

The Associations Between the Perception of Helpfulness of Teacher Induction Programs and Anticipated First-Year Teacher Retention in China

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Abstract

The purpose of the study was to: (a) determine to what extent the formalized teacher induction programs (TIPs) are perceived to be helpful for first-year public primary school teachers in Shanghai, China; (b) measure anticipated job retention of first-year teachers; and (c) examine the degree to which these TIP helpfulness and anticipated job retention are associated. In this study, retention is defined as remaining in a Shanghai public primary school. Shanghai TIPs are one-year long, mandatory programs for first-year public primary teachers. The conceptual framework of TIPs includes four main components (orientation, mentoring, professional development, and teacher evaluations) as found in Horn, Sterling, and Subhan's (2002) high-quality teacher induction program component model. The study employed a non-experimental, correlational design and used survey responses from teachers to address the research questions. An on-line survey was completed by 408 participants who held a bachelor's degree or higher along with a teaching credential and who were within their first year of teaching in a Shanghai public primary school. Results of the study include: (1) Overall, Shanghai public primary school teachers perceived the level of TIP helpfulness to be relatively high; however, the levels of helpfulness varied across the four components; (2) The majority of participants expressed agreement with plans to stay in the same position; and (3) The perception of overall TIP helpfulness was a statistically significant predictor of anticipated teacher retention.

Keywords: Teacher induction programs, first-year teachers, teacher retention

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Introduction

In recent years, supporting and retaining new teachers has become a critical issue worldwide due to the rising teacher attrition rate (Ding, 2010; Foster, 2018). To support and further retain new teachers, Teacher Induction Programs (TIPs) were developed in western countries during the early 1960's and had become widely accepted by the 1980's. TIPs are "professional development programs and are designed to offer support, guidance, and orientation for beginning teachers during the transition into their first teaching job" (American Institutes for Research [AIR], 2015a, p. 5). It is "the period when teachers have their first teaching experience and adjust to the roles and the responsibilities" (Nielsen, Barry, & Addison, 2007, p. 15). TIPs can refer to a variety of activities involving new-qualified teachers, such as orientation, mentoring, professional development, collaboration with teacher networks, adjusting workload, and resource support (Clark, 2012; Harfitt, 2014; Huling, Resta, & Yeargain, 2012; Ingersoll & Smith, 2004; Ingersoll & Smith, 2012; Nielsen et al., 2007; Odell, 1992). Research indicates that TIPs are influential in raising the quality and efficiency of beginning teachers and having the potential to keep teachers in the profession (Alia, Muhammad, & Mishab, 2017; Allen, 2014; Dangler, 2016; Lemon & Garvis, 2017; Wong, Britton, & Ganser, 2005).

In Shanghai, growth in the percentage of teachers who are in their first year of teaching has gained attention because of employee retirement rising, migrants increasing, the One-child policy abolished, and new schools developing needs. The thirteenth Shanghai Education Revolution and Development Plan (2016-2020) clarified that developing Shanghai's TIP is one of ten crucial projects during the period of 2016-2020. To promote the plan, the Shanghai Municipal Government and Shanghai Education Municipal Commission are providing essential support in terms of organization, finance, policy, and resources (Shanghai Municipal People's Government Office, 2016).

In response to these demands placed upon first-year teachers and policy changes, the Shanghai TIP was reformed in 2012. This formalized TIP version reorganizes and consolidates resources from Shanghai Educational Municipal Commission, school districts, and schools, utilizes rich activities and a reasonable teacher evaluation system (Chen & An, 2016). However, first-year teachers' perspectives of this new program and the evaluation of this program are mentioned but not systematically investigated. Also, few studies have addressed the potential variation in perceptions of helpfulness of the formalized TIP version for first-year teachers with different educational backgrounds.

The purpose of the study is to: (a) determine to what extent the formalized teacher induction programs in Shanghai are helpful for first-year teachers; (b) measure teacher anticipated job retention of first-year teachers in Shanghai public primary school; and (c) examine the degree to which these perceptions of helpfulness and anticipated job retention are associated. A study of the effectiveness how helpful are teachers in primary schools in Shanghai feeling the TIPs is necessary. Knowledge gained from this study may aid the government in reaching its goal while keeping funding to a reasonable level. The study may suggest how TIPs can be modified to better support first-year teachers and it may reveal gaps in the knowledge base that future research should address.

Research questions are listed as follows: (1) To what extent do teachers perceive TIPs to be helpful? (2) To what extent do teachers' plans indicate an intent to remain in the public school teaching profession? (3) Is there an association between the helpfulness of teacher induction programs and anticipated teacher retention after controlling for gender, educational level, and major?

Conceptual Framework

The components of TIPs vary across schools and districts. Horn, Sterling, and Subhan (2002) identified that high-quality TIPs encompass four components: orientation, mentoring, professional development, and teacher evaluation. Their model is used as the conceptual framework of TIPs for the current study where first-year teachers' perceptions of the helpfulness of TIPs will be examined. In addition, associations between these perceptions of TIPs helpfulness and anticipated teacher retention will be explored. Each component is listed and explained below.

Orientation. Horn et al. (2002) defined orientation as “intended to orient new teachers to the community, district, curriculum, and school” (p. 8). Orientations vary significantly from a half-day to seven full working days, depending on the district schedule. The topics of orientations include: welcoming new teachers, introducing the academic goals/learning and learning philosophy of the districts, reviewing the policies, and addressing induction issues.

Mentoring. Mentoring is defined as “one in which the administration has a mentoring program in place with specific guidelines, programs are funded, mentors are compensated in some way, and there are specific expectations and policies regarding the mentoring process” (Horn et al., 2002). Mentoring is regarded as a key element to help the first-year teachers' transition from a university student learning to teach to a full-time teacher in the classroom. Mentors are generally appointed by school administrators or universities and participate in supervision.

Professional development. Horn et al. (2002) define professional development as providing opportunities for the first-year teachers to achieve additional knowledge, skills, and attitudes necessary for successful teaching. It is necessary for beginning teachers to continue the professional role in a life-long teaching career. Professional development activities may address a variety of topics, such as instructional strategies, back-to-school night, parent-teacher conferences, research methodologies, and technology supports. Professional development can be provided through workshops, seminars, conferences, observations, and collaborations.

Teacher evaluation. Analyzing new teachers' teaching practices periodically is beneficial for mentors, administrators, and teachers. Through this analysis, they come to know their strengths and weaknesses (Horn et al., 2002). Also, teacher evaluation determines whether the first-year teachers are qualified to retain.

The effects of TIPs

Ingersoll (2011) demonstrated that providing a package of teacher support (such as TIPs) is more powerful than only one component (such as mentoring programs). Researchers have discussed the relationships between the TIPs and teacher retention,

professional development, and student outcomes. Many researchers proved that TIP participants developed skills and capabilities in positions and had higher retention rates than non-participants. Huling and colleagues (2012) compared the retention rates of 954 beginning teachers in Texas and concluded that “Participants in the induction program have higher retention rates than other teachers from across the state and within their same regions of the states” (Huling et al., 2012, p.142). Allen (2014) examined the effect of supporting novices during the university-based induction years on teacher development and teacher retention through both quantitative and qualitative methodologies. The results of the study showed that induction programs positively affect maintaining professional networks, teacher efficacy, curriculum writing, and high teacher retention (Allen, 2014). Nielsen and his colleagues (2007) researched 826 new teachers across three years and discovered that the TIP has a positive impact on teacher development, and that individual resources training and collaboration with teacher networks were the two most beneficial elements for novice teachers’ growth.

However, this positive relationship is also being challenged. Williams and Gillhan (2016) generalized that the first-year teachers not only have positive perceptions of induction programs such as having favorably assessed mentors, interdisciplinary teams, and administrative support in the programs, but also have mixed and negative experiences. Mixed experience means that program participants favored induction program activities but did not receive enough support from administrators. Negative experience illustrates that participants received insufficient support and overwhelming workloads. Moreover, Gaikhorst and colleagues (2015) argued that there is no association between induction programs and job motivation or teacher retention although the programs have a positive impact on teacher competence and self-efficacy (Gaikhorst, Beishuizen, Zijlstra, & Volman, 2015).

Gaps in the Literature

Although the relationships between the effectiveness of induction programs, teachers’ growth and their anticipated retention have been discussed, some deep questions are raised, such as: how are these components correlated? Also, there is no empirical study that examines the helpfulness of these components associated with first-year teacher retention.

Research Design

The study employed a non-experimental, correlational design and used survey responses from teachers to address the research questions. The target population was first-year teachers in Shanghai public primary schools. The selection criteria was that participants had a bachelor’s degree or higher along with a teaching credential and that they were within their first year of teaching in a public primary school located in Shanghai. Due to practical constraints, convenience sample was employed.

To determine how many teachers to invite to participate in the study, the software G*Power 3.1.9.3 was utilized by specifying the alpha level to be .05, the desired power to be .80. Assuming a 70% response rate, at least 564 teachers needed to be recruited for the study. If the effect was larger or the response rate was higher, the statistical analyses would achieve a power even higher than .80.

Instrumentation

The data for this non-experimental study was collected through a web-based survey. The contents of the survey included three sections: (a) demographic information (i.e., gender, education level, and majors); (b) the perceptions of helpfulness of TIP scale (on orientation, mentoring, professional development, and teacher evaluations); and (c) anticipated first-year teacher retention.

The scale of helpfulness of formalized teacher induction programs is based on the conceptual framework of high-quality induction programs offered by Horn, Sterling, and Subhan (2002). The scale aimed to assess how helpful the first-year teachers perceive the TIP was overall, as well as each of the components. The scale used a 5-point response option for each item, with anchors at 0-not at all, 1-of little help, 2-somewhat helpful, 3- helpful, and 4-very helpful. Higher scores corresponded to perceptions of the TIP being more helpful. Definitions of four TIP components were included in the survey as adjustments.

The teacher retention scale was developed to assess the extent to which teachers have considered various career options: (1) staying in the same teaching position, (2) relocating to a different public primary school, (3) relocating to a private school, (4) relocating to a private institution other than private schools, and (5) changing to a different profession. The scale used a 5-point response option for each item, with anchors at 1-strongly disagree, 2-disagree, 3-undecided, 4-agree, and 5-strongly agree. After reversing scoring items 3, 4, and 5, the higher the score was, the more likely the first-year teacher plans to remain a public Shanghai primary school teacher.

All the items were translated from English to Mandarin by one person, and back-translated to English by a separate individual. Prior to its use in this study, the survey was piloted with a handful of teachers who participated in a TIP in Shanghai in recent years. Reliability and validity were investigated using the study data itself and are reported in the results section.

This study applied three control variables: gender, college major, and degree level. Research studies demonstrated the influences of gender, major, and degree level on anticipated retention (Klassen et al., 2009; Klassen & Chiu, 2010; Struyven & Vanthournout, 2014; Wu, 2018).

Data Analysis and Presentation

Descriptive analyses provided information as to teachers' perceptions of TIP helpfulness and their plans regarding remaining in the teaching profession. The study also used correlational analysis methods to identify whether perceptions of helpfulness of TIPs were associated with first-year teachers' anticipated retention in Shanghai public primary schools. The direct effects of the perception of TIP helpfulness on anticipated teacher retention were evaluated. SPSS 25.0 was used to analyze the collected data using an alpha level of .05 for identifying statistically significant results.

Limitations

Based on threats to internal, external, construct, and statistical conclusion validity, as summarized in McMillan and Schumacher (2010), the following limitations of this study are acknowledged. First, since data were self-reported by participants, subject effects may operate whereby the answers they provided may not reflect how they really felt or behaved. Second, the study used a convenience sample rather than a teacher database consisting of all Shanghai first-year teachers; therefore, the population external validity was limited to those teachers with characteristics like those who responded. Third, the study investigated the anticipated first-year teacher retention rather than actual teacher retention. Therefore, some respondents may choose to remain despite their stated intentions. Last, although care was taken to generally phrase the research questions in terms of association rather than effects, a limitation of the study is that correlational design limit our ability to draw causal inferences. The results may be suggestive, but further research is needed in order to draw conclusions about TIP impacts.

Results

The demographic information regarding the respondents were provided. Nearly 70% of the participants' ages were in the range of 23-25. The percentages of females and males were nearly 85% to 15%, respectively. The percent of participants who held Bachelor's and Master's degree was 91.4% and 8.6%. No one held a Doctoral degree. About 20% of participants were in education major, 40% were in core course majors (Chinese literature arts, applied mathematics, or English), and 40% were in elective course majors (sciences, music/arts, or others). Nearly half of participants taught core courses and the other half taught elective courses. Also, about 60% of participants reported that their average actual teaching workload with students present was 21-25 class periods per week (where one class period lasts 35 minutes).

Research Question 1 (RQ1) examines the extent to which teachers perceive TIPs to be helpful. Table 1 below shows the descriptive statistics for the measure of TIP helpfulness overall and its subscales. Overall, across the four aspects of TIP helpfulness, the mean of 3.34 indicates that teachers, on average, viewed the TIP as "helpful." Teachers perceived the TIPs to be the most helpful in terms of mentoring (mean = 3.49) and the least in terms of teacher evaluation (mean = 3.22). Still, based on the means for all 4 subscales, the teachers report the TIPs to be helpful.

Table 1: Descriptive statistics for the overall scores and subscales of the measures of TIP helpfulness

	M	SD	Min	Max
TIP Helpfulness (Overall)	3.34	0.750	0	4
Orientation	3.25	0.953	0	4
Mentoring	3.49	0.784	0	4
Professional Development	3.41	0.794	0	4
Teacher evaluation	3.22	0.961	0	4

Table 2 shows the frequency and perception of helpfulness for each TIP component. The majority of teachers thought that mentoring (60.3%) and professional development (53.2%) was "Very Helpful." Forty percent of teachers perceived that

professional development and teacher evaluation were “Helpful.” Less than 8% of first-year teachers reported that the TIPs were of no or little help in terms of any of the four components.

Table 2: The Frequency and Perception of Helpfulness in TIP components

	Not at all	Of Little Help	Somewhat Helpful	Helpful	Very Helpful
Orientation Percentage (%)	10 2.5%	20 4.9%	27 6.6%	153 37.5%	198 48.5%
Mentoring Percentage (%)	7 1.7%	8 2.0%	8 2.0%	139 34.1%	246 60.3%
Professional Development Percentage (%)	7 1.7%	8 2.0%	13 3.2%	163 40.0%	217 53.2%
Teacher Evaluation Percentage (%)	12 2.9%	18 4.4%	27 6.6%	163 40.1%	188 46.1%

Research Question 2 (RQ2) examines the extent to which teachers’ plans indicate an intent to remain in the public school teaching profession. The higher ratings of agreement on Item 1 and Item 2, the more possibility first-year teachers intend to remain teaching in Shanghai public primary schools. The higher ratings on Item 3, 4, and 5, the more possibility first-year teachers are willing to leave teaching in Shanghai public primary schools. After reverse-scoring items 3, 4 and 5, Cronbach’s alpha was calculated as an estimate of the scale’s internal consistency reliability. Item #2 was problematic as it lowered the reliability to just .530; with its removal, the 4-item scale reached an acceptable level of reliability ($\alpha = .781$). Thus, the remaining analyses are based on the 4-item scale (without item #2). Averaging across the four items, the mean of anticipated teacher retention is 4.16, which suggests that, overall, the first-year teachers, on average, agreed with statements reflecting an intention to stay (and, relatedly, disagreed with statements reflecting an intention to leave) teaching in a Shanghai public primary school. See Table 3 for the descriptive statistics of the overall measure and each of the individual items prior to reverse-scoring items 3, 4, and 5.

Table 3: Descriptive statistics for the overall score and individual items measuring anticipated teacher retention (before reverse scoring Items 3, 4, and 5)

	<i>Cron-bach's alpha</i>	<i>M</i>	<i>SD</i>	<i>Min</i>	<i>Max</i>
Anticipated Teacher Retention (5-item Mean)	.530	3.88	.428	1.80	4.80
Anticipated Teacher Retention (4-item Mean without Item #2)	.781	4.16	.557	1.00	5.00
1. Stay in Same Position	-	4.24	.617	1	5
2. Relocate to Different Public Primary School in Shanghai	-	2.79	.764	1	5
3. Relocate to Private Primary School in Shanghai	-	2.08	.616	1	5
4. Relocate to Private Education Institution other than Private Schools	-	1.81	.721	1	5
5. Change to Different Profession other than Teaching	-	1.73	.882	1	5

Table 4 provides the frequencies and percentages of responses to the anticipated teacher retention items (before reverse-scoring Items 3, 4, and 5). The majority of first-year teachers “Agree” (63.5%) or “Strongly Agree” (31.4%) with staying in the same position. Few participants (less than 5%) responded they intended to relocate to private schools, private educational institutions other than private schools, or change to a different profession other than teaching.

Table 4: The Frequency and Percentages of Anticipated Teacher Retention Items (Before Reverse Scoring for Item 3, 4, and 5)

		Strong Disagree	Disagree	Un-decided	Agree	Strongly Agree
1. Stay in Same Position	<i>n</i>	3	2	16	259	128
	%	.7%	.5%	3.9%	63.5%	31.4%
2. Relocate to Different Public Primary School in Shanghai	<i>n</i>	24	93	240	46	5
	%	5.9%	22.8%	58.8%	11.3%	1.2%
3. Relocate to Private Primary School in Shanghai	<i>n</i>	49	290	61	5	3
	%	12.0%	71.1%	15.0%	1.2%	.7%
4. Relocate to Private Educ'n Instit'n other than Private Schools	<i>n</i>	140	217	44	4	3
	%	34.3%	53.2%	10.8%	1.0%	.7%
5. Change to Different Profession other than Teaching	<i>n</i>	199	145	46	12	6
	%	48.8%	35.5%	11.3%	2.9%	1.5%

Research Question 3 (RQ3) examines the association between TIP helpfulness and anticipated teacher retention after controlling for gender, level of education, and major. It was designed to test the influence of the helpfulness of TIP on anticipated teacher retention after controlling for gender, level of education, and major.

The overall anticipated teacher retention in Shanghai public primary schools scores were regressed on the total rating they gave regarding the helpfulness of the TIP across four components in which they participated. The full model was statistically significant, $F(4, 403) = 13.986, p < .001$, with gender, major, and TIP helpfulness ratings all accounting for statistically significant proportions of unique variation in anticipated retention (see Table 5). Females agreed to a greater extent, than males, with items measuring anticipated retention, as did those who were not education majors, as compared to those who did major in education. When TIP helpfulness rating increased by a value of one point, the anticipated teacher retention would increase by .210 point ($b = .210, p < .001$). Thus, for this research question, the predicting anticipated teacher retention from perceptions of the helpfulness of teacher induction programs being statistically significant was met.

Table 5: Summary of simultaneous multiple linear regression results predicting anticipated teacher retention from perceptions of the helpfulness of teacher induction programs

	<i>b</i>	<i>SE_b</i>	β	<i>t</i>	<i>p</i>
<i>Control Variables:</i>					
Gender (0=Male)					
Female (1=Female)	.167	.073	.108	2.293	.022*
Level of Education (0=Bachelor's)					
Graduate Degree (1=Graduate)	-.074	.093	-.037	-.797	.426
Major (0=Education)					
Not Education Major (1=NotEd)	.159	.064	.117	2.459	.014*
<i>Predictor Variable:</i>					
Helpfulness of TIPs	.210	.035	.284	5.982	<.001**

* $p < .05$ ** $p < .01$

Note: $R = .349, R^2 = .122, F(4, 403) = 13.986, p < .001$

Discussion

As the results of RQ1 shows in the study, first-year teachers in Shanghai public primary schools had a very high TIP participation rate. Almost all of the participants (except for one) reported that they attended a Shanghai TIP in their first year of teaching. The result is the same as the literature, that the “Shanghai TIP participation rate is 97%, which is higher than those in the other areas and countries” (Zhang, Ding, & Xu, 2016). Also, this result indicates that participating in a TIP is required for the first-year teachers in Shanghai public primary schools and it is a partial requirement to renew their teaching credentials (Order No.55, Shanghai Education Commission, 2013). Secondly, the majority of the participants (except for two individuals who attended only some of the TIP activities) attended all four types of TIP activities that the survey items inquired about (orientation, mentoring, professional development,

and teacher evaluation). The results suggest that the Shanghai TIP programs' organization is consistent with Horn, Sterling, and Subhan's (2002) TIP model. Thirdly, regarding Shanghai first-year teachers' perceptions of TIP helpfulness, the results of this study are that TIP helpfulness is rated relatively high. The mean of TIP helpfulness overall was 3.34 (out of 4), which falls within the range closest to the descriptor "helpful". Also, the mean ratings for sub-items (orientation, mentoring, training, and evaluation) were all in the "helpful" range (above "not very helpful" but not reaching "very helpful"). The highest helpfulness rating was for mentoring (M= 3.49) and the next highest was for professional development (M= 3.41) which was consistent with the previous related studies that found mentoring and professional development to be regarded as the two most helpful components in TIPs (Clark & Byrnes, 2012; Ding, 2010).

To improve the perception of helpfulness of Shanghai TIPs, participants responded to open-ended questions and expected Shanghai TIPs should be more "practical," "interactive," and "efficient". "Being practical" means the Shanghai TIP should include case studies where they can prepare skills for their jobs, including describing a situation/a student, identifying an issue, analyzing a situation and finding a resolution. "Being interactive" indicates that first-year teachers look for TIPs offering them more time to communicate with peers and teacher experts. Also, "being efficient" means first-year teachers hope for less paperwork in TIPs but more opportunities to expose their horizons in observations and research studies.

Research Question 2 (RQ2) investigates, "To what extent do teachers' plans indicate an intent to remain in the public school teaching profession?" After reversing the scores of Item 3 "thinking of relocating to a private school", Item 4 "thinking of relocating to private educational institutions other than private school", and Item 5 "thinking of changing to a different profession other than teaching", the results showed that the average for teacher anticipated teacher retention (5-item) is 3.88 out of 5. After deleted item 2, "thinking of relocating to a different public primary school", the average for teacher anticipated teacher retention (4-item) is 4.16 out of 5. It means that first-year teachers at Shanghai public primary schools have moderately high-anticipated teacher retention. The majority of participants chose "Agree" (63%) and "Strongly agree" (32%) on "thinking of staying in the same teaching position." When asked about "relocating to a private primary school", "relocating to a private educational institution other than private schools", or "relocating to a different profession other than teaching", 4% of the participants selected "agree" or "strong agree." The results reveal that a majority of first-year teachers in Shanghai public primary schools intend to stay in public schools. The results of this study show a higher anticipated teacher retention rate than what is found in a prior study about Shanghai public primary teachers. Wu (2018) studied teachers in Shanghai public primary schools and concluded that about one-third of teachers considered leaving. Based on the author's perspective and experience during the study, one possible reason for this discrepancy could be due to the fact that Wu (2018) studied teachers in Shanghai public primary schools, including those beyond their first-year of teaching.

Research Question 3 (RQ3) asked, "Is there an association between the helpfulness of TIP and anticipated teacher retention after controlling for gender, educational level, and major?" The study explored whether the perception of TIP helpfulness is significantly and positively correlated to anticipated teacher retention. The multiple

regression analyses also indicated that perception of TIP helpfulness was a statistically significant predictor of anticipated teacher retention. The results are consistent with findings in the literature that participating in TIPs positively impacts teacher retention (Allen, 2014; Huling et al., 2012; Nielsen, 2007).

There are several possible reasons why female teachers have relatively high-anticipated teacher retention as compared with male teachers. The results are the same as Ding's (2010) and Zhu's (2014) studies in Mainland China. Also, from the author's perspective, there are several reasons. At first, there are more female graduates majoring in education than males in colleges. Zhu (2014) reported that the percentage of female college students in education in Mainland China is 65.3% while just 34.7% are male students. The remarkable difference in gender in college graduates not only means that there are more females than males who choose to study education but also reveals that the expectations for females more so than males, to some extent, may be to have a stable occupation such as teaching and accounting after college graduation. In addition, males are expected to earn more than females. However, teaching in public primary schools may not pay as much as other positions. Thus, due to some or all of these reasons, it seems reasonable that the retention rate of male teachers in public primary schools is lower than it is for female teachers.

Also, teachers who are not education majors have higher anticipated teacher retention than those who are education majors. These results are consistent with previous literature that suggested gender and college major affect teacher retention (Ding, 2010; Struyven & Vanthournout, 2014). Beyond those past findings, this author considered that the result might be related to the National Higher College Entrance Exam (NCEE), namely "Gaokao," in Mainland China. NCEE is an annual academic qualification test required of almost all high school graduates who hope to pursue an undergraduate education. Zhang (2017) described the importance of the NCEE as "the pivotal moment for Chinese secondary students as their scores in large part determine their future – whether they can go to university, which institution they will be admitted and consequently what careers await them" (para. 10). In other words, what major the candidate will learn in college is dependent on his or her NCEE score rather than his or her application. A candidate who is willing to learn education but who has not attained the minimum score required of education majors cannot be accepted as an education major in college. Therefore, it is reasonable that non-education major teachers may feel highly appreciative for the opportunity to enter and remain in teaching.

Conclusion

With the increasing growth of student population and its increasing educational standards in Shanghai, teacher education becomes a hot topic. First-year teachers are new entries into profession. They could become a strong teaching force in the near future if they are provided efficient and sufficient support. In turn, student achievement may be positively impacted. Thus, it is necessary for educators to study the effectiveness of TIPs as perceived by Shanghai primary school teachers in terms of how helpful they find the TIPs. The study results provided strong evidence that there is positive relationship between helpfulness of Shanghai TIPs and anticipated teacher retention.

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