

THE INDUCTION OF BEGINNING TEACHERS
IN SOUTH AFRICAN INDIAN SECONDARY SCHOOLS :
AN INVESTIGATION AND RECOMMENDATIONS

by

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DECLARATION OF ORIGINALITY

I declare that this dissertation is my own work and that all sources I have used or quoted have been indicated and acknowledged by means of complete reference.



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JANUARY 1988

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ABSTRACT

The aim of the research was to document as fully as possible the programmes and practices in Indian secondary schools in the Republic of South Africa for the induction of beginning teachers. Teacher education is viewed as a career-long professional continuum and induction as the transition between graduation from a pre-service teacher education institution to the onset of in-service education. Induction is viewed as an important stage in the prolonged period of professional development.

The method of research was, initially, to make a study of induction programmes in England, Australia and the United States of America. The concept adopted to guide questionnaire compilation and item writing was that prospective teachers had acquired knowledge, skills, attitudes and values in anticipation of their professional performance during the pre-service period. The premise was that those acquired ideas and skills will become active only in so far as the new situation allowed, demanded and encouraged the beginning teacher.

The major findings that emerge from the study are that induction activities assume varied forms and that the integration and orientation of beginning teacher into the teaching profession depend very much on the nature of the schools and the willingness and co-operation of the principal and certain members of his established staff. There is no well defined system for the orientation of beginning teachers into the profession. The underlying problem was found to be the absence of a philosophy and policy for induction by the Department of Education and Culture (House of Delegates).

IV

The study concludes with several recommendations to the Department of Education and Culture (House of Delegates) the most important being: the formulation of a policy by the Department based on a well defined philosophy for induction; implementation of programmes arising from the policy in the form of school based induction activities, external support programmes by the teachers' centres, subject advisers, tertiary institutions and the teachers' associations.

The underlying conclusion of the study is that induction is a complex process but definitely not an opportunity to be missed.

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PREFACE

This study begins with the observation that the Department of Education and Culture (House of Delegates) has been restructured at different times since its inception in 1966 with a view to improving educational and administrative management. The first directive concerning the induction of beginning teachers was issued in 1987. This directive outlined the role of principals and heads of department with regard to the induction of beginning teachers. It is notable that although roles were defined, the shortage of staff and the increased teaching-time allocation did not make the directive a practicable one.

The writer is of the view that the probationary period (on entry to teaching) should be recognised both by teachers and the employing departments as an opportunity for the encouragement and helpful initiation of the entrant, the establishment and maintenance of proper professional standards as well as the development of his teaching proficiency.

The teacher is confronted with two major considerations when he begins his teaching career: viz: is it important for him to learn how to survive for the moment or is it important to develop practices that which will improve over time? To this end this empirical study was designed.

Part of the survey on induction activities for beginning teachers in Chapter Two includes the observations of the writer during his visit to England in 1984.

The overall findings of this investigation indicate that the beginning teacher has often been treated in a somewhat cavalier fashion, being left essentially to discover the profession for himself. Details, insights and analyses based on the investigation of beginning teachers, their principals in Indian secondary schools and subject advisers of the Department have been set out in Chapters Four and Five.

The conclusions and recommendations in Chapter Five would form the basis of an action document to the Department.

CHAPTER 1

INTRODUCTION

1.1 BACKGROUND TO STUDY

Teacher education for Indians in the Republic of South Africa has progressed a long way from the pioneering days of 1904 when a standard four qualification was considered an adequate academic entrance level for aspirant teachers. Today the minimum admission requirement for entrance to teacher education institutions is a senior certificate or equivalent qualification (Osman and Singh, 1984 : 24). Teacher education courses, too, kept pace with the demand for better qualified teachers. The teacher education diplomas of two-years' duration were replaced by three-year diplomas in 1966 and they, in turn, with four-year education diplomas in 1985.

Since the inception of the Department of Indian Affairs in 1966 (now called the Department of Education and Culture : House of Delegates, hereafter referred to as the Department) efforts were made to improve the quality of administrative and professional control. The educational hierarchy and responsibilities of the principals and teachers in Indian secondary schools were redefined. In 1979, the posts of head of department and teacher were created while the posts of vice-principal, senior assistant and assistant teacher were abolished. In 1984, two further changes took place. The post of senior deputy principal was established. In addition, there was a marked increase in the number of heads of department. When the new and increased posts were announced, the Department also announced an increase in the contact teaching time of heads of department and of

teachers. Contact teaching time is described by the Department as the actual time a teacher spends teaching pupils. The change most significant for this study took place in 1987. This change relates to the role of subject advisers and heads of department. The role of subject advisers has changed from mainly a supervisory and advisory one to an evaluative one. Subject advisers are required to evaluate the work of individual beginning teachers for the purpose of appointing them to the permanent teaching establishment, to confirm probationary appointments, and to recommend termination of employment (Manual of Department of Education and Culture (House of Delegates) 1987). The heads of department at schools are required to provide support programmes in order to give guidance to beginning teachers. The support programmes are to take the form of formal and informal professional development meetings and demonstration lessons.

The general outcome of the restructuring has been not only a neglect of the beginning teacher but also the creation of a situation within which induction efforts are hampered. The restructuring of 1987 aimed at giving principals greater responsibility for the management of their schools. However, this restructuring is in need of examination and revision with a view to removing those factors which hinder its success. Any review has to take into account three important aspects: firstly, there has to be provision of adequate time for management tasks; secondly, principals and heads of department need formal training for the positions they occupy; thirdly, the widening gap between the administrative and professional functions of heads of department and principals has to be reduced.

Good management by principals of schools will be evident not only in the administrative and professional duties laid down by the Department, but also in areas where initiative is displayed. One such area is the induction of beginning teachers. Principals will see the need to bridge the gap between college and classroom and therefore offer induction

programmes. The writer is of the view that principals should be permitted to structure their school programmes according to the needs of their schools. They can, perhaps, develop approaches that will focus on providing the beginning teacher with what he needs most during his first year - a feeling of security and an opportunity to grow professionally.

Principals and heads of department have given inadequate attention to the induction of beginning teachers. Instead, they have generally devoted most of their available management time to control-evaluative functions (as will be discussed later in Chapter Two).

1.2 OBJECTIVES OF THE STUDY

The researcher is of the view that the induction of beginning teachers is the responsibility of the principal, head of department, subject adviser, teachers' associations and teachers' centres. Creating a general environment conducive to the smooth integration of the beginning teacher into the school would not only enhance the general status of teachers but also improve the quality of education for all pupils.

The induction of the beginning teachers has been jeopardised by a directive issued in 1987, which does not make adequate provision for its successful implementation. Prior to 1987, there was no formal allocation of responsibility for induction. Induction efforts were dependent solely on individual initiative and the willingness of experienced colleagues to inter act with beginning teachers.

In this study, when "he" and "his" are used, they could also refer to "she" and "her" as there are many female heads of department, principals, subject advisers and beginning teachers in Indian schools. Convenience of expression is the sole reason for the choice of the masculine form.

This study, therefore, attempts to provide empirical data on those activities which are directed at the induction of beginning teachers in Indian secondary schools in the Republic of South Africa and to establish whether there are any viable programmes in operation. It is hoped that the findings, when viewed against overseas programmes on induction, will lead both to the improvement of existing programmes and to the formulation and implementation of teacher induction programmes that take into account the needs of individual schools and teachers.

The specific purpose of this study is to research as fully as possible the induction of beginning teachers in their probationary year in Indian secondary schools in the Republic of South Africa.

In particular it is hoped to achieve the following :

1. Ascertain whether information concerning service conditions, teaching methods, facilities at the school, availability of stock and equipment are made available to the beginning teacher. For example, availability of information will ease the entry of the beginning teacher into the school.
2. Establish whether expectations emerging from the period of pre-service education are met by the reality of the first year of teaching. This information will provide some indication of beginning teachers' satisfaction or disillusionment.
3. Identify what guidance and assistance is given to beginning teachers by the management staff of schools, the subject advisers of the Department and teachers' association.
4. Identify areas of concern and anxieties that surface during the probationary year.

5. Determine whether the experiences of the first year result in the progressive growth of job satisfaction and professional confidence.
6. Make recommendations to the Department of Education and Culture (House of Delegates) for the induction of beginning teachers.

1.3 DEFINITION OF TERMS

For the purpose of this study, the following definitions were established :

1.3.1 Induction

Hall views teacher education as a "career long professional continuum" and induction as the "transition between graduation and the onset of in-service education" (1982 : 53). The professional development of the teacher should be seen as a prolonged process in which induction should be identified as an important stage.

As the beginning teacher is not fully equipped to be launched into a professional career without further assistance, the induction programme should introduce the teacher into his chosen profession and prepare him to meet its challenges more fully. The professional foundation laid at teacher education institutions should be strengthened and built upon. More immediately, the induction programme should aim at ensuring that beginning teachers, suddenly faced with a wide range of responsibilities and new colleagues and children, become confident and competent as rapidly as possible.

Induction should, therefore, not attempt to replace the professional preparation of initial training, nor should it seek to repeat the experiences which beginning teachers have already undergone during their pre-service period. It should aim at providing learning experiences and professional support which beginning teachers are able and ready to receive only after assuming full responsibility for their first appointment.

Colleges and University faculties of education train their students to teach, but are rarely in a position to complete the adjustment, including socialisation, into the role of full time teachers. In order to internalise the profession's norms and values, it is very necessary for the probationer to undergo an induction period.

More specifically, the programme for the beginning teacher during the induction period should include orientation towards and knowledge of the philosophy and character of a particular school, the Department's policy on education, the character of the community served by the school, classroom discipline, teaching techniques, lesson preparation, working with groups and with individual pupils, evaluation procedures, management of time and the utilisation of teaching resources. Theory and methodology, learnt during pre-service training, has to be applied in the classroom. For this, induction is necessary. It is essential to distinguish between orientation and induction strategies. Gibbon distinguishes them as follows :

- "Orientation strategies aim at supplying the beginning teacher with initial information, welcoming him to the school and getting him started in his new post.
- Induction strategies include those continuing activities that are aimed at integrating beginning teachers into the staff team and into the school's programme. Induction takes place over many months" (1983 : 5). Gibbon asserts that "it may well be that many of our in-service staff development efforts achieve less than they should because we have been so ineffective and unconcerned to forge this vital, link during the beginning teacher's first year of service" (1983 : 5).

1.3.2 Beginning Teacher

Various terms have been used in the literature to describe the beginning teacher, e.g. first-year teacher, probationer, neophyte, new teacher and newly qualified teacher.

The beginning teacher is a teacher in the making. He is one who has successfully completed all pre-service training requirements (including teaching practice) at a teacher education college or in a university faculty of education and has been appointed to the teaching establishment of the Department as a probationary teacher. This teacher has, generally, the same type and degree of responsibility, as that assigned to more experienced teachers, although he is only in his first year of service. He is expected to engage in twenty-four hours of meaningful contact teaching time per week (out of a possible twenty-seven hours).

1.3.3 Probation

The nature of probation is clearly expressed in the following definition by the National Union of Teachers and the National Union of Students in their booklet "Teachers and Probation" :

"A probationary period on entry to teaching should be recognised both by teachers and by employers as the opportunity for encouragement and helpful initiation of the entrant and for the establishment and maintenance of proper professional standards as well as the teacher's own development of his practical teaching proficiency" (1978 : 3).

Prior to 1987, all newly qualified teachers in the Department were appointed on probation for a period of one year during which time they were to receive guidance from the principal, his staff and the subject advisers. Upon receipt of a satisfactory report from the principal and the subject adviser in charge, the teacher's appointment was confirmed at the end of the first year of teaching. However, if the confirmation report was unsatisfactory, the probationary period was then extended.

During 1987 all beginning teachers were appointed in a temporary capacity and therefore no teachers were placed on probation.

The research findings indicate that many principals and subject advisers view "probation" and "induction" as one and the same. The implication of this type of thinking is that the probationary period simply runs its course and that no special programmes have to be organised for the induction of beginning teachers.

1.3.4 Head of Department

The head of department is a subject specialist who has both a teaching and a management responsibility. He is expected to engage in twenty hours of 'meaningful contact teaching time' per week. He has the responsibility of ensuring that his subject department functions in an efficient manner. Since 1987 he has been given a further responsibility, that is, the continuous evaluation of the work of beginning teachers in his department in order to provide guidance and support. Until the 1984 restructuring of the system, generally, Indian secondary schools had departments of English, Afrikaans, Commercial Subjects, Humanities and Natural Sciences. The number of heads of department in a school was determined by its total pupil enrolment, range of subjects, and courses offered.

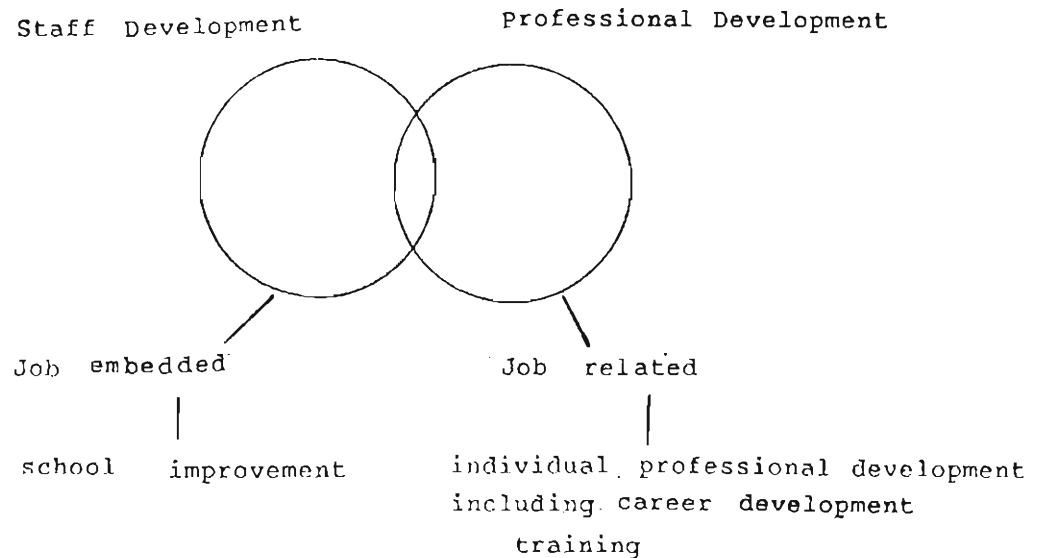
After the 1984 restructuring of the educational hierarchy, the staffing formula was revised to permit the creation of additional departments by breaking some of the larger departments into smaller, more homogeneous subject units. The number of heads of department in a school, however, is still determined by a formula based on the total pupil enrolment, the range of subjects and courses. Thus in large secondary schools there can be as many as ten heads of department. This results in increased subject specialism at departmental level. However, in smaller secondary schools there are fewer heads of department and we find that subject

departments such as Languages (consisting teachers of English, Afrikaans, and other languages), Humanities (consisting teachers of History, Geography, Guidance, Library Resource Education, and subjects such as Art and Music) and Science (consisting teachers of Biology, Physical Science and Mathematics) still exist.

1.3.5 Professional Development

Post induction in-service comprises two strands - staff development and professional development. This is illustrated in Figure 1.

FIGURE 1 : Staff and professional development



Although the terms "in-service education" and "staff development" or "professional development" are often used interchangeably, there is a basic difference in meaning. In-service education is often centralized in administration and control, with senior education personnel making all major decisions about content, mode of delivery, time and venue. Staff development and professional development, in contrast, see the teacher as an active agent in the process of his own development (Rameshur, 1987).

For the purposes of this study, staff development is viewed as a school-based programme that begins with the strengths and weaknesses of teachers and then systematically utilizes all the available human and technical resources to provide opportunities to develop teachers' abilities, teaching skills, and professional interests. At the subject department level, the head of department will devise a management strategy that is primarily concerned with vitalizing teachers by enhancing their sense of professional purpose, their commitment to their pupils, their knowledge of subject matter, and their mastery of teaching strategies.

The term "professional development of teachers" is viewed as the growth of individual teachers throughout their working lives, the strengthening of their confidence, the sharpening of their skills, the continuous updating, widening and deepening of their knowledge of subject matter and a heightened awareness of why they are doing whatever it is they do in the classroom. But at its most positive the phrase means even more. "It implies a growth into that intangible area of performance which goes beyond skill and which lifts a job into a vocation and which transforms expertise into authority" (Pather, 1987 : 87). The phrase "professional development" will include in this study, all that which attempts to encourage each individual teacher to move as far along the path of professionalism as he can go.

1.3.6 Subject Adviser

For the purpose of this study, the term is used to refer to all subject advisers, regardless of their specific rank in the advisory hierarchy of the Department. In 1987, the title "subject adviser" was changed to "superintendent of education" with a consequent change in duties. Subject advisers are specialists in the teaching of specific subjects.

Prior to 1987 (and during the period of this study) they visited secondary schools regularly to advise teachers on matters pertaining to the content and teaching methodology of their subjects and to evaluate the work of teachers for routine organisational purposes. On a regional level, they also established the needs of teachers and organised in-service courses and workshops for the professional development of teachers.

The old pattern of visits by individual subject advisers has now changed to group visits for group evaluation, panel inspection and evaluation of the work of individual teachers. Group evaluation involves the appraisal of the work of teachers in a group of subjects as well as an evaluation of the management structures set up to promote curricular efficiency and the general running of the school. During panel inspections, all the subjects in a school or cluster of schools are evaluated. Individual teachers will be evaluated by subject advisers only for the purpose of confirmation or termination of appointment. In addition, individual teacher evaluations are also undertaken for the purpose of gathering information on applicants for promotion.

1.3.7 Professional Socialisation

Schein describes socialisation as "the process by which a new member learns the value system, the norms, and the required behaviour patterns of the society, organisation, or group which he is entering". It includes the learning of those values, norms, and behaviour patterns" which form the professional point of view, it is necessary for a new member to learn. "This learning is defined as the price of membership" (1984 : 9). The behaviour patterns, values and norms usually involve the basic goals of the organisation, the preferred means by which these goals should be attained, the basic responsibilities of the member in the role which is granted to him by the organisation, the behaviour pattern which is required for the effective performance in the role, and a set of rules or principles which pertain to the maintenance of the identity and integrity of the organisation.

The argument is that a professional working in an organisation, such as a school, has to adapt to that organisation. In this process the ethics of the profession learnt at the teacher education institution become somewhat diluted. The research findings indicate instances where beginning teachers were told to forget all what they learnt at the teacher education institution. Beginning teachers are taught to despise their training institution. The overpowering effect that some senior colleagues have on beginning teachers cause them to place in a secondary role the knowledge and values they acquired during their pre-service education.

1.4 DIRECTION OF THE STUDY

Since the induction of the beginning teacher in Indian secondary schools is the focus of this study, the first half of Chapter Two will deal with the importance of induction. Induction programmes in England, Australia, the United States of America and the Republic of South Africa will be surveyed in the second half.

An outline of the research methods and procedures used in this study will be presented in Chapter Three. Some data pertaining to the sub-samples and some of the limitations of the study will also be noted in this chapter.

The focus of Chapter Four will be a detailed examination of responses to the questionnaires and relevant data from the interviews. From the empirical data on the practices and programmes relating to the induction of beginning teachers in Indian secondary schools in the Republic of South Africa, it is hoped to establish, despite the absence of a formal policy and guide on induction, whether viable programmes are operating in these schools. The writer is of the view that principals can initiate programmes on induction in the absence of a directive from the Department.

In Chapter Five, conclusions will be drawn, the practical implications of the study assessed, and recommendations made to the Department of Education and Culture (House of Delegates).

1.5 SUMMARY

In this chapter, the background to the study was introduced and the objectives of the research outlined. The researcher noted that prior to 1987, there had been no indication as to who was responsible for the induction of beginning teachers. It was further noted that heads of department and principals often gave inadequate attention to the professional development of teachers. More specifically, it was noted that very little attention was given to the induction of beginning teachers.

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CHAPTER TWO

THE IMPORTANCE OF TEACHER INDUCTION AND A REVIEW OF INDUCTION ACTIVITIES IN ENGLAND, AUSTRALIA, UNITED STATES OF AMERICA AND THE REPUBLIC OF SOUTH AFRICA

This chapter is divided into two parts. In the first part the importance of teacher induction is analysed in general and then more specifically for the Department of Education and Culture (House of Delegates). The second part presents a review on induction activities in England, Australia, United States of America and in the Republic of South Africa.

2.1 THE IMPORTANCE OF TEACHER INDUCTION

2.1.1 INTRODUCTION

Calitz states : "the purpose of teacher education should be to encourage the growth and development of teachers as persons and professionals. Teachers who are developing are becoming more open, more humane, more skillful, more complex, more complete pedagogues and human beings " (1987 : 1).

However, not all teacher education institutions use the same methods of preparing teachers for their professional duties.

Traditionally, the best preparation for teaching was thought to be a strong liberal education with an emphasis on a particular discipline or speciality. Many colleges and universities translated this philosophy into programmes of liberal arts education, followed by professional training which included courses in educational theory, classroom craft and teaching practice.

Some believe that the best approach to the preparation of teachers is to train teachers as scientists or problem solvers, who will discover and apply laws of teaching and learning, while others emphasize humanistic approaches which concentrate on developing personal teacher growth.

Regardless of the approach to the preparation of teachers, teacher trainers

"will take a positive step towards supporting teacher competence, independence and satisfaction in teaching when they explicitly consider and respond to teachers as unique in needs and abilities" (Calitz, 1987 : 1).

This idea underscores the need for structured induction programmes that take individual needs into account. The programme could lead to the strengthening of abilities and progress towards greater professional competence.

Much of the support for beginning teachers will depend on views of all those who are concerned with teacher education. The writer's view is that teacher education is a career-long professional continuum and that induction is the period of transition between graduation and the onset of in-service education as stated in Chapter One. The professional development of teachers should be seen as a prolonged process in which induction should be identified as an important stage. This view is also referred to by some educationists as the 'triple I'. The concept of the 'triple I', as practised in England and Australia, seeks to provide continuity between courses of initial preparation and training of teaching, followed by an induction year which will then lead to in-service education and training. Implied in the concept is the establishment of an effective training partnership with the education authority as employers, teachers in schools and teacher trainers working together as professional partners.

2.1.2 INDUCTION OF BEGINNING TEACHERS

The change from student teacher to a beginning teacher is sudden and dramatic. Beginning teachers enjoy the supportive environment of the teacher education institution, where mistakes are expected, self-criticism is encouraged and both tutorial guidance and peer group friendship are readily available. Only eight weeks after graduation, the beginning teacher is thrust into a situation in which both his professional and personal responsibilities are profoundly

altered. He can no longer find consolation in looking forward to the end of his school practice. Any mistakes made in his first year of teaching have got to be lived with. The method he uses, the progress of his pupils, their parent's complaints, his working relationship with his, often much older, colleagues - all are now his permanent professional responsibility. In addition to the foregoing, he experiences important changes in personal responsibilities, with their attendant difficulties. Responsibilities are varied, but the more common ones relate to finances, accommodation, travel and possibly marriage. Of course, most professionals entering their first posts encounter similar work-related problems. What seems peculiar to the beginning teacher is that he has to cope with so many of them simultaneously. In the classroom situation he has to cope with problems for the most part by himself.

Gibbon sums it up as follows when he describes what generally happens in schools in the Republic of South Africa : "he or she is appointed by the relevant Education Department, receives little specific guidance or information prior to the commencement of duties, is given immediate responsibility usually for teaching a full load of classes - perhaps even the more difficult ones which older teachers dislike, is catapulted into various extramural activities - and then is criticized for not meeting the expectations set for a good teacher" (1983:1).

The findings of this investigation support Conant's view that "no kind of pre-service programme can prepare first year teachers to operate effectively in the "sink-or-swim" situation in which they too often find themselves" (Quoted in Swanson, 1968:74).

Brown and Willems describe the "sink-or-swim" situation in the following way : "the survivors in a lifeboat know there is room for only so many people. When the lifeboat is full, the people struggling in the water are left behind to fend for themselves. First-year teachers frequently are unsuccessful in trying to get aboard the "life-boat" which is crowded with experienced teachers and are left to "sink-or-swim". It is hard to believe that this kind of ethic brings out the best in either first-year teachers or supervisors " (1977:73).

In the description that follows, it will be seen that beginning teachers in Indian secondary schools are not given the type of support advocated by educationists. Beginning teachers therefore find themselves in a "sink-or-swim" situation. Gibbon believes that "it is spurious to assume that pre-service training can prepare beginning teachers fully to assume the total responsibility and load of a full teaching post. Those who survive the first year join the group of mediocre or poor teachers who plod along with the belief, that there is no more growing to do professionally " (1983:2). The writer believes that beginning teachers should be saved at all costs from falling into the category of teachers mentioned by Gibbon. The Department needs to take cognizance of this view in the light of the findings of this investigation and to give due regard to the induction of beginning teachers. The writer is of the view that Indian beginning teachers should be granted the same concessions as advocated by Conant for American beginning teachers. Conant writing about American school boards states that they have been scandalously remiss in failing to give adequate assistance to beginning teachers. He recommends that "during the initial probationary period, local school boards should take specific steps to provide the beginning teacher with every possible help in the form of : limited teaching responsibility; and in gathering instructional materials; advice of experienced teachers whose own loads are reduced so that they can work with the beginning teacher in their own classrooms; shifting to more experienced teachers those pupils who create problems beyond the ability of the novice to handle effectively; and specialised instruction concerning the characteristics of the community, neighbourhood and the pupils they are likely to encounter" (Quoted in Swanson, 1968:74).

No concessions regarding work load, subjects and classes are granted to Indian secondary school beginning teachers. This is probably due either to a disregard of what overseas and local educationists advocated or to a poor understanding of the concept of induction of beginning teachers. The latter statement is borne out by the fact that the word "induction" has been mentioned at Departmental seminars, conferences and in circulars over the last five years.

The directive of 1987 which refers to the induction of beginning teachers points to the recognition of beginning teachers needs without an understanding or direction of how those needs are to be met.

The following description highlights the need for the induction of beginning teachers in Indian secondary schools. Induction allows for the smooth entry of the beginning teachers into the profession. The type of provision made for the beginning teacher in his first year will determine the kind of teacher he will be in the future. They could either develop survival techniques which they will practise for the rest of their careers or they can develop into dynamic professionals. Based on the research findings, the writer views induction as a structured programme designed to ease the entry of the beginning teacher into the school. Induction goes beyond the introduction and general staff meeting on the first day of the school after which he is left by and large on his own to find his feet and to seek help where necessary. Induction goes beyond the few chance meetings with the principal and the head of department. It goes well beyond the allocation of a "buddy" who will befriend and advise the beginning teacher whenever opportunities present themselves. Induction involves the formulation of a clear policy on induction that has been discussed and has the support of the teaching staff of the school. In addition, there has to be a carefully designed structure and content for the induction programme. The writer concurs with Gibbon's view that "induction is a normal procedure for the professional integration and development of all beginners and not an optional extra for those who are in some way deficient and cannot cope on their own" (1983:6).

2.1.3 PROBLEMS OF BEGINNING TEACHERS

In general terms, Monahan and Hengst describe induction as the effort which is directed at minimising the difficulties of newly appointed teachers during the period of transfer from pre-service education to in-service practice " (1982:141). It is difficult to anticipate what the problems of beginning teachers are likely to be in the year

ahead. No two beginning teachers are precisely the same. Individual problems and needs will obviously vary. However, there are general areas common to all, that is, classroom teaching, fitting into the school community and matters concerning the beginning teacher's personal life outside the school. A problem is seen as a difficulty that beginning teachers encounter in the performance of their tasks which prevent them from realising the goals they had set. It should be clearly understood that not all problems can be solved by initiating induction programmes. Entry into any profession brings with it certain difficulties. Some problems encountered by beginning teachers can be solved during training by the teacher education institutions, for example, how to mark class registers and maintain records. However, knowledge of the problems faced by beginning teachers in their first years of teaching can provide important information and can lead to redesigning of pre-service and in-service programmes.

Many studies have been conducted to determine the problem that beginning teachers encounter. An early British study by Taylor and Dale in 1971 listed the following problems mentioned by probationer teachers (after six months of teaching) as particularly relevant to their own situation :

1. Unfamiliarity with child's social background.
2. Shyness and lack of self-confidence.
3. Hesitating to seek advice.
4. Supporting general rules of the school.
5. Conditions of work.
6. Inability to attend courses because of physical/mental tiredness.
7. Working with colleagues as a team.

8. Limited opportunity for out of school work.
9. Inability to attend courses because of travelling difficulties.
10. Inability to attend courses because of a lack of information.
11. Reluctance to accept advice.

Research into the induction of beginning teachers shows that problems recur consistently (Ryan, 1974 : 2 ; Pajak and Blase, 1982 : 67-70 ; Harris, 1975 : 205-207). The problem areas fall into two broad categories, namely, socialisation into the school system and anxieties about self-adequacy in the teaching-learning situation.

2.1.3.1 SOCIALISATION INTO THE SCHOOL SYSTEM

1. Culture shock

The transition from teacher training to the first teaching job can be dramatic and traumatic. This transition is referred to as "reality shock", "transition shock", "culture shock", and "praxis shock". In general this concept is used to indicate "the collapse of the missionary ideals formed during teacher training by the harsh and rude reality of everyday classroom life" (Veenman, 1984 : 143),

The beginning teachers role demands new perspectives in a once familiar environment in which pupils were his peers and with whom he shared many experiences. The conflict in the new role is between relating to pupils as peers and distancing himself from pupils "to establish an appropriate social relationship with pupils" (Pajak and Blase, 1982: 70). Beginning teachers report of their delusions about "peer relations" with pupils as motivation to make them work and the difficulties experienced in drawing the line between themselves and their classes (Pajak and Blase, 1982 : 70-71).

2. The authority structure of the school

The beginning teacher may have difficulty in finding a place in the power structure of the school and understanding the expectations of subject advisers, principals and parents. The beginning teacher is at the bottom of the school's authority structure which runs vertically downward - principal, deputy principals, heads of departments and senior colleagues. The manner in which the authority structure operates, as far as decision-making procedures and processes, channels of communication, dispersion of rewards and punishment, as well as evaluation of himself can either provide support and encouragement for the beginning teacher or cause anxiety and frustrations and destroy his morale.

Senior colleagues do not officially have authority over beginning teachers but can exert pressure informally on them. They often stifle new ideas and try to induct beginning teachers into set patterns of teaching and thinking.

3. Accountability to parents

Beginning teachers are often unaware of the expectations of parents and the community. They have fears about confrontations with parents whose children are not making progress at school and about what values to transmit to children in their informal contacts.

2.1.3.2 ANXIETIES ABOUT SELF-ADEQUACY IN THE TEACHING-LEARNING SITUATION

1. Knowledge and Skills

Beginning teachers often enter the classrooms with an unrealistic self-image of perfection and their limitless power to influence children to learn. Frequently they realise that the theories about teaching and learning, which were developed in ideal situations, do not work in practice and they begin to feel a sense of failure and frustration. The beginning teacher may experience problems with :

1. interpretation of syllabuses so as to make teaching relevant to pupils' needs;
2. selection of appropriate teaching strategies;
3. techniques of involving pupils in lessons;and
4. evaluation of pupils.

2. Managerial skills

Beginning teachers have only theoretical knowledge of possible pupil behaviour and may not be trained to deal with all aspects of pupil behaviour.

In reality, although the teacher identifies the behaviour patterns, he finds it difficult to control pupils in certain situations. His failure to manage pupils and situations increases the beginning teacher's sense of insecurity. Beginning teachers have to learn that the management of pupils can be influenced by their preparedness for lessons, the presentation of interest sustaining and activity-based lessons and by developing of mutual respect by listening to pupils and discussing their requests.

It is clear from the following two English studies that beginning teachers encounter difficulties in their first appointments. A study by Mc Cabe and Woodward found that in general, beginning teachers felt themselves academically well prepared by the Graduate Certificate Course, but that it did not provide adequate preparation for the actual job of teaching and a range of other tasks - administrative, pastoral and educational, such as dealing with examination and administration procedures and coping with paper work. When approached by researchers, beginning teachers suggested topics for induction courses such as school organisation, running of schools, reports, parents' evenings, examinations and school resources (1982).

Reid did a survey of SPITE (The Structure and Process of Initial Teacher Education within Universities in England and Wales). Beginning teachers were asked to indicate which, from a list of ten items, had caused them some or major problems during their first year of teaching (1985:117). The results were as follows :

DISTRIBUTION OF BEGINNING TEACHERS' PROBLEMS

	None %	Some %	Major %	N/A %
1. Teaching subjects for which your training has not equipped you	33,0	36,4	4,2	26,4
2. Amount of marking required	34,7	53,7	9,3	2,3
3. Lack of non-teaching time	47,7	40,8	8,8	2,7
4. Lesson preparation	41,8	50,6	7,0	0,6
5. Difficulty in controlling individual pupils	21,8	63,5	14,0	0,6
6. Difficulty in controlling classes	34,4	57,0	7,6	1,0
7. The administrative tasks associated with teaching	58,1	35,8	3,7	2,4
8. Inadequate school textbooks	33,4	42,4	20,2	4,0
9. Inadequate audio-visual resources	49,3	30,8	13,6	6,4
10. Lack of clear direction from established staff	46,2	39,2	11,8	2,8

The issue which caused problems to more teachers than any other was difficulty in controlling individual pupils, followed secondly by , difficulty in controlling classes. 63% had some or major problems with the amount of marking required. Although only 42,4% said that inadequate textbooks had caused some problems, 20,2% said that this had caused them major problems - a higher percentage than for any other item on the list. Teachers of different subjects tended to encounter different problems, as did teachers working in different types of schools. The difficulties confronting the beginning teacher arose from his interaction/relationship with people (principal, deputy principal, heads of department, teachers, pupils and parents) and things (teaching resources and equipment). Since these difficulties unfold from day to day within the school environment support for the resolution of these problems should come from within the school system (1985 : 117).

Examination of beginning teacher problems leads to the rejection of the assumption that pre-service training, or the beginning teacher's own initiative could remove these problems. Gibbon is of the view that "the leadership of the local school has to develop specific strategies and formal structures to ensure that the beginning teacher's first year is not a block but rather a springboard to proper integration into the life and programme of the school, and to professional growth towards becoming an effective teacher " (1983 : 5).

An unsatisfactory resolution of the problems encountered by beginning teachers could result in frustration and possibly the abandonment of the "missionary" ideals formed during the pre-service training period. Furthermore, it could also result in resignation from the teaching profession.

Gibbon argues that beginning teachers, who are not prepared to put up with the stressful situation they are thrust into , will leave the profession. This points to a serious waste of human potential (1983:1). The National Association of Secondary School Principals' (NASSP) directors report that nearly 30% of those who enter teaching find it so frustrating that they do not return (Swanson, 1968:74).

Speaking about American teachers, Ryan states that leaving the profession or leaving the current school is a recurrent theme in the stories of young teachers who looked back at their first year of teaching (1970, 1980). However, here in South Africa these options may be less available to beginning teachers in the eighties than it was in the sixties and seventies, given the current oversupply of teachers in Indian and White education departments.

2.1.4 SOME REASONS FOR INDIAN BEGINNING TEACHERS REMAINING IN THE PROFESSION

Contrary to the trend overseas, it will be observed from Table 2.1 that only a very small number of Indian beginning teachers actually leave the profession.

TABLE 2.1 : NUMBER OF INDIAN TEACHERS WHO ENTER AND LEAVE THE PROFESSION

	1981	1982	1983	1984	1985
Number of teachers appointed	489	580	632	891	827
Number resigned	4	13	10	14	5
Percentage resigned	0,8	2,2	1,6	1,6	0,6

There are four main reasons for this, viz :

1. In line with the education policy of the Republic of South Africa, education is provided on racial lines. Indian students attend the two colleges of education for Indians, viz. Springfield College of Education (Durban) and Transvaal

College of Education (Laudium). At the colleges of education, three teacher education courses are offered, viz. Junior Primary, Senior Primary and Non-Graduate (Secondary). In addition, a large number of students enrol for the Bachelor of Paedagogics and University Higher Education Diploma at the predominantly Indian University of Durban-Westville. A very small number of Indian students attend other autonomous universities, eg., University of Natal (Durban and Pietermaritzburg), University of Witwatersrand and Rhodes University. Indian students in possession of a Senior Certificate and other maximum admission requirements face fierce competition in their endeavour to secure a place in teaching.

2. Due to socio-economic and political considerations, job opportunities for Indians are very limited. However, teaching in Indian schools had always been an avenue for upward mobility. In addition, teaching also offered job security. An editorial in "Post Natal" stated :

"There was a time - not many years ago - when a career in teaching carried with it a promise (rather, a guarantee) of prestige, security and relative prosperity. It was also said to strongly enhance your chances in the marriage stakes" (4 March, 1987).

Today, despite limited opportunities in other avenues, teaching is still popular. This is clearly seen in Table 2.2. The supply of Indian students with the minimum requirements for admission to teacher education institutions under the control of the Department far exceeds the demand (Department of Education and Culture, 1987 : 2).

TABLE 2.2 : NUMBER OF FIRST YEAR STUDENTS ADMITTED TO
TEACHER EDUCATION INSTITUTIONS FOR INDIANS

	1981	1982	1983	1984	1985	1986	1987
Number of applicants	4000	4000	3980	4420	6830	6695	3175
No. with minimum admission requirements	2900	2750	2500	3166	3206	3036	2976
No. of first year students selected	1011	983	1043	1058	420	273	202
Percentage selected	34,9	35,7	41,7	33,4	13,1	8,9	6,8

3. Another factor that influenced beginning teachers to remain in the profession is the fact that prospective teacher education students received bursaries. In order to discharge the requirements of the bursary contract, students are expected to serve the Department for the number of years equivalent to the length of the bursary contract. A breach of the bursary contract renders beginning teachers liable for immediate repayment of the bursary grant together with accrued interest. This stipulation in the bursary contract militates against a decision to leave teaching.
4. Teaching is viewed as one of the top three professions by a large number of Indians. As a result of parental influence and pressure, many beginning teachers remain in a "respected profession" despite personal feelings of frustration.

The foregoing is not a pleasing picture of the reasons for entering and remaining in the teaching profession. Clearly then, there is need for induction strategies which can be used to persuade beginning teachers to remain in the profession for other reasons than those cited above.

2.1.5 NEED FOR INDUCTION PROGRAMMES IN THE DEPARTMENT OF EDUCATION AND CULTURE (HOUSE OF DELEGATES)

1. BACKGROUND

In Chapter One reference was made to the restructuring of the responsibilities of heads of department and principals. The guide for principals, "The New System of Evaluation and Professional Responsibility of the Principal," was issued at the beginning of 1987. This states that "the work of beginning teachers shall also be evaluated continuously for the purpose of providing guidance and support. In the main, this shall be the responsibility of the head of department in matters pertaining to the teaching programme. The principal has the responsibility of inducting the beginning teacher into the school system. Inspectors of education will not be visiting beginning teachers on a regular basis as had been the practice in the past. However, feedback is required on the progress being made by beginning teachers. Principals shall with the assistance of the heads of department submit quarterly reports on beginning teachers to the Chief Superintendent for the subjects concerned. If necessary, the Superintendent of Education shall visit the beginning teacher to proffer further guidance " (Department of Education and Culture (House of Delegates) 1987).

The restructuring of 1987 aimed at the improvement of education. However, there have been important criticisms from education leaders and subject advisers of the Department, heads of department and the Teachers' Association of South Africa. The criticisms concern the

provision of assistance to beginning teachers at schools. The personnel responsible for the provision of induction activities had been subject advisers, principals and heads of department . The new directive, contained in the Guide, meant that there was a major shift of responsibility from subject adviser to principal. At the school level, heads of department were now charged with greater responsibilities which included the induction of beginning teachers. While the guide required the principal to evaluate the work of beginning teachers for the purpose of providing guidance and support, it became apparent that there was to be a greater emphasis on assessment and less on support.

Criticism was not levelled at the concept of providing support for beginning teachers. In fact, this very first announcement of induction support by the Department was welcomed. But teachers and educationists were quick to see that the proposal was not practical within the existing structure of the Department. Principals were suddenly accorded a new status and role without the necessary training and manpower to give effect to the provisions of the Guide.

Two recent studies of Indian secondary schools in the Republic of South Africa confirm the neglect in the provision of support for beginning teachers. Principals concentrate on evaluation rather than supervision and guidance. Shah, an education leader in the Department, finds that the evaluation of the teaching-learning situation has precedence over supportive growth-producing activities (1985 : 224). A subject adviser in the Department, Rameshur, observes that heads of department in Indian secondary schools have often given inadequate attention to what is, generally, considered to be their primary function, that is, the development of teachers in their subject departments (1987 : 138). Here too the evaluative role of the head of department takes precedence over his supportive role.

The principal and head of department are entrusted with the task of inducting the beginning teacher. But at the same time they are entrusted with the task of evaluation. Evaluation takes precedence over induction support. There are two main reasons for this.

Firstly, evaluation is linked to the system of awarding merit salary increments and also with teacher promotion. The second reason is a covert one. Principals are aware of the advantages of support to beginning teachers. They are also aware that the effects of support and guidance cannot be easily documented. In addition, the effects of induction support cannot be easily checked by those who evaluate the principal or head of department. As stated above, there is the awareness that induction is an important aspect of teacher education and that it will affect evaluation. The desire to produce more reports for presentation to subject advisers takes precedence over educational reasons. The fault lies with the education system. Principals and heads of department feel that they can make greater impact on their evaluators by producing larger numbers of reports. This is an unfortunate state of affairs. Principals should not be assessed by the amount of evaluative work they do but by the subtle interpersonal relationship they enjoy with their staff and more especially with their beginning teachers. The overall effect therefore is that principals and heads of department in an effort to forestall a negative evaluation of their work, tend to devote a greater proportion of their management time to the "visible" output of supervising activities. The result - an even more marked neglect of staff development responsibilities than had been the case in the past.

Writing about the additional responsibilities of heads of department, Samuels, President of the Teachers' Association of South Africa, expresses the view that it has become "difficult for heads of department to enhance growth programmes because they do not have enough time for the planning and organisation of such programmes" (1986 : 4).

Despite the long existence of the Department there has been little evidence of interest or concern for beginning teachers. The first expression of concern was seen in 1982 when a one-day seminar was held at Springfield College of Education to discuss the problems of beginning teachers.

The growing interest of the Department in beginning teachers is apparent by the action taken in the immediate past.

1. In 1984 it funded an overseas study tour for one of its education planners so that data could be gathered about induction programmes in existence in England (Appendix VI).
2. In 1984 it launched a pilot teacher-tutor scheme in a small number of Indian secondary schools in the Transvaal. This scheme was not evaluated or followed up.
3. In 1985 it initiated a research project to investigate the problems beginning teachers encounter in the first year of teaching. The research was undertaken with a view to ensuring that changes in the treatment relating to beginning teachers would be based on sound theoretical and empirical foundations.
4. In 1985 and 1986 it organised a series of seminars and workshops on induction for principals of Indian secondary schools and their beginning teachers at teachers' centres in Natal.

The research findings indicate their induction activities vary from school to school and are unstructured. It would appear that induction activities are only organised in schools where heads of department and principals are willing and enthusiastic to help beginning teachers. The writer is of the view that it is necessary for beginning teachers to undergo a period of induction if they are to internalise the profession's values and norms.

According to the directive of 1987, the principal is responsible for induction of the beginning teacher into the school system and that evaluation, guidance and support for beginning teachers are the responsibility of the heads of department. The fact that principals and heads of department have multifarious duties to perform and

limited time available for them can result in serious neglect of the important task of induction. Principals are responsible for the organisation, supervision, conduct, control and reputation of schools. In addition they are expected to teach for a period of twelve hours per week. The effect of all of this is that they have very little time to devote to beginning teachers.

Another aspect of concern to the writer is the manner in which in-service opportunities are made available to beginning teachers. Pather, describing professional development in Indian education, states that "those concerned with teacher education, who understood the significance of professional development, offered workshops, seminars and short courses to improve teacher effectiveness" (1984 : 74). However it is worth noting that the Department, teachers' centres and subject advisers offer in-service courses without due regard to the length of experience of the participating teachers. It is not uncommon to find long serving and beginning teachers attending the same course, for example, in the case of an orientation course on the new Senior Certificate Biology syllabus. Some beginning teachers were appointed to teach senior secondary classes in their first year of teaching. This practice is in marked contrast to what happens overseas. In the second part of this Chapter it will be observed that in certain overseas countries separate programmes are held for beginning teachers.

The need for structured induction programmes in the Department becomes greater when consideration is given to the stringent selection procedures adopted for admission of students to Departmental teacher education institutions. Prospective students have firstly to satisfy the basic minimum admission requirements of a pass in the Senior Certificate examinations with :

1. a pass in English First Language on the Higher Grade with at least a symbol "E";
2. a pass in Afrikaans Second Language with at least a symbol "E" if passed on the Standard Grade;

3. a pass in each of three other subjects with at least a symbol "E" if passed on the Standard Grade;
4. at least one of the subjects passed (other than English First Language) on the Higher Grade (Department of Education and Culture, 1967).

Secondly, other special requirements for each direction of study have to be met. Students who meet the minimum and special requirements, are ranked in an academic merit order based on their Senior Certificate results (Table 2.3) before being considered for admission. Cut-off points for the Departmental Teacher training institutions are then determined depending on the demand for teachers and the quality of the Senior Certificate results (Osman and Singh, 1984 : 24) (vide Table 2.3).

TABLE 2.3 : SYMBOLS AND THEIR EQUIVALENT POINTS

SYMBOL	POINTS	
	HIGHER GRADE	STANDARD GRADE
A	8	6
B	7	5
C	6	4
D	5	3
E	4	2
F	2	1

The cut-off point has increased over the years, from 26 points in 1984 to 33 points in 1986. This increase in the cut-off points indicates the improved quality of the Senior Certificate results. It is, therefore indicative of the fact that students of a higher academic calibre are being recruited for teacher education. Thus the

need for improved induction opportunities is highlighted. If these beginning teachers of higher academic calibre are then thrust into the "deep-end" and expected to "sink or swim", the writer is of the view that they will develop survival techniques which will become entrenched as they continue in the profession.

The beginning teachers of high academic calibre will follow the style adopted by weaker teachers. Superficially, it will appear that they are coping adequately. Kerry suggests that beginning teachers develop some of the following survival aids : stealing a few minutes before and after breaks, gaining the maximum number of free periods, sending difficult pupils to other staff members, absenteeism and not volunteering for extra duties (1982). The loss of beginning teachers with great potential to the ranks of "survivors" can be avoided by providing professional and social support to beginning teachers.

The need for the formulation of a clearly defined policy and model for the induction of beginning teachers is especially great in view of the fact that the Department is faced with the problem of a decline in pupil enrolment and a reduced demand for teachers. The output of newly qualified teachers exceeded demand at the end of 1984, 1985 and 1986, and the Department was presented with the opportunity of drastically reducing the number of unqualified teachers in the service. From an educational point of view, the Department has been placed in a very sound position with regard to an adequate supply of qualified teachers. It can focus attention on the manner in which beginning teachers are absorbed into schools (Osman and Singh, 1984 : 23) and can provide in-service programmes. However, it has already been argued that heads of department have neither the training nor the time to fulfil this important function effectively.

An important feature of the Department's professional development programme was the establishment of teachers' centres on a regional basis. In England, the vital role of the teachers' centres was embedded in the James Report (1977) and the White Paper (1972).

These documents stated that the teachers' centres were to be the locations where beginning teachers would receive expert assistance and advice from practising teachers, subject advisers and college lecturers. The review of induction activities in the second half of this Chapter indicate that teachers' centres played a significant role in the induction of beginning teachers. The findings of this research indicate that teachers' centres within the Department did not play a significant role in providing professional support for beginning teachers despite the availability of facilities and resources for group and individual work.

Based on the personal experiences of the writer at teachers' centres in England and the research findings, the writer supports the view that the teacher-tutor concept and teachers' centres should be regarded as twin pillars in the induction process. The provision of professional and social support advocated above can be provided at the existing teachers' centres in addition to the support offered to experienced teachers.

The need for a well planned induction scheme within the Department is borne out by the research findings. In addition, when the inflow of beginning teachers of higher academic calibre into the Department is viewed against the backdrop of problems encountered by principals and heads of department in rendering professional leadership and the absence of support by teachers' centres, the need for induction programmes becomes of paramount importance.

2.2 A REVIEW OF INDUCTION ACTIVITIES FOR BEGINNING TEACHERS IN ENGLAND, UNITED STATES OF AMERICA, AUSTRALIA AND SOUTH AFRICA

It has not been possible to use a similar set of headings in the discussion of induction activities in each of the overseas countries mentioned. However, the information for each country has been set out in a chronological order. It will be seen from the following account

that there is need for the provision of induction programmes in schools in the Republic of South Africa with special regard to the provision of additional release time for beginning teachers and for school and externally based support.

2.2.1 INTRODUCTION

Research on the induction of beginning teachers took place in certain states of the United States of America, Australia and England. However, the concern for teacher induction has waxed and waned in these three countries. For example, the Conant Report in 1963 led to important developments in the United States of America followed by a 10 - 15 year lull. Similarly in England, although the professional rhetoric about induction had been reasonably consistent, government action had not (Bolam, 1984).

There has been relatively little expression of interest in induction in other countries.

The provision of professional support for beginning teachers has been of two main types viz. formal and informal. Formal support programmes constitute those that are specifically designed by the school management staff to enable beginning teachers to make the transition from being a student of teaching in a college of education or university to a full-time teacher with full teaching and administrative responsibility. On the other hand, informal support does not stem from any clearly defined plan for the induction of beginning teachers. The provision of support is incidental and haphazard. Much of the provision of support is dependent on the willingness of senior colleagues or management staff to lend a helping hand. For the purposes of the present study, attention will be concentrated on the planned provisions for beginning teachers during their first teaching

year. This concentration on planned provisions is not intended to imply that informal professional support for beginning teachers has no value or is necessarily of less significance than the more formal provisions. On the contrary, it is recognized that informal support can be extremely effective. Unfortunately, it is difficult to document the occurrence, nature and frequency of informal procedures as precisely as the formal ones. Furthermore, the provision of informal support is a chance affair very much dependent upon the ability and willingness of experienced teachers to give time and counsel to their new colleagues.

2.2.2 INDUCTION PROGRAMMES IN ENGLAND

2.2.2.1 Introduction

The early work in connection with the induction of beginning teachers in England was reviewed by Taylor and Dale (1973) and by Bolam (1973). Prior to these, the McNair Report of 1944 argued for the need to help the beginning teachers to settle into their profession with the minimum of disappointment and discomfort. It also stated that many of the traumas associated with the first year of teaching could be prevented only by a properly organised system of probation which was to be regarded as a continuation of the teacher training period. However, the educational crises of the post-war period were many and varied, and the problems of beginning teachers were not seen as being worthy of high priority against the overall needs of a national education programme, which was already hampered by shortages of teachers, schools and finance.

By the 1960's the Plowden Report (Department of Education and Science, 1967) concluded that it was doubtful whether the majority of beginning teachers were given the conditions and guidance in their first posts which would reinforce their training and lead to rising standards in the profession as a whole.

2.2.2.2 The Taylor and Dale Survey (1966 - 1968)

Little research literature directly concerned with the first year of teaching existed prior to the publication of the research undertaken by Taylor and Dale (1971) during 1966 - 68. In their survey Taylor and Dale approached approximately 15 000 schools, both primary and secondary. Questionnaires were distributed to probationers, in the first term and again in term 3, to those who had responded to the first, to assess the nature and amount of help received and to investigate general job satisfaction. In addition the validity of the data obtained from the questionnaires was checked by conducting interviews with a random sample of 10%.

The probationer questionnaire was divided into seven areas of enquiry :

1. probationer's background and training.
2. the appointment and placement of probationers.
3. the in-service guidance and assessment of probationers.
4. the probationer in the classroom.
5. the probationer in the school community.
6. the probationer's personal situation.
7. the career intentions of the probationers.

Concurrently, a head teacher questionnaire was also distributed which was concerned with four areas of enquiry :

1. the school.
2. the staff.
3. the appointment and placement of probationers.
4. the head's experience of probationers and his methods of advising and assessing them.

No attempt will be made to discuss in detail the extensive findings of the surveys. Attention is drawn to some of the general conclusions :

1. The beginning teachers were found to be a predominantly young group (85% under the age of 25 years) although there was a significant entry of women into teaching in the 40-50 year age group.
2. Most considered their training to be adequate. Those trained at colleges tended to think more highly of their courses.
3. Although over 90% were able to visit their new schools before starting teaching, a significant number (over 20%) were not made aware of their work load until the day they began teaching. Almost one in eight (12%) found themselves to be teaching an age range other than the one for which they were trained.
4. One of the striking findings was the discovery of the limited involvement (17%) of the Local Education Authority (L.E.A.) in providing in-service guidance for beginning teachers.
5. Nearly 40% of beginning teachers were not visited by their inspector.
6. There was a complete lack of any contact with the previous training institutions.
7. Beginning teachers were of the view that headmaster supervision was much stronger and more restrictive.
8. The major teaching problem identified by beginning teachers was that of dealing with groups with a wide range of abilities. Headmasters felt that the main problems of beginning teachers were class discipline, dealing with wide ability groups, inadequate organising ability, and lack of adequate teaching techniques.

9. The majority adopted the teaching methods that their training institution had encouraged, but by the end of the year more than half changed their methods.
10. The staff at schools were found to be friendly and supportive.
11. The L.E.A. was made aware of the stresses of loneliness, fatigue and uncertainty to which beginning teachers were subjected.

The general conclusions that were reached had a significant effect on subsequent research and on the development of teacher induction programmes in England and Wales.

2.2.2.3 Action Research on Induction Programme (1968 - 1972)

Preliminary findings of the Taylor and Dale Survey and an increasing awareness of the problems of the beginning teacher prompted the Department of Education and Science to fund a research and development project to study the needs, problems and advantages associated with the mounting of in-service courses for beginning teachers in a variety of urban and rural settings. Ray Bolam of the Bristol University School of Education Research Unit was appointed in September 1968 to implement the project.

During the 1968 - 69 school year pilot courses for beginning teachers were conducted in an urban Local Education Authority (L.E.A.) and detailed planning arrangements were made with the four L.E.A.'s that had been chosen to participate in the project in 1969 - 70. These L.E.A.'s, of which one was rural and three were urban, had the authority to release beginning teachers on full pay, to provide replacement staff, to pay travelling and subsistence expenses, to encourage heads to co-operate, to select and pay tutors and to provide accommodation and materials.

Experimental courses were conducted during the 1969 - 70 school year and an analysis of the data obtained by questionnaires and interviews was carried out in the following year (1970 - 71).

Bolam evaluated a series of experimental, externally based, in-service courses for beginning teachers in four varied urban and rural settings (1973). Following a pilot year, these courses had a common four stage framework : a one-day orientation conference held in school time during September; a series of general discussion meetings held mainly in the evenings during the autumn term; a series of meetings on specific topics held mainly in the evenings of the spring and summer terms; a one-day overview conference held in school time during July. No significant differences were reported between the experimental and control groups as to knowledge, judgement, and behaviour related to the classroom, the school, and the first year of teaching. In summarising the research findings and making recommendations for future induction programmes, Bolam indicated that there were a number of important, underlying assumptions which needed to be made more explicit. These were :

1. "that the first year of teaching for beginning teachers ought not to be characterised as a crisis situation. There were many educational problems that required more urgent treatment. However, as the profession had hitherto been content to merely cope with probation, it was a period of missed opportunities;
2. that these opportunities will be fully grasped only when the profession as a whole accepted that initial (training), induction, and in-service training ought to be seen as a continuous process. This implied that all teachers ought to be learning throughout their careers;

3. that induction itself should be seen as a complex process which began with the appointment stage, involved inter-institutional activities of various kinds, and led onto in-service staff development from year 2 onwards;
4. that staff development had two principal aspects : the personal career development needs of individual teachers and the needs of the school's strategy of planned educational change;
5. that, in spite of the fact that their results could not be measured objectively, it was worthwhile to engage in teacher training activities " (1973),

The product evaluation, which was designed to measure the effects of course attendance, showed that there were only a few significant differences between the experimental and control groups. This result raised the question of whether a beginning teacher gained significantly from attendance at any in-service course, and that judgements of effectiveness would be better based on informed professional opinion. In addition, the Taylor and Dale Survey showed that the most powerful informational and influencing experiences arose in the classroom, and that the probationer's main sources of practical help and advice were located in the school in the form of colleagues. It was therefore not surprising to find that the courses were seen by most beginning teachers to be peripheral to their major professional pre-occupations.

Bolam made the following recommendations that future research in this field should pay particular attention to :

1. the supervision process in pre-service, induction and in-service training;
2. the functions and training needs of teacher-training : involving lecturers at training institutions, the inspectorate, professional tutors and wardens of professional centres;

3. school-based staff development programmes;
4. the three abovementioned recommendations in relation to planned educational change (1973).

During the latter part of 1971 the Department of Education and Science funded a programme to disseminate the findings of the induction research project, and this was undertaken by Bolam and Taylor, who arranged a series of lectures and seminars throughout the country. Invitations were extended to teachers, administrators and lecturers from colleges of education and university institutes of education so that all those interested in induction procedures could be made aware of the practical outcomes of the research project (Bolam, 1973).

2.2.2.4 The James Report (1972)

The case for a more structured induction programme for new teachers was fully substantiated by the James Report of 1972, and was accepted in principle by the White Paper (England) of 1972.

Early in 1971, the Secretary of State, the Rt. Hon. Margaret Thatcher, M.P., appointed a committee under the chairmanship of Lord James of Rusholme to enquire into the existing arrangements for the education, training and probation of teachers in England and Wales. During the course of the enquiry the findings of a Parliamentary Select Committee on teacher training, and the results of a Department of Education and Science review of current procedures of Area Training Organisations (A.T.O.'s) became available to the James Committee and made it possible for the enquiry to be completed within twelve months.

The reforms proposed by the James Report arose from the large amount of evidence which showed that the existing systems of teacher education were no longer adequate for that purpose. An over-dependence on initial training as

distinct from continued education and training was seen as a major inadequacy, while the other major area of concern was the marked distinction between the kinds of training offered to graduates and non-graduates.

The James Report drew a contrast between what was supposed to happen to probationers, in theory, and what too often happened in practice. The following description is worth quoting to illustrate the sort of induction which was common before the James Report :

"The probationary teacher, in fact, leaves his college on the last day of term and never hears from it again. Nor does the school to which he goes communicate with the college, even if difficulties arise. He is pleasantly received at his school ... and introduced, formally or informally, to the ways of the place. No one suggests to him that he is in a special situation, or entitled to unusual help. He may be invited by the L.E.A. to attend a tea-party but will probably not go and, if he does, that will be his last meeting with its officers or advisers. He teaches a full time-table including one or two of the notoriously difficult groups of pupils. No one goes near him in the mistaken belief that to do so would be to interfere with his professional integrity. At the end of the year he receives a note informing him that the probationary year has been satisfactorily completed and he is now a fully qualified teacher " (1972 : 21).

As the above implies, qualification was almost automatic. In 1964 - 65, for example, of 20 000 probationers only twelve failed, and a further twenty-five had their probation extended for a further six months (Taylor and Dale, 1973).

The James Report's comment about the lack of adequate contact with L.E.A. advisers was borne out by some of the findings of the 1971 National Survey of probationers, which indicated

that more than a third of all probationers nearing the end of their first year of teaching had still not even met their L.E.A. inspector or adviser, in any setting, and almost 40% of probationers had not been visited by these officers in school.

The case made by the James Report for a structured induction programme, required a lightened teaching load, release time, the guidance of an experienced colleague, trained for the purpose, and access to the expertise and resources of colleges and professional centres, was accepted by the Government in the following White Paper, which began its section on induction as follows :-

"There is no major profession to which a new entrant, however thorough his training, can be expected immediately to make a full contribution " (1972).

The White Paper proposed that beginning teachers should be released for not less than one-fifth of their teaching time for in-service training, and in addition should only undertake three quarters of a full teaching commitment. It also endorsed James' view that it was necessary to train experienced teachers as "professional tutors" who could guide, help and supervise their new colleagues, and link with the "professional centres" which were to provide courses and resources for the probationers.

The idea of having a teacher within a school with special responsibility for probationers was not new. For example, half of the head teachers in the National Survey sample claimed that such appointments existed in their schools. Unfortunately fewer than half of these particular principals of beginning teachers appeared to know of the existence of these tutors. Where such designated teachers did try to help probationers they did so in isolation, with few, if any, links with other schools, colleges or teacher centres (Taylor and Dale, 1971).

What the James Report and the White Paper proposed was no less than that practising teachers should now become partners in teacher training, linking with the colleges and professional centres.

The Report also considered it essential not only to have a professional tutor in every school but also to have these people "properly prepared" for this role. This training would need to include :

"opportunities of working in the colleges and departments, of coming to understand the objectives and methods of work of these institutions, of being brought fully up to date with the best new practice, of appreciating more than they possibly can at present all that is involved in the increasingly intricate task of training new teachers " (1972:37).

This new recognition of the value of practising teachers as trainers of probationers can also be seen in the suggestion that experienced teachers should be drawn directly and formally into the teaching world of colleges and university departments as "associate tutors".

The whole thrust of the James Report was towards raising the quality of teacher training, in order to improve the quality of teachers in schools. This aim was made explicit in the Green Paper of 1977, which made it clear that, given an improved induction process, it should be possible to demand a higher standard of practical teaching skill for the passing of probation than was feasible during the years of acute teacher shortage.

The intentions of the 1972 White Paper that four pilot induction schemes should be started were not realised; only two, in Liverpool and Northumberland, were launched in 1974 - 75. The aim of introducing a national scheme in 1975 - 76 also failed to be realised. However, the official

acceptance of the need for "professional tutors" from among the school teaching force may have far-reaching effects in the future and may one day be seen as a landmark in the development of teacher professionalism in the United Kingdom.

2.2.2.5 The teacher induction pilot schemes project (TIPS)

Experimental induction schemes were funded by the United Kingdom Government in Liverpool and Northumberland from 1974 to 1978. These schemes, and nine other more limited ones, were evaluated by a team of university based researchers who set out to answer two main questions : What are the main features of effective induction policies and programmes? What conditions and procedures are needed at school, external centre, L.E.A., and national levels to ensure the effective implementation and institutionalization of these policies and programmes? The evaluation relied on a comparison of questionnaire and interview replies from probationers, heads, tutors, colleagues, L.E.A. advisers and college lecturers. Several evaluation reports were produced, notably by McCabe in 1978, Davis in 1979 and the National Report by Bolam et al in 1979.

2.2.2.6 An appraisal of the teacher induction schemes in Liverpool and Northumberland

The following account centres around the teacher induction schemes in schools and the professional centres in Northumberland and Liverpool. The observations recorded here are based on a study tour undertaken by the writer in 1984 (Singh, 1985) (Appendix VI).

2.2.2.6.1. Initial reactions to an Induction programme and some problems encountered

In discussions with teachers, heads, teacher-tutors, staff of professional centres (teachers' centres) and subject advisers, the writer noted that despite the advantages of an induction scheme, a substantial number of head teachers were by no means in favour of the pilot scheme. At least one quarter of the staff in primary and secondary schools had indicated in an end-of-scheme survey that they were initially opposed to the scheme. This was an expression of what was likely to have been a lack of concern. This perhaps was as a result of the compulsory nature of the scheme. Bolam had warned that many of the probationers, experienced teachers and heads were unsympathetic to the ideas of systematic induction (1973).

Some hesitation was probably due to the concern that the courses at the professional centres were not what they thought a probationer needed most. For many schools it seemed that the staff did not really believe that their induction procedures needed to be improved.

In addition to the above, the following problems were encountered :

1. After the initial pilot period, the Department of Education and Science ceased to provide funding to the Local Education Authorities for the purpose of providing induction programmes. This move was prompted by the fact that the birth rate had declined and that there was a reduction in the number of new appointments to schools.
2. Whilst there was some evidence of commitment and enthusiasm on the part of some teachers, due to the increased demands on their staff time and the manner in which the time-tables were drawn up, it became increasingly difficult for them to meet their new colleagues during school hours.

3. Contrary to their expectations, beginning teachers frequently did not have lightened time-tables and often lost their "free periods" to stand in for absent colleagues.
4. Very little money was available for visits to other schools and no opportunities existed for beginning teachers to meet, apart from the Director's initial conference.
5. Teacher-tutors usually had no periods allocated for their work as tutors and therefore did it as "spare-time" activity.

Except for the opportunity to visit other schools and to meet other new teachers, heads of department felt that the induction provision was adequate. However, the view had been expressed that schools could do more than they did at present.

2.2.2. 6.2. Successes

In spite of the problems noted above, schools participating in the induction project indicated several areas of success, namely :

1. greater professional involvement at the teacher level;
2. meetings held just before the terms began, after school hours and during lunch intervals;
3. greater awareness of the demographic and sociological aspects of the community being served;
4. a positive response to the adjusted teaching load and the classes beginning teachers were assigned;
5. a positive attitude towards the teacher-tutors and heads of department ;

2.2.2.6.3 Comments

The staffing situation had clearly become tighter and beginning teachers often had full teaching loads. The load was often heavier than that of some experienced teachers because it covered a number of form classes and a variety of subjects. It was said that when the time-table was drawn up "we didn't know the slot would be filled by a probationer."

There had been emphasis on pastoral work and social development in many schools, with emphasis often on the form teacher and on active tutoring. Beginning teachers were frequently found to be unprepared for this role and needed guidance in fulfilling it. Some schools and many beginning teachers felt that it was good to be responsible for a form but felt that it added greatly to their work load. There was also the feeling that all beginning teachers should have a "base room" and that they needed sufficient "free time" in the first year of teaching.

Since the scheme started, many schools indicated that the available resources have diminished. Undoubtedly, they stated the need for an effective induction support. It is against this background that educators were asking whether more support could not be given or else the nature of the scheme reconsidered.

2.2.2.7 The role of the professional centres in induction in Northumberland and Liverpool

In an appraisal of induction schemes in England, the function of the professional centres should be considered because of the important role they play.

The Professional Centre had seen itself as a complementary part of the Induction Scheme, marrying its programme successfully with that aspect of the Induction Scheme run in the schools. In the initial stages of the Induction Scheme in Liverpool, the Professional Centre found itself playing a decisive role in both the thinking and the action, to an extent that it had become too dominant. However, in the second year the schools built upon their experience and played an equal part in thinking out improvements and changes of emphasis. This process was only natural; in the first year all the teacher-tutors were themselves probationers in their new role. What had transpired in Liverpool had been a truly close co-operation between three interested sections - the Professional Centre itself, the schools and the adviser responsible for induction. This relationship proved to be a sound and trusted one, and laid the bedrock on which the scheme, by and large, made a worthwhile beginning. One danger that the Centre was aware of was that initial experience frequently became established practice, even if the initial experience was not the best one.

2.2.2.7 1. The Professional Centre's Role

The Professional Centre's role rests upon the following four provisions -

1. Providing the focal point for the Induction Scheme's operation.
2. Offering support services to the attached schools.
3. Running a major series of courses to help beginning teachers.
4. Providing a "non-school" environment.

Each of these four provisions is briefly described to explain its value.

2.2.2.7.1.1 Providing the focal point for the Scheme's operation

The Professional Centre had been the focal point for all meetings and workshops when ever there was need to bring beginning teachers together. This is where resources had been concentrated, and where advisers, headteachers and class teachers, education welfare officers, health officials and the like come face to face with the beginning teachers.

2.2.2.7.1.2. Offering support services to the attached schools

The Professional Centre endeavoured to help teacher tutors by running a Personal Advice Bureau, where beginning teachers come to seek help in matters of a personal nature such as accommodation difficulties, money problems, (especially acute in the first month), trouble with landlords, etc. In addition to this, advice is available on curriculum matters, use of materials, resources and so on. The centre emphasised to the writer that this service is additional to that offered by the hard worked teacher tutors. The Centre has devised a Directory of Skills that listed teaching techniques that the individual schools are prepared to explain to beginning teachers. This excellent idea was strongly supported by the schools attached to the Centre. Of the eighty schools, fifty allowed their names to be included.

2.2.2.7.1.3. Running a major series of courses to help beginning teachers

Although the emphasis in the Induction Scheme was on each individual's development, there was still the need for courses of a workshop nature, where individual classroom problems could be sorted out.

Not all courses in the first year followed the workshop principle. One major problem encountered was that of releasing staff members of schools to run the courses, because they had to be at the Professional Centre when the beginning teachers were there. This would have meant that a school would lose two beginning teachers and an experienced member of staff all on the same day. The first year was remarkable for the co-operation given by schools in supplying the Centre with leaders of courses, but staffing has become more of a strain. Comments strongly expressed by teachers, led the Centre to re-think the timing and number of options for the following years. Mandatory courses have made their appearance in the following areas -

Mathematics, teaching children to read and English Language (Writing and Spelling),

This is due to the knowledge the Professional Centre has gained concerning the general proficiency of beginning teachers in these fields. The mandatory nature of the courses illustrates the concern felt by the beginning teachers as well as by everyone else involved in the scheme.

2.2.2 7.1.4. Providing a "non-school" environment

The Professional Centre in Liverpool is fortunate in the facilities it can offer. Even in times of economic stringency, the L.E.A. has managed to improve them significantly. The Centre at Paddington had a comfortable lounge, excellent toilet facilities, good display areas, a car park and a first class refectory. The Centre staff encouraged relaxed informality that has led to first class relationships being maintained throughout.

In summary, it is observed that the role of the Professional Centres' induction is four-fold :

- (1) to provide a meeting place where the beginning teachers can "rub shoulders" if not with experienced teachers, at least with other beginning teachers from other schools.
- (2) to provide supplementary courses of instruction where needed.
- (3) to offer facilities as a Resource Centre.
- (4) to offer consultancy services to the beginning teachers seeking information, advice or guidance on the teaching of their subject.

2.2.3 INDUCTION ACTIVITIES IN AUSTRALIA

2.2.3.1 Introduction

In the early seventies there had been a great deal of talk in Australia about attracting good people into teaching. But it is salutary to realise that there is little systematic knowledge about the processes whereby these people move into teaching (Lortie 1973). Furthermore, little is known about the association between patterns of entry and subsequent success in teaching, and job satisfaction. However the case of what it is like "Being a Teacher in Australian Government Schools" (Campbell, 1975) and the concerns experienced by beginning teachers have been well documented. Surveys have been conducted by the staff of tertiary institutions (Grasson et al, 1977), various teacher associations as well as by schools (Mitchell and Chisholm 1977) and employing authorities (Anderton, 1976). Essentially their findings are congruent with those of researchers elsewhere.

2.2.3.2 Beginning Teacher Surveys

In Australia, the Education Research and Development Committee, a federally funded committee established to foster research in education, provided money during 1976-1978 for a national survey of induction practices.

This project involved two stages : first, a descriptive survey of what state, regional and school authorities claimed was being done to support the entry of beginning teachers into the profession, and secondly, a systematic national survey of what beginning teachers actually experienced. The second stage was executed in three phases. After the first few months of teaching (late March) a systematic, representative sample of beginning teachers in all states and territories was surveyed by a postal questionnaire. At the same time the principals of schools, to which the sample had been appointed, also responded to a questionnaire, some items of which were identical to those in the teachers' document. In mid-year (June-July) a selected number of beginning teachers in inner-city industrial, outer metropolitan, country-urban, and remote areas of the nation, were interviewed. Finally, towards the end of their first year (October) another questionnaire was mailed to a representative sample of beginning teachers throughout the nation. Over 1 600 teachers completed the first questionnaire and 1 300 the second. About 700 principals or their nominees completed the principals' questionnaires. The findings, which are now available in two published reports, were first disseminated personally by the research team to state, territorial and school authorities as well as to training institutions, principals' associations and teachers' unions (Tisher et al, 1978).

Arguing that the nature of their first encounter with a state employing authority can be quite important in shaping professional attitudes, Tisher pointed out that many local education authorities did not provide adequate information about their schools to facilitate applicants' choices and, moreover, that many larger authorities delayed confirmation of new appointments causing anxiety amongst the new teachers. Nonetheless, 82% of beginning teachers said they were able to exercise a preference for their first appointment and about the same percentage were satisfied with their first school. Sixty-nine percent paid preterm visits to their schools, half of them initiating these themselves. Visits were usually short but were thought to have a number of benefits.

Some states organized orientation programmes; the one in the Northern Territory, for example, lasted two weeks. About a quarter of beginning teachers received a reduced work load and another quarter got other concessions, for example a reduction in the number and size of classes taught. Eighty-seven percent were briefed on their first day, 42% experienced some form of specifically designed support and 56% found the support valuable. The responsibility for beginning teachers was normally given to the principal or vice-principal and included helping them with their teaching in the classroom.

Tasks that were still worrying beginning teachers at the end of their first year (even though they were coping) included teaching mixed ability groups, teaching slow learners, evaluating their own teaching, motivating pupils, discovering the level at which to teach, teaching specific skills and controlling classes. At least 60% of the beginning teachers recommended the adoption of the following induction procedures : receiving written materials on conditions of employment; receiving written materials on school matters; receiving advice in classroom management or help in producing programmes of work; evaluating own teaching; participation in organized consultation

with experienced school personnel; attending group meetings for beginning teachers at school; observing other teachers' methods of teaching; visiting other schools for observation/consultation; conferring informally with beginning teachers from other schools; looking at local educational resources. In practice, many of these respondents had not had the benefit of such procedures : for example, 82% wanted to observe other teachers but only 44% had been given the opportunity.

2.2.4 INTERNSHIP PROGRAMMES IN THE UNITED STATES OF AMERICA

2.2.4.1 Introduction

Unlike England and Australia, the term internship has been a "buzzword" in higher education circles in the United States of America during the past decade. The term has been used to describe almost any field experience in which a beginning teacher has contact with a learner. Internship refers to a post-baccalaureate programme wherein the beginning teacher is under the direct supervision of a higher education institution in a realistic classroom experience with full teaching responsibility, in contrast to student teaching under a master teacher. For the purpose of this study the following distinctions made by Stevens regarding the characteristics of teaching internship will be accepted.

Teaching Internships :

1. Provide teaching experience beyond that of student teaching .
2. Provide teaching experience wherein the student has the same degree of responsibility as most beginning teachers ,
3. Provide a continuing training experience which involves both teacher-education institution and in-service school system .

4. Are recognized as part of a collegiate institution's teacher education programme for which experience, college credit is given (1954).

2.2.4.2 Research on beginning teachers

Since the Second World War there has been a steady stream of American research on beginning teachers and on orientation or induction programmes yet, oddly enough, recent researchers tend to underestimate and even ignore it. Although it is not possible to cover them in detail in this study, the significant contribution of work produced or reviewed by the following writers and bodies should be noted: Amar' (1952), Archer (1960), Mason (1961), the National Education Association Research Division (1964), Schwarlenberg (1965), Hermanowicz (1966), Denmark and MacDonald (1967), Hunt (1968 and 1969); and Childress (1969).

Zeichner in 1979 reviewed in detail, the induction literature from the previous fifteen years and studied eleven programmes, including some referred to above. Seven of the eleven programmes involved additional release time for teachers, six included teacher mentors, five received additional release time, and four received training. Eight of the eleven included individual in-class assistance, eight involved seminars or workshops, while six included observations of experienced teachers or peers, three included contact with university personnel, and two with special preservice orientation.

Grant and Zeichner in 1981 reported the findings from a limited investigation into school-based induction for a representative sample of beginning teachers, not involved in experimental programmes, and described the support they actually received.

McDonald reported on a major study, funded by the National Institute of Education, which investigated three main questions : What are the problems of beginning teachers ? What kind of programmes have been successful ? What are the consequences of not resolving these problems of beginning teachers ? (1982). The three approaches used to gather data were a literature review, field visits, and a review of programme evaluation reports.

Much of the study deals with intern programmes. The two main types identified are four and five year programmes with the internship occurring in the final year. Those intern programmes which are little more than practice teaching are excluded. Significantly, very few "real" intern programmes appear to exist and McDonald concludes that they are not a major feature of United States teacher education. Three intern programmes are studied in depth. In addition to course work, the Stanford internship includes responsibility for teaching two classes a day for a school year plus at least one hour daily for preparation and observation. The University of Oregon programme concentrates upon the preparation of elementary school teachers and consists of four terms of graduate study combined with a year of full time teaching leading to a Masters degree. At Temple University, the programme requires a minimum commitment of two years during which time the intern works as a full, salaried teacher and is also enrolled in a course work programme. All three programmes are selective in their recruitment and regard the interns as a rather elite group. The Oregon programme emphasizes clinical supervision, the Stanford programme uses microteaching and, at Temple University, the emphasis is on a humanistic approach to professional decision making. According to the interviewees - interns, first year teachers, school district staff, and programme faculty - these three programmes have been successful and popular over the years. Yet few such programmes are identified and

McDonald concludes that this is because of widespread professional, organizational and financial misconceptions about internship. The crucial factor is the nature and quality of the supervision provided within the school setting. However, the strength of the internship and the sense of reality which springs from teaching in one school prevents the intern from acquiring more broadly based experience in a variety of schools.

McDonald discovered even fewer examples of induction programmes in the United States (1982). Of the two American programmes studied, the Jefferson county scheme is designed primarily to induct new teachers, including beginning teachers, into the particular curriculum in use in the county. It is not directly concerned with the particular problems of beginning teachers per se. Nevertheless, partly because of the complexity of the county's curriculum and partly because many beginning teachers welcome structured guidance as to what they should teach, it seems clear that the programme is meeting a very definite need. On the other hand, the Georgia State programme is a comprehensive one designed to achieve goals relating to assessment, instructional improvement, and certification for all beginning teachers. The latter are on probation and are required to demonstrate that they possess each of these competencies at specified criterion levels; they are therefore evaluated over the first year and at several later points. Assessment is carried out by staff from 70 regional centres, by the school administrator, and by a peer master teacher of the same subject : all three have to agree on the level of competence achieved. The system encourages and facilitates remedial diagnosis. Once deficiencies are identified, a variety of training procedures is used : the teacher could be assigned to work with a master teacher or to attend a college course. The programme is funded by the State of Georgia; these funds are used for the regional assessment centres and for training

activities and, for example, provide money to release master teachers to work with beginning teachers. McDonald's impression was that more attention was paid to diagnosing competencies than to remedial training.

2.2.5 Comparison of English, Australian and American findings

It should be noted that the problems of beginning teachers received widespread attention in America during the post-war years. However, although some of the assumptions and approaches proved useful, Taylor and Dale found that the "relevance of findings (is) necessarily of limited value because of differences in circumstances and conditions" (1973). For example, American surveys made no mention of the concept of probation. Also, conditions of entry and service were vastly different, and classroom and community relationships showed few similarities between the two countries. The scene was further confused by the fact that many of the findings of earlier researchers were repudiated by the later workers. Also, much emphasis was placed on the development of criteria for measuring classroom teaching performance, a fore-runner of many of the present day competency-based teacher education programmes. There appears to be no comparable reports of national surveys like the ones in Australia and in England. Some programmes had been established within the United States but they are few and far between; only one state pilot scheme was reported within the past seven years (Zeichner, 1979). It was initiated in seven school districts in Alabama and involved university lecturers, state education consultants and local authority programme co-ordinators, each of whom assisted beginning teachers with their daily tasks. A number of American education authorities state that beginning teachers certainly do receive help informally within schools from experienced colleagues, but this is not substantiated by precise data or by clear official policy statements.

In fact, the prevailing view of the United States delegates, who attended a national conference on Research in Teacher Education in Austin, Texas in January 1979, was that very little attention was being given to the induction of new teachers in their country (Fenstermacher, 1979). Only further research will tell whether this is actually the case. It may be that the subsequent findings will mirror those of a recent research report in New Zealand on the professional development of beginning teachers (Murdoch, 1978). Those findings suggest that beginning teachers do not fare very well with respect to help received from within or without their school.

There is little evidence of special concern for beginning teachers in developing countries. This is probably due to the more fundamental need for an adequate supply of trained teachers. Bolam reports that even in some developed countries e.g. France, public expressions of interest are relatively new possibly because the teacher training system is so different from that in other countries like England (1984).

In general, the induction phase has not been recognised as an exciting area for research or a priority area for the design of teacher education activities.

2.2.6 INDUCTION ACTIVITIES IN THE REPUBLIC OF SOUTH AFRICA

While the salience and influence of factors like teacher supply, the social accountability of the teaching profession, the teacher's professional status and development varies from country to country, teacher education in the Republic of South Africa has to be viewed against the backdrop of overseas research and development mainly because education in South Africa has been influenced by the English educational system.

In 1982 Prof. J.H. Jooste, the Director of the Transvaal Education Department, urged all education departments in the Republic of South Africa "to make the induction of the beginning teachers as effective as possible in order that education did not undergo a change in pace and thereby have a retrogressive influence on the child in his continued development". A smooth passage from the teacher education institution to the school would facilitate the entry of the beginning teacher to the profession. His work would not be impeded.

In this regard the desirability of introducing an internship under the guidance of an accredited tutor-teacher as an integral part of teacher training and a probationary period for beginning teachers before full registration was recommended in the Report of the Main Committee of the HSRC : Investigation into Education (1981).

However, in contrast to the positive response of the British Government to the James Committee Report (1972), as outlined above, the Government White Paper on Education in South Africa merely endorsed the views of the Main Committee on pre-service teacher education and did not include its views on the proposals concerning internship and the tutor-teacher concept.

The Education Working Party of the Human Sciences Research Council recommended to the Government "the desirability of instituting an internship under the guidance of an accredited tutor-teacher as an integral part of teacher training and a probationary period for beginning teachers before registration merits careful study." (Republic of South Africa, 1983 : 42). The Government did not comment on this particular recommendation specifically. However, there was a very general response that "the Government views the various recommendations regarding the training of teachers in a very favourable light" (Republic of South Africa, 1983 : 43). In keeping with the Government's view on its role in the provision of education, it has made known the recommendations of the Education Working Party. Each department of education in the Republic is free to consider the recommendations of the Education Working Party and to act upon them.

However, from information gathered from the annual reports of education departments, statements made by officials at seminars and conferences, and from direct correspondence with these departments, the writer is aware that the induction of beginning teachers is not given the kind of attention it merits in much of the United States of America, in Australia and in England.

Enquiries made by the writer to the Department of Education and Training reveal that discussions on a co-ordinated system of induction are taking place. (Appendix VII, page 253).

The induction of beginning teachers in the Orange Free State Department of Education is done by "the principal of the school and senior members of his staff providing the necessary guidance to beginning teachers. Subject Advisers of the Education Department visit schools on a regular basis to give guidance to beginning teachers." (Appendix VII). The O.F.S. Department indicates further that it has no intention of amending or extending this induction programme for the time being.

The Natal Education Department is of the opinion that the induction of beginning teachers is a vital component of the educational leadership programme made available to all its principals. Accordingly, to achieve this objective, compulsory seminars for all beginning principals are held on a regular basis in August of each year. One of the facets of instructional leadership dealt with in the course is the induction of first year teachers into the school situation in particular and the profession in general. (Appendix VII).

In 1985 the Department of Education of the Provincial Administration of the Cape of Good Hope indicated to the writer that "for several years the Cape Education Department has given attention to the induction of beginning teachers and assistance to students when doing practice teaching at schools. Schools have been encouraged to entrust this task to responsible and carefully selected tutor-teachers. Schools were, however, not under any obligation to appoint such persons and no additional remuneration was attached to such a post." (Appendix VII). In addition, the Cape Education Department states that many schools have tutor-teachers and that several courses were held for tutor-teachers since 1982. In addition, this Department has collaborated with the University of Stellenbosch in the holding of workshops for college lecturers, school principals and heads of departments, for the purpose of designing courses for tutor-teachers. Further courses were held for principals of schools and for tutor-teachers. The induction of beginning teachers forms part of the courses for members of the Inspectorate. The Inspectorate of the Cape Education Department sends out questionnaires to schools to serve as starting points for guidance to tutor-teachers. The Department does not envisage that additional staffing will be made available for the purpose of inducting beginning teachers into the profession. However, schools are urged to appoint teacher-tutors from within their staff allocation.

The foregoing indicates that in the last fifteen years, since the publication of the James Committee Report in England, a growing interest in the provision of support for beginning teachers has emerged. This, as has been stated earlier, is due to the fact that education in South Africa has been influenced by trends and events in England.

2.2.7 CONCLUSION

From an inspection of various local and national research reports there seems to be a general consensus that problems of induction exist for all countries and that there are remarkable similarities with respect to the professional support required by beginning teachers everywhere. Bold assumptions, no doubt, but ones that each reader can test against the information available to him regarding his own country and local education authority.

When beginning teachers take up their first appointment they enter areas of competing pressures (Lortie, 1975) where they must adopt existing or create new strategies to help them cope with the social situation confronting them. By this time they have already acquired a "latent culture" (Lacey, 1977) which includes skills, values, attitudes and perspectives obtained during pre-service education. It is of value to assess how well various groups capitalize on this latent culture, which will be activated differently depending on what is done for beginning teachers as they come progressively under the influence of their employing authority, their school and classes, and of the profession at large. In order to address this question and the ones posed earlier, the following three, by no means mutually exclusive, efforts could be undertaken :

1. provisions for beginning teachers during the early phases of their entry into the profession;
2. provisions made for them by their schools (i.e. school-based induction activities);
3. the provisions by local or regional educational authorities during the first year of teaching (i.e. system-based activities).

Sensible judgements concerning the implications for induction research procedures and policies need to be made in specific national contexts. According to Bolam, the main questions with respect to research on induction pertinent to each country are :

1. What is the nature and content of the induction knowledge base ?
2. How satisfactory is the research methodology which provided it ?
3. Can policy makers and practitioners make use of that knowledge ? (1984)

However, McDonald (1982) concludes that most of the research leaves a great deal to be desired methodologically.

From the survey of the limited literature on research into teacher induction activities, a fundamental conclusion of this chapter is that there is an encouraging amount of accord on certain key problems.

For example, the findings from the United Kingdom and Australian surveys of beginning teachers' experiences and needs are very similar and, as Zeichner concluded, notwithstanding the many qualifications that have to be made about research methods and findings, there is considerable agreement amongst both researchers and practitioners about the technical improvements which can and should be made in the induction process. So policy makers and practitioners can look to this work with some confidence that they will find useable knowledge (1979). In the following summary of that useable knowledge, the illustrations are mainly from the United Kingdom.

Zeichner concluded that, although the following generalizations cannot be supported by all the research he reviewed, there is sufficient support for them to be taken very seriously by policy makers and practitioners. Good induction programmes should include :

1. Additional release time for beginning teachers.

2. School-based support from a colleague acting as a mentor or professional tutor, who also receives some additional release time, plus initial and continuing training.
3. Planned and systematic school-based activities including classroom observation and support.
4. Planned and systematic externally-based activities organized by L.E.A. and college personnel.
5. Explicit and active support of school principals and L.E.A. administrators.

2.2.8 SUMMARY

In this chapter it can be seen from existing research that there is a need for considerably improving the induction arrangements for beginning teachers. It has also provided some reasonably reliable information about the precise nature of the beginning teachers' problems and needs and the most effective ways of helping them. However, since most of the information is derived from a limited number of overseas studies which are themselves culture bound, a great deal of research remains to be done in the Republic of South Africa. It has become apparent that problems concerning teacher induction exist within the department of Indian education. This is evident from the literature survey, the study tour undertaken by the writer in 1984 and from the writer's experience as an education planner concerned with teacher education.

In Chapter 3, the research methods and procedures used in this study will be presented. In addition, some data pertaining to the sub-samples and some of the limitations of the study will be noted.

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APPENDICES

Correspondence with Department of Education and Training dated 5/9/1985. Reference No. 7/2/2. (Appendix VII).

Correspondence with O.F.S. Department of Education dated 4/9/1985. Reference No. 1/11/3/2. (Appendix VII).

Correspondence with Natal Education Department dated 5/9/1985. Reference No. S30/1/1/38. (Appendix VII).

Correspondence with Department of Education of the Provincial Administration of the Cape of Good Hope dated 9/10/1985 Reference No. L. 16/21/10 (Appendix VII).

Institutions visited in England (Appendix VI).

CHAPTER THREE

RESEARCH METHODOLOGY AND PROCEDURES

3.1 Introduction

The comparative study presented in Chapter Two was based on a literature study, enquiries to other education departments in the Republic of South Africa and a study tour of England undertaken by the writer. The studies highlight the need for the induction of beginning teachers in schools. However, the studies in themselves are not sufficient for one to comment on the actual position in Indian secondary schools in the Republic of South Africa. In addition although studies have been conducted on Indian education in general, there has not been any research relating to the induction of beginning teachers in Indian schools. What is not known at present is the extent to which professional support and guidance are given on a formal basis. In order to provide empirical data on the induction practices and programmes in operation and to establish whether viable programmes are in operation in Indian secondary schools, it was necessary to undertake an empirical study.

It is expected that the findings will result in an induction scheme aimed at improving practice in all schools of the Department.

3.2 Design of the study

The central assumption of this study is that induction activities, in whatever form they exist, vary from school to school and that the existing programmes are not formally structured. It is also assumed that the ad hoc programmes that are set up are dependent on the support of some principals and heads of departments.

The main objective of this research is to document as fully as possible the nature of beginning teachers' entry into the profession by gathering data on what happens to newly qualified teachers as they leave their pre-service teacher education institutions and take up their first teaching appointments and to provide an adequate programme which will enable all beginning teachers to adjust to their new work environment.

As a result of the information acquired by the writer from relevant literature and his own observations (as outlined in Chapter Two), the following issues/problems/questions arose and form the basis of the investigation :

1. How adequate is the pre-service teacher education programme ?
2. What procedures are adopted to ease the beginning teacher into employment ?
3. Are beginning teachers satisfied with the duties allocated to them and the type of guidance they receive ?
4. What assistance and information do they receive about their schools and their jobs?
5. Do beginning teachers experience problems with regard to accommodation and what kind of help do they receive ?
6. What are the expectations of beginning teachers before entry into the profession and whether expectations are met in the first year of teaching ?
7. What are some of the concerns of beginning teachers and how do they cope with their concerns ?
8. Are they satisfied with the visits, guidance and assistance given by the principal and the subject adviser ?
9. What planned teacher induction activities are held in schools ?
10. Do beginning teachers experience a sense of acceptance in their schools ?

Some of the preceding questions are similar to those asked by Taylor and Dale (1971) in their survey of teachers in their first year of service in the United Kingdom, and by Tisher, Fyfield and Taylor (1978) in their induction survey of beginning teachers in Australia.

In order to test the issues/problems/questions outlined above, all principals and all beginning teachers in all Indian secondary schools in the Republic of South Africa and all subject advisers in charge of secondary schools of the Department were surveyed.

3.3 The Sample

The sample in this study is, made up of the three groups - beginning teachers, principals and subject advisers. Table 3.1 presents a breakdown of sample of this study.

Table 3.1 Sample Groups and Returns.

Sample Groups	N	Usable Returns	Return %
Beginning teachers	231	188	81,39
Principals	124	118	95,16
Subject Advisers	56	52	92,86

3.3.1 Beginning Teachers

The target population of beginning teachers was delimited by the following parameters :

1. It was restricted to all Indian teachers who had completed their pre-service teacher education at a college or faculty of education in 1984, and
2. It was also restricted to beginning teachers who took up their first teaching appointment in Indian secondary schools in the Republic of South Africa in January 1985.

In view of the relatively small number of the population, it was decided to send questionnaires to all Indian beginning teachers who fell within the delimitation set out above. The entire sample of beginning teachers totalled 231.

As the beginning teachers form the focal group, a few additional details are provided.

Table 3.2 Beginning teachers in Indian Secondary Schools (1985)

Beginning Teachers	Total	%	Sample No.	%
Males	119	51,51	103	54,80
Females	112	48,49	85	45,20
Total	231	100,00	188	100,00

It will be noted from an examination of the data in Tables 3.1 and 3.2 that the 188 beginning teachers included in the sample represented 81,39% of the total. Furthermore, the sample was representative of males and females in almost equal numbers.

In addition, as beginning teachers were appointed to almost every Indian secondary school in the Republic, the sample was representative of schools in urban and rural areas. The sample was also representative of college diplomates and university graduates.

3.3.2 Secondary School Principals

The sampling frame included principals of all Indian secondary schools in the Republic of South Africa regardless of whether beginning teachers were appointed to their schools in 1985 or not. However, from the 124 completed questionnaires, six questionnaires were excluded because of the school offered instruction from class one to standard seven. In addition four of the principals indicated that they had just been appointed to their posts and therefore did not feel competent enough at that stage to respond. However, a sample of 118, (95,6% of the total) is a reliable indicator of the viewpoints of principals.

3.3.3 Subject Advisers

In forming the sample frame of subject advisers all, except those in charge of Junior Primary Education, were included. As the universum was small, all 56 Subject advisers were included in the sample frame.

3.3.4 Representativeness of the sample

In view of the small number of elements in each of the three sub-sample frames, it was decided to include the entire universum. The high response rate, as recorded in Table 3.1, is indicative of the fact that samples are representative of the universum as a whole.

3.4 Data collection

Data was collected in this study by means of questionnaires and in-depth interviews.

3.4.1 In-depth interviews

During the early stages of the study, interviews were conducted with beginning teachers, subject advisers and principals to establish initial reactions to teacher induction. The initial data provided the writer with certain concepts and themes. These concepts and themes were used for further investigation.

As the data was being examined and interpreted, it was felt that in-depth interviews would help to clarify the thinking and the nuances behind the responses noted in the questionnaires.

During the latter part of this study, randomly selected members of the various sub-samples from the Greater Durban area and Pietermaritzburg were interviewed in-depth to establish their views concerning the induction of beginning teachers. (See Appendix IV).

3.4.2 Questionnaires

Three questionnaires were developed : one, to establish the views of beginning teachers, the second to canvas the views of principals, and the third, to discover the views of subject advisers about the induction of beginning teachers.

As the study developed, it became clear in the pilot test period that the emphasis should not be about induction activities but about the beginning teachers themselves - their personal development, anxieties and perceptions.

The assumption adopted to guide questionnaire compilation and item writing was that prospective teachers had acquired knowledge, skills, attitudes and values in anticipation of their professional performance during the pre-service period. The premise was that those acquired ideas, skills, etc. would become active only in so far as the new situation allows, demands and encourages the beginning teacher.

The issues/problems/questions posed at the beginning of this Chapter formed the basis on which items were written. The items sought to identify the assistance and information that were made available to beginning teachers, the extent to which their expectations were met, some of their reactions, their joys and disappointment.

The discussions that were held with some beginning teachers, principals of schools and subject advisers confirmed the broad categories used in the design of the questionnaires.

3.4.2.1 Beginning teachers' questionnaire

The beginning teacher 'questionnaire is reproduced in Appendix I. It consists of a letter, definitions of terms in the questionnaire and the following nine sections.

Section 1 :

The first section was designed to obtain general information about the beginning teacher and whether or not he was engaged in part-time study.

Section 2 :

This section was designed to establish the beginning teachers' views about the teacher education course and more especially about its adequacy. In the pilot survey beginning teachers were invited to list any significant additions or alterations to the description of the course of training they received. The responses to this open-ended invitation were grouped in the final questionnaire as far as possible according to whether they related to the practice (school experience) component, methods component, or theory component of the training course.

Section 3 :

This part of the instrument sought to establish whether expectations emerging from the period of pre-service education were met by the reality of the first year of teaching.

Section 4 :

The fourth section aimed at determining whether beginning teachers were transferred from one school to another in the first year of teaching, and how they coped with problems connected with accommodation.

Section 5 :

This section sought to establish whether guidance was given and social meetings held for beginning teachers.

Section 6 :

This section was designed to ascertain whether information was available concerning service conditions, teaching methods favoured by the school, facilities at the school, availability of stock and stationery; definition of workload, assurance of help and guidance from the principal and senior teaching staff personnel, and an indication of the workload assigned to the beginning teacher.

Section 7 :

This section aimed at determining how well beginning teachers managed with various aspects of their work.

Section 8 :

The statements in Section 8 of the questionnaire sought to establish the beginning teachers' opinions on various aspects of their work and of those who supervised and guided them.

Section 9 :

The last section was designed to determine whether the experiences of the first year resulted in progressive growth of job satisfaction and professional confidence.

To make a more detailed examination, two lines of investigation were pursued in the questionnaires. For this, two check lists were drawn up. The first contained questions on the supply of information to the beginning teachers relevant to their new role, how they were managing tasks as beginning teachers, and questions on communication with parents, pupils and colleagues. The second was a list of likely sources of satisfaction inherent in the task of teaching.

Based on the first list, identical sets of questions were posed to all beginning teachers as well as principals. This was done so that a picture could be obtained of beginning teachers' perceptions of the availability of information, of whether they themselves were managing certain tasks and of difficulties they might have in communicating so that a number of comparisons could be made between their opinions and that of their principals.

3.4.2.2 Principals' Questionnaire

The questionnaires to the principals of secondary schools consisted of a covering letter, a list of definitions of terms used in the questionnaire and the following five parts (Appendix II) :

Questions 1-5

The questions were designed to elicit general information concerning the number of beginning teachers appointed and who was mainly responsible for their induction in each school.

Questions 6-7

These questions sought to establish the adequacy of the pre-service teacher education course as perceived by the principal. It was identical to Section 2 of the beginning teacher questionnaire.

Questions 8-11

The questions aimed at determining the kinds of activities organised at schools to assist beginning teachers.

Questions 12

The question sought to establish whether general information essential to beginning teachers was readily available to them and how it was made known to them.

Questions 13-16

This part was designed to determine each principal's view on how well beginning teachers coped with their various duties and how well they adjusted to the school. Furthermore it sought to establish whether principals took into account the fact that beginning teachers lacked experience and therefore granted some concessions to them.

3.4.2.3 Subject advisers' questionnaire

The questionnaire administered to subject advisers consisted of a covering letter, a list of definitions and the following: (Appendix III)

Questions 1-4

The questions were designed to elicit general information such as the appointment of beginning teachers to schools, and views concerning the induction of, guidance given to beginning teachers.

Questions 5-6

The questions were identical to Section 2 of the beginning teacher and principal questionnaires. It was designed to establish the adequacy of the pre-service teacher education courses as perceived by subject advisers.

Questions 7-11

These questions sought to determine when subject advisers first made contact with beginning teachers and whether meetings were held to proffer guidance to them.

Question 12

Question 12 is similar to questions 13-16 of the principals' questionnaire. They sought to determine whether beginning teachers were granted any concessions. In addition the subject adviser's views in this regard were canvassed.

Question 13

Question 13 was indetical to Section 7 of the beginning teachers' questionnaire and Question 13 of the principals' questionnaire. This part of the instrument aimed to establish how well beginning teachers coped with their work.

Questions 14-15

These questions were designed to establish the opinions of subject advisers on the induction of beginning teachers and on beginning teachers themselves.

3.4.2.4 Pretesting the questionnaires

Questionnaires were administered to principals and beginning teachers in eight Indian secondary schools in the Greater Durban area in September 1984. In addition, questionnaires were also forwarded to the four subject advisers based in the Durban offices of the Department. After the responses were subjected to computer analysis to establish frequencies, means and standard deviations, some items were rephrased to remove ambiguity. Note was taken particularly of the distribution of responses. Areas of extreme sensitivity were identified by the refusal on the part of many respondents to answer certain questions. Appropriate amendments were made to the questionnaires. In general, the pilot test was carried out to refine the questionnaires and to facilitate the capture of data. Findings of the pilot survey have not been included in this study.

While it is agreed that "item analysis is not critical for the refinement of questionnaires as they are for the refinement of tests", (Tuckman, 1978 : 226), the process of item analysis was carried out in the pilot survey to eliminate those items which registered mixed response patterns.

3.4.3 Procedure for data collection

The questionnaires together with reply paid envelopes were mailed in September 1985 to Indian secondary school principals in the Republic of South Africa and to all subject advisers in charge of secondary schools of the Department. The beginning teachers' questionnaires were addressed to each individual beginning teacher appointed to Indian secondary schools in January 1985. Names of beginning teachers were obtained from Departmental staff returns.

Problems, as perceived by beginning teachers during the first few months of their appointments, always loom large. It was therefore decided to canvass views of beginning teachers, principals and subject advisers during September when there had been sufficient time for adjustment. Beginning teachers would be able to present considered and balanced answers, having come to almost the end of the first school year. The problems that loomed large and were seen as practically insurmountable at the beginning of the year, would be commented upon in a more responsible and less emotional manner.

As a check on the interpretation of the data from the questionnaires and to give the writer further insight into the experiences and preceptions of beginning teachers, 20 beginning teachers were selected for interview (Appendix IV). They were drawn from Indian secondary schools in the Greater Durban, South Coast and Pietermaritzburg areas.

As indicated in Table 3.1, the initial request for the completion of questionnaires followed by one generally distributed written reminder, resulted in the return of 188 beginning teacher questionnaires (81,39%), 118 principal questionnaires (95,16%) and 52 subject adviser questionnaires (92,86%).

3.5 Data analysis

The data from open-ended items was categorized and given appropriate codes. All data was coded on to computer sheets and fed directly into the SPERRY 1100 computer at the Computer Centre, University of Natal, Durban. The computer programme used was the SPSS : Statistical Package for the Social Sciences, Second Edition (Nie et al., 1975). The specific "subprogram" used was FREQUENCIES.

3.6 Limitations of the study

This study was limited to the extent by which respondents to the research instruments were willing to reveal information and express opinions honestly. Efforts were made to arrive at findings which would be methodologically correct. However certain limitations have to be pointed out.

Every effort was been made to explain the purpose of the study to the respondents. However, because the writer is a senior education planner in the Indian education hierarchy, respondents could have given "safe" responses. Doubt and possible suspicion concerning the underlying motive for the investigation could also have made principals and subject advisers fearful. The senior position of the writer could be one of the most important limiting factors to the present study due particularly to the centralised and hierarchial nature of the Department.

It can be argued that those beginning teachers, whose expectations of their job situation had not been met, painted a poor picture of their principals, subject adviser and his positions. Wherever possible, certain information was cross checked and corroborated during the in-depth interviews.

Lastly, there is a tendency on the part of social scientists to view society from the perspective of their own systems of values. Every effort has been made to guard against the intrusion of personal values and bias.

3.7 Summary

The research methodology and procedures have been outlined in this chapter. The writer indicated the sampling procedures and described, in some depth, the research instruments and data analysis procedures. He concluded with an account of some of the limitations of the study.

In Chapter Four the writer will establish

- (a) the provisions made for beginning teachers during the early phase of their entry into the profession,
- (b) provisions made for them by their schools,
- (c) provisions made by the Department during the first year of teaching.

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APPENDICES

Questionnaire to Beginning Teachers (Appendix I),

Questionnaire to Principals (Appendix II).

Questionnaire to Subject Advisers (Appendix III).

Interview Schedule (Appendix IV).

CHAPTER FOUR

RESEARCH FINDINGS

4.1 INTRODUCTION

The chief objective of this study was to document as fully as possible the nature of the beginning teachers' entry into the profession. This research began when a larger number of teachers entered the profession. In three years the position has changed somewhat (for reasons outlined in Chapter Two). Nevertheless the need for induction remains despite the reduced number of entrants into the profession. This research was undertaken in the belief that the growing interest in providing support for beginning teachers would be best served by an understanding of the nature of transition from teacher-trainee to teacher in a school as a full member of the teaching profession. It is believed that it is essential to understand more about how beginning teachers can be helped to cope with the realities of their job and how best they can be eased into the profession.

Arising from beginning teachers' problems identified in Chapter Three and the issues, problems and questions raised during the course of this investigation, it was decided to present the findings under the following main sub-headings :

- 4.2 General background information
- 4.3 School-based activities,
- 4.4 Induction support from outside the school.

TABLE 4.1 : BEGINNING TEACHERS APPOINTED BY THE DEPARTMENT IN 1985 : DETAILS ON TRAINING INSTITUTIONS, COURSE DIRECTION AND SEX OF TEACHER

INSTITUTION	DEPARTMENTAL COLLEGES OF EDUCATION			UNIVERSITY OF DURBAN-WESTVILLE			OTHER UNIVERSITIES			
	PRIMARY	SECONDARY	TOTAL	PRIMARY	SECONDARY	TOTAL	PRIMARY	SECONDARY	TOTAL	GRAND TOTAL
Males	117	102	219	20	103	123	9	4	13	355
Females	234	102	336	17	101	118	10	19	29	483
TOTAL	351	204	555	37	204	241	19	23	42	838

4.2 GENERAL BACKGROUND INFORMATION

4.2.1 Introduction

In 1985, eight hundred and thirty newly qualified teachers were appointed to Indian schools in the Republic of South Africa. Of this number, 51,44% were qualified to teach in secondary school. However, in view of a surplus of teachers for commercial subjects, graduates holding the Bachelor of Paedagogics (Commerce) degree were appointed to the junior primary section of primary schools.

Beginning teachers had undergone different training programmes : 66,23% were trained in colleges and 33,77% in universities. Either singly, or in groups of two or more they entered smaller or larger schools and so experienced different, but important, beginnings in their first job. School size, number of colleagues, mode of appointment, and the nature of pre-service education can affect the nature of a teacher's entry to the profession and may have implications for induction policies. The first part of this chapter therefore shows how and where beginning teachers were trained and how, by whom and where they were appointed.

4.2.2 The Preparation Teachers Receive

More than two thirds of all beginning teachers (see Table 4.1) were trained at colleges of education under the control of the Department and the majority of these (63%) became primary school teachers. More beginning secondary school teachers trained at universities than at colleges (53% compared to 47%). But whether trained in a college or university 81% beginning teachers followed a concurrent teacher education programme in which academic and professional components were undertaken simultaneously.

It will be observed from Table 4.2 that one out of two university trained teachers undertook "end-on" teacher education programmes in which the academic degree preceded the professional diploma. This preparation of beginning teachers shows differences in organisation but the length and timing of school teaching practice was almost the same : all beginning teachers had spent twelve or more weeks in practice teaching. The quality of this school experience and the reaction of teachers to it were not fully gauged.

TABLE 4.2 : BEGINNING TEACHERS APPOINTED BY THE DEPARTMENT IN 1985 :
DETAILS ON TYPE OF TEACHER EDUCATION COURSE

INSTITUTION	CONCURRENT STUDY	END-ON STUDY	TOTAL
College of Education	555	-	555
University of Durban-Westville	121	120	241
Other universities	-	42	42
TOTAL	676 (80,66%)	162 (19,34%)	838

As the majority (99%) of beginning teachers had first entered tertiary institutions straight from secondary schools, no systematic evidence was collected to show the diversity of skills and interests that the remaining one percent brought with them into the profession (if they had, for example, been in some form of paid employment or had travelled abroad before commencing their studies).

Findings relating to the adequacy of the pre-service training courses will be dealt with later in this Chapter.

4.2.3 Where They Teach

The majority of Indian teachers (99,4%) who completed their professional training in 1984 at the two colleges of education under the control of the Department and at the local universities, were employed in Indian secondary schools in the Republic of South Africa (Table 4.3). As there was no systematic pattern followed in the placement of beginning teachers and because a number of these beginning teachers were transferred after their initial posting, no data was collected to indicate placements.

TABLE 4.3 : INDIAN SCHOOLS IN THE REPUBLIC OF SOUTH AFRICA : 1985

	PRIMARY SCHOOLS	SECONDARY SCHOOLS	TOTAL
Natal	262	97	359
Transvaal	49	26	75
Cape Province	4	4	8
TOTAL	315	127	442

4.2.4 Their Colleagues

Colleagues in all occupations play an important role and in this investigation they emerged as a significant source of information and support for beginning teachers. In the interviews, teachers described the supportive role played by colleagues whom they trusted and some commented on the professional values and commitment of the staff. One beginning teacher said :

"On arriving at the new school, you feel lost and strange. Dedicated and loyal teachers show an interest in you and make you feel at home".

But then another had this to say :

"Don't stick strictly to the guidance given to you by your Head of Department. Some of their methods are outdated. Many are not concerned about your welfare but only in their own record keeping and promotion".

In most schools beginning teachers worked with professional and non-professional staff. Some of the teaching staff were experienced teachers, others experienced but new to the particular school, and yet others were beginners like themselves with whom they could compare their initial experiences. In practice there were wide variations in the number of professional colleagues interacting with any beginning teacher. From Table 4.4 it will be observed that 67,8% of the principals reported that six or more new staff members were appointed to their schools. Of this number, 51,7% of the respondents indicated that up to three of them were beginning teachers.

TABLE 4.4 : NEW STAFF APPOINTED TO INDIAN SECONDARY SCHOOLS IN 1985
(Percentages)

NUMBER	NEW STAFF	BEGINNING TEACHERS
1 - 3	14,4	51,7
4 - 6	17,8	29,7
more than 6	67,8	18,6

4.2.5 Entering the Profession

4.2.5.1 Appointments and Visits

4.2.5.1.1 General

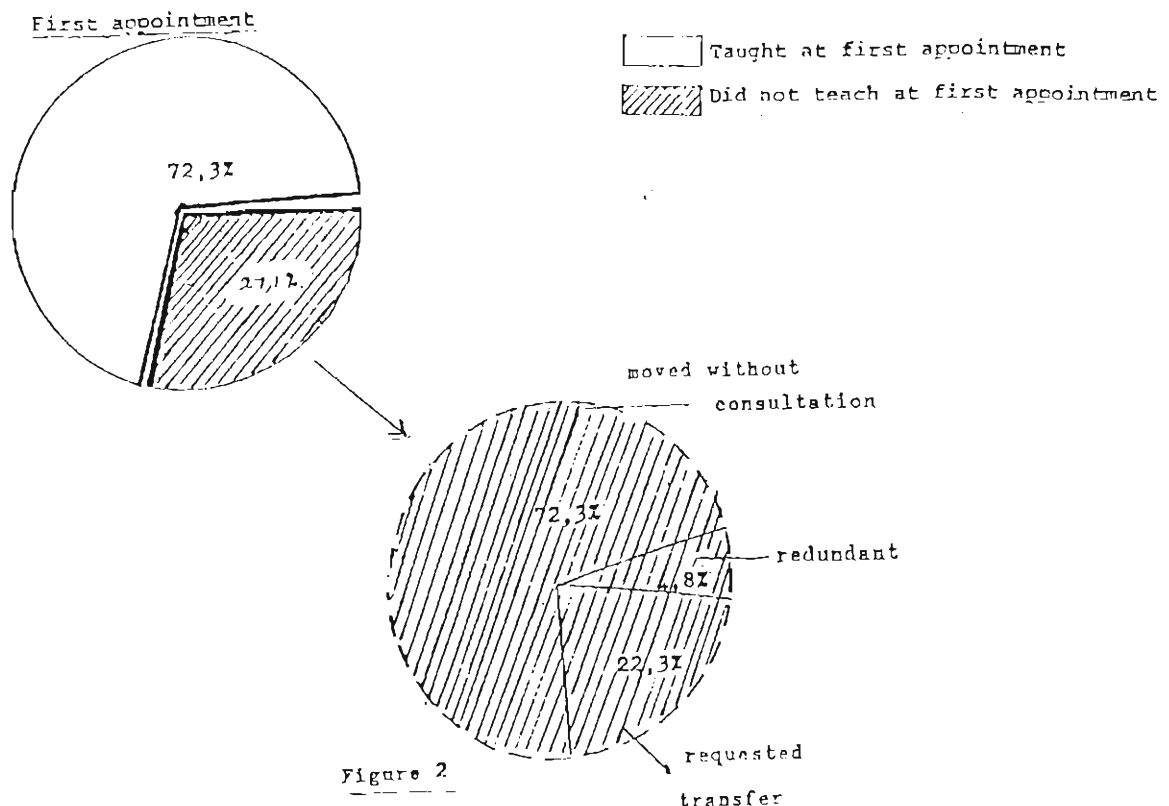
Beginning teachers who entered the colleges of education under the control of the Department undertook to serve in any one of the authority's schools. However, when applications for appointment were made in August of the year, applicants indicated a preference for schools within the geographical area in which they desired to teach. From an administrative point of view, this enabled the easy placement of those teachers who desired to teach in an area far removed from their homes.

The Staffing Section of the Department, taking into account the staffing needs of schools, the qualifications of the applicants, the hometown addresses of applicants and their stated preferences, posted beginning teachers to schools. The placements were done in consultation with the subject advisers who were aware of the needs of schools.

Appointments were made known during the school holidays prior to the commencement of the first term. As a result of delays in informing beginning teachers of their appointments, it was impossible for them to visit their schools prior to the commencement of the first term.

4.2.5.2 Transfers

Twenty eight percent of beginning teachers reported that they were not teaching at the school to which they were first appointed to (Figure 2). Of this number 52, that is, 72,3% were moved to other schools without prior consultation; 4,8% were redundant because their services were not required at the school of their first appointment and they were moved. The remaining 22,9% were transferred at their own request. (Item 40 of Beginning Teachers' Questionnaire, page 216).



Early transfer and the reasons for transfer as reported by beginning teachers. (Item 40)

Principals reported that 54% of new teachers appointed to the schools were subsequently moved. (Item 1 of Principals' Questionnaire, page 225). However, the subject advisers contradicted the principals and felt that the problem of transfers of teachers was much lower. Indications are that subject advisers do not have a good knowledge of what is going on in schools with regard to beginning teachers and their problems. Subject advisers reported that only 35% of new teachers were moved out. (Item 4 of Subject Advisers' Questionnaire, page 235). Principals had a better knowledge of what transpired in their schools and, therefore, the data they supplied was regarded as reliable. The reasons offered by principals for the transfer of teachers by the Department is illustrated in Figure 3.

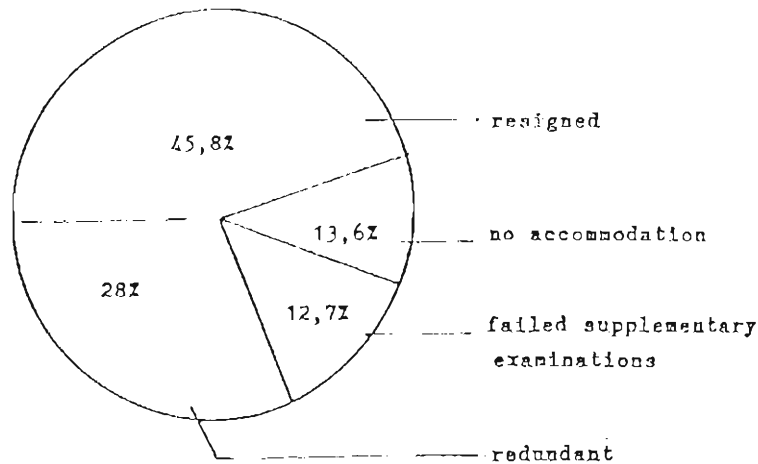


Figure 3 Early transfer of beginning teachers
as reported by principals (Percentages)

4.3 SCHOOL BASED ACTIVITIES

4.3.1 Professional Activities for Beginning Teachers and Help Received

When beginning teachers entered their schools the most frequently used procedures for acquainting them with school policies, curriculum, administration procedures, time tabling, facilities and form teacher duties were reported to be : general staff meetings, informal discussion with colleagues, reference to the school handbook, introductory meetings for beginning teachers and reference to the Handbook for Principals, in that order. (Item 46-64 of Principals' Questionnaire, page 228). Beginning teachers' questionnaire data indicated that about 48% of schools conducted introductory meetings for beginning teachers to deal with these

matters. (Item 42, page 216). The principal or his deputy was named as the person responsible for the orientation of beginning teachers in the school. (Figures 4 and 5) (Item 79, page 218). However, principals (81,4%) stated that special orientation activities should "definitely" be held for the orientation of beginning teachers. The initial orientation meeting as reported by beginning teachers was of a short duration and did not last for longer than half a day.

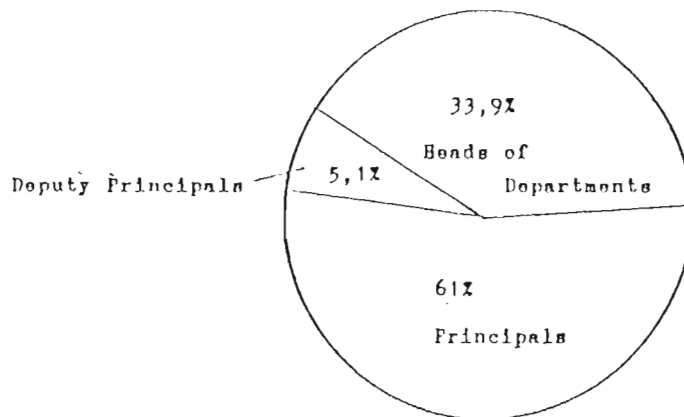


Figure 4 Persons named by Principals as most involved with
induction. (Percentages)

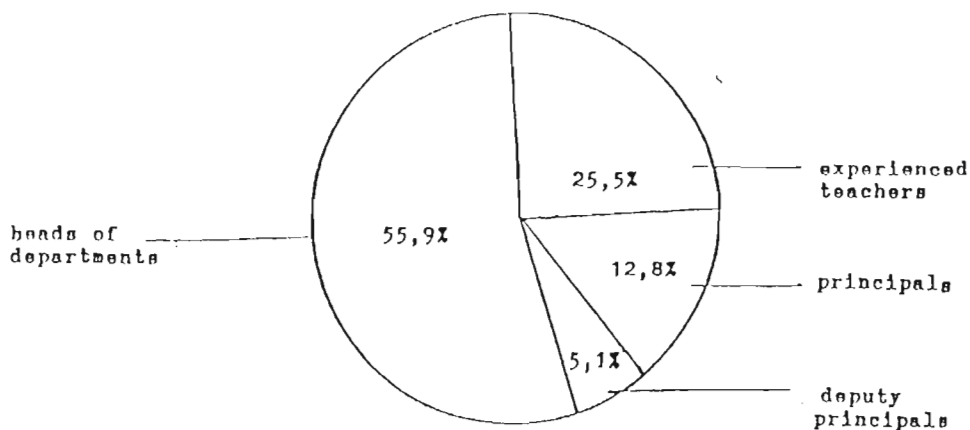


Figure 5 Persons named by beginning teachers
as most involved with induction.
(Percentages)

The majority of beginning teachers (87,0%) were briefed on the first day, together with other members of the teaching staff. Eighty percent of those for whom professional activities were organised saw much value in them. Interviews with beginning teachers revealed that among activities most valued were regular consultations with trusted and respected colleagues. The data from beginning teacher questionnaires indicated that 67% of beginning teachers were agreed that newcomers were made welcome by the staff. (Item 102, page 219).

4.3.2 Assistance to beginning teacher by principals

Sixty eight percent of beginning teachers stated that the principal enjoyed a good relationship with his staff. (Item 107, page 220). However, there were mixed reactions to the question, "Did you accept the offer of help from the principal?" (Item 161, page 217). Some of the responses were :

1. "The principal is very amenable. I was able to discuss my problems openly. He made me feel at ease".
2. "The principal was willing to help with difficulties I experienced".
3. "There is no need to go to the principal. Everything works out smoothly in this school".

In some interviews with beginning teachers, strong, supportive principals came across as a mixed blessing. Certain beginning teachers had this to say of principals :

1. "The help offered was not satisfactory. He is out of touch with modern trends".
2. "I did not accept his help because the head of department would feel that I by-passed him. He would victimize me".
3. "My principal is great on making offers of help, but he is never available. He is constantly making excuses that he is busy".

Only 42,6% of beginning teachers agreed with the statement that, "beginning teachers think twice about going to the principal with problems because it might be counted as a mark of failure". (Item 103 of Beginning Teachers' Questionnaire, page 219).

Judging from the responses to the principals' questionnaire, the majority of principals thought that those responsible for beginning teachers in the schools should definitely help them with their teaching, for example, by observing and helping them in the classroom and by helping them with their programmes of work. (Items 17 - 24, page 227).

4.3.3 Appointment of a teacher-tutor

There was a high level of agreement amongst beginning teachers, principals and subject advisers on the question of appointing experienced teachers as teacher tutors (Table 4.5).

From the raw data, the obtained Chi-square = 3,20 and the tabled Chi-square = 4,60. This indicated that the data was not statistically significant. However, it must be noted that a significant Chi-square establishes a statistical relationship.

TABLE 4.5 : APPOINTMENT OF EXPERIENCED TEACHERS AS TEACHER-TUTORS
(Percentages)

	Beginning Teachers	Principals	Subject Advisers
Yes	78,2	70,3	80,2
No	21,8	29,7	19,2

Some of the main reasons advanced by beginning teachers for such an appointment were as follows :

1. "Teaching is very different from what you learn at college/university. The teacher-tutor, because of his experience, will help you to see the correlation between theory and practice (22,8%). This help will be invaluable"
2. "He can help to ease the tension and frustration which could result in early resignations" (29,3%).
3. "He is a teacher and therefore communication will be easy and trust can be developed" (22,9%).

On the other hand some misgivings were expressed regarding the proposal that experienced teachers should be appointed as teacher-tutors. Some of the reactions were :

1. "The inspector will eventually have his say. I really wonder whether a teacher-tutor can do much" (5,9%).
2. "The head of department and Management staff can help you. We don't need this tutor" (5,9%).
3. "There is no need for a tutor. Discovery from our mistakes can be fun and very satisfying" (3,7%).
4. "It will be a waste of money because the advice of the teacher-tutor will not be endorsed by the management staff. The beginning teacher will be left confused" (4,3%).

In interviews with principals, their perception of the tutor-teachers' role was seen to be as follows :

1. To encourage a two-way flow of information between other staff and beginning teachers.
2. To help in the production of programmes of work.
3. To observe and help beginning teachers in the classrooms.
4. To arrange meetings for beginning teachers.
5. To arrange visits to other schools.
6. To arrange observations in other classrooms.

There was some congruence between the role of the teacher-tutor as perceived by principals and the needs expressed by beginning teachers. Beginning teachers requested in interviews that opportunities be created or provisions be made for :

1. Receiving written materials on conditions of appointment.
2. Receiving written materials on school matters.
3. Accepting advice in class management or help in producing programme of work.
4. Feedback discussions on the evaluation of their own teaching.
5. Participation in organised consultations with experienced school personnel.
6. Attending group meetings for beginning teachers at school.
7. Attending group meetings for beginning teachers elsewhere.
8. Observing other teachers' methods of teaching.
9. Visiting other schools for observation/consultation.
10. Conferring informally with beginning teachers from other schools.

4.3.4 Allocation of Duties and Concessions for Beginning Teachers

On the basis of the foregoing information alone it is difficult to maintain that beginning teachers are afforded an easy entry into their employment. For some there are further circumstances that may lead to frustration before they begin the important business of teaching. There are lengthy delays before beginning teachers are informed of their specific teaching duties. As Figure 6 shows,

15,4% had their work load defined on the first day of teaching, but among those who had to wait, an alarming number (27,7%) did not receive an allocation until three weeks or longer after the beginning of the term. (Item 59-60 of Beginning Teachers' Questionnaire, page 217). Much of the delay is due to poor forward planning at the school level. Problems are further compounded when teachers who were promoted, transferred or resigned are replaced by beginning teachers who did not specialise in the subject fields of their predecessors. Simply put, serious planning and time-tabling only begins on the first day of the school year.

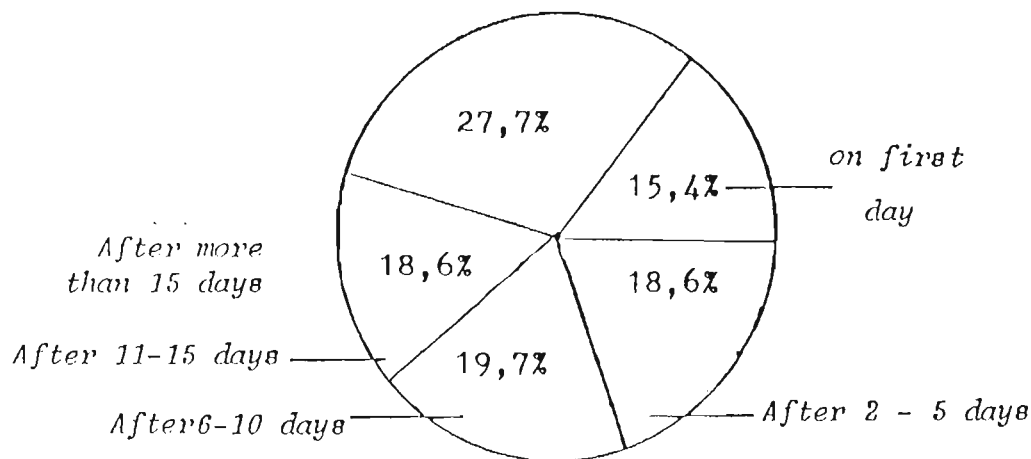


Figure 6

Delay in allocation of work load

(Percentage of teachers)

Another startling finding was that 47,9% of the beginning teachers were not consulted over their allocation of responsibilities, namely, class levels, teaching subject(s), teaching load and other duties. (Items 64-67, page 218). Despite this, about two-thirds of the beginning teachers felt they were fairly treated in the degree to which they were consulted over the allocation of responsibilities. (Items 68-71, page 218). The details with respect to assigned class levels are given as an example in Figure 7. What should be noted is that although some beginning teachers were not consulted, they considered that they were fairly treated. In those cases where classes and subjects were allocated, that were

in keeping with their training even though there was no consultation, beginning teachers accepted the principal's decision. It was evident from interviews that many beginning teachers adopted a submissive attitude to avoid conflict with the principal. Nevertheless there was a very significant relationship between being consulted and the feeling that one was treated fairly.

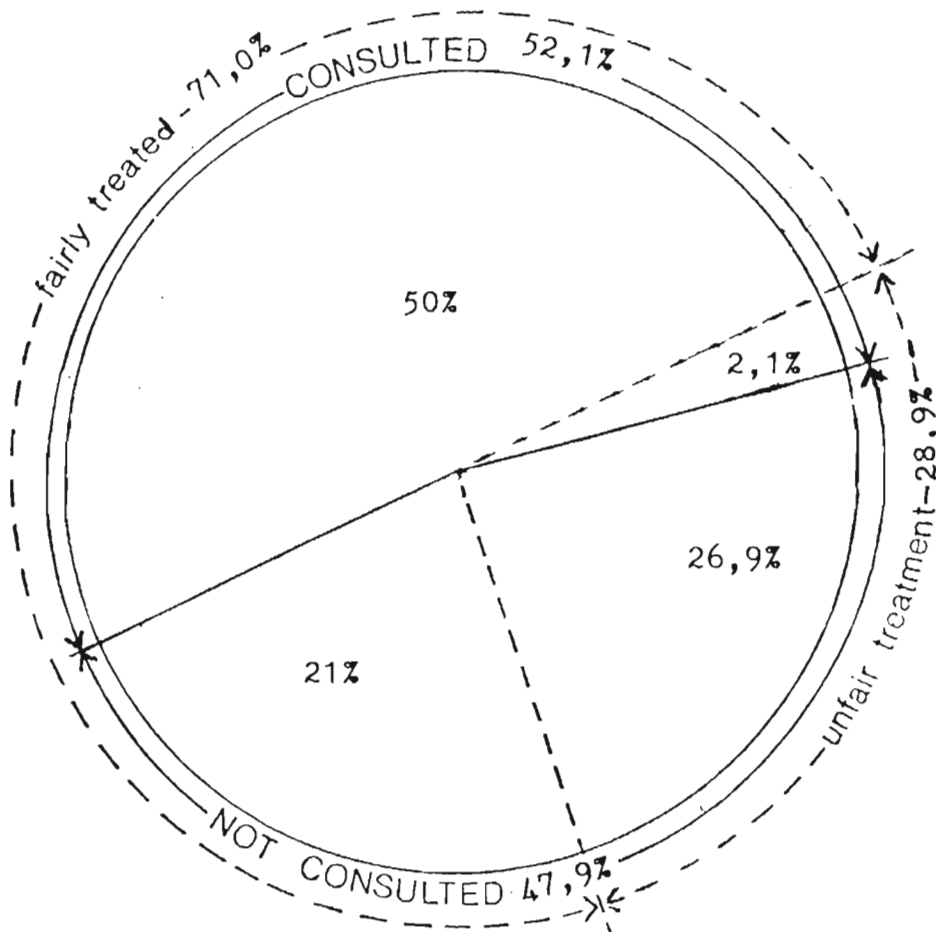


Figure 7

Consultation and fair treatment over the allocation of responsibilities

(Percentage of teachers)

In the review of induction activities in Chapter Two, it was noted that beginning teachers should be granted certain concessions during the first year of teaching. In this investigation the only significant concession that beginning teachers reported was that 33% of them were allocated a smaller number of subjects to teach. Table 4.6 shows the pattern of the responses of beginning teachers to the question "Do you receive concessions in the following areas because you are a beginning teacher?" (Items 72 - 76. page 218). The table also shows the responses of principals and subject advisers to the question "Do you give special consideration to beginning teachers with regard to the following areas?". (Items 105 - 111 of Principals' Questionnaire, page 230 and Items 22 - 26 of Subject Advisers' questionnaire, page 237).

TABLE 4.6: CONCESSIONS IN BEGINNING TEACHERS' WORK LOAD
(Percentages)

Concession	Do You Receive Concessions?	Do You Give Special Concessions To Beginning Teachers?	
	Beginning Teacher	Principal	Subject Adviser
Lighter work load	13,3	82,2	42,3
Relief duties	12,2	28,0	40,4
Extra-mural duties	8,0	23,7	15,4
Small subject range	33,0	91,5	94,2
Small class range	18,3	91,5	80,8
More free time	7,1	8,5	38,5
Opportunity to listen to experienced colleagues	19,1	95,8	94,2

The data from Table 4.6 indicate that beginning teachers receive very little or no concession during the first year of teaching. However, principals and subject advisers agreed that beginning teachers should receive concessions with regard to the following : a smaller number of subjects to teach, a smaller class/standard range and the allocation of extra-curricular duties in keeping with the interest and training of beginning teachers. Of significance is the fact that principals and

subject advisers did not feel that beginning teachers deserved concessions with regard to the following: undertaking relief duties and extra-mural duties. Nor should they be allocated more non-teaching free time. An item that raises questions was that whilst 94.9% of principals felt that "beginning teachers needed help if they are to do a good job," (Item 114, page 230) yet 54.3% were agreed that "beginning teachers should have the same work load as their experienced colleagues." (Item 112, page 230). This information raises the issues of what opportunities and time can be made available for induction activities.

4.3.5 Preparing for the Task and Coping

Based on the assumption that teachers, school principals and subject advisers see a connection between student teachers' pre-service courses and their subsequent feeling of adequacy and capacity to cope in the first year of teaching, the questionnaires invited comments on training courses. In these comments there appeared to be a fairly widespread belief among first year teachers, subject advisers and principals that teaching training institutions should improve significantly the courses they offer.

From the responses in Table 4.7 it is estimated that 77.7% of beginning teachers and almost all principals and subject advisers would want to alter the teaching practice component in some way.

The data presented in Table 4.7 was subjected to the Chi-square test. Except for the request that "practical aspects of teaching should be emphasised", the remaining items were found to be statistically significant using a 10% chance of error.

Over 76% of all respondents recommending a change in the practice component, suggested an increase in the length of time allocated for teaching practice. However, a small percentage of beginning teachers and principals indicated that training courses devoted too much time to practice.

TABLE 4.7 : ALTERATIONS AND ADDITIONS TO THE TEACHER EDUCATION PROGRAMME (Percentages)

	BEGINNING TEACHER			PRINCIPALS			SUBJECT ADVISERS		
	AGREE	UNDECIDED	DISAGREE	AGREE	UNDECIDED	DISAGREE	AGREE	UNDECIDED	DISAGREE
Practical aspects of teaching should be emphasised and given greater attention	96,3	3,2	0,5	99,2	0,0	0,8	100,0	0,0	0,0
There should be greater awareness of the importance of records e.g. mark books, etc.	81,4	4,3	14,3	95,8	1,7	2,5	76,9	15,4	7,7
There should be lesser emphasis on academic work at the college/university	36,2	11,7	52,1	29,7	10,2	60,2	32,7	19,2	48,1
Inspectors/Subject Advisers should liaise more often with the teacher education institution	92,0	5,3	2,7	98,3	0,8	0,8	92,3	3,8	3,8
There should be a longer period of school based training for teacher education students	77,7	9,0	13,3	84,7	8,5	6,8	92,3	7,7	0,0
The expectations of Subject Advisers/inspectors should be made known to final year students	96,8	1,1	2,1	95,8	1,7	2,5	88,5	9,6	1,9

continued.....

	BEGINNING TEACHER			PRINCIPALS			SUBJECT ADVISERS		
	AGREE	UNDECIDED	DISAGREE	AGREE	UNDECIDED	DISAGREE	AGREE	UNDECIDED	DISAGREE
Training institutions should make known the rights, privileges and obligations of teachers to final year students	99,5	0,5	0,0	95,8	4,2	0,0	92,3	7,7	0,0
Students need to have special guidance and training about testing and evaluation programmes at schools	95,7	3,2	1,1	100,0	0,0	0,0	98,1	1,9	0,0
Typing should be made compulsory for all prospective teachers	82,4	9,0	8,5	94,1	5,1	0,8	59,6	36,5	3,8
Colleges/university should make efforts to develop the self-confidence of students	86,2	10,1	3,7	94,1	5,1	0,8	98,1	1,9	0,0
Student teachers should receive more co-operation from the principal and his staff during their practice teaching period	94,1	4,3	1,6	79,7	6,8	13,5	78,8	21,2	0,0
Student teachers need to be equipped to deal with remedial work at schools	94,1	4,3	1,6	95,8	2,5	1,7	90,4	7,7	1,9

In addition, over 96% of all respondents wanted the methods component emphasised, while 30% of all respondents recommended a change in the theory component. Of those commenting on the theory component, more than half (55%) thought that it should not be reduced in quantity. The writer is of the view that efforts to decrease the theory component probably stemmed from an incorrect interpretation of theory. To expect that practice can be deduced from, founded upon or governed by theory is a mistaken belief. Theory cannot provide the teachers with directions for actions in specific situations. Theory has primarily a critical and reflective function and is only practical in a limited way.

Beginning teachers confirmed the findings of Ryan, Applegate et al (1979) that some things cannot be taught by college lecturers. One beginning teacher said "whilst my teacher course was good, there were many irrelevant details. On the other hand, there is a lot that lecturers and books can't teach you. You only learn this when you are in a school".

During the interviews it was found that "responsibility" cannot be learned until one was completely in charge of a class and had full teaching responsibilities. This is critical to professional growth.

Despite requests for amendements and alterations, there was general agreement by more than 50% of all respondents that the teacher education programmes at colleges of education and at universities were adequate (Table 4.8).

TABLE 4.8 : ADEQUACY OF THE TEACHER EDUCATION PROGRAMME
(Percentages).

	Beginning Teacher	Principals	Subject Advisers
Adequate	50,0	68,6	51,9
Undecided	27,1	11,0	17,3
Inadequate	22,9	20,3	30,8

The obtained Chi-square was 28,76. The tabled $\chi^2 = 13,36$ at $df = 8$. There was a strong relationship among the respondents indicating a significant relationship.

A course was interpreted as being adequate if it equipped the beginning teacher to undertake teaching tasks to his satisfaction.

Interviews revealed that there was a fair measure of agreement among principals and subject advisers that beginning teachers should be made aware of general classroom routine. Responses from beginning teachers confirmed this view. Beginning teachers felt overwhelmed with the great amount of "paperwork" they had to do. Typical of some of the comments by beginning teachers was the one which stated "we are made into glorified clerks".

The view was expressed by some principals that lecturers at colleges had lost touch with the school milieu and that opportunities should be provided for these lecturers to serve at schools for a period of one year in every five or seven years in order that they might become acquainted with what went on at schools both from the classroom and management point of view.

Principals reiterated a point already made in the Beginning Teachers' Questionnaire that "subject advisers should liaise with teacher education institution". Widespread opinion was that liaison would ensure that the training programme took into account the realities of the school situation. Beginning teachers also endorsed the idea of liaison while they were still students because they felt that meeting with subject advisers would put them at ease and bridge the gap in the relationship between them. This would help them in the "settling in" process at schools.

4.3.6 Confronting the Task

4.3.6.1. Information

During the early stages of this investigation when data was gathered from the Department and principals and subsequently during the interview phase a general impression was that the Department and principals believed that information about schools, professional duties and expectations, school curricula, school procedures and the like were readily obtainable by beginning teachers. (Table 4.9) Yet 25% of beginning teachers perceived information pertaining to school curriculum, school administration procedures, teaching methods favoured by the school, curriculum materials, equipment, specialist services, duties of form teachers, social background of pupils, professional associations, conditions of employment or accommodation as not readily available. (Items 45-58 of Beginning Teachers' Questionnaire, page 217). Details regarding schemes of work, the level at which to teach, teaching slow learners, etc., were a source of worry to 15% of beginning teachers.

THE AVAILABILITY OF INFORMATION (Percentages)

TABLE 4.9

	How information is made available Principals					Is information available				
	School Handbook for Teachers	Staff Meetings	Staff Meetings for Beginning Teachers	Informal Discussions	Principals' Handbook	Beginning teachers			Principals	
						Available	Do not know	Not easily Available	Available	Not Available
Information on										
Conditions of Service	12,7	16,9	10,2	16,1	44,1	62,2	26,1	11,8	99,2	0,8
Methods preferred by School	33,1	22,0	32,2	11,9	0,8	64,4	22,3	13,3	97,2	2,8
School Rules/Policy	42,4	41,5	8,5	7,6	0,0	85,6	9,6	4,8	97,5	2,5
Accommodation	39,8	25,4	4,2	28,8	1,7	32,4	33,5	34,1	57,6	42,4
Reprographics	11,9	59,3	8,5	20,3	0,0	81,9	3,7	14,4	95,8	4,2
Teachers' Association	22,0	25,4	2,5	50,0	0,0	81,9	12,8	5,3	92,4	7,6
Medical Aid Scheme	16,9	25,4	5,9	42,4	9,3	83,4	14,3	2,3	86,4	13,6
School Administration	31,4	39,8	7,6	13,6	7,6				95,8	4,2
Local Community	17,8	34,7	10,2	37,3		39,9	35,1	25,0	73,7	26,3
Expectations of Principal	32,2	39,0	18,6	10,2	0,0				97,5	2,5

	How information is made available (Principals)					Is information available				
	School Handbook for Teachers	Staff Meetings	Staff Meetings for Beginning Teachers	Informal Discussions	Principals' Handbook	Beginning Teachers			Principals	
						Available	Do not know	Not easily Available	Available	Not Available
Expectations of Subject Advisers	18,6	27,1	36,4	17,8	0,0	70,2	13,8	15,9	84,7	15,3
School Library	31,4	45,8	16,1	6,8	0,0	87,2	2,1	10,7	99,2	0,8
Time Table	33,1	55,9	4,2	6,8	0,0				90,7	9,3
Extra-mural Duties	36,4	54,2	5,1	4,2	0,0				100,0	0,0
Availability of Equipment	31,4	49,2	10,2	8,5	0,8	79,8	1,1	19,2	98,3	1,7
Duties as Form Teacher	35,6	54,2	5,9	4,2	0,0	84,6	7,4	8,0	99,2	0,8
Stock and Requisitioning	27,1	60,2	3,4	8,5	0,8	80,3	3,2	16,5	98,3	1,7
School Layout	42,4	26,3	5,9	24,6	0,8	41,7	8,5	49,8	92,4	7,6
Specialist Services	23,7	44,1	8,5	22,9	0,8	43,6	33,0	23,4	79,7	20,3

Data from the principals' questionnaires were congruent with the impressions gained during the course of the investigation. The absence of a school handbook in 75% of schools is probably due to the incorrect assumption by principals that information in the form of two copies of the Handbook for Principals and the principal's own knowledge are sufficient sources of information to all teachers.

4.3.6.2. Managing teaching tasks

For a third of the tasks listed in Table 4.10 more than a quarter of beginning teachers claimed to be managing less than adequately. Fewer teachers coped with teaching slow learners, evaluating own teaching, teaching groups with wide ability range and motivating pupils. (Items 81-97 of Beginning Teachers' Questionnaire, page 219).

It should be noted that fewer principals gave beginning teachers credit for coping with the teaching tasks. There was congruence between principals and subject advisers regarding the tasks that beginning teachers managed less than adequately.

This is borne out by the high Chi-square scores obtained. The data indicated statistical correlation.

In the same way as there was a discrepancy in perceptions of the management of teaching tasks, so generally more principals and subject advisers perceived beginning teachers being worried about the management of these tasks than beginning teachers themselves acknowledged.

There is a high correlation between the findings presented in Table 4.10 and that of overseas findings. Comparing the principals' view of how adequately beginning teachers manage with class discipline, it can be seen that class discipline got a high priority in principal's reports. Success in teaching is often seen in terms of discipline. In the study by Taylor and Dale (1971) 73% of the principals in secondary schools reported that beginning teachers had problems with classroom discipline. The problem of discipline also had high priority in the perceptions of the principals in the

TABLE 4.10 : TASKS

IS THE ITEM MANAGED ADEQUATELY BY BEGINNING TEACHERS AND IS IT A WORRY TO THEM?

TASK ITEM	(1) MANAGING			(2) SOURCE OF CONCERN			(3) SOURCE OF FRUSTRATION		
	PERCENTAGES OF			PERCENTAGES OF			PERCENTAGES OF		
	BEGINNING TEACHERS	SUBJECT ADVISERS	PRINCIPALS	BEGINNING TEACHERS	SUBJECT ADVISERS	PRINCIPALS	BEGINNING TEACHERS	SUBJECT ADVISERS	PRINCIPALS
Devising schemes of work	77,1	53,8	43,2	13,8	21,2	29,7	3,7	1,9	3,4
Organising lesson content	86,2	65,4	72,9	6,9	15,4	16,9	1,1	0,0	0,0
Discovering level at which to teach	68,6	32,7	23,7	14,4	48,1	43,2	1,6	1,9	2,5
Assessing pupils' work	83,0	51,9	63,6	9,0	38,5	22,0	1,1	0,0	0,8
Recording pupils' progress	81,9	69,2	62,7	6,4	21,2	26,3	8,5	0,0	0,8
Evaluating own teaching	61,7	7,7	18,6	6,4	42,3	28,0	1,1	5,8	1,7
Assigning homework		53,8	61,0		21,2	19,5		1,9	1,7
Performing form teacher duties	83,0	-	99,2	4,8	-	0,8	0,5	-	0,0
Performing ground duties	84,6	90,0	86,0	4,3	0,0	13,0	3,2	1,0	1,0
Motivating pupils	69,0	55,8	32,2	30,0	17,3	40,7	0,1	9,6	0,8
Maintaining discipline	84,0	50,0	29,7	5,9	38,5	5,1	3,2	1,9	13,6
Using audio visual aids	86,2	69,2	76,3	3,7	17,3	10,2	1,1	0,0	0,0
Achieving confidence	-	51,9	55,9	-	11,5	15,3	-	9,6	0,8
Teaching groups with wide ability range	66,0	15,4	10,2	12,8	50,0	50,8	3,2	9,6	6,8
Teaching slow learners	55,3	0,0	13,6	17,6	69,2	51,7	2,1	5,8	16,1
Performing extra-mural duties	83,0	50,0	72,0	5,3	9,6	15,3	4,8	1,9	1,7

studies by Anderson (1963), Penrod (1974), and Tisher et al. (1979). The priority of the principals might affect the working conditions of the beginning teachers. McIntosh (1976) stated in her observational study that "beginning teachers see principals as wanting them to tighten up on rules, to value tidiness, and to do plenty of testing".

Besides class discipline, beginning teachers, according to their principals, primarily had problems with dealing with differences between pupils, motivating pupils, teaching slow learners, organizing classes, assessing pupils progress, and devising schemes of work. The studies by Anderson (1962), Penrod (1974), York (1967), Williams (1976), Taylor and Dale (1971), and Tisher et al. (1979) revealed great similarities between the problems experienced by beginning teachers and the problems of beginning teachers as perceived by principals.

TABLE 4.11 : COMMUNICATING

IS THE ITEM MANAGED ADEQUATELY BY BEGINNING TEACHERS AND IS IT A WORRY TO THEM?

COMMUNICATING WITH	(1) MANAGING			(2) SOURCE OF CONCERN			(3) SOURCE OF FRUSTRATION		
	PERCENTAGES			PERCENTAGES			PERCENTAGES		
	BEGINNING TEACHERS	SUBJECT ADVISERS	PRINCIPALS	BEGINNING TEACHERS	SUBJECT ADVISERS	PRINCIPALS	BEGINNING TEACHERS	SUBJECT ADVISERS	PRINCIPALS
Parents of pupils	67,0	86,0	57,6	26,1	9,2	19,5	6,9	4,8	1,7
Principal	76,6	80,8	91,5	9,6	15,4	5,1	5,9	3,8	3,4
Other colleagues	93,6	94,1	98,3	2,7	1,4	0,8	0,5	4,4	0,8
Pupils	96,8	92,3	81,4	1,6	0	13,6	0,5	7,7	5,1

The columns show percentages of the three populations as follows :-

- (1) Communication seen as managed adequately by beginning teachers, whether a worry or not.
- (2) Communication, seen as a source of concern to beginning teachers.
- (3) Communication seen as a source of frustration by beginning teachers, whether managed adequately or not.

Some teaching tasks that beginning teachers claimed were managed quite adequately, nevertheless emerged as a source of worry. As Table 4.10 shows, for example, about one in six beginning teachers were warned about discovering the appropriate teaching level. "Worry" by itself is probably counter productive, but "worry" alongside "managing adequately" may be simply expressing a wish to do better. A genuine concern on the part of some beginning teachers to teach with greater confidence and more spontaneity was an impression gained from the interviews. This highlighted the need for personalised support from within the school.

4.3.6.3. Communicating

The majority of beginning teachers (over 75% in most instances in Table 4.11) claimed to be managing adequately in their communication with colleagues, pupils and principals. Principals and subject advisers agreed with the views of beginning teachers.

4.3.6.4 Potentially satisfying aspects

An attempt was made to assess how satisfied beginning teachers were with particular situational and organisational features of their job and, how satisfied they were with the more personal aspects of the first year of teaching. Beginning teachers were asked to compare nine features of their ideal appointment (that is a hypothetical position which they might have had in mind during their pre-service education) with those of their present appointment. (Items 31 - 39 of Beginning Teachers' Questionnaire, page 215). The pattern of their responses appears in Table 4.12. Between 60% and 70% of beginning teachers stated that there were many situations which appeared to be "very similar" or "similar" to their ideal. Marked exceptions noted are "school atmosphere" and "workload". Since their preferences appeared to be at least partly met, the measure of agreement recorded in Table 4.12 can be taken as an indicator of satisfaction with their appointment. Disagreement, on the other hand, may be interpreted as indicating a possible source of dissatisfaction. Between 16% and 34% of beginning teachers stated that their present appointment was "dissimilar" or "very dissimilar" to their ideal. The fairly high rate of "no preference" responses (3 to 17%) to this section of the questionnaire may be taken to imply that beginning teachers are not always able and willing to identify their preferences for all nine features.

TABLE 4.12 SIMILARITY BETWEEN PRESENT APPOINTMENT AND IDEAL APPOINTMENT
(Percentages)

FEATURE OF THE APPOINTMENT	VERY SIMILAR	SIMILAR	DISSIMILAR	VERY DISSIMILAR	NO PREFERENCE
Location of the school	22,9	38,3	17,0	17,0	4,8
Social background of pupils	10,1	42,0	20,7	13,8	13,3
School atmosphere	10,1	35,1	23,9	13,3	17,6
Freedom within your job	20,2	44,1	16,5	9,0	10,1
Subject allocation	37,8	34,6	13,8	11,2	2,7
Allocation of classes	20,7	43,6	20,2	9,0	6,4
Extra-mural duties	11,2	49,5	13,8	9,6	16,0
Workload	9,6	47,9	15,4	17,6	9,6
Staff relationships	26,1	50,5	10,1	6,4	6,9

Concerning the placement of beginning teachers in posts according to their qualifications, 70% of beginning teachers were satisfied with their placement. (Item 63 of Beginning Teachers' Questionnaire, page 218). In this regard, 65% of subject advisers indicated that they had discussions with the Staffing Section of the Department concerning the placement of beginning teachers. Of those beginning teachers who felt that they were not correctly placed (30%), a majority (85.0%) of them were required to teach subjects in which they did not specialize at training institutions. Principals (60.2%) indicated that this was a "matter of concern to them", while a smaller percentage (9.3%) stated that this was a source of frustration to beginning teachers.

A general impression gained during the interviews was that, although frustrated with certain aspects of their jobs, beginning teachers were realistically satisfied and accepted by the staff and pupils. Responses to the question, "How well do you feel you have been accepted as a member of the school team with a contribution to make to the overall educational programmes of your school?" (Item 117, page 221) - are summarised in Figure 8. It will be observed that in their first year about one third of beginning teachers felt that there were certain respects in which they were not accepted as full contributing members of staff. If it is postulated that acceptance would be a reasonable expectation for a beginning teacher to hold, then these results are not in disagreement with the statement on staff relationships in Table 4.13, which show that actuality matched expectation for two thirds of beginning teachers in many aspects of their position.

Apart from the question on the importance of their colleagues and the satisfaction they felt with regard to their appointment, beginning teachers were asked about their general satisfaction about continuing to pursue teaching as a career.

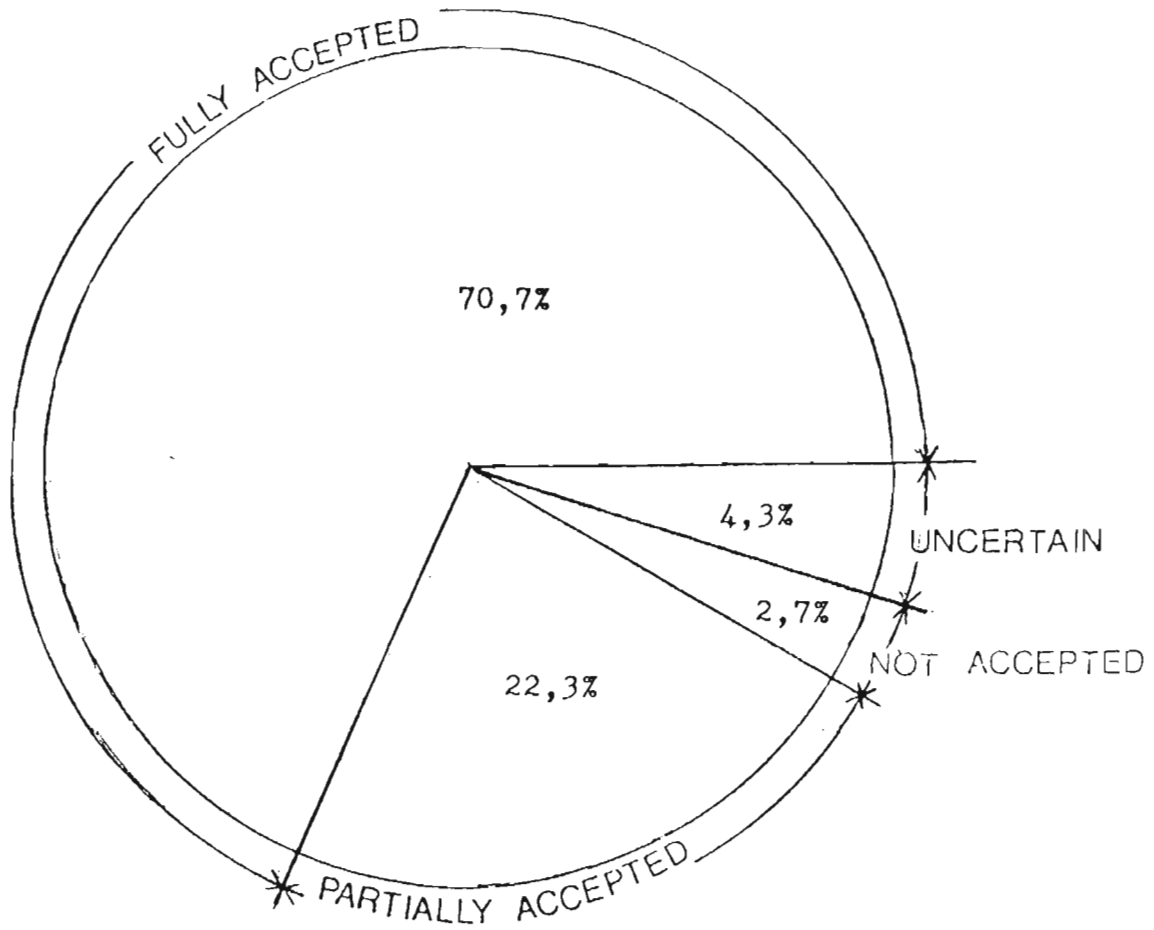


FIGURE 8 Feeling of acceptance as a contributing
member of school team
(Percentage of teachers)

It was found that 89,9% beginning teachers received departmental bursaries. To the question, "Will you seek another career if you did not have a bursary obligation?" (Item 116). Only 25% responded that they would. It will observed from Table 4.13 that the chief reason for wanting to leave teaching was that "the workload was too heavy." (25%). The two main reasons for wanting to remain in the profession was that beginning teachers enjoyed teaching (40,2%) and that teaching as a career offered security in terms of employment (14,8%). Of those who indicated that they loved teaching, 13,8% stated that their love for children made teaching worthwhile. Interviews indicated that beginning teachers assumed that if they liked children and enjoyed being with them, this would result in effective teaching and their own well-being. Interviews further revealed that there was some congruence between studies on teacher satisfaction by Miller (1971) and de Voss and Dibella (1981). Aspects of satisfaction of beginning secondary teachers were : opportunity to work with children, constantly learning about teaching, enjoyment in teaching the subject, doing something worthwhile and vacations.

TABLE 4.13 : COMMENTS BY BEGINNING TEACHERS ON WHETHER THEY WOULD SEEK ANOTHER JOB OR NOT (Percentages)

COMMENTS	PERCENTAGE
I want to study further	1,1
Workload is too heavy	25,0
Frustrated because there is no guidance	8,0
I have odd classes	2,1
Hounding from Management staff is oppressive	5,9
Posted far away from home	2,7
I enjoy good relations with the pupils	13,8
I enjoy teaching	26,6
Teaching offers security	14,8

To gain an idea of how beginning teachers felt when they embarked on their careers and received salaries for the first time, they were asked, "At the start of your appointment did you feel that you were alone at last, tasting the pleasures of financial independence and the joy of being one's own boss?" (Item 114, page 220). Forty eight percent of beginning teachers indicated that they felt a sense of independence at the time of their appointment. However, by September of the same year, this percentage increased to 55%. Responses to the open-ended question, "Did you still feel free?" are listed in Table 4.14.

TABLE 4.14 : COMMENTS BY BEGINNING TEACHERS ON FREEDOM AND INDEPENDENCE EXPERIENCED BY THEM (Percentages)

COMMENT	PERCENTAGE
Too great an emphasis on inspection of work rather than guidance	23,9
Principal and Management staff generate tension	22,9
Overworked and underpaid	11,2
Still financially dependent on parents	8,0
Teaching brings on added responsibilities	6,4
After years of study, I am enjoying teaching	12,8
The reality does not match up with expectations	12,8
Much money is used up in boarding and travelling	3,7
I am only my own boss in the classroom	4,3

It will be observed that beginning teachers experienced a loss of freedom especially in those schools where there was an over-emphasis on classroom inspections. Interviews revealed that where principals and senior management staff overreacted to visits and requests of subject advisers and where there was an over-emphasis on classroom inspection, beginning and other teachers built up resentment to the

whole process. Twenty three percent of beginning teachers indicated that principals and senior management staff at schools generate tension among teachers. Furthermore, 61% of beginning teachers felt that classroom visits were made by principals mainly to complete the required number of reports for the probationary period. Only 39% of them believed that these visits were for the purpose of giving them guidance.

The views of principals on beginning teachers are recorded in Table 4.15. A fair percentage of principals (52,5%) were undecided about beginning teachers abandoning the methods learnt at training institutions and adopting the methods preferred by the schools. However, very high percentages of subject advisers (90,4%) and principals (86,4%) stated that beginning teachers were amenable to change and that there were adequate opportunities for beginning teachers to put into practice the many ideas they formulated during their training period. In addition, principals (74,6%) and subject advisers (69,3%) reported that beginning teachers were not afraid to approach them for help and that beginning teachers did not interpret guidance as prescription and interference (53,3%). The principals' perception was that beginning teachers would seek help despite the fact that principals were assessing them with a view to confirmation of appointment. However, forty three percent of beginning teachers did not share this view and felt that it was better to keep away from the principal and his senior staff.

TABLE 4.15 : OPINIONS OF PRINCIPALS CONCERNING ATTITUDES OF BEGINNING TEACHERS (Percentages)

STATEMENTS	AGREE	UNDECIDED	DISAGREE
Beginning teachers have to forget as quickly as possible all that they have learnt at college/ university and learn to teach at school. (Item 113)	10,2	52,5	32,2
The vast majority of beginning teachers are amenable to change. (Item 117)	86,4	5,1	8,5

STATEMENTS	AGREE	UNDECIDED	DISAGREE
There are adequate opportunities for beginning teachers to put into practice the many ideas they formulated during training. (Item 115)	86,4	8,5	5,1
Many beginning teachers interpret guidance as prescription and interference. (Item 118)	37,3	9,3	53,3
It is difficult to proffer professional guidance to a beginning teacher who is aware that an assessment is being made of his/her teaching with a view to confirmation of appointment. (Item 119)	16,1	9,3	74,6
Beginning teachers think twice about coming to me with a problem because it might be counted as a mark of failure. (Item 120)	12,7	12,7	74,6
Beginning teachers are reluctant to present a new method because it may be contrary to the one followed by the school. (Item 121)	17,8	17,8	64,4

4.3.6.5 Probation and confirmation of appointment

Beginning teachers were appointed to the permanent teaching establishment of the Department. They were placed on probation for a period of twelve months. Following confirmation reports by principals and subject advisers, probation period can be extended or appointments confirmed. Fifty two percent of subject advisers stated that schools could prepare beginning teachers for confirmation. (Item 74, page 239). This view was supported by the principals (81,4%). (Item 21, page.22.7). However, only 58% of beginning teachers agreed with the statement. (Item109, page220).

Principals (62,0%) were agreed that specific activities should be arranged to help beginning teachers during the first year of teaching. Data from the questionnaires to principals indicates that only 17% followed a set pattern for the orientation of beginning teachers. (Item 16, page.227,). Eighty three percent of principals stated that they did not follow a set pattern for orientation. There was a high level of agreement among principals that beginning teachers should be observed and helped in the classroom, helped to

produce programmes of work, and helped to observe other experienced colleagues in their classrooms. (Table 4.16). However, they were not certain whether visits should be arranged to enable beginning teachers to visit other schools. (Item 22, Principals' Questionnaire, page 227).

TABLE 4.16 : PRINCIPALS' VIEWS ABOUT ACTIVITIES FOR
BEGINNING TEACHERS (Percentages)
(Items 18 - 23, page 227)

ACTIVITIES	DEFINITELY	PERHAPS	PROBABLY NOT
Arranging for observations in other classrooms	61,0	33,1	5,9
Helping to produce programmes of work	79,7	20,3	-
Arranging a semi-social meeting with inspectors at beginning of the first term	42,4	46,0	11,6
Ensuring that the beginning teacher's appointment is confirmed	81,4	16,9	1,7
Arranging visits to other schools	94,9	24,6	24,6
Observing and helping beginning teachers in the classroom	94,9	24,6	24,6

The idea of confirmation of appointment of probationer teachers based only on the recommendation of the principals did not meet with widespread approval by subject advisers and half the sample of beginning teachers. Only 37% of subject advisers and 49% of beginning teachers agreed with the idea.

4.4 SUPPORT FOR BEGINNING TEACHERS FROM OUTSIDE THE SCHOOL

In this section, data will be presented on externally based activities aimed at the induction of beginning teachers. In particular the writer will consider the role of subject advisers, the teachers' association and the teachers centre.

4.4.1 Subject Advisers

Forty four percent of subject advisers considered the induction of beginning teachers and guidance offered to beginning teachers for confirmation of appointment as one and the same thing (Item 5, page 235). Their comments were as follows :

"induction is a generic term which implies orientation to a profession as a whole. It is more than guidance on teaching methods for confirmation which is specific and orientated towards particular areas of growth. Induction should aim at instilling confidence and reinforcing educational principles."

The second (similar comment) was, "the prime objective of induction is to aid beginning teachers to develop academic and professional expertise to develop emotional and intellectual growth in themselves and their pupils." The third group was of the view that "induction was purely the domain of the principals and their staff. It indicated that a full programme is necessary from the first day onwards. Induction is a process of growth which will come about with proper and positive guidance."

Data from questionnaires to principals revealed that only twenty three percent of subject advisers made contact with beginning teachers during the first month of their appointment, seventy five percent during the first term and two percent after the first term (Figure 9).

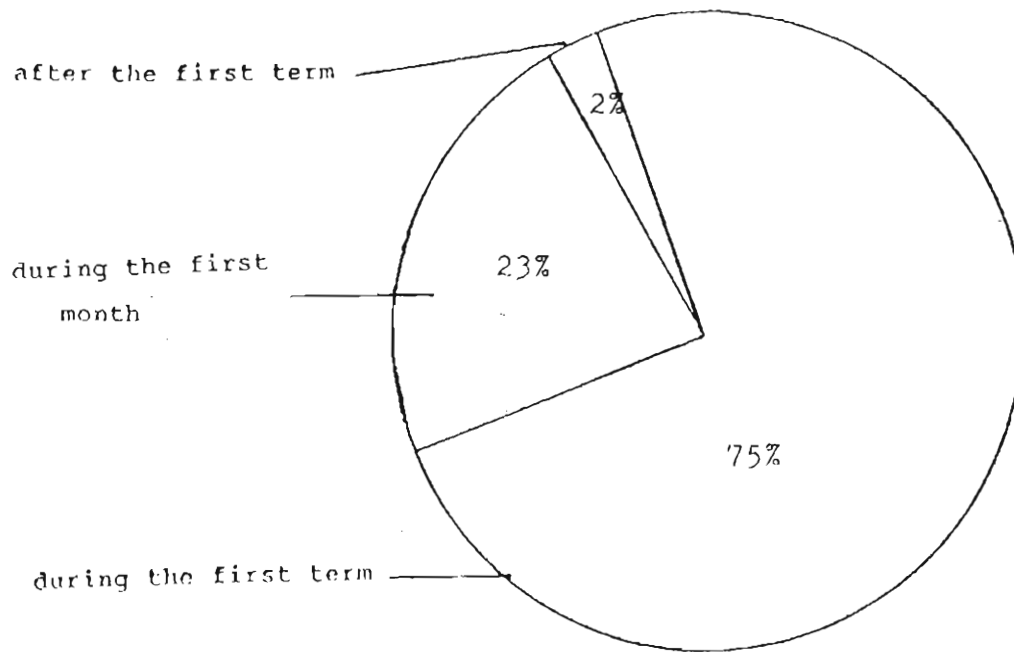


Figure 9: Contact made by Subject Advisers
(Percentages)

Thirty seven percent of subject advisers met beginning teachers in geographical areas rather than at schools. Meetings were arranged to enable beginning teachers to get to know one other and to discuss problems common to them. The remaining 63% of subject advisers offered reasons why area meetings were not held.

A small number of subject advisers (17,3%) met with groups at individual schools when there was more than one beginning teacher at a particular school. Twenty eight percent of subject advisers reported that it was not possible to hold area meetings after normal school hours because a number of beginning teachers were involved in part-time study. The increased workload of subject advisers (as mentioned in Chapter Two) and the fact that subject advisers have to travel extensively were other reasons for not holding area meetings. Of particular note was the fact that 21% of subject advisers did not feel that the induction of beginning teachers was their duty, but felt that it was the duty of the principals and their staff.

During 1985 almost all subject advisers (98,1%) were requested by principals to address meetings of beginning teachers. The following were main areas of discussion :

1. Provision of lighter loads for beginning teachers (19,2%).
2. Opportunity to final year students at training institutions to meet with their respective subject advisers (23,1%).
3. Serious problems arising from early marriage/ pregnancy which resulted in the deferment of confirmation of appointment (23,1%).
4. Group travelling arrangements which prevented beginning teachers from attending meetings after the normal school hours (15,4%).
5. Areas of neglect in the pre-service teacher training programme. Subject advisers (19,2%) reported that teacher training programmes neglected the personal development of students.

Beginning teachers (92%) and subject advisers (98,15%) were favourably disposed to the idea of subject advisers establishing liaison with teacher training institutions. However, only a small percentage (44,2%) of subject advisers reported that they had actually formed a liaison with colleges of education and universities.

There was a high level of agreement (71,2%) among subject advisers that beginning teachers needed help. However, 55% of them reported that beginning teachers viewed visits and guidance by subject advisers "with mixed feelings." (Item 76 of Subject Advisers' Questionnaire, page 239). On the other hand, only 38% of beginning teachers agreed with the statement, "don't get caught by the subject advisers.". In fact, 68% of the subject advisers felt that beginning teachers welcomed their visits. (Item 83 of Subject Advisers Questionnaire, page 240).

While, subject advisers (94,2%) were of the view that school heads of departments should be given additional time to enable them to hold meetings with beginning teachers, only 39% of them supported the view that beginning teachers, should be allocated more non-teaching periods (Item 37, page 238]. Yet another incongruence was the support by 96% of subject advisers of the view that "beginning teachers should observe other experienced teachers." (Item 38, page 238). Subject advisers supported the idea of holding meetings for beginning teachers and allowing them to visit the classes of experienced teachers. However, they had to ensure the strict adherence of "contact-teaching hours" and therefore were not in a position to give concessions without the authority of their senior officers.

4.4.2 Teachers' Centres

The annual reports of the six teachers'centres reveals that they had not played a significant role in in-service support for beginning teachers. In 1985, the writer held workshop sessions for beginning teachers and principals of secondary schools at Chatsworth Teachers' Centre, Clairwood Secondary School and Pietermaritzburg Teachers' Centre. In addition, the Pietermaritzburg Teachers' Centre hosted a

seminar for principals of schools in the Pietermaritzburg area. The seminar was held under the auspices of the Association of School Principals in the Pietermaritzburg area. (Department of Education and Culture (House of Delegates) 1986).

In 1986, all teachers' centres reported that the only courses specifically designed for beginning teachers were induction programmes in Music, Guidance and Counselling and English. Beginning teachers attended in-service courses organised by the advisory service of the Department with their experienced colleagues. Many of these course either dealt with new aspects of the syllabuses or with certain problem areas encountered by other teachers.

Interviews with the organisers of teachers' centres reveals that the teachers' centres do not have a clear commitment to the provision of support for beginning teachers, other than supplying "back-up" audio visual materials. The libraries at these teachers' centres have a very limited supply of books, and are therefore unable to render support to beginning and other teachers.

4.4.3 Teachers' Association

The majority of beginning teachers were made aware of the existence of the Teachers' Association of South Africa and the Progressive Teachers' League in the Transvaal. Data from the questionnaires to principals indicated that activities were specifically organised by the Teachers' Association of South Africa for beginning teachers. The content and success of these activities were not researched in the questionnaires. However, interviews with principals and beginning teachers indicated that these activities took the form of social meetings for the purpose of welcoming beginning teachers to the teaching fraternity and that practical help was not given.

4.5 SUMMARY

In chapter two it was noted that existing research and development knowledge indicated the need for considerably improving induction arrangements for beginning teachers. Analysis of research data also reveals that there are other problems that beginning teachers encounter. These problems relate to the discomfort that is usually

experienced upon entry into any profession. Others that have not been mentioned, will be addressed in Chapter Five. These relate to problems that have no direct bearing on induction into the profession, for example, the non-availability of accommodation.

The findings emerging from a analysis of the data will be presented in Chapter Five. However, it has been noted that :

1. the timing of the staff appointments did not allow beginning teachers to visit schools they were appointed to;
2. the procedures employed by principals in acquainting beginning teachers with school policies, curricular and other matters did not provide sufficient opportunities for induction to take place in a suitable manner;
3. principals, subject advisers and beginning teachers supported the idea of appointing experienced teachers as teacher-tutors;
4. principals and subject advisers were agreed that beginning teachers were in need of help. However, it was found that no concessions were granted to beginning teachers;
5. beginning teachers expressed the need for contact with subject advisers especially during the initial three months of entering the profession;
6. beginning teachers expressed the need for personalised support from within the school.

In this chapter, an examination of the findings point to the need for school based and externally based induction activities. The findings reveal the need mainly for

1. a two-way flow of information between other staff and beginning teachers.
2. help in producing programmes of work.
3. opportunity to attend meetings arranged for beginning teachers.
4. observing other teachers in their classrooms.
5. visits to other schools for observation.

In the next chapter, the writer will draw some general conclusions from the findings of the investigation in order to recommend a programme for the induction of beginning teachers to the Department of Education and Culture (House of Delegates).

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APPENDICES

Questionnaire to Beginning Teachers (Appendix I),

Questionnaire to Principals (Appendix II).

Questionnaire to Subject Advisers (Appendix III).

Interview Schedule (Appendix IV).

Statistical Significance (Appendix VII)

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

As a result of this investigation the writer has arrived at a number of conclusions about the nature and effectiveness of the induction of teachers. Some of these opinions are derived directly from the data collected and formed the basis of Chapter Four of this dissertation. Others arise from the cumulative effect of impressions, conversations and discussions.

In the first part of this investigation discussions were held with officials of the Department of Education and Culture (House of Delegates), representatives of the two Departmental colleges of education, academic staff of the Faculty of Education of the University of Durban-Westville and University of Natal, Indian school principals and the officials of the Teachers Association of South Africa. When the questionnaire data is set in the context of these discussions and the interviews which were held earlier with beginning teachers, a number of insights emerge which do not appear directly from the tables and figures presented. The conclusions and recommendations of this investigation will draw on these insights as well as data in an attempt to illuminate what must be described as a very complex process. It is recognised that it is dangerous to argue that every difficulty in the first year of a teaching career must be a starting point for training activities, and that teacher education should be reduced to only those things that can be directly applied.

The findings in this study seem to support the hypothesis that induction activities assume various forms, ranging from a simple introduction to the school at a general staff meeting which only lasts one hour on the first day of school, to programmes where extensive help is offered. This investigation reveals that the integration and orientation of beginning teachers into the teaching profession depends very much on circumstances, the nature of the school, the willingness and co-operation of the principal and his established staff and sympathetic guidance and encouragement from key members of staff, e.g. head of department. There is no one well defined system for the orientation of beginning teachers into the profession in Indian secondary schools.

A number of beginning teachers are not given a positive and supportive environment within which to adjust towards professional self-direction without a loss of some of initial ideals and beginning skills that they developed during their pre-service training period.

Examination of the data presented in Chapter Four seems to warrant the following conclusions.

1. There is an absence of both a clear definition of induction and a policy for its implementation in the Department and its schools.
2. There are no systematic school or system-based (Departmental) activities, nor are there contributions of significance from teachers' centres, tertiary institutions and teachers' associations for the induction of beginning teachers.
3. Whilst there is a directive to the effect that the induction of beginning teachers is the responsibility of heads of departments, neither time nor training is made available for the execution of this responsibility.

4. Appointment and placement procedures adopted by the Department is not commensurate with patterns of induction practices adopted in overseas countries and in some education departments here in the Republic of South Africa.

These conclusions will be elaborated, not necessarily in the order in which they have been presented.

5.2 CONCLUSIONS FROM RESEARCH FINDINGS

For convenience, description of research findings and conclusions from these findings have been grouped under the following, not necessarily mutually exclusive, headings :

5.2.1 System-Based Activities including

1. meetings prior to taking up duty,
2. meetings during the first year,
3. use of subject advisers as consultants,
4. miscellaneous activities and policies.

5.2.2 Use of Printed Materials,

1. prior to entry on duty,
2. upon taking up duty.

5.2.3 School-Based Activities including

1. prior visits,
2. meetings before the commencement of the school year,
3. counselling and in-service seminars,
4. inter-class visits.

5.2.4 Contributions from Teachers' Centres and other Institutions.

5.2.5 Other conclusions.

5.2.1 System-Based Activities (Departmental)

5.2.1.1 Meetings during the first year

Both in England and Australia, where induction schemes are in operation, induction activities are organised during the first year to help beginning teachers. Generally, initial programmes last for a minimum of three to five days.

No evidence of any such structured meetings and programmes emerges from the questionnaires or the interviews of this research.

5.2.1.2 Use of Subject Advisers as Consultants

Subject advisers generally serve as consultants to beginning teachers, helping them with difficulties pertaining to subjects such as programming, of work, interpreting and applying new curricula. In 1985 it was announced that all beginning teachers would be visited on at least three occasions during the year. Because of their workload and the shortage of time, subject advisers reported that they had been unable to visit beginning teachers as often as they would have wished. Contact between subject advisers and beginning teachers took place mainly during the first and second terms.

Since 1987, as a result of the new policy of the Department, guidance by subject advisers is only offered to beginning teachers upon request of the principals.

5.2.1.3 Miscellaneous Activities and Policies

Beginning teachers are allocated the same work loads as their experienced colleagues : in 1984 this was twenty four hours a week of teaching time, a figure raised to twenty-five hours in 1987. Most principals (82%) favoured a reduction in the work load of beginning teachers'. A number of them also offered additional suggestions on orientation activities which they would like to organise for beginning teachers (Table 4.6 page 106.). The questionnaire responses contained a great variety of suggestions including some which were not noted in Chapter Four. Among these are :

1. setting up demonstration lessons for beginning teachers,
2. arranging team teaching,
3. follow-up of ex-students by teacher trainers from teacher training institutions.

A majority of principals and subject advisers favour the arrangement of observation by beginning teachers of experienced teachers in action. (Table 4.16 page 126). On the other hand a significant proportion (82%) of beginning teachers are not given the opportunity to observe other teachers' methods of teaching. Principals are ambivalent about visits by beginning teachers to the classes of other experienced teachers. There were two possible reason for this : firstly, they may think that experienced teachers will feel threatened if their classroom craft is exposed to their new colleagues . Secondly, principals themselves are not prepared to or indeed allowed by the Department, to reduce the teaching time of beginning teachers to make observation visits possible. On the other hand, some principals did express the view that it is appropriate to expose beginning teachers to more experienced teachers.

While researching the field, the writer did not come across inter-school visits and co-operation.

5.2.2 Use of Printed Materials

1. Prior to Entry upon Duty

Following his first teaching appointment, the beginning teacher's need for information at this stage escalates dramatically. Most beginning teachers expressed a desire for a printed handbook.

It would seem that a handbook for new and beginning teachers is generally held to be necessary. Both principals and beginning teachers felt that it should provide details on :-

Clerical duties,
Discipline,
Requirements for probation and confirmation of appointment,
Resource materials,
Leave regulations,
Teachers' associations,
Transfers, and
Pension fund.

Not one of the three teacher training institutions, that is Springfield the Transvaal College of Education, the University of Durban-Westville, nor the Department provide a handbook containing information which could be made directly available to beginning teachers.

2. Upon taking up Duty

A beginning teacher is expected to be acquainted with a number of things about a school, e.g. its rules, course offerings, resources, assessment procedures. Some principals state that special handbooks or handouts,

explaining how the school works, are needed by all staff. The handbooks are required for instant reference so that senior staff are not inconvenienced by frequent questions. Special handbooks of the type mentioned above, were only reported by 15,0% of principals as existing in their schools.

All schools are issued with two copies of the Handbook for Principals. (Department of Internal Affairs, 1982). This comprehensive handbook deals with the following topics :-

Management and school records,
The teaching staff,
Leave - teaching and non-teaching staff,
Pupils,
School curriculum,
Examinations,
Financial matters,
Equipment and supplies,
Health and safety in schools,
Buildings and grounds.

The Handbook is a compilation of Departmental policy and is updated annually. During the year, it is supplemented by means of circulars.

However in interviews with beginning and experienced teachers it was found that many principals did not make the Handbook available to them. Teachers had great difficulty in having access to the Handbook because, in almost every case, the interviewee indicated that the Handbook was locked up in the principal's office.

The value of printed handouts, whether in the form of a bound book, or loose leaves in a folder or even single page handouts, seem to be acceptable for two reasons : firstly, they lessen the need to ask questions constantly and secondly, they are relatively permanent and can always be referred to when a specific need

arises. Unfortunately, handouts are not received in the same way by beginning teachers who are overwhelmed with their many responsibilities when they take up their duties. Many of those interviewed, said they did not spend much time looking at handouts and preferred verbal information from supportive staff members. It should be pointed out that, on the assumption of duty, about a third of beginning teachers did not find information on many school procedures readily available.

The principals surveyed in this study, indicated that the four most important tasks of the person responsible for the orientation of beginning teachers in a school are the following :

1. The encouragement of a two-way flow of information between experienced staff and the beginning teacher.
2. Help in producing programmes of work.
3. Observation of help given beginning teachers in their classrooms .
4. Organisation of meetings for beginning teachers.

A number of beginning teachers also believed that the encouragement of a two-way flow of information was essential and the most effective way in which to receive help and encouragement. The following statements from the beginning teacher questionnaire illustrates this and indicates the type of advice some beginning teachers would like given to all beginning teachers.

"If you are a new teacher you should feel free to approach any teacher on the staff for help. Be prepared to seek guidance from any one because they have the experience. Be prepared to join a profession which is time consuming, often tension filled but very rewarding."

- "Be prepared for lots and lots of marking and clerical work."
- "Be prepared for some shocks. Practice teaching was easy. Now comes the real test."
- "Feel free to express yourself at meetings. That is the only way to find things out".
- "Have a good holiday before reporting for duty. Be ready to work twenty four hours of the day! Learn to type, write a lot and be sure to plan your work well in advance. Don't expect too much from the experienced teachers because they are not willing to help "degreed" teachers".

The writer's findings can be taken to show that all is not well with beginning teachers in Indian secondary schools in the Republic of South Africa, and that the Department and senior staff in schools fail to provide a high quality of induction into the profession. It is considered a serious indictment that a situation exists which has the following characteristics :

- One in every four beginning teachers had to mark time for three school weeks or more before they receive their time tables showing allocation of work.
- One in every two teachers were not consulted with respect to this allocation of work.
- Fewer than a fifth of beginning teachers had regular professional activities designed for them, although 80% saw much value in them.
- Not one beginning teacher reported that a meeting had been organised especially for him.

- . Eighty-seven percent (87%) attended general staff meetings on their first day together with experienced teachers.
- . One third believed they were not fully accepted in their schools by the older teachers. Twenty eight percent (28%) were not permitted to remain longer than a few months in their first appointment.
- . About 20% of the beginning teachers admitted that they were managing many teaching tasks less than adequately.
- . Only 20% of them received some type of work load concession (in fact 60% of subject advisers and a third of the principals were against giving it at all). For more than 12% the reality of teaching did not measure up to expectations.

That so many beginning teachers are not accepted as contributing members of the school is not always their fault. Interviews indicated that some experienced colleagues work from the premise that beginning teachers are "second class citizens" to be assigned to unwanted or difficult classes, or to be told they were not good teachers during their first year.

One of the, then, chief inspectors expressed the viewpoint that beginning teachers, in most cases, are to be given an assessment of only "fair" on a five point scale of "excellent", "good", "satisfactory", "fair", and "unsatisfactory". His contention was that beginning teachers have to be made to feel that there is scope for improvement, lest they become too complacent. As a result of this investigation and a report by the writer (in his capacity of Senior Education Planner in the Department) this system of final assessment has been discontinued.

The demeaning effect some senior teachers can have is indicated by the advice, based on their own experience given by two teachers to their new colleagues :

- "You must be prepared to accept criticism from your seniors, no matter how hard you have worked, for as they say, they are there to 'help' you".
- "In the first year, don't 'buck the system'. Keep your 'cool' or else they make your life miserable. Try to get into the good 'books' of the H.O.D. and principal".

Underlying these quotations is the felt need for a truly supportive and encouraging environment. This need is clearly evident in the following two pieces of advice from beginning teachers to those who will follow them into the profession :

- "The college should have told us about staff relationships. All they told us was about pupils. During the teaching practice period the teachers were perhaps 'patronising'. Now that I am teaching, it's another 'ball game' altogether. I have to learn how to get along with my colleagues and how to learn from them".
- "The staff at my school are real professional people. The organisation is good. They take time off to show me the 'little' things. This has made my life so easy. Some of my friends from the college say I am lucky because they don't get such help".

5.2.3 School-Based Activities

A number of schools acknowledge the need for the beginning teacher to be eased into his first appointment and the need for activities to facilitate his induction into the

profession. However, in view of the appointment procedures adopted by the Department, no visits prior to taking up duty are organised. In addition, no orientation meetings are organised by the principal for beginning teachers before the school year begins.

Apart from the placement procedures of the Department, a factor that probably also militates against the holding of orientation meetings, is the fact that large numbers of teachers are transferred during the first term of the year from the schools to which they were first appointed. Staff stability is essential for the development of successful induction activities.

The research also revealed that beginning teachers do not like to question experienced colleagues about school and class procedures as they believe that older colleagues are too busy and are entitled to some freedom from harassment by beginning teachers. Even the expressed policy of the "my-door-is-always-open" does not encourage beginning teachers to seek help, lest they are thought to interrupt needlessly. Beginning teachers are also aware of the evaluative role of the principal and head of department and that they will assess them during their probationary period. They are afraid that any queries or approaches for help will be interpreted as a sign of weakness.

The size of modern Indian secondary schools no longer makes it possible for the principal to singlehandedly execute his task. Many of the 57 Indian secondary schools in the Greater Durban area have pupil enrolments in excess of 900. The excessive administrative duties of a principal in such large schools makes it impossible for him to supervise teaching by his staff, hold advisory and orientation meetings with beginning teachers and put on model lessons.

It is, therefore, not surprising that many principals, who make promises of being available to beginning teachers, are not when teachers are in need of counselling or advice. Principals offer the excuse that they are too "busy" or "in conference with the inspector".

There is a very high level of agreement among beginning teachers, principals and subject advisers that an experienced teacher should be appointed as a tutor-teacher beginning teachers. (Table 4.5 page 101).

Beginning teachers agrees that tutor-teachers should be appointed from within the existing staff of schools. Some respondents to the questionnaire were, however, of the view that this role could be filled by a head of department or a deputy principal.

In practice, in secondary schools, there appeared to be one of four possible candidates to put in charge of beginning teachers. The principal is not usually available and so the task is frequently delegated to the deputy principal. Carter feels that this is not a good choice, particularly in secondary schools, as the deputy principal is usually divorced from the teaching situation and can not, for this reason, easily give specific guidance on programmes of work, assessment and record keeping (1982). A better choice would be the head of department because he is usually a sympathetic senior member of staff who can support the beginning teacher. However, the use of the head of department as tutor-teacher will have to take into account the fact that the task often involves the loss of much teaching time. Although he is responsible for staff development, the head of department has to be committed to making time for his beginning teachers. According to the directive of the Department the task of teacher induction is the responsibility of the head of department (who was never consulted about his willingness to undertake this added burden) Another important aspect to be considered is the conflict between the head of department's role as advisor

to beginning teachers and his role as their assessor. Using a sound teacher appraisal programme this conflict could be reduced. The writer is of the view that whoever is designated tutor-teacher should have his responsibility clearly outlined and publicly recognized.

Furthermore, Rameshur is of the view that "Diffuse, bureaucratically-orientated, professionally uninspiring leadership is certain to result in a failure to promote staff development and in a mediocre standard of departmental output". (1987 : 69). In the same study, Rameshur found that staff development is held by heads of department to be their most important function : the three functions that heads of department ranked as most important are firstly, support and guidance to teachers, secondly, the promotion of professional development and thirdly, providing assistance to beginning teachers. Assisting beginning teachers is listed as the third major responsibility, but Rameshur, found that only a small amount of time is specifically allocated to this function. A further striking incongruence noted in that same study was the finding that the management of subject departments in Indian secondary schools tends to be bureaucratically-orientated, with great emphasis falling on control and evaluation of teachers. Heads of departments often fail to execute their primary function of staff development.

5.2.4 Contributions from Teachers' Centres and other Institutions

In discussions with a variety of people including the staff of tertiary institutions and teachers' centres, the impression is gained that there are no concerted efforts on the part of these organisations to arrange special programmes for beginning teachers. However, there are some activities. Teachers' centres do provide a range of resources for beginning teachers but there appear to be few programmes designed specially for them. A number of beginning teachers believe the centres can do much more.

They can, for example, conduct tours of their facilities so that beginning teachers become aware of what is on offer.

The preceding facts may be of minor concern but together they constitute a disconcerting picture of the beginning teachers' entry to the profession. Certainly Indian beginning teachers in secondary schools are not as well served as we have been led to believe. How best can they be helped?

As already mentioned, this investigation cannot support the claim that any one induction practice or set of practices as discussed in Chapter Two is superior to another.

5.2.5 OTHER CONCLUSIONS

As stated earlier, the writer has vivid impressions of many beginning teachers who, despite uncertainty concerning the task confronting them, nevertheless, have commitment to teaching and a clear recognition of their responsibilities to pupils and colleagues. Interviews revealed a desire on the part of beginning teachers to improve their teaching styles and techniques so that, as better teachers, they will be able to help individual pupils effectively. To the extent then that this picture of beginning teachers is an accurate one, the induction process undertaken by schools can afford to be less about the professional standards that teachers should attain and more about making it easier for them to express and develop the persons they are. There should be less emphasis on shaping the newcomers to fit into a role and more on releasing their potential to the noticeable benefit of the schools.

This point of view is not intended to deny the value of providing early information and assistance. The point to be stressed is that professional development will take place happily when, at the same time, it is seen as complementing and enhancing the growth of personal qualities. When the setting has personal meaning, then the offer of information and assistance will be most profitably received. Timing and sensitivity are critical factors to be taken into account. A failure to recognise these factors may be the cause of a discrepancy between the claims made by principals and subject advisers that they had arranged help and the beginning teachers' perception that this help was not readily available.

A fair number of beginning teachers claim that they did not receive the help they expected. It appears that some of them were not aware of the availability of information that could have helped them in their orientation into their new position. The writer therefore questions the significance of inviting teacher recruits to state some kind of preference for their first appointment. Advance information about schools will help beginning teachers to integrate in the school without the need for several information meetings. The content of the information and the manner it is presented should ensure that it is personally meaningful to beginning teachers.

Two suggestions seem to arise from the following : staff members should be allocated responsibility for teacher induction in schools and training programmes should be designed. A valuable quality in a teacher who has been assigned the task of looking after teachers in their first year would be to know when another colleague, on personality grounds, might be better suited to carry out a given induction activity. Also, where training programmes are being set up to prepare teachers for the role of adviser to beginning teachers, the understanding of personal relationships should be an important objective.

This investigation did not set out to show whether beginning teachers were satisfied with the organisational climate of their schools and allowed to develop within such a climate. However, the opinion arrived at by the writer as a result of interviews suggests that an open or autonomous climate will provide a more encouraging and personally fulfilling context for a beginning teacher's induction than a closed climate. An open school will seek ways not only of informing and supporting its beginning teachers to overcome their deficiencies and weaknesses, but will also seek ways of utilising their strengths.

A beginning teacher, despite several years of tertiary study, lacks experience in the mechanics of teaching and the routine of schools. It is in these areas that help is most appropriate. The flow of assistance can, however, be two-way. It can also be expected that beginning teachers have something to offer the school and their colleagues from the information and ideas brought from college or university. It is time that a greater number of school principals and their senior staff showed a readiness to recognise the strengths, not only the weaknesses, of beginning teachers, and to believe that universities and colleges can make a positive contribution to schooling. In a climate where strengths can be capitalised on and weaknesses honestly confronted, the first year is likely to be more meaningful and less traumatic.

Teaching is a profession that makes heavy emotional demands on the conscientious person. An important goal for the induction process is to ensure that the first year does not screen out sensitivity either by forcing those that are less emotionally robust to early resignation when they find they are not coping, or by inducing them to harden their manner in a way that may ultimately suppress or distort the very qualities that should be cultivated.

5.3 RECOMMENDATIONS

Arising from conclusions, based on his research, the writer makes the following recommendations to the Department of Education and Culture (House of Delegates) for consideration and implementation.

The conclusions, in themselves, point directly to various recommendations and strategies.

Recommendations are presented under the following headings :

1. Departmental policy and programmes.
2. School-based induction.
3. External support by teachers' centres and teacher training institutions.
4. External support by subject advisers.
5. External support by teachers' associations.
6. Further research.

5.3.1. Departmental Policy and Programmes

The main purpose of an induction programme should be to offer individualized help to beginning teachers. It should consist of activities that are based at schools as well as at teachers' centres, tertiary institutions and teachers' associations.

However, the development of an induction programme within a highly centralised education department like the Department of Education and Culture (House of Delegates) is dependent on the declared policy of the Department, the necessary funding and an infrastructure for in-service education and training.

As a result of "The Report of the Main Committee on the Investigation into Education of the Human Sciences Research Council in 1981, the Department has, for the first time, since its inception in 1966, clearly indicated that from 1987 "the work of beginning teachers shall also be evaluated for the purpose of providing guidance and support. In the main, this shall be the responsibility of the heads of departments in matters pertaining to the teaching programme. The principal has the responsibility of inducting the beginning teacher into the school system.... If necessary, the Superintendent of Education shall visit the beginning teacher to proffer further guidance".

On first reading, this policy appears to be highly commendable. It has been argued in Chapter Two, however, that the policy expectations are not tempered by practical realities. Far too much is expected of principals and heads of department without the provision of relevant training and allocation of time to undertake tasks effectively.

It is therefore recommended that the intention of the Department regarding the induction of beginning teachers be clearly defined in order to make it practicable. To do so the following proposals are put forward :

- 5.3.1.1. Reducing the teaching loads of beginning teachers and heads of department.
- 5.3.1.2. Appointment of a teacher-tutor.
- 5.3.1.3. Induction programme for beginning principals.

5.3.1.1. Reduced Teaching Load

Beginning teachers should be allocated, during their first year of teaching, a reduced teaching load amounting to not more than 75% of a full teaching timetable of 27 hours per week. Further, they should have about 5 hours per week of non-teaching time. For the remaining 4 hours per week, it is proposed that they be released for marking and preparation, school based induction support and training activities with their teacher-tutor and/or other teachers, attendance at induction courses and activities organised by teachers' centres or tertiary teacher training institutions.

5.3.1.2. Appointment of a Teacher-Tutor

A teacher-tutor should be appointed from among the experienced teaching staff of schools.

The writer is of the view that this recommendation is a very important one and therefore it is necessary to consider the role of the teacher-tutor in some detail at this juncture. Some aspects in the following account have been or will be dealt with under other headings in this Chapter. Repetition of the main ideas is unavoidable.

In considering the role of the teacher-tutor it is important at the outset to recognise that the component activities and responsibilities within this role may, in practice, be shared between several people in a school, rather than being contained within single teacher's job description.

Any newcomer in any job situation is likely to be somewhat nervous and in need of some support and reassurance. This is especially true in teaching which is extremely demanding of one's nervous resources and where the context and ethos of schools can vary so widely. The beginning

teacher cannot be sure just how fortunate - or unfortunate - he has been in being appointed to a particular school until he has spent some time working in it. He knows when he is appointed, however, that he must normally stay at this school for at least a year, whether he likes it or not, in order to complete his probation as a teacher. It would be remarkable if a newcomer were not apprehensive in this situation and it is extremely important that schools provide support and reassurance to their beginning teachers in their settling-in process.

Their first contacts are in school and their reception there will be of crucial importance in their adjustment to their new situation. The teacher-tutor has a key role to play in this area.

On the positive side, the beginning teacher will usually be excited and full of enthusiasm about taking up his first post. These feelings can be encouraged by the teacher-tutor and the energy which he generates can be a real asset to the beginning teacher and the school.

Induction starts as soon as the beginning teacher is appointed. Once the appointment is made, the teacher-tutor has an immediate responsibility to begin to help the beginning teacher to learn about the school and to resolve any problems that stand in the way of his successful initiation into his new position.

A good deal of basic information concerning the school should be known to the beginning teacher before appointment, through the job description, school handbook or general information on the school. In some cases the teacher-tutor may be involved in drawing up these details.

The teacher-tutor has to consult with the beginning teacher's head of department, and with other senior staff, to discuss the beginning teacher's timetable and workload. The particular classes given to a beginning

teacher can be an important factor in early success or failure in teaching. It is desirable that particularly difficult teaching groups should not be allocated to a beginning teacher. Successful negotiation of matters of this kind will depend on there being good relationships between the teacher-tutor on the one hand, and heads of department and other senior staff on the other.

The person responsible for the construction of the timetable is a particularly important ally whose co-operation the teacher-tutor must secure. If the beginning teacher is to be given a reduced teaching load ("which is a key element in a successful induction scheme") (Bolam, et. al, 1979) then induction time should be clearly labelled as such, and not as "free" periods. Moreover the timetable needs to free the teacher-tutor at times when the beginning teacher is teaching to allow for observation, and to free both together at other times to facilitate consultation.

On the first day of the school year the beginning teacher is introduced to the staff with whom he will be working. His head of department has an opportunity to explain his timetable and perhaps introduce him briefly to his classes. Schemes of work can be discussed and resources made available to enable the beginning teacher to prepare his lessons. The social intercourse of the staffroom introduces the beginning teacher to his colleagues, "breaking the ice" as it were, so that he can begin teaching without feeling an outsider.

It is also important that the orientation meeting should make the beginning teacher familiar with the geography of the school and the location of various resources. He should visit the room or rooms in which he will be teaching and be made aware of procedures for ordering stock and so on.

The teacher-tutor should make it clear to the beginning teacher what the teacher-tutor's role involves and the nature and purpose of the induction programme. The procedures for the formal assessment of the probationary year must be fully explained so that the beginning teacher knows exactly how this assessment is made and by whom. If the teacher-tutor plays some part in this assessment, then the nature of his involvement should be clearly indicated; a distinction should be made between those activities which are purely induction, and those which are intended to be concerned with assessment.

The start of the beginning teacher's first term is obviously a very important period. He will need special help in the first week or two of term. If he has not had such a course, then the teacher-tutor must do his best to make up for this in the first week.

It is important that the beginning teacher is able to turn to others for support and advice in these early days. The teacher-tutor himself must be readily available, but he should also ensure that others, such as the head of department, are also involved in a network of support, and that he himself has a regular timetable for discussions with the beginning teacher from the very outset. Every effort should be made to resolve the sort of problems that can arise for the beginning teacher at the start of the school year.

It is therefore recommended that the teacher-tutor should be allowed at least one hour per week per each beginning teacher for school based induction activities. In addition, he should not be responsible for more than five beginning teachers if he is to perform his duties effectively.

In the present climate of financial stringency and economic cutbacks in the Department, it is proposed that teacher-tutors be appointed to clusters of schools and that they operate in a peripatetic capacity.

A proposed job description is given in Appendix V.

5.3.1.3 Induction of Beginning Principals

A compulsory seminar for beginning principals should be held annually. An important facet of instructional leadership could be a course on the induction of beginning teachers into the school situation and to the profession. The object of the seminar should be the guidance of principals to devise strategies to assist beginning teachers to integrate with greater confidence and ease into the school to which they are appointed.

5.3.2. SCHOOL-BASED INDUCTION

5.3.2.1. School's Induction Policy

Each school should have a written statement on its policy on induction which :

is in line with the Departments' policy on induction;

is integrated with the schools policy on in-service education and training;

indicates the aims of induction and the criteria for assessment;

indicates the induction and assessment responsibilities of the principal, deputy principal, heads of departments, tutor-teacher, experienced teachers and beginning teachers;

indicates the reduced teaching load and special time table arrangements for beginning teachers;

includes provision for school and external teachers' centre - based induction activities;

provides for all relevant activities to be planned, programmed, recorded and evaluated -

5.3.2.2. Making known the Induction Policy

The policy for the induction of beginning teachers should be made known within the school. Thus all staff members should be made aware of the school's policy on induction and of their specific induction and assessment responsibilities.

The main policies of the school's induction scheme should be explained and discussed at staff meetings and the details should be included in a handbook for the staff.

Bolam states that the staff handbook is perhaps the most valuable single general aid for any beginning teacher (1982).

Although school handbooks are not designed specifically for beginning teachers, they are especially valuable to them. Such a handbook can be a very efficient way of conveying information and though it requires a considerable amount of work to compile in the first instance, once it has been created, it has merely to be updated each year.

In view of the importance of this resource, a suggested outline for a secondary school handbook is included below, which can be modified to meet the needs of a particular school.

SUGGESTED SCHOOL HANDBOOK

PART 1

ALL STAFF : FOR PERMANENT REFERENCE

SECTION 1 : GENERAL

1. Environment and history of the school.
2. The school buildings : a descriptive account, including library and resource centre.
3. Pupil intake and links with primary schools.
4. Aims of the school.
5. Outline description of the school's organisation.
6. Outline description of the school's curriculum.
7. Special projects within the school.
8. Extra-curricular activities.
9. The Parents' Association/Education Committee.

SECTION 2 : THE CHILDREN

1. The pupil in the school community.
2. Standards of behaviour.
3. School uniform.
4. Rewards and punishments.
5. Standards of work.
6. Marking schemes.
7. Records and reports.
8. Examinations.

9. Careers' guidance.
10. The pupil counselling service.
11. The Psychological Services.

SECTION 3 : THE STAFF

1. Staff organization and responsibilities.
2. Staff meetings : purposes and organization.
3. Staff record cards.
4. Address notification.
5. Absence procedure.
6. Helping student teachers.
7. Helping beginning teachers.
8. Work with ancillary staff.
9. The inspectorate/advisory service.
10. Staff development policy.

SECTION 4 : ADMINISTRATION

1. The school buildings : maps.
2. Movement in the school : procedures.
3. Communications : written, public address system, telephones.
4. Fire-drill.

5. Accidents.
6. Lost property.
7. Audio-visual aids in the school.
8. Stock requisitions.
9. Accounts.
10. Any further relevant Departmental regulations.

PART 2 : ALL STAFF : ADMINISTRATION (RE-ISSUED ANNUALLY)

1. Timetable notes.
2. The school day.
3. Holiday dates.
4. List of pupils : academic groups.
5. List of pupils : other groups.
6. Confidential notes on Year One and other new children.
7. Staff list : departmental.
8. Staff list : house.
9. Room list and telephone numbers.
10. Ancillary staff list.

PART 3 : DEPARTMENT STAFF (ISSUED BY HEAD OF DEPARTMENT)

Programmes and syllabuses.

PART 4 : BEGINNING TEACHERS (ISSUED BY HEAD/TEACHER-TUTOR)

1. Procedures for assessment of the probationary year.
2. The role of the teacher-tutor.
3. Timetable of activities in the school's induction programme.
4. Timetable of other induction activities.

5.32.3 Appointment of a Person Responsible for Induction

A member of staff should be given the overall responsibility for ensuring that the school's induction programme and assistance policy are carried out.

The principal may plan, control and review the induction scheme but may delegate it to another member of staff who can be a deputy principal, a head of department, but should preferably be a teacher-tutor (as described above).

The teacher-tutors' complementary role should be discussed at staff meetings to ensure co-operation. The interplay of personal and institutional factors makes the induction process a complex one. The complexity means that not all experienced and competent teachers are ipso facto well prepared to assist in the induction of newcomers. There is a place for courses designed especially for the preparation of teacher-tutors.

However, if the current policy of the Department (of placing heads of department in charge of the induction of beginning teachers) is to remain in force, then attention must be given to the reduction of the teaching loads of heads of department.

It is proposed that deputy principals assist by setting aside regular times each week to meet and talk with every beginning teacher, either individually or in small groups, to discover how he is progressing, to answer queries, to analyse critical incidents, to review school procedures and to discuss teaching strategies. Heads of department can also play an important role in counselling. The effectiveness of any counselling undertaken by a deputy principal, senior staff member or colleague teaching at a similar level is affected greatly by the trust and confidence the beginning teacher has in the counsellor. Certainly this view is substantiated by some of the data accumulated during interviews with beginning teachers. Thus the interpersonal skills possessed by the responsible counsellor can make or mar many attempts to help beginning teachers.

There are two important considerations in the planning of a school-based in-service course. The course must be well run and initially small in scale until experience leads to competence. While outside organisations can play an important role in assisting beginning teachers, certain duties can only be adequately dealt with within the school itself. These duties are related more to the organisation and administration of the school.

5.3.2.4. Visits to Schools

It is further proposed that there should be visits to schools prior to taking up duty so that beginning teachers can - become familiar with the lay-out of the school, its educational philosophy, the courses offered, and the socio-economic background of the pupils. Beginning teachers should meet and talk with key senior personnel: the principal, deputy principal and school counsellor. Beginning teachers should provide information on their qualifications and interests so that they can be best placed to contribute to the school's programme. Beginning teachers should also discuss the levels and curricula they will be teaching.

5.3 2.5 Visits to Other Schools

Visits by beginning teachers to other schools should be arranged and encouraged. During the first couple of months of teaching, the beginning teacher is usually keen to concentrate his energies upon the problems and opportunities of his own particular school situation, but as he grows more confident in that environment he should have opportunities to benefit from planned excursions into the wider educational world.

After the first term, it is desirable that the beginning teacher should visit other schools. Such visits can be very valuable in widening horizons, seeing other ideas and methods and putting the conditions in one's own school in perspective. Such visits can be arranged for a variety of purposes. All teachers, for example, can benefit from seeing how other sectors of the schools system work. Beginning teachers should visit primary or special schools. In some cases it may be desirable that a beginning teacher sees what someone in a similar position in another school is doing, or that he sees a successful teacher demonstrating how he teaches some specially difficult subject matter. The most important thing however, is that, the purpose of the visit is clearly established beforehand and appropriate preparations are made. These should normally include some sort of check-list or work-sheet to set out some of the key areas of enquiry which it is hoped the visit will inform. The visit may actually reveal areas of interest which were not anticipated, and the beginning teacher may indeed switch his attention to those matters, which seem more important. A prepared check-list usually will be helpful.

Visits to other schools should always be preceded and followed by discussions between the teacher-tutor and the beginning teacher.

5 3.3 External Support by Teachers' Centres and Teacher Training Institutions

Induction of beginning teachers should be seen as the major and central role of teachers' centres. Provision should be made in terms of the following four components:

courses, resources, individual consultation and the provision of a meeting place.

Teacher centre organisers should offer the right type and combination of ingredients to meet the needs of beginning teachers whose principal pre-occupations are with the everyday problems of beginning teachers' own classrooms and schools. In this regard there is urgent need for a definition of teachers' centre role and the formulation of a policy with regard to beginning teachers.

College and university personnel should be involved in providing courses for beginning teachers and in running training courses for teacher-tutors. Colleges of education and universities do very little in a planned, fashion for beginning teachers. Some of their efforts can include the following :

- . Inviting their ex-students to return for a few days or a weekend in their first teaching year in order to discuss their experiences. The problems identified can then form the basis for help offered by staff.
- . The issuing of booklets of practical suggestions on preparing for the first days of teaching, or issuing sets of planned lessons to help beginning teachers survive their first weeks until they "find their feet".

5 3.4 External support by subject advisers

Research reports indicate that meetings at venues outside the school, e.g. at teachers' centres, are more effective than meetings at schools. It is therefore proposed that

subject advisers should ensure that the initial introductory meeting with beginning teachers be held at the regional teachers' centres. The meetings should be informal. The assessment role of the subject adviser should be played down and the emphasis should be on the establishment of rapport.

5.3 5 External support by teachers' associations

It is hardly ever emphasized that many problems arise from the job of teaching as a profession. According to Lortie the teaching profession has no codified body of knowledge and skills (1975). The effect is that own experience, in the form of learning while doing, is seen as the most important source for the acquisition of knowledge and skills. This state of the profession has consequences for teacher education and entrance into the profession. Teacher education has in the past been characterized by little competition and selection. It is considered that the educational programme is less demanding than other professions. The beginning teacher is frequently given the same responsibility as a teacher who has forty years of service. This is often reinforced by the tightly-structured organization of the school, so that contacts between beginning teachers and their experienced colleagues are hampered during the school day.

When dealing with the difficulties of beginning teachers, one cannot overlook the status of teaching as an occupation. Teachers' associations need to take cognisance of the erosion of the status of the beginning teacher caused by older colleagues, subject advisers and principals.

With special reference to beginning teachers there is need to apprise them of the status of the profession and of their responsibilities, rights and privileges.

In addition, the subject societies of teachers' associations could provide much needed in-service training by holding seminars and workshops.

5.3.6 Further research

This investigation should be followed by further research. Further research could be undertaken through :

1. Action research programmes accompanied by evaluation in a bid to discover which induction modes are most effective in schools with certain characteristics, such as those with a high turn-over of staff, with a youthful staff, schools located in remote areas, co-educational and single sex schools.
2. The development of models for the induction of beginning teachers.
3. Developing training programmes for teacher-tutors.
4. A longitudinal study of the way in which beginning teachers adapt the teacher role to meet their own needs (role personalisation) while being socialized into the role by others.
5. Even though the problems of beginning teachers have been discussed, there is little known about the person-specific and situation-specific nature of these problems. Delineation of the kinds of problems and their relationships to the characteristics of teachers in various types of schools and classrooms has hardly occurred. This research, as most other studies, used the questionnaire and interview technique to collect data about the perceived problems of beginning teachers. This procedure is useful for listing problems, but it gives little or no

information about the features of educational situations that teachers experience as problematic, about the psychological dimensions of meaning underlying these situations, and about the significant personal characteristics of beginning teachers which interact with these situations. Research based on an interactive paradigm which takes into account person-environment interactions might provide much needed information.

6. Also needed are in-depth, comprehensive developmental studies of the beginning teacher. Little is known about the cognitive and affective processes that characterize the transition from student into teacher. Studies by Fuller (1969), Glassberg (1979), Gehrke (1981), and Tabachnick and Zeichner (1980) may be regarded as first attempts.
7. In order to understand how much help, support and training teachers need, there is need for a systematic study of the variations in the forms of training and assistance, and of the relationship between different training experiences and the personality characteristics of beginning teachers, as well as with the social settings in which they work.

5.4 IMPEDIMENTS TO THE DEVELOPMENT OF INDUCTION PROGRAMMES

The difficulties associated with the first year of teaching point to the need for a specialized form of in-service training. In several countries, resources have been made available to improve the mode of the beginning teachers' entry to teaching. Though the need for help is recognised in overseas countries, formal programmes for the induction of beginning teachers are still implemented on a limited scale. There are several impediments to induction programme development :

Some of these are :

the lack of institutional responsibility for such programmes;

the public response to improving teachers does not appear to be embedded in training programmes;

the political power struggle in teacher education which often precludes the luxury of induction programme development;

the logistical considerations;

the lack of financial support.

It is envisaged that recognition of the importance of the induction of beginning teachers, despite the impediments to the development of such programmes, will lead to more enlightened thinking and a positive response to the proposals made by the writer.

5.5. CONCLUSION

The planning and provision of induction programmes for beginning teachers have to take cognizance of the need to avoid restrictive factors. This is especially necessary if the professional growth of teachers is the real motivation for the planning and provision of such programmes.

5.6. SUMMARY

This chapter began with a brief summary of the major conclusions of this study. Each one of the major conclusions was discussed. The changes that are required to correct the present position with a view to providing well structured induction activities for beginning teachers were pointed out.

The chief conclusion is that induction activities for beginning teachers in Indian secondary schools are neither structured, nor offered on a co-ordinated and regular basis, but are dependent on the willingness and enthusiasm of individual principals.

The recommendations include the formulation and implementation of a Departmental policy and programmes arising from the policy; school based induction activities; external support programmes by teachers' centres, subject advisers, tertiary institutions and teachers' association and plans for future research.

These recommendations are based on the findings of the investigation and the writer's firm conviction that the first year is the key stage in the professionalisation of the teacher. Much of the future quality of the profession's and teachers' response to in-service opportunities are dependent upon what occurs in the first year of teaching. Induction is a complex process but definitely not an opportunity to be missed !

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APPENDIX

Job Description of Teacher-Tutors (Appendix V)

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Correspondence with Department of Education of the Provincial Administration of the Cape of Good Hope dated 9/10/1985 Reference No. L. 16/21/10

NEWSPAPERS

Sunday Tribune Herald : Letters to the Editor,
13 September 1987, Durban.

Sunday Tribune Herald : 16 August 1987, Durban.

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A P P E N D I X I

QUESTIONNAIRE TO BEGINNING TEACHERS

DIA3(b)

Telegraphic address:

Telegrams adres:

"INON"

G. Singh

Enquiries/Navrae

Tel. No. (031)37-2351

Ext/Bylyn



Reference/Verwysing

19/15/7/2

No.....

REPUBLIC OF SOUTH AFRICA : REPUBLIEK VAN SUID-AFRIKA

ADMINISTRATION FOR INDIAN OWN AFFAIRS : ADMINISTRASIE VIR INDIËR EIE SAKE

DEPARTMENT OF EDUCATION AND CULTURE

DEPARTEMENT VAN ONDERWYS EN KULTUUR

Esplanade Government Offices (Stanger Street)

Esplanadestaatskantore (Stangerstraat)

Cor. of Victoria Embankment and Stanger Street

H/v Victoria-oeweroord en Stangerstraat

Private Bag/Privaatsak X54323

DURBAN

4000

1984 -10- 03

Dear Teacher

TEACHER INDUCTION RESEARCH

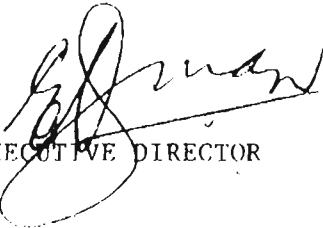
1. There is widespread concern that young teachers entering the profession face a period of adjustment and therefore need special guidance and consideration whilst establishing themselves in schools.
2. The purpose of the attached questionnaire is to elicit your views on the induction of newly qualified teachers to the teaching profession and the nature of teacher induction activities at schools.
3. It is anticipated that the findings of this research will result in practical suggestions to colleges, the University and the School Advisory Services.
4. You are kindly requested to respond to the statements and questions in terms of your personal views and experience.
5. You are free to give your opinions and to make suggestions wherever they are requested so that meaningful conclusions can be drawn.
6. The information supplied will be treated confidentially. In no circumstance will any school or individual be identified to any other individual, school or department of education. The only information to be published will be anonymous and in summary form.

7. Please complete the questionnaire and forward it in the post-paid envelope as soon as possible but not later than 9 November 1984 to:

Executive Director of Education
For Attention: Chief Education Planner (Teacher Education)
Private Bag X54323
DURBAN
4000

8. Your co-operation will be greatly appreciated.

Yours faithfully



EXECUTIVE DIRECTOR

FOR THE PURPOSE OF THIS RESEARCH THE FOLLOWING DEFINITIONS WILL APPLY

A. BEGINNING TEACHER

A beginning teacher is a teacher in the making. He is one who has successfully undergone a teacher education course at a teacher education college or at a faculty of education of a University. He is one who has been appointed as a probationary teacher and is in his first year of teaching.

B. INDUCTION

As a beginning teacher is not fully equipped to be launched into a professional career without further assistance, the professional foundation laid at the teacher education institution must be strengthened and built upon. Induction would include orientation to the philosophy and character of a particular school; departmental policy; the character of the community; discipline, teaching techniques; lesson preparation, working with groups and with individual pupils; evaluation procedures; management of time and teaching space; availability of teaching and learning resources; availability of support to apply knowledge, already possessed to daily tasks and problems which confront them.

C. PROFESSIONAL DEVELOPMENT

This term implies the growth of individual teachers in their working lives, the strengthening of their confidence, the sharpening of their skills, the continuous updating, widening and deepening of their knowledge of what they teach, and a heightened awareness of why they are doing whatever it is they do in the classroom. It also implies a growth into that intangible area of performance which goes beyond skill and which lifts a job into a vocation and which transforms expertise into authority. Some of the activities would include attending subject committee meetings, in-service courses, professional reading and the improvement of one's qualifications - all aimed at improving performance.

D. PROBATION

All newly qualified teachers are appointed on probation for a period of one year, during which time they receive guidance from the principal and the inspector. Upon receipt of a satisfactory report by the inspector, the teacher's appointment is confirmed at the end of the first year of teaching. However, if the confirmation report is unsatisfactory, the probation period is extended.

TEACHER QUESTIONNAIRE

NOTE:

(1)

1. Please ring the number in the relevant block to indicate your response except where more specific response is necessary.
2. Ignore the codes which have been included for computer purposes.

SECTION ONE

- | | | | | | | |
|--|--|------|---|--------|---|----|
| 1. Sex | <table border="1" style="display: inline-table;"> <tr> <td>Male</td> <td>1</td> </tr> <tr> <td>Female</td> <td>2</td> </tr> </table> | Male | 1 | Female | 2 | 01 |
| Male | 1 | | | | | |
| Female | 2 | | | | | |
| 2. Are you recipient of a Departmental bursary? | <table border="1" style="display: inline-table;"> <tr> <td>YES</td> <td>1</td> </tr> <tr> <td>NO</td> <td>2</td> </tr> </table> | YES | 1 | NO | 2 | 02 |
| YES | 1 | | | | | |
| NO | 2 | | | | | |
| 3. Are you engaged in part-time study this year? | <table border="1" style="display: inline-table;"> <tr> <td>YES</td> <td>1</td> </tr> <tr> <td>NO</td> <td>2</td> </tr> </table> | YES | 1 | NO | 2 | 03 |
| YES | 1 | | | | | |
| NO | 2 | | | | | |

If YES, please indicate the course of study

- | | | |
|-----------------------|---|----|
| Completion of diploma | 1 | |
| Completion of degree | 2 | |
| Specialising diploma | 3 | |
| First Degree | 4 | |
| Other _____ | 5 | 04 |

SECTION TWO

1. How adequate was the teacher education course at the College/ University in preparing you for your present position?

VERY ADEQUATE	ADEQUATE	NEITHER ADEQUATE OR INADEQUATE	INADEQUATE	VERY INADEQUATE	
1	2	3	4	5	05

Some beginner teachers have indicated that certain alterations/additions should be made to the teacher education programmes at the College of Education and the University. By means of a cross indicate whether you agree or disagree with the statement.

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	
Practical aspects of teaching should be emphasised and given greater attention	1	2	3	4	5	06
There should be a greater awareness of the importance of records e.g. mark books, etc.	1	2	3	4	5	07
There should be lesser emphasis on academic work at the College/University	1	2	3	4	5	08
Inspectors/Subject Advisers should liaise more often with the teacher education institution	1	2	3	4	5	09
There should be a longer period of school-based training for teacher-education students	1	2	3	4	5	10
The expectations of Subject Advisers/Inspectors should be made known to final year students	1	2	3	4	5	11
Training institutions should make known the rights, privileges and obligations of teachers to final year students	1	2	3	4	5	12
Students need to have special guidance and training about testing and evaluation programmes at schools	1	2	3	4	5	13
Typing should be made compulsory for all prospective teachers	1	2	3	4	5	14
Colleges/University should make efforts to develop the self-confidence of students	1	2	3	4	5	15
Student teachers should receive more co-operation from the Principal and his staff during their teaching practice teaching period	1	2	3	4	5	16
Student teachers need to be equipped to deal with remedial work at schools	1	2	3	4	5	17

The following are some aspects of teacher training that beginner teachers found valuable for their present teaching position.

Assign a rank number for each item ranging from 01 to 10. The item that you considered to be most valuable will be assigned rank number 01, the next most valuable 02, etc. and the least valuable item will be assigned number 10.

Aspect of Training	Rank Order	
Teaching Methodology		18
Preparation of aids		19
Lesson Preparation		20
Sessions on the use of A.V. Aids		21
Microteaching Sessions		22
Tutorials		23
Practice teaching sessions		24
Knowledge of specialist subject		25
Sessions on classroom Management		26
Practical help from teachers at Schools		27

4. Were there sessions held by the college/university to discuss problems that beginning teachers generally encounter?

YES	NO
1	2

28

If NO, would you recommend that such sessions be held during the final year of training?

YES	NO
1	2

29

5. Did you request help from your former tutors during the course of the year?

YES	NO
1	2

30

Any additional comments you would like to make about help from tutors?

SECTION THREE

Before you received your appointment you probably had some idea of the kind of work environment you were hoping for. Indicate how closely your present appointment compares with what you had hoped for. For example: "Location of School" - If you would have preferred to teach in a city school and you are appointed in a school in the rural area, your preference and reality are "very dissimilar".

	VERY SIMILAR	SIMILAR	UNDECIDED	DISSIMILAR	VERY DISSIMILAR	
1. Location of school.	1	2	3	4	5	31
2. Social background of pupils e.g. underprivileged, affluent, middle class	1	2	3	4	5	32
3. School atmosphere e.g. democratic, authoritarian, laissez-faire	1	2	3	4	5	33
4. Freedom within your job e.g. to choose teaching methods, books	1	2	3	4	5	34
5. Subject allocation e.g. teaching subjects you specialised in.	1	2	3	4	5	35
6. Allocation of class/standard e.g. wide range of standards/classes.	1	2	3	4	5	36
7. Allocation of extracurricular duties	1	2	3	4	5	37

-4-

VERY SIMILAR	SIMILAR	UNDECIDED	DIS- SIMILAR	VERY DIS- SIMILAR
1	2	3	4	5
1	2	3	4	5

9. Staff relationship e.g. friendly

39

10. Any other feature? Please list is here-

SECTION FOUR

1. Are you still teaching at the school you were first appointed?

YES	NO
1	2

40

If NO, explain briefly _____

2. Who assisted you in arranging accommodation for yourself on taking up your appointment away from home?

Made own arrangement	1
Relative	2
Teacher I know	3
Principal	4
HOD	5
Not applicable	6

41

SECTION FIVE

1. What was the duration of the meetings held during the first week exclusively for beginning teachers? (Not including general staff meeting on the first day).

ALL DAY	PART OF DAY	NOT AT ALL
1	2	3

42

2. Have there been any social function/s held at your school this year to introduce new staff members?

YES	NO
1	2

43

If such a function was organised, how successful was it?

HIGHLY SUCCESSFUL	SUCCESSFUL	UNSUCCESSFUL	NO OPINION
1	2	3	4

44

SECTION SIX

1. For each item listed below, indicate whether information is readily available to you.

	VERY EASILY AVAILABLE	AVAILABLE	DO NOT KNOW	DIFFICULT TO GET	UNAVAILABLE	
Information on:						
Conditions of service e.g. leave	1	2	3	4	5	45
Accommodation	1	2	3	4	5	46
Teachers' Association	1	2	3	4	5	47
Typing/Duplicating facilities	1	2	3	4	5	48
School rules/regulations	1	2	3	4	5	49
Teaching methods favoured by school	1	2	3	4	5	50
Availability of stock e.g. requisitioning	1	2	3	4	5	51
Equipment availability e.g. projectors	1	2	3	4	5	52
Library facilities	1	2	3	4	5	53
Auxiliary services e.g. psychological services	1	2	3	4	5	54
Duties e.g. of form teacher	1	2	3	4	5	55
Information on community	1	2	3	4	5	56
Requirements of Subject Advisers for confirmation of appointment	1	2	3	4	5	57
Departmental regulations	1	2	3	4	5	58

2. Was your work load defined on (or before) Day One?

YES	NO
1	2

59

If NO, how many days after Day One was it before you knew your final allocation of work?

1	2-5	6-10	11-15	more than 15
1	2	3	4	5

60

3. Did you have an assurance of help from the Principal?

YES	NO
1	2

61

Did you take up this offer?

YES	NO
1	2

Please comment : _____

4. In terms of your training and qualifications, are you correctly placed at school?

YES	NO	UNCERTAIN
1	2	3

63

If, NO, please give reasons _____

5. Indicate in Column I whether you were consulted over the allocation of responsibilities and in Column II indicate whether you feel you were fairly treated.

		I CONSULTED		II FAIR TREATMENT	
		YES	NO	YES	NO
Class level(s)	64	1	2	1	2
teaching subject(s)	65	1	2	1	2
teaching load	66	1	2	1	2
extra-curricular duties	67	1	2	1	2

68

69

70

71

6. Do you receive concessions in the following areas because you are a beginning teacher?

	YES	NO
lighter teaching load	1	2
not being used for "relief" duties unless it is unavoidable	1	2
no extra-curricular duties	1	2
small range of subjects to teach	1	2
opportunity to listen to lessons of experienced colleagues	1	2

72

73

74

75

76

7. Are you using the teaching methods you learnt at college/university?

77

YES	NO
1	2

78

If No, please explain _____

8. From whom did you receive the most guidance and orientation during the last eight months?

Principal	1
Deputy Principal	2
Head of Department	3
Other experienced teacher	4

79

9. Do you feel that the main purpose of the visits by members of the Management Staff and Subject Advisers were to assess you for the probationary report or for advice and guidance.

For advice and guidance	1
For the probationary report	2
Advice, guidance and probationary report	3

80

SECTION SEVEN

Indicate how well you manage with each of the items listed below

	Managed extremely well	Managed adequately	uncertain	was a source of some concern	was a source of frustration	
Communicating with the Principal	1	2	3	4	5	81
Communicating with the staff members	1	2	3	4	5	82
Communicating with the pupils	1	2	3	4	5	83
Communicating with parents	1	2	3	4	5	84
Drawing up schemes of work	1	2	3	4	5	85
Being a form teacher	1	2	3	4	5	86
Organising lesson plans	1	2	3	4	5	87
Determining the level at which to teach	1	2	3	4	5	88
Assessing pupils' work	1	2	3	4	5	89
Maintaining records	1	2	3	4	5	90
Evaluating your own teaching	1	2	3	4	5	91
Performing ground duties	1	2	3	4	5	92
Performing extracurricular duties	1	2	3	4	5	93
Maintaining discipline	1	2	3	4	5	94
Using audio-visual aids	1	2	3	4	5	95
Teaching slow learners	1	2	3	4	5	96
Teaching pupils with wide ability range	1	2	3	4	5	97

SECTION EIGHT

Please encircle the symbol on the right indicating how you feel about each statement.

	strongly agree	agree	Undecided	disagree	strongly disagree	
1. Subject Advisers give a great deal of help to beginning teachers.	1	2	3	4	5	98
2. The staff offers help and guidance in a friendly way.	1	2	3	4	5	99
3. Beginning teachers are overwhelmed with the amount of marking	1	2	3	4	5	100
4. Part-time study should not be undertaken during the probationary year	1	2	3	4	5	101
5. Newcomers to the school are regarded as irksome and are not welcome	1	2	3	4	5	102
6. Beginning teachers think twice about going to the Principal with problems because it might be counted as a mark of failure	1	2	3	4	5	103

	strongly agree	agree	undecided	disagree	strongly disagree	
My Impression about visits from Inspectors is that one should keep one's fingers crossed and not be caught out during the probationary year.	1	2	3	4	5	104
Confirmation of appointment should be based mainly on the recommendation of the Principal.	1	2	3	4	5	105
At staff meetings we are given opportunities of expressing our views.	1	2	3	4	5	106
0. The Principal has a good relationship with the staff.	1	2	3	4	5	107
1. The older teachers from whom greater help was expected, did not prove helpful.	1	2	3	4	5	108
2. The internal supervision programme by the school prepares the beginning teacher for confirmation of appointment.	1	2	3	4	5	109
3. Beginning teachers are on trial and should all be passed in the first year	1	2	3	4	5	110
4. Difficulty is experienced in trying to reconcile what was learnt at college/ university with the practice and procedure required by the principal	1	2	3	4	5	111
5. The thought of a visit from a member of the Inspectorate arouses mixed feelings	1	2	3	4	5	112

SECTION NINE

- Would you rather teach a subject that you did not specialize in at a school nearer home than teach your specialist subject/s at a school away from home.

YES	NO
1	2

113

1. At the start of your appointment did you feel you were alone at last, tasting the pleasures of financial independence and the joy of being one's own boss?

YES	NO
1	2

114

Do you still feel this way?

YES	NO
1	2

115

Comment _____

3. If you were not committed to a bursary debt would you seek another career?

YES	NO	N/A
1	2	3

116

Please elaborate _____

4. How well do you feel you have been accepted as a member of the school team with a contribution to make?

fully accepted	partially	not accepted	undecided
1	2	3	4

117

5. What advice would you give to someone coming into the profession as a beginning teacher next year?

6. Should an experienced teacher, preferably not a member of the Management Staff, be appointed to assist all beginning teachers with adjustment difficulties within the school, the classroom and the community?

YES	NO
1	2

118

Give reasons

Thank you for your co-operation.

A P P E N D I X I I

QUESTIONNAIRE TO PRINCIPALS

Telegraphic address:

Telegramadres:

"INDIA"

G. Singh

Enquiries/Navrae

Tel. No. (031) 37-2351

Ext/Bylyn

Reference/Verwysing

19/15/7/2

No.....



REPUBLIC OF SOUTH AFRICA : REPUBLIEK VAN SUID-AFRIKA

ADMINISTRATION FOR INDIAN OWN AFFAIRS : ADMINISTRASIE VIR INDIËR EIE SAKE

DEPARTMENT OF EDUCATION AND CULTURE

DEPARTEMENT VAN ONDERWYS EN KULTUR

Esplanade Government Offices (Stanger Street)

Esplanadestaatskantore (Stangerstraat)

Cor. of Victoria Embankment and Stanger Street

H/v Victoria-oeweroord en Stangerstraat

Private Bag/Privaatsak X54323

DURBAN

4000

Dear Principal

1984 -10- 03

TEACHER INDUCTION PROJECT

1. In 1982, the views of Principals were sought concerning the nature of teacher induction activities in general and at certain schools in particular. A similar study is being conducted this year and we would value your views on the matter.
2. A definition of the terms: induction, beginner teacher and professional development are included with the questionnaire.
3. Please fill in the information requested as accurately as you can.
4. You are free to give your opinions and to make your suggestions wherever they are requested so that meaningful conclusions can be drawn.
5. The information supplied will be treated confidentially.
6. Kindly forward your completed questionnaire as soon as possible but not later than 19 November 1984 to:

Executive Director of Education
 For Attention: Chief Planner (Teacher Education)
 Private Bag X54323
 DURBAN
 4000

7. Your co-operation will be greatly appreciated.

Yours faithfully


 EXECUTIVE DIRECTOR

FOR THE PURPOSE OF THIS RESEARCH THE FOLLOWING DEFINITIONS WILL APPLY

A. BEGINNINGTEACHER

A beginningteacher is a teacher in the making. He is one who has successfully undergone a teacher education course at a teacher education college or at a faculty of education of a University. He is one who has been appointed as a probationary teacher and is in his first year of teaching.

B. INDUCTION

As a beginningteacher is not fully equipped to be launched into a professional career without further assistance, the professional foundation laid at the teacher education institution must be strengthened and built upon. Induction would include orientation to the philosophy and character of a particular school; departmental policy; the character of the community; discipline, teaching techniques; lesson preparation, working with groups and with individual pupils; evaluation procedures; management of time and teaching space; availability of teaching and learning resources; availability of support to apply knowledge, already possessed to daily tasks and problems which confront them.

C. PROFESSIONAL DEVELOPMENT

This term implies the growth of individual teachers in their working lives, the strengthening of their confidence, the sharpening of their skills, the continuous updating, widening and deepening of their knowledge of what they teach, and a heightened awareness of why they are doing whatever it is they do in the classroom. It also implies a growth into that intangible area of performance which goes beyond skill and which lifts a job into a vocation and which transforms expertise into authority. Some of the activities would include attending subject committee meetings, in-service courses, professional reading and the improvement of one's qualifications - all aimed at improving performance.

D. PROBATION

All newly qualified teachers are appointed on probation for a period of one year. during which time they receive guidance from the principal and the inspector. Upon receipt of a satisfactory report by the inspector, the teacher's appointment is confirmed at the end of the first year of teaching. However, if the confirmation report is unsatisfactory, the probation period is extended.

TEACHER INDUCTION RESEARCH

QUESTIONNAIRE FOR PRINCIPALS

NOTE:

1. Definition of the terms: beginning teacher, induction, professional development and probation, as applicable to this research, have been included.
2. Ignore the codes which have been included for computer purposes
3. Please ring the number in the relevant block to indicate your response except when a more specific response is necessary.

1. How many new staff members were appointed to your school this year ?

2. How many of these were taking up their first appointment ?

3. Approximately how many beginning teachers have been appointed to your school in the last three years ?

4. Were beginning teachers appointed to your school and then moved to other schools during the course of the year ? If YES, indicate the number of beginning teachers that were moved and the reasons for the move

YES	NO
1	2

01

5. Who is mainly responsible for the induction of beginning teachers at your school ?

Principal	1
Deputy-Principal	2
Head of Department	3
Other. (please specify)	4

02

6. How adequate was the teacher education course at the college/university in preparing beginning teachers for their present position ?

Very adequate	Adequate	Undecided	Inadequate	Very inadequate
1	2	3	4	5

03

7. Some beginner teachers have indicated that certain alterations/additions should be made to the teacher education programmes at the College of Education and the University. By means of a cross indicate whether you agree or disagree with the statements.

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	
Practical aspects of teaching should be emphasised and given greater attention	1	2	3	4	5	04
There should be a greater awareness of the importance of records eg.mark books,etc.	1	2	3	4	5	05
There should be lesser emphasis on academic work at the College/University	1	2	3	4	5	06
Inspectors/Subject Advisers should liaise more often with the teacher education institution	1	2	3	4	5	07
There should be a longer period of school-based training for teacher-education students	1	2	3	4	5	08
The expectations of Subject Advisers/Inspectors should be made known to final year students	1	2	3	4	5	09
Training institutions should make known the rights, privileges and obligations of teachers to final year students	1	2	3	4	5	10
Students need to have special guidance and training about testing and evaluation programmes at schools	1	2	3	4	5	11
Typing should be made compulsory for all prospective teachers	1	2	3	4	5	12
Colleges/University should make efforts to develop the self-confidence of students	1	2	3	4	5	13
Student teachers should receive more co-operation from the Principal and his staff during their practice teaching period	1	2	3	4	5	14
Student teachers need to be equipped to deal with remedial work at schools	1	2	3	4	5	15

8. Do you follow a set pattern to orientate beginning teachers at your school or does the method vary from year to year?

SET PATTERN	VARIES
1	2

16

9. Should the following activities be promoted at your school especially for beginning teachers.

ACTIVITIES	DEFINITELY	PERHAPS	PROBABLY NOT	
Arranging meetings for beginning teachers	1	2	3	17
Arranging for observations in other classrooms	1	2	3	18
Helping to produce programmes of work	1	2	3	19
Arranging a semi-social meeting with inspectors at beginning of the first term	1	2	3	20
Ensuring that the beginning teacher's appointment is confirmed	1	2	3	21
Arranging visits to other schools	1	2	3	22
Observing and helping beginning teachers in the classroom	1	2	3	23
Others (Please specify)	1	2	3	24
	1	2	3	25

10. Are there any activities arranged at your school specifically to assist beginning teachers?

YES	NO
1	2

26

11. List the externally-based induction activities that were designed exclusively or mainly for beginning teachers by the Teachers Centre, Inspectorate, TASA, etc. that beginning teachers from your school attended.

ACTIVITY	ORGANISED BY	HOW OFTEN?

12. Beginning teachers require information on a variety of matters. By using a cross in the appropriate column indicate whether the information is available and how it is made available.

INFORMATION		IS THE INFORMATION READILY AVAILABLE?		HOW IS THE INFORMATION MADE KNOWN?					
		YES	NO	IN A SPECIAL HANDBOOK/ BROCHURE OR HANDOUT	IN A GENERAL STAFF MEETING	IN SPECIAL MEETINGS FOR BEGINNING TEACHERS	BY INFORMAL DISCUSSION	BY REFERRING THEM TO HANDBOOK FOR PRINCIPALS	
Conditions of service eg. leave, salaries, etc.	27	1	2	1	2	3	4	5	46
Teaching methods favoured by the school	28	1	2	1	2	3	4	5	47
School rules/policy	29	1	2	1	2	3	4	5	48
Accommodation	30	1	2	1	2	3	4	5	49
Typing and duplicating facilities	31	1	2	1	2	3	4	5	50
Information on TASA	32	1	2	1	2	3	4	5	51
Information on Medical Aid	33	1	2	1	2	3	4	5	52
School administrative procedures	34	1	2	1	2	3	4	5	53
Information on community pupils come from	35	1	2	1	2	3	4	5	54
Expectations of Principal/Head of Department	36	1	2	1	2	3	4	5	55
Expectations of Inspector/Subject Adviser	37	1	2	1	2	3	4	5	56
Library facilities	38	1	2	1	2	3	4	5	57
Time table arrangements	39	1	2	1	2	3	4	5	58
Extra-curricular duties	40	1	2	1	2	3	4	5	59
Duties of the form teacher	41	1	2	1	2	3	4	5	60
Availability of equipment	42	1	2	1	2	3	4	5	61
Stock availability and requisitioning	43	1	2	1	2	3	4	5	62
Layout of school and grounds	44	1	2	1	2	3	4	5	63
Specialist services eg. counselling	45	1	2	1	2	3	4	5	64

13. In this section indicate how well beginning teachers cope with the items listed below.

Then, in the last column please assign a rank number for each item ranging from 01 to 20. The item you consider them to experience most difficulty with will be ranked 01 ranging to 20 for the item in which least difficulties is experienced.

		MANAGE EXTREMELY WELL	MANAGE ADEQUATELY	UNCERTAIN	IS A SOURCE OF SOME CONCERN	IS A SOURCE OF FRUSTRATION	RANK ORDER
Being asked to teach outside the subject field/ area of specialisation	65	1	2	3	4	5	85
Communicating with parents of pupils	66	1	2	3	4	5	86
Communicating with Principal or D. Principal	67	1	2	3	4	5	87
Communicating with colleagues	68	1	2	3	4	5	88
Communicating with pupils	69	1	2	3	4	5	89
Controlling and disciplining pupils	70	1	2	3	4	5	90
Teaching slow learners	71	1	2	3	4	5	91
Preparing and marking tests	72	1	2	3	4	5	92
Assigning homework	73	1	2	3	4	5	93
Devising schemes of work	74	1	2	3	4	5	94
Drawing up lesson plans	75	1	2	3	4	5	95
Discovering level at which to teach	76	1	2	3	4	5	96
Maintaining adequate records eg. registers, mark books, etc.	77	1	2	3	4	5	97
Evaluating their own teaching	78	1	2	3	4	5	98
Motivating pupils	79	1	2	3	4	5	99
Performing extra curricular duties	80	1	2	3	4	5	100
Teaching groups with wide ability range	81	1	2	3	4	5	101
Using audio-visual aids	82	1	2	3	4	5	102
Achieving personal and professional self- confidence	83	1	2	3	4	5	103
Establishing good	84	1	2	3	4	5	104

14. Do you give special consideration to beginning teachers with regard to:

	YES	NO	
Allocation of fewer subjects to reduce the number of lesson preparation.	1	2	105
Allocation of fewer standards to reduce the number of lesson preparation.	1	2	106
Placement of beginning teachers on the time table in such a way that the Head of Department or person assigned to helping them will be able to meet with them for discussion at least once a week.	1	2	107
Allocation of few or no extra curricular duties	1	2	108
Allocation of extra curricular duties according to training and/or interests	1	2	109
Using them for "relief" duties only when no other experienced teacher is available.	1	2	110
Allocating more non-teaching periods to them than to experienced teachers.	1	2	111

15. Whether or not you provide concessions to beginning teachers, how do you feel about the following statements:

	STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE	
Beginning teachers should have the same work load as their experienced colleagues.	1	2	3	4	5	112
Beginning teachers have to forget as quickly as possible all that they have learnt at College/ University and learn to teach at school.	1	2	3	4	5	113
Common sense dictates that the beginning teacher needs help if he is to do a good job.	1	2	3	4	5	114
There are adequate opportunities for beginning teachers to put into practice the many ideas they formulated during training.	1	2	3	4	5	115
If members of the Inspectorate would only continue supervision where the college/university staff left off, there would never be any trauma associated with the Inspector's visit.	1	2	3	4	5	116
The vast majority of beginning teachers are amenable to change.	1	2	3	4	5	117

	STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE	
Many beginning teachers interpret guidance as prescription and interference.	1	2	3	4	5	118
It is difficult to proffer professional guidance to a beginning teacher who is aware that an assessment is being made of his/her teaching with a view to confirmation of appointment.	1	2	3	4	5	119
Beginning teachers think twice about coming to me with a problem because it might be counted as a mark of failure.	1	2	3	4	5	120
Beginning teachers are reluctant to present a new method because it may be contrary to the one followed by the school.	1	2	3	4	5	121
Appointment of beginning teachers in areas with apparent social problems should be avoided.	1	2	3	4	5	122

16. Should an experienced teacher, preferably not a member of the management staff, be appointed to assist all beginning teachers with adjustment difficulties within the school, the classroom and the community?

YES	NO
1	2

123

Thank you for the information you have provided. Please use the space below to make any further comments which you think might be relevant to this enquiry.

PLEASE RETURN YOUR COMPLETED QUESTIONNAIRE IN THE ADDRESSED, POST-PAID ENVELOPE, AT THE LATEST BY 19 NOVEMBER 1984.

A P P E N D I X I I I

QUESTIONNAIRE TO SUBJECT ADVISERS

Telegraphic address:

Telegramadres:

"INOND"

G. Singh

Enquiries/Navrae

Tel. No. (031)37-2351

Ext/Bylyn

Reference/Verwysing

19/15/7/2

No.....



REPUBLIC OF SOUTH AFRICA : REPUBLIEK VAN SUID-AFRIKA

ADMINISTRATION FOR INDIAN OWN AFFAIRS : ADMINISTRASIE VIR INDIËR ELE SAKE

DEPARTMENT OF EDUCATION AND CULTURE
DEPARTEMENT VAN ONDERWYS EN KULTUUR

Esplanade Government Offices (Stanger Street)
Esplanadestaatskantore (Stangerstraat)

Cor. of Victoria Embankment and Stanger Street
H/v Victoria-oeweroord en Stangerstraat

Private Bag/Privaatsak X54323

DURBAN

4000

Dear Inspector/Subject Adviser

1984 -10- 03

TEACHER INDUCTION PROJECT

1. In 1982, some members of the Inspectorate participated in an investigation on the induction of newly qualified teachers to the teaching profession. A similar study is being conducted this year and we would value your views on the matter.
2. A definition of the terms: induction, beginner teacher and professional development are included with the questionnaire.
3. You are kindly requested to respond to the statements and questions in terms of your personal views and experience.
4. You are free to give your opinions and to make your suggestions wherever they are requested so that meaningful conclusions can be drawn.
5. The information supplied will be treated confidentially.
6. Please complete the questionnaire as soon as you can and forward it for the attention of Chief Education Planner (Teacher Education) by 15 November 1984.
7. Your co-operation will be greatly appreciated.

Yours faithfully


EXECUTIVE DIRECTOR

FOR THE PURPOSE OF THIS RESEARCH THE FOLLOWING DEFINITIONS WILL APPLY

A. BEGINNINGTEACHER

A beginning teacher is a teacher in the making. He is one who has successfully undergone a teacher education course at a teacher education college or at a faculty of education of a University. He is one who has been appointed as a probationary teacher and is in his first year of teaching.

B. INDUCTION

As a beginning teacher is not fully equipped to be launched into a professional career without further assistance, the professional foundation laid at the teacher education institution must be strengthened and built upon. Induction would include orientation to the philosophy and character of a particular school; departmental policy; the character of the community; discipline, teaching techniques; lesson preparation, working with groups and with individual pupils; evaluation procedures; management of time and teaching space; availability of teaching and learning resources; availability of support to apply knowledge, already possessed to daily tasks and problems which confront them.

C. PROFESSIONAL DEVELOPMENT

This term implies the growth of individual teachers in their working lives, the strengthening of their confidence, the sharpening of their skills, the continuous updating, widening and deepening of their knowledge of what they teach, and a heightened awareness of why they are doing whatever it is they do in the classroom. It also implies a growth into that intangible area of performance which goes beyond skill and which lifts a job into a vocation and which transforms expertise into authority. Some of the activities would include attending subject committee meetings, in-service courses, professional reading and the improvement of one's qualifications - all aimed at improving performance.

D. PROBATION

All newly qualified teachers are appointed on probation for a period of one year. during which time they receive guidance from the principal and the inspector. Upon receipt of a satisfactory report by the inspector, the teacher's appointment is confirmed at the end of the first year of teaching. However, if the confirmation report is unsatisfactory, the probation period is extended.

TEACHER INDUCTION RESEARCH

QUESTIONNAIRE FOR INSPECTORS/SUBJECT ADVISERS

NOTE:

Please ring the number in the relevant block to indicate your response except when a more specific response is necessary.

1. Indicate whether you are a 01
 Subject Adviser
 Circuit Inspector 02

2. Did you meet with the Staff Personnel Section in 1983 to discuss the staff requirements in your subject and/circuit for this year? 03
- | | |
|-----|----|
| YES | NO |
| 1 | 2 |

3. Were beginning teachers appointed to schools under your control moved out without prior consultation with you? 04
- | | |
|-----|----|
| YES | NO |
| 1 | 2 |

4. Do you consider the induction of beginning teachers and guidance offered to probationers for the confirmation of their appointment as one and same thing? 05
- | | |
|-----|----|
| YES | NO |
| 1 | 2 |

Please comment _____

5. How would you rate the total training programme at the college/university?

Very adequate	Adequate	Undecided	Inadequate	Very inadequate	
1	2	3	4	5	06

Your comments _____

6. Some beginner teachers have indicated that certain alterations/additions should be made to the teacher education programmes at the College of Education and the University. By means of a cross indicate whether you agree or disagree with the statements.

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	
Practical aspects of teaching should be emphasised and given greater attention	1	2	3	4	5	07
There should be a greater awareness of the importance of records eg.mark books,etc.	1	2	3	4	5	08
There should be lesser emphasis on academic work at the College/University	1	2	3	4	5	09
Inspectors/Subject Advisers should liaise more often with the teacher education institution	1	2	3	4	5	10
There should be a longer period of school-based training for teacher-education students	1	2	3	4	5	11
The expectations of Subject Advisers/Inspectors should be made known to final year students	1	2	3	4	5	12
Training institutions should make known the rights, privileges and obligations of teachers to final year students	1	2	3	4	5	13
Students need to have special guidance and training about testing and evaluation programmes at schools	1	2	3	4	5	14
Typing should be made compulsory for all prospective teachers	1	2	3	4	5	15
Colleges/University should make efforts to develop the self-confidence of students	1	2	3	4	5	16
Student teachers should receive more co-operation from the Principal and his staff during their practice teaching period	1	2	3	4	5	17
Student teachers need to be equipped to deal with remedial work at schools	1	2	3	4	5	18

7. When do you establish contact with the beginning teacher?

Within the first month of appointment ☐ 19

Within the first term of the year ☐ 20

After the first term ☐ 21

8. Should beginning teachers receive concession in the following areas?

lighter teaching load

YES	NO
1	2

 22

not being used for "relief" duties unless unavoidable

1	2
---	---

 23

no extra curricular duties

1	2
---	---

 24

small range of subjects to teach

1	2
---	---

 25

small range of classes/standards

1	2
---	---

 26

9. Do you hold meetings for groups of beginning teachers in your area

YES	NO
1	2

27

Your comments please _____

10. Were you invited by principals to address special meetings of beginning teachers?

YES	NO
1	2

28

If yes, what was/were the subject/s of the meetings?

11. Is there adequate liaison between the Inspectorate and the teacher education institutions?

YES	NO
1	2

29

If No will it be desirable to have liaison with these institutions?

YES	NO
-----	----

	YES	NO	
12.1 Should beginner teachers be allocated fewer subjects to minimise preparation?	1	2	31
12.2 Should beginner teachers be allocated fewer standards/ courses to minimise preparation?	1	2	32
12.3 Should beginner teachers be placed on the time-table in such a way that the HOD will be able to meet them at least once a week for discussion.	1	2	33
12.4 Should beginner teachers be allocated few or no extracurricular duties?	1	2	34
12.5 Should beginner teachers be allocated extracurricular duties in keeping with their interest/training/	1	2	35
12.6 Should beginner teachers be allocated classes in keeping with their qualifications?	1	2	36
12.7 Should beginner teachers be allocated more non-teaching periods than their experienced colleagues?	1	2	37
12.8 Would you support the idea of beginner teachers observing their more experienced colleagues in classes?	1	2	38

13. In this section indicate how well beginning teachers cope with the items listed below.

Then in the last column please assign a rank number for each item ranging from 01 to 17. The item you consider them to experience most difficulty with will be ranked 01 ranging to 17 for the item in which least difficulty is experienced

	manage extremely well	manage adequately	Uncertain	is a source of some concern	is a source of frustration	RANK ORDER	
Being asked to teach outside the subject field/area of specialisation	39	1	2	3	4	5	56
Communicating with Principal or D.Principal	40	1	2	3	4	5	57
Communicating with pupils	41	1	2	3	4	5	58
Controlling and disciplining pupils	42	1	2	3	4	5	59
Teaching slow learners	43	1	2	3	4	5	60
Preparing and marking tests	44	1	2	3	4	5	61
Assigning homework	45	1	2	3	4	5	62
Devising schemes of work	46	1	2	3	4	5	63
Drawing up lesson plans	47	1	2	3	4	5	64
Discovering level at which to teach	48	1	2	3	4	5	65
Maintaining adequate records e.g. registers, marks books etc	49	1	2	3	4	5	66

Evaluating their own teaching	50	1	2	3	4	5	67
Motivating pupils	51	1	2	3	4	5	68
Performing extracurricular duties	52	1	2	3	4	5	69
Teaching groups with wide ability range	53	1	2	3	4	5	70
Using audio-visual aids	54	1	2	3	4	5	71
Achieving personal and professional self-confidence	55	1	2	3	4	5	72

14. Please encircle the number on the right indicating how you feel about each statement.

- 1 = strongly agree
2 = agree
3 = undecided
4 = disagree
5 = strongly disagree

	Strongly agree	agree	Undecided	Disagree	Strongly disagree	
14.1 Beginning teachers receive a great deal of help from members of the Inspectorate	1	2	3	4	5	73
14.2 The supervision programme at school prepares the probationer adequately for the confirmation of appointment	1	2	3	4	5	74
14.3 Beginning teachers find difficulty in reconciling what was learnt at College/university with the practice and procedure required at school	1	2	3	4	5	75
14.4 Generally, beginning teachers view the Subject Advisers/Inspectors visit with mixed feelings	1	2	3	4	5	76
14.5 Confirmation of appointment should be based on the recommendation of the Principal	1	2	3	4	5	77
14.6 Beginner teachers should be expected to perform at the same level as their experienced colleagues by virtue of the fact that they have had at least 3 years of training, including 6 weeks of practice teaching	1	2	3	4	5	78
14.7 There are adequate opportunities for beginner teachers to put into practice the many ideas they formulated during their training	1	2	3	4	5	79
14.8 The majority of beginner teachers are amenable to change	1	2	3	4	5	80
14.9 The vast majority of beginner teachers are set in their ways	1	2	3	4	5	81

14.10 Many beginner teachers interpret guidance as
prescription and interference 1 2 3 4 5 82

14.11 A large number of beginner teachers welcome
my visit to their classes 1 2 3 4 5 83

15. Should an experienced teacher, preferably not
a member of the management staff, be
appointed to assist all beginning teachers
with adjustment difficulties within the
school, the classroom and the community?

YES	NO
1	2

 84

Thank you for the information you have provided.
Please use the space below to make any further
comments which you think might be relevant to
this enquiry.

PLEASE RETURN YOUR COMPLETED QUESTIONNAIRE IN THE
ADDRESSED, POST-PAID ENVELOPE, AT THE LATEST
BY 19 NOVEMBER 1984.....

A P P E N D I X I V

INTERVIEW SCHEDULE

INTERVIEW SCHEDULE

1. What advice would you give to someone about to take up their first teaching appointment?
2. Did you receive help and support with regard to your teaching?
Who gave you this help and support?
3. Have you seriously modified your teaching style since you began teaching?
In what way and why?
4. What features of the school appeals to you most?
What improvements would you like to make?
5. Do you have a sense of belonging to the staff?
6. In your opinion what are the best ways to help a new teacher learn about the way the school works.
In what way can a new teacher be helped best with classroom procedures?
What things were done to help you get to know this school and its procedures?
7. What are your views concerning the appointment of an experienced teacher as a tutor-teacher?

A P P E N D I X V

JOB DESCRIPTION OF TEACHER-TUTORS

JOB DESCRIPTION OF TEACHER-TUTORS

The job description of the teacher-tutor in relation to the beginning teacher could include the following :

The organisation of weekly seminars in the first two terms of the year to pool problems and ideas.

The observation of and analysis of lessons of beginning teachers with a view to constructive criticism leading to improved skills. A written report should be completed and verbal discussion held.

The holding of private meetings with the beginning teacher to discuss his general progress to review and help him to come to terms with his strengths and weaknesses.

Assistance with the production of lesson preparation sheets.

Organisation of visits by beginning teachers to other schools.

Bi-annual compilation with the head of department's assistance of a written report on the beginning teacher. This report must be read by and discussed with the beginning teacher.

The encouragement of the head of department to observe the beginning teacher's lessons and write a report on him.

The production of a final written assessment at the end of the year for the principal. In addition the teacher-tutor should liaise regularly with the principal about the progress of the beginning teacher.

Encouraging and arranging for the beginning teacher to attend courses.

Encouraging the beginning teacher to involve himself in extra-curricular activities.

Giving the beginning teacher general encouragement and support.

Liaison with experienced members of staff in order to help the beginning teacher in his found professional relationships with his colleagues.

Liaison with teachers' centres so that they may provide information on the resources available in the area.

Provision of information to the beginning teacher on his personal situation outside the school pertaining to, for example, transport, accommodation and medical facilities.

A P P E N D I X VIII

INSTITUTIONS VISITED IN ENGLAND

INSTITUTIONS VISITED IN THE UNITED KINGDOM :

OCTOBER/NOVEMBER 1984

Northumberland

1. Offices of the Inspectorate, Morpeth
(Mr M. Taylor - General Subject Adviser)
Course Leader for Induction Programme
2. Morpeth Teachers' Centre
3. Hirst Secondary School (Mr R. Houlden - Principal)

Newcastle-Upon-Tyne

1. Offices of the Director of Education
2. Offices of the Inspectorate (Mr F. Kelly - Senior Inspector of Schools)
3. Pendower Teachers' Centre (Mr G. Adams - Advisory Head Teacher)
4. Newcastle-Upon-Tyne Polytechnic - Division of Inservice Education
(Mr A. Fendley)
5. University of Newcastle-Upon-Tyne
- 5.1 Office of the Chief Evaluator of the Northumberland Induction Scheme
(Mr C. McCabe)
- 5.2 School of Education
- 5.3 Centre for Overseas Students (Prof. H. Davis-Jones)
- 5.4 Division of Inservice Education
6. Schools
- 6.1 Rutherford High School (Mrs Chapman - Principal)
- 6.2 West Denton High School (Mr D. Butler - Principal)
- 6.3 St. Cuthbert's High School
- 6.4 Moorside Community School
- 6.5 Broadway First School

Durham

University of Durham, School of Education (Prof. G. Batho - Dean)

Nottingham

1. University of Nottingham, School of Education
(Dr B.H. Tolley, Prof. P. Gammage - Dean, Dr C. Day)
2. Nottingham Teachers' Centre

Liverpool

1. Paddington Teachers' Centre (Mr M. Johnston - Warden of Teachers' Centre)
2. Offices of the Director of Education (Mr R. Bevan - Subject Adviser)
3. Association of Masters and Mistresses Association
4. University of Liverpool
- 4.1 School of Education
- 4.2 Office of Chief Evaluator of Liverpool Teacher Induction Project
(Mr J. Davis)
5. School of Education, Christ College
6. Schools
- 6.1 Pope John Paul High School (Mr J. Hearty - Principal, former tutor-teacher)
- 6.2 Netherly High School (Mr G. Westten - Principal, former tutor-teacher - primary schools)
- 6.3 St. Silas Primary School
7. Chief Inspector (Mr C.I. Smith)

APPENDIX VII

CORRESPONDENCE

NATALSE ONDERWYS
DEPARTEMENT
NATALIA
LANGMARKSTRAAT

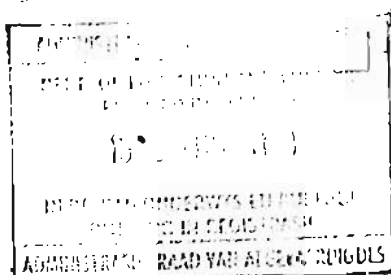


NATAL EDUCATION
DEPARTMENT
NATALIA
LONGMARKET STREET

RESEKKA

EDUCATION

The Executive Director
Department of Education and
Culture
Esplanade Government Office
Private Bag X54323
DURBAN
4000



Dear Sir

PRIVAATSAK 0044
PRIVATE BAG
3700 Pietermaritzburg

NAVRAE
FACILITEIT

BYLYN
5700 EXT

VERWYSING NO: S 30/1/1/38
REFERENCE NO

U VERWYSING NO
YOUR REFERENCE NO.

1985-09-05

ENQUIRY BY MR G. SINGH : INDUCTION OF BEGINNER TEACHERS

In response to your letter of 22 August 1985, I wish to advise as follows :

1. The N.E.D. arranges a compulsory seminar for all beginner principals on a regular basis in August of each year. Experienced principals are included by invitation and each course, lasting 1 week, consist of 36 participants. In 1985 the course was extended to 2 sessions to allow a larger number of experienced principals to participate.
2. The course is offered by a team of 5 district inspectors. It is intensive, demanding and its thrust and activities cover a wide range of educational topics and management skills.
3. One of the very important facets of instructional leadership dealt with at the course is the induction of 1st year teachers into the school situation in particular and the profession in general. This part of the seminar is based on the findings of a survey conducted in the Durban-Zulu-land area which identified the problems facing beginner teachers in the school situation.

The object of this component of the seminar is to guide principals to devise strategies to assist beginner teachers to integrate with greater confidence and ease into the school to which they were appointed.

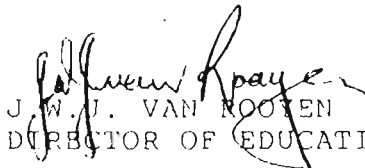
4. In 1982 this Department organised an induction seminar for a group of selected beginner teachers which appeared to be very successful. However, because it was not directly related to their own particular circumstances, the Department

formed/

formed the opinion that more success would be achieved by focusing the attention of principals on the problem and making this an important component of the seminar for beginner principals.

5. An interesting fact which emerged from the survey referred to earlier is that beginner teachers relate far better to ordinary assistant tutor teachers of more or less their own age group than to senior teachers, subject co-ordinators or heads of department.
6. In conclusion I wish to emphasise that it is the opinion of this Department that the induction of beginner teachers is a vital component of the educational leadership programme of every principal in the N.E.D.

Yours faithfully


J.W.J. VAN ROOIJEN
DIRECTOR OF EDUCATION

TELEGRAFIESE ADRES: "ONDERWYS"
TELEGRAPHIC ADDRESS: "EDUCATION"
TELEFOON:
TELEPHONE: 7-0511

NAVRAE:
ENQUIRIES: Mr C.G.S. van Heyningen

NOEM ASB. IN U ANTWOORD: NR. 0. 7/1/1
IN REPLY PLEASE QUOTE: NO. 0. 1/11/3/2



Alle korrespondensie moet gerig wor
Die Direkteur van Onderwys.
All correspondence should be direct
The Director of Education.

O. V. S. ONDERWYSDEPARTEMENT
O.F.S. DEPARTMENT OF EDUCATION

Posbus
P.O. Box 521
9300 BLOEMFONTEIN

1985-09-04

Department of Education and Culture
Administration: House of Delegates
Private Bag X54323
DURBAN
4000

Dear Sir

INDUCTION OF BEGINNING TEACHERS: YOUR REF. 19/15/7/2

1. Your letter of 22 August 1985 has reference.
2. The induction of beginning teachers into the teaching profession in this province comprises the following:
 - 2.1 The principal of the school himself and senior members of his staff provide the necessary guidance to beginning teachers.
 - 2.2 Subject advisers of the Education Department visit schools on a regular basis to give guidance to beginning teachers.
3. This Education Department has no intention of amending or extending this induction programme for the time being.

Yours faithfully

N. J. Oberholzer
DIRECTOR OF EDUCATION

C. 5 909 0319

OO/ET 230

REPUBLIEK VAN SUID-AFRIKA
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Adresseer alle briewe aan Direkteur-generaal
All communications to be addressed to Director-General



REPUBLIC OF SOUTH AFRICA

By beantwoording meld
In reply please quote

No. 7/2/2

DEPARTEMENT VAN ONDERWYS EN OPLEIDING
DEPARTMENT OF EDUCATION AND TRAINING

ENQUIRIES: A.J. BURGER

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Private Bag }
PRETORIA
0001

Department of Education and Culture
Private Bag X54323
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4000

1985 -00- 05

Dear Sir

INDUCTION OF BEGINNER TEACHERS

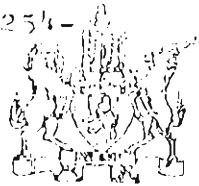
I acknowledge receipt of your letter no. 19/15/7/2 dated 22 August 1985.

Since the Department is presently still engaged in discussions with a view to developing a co-ordinated system of inducting beginner teachers into the school situation, I unfortunately cannot at this stage provide you with the required information.

I hope that in due course we shall be in a position to share with you more meaningfully our envisaged procedures in this regard.

Yours faithfully

✓ DIRECTOR-GENERAL: EDUCATION AND TRAINING
/rc



Mr G. Singh
Department of Education and
Culture
Administration: House of
Delegates
Private Bag X54323
DURBAN
4000

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TELEGRAM EDUCATION
TELEFOON
TELEPHONE 45-0807
NAVRAE
ENQUIRIES Dr Knoetze
VERWYSING
REFERENCE L.16/21/10
DATUM
DATE

Dear Mr Singh

INDUCTION OF BEGINNING TEACHERS

1. Your letter 19/15/7/2 of 22 August 1985 refers.
2. For several years the Cape Education Department has given attention to the induction of beginning teachers and assistance to students when doing practice teaching at schools. Schools have been encouraged to entrust this task to responsible and carefully selected tutor-teachers. Schools were, however, not under any obligation to appoint such persons and no additional remuneration is attached to such a post.
3. Many schools have tutor-teachers and several courses were held since 1982. In August 1982 the Education Department in collaboration with the University of Stellenbosch held a workshop attended by College lecturers, school Principals and Heads of Department to design a course for tutor-teachers. This has been followed up by courses for Principals and tutor-teachers, and "induction of the beginning teacher" formed part of courses for the Inspectorate. Attached you will find a questionnaire used by the Inspectorate as a starting point for guidance to tutor-teachers. This questionnaire indicates the responsibilities of the tutor-teacher and the areas to be covered in the induction programme. In this way all schools are encouraged to have a tutor system.
4. It is not foreseen that additional staffing will be granted for this purpose in the near future.

5. For further information I would like to refer you to

5.1. Prof. J. Cawood, Faculty of Education,
University of Stellenbosch, Stellenbosch,
7600; and

5.2. Dr John Gibbon, Westerfod High School, Main
Road, Rondebosch, 7700.

Prof. Cawood's faculty has done much research in this regard and Dr Gibbon has an excellent tutor system in operation at his school.

Yours faithfully

F.L. Knoetze

DR F.L. KNOETZE
DEPUTY DIRECTOR: EDUCATION

A P P E N D I X V I I I

S T A T I S T I C A L S I G N I F I C A N C E

STATISTICAL SIGNIFICANCE

CHI-SQUARE

The data in this research was presented in percentages. In order to test the significance of the data the Chi-square test was used. Although Chi-square was calculated by the SPSS : Statistical Package for the Social Sciences (Nie et al., 1975) CROSSTABS sub programme, samples were cross checked by manual calculations using the method described in Basic Statistical Methods (Fourth Edition) (Downie, N.M. and Heath, R.W., 1974).

EXAMPLE Appointment of an experienced teacher as a teacher-tutor.
(Item 125 of Beginning Teacher Questionnaire, Item 127 of Principal Questionnaire and Item 86 of Subject Adviser Questionnaire).

The data is presented in Chapter Four, Table 4.5 on page 101.

	O			E		
	YES	NO		YES	NO	
Beginning Teacher	147	41	188	142,84	45,16	188
Principal	83	35	118	89,65	28,35	118
Subject Adviser	42	10	52	39,51	12,49	52
	272	86	358	272	86	358

$$\begin{aligned}
 X^2 &= \frac{(147-142,84)^2}{142,84} + \frac{(83 - 89,65)^2}{89,65} + \dots\dots\dots \frac{(10-12,49)^2}{12,49} \\
 &= 0,12 + 0,49 + 0,16 + 0,38 + 1,56 + 0,49 \\
 &= 3,20 \text{ which at } df = 2 \text{ is } \underline{\text{not significant}}, \text{ for } X^2 \text{ at the 10\% error level} = 4,6
 \end{aligned}$$

Note : A significant Chi-square test only establishes a statistical relationship. It does not tell you which categories are influencing which, if any. A relationship might occur because the sets of distributions are related to something else.

A P P E N D I X I X
D E C L A R A T I O N



Department of Education and Culture
Departement van Onderwys en Kultuur

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1984 -02- 09

Mrs J. Prosser
Department of Education
University of Natal
King George V Avenue
DURBAN
4000

Dear Madam

DISSERTATION : INDUCTION OF BEGINNING TEACHERS IN INDIAN SECONDARY SCHOOLS
BY MR G. SINGH

This is to confirm that Mr G. Singh is a Senior Education Planner in the Department and is attached to the Teacher Education Sub-Division.

Furthermore, the research conducted on the Induction of Beginning Teachers is entirely his own effort. The questionnaires were drawn up by him. The findings and the text of the dissertation were written up independently of his colleagues.

It is the policy of the Department for all correspondence to be sent out under the name of the Director of Education. However, the correspondence may be signed by a senior official who has delegated powers. The questionnaires sent out to schools were signed by me as Section head.

Yours faithfully


E. OSHAM