the transformation into leaders, followers' feelings of self and identity increase simultaneously with the organization's collective identity, giving them greater ownership in their occupation. Northouse (2016) explained how transformational leadership's

popularity came from the fact it develops the leader and follower through empowerment. Transformational leaders are seen as role models who empower their followers through support and understanding to mutually benefit the organization, leader, and follower (Northouse, 2016). The leader and followers in transformational leadership theory have a reciprocal relationship. Reciprocal relationships can take many forms; however, mentorship is probably a more common relational type.

Mentorship is a reciprocal relationship between mentor and mentee that strives to improve self-efficacy and resilience. Being the professional veteran in this relationship, mentors can be seen as transformational leaders. Scales and Rogers (2017) discussed the development of leadership in mentoring, asserting the veteran teacher acts as a role model who works with the novice, guiding them through the trials and tribulations of the career. Teacher leaders are those who share resources, strategies, and give support through nourishing the relationship they have with novice teachers (Scales & Rogers, 2017). The fact mentors push their mentee to become better, not only for themselves but for the profession as a whole, shows how they act as transformational leaders in the mentor–mentee relationship. Lamm et al. (2017) further discussed the reciprocity found in the mentor–mentee relationship, stating the developmental benefits for both parties involved. Through the collaboration and support found in the context of mentorship, the relation of mentors to transitional leaders is easily made. Mentoring not only grows leadership skills in both the mentor and mentee, but it assists in giving the mentee skills they need to show resilience and self-efficacy (Lamm et al., 2017).

Summary

Through this review of literature, the researcher examined teacher shortages, mentorship, induction programs, and mentorship matching. Teacher shortages have plagued the United States for decades. Whereas there is a great deal of annual attrition, no group has higher numbers than novice teachers (Darling-Hammond et al., 2016). Novice teachers leave at alarming rates, negatively impacting the profession, districts, and students. To combat these rates, many states and districts have implemented mentorship, or the reciprocal relationship between a veteran and novice teacher (Gordon & Lowrey, 2017). The goal of this formal relationship is to allow for a smooth transition between pre- and in-service teaching during an induction or new teacher program (Warsame & Valles, 2017). When novice teachers are supported through mentorship, resilience (i.e., the ability to overcome adversity) thrives, leading to an increase in job satisfaction (Dağ & Sari, 2017). Furthermore, self-efficacy, or the perception one can accomplish a task, can also be nourished in novice teachers through mentoring relationships (Chizhik et al., 2017). To help in the process of nourishing novice teachers, induction, or new teacher programs, have been put into place. Ingersoll and Strong (2011) examined the need for smooth transitions through support and guidance. In the state of California, induction programs have been around since the late 1980s and have proved to be extremely effective (Lovo et al., 2006). Components of induction programs vary; however, one key component of induction is support and collaboration through mentorship (Ingersoll & Strong, 2011).

Mentorship is an important aspect of induction programs; however, in the area of mentorship matching, little literature exists that gives clear, researched techniques

correlating with positive outcomes. Menges (2016) described different types of mentoring and the vast array of techniques used to match mentor and mentee. Bartell (2005) has identified some best practices or techniques that seem to be of value during matching, including pairing mentors and mentees in the same location, grade level, and subject area. Even with this research, however, there are no set techniques that prove to make successful matches every time (Lozinak, 2016). The lack of perfect matches can create undue harm to the mentee because matching matters (Cornelius et al., 2016). The lack of research in the area of best practices and matching techniques leads to questions about mentoring and if the mentor–mentee relationship can still flourish regardless of how matching occurs.

Mentorship theory, as defined by Kram (1983), has consisted of the reciprocal relationship of a more experienced individual with that of a novice. This theory, used in many educational settings, is grounded in several other frameworks. Richardson (2002) suggested, in his work on resilience theory, that individuals who can deal with adversity are more likely to be successful in their careers and lives. Stressors can be found in any career; however, for novice teachers, these stressors seem to be vast and varied. To build problem-solving skills, mentoring can be implemented. Adversity, however, is not the only goal of mentoring as self-efficacy theory can also be applied. Bandura (1986) discussed the theory of self-efficacy as one's ability to believe in their skills. When there is a role model, someone who can encourage and support a novice teacher, self-efficacy can grow. Mentors, through their reciprocal relationship with their mentees, can show significant transformational growth. Transformational leadership, according to Burns (1978), is related to the role of a mentor, one who encourages and supports a follower on

the journey to become a leader. Mentorship as a construct of transformational leadership allows for the growth of novice teachers both in resilience factors and feelings of self-efficacy.

The researcher structured this study to examine how mentors and mentees are matched in District V's induction program. The goal of this research was to add to the current literature on the importance of mentorship to determine if the ways mentors and mentees are matched has an impact on novice teachers' perceptions of resilience, self-efficacy, and the teaching profession as a whole. The data collected in this qualitative phenomenological study will help identify gaps in the matching process to help induction program administrators strengthen the way mentor matching is accomplished and add to the effectiveness of the educational system as a whole. The design of this study is discussed in further detail in Chapter 3.

CHAPTER 3: METHODOLOGY

The researcher used a qualitative phenomenological design to examine the lived experiences of 11 4th- and 5th-year teachers who completed District V's induction program. The goal of this study was to analyze the importance of mentorship matching as it relates to perceived resilience, self-efficacy, and attrition of novice teachers. The participants were 11 4th- and 5th-year teachers in District V who completed their 2-year induction program when entering the teaching profession. These participants shared their lived experiences in the program, putting a strong emphasis on their thoughts, feelings, and involvement in the mentorship process.

The following are the research questions this study addressed:

- Research Question 1: How has the mentorship, received as a part of District V's induction program, impacted individuals' lived experiences and perceptions of the teaching profession?
- Research Question 2: How did the relationship with participants' mentors, during the induction program in District V, help them determine if they were going to continue in the profession, lessening attrition?
- Research Question 3: How did the participants' matched mentors affect their perception of resilience or the ability to overcome obstacles in the teaching profession?
- Research Question 4: How did the mentor–mentee relationship experienced in the induction program impact each individual's perception of self-efficacy as a teacher?

This chapter includes a discussion of research methodology in seven sections. The first section of this chapter refers to the research method (i.e., qualitative) and a description of reasons for its appropriate use. Secondly, this chapter includes the research design, specifically the use of phenomenology, to give a step-by-step description of the data collection process. The third section goes into detail on the instruments to be used: surveys and interviews. The participants of the study and how they were selected can be found in the fourth section of this chapter. The fifth section consists of a description of data analysis and the use of thematic coding. Finally, the limitations of data, methodology, and delimitations imposed by the researcher, are examined in the sixth and seventh sections. Further details on methodology, design, data collection, data analysis, and limitations are described in depth before discussing the findings in Chapter 4.

Research Method

The methodology that resonates with the idea of learning about an individual's lived experiences is qualitative research. Qualitative research is useful when gathering data from lengthy sources, primarily in text format, to facilitate interpretation of meaning. Creswell and Creswell (2018) acknowledged qualitative research is effective in settings in which researchers are focused on learning about the meaning participants attribute to an issue or problem. The extent to which qualitative research uses textual data can provide a thorough insight into participants' feelings and perspectives. This insight allows the researcher to examine all possibilities of the phenomenon being studied, so it was an appropriate choice for this study.

When studying lived experiences or a phenomenon, it is essential to accurately portray an individual's perception of the situation and how they observed its existence,

which can only be done through a qualitative method (Husserl, 2017). For research questions to be addressed thoroughly, the researcher collected data in the form of words, for which only a qualitative method is ideally suited (Creswell & Creswell, 2018). The research focused on participants' feelings and thoughts as they relate to the issue of mentor matching; therefore, using a qualitative research methodology was suitable in addressing this problem.

The qualitative method of research was chosen for this study over quantitative and mixed methods options for a variety of reasons. First, the study itself involves a look at the lived experiences of novice teachers by examining relationships they have with their mentors and the feelings of resilience, self-efficacy, and attrition that stem from this relationship. These experiences and relationships cannot be turned into numerical data and generalized to a larger population, which would be the requirement of a quantitative study (Punch, 2006). The mixed methods approach, in which both quantitative and qualitative data are collected, would be inappropriate due to the specificity of the relationship, program, and perceptions being researched. The mentor–mentee relationship and feelings on the relationship cannot be examined numerically, ruling out quantitative research. In the program being studied (i.e., District V's induction program) and the population (i.e., 4th- and 5th-year teachers), the constraints of the sample would not allow for generalization to occur from the findings: It is only one program. Additionally, the qualitative data from a mixed methods research methodology would come from the same population as the quantitative data due to the specificity of program and sample, diluting the strength of this methodology. The evaluation of feelings of self-efficacy and resilience also posed a problem to the other two methodologies, specifically because

there is no true way to measure these feelings, creating a limitation for quantitative data. Quantitative and mixed method studies are not appropriate when measuring lived experiences and perceptions individuals hold concerning a specific phenomenon they have experienced.

Research Design

Phenomenology, the study of an individual's lived experiences, is best applied when examining a particular phenomenon (e.g., mentor matching). A phenomenon is a person's perception or a situation that is observed to exist (Husserl, 2017). In this case, the situation and perception are whether mentor–mentee matching leads to the mentee's feelings of resilience and self-efficacy. The success of mentoring is based around lessening the attrition rates of novice teachers in their first 5 years in the profession. To understand this phenomenon of how mentoring lessens attrition rates in novice teachers and helps them gain resilience and self-efficacy, a study of one induction program that uses mentorship should be examined. Further examination of this phenomenon, including the procedural experiences of how matching occurs in District V's induction program, should be ascertained, as this is not public knowledge.

In this particular research study, the phenomenon is that of mentor–mentee matching, in which the explanation of what constitutes a helpful match is unexplained. Moustakas (1994) furthered the definition of a phenomenological study by explaining it as describing the lived experiences of a person. In this case, those experiences would be in the confines of the mentor–mentee relationship. Through the participants' lived experiences, it is explained whether the mentor–mentee relationship made the novice teacher have feelings of self-efficacy and resilience, making them want to stay in the

teaching profession. Due to numerous individuals sharing the common experience of mentoring in this program, Creswell and Poth (2018) would also deem this design to be appropriate. The primary focus of this research is to determine whether appropriate matching is occurring to lessen attrition rates of novice teachers who show resilience and self-efficacy, and this can only be determined through the study of lived experiences in the phenomenon. Due to the lived experiences of novice teachers being the primary focus, the use of phenomenology was applicable and best fitting. This qualitative, phenomenological research study has been designed to explain the phenomenon of mentor–mentee matching as it relates to the participants' lived experiences in District V's induction program.

The researcher considered ethnography, narrative inquiry, case study, and grounded theory qualitative designs; however, these options were ruled out. Creswell and Poth (2018) defined ethnography as the study of cultural characteristics, which is inappropriate because it relies on an in-depth description of a culture, and in this particular study, there is no culture to examine. Narrative inquiry, which is more appropriate than ethnography, was considered but eliminated due to the extensive collection of data whose findings deal with the physical and social settings concerning a person's lived experiences (Creswell & Poth, 2018). This study's design focused on the experiences themselves. With the population of this research being 4th- and 5th-year teachers who are 2–3 years removed from their experiences, narrative inquiry would not have yielded appropriate data. Grounded theory presented the same issue, in which observational data should be collected as a way to evaluate a theory related to a process or action over time. Due to the sample boundary of 4th- and 5th-year teachers, it would

have been impossible to collect observational data on the process of mentoring with a sample not currently being mentored. Furthermore, case studies, or the in-depth analysis of a program or a few individuals through the collection of multiple data sources, were deemed unfit for this research due to the lack of generalizability (Creswell & Poth, 2018). Although District V's induction program could be the focus of a case study, it could not be adequately generalized because this program is only one of the thousands in the state. If the researcher examined only one person in the program, that too could limit the availability of data to be used in different programs or under different matching scenarios.

The initial design step was to obtain a list of all current 4th- and 5th-year teachers who completed District V's induction program. This induction program is a district-wide program accessible only to novice teachers who have been hired in the district. Smaller programs, such as the one in District V, would yield fewer participants than larger districts; therefore, the initial population size of 43 individuals was appropriate. After the population list was received, all individuals were emailed a confidential survey to aid in the process of narrowing the study's sample to 11 participants.

The design of this research study, specifically the methodology and sample size, have been deemed appropriate based on commonalities found in other studies that support their adequacy. Lamm et al. (2017) used a qualitative methodology in their study of mentorship experiences and perceived leadership development. Due to this being a phenomenological study, data was collected through interviews, and as such, the final sample size must be appropriate. The research design in Lamm et al.'s study involved qualitative methods to investigate the ways the mentor-mentee relationship was

established, the roles of each individual, and the perceptions from the sample on how the process could be enhanced. Ten participants were selected in Lamm et al.'s research, which was deemed appropriate for semistructured, one-on-one interviews. This study also examined the perceptions of novice teachers through semistructured, individual interviews.

After receiving the population list from District V's induction program, the initial step in the research process was to send a survey to induction program participants that narrowed the population down to a sample of 11 participants. The survey asked simple questions to determine appropriate eligibility. These questions helped the researcher narrow participants down to only those who completed 2 years of induction through District V, were currently teaching in the district, were willing to be interviewed in this process, and completed a traditional preservice program (i.e., they did not go through Teach for America or participate in a residency). Additionally, questions about their mentor were obtained to allow the researcher a variety of matching scenarios to examine during the interview process. These survey questions included whether the novice teacher had the same mentor for both program years, if they were at the same site, and if they taught the same subject and grade level.

Based on the necessary criteria and mentor matching information assessed through the survey responses, participants were then chosen to participate through proportional stratified sampling. According to Punch (2006), stratified sampling is an illustration of subgroups in a population. The initial population included all 4th- and 5th-year teachers who completed the induction program and were willing to be interviewed. From that population, the relevant stratification consisted of the matching techniques:

school site, subject area, and grade level. Based on the survey data, each potential interviewee was listed alongside their matching technique. Then, based on the number of survey responses, an appropriate proportion of each matching technique would have been determined. Unfortunately, due to several factors, the researcher was not able to randomly select a sample of individuals who met the proportionate stratification criteria. District V is a small district, creating a limitation on the population. A limited population, coupled with the COVID-19 pandemic, which created stressors and hardships for all teachers, forced the researcher to accept all 11 survey responses into the study regardless of matching techniques and proportionate stratification criteria.

Even with the narrowed responses, however, the researcher's 11 participants did vary with regard to population subgroups, allowing for the interview data to represent most population subgroups' lived experiences of mentoring in District V's induction program. The researcher attempted to examine all subgroups or stratification criteria of matching techniques (e.g., school site, grade-level, subject taught) given the limited population, reviewing potential connections between mentor-mentee matching found in the survey and the lived experiences on attrition, self-efficacy, and resilience gained from the semistructured interviews.

After the participants were selected, they were notified via email and an interview date and time was arranged. If participants did not respond to the survey, the researcher then emailed those specific participants again. After sending the initial survey several times to the population, the researcher then used the 11 participants who responded to the survey, all of whom agreed to be interviewed. The researcher was not able to ensure

subpopulations of the initial stratified sampling technique were present due to the limited number of survey responses from the population.

These interviews occurred via video conferencing software, Microsoft Teams, and used the research questions outlined in Chapter 1 and more specific questions found in Appendix B to obtain a description of mentoring experiences these individuals had in the induction program. The interviews were recorded, transcribed, and coded based on the experiences of participants. The coding used was thematic and aimed at determining the extent of the value of current mentor–mentee matching (i.e., the phenomenon) in retaining novice teachers who displayed resilience and self-efficacy.

Instruments

After receiving the population list, initial contact was made through the email addresses provided by the induction program. This email was designed to collect two forms of data: one form that determined which individuals were eligible for an interview and a second form on mentor matching, which was discussed further in an interview. This email, sent to the general population, entailed specific questions found in Appendix A to determine eligibility: Did you complete both years of induction in District V? Are you currently teaching? If so, are you still employed in District V? Are you in your 4th or 5th year of teaching? Did you complete a traditional route to obtain your preliminary credential (e.g., no residency, Teach for America)? Did you participate in mentoring while completing your induction program? Would you be willing to be interviewed? These questions allowed the researcher to determine which candidates were eligible to be a part of 11 individuals who made up the sample. Individuals not in their 4th or 5th year of teaching, who did not complete both years of induction in District V's program, or

who did not participate in mentoring during the induction program were automatically eliminated due to these three criteria being pivotal for this study.

The second set of data collected allowed the researcher to determine potential links between mentor matching and lessening attrition rates of teachers who portrayed resilience and self-efficacy through examining different ways mentor–mentee matching occurs. These questions, also a part of the initial communication survey, asked about individual matching to determine if the mentor and mentee were at the same school site, grade level, and content area and if they had the same mentor for both years. The proportional stratified sample of 11 individuals who were interviewed were determined using the second set of data found in the survey to determine what individuals gave the researcher the most varied matching techniques. The use of proportional stratified sampling allows for adequate representation of all subpopulations during the interview process (Punch, 2006). Mentor matching techniques found in the survey responses were used to diversify the sample by proportionately representing all subpopulations. The subpopulations included whether the mentor and mentee were at the same school site, taught the same grade level, and taught the same subject area. Through the stratification sampling process, the researcher identified individuals who were matched using a variety of techniques. These techniques were further examined in the interview process.

The interview of 11 participants consisted of 10 questions on five thematic topics: (a) techniques used for mentor matching in District V's induction program, (b) overall positive and negative experiences with mentoring, (c) the ability to be resilient with the help of a mentor, (d) the impact of experiences on a teacher's decision to stay or leave the profession, and (e) overall feelings of self-efficacy in the classroom. These interview

questions are detailed in Appendix B. Each participant was interviewed alone, and depending on their structure, interviews took anywhere from 1 hour to an hour and a half. These interviews were semistructured; if a participant elaborated on an answer or brought insight to a topic not in question, the researcher could add additional questions to thoroughly examine the lived experiences of the participant. The benefit of having a fluid interview process while studying a phenomenon is getting at the essence of the participants' experiences to be collected, adding validity (Creswell & Creswell, 2018). Moreover, using a semistructured interview process allowed the researcher to truly understand the experiences of the participant while collecting an opulent amount of data; this strengthened the thematic analysis of data when it was being transcribed and coded.

Participants

The population of participants were 4th- and 5th-year teachers who were teaching in District V and received mentoring through District V's induction program. The first step was to email the head of the induction program to receive email addresses for this particular population. Initially, only 4th-year teachers were selected because they would have completed the 2-year program, had 2 years of teaching without a mentor, and were 1 year away from the pivotal year for attrition (i.e., Year 5). Due to District V's limited inductee numbers (roughly 20 individuals per year) and the COVID-19 pandemic, the initial population had to be increased to include 5th-year teachers. Fifth-year teachers were chosen over 3rd-year teachers because they had more experience in the profession without a mentor, and they would be able to give insight as to why they had not left the profession during the pivotal year of attrition.

Emails were then sent out to this population to ensure they met the criteria of this study and to determine who would be willing to be interviewed. The criteria included being a 4th- or 5th-year teacher who participated in and completed District V's induction program, having received mentoring during the induction program, having had a normal preservice experience through a university, and being willing to be interviewed. Smaller induction programs and districts, such as District V, yield fewer novice teachers in a given year, so the initial population of 43 novice teachers was understandable. After the population list was received each person on the list was sent a confidential survey via email. The survey data on mentor matching techniques (e.g., same school site, same grade level, same subject area) and whether novices had the same mentor both years in the program were collected, examined, and applied to the semistructured interview findings.

The design of this research study, specifically the sample size, were deemed appropriate based on commonalities found in other studies that support their adequacy. Lamm et al. (2017) used a qualitative methodology in their phenomenological study of mentorship and leadership development; where the researchers collected data through one-on-one semistructured interviews. In Lamm et al.'s study, qualitative methods were used to explore the ways the mentor–mentee relationship was established, the roles of each individual in the relationship, and how the process could be improved for the future. The appropriateness of the sample size must be examined through the methodology being used. Ten participants made up the sample in Lamm et al.'s research, which conducted one-on-one, semistructured interviews. Due to this study also examining

perceptions of a sample through semistructured, individual interviews, a sample size of at least 10 participants was deemed appropriate.

After the sample was determined, the participants were then interviewed. The researcher used the survey data findings to create diversity with the hope each participant chosen had different matching experiences and techniques. Even though stratified sampling could not be accomplished, the 11 individuals chosen met the necessary criteria and also had diverse matching techniques, which allowed the researcher to apply the findings of this study toward the more generalized population. In qualitative research studies, specifically phenomenological studies, the emphasis is placed on examining a phenomenon, in this case, mentorship matching, through the detailed experiences of a specific population (Creswell & Poth, 2018). Due to this study examining mentorship matching through a small population who completed District V's induction program, and by aiming to achieve a heterogeneous proportional stratified sample, Creswell and Poth (2018) asserted the sample size should vary between 3–4 individuals to 10–15 individuals. Creswell and Poth also acknowledged other researchers agreed 5–25 interviews in qualitative research are sufficient; however, because of the small population of this study, a sample size of 10–15 individuals was appropriate. The minimum amount of 10 individuals was not met using the initial criteria, specifically only using 4th-year teachers and proportional stratified sampling. Due to the minimum initially not being met, the researcher used all candidates who responded to the survey, even those who may have criteria previously seen as undesirable. For example, an individual who has had multiple mentors or individuals who may not offer diversity were included because they all experienced the same matching techniques. When the researcher's sample of 11

novice teachers was complete, the researcher then conducted semistructured, individual interviews on their lived experiences as a mentee in District V's induction program.

Data Analysis Methods

The researcher collected data via a semistructured interview and then used thematic coding to determine similarities and differences between participants' lived experiences to answer the research questions. The first part of the data collection process was to send a survey via email to a list of individuals who had completed District V's induction program in the past 2–3 years, meaning they were currently 4th- and 5th-year teachers.

After the survey data was collected, 11 participants were interviewed about their time in District V's program and, more specifically, their mentor. The sample was determined based on those who were in their 4th or 5th year of teaching and who had completed District V's induction program. The initial sample was meant to be only 4th-year teachers who showed diversity through their matching techniques; however, due to the limited population of 4th-year teachers and the COVID-19 pandemic limiting survey responses from the 43 members of the population, proportional stratified sampling was not used. The data collected through semistructured, individual interviews of participants' lived experiences were recorded through the recording function on the Microsoft Teams virtual interview space and allowed for automatic transcription to occur. To transcribe the data, the researcher took the recorded interviews and used Microsoft Stream software to help in the transcription process. After being transcribed by the software and validated by the researcher, the data were analyzed.

The first step of the analysis process was to take the transcribed data and code them based on similarities. These similarities were then analyzed and grouped. During this data reduction process, referred to as *horizontalization* (Moustakas, 1994), the data were processed through transcripts highlighted for significant, common statements from the participants (Creswell & Poth, 2018). These significant statements provided an understanding of the experience of the phenomenon being studied (i.e., mentor matching; Moustakas, 1994). The researcher then developed thematic groupings (Creswell & Poth, 2018) of the significant statements found in the data. Themes found in the coding and analysis process included: (a) mentor characteristics affected the mentee's experiences in the program and their overall relationship; (b) a genuine mentor-mentee connection positively impacted the mentee's overall experiences in the program; (c) components other than mentoring influenced teachers' perceptions and experiences in the program; (d) realistic perspectives of themselves and the teaching profession influences retention, efficacy, and resilience; (e) empathy toward novice teachers increases resilience factors and leads to positive experiences; and (f) mentor validation during the mentorship process positively impacted self-efficacy in novice teachers. The thematic analysis of the research was used to draw conclusions consistent with the research questions, all of which addressed the participants' lived experiences of the mentoring process as they related to lessening attrition rates in novice teachers with resilience and self-efficacy. This data reduction process allowed for the examination of positive and negative aspects of the mentoring component of District V's induction program, allowing for potential conclusions to be drawn on techniques used to match veteran and novice teachers.

Limitations

The presented design and methodological basis, a phenomenological qualitative study, was not without flaws. Lincoln and Guba (2013) discussed the shortcomings of qualitative methodology and phenomenological designs. Due to this study containing data in the form of lived experiences, the process and data collected are subjective because they are the personal experiences of individuals. How the data were collected (i.e., through individual, semistructured interviews) and what they were (i.e., words from an individual's lived experiences in one induction program) makes generalizability to other programs or the larger population limited. This study included a sample size of 11 individuals; however, this is also a limitation of the methodology and design due to the lack of validity. The findings in this study do not accurately correspond to the larger population because they came from a singular induction program in California and only addressed the lived experiences of 11 participants. This sample limitation creates a validity issue; the findings do not appropriately correspond to the rest of the world experiencing the phenomenon of mentorship matching.

There are numerous limitations of data collection from people in the form of their own experiences. Lincoln and Guba (2013) discussed the flaw in observing human behavior as behaviors are a makeup of shared constructions which cannot be determined to occur to all. If these behaviors are shared experiences solely in that particular population, the findings derived from the data cannot be generalized to other programs. Furthermore, the use of one induction program for this study creates a limitation on generalizability to all other counties, districts, and statewide programs. The findings had certain limitations; the collection of interviews could be insufficient if time or geographic

constraints occurred. These limitations did create difficulties for the research, as some individuals could not have been as forthcoming in their electronic interview, limiting the data's validity. Additionally, the lack of being able to see valuable, nonverbal cues such as facial expressions, hand gestures, and movement created limitations. Without seeing and recording nonverbal cues, significant in determining an individual's feelings, the data collected may not have been valid in examining true lived experiences.

The system of thematic coding may have created issues due to the potential of the researcher inadvertently imposing their own bias on the data. Creswell and Poth (2018) described the qualitative researcher as the primary instrument through which the data are mediated; therefore, the potential of prejudice is present during the coding process. The thematically coded data, coming from the individual's lived experiences and transcribed by the researcher, cannot be popularized. Individuals' lived experiences cannot be generalized to all of humankind; that would be a severe exaggeration (Lincoln & Guba, 2013). In addition to the methodological and design limitations, there were several delimitations imposed by the researcher to make this study attainable.

Delimitations

In any research study, there are certain *delimitations*, or self-imposed boundaries, which allow for research to occur but can negatively impact the research findings. The choice to use the perceptions of mentorship matching in District V's induction program created several delimitations. Additionally, using only one program in California out of thousands created a self-imposed geographical boundary that could negatively impact generalizability to the whole state. The researcher chose this program due to familiarity. The researcher knew the variety of matching techniques would allow for diversity in the

participants. In addition to choosing one program, the population and sample were also delimitations set by the researcher. The population, all 4th- and 5th-year teachers who finished District V's induction program, did not account for any 3rd-year teachers who have completed the program. The delimitation of 3rd-year teachers was established because the researcher wanted the novice teachers or mentees in the program to have a minimum of 1 year of teaching outside the program's mentoring support system to determine their true feelings on the teaching profession. The sample, or the actual participants who were interviewed, were selected based simply on responses.

The initial design of this study was to use matching techniques, or how the mentee and mentor are matched, including whether the novice teacher had the same mentor both years in the program. The researcher examined whether or not they were at the same school, had the same grade level, and taught the same subject, all of which were determined from the initial email survey sent to each member of the population. This delimitation, which was associated with the sample, came from finding a diverse group of individuals who experienced different mentor matching techniques; however, the researcher was not able to implement stratified sampling in their study. Using proportional stratified sampling would have given the researcher a variety of the sample which would have highlighted how these different techniques impacted the novice teacher's feelings of self-efficacy and resilience and whether they would continue in the teaching profession. Due to the limited number of participants in District V's induction program (creating a population of 43) and the COVID-19 pandemic (creating additional barriers for teacher participation) the researcher chose to use all 11 participants who responded to the initial survey. Each delimitation imposed by the researcher was done to

allow for the study's purpose to be adequately addressed. Any potential negative impacts from the limitations and delimitations of this study are addressed during data analysis and recommendations made for further studies. The findings and results of this study may not necessarily be generalized to other subjects, locations, or future time periods.

Summary

The purpose of this qualitative phenomenological study was to understand the extent of the value of current mentor–mentee matching techniques in District V's induction program. This was analyzed through the perceptions of 4th- and 5th-year teachers to determine if the existing system was lessening attrition in novice teachers who had resilience and self-efficacy. Qualitative methodology was best suited for this study because it allowed for the participant's past lived experiences regarding mentoring during their time in District V's induction program to be collected through verbal and physical expressions.

The 11 participants of this study were selected because they completed a brief survey, met the necessary criteria, and were willing to be interviewed. The necessary criteria consisted of being a 4th- or 5th-year teacher, having completed District V's 2-year induction program, and having no prior experience in a nontraditional preparation program (e.g., Teach for America or a residency). Additionally, the survey contained a question about the techniques used to match the novice with their mentor, including if they shared common grade levels, school sites, and subjects taught to help the researcher draw conclusions between experiences and matching techniques. After the sample was determined, semistructured interviews were conducted to examine the lived experiences of participants' time in District V's induction program. The data collected through these

interviews were transcribed through the process of horizontalization, or grouping of common themes and significant statements (Moustakas, 1994). Common experiences for multiple participants deemed important were further grouped based on themes. These themes allowed for conclusions to be drawn based on the research questions. Limitations relating to methodology and design choices affected the researcher's ability to demonstrate the findings as generalizable. Furthermore, the delimitations set by the researcher in terms of program selection, sample, data collection, and data analysis created boundaries that impacted the study. Chapter 4 includes the findings and results from the data analyzed in this study.

CHAPTER 4: FINDINGS

The Learning Policy Institute reported annual attrition rates among teachers in the United States is between 15%–20% (Carver-Thomas & Darling-Hammond, 2017). In the population of teachers, the subset of those deemed novice teachers (i.e., in their first 5 years) have the highest attrition rates (Darling-Hammond et al., 2016). In an effort to keep novice teachers in the profession, many states, counties, and school districts have implemented mentorship programs. The goal of mentorship is to create a relationship between novice and veteran teachers that will allow the novice teacher to have a smooth transition into a full-time classroom setting (Gordon & Lowrey, 2017; Warsame & Valles, 2017). Whereas there are some mentor–mentee matching practices that have been implemented and found of value, there are no techniques that consistently prove successful in retention, resilience, and self-efficacy (Lozinak, 2016).

This study was designed to explore the perceptions of mentor–mentee matching in District V’s induction program through the lived experiences of 4th- and 5th-year teachers to understand if the current matching system lessens attrition through assisting teachers in obtaining resiliency and self-efficacy. The findings of this research, found in this chapter, are based on four research questions:

- Research Question 1: How has the mentorship, received as a part of District V’s induction program, impacted individuals’ lived experiences and perceptions of the teaching profession?
- Research Question 2: How did the relationship with participants’ mentors, during the induction program in District V, help them determine if they were going to continue in the profession, lessening attrition?

- Research Question 3: How did the participants' matched mentors affect their perception of resilience or the ability to overcome obstacles in the teaching profession?
- Research Question 4: How did the mentor–mentee relationship experienced in the induction program impact each individual's perception of self-efficacy as a teacher?

The findings of this qualitative phenomenological study of District V's mentored novice teachers' lived experiences are presented in this chapter. Husserl (2017) asserted in any qualitative phenomenological study it is essential to collect data relevant to the participant's individual perception of the situation they experienced; therefore, 11 former mentees from District V were interviewed.

Prior to the interview process, a list of 43 former induction mentees of District V were contacted to complete a 14-question survey asking them about their background, participation in the induction program, matched mentor, and whether they would be willing to participate in the interview process. Of those contacted, only 12 individuals completed the survey, and only 11 scheduled an interview. Stratified sampling would have allowed for a true representation of all subpopulations, but it was not obtainable due to so few survey responses. However, most subpopulations were present. The subpopulations included whether the mentor and mentee were at the same school site, taught the same grade level, and taught the same subject area. Subpopulations for the 11 participants were established during the initial survey. The semistructured interviews consisted of 10 prescribed questions; however, in all interviews more questions were posed by the researcher to further data collection of true lived experiences.

Semistructured interviews allowed the process to be fluid, giving the researcher a more comprehensive and valid understanding of the participants' lived experiences (Creswell & Creswell, 2018). All interviews were completed through an online meeting forum (i.e., Microsoft Teams) and recorded.

Thematic coding was the data analysis method implemented in this study. The first step in the process of data analysis was to transcribe and code the data. Transcription of the video-recorded interviews was done automatically through the researcher's Microsoft account via Stream software. Then, each interview was reviewed for transcript inaccuracies. Once the transcripts were completed, the researcher completed a line-by-line coding process that allowed for common themes to be seen across participant data sets. This process of analysis, in which significant statements are grouped into common themes, provides the researcher with a more encompassing understanding of participants' lived experiences (Moustakas, 1994). The transcribed and coded interviews resulted in six common themes:

- Mentor characteristics affected the mentee's experiences in the program and their overall relationship.
- A genuine mentor–mentee connection positively impacted the mentee's overall experiences in the program.
- Components other than mentoring influenced teachers' perceptions and experiences in the program.
- Realistic perspectives of the teaching profession and themselves influenced retention, efficacy, and resilience.

- Empathy toward novice teachers increased resilience factors and led to positive experiences.
- Mentor validation during the mentorship process positively impacted self-efficacy in novice teachers.

Several subthemes were also identified during the analysis process. These subthemes added greater clarity to the understanding of participants' experiences. The subthemes included: negative mentor characteristics, positive mentor characteristics, trust, communication, differences, observations, modules/assignments, administrative/parental issues, teacher's background, self-reflection, honest understanding, obstacles faced by the mentee, language, and reinforcement. Data were also gathered through the initial survey sent to participants to understand their backgrounds and matching techniques, which were foundational in understanding the mentor–mentee experiences.

In this chapter, the researcher presents the data in three sections. The first section consists of the demographics of the mentee participants' survey responses in table form to represent key matching techniques present in District V's induction program. The second section, the findings of this qualitative study, includes the narrative data collected from the individual interviews in common themes and subthemes. This chapter concludes with a detailed summary of the findings.

Mentee Participant Survey Demographics

According to their website, the mission of District V's induction program is “to inspire teachers to make the inquiry process the basis for their ongoing professional development.” As a way to accomplish this mission statement, and as a part of California state requirements, District V's website states, this “comprehensive induction program

will be side by side with a trained mentor teacher” to assist the novice teacher during the period of acclimating to their new career. Tables 1, 2, and 3 are comprised of data collected through the initial survey questions (see Appendix A) sent to the entire population. Table 1 shows general participant demographics including gender, years of teaching, grade level, and whether or not they completed a traditional preparation program to obtain their credential.

Table 1

General Mentee Participant Demographics

Gender	Years of teaching	Grade level	Traditional preparation program
Male (5)	4th year (3)	Elementary (1)	Yes (11)
Female (6)	5th year (8)	Middle (1)	No (0)
		High (8)	
		Other (1)	

Induction programs differ based on location and governing bodies. Due to these differences, the ways in which mentors and mentees are matched, or the techniques used, are also different. Bartell (2005) asserted techniques used in mentor–mentee matching that aligned location, grade level, and content areas seemed to be beneficial. The benefits found in these techniques for matching can have an impact on the mentor–mentee relationship and the experiences of the novice teacher (Ingersoll & Strong, 2011). Table 2 shows general matching techniques used in District V’s induction program alongside the number of mentor–mentee relationships that fit into those techniques. Table 3 takes the data in Table 2 and further breaks it down based on specific participant matches. In some

instances, when there were unique circumstances or multiple matches, the data presented has additional notations.

Table 2

Mentor Matching Techniques

Same mentor both years	Same site/location	Same grade level	Same content area
Yes (7) 64%	Yes (6) 43%	Yes (9) 64%	Yes (7) 50%
No (4) 36%	No (7) 57%	No (5) 36%	No (5) 36%
			Other (2) 14%

Note. Site, grade level, and content area may exceed the number of participants due to four participants having multiple mentors.

Table 3

Individual Participant Matches

Identifier	Years of teaching	Same mentor (both years)	Same site	Same grade level	Same content
Participant B	5	Yes	Yes	Yes	No
Participant D	5	Yes	Yes	Yes	Yes
Participant H	5	Yes	No	No	Yes
Participant J	4	Yes	Yes	Yes	Other
Participant K	4	Yes	Yes	Yes	No
Participant L	4	No (Different district 1st year)	Yes	Yes	Yes
Participant M	5	Yes	No	Yes	Yes
Participant N	5	Yes	No	No	Other
Participant S	5	No	No (Both)	No (Both)	Yes (Both)
Participant T	5	No	Yes (1st) No (2nd)	Yes (Both)	No (Both)
Participant V	5	No	No (Both)	No (1st) Yes (2nd)	No (1st) Yes (2nd)

Note. Teachers who both teach special education the secondary level, but have different content areas (e.g., math, science, English, SDC) will have “other” as their identified content area.

The mentee participant survey demographics were not used during the process of thematic analysis as they do not present lived experiences of participants. These demographics, however, are used in Chapter 5 to provide insight. The thematically aligned findings based on the narrative data collected during the semistructured interviews are now presented.

Presentation of Findings

Video interviews were conducted with the 11 participants in this study. These semistructured interviews used 10 consistent questions across all 11 participants. In all cases, the researcher asked several unvetted questions during the process to further solidify the true lived experiences of each participant. Each question aimed at answering one of the four major research questions and dealt with mentorship matching, mentor–mentee relationships, teacher retention, and feelings of resilience and self-efficacy. These interviews were recorded and transcribed.

The transcriptions of each interview then went through a line-by-line coding process that showed commonalities within the data. These commonalities, found in the thematic analysis process, consisted of six major themes (a) components other than mentoring influenced teacher’s perceptions and experiences in the program; (b) realistic perspectives of the teaching profession and themselves influenced retention, efficacy, and resilience; (c) mentor characteristics affected the mentee’s experiences in the program and their overall relationship; (d) genuine mentor–mentee connection positively impacted the mentee’s overall experiences in the program; (e) empathy toward novice teachers increased resilience factors and led to positive experiences; and (f) mentor validation during the mentorship process positively impacted self-efficacy in novice teachers.

Additionally, several subthemes arose in the six major themes, all of which are discussed further in the findings. Table 4 shows the four major research questions posed in this study and the corresponding themes with which they align. Some themes cross over into other research questions; however, this section includes the thematic findings with the research question of best fit.

Table 4

Research Questions and Themes

Research questions	Themes
RQ1: How has the mentorship, received as a part of District V's induction program, impacted individuals' lived experiences and perceptions of the teaching profession?	<p>Components other than mentoring influenced teachers' perceptions and experiences in the program.</p> <p>Realistic perspectives of the teaching profession and themselves influenced retention, efficacy, and resilience.</p> <p>Mentor characteristics affected the mentee's experiences in the program and their overall relationship.</p>
RQ2: How did the relationship with participants' mentors, during the induction program in District V, help them determine if they were going to continue in the profession, lessening attrition?	<p>Genuine mentor–mentee connection positively impacted the mentee's overall experiences in the program.</p>
RQ3: How did the participants' matched mentors affect their perception of resilience or the ability to overcome obstacles in the teaching profession?	<p>Empathy toward novice teachers increased resilience factors and led to positive experiences.</p>
RQ4: How did the mentor–mentee relationship experienced in the induction program impact each individual's perception of self-efficacy as a teacher?	<p>Mentor validation during the mentorship process positively impacted self-efficacy in novice teachers.</p>

Research Question 1

How has the mentorship, received as a part of District V's induction program, impacted individuals' lived experiences and perceptions of the teaching profession? The first research question was designed to help the researcher collect data on the impact of mentorship in the lives and perceptions of participant mentees. During the analysis process, the researcher identified three themes relating to the first research question: (a) components other than mentoring influenced teacher's perceptions and experiences in the program; (b) realistic perspectives of the teaching profession and themselves influenced retention, efficacy, and resilience; and (c) mentor characteristics affected the mentee's experiences in the program and their overall relationship. Subthemes emerged under this research question, including observations of other veteran teachers, modules and assignments, administration or parents causing added stress, teachers' backgrounds, self-reflection, an honest understanding of the day-to-day teaching profession, and negative or positive mentor characteristics.

Theme 1: Components Other Than Mentoring Influenced Teachers' Perceptions and Experiences in the Program

In induction programs, many components exist outside of mentorship. These components—observations of other teachers, completing modules and assignments, and learning how to manage other stressors—became apparent. Two structured questions during the interview process aligned with this theme most often: (a) “What were your experiences like with your matched mentor (positive and negative)?” and (b) “Can you describe one experience that stands out to you? Why does this experience hold significance of your time in the induction program?” Of 11 mentee participants in this

study, all stated they had positive experiences with their mentor, enhanced through components such as veteran teacher observations. When asked to discuss negative experiences in the program, most pointed to components outside of the mentor–mentee relationship. The subthemes analyzed in this theme are specific examples of positive and negative experiences during the induction program.

Observations of Other Veteran Teachers. Three participants discussed the positive experiences of observing veteran teachers. Participant B stated, “[my mentor] picked out a couple of good teachers for observations. You know we had some observation on campus as part of the program and so [they] picked out some really good teachers to observe for that.” Participant B went on to further explain the positive experience of one of the veteran observations, saying:

It was incredible to see [their] relationship with students in what many would consider a less interesting of a subject . . . not less interesting, that’s not the word, but like you don’t think of [English] all the time as like an exciting subject, you’re not going in there for like fun. You know what I mean? Whereas choir typically people are going in there to have a good time to turn off their brain. Whatever the case is, you know. So, it was really cool to see students like super engaged and, you know, just have that kind of dynamic with [them]. [They] knew all of [their] students like personally, and I thought that was really cool to see.

Participant M also described their observations of a veteran teacher, saying, “it really helped me to see you know how I was doing versus other teachers in terms of like teaching style and especially when I was going to like observe veteran teachers.”

Participant M’s veteran teacher observation “was a positive thing because [they] didn’t

go in with blinders, [their] eyes were very much wide open and, like [they weren't] blindsided by anything with the teaching profession it was, this is what it is," giving them a realistic perspective of the profession. Participant T echoed the sentiments of both Participants B and M, commenting:

I would say the time that was allotted to us to do observations of other teachers, that was definitely a positive experience. Being able to go into other classrooms and get ideas and . . . it was great just to see different classroom management styles, different pedagogy that they were using, different lessons maybe. I thought that was probably one of the more valuable things was the classroom visits that we were allowed to do.

The three participants who explicitly described their observations of other veteran teachers all agreed it was one of the positive components of the induction program in District V.

Modules and Assignments. Induction programs like the one in District V are not just based on the mentor–mentee relationship but require novice teachers to complete modules and assignments. All participants agreed the modules and assignments, as components of induction, created stress. Participants differed, however, on the reasons for this component creating stress, whether it was because they were time-consuming or they were not manageable.

Time Consuming. Novice teachers enter into the induction program for support and, in the state of California, provide evidence through assignments and modules they understand and can apply the California Standards for the Teaching Profession (CSTPs; see Appendix C). This evidence is then used to show the novice teacher's preliminary

teaching credential should be cleared and made into a permanent credential. Teachers in their first 2 years already face adversity, and the assignments and modules they must complete become an extra stressor, as stated by Participant D, “and it was a lot, there’s a lot.” Some participants were more forthcoming about the time-consuming nature of such assignments and modules.

Participant H continually touched on their frustrations on induction, stating, “negative wise, it was just . . . time. It was really time consuming like part of me felt like hey I kind of got this,” leading to frustrations about why they needed to continue with the modules and assignments. Furthermore, they stated, “that was the only one thing, was like just the time commitment and like what they had you do like the assignments and things” as the only negative component of District V’s induction program. Participant H went on to pinpoint their frustrations when stating:

You know . . . that was the only thing I can remember of like a negative thing, which is like it got to a point where just like this is, this is just too much right now. You know like, but you get through it. That was the only one thing, was like just the time commitment and like what they had you do like the assignments and things.

Participant J asserted they “guess induction is just one more layer . . . just one more thing,” leading to more stress about being a novice teacher. Participant K agreed, first stating, “I don’t know that there’s really any negatives,” then going on to assert they would “say it was time consuming.” Participant S talked about time:

I was just so tired, and I was so exhausted and drained and then they had to go to these induction meetings and do these assignments was just a lot more stress and almost drove you crazy in a way.

Participant T agreed, stating the biggest obstacle was “finding time to do it,” further elaborating, “it was really just like an added stress and an added thing that I don’t feel like helped my mental state.” Beyond the time-consuming aspect, some mentee participants felt as though the tasks of induction were not manageable.

Not Manageable. Factors outside of time made some assignments and modules not manageable for mentee participants. In most cases, these individuals taught specific content, making the generic assignments difficult to complete. Among those who felt as though the assignments were not manageable, Participant B, a choir teacher, asserted:

I think that a lot of the things that you kind of do in the induction program as far as like the little assignments go, and I think that when it was more specific like to music and choral . . . it was just kind of more helpful for me.

Further verifying that it “kind of felt like they weren’t related to helping me,” Participant B’s experiences were “an added sort of stress.” Other content areas, specifically with teachers who taught special education, felt as though extra clarification or modified assignments were needed to manage the assignments and modules. Participant M, a special education teacher, stated they went to their mentor to “clarify the directions on some of the key assignments that they were having us do.” Participant V, an adult transition teacher, had specific needs and ran into many challenges. They said, “I was always kind of like, almost the anomaly, I guess. So, it was also interesting to see how

different it is because we don't have to follow Common Core, we don't teach to state standards." Participant V's experiences were unique; they explained:

I was the only transition teacher it was really interesting the things that they would have us do . . . I was constantly like either raising my hand or like asking my mentor, OK well, but how do we make that fit what our program does? I think really the only obstacle was trying to figure out, so all the different activities and things that they have you do are definitely geared more towards those K-12 things and standards and state testing and truly like core curriculum.

The assignments and modules embedded into the induction program can be difficult to accomplish due to both time and manageability, negatively influencing mentee participants' experiences in the program.

Administration or Parents Causing Added Stress. Seven of 11 mentee participants also said components of teaching, specifically administrators or parents causing added stress, led to negative perceptions and experiences. In some cases, the lack of support from administration during evaluations or observations could have a negative effect. Participant S stated when administration gave feedback "it just feels sometimes more like they're stern about it," leading the participant to "take it more personally and not really [constructively] but [destructively]." Participant K stated, "Admin is really terrible about communicating with us and like they'll throw stuff us on us at like the last second and have kind of expectations that I don't think are always the most realistic," which would "just like throw everything off and that would stress me out." According to Participant J, unrealistic expectations from administration may have come from the fact that:

The admin doesn't know what it's like to actually be in the classroom. And so sometimes they're like, oh yeah, do this this and this and you're like I wish you could see, be in my shoes for a day to understand how difficult that is.

Administration can adversely impact a mentee participant's perceptions and experiences while in the program, as can parent interactions.

Parent interactions can weigh heavily on novice teachers. Special education teachers are consistently interacting with parents who, in some cases, cause added stress. Participant D, a special education high school teacher, recounted a parent interaction, saying:

Parents came with an attorney and there were constantly threats I guess of them suing the district all the way from when the student was in middle school. So, parents already had it up to here with the school district and they blame the school for everything wrong and [the student] joins my caseload. Well now that's a situation that I have to handle.

Participant N, another special education teacher, stated, "It's not easy. People think it's easy. It is not dealing with parents and meetings." Participant N added, "When parents complain about you, you do like, 'What? What did I do?'" Participant V echoed those sentiments, adding teachers often need to learn "how to not let those parents that are a little bit tougher on you affect you, but also how to help the students that are a little bit tougher." Special education and adult transition programs were not the only mentee participants who noted the negative effects of parents.

"Getting slammed every day by parent emails," according to Participant L, a high school English teacher, was an added stressor in those first years. Participant L stated

they had “parents say they’re coming for [their] job.” Participant L went on to add something they saw that resonated with some of their negative experiences, saying:

I saw a thing the other day and I was like that’s so true. In a day and age where teachers are leaving the profession very quickly, it said teachers don’t leave teaching because of kids. Teachers leave teaching because of adults, and I think that’s what was my biggest thing.

Participant K also felt added stress when dealing with parents. Participant K shared their parent experiences:

Parents were very critical of the curriculum and the things that were being taught in the classroom and were not receptive to understanding that you know, these are the standards, and these are the things that we have to cover in the school year.

Whereas dealing with parent complaints about prescribed curriculum, as in the case of Participant K, may not be as negative as the criticisms faced by Participant L, both accounts show how parent interactions negatively influenced novice teachers’ perceptions and experiences in the program.

Components other than mentoring influenced teachers’ perceptions and experiences in the induction program. Observations of other veteran teachers overall positively impacted mentee participant experiences; however, those components that were time consuming, unmanageable, or negative caused adverse stress.

Theme 2: Realistic Perspectives of the Teaching Profession and Themselves Influenced Retention, Efficacy, and Resilience

When entering into a profession, most want to have a realistic understanding of what the profession is: its stressors, requirements, and impact on overall life. When

individuals choose to teach, they too need realistic perspectives of the profession in the forms of background, personal struggles, and honest understanding to set them up for success. While interviewing the 11 mentee participants in this study, one structured question, “How has the mentorship you received as a part of District V’s induction program impacted your perceptions of the teaching profession?” aligned most with this theme. Outside of the structured question, however, many mentee participants shared their perspectives through engaging in background discussions and when answering other questions during the interview. Across the data, mentee participants stated a foundation in education and having an honest understanding of the day-to-day struggles gave positive perceptions of the teaching profession. Preparation programs and a lack of the ability to reflect seemed to cause some misperceptions, leading to further frustrations or need for intervention. Teachers’ background, self-reflection, and an honest understanding of the profession all impacted mentee participants’ perceptions of teaching.

Teachers’ Backgrounds. Most teachers do not simply step into the teaching profession without having some desire or prior background. Participant B expressed that in their “junior year of high school, [they] knew [they] wanted to be a choir teacher or at least pursue that.” Three other participants had strong family ties that pushed them to pursue education. Participant M’s brother-in-law was the reason for their move to the profession; they said:

I see how people treat teachers, I don’t want to be a teacher, but for me it was my brother-in-law. He was special needs, he passed away my 2nd year of teaching.

But he was special needs and eventually he was going to come live with [us] after

you know he moved through all the siblings because he was older and he's the one that I was like, I need to know how to work with him.

Both Participant L and T entered into the profession due to their rich family background in education. Participant L stated, "my aunt's a teacher, my sister is a teacher, and my mom is a special education aide, so I have been around the education system." Participant T shared insight into their background, commenting:

I do come from a family teachers. My grandfather, my dad, my cousins. I mean shoot, I'm just, we don't have that big of a family. But I'm thinking in my family, there's probably five or six teachers, so I definitely grew up around education.

Outside of having family ties in the education profession, preparation programs, and other foundations in education such as substitute teaching, being an aide in the classroom or being in another sector of education influenced the perspectives of the teaching profession for the mentee participants.

Preparation Programs. During the course of obtaining a credential, perspective teachers must enroll in a teacher preparation program to help train them for their new profession. In many cases, however, teacher preparation programs do not thoroughly train prospective teachers for the issues they will face. Participant B stated, "I felt least prepared for as a choir teacher, you know funding and what to put money towards and how to get money." Some of the adversity faced by Participant B was how to run a successful choir program, and they felt as though their preparation program did not help with this. Participant L stated, "nothing that I did in the credential program applied to teaching itself" and they came into the profession with "a high horse situation," thinking they were fully prepared. Participant L went on to state they felt they did not learn about

the reality of teaching “until [they] actually [got] into the classroom. Like ‘ha-ha I’m fresh out of school, like I know all the things and then you get there and then you just hit this wall.’” Participant T asserted the same lack of preparation, specifically in the realm of content they would be teaching. When reflecting on their overall experiences, Participant T stated, “I mean one I’m a new teacher teaching subjects that I’ve never taught before, so I’m trying to learn the material.” Lack of specific content or program area preparation and feeling underprepared seemed to be negative draws from some mentee participant preparation programs; however, others had positive experiences.

Beyond the struggles of specific educator needs and overconfidence, three participants cited their preparation programs helped to prepare and ignite a passion in them. Participant H stated, “It made me feel like I was more, I guess, prepared or kind of like had more experience.” Even with facing a lack of preparation in regard to running a choir program, Participant B discussed the idea of “being fresh out of college [as] something interesting to think about. I think you want to try all of these different things. You don’t know exactly what you are doing, but you at least have all these ideas.”

Participant M also felt prepared entering into the profession; they said:

[My program] didn’t say well just watch us, they were like we’re throwing you in the deep end like let’s troubleshoot as you go; like here’s an IEP [individualized education plan], write the IEP, do the testing. And a lot of my friends in the program a lot of their master teachers wouldn’t even let them touch the assessment material for IEP’s so that they were going to be getting these jobs and never having assessed a student before.

Participant M's positive experience gave them a realistic perspective of how to complete an individualized education plan (IEP) as a special education teacher. Preparation programs are not the only aspect of a teacher's background which can assist in a realistic perspective of the teaching profession.

Foundation in Education. Four mentee participants were actually in the classroom prior to becoming full-time teachers: three as aides and one as an after-school program tutor. Participant D, who "was an instructional aide for 12 years" prior to becoming a teacher, stated they "already had a sense of how the classroom runs." They went on to explain, "In my credential program there was maybe like 15, 20 of us and I think out of that 15, 20 I think only three of us continued on with our careers and got teaching jobs." The reason for this, according to Participant D, was that "a lot of the others like they didn't have the background knowledge of what they were getting themselves into," showing the positive impact on retention if a teacher has gained a realistic perspective of the profession prior to becoming a full-time teacher.

Participant J also came from an instructional aide background, being in the profession for "a total of probably about 12 years." After the foundation of being an aide in the classroom, Participant J stated, "I end up loving it. I ended up really helping a lot of like RSP [Resource Specialist Program] level kids and so I was like oh, I can definitely do this." Participant V also worked as "an aide for 4 years in ATP [Adult Transition Program] before getting this job," making a smooth transition from aide to teacher. Participant H "taught in a . . . nonprofit called Think Together." They stated they "did that after school program for like a year" prior to making the transition into the classroom. Participant H stated further, "I think my past doing things I did before I

became a teacher . . . I felt like I was prepared.” Other teachers did not have the same strong backgrounds in teaching, creating some disjointed views of the profession.

Foundations in education prior to becoming a teacher vary, and three of the mentee participants discussed not having any foundation in education. Participant K had been “working as a substitute teacher for about a year before [they] started [their] student teaching.” Participant K went on to describe supports being taken away, saying, “as a brand-new teacher, pretty much out of student teaching, not having a lot of experience . . . cause when I was subbing it was, I always have a lesson plan and some guidance.” Participant L echoed the same experiences, stating they “had been a substitute for schools.” Participant L described how their 1st year of teaching made them “[feel] like a complete fish out of water.”

Whereas Participants L and K had some foundation in the classroom, Participant S stated they had “never subbed, I never did anything prior to my 1st year besides my student teaching,” which led them to “have a really hard time adjusting to having my own classroom.” Strong foundational experiences in education seemed to positively impact novice teachers’ realistic perspectives and retention, whereas having limited interaction in the profession led to struggles. Beyond outlook on the profession, self-reflection through mindfulness, growth, and improvement created realistic perspectives.

Self-Reflection. Novice teachers’ realistic perspectives applied not only to the profession but their own ability to self-reflect. Regarding the difficulties of reflection during the induction process, Participant V discussed “doing a lot of brainstorming with my mentors and then as far as the reflection piece goes, it was a lot of you just got to do

it.” Reflection is a piece in the framework of induction to help facilitate mindfulness, growth, and improvement in novice teachers.

Mindfulness, the awareness of an individual’s capabilities, is a key component in the self-reflection piece. Participant L spoke the most about mindfulness, stating their “[mentor] pointed out a few of the chapters that [they] wanted me to look over and kind of explained to me what mindfulness was.” The use of mindfulness gave Participant L “a perspective change” to “almost like take a step back and realize” not to “worry about the stuff that [they] can’t control.” Participant M faced the same issues with recognizing what they could or could not control, saying “some of this stuff is going to be out of [my] control.” Through the process of being able to “kind of step outside of my head and outside of my heart,” Participant M was able to assess “this is out of [my] control.” Mindfulness can be a beneficial self-reflection tool, especially when novice teachers use it to grow and improve.

Five of the mentee participants stated they worked toward growth and improvement during the induction program. Participant D discussed times when they were “unsure and [they] thought for sure [they] screwed it up,” leading them to learn “early on that, mistakes happen . . . [they] can’t dwell on them. Learn from them, and then move on.” Participant M further discussed it was “okay if [I] totally bombed on [my] lesson . . . look at it from an objective lens and see where [I] went wrong,” which allowed them to “be more flexible because . . . it showed me teaching’s not going to be perfect every single day.” Mistakes occur in every classroom, but having the ability to change, grow, and improve can lead to a more realistic perspective.

Participant L described the need for professional growth stating, “Like if you aren’t willing to grow, then you’re right, teaching is probably not for you, because education is always changing.” Some participants noted having difficulties changing and growing, such as Participant S, who reflected on a conversation with their mentor when saying, “They would tell me I need to change it for me to grow as a teacher.” Participant V agreed; they said, “I don’t really like change. I know change is good, but change is really hard for me.” Whereas change was a struggle, according to Participant V, it “challenged [them] to change it for the better.” Although change was met with resistance in some cases, the ability to grow and improve showed space to assess themselves as a teacher more realistically.

Honest Understanding of the Day-to-Day Responsibilities. Six of 11 participants discussed some form of honest understanding of the day-to-day responsibilities of a teacher as an important factor in creating a realistic perspective. In many cases, having support and guidance gave mentee participants more of an authentic view of teaching. Participant B discussed reaching out to “choir directors that have been through what [they were] going through in [their] first couple years” to gain support. Participant D found support through their mentor, who “was able to really guide [them] and be like this is the way this classroom works . . . it really helped [them] navigate [their] way.” Participant L discussed “with a lot of [my mentor’s] support and a lot of [their] strategies,” they “encourage[d] that growth mindset” to understand the ins and outs of the profession. Participant T agreed, stating how their mentor:

Was really good with teaching me kind of the inner workings of the school, not necessarily in my like content or even teaching, but like navigating a lot of the politics and stuff that goes along with our day-to-day profession.

Others considered the way their mentors provided realistic perspectives.

Participant M stated what “was really nice is it wasn’t, it wasn’t . . . if this sounds even weird . . . but nothing was sugarcoated and it was, it was honest, it was blunt.”

Participant M further elaborated they were not “blindsided by anything with the teaching profession it was, this is what it is. The good, bad and the ugly like you know it’s not all sunshine and rainbows.” Participant S agreed, stating mentors were helpful “because they give you both the good and the bad.” An honest understanding of the day-to-day struggles and systems given by mentors and fellow teachers allowed for mentee participants to have a more realistic understanding of the teaching profession.

Theme 3: Mentor Characteristics Affected the Mentee’s Experiences in the Program and Their Overall Relationship

As in any relationship, individual characteristics, both negative and positive, impact the mentor–mentee relationship. Two interview questions that align with the theme that mentor characteristics affected the mentee’s experiences are: (a) “How did the matching process and who you were matched to influence your overall experiences in the induction program?” and (b) “What were your general thoughts and feelings regarding how/who you were matched with?” The mentor–mentee relationship was affected negatively through personality differences and judgement, whereas the characteristics of support, help, encouragement, and experience all had positive impacts.

Mentor–Mentee Personality Differences. Eight of 11 mentee participants felt as though their mentors had different personalities than them. Participant H stated their mentor was “very by the book . . . I guess you would say like I wouldn’t hang out with that person.” Their mentor would “[stick] to the book, there was no corners cut or anything like that” which in some cases made the process more “time consuming and tedious.” Participant S’s views aligned with Participant H’s, stating:

[My mentor] was a little more, I want to say type A; [they were] a little more concerned about the actual assignments and having them done a certain way. So that was a little different. It wasn’t necessarily bad, but [they were] definitely more on top of me about doing the assignments and doing it a certain way.

Participant T agreed when asked the follow-up question in the semistructured interview, “Do you feel if you had a mentor that wasn’t so laid back . . . you could have been more successful in terms of time management?” Participant T went on to state, “I don’t know how viable this is, but trying to maybe match personalities together,” as a way to ensure positive matches between mentor and mentee. Not all differences were negative; some mentee participants felt positive about having a mentor who was different than them.

Participant L stated their mentor was “definitely a stronger personality where [they’re] going to voice [their] concerns and opinions and thoughts and I’m more of a laid back” person. They went on to state, “It’s good to have somebody who is more authoritative and like look, this is what you got to do, but [they] didn’t do it in a nasty way. [My mentor] was super nice and kind and everything.” Participant V also felt their “different teaching styles” and the fact “they’re both very different in the way that they teach” did not limit the relationship. Participant V clarified both of their mentors “could

empathize and sympathize with me because they both had been through it.” Participant N discussed the fact their mentor was “the opposite of me,” which was a decision made by the induction coordinator. “I’m a perfectionist and you know, and my mentor’s calm, the opposite of me,” Participant N stated. Participant M discussed their observations about some of the mentor–mentee differences:

Other people who were in the mentor program with me at the same time they had conflicts with their mentor and a lot of it was just their personalities and how they saw, you know, their teaching philosophies were different, but it was also like, they weren’t, neither one was, open to hearing like advice from each other.

Participant M’s observations were justified through the significant differences between Participant J and their mentor.

Participant J faced the most adversity on their mentor’s negative characteristics, sharing their mentor’s negative personality traits:

[My mentor] was like a little bit socially awkward and so sometimes I didn’t always go to [them] first. I think sometimes [they] came off a little bit like, um, I mean, I’ve heard people say condescending a little bit.

Participant J’s mentor being a “little socially awkward . . . with [their] peer group . . . kept [them] from going to [their mentor] first.” In addition to the differences in personality, Participant J recalled negative interactions with their mentor when they “didn’t get a signature [they were] supposed to get” and “[the mentor] looked at [them] and she’s like, the district can be sued for that.” Participant J’s personality did not align with their mentor, and they faced harsh criticism and judgement when they made a mistake. Differences in personalities can sometimes negatively affect a mentee’s

experiences during induction; however, in most cases, positive mentor characteristics can play a positive role in the mentor–mentee relationship.

Positive Mentor Characteristics. Out of 11 mentee participants, all described positive mentor characteristics which led to a stronger mentor–mentee relationship and experiences. Four primary characteristics were most discussed: support, help, encouragement, and experience. Mentors categorized as supportive, helpful, and encouraging were qualities consistent with mentee participants who stated having positive experiences as a novice teacher.

Supportive, Helpful, and Encouraging. Mentorship in induction was primarily created to give novice teachers support. Participant D discussed their “very positive” experiences, even to the point of telling “[my mentor] many times that up until this school year that I really appreciated the amount of support [they] gave me.” Six other mentee participants echoed the same experiences, such as Participant H, who stated that “positive wise [it] was nice to have that support.” Participant H went on to discuss how “my mentor [was] there to support me through that” time in induction. Participant L agreed their mentor “was super positive and supportive and amazing” during the induction program, even when they were “still questioning a lot of things” about the profession. “They were always there for support,” stated Participant T on their positive experiences. Participant N also felt as though their mentor “did support” them saying they were “a great support.” Furthermore, Participant N also felt as though they received “emotional support and you know, mental support” which “[they] think is more important than telling me how to plan a lesson.” Participant K also found value in this type of support, stating they felt as though they got “more so emotional support like if I would

get frustrated about something.” Support from mentors led to positive experiences, as did helpfulness and encouragement.

Participant B discussed positive experiences that came with having a mentor who’s “willing to help and I can go to [them] with certain needs.” Participant B discussed experiences with their mentor further, in that they “just always [kept] it positive, always being encouraging.” Participant J also described their mentor as “really encouraging. [They] were really encouraging, I just didn’t get a lot of, I just didn’t use her for a lot of like direction, I guess.”

Even though Participant J’s mentor did not seem overly helpful, other participants seemed to have experienced helpfulness and encouragement from their mentors.

Participant K remembered her mentor being “super helpful;” specifically, they were “really helpful at just kind of navigating that kind of tricky situation” when discussing an issue with a parent. Participant L discussed their mentor was “also in the same PLC, so that was helpful to work with them during PLC.” Participant L discussed receiving help with curriculum, but also described their mentor “was very patient and encouraging” for them, which created positive experiences in the program. Participant M also felt as though their mentor “helped [them] troubleshoot issues with [their] students. You know, [they] helped give [them] ideas for activities to do with the kids.” In addition to activities, Participant M, a special education teacher, stated, “and [they] [helped] me troubleshoot IEP questions if I didn’t like, couldn’t figure out how do I do this.” Participant S stated their mentor “more than anything like I said kind of help to calm me down at certain times and help me get through some stressful moments my 1st-year teaching.” Mentor’s

support, help, and encouragement both academically and emotionally positively impacted mentee participants' experiences, as did the availability to an experienced resource.

An Experienced Resource. Eight of 11 mentee participants cited having an experienced resource or mentor as impacting their experiences in District V's induction program. In most cases, the experiences of the veteran mentor teachers influenced the mentee participant's views of the induction program. Participant B stated, "My teacher had a positive outlook. I think that [they were] very passionate about [their] career. [They were] an experienced teacher." Participant H asserted, "it was nice to have somebody who has years of experience to kind of like bounce ideas off of," giving them more affirmation in the mentorship process. Other participants echoed Participant H's assertion of helping in the classroom. Participant N referred to their mentor's experiences in special education, "[They] supported me in IEPs and, you know, I mean like how to do IEPs and how to test the kids." Participant D discussed, "it helped that [they] had the experience already, [they] already knew . . . many of the answers that I had questions to." Participant V, an adult transition teacher, agreed their mentor's knowledge was key:

Especially because what I thought was working like sometimes it wouldn't work, but I couldn't figure out how to change it to make it work, and that's definitely where the mentor relationship came in because they have that knowledge and they both have been teaching for years and so they were able to help me come up with different ways of doing things and figuring out how do you change things up and what do you do when something is not working.

Other mentee participants used their veteran mentor teacher's experiences to voice their frustrations. Participant S stated, "Being stressed out about this or that, they

kind of helped me see it's normal and they had been teaching a long time so I can get through it." Participant K also found solace in their mentor's experiences, saying:

I think just being able for [my mentor] to share [their] experience because [they've] been teaching for 15 plus years, and [they've] seen a lot. That some of the struggles and some of the things that I was facing in the classroom [they] could connect to and relate.

Participant M discussed their mentor in a positive light, stating how important it was "just being able to talk it out with someone who was knowledgeable," and:

It was nice cause I had a sounding board like [my mentor] had pretty much seen it all, heard it all and I so it didn't feel like any of my experiences would be discounted or shoved aside, it allowed me a safe space to vent about my frustrations.

Veteran mentor teachers positively impacted their mentee participants' experiences in District V's induction program as well as their overall relationship. The relationship between mentor and mentee is also explored through the second research question and fourth theme.

Research Question 2

The mentor–mentee relationship was addressed through the second research question: How did the relationship with your mentor during the induction program in District V help you determine if you were going to leave the profession? The theme most applicable to this research question was: (d) Genuine mentor–mentee connection positively impacted the mentee's overall experiences in the program. Trust,

communication, and differences were the three primary subthemes associated with Theme 4.

Theme 4: Genuine Mentor–Mentee Connection Positively Impacted the Mentee’s Overall Experiences in the Program

Genuine human connection can be seen as a primary driving force in a person’s life. In the teaching profession, novice teachers need to make connections to their colleagues to feel welcomed, valued, and supported. In District V’s induction program, the creation of these genuine mentor–mentee connections positively impacted the mentee participants’ overall experiences. Each of 11 mentee participants were asked, “How did the relationship with your mentor during the induction program in District V help you determine if you were going to leave the profession?” Whereas some of the mentee participants did think about leaving the profession, those who seemed to have made genuine connections were either less likely to think about leaving or knew they would not leave. The researcher used this theme to evaluate positive connections, including the themes of trust and communication, while also looking at how some mentee participants felt more of a disconnect with their mentor, pushing them to seek support outside of mentorship.

Mentee participants generally agreed the relationship with their mentor did not adversely affect whether or not they would stay in the profession. Participant B stated, “I think overall it didn’t, it didn’t affect me much” on the impact of his matched mentor with retention, “I don’t think that [my mentor] really had any effect on me for or against staying in the profession.” They did, however, assert, “It could have been a little more negative in a sense, but it also could have been a little more positive.” Participant J

reiterated those sentiments, “I don’t think I ever really looked to [my mentor] as like oh I’m going to stay or I’m going to leave. I don’t think that really ever came up.” When asked if their mentorship was linked to retention, Participant V stated, “I don’t think that really affected me at all to be honest.” They further asserted, “I really think something that really helped me was the two people I was matching with were doing the exact same thing that I was doing, and I think that helped me a lot.”

Participant D confirmed similar sentiments, describing that their mentor did not impact retention overall, but retention at a given school site:

I always knew that was going to stay in the profession. I really think it had to deal with whether or not I was going to stay at the site because the prior site that I came from I’d spent so many years there and I had a lot of really good relationships over there.

When asked to return to their original site, Participant D stated, “Just having that support from my mentor and the relationships I’ve developed within that department, you know it was easy for me to tell my old site like hey guys, I’m not coming back.” Participant D discussed the fact their mentor–mentee relationship did not impact overall retention but brought out other factors that may have impacted retention.

Other participants believed even though the mentor–mentee relationship did not impact their retention, there could have been opportunities for a stronger, genuine connection. Participant H stated, “It didn’t make me want to like leave the profession at all.” However, they did state, “I’m sure if I had somebody that was the same grade, the same topic, content area, same subject area. I’m sure I would have gotten more out of it, absolutely.” Another mentee, Participant M, stated, “This is the only year that I’ve had

that thought like why am I doing this?” in response to whether or not they would leave the profession; however, this was only, “since virtual learning.” Participant M had just one negative comment, saying, “we were at two different school sites, so it wasn’t like I could just run to [their] classroom if I had a quick question.”

Participant T asserted, “For me, I never, I never really thought about leaving the profession and I’m not exactly sure if I can quantify how the impact that my mentors had on that,” showing there was no genuine impact on their retention because of the mentor–mentee relationship. Participant T did assert, however, that with one of their mentors they had “a lot of the same interests like outside of school as I do, so we kind of bonded over talks about our hobbies and things like that, which I do think benefited the relationship.” Beyond hobbies and interests, other mentee participants wished different similarities were present. Participant N stated, “If they could match the same curriculum so we’re teaching the same standard so it’s easier, but [my mentor] was still a good support.” The majority of participants did not cite their mentors for adversely affecting their decision to continue as teachers; however, there were some thoughts of how to better match mentors and mentees.

Two mentee participants stated their matched mentor did impact retention. Participant K stated, “Just having that pure mentor was so much of like the individual component . . . it was by far the best thing from the program.” Moreover, they went on to say, “I would say it made me want to stay in the profession,” citing their mentor–mentee relationship. Similar sentiments were discussed in the interview with Participant L, “I think that [my mentor’s] personality and [their] mentor style was a big factor in me signing to keep pursuing my career as a teacher.” Participant L went on to state:

I don't think that I would have been as successful if I didn't have the match that I did. Because like I said, I think a lot of it came back to same site, same subject, so we could, [they] can give me resources to teach in my classroom, not just strategies for management.

Of 11 mentee participants, only two gave credit to their mentor for impacting their decisions to stay in the profession; however, other factors in the mentor–mentee relationships, such as trust, impacted the mentee participants' experiences.

Trust. Safety, honesty, and comfort can all be linked to the ways in which mentees trust their mentor, leading to a more genuine relationship and positive outcomes during the induction program. Participant S discussed the ability to be honest with their mentor, “You feel better because more than anything talking to them on a weekly basis just allowed me to get things off my chest.” Participant N agreed, stating, “We need a mentor in induction [for] mental support . . . you need someone to talk to and you know those people are not going to say anything outside.” Participant M echoed that sentiment, describing, “I felt safe with [my mentor] to, you know, share my experiences,” as it “allowed me a safe space to vent about my frustrations.” Participant M went on to explain how “[My mentor] always kept an open mind and an open heart and I think that really helped us I think be a successful mentor–mentee.” The safety and honesty led to a feeling of comfort and enhanced the relationship between Participant M and their mentor. By becoming comfortable around their mentor, Participant T discussed:

I believe that we had a good relationship that we were compatible, and I was comfortable with them. I was trusting with them partly because they were open

and told jokes and you know, and they would tell me when they had a terrible day in the classroom.

Participant T went on to discuss, “I trusted them. I felt comfortable with them to be a little bit vulnerable about my insecurities and come to them. There was a lot of trust” between themselves and their mentor. Participant D was also one of the five mentee participants that mentioned trust, stating even now:

I feel very comfortable we had a lot of trust between the two of us, so if ever I had any questions, you know [they were] my go to person. I really appreciated that I’ve spoken to other new teachers in our district who didn’t have a mentor at the same site, and it was definitely a struggle for those others.

The five mentee participants who discussed feelings of trust created through safety, honesty, and comfort all had positive experiences with their mentors. To get to a feeling of trust, there must be ample communication between mentor and mentee as well.

Communication. Communication between mentor and mentee gave mentee participants the ability to vent their frustrations, ask questions, and gain advice from their mentors. Six of 11 mentee participants discussed the importance of communication in the mentor–mentee relationship. Participant D described their relationship as their mentor was:

Always making [themselves] available. You know, coming over, having lunch with me, just checking in see how I’m doing. Now I could be good on my own, but I mean we have a relationship now where I do feel comfortable talking to [them].

Many other mentee participants shared the same sentiment on the ability to have a mentor who listened. Participant H described how “it was nice to have, I guess to talk to [them] about like, hey this is what’s going on, you know this is how I’m feeling. Just to have [them] listen.” Participant N reinforced an important quality in communication is to learn “how to be a good listener, which [my mentor] was.” It was through their mentor’s listening that Participant N asserted if all mentors were “good listeners and then support if they ask for advice. Yeah, that’d be a good relationship.” Participant S confirmed the perspectives of Participants D, H, and N, stating, “Having my mentor there, it was nice because I could just talk to [them] about my day and we don’t have to talk about the like the kind of stuff that induction makes you talk about.” According to Participant S, the communication with their mentor “made it a little more tolerable” during the induction program. Participant K discussed their mentor–mentee relationship as “definitely positively impacted my experience because we spent most of the program meeting one on one with our mentor.” This, according to Participant K, led to a continuation of the relationship. They stated, “I mean even to this day, we still have a good relationship, and we still talk every couple weeks. Just about you know, whatever, good, bad, ugly.” Participant V described a time in which:

We just talked about different things as far as teaching, we talked about life and things we’re going through and at that point one of my friends had just passed away, so I was struggling with that, and we were talking about kind of those things.

For Participant V, this experience “sticks out because it was more than just, ‘I’m just here to mentor you and help you through induction,’” it was a moment that strengthened the

mentor–mentee relationship through open communication. Whereas some mentee participants created strong, genuine mentor–mentee connections, differences between others sometimes impeded on the mentee participants' experiences.

Seek Help and Advice From Others. Negative impacts on the mentor–mentee relationships came directly from differences, which led to four mentee participants to seek advice and help outside of the mentor–mentee relationship. Participant J was so disenchanted with their mentor–mentee relationship, they said, “I kind of counted down the days a little bit, so sad to say.” Differences between Participant J and their mentor who “was like a little bit socially awkward” pushed the mentee away. Participant J mentioned, “I just went to somebody else for help if I needed something.” Participant T discussed they went to their mentor for help on “procedure and technique.” This strategy, according to them, “[had] to do with just me, my personality . . . I tend to bottle stuff in and not let, I tend to not let other people in on my struggles.” When asked if they would have been more open with a consistent mentor both years instead of seeking help elsewhere, Participant T stated, “Yeah, probably, most likely.”

Participant H described differences in their mentor–mentee relationship:

There's age difference, you know, like common interests weren't like all there except for like maybe one or two things so, but again . . . you're not getting into it to think you're going to have like a best friend. You're just doing your thing, so, they supported me as best they could.

The differences between Participant H and their mentor led them to find help from their fellow mentee, “It was kind of nice like after meetings and things, when our mentor

would, you know, be gone when . . . there was more camaraderie and connection there between us than our mentor.” The differences in content for Participant B and their mentor made them “have conversations with those people instead of with [my mentor].” Participant B stated, “I definitely phoned other friends . . . like I know a lot of choir directors that have been through what I was going through in my first couple of years.” Personality, interests, and content differences led four mentee participants to find help outside of their mentor–mentee relationship, negatively affecting their overall experiences.

Research Question 3

How did the participants’ matched mentors affect their perception of resilience or the ability to overcome obstacles in the teaching profession? Research Question 3 was designed to determine the impact of the mentor–mentee relationship as it aligned with resilience factors or the ability to overcome obstacles, which is a noted characteristic of veteran teachers. The data aligned with this research question gave way to the fifth theme: Empathy toward novice teachers increased resilience factors and led to positive experiences. One key subtheme is the understanding of the obstacles faced by the mentee, including stressors, burnout, and emotional difficulties.

Theme 5: Empathy Toward Novice Teachers Increased Resilience Factors and Led to Positive Experiences

Veteran mentor teachers in District V’s induction program used their experiences in the classroom to guide their mentee(s). It was through these experiences that empathy toward their mentee(s) influenced the novice teacher. Two interview questions coincided with Theme 5: (a) “How did your matched mentor affect your perception of resilience of

the ability to overcome obstacles in the teaching profession?” and (b) “What was one major obstacle you faced during your time in the induction program? How did you and/or your mentor overcome this obstacle?” Mentee participants overwhelmingly discussed the factor of empathy in understanding the obstacles the mentee faced and building resilience toward professional difficulties.

Understanding of the Obstacles Faced by the Mentee. Empathy, the ability to understand the challenges faced by novice teachers, allowed veteran mentors to connect with their mentee(s). Six of 11 participants discussed the ways their mentor empathized with or understood the obstacles they faced in the profession. Participant D described a time, “I thought for sure I screwed it up,” and their mentor, instead of punishing, empathized. They said, “My mentor would often laugh and say it’s not a big deal . . . I learned from my mentor early on that mistakes happen.” The ability to empathize and support helped Participant D to not “dwell on them [mistakes], learn from them and then move on.” Participant H further stated during the induction program it was nice to have a mentor who “reminded you like hey, it’s not forever. You’re in the thick of it now it seems like . . . you’re going through it you might want to give up . . . there [are] good days and bad days; just having [them] there to support and like understand it’s going to be over.”

Participant S faced the same obstacles in the program, but stated, the “support just made me feel like I can do it and it’s just kind of a road bump I have to get over the 1st year or 2.” Participant S’s mentor further empathized, letting them know “what I’m going through is normal and everyone’s gone through it.” When faced with empathy,

overcoming mistakes and hardships in the induction program seemed to help boost the mentee participant's morale, leaving them more resilient.

Another area where mentors showed understanding regarding novice teachers' challenges was in the classroom. Participant V discussed that their mentors "either had taught in ATP or were currently teaching in ATP so they knew exactly what I was going through." Furthermore, Participant V stated:

Hearing how they both got through their different struggles and that you know you go in cycles kind of, of having a really tough year and then having a really good year and those kinds of things and how to not let those parents that are a little bit tougher on you affect you, but also how to help the students that are a little bit tougher. And those kinds of things . . . they kind of helped remind me too on the tough days of why I do this job.

Participant L also agreed they received empathy, stating their mentor was "encouraging and patient and because of that, and because of [their] continuous . . . giving me resources for my teaching . . . [my mentor] was aiding in, 'Look things suck now, but they're going to get better,'" which led to the mentee participant feeling "more confident."

Participant T found support in the fact their mentor "would tell me when they had a terrible day in the classroom," furthering their understanding to "know it's going to happen in the teaching profession." Showing understanding for the obstacles faced by the mentee participants allowed for resilience and positive experiences to flourish. Obstacles such as professional stressors and emotional difficulties were mentioned specifically by many mentee participants.

Professional Stressors. Many novice teachers experience professional stressors in their first few years. Some mentee participants discussed additional stressors they experienced and how their mentors were understanding and empathetic toward these obstacles. Participant H stated:

[They] [were] understanding of like the overwhelmingness of it. You know, like the time were I just said, this is too much. You know they were there to support me through that and just kind of like you know, reinforce like you said, like showing grit and showing like persistence like it's going to be over, you're going to get through it.

Being overwhelmed made Participant B reflect on “the need to de-stress and to manage stress and things like that,” which they “kind of like [had] come to see that was somewhat of an issue with [them].” Participant B went on to state further it was “nice to see that a lot of others, you know feel that and you know, even experienced teachers.” Participant D described a stressor specific to them being a special education teacher and dealing with parents, “I’m the one who’s having to deal with attorneys, and you know the threat of there being a court case going on pretty soon here and that was a pretty stressful time.” Participant D, however, mentioned getting support from their mentor during this time.

They were:

Able to talk to [their mentor] and say like who do I need to contact for this or who do I need to contact for that? And you know, those are the things that I didn't known as an instructional aide.

Participant M, another special education teacher, described a stressful student encounter in front of their mentor, “this kid was in every single response to me was extremely

hostile. [Their] body language was you could read it as [they] [were] about to attack me at any moment.” In this difficult moment, their mentor provided Participant M with some advice; they recalled:

And [my mentor’s] like there’s some kids you will never ever be able to make that connection with. And . . . it’s not any fault of your own, it’s all you know, like [they] helped talk me through it to where I wasn’t going to take it personally that this kid didn’t like me.

Participant M faced a specific stressor when dealing with a student who had special needs; however, other teachers felt the stressors of classroom management and trying to find techniques that met the needs of their students.

Participant S described their professional stressor of classroom management, “I had a really hard time adjusting to having my own classroom, because, well, number one I’m just in general kind of a shy person, so learning classroom management was really tough on me and then taking things personal.” They went on to state they “got to persevere, but it did help having my 1st-year mentor their kind of telling me not to give up and pushing me through it.” Having support and knowing a veteran mentor teacher has similar experiences increased resilience among mentee participants. Participant V stated, “You have to be resilient, otherwise forget it” when discussing how to reach every student. Participant V further described the professional stressor of meeting students’ individual needs:

You know if you give up that’s it. From the first time, oh, they’re not learning this, you stop, and you don’t try something else. You know? So, I learned from [my mentor] that you have to try a couple things.

With help from their mentors, mentee participants were able to overcome professional stressors and adversity through the understanding and help provided.

Emotional Difficulties and Supportive Measures by the Mentor. Veteran mentors understand and can empathize with professional obstacles and emotional difficulties their mentees go through. Participant D discussed they “really appreciated the amount of support [their mentor] gave [them] . . . even though [they] didn’t have a million questions for [their mentor], [the mentor] still offered that emotional support on campus.” Participant D agreed they let their mentor “know this is how I’m feeling.” When they were able to “just to have [the mentor] listen . . . some of those conversations were nice to kind of like, you know it kind of calmed [them] down.” Participant K described receiving from their mentor some “emotional support like if I would get frustrated about something.” Participant K went to their mentor “more so for emotional support than anything related to content, lesson planning, structure, classroom management, any of that other stuff.” In alignment with Participants D and K, Participant L stated, “I needed that emotional support because I felt like I can’t do anything right . . . in the beginning it was more emotional support.” Other mentee participants cited emotional support to be important during induction.

Three of the mentee participants shared experiences with their mentors, showing how much a mentor–mentee relationship can help when a novice teacher is under emotional turmoil. Participant M described a time when their mentor:

Was worried about where my mental state was where I was and [they] knew that I had been struggling with the kids in my English class, the behaviors and trying to

you know, help me work through it, and then you add on all the other stuff you know the personal side of it.

Participant M had been through several personal matters on top of dealing with professional stressors, so their mentor came to their aid:

“OK, first step, give me hug right now.” Just to get that emotional support and then [my mentor’s] like second step, “I need you before I leave to take a day off for just you. Just take it for a personal day, you need that time to just focus on you.”

Participant V also had a similar encounter after the death of a friend, “We talked about life and things we were going through and at that point one of my friends had just passed away, so I was struggling with that, and we were talking about kind of those things.”

They went on to state:

It was kind of cool to be able to talk to [them] about where I was personally and struggling with that and I think that’s why it sticks out because it was more than just, “I’m just here to mentor you and help you through induction.”

Emotional turmoil through personal tragedy, as seen through Participants M and V, were not the only types of emotional support given. Participant S described an experience they had:

My 1st-year teaching . . . my 1st period class was horrible. They were always talking, and they weren’t doing what they were supposed to do, and I remember I just I popped off on them in class and I don’t remember exactly what I said, but like I chewed him out. And then passing period I went to my car . . . And then [my mentor] met with me that day and [they] kind of like calmed me down and

like I said told me that it was normal, and everyone goes through that and just take a deep breath . . . so I didn't do anything stupid like quit that day or anything like that.

Emotional difficulties should be expected in the teaching profession; however, those mentors who showed empathy and support during their mentee's experiences led to more positive mentor–mentee relationships and increased the mentee's resilience.

Research Question 4

The final research question was: How did the mentor–mentee relationship experienced in the induction program impact each individual's perception of self-efficacy as a teacher? There was one theme associated with the final research question: (f) Mentor validation during the mentorship process positively impacted self-efficacy in novice teachers. In this theme, two subthemes developed: language that increased confidence in teaching and reinforcement of prior knowledge, experiences, and preparation.

Theme 6: Mentor Validation During the Mentorship Process Positively Impacted Self-Efficacy in Novice Teachers

District V's induction program, like all others statewide, aims to increase novice teacher effectiveness in the classroom. Mentors also play a large role in supporting their mentee's first years of classroom teaching; therefore, validation from the mentor positively impacts novice teachers' feelings of self-efficacy. During the mentee participant interviews, the researcher asked two questions related to feelings of self-efficacy: (a) "How did the mentor–mentee relationship you experienced in the induction program impact your perception of self-efficacy of being effective as a novice teacher?" and (b) "Can you describe an experience with your mentor that made you feel this way

(effective or ineffective)?” Mentor validation that leads to self-efficacy in mentee participants took on two primary forms: language from the mentor that increased confidence and mentors’ reinforcement of the mentee’s prior knowledge, experiences, and preparation.

Language That Increased Confidence in Teaching. Three mentee participants cited their mentor using positive language as a way to boost their confidence in teaching effectively. Participant J discussed their mentor stated, “You can do it, you know you’re a great teacher, you know your kids love you” as a form of encouragement. Participant D’s mentor boosted their confidence in the classroom through positive affirmations, they recalled them saying, “You’re a rockstar, you know you’re doing great!” In some instances, such as with Participant K, “just knowing that there was somebody out there that was confident in me,” like their mentor, made them gain “more self-confidence.” Other mentee participants stated when their mentor used the mentee’s lessons, the flattery led to an increase in self-confidence. Participant M stated their mentor “actually came to me at the end of it after the kids left and goes, ‘I’m going to use this in my class now because that was fantastic,’” which made the mentee feel “like I got validated for something.” Participant N had the same sentiment about their mentor, “[They] [were] really, really encouraging. Yeah, and like ‘Oh my gosh I learned this; can I steal it? Can I use it in my class?’ Like that makes you feel good.” Participant N went on, “[My mentor] really did use it and that’s why it made me like more confident. Like, okay, maybe I’m doing a good job.” Participant D’s mentor would ask, “Where’d you learn how to do this? How did you do that?” often “[asking] me for a lot of the strategies that I’d been using”

in the mentee's classroom to implement in their own. Positive feedback, which increased confidence, was also given during their mentors' observations of the mentee participants.

Receiving positive feedback directly aimed at what the mentee participant was teaching created an increase in feelings of self-efficacy. Participant S said, "When [my mentor] observed me, [they] pointed out the things I needed to change, but then [they] also helped me see the positive things I wasn't seeing at the time." Going on, they stated their mentor "did show me that I was effective, and I wasn't as horrible as in my mind I thought I was." When Participant T's mentor came in to observe, "The feedback was like, 'Oh yeah, looks good to me. Looks like you had good control in the classroom, they were engaged, good job!'" leading to feelings of self-efficacy. Participant H discussed observations by their mentor, in which:

[My mentor] would observe my classes, you know, quite a bit and [they] would take data for me. Data that I wasn't even aware of, you know. Like [they] kind of watch kids who were on their phone and [they'd] have you know numbers for how many kids were on their phone and have like you know, number of hands raised and kind of give that data.

The data would then be discussed, and Participant H would use it to, "[get] me thinking in different ways, as far as like teaching techniques . . . focus on like the techniques, on how to reach everybody" to become more effective. Participant K felt the same way when "my mentor had come in and observed me." Afterwards, the feedback, "both good and bad made me, you know, realize that there were a lot of things that I was doing right, even as a brand-new teacher." During an observation of Participant L, their mentor "sat

by [this student] specifically” who had been “just a pain in the butt.” After the observation, Participant L said the mentor:

Pointed out like, hey, not only did it go well, and you had pretty good control over the class but like this kid, that’s such a pain, [they] [were] actually engaged and doing the work too. And so that was a big turning point.

Positive language through quick phrases of encouragement, using mentee participants’ ideas or lessons, and giving observational feedback all positively impacted the novice teachers’ feelings of self-efficacy.

Reinforcement of Prior Knowledge, Experiences, and Preparation. Positive reinforcement of a mentee’s prior knowledge, experiences, and preparation completed before they become a full-time teacher can increase novices’ confidence and feelings of efficacy. Participant B discussed some of the “things that made me effective in the earlier years were just coming in with a good attitude, good energy, being as prepared as I could be each day.” They went on to discuss how “being fresh out of college” made them “think that you want to try all these different things,” which were reinforced during District V’s induction program. Participant H discussed their prior experiences, saying:

It made me feel like I was more, I guess, prepared or kind of like had more experiences [from] my past doing things that I did before I became a teacher . . . I felt like I was prepared, you know, like it just kind of reinforced like this is what I want to do [when] somebody who has years of experience . . . [reinforced] or like validated like hey yeah, that’s good, you’re doing good.

Participant T discussed their credential program helped them make decisions, after which they would seek “their [mentor’s] advice,” which was generally aligned or “[was] kind of

what [they were] thinking of doing anyways, so . . . it was reassurance.” Participant S described the reinforcement of their own personal experiences and demeanor as a way of improving self-efficacy, saying:

My second mentor kind of reiterated the qualities that I already have naturally, intrinsically and [they] made me realize that it’s okay to have those, you just got to balance it with being personal and not taking everything so seriously. So, I think that all of that made me well rounded and increased my perception of my efficacy.

Other mentors used their mentee’s prior knowledge as a way to build confidence and grow skills. Participant M described their mentoring experiences:

[My mentor] helped give me ideas for activities to do with the kids to help you know bolster comprehension or trying to get to those deeper levels of thinking. Which is often hard with you know, kids with disabilities. And [my mentor] help me troubleshoot IEP questions if I . . . couldn’t figure out how I do this.

Reinforcing the prior knowledge of how to teach and write an IEP increased Participant M’s self-efficacy. Participant L discussed how “coming out of the credential program and going into my 1st year and even my 2nd year . . . you kind of have a bit of a high horse situation.” Related to feelings of self-efficacy, Participant L commented:

Nothing that I did in the credential program applied to teaching itself and so I think with a lot of [my mentor’s] support and a lot of [their] strategies and [them] always [trying] to encourage that like growth mindset . . . had a big impact.

Using mentee participants’ prior knowledge, experiences, and preparation to build and validate skills led to an increase in feelings of self-efficacy.

Summary

Demographics from the initial participant survey as well as text from the 11 mentee participants' semistructured interviews was presented. The researcher used four research questions to gain a thorough understanding of the lived experiences of 11 mentee participants in District V's induction program. The research questions answered in this chapter were:

- Research Question 1: How has the mentorship, received as a part of District V's induction program, impacted individuals' lived experiences and perceptions of the teaching profession?
- Research Question 2: How did the relationship with participants' mentors, during the induction program in District V, help them determine if they were going to continue in the profession, lessening attrition?
- Research Question 3: How did the participants' matched mentors affect their perception of resilience or the ability to overcome obstacles in the teaching profession?
- Research Question 4: How did the mentor–mentee relationship experienced in the induction program impact each individual's perception of self-efficacy as a teacher?

Demographic data on the initial survey sent to all participants was given in table format. Tables 2 and 3 represent the mentee participants' backgrounds and the mentor–mentee matching techniques used in District V's induction program. In the interview data, six themes developed: (a) mentor characteristics affected the mentee's experiences in the program and their overall relationship; (b) genuine mentor–mentee connection positively

impacted the mentee's overall experiences in the program; (c) components other than mentoring influenced teachers' perceptions and experiences in the program; (d) realistic perspectives of the teaching profession and themselves influenced retention, efficacy, and resilience; (e) empathy toward novice teachers increased resilience factors and led to positive experiences; and (f) mentor validation during the mentorship process positively impacted self-efficacy in novice teachers. In addition to the six themes, specific subthemes and phrases emerged, such as: negative mentor characteristics, positive mentor characteristics, trust, communication, differences, observations, modules/assignments, administrative/parental issues, teacher's background, self-reflection, honest understanding, obstacles faced by the mentee, language, and reinforcement. In Chapter 5, the data findings presented in this chapter are discussed thoroughly, including the conclusions, application to the problem statement and leadership, and recommendations for action and further research prior to the concluding statement.

CHAPTER 5: CONCLUSIONS AND DISCUSSION

The purpose of this qualitative study was to explore 4th and 5th-year teachers' perceptions of how the mentor–mentee matching in District V's induction program potentially impacted the retainment of effective, resilient novice teachers. The data collected and presented in Chapter 4 provided unique participant perceptions and experiences as they related to their time in the induction program. The experiences between mentor and mentee, captured in the semistructured interviews, also examined if there was a direct link to resilience, self-efficacy, and attrition among mentee participants.

The teaching profession is one of the highest-ranking professions for attrition in the United States. Guha et al. (2017) described how, in the past decade, beginning in the late 2000s, the nation has gotten to a new record low in terms of teachers entering and staying in the teaching profession. Individual states have been left to combat these growing shortages individually, with some being worse off than others. In California, between 7%–17% of all novice teachers (i.e., those with less than 5 years of service) leave the profession annually (Carver-Thomas & Darling-Hammond, 2017). In an effort to combat these growing numbers, California's legislature created an induction program to help support novice teachers (Lovo et al., 2006). Induction programs, such as that in District V, have put in place supportive measures such as mentorship, and this has led to many novice teachers deciding to stay in the profession after their 5th year (Carver-Thomas & Darling-Hammond, 2017). When combated with induction programs that integrate mentorship, attrition has been mitigated. The problem this researcher examined more specifically was how the matched mentors impact the overall experiences of the

mentee. The impact of the experiences of a novice teacher with their matched mentor could adversely affect their resilience, efficacy, and retention.

The researcher used a qualitative phenomenological design to examine the lived experiences of 11 4th- and 5th-year teachers who completed District V's induction program. The goal was to analyze any relationships between mentorship matching and novice teacher resilience, self-efficacy, and attrition. Forty-three teachers who completed District V's induction program were contacted, 11 of whom responded by completing an online survey consisting of 14 questions. Through the data collected from the survey, the researcher then verified each participant's demographics from years teaching, whether they completed a traditional teacher preparation program, and the matching techniques used to pair them with their mentor. The data from each survey was presented quantitatively in Table 3, breaking down each participant's responses. Additionally, each participant was then recontacted to set up a time for a digitally semistructured interview, which took place via Microsoft Teams. After each participant was interviewed, the recording was then transcribed via Microsoft Stream, coded line-by-line, and analyzed for common themes. The data from each interview was then presented in a narrative format, structured by both research question and one of six themes that surfaced during the analysis process. This chapter provides an in-depth analysis of the findings and conclusions through discussion, application to both the problem statement and leadership, and recommendations for actions and further research.

Discussion of Findings and Conclusions

The research findings and conclusions were discussed based on the four primary research questions the researcher sought to answer:

- Research Question 1: How has the mentorship, received as a part of District V's induction program, impacted individuals' lived experiences and perceptions of the teaching profession?
- Research Question 2: How did the relationship with participants' mentors, during the induction program in District V, help them determine if they were going to continue in the profession, lessening attrition?
- Research Question 3: How did the participants' matched mentors affect their perception of resilience or the ability to overcome obstacles in the teaching profession?
- Research Question 4: How did the mentor–mentee relationship experienced in the induction program impact each individual's perception of self-efficacy as a teacher?

Coinciding with the discussion of findings and conclusions based around the four research questions presented, the six themes which emerged from the research are aligned with each research question. The demographics presented in Chapter 4 in Tables 2 and 3 are also used to discuss if the matching techniques seemed to correspond with any of the six themes.

Research Question 1

How has the mentorship, received as a part of District V's induction program, impacted individuals' lived experiences and perceptions of the teaching profession? The goal of this research question was to examine the experiences of the mentor–mentee relationship while evaluating the impact mentorship matching, as a part of District V's induction program, had on the novice teachers. Three themes emerged from the data

aligned to this research question, including (a) components other than mentoring influenced teacher's perceptions and experiences in the program; (b) realistic perspectives of the teaching progression and themselves influenced retention, efficacy, and resilience; and (c) mentor characteristics affected the mentee's experiences in the program and their overall relationship.

Components of Novice Teaching

Induction programs are not solely based around mentorship, as they have other components required for a novice teacher to move from a preliminary to permanent credential. According to Fletcher et al. (2008) and Lovo et al. (2016), induction programs have been seen as systems of professional development used to decrease novice teacher attrition while increasing self-efficacy. Whereas all induction programs vary in their components, District V's induction program implemented both positive and negative aspects according to the mentee participants in this study. Three mentee participants explicitly discussed the benefits of one component of District V's induction program, veteran teacher observations. Observations allowed for the novice teachers to see what other teachers were doing in their classrooms, giving them ideas for skills, techniques, and classroom management. The observations discussed allowed each mentee participant to see different styles and struggles other teachers face. This experience, deemed positive by the participants, allowed them to see teacher–student connections and some of the challenges that might be faced as they proceeded further in their teaching careers. Other components of the induction program, however, were not deemed as positive.

Support measures, or mentorship, were just one component of District V's induction program. An examination of California's induction programs shows there are

not only supportive measures in place, but they were designed as a professional development process (Lovo et al., 2016). Professional development in California induction programs is essentially continuing education, pushing novice teachers to not only complete the daily tasks of teaching but additional assignments as well. For novice teachers to complete the induction program and clear their credential, they must complete required curriculum to show the authorizing commission they understand and have mastered the California Standards for the Teaching Profession (CSTPs) as found in Appendix C (Lovo et al., 2006). The majority of mentee participants cited their experiences in District V's induction program being negatively impacted by the required curriculum. Six of 11 participants stated the required modules and assignments were time consuming, often taking away from their duties as classroom teachers. In some cases, this requirement led to an increase in stress on mentee participants, such as Participant S, who stated they were "just so tired and . . . so exhausted and drained and then [they] had to . . . do these assignments." Participant T agreed, saying it was "an added stress and added thing that I don't feel like helped my mental state."

Most induction programs, such as that in District V, have tried to align the required curriculum with the day-to-day teaching occurring in the classroom; however, it does not mitigate the fact the assignments and modules take time. For three participants, their frustrations were about the assignments not being applicable to their content areas. Participant B, a choir teacher, was frustrated the assignments were not helpful and caused "an added sort of stress." Participant V was the most vocal about the assignments, due to their role as an adult transition teacher, one of only six in the district. Participant V then relied heavily on their mentor and the program administrators to find ways to modify the

assignments to fit their individual needs. The time consumption and, in some cases, the inability of the assignments to meet the needs of all novice teachers caused more stress in their first 2 years of teaching.

Stressors for novice teachers came not only from other components of the induction program but also from interactions with other adults. Over half of the mentee participants cited additional stress created by administrators and parents during their time in District V's induction program. Arnup and Bowles (2016) discussed the use of mentoring as a way to combat stressors of the teaching progression, such as administration and parents. Participant L described the juxtaposition on other adult influences best, saying, "teachers don't leave teaching because of kids, teachers leave teaching because of adults." Many mentee participants described a lack of support from administration, who added on more unrealistic expectations or impossible teaching assignments. In one case, Participant J stated, "Admin doesn't know what it's like to actually be in the classroom," after describing administration's impractical demands.

Parents were also an added stressor for novice teachers, specifically for novice teachers in the realm of special education. Having to navigate Individualized Education Plans (IEPs), which are generally a heightened time for parental emotions, added stress to novice special education teachers in the first few years. Parent complaints about teachers was also discussed. Criticisms ranging from specific teachers, to curriculum, and even special education services, created stress for novice teachers, negatively influencing their overall perceptions of the teaching profession.

Realistic Perspectives

Novice teachers face great adversity when first entering into the teaching profession. Teacher preparation programs, content exams, and student teaching are all means of training novice teachers for the teaching profession. In most cases, however, these preparation activities do not adequately convey the realistic perspectives of the teaching profession. Understanding novice teachers' backgrounds prior to entering into the profession provided insights into their overall perspectives of teaching. The realistic perspectives with which a novice teacher enters into the profession could be impacted by mentorship or other induction program components. Adversely, the way the profession is perceived prior to induction may also change the mentor–mentee dynamics or their experiences in the induction program as a whole.

Teacher's Background. Some mentee participants cited family members and former teachers as being influential on their decision to pursue the profession. Foundational background in the form of teacher preparation programs is a state requirement prior to receiving a preliminary credential. The goal of teacher preparation programs is to educate novice teachers on the tools needed for teaching in a classroom setting (Darling-Hammond et al., 2016). The four mentee participants who discussed their teacher preparation programs were divided, as two felt their programs did not help them gain realistic perspectives of the teaching profession, while the other two did. A fifth mentee participant, Participant B, stated they felt prepared to try and implement new things, but they did not feel prepared for the financial aspect of running their own choir program. Participant M, the most confident about their preparation program, was seemingly an anomaly as they were hired at the site in which they did their student

teaching; this could have created a support system that made them feel more prepared than their counterparts. Participant L discussed it was like “being thrown into the deep end” when they entered into their own classroom. Mentee participants who felt at a disadvantage coming out of a preparation program had more negative perceptions of the profession without any further induction components playing a role. Whereas the mentee participants seemed divided on whether or not preparation programs impacted their perceptions, those who had already been in a classroom setting seemingly had a more positive and realistic perception of teaching.

Four of 11 mentee participants had some background in education. Two, Participants J and D, had been instructional aides for over a decade each before becoming teachers with their own classes. These two mentee participants stated things like they “already had a sense of how the classroom runs” and a lot of other teachers “didn’t have the background knowledge of what they were getting themselves into.” These teachers, all of whom at least had a few years of experience teaching, cited they felt they were prepared to be a teacher. In contrast, other teachers who did not have any true foundations in the classroom were likely to share more negative experiences overall. Participant S, who had not even been a substitute prior to becoming a teacher, stated they “had a really hard time adjusting to having [their] own classroom.” Those mentee participants that had been in a classroom consistently prior to being a full-time teacher came into the profession predisposed to have a more positive perception of teaching before even entering into District V’s induction program. Perceptions of the profession were also impacted by novice teachers’ abilities to self-reflect.

Self-Reflection. Realistic perspectives of the teaching profession not only come from outside factors but also the ways individual novice teachers are able to understand their place in teaching. Induction programs are multifaceted, often integrating coursework, reflection, peer discussion, and mentoring (Warsame & Valles, 2018). Through the process of reflection, novice teachers are better able to understand the teaching profession for what it really entails. This process of self-reflection is a form of relational guidance, often used during the mentoring process (Castanheira, 2016; Dağ & Sari, 2017; Gholam, 2018). The ability to self-reflect gives novice teachers a way to build their confidence and self-efficacy. Whereas a few mentee participants cited the reflection component as difficult, others discussed ways mindfulness led to growth and improvement in teaching. Using mindfulness allowed Participants L and M to realize what was and was not in their control in the profession. This led to both of them discussing how they grew as teachers through the use of mindfulness techniques. By understanding there are some things that will just happen and how to “learn from them, and then move on,” according to Participant D, growth occurs. The ability for these individuals to reflect and grow, according to Participant V, “challenged me to change it for the better.” Through the ability to reflect, learn, and grow, mentee participants were able to obtain a realistic perspective of the teaching profession. Mentor teachers also aided in creating an honest picture of the teaching profession for their mentees.

Honest Understanding of the Day-to-Day Responsibilities. Over half of the mentee participants discussed how gaining an honest understanding of teaching’s responsibilities led to a more realistic perspective of the profession. As discussed prior, preparation programs and other preservice requirements did not truly help create positive

experiences and perspectives of teaching. Four participants specifically discussed how their mentors did not withhold the challenges teachers face. Participant M stated they did not feel “blindsided by anything with the teaching profession” as their mentor gave them “the good, bad, and the ugly” when it came to the adversities they would face daily in the teaching profession. Each participant that stated their mentor helped them understand the daily challenges faced by teachers also stated this knowledge created positive experiences with their mentor during the induction program. The mentor’s impact on how the novice teacher perceived the teaching profession as a whole and whether or not they can overcome those adversities and be confident in the profession cannot be downplayed.

Mentor Characteristics

One of the biggest impacts on the effectiveness of mentorship was the mentor–mentee relationship. Adversely, the characteristics and general disposition of the mentor impacted the mentee participant’s experiences in the induction program. All mentee participants stated they did not have a say regarding their matched mentor. As such, some mentor–mentee relationships were strained due to a lack of common interests, personality differences, or judgmental tendencies. Participants S and H, who had the same mentor the 2nd year in the program, described their mentor as being rigid with regard to assignments and modules. This “Type A” personality, as stated by Participant S, led Participant H to go as far as saying they “wouldn’t hang out with that person” outside of the induction program. Participant S described more negative experiences with their second mentor, who was more rigid, versus their first mentor. Many participants cited their mentors as professional, showing a lack of strong relationships. Participant J faced the most difficulty in their match, discussing how “socially awkward” their mentor was, leading

many of their colleagues to think their mentor was “condescending.” Participant J also described a time when they made a mistake, and this instance was met with judgement and criticism. The majority of mentee participants who had fewer positive experiences were those who had differences in personalities, interests, or who were met with judgement and criticism. When negative interactions occur in the mentor–mentee relationship due to a poor pairing, the novice teacher’s perception of the teaching profession may be negatively impacted (Lozinak, 2016). The damaging impact of negative mentor characteristics on a novice teacher’s experiences while in District V’s induction program, had they not been counteracted with prior experience in the profession and positive interactions with a different mentor, could have led to these novice teachers’ attrition.

The majority of the mentee participants in this study cited positive mentor characteristics, including support, help, and encouragement. Mentorship is a supportive measure for novice teachers that allows them to reinforce their skills and knowledge (Dağ & Sari, 2017). Mentor support for their mentee is extremely valuable. Seven of 11 mentee participants used the term support when describing their mentor. In all cases, the mentee participants also asserted the given support created positive experiences during District V’s induction program. Support was varied, sometimes linked to classroom operations and other times to emotional support. The supportiveness of most mentors in District V’s induction program was often matched by their helpfulness and encouragement. Participant S described how their mentor helped them emotionally “to calm [them] down at certain times and help [them] get through some stressful moments.” Participant K cited using their mentors’ helpfulness when “navigating that kind of tricky

situation.” Encouragement also created positive experiences in the program, as cited by Participant B, who described their mentor’s positive and encouraging attitude. Mentors who had the characteristics of being supportive, helpful, and encouraging positively impacted their mentee participant’s experiences and views.

Another positive impact on novice teachers’ experiences and perceptions of the teaching profession correlate to their mentor(s) being experienced resource(s). According to Menges (2016), in the process of formal mentorship, a less-experienced individual is paired or matched with an experienced mentor. This type of mentorship then provides psychosocial and career support for the less-experienced individual, in this case the novice teacher (Menges, 2016). The importance of using veteran mentors in creating positive experiences for novice teachers was discussed by 8 of 11 mentee participants in this study. Several participants discussed how nice it was that they had an experienced teacher from whom to learn. Most cited that while in District V’s induction program, having an experienced teacher to guide them throughout the first 2 years was helpful. Participant K stated having someone with experience showed them “that some of the struggles and some of the things that [they] [were] facing in the classroom [they] could connect to and relate with.” Having an experienced resource such as a mentor to help, support, encourage, and guide a novice teacher during their first years was overwhelmingly positive in terms of experiences and overall perceptions of the teaching profession.

Research Question 2

How did the relationship with participants’ mentors, during the induction program in District V, help them determine if they were going to continue in the profession,

lessening attrition? After examining the mentorship matching and other induction components' impact on the 11 participants, this question related to whether or not the mentor–mentee relationship impacted novice teacher retention. The data from this particular question gave way to a singular theme that genuine mentor–mentee connection positively impacted the mentee's overall experiences in the induction program.

Genuine Mentor–Mentee Connection

The matches created by District V's induction program seemed to be rooted in trying to create consistent relationships where at least one of the three primary criteria was met. The three primary criteria (i.e., site or location, grade level, and content or subject area) were deemed to be important factors in the matching process (Bartell, 2005; Berg & Conway, 2016; Ingersoll & Strong, 2011). Simply matching site, grade, and content, however, does not mean the mentor–mentee relationship will flourish. Table 3 showed the individual mentee participant matches broken down by site, grade level, and content. Whereas using techniques such as these can be helpful, according to Bartell (2005), so can attempting to match personalities. When like personality traits between the mentor and mentee are found and used in the matching process, the relationship can flourish (Menges, 2016). Trust and communication applied to some mentee participants who cited having a genuine connection, while those who did not sought help from outside the mentor–mentee relationship.

Trust. Trust is a pivotal and necessary component of any genuine relationship. The mentor–mentee relationship is no different. Mentee participants, of whom five explicitly discussed trust or its synonyms, felt as though they could trust their mentor, which led to a genuine relationship. In each of the five mentor–mentee relationships that

cited trust, all of them stated they could talk to their mentor about anything, including professional and personal adversities, and they would receive help. Only one of the participants who cited trust stated they thought of leaving the teaching profession early on in their career; however, Participant S cited having their mentor help them overcome the difficulty they were facing “motivated [them] to keep going even though [they] [were] stressed,” which prevented them from leaving. Overall, the majority of mentee participants who cited trust between themselves and their mentors did not have any traditional matching techniques of significance. Those who cited trust as a component of their mentor–mentee relationship had stronger, more genuine connections with their mentors, leading to positive experiences and lessening potential attrition.

Communication. Consistent communication is essential to create a long-lasting, genuine relationship. The ability for a novice teacher to communicate their thoughts and feelings during the initial integration into the profession assisted the mentor–mentee relationship. Kang and Berliner (2012), alongside Ingersoll and Strong (2011), cited supportive communication and collaboration with a mentor as being the one thing that helped novice teachers most when going through their induction program. Over half of the mentee participants brought up the importance of communication, ranging from simple check-ins to discussions on mental health. Participant N discussed that if all mentors, like theirs, were “good listeners and then support if they are asked . . . that’d be a good relationship.” Mentors who listened and allowed their mentee to discuss the challenges they faced, according to Participant S, “made [induction] a little more tolerable,” and also “positively impacted my experience,” according to Participant K. Communication, either just through listening or through offering support and advice, was

deemed helpful by six mentee participants. Each of these participants felt communication improved the mentor–mentee relationship and positively impacted their experiences in the program as a whole. According to Vierstraete (2005), the mentor–mentee relationship is valuable during the induction program because it allows the novice teacher to acclimate to the profession quickly, leading to an increase in job satisfaction and a decrease of potential attrition. The mentor–mentee matches where the mentee mentioned communication as a major component were split evenly on site or location, showing strong communication was possible even when at different schools. The majority of mentee participants cited trust and communication as ways to improve the mentor–mentee relationship; however, some participants felt it necessary to find alternative support.

Seek Help and Advice From Others. Without communication and trust, the mentor–mentee relationship is often strained. In the case of four of the mentee participants, differences between themselves and their mentors led them to seek help and advice from other people. Two of the four, Participants B and T, discussed turning to their partners for help when dealing with the stressors of teaching. Participants J, H, and B also cited finding other teachers, whether former colleagues, friends, or other mentees to discuss their struggles. In most cases, each of these participants agreed with Participant H's assertion that their mentor supported them as best they could; however, the dynamics of the relationship still suffered.

Three of the four mentee participants who stated they found help outside the mentor–mentee relationship discussed personality differences between themselves and their mentors. One specifically discussed content differences as their reason for not

seeking their mentor's help. All four of the mentee participants who sought after alternative help stated their mentor never influenced their decision to stay or leave the profession. Additionally, only Participant T stated they had "thought about [leaving the profession] sometimes, but never super seriously like to the point where [they] needed to go to a mentor." Even though the limited mentor–mentee relationship did not impact these mentee participants' thoughts about leaving the profession, it did limit the positive experiences in the program overall. Participant J stated, "[They] kind of counted down the days a little bit" until the program was over. The lack of the mentor–mentee relationship seemed to be rooted in personality or content-area differences, which, if rectified, could have led to more positive induction experiences.

Research Question 3

How did the participants' matched mentors affect their perception of resilience or the ability to overcome obstacles in the teaching profession? The intent of this research question was to evaluate novice teachers' perceived resilience and whether or not they felt their mentor impacted their ability to overcome obstacles in the profession. Empathy toward novice teachers increasing resilience factors and leading to positive experiences was the primary theme that arose from this question.

Empathy Toward Novice Teachers

Veteran mentor teachers have years of experience in the profession, allowing them to understand the challenges with which novice teachers deal. When novice teachers have supportive measures (e.g., a mentor), according to Arnup and Bowles (2016), those supportive measures can lead to an increase in resilience factors that would help them overcome challenges. The idea of resilience, or the way individuals adapt to

challenging circumstances they face, can be strengthened through mentorship (Arnup & Bowles, 2016; Richardson, 2002). Novice teachers often look to those who have experience and can understand and share their feelings or empathize with them. Richardson (2002) discussed the reason mentorship helps novice teachers adapt to challenges is through the processes of mentors listening to and working with novice teachers through adversity. To successfully navigate challenges in the teaching profession, which would increase positive experiences, veteran mentors need to understand the obstacles their mentee faces.

Professional Stressors. Over half of the mentee participants felt as if their mentor could understand the obstacles they faced each day. In most cases, this understanding took on two forms, understanding the stressors and mistakes made by the mentee and supporting their emotional difficulties during the induction program. Participant S discussed their mentor let them know “what [they were] going through is normal and everyone’s gone through it.” Adding the layer of understanding and reassuring the mentee these are challenges every teacher faces helped improve the novice teacher’s ability to overcome adversity. Two mentee participants discussed the stressors of induction itself, stating their mentors often helped them navigate these stressors by providing support through deadlines, additional help, and understanding. Participants D and M, both special education teachers, discussed the difficulties of managing their day-to-day stressors related to parents, meetings, or challenging students. Both of these participants cited support from their mentors in navigating these challenges, specifically through the mentors’ understanding and experience in special education. This mentor-mentee match showed a correlation between using the matching technique of same

content area to increase the empathy the mentor has toward the challenges the mentee faces. Classroom management and meeting each student's needs were also professional stressors that came up from Participants S and V, both of whom stated their mentors helped them through encouragement. Professional stressors can be seen as the normal issues faced by all teachers; however, in most cases there is an emotional support component as well.

Emotional Difficulties and Supportive Measures by the Mentor. Novice teachers face the professional stressors of curriculum, classroom management, and parent communication. However, there are influences such as emotional support and well-being that factor into a novice teacher's resilience. Through the creation of a strong mentor–mentee relationship, the mentor can foster a stronger connection with their mentee by showing them they understand the challenges faced in the teaching profession and can help the mentee overcome them (Tait, 2008). Six mentee participants mentioned their mentor as giving them emotional support. Whereas three described generalized support, the other three gave very specific details of the emotional support they received. Two of the mentee participants had to deal with the loss of someone close to them, which added additional challenges to their daily teaching. Both of these mentee participants' mentors stepped in to listen to the struggles of their mentees and help them navigate through these hardships. Participant S had an emotional blowup during their first few months as a teacher, and described their mentor as being understanding, calming them down, and helping them overcome the obstacles they faced in relation to teaching. Even though the mentors may not have experienced some of these specific emotional difficulties, giving

the mentee participants a space to talk and supporting them in overcoming the obstacles they faced helped many build resilience.

In terms of overcoming the daily stressors faced by teachers, it seems as though having a mentor who has the same content area or experiences is a key matching technique to grow resilience. Mentee participants who had specific needs, such as special education, cited their mentors who were also special education teachers as supporting them with empathy through the challenges they faced. Other professional stressors, such as classroom management or the induction program, did not suggest to this researcher that any one matching factor was important as long as the mentor was experienced.

Emotional stressors, both in and outside of the classroom, were also described by mentee participants. Empathy is a quality of an individual who can understand and share the feelings of another. There is no way to match this quality through techniques such as site, content, or grade level. Instead, the personalities of the mentor could be assessed to determine if they are experienced enough to be completely understanding of all challenges faced and if they can listen to their mentee enough to help them overcome obstacles they might not have met themselves. With regard to how their matched mentor affected their resilience in the teaching profession, it seems as though the majority of mentee participants found their mentors supportive and empathetic toward the obstacles faced in teaching.

Research Question 4

How did the mentor–mentee relationship experienced in the induction program impact each individual’s perception of self-efficacy as a teacher? Aligned with the question on resilience, the aim of this question was to determine if novice teachers’

perceptions of self-efficacy were impacted through the mentor–mentee relationship. The central theme to arise through this research question is how a mentor validated their mentee’s abilities, leading to increased feelings of self-efficacy.

Mentor Validation Positively Impacted Self-Efficacy

Validation in any form can increase an individual’s potential to continue practicing certain behaviors. In the case of mentees, validation from a mentor can lead to an increase in feelings of self-efficacy, or the ability to be effective as a teacher.

Mentoring is an effective tool in the process of creating self-efficacy through positive mentor–mentee relationships (Chizhik et al., 2017). According to Chizhik et al. (2017), the mentoring process leads to collaboration through discussion, reflection, and modeling between the mentor and mentee, which positively impacts the novice teachers’ feelings of self-efficacy. Collaborative factors include supporting and guiding novice teachers through the obstacles they face during the first few years of the profession. Tait (2008) stated mentors can increase novice teachers’ feelings of self-efficacy through giving support and guidance. Veteran mentor teachers in District V’s induction program also helped support and guide their mentees, leading to greater feelings of self-efficacy. There were two primary ways in which mentor validation was given, through supportive language and reinforcement of prior knowledge, experiences, and preparation.

Language That Increased Confidence in Teaching. One of the most common forms of validation is through verbal communication. According to Kang and Berliner (2012) and Ingersoll and Strong (2011), supportive measures such as communication and collaboration with their mentors helped novice teachers during their time in the induction program. Several mentee participants in District V’s induction program agreed with the

notions from several researchers, stating the use of positive language increased their confidence as a teacher. Most of these examples came in the form of “You’re doing great,” as stated by Participant J, or “You’re a rockstar,” as noted by Participant D. These examples of positive language led to mentees, such as Participant K, to feel like “knowing there was somebody out there that was confident in [them]” led to “more . . . self-confidence.” Having that confidence from a veteran mentor that they were doing a good job allowed the mentee participants to feel confident in their abilities, increasing self-efficacy.

During observations by mentors, many mentee participants described the feedback as positive, leading them to feel more effective as novice teachers. Mentee Participants M, D, and N all stated their mentors were so impressed with the techniques and lesson plans they were using, they asked to use them in their own classrooms. According to Participant N, this form of language made them feel “more confident. Like, okay, maybe I’m doing a good job.” Mentor feedback, in the cases of Participants S, T, K, and L, pointed out the positives in their classrooms. Participants S, H, and L described they had some challenging classes and students they felt were not learning. After their mentors came and observed, the feedback the novices received changed their feelings. In these cases, their mentors, as stated directly by Participant S, “helped me see the positive things I wasn’t seeing at the time.” According to Participant K, these areas of positivity helped them feel “there were a lot of things that I was doing right, even as a brand-new teacher.” Positive, reassuring language used during observational feedback as a way for their mentors to validate their teaching gave these four mentee participants an increased

feeling of self-efficacy. Additionally, reinforcing prior learning and experiences can also be seen as a way for mentors to validate their mentees' abilities.

Reinforcement of Prior Knowledge, Experiences, and Preparation.

Reinforcing the knowledge, experiences, and preparation a novice teacher obtained during their preservice years is another way a mentor can validate the mentee's teaching abilities. Mentoring is a way to strengthen novice teachers' efficacy in the classroom by bridging the gap between pre- and in-service teaching. Reinforcing the skills, knowledge, and norms taught during preparation programs through supportive measures such as mentoring can help novice teachers feel effective during their first few years in the profession (Dağ & Sari, 2017).

Six mentee participants described some form of reinforcement gained through their mentorship experiences. Participant H, who had experience in teaching prior to becoming a full-time teacher, felt as though prior experience and their preparation program had prepared them for being an effective teacher. Some mentees, such as Participants B and M, cited coming out of a preparation program made them want to try more things in their own classrooms, which made them feel more prepared for the profession. Participants L and S felt it was not their preparation that allowed them to feel effective, but the way in which their mentors helped guide them to use their prior knowledge to develop personal growth as teachers. Reinforcing the qualities they already had or the decisions they made helped mentees like Participants S and T build their feelings of self-efficacy. According to Participant S, reinforcing the qualities they already had "made me feel well-rounded and increased my perception of my efficacy." Reinforcing mentees' prior knowledge, experiences, and preparation through help,

support, and affirmation made six of the mentee participants feel more effective as teachers.

Through the use of positive language and reinforcement of their mentees' abilities, mentors who were confident in their mentees ability positively impacted the novices' perception of self-efficacy. Mentor matching through common techniques of site, content, and grade level did not adversely create the increase in mentees' feelings of self-efficacy. In relation to language usage, it could be a benefit to match content area. Participants D, M, and N all cited observational feedback comments as a way to boost efficacy, and they had mentors who were in the same content area, special education. Outside of the common matching techniques, it seems having a mentor with a positive outlook on the profession as a whole and who understands how to give positive feedback is more important than site, grade level, and content. The mentor–mentee relationship District V's induction program positively impacted 10 of 11 mentee participants' perceptions of self-efficacy.

Application of Findings and Conclusions to the Problem Statement

The problem this researcher aimed to address was the impact matching practices (i.e., the ways mentors and mentees are matched) have on lessening novice teacher attrition. This study revealed mentors do not truly impact a novice teacher's desire to stay in the profession. Of 11 participants, only two cited they would want to leave the profession, one of which was due to family and the other due to the current state of teaching at the time of the interview: distance learning, due to the COVID-19 pandemic. Many participants did state, however, that their mentor did not make them want to stay or leave the profession. In their research, Gordon and Lowrey (2017) and Lozinak (2016)

asserted the mentor–mentee relationship was a pivotal component in lessening attrition. Whereas this study did not see the relationship itself as essential in retaining novice teachers, there were other factors that came from the relationship, such as resilience and self-efficacy, that could play large roles in retention.

Mentors did, however, seem to impact the ways novice teachers dealt with challenges and their abilities to teach. The mentor–mentee relationship did appear to impact the novice teachers' resilience and self-efficacy positively. Whereas mentors alone did not create resilience factors in the mentee participants, it seemed as though the majority felt that through support, help, and encouragement from their mentors, they were able to overcome obstacles in the profession. Richardson (2002) examined external interactions as an additional way to deal with adversity outside of emotional, internal ones. The interaction between a mentor and mentee assists the ability to overcome adversity and cope (Richardson, 2002). This researcher found Richardson's assertions that a strong mentor–mentee relationship could help increase resiliency in a given profession align with their study.

Increased perceptions of self-efficacy seemed to be another outcome of the mentor–mentee relationship. Chizhik et al. (2017) specifically examined the development of self-efficacy through mentorship, citing its benefits of reflection, feedback, collaboration, problem solving, and support provide opportunities to develop effectiveness. The researcher in this study concluded the use of positive language and reinforcement by the mentor and during the program did seem to increase the mentee participants' feelings of self-efficacy, which aligned with Chizhik et al.'s (2017) research. Furthermore, the research done by Tait (2008) also aligned in the ways resilience and

self-efficacy are increased through support from others and themselves. Resilience and self-efficacy, however, are not created solely through the mentor–mentee relationship, as the internal factors related to these ideas must not be discounted. The ways the mentor–mentee match is made was also examined to determine if there was an impact on retention, efficacy, and resilience.

The techniques used to pair mentor and mentee, such as same location or site, grade level, and content area may not have adversely affected the mentor–mentee relationship, according to this researcher. Bartell (2005) identified valuable matching techniques such as same location, grade level, and subject area; however, this researcher disagrees with Bartell’s assertions. Though these are beneficial to the mentor–mentee relationship—they allow for more communication if paired at the same site and more help can be provided on content-specific obstacles—they are not the most important when assessing a match. Gordon and Lowrey (2017) described the need of a pairing process that creates a positive, cohesive relationship to increase novice teachers’ desire to stay in the profession and feelings of self-efficacy. Whereas this researcher does not agree the mentor–mentee relationship impacts teacher retention, there seems to be a correlation between self-efficacy and the need to create a strong mentor–mentee relationship.

Lozinak (2016), one of the few researchers to explicitly study mentor–mentee matching, discussed the importance of proper pairings, as these relationships impact the overall successes of a novice teacher. This researcher agrees the pairing of mentor and mentee could impact the abilities of the mentee to increase resilience and self-efficacy; however, the process of pairing needs to expand beyond Bartell’s (2005) techniques.

Menges's (2016) research aligned most with this researcher's declarations that personality traits are an important factor in the matching process. Matching similar personality traits, according to Menges, could lead to a stronger mentor–mentee relationship. This researcher also believes the mentor's and mentee's personality traits impact the successes of the match, influencing the novice teacher's overall experiences. There does, however, seem to be two differences: (a) the traits did not necessarily have to be the same for a mentee participant to have a strong relationship, as asserted by a few mentee participants, and (b) the relationship did not affect retention, but did affect the novice teacher's feelings of self-efficacy and resilience. The generalization of this researcher is the same as Lozinak's (2016) research, in that if a novice teacher does not receive positive support from their mentor, there will be adverse effects on the mentee. Mentorship is just one component of the induction program; therefore, even though studying mentorship's effect on novice teacher retention is essential, there needs to be an examination of what may be negatively influencing novice teachers.

Induction programs were created to lessen attrition rates for novice teachers. This researcher aimed at looking specifically at the matching practices of mentors and mentees to determine if there were implications of matching on attrition. This researcher, however, found the factors that seemed to be major stressors for mentees during their novice years were obstacles other than mentoring. Mentoring did not impact novice teachers' thoughts on leaving the profession; however, it seems other obstacles and stressors might have played a factor. Warsame and Valles (2018) examined induction programs' variety of supports ranging from professional development to coursework and mentoring. The conclusions of this research were that the use of multifaceted supportive

measures helped novice teachers successfully transition from pre- to in-service teaching, making them more likely to stay in the profession (Warsame & Valles, 2018). Whereas the importance of mentorship specifically was mentioned in the research of Warsame and Valles, their conclusions differed from this researcher's conclusions. It seems the induction program itself and the meetings, assignments, and modules had a harmful impact on novice teachers, and could, potentially, negate the positive aspects of mentoring. This study created several surprise findings for the researcher: Mentoring did not seem to keep the novice teacher in the profession and matching techniques in terms of site, grade level, and content did not truly play a role in the mentor–mentee relationship. There were, however, also ambiguous findings that occurred.

There were two primary findings that seemed unclear to this researcher when analyzing the data. The first finding was that of the common techniques of matching and which one was most valuable. It seemed unclear if one of the common matching techniques (i.e., same site, grade level, and content area) had more of a positive impact than others. The two participants who had the same site, grade level, and content seemed to have the strongest relationships with their mentors, demonstrating that if all three are present it does help improve the mentor–mentee relationship. What is unclear: If all three cannot be met, is there one that is most important to prioritize? It seemed between the three, and depending on the individual mentee participant, each had one that was most important for different reasons.

Additionally, gender matches, which were not explicitly studied as a technique, seemed to create ambiguity. Some male participants did go to their female mentors for support though others did not. Some male participants with male mentors did not use

their mentors for much outside of the tasks related to induction. No female mentee was paired with a male mentor. It is unclear if matching gender played a role in the novice teachers' experiences.

Finally, having multiple mentors throughout the induction program could not be stated as a negative or positive aspect of a mentee's experiences. The lack of consistency seemed to be a nuisance for most individuals who had multiple mentors; however, there was no definitive understanding regarding this impact on their relationships or their thoughts on the profession. Even with little impact of the mentor–mentee relationship on attrition specifically, mentors can still be seen as leaders.

Application to Leadership

Leadership in California's induction programs is multitiered, trickling from the state level down to the individual mentors. In the state of California, where District V resides, there is much ambiguity on the implementation of induction programs. The state provided a loose framework for induction programs, citing mentorship and the completion of curriculum as the two necessary components. The curriculum implemented was to be based around the CSTPs (see Appendix C). Based on the conclusions from this researcher, the state of California should examine the placement of their induction programs and evaluate the additional tasks asked of novice teachers. The California Department of Education should look more deeply into what individual induction programs are successful and examine how to take those components and implement them statewide.

At the district or county level, where the induction programs are implemented, leadership should also be examining the impact of their programs on novice teachers. In

District V, the leaders of the induction program should use these findings to make changes in their program. Using primary matching techniques such as same site, grade level, and content area should all be priorities in arranging matches. Additionally, examining other ways to match such as by personalities and trying to minimize outside commitments might be beneficial in supporting novice teachers.

Finally, mentors themselves are leaders who impart the qualities of leadership through the relationship they forge with their mentee (Scales & Rogers, 2017). The mentor is a leader to the novice teacher, using their experience and knowledge to assist the mentee throughout their tenure. Mentors have an impact on their mentees, whether positive or negative. This impact, though it might not push a novice teacher to leave, could impact their perceptions of teaching as a whole, giving them an additional reason to leave the profession. Mentors who do not have leadership qualities such as compassion, understanding, and support will negatively impact their mentee. Participant J specifically discussed this in their experiences, where their mentor was judgmental and socially awkward, leaving them to push away from their mentor and find support in other relationships. Had this participant not had their prior experiences and other relationships, it is possible the experiences with their mentor could have had a more negative impact. Leadership of induction programs throughout California should be looking at their mentors, and if they find some do not possess leader qualities, potentially examine that mentor's place in the program. Mentors are leaders in induction programs; therefore, it is worth taking the time to vet these individuals to ensure positive mentor–mentee relationships.

Recommendations for Action

The goal of induction programs are to create resilient, effective, long-lasting teachers. This study revealed additional actions are needed to accomplish the primary objective of induction programs. The state of California implemented induction programs to combat growing levels of attrition in the novice teacher population. The implementation of these programs was then handed to the individual counties and districts. The biggest component of all induction programs is that of mentorship, which this study was created to examine. There is a body of research that shows the importance of mentorship to novice teacher development; however, the literature on mentorship matching has been limited. In the three arenas where the problem of mentorship matching to attrition exists (i.e., state, local, and individual), there are subsequent changes that can be made to address the issues that surfaced for this researcher.

Moving the Curriculum Components of Induction

The state of California sets the guidelines for all induction programs as they do for teacher preparation programs. As such, these programs were designed to assist in the transitional process into the classroom and decrease attrition among novice teacher populations (Lovo et al., 2016). Induction programs are comprised of mentorship, but also require mandated curriculum that shows a novice teacher's understanding of the CSTPs (see Appendix C). The majority of mentee participants in this study cited additional stressors in the induction program, such as meetings, modules, and assignments. Whereas there is value in reiterating the importance of the CSTPs during induction, many participants in this study felt as though this work was repetitive, not giving them any heightened sense of professionalism, and just restating what was learned

in their preparation programs. One action the state of California could take to maximize the effectiveness of reinforcing the CSTPs came from Participant T. Participant T, after describing their frustrations with the program components, stated, “Now that I am more established . . . I wish I could go back and . . . make sure I’m hitting all those points now,” with regard to the CSTPs and responsive teaching. As such, it is the opinion of this researcher that the state of California should look at waiving the curriculum component of the induction program or condense it into the 2nd year. This would allow for novice teachers to work through the stressors of the profession with their mentors for their 1st year, and then, after being more experienced, focus on the craft of teaching. There are components that can be implemented to add to the successes of District V’s induction program as well.

Mentor Personality Matching

Matching based on location, grade level, and content, though important techniques, do not ensure a productive mentor–mentee relationship. This researcher concluded the normal techniques of matching do not seem to adversely impact the mentor–mentee relationship. When all three are aligned, it can create more positive relationships; however, it seems the personalities of the mentor and mentee provide a more realistic understanding of whether or not there will be positive outcomes. Menges (2016) examined mentorship matching, and finding similar personality traits between mentor and mentee and using those similarities to determine matches created stronger relationships. If personalities play a large role in positive relationships, they should be used in District V’s matching process. Participant H discussed a similar idea, stating, “It would be nice to . . . take like a personality test.” when describing the fact they did not

have similarities to their mentor and would have preferred that in their match. District V, in an effort to create the most suitable matches, should implement a personality test for all mentors and mentees. Whereas this may place mentors and mentees outside of the traditional matching components, it would add a level of compatibility to the relationship. Even with a mentor at the same site available, if a mentor and mentee are at different sites but have similar personalities, it may negate the need for proximity and actually create a stronger relationship than with the mentor from the same site. District V could implement a commonly found personality test and then reevaluate after a 2-year period to determine if those matches based on personality were more positively impacted than matches made due to sameness in grade level, site, or content area. Lastly, changes can be implemented at a more individual level to support mentees further.

Informal Mentor Programs

This researcher concluded the characteristics of the mentor weighed significantly on whether or not mentees felt supported, resilient, and effective. Individual practitioners or all teachers in the district may benefit from informal mentor programs. Burns (1978) identified the use of transformative leadership practices, in which followers felt they were more connected to their organization's identity and their profession as a whole. Burns's definition of transformational leadership parallels that of mentoring, in which the mentee or follower becomes more connected to the organization and profession. Mentoring, if creating organizational connection, should be implemented throughout a teacher's career, not just in the first 2 years of the profession. Mentoring, therefore, can extend beyond the formalities of induction programs and be used in an informal way. According to Gordon and Lowrey (2018), informal mentorship is when a teacher seeks out another and support

is given inadvertently. Several participants in this study described how, after positive interactions with their mentors, they continued the cycle of mentorship through professional learning communities, formal mentorship opportunities, or participating in school and district committees. With mentorship playing such a strong role in increasing efficacy and resilience through connection, District V should support each school site in the creation of informal mentoring programs available to all practitioners. Whether a teacher is new to the school, district, or has experience, having a program of informal mentoring at each school site could improve connectivity, leading to longevity in the teaching profession. Moving curriculum, using personality tests, and beginning informal mentor programs would benefit teachers throughout District V and California, potentially leading to the retention of resilient and effective teachers.

Recommendations for Further Research

Research on mentorship matching in induction programs is sparse. Researchers know mentorship matching is important, and mentorship, as a primary component of induction, increases retention (Ingersoll & Strong, 2011). Additionally, mentorship in the formal setting of induction improves novice teachers' feelings of resilience and self-efficacy as seen in the conclusions made by this researcher. The researcher determined the overall conclusions on mentorship in District V's induction program were that (a) mentoring was necessary to increase resilience and self-efficacy, and (b) matches were more heavily influenced based on personality matches. In this study, however, there were several limitations imposed by the study's design.

Limitations due to the design of this study include the use of lived experiences, validity issues, and bias. To combat these limitations, this study could be redesigned to

implement quantitative methods. The use of a quantitative design would involve the researcher collecting and representing data based on numbers, mitigating the need for participants' lived experiences. Additionally, a quantitative design would boost validity; the researcher's survey could be sent to more participants to receive a more valid understanding of the general population. Quantitative designs also remove the bias imposed during the coding and thematic analysis processes, creating a clearer understanding. In the case of this specific study, using a Likert scale to structure the questions in regard to mentor matching, resilience, and self-efficacy and sending the survey to multiple district and county programs would remove the limitations this study poses. In addition to redesigning this study into that of a quantitative design, other questions to consider for future research would be:

What Matching Factor(s) Most Positively Impact the Mentor–Mentee Relationship?

Many of the unclear findings related to this study come from the ways mentors are matched with their mentees. Traditional techniques of matching (i.e., site, grade level, and content area) were considered; however, one could not be deemed more or less valuable than the others. Additionally, the impact of gender and multiple mentors could not be evaluated. Lozinak (2016) also discussed the lack of clear techniques in the process of mentorship matching. The lack of clear findings in this and other research shows a need for further research on what specific factors impact the mentor–mentee relationship. Such research could provide valuable insight into specific techniques that could be used in mentor matching to create positive experiences for all novice teachers going through induction.

To What Extent Does Mentor Training Impact Positive Mentor Characteristics Such as Communication, Empathy, and Experience?

Participants in this study overwhelmingly attributed their positive experiences to their veteran mentor's abilities to communicate and empathize. The support given by a mentor to further the abilities of a novice teacher is an invaluable resource (Dağ & Sari, 2017). Through the understanding of what the novice teacher is experiencing, the mentor is able to provide assistance, communication, and empathy, all of which positively impacted the mentor–mentee relationship. This study, however, did not evaluate the ways these mentor characteristics came about. Additionally, this study did not evaluate or interview the mentors, most of whom remain unknown, nor did it examine the way the induction program aided the mentors in the form of training. It is known to this researcher that District V, similar to most induction programs, trains their mentors prior to matching. Knowing that communication, empathy, and experience are important, further research should look into how mentors are being trained and if the training given impacts these important characteristics.

How Do Novice Teachers' Personal Lives Impact Their Experiences During the Induction Program?

Many mentee participants in this study described personal struggles that impacted their first years in the profession. The one mentee participant who discussed potentially leaving the profession cited personal, family reasons for leaving. According to Carver-Thomas and Darling-Hammond (2017), 43% of teachers cited at least one personal or family reason for leaving the profession. Whereas this study looked specifically at how the mentor may have helped mitigate these personal struggles, it did not specifically

examine their individual impact on novice teacher retention. Research on the impact of novice teachers' personal lives on their experiences and retention could provide insight into the second largest factor contributing to teacher attrition. This research might also provide helpful ways a mentor can support novice teachers during times of personal tribulations. Examining specific matching factors, mentor training and its impact on positive characteristics, and the ways personal lives impact a novice teacher's experiences during induction are three areas of research that could be of value to the teaching community.

Concluding Statement

Attrition rates in the teaching profession have always been a source of concern, especially when reaching 50% in the late 1990s and early 2000s (Ingersoll 2001; Smith & Ingersoll, 2004). The population with the highest attrition rates is that of the novice teacher, leading states to try and implement programs that improve novice teacher retention. California, in which District V, the subject of this study, resides, was one state that implemented a program known as induction. Induction was first created in the early 1990s to combat novice teacher attrition, and it was used to provide support in the transitional process from pre- to in-service teaching (Lovo et al., 2006). The cornerstone of induction programs soon became mentorship.

Mentorship was deemed the key component of induction programs by Berg and Conway (2016). Mentorship, the pairing of a novice teacher with that of a veteran teacher, was a supportive measure implemented in induction programs (Dağ & Sari, 2017). The use of mentorship was aimed at giving the novice teachers the support they needed during their formative years in the classroom. Mentoring as a supportive measure

helped bridge the gap between education and career for novice teachers, increasing resilience, self-efficacy, and retention. With mentoring playing a pivotal role in the retention of novice teachers, researchers began to examine the ways mentors and mentees are matched. Lozinak's (2016) research on mentorship matching addressed common techniques such as matching based on the same location, grade level, and content, concluding that however a match is made, it is essential for a positive mentor–mentee relationship.

The basis of this research study was to examine the lived experiences of mentees in District V's induction program as they related to resilience, self-efficacy, and retention. The specificities included looking at the mentor–mentee match and whether it impacted these components. The findings and conclusions of the research led to several key themes, including the impact of mentorship characteristics, realistic perspectives, outside components, genuine connection, empathy, and validation. This researcher concluded the mentor–mentee relationship did not seem to adversely impact the novice teacher's desires to stay or leave the profession. These findings differ from those of Lozinak (2016), who concluded interactions between the mentor and mentee could change the novice teacher's perceptions of the profession and could have detrimental effects. The other main finding of this study, however, does align with other researchers: The mentor–mentee relationship impacts the novice teacher's feelings of self-efficacy and resilience. Vierstraete's (2005) conclusions that mentorship increased feelings of self-efficacy and Arnup and Bowles (2016) conclusions that mentoring could have a positive impact on resilience levels in novice teachers both coincide with the conclusions made by this researcher.

This study was designed to determine whether the mentorship matching process in District V's induction program is lessening attrition, creating resilience, and strengthening self-efficacy in novice teachers. Out of those three components, the mentor-mentee relationship can be seen as impactful on resilience and self-efficacy for the mentee participants in this study. Attrition, however, does not seem to be affected by the mentor-mentee match in this study. However, novice teachers who show resilience and self-efficacy staying in the profession because of those factors could potentially be attributed to the mentorship they obtained during induction. This study provided an opportunity to examine how mentorship matching can influence these components and what mentor characteristics are deemed desirable. These characteristics and individual experiences are valuable in the continuing study of mentorship matching techniques. Mentorship matching matters in the process of retaining effective, resilient novice teachers, and this study contributed potential answers in the search for the perfect pairing.

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APPENDIX A

Survey Questions

1. Name:
2. Current Occupation:
3. Current School (if teaching):
4. Current Grade Level (if teaching):
5. Current Subject Area if in Middle or High School (if teaching):
6. I am a (3, 4, 5) -year teacher.
7. I received my preliminary credential through a traditional, University based online or in-person program. I did not participate in Teach for America, Residency, or Emergency Credentialing. (Y/N)
 - a. If you selected no, please elaborate.
8. I completed both years of induction through District V's program. (Y/N)
 - a. If you selected no, please elaborate.
9. During my time in District V's induction program, I participated in mentoring. (Y/N)
 - a. If you selected no, please elaborate.

The following questions will examine the parameters of your mentoring experiences. Please answer yes or no to the following questions and give details, where necessary.

10. I was at the same site as my mentor (same school). (Y/N)
 - a. If yes, please give the name of the school.
 - b. If you selected no, please elaborate.
11. I was the same grade level as my mentor. (Y/N)
 - a. If yes, what grade level did you teach? Elementary, Middle, High
 - b. If you selected no, please elaborate.
12. I had the same content area as my mentor. (Y/N)
 - a. If yes, what content area did you teach? (All-Elementary/ Social Science, English, Science, Math, PE or Health, CTE, Foreign Language)
 - b. If you selected no, please elaborate.
13. I had the same mentor for both years of the induction program. (Y/N)
 - a. If you selected no, please elaborate.
14. Would you be willing to be interviewed for this research study? (Y/N)
 - a. If yes, what is the best way to reach you? (Phone, email, other)
 - b. Please give the best phone number, email, and/or other information to reach you.

APPENDIX B

Interview Questions

1. How has the mentorship you received as a part of District V's induction program impacted your perceptions of the teaching profession?
 - a. What were your experiences like with your matched mentor (positive and negative)?
 - i. Can you describe one experience that stands out to you. Why does this experience hold significance of your time in the induction program?
 - b. How did the matching process and who you were matched to influence your overall experiences in the induction program?
 - i. What were your general thoughts and feelings regarding how/who you were matched with?
2. How did the relationship with your mentor during the induction program in District V help you determine if you were going to leave the profession?
 - a. How did the mentor-mentee relationship you experienced in the induction program impact your perception of self-efficacy or being effective as a novice teacher?
 - i. Can you describe an experience with your mentor that made you feel this way (effective or ineffective)?
 - b. How did your matched mentor affect your perception of resilience or the ability to overcome obstacles in the teaching profession?
 - i. What was one major obstacle you faced during your time in the induction program? How did you and/or your mentor overcome this obstacle?

APPENDIX C

California Standards for the Teaching Profession

Engaging and Supporting All Students in Learning	Creating and Maintaining Effective Environments for Student Learning	Understanding and Organizing Subject Matter for Student Learning
<p>1.1 Using knowledge of students to engage them in learning</p> <p>1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests</p> <p>1.3 Connecting subject matter to meaningful, real-life contexts</p> <p>1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs</p> <p>1.5 Promoting critical thinking through inquiry, problem solving, and reflection</p> <p>1.6 Monitoring student learning and adjusting instruction while teaching</p>	<p>2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully</p> <p>2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students</p> <p>2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe</p> <p>2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students</p> <p>2.5 Developing, communicating, and maintaining high standards for individual and group behavior</p> <p>2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn</p> <p>2.7 Using instructional time to optimize learning</p>	<p>3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks</p> <p>3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter</p> <p>3.3 Organizing curriculum to facilitate student understanding of the subject matter</p> <p>3.4 Utilizing instructional strategies that are appropriate to the subject matter</p> <p>3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students</p> <p>3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content</p>
Planning Instruction and Designing Learning Experiences for All Students	Assessing Students for Learning	Developing as a Professional Educator
<p>4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction</p> <p>4.2 Establishing and articulating goals for student learning</p> <p>4.3 Developing and sequencing long-term and short-term instructional plans to support student learning</p> <p>4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students</p> <p>4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students</p>	<p>5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments</p> <p>5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction</p> <p>5.3 Reviewing data, both individually and with colleagues, to monitor student learning</p> <p>5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction</p> <p>5.5 Involving all students in self-assessment, goal setting, and monitoring progress</p> <p>5.6 Using available technologies to assist in assessment, analysis, and communication of student learning</p> <p>5.7 Using assessment information to share timely and comprehensible feedback with students and their families</p>	<p>6.1 Reflecting on teaching practice in support of student learning</p> <p>6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development</p> <p>6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning</p> <p>6.4 Working with families to support student learning</p> <p>6.5 Engaging local communities in support of the instructional program</p> <p>6.6 Managing professional responsibilities to maintain motivation and commitment to all students</p> <p>6.7 Demonstrating professional responsibility, integrity, and ethical conduct</p>

https://ncsoe.org/res_files/Combined_CSTP_CTP_2014v2.pdf

APPENDIX D



CITYU RESEARCH PARTICIPANT INFORMED CONSENT

Title of Study:

Mentorship Matching: An Exploration of How Mentor–Mentee Matching Effects Resilience, Self-Efficacy, and Attrition in Novice Teachers

Name and Title of Researcher(s):

Karra Gordon, M.Ed., Doctoral Student

For Faculty Researcher(s):

Department: _____

Telephone: _____

City U Email: _____

Immediate Supervisor: _____

For Student Researcher(s):

Faculty Supervisor: Dr. Sher Downing

Department: Educational Leadership

Telephone: _____

City U E-mail: downingsherri@cityu.edu

Program Coordinator (or Program Director):

Sponsor, if any:

Key Information about this Research Study**You are being invited to participate in a research study.**

You are being invited to participate in an on-line survey that is part of a research study that has been approved by City University of Seattle Institutional Review Board.

The researcher will provide information about this research study to you before you will be asked to participate in the study and before you sign this consent form.

- You do not have to participate in this research.
- It is your choice whether or not you want to participate in this research.
- Your participation is voluntary and you can decide not to participate or withdraw your participation at any time without penalty or negative consequences.
- You should talk to the researcher(s) about the study and ask them as many questions you need to help you make your decision.

What should I know about being a participant in this research study?

This form contains important information that will help you decide whether to join the study. Take the time to carefully review this information.

You are eligible to participate in this study because you completed the two-year induction program with Murrieta Valley Unified School District and are currently starting your 4th year of teaching.

You will be in this research study for approximately 3 hours, at times that may extend to up to a month depending on your availability.

About 15 individuals will participate in this study.

To make your decision, you must consider all the information below:

- The purpose of the research
- The procedures of the research. That is, what you will be asked to do and how much of your time will be required.
- The risks of participating in the research.
- The benefits of participating in the research and whether participation is worth the risk.

If you decide to join the study, you will be asked to sign this form before you can start study-related activities.

Why is this research being done?

Purpose of Study: The purpose of this qualitative study is to examine the ways veteran and novice teachers are matched during the mentoring process of induction programs.

Research Participation.

You will be asked to participate in the following procedures:

I understand I am being asked to participate in this study by completing an on-line survey. The survey consists of 14 questions and is expected to take approximately 1 hour to complete. You may choose to answer as many question as you decide and each question will have a “no response” choice.

Are there any risks, stress or discomforts that I will experience as a result of being a participant in this study?

Taking part in this research involves certain risks: This could include: bring up negative feelings, dealing with difficult topics, feelings of vulnerability, and potentially discussing negative aspects of the program.

Will being a participant in this study benefit me in any way?

We cannot promise any benefits to you or others from your participation in this research. However, possible benefits may include better matching for future novice teachers, learning and evaluating your current strengths, and feelings of efficacy and resilience.

You will not receive anything for your participation in this research.

You will not receive any payment for participation in this study.

Confidentiality

I understand that participation is confidential to the limits of applicable privacy laws. No one except the faculty researcher or student researcher, his/her supervisor and Program Coordinator (or Program Director) will be allowed to view any information or data collected whether by questionnaire, interview and/or other means.

If the student researcher's cooperating classroom teacher will also have access to raw data, the following box will be initialed by the researcher.

Steps will be taken to protect your identity; however, information collected about you can never be 100% secure. Your name and any other identifying information that can directly identify you will be stored separately from data collected as part of the research study. The results of this study will be published as a thesis and potentially published in an academic book or journal, or presented at an academic conference. To protect your privacy no information that could directly identify you will be included.

All data (the questionnaires, audio/video tapes, typed records of the interview, interview notes, informed consent forms, computer discs, any backup of computer discs and any other storage devices) are kept locked and computer files will be encrypted and password protected by the researcher. The research data will be stored for 5 years (5 years). At the end of that time all data of whatever nature will be permanently destroyed. The published results of the study will contain data from which no individual participant can be identified.

Signatures

I have carefully reviewed and understand this consent form. I understand the description of the research protocol and consent process provided to me by the researcher. My signature on this form indicates that I understand to my satisfaction the information provided to me about my participation in this research project. My signature also indicates that I have been apprised of the potential risks involved in my participation. Lastly, my signature indicates that I agree to participate as a research subject.

My consent to participate does not waive my legal rights nor release the researchers, sponsors, and/or City University of Seattle from their legal and professional responsibilities with respect to this research. I understand I am free to withdraw from this research study at any time. I further understand that I may ask for clarification or new information throughout my participation at any time during this research.

I have been advised that I may request a copy of the final research study report. Should I request a copy, I understand that I will be asked to pay the costs of photocopy and mailing.

ELECTRONIC CONSENT: Please select your choice below.

Clicking on the "**agree**" button below indicates that:

- you have read and understand all of the above information, and
- you voluntarily agree to participate, and

-you are at least 18 years of age.

If you **do not wish to participate** in the research study, please decline participation by clicking on the "**disagree**" button.

Agree

Disagree

Thank you,

Karra Gordon

Karra Gordon, M.Ed., Doctoral Student, City University of Seattle

APPENDIX E



School/Division of Educational Leadership

Title of Study:

Mentorship Matching: An Exploration of How Mentor–Mentee Matching Effects Resilience, Self-Efficacy, and Attrition in Novice Teachers

Name and Title of Researcher(s):

Karra Gordon, M.Ed., Doctoral Student

For Faculty Researcher(s):

Department: Telephone:
City U Email: Immediate Supervisor:

For Student Researcher(s):

Faculty Supervisor: Dr. Sher Downing

Department: Educational Leadership **Telephone:**
City U E-mail: downingsherri@cityu.edu

Program Coordinator (or Program Director): Sponsor, if any:

Key Information about this Research Study

You are being invited to participate in a research study.

The researcher will explain this research study to you before you will be asked to participate in the study and before you sign this consent form.

- You do not have to participate in this research.
- It is your choice whether or not you want to participate in this research.
- Your participation is voluntary and you can decide not to participate or withdraw your participation at any time without penalty or negative consequences.
- You should talk to the researcher(s) about the study and ask them as many questions you need to help you make your decision.

What should I know about being a participant in this research study?

This form contains important information that will help you decide whether to join the study. Take the time to carefully review this information.

You are eligible to participate in this study because you completed the two-year induction program with Murrieta Valley Unified School District and are currently starting your 4th year of teaching.

You will be in this research study for approximately 3 hours, at times that may extend to up to a month depending on your availability.

About 15 individuals will participate in this study.

To make your decision, you must consider all the information below:

- The purpose of the research
- The procedures of the research. That is, what you will be asked to do and how much of your time will be required.
- The risks of participating in the research.
- The benefits of participating in the research and whether participation is worth the risk.

If you decide to join the study, you will be asked to sign this form before you can start study- related activities.

Why is this research being done?

Purpose of Study: The purpose of this qualitative study is to examine the ways veteran and novice teachers are matched during the mentoring process of induction programs.

Research Participation.

You will be asked to participate in the following procedures:

I understand I am being asked to participate in this study in one or more of the following ways (initial options below that apply):

Respond to in-person and/or telephone/electronic Interview questions; Approximate time 2-4 hours.

Answer written questionnaire(s); Approximate time _____

Participate in other data gathering activities, specifically a beginning survey; Approximate time 1 hour.

Other, specifically. Approximate time _____

You may refuse to answer any question or any item in verbal interviews, written questionnaires or surveys, and, you can stop or withdraw from any audio or visual recording at any time without any penalty or negative consequences.

Are there any risks, stress or discomforts that I will experience as a result of being a participant in this study?

Taking part in this research involves certain risks: This could include: bring up negative feelings, dealing with difficult topics, feelings of vulnerability, and potentially discussing negative aspects of the program.

Will being a participant in this study benefit me in any way?

We cannot promise any benefits to you or others from your participation in this research. However, possible benefits may include better matching for future novice teachers, learning and evaluating your current strengths, and feelings of efficacy and resilience.

You will not receive anything for your participation in this research.

You will not receive any payment for participation in this study.

Confidentiality

I understand that participation is confidential to the limits of applicable privacy laws. No one except the faculty researcher or student researcher, his/her supervisor and Program Coordinator (or Program Director) will be allowed to view any information or data collected whether by questionnaire, interview and/or other means.

If the student researcher's cooperating classroom teacher will also have access to raw data, the following box will be initialed by the researcher.

Steps will be taken to protect your identity; however, information collected about you can never be 100% secure. Your name and any other identifying information that can directly identify you will be stored separately from data collected as part of the research study. The results of this study will be published as a thesis and potentially published in an academic book or journal, or presented at an academic conference. To protect your privacy no information that could directly identify you will be included.

All data (the questionnaires, audio/video tapes, typed records of the interview, interview notes, informed consent forms, computer discs, any backup of computer discs and any other storage devices) are kept locked and computer files will be encrypted and password protected by the researcher. The research data will be stored for 5 years (5 years). At the end of that time all data of whatever nature will be permanently destroyed. The published results of the study will contain data from which no individual participant can be identified.

Signatures

I have carefully reviewed and understand this consent form. I understand the description of the research protocol and consent process provided to me by the researcher. My signature on this form indicates that I understand to my satisfaction the information provided to me about my participation in this research project. My signature also indicates that I have been apprised of the potential risks involved in my participation. Lastly, my signature indicates that I agree to participate as a research subject.

My consent to participate does not waive my legal rights nor release the researchers, sponsors, and/or City University of Seattle from their legal and professional responsibilities with respect to this research. I understand I am free to withdraw from this research study at any time. I further understand that I may ask for clarification or new information throughout my participation at any time during this research.

I have been advised that I may request a copy of the final research study report. Should I request a copy, I understand that I will be asked to pay the costs of photocopy and mailing.

Participant's Name: _____
Please Print

Participant's Signature: _____ Date: _____

Researcher's Name: Karra Gordon
Please Print

Researcher's Signature: **Karra Gordon** Date: September 28, 2020

If I have any questions about this research, I have been advised to contact the researcher and/or his/her supervisor, as listed on page one of this consent form.

Should I have any concerns about the way I have been treated or think that I have been harmed as a research participant, I may contact the following individual(s):

Dr. Pressley Rankin, Program Director, City University of Seattle, at
521 Wall St #100, Seattle, WA 98121, 206-239-4773, rankinp@cityu.edu.

This study has been reviewed and has been approved by the Institutional Review Board (IRB) of City University of Seattle. If you have questions about your rights as a participant in this study or to discuss other study-related concerns or complaints with someone who is not part of the research team, you may contact the IRB at IRB@Cityu.edu.