

AN INVESTIGATION INTO THE PROBLEMS RELATED
TO THE ADJUSTMENT OF BEGINNING-TEACHERS
LEADING TO THE DEVELOPMENT OF AN
INDUCTION PROGRAMME.

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"a feeling of security and an opportunity to grow"
(Swanson, 1968)

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GLOSSARY

1. A.T.E. Association of Teacher Educators.
2. Beginning-teacher - Teachers in their first two years of teaching.
3. C.E.D. - Cape Education Department (South Africa).
4. Co-operating teacher - personal confidant (teacher-tutor).
5. Deputy-headteacher - Second-in-charge of a school.
6. First-year teacher - Teachers in their first year of service.
7. Heads of Department - A promotion post directly above the teacher and below the deputy-headteacher and not necessarily the head of any department.
8. Headteacher - Teacher-in-charge of a school.
9. Higher Grade - A level at which a subject is taught.
10. I. L. E. A. - Inner London Education Authority.
11. I. N. S. E. T. - In-service Education and Training (England).
12. L. E. A. - Local Education Authority (England).
13. N. A. S. S. P. - National Association of Secondary School Principals (United States of America).
14. Practical Course - A course offered to pupils identified as slow learners.

15. Probationer - Teachers in their first year of teaching who have not as yet been assessed and placed on permanent staff.
16. School Committee - The legal, elected committee representing the parents of the school. Each school has a school committee. (Cape Province, South Africa).
17. School Board Secretary - The representative of the educational authority in the local area.
18. Standard Grade - A level at which a subject is taught, below that of Higher Grade.
19. Standard Head - A member of a pastoral team concerned with the care of needs of individual members of that school standard, and which involves personal care, counselling and administrative duties. An alternative system is the house system.
20. Subject Head - is any member of staff responsible for subject-leadership through co-ordinating, planning and innovating a subject within the school as well as ensuring the professional growth of teachers of the subject.
21. T.I.P.S. - Teacher Induction Project Schemes (England).

INTRODUCTION

In January 1973 I was appointed to Komga Secondary School as headmaster - my first post as a headmaster. Komga Secondary School has an enrolment of approximately 200 pupils from Sub A to Standard Seven and is set in a fairly prosperous rural area. The number of staff members varied from 12 to 14 according to enrolment.

The number of beginning-teachers to the school was minimal but those who did arrive adapted to their situation fairly easily due to

1. the size of the school;
2. the close contact between all members of staff;
3. the size of classes;
4. the inherent discipline in the children due to the small size of the school and expectations of a rural community.

It was enriching to experience the confident manner in which those who were starting their careers coped. It was also humbling to be part of an education system, both in the school and in the community where there was genuine concern for everyone.

In October 1976 I was appointed to Clifton Park High School in East London where I assumed responsibility for a city school which had pupils from Sub A to Standard Ten and an enrolment in excess of 800. At the same time Vincent Primary School occupied premises directly across the road from Clifton Park. In 1978 the two schools were amalgamated as a result from an initiative from the schools themselves and assumed the name of Hudson Park High and Primary Schools. I was headmaster of the High School and Mr E. J. Allen headmaster of the Primary School.

Thus in January 1978 I was now headmaster of an ad hoc high school (including Standard Five) of 540 pupils and a staff of

approximately 30. In the period 1978 to January 1982 the school grew in enrolment to 834. With the growth in enrolment the teaching staff grew to 45 in 1982. This meant that apart from the normal staff change and intake of beginning-teachers, the school initiated three or four new posts each year which usually included beginning-teachers. Thus there was an extraordinary^{ly} high number of beginning-teachers in the school.

This number of beginning-teachers in a big school, together with what I had experienced at Komga Secondary School, made me fully aware of the problem of the induction of beginning-teachers into a school and stimulated me sufficiently to find out if this is a common problem to schools in the Cape Province and to attempt to make suggestions for an in-service programme for beginning-teachers involving senior staff.

At present in the Cape Province beginning-teachers are appointed on probation to a school for a period of twelve months. At the end of this probationary period the teacher may be given a permanent appointment, have the appointment extended on probation for a further twelve months or have his appointment withdrawn, depending upon the recommendation of the Headteacher, School Committee and Inspector of Education. No procedures are suggested for an induction programme which could directly affect the eventual decision taken regarding the probationer.

This prompted me to attempt the following investigation

"An investigation into the problems related to the adjustment of beginning-teachers leading to the development of an induction programme."

CHAPTER ONE

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1. The transition from training institution to school

"It is unusual to find on any educational issue the kind of unanimity that exists on the need to devise a proper and satisfactory system for the induction of new entrants to the teaching profession" (Kelly 1973).

There is little doubt that there is a widespread concern that the transition from the supportive environment of the training institution where mistakes are expected, self criticism is encouraged and both tutorial guidance and peer group friendship are readily available into a situation where professional and personal responsibilities are profoundly altered, where the methods used, the progress of the pupils, their parents' expectations, the working relationship with colleagues are now permanent responsibilities. This transition can be traumatic for some and a considerable ordeal for many.

To date the general attitude to this transition has been what has been described as the "deep end theory" where the beginning-teacher is given the full responsibilities of a teacher from the initial appointment and it appears successful as people usually learn rapidly from experience. This method unfortunately has casualties and has the effect of "sifting" the beginning-teachers so that only the fittest survive. Of the many that do survive, their teaching techniques are moulded by the survival tactics employed which in many cases fall short of the ideal. Several authors (Goss 1980, Park 1980, Cawood 1973) support the concept that this transition should be "bridged" through considerable support, guidance and help from the staff of the school and other educational leaders - "as onderwyser - inwording maak elke beginner-onderwyser nie net alleen aanspraak op hulp en leiding nie, maar ook afhanklik en aangewys op die steun van onderwyserleiers, veral die vakhoof, in sy professionele ontwikkeling te onderwys in die volle sin van die woord" (Park, 1981).

In 1972 official attention was given to the matter of the probationer in Britain where a Committee of Inquiry was appointed by the Secretary of State for Education and Science under the chairmanship of Lord James of Rusholme on Teacher Education and Training. This report summed up the position as "Nothing has impressed, or depressed, us more than the gross inadequacy of the present arrangements for the

probationary year. This inadequacy has hampered even the most enlightened of current procedures and has sometimes left unchecked practices which are so much less enlightened as to imply incompetence and irresponsibility" (James, 1972).

The beginning-teacher, likened to "someone who has recently gained his driving licence - an authority on theory and rules of the road but a menace all the same" (Noble, 1972) should be protected from the "heavy traffic" but this is becoming increasingly difficult as it seems that teaching is becoming more and not less difficult due to shifting values in society at large including less deference to authority. (Hannam et al, 1976).

These gloomy observations are not meant to deter or depress the beginning-teacher but rather to point out that becoming a teacher is by no means the same thing as being a teacher. Being a teacher implies much more than acquiring professional accreditation and surviving the daily routine. To be a teacher means being able to receive from the practice of the job a wide range of personal and professional rewards as a result of facing honestly the problems and opportunities with energy and commitment. A prerequisite of developing an awareness of the sort of fulfillment available in realism and this begins with understanding the nature of the job (Honeyford, 1982).

2. The process of adaptation of the beginning-teacher to being a functioning teacher

2.1 Introduction

When an individual enters a new environment it can be expected that changes will take place and new attitudes be formed as certain influences will be imposed on that individual by the context in which the interaction is taking place. In this section the adaptation process of the beginning-teacher in his transition from student to teacher is viewed - "the attitudes of beginning-teachers undergo dramatic changes as they establish themselves in the profession, away from the liberal ideas of their student days towards the traditional patterns in many schools" (Lacey, 1977).

This process of adaptation has concerned sociologists for some time and they have attempted to suggest substantive theoretical structures for this transition as "one of the clichés of conventional wisdom is to wonder at the way the radical 'long haired' student becomes a 'mature', 'responsible' accountant, doctor or teacher" (Raggett, 1975).

By viewing these theories of the adaptation of the beginning-teacher and accepting that this process is an incomplete and partial process where the limits of the situation depend upon the creativity and skill of the participants then a way of testing and refining this process is possible.

It is essential to understand the process of adaptation before trying to prescribe an improvement in the situation for beginning-teachers.

2.2 Attitudes and expectations prior to starting teaching

A beginning-teacher takes up his or her appointment with definite expectations and attitudes and he or she will respond, initially, to stimuli according to these preconceived attitudes. The beginning-teacher does not start with a 'clean slate' but has been exposed to influences which have formed this preconception of the role of a teacher.

There are basically two influences in forming this preconception :

2.2.1 Formulation of expectations as a lifelong process

Firstly socialisation must be viewed as a lifelong process and many of the formative influences on the development of educational ideas are from previous experience - "the preparation for teachers does not begin in colleges but in infant schools. Students entering college already know what teaching is" (Hanson and Herrington, 1976).

The view is held by some sociologists that socialisation occurs through internalisation (largely unconscious) of teaching models during the thousands of hours prospective teachers spend as pupils in contact with teachers, and it is his or her previous school experience which is reactivated with the onset of school teaching experience as a teacher and

is seen as the major influence in shaping the conception of the teaching role and teaching performance. The beginning-teacher has been exposed to an apprenticeship by observation.

2.2.2 The influence of teacher-training institutions

The second influence in the forming of preconceptions would be the teacher-training institutions where it has been generally found that students become increasingly more progressive or liberal in their attitudes to education. Zeichner and Tabachnick (Zeichner and Tabachnick, 1981) from a review of research concluded that higher education students moved in the direction of decreased authoritarianism, dogmatism and commitment to orthodox religious beliefs and towards increasingly liberal socio-political beliefs.

In the discussion concerning teacher-training there are two areas that deserve comment :

2.2.2.1 The balance between theory and practice

Beginning-teachers consistently remark that the most helpful part of their training course was the teaching practice. Assertions are made about the over-theoretical nature of training received, the lack of contact with the understanding of the problems of the practising schoolmaster on the part of those who train the students and the need for more time to be devoted to practical work in schools under the direct guidance and supervision of experienced serving teachers. Those who support a leaning towards a more practical course maintain that priority should be given to those many other things that the student needs to learn to survive in his or her first post and that theory can wait until later on, until he or she has learned to cope and has a clearer notion of the importance of the problems on which educational theories might throw some light. Those who support a practical course "support the notion that colleges and university departments deal in theoretical ideals and liberal philosophies which are impractical and irrelevant to the job of teaching" (Mardle in Woods, 1980).

From the other side the supporters of a theory-based course maintain

that without a good dose of theory, students will be as conservative in their future practices as many serving teachers and that practices and procedures crystallise out from the kinds of understanding that a student achieves through the more or less intensive study of problems within one or more of the foundation disciplines. All actions are based on some theory or other, however unsound that theory may be.

The two sides of the basic argument have been presented and it would be difficult to clarify further the relationship between the two theories without touching upon philosophical problems of some complexity.

2.2.2.2 Variation in philosophies of training institutions

It is possible for a teacher, within the sample chosen for this research, to be trained by a training college which is controlled by the government authority and which is an extension of the school system or by an education department attached to a university. The authority controlled training college is likely to prepare the student, in a very direct way, for the schools in which they will teach while university departments are part of autonomous institutions which differ from other institutions in the stress that is placed on academic freedom (Noble, 1972).

2.3 The appointment and placement of beginning-teachers

While considering the transition from training institution to school the practical issues of appointment and placement must be considered.

2.3.1 Procedure

The present procedure within the Cape Province is that teachers apply for a teaching post directly to a school of their choice in response to advertisements published in the Cape Education Gazette. Selection and then nomination is made by the School Committee of the school concerned and forwarded through the School Board to the Cape Education Department where the nomination is confirmed, subject to the application complying with the regulations.

2.3.2 Implications as far as the beginning-teacher is concerned

The obvious goal in this method of appointment of a teacher is to place

the teacher where his or her individual needs are met as well as the school's needs being met.

- Motivation in applying for a post

Are beginning-teachers being motivated by professional or personal reasons when applying for a post? In a research of 348 probationers in England the greatest motivation for applying for a post was that it was near to their home area (58%) and low down on the scale, (5%) were attracted by the reputation of the school or the local education authority.

- Suitability of the school

Little or no consideration is given to whether the school chosen is suitable in meeting the needs of the beginning-teacher. He or she is basically driven by the desire to obtain a post, especially in cases where they offer subjects not in great demand (eg Latin, French, Biblical Studies) or where there is an over supply of teachers of a particular subject. The beginning-teacher accepts a post with little insight into his or her suitability for that post other than that he or she offers the appropriate subject.

- Interaction between training institution and school

For the appointment to be to the benefit of the beginning-teacher it is essential that the teaching institution and school communicate openly with each other so that the school will have a full understanding of the teacher they are receiving and so be able to provide guidance and support to meet his or her needs.

At present the school normally receives a testimonial from the training institution, attached to the application of the applicant. This may be followed up by a telephone call to the training institution concerned or to the school, where teaching practice was fulfilled, for further information. However the basic motivation behind the obtaining of this information is for the protection of the school against a poor teacher and not essentially to see that the beginning-teacher is correctly guided and supported when coming to the school.

2.3.3 Advance preparation of the beginning-teacher

A number of investigations (Cawood 1973, Bolam 1971, Bradley and Eggleston 1975) have revealed that beginning-teachers are concerned about the advance preparation they receive prior to going to the school to begin teaching. On being appointed these future teachers are extremely positive towards teaching. They are excited by their first post and are usually anxious to visit the school and meet the senior staff as well as their future colleagues, to know more about the classes they will have and their duties in the school and are keen to receive text books and syllabi.

It is difficult to comment to what extent schools, in their preparation of the beginning-teacher, are taking advantage of this extremely positive period in the adaptation process.

2.4 The realisation of teaching (The reality shock)

"Many teaching candidates enter their training seemingly convinced that baccalaureate level preparation will result in master teacher status, that student teaching is the terminal point in developing lifelong teaching skills. In reality a teacher just entering the profession is at best prepared to begin learning how to teach" (Evans, 1976).

The arrival at school and the first few weeks of the term brings with it the realisation of what teaching is all about and has been termed the "reality shock". What underlines this reality shock? The beginning-teacher has come from the supportive environment of the training institution where mistakes are expected, self criticism is encouraged and both tutorial guidance and peer group friendship are readily available. He is then thrust into a situation in which both his professional and personal responsibilities are profoundly altered.

Thus the "reality shock" could in part be attributed to :

- The assuming of a degree of responsibility for the work in the school. This responsibility is aptly described by a teacher from an

American school when he said "I saw strange faces because I looked out through the strange new eyes of a teacher" (Ryan and Cooper, 1972). It may also be described as "the feeling of insecurity and tentativeness on the one hand and the teacher's need to act decisively and be in control on the other" (Corcoran, 1981).

- The association with a different set of "significant others".

The peer group assumes new dimensions and he or she is exposed to people with power to define his and her situation for them. No longer is the peer group age related but is dependent on a common occupation. They may be fussy conservative teachers who fear innovation, dynamic executive model career teachers or uncommitted housewives to whom out of school roles are more important than teaching.

- The assuming of responsibility for his or her own learning. The beginning-teacher must define for himself or herself what is relevant knowledge and what are the best sources to obtain the relevant knowledge.

This "reality shock" is initial and "most beginning-teachers learn the depth and magnitude of what they do not know about teaching, children and the process of schooling" (Evans, 1976).

2.5 The process of adaptation in the school

"Schools, like other social organisations, confront their members with adaptive dilemmas and these can be examined in terms of 'role set' and 'role demands', 'role conception' and 'role performance'. A person occupying a particular status may perceive demands and expectations that he should behave in ways which are at odds with his own conception of his role, and neither his ideal image nor the expectation of others may match his actual role performance. The size of the discrepancy between these role demands, role conception and role performance is a measure of the conflict experienced by a person occupying a particular status. The picture may be still more complicated, for the role demands

made by different individuals and groups are not necessarily in agreement : the role set usually implies an array of conflicting expectations" (Musgrave and Taylor, 1969).

Raggett describes three stages of development in this adaption process as initiation, internalisation and evolution. For the purpose of this work these three groupings will be followed. (Raggett, 1975).

2.5.1 Initiation

The initiation is a period of the initial meeting between the school and the beginning-teacher and the process whereby the beginning-teacher gathers information about his new environment. It will start from the day of negotiations of appointment and proceed through the initial visit and interviews to the first few weeks of the first school term. The beginning-teacher will be largely dependent on handouts, formal staff meetings and informal discussions with his new colleagues on the staff.

In this period in the process of adaption it is of importance that both the beginning-teacher and those influencing him or her be aware that this information is needed and that the channels of communication be established, encouraged and utilised at all times. Only through these means can the beginning-teacher be helped to create his own particular perspective on the situation and it is essential that this be based on reality.

2.5.2 Internalisation

In this period the beginning-teacher is in the process of becoming a teacher and it will be a time of change. It is not a period in which he or she will play a passive role in which they will be imprinted with correct influences but is a period in which the individual has to find himself making responses to expectations exerted on him by others - "he has to come to terms with the demands made on him by the pupils and their parents, colleagues

and local advisors and to try to transfer what he has learnt at college into action in the classroom" (Raggett, 1973).

Evans describes these first few weeks of teaching as often being made up "of a mixture of varied emotions - perplexity, frustration, euphoria, surprise, empathy, infatuation, disappointment and even anger" (Evans, 1976).

2.5.2.1 The relevant influences on the beginning-teacher

2.5.2.1.1 The beginning-teacher's personal approach - The atmosphere in which change is going to take place is going to be influenced by the character, personality and style of the beginning-teacher as well as the styles of communication established with others in the school. No beginning-teacher can expect to overcome the discrepancy of ideas if they are not first prepared to assess their own educational stance.

2.5.2.1.2 The headteacher

The headteacher plays a dominant role in the adaptation of the beginning-teacher as the majority will consider themselves first and foremost accountable to the headteacher. If the headteacher's attitudes and conceptions of his role are at one with the beginning-teacher's conceptions of the role of the headteacher the school will be considered a rewarding place to work.

The expectations in this adaptation process on the headteacher are considerable as he must exert leadership and guidance which may vary between a situation where strict control is exerted to a situation in which relatively free rein is given, depending on the needs of the teacher. The headteacher must exert leadership but still be sensitive to the needs of the individual beginning-teacher.

2.5.2.1.3 The school

There are a number of aspects that should be considered when considering the beginning-teacher adaptation to the school

- School traditions

The majority of schools will have an established tradition of priorities and philosophies prescribed by what has been accomplished and the practices of the many preceding years which may be stronger than the influence of the senior staff of the school although they usually have themselves adapted to the philosophy of the school.

- The seniority principle

The beginning-teacher will have to recognise that the seniority principle permits teachers with accumulated years of experience to prescribe the educational philosophies of the school. This does not imply that new ideas should not be able to be conveyed and communicated in an intelligible, rational and critical manner but rather that the experienced teacher does not have to justify his case, his apparent success does this for him. New ideas, to effect change, will have to be armed with superior arguments and rationale and the beginning-teacher will find the effecting of change difficult. This often leads to the feeling among beginning-teachers that "they find in teaching they do not have the audience ready for their message" (Noble, 1972).

- School administration

"I am unable to decide whether to prepare lessons for tomorrow or do administrative work for my form" (Beginning-teacher, Brown and Hayter, 1981).

This is possibly an extreme example of what faces the beginning-teacher but the acceptance that administrative duties form part of teaching is a reality and cannot be avoided.

"Beginning-teachers sometimes do not know how to work in a bureaucracy and are anti-bureaucracy. This can lead them into direct conflict with their administrators, one of whose jobs, again, is to train beginners in bureaucratic procedures, so that the school, as a totality, runs smoothly" (Ryan and Cooper, 1972).

- Extra-mural programme

When considering the schools within the sample (Cape Province) this aspect of the school cannot be ignored as the extra-mural programme (physical and cultural) play an important role in any school and is largely controlled by the schools. Apart from the expectation to become involved, sometimes in an area in which little is known, there is often a problem of the young and enthusiastic receiving an overload - "dra gewoonlik baie swaar aan 'n oorvol program van buitemuurse aktiwiteite" (Cawood, 1973).

2.5.2.1.4 The pupils

Two aspects must be considered here.

- Pupil expectations

"Pupils expect teachers to teach" (Musgrave and Taylor, 1969). Pupils value lucid exposition, clear statement of problems and guidance in their lessons where the information is up-to-date, correct and relevant to their needs. Personal qualities of kindness, sympathy and patience are secondary, appreciated by the pupils if they make the teacher more effective in carrying out the task of teaching" (Musgrave and Taylor, 1969). Thus the pressure of being a proficient teacher is exerted on the beginning-teacher from the start of his or her career.

- Relationships with pupils

Because of their age the relationships developed between beginning-teachers and pupils is often confused. He or she frequently takes refuge in one of two extremes of behaviour, either being too formal or too informal. Some act strictly and businesslike, sometimes bordering on being hostile while others try to gain acceptance by becoming friendly or dress and speak like the pupils. The confusion arises as the relationship expected is normally established by the norms within the school community.

An added aspect, particularly in high schools, is sexual attraction. The young teachers faced by mature pupils of the opposite sex "are particularly vulnerable to sexual attraction or manipulation" (Ryan and Cooper, 1972).

The interaction between beginning-teacher and pupil is of extreme importance and will be discussed in more detail in this chapter when stages of internalisation are discussed.

2.5.2.1.5 The Parents

"By the very nature of character formation, no one other than parents can ordinarily have one-tenth of their influence; and if the parents are continually reinforcing their own influence by the day-to-day treatment of the child, other adults can have little expectation of outweighing the parents' influence" (Musgrave and Taylor, 1969).

The teacher has no option but to accept that he is in partnership with parents, if not the minor partner, when concerned with the whole education of the child. Generally parents are interested, well informed and thoughtful in their attitudes to education but often have been neither sufficiently articulate nor socially competent to present their views. However, there is a continual increase in parental influence and informed criticism from all kinds of families concerning the running of schools. Within the sample of schools of this research these parents have the legal avenue of elected school committees to exert parental pressure. Unfortunately the union between parent and teacher, with the common goal of the welfare of the child, has not always been a happy one.

Meeting parents is difficult for all teachers and in particular for beginning-teachers (Ryan and Cooper, 1972).

Possible reasons for this strain could include

- Qualities to be developed

There is often a difference of opinion between parents and teachers as to what qualities should be developed in children. Parents may generally be more concerned with the development of qualities which will lead to the growth of competencies which are needed to cope effectively with life, particularly professional life, while teachers may stress the development of intellectual abilities in being able to think for themselves, find their own information and take an interest in books.

- Parental attitudes

Although a school may present a stable environment the pupils come from many differing types of homes which may vary from authoritative where certain expectations are created for the child and the school which may be unrealistic, to democratic where all members of the family are involved in decision making which often places too much responsibility on the child, to permissive where the child receives freedom as a result of neglect of any form of discipline.

- Socio-economic backgrounds

There is often a wide range of socio-economic backgrounds between the various families of the school community and this could extend to a difference in socio-economic backgrounds between the teachers and the school community.

2.5.2.1.6 Close colleagues

Beginning-teachers are sensitive and self-conscious of others' opinions of them. Those closest to them are their colleagues in the staffroom who will influence them through the supportive and non-supportive informal role that they play.

Applegate (Applegate and others, 1980) listed the supportive and non-supportive contacts on the staff. The supportive contacts listed were :

- Co-operators - they assist and encourage
- Reinforcers - they support the beginning-teacher both emotionally and intellectually and nourish a sense of well-being.
- Advice-seekers - they trust and respect and value the new teacher's competence and openly and honestly request assistance from the beginning-teacher.
- Socialiser-sunshiners - they foster camaraderie and include the beginning-teacher in the activities of the staff.
- Empathizer-confidants - the trusted person a first-year teacher can talk to about school and the feelings, beliefs and aspirations associated with becoming a teacher.

Non-supportive contacts are listed as

- The Troublemakers - they explore, test and exploit limits set by the new teacher - these people are limited on the staff and found more in the pupil group.
- The Double-Binders - they promote confusion by communicating conflicting messages that create anxiety and doubt.
- Doubter-Embarrassers - who specialise in 'put down'. They question new teachers' methods and promote anxiety.
- Advice-Givers - they provide unsolicited suggestions on how to teach, how to control students and how to deal with parents.
- Cold shoulder-Deflators - they ignore the new teacher, are aloof, condescending and do not include him or her in any staff activities.
- Judge-Silencers - they discourage expressions of feelings and thought by verbal or non-verbal rejection of the new teacher.

2.5.2.1.7 Other relevant influences

Other relevant influences that are not mentioned include

- The community, particularly in the rural areas where the church can play an influential role.

- The educational authority including inspectors of education and subject advisors.
- Past pupil associations.

2.5.2.2 The stages of internalisation

The period of internalisation has been the subject of much literature and various people have put forward theories for various stages within the period of internalisation.

Patanizek stated "the generalisation emerging from these studies is that beginning-teachers are first concerned with issues of their own survival then with issues relating to the mastery of teaching tasks and then with impact of students" (Patanizek, 1981). Mardle and Walker describe four stages - the gathering of data (initiation); developing technical skills; analysing, evaluation and deciding and the investigation of pedagogy in depth. (Mardle in Woods 1980). Raggett refers to simulation, provisional internalisation and stable internalisation (Raggett 1975) while Stander refers to coming to terms with teaching (standbepaling), the mastering (bemeestering) of teaching; the development of positive attitudes and finally development through professional growth. (Stander 1973).

From the above it may be assumed that internalisation is a progression from the initial survival of the teacher through to the development of technical teaching skills to sufficient mastering of the situation.

2.5.2.2.1 The initial stage is survival and "survival concerns were identified by these subjects: as a group initial concerns were high in the areas of gaining student respect, handling discipline problems and maintaining order. Other concerns ranked high by the group included knowing students as individuals, meeting individual needs, organising classrooms, concern for student learning" (Patanizek, 1981).

This is a critical period as there is a high possibility that his or

her entire teaching approach and technique may break down in the classroom which may be abetted gleefully by the pupils. Unfortunately the beginning-teacher has "no backlog of successful teaching to reflect on and draw succour" (Ryan and Cooper, 1972). They feel swamped and feel as if they are sinking. These are frequently unacceptable pressures and the teacher begins to push the blame for these failures away from himself or herself. There are two recognisable directions in which this blame can go - upwards towards the system, the head, the other teachers and this is the radical direction or downwards towards the pupils which is an establishment response (Lacey, 1977). This is not aided by the unfortunate tradition in members of schools of not talking about problems but trying to keep them locked within the four walls of the classroom away from the staffroom where the notion is often enshrined that difficulties in teaching, particularly with discipline, imply professional failure. The beginning-teacher now adopts survival tactics which may be influenced by the "tough class" or the "staffroom cynics".

Thus initially it is hoped the basic teacher-training received will provide the beginning-teacher with teaching techniques which will enable him or her to present a degree of sophistication in their teaching that will force others to accept his or her presentation - "basic knowledge, skills, tools and simulated battle experience in the hope that during the heat of actual battle the interacting variables will result in fight rather than flight" (Ryan et al, 1979).

Lacey describes this period as "Socialisation is here presented as a constant flow of choices facing an individual. The position of the individual at any given time is like the position of a canoeist in a stable position in fast flowing rapids. He can only hold the canoe in a stable position by expending a considerable amount of energy and constantly making many judgements and choices about his course of action. Our cohort of students is like a large batch of canoeists all setting out together on the rapids, learning the skills as they attempt to find some quiet water and stabilise their position. They are doing this in competition with other canoeists and must

bear their competitors in mind in selection of strategies for survival and success"(Lacey, 1977).

This is possibly a cynical point of view as some teachers hold consistently positive attitudes throughout the year and "new teachers vary immensely in their resourcefulness, ability to take in the school's complexities, confidence in their subject area, understanding of broader educational aims, perceptiveness and response to pupil needs. In fact when one considers how much they achieve and how difficult it is to achieve it, one wonders at their relative success" (Marland, 1971).

2.5.2.2.2 The development of techniques and skills

Having survived this initial period the beginning-teacher will stabilise his approaches and techniques to his initial problems and now develops to tackle problems associated with broader issues such as allocation of time and the suitability of instructional material and syllabi. He or she will become more questioning and analytical and will come to firm decisions on various matters.

2.5.2.2.3 Mastery

By the end of the period of internalisation the beginning-teacher will identify himself with group problems concerning the entire staff and will be critical of such matters as school facilities, school administration and the controlling education authorities.

2.5.2.3 Specific experiences associated with the stages of internalisation

Having established the broad stages of internalisation it is now in order to deal with some of the specific experiences of beginning-teachers associated with this period.

2.5.2.3.1 Discipline in the classroom

Of all the questions asked by beginning teachers, how to cope with

discipline is the most frequent. It is also one that generates considerable anxiety - "Discipline problems are endemic to the first year teacher. High school students report that discipline is the most serious weakness of first year teachers" (Ryan and Cooper, 1972).

Honeyford (Honeyford, 1982) stresses two areas of importance for the beginning teacher

- "the crucial point is to grasp that who and what you are as a person and a teacher helps to determine practical issues in a classroom"
- "you must get to know what sort of pupils you are teaching"

Teachers have expectations imposed upon them by the employing authority and the school. These expectations are further influenced by the pupils' own definition of the classroom situation. It is when these expectations are not fulfilled that class discipline problems arise.

2.5.2.3.2 Dealing with the individual problems of the pupils

"Diagnosing problems of individual pupils and finding solutions" (Goss, 1980) can cause trauma to the beginning-teacher. Learning problems often lead to frustration which in turn finds release through undisciplined behaviour which is disruptive to the class as a whole. The beginning-teacher finds these pupils difficult to handle as they do not know these pupils well and do not have experience to call upon in handling the problems.

2.5.2.3.3 Lesson preparation

Beginning-teachers face a heavy load in lesson preparation - "sixth form lessons are easy to teach but require so much preparation that I've found I'm just working from day to day, which can't be good. There is so much I've forgotten" (Beginning-

teacher - Hayter and Brown, 1981).

2. 5. 2. 3. 4 Evaluation

The marking and setting of classwork, homework, tests and examinations, apart from being time consuming, can cause confusion and turmoil in the first year - "becoming an 'evaluator' is easier for some than others. For a few the evaluation process is a source of great anguish and self doubt" (Ryan and Cooper, 1972).

2. 5. 2. 3. 5 Communication

As a teacher is the focal point for most of the lesson, communication techniques are important. The beginning-teacher could experience difficulties in developing correct questioning techniques, developing good listening habits and increasing his vocal ability.

2. 5. 2. 3. 6 Bilingualism

The teaching of a subject through the medium of two languages in dual medium schools can cause anxiety to all teachers and in particular to those starting teaching.

2. 5. 2. 3. 7 Teaching skills and techniques

Becoming an effective teacher can only be attained through an improvement and refinement in teaching skills and techniques - "teaching effectiveness, as we have said earlier, is an area where there are few naturals. The new teacher normally has a number of problems in the area of instruction" (Ryan and Cooper, 1972).

2. 5. 2. 3. 8 Teaching mixed ability groups

Teachers, and in particular beginning-teachers experience difficulty in dealing with classes with varying abilities within the same class. Within the sample of this research this problem could be extended to dealing with higher grade and standard grade

pupils within the same class.

2. 5. 2. 3. 9 Long-term planning and interpretation of syllabi

Beginning teachers, without guidance, find it difficult to plan the work that should be done for a month or a term and to establish in their own minds the degrees of importance of the various sections of the syllabi.

2. 5. 2. 3. 10 Standard and pace of work

Beginning-teachers experience uncertainty as to what standard they can expect from their pupils and at what pace they need to go in order to complete the work as well as achieve understanding - "Pitching the standard and pace of work at the appropriate level for different classes" (Goss, 1980).

2. 5. 2. 3. 11 Knowledge and method of subject taught

Although these aspects are dealt with fully in teacher-training, beginning-teachers experience difficulties in applying what they have learnt. Attention should be given in the schools to help in "developing confidence in one's knowledge or ability in the main subjects one has to teach" (McCabe, 1979).

2. 5. 2. 3. 12 Learning resources

"Identifying and organising resources" (Goss, 1980) is a further difficulty experienced. Often the beginning-teachers not only have little idea of what audio-visual aids and resources are available in the school and the community but also have little knowledge on how to utilise these aids effectively.

2. 5. 2. 4 Personal factors associated with beginning-teacher adaptation

Personal factors, not necessarily associated with school, often have a large influence on the beginning-teacher's adaptation to

teaching. Factors that should be considered include :

2.5.2.4.1 Achieving a balance between career and private life

There is often a difference between the expected role of a teacher and that of his or her peers in other occupations. The beginning-teacher may be torn between this expected role and the role with which he wishes to identify - "The fledgling teachers on the other hand feel prejudged as hippies by the school community - caught between the differing norms on dress, hairlength etc., between the school and his contemporaries in the business world". (Noble, 1972).

Secondly this is often a period in the beginning-teacher's life when a serious relationship is being established. He or she may have recently become engaged or is possibly in the early years of establishing a marriage. There is a high possibility of emotional stress which could be intensified if the partner is not a fellow-teacher.

2.5.2.4.2 Accommodation

Entering a first post means moving away from the training institution where the student had constantly been together with his or her peers to a situation where accommodation is found away from home and alone. This exposes the beginning-teacher to "the stresses of loneliness and fatigue" (Bolam, 1971). This stress could be intensified if it is accompanied by transport problems.

2.5.2.4.3 Immediate financial considerations

As the beginning-teacher receives salary for the first time at the end of January, he or she could have the added worry of financial problems in the initial period of teaching.

2.5.2.4.4 Emotional stress

"Exhaustion - the exhaustion from endless improvisation, endless emotional torment, all too violent plunges and flights between rational and emotional extremes - this is my overwhelming reaction to teaching" (Beginning-teacher - Brown and Hayter, 1981).

Within the first year beginning-teachers could feel extremes of emotions including frustration, anger, satisfaction, exhilaration, achievement and failure which could lead to stress and physical exhaustion.

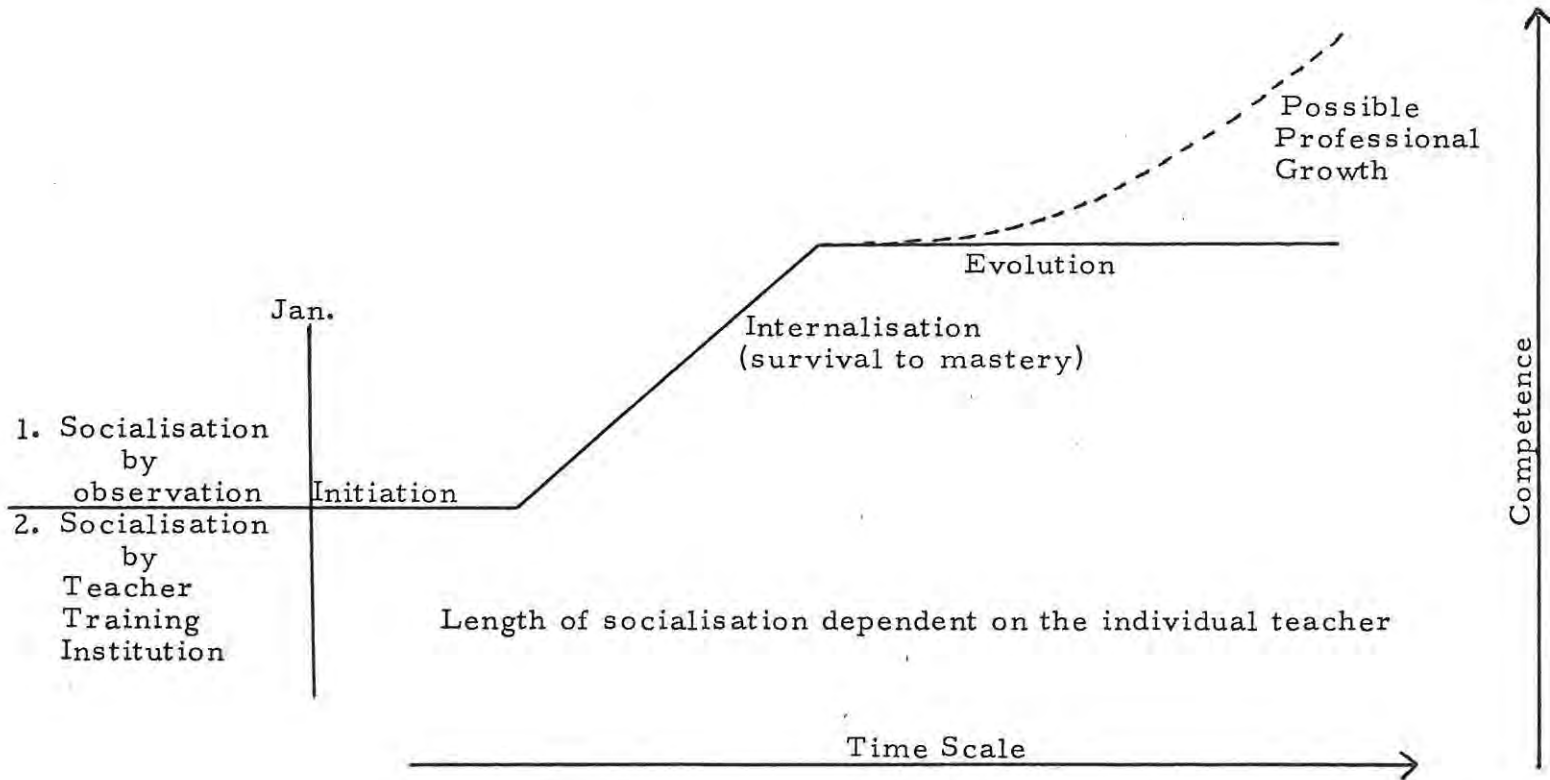
Honeyford reports from a survey in England that the short-term absentee rate from school is highest in the range 20 years to 24 years (Honeyford, 1982). He continues to give eight reasons for this stress and exhaustion. They are :

- subservience to authority
- the tradition of not talking about your problems
- the intangible nature of feedback
- no definition of role - conflicting expectations
- inconsistent decision-making by superiors
- poor working conditions
- assessment of their probationary year
- the naturally disruptive pupil that all teachers face apart from normal discipline problems (Honeyford, 1982).

2.5.3 Evolution

The teacher has now formed a stable concept of himself or herself as a teacher which is personally acceptable and yet is congruent with the broader group perspectives of the "relevant others" (ie headteacher, pupils, parents and colleagues) and the teacher is able to execute the duties of a teacher competently and adequately.

This once more could be a critical period as any further professional growth is firmly the responsibility of the individual teacher.



Graphical illustration of teacher adaptation

2.6 The Probationary year and assessment

Apart from the normal process of adaptation to teaching, the beginning-teacher also faces assessment after an initial probationary year. This process is reviewed as appertains to the sample used in this research.

2.6.1 Probation - (Cape Education Department - sample used in research)

Probation as described in the Cape Education Department's Handbook for Principals is as follows :-

"A teacher's first appointment under the Department is on probation for a continuous period of twelve months, which need not commence on the first of January. Should a teacher accept an appointment at another school during this time, the period of probation may be extended. "

"The School Board Secretary sends the School Committee concerned form E. 273 (copy included) in connection with each teacher whose period of probation is terminating, with the request that the completed form should be returned to the School Board without delay. After the School Board has completed its section of the form, it is sent to the Inspector for his attention and forwarding to the Department. "

2.6.2 Completing the E. 273 form

The E. 273 form is sent to the headteacher approximately three months prior to the termination of the probationary period. The headteacher in conjunction with the School Committee then either recommend that the appointment be extended on a permanent basis or extended for a further period of twelve months or terminated on the expiration of the current period of probation.

This recommendation is forwarded to the School Board who in turn forwards it to the Inspector of Education. The Inspector

may and usually does visit the probationer, confers with the headteacher and in turn makes his recommendation. These recommendations are forwarded to the Department of Education who makes the appointment on a permanent basis.

2.6.3 Assessment procedure

No specific assessment procedures exist and these will differ from school to school ranging from a general impression to a structured assessment procedure involving discussion with senior staff, classroom visitation and a formal evaluation form. However, it is the beginning-teacher who is the central figure in this assessment as his or her future life often depends upon the decision and he or she is quite often uninformed as to the procedures and could live throughout the year with the unsettling effect of knowing that an assessment is taking place.

TEACHER APPOINTED ON PROBATION : EXTENSION OF APPOINTMENT

Division School
Name of Teacher
Post Occupied Appointed on Probation to

The Secretary,
School Board,
.....

The School Committee recommends that the appointment of the abovenamed teacher be:

- * Extended on a permanent basis;
 - * Extended for a further probationary period of 12 months;
 - * Terminated on expiration of the current period of probation.
- (*Delete whichever is not applicable).

Reason for recommendation if extension of appointment on a permanent basis is not desired:

Date:
SECRETARY OF SCHOOL COMMITTEE.

Inspector of Education.

The above recommendation is:

- * Supported by the School Board;
- * Not supported by the School Board for the following reasons:

.....
(*Delete whichever is not applicable).

Date:
SECRETARY OF SCHOOL BOARD.

The Director of Education,
P.O. Box 13,
CAPE TOWN.

- * After inspecting the teacher's work;
- * After consulting the Special Subject Inspector concerned, and taking account of the above representations, I recommend that the teacher's appointment be -

- * Extended on a permanent basis;
 - * Extended on a further probationary period of 12 months;
 - * Terminated on expiration of the current term of probation.
- (*Delete whichever is not applicable).

REMARKS (if any):
.....
.....
.....

Date:
INSPECTOR OF EDUCATION.

CHAPTER TWO

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1.

BEGINNING-TEACHER INDUCTION

In reviewing what has been done in the field of beginning-teacher induction, four countries, Great Britain, United States of America, Australia and South Africa will be considered. Initially a brief summary of what has been accomplished in each country is necessary and is provided by means of grid:

		AUSTRALIA	SOUTH AFRICA
National Surveys	1960 1970 1980	1976-78 National Survey under Tisher, Fyfield & Taylor involving 1600 teachers & 700 headteachers	
Government or Individual Reports and recommendations	1960 1970 1980	1973 Karmel Report	1973 Stander - M. Ed. research
Induction Schemes	1960 1970 1980	1974-6 some isolated projects: 1. Macquarie University 2. Western Australia University 3. State College of Edn. in Victoria	Little attention - Merely highlighted in research
		U.S. OF AMERICA	BRITAIN
National Surveys	1960 1970 1980		1966-69 National Survey by Bristol University under Taylor and Dale including 8506 headteachers and 4406 probationers; 348 beginning-teachers interviewed
Government or Individual Reports and recommendations	1960 1970 1980	1963 J.B. Conant	1972 James Report and subsequent White Paper
Induction Schemes	1960 1970 1980	1965-68 NASSP project 1968-77 number of small isolated projects i. e. New York State project.	1968-72 Induction Programme by Bristol University by Bolam 1973-76 T. I. P. S. project in Liverpool and Northumberland areas by Bristol University

2. RECOMMENDATIONS OF THE SURVEYS

2.1 Great Britain

The National Survey

The questionnaire was organised into seven sections of inquiry :

- Biographical data and training background
- Experience of appointment and placement
- In-service guidance
- Experiences in the classroom
- Experiences in the school community
- The probationer's personal situation
- The probationer's career intentions

The findings of the survey, under the above sections, were as follows :

Biographical data and training background

It was found that from all teachers questioned that women were more likely to come from middle class backgrounds while men come from working class backgrounds. However graduates are more likely to come from middle class backgrounds than undergraduates.

As far as training is concerned the 75% of respondents found their training to be more than adequate and the rest barely adequate. Those trained in colleges were more impressed by their training than those trained in universities. There was consensus in their demands for more of everything in their training but, in particular, for more teaching practice and guidance in methods of teaching.

Appointment and placement of teachers

In applying for posts the beginning-teacher chose the LEA or area for reasons unconnected with the intrinsic educational, administration or attributes of the area but were more likely to be attracted back to their homes or be attracted by social and aesthetic amenities of a particular area. In selecting a particular post men were more likely to do so than women. All beginning-teachers were impressed by early confirmation of their posts and knowledge of which school they were posted to.

The report made apparent the lack of interaction between the training institutions and LEA's in making full use of background information in the placement of beginning-teachers. By making full use of this information, correct placement would follow and alleviate adjustment problems. There were, however, reservations that if this information was freely available a weak student could be labelled before starting. There was also concern over the possible difference in interpretation between teacher-training institutions and the LEA's. There was general need to review placement procedures.

An important element in the appointment process experienced by any beginning-teacher is the amount of advance notice he is given of the details of his post, the children with whom he will be working and the nature of the teaching he will be expected to carry out. At a moment when the beginning-teacher is most vulnerable to the effects of underpreparation, only about one in three beginning-teachers had previously met their pupils, only half had met their predecessors and even in primary schools one in five had not seen their probable classroom. In addition only 21% knew what their programme and schemes of work for the next year were more than one month before starting teaching. A longer and more careful introduction to a school was needed.

In-service guidance

It was found that one of the most mentioned needs of the probationer

is more knowledge of the procedures and criteria employed in the process of their assessment and it was discovered that two out of every three probationers still did not know, towards the end of their first year, in what ways and by which persons their progress was being assessed.

It was found that formalised instruments for assisting the induction of probationers were only being used to a limited extent and that the brunt of the work was being borne by the LEA's. It was also found that there was very little co-operation between the LEA's in co-ordinating the work being done.

Beginning-teachers were generally uninformed about LEA courses available.

Experiences in the classroom

It became apparent that, in general, beginning-teachers were given classes with ability of about the same as the school average, that only about 2% were not teaching their specialist subjects and that 73% were given freedom to adopt their own methods. As the year proceeded the beginning-teachers became more aware of the approaches to education of their colleagues and that the majority found that their approaches were broadly similar.

The major teaching problem mentioned by the beginning-teachers was the teaching of unstreamed classes while headteachers mentioned class discipline as being the major problem. Other areas mentioned were effective teaching techniques, technical problems and working to a syllabus.

Experiences in the school community

Only 4% found their colleagues other than helpful and three out of four found them actively friendly and helpful. Shyness, lack of confidence, hesitation to seek advice and the need for help and advice were most apparent in the beginning of the year and these tendencies decreased as the year proceeded. What did need to

be reviewed was, however, the source and quality of the advice received by the beginning-teachers.

Lack of familiarity with the pupil's social background is a major difficulty to the beginning-teacher.

The probationer's personal situation

Although these were personal and were not within the boundaries of school responsibilities, some forethought could help the beginning-teacher to overcome certain personal problems which included finding accommodation, transport to and from school and loneliness out of school.

Probationer's career intentions

In general both men and women intended to carry on teaching. Reasons given for leaving teaching by men included poor salary and by women included the wish to have a family, the desire to break the school-college-back to school routine and the desire to go abroad. Men proved to be more ambitious than women.

Those beginning-teachers who experienced teaching and school community problems were more prone to leave teaching.

2.2 The influence of the James Report on "Teacher Education and Training" and the subsequent White Paper titled "Education : A framework for Expansion " on beginning-teacher induction

The next step in the development of induction programmes came in 1972 and was influenced by the James Report and the subsequent White Paper.

The James report sums up its feelings as (p 21 3. 10) "Nothing has impressed, or depressed, us more than the gross inadequacy of the present arrangements of the probationary year. This inadequacy has hampered even the most enlightened of current pro-

cedures and has sometimes left unchecked practices which are so much less enlightened as to imply incompetence and irresponsibility" (James, 1972).

The White Paper proposals in answer to this situation found in Chapter 8 of the White Paper may be summarised as follows :

- probationers were to receive help during their induction year
- probationers were to be released for not less than one fifth of their time for in-service training
- their overall timetable was to be lightened "so that altogether they might be expected to undertake three quarters of a full teaching load" (James, 1972)
- sufficient teachers to be made available to make this possible
- the profession to play a full part in induction
- professional tutors to be designated and trained
- a network of professional centres to be established
- a pilot scheme to be mounted in four areas with the aim of introducing a national scheme in the school year 1975/76
- university-based A. T. O's to be replaced by new regional co-ordinating committees
- assessment procedures for probationers were to remain unchanged.

These White Paper recommendations gave a different emphasis to induction compared to that which had been implemented by Bristol University to this point. There was a greater

emphasis on the traditional school-based approaches and the importance of the role the professional tutor would be playing in the future.

2.3 The National Survey in Australia 1976-78

It appears that Australia is the only country other than England and Wales where national agencies have funded studies of teacher-induction. The Education Research and Development Committee provided money during 1976-1978 for a national survey of induction practices. The project involved two stages:

Stage 1 - A descriptive survey of what state, regional and school authorities claimed was done to support the entry of beginning-teachers to the profession.

Stage 2 - A systematic national survey of what beginning-teachers actually experienced, completed in three phases:

Phase I - After a few months of teaching (late March) a systematic representative sample of new teachers in all states and territories were surveyed by means of a mailed questionnaire. At the same time the principals of the 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.

Phase II - In mid-year a selected number of beginning-teachers in inner-city industrial, outer metropolitan, country, urban and remote areas of the nation were interviewed.

Phase III - Towards the end of the first year (October) another questionnaire was mailed to a systematic representative sample of new teachers throughout the nation.

In all over 1600 teachers completed the first questionnaire and 1300 the second and about 700 headteachers answered the questionnaire for headteachers. The findings were given in two reports

written up by Tisher, Fyfield and Taylor in 1978 and 1979.

Tisher (Tisher, 1980) commented in an article on the findings of this report in relation to :

- (a) provision for beginning-teachers during the early phases of their entry to the profession
- (b) provision made for them by their schools
- (c) the provision made for them by local or regional educational authorities during the first year of teaching.

Provision for new teachers on entry to teaching

The Australian education system of schools is complex including six separate State education departments and two Territory authorities. Within these there is a clear separation of primary, secondary and in one case technical divisions. Apart from the government schools there is a well developed Catholic system of schooling and a large number of independent schools. It is therefore difficult to make brief general statements about educational practices.

However, it appears from the survey that once an applicant is accepted for appointment the beginning-teacher is notified by letter although one in seven were contacted by telephone and one in seventeen are informed at interview. Entering a state system means to undertake to serve in any one of the authorities' schools although preferences may be stated. In fact 82% of beginning-teachers believed they were able to exercise a preference and about the same proportion were satisfied with their school.

The contact with a representative of the employing authority is brief and much reliance is placed on printed material to help new teachers bridge the gap. Beginning-teachers indicated a need for this type of information and specific topics requested included information on matters such as leave, legal position, transfers,

retirement funds, resource material, clerical duties and availability of consultants.

Although there was a stated need for this information 51% of beginning-teachers maintained they had not received written materials on conditions of appointment although 78% admitted that it was readily available.

About 69% of beginning-teachers visited their schools before taking up an appointment of which half were initiated by themselves. The visits were short in duration but did, according to the survey, have the advantages of reducing anxieties about entering an unfamiliar environment and allowing them to become familiar with the lay-out of the school, its educational philosophy, the courses offered and the likely levels they would be teaching. In the Northern Territory an orientation programme of about two weeks is held prior to the start of the school year and includes methodological topics as well as information about the area.

A number of State and Territory authorities have a policy of a reduced workload of 80% of an average timetable but it was found that about half of the new teachers received concessions of which about a quarter received reduced teaching load and a comparable proportion have either classes of small size, several parallel classes or fewer administrative, supervisory or clerical duties.

School-based induction activities

One of the definite viewpoints of the survey was that as induction is so closely concerned with a real life setting, most of the special arrangements made for it are probably best based in the school where the teacher is a staff member. In 1977 42% of the new teachers had professional activities organised especially for them and the majority were briefed on the first day along with the staff. 56% of those who participated in the activities saw much value in them.

As far as personal tutoring is concerned the prevalent practice is to assign the responsibility for beginning-teachers' school-based induction to the deputy principal or principal who then meets them and discusses a variety of issues as well as observing and helping them in the classrooms and helping them with their programmes of work. The new teachers' views however differed and 82% of beginning-teachers believed that they should be given a greater opportunity to observe other teachers' methods of teaching. Beginning-teachers put great stress on interpersonal relations and that induction was dependent upon mutual trust between the beginning-teachers and senior colleagues. They listed the following ten teaching tasks as those which worried them in their first year (in order of difficulty) :

- teaching groups with wide ability range, teaching slow learners, evaluating own teaching, motivating pupils, discovering level at which to teach, teaching specific skills, controlling classes, assessing students' work, devising schemes of work and teaching immigrants.

System based induction activities

Employing authorities do provide regional conferences and some of these have been most successful and have included reviews of elements of pre-service programmes such as lesson planning, managing small groups, evaluation procedures, classroom management and control and the examination of critical incidents. The reaction from beginning-teachers to these conferences was favourable.

More prevalent, however, are half- or one-day meetings organised within a region where the format varied from workshops to group discussions and talks by guest lecturers.

Induction recommendations

Richard Tisher (Tisher, 1980) first and foremost makes the point that induction and socialisation of beginning-teachers is a complex

matter. These are interactive, negotiated and provisional processes involving the continual reshaping of teachers' perspectives and behaviour as they confront various situations. Beginning-teachers face up to a constant flow of choices during their first months of teaching and are invariably required to propose practical alternatives for many problems they encounter. He agrees with the survey's recommendation that induction provisions should foster teachers' creative and problem-solving potential and that the purposes of induction should extend to include the resolution and implementation of practical alternatives to teaching issues and engaging in the evaluation of the implemented alternatives.

The beginning-teachers themselves recommended that beginning-teachers should continue to receive written material on school matters and conditions of appointment, be given advice on classroom management or help in producing programmes of work and be allowed to observe other teachers' methods. Seventy five per cent favoured opportunities to look at local educational resources and to have their own teaching evaluated. Visits to other schools were also recommended.

2.4 Induction in the United States of America

The first major recommendation concerning beginning-teachers was made by James B. Conant in 1963 in his book "The Education of American Teachers" in which he made the following statement :

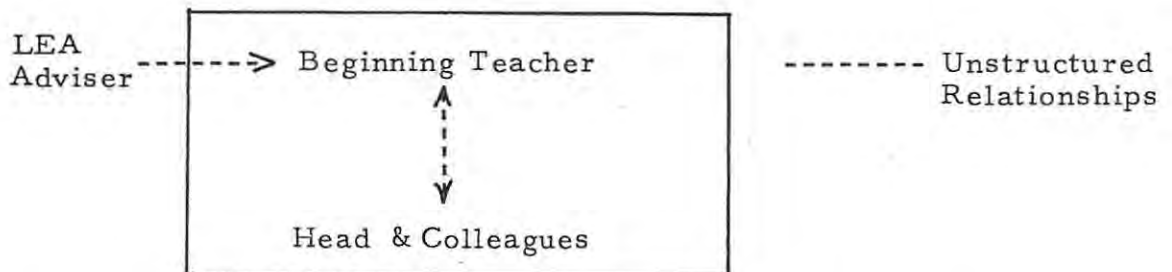
"In my judgement, no kind of pre-service program can prepare first year teachers to operate effectively in a 'sink or swim' situation in which they too often find themselves. Many local school boards have, I believe, been scandalously remiss in failing to give adequate assistance to new teachers. I recommend therefore that during the initial probationary period, local school boards should take specific steps to provide the new teachers with every possible help in the form of a) limited teaching responsibility b) aid in gathering instructional material c) advice of experienced teachers whose own

load is reduced so that they can work with the new teacher in his own classroom d) shifting to more experienced teachers those pupils who create problems beyond the ability of the novice to handle effectively and e) specialised instruction concerning the characteristics of the community, the neighbourhood and the students he is likely to encounter." (quotation taken from article by Swanson, 1968).

3. A REVIEW OF INDUCTION MODELS IN PRACTICE IN ENGLAND AND WALES

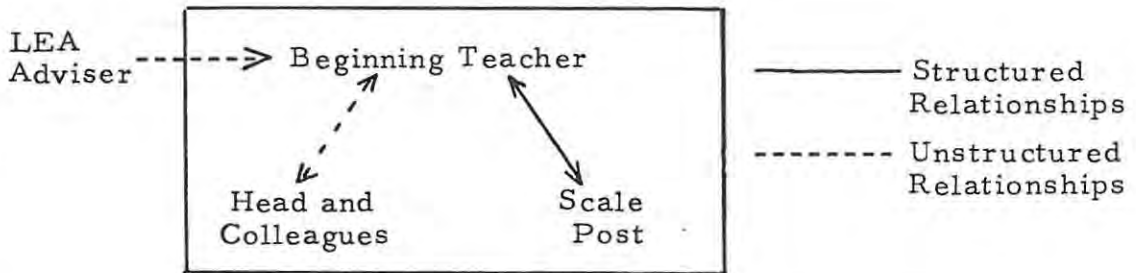
Baker (Baker, 1976) reviewed the induction programmes currently in practice in England and Wales. He described five different models. In this section these models will be discussed.

3.1 The Traditional on-the-job model



This is characterised by a lack of structured assistance to the probationer. The Headteacher and staff have positive, honest intentions of helping the beginning-teacher and talk about an 'open door' policy in which beginning-teachers are encouraged to speak to those, including the headteacher, who can help them. However, this good intent often slips away in the face of pressure of work and other priorities. Although provision is made to help the beginning-teacher, their problems are not necessarily known or being solved. This model leaves the probationer to find his own feet.

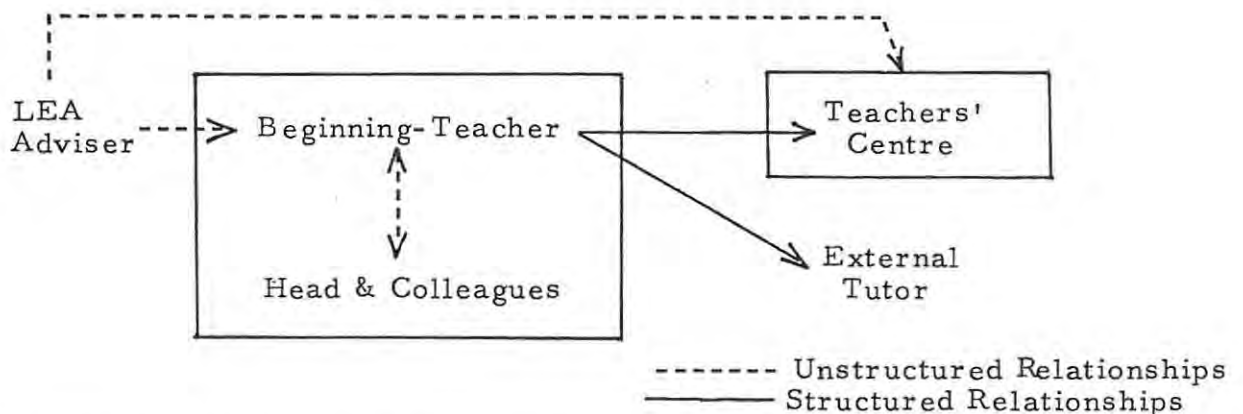
3.2 The Policy based on-the-job model



In this type of model care of the beginning-teacher is made a specific objective of the school policy and delegated to a member of staff. This policy is based upon the recognition that programmes need to be created in response to an awareness of the increased demands which are being made on teachers. The programme is based on the felt needs of the school and are run without LEA assistance.

The programme is conceived as not only aiding the weak but as part of normal procedure for the professional development of all beginning-teachers. The delegated member of staff would see his role as providing overall control and uniform initial guidance to new staff in respect of school policy, general pastoral support and specific contact with senior staff. His purpose would be to co-ordinate the various sources available for the beginning-teacher.

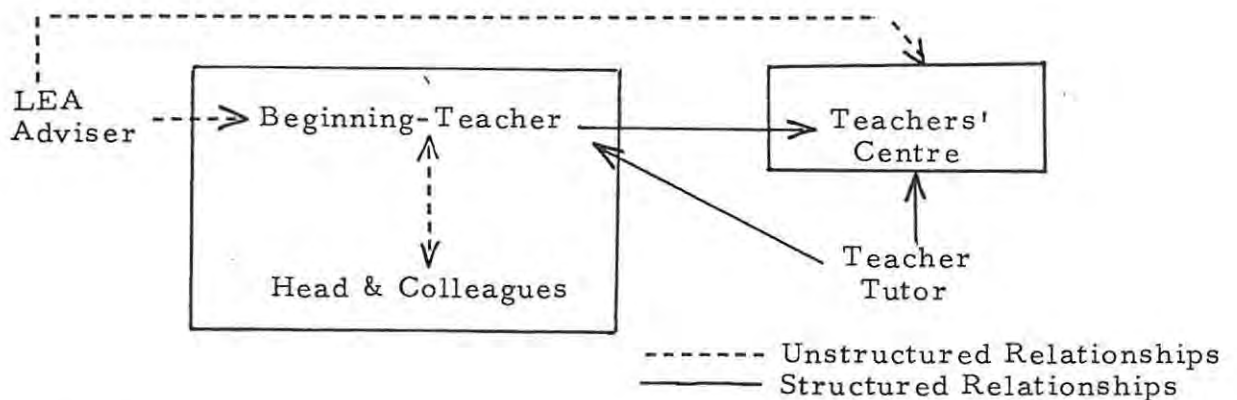
3.3 The Off-the-Job Model



In this model a structured provision for aiding the beginning-teacher is made outside the school. They are LEA operated using external tutors and external courses. Within this model

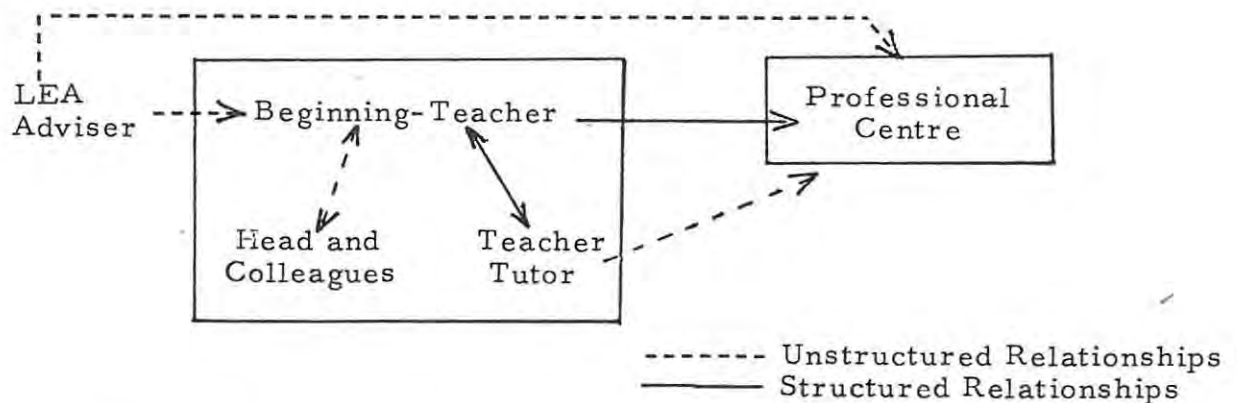
as a matter of policy the external tutor does not visit the beginning-teacher in the school and this was welcomed by a number of beginning-teachers as it provided the opportunity to talk about their problems with someone outside the school. The other principal approach in this model is to provide external courses for beginning-teachers.

3.4 The Visiting Tutor Model



The principal feature of this model is the appointment of an external tutor with specific responsibilities of helping the beginning-teacher in all areas including visits to the classroom. The beginning-teacher is also supported by a one week residential course organised by the visiting tutor.

3.5 The White Paper Model



This is the model operating in the Liverpool and Northumberland official pilot schemes. The principal feature of this model is the appointment of a school-based teacher-tutor. His supportive

role of the beginning-teacher would be augmented by courses at the professional centres.

Summary of recommendations from schemes reviewed

The recommendations for induction schemes from the countries reviewed have a number of elements which are common. They are:

- Decreased responsibility which may be achieved by the reduction of classes to be taught, administrative duties or extra-mural involvement.
- Having a greater period of unstructured release time to enable the beginning-teacher to spend more time on preparation and evaluation and so relieve stress and physical exhaustion
- The providing of a personal support system of which the concept of a professional tutor (teacher-tutor) is the most popular but at the same time not minimising the responsibility of the headteacher, the subject department head and the other members of staff.
- The provision of courses on various relevant subjects by outside agencies such as professional centres, teachers' centres, teaching-training institutions and local education authorities.
- A thorough introduction to the school through correct placement and preparation so that the "reality shock" of the first weeks at the school is minimised as far as possible.

4. A REVIEW AND DISCUSSION OF VARIOUS ASPECTS OF THE INDUCTION YEAR

4.1 Introduction

The induction of beginning-teachers has received the support of all research projects undertaken in Britain, Australia and the United States. - "we are convinced that an induction programme

is a wise investment, essentially because it provides the beginning-teacher with what he needs most during his first year - a feeling of security and an opportunity to grow" (Swanson, 1968).

The Northumberland project results went further, finding that 52% of the respondents to the evaluation maintained that the course justified the cost and 65% felt that beginning-teacher induction should share equal or higher priority than other aspects of education.

Although a definite need for induction has been declared it must be realised that the adaptation of a beginning-teacher to a school is a complex experience as socialisation to the situation will take place even without the help of an induction programme. The beginning-teacher will have an interaction with various situations which will always involve the reshaping of his/her perspectives and behaviours. The beginning-teacher is faced with different alternatives and stimuli and by selecting what proved to be successful and what failed, will formulate a personal teaching technique and attitude. Thus any induction scheme should not be there to replace this process by providing them with the answers to their problems but rather to help them in their development of their potential for insight and problem solving. An induction scheme would not be prescriptive but rather supportive and an opportunity for professional growth.

The induction scheme must also be viewed as a part of the continuing process of the professional growth of a teacher through in-service education and training.

4.2 In-service education and training

4.2.1 Definition

In-service education is described as "to widen and deepen teachers' knowledge, understanding and expertise (including skills, techniques and powers of judgement) in respect of their professional

work by means of activities designed primarily to attain this purpose" (Morant, 1981). Goss (Goss, 1980) defines it as "the process whereby professional performance of a staff, individually or collectively, is modified and improved in response to new ideas, new knowledge and changing conditions" while Gibbon (Gibbon, 1980) maintains that in-service education "aims at promoting professional growth of teachers so that they may teach more effectively and be exposed and respond to educational change and innovation".

Effectively then a general description of in-service training and education would be to increase a teacher's knowledge, skill and understanding and through this to modify and improve their response to change and innovation.

In the definition it is important to distinguish between education and training. Morant (Morant, 1981) defines training as "is concerned with acquisition of skills and techniques using standardised learning procedures and sequences" while in-service education as "is bound up with the notion of bringing about teachers' professional, academic and personal development through the provision of a whole series of study experiences and activities of which training should be rated as but one aspect." For the purpose of this research the aspect of in-service training and education must be looked at in its broadest aspect to all those experiences which bring about the professional growth of the individual teacher.

Watkins (Watkins, 1973) maintains that the programmes serve two overlapping issues. There are courses "which have implications mainly for the development of the individual teacher's skills and resources and which do not involve directly any other teacher or general policy of the school." These courses would then develop or supplement these areas which were dealt with or missed in the initial teacher-training. Secondly there are "courses which would imply decision making involving more than one teacher and which may have major implications for the policy of the school as a whole." This would involve personal change and curriculum

innovation in which the influence of the school would play a major role.

The needs of individual teachers at different stages of their educational careers

Beginning-teacher induction must be viewed as a part of the whole professional growth of a teacher. From the writings of Morant (Morant, 1981), Goss (Goss, 1980) and Bolam (Bolam in Hoyle, 1980) it would appear that there are different stages and needs in this professional growth.

Stage 1

In the first few years of teaching there are induction needs as he/she is initiated and adjusts to a first teaching post.

This is closely followed by extension needs as consolidation within the post occurs.

Stage 2

The teacher is now faced with a period of reflection and refreshment and is a period in which his/her needs will require further study either to develop further expertise, to change the direction of his/her teaching or merely to refresh his excessively repetitive professional experience.

Stage 3

The final need becomes largely individual and may be described as conversion needs. A number would need to be prepared for top management positions while others may have deployment needs and continued refreshment needs.

Deschamp and Styles (Deschamp in Turney, 1977) outlines three reasons for having courses for beginning-teachers.

- There are problems encountered by newly graduated teachers that are common to the group and which can be minimised as problems by planned group discussion and appropriate inputs.
- Peer group influence is likely to contribute positively to solving mutual problems.

- Newly graduated teachers are likely to integrate with the school system more successfully if they are supported in their first period of teaching.

4.3 The importance of in-service training and education.

Why is it necessary? To cater to the needs of teachers it is necessary to view some of the reasons for its importance and use.

To develop the individual effectiveness of teachers.

The effectiveness of teachers can only be maintained through in-service education as

- there is constant change in subject knowledge
- techniques and skills are constantly changing
- society changes and as a result there are fresh demands placed on those who teach
- teachers themselves change
- teachers may develop interests in new fields which demand special skills
- teachers are constantly meeting new responsibilities in the school
- schools change in their organisation structures.

Teachers are accountable

Social accountability - teachers are responsible to the community it serves to prepare them socially for valued roles and tasks.

Economic accountability - teachers are responsible for demonstrating that teachers are giving value for money.

Professional accountability - teachers are responsible for ensuring that educational values are fostered and protected.

Completion of pre-service training

It should be accepted that initial training is the starting point of becoming a teacher and that only through the ongoing development of his skills will competence and adequacy be obtained.

Promotion of innovation

Innovation in any body or institution and "the local school stands at the confluence of currents of change and innovation" (Gibbon, 1980). However, if innovation is to take place within a school it is essential that the innovation should come from within the staff, initiated by them, discussed by them and accepted by them.

To increase adaptability

"Adaptability is the ability to change routines through anticipating problems in advance and developing satisfactory and timely solutions to them; staying abreast of new technologies and methods applicable to the activities of the organisation, and through prompt acceptance of the solutions by all the people involved. People are potentially adaptive if they become aware of problems before they seriously affect the health of the organisation" (Goss, 1980).

In-service professional development must increase the adaptability of teachers.

Preparation for promotion and educational leadership

Numerous leadership tasks are carried out by all teachers at various levels of the school whether it be a team coach or a head of subject and it is clear that these leadership techniques need to be developed not only for the well-being of the school but also "when a teacher's capacity for leadership is developed as fully as possible he derives a sense of self-fulfilment and job satisfaction" (Gibbon, 1980).

Teachers need support services

Teachers throughout their teaching careers and especially during the induction period need guidance and support for their ideas and techniques and this can be achieved not only by the increase of proficiency but by discussion with teachers sharing similar experiences. This provides considerable emotional support.

Knowledge of the rest of the educational system

Teaching within one area of the school can only be improved if there is a knowledge and appreciation of the other areas of the school. The interchange of ideas between primary and high school teachers or English and Mathematics teachers can only be of benefit to both.

Building professionalism

"One of the hallmarks of a professional is that his work is informed by theory, current research and examples of good practice" (Goss, 1980). If teaching is to be considered a profession it is the responsibility of teachers individually and collectively to ensure growth of their profession.

4.4 Provision of in-service education and training

In-service models

Course based

These are courses offered to teachers by agencies such as Teachers' Centres, Universities, Technicians and the controlling Education Authority, which may be short in duration or be a full year. These, to date, have been the most popular form of in-service training and education.

These courses have considerable limitations which include :

- the course members would comprise a heterogeneous group coming from different schools and training institutions and thus problems would arise in trying to formulate a programme of topics which would be considered relevant by all the teachers. Relevance is deeply cherished by teachers

- release time was not welcomed by teachers as they felt a commitment to their schools, did not want to impose upon their colleagues in having them cover their classes and did not

want to leave classes for any period of time when they were still establishing themselves in the classes.

- inflexibility of the course time-table does not allow the organisers to capitalise on areas which prove to be of value to the course members.

- often participants are unable to use their new knowledge in the schools as they are unable to influence what happens in their schools for a possible number of reasons including status and resources.

On the other hand it has advantages which include :

- the organisers of the course have greater access to expertise, good facilities and audio-visual aids.

- it provides for the gathering, both formally and informally, of large numbers of beginning-teachers. In this environment they would be able to discuss their experiences with each other and gain valuable emotional support.

- by putting the teacher into new environs he or she will be helped in redefining individual needs and discovering further needs.

- the course aims can be clearly co-ordinated and effected.

School based

These courses are run on the school premises for the sole benefit of the teachers of the school. The courses are planned for the needs of the staff and run by members of the staff. The major aim is relevance.

The advantages associated with these courses are :

- the individual needs of the beginning-teacher are likely to be understood and a programme can be evolved to meet these needs.
- flexibility of time is available allowing for topics of value being extended and topics found being of little relevance being cut.
- meetings are possible during free periods in the timetable.
- the actual programme can be started directly an appointment is made and a visit to the school is made.
- the course will be more relevant to the attitudes and practices of the school.
- the possible resistance to the course will be considerably less.

There are, however, disadvantages as well and these include :

- not all schools would be convinced of the need for an in-service programme and this could lead to a limited programme being implemented, if at all.
- there would be a large variation in the courses being implemented and co-ordination would be extremely difficult.
- teachers, and beginning-teachers in particular, obtain emotional support from discussing their problems with other teachers. With numbers being limited at schools this important support could be lost.
- the school draws only on its own resources and thus runs the severe risk of becoming over insular in their attitudes and outlook and could confirm existing prejudices.

School focused

The school focused model is a synthesis of both models - "The

distinguishing characteristic of school focused in-service training is that it is targeted on the needs of a particular school or group within a school. The activity may take place on site or off site and equally importantly may be internally provided by certain school staff or externally provided by an outside agency like a college or a university" (Baker in Hoyle, 1980).

In theory this model combines the advantages of the other two models and minimizes the disadvantages.

4.5 Important aspects of induction schemes

Within the induction schemes reviewed in Britain, Australia, United States of America and South Africa the following aspects have found favour and deserve further exploration.

- a reduced responsibility in the school. This is primarily achieved by a reduction in the classes to be taught but could also be achieved by a reduction in administrative and extra-mural duties.
- release time during school for beginning-teachers as well as teacher-tutors and subject department heads to enable them to participate in school based and externally based induction activities.
- the supportive role of colleagues on the staff of which the teacher-tutor (co-operative teacher) would play the predominant role and in which the headteacher and subject department head would play influential roles.
- external courses conducted by various educational agencies which would either do a complete induction course or play a supportive role to a school based course.

4.5.1 Reduced responsibility

In the Teacher Induction Pilot Schemes of Northumberland and

Liverpool (1972-76) the beginning-teacher was granted a teaching programme equal to 75% of the average teacher while in the NASSP project (1965-8) the teaching load was reduced by one class period per day. The reduction of other responsibilities in administrative duties and extra-mural duties were also considered. The ultimate aim of this aspect is to give the beginning-teacher more time and the advantages of this are obvious. The beginning-teacher is able to spend more time on the responsibilities he or she has and, as such, stress and physical exhaustion are reduced and there is a considerable improvement in teaching performance and in the performing of other duties. In Northumberland they found that absence from school by beginning-teachers was reduced through the introduction of the induction scheme and this could be attributed to the effect of reduced stress resulting from a reduced workload.

This aspect was not without problems. A number of colleagues of the various school staffs did not fully understand the rationale behind the reduced workload and considered it as merely "time off". Thus this dispensation resulted in some beginning-teachers feeling sensitive and guilty about their free time. This attitude in schools also resulted in this free time not being considered a priority and the time being used for other things, i. e. standing in for absent teachers. Another problem which arose was the obtaining of relief staff to cover the classes of the beginning-teacher during this free time.

4.5.2 Release time

The second aspect, allied to the first, was that for a certain period each week or for a block release of a number of days, beginning-teachers were to be released from all school duties so that they could participate in induction activities or a course. In the Teacher Induction Pilot Scheme, as with the NASSP project, release time was granted to the beginning-teacher.

Bradley and Eggleston (1977-1979) conducted a project in Nottingham, England in which they attempted to ascertain the value of this release time and how it was utilised by beginning-teachers.

In this project they worked with three groups :

- The first group were released for the equivalent of one day per week and were subject to supervision.
- The second group were also released for the equivalent of one day per week and were not subject to supervision and so utilised their time as they saw fit.
- The third group, the control group, received no dispensation at all.

All three groups were requested to keep individual diaries and answered a questionnaire at the end of the project.

In the workload done there was found to be little difference among the three groups but it was found that the supervised experimental group had the most confidence, showed less ignorance of supervision procedures and felt less frustration. In the utilisation of the time the unsupervised experimental group used the time on activities which might potentially reduce their anxieties as well as in individual remedial work with their pupils. The supervised experimental group showed an inclination towards professional enrichment courses. Through their confidence they were also more likely to consult with their colleagues and "establishment" figures whereas the unsupervised experimental group looked to their peers and relatives for advice and support. The project supported the continuation of release time in induction schemes.

In reviewing the findings of this research the criticism by the researchers of their own methodology - "The obvious methodological defect of this experiment is our inability to exercise much control over treatment." (Bradley and Eggleston, 1979) must be taken into account as well as noting that other threats to internal and

external validity must have been present but minimised through randomisation.

4.5.3 Supportive role of the staff

It is abundantly clear from all projects that colleagues on the staff play an important role in the development of the beginning-teacher. Their support, both formal and informal, is of paramount importance as a positive, approachable, friendly staff will encourage confidence and openness from a beginning-teacher. Three members of staff who play a more influential role are the headteacher, the teacher-tutor or co-operative teacher, if appointed, and the subject department head.

The Headteacher

"Die hoof het 'n besondere taak in die oriëntering van die beginner-onderwyser. Hier word veral gedink aan aspekte soos inligting, vaardighede, houding en professionaliteit" (Jooste, 1982),

There is little doubt that the key to any induction programme lies with the headteacher of the school. He must be convinced in his own mind that schools must actively participate in the training of teachers and be willing to invest some time and energy in an induction programme. Only then through his positive attitude and enthusiasm will results more than justify the investment.

Through competent and skilful leadership a headteacher is able to convey to the beginning-teacher a wealth of experience and knowledge concerning the role of the school and its place in the community. He is able to convey personal qualities and moral values associated with the profession and is able to ensure professional growth in the future for the beginning-teacher.

Stander (Stander, 1973) lists the qualities of a headteacher as being a "simpatieke houding, waardering en aanprysing, same-werking, demokratiese leiding, menslikheid en waaksaamheid".

Above this he must be tactful in his handling of the beginning-teacher.

Responsibilities listed as being those of a headteacher are:

- He must make the beginning-teacher feel welcome and wanted. "Tog bly dit 'n kardinale plig van die skoolhoof om die beginner te laat beseef en aanvoel dat hy welkom is in die skool gemeenskap, dat eersgenoemde in hom belangstel en hom laat voel dat sy dienste en persoon benodig word". (Cawood, 1973).

- He must give the beginning-teachers at the initial interview a comprehensive and structured job description so that there is no doubt as to what their responsibilities are.

- He must ensure that clear lines of communication are established for instructions and feedback so that every effort is made to eliminate misunderstandings.

- He must see the beginning-teachers as people and try to understand their qualities and weaknesses.

- He must, in his allocation of duties, play to the strengths of the beginning-teachers so that they may gain considerably in confidence.

- Wherever possible allow the beginning-teacher to be and feel part of the decision-making in the school.

- He must ensure that the beginning-teachers meet other people through the initial staff meeting, social functions and local teachers' associations.

- He must assume responsibility for the assessment of beginning-teachers and make a recommendation concerning their probationary year.

- He must be positive in handling the beginning-teacher and continue the interest in the beginning-teacher throughout the year.

- The Teacher-tutor (Co-operating teacher,
Co-ordinating teacher)

(The term 'professional tutor' was used in the White Paper recommendations but this was discontinued by the TIPS project and 'teacher-tutor' introduced as it indicated a practising teacher).

The teacher-tutor is of profound importance if considering a primarily school-based induction scheme - "the professional tutor is the keystone of the whole enterprise" (Kelly, 1973) and "the teacher-tutor is the vital link in the whole induction process i. e. with probationers, with professional centres, other staff colleagues, his headteacher and the local adviser" (Hill, 1975).

In the Liverpool and Northumberland projects the teacher-tutor was given the responsibility of supervising up to a maximum of 6 to 8 beginning-teachers and granted release time through a reduced teaching load. In the NASSP project the teacher-tutor was granted a reduced load as well but no maximum of beginning-teachers was established.

The teacher-tutor needs to be a specific type of person and the qualities associated with a successful teacher-tutor were:

- He must be convinced of the need for an induction scheme and must not regard his work as merely another duty allocated by the headteacher.

- He must not be a member of the administration or "establishment". He must come from the staff and have an understanding of young people - an appreciation of "what makes them tick" and an awareness of the reasons that lie behind much of their behaviour. He must be young enough to remember his own experience as a beginning-teacher and experienced enough to be able to advise correctly.

- He must be able to listen as well as talk.

- He must not be too ready to supply answers to problems but rather be willing to talk around them.
- He must never seem to be weighed down by additional, more important responsibilities.
- He must be well regarded by the members of the staff.
- He must be able to recognise what are the relevant needs of the beginning-teachers and be able to recognise when organised meetings are no longer fruitful.

Initially the role of the teacher-tutor was interpreted as pastoral (encouraging, counselling and advising) as well as one of giving advice on administrative responsibilities but the needs and expectations of beginning-teachers extended beyond this into the classroom where they sought help and support with organisation, planning, discipline and teaching skills and techniques. The latter development was met by a certain amount of opposition by the teacher-tutors as they felt they were encroaching on the domains of other members of staff. They also felt that they were lacking in competence in dealing with these subjects.

In the NASSP project (1965-68) they started the project in the first year in an unstructured "buddy system" manner where the teacher-tutor (co-operating teacher) was merely a confidant. In the second year the project was organised so that the teacher-tutor would deal with groups of beginning-teachers. Topics dealt with included grading, testing, homework, discipline, teaching methods and teaching observation. The more structured responsibility was found to be an advantage as there was better use of time, a more comprehensive covering of the subject being dealt with and the beginning-teacher gained emotional support from discussing their problems with other beginning-teachers. In the third year they structured the programme by further dividing the year into two definite parts, each with their own aims. In the first semester

the aim was to help the beginning-teacher to adjust and to feel secure. The teacher-tutor planned an initial orientation programme and then met their daily needs through practical activities which could be related to daily classroom experience. The second semester was devoted to self evaluation and the developing of their own educational philosophy through case studies, observing others teach, team teaching, formal study of the school and its place in the community. The teacher-tutors reacted negatively to the second semester programme as they felt they were not equipped for the role.

It is apparent that there are limitations as to what can be expected of a teacher-tutor and that there is a definite need for supportive agencies for the teacher-tutor.

It is also apparent, as was done, that teacher-tutors needed initial training. This took the form of courses of a number of days followed by regular meetings. In order to fulfill his role as a teacher-tutor successfully it was necessary that he would be required to have the following knowledge and skills :

- To be able to arrange the preliminary visit to the school and to supply new schemes of work and any information required by the beginner-teacher before he takes up his new post.
- To have a general oversight of all the practical experience of professional work that new teachers undergo in the first year of their appointment.
- To be able to help with professional and/or personal problems that may arise.
- To be able to encourage the beginning-teacher to make full use of the facilities and resources available at the school and from other agencies.
- To be able to help the beginning-teacher either directly or through specialist colleagues to develop effective teaching techniques.

- To facilitate contact between the beginning-teacher and outside agencies such as professional centres, teachers' centres and training-institutions; to extend this to advising the new teachers as to the availability and suitability of courses.

- To be able to contribute to the work of the professional centre.

- To be able to understand how the induction scheme relates to future in-service training for the beginning-teacher.

The implementation was not without its problems. Some of these included:

- No specific job description was reached as the help required of the teacher-tutor changed as the projects developed. -
 "Instead of worrying about whether probationers were coping, about 'putting out bush fires' or simply feeling that 'tea and sympathy' would heal the wounds, if not solve problems, the induction scheme for probationary teachers quickly became a matter of developing performance of good beginners as well as those in difficulty" (Evans, 1978). There was debate as to what the teacher-tutor was competent to and could be requested to handle.

- The appointment of teacher-tutor also aroused much debate. Various points to be considered were:

- What criteria was to be used in the appointment? Was this to be limited to personal qualities or was it to include professional qualifications or years experience?

- What status was the teacher-tutor to have in the school? To be borne in mind was that there was a strong feeling from beginning-teachers that the teacher-tutor should not be in a promotion post but yet he would need some status to effect a programme involving other staff colleagues.

- What was the length of the appointment to be? Was it to be temporary just as long as there were beginning-teachers in the school (what would be the minimum and what the maximum) or would it be a permanent appointment regardless of the number of beginning-teachers so that the teacher-tutor could remain abreast of training and so develop his competency in handling beginning-teachers?

The question of what should a teacher-tutor be paid caused further debate. Was it to be a basic amount, an amount for each beginning-teacher or should he be paid at all for this responsibility.

The training of teacher-tutors also caused debate. The two main points being to what extent should they be trained for the responsibility and who would be responsible for this training.

Two problems arose in the implementation of the induction scheme.

- There was concern as to how the other staff colleagues, in particular the subject head, would respond to the requests of the teacher-tutor. As the projects progressed this fear was not fulfilled and it was found that they supplemented each other.

- In the project it became quite clear that a number of schools were not convinced of the need for an induction scheme and in these schools the teacher-tutors and the programme did not develop to any significant extent.

The Subject Head

The subject supervisor, "presumably an experienced and skilful teacher with knowledge of both students and the curriculum and with a skill in dealing with teachers, should be able to provide both knowledge and encouragement." (Probst, 1973).

A first impression would be that the subject head would be the ideal teacher-tutor as he would be involved, have experience and know-

ledge of both the school and the classroom. This could be, but it is not the ideal as it would put him in a dual role. He would have a responsibility to the teachers of his subject as well as to the beginning-teachers. Time would not allow him to do justice to both. However, the subject head has a very real role to play in helping the beginning-teacher through his subject.

The following problems associated with beginning-teachers could be handled by a subject head.

- new syllabi
- adaptation of teaching methods
- incomplete insight into evaluation of pupils' work
- incomplete knowledge on the use of teaching aids
- lesson preparation
- approaches to teaching taking into consideration the examination systems in schools

The ways in which this could be accomplished would be:

- Helping the beginning-teacher by making available to him the expertise of the subject team by aiding the beginning-teacher with guidelines, worksheets and notes.
- By the subject head allocating time each week to the beginning-teacher for personal guidance in planning and resources available in the subject.
- By the subject head arranging group discussions with other beginning-teachers so that common subject problems can be discussed.
- By the subject head keeping the beginning-teacher aware of courses available from professional centres, teachers' centres and training institutions.
- By the subject head being positive in giving moral support and encouragement to the beginning-teacher.

"Die bekwame vakhoof sal deur sy leiding die klem vir die beginner-onderwyser laat verskuif van oorlewing na professionele groei" (Park, 1980).

4.5.4 Courses

Formal course work, dealing with some common teaching problem, whether school based or externally based, would be an essential part of an induction scheme.

From projects undertaken, especially in Britain, the following points should be considered.

Organisation of the course

To formulate and run a course the following were essential :

- An advisory committee and effective work parties.
- A clearly formulated and written school and district policy discussed fully with all involved and with a clear description of their induction roles.
- A co-ordinator of the programme. In Britain the wardens of the teachers' centres were found to be best placed. The co-ordinator must have status in the teaching community.
- A course staff is necessary to organise and co-ordinate.
- The location of the course was found to be of little consequence if the atmosphere created was good and the course worthwhile.

The course should "foster teachers' creative and problem solving potential and that purposes of induction should include the resolution and implementation of practical alternatives to teaching issues and engaging in the evaluation of the implemented alternatives" (Tisher, 1980).

In fulfilling any purpose the course should have goals which give expression to ideals through the setting of attainable objectives

which are directed to specific activities. (Stander, 1973).

Course design

The following points should be noted when designing a course.

- The timetable should be as flexible as possible.
- Discussion is a most valuable element of any course - "a major factor in the programme was a strong desire for more discussion time" (Deschamps in Turney, 1977).
- The beginning-teachers reject anything that is a repeat of what was done during teacher-training.
- Informal discussion among teachers formed an essential part of the course and an activity (ie lunch) should be arranged to encourage this discussion. Residential courses fulfilled this need admirably.
- The course must be relevant. It must be intellectually demanding and at the same time cater to individual needs.
- The activities must involve the participants. There is a desire by beginning-teachers to contribute and share ideas. Workshops proved to be the most successful activity. The use of beginning-teachers to provide input material also proved to be most acceptable.
- Different approaches and topics are needed for kindergarten, primary and secondary schools.

Throughout the debate the three key words for a successful beginning-teacher course would appear to be relevant, individualised and practical.

4.6 Constraints exercised on an in-service programme

Any programme implemented in a school will experience certain

constraints. These constraints include :

Teachers' attitudes - "some schools assume that teaching is a stable and routinized skill which can be acquired through regular confrontation with a large number of practical situations. In this way teaching is seen like carpentry, to be learned while doing" (Watkins, 1973). Not only are a number of teachers satisfied to continue teaching as they have for many years but there is a waste of talent as "many groups of teachers have not, as a rule, effectively shared their expertise or systemised their collective experience in a coherent way" (Cane in Watkins, 1973). Teachers have for too long worked in isolation and "generally teachers have not been keen to support the research and investigation which might expand their professional wisdom" (Cane in Watkins, 1973).

Finance - this is a major problem. It is quite clear that any implementation of a major in-service programme is going to cost a considerable sum. Apart from the cost of implementing this labour intensive programme, there is the cost of releasing teachers and replacing them. Because of this high cost the in-service programmes tend to be measured in a disadvantageous light when priorities are considered.

Timing - the finding of a suitable time to conduct courses is difficult. There is reluctance to overload an already busy programme by timetabling it into the normal school day. On the other hand development days, afternoon and evening courses as well as weekend courses cut across the personal activities of staff and are not fully supported.

Conditions of service - To date the expectation that teachers undergo a certain period of in-service training has not been made an integral part of conditions of service and until such time as these expectations are created what is undertaken will be left to the individuals' or the schools' attitude. If there was an in-

crease in working hours expected there would be an immediate demand for remuneration.

Release time - The granting of release time causes two problems :

- If teachers have to be released, teachers have to be found to replace these teachers. Some teachers, particularly primary school teachers, resent the break from their classes when they are establishing, especially in the first year, relationships with their pupils.

- In the secondary area it is difficult to find specialist teachers to replace specialist teachers on a course. It also means that it is difficult to arrange courses for specialists from one discipline as they could not be suitably replaced in their schools.

Geographical distribution - it is not feasible for courses to be made available in all centres where schools exist and to attend courses teachers are required to travel and even be accommodated away from home. Some teachers maintain the right not to have their private lives too severely disrupted.

4.7 Internship

An alternative to the induction programme for beginning-teachers is the idea of an internship period in which the student is from the beginning in complete control of a class and experiences all aspects of teaching and education. This system is an extension of the teacher-training process in collaboration with the practising teachers within the school.

Flinders University in South Australia has been offering a four-year internship degree for primary teachers since 1967 and the University of New Hampshire have since 1974 offered a five-year course including internship. Robert Bush also propogates the idea of internship in an article "The beginning years of teaching:

attention, focus and collaboration in teacher education." (Bush, 1980).

The internship involved, after an academic training, full-time teaching with teacher-training advisor support. The interns would be expected to attend the teacher-training institutions for further instruction.

The advantages of this system are advanced as being:

- That teacher-training institutions and schools would be forced together and it would help to relate the professional and academic training to the practical teaching situation.
- Through the continued practice of teaching, personal and individualised styles would be developed through the development of confidence. The conditions under which the intern 'practises' would be considered safe where weaknesses are expected and shared. This could also have the effect of creating an openness among beginning-teachers to discuss their problems.
- That it would allow for time in the development of teaching skills which in turn breeds confidence.
- By the continued attendance at the training institution the interns would continue their contact with their peer group where problems could be shared and emotional support received.
- It would allow for varied and advanced specialisation.
- It would develop the habit of in-service training and could lay the foundations for further professional growth.
- It would ensure that the intern would have to show competence in the classroom before being certified.

Disadvantages advanced to this scheme are :

- That the scheme depends upon the co-operation between

schools and training institutions. When two institutions are involved there will be sensitivities to criticism on both sides and it is more than likely that a number of schools will feel threatened by the interference from another institution. In the U.S.A., with falling school-going numbers, the teachers in the classroom would have the fear of losing their positions to more competent newcomers.

- That the cost of training teachers would be increased.

- That in order to fulfil the requirements of internship all interns would have to be placed near the training institutions and thus the regular training would have to continue. The longer period of training could prove too daunting to prospective teachers. It also calls for a full commitment to teaching from the initial stages of teaching.

In the Australian project the interns were expected to face a full teaching load while doing their internship. This increased stress and physical exhaustion. For internship to be effective, a reduced teaching load is imperative.

It added responsibilities to members of staff in the schools and the training institutions. Teachers would have to interest themselves in teacher-training and teacher-trainers in the work and attitudes of the schools. This could evoke the criticism that they would then have a greater workload than other colleagues.

CHAPTER THREE

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METHODOLOGY

1. Previous research methodologies

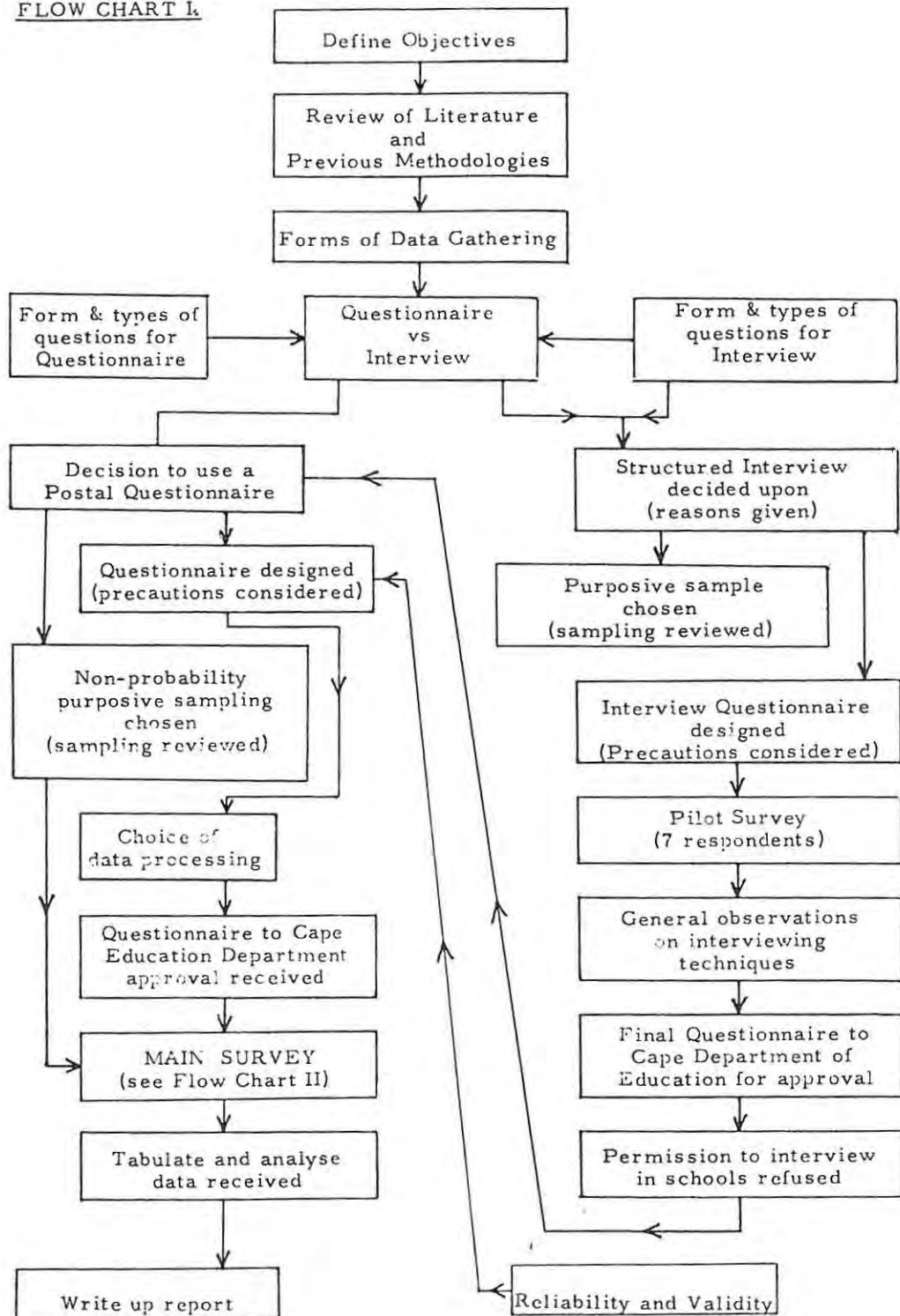
1.1 Through personal accounts of failure and success through interviews and written statements by beginning-teachers - Herrington (1976), Hamman et al (1976), Ryan and Cooper (1972).

1.2 Prescriptions for success based on general educational studies - Marland (1975), Goodwin (1973), Stander (1973).

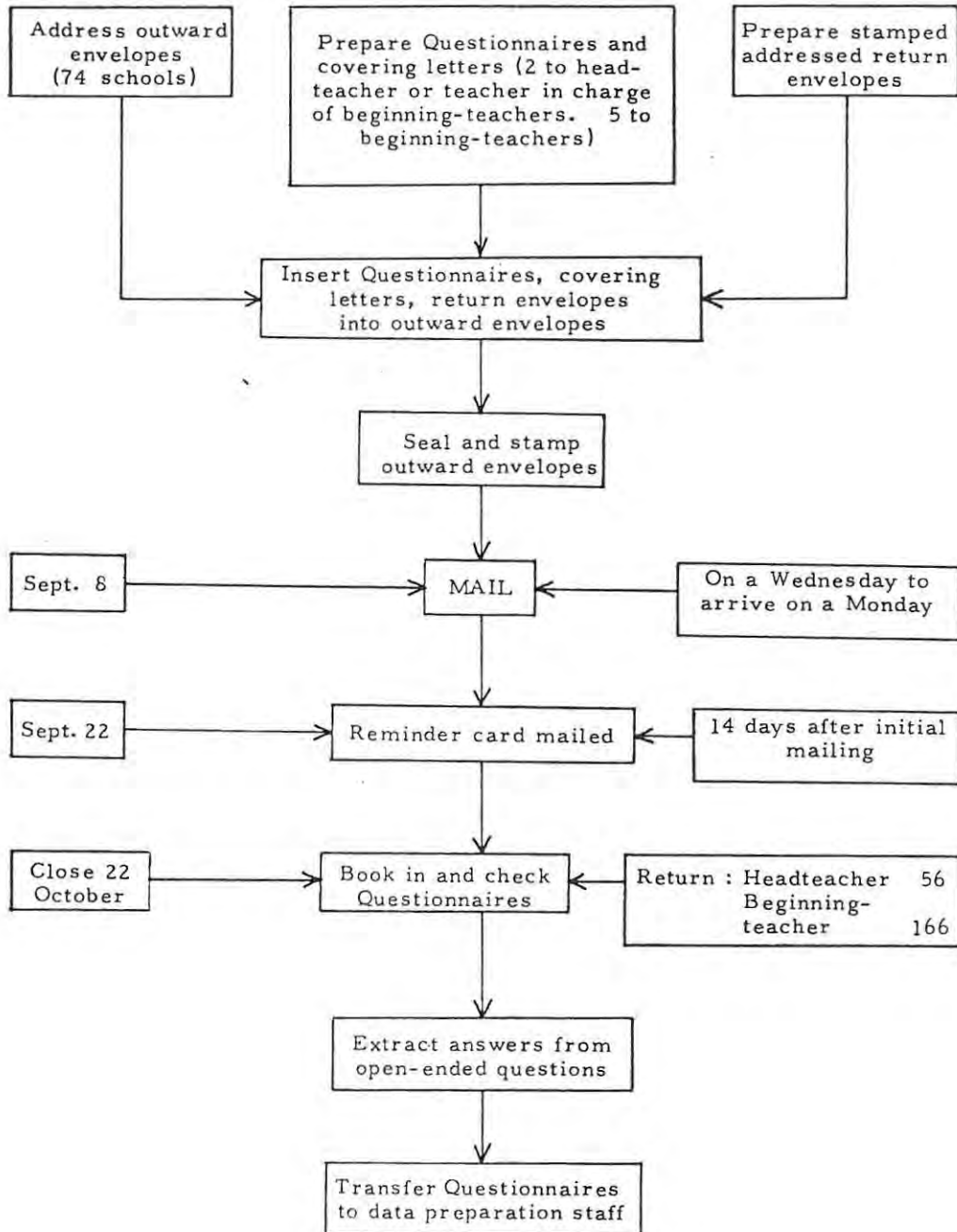
1.3 A survey, through means of a questionnaire and interview, of specific attitudes and experiences of the beginning-teachers - Taylor and Dale (1971), Bradley and Eggleston (1975).

1.4 Empirical studies of specific aspects associated with beginning-teachers eg. Hoy on the changes of attitudes of the beginning-teachers. (Hoy, 1967).

METHODOLOGY -
FLOW CHART I.



MAIN SURVEY -
FLOW CHART II



2. General goals and objectives of the research.

In determining the method of research to be used it is necessary to initially define clearly what needs to be ascertained.

2.1 My basic assumption from experience, observation, discussion and a review of the literature available is that beginning-teachers need help in their adjustment to teaching during their first year as a teacher.

2.2 The major areas in which problems are experienced in this adjustment and form the basis of this investigation appear to be :

2.2.1 The appointment and preparation of the beginning-teacher for the school where the appointment has been made, before entering the school.

2.2.2 The amount and nature of guidance available to the beginning-teacher at the start of the year and throughout the year.

2.2.3 The experiences and problems experienced in the classroom by the beginning-teacher.

2.2.4 The experiences and problems experienced outside the classroom but within the school community, by the beginning-teacher.

2.2.5 Personal problems and emotions experienced by the beginning-teacher.

2.3 The purpose of the investigation is to isolate, through researching the relevant literature, significant and typical problems associated with the beginning-teacher in the major areas defined.

This must be followed by means of ascertaining whether the cri-

teria already discovered apply to beginning-teachers in the Cape Education Department so that this information may be used to evolve an induction programme to meet these needs.

3. Research method used

3.1 Data gathering

There are four methods of gathering data :

- 3.1.1 Through structured or semi-structured interviews
- 3.1.2 Through self completion or postal questionnaires
- 3.1.3 Through standardised tests of attainment or performance
- 3.1.4 Through attitude scales

Of the four methods mentioned the questionnaire or the interview are the most likely to provide the most favourable means of gathering information about the experiences of beginning-teachers as the data is likely to be subjective and will vary from teacher to teacher.

3.2 Interview vs Questionnaire

Before deciding which to use it is useful to review the advantages of both, as presented in Miller (1964), Triandis (1971), Van Dalen (1973) and Cohen & Manion (1980).

3.2.1 Advantages of Personal Interviews

- Once appointments have been made with the respondents there is a 100% return to response whereas a 30% return on postal questionnaires is considered good.

- There are no partial returns, i. e. willing and unwilling subjects. The sample can be regulated so that those interviewed are representative of the sample.

- Questions can be explained to subjects so that there is no confusion regarding the meaning of the question.
- Many subjects are more communicative when able to express themselves vocally, than when doing the same thing on paper.
- A friendly interaction between interviewer and informant usually elicits more information than that obtained in a written questionnaire.
- Interviewers may use aural and visual clues to determine whether the information being received is reliable.
- Dependence on writing skills is limited.

3. 2. 2 Advantage of the postal questionnaire

- The cost of application is much less than that of personal interviews.
- Because of the lower cost it is possible to sample a large number of subjects and spread over a large area.
- It is not as time-consuming as the personal interview and therefore lends itself to large sampling.
- The subject is treated more objectively, i. e. uniform treatment, one interviewer and one set of questions.
- The answering of the questionnaire is impersonal and there is no reaction to the interviewer's appearance, accent, class, manner, etc.
- Allows the respondent time to make a considered response without pressure from the interviewer.
- Gives the respondent a feeling of privacy and anonymity and there is little need for him to impress or give a reply which he feels the interviewer would like. His responses are usually franker and more reliable.
- There is no subjective interpretation of the respondents' replies.

3. 3 Kinds of interviews used as research tools

3. 3. 1 The Structured interview which is one in which the content and procedures are organised in advance. Thus the sequence and wording of the questions are determined by means of a schedule and the interviewer is left little freedom to make modifications. It is characterised by being a closed situation.

3. 3. 2 The Unstructured interview is an open situation having greater flexibility and freedom. Although the research purposes govern the questions asked, their content, sequence and wording are entirely in the hands of the interviewer.

3. 3. 3 In the Non-Directive interview the principal feature is that minimal direction or control is exhibited by the interviewer and the respondent has freedom to express his subjective feelings as fully and as spontaneously as he chooses or is able.

3. 3. 4 The Focused interview introduces more control by the interviewer than the non-directive interview by focusing the subjective responses to a known situation in which the respondent has been involved and which has been analysed by the interviewer prior to the interview.

The predominant aim is to test previous findings and the structured interview while allowing a freedom of response is also structured enough for measurement of the responses of the respondents.

3. 4 Considerations influencing choice between using the interview or the postal questionnaire

After the initial review of literature it became quite apparent that there were areas associated with the adjustment to teaching within the first year of service which would best be researched by means of an interview. The beginning-teacher's own personal expectations, ideas and values could be challenged by those which prevail

in the school to which the beginning-teacher has been appointed. The beginning-teacher will need to accept, amend or reject those influences that are being exerted on him and his attitudes will be modified in some way.

At the same time the beginning-teacher will experience problems in the development of teaching techniques and skills within the classroom until an effective, individual style of teaching is evolved. As this area is practical in nature it could be tested by a postal questionnaire as could problems associated with community problems experienced, personal problems such as accommodation and travelling as well as possible ways to help beginning-teachers.

However, in order to obtain freedom of response to opinions on the adaptation to school attitudes, the structured interview was decided upon together with a number of tables where respondents were requested to rate from 0 to 5 problems associated with classroom work, the community and ways of helping the beginning-teacher. A structured interview was evolved including fixed alternative items, open-ended items and scale items. This structured interview was applied to three practising headteachers and two retired headteachers. A second structured interview questionnaire, involving the same types of items, was evolved for teachers in their first two years of teaching and applied to two practising teachers.

3.4.1 The implementation of the pilot interview survey

The following precautions were considered to try to obtain the true feelings and perceptions of the informants in the interview :

3.4.1.1 Precautions needed in wording of questions

- questions should be specific
- simple language should be used
- ambiguities must be avoided
- vague questions must be avoided

- hypothetical questions must be avoided
- leading questions must be avoided
- questions which pressure something must be avoided
- personalised questions must be avoided
- embarrassing questions should be avoided
- questions on periodical behaviour should be avoided
- questions involving memory could evoke unreliable responses
- questions should not be polarised, i. e. asking for 'yes' or 'no'
- questions should be provided one at a time

3.4.1.2 Situations which may influence the informant's reporting of the situation

- ulterior motives - the informants may have his or her responses modified if he or she feels the interview can affect him or her personally in some way.
- bars to spontaneity - the informant may feel that by acknowledging some fact it may indicate failure.
- desire to please - if the interviewer is someone of standing or known opinion the informant's responses may be modified.
- idiosyncratic factors - a fresh personal experience may modify responses.
- listening selectively - misinterpretation of questions by the respondent is possible.

3.4.1.3 Ways of limiting these influences are:

- the interview situation should be carefully structured.
- outside influences should be eliminated when arranging the interview especially to secure sufficient time.
- it should be stressed that all information would be treated as confidential.
- the interviewer should not express or indicate in any way his or her disapproval of statements made by informants.
- the researcher should indicate that he or she can in no way influence the personal situation of the informant.

3.4.2 General observations as a result of the interview

3.4.2.1 It is difficult to remain exactly within the structured questionnaire and a certain amount of leeway must be built in for explanation and clarification.

3.4.2.2 Respondents continually look for reaction and approval for their answers. At the end of one interview one respondent (a headteacher) asked "Well, how did I measure up".

3.4.2.3 The interview is far more relaxed when the interviewer has met the respondent before the actual interview - even if it is the day before.

3.4.2.4 In all interviews there was no apparent embarrassment at using a tape-recorder.

3.4.2.5 The beginning-teacher questionnaire is far more acceptable as the questions relate personally to the respondents and they are able to relate to personal experiences. Headteachers had a problem in answering questions as they had to generalise and in many questions what related to some beginning-teachers did not relate to others.

3.4.2.6 One beginning-teacher felt that Table B.III personal feelings and emotions would not necessarily evoke truthful answers as it could be embarrassing in that it could be seen as an admission of failure. The respondents in general wanted to leave a "good impression".

3.4.2.7 To headteachers it was clearly necessary to clearly define a beginning-teacher and to ensure that the respondent did not confuse these teachers with a new teacher to the staff. It was also necessary to clearly define the difference between induction schemes especially conducted for beginning-teachers and normal professional growth development courses conducted for all staff although there must be an overlap.

3.4.2.8 Certain questions evoked little response which could have been a result of their composition.

3.4.2.9 It is quite clear that responses are going to be modified considerably by the situation and type of school and that induction needs will be influenced by the school itself.

3.4.3 Attempt to implement the main interview survey

3.4.3.1 Approval of Cape Education Department

Both questionnaires were sent to the Cape Education Department for approval as the future respondents were to come from schools falling under this educational authority.

The representative of the Cape Education Department was reluctant to grant permission for the interviews to take place as it was felt that the questions were of a sensitive nature and the interview situation would allow teachers interviewed to be critical of schools and persons within the schools. It was felt that as the Cape Education Department would be ultimately responsible for any reaction from persons within schools interviewed, they would prefer the use of a postal questionnaire if at all possible. In deference to these wishes of the Cape Education Department a postal questionnaire was evolved.

3.4.3.2 Impact on this research due to this change in method of data gathering

A number of factors including individual personality, training background and the type of school where employed have definite affects on the adaptation of the beginning-teacher to the school. This adaptation is a very individual, personal experience and could differ widely from individual to individual. By not interviewing, a number of sensitive issues will not be heard and will impose a quality of blandness and superficiality on this research. The findings of the postal questionnaire, although more easily measured, will be too simple a discription of this complex process of adaptation to teaching.

3.5 The Postal Questionnaire

As it was still essential to try to obtain freedom of response from respondents, the form of questions used was similar to those originally used in the structured interview.

3.5.1 Types of questions used

3.5.1.1 Fixed alternative items - These items allow the respondent to choose two or more alternatives. The most frequent used is the dichotomous item which offers two alternatives only : "yes" or "no". Sometimes a third alternative such as "undecided" or "do not know" is also offered but this has disadvantages as it, in effect, enables a respondent to avoid answering.

3.5.1.2 Open-ended questions. These supply a frame of reference for the respondents' answers but put a minimum of restraint on their answers and their expression. This type of question had great value in the interview situation but less as part of a postal questionnaire, as writing at length could prove to be too demanding of the respondents' time. Thus this type of question was only used when all other alternatives had been considered and found to be inadequate.

3.5.1.3 Check list questions. These questions provide for a list of items where the respondent is asked to indicate which items apply to the questions provided. Provision is made for further items to be added should the respondent feel that certain items, which apply to the question, have not been listed.

3.5.1.4 Scale items. The four types of scales, i. e. nominal scales, ordinal scales, interval scales and ratio scales as well as the various methods of constructing scales which included rating scales, numerical rating scales, rank-order scales, paired comparisons, equal-appearing interval scales and methods of summated ratings which were introduced by Likert were considered.

It was decided to use rating scales indicating degrees of agreement or disagreement as well as numerical rating scales where the respondent is asked to score a large number of items on a scale from one to five to obtain a greater range of answers.

3.5.2 Considerations when constructing a questionnaire

The immediate problem encountered in considering the reliability and validity of the questionnaire is that it is asking for the informant's subjective report of what he feels or thinks about the problems associated with the beginning-teacher. Freedom of response is given through open-ended questions. Thus it must be recognised that a number of factors may influence the response of the respondent. These include :

- current emotional state of the informant particularly if he is required to write his opinions. Apart from his emotional state many informants will find difficulty in putting feelings and thoughts into words.
- the informant's attitudes towards the subjects under consideration.
- the informant's values that underlie his opinions, attitudes and behaviour.
- the informant's hypothetical reactions, that is, his projection of how he would feel if certain circumstances prevailed.
- the informant may feel that by acknowledging some fact it may indicate failure.
- the informant may be influenced by a desire to please.

In order to limit the factors that will influence reliability and validity precautions should be taken in the construction of the questionnaire. An ideal questionnaire is clear, unambiguous and uniformly workable. Its design must minimise potential error from respondents and coders. And since peoples participation

in surveys is voluntary, a questionnaire has to help in engaging their interest, encouraging their co-operation and eliciting their answers as close as possible to the truth" (Cohen and Manion, 1980).

When constructing the questions the same precautions were considered as when constructing the questions for the interview.

4. Sampling (Cohen & Manion, 1980)

4.1 Probability Sampling or Non-probability Sampling

There are two means of sampling - probability sampling and non-probability sampling.

Probability sampling implies that the probability of each respondent is known. Methods involved here include :

- Simple random sampling in which each member of the population under study has an equal chance of being selected.
- Systematic sampling which is a modified form of random sampling.
- Stratified sampling which involves dividing the population into homogeneous groups, each group containing subjects with similar characteristics.
- Cluster sampling in which groups, i. e. schools, are randomly selected and then all the subjects in those schools are tested.

Non-probability sampling implies that the probability of each respondent is not known. Methods involved here include :

- Convenience sampling involves choosing the nearest individuals to serve as respondents.
- Quota sampling whereby attempts are made to

obtain representatives of the various elements of the population in the proportions in which they occur in an area.

- ^{those} Purposive sampling where the researcher hand-picks ^{those} to be included in his sample on the basis of their typicality. He builds up a sample that is satisfactory to his specific needs.

- Dimensional sampling - is a further refinement of quota sampling.

- Snowball sampling - the researcher identifies a small number of individuals with the characteristics required. They in turn identify others who qualify for inclusion.

4.2 Factors influencing the choice of sample

- The research is limited to schools catering to white children in the Cape Province.

- The size of the sample had to be determined so that it could be handled efficiently within the limits of the funds available.

- The time it would take to effectively send out and collect the questionnaire.

4.3 Conclusion on choice of sample

From the above it was decided to use non-probability, purposive sampling for this research, and findings can only be stated as true for the sample taken. It is likely, although not possible to prove, that the findings would apply to similar schools in the Republic of South Africa.

4.4 Sample involved

The sample embraced 74 ordinary white schools under the jurisdiction of the Cape Education Department. Two questionnaires, one to teachers in their first two years of teaching and the second

to headteachers and for teachers involved in the control of beginning-teachers were involved. These questionnaires were in both English and Afrikaans. The questionnaires were to be sent to all ordinary high schools with an enrolment of over 400 pupils. These totalled 74 schools in all.

As the exact number of teachers in their first two years of teaching in these schools is not known, five questionnaires were sent to each school. To English medium schools four English copies and one Afrikaans copy was sent, to dual medium schools two English and three Afrikaans copies were sent and to Afrikaans medium schools four Afrikaans and one English copy was sent. This involved a total of 370 questionnaires.

To the headteachers and teachers in control of beginning-teachers in English medium schools two English copies were sent, to Afrikaans medium schools two Afrikaans copies were sent and to dual medium schools one English and two Afrikaans copies were sent.

4.4 Steps taken in the sending out of the questionnaire

In order to encourage maximum return of the questionnaire the following steps were taken :

- Great care was taken to ensure that the appearance was neat, tidy and attractive.
- The design of the questionnaire was simple and made as easy as possible for the respondent to answer. Most of the answers involved merely required inserting a number or a tick in a block provided.
- Different coloured paper was used for the English and the Afrikaans questionnaires.
- Addressed, stamped return envelopes were carefully clipped to each of the questionnaires.

- All questionnaires were sent to the headteacher with a covering letter requesting that he distribute the questionnaires and encourage their return.

- The questionnaires were posted on a Wednesday so that they would arrive at the schools at the beginning of a week.

- A reminder post card was sent two weeks after the initial posting of the questionnaires.

5. Validity and reliability

5.1 Validity

Validity is described by Openheim as "whether the scale measures what it is supposed to measure" (Openheim, 1966) and by Miller as "the degree of relevance of the instrument" (Miller, 1964). Van Dalen extends the concept to "when appraising the validity of a test for a specific study and investigator may check one or more of the following types of validity : content validity, predictive validity and construct validity". (Van Dalen, 1973). Cohen and Manion introduce a further dimension when they distinguish between internal validity and external validity as "Internal validity is concerned with the question, do the experimental treatments, in fact, make a difference in the specific experiments under scrutiny. External validity, on the other hand, asks the question, given these demonstrable effects, to what populations or settings can they be generalised" (Cohen and Manion, 1980). Thus the aim of any research is for it to be internally valid to the extent that within its own confines its results are credible. Only if internal validity is satisfied can the findings be generalisable beyond the confines of the particular experiment and so possibly be externally valid as well.

Before considering the validity of the research undertaken the aim of the research should be considered and seen in the light of continuing research in the area of induction for the beginning-teacher. The initial aim of this particular research was to gather information

concerning the needs of beginning-teachers in an induction process, if any, and as a result to suggest areas which needed to be included in an induction programme. All conclusions reached would not necessarily be complete and greater relevance and validity will only be achieved through the implementation of the findings in an actual induction programme which will be refined through periodic evaluation of the programmes concerned.

Although precautions in the control of the research were taken to attempt to secure validity, the research is liable to be affected by a number of variables and these should be mentioned in considering validity.

- As an attempt to contact the total population involved in the sample was made, the question of randomisation need not be considered.

- The return of the questionnaire must be considered as good (there is evidence that 51 out of 74 schools participated) but even so, without a full one hundred percent return, it cannot be said that a full cross section of opinion of the sample has been attained.

- Although literature involving the subject was diligently researched as a basis for the questionnaire it is not possible to say that it covered all areas of the research topic. Three mistakes, two as a result of incorrect spelling in the Afrikaans questionnaire and one as a result of a vague question, not found in the checking has made these questions invalid. Five people were involved in the checking process but the pilot questionnaire was dealt with while the questionnaire was still envisaged as interview type (see flow chart on page 73).

- The timing of the questionnaire could have affected the answering. The effects of induction are felt more keenly in the first half of the year and the questionnaire was sent out in September according to standing instructions of the Cape Education Department who ask that questionnaires not be sent out in the fourth quarter.

- Respondents, knowing that they were part of the research, could have been influenced in their answering of the questionnaire. Although all measures were taken to allow for confidentiality in the distribution and collection of the questionnaires, there was, however, the possibility that the headteacher not only distributed the questionnaires but also collected them before posting. This could have been an inhibiting factor. However the use of a questionnaire instead of an interview must have reduced this influence considerably.

- The subject researched involved areas in the adaptation process which would have been best dealt with in an interview situation and in which it was difficult to construct questions for a questionnaire. This could mean that these questions have not attained the depth desired.

- Open-ended questions were used for four questions. These were definitely too demanding for the respondents as not all respondents answered these questions and some of those who did, clearly did not give the questions their full attention. The answers from these questions would also be open to ~~mis~~interpretation by the researcher.

Taking into account the above influence it is still felt that a credibility for the findings has been achieved and a certain level of internal validity achieved. Whether it holds true for external validity so that it can be said that the findings hold true for all beginning-teachers in similar schools can only be answered after these findings have been retested.

5.2 Reliability

Reliability is described as "the indispensable attribute of consistency" (Openheim, 1966) and "the extent to which we obtain information which is free of measurement error" (Triandis, 1971). If an instrument is reliable, the information it provides is stable, also, similar results are obtained when the instrument is used

more than once to measure the same thing.

Van Dalen (Van Dalen, 1973) suggests three methods of testing reliability:

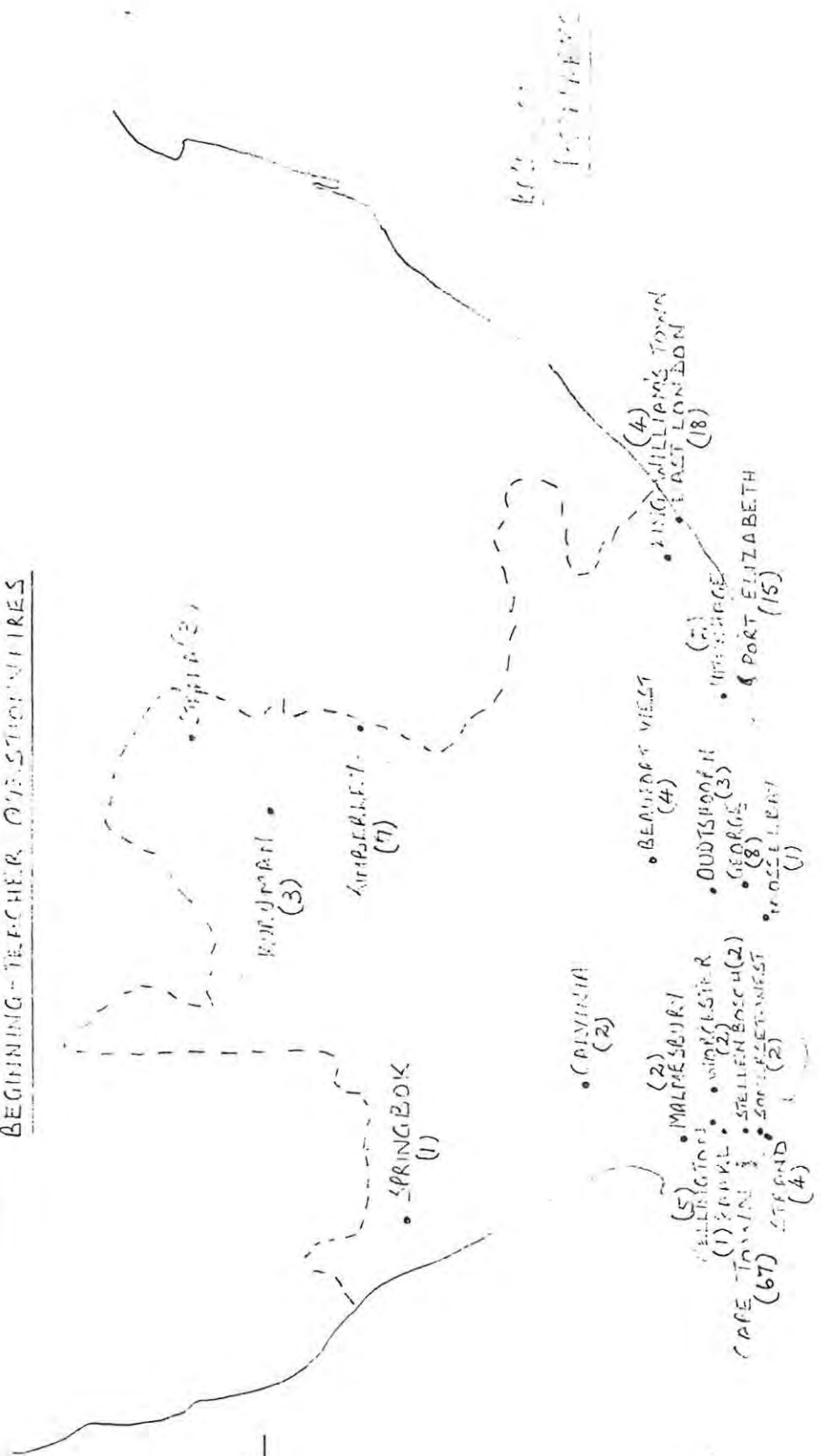
- Test - retest method where the respondents are given the same test twice and the resultant scores are correlated.
- Parallel form method where two tests are administered to the same subjects and the agreement between the two scores is determined.
- Split half method where the test is given only once, but items are divided randomly into halves and the scores tabulated for each half are correlated.

Reliability testing was considered to be not appropriate for this survey-type questionnaire and was not attempted.

NUMBER OF
BEGINNING TEACHER
RESPONDENTS 1966

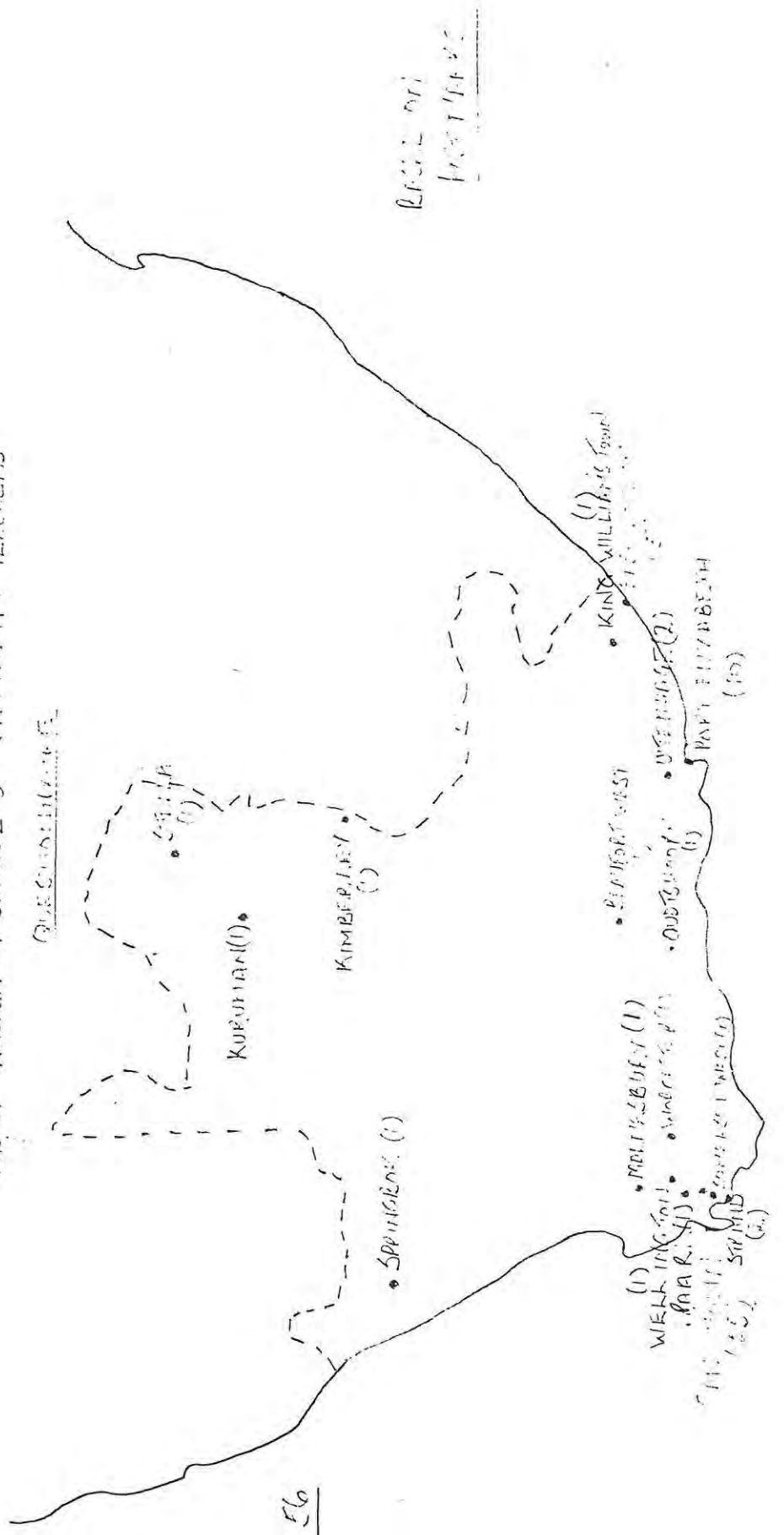
UNKNOWN 10

DISTRIBUTION OF GENERAL TEACHER RETURNED
BEGINNING TEACHER QUESTIONNAIRES



DISTRIBUTION OF CENTRES WHICH REMAINED HEADTEACHER

HEAD TEACHER-IN-CHARGE OF PARTS OF DISTRICT



NUMBER OF RESPONSIBILITIES 56

REVENUE
POST OFFICE

PLEASE REMEMBER
THE
QUESTIONNAIRE
ON THE
BEGINNING-TEACHER



ONTHOU ASSEBLIEF
DIE
VRAELYS
OOR DIE
BEGINNER-ONDERWYSER



CHAPTER FOUR

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For convenience sake the group of headteachers and/or teachers-in-charge of beginning-teachers will be referred to as headteachers in this chapter. (51 of the 56 respondents were headteachers).

1. Data processing procedures

The questionnaire data was captured and stored on computer file. The Frequencies sub program and Crosstabs sub program of the Statistical Package for the Social Sciences (NIE et al 1980) were used to obtain the descriptive statistics and the cross-tabulation of the joint frequency distributions.

There are four open-ended questions in the questionnaire. The procedure involved in trying to draw inferences from their answers was for the researcher to list these inferences and then have three people, two members of the Rhodes education department and one teacher, review the answers of the respondents and the inferences of the researcher. Their remarks were then taken into account in listing the final conclusions. The answers to the final general open-ended question as given by respondents are all included in the appendix.

Having collected the data the next decision was how to use the data obtained - "statisticians always look at the data first and then choose the statistical tool which is best fitted to explore those data" (Leedy, 1980).

There are four ways in which the statistics may aid the researcher to gain greater insight. The data

- may indicate the central point around which the universe of data revolves (to obtain the median, mean and mode);
- may indicate how broadly the universe of the data is spread (to obtain the deviation from the mean);
- may show the relationship between one kind of data and another kind of data (measures of association);
- may provide certain techniques to test the degree to which the data conform to or depart from the fortuitous operations of the law of chance or approximate an anticipated standard.

As the data, as a rule, is not normally distributed, non-parametric statistical techniques had to be considered. Within the non-parametric techniques it was decided to use a non-parametric test chi square (χ^2). In this way the association between items and differences in the frequency proportions would be tested.

2. Sample

The questionnaire to beginning-teachers was answered by 166 respondents in their first two years of service (further replies were received after the closing date) out of 370 questionnaires sent out. It is impossible to ascertain exactly how many beginning-teachers there are in the schools chosen for the sample and therefore impossible to ascertain the exact percentage return. The questionnaire to headteachers was answered by 56 respondents (1 reply was received after the closing date) from 51 schools (ascertained by noting the different enrolment figures).

Of the schools reviewed they ranged in enrolment from 400 to 1043 pupils; the mean enrolment was 779 and the median enrolment 650. The size of staff ranged from a staff of 21 to 25 staff members to an excess of 40 staff members. 25 of the 56 headteacher respondents came from schools with a staff in excess of 40 members.

Of the beginning-teachers 54 taught in dual medium schools and 112 in single medium schools, 136 in co-educational schools, 18 in boys schools and 12 in girls schools, 163 in ordinary schools, 2 in technical schools and none in commercial schools. The high number of co-educational schools can be attributed to the lack of single sex Afrikaans schools and the high number of ordinary schools is due to the sample coming from ordinary schools with an enrolment above 400. The two respondents from a technical school must be in a school which has both ordinary and technical courses.

Personal characteristics of the respondents included that 105 of them were between the ages of 20 and 24 years, 57 between the ages of 25 and 30 years, 1 between the age of 31 to 35 years and 1

was over the age of 35 years. Of the respondents 103 were single, 52 were married, 10 engaged and 1 divorced. Their own schooling involved 54 of them attending dual medium schools and 112 attending single medium schools, 119 attending co-educational schools, 20 boys schools and 27 girls schools, 161 attending ordinary schools, 2 attending technical schools and 3 attending commercial schools. In their training 146 attended universities, 12 attended training colleges, who were mainly concerned with the teaching of manual subjects or physical education, 2 attended both university and training college and 3 attended a technikon in association with a university. 69 of the sample started teaching in 1981 and 94 started teaching in 1982.

Of the classes taught by the beginning-teachers 291 were standard six, 235 were standard seven, 183 were standard eight, 140 were standard nine and 81 were standard ten. Practical classes taught included 3 from standard six, 8 from standard seven, 8 from standard eight, 7 from standard nine and 3 from standard ten. The sizes of classes taught included 30 classes of less than 5, 56 classes between 6 and 10 pupils, 72 classes between 11 and 15 pupils, 123 classes between 16 and 20 pupils, 229 classes between 21 and 25 pupils, 271 classes between 26 and 30 pupils, 152 classes between 31 and 35 pupils, 22 classes between 36 and 40 pupils and 4 classes greater than 41 pupils. Concerning the ability of classes the beginning-teachers maintained that 205 of the classes were above the average ability of the other classes of the school, 431 classes were of average ability and 294 were below the average ability of the other classes in the school.

From these numbers there seems to be some evidence that beginning-teachers are normally given the lower classes in the school but as far as the size of class and ability of the class is concerned there is little evidence to suggest that they are treated any differently to other members of the staff.

Subjects taught by the sample included (total number of classes)

English First Language 95, English Second Language 74, Afrikaans First Language 90, Afrikaans Second Language 58, Mathematics 125, History 31, Geography 29, History/Geography 43, Biology 54, Physical Science 27, General Science 67, Woodwork 35, Metalwork 9, Typing 20, Shorthand 3, Snelskrif 6, Accountancy 28, Housecraft 20, Home Economics 20, Needlework 7, Music 8, Agriculture 6, German 7, French 10, Latin 12, Xhosa 13, Art 18, Graphics 2, Economics 11, Afrikaans literature 1 and Commercial Mathematics 1.

Practical subjects taught (total number of classes) included English First Language 2, Afrikaans First Language 5, English Second Language 2, Afrikaans Second Language 1, Business Methods 8, Typing 2, Mathematics 6, Housecraft 2 and History 1.

The sample of beginning-teachers teach the full spectrum of subjects taught in an ordinary school.

In the statistics given above non-examination subjects such as physical education, class music, scripture etc were not included.

Of the headteachers 16 came from dual medium schools and 40 from single medium schools while 45 were at co-educational schools, 6 from boys schools and 5 from girls schools. Added to this 55 came from ordinary schools and one from "other" (probably a combined technical and ordinary school).

This group varied in years of experience as headteacher; 16 had less than 5 years experience, 7 from 6 to 10 years experience, 16 from 11 to 15 years experience, 4 from 16 to 20 years experience and 5 more than 20 years experience. This group also varied greatly in the amount of experience in handling of beginning-teachers where 17 had less than 5 years, 10 had between 6 and 10 years experience, 11 from 11 to 15 years experience, 3 from 16 to 20 years experience and 2 more than 20 years experience. From the sample reviewed it would appear that the headteachers in most schools assume the responsibility for beginning-teachers.

3. School Organisation

The number of periods per week in the school timetable experienced by beginning-teachers varied between 25 and 56 with the mode being 45 periods (34,9%) followed by 50 periods (22,3%) per week. The length of periods in minutes varied between 30 and 60 with 35 minutes being the most popular (71,1%) followed by 30 minutes (10,2%) and 60 minutes (6,0%). It would seem the average beginning-teacher experiences a timetable in which there are 45 periods of 35 minutes in length. Of this the number of non-teaching (free) periods ranged from 1 to 20 but the most frequent fell between 4 and 8 periods with 6,23 being the mean.

There is little evidence to suggest that beginning-teachers receive a decreased teaching load.

Of the sample 54,2% of the beginning-teachers were not required to teach scripture and of those that did the requirement ranged between 2 and 4 periods per week with the most prevalent being 2 periods.

The headteachers agreed with the beginning-teachers concerning the number of periods per week, the length of periods, the teaching of scripture. This questionnaire revealed that in the majority of cases (85,7%) beginning-teachers are expected to participate in the youth preparedness programme on an average of 1 period per week. Of the schools in the sample only 16 have practical courses but of these all but two expected the beginning-teacher to teach practical classes if necessary.

Table A.I displays how the headteachers responded to factors taken into consideration when allocating classes to beginning-teachers.

Table A. I

	Treated as an average member of staff	Would be given a decreased teaching load	Would not be given senior classes if possible	The ability of the class would be considered	The size of the class would be considered	The disciplinary reputation of the class would be considered
Freq.	15	20	51	21	19	30
% of 56	26, 8	35, 7	91, 1	37, 5	33, 9	53, 6

Other factors suggested included administrative convenience and ability and reputation of the beginning-teacher.

It would appear that headteachers are conscious of the hurdle the beginning-teacher faces and intended to make the transition easier by lightening his or her initial teaching responsibility but as stated by one headteacher "soms het die hoof geen keuse nie" (Ht A. 017).

4. The period prior to taking up a post at the school

Table A. II

Factors Influencing Applicant's Choice of Posts

	Reputation of school	Practice taught at the school	It is in the area in which they were trained	Are past pupils of the school	The school is close to their homes	The school is not close to their homes	Social amenities of the area	Recreational amenities of the area	Accommodation is offered	A husband/wife/fiance/e is working or expecting to work in the area	Had friends and relatives in the area	The first appointment offered	They were recommended to apply	University close to the school	No particular reason
Headteachers															
Freq.	48	39	28	33	40	1	23	19	17	36	14	25	21	27	9
% of 56	85,7	69, 6	50, 0	58, 9	71, 4	1, 8	41, 1	33, 9	30, 4	64, 3	25, 0	44, 6	37, 5	48, 2	16, 1
Beginning-teachers															
Freq.	95	26	41	20	71	22	37	36	31	52	67	50	45	28	28
% of 166	57, 2	15, 7	24, 7	12, 0	42, 8	13, 3	22, 3	21, 7	18, 7	31, 3	40, 4	30, 1	27, 1	16, 9	16, 9

Other reasons given by both groups included wanting to live in a big city or alternatively to live in the country, others were

attracted by a specific subject or combination of subjects or wanting to teach at a specific type of school. One interesting comment from a headteacher needs to be noted - "Parallelmediumskool as laaste uitweg nadat alle aansoeke na enkelmedium skole misluk het." (Ht A.004).

There is evidence to suggest that in the Cape, where applicants are allowed to choose where they wish to apply, that the reputation of the school has considerable bearing on this choice. This is coupled with factors of convenience such as the school being close to their home, being past pupils of the school, having a husband, wife, fiance/e or close friend in the area.

Of the beginning-teachers the greatest number applied for their posts in June (13, 3%), July (18, 1%), August (25, 3%) and September (14, 5%) and 59, 7% were nominated to their posts either in August, September or October. It is fairly safe to say that by the end of November in excess of 90% would have a post for the new year.

In the process of being appointed 40, 4% of the beginning-teachers were interviewed while of the headteachers 60, 4% stated that it was policy to interview teachers before nomination.

The variation between intended policy and actuality could be the result of the nomination procedure in the Cape Province which does not allow time for an interview. The reason is given in the conclusion.

After nomination 60, 8% of beginning-teachers indicated they were invited to visit the school prior to taking up the post while 73, 5% said they visited the school even if on their own initiative. However, of the headteachers 85, 7% stated that beginning-teachers were invited to visit the school prior to starting teaching.

In the course of the visit the beginning-teacher met with the following people as indicated in Table A. III.

Table A. III

People met and facilities seen on initial visit to school by
beginning-teachers

		The Headteacher	The Deputy Headteacher	Any of the Heads of Department	The Head of Subject	All or most of the staff	The teacher who the beginning-teacher replaces	Their probable classroom
Headteachers	Freq. % of 56	53 94, 6	22 39, 3	18 32, 1	44 78, 6	6 10, 7	37 66, 1	33 58, 9
Beginning-teachers	Freq. % of 166	136 81, 9	64 38, 6	72 43, 4	94 54, 8	50 30, 1	49 29, 5	73 44, 0

Other aspects of the first visit mentioned included a tour of the school facilities, meeting the teacher-in-charge of the hostel and others such as the school committee chairman, local minister and school caretaker.

It would appear that the opportunities do exist for the beginning-teacher to visit the school and this is generally encouraged by the schools but it would also appear that more could be made of this opportunity to introduce him or her to the new school.

In preparing for their new post 58, 4% knew a month before starting teaching what standards and ability ranges they would be teaching while 73, 2% of headteachers maintained that this information was given to them one month before starting. However 23, 5% of beginning-teachers maintained they received this information one day before school started, while 7, 1% of headteachers maintained that this information was given one day before starting teaching.

Also, in preparing for their teaching post, 45, 2% of beginning-teachers knew of the relevant syllabi and/or schemes of work expected of them one month before teaching while 42, 2% received these the day before starting. Headteachers maintained that 55, 4% would have this information one month prior to starting to teach

while 17,9% received this information the day before school started.

It would appear that in the visit to the school and the preparation for the next year the headteachers maintain that more is being done than is actually acknowledged by the beginning-teacher. Evidence also suggests that more could be done in developing this area of transition to teaching.

5. Teacher-training

The teacher-training course was found to be barely adequate by 30,7%, adequate by 48,8% and more than adequate by 5,4% of beginning-teachers. When applied to the classroom it was found to be too theoretical by 49,4%, well balanced by 27,7% and too practical by 1,8% of the beginning-teachers. The headteachers' view of the teacher-training course was that 12,5% found it barely adequate, 58,9% adequate and 3,6% more than adequate. When relating this course to the classroom situation 42,9% found it to be too theoretical, 42,9% found it between too theoretical and well balanced and 14,3% found it well balanced. None of them felt it was too practical.

The composition of a teacher-training course is one of constant debate and these percentages should not be viewed as a criticism of the course only but rather an indication that schools have a responsibility to continue the teacher development process and in particular during the first year of teaching.

When regarding methods encouraged to be used by teacher-training it was found by beginning-teachers that 41% could mostly adopt the methods and 53% could partially adopt the methods suggested. Only 1,8% adopted the methods fully and 3,6% rejected them fully. The headteachers' point of view was that the methods could be adopted most by 66,1% and partially by 33,9% of beginning-teachers.

The reasons given for the changing of these methods are listed below in Table A. IV.

Table A. IV

Reasons for changing teaching methods encouraged by teacher-training when they started teaching

		The beginning-teacher's own view of the methods	The beginning-teacher's decision to change in the light of the school situation	On specific advice from the headteacher	Due to advice from the subject head	The general advice of colleagues
Headteachers	Freq. % of 56	20 35, 7	39 69, 6	23 41, 1	40 71, 4	24 42, 9
Beginning-teachers	Freq. % of 166	78 47, 0	117 70, 5	13 7, 8	40 24, 1	47 28, 3

Other aspects mentioned by both groups included lack of time as a result of full programmes and pressure of syllabus, lack of facilities, ability of the pupils and "change is usually through a disciplinary situation." (Ht E.072).

Evidence indicates that there is a change in the methods used as suggested in teacher-training when applied to the practical situation. There could be a number of individual reasons but the one supported by both groups was that they were changed in view of the situation (type of class, ethos of school, aids available, etc.) that prevailed in the school. It should also be noted that there is a variation between the influence of the subject head as seen by the beginning-teacher and the headteacher.

As far as administrative duties of the school were concerned 68, 1% of beginning-teachers felt that their training had not prepared them for this aspect of school while 30% felt they had been equipped to handle this aspect. Headteachers indicated that 80, 3% felt that beginning-teachers had not been prepared for this aspect of school life and 10, 7% felt they had been prepared.

These results are predictable as it would be difficult for a training institution to prepare an aspirant teacher for administrative duties as these differ widely from school to school. This once again indicates the responsibility of the school in helping the beginning-teacher to master these duties both during continuous periods of teaching practice and when the beginning-teacher joins the school.

6. Adjustment to school

Adjustment to school life is a matter which varies from individual to individual according to the beginning-teacher's own abilities, personality and interests. To have obtained greater depth of meaning the interview situation would have proved better. This is clearly indicated if the responses to the general open-ended question are read (available in the appendix).

Beginning-teachers' and headteachers' reactions to this adaptation process are displayed in Table A.V.

Table A.V.

		Represents with ease				Represents with difficulty	Non-respondents	Total	
		1	2	3	4	5			
<u>Beginning-teachers</u>									
1.	Academic activities of the school	Freq. 64 38,6	43 25,9	35 21,1	15 9,0	9 5,4	0	166 100	Mean 2,169 Median 1,942
2.	Physical activities (incl. sport) of the school	Freq. 78 47,0	30 18,1	31 18,7	13 7,8	13 7,8	1 0	166 100	Mean 2,096 Median 1,633
3.	Cultural activities of the school	Freq. 53 31,9	45 27,1	35 21,1	16 9,6	17 10,2	0	166 100	Mean 2,392 Median 2,167
4.	Care of the child as an individual of the school	Freq. 59 35,5	44 26,5	33 19,9	15 9,0	15 9,0	0	166 100	Mean 2,295 Median 2,045
<u>Headteachers</u>									
1.	Academic activities of the school	Freq. 9 16,1	23 41,1	19 33,9	3 5,4	1 1,8	1 1,8	56 100	Mean 2,30 Median 2,28
2.	Physical activities (incl. sport) of the school	Freq. 11 19,6	31 55,4	10 17,9	4 7,1	0	0	56 100	Mean 2,13 Median 2,05
3.	Cultural activities of the school	Freq. 10 17,9	26 46,4	17 30,4	3 5,4	0	0	56 100	Mean 2,23 Median 2,19
4.	Care of the child as an individual of the school	Freq. 9 16,1	24 42,9	16 28,6	6 10,7	0	1 1,8	56 100	Mean 2,30 Median 2,25

According to the evidence of the information given in Table A. V it seems that most beginning-teachers adapt to the attitudes of the school fairly easily. However if the abovementioned table is studied it will be seen that headteachers in general felt that they had more trouble adapting than the beginning-teachers felt themselves.

Table A. VI

		Personal change of attitudes in fulfilling the role of a teacher						
		Personal appearance	Behaviour in public	Leisure time activities	Service to the Community	Involvement in public affairs	Expression of opinion of public affairs	
<u>Headteachers:</u>	1. Represents not at all	Freq. 12 % 21, 4	13 23, 2	12 21, 4	11 19, 6	16 28, 6	18 32, 1	
	2. Represents to a limited extent	Freq. 27 % 48, 2	22 39, 3	12 21, 4	22 39, 3	17 30, 4	18 32, 1	
	3. Represents somewhat	Freq. 15 % 26, 8	14 25, 0	23 41, 1	13 23, 2	12 21, 4	13 23, 2	
	4. Represents extensively	Freq. 1 % 1, 8	4 7, 1	6 10, 7	6 10, 7	7 12, 5	4 7, 1	
	Non respondents	Freq. 1 % 1, 8	3 5, 4	3 5, 4	4 7, 1	4 7, 1	3 5, 4	
	Totals	Freq. 56 % 100	56 100	56 100	56 100	56 100	56 100	
	Means	2, 05	2, 05	2, 30	2, 10	2, 03	1, 94	
<u>Beginning-teachers</u>	1. Represents not at all	Freq. 87 % 52, 4	68 41, 0	60 36, 1	85 51, 2	84 50, 6	73 44, 0	
	2. Represents to a limited extent	Freq. 45 % 27, 1	60 36, 1	33 19, 9	46 27, 7	42 25, 3	42 25, 3	
	3. Represents somewhat	Freq. 23 % 13, 9	27 16, 3	29 17, 5	26 15, 7	32 19, 3	29 17, 5	
	4. Represents extensively	Freq. 7 % 4, 2	6 3, 6	41 24, 7	4 2, 4	2 1, 2	12 7, 2	
	Non respondents	Freq. 4 % 2, 4	5 3, 0	3 1, 8	5 3, 0	6 3, 6	10 6, 0	
	Totals	Freq. 166 % 100	166 100	166 100	166 100	166 100	166 100	
	Means	1, 65	1, 76	2, 30	1, 63	1, 63	1, 79	

Table A. VI refers to personal change of attitudes when fulfilling their role as a teacher. Other attitudes which had to be changed when becoming teachers, as mentioned by respondents, included a change in attitude towards expectations of pupils, time given to private interests, political awareness and general attitudes to people.

No major change of attitudes is apparent from the tables with the only phenomena of any consequence being the beginning-teacher having to change his attitudes towards leisure time activities.

When faced with administrative duties, 13,9% of beginning-teachers found them helpful in understanding pupils, 4,8% of some help, 41,6% necessary, 12% of little help and 25,3% of no help in understanding pupils. When asked how they coped with these duties 19,9% found them easy to cope with, 12,7% relatively easy to cope with, 38% were able to cope with, 10,2% as being demanding and 18,7% too demanding. On this same aspect headteachers stated that of the beginning-teachers 30,4% found that they were coping with relative ease, 39,3% were able to cope and 25% coped with some difficulty.

These figures are fairly predictable as administrative duties would naturally cause some concern in the transition to the school.

When asked what influence colleagues had on their adjustment beginning-teachers felt it was extensive by 13,9%, more than adequate by 18,1%, adequate by 34,9%, limited by 31,3% and none at all by 1,8%. Headteachers felt that it had been extensive by 3,6%, more than adequate by 50%, adequate by 42,9% and limited by 1,8%.

The advice given appears to be positive as 16,3% of beginning-teachers found this advice most encouraging, 41% encouraging and 38% neither encouraging nor discouraging while only 4,2% found it discouraging in any way. Headteachers agreed with this in seeing 8,9% as most encouraging, 64,3% encouraging and 25% neither encouraging nor discouraging.

Colleagues are generally helpful to beginning-teachers and the help they give is generally encouraging.

7. Induction Programme

In response to an open-ended question on steps taken to induct beginning-teachers within the first week of the first term, of the 166 respondents to the beginning-teachers' questionnaire 114 answered the question and of the 56 respondents to the head-teachers' questionnaire 55 answered the question. The topic evoked a full range of comments from 'no help given' to 'a very full comprehensive procedure'. Those who answered from both groups indicated that there are steps taken to help the beginning-teacher to adapt to their schools in the majority of cases but these procedures have not been formalised or developed to any extent.

The most frequently mentioned procedure was by means of meetings which included full staff meetings, special meetings for beginning-teachers and subject meetings. The main function of these meetings was to provide information and to give guidance. A number met and had individual or group discussions with the headteacher. Also mentioned frequently was the allocation of a special teacher to help them through this initial period, and schools appear to give their beginning-teachers a comprehensive information handout about the school. Beginning-teachers made frequent mention of a social gathering to welcome them but this did not evoke the same response from the headteachers.

Other aspects mentioned, but less frequently, included a tour of the school, a demonstration of audio visual aids, an introduction to the hostel staff, an introduction to the school committee, a meeting with the standard head and guidance from the teacher-in-charge of sport.

In response to an open-ended question on any structured induction programme specifically aimed at beginning-teachers, only the answers of the English respondents who answered the beginning-teachers' questionnaire could be considered as the word "uitskakeling" was unfortunately typed in place of "inskakeling" in the Afrikaans questionnaire and thus the answers of the Afrikaans respondents are invalid. Of the 74 English respondents, 30 answered the question.

The same question was asked of the headteachers and it was answered by 37 of the 56 respondents.

The number of respondents who did not respond could indicate that nothing is being done in the schools of those who did not respond.

There is an indication that very few, if any, schools have a clearly structured induction programme within the schools of the sample. However, where some form of programme does exist the most common method of helping the beginning-teacher is through regular weekly, monthly or termly meetings in which problems are dealt with or information is given. These meetings are led by the headteacher, deputy headteacher or senior staff specialists such as the teacher psychologist. In the headteachers' questionnaire they also referred to the beginning-teacher being put in the care of an experienced teacher.

Other aspects mentioned but with less frequency included a social occasion for the staff, an "open door" invitation from the headteacher, informal discussions with various senior members of staff, a staff development weekend, staff meetings, a talk by an inspector of education, teachers' centre meetings for beginning-teachers and a decreased teaching load.

In the response to both questions on an induction programme the subject head appears to play an important role. It would appear that next to the headteacher, the subject head has the most to do with beginning-teachers. It is significant as the subject head is not an official promotion post in the school and does not receive any financial reward for the work done in this area.

It would also appear that a number of measures considered to be part of beginning-teacher induction are in fact applied to the whole staff at the beginning of the year, i.e. staff meetings, subject meetings, information handouts.

8. Teaching Problems

Responses are displayed in Chart I and a detailed table of responses can be found in Table B.I and Table B.II in the appendix.

The problems associated with teaching in the classroom were considered of some importance by both groups with headteachers indicating that they were of greater consequence by generally rating them higher on a scale from 1 to 5. The two groups express different aspects as being of most consequence but there is consensus on the eight phenomena^{ca} that cause most concern to both groups.

Beginning-teachers expressed the opinion that awareness of pupils' previous knowledge was the teaching phenomena of most consequence, followed by teaching of mixed ability groups, evaluation and individual discipline problems. Headteachers expressed the opinion that class discipline was the teaching phenomena of most consequence to the beginning-teacher, followed by pace of work, evaluation and individual discipline problems.

Both viewpoints could be of importance. Class discipline, highlighted by headteachers as a problem, could be valid as beginning-teachers in their first year could be still at a point where they have yet to establish their level of discipline and do not realise what level can be established. On the other hand, beginning-teachers give insight into the problems which worry them most when starting teaching.

9. School Community Problems

Responses are displayed on Chart II and detailed tables of responses can be found in Table B. III and B. IV in the appendix.

Adapting to the school community and problems associated with this adaptation was not seen by either group as being of any great consequence. Beginning-teachers expressed that lack of familiarity of children's social background as being of most consequence, followed by lack of knowledge of the organisational workings of the school and knowing the expectations of those in senior positions in the school. The headteachers agreed that lack of familiarity with children's social background was of most consequence, followed by hesitation to seek advice and knowing the expectations of those in senior positions.

School Community Problems Chart II

1. Hesitation to seek advice				(1, 94)																
	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	(2, 91)										
2. Reluctance to accept advice				(1, 50)																
	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	(1, 96)										
3. Shyness leading to problems in relationships				(1, 70)																
	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	(2, 19)										
4. Lack of familiarity with children's social background										(2, 88)										
	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	(3, 00)										
5. Relationships with parents of pupils				(2, 25)																
	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	(2, 48)										
6. Recognition of worth in the school				(2, 34)																
	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	(2, 25)										
7. Lack of knowledge of organisational workings of the school										(2, 51)										
	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	(2, 83)										
8. Knowing the expectations of those in senior positions of the school				(2, 30)																
	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	(2, 84)										
9. Lack of confidence leading to problems in relationships				(1, 92)																
	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	(2, 84)										

Means of _____ Beginning-teacher
 xxxxxxxxxxxx Headteacher, etc

10. Personal Problems

In both groups these aspects of adaptation were not considered of great consequence except for achieving a balance between career and private life which both groups maintained was of some consequence. All aspects are displayed in Chart III and full information is given in Tables B.V and B.VI in the appendix.

Even though generally these aspects do not seem to be of much consequence, a number of these aspects would differ from individual to individual and in the spread of responses there is an indication that all aspects were considered to be of much consequence to some of the respondents.

11. Emotions and Feelings

Both beginning-teachers and headteachers indicate that feelings and emotions are of some importance. Both groups agree that stress is of some consequence followed by physical exhaustion, frustration and satisfaction. All aspects are displayed in Chart III and full information is given in Tables B.V and B.VI in the appendix.

It would appear that the first year of teaching evokes emotions and feelings in the beginning-teacher of which stress, physical exhaustion and frustration can be considered of most consequence.

Personal Problems

Chart III

1. Loneliness in school				(1, 74)						
	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	(2, 18)
2. Loneliness outside school				(1, 87)						
	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	(2, 36)
3. Accommodation problems				(1, 87)						
	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	(2, 62)
4. Immediate financial problems				(2, 14)						
	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	(2, 18)
5. Transport problems				(1, 54)						
	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	(2, 16)
6. Achieving a balance between career and private life										(2, 93)
	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	(3, 27)

Emotions and Feelings

1. Stress										(3, 05)
	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	(3, 82)
2. Physical exhaustion										(3, 00)
	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	(3, 43)
3. Frustration										(3, 23)
	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	(3, 07)
4. Satisfaction										(2, 98)
	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	(3, 07)
5. Anger										(2, 28)
	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	(2, 21)
6. Exhilaration										(2, 69)
	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	(2, 87)
7. Achievement										(2, 93)
	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	(2, 86)
8. Failure										(2, 32)
	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	(3, 00)

0 0,5 1 1,5 2 2,5 3 3,5 4 4,5 5

Means of _____ Beginning-teacher
 xxxxxxxxxxxx Headteacher

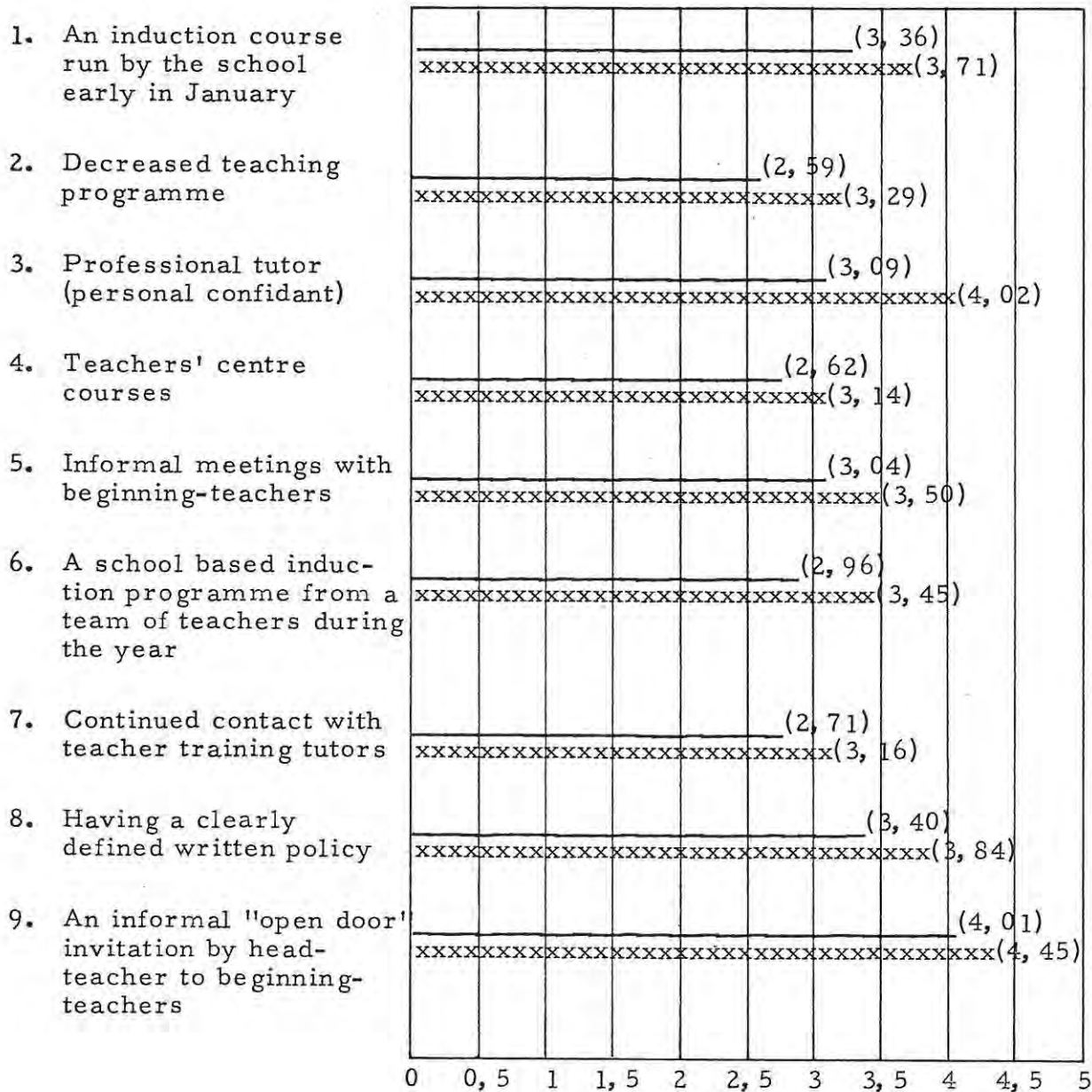
12. Ways in which a beginning-teacher could be helped

The beginning-teacher and the headteacher both indicate that there is a need for ways in which to help a beginning-teacher by rating most of the ways as suggested as of some consequence with the highest mean being 4.45 in a rating of 1 to 5.

Both groups rate an informal "open door" invitation by the headteacher to beginning-teachers as of most consequence, followed by having a clearly defined written policy and an induction course run by the school early in January. The headteachers group lay some importance on the idea of a professional tutor who can be a personal confidant while the beginning-teachers lay some importance on informal meetings with other beginning-teachers. Chart IV displays the response to the different ways suggested and full tables of responses can be found in Table B. VII and B. VIII in the appendix.

It would appear that both groups support systems which are already applied in some schools and which could be further developed but it must be borne in mind that the other aspects suggested (i. e. a school-based induction programme, teachers' centre courses, informal meetings with other beginning-teachers) have not been experienced by the respondents and this may have influenced their rating.

Ways a Beginning-teacher could be helped Chart IV



Means of _____ Beginning-teacher
 xxxxxxxxxxxx Headteacher

13. Audio-visual aids

The beginning-teachers were asked a question on the availability, their knowledge of and their use of audio-visual aids. From their responses it is indicated they basically use the library, the duplicating machine, the photocopier and an overhead projector. Aids such as 16mm film projectors, slide projectors, tape recorders, transparency makers, record players and film strip projectors are available in most schools but are not utilised due to lack of knowledge of how to operate them or how to use them in the classroom. There appears to be much room for the development in schools in the use of more sophisticated aids such as computers and television as schools either do not have them or few staff have the knowledge to use them.

It would appear that most schools should embark upon a programme to educate and encourage beginning-teachers (possibly the whole staff) to use aids in their teaching.

A table of all the responses can be found as Table IX in the appendix.

14. Assessment

Respondents were asked how a beginning-teacher (probationer) is assessed to support the recommendation which is made at the end of the year for a permanent post or not. Of the 56 headteachers 47 responded and of the 166 beginning-teachers 109 responded.

Both groups would appear to agree that most assessments are done according to a general impression created by the beginning-teacher's trustworthiness, responsibility and competence in carrying out their duties. This general impression may be confirmed by class visits by the headteacher, subject head and other senior staff, control of work and by discussion between the headteacher and the senior staff. Some schools use the official Cape departmental evaluation form as a basis for criteria while class discipline and pupils marks were

also mentioned as criteria.

Both groups agreed that the recommendation was approved by the inspector of education after a visit to the school and possibly a visit to the probationer's classroom.

It would appear that the recommendation of a beginning-teacher to a permanent post is a natural development and only when the young teacher fails to adapt to teaching does any form of assessment or action take place - "In practice the teacher would have to be very poor or bolshie not to be recommended" (Ht E.074).

15. General open-ended question

Respondents were invited to describe fully any specific or general experiences associated with the adjustment of beginning-teachers to teaching. Of the 56 headteachers 23 responded and of the 166 beginning-teachers 91 responded. The responses were extremely wide and varied and difficult to summarise and as a result all responses to this question are included in the appendix.

In order to obtain greater clarity the headteachers and beginning-teachers responses have been dealt with separately and frequencies of comment have been included in the brackets.

15.1 Beginning-teachers

In the adaptation process the colleagues in the staffroom have had an influence. Some respondents found them to be unhelpful and unfriendly (6) while others have commented on how helpful and friendly (7) they had been. Aspects of the staff which were criticised included trying to impress the headteacher (4), too much stress on sport (1) and that the respondents were treated like children and given no responsibility (5) by the staff.

Of their preparation for teaching the university course was criticised for being too theoretical and not practical enough. (3).

The handling of pupils caused concern in that they found that their authority was being challenged and they were uncertain on how to deal with the children (13). Specifically mentioned were the lack of motivation of pupils (9) and that one should not become personally involved with the pupils (1).

The teaching of the pupils was important in that they were concerned about the lack of ability of the pupils (6), the low standard of verbal communication (1), the problems of mixed ability teaching (3), the large amount of preparation and evaluation (10) and that they were given low ability classes (2).

School organisations and structures influenced their adaptation. Their criticisms included not having a base classroom (1), having a pre-fab as a classroom (1), the lack of feedback (3), the lack of communication in the school both subject departmentally and administratively (7), that the school's conservatism was stifling teaching (1), the lack of subject leadership (1), the size of the school (1) and that the beginning-teacher is given a bigger workload (1).

On the other hand some respondents were very positive about this aspect and commented on how they were helped by well defined school policies (1), the guidance of a good subject head (3), and the discipline in the school and the support of a headteacher (5).

Personally they found aspects of school life difficult. The adjustment to becoming a teacher after the freedom of campus life or the rigidity of being in the army and then having to shoulder responsibility caused concern (7). Other concerns included personal loneliness (2), low financial status for the work required (1) and having to attend military camps once they have started teaching (1).

Other general problems included having to take sport when they had no aptitude for the sport (2), staying in a hostel which added to discipline problems (1) and being the only teacher in the school to teach subjects such as Xhosa or Home Economics (5).

Positive aspects also mentioned included getting involved in the school life (1), living in a hostel and becoming better acquainted with the pupils (2), strong discipline in the school (1) and that they had held positions of responsibility at university (2).

The general feeling is summed up as "as jy aan die diepkant inval, moet jy gou leer swem of verdrink. Ek glo daar is beter alternatiewe" (Bt A.77).

15.2 The Headteachers

The comments of the headteachers are focused on the personal adjustment of these new teachers. The most frequently mentioned aspect is the physical exhaustion and stress caused by the assuming of new responsibilities which require extensive preparation and evaluation (11). Other comments included lack of administrative knowledge (2), discipline problems which include having casual or "soft" attitude to the pupils (9).

Comments listed aspects that beginning-teachers needed and included that beginning-teachers must be integrated into the staff (2), a personal confidant is needed (2), must receive detailed information about the school (1) and must be given responsibility and treated as professionals (2).

Other aspects mentioned included that as a result of their training and the natural idealism of youth, beginning-teachers tended to be idealistic (6) and have a child-centred educational philosophy (1). Also that the beginning-teachers have difficulty in accepting the expectations of a teacher (2).

The valid comment is made that all beginning-teachers differ and as such their needs differ for each individual (2).

"Starting teaching is difficult, but for many it is a neglected apprenticeship which is a poor indictment of the profession" (Ht E.064).

16. The difference between the frequency of responses of headteachers (and/or teachers-in-charge of beginning-teachers) and beginning-teachers

Chi-square was used to test the null hypotheses that there is no significant difference in the frequencies of responses of headteachers and beginning-teachers to the same question to both groups. Null hypotheses were rejected at the 5% level or less. No directionality is assumed; therefore tests are two tailed.

The items in which there was a significant difference in responses of headteachers and beginning-teachers were :

- 16.1 Were beginning-teachers interviewed by the school before being nominated? ($P = 0,0004$, the null hypothesis is therefore rejected).

An explanation could be that the present nomination procedure in the Cape Province makes it difficult to interview an aspirant teacher. Applications close at the school at 4.00 p.m. on the closing date and nominations must be made immediately otherwise there is the possibility that the young teacher will accept another post. Headteachers indicate they would like to interview the applicant.

- 16.2 By what date did the beginning-teacher know of the relevant syllabus and/or schemes of work they would be using? ($P = 0,0000$, the null hypothesis is therefore rejected).

It would appear that what headteachers' intentions are and what actually happens are at variance.

- 16.3 Is the teacher-training course too theoretical, well balanced or too practical when applied to actual classroom work? ($P = 0,0150$, the null hypothesis is therefore rejected).

Both groups in their response were inclined towards the teacher-training course being too theoretical. The difference between the two groups must be in the degree, with the teachers feeling most strongly that the course was too theoretical.

16.4 Do beginning-teachers suffer from a lack of confidence leading to problems in relationships? ($P = 0,0121$, the null hypothesis is therefore rejected).

It would appear that beginning-teachers feel that this is of little consequence while headteachers feel it is of some consequence.

In all the other questions the null hypothesis was not rejected. It is interesting to note that the two groups were not significantly different in matters such as problems in the classroom, stress, physical exhaustion and frustration which received high ratings from both groups. Other aspects in which the two groups were not significantly different included reasons for applying for a post, adaptation to the attitudes to the school, the influence of colleagues on the staff and change of attitudes in fulfilling the role of a teacher.

17. Testing for relationships between classroom problems and feelings and emotions by using Chi-square

On viewing the frequencies obtained from the questionnaires, classroom problems and feelings and emotions were revealed to be of some consequence. The seven classroom problems with the highest mean scores were tested against the three feelings and emotions with the highest mean scores, to see if there was any relationship between any two variables in each case.

17.1 Headteachers

Table of significance of Chi Square (P values)

	Class discipline	Pace of work	Standard of work	Teaching mixed ability groups	Evaluation	Awareness of children's previous knowledge	Individual pupil discipline problems	
Stress	,3789	,2450	,2925	,0531 *	,0307 *	,5256	,4229	*P \leq 0,05
Physical exhaustion	,0741	,5141	,1298	,0432 *	,1106	,5901	,8259	
Frustration	,1621	,3996	,4586	,5881	,8585	,9146	,7541	

N = 56

The table shown on the previous page reveals that significant relationships exist between

	<u>Contingency Co-efficient</u>
Stress and teaching mixed ability groups	0, 524
Stress and evaluation	0, 569
Physical exhaustion and teaching mixed ability groups	0, 540

The contingency co-efficient indicates that the level of relation is relatively constant for all three of the above relationships.

From the above, although causality has not been established, it is possible that if guidance is given to beginning-teachers in teaching mixed ability groups and evaluation it may lead to a lessening of stress. Similarly, if guidance is given in teaching mixed ability groups, it may lead to a lessening in physical exhaustion. However, other factors could also exist in influencing feelings of stress and physical exhaustion.

17.2

Beginning-teachers

Table of significance of Chi Square (P values)

	Class discipline	Pace of work	Standard of work	Teaching mixed ability groups	Evaluation	Awareness of children's previous knowledge	Individual pupil discipline problems	
Stress	,1472	,1937	,5960	,0539*	,3118	,1313	,0007**	N = 166 *P = < 0, 05 **P = < 0, 01
Physical exhaustion	,8704	,0543*	,5915	,0532*	,4227	,1522	,0017*	
Frustration	,0978	,1673	,0246*	,0000**	,0184*	,0000**	,0071**	

The table shown above reveals that significant relationships exist between

	<u>Contingency Co-efficient</u>
Stress and teaching mixed ability groups	0, 378
Stress and individual pupil discipline problems	0, 454
Physical exhaustion and standard of work	0, 376
Physical exhaustion and teaching mixed ability groups	0, 379

	<u>Contingency Co-efficient</u>
Physical exhaustion and individual discipline problems	0, 433
Frustration and standard of work	0, 391
Frustration and teaching mixed ability groups	0, 496
Frustration and evaluation	0, 397
Frustration and awareness of children's previous knowledge	0, 491
Frustration and individual pupil discipline problems	0, 415

The contingency co-efficient indicates that the level of relation is relatively constant for all of the above relationships.

From the above, although causality has not been established, it is possible that if guidance is given to beginning-teachers in teaching mixed ability groups and handling individual discipline problems, stress may be lessened. Similarly, if guidance is given in maintaining a standard of work, teaching mixed ability groups and individual discipline problems, physical exhaustion may be lessened. In addition if guidance is given in maintaining a standard of work, teaching mixed ability groups, evaluation, awareness of children's previous knowledge and individual pupil discipline problems, frustration may be lessened.

Other factors, however, could also exist in influencing feelings of stress, frustration and physical exhaustion.

CHAPTER FIVE

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CHAPTER FIVE

CONCLUSIONS

When considering the conclusions drawn the beginning-teachers themselves must be taken into consideration. Each beginning-teacher will have his or her own abilities, personalities, interests and backgrounds and as a result will have different needs - "The largest single factor influencing his/her adaptation, performance etc is personality. What may be valid for one is very much the opposite to another." (Ht E.067).

1. School Organisation

- In the allocation of classes to the beginning-teacher it is evident that there is concern for the beginning-teachers by headteachers who are trying to ensure an easier transition period for the beginning-teacher. He or she will normally be given the lower classes of the school but there is little evidence to suggest that as far as size of class and ability of class is concerned that he or she is treated any differently to other members of the staff.

- There is little evidence to suggest that the beginning-teachers receive a decreased teaching load.

- In the majority of schools the responsibility for beginning-teachers is shouldered by the headteacher.

2. Appointment to a post

- It would appear that reputation of the school and factors of personal convenience (school near to home) influence the choice of post.

- Aspirant teachers are being nominated to their posts in good time with the majority knowing to which school they are

going in August and in excess of 90% appear to have posts before the end of November. However, there would seem to be insufficient care taken in establishing fully the suitability of candidates for posts as ~~less than~~^{up to} 50% do not have the opportunity afforded by an interview of gaining information about the school or for the headteacher to gauge suitability to the school.

3. The period between nomination and taking up the post

- Directly after the beginning-teacher has been nominated he or she is most positive towards the teaching profession and the school. Although there are steps taken in the preparation of the newcomer, it would appear that more could be done to utilise the period between the end of the teacher-training examination (mid November) and the end of the school year to aid the beginning-teacher in his or her preparation for and the transition to the new school.

Although approximately 75% visited their future school, less than 50% saw anyone ~~else~~^{other} than the headteacher or subject head. It appears that approximately 60% knew which subjects and standards they would teach a month before starting and approximately 40% would have received schemes of work and/or syllabi. This indicates that more could be done in helping the beginning-teacher in preparing himself or herself.

4. Teacher-training

It would appear that teacher-training is barely adequate, in their view, tends to be too theoretical, encourages methods which provide some difficulty in putting into practice and does not prepare the beginning-teacher for administrative duties. The debate on the aims of teacher-education (theory vs practice) is not the work of this research; what is indicated is that no aspect of teacher-training and development can be taken as an isolated unit but that it is a continuing process and that there is a need for staff development of which a beginning-teacher induction programme

could be an important aspect.

5. Adaptation to the school by the beginning-teacher

- As far as adjusting to the attitudes of the school is concerned it would appear that beginning-teachers adjust quite easily to attitudes towards the academic, physical and cultural life of the school as well as to attitudes to the care of the individual child in the school.

- It would also seem that adapting to the role of a teacher causes no undue change to personal attitudes but they have to change, to some degree, their attitudes to leisure time activities.

- Administrative duties were considered basically as necessary, or of little or no help to understanding pupils but most of them found they were able to cope, some with ease.

- The majority of beginning-teachers felt the influence of colleagues to be from adequate to extensive and that the influence was encouraging.

6. Induction programmes

- Definite steps are taken to introduce the beginning-teacher to the school in the first week of the school year although a number of these measures would apply to the entire staff, i. e. staff meetings, subject meetings and a detailed information hand-out.

- There is little evidence that any structured programme has been evolved for beginning-teachers during the year. In what is done it would appear that meetings are the most frequently used method of help. The headteacher appears to assume responsibility for these meetings but the subject head also appears to play a role, more so than any other senior member of staff.

7. In the classroom

- The classroom is a place which causes some concern to the beginning-teacher. There is a variation in what aspects of classroom teaching causes most concern with the headteachers highlighting classroom discipline and beginning-teachers the awareness of pupils' previous knowledge. Both viewpoints can be considered of value and help to bring a clearer perspective to classroom issues.

- It seems that beginning-teachers are limited in their use of audio-visual aids and that they would benefit from guidance on how to make better use of these aids.

8. In the school community

Beginning-teachers appear to be able to adapt to the school community fairly easily with the lack of knowledge about their pupils' social background causing some concern.

9. Personal problems

Beginning-teachers are able to cope with their personal problems but do have some difficulty in achieving a balance between their careers and private lives.

10. Emotions and feelings

- It would appear that during their first six months beginning-teachers endure undue emotional strain of which stress, physical exhaustion and frustration are the most severe.

- There is evidence to suggest that there may be a relationship between classroom problems and stress, physical exhaustion and frustration.

11. Assessment for recommendation for a permanent post

The recommendation of a beginning-teacher to a permanent post seems to be an automatic development and only when the young teacher fails to adapt to teaching does any form of assessment or action take place.

12. Ways in which beginning-teachers could be helped

Both headteachers and beginning-teachers indicated fairly strongly that something should be done to help the beginning-teacher in his or her transition to teaching. In their choice of methods they have suggested methods with which they were familiar such as the "open door" policy by headteachers and a detailed, clearly defined written policy.

13. Areas for further research

This research has revealed that there is much research that could still be done in the field of teacher induction. Suggested areas include :

- The induction needs of the primary school beginning-teacher.
- The induction needs of the smaller country school.
- The implementation of an induction programme and an evaluation of the programme.
- The possible role of a teacher-tutor in a school.
- The possible relationship between classroom problems and stress, physical exhaustion and frustration.

CHAPTER SIX

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RECOMMENDATIONS FOR AN INDUCTION PROGRAMME FOR
BEGINNING-TEACHERS WHICH FOLLOW THE CONCLUSIONS
OF THIS RESEARCH

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1. General Comments

"As jy aan die diepkant inval, moet jy gou leer swem of verdrink. Ek glo daar is beter alternatiewe" (Bt A.77).

This comment sums up the general feeling towards beginning-teacher induction but before looking at alternatives, the ways of easing this induction period, a number of general comments are necessary as background.

A teacher entering a new school and a new environment will in the majority of instances, due to a natural socialisation process, adapt to his or her new life. The quality of this introduction to the teaching profession is what is in question and an induction programme will only help to improve and supplement this introduction and not replace the socialisation process. Secondly, the induction programme would be helping to adapt the teacher to the system in the school within the first year.

The beginning-teachers must themselves be taken into account when considering an induction programme. Each beginning-teacher will have their own abilities, personalities, interests and backgrounds and so will have different needs - "The largest single factor influencing his/her adaptation, performance etc is personality. What may be valid for one is very much the opposite for another (Ht. E.067).

Added to the individuality of the beginning-teacher is the differing training they will have received.

The induction programme must not be seen as an entity in itself but as part of a full in-service programme for the teachers in the school which is supported by a strong commitment by the principal and staff. "Although induction is concerned with only the first year, it should not be separate but a part of the general pattern of in-service education and be part of the continuum of initial training, induction and in-service training" (Handbook of suggestions for

Teacher-Tutors involved in the I. L. E. A. induction scheme 1979/80).

It must also be taken into account that any suggestions made in this chapter are made taking into consideration the resources and facilities available in the Cape Education Department, the educational authority best known to the researcher. The induction programme suggestions are further based on the findings of the research survey questionnaire as well as literature reviewed during the research.

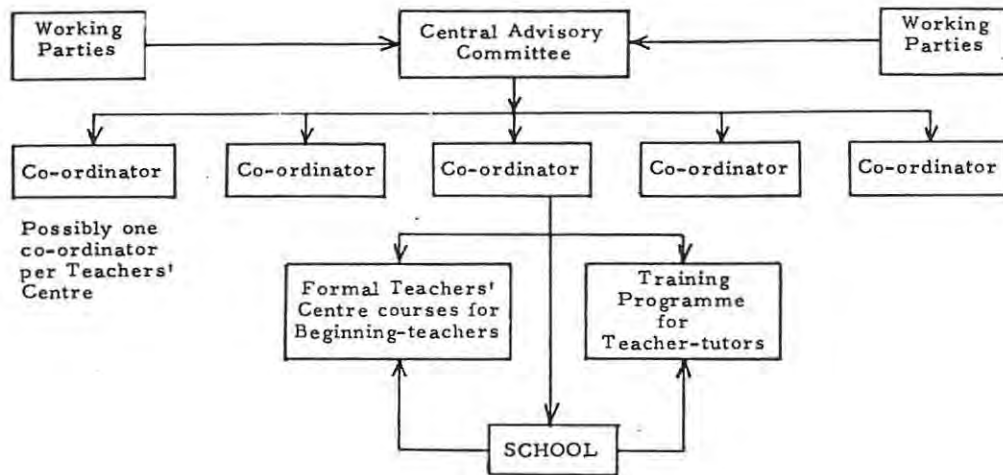
2. General Recommendation

The basis for an induction programme is that it should be school focused. This would imply that the programme is focused on the needs of a particular school and the group within that school but that it would make full use of internal and external facilities and activities to meet these needs. The central figure in this process would be a teacher-tutor (discussed in Section 5 of this chapter).

3. Provision by the Educational Authority

If an induction scheme for beginning-teachers is to have any credibility and chance of success it must have the positive support of the Education Authority (Cape Education Department). The attitudes that must permeate through are those of enthusiasm, interest and appreciation. Added to this the priority rating of induction schemes must be clearly defined and accepted and a definite amount of financial support allocated. The level of priority and finance allocated will determine the scope of the scheme provided. The Educational Authority must have clearly defined aims and objectives and a structure which establishes clear channels of communication and provide suitable resources and facilities for the programme.

A suggested model for provision by the Educational Authority



3.1 Central Advisory Committee

This committee should consist of members nominated by the Education Authority from the administrative staff and teaching corps. Their mandate would be to formulate a policy for induction which could be part of a policy for a complete in-service programme for schools. This policy should not be prescriptive but rather a source of information and support. The advice of this committee should be clearly communicated to all schools and local authorities.

3.2 Working Parties

These would consist of specialists in certain fields of teacher-training, in-service training and beginning-teacher induction and would create programmes and courses which could be applied in the induction programme. These working parties could be created on a regional or central basis.

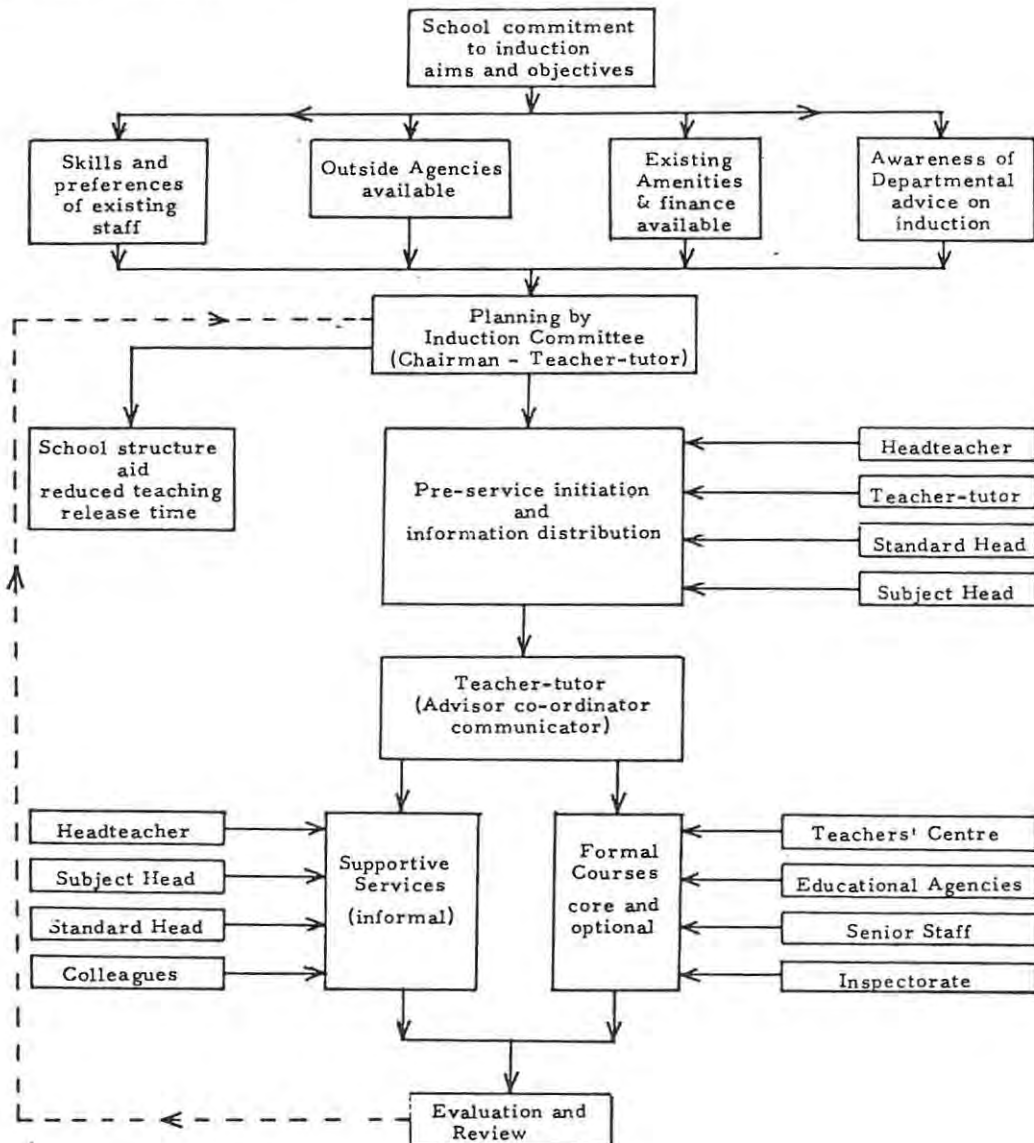
3.3 Co-ordinator

A co-ordinator would be required in each local or workable area.

His mandate would be to run courses for in-service within the area and to provide the facilities for training of teacher-tutors for the schools. He would also provide advice to schools in the applying of induction or in-service programmes and help the schools when requested. The co-ordinator, within the context of the Cape Education Department, could be attached to a teachers' centre and have full use of the facilities available. He should be a person who through his qualifications and leadership would earn the respect of his fellow colleagues and should be accorded a suitable status within the teaching ranks (i. e. S2 principal status). He would also be responsible for co-ordinating local policies, working papers and discussions and communicating them to all schools within his area.

4. Provision by school

"School Focused"



4.1 School Commitment

An important prerequisite to organising successful induction programmes is a strong personal commitment to in-service education on the part of the headteacher. In many school settings the headteachers will not only need to have a strong commitment, but will actually have to communicate that commitment to the teaching staff through continual and enthusiastic support for the programmes provided. This will be especially necessary in school systems where teachers have had negative experiences with other in-service education in the past or have encountered headteachers who have given only lip service support to such programmes.

Having established the commitment to help the beginning-teacher the next important step is to organise and conduct a needs assessment within the school involving the induction of beginning-teachers and then to involve the entire staff in a process of defining aims and objectives. Hopefully if this is done by consensus as a total staff ownership of the decision it will greatly enhance the chances of success of the programme.

A broad aim should be established such as "to provide guidance on professional and personal matters to probationers and generally to encourage their development during the first year" (Handbook of suggestions for teacher-tutors in the I. L. E. A. induction scheme 1979/80).

A further example is

"1. To enable the new teacher to be as effective as possible and quickly as possible in a specific organisation.

2. To enable the new teacher to identify an area of study that may be started or continued to provide a dynamic of professional development in the following years." (Paisley, 1973).

Specific objectives could involve matters such as

Knowledge and understanding of

- the role of the teacher in the school and community
- teaching professionalism, ethics and career opportunities
- the importance of motivation and questioning techniques in lesson development
- the individuality of pupils in terms of abilities, interests, attitudes and backgrounds
- methods of overcoming problems of lesson preparation
- causes of undesirable pupil conduct
- personal strengths and weaknesses as a teacher.

Skills in

- motivating and questioning techniques
- observing and recognising significant classroom events when they occur
- analysing causes of pupil behaviour in the classroom situation
- selecting and applying appropriate teacher responses to pupil behaviour
- analysing teaching strengths and weaknesses

4.2 Resources available

Before any induction schemes can be considered the resources available to be used must be carefully considered. These resources could include

4.2.1 Existing staff

Within the staff there will be a number of people who can be

effectively used in the programme. These include

- the headteacher
- the senior staff
- the teacher-tutor
- the subject heads
- the standard heads
- specialists, i. e. teacher-psychologists, librarian, media-centre assistant
- fellow beginning-teachers.

4.2.2 External educational agencies

Within the local education area there will be a number of people with expertise and educational agencies which can be effectively used. These include

- the teachers' centre
- the universities
- the colleges of education
- the local library
- other schools
- departmental courses.

4.2.3 Existing amenities and finance

In implementing the courses the existing amenities and finance must be considered. Amenities that should be considered

- accommodation for courses - a suitable room
- geographic distribution of schools for teachers' centre courses
- audio-visual aids available.

A clear budget, utilising the finance available, must be worked out prior to the start of the course. No teacher or beginning-teacher should suffer financially as a result of the course.

4.2.4 Awareness of information available

Planners of courses should be fully aware of information available from other sources on teacher induction and also be aware of the education authorities recommendations concerning induction.

4.3 Planning of the induction programme by induction committee

The induction committee, having considered thoroughly the aims and objectives as formulated by the school together with the full extent of the resources available, should structure in broad outline the areas to be covered and the timing of when certain aspects should be handled.

Areas that could be covered within the programme could include

- a carefully planned appointment and placement procedure
- a pre-service working visit and orientation period during the last quarter of the school year
- an orientation period at the start of the academic year
- provision for the beginning-teacher to receive informal support from members of staff - specific time should be allocated for this purpose
- a development period of short formal courses in the first and second terms of the school academic year
- a carefully planned assessment procedure
- a review and evaluation period at the end of the year of the programme implemented.

A POSSIBLE TIMETABLE

Time	Stage	How effected		Location
July - August	Appointment	Interview Visit to the school		School
November - December	Pre-service	Three week paid visit to the school Informal orientation and information gathering Preparation for the new year		School
January	Start of year	2/3 day orientation course introducing the teacher to the local educational area		Teachers' Centre
February - June	Adaptation and development	<u>Supportive Services</u> Structured informal discussions with Headteacher Teacher-Tutor Subject Head; Std Head other significant colleagues	<u>Formal Courses</u> Formal courses of 16 x 1/2 day sessions over the first and second terms	Teachers' Centre and school
July - September	Development	Unstructured support from senior staff and significant colleagues	Arranged formal optional courses to meet specific relevant needs decided by teacher-tutor in consultation with beginning-teacher	Teachers' Centre and school
October - December	Assessment of probationer Evaluation of course	Individual discussion with assessors Completion of evaluation questionnaire		School

4.4 Pre-service

This period of pre-service which extends from the period when the beginning-teacher first indicates an interest in the teaching post at the school through to the end of the year preceding taking up the post. This period will be considered from the point of view as to how various people on the staff can help the beginning-teacher to find the correct post and to be initiated to his/her new environment as fully as possible.

4.4.1 The appointment

Prior to the nomination for appointment to the school the beginning-teacher should be interviewed and given a full tour of the school. The arrangements of this interview would be the responsibility of the headteacher and should consider the following factors

- the qualifications and interests of the candidate should be closely investigated, making full use of refer^{ences}~~ences~~ in gaining this information
- the needs of the school for the specific post should be clearly defined
- the needs of the school and the qualifications and interests of the candidate should be as similar as possible so that the beginning-teacher will be playing to his or her strengths when taking up the post.
- the interview must be a two-way process allowing the candidate to ask questions as well as be asked questions.

4.4.2 The pre-service visit to the school

It is strongly suggested that this visit be extended over a period of three weeks and take place in late November and early December once these prospective teachers have concluded their teacher-

training examination. This visit to the school should be subsidised by the Education Authority at normal subsistence rates and they should be allocated a transport allowance.

During this period the beginning-teacher would not be required to teach but would acquaint themselves with the organisation and attitudes of the school and prepare themselves for the next year. A number of people would be required to help in this process.

The headteacher would be required to

- officially welcome the beginning-teacher to the school
- arrange for the initial meeting with the teacher-tutor
- ensure that the beginning-teacher realises that he or she is positive about their well-being and induction to the school and in so doing develop the first lines of communication within the school
- discuss in general the philosophy and expectations of the school
- be aware of special problems associated with beginning-teachers, i. e. starting teaching after two years military service and taking the necessary steps to alleviate associated problems.

The teacher-tutor would be required to

- inform the beginning-teacher of all his or her teaching, extra-mural and pastoral duties in the school - a clear, lucid job description
- provide the beginning-teacher with comprehensive information about the school through a comprehensive handout about the workings of the school, a prospectus and a school magazine
- ensure in the allocation of classes that the beginning-teacher receives a fair ability range in the classes allocated and

that some of them are "similar" classes so that preparation could be reduced

- ensure that the teaching load has been reduced and that suitable release time has been granted.
- introduce the beginning-teacher to the staff and especially to the standard head, subject head and other young teachers on the staff
- organise a social function for the informal meeting of others
- help the beginning-teacher to find suitable accommodation for the next year
- ensure that the beginning-teacher is aware of the resources available in the school
- ensure that the beginning-teacher is aware of the resources available in the community
- to ensure that there is a period of time regularly set aside for informal discussion of problems encountered

The subject-head would be required to

- provide the beginning-teacher with clear and lucid information about the subject department
- provide the relevant syllabi and textbooks
- give guidance on the compiling of the official record book
- give guidance on the planning of lessons for a day, a term, for the year
- give guidance on the interpretation of the syllabus
- introduce him or her to the rest of his or her subject colleagues.
- ensure that there is a time regularly set aside for informal discussion of problems related to their subject.

The standard-head would be required to

- ensure that the beginning-teacher is informed about his or

her pastoral role as a classteacher and develop the lines of communication with those who can help them should they in the future encounter behavioural problems with pupils, i. e. teacher-psychologist

- ensure that they are fully informed of the administrative duties expected of a classteacher including class registers, cumulative record cards, distribution of books, collection of monies etc.
- ensure that there is a time set aside for regular informal discussion over problems related to their function as a classteacher.

"To sum all this up: we believe in advance guidance and consultation and in a gentle 'induction' time for the new teacher to become acclimatized to the school in his/her own way" (Ht E.059).

4.5 Provision within the school structure

The induction committee would arrange provision within the organisational structures of the school which would aid the beginning-teacher in the induction process into the school. These provisions could include

- a reduced teaching load - "One of the most valuable features of an induction programme for new teachers is a lightened teaching load" (Making Induction Work, D.E.S.). Where a reduced teaching load has been applied it has varied between 80% and 90% of the average teachers teaching programme
- reduced responsibility in administrative and extra-mural activities
- release time to allow beginning-teachers to attend courses and to prepare lessons. It is important that this extra time is not considered as free time and utilised to help with other activities such as supervising absent teachers' classes.

The effect of the above dispensations in the school structure should

- alleviate a considerable amount of stress and exhaustion associated with the starting of teaching
- allow beginning-teachers to attend the formal courses of 16 half-day sessions as suggested in the possible induction programme
- allow for a regular meeting with those members who are providing support to the beginning-teacher
- allow time for the beginning-teacher to prepare lessons properly and as a result gain confidence in the classroom.

When considering provisions within the school structure a reduced teaching programme must also be considered for the teacher-tutor, subject heads and standard heads so that they can effectively provide guidance for the beginning-teachers.

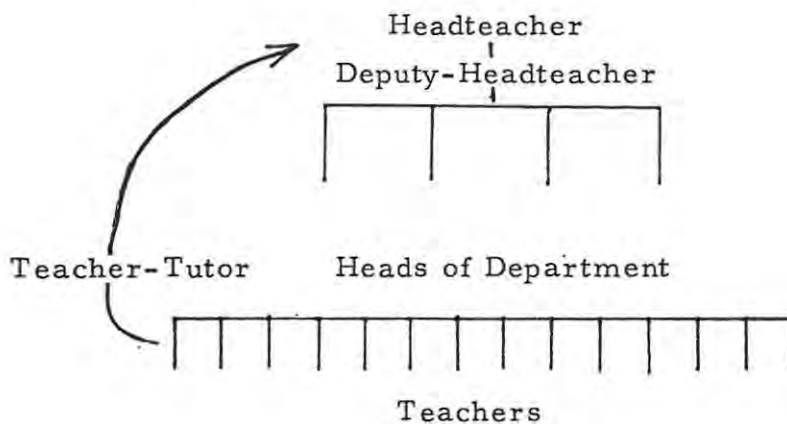
5. The Teacher-Tutor

The teacher-tutor is of great importance to the whole induction scheme, the pivot around which the school programme would revolve and therefore it is necessary to discuss such a post and the functions associated with it. This is especially necessary as at present no such post exists in Cape or South African education. In the March 1982 issue of the S.A.T.C. bulletin, Mr E. Louw, Administrator of the Cape and Prof. J.H. Jooste, Director of Education in the Transvaal have referred to a new post equivalent to that of a Head of Department titled "Departementshoof - Professionele skakeling".

The teacher-tutor must primarily be seen as being concerned with the entire spectrum of in-service training from the student teacher, through the induction programme and including an in-service programme for all teachers. In Britain they refer to a 3I teacher-tutor in which the three "Is" refer to initiation, induction and in-service.

It is important that the teacher-tutors have a recognised position

of standing in the education profession but at the same time is not associated with school administration and authority. The teacher-tutor therefore should be responsible to the headteacher but divorced from the administrative structure. A suggested system is as shown in the diagram:



It is necessary to discuss the teacher-tutor and his or her responsibilities towards the induction programme where a general aim has been described as "to provide guidance on professional and personal matters to probationers and generally to encourage their development during the first year" (Handbook of suggestions for Teacher-tutors involved in the I. L. E. A. induction scheme 1979/80).

There are three aspects of the teacher-tutor that need to be considered - communication, co-ordination and advice. As a communicator there is a need to provide information about the school and external agencies concerned in induction. As a co-ordinator there is a need to encourage staff to help in planning relevant training programmes and timetables for individual new teachers. As an adviser there is a need to give personal support and encouragement to every beginning-teacher.

5.1 The teacher-tutor as communicator

- Providing beginning-teachers with vital information about the school's organisation is essential. Apart from being available

to answer any queries the beginning-teacher should receive a school handbook for teachers which would include a list of staff members and their responsibilities, facts about the school, a note on disciplinary procedures, general school duties, i. e. break supervision, extra-mural activities, parent groups and staffroom procedures.

- The teacher-tutor should ensure that the beginning-teacher is introduced to and invited to be involved in the many outside groups that can benefit ~~his~~ or her teaching development, i. e. the subject group at the teachers' centre, the local teachers' association.

- The beginning-teacher should also be ensured of receiving an information booklet from the local education authority in which details on conditions of service are clearly outlined.

- The teacher-tutor must ensure that the beginning-teacher is aware of the external agencies which could be of help in the development of teaching including teachers' centre, technikon, universities, libraries, museums and film lending centres.

5.2 The teacher-tutor as a co-ordinator

- The teacher-tutor will need to discuss with the headteacher plans for the schools' induction programme and methods of monitoring and evaluating its effectiveness every year. The headteacher should give the programme its support and contribute to the programme. The headteacher should at a staff meeting publically endorse the teacher-tutor's programme.

- The teacher-tutor will need to involve all members of the senior staff in meeting the needs of the beginning-teacher. The most important of these will be subject heads and standard heads (or heads of house). Seminars could be arranged, led by senior members of staff, on matters of general interest to the beginning-teacher.

- The teacher-tutor will need to help to integrate the beginning-teacher into the staff as a whole, not only within the school but through informal social functions and activities.

- The teacher-tutor has an important responsibility in co-ordinating the needs of the beginning-teacher with the courses available at outside agencies such as the teachers' centre or, alternatively, helping these agencies to produce relevant programmes for the beginning-teachers. The teacher-tutor has the added responsibility of keeping beginning-teachers informed of courses and ensuring that they attend.

5.3 The teacher-tutor as an adviser

The role of a teacher-tutor is one in which tact, diplomacy, sympathy and understanding are needed. The first year of teaching often comes at a difficult stage in personal development. It often coincides with a new marriage, an engagement, a re-adjustment to living at home. There should be time set aside when problems and worries can be discussed.

The more detailed aspects of the teacher-tutor's function are discussed when details of the programme are handled.

6. Teachers' Centre Courses

An induction course for beginning-teachers could be held the week prior to school starting in the new academic year. This course could be two or three days in duration and could serve a valuable purpose in the following areas:

- To make beginning-teachers aware of the structures of the local education authority (e. g. the regional inspectorate, the local school boards, the various types of schools) and to inform them of the conditions of service of that education department. This would eliminate confusion during the year.

- It would provide an opportunity for the educational agencies, i. e. the teachers' centre to introduce themselves and to explain what they have to offer.

- It would provide an opportunity to deal with common problems which the beginning-teacher would encounter in the early stages of teaching, i. e. a seminar on classroom management.

- It would give all beginning-teachers in the area a chance to meet each other on an informal basis which could supply considerable emotional support at a time when they are entering a strange environment.

7. School Programme

Once the beginning-teacher has entered the school a programme could be embarked upon involving two major aspects; a supportive service and a formal set of courses.

- The supportive services

There are a number of senior staff whose services, co-ordinated by the teacher-tutor, could make the passage through the first year considerably more comfortable. This support should be positive - "I suggest that the head and support services at the moment are largely seen (and see themselves) as some kind of safety net. I think they should think of themselves as some kind of catalyst in the model of a workshop or clinic. What we should be doing is to support the beginning-teachers in their ideas in the school" (Dale, 1973).

- The headteacher

The role of the headteacher in the supportive service is that he or she must have a positive attitude towards the beginning-teacher which will be both motivating and inspiring. The beginning-teacher must feel his or her contribution is of value and this can be achieved

by establishing good lines of communication within the school which encourages a climate for talking and that the ideas provided are considered in the decision-making of the school. The beginning-teacher must always have the feeling that he or she has the support of the headteacher and that the headteacher is available for consultation. The headteacher's role is summed up as - "New staff to be treated as professionals" (Ht E.068).

- " 'n Baie simpatieke, dog kritiese houding van die skoolhoof. Het vrymoedigheid om te enige tyd raad of hulp te vra" (Bt A.032).
- The teacher-tutor

The role of the teacher-tutor as a communicator, co-ordinator and adviser has already been discussed. The more specific role of the teacher-tutor in the supportive services could be:

- to provide informal support for the beginning-teacher by encouraging him or her to discuss openly the problems encountered at regular weekly discussion sessions.
- to provide information about the community.
- to help with his or her integration into the staffroom.
- to ensure that the beginning-teacher receives feedback on his or her development in the school.
- to ensure that opportunities are created for the beginning-teacher to develop his or her strengths.
- to keep the beginning-teacher informed about the school and any special duties and responsibilities.
- to arrange visits to other schools for observation if necessary.
- to ensure that the beginning-teacher feels welcome at the social functions of the school.

"Personal contact and social integration into the staff body is essential, especially the acquisition of a confidant - someone to take special interest" (Ht E.060).

- The Subject Head

The subject head in the pre-service contact would have provided the beginning-teacher with information and guidance needed to prepare for the start of the year. The subject head's responsibilities now involve continued guidance leading to the development of the beginning-teacher's teaching abilities. These responsibilities could include:

- to arrange a weekly meeting with the beginning-teacher, preferably during a school period when they are both free.
- to discuss and help develop effective teaching methods and techniques.
- to advise on the best use of audio-visual aid material available.
- to advise on classroom management, especially the handling of big and strange classes.
- to give guidance on the evaluation of work through the compiling of examination papers, memoranda and the actual marking of work.
- to give guidance in achieving a balance in attitudes to examination so that the importance of examinations does not overshadow good teaching principles.
- to keep the beginning-teacher aware of professional articles affecting his or her subject.
- to introduce the beginning-teacher to the subject group of the area.

- to ensure that the beginning-teacher is familiar with the workings of the subject department and to help ease them into the existing team of teachers.

"My vakhoof het my baie gehelp" (Bt A. 001)

"I had an excellent subject head who was sensitive to my needs and fears, understanding when I made mistakes - correcting me in such a way that I did not feel inferior. She did not check on me the whole time but I was expected to work hard. It was not a case of checking on me but guiding me. I was immediately incorporated into the group, the problems were made well known to me. There was an excellent exchange of ideas and advice in the Eng. Department" (Bt E. 167).

- The Standard Head (Head of House)

The standard head in the pre-service contact would have provided the beginning-teacher with information and guidance concerning his or her role as a classteacher. The standard head's responsibility now involves continued guidance in fulfilling this role. These responsibilities could include:

- to help with the handling of individual pupil discipline problems through the providing of adequate information and the giving of advice on how best the problem can be handled.
- to provide guidance in the fulfilling of administrative duties which would include registers, cumulative record cards, health cards, mark schedules, promotion schedules, book distribution, stationery distribution, reports, collecting of money and circular distribution.
- to provide guidance in establishing positive communication with parents of pupils taught.
- Colleagues on the staff

All members of the staff should be aware that they each have a

responsibility to the beginning-teacher to help him or her in this transition period into teaching - "The staff and their attitudes to teaching have influenced me most" (Bt E. 104).

8. Formal Set of Courses

Although beginning-teachers would be heterogeneous in origin and all have individual needs and personalities there will still definitely be a core of areas in which they all experience difficulty and these could be dealt with in a formal set of courses.

When considering the construction of the course the broad aim could be to provide the beginning-teacher with professionally useful information and sympathetic practical advice. In applying this aim consideration must constantly be given as to whether the material is relevant and the course must be flexible enough to change direction if the needs of the teachers make this necessary.

When designing the course the following should be considered:

- participant response (what the beginning-teacher and tutors think).
- curriculum factors (course structure, content and methods).
- logistic factors (cost, length, timing and staffing).
- implementation factors (consequences and implications for beginning-teachers, headteachers, other staff, teachers' centres, etc).

In attempting to find out what the teachers want, which is of prime importance, the following methods could be utilised:

- release a selected number of beginning-teachers as a sample group, submit them to an induction course of selected topics and then evaluate.

- obtain teachers' opinions by means of a questionnaire.
- by monitoring attendance at the courses.
- compare the effectiveness of the course by a comparison of two groups where one group would experience an induction programme and the other not.

Having established needs, possibly the best approach in which to deal with them would be to move from the specific problems of the classroom to broader school problems over the year.

Those areas which are common to most beginning-teachers could be dealt with by the teachers' centre as they have both a broad source of expertise and the resources to run the course. These core areas should be dealt with during the first half of the year and as needs become more personalised the school or teachers' centre could offer an optional set of courses which beginning-teachers attended to suit their needs.

The areas which would form the core areas as established from the literature reviewed include:

- class discipline
- preparing and planning of lessons
- evaluation
- teaching mixed ability groups
- relations with individual and groups of children
- individual discipline problems
- teaching methods and techniques
- use of audio-visual aids
- interpretation of a syllabus
- the administrative requirements of the education authority
i. e. keeping records and registers

- awareness of the workings of a school
- awareness of conditions of service
- the pastoral responsibilities of a teacher
- information about the community and its people.

The areas which would form the core areas as established by the research questionnaire included:

- classroom discipline
- pace of work
- standard of work
- teaching mixed ability groups
- evaluation (setting and marking)
- how to find out about children's previous knowledge
- handling individual pupil discipline problems

Other areas which could be dealt with which could ease this transition period include:

- how to cope with stress
- how to plan work so as to avoid physical exhaustion

9. Evaluation

To complete any typical curriculum process model an evaluation of what has been achieved is necessary. Means of evaluation which could be used include:

- a structured or unstructured interview
- a questionnaire to beginning-teachers, teacher-tutors and headteachers
- differing forms of induction could be set up in different areas of the country for experimental and control groups
- testing of pupils

- detailed assessment of new teachers
- standardised opinion scales
- standardised attitude scales
- a review and discussion of induction schemes implemented.

When deciding which form or combination of forms of evaluation to use the following factors should be considered:

- the numbers involved
- the disturbance the evaluation would cause in the normal routine of those helping with the evaluation
- the feelings and sensitivities of those helping with the evaluation (there could be personal criticism)
- the time involved in the evaluation
- the cost of the evaluation

10. Assessment of beginning-teachers

There is a demand for assessment (proficiency licensing) by the education authority (Cape Education Department) at the end of the probationary year. The research questionnaire clearly indicates that although a form of assessment is being fulfilled there is much room for the development of these procedures so that they become a positive influence in producing a better teaching corps. "It would appear that the idea of 'good teaching' and of its assessment needs to include teachers in training as well as those actually in schools, where in-service education should surely lead to improvements" (Jarvis, 1982). With the above in mind the following suggestions could be considered:

- Assessment should be constructive and positive
- Assessment should be put into the right perspective. The incredibly low failure rate means that the process has become a mere formality with no "bite" at all. Without

credibility the assessment procedures are meaningless.

- The probationary teacher should be fully informed of the procedures and criteria and given the opportunity to have discussion with the assessors
- The probationary teacher should have an opportunity for self assessment alongside the external assessments
- The probationary teacher should receive some feedback from the assessors
- The headteacher should be involved in the assessment procedure but they should take into serious consideration the views of other senior staff including the standard head, subject head. Possibly the teacher-tutor should not be involved in the assessment
- In the case of difficulties or disagreement a representative of the education authority (Inspector of Schools) should be asked to moderate
- A guide (not prescriptive) of criteria to be used in the assessment should be provided and should consider the needs of primary and secondary probationers separately.

To ensure the continued development of beginning-teachers through the induction programme provided, attendance at courses could be considered as credits towards a successful assessment. Expenses to attend these courses should be met by the education authority.

11. Training of teacher-tutors

As the teacher-tutor is the central figure around which the majority of the induction programme revolves it is imperative that the training of teacher-tutors be carefully considered.

The format for this could involve:

- a part-time course at the teachers' centre
- a full-time course lasting a term

- a full year's course leading to a diploma.

The length of the course would depend on the intensity of the course required.

Bolam (Bolam, 1977) maintained that the underlying skills upon which teacher-tutors work depends on "the analysis of teaching and second, the counselling of individual adults."

It is important to remember that the teacher-tutor is dealing with adults and thus must develop techniques for teaching adults and at the same time treat the probationer as a professional colleague. The primary responsibility of a training programme would be to equip the teacher-tutor for counselling. To this end the course could include subjects such as :

- Communication skills
- Leadership styles
- Interview techniques
- Feedback
- Problem solving strategies
- Managing conflict
- Discovering what people need
- Discovering what people are like
- Discovering what people want

Secondly the course must provide the teacher-tutor with considerable information so as to enable him or her to provide this service to beginning-teachers. This information could include :

- the need to understand the local, provincial and national induction schemes
- the need to be fully informed of resources available in the local area

- the need to understand the philosophy and organisational structures of the school
- an awareness of teaching techniques and methods.

In addition the teacher-tutor must develop skills of supervision which would include :

- the observation of a lesson
- the criteria for the analysing of a lesson
- planning for a supervision discussion with the beginning-teacher.

Apart from this course work the teacher-tutor would need to have contact and discussion with

- other teacher-tutors
- those involved with other in-service programmes in the schools
- those who are involved in the initial training of teachers.

The initial problem in the South African context would be as to who is equipped to construct and conduct a course for teacher-tutors.

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APPENDIX

1.

FULL TABLES SUPPORTING RESEARCH FINDINGSTable B.1Some Teaching Problems which you personally experienced in your first year of teaching

<u>Beginning-teachers</u>		Class Discipline	Pace of work	Standard of work	Teaching mixed ability groups	Questioning pupils	Syllabus Interpretation	Lesson Preparation	Planning a section of work	Correct use of voice	Evaluation (setting and marking)	Specific teaching techniques and skills	Awareness of pupil's previous knowledge	Knowledge of Subject	Individual pupil discipline problems	Bilingualism
1. OF NO CONSEQUENCE	Freq. 44 % 26,5	44 28,3	17 33,7	56 33,7	24 14,5	67 40,4	61 36,7	47 28,3	45 27,1	84 50,6	41 24,7	40 24,1	18 10,8	65 39,2	36 21,7	100 60,2
2. "	Freq. 33 % 19,9	33 19,9	27 16,3	41 24,7	36 21,7	41 24,7	42 25,3	35 21,1	39 23,5	32 19,3	32 19,3	56 33,7	30 18,1	38 22,9	41 24,7	16 9,6
3. "	Freq. 33 % 19,9	33 19,9	40 24,1	21 12,7	34 20,5	23 13,9	27 16,3	37 22,3	36 21,7	18 10,8	27 16,3	39 23,5	48 28,9	14 8,4	30 18,1	18 10,8
4. "	Freq. 19 % 11,4	19 11,4	22 13,3	18 10,8	33 19,9	12 7,2	15 9,0	17 10,2	19 11,4	16 9,6	38 22,9	16 9,6	38 22,9	14 8,4	27 16,3	9 5,4
5. OF MUCH CONSEQUENCE	Freq. 31 % 18,7	31 18,7	23 13,9	25 15,1	31 18,7	13 7,8	13 7,8	24 14,5	18 10,8	8 4,8	22 13,3	10 6,0	28 16,9	28 16,9	26 15,7	11 6,6
Non Respondents	Freq. 6 % 3,6	6 3,6	7 4,2	5 3,0	8 4,8	10 6,0	8 4,8	6 3,6	9 5,4	8 4,8	6 3,6	5 3,0	4 2,4	7 4,2	6 3,6	12 7,2
Totals	Freq. 166 % 100	166 100	166 100	166 100	166 100	166 100	166 100	166 100	166 100	166 100	166 100	166 100	166 100	166 100	166 100	166 100
MEAN		2,65	2,55	2,40	2,92	1,99	2,11	2,50	2,39	1,84	2,69	2,31	3,09	2,28	2,68	1,67
MEDIAN		2,50	2,55	2,04	2,94	1,64	1,83	2,35	2,24	1,39	2,64	2,18	3,14	1,78	2,50	1,21

Other problems mentioned involved staff such as the loading of younger staff, the lack of involvement of women staff in sport, the disinterest of some staff in pupils and the lack of teacher communication.

Some Teaching Problems which may be associated particularly with the work of beginning-teachers in their first year of teaching

<u>Headteachers</u>		Class Discipline	Pace of work	Standard of work	Teaching mixed ability groups	Questioning pupils	Syllabus Interpretation	Lesson Preparation	Planning a section of work	Correct use of voice	Evaluation (setting and marking)	Specific teaching techniques and skills	Awareness of pupils' previous knowledge	Knowledge of Subject	Individual pupil discipline problems	Bilingualism
1. OF NO CONSEQUENCE	Freq. %	0 0	1 1,8	1 1,8	2 3,6	8 14,3	7 12,5	4 7,1	6 10,7	8 14,3	1 1,8	1 1,8	1 1,8	4 7,1	0 0	28 50,0
2. "	Freq. %	3 5,4	6 10,7	11 19,6	11 19,6	14 25,0	17 30,4	14 25,0	11 19,6	19 33,9	4 7,1	12 21,4	9 16,1	20 35,7	7 12,5	9 16,1
3. "	Freq. %	6 10,7	14 25,0	18 32,1	19 33,9	16 28,6	18 32,1	13 23,2	17 30,4	20 35,7	23 41,1	22 39,3	14 25,0	13 23,2	19 33,9	8 14,3
4. "	Freq. %	14 25,0	21 37,5	15 26,8	12 21,4	13 23,2	7 12,5	9 16,1	13 23,2	8 14,3	19 33,9	13 23,2	24 42,9	7 12,5	17 30,4	5 8,9
5. OF MUCH CONSEQUENCE	Freq. %	33 58,9	14 25,0	11 19,6	12 21,4	3 5,4	6 10,7	15 26,8	8 14,3	1 1,8	9 16,1	7 12,5	7 12,5	10 17,9	12 21,4	3 5,4
Non Respondents	Freq. %	0 0	0 0	0 0	0 0	2 3,6	1 1,8	1 1,8	1 1,8	0 0	0 0	1 1,8	1 1,8	2 3,6	1 1,8	3 5,4
Totals	Freq. %	56 100	56 100	56 100	56 100	56 100	56 100	56 100	56 100	56 100	56 100	56 100	56 100	56 100	56 100	56 100
MEAN		4,38	3,73	3,42	3,37	2,69	2,73	3,25	3,05	2,55	3,55	3,18	3,42	2,87	3,55	1,87
MEDIAN		4,65	3,83	3,39	3,29	2,75	2,67	3,19	3,09	2,55	3,50	3,14	3,62	2,65	3,56	1,39

Table B. III

Some School Community (staff, pupils and parents) Problems which you may have personally experienced during your first year of teaching

<u>Beginning-teachers</u>		Hesitation to seek advice	Reluctance to accept advice	Shyness leading to problems in relationships	Lack of familiarity with children's social background	Relationships with parents of pupils	Recognition of worth in the school	Lack of knowledge of the organisational workings of the school	Knowing the expectations of those in senior positions in the school	Lack of confidence leading to problems in relationships
1. OF NO CONSEQUENCE	Freq. %	82 49, 4	109 65, 7	90 54, 2	29 17, 5	62 37, 3	55 33, 1	36 21, 7	54 32, 5	73 44, 0
2. "	Freq. %	36 21, 7	25 15, 1	37 22, 3	33 19, 9	30 18, 1	37 22, 3	51 30, 7	37 22, 3	43 25, 9
3. "	Freq. %	17 10, 2	15 9, 0	16 9, 6	35 21, 1	31 18, 7	20 12, 0	32 19, 3	35 21, 1	15 9, 0
4. "	Freq. %	13 7, 8	5 3, 0	4 6, 0	32 19, 3	16 9, 6	25 15, 1	18 10, 8	21 12, 7	15 9, 0
5. OF MUCH CONSEQUENCE	Freq. %	13 7, 8	5 3, 0	6 3, 6	30 18, 1	19 11, 4	20 12, 0	22 13, 3	13 7, 8	11 6, 6
Non Respondents	Freq. %	5 3, 0	7 4, 2	7 4, 2	7 4, 2	8 4, 8	9 5, 4	7 4, 2	6 3, 6	9 5, 4
Totals	Freq. %	166 100	166 100	166 100	166 100	166 100	166 100	166 100	166 100	166 100
MEAN		1, 94	1, 50	1, 70	2, 88	2, 25	2, 34	2, 51	2, 30	1, 92
MEDIAN		1, 45	1, 19	1, 34	2, 90	1, 93	2, 01	2, 28	2, 12	1, 52

Another aspect mentioned that could make adaptation more difficult is the possibility of personality clashes on the staff.

Some School Community (staff, pupils and parents) Problems which may be associated particularly with the work of beginning-teachers in their first year

<u>Headteachers</u>		Hesitation to seek advice by the beginning-teacher	Reluctance to accept advice by the beginning-teacher	Shyness leading to problems in relationships	Lack of familiarity with children's social backgrounds	Relationships with parents of pupils	Recognition of worth of the beginning-teacher in the school	Lack of knowledge of the organisational workings of the school	Knowing the expectations of those in senior positions in the school	Lack of confidence leading to problems in relationships
1. OF NO CONSEQUENCE	Freq. %	7 12, 5	19 33, 9	11 19, 6	5 8, 9	11 19, 6	15 26, 8	5 8, 9	5 8, 9	7 12, 5
2. "	Freq. %	11 19, 6	22 39, 3	28 50	13 23, 2	16 28, 6	19 33, 9	14 25, 0	18 32, 1	15 26, 8
3. "	Freq. %	21 37, 5	13 23, 2	12 21, 4	16 28, 6	20 35, 7	12 21, 4	21 37, 5	16 28, 6	19 33, 9
4. "	Freq. %	14 25, 0	2 3, 6	5 8, 9	16 28, 6	4 7, 1	8 14, 3	12 21, 4	15 26, 8	10 17, 9
5. OF MUCH CONSEQUENCE	Freq. %	3 5, 4	0 0	0 0	5 8, 9	4 7, 1	1 1, 8	3 5, 4	2 3, 6	5 8, 9
Non Respondents	Freq. %	0 0	0 0	0 0	1 1, 8	1 1, 8	1 1, 8	1 1, 8	0 0	0 0
Totals	Freq. %	56 100	56 100	56 100	56 100	56 100	56 100	56 100	56 100	56 100
MEAN		2, 91	1, 96	2, 19	3, 0	2, 48	2, 25	2, 83	2, 84	2, 84
MEDIAN		2, 98	1, 90	2, 10	3, 06	2, 50	2, 13	2, 88	2, 81	2, 82

Table B. V

Some Personal Problems and Feelings and Emotions which you may personally have experienced during the first half of the year of service

<u>Beginning-teachers</u>		<u>Personal Problems</u>							<u>Emotions and Feelings</u>						
		Loneliness in school	Loneliness outside school	Accommodation problems	Immediate financial problems	Transport problems	Achieving balance between career and private life	Stress	Physical exhaustion	Frustration	Satisfaction	Anger	Exhilaration	Achievement	Failure
1. OF NO CONSEQUENCE	Freq. 100 % 60, 2	100 60, 2	112 67, 5	91 54, 8	118 71, 1	34 20, 5	30 18, 1	22 13, 3	18 10, 8	18 10, 8	44 26, 5	30 18, 1	24 14, 5	49 29, 5	
2. "	Freq. 29 % 17, 5	13 7, 8	7 4, 2	19 11, 4	9 5, 4	31 18, 7	29 17, 5	40 24, 1	32 19, 3	39 23, 5	54 32, 5	40 24, 1	28 16, 9	47 28, 3	
3. "	Freq. 7 % 4, 2	16 9, 6	11 6, 6	9 5, 4	14 8, 4	30 18, 1	30 18, 1	36 21, 7	42 25, 3	45 27, 1	34 20, 5	42 25, 3	50 30, 1	28 16, 9	
4. "	Freq. 10 % 6, 0	13 7, 8	8 4, 8	20 12, 0	6 3, 6	24 14, 5	31 18, 7	32 19, 3	31 18, 7	32 19, 3	15 9, 0	24 14, 5	34 20, 5	21 12, 7	
5. OF MUCH CONSEQUENCE	Freq. 14 % 8, 4	17 10, 2	24 14, 5	24 14, 5	11 6, 6	41 24, 7	41 24, 7	32 19, 3	41 24, 7	27 16, 3	13 7, 8	23 13, 9	24 14, 5	15 9, 0	
Non Respondents	Freq. 6 % 3, 6	7 4, 2	4 2, 4	3 1, 8	8 4, 8	6 3, 6	5 3, 0	4 2, 4	2 1, 2	5 3, 0	6 3, 6	7 4, 2	6 3, 6	6 3, 6	
Totals	Freq. 166 % 100	166 100	166 100	166 100	166 100	166 100	166 100	166 100	166 100	166 100	166 100	166 100	166 100	166 100	
MEAN		1, 74	1, 87	1, 87	2, 14	1, 54	2, 93	3, 05	3, 00	3, 23	2, 98	2, 28	2, 69	2, 93	2, 32
MEDIAN		1, 27	1, 26	1, 20	1, 38	1, 13	2, 90	3, 13	2, 97	3, 24	2, 97	2, 11	2, 64	3, 00	2, 09

Other personal problems mentioned include accepting routine as a part of everyday life and accepting the status of the teacher.

Table B. VI

Some Personal Problems and Feelings and Emotions which may be associated with beginning-teachers during the first half year of service

Headteachers		Personal Problems						Emotions and Feelings							
		Loneliness in school	Loneliness outside school	Accommodation problems	Immediate financial problems	Transport problems	Achieving balance between career and private life	Stress	Physical exhaustion	Frustration	Satisfaction	Anger	Exhilaration	Achievement	Failure
1. OF NO CONSEQUENCE	Freq.	22	17	15	19	23	0	0	4	2	2	15	4	5	5
	%	39, 3	30, 4	26, 8	33, 9	41, 1	0	0	7, 1	3, 6	3, 6	26, 8	7, 1	8, 9	8, 9
2. "	Freq.	12	20	15	18	13	13	4	6	14	6	19	18	14	12
	%	21, 4	35, 7	26, 8	32, 1	23, 2	23, 2	7, 1	10, 7	25, 0	10, 7	33, 9	32, 1	25, 0	21, 4
3. "	Freq.	11	8	9	7	10	20	10	17	17	30	15	20	22	20
	%	19, 6	14, 3	16, 1	12, 5	17, 9	35, 7	17, 9	30, 4	30, 4	53, 6	26, 8	35, 7	39, 3	35, 7
4. "	Freq.	7	4	10	9	3	18	29	20	19	13	4	9	9	11
	%	12, 5	7, 1	17, 9	16, 1	5, 4	32, 1	51, 8	35, 7	33, 9	23, 2	7, 1	16, 1	16, 1	19, 6
5. OF MUCH CONSEQUENCE	Freq.	3	7	7	2	6	5	12	9	3	5	2	5	5	7
	%	5, 4	12, 5	12, 5	3, 6	10, 7	8, 9	21, 4	16, 1	5, 4	8, 9	3, 6	8, 9	8, 9	12, 5
Non Respondents	Freq.	1	0	0	1	1	0	1	0	1	0	1	0	1	1
	%	1, 8	0	0	1, 8	1, 8	0	1, 8	0	1, 8	0	1, 8	0	1, 8	1, 8
Totals	Freq.	56	56	56	56	56	56	56	56	56	56	56	56	56	56
	%	100	100	100	100	100	100	100	100	100	100	100	100	100	100
MEAN		2, 18	2, 36	2, 62	2, 18	2, 16	3, 27	3, 82	3, 43	3, 07	3, 23	2, 21	2, 87	2, 86	3, 00
MEDIAN		1, 91	2, 05	2, 37	1, 94	1, 80	3, 25	3, 95	3, 55	3, 15	3, 17	2, 13	2, 80	2, 86	3, 00

Table BVII

Some of the ways a Beginning-teacher could be helped in the first year of teaching

<u>Beginning-teachers</u>		An induction course run by the school early in Jan.	De creased training programme	Professional tutor (personal confidant)	Teachers' Centre courses	Informal meetings with beginning-teachers	A school based induction programme from a team of teachers during the year	Continued contact with teacher-training tutors	Having a clearly defined written policy	An informal 'open door' invitation by the headteacher to beginning-teachers
1. OF NO CONSEQUENCE	Freq. %	30 18, 1	51 30, 7	38 22, 9	43 25, 9	37 22, 3	28 16, 9	46 27, 7	28 16, 9	14 8, 4
2. "	Freq. %	17 10, 2	20 12, 0	14 8, 4	31 18, 7	20 12, 0	32 19, 3	27 16, 3	13 7, 8	8 4, 8
3. "	Freq. %	18 10, 8	33 19, 9	26 15, 7	37 22, 3	34 20, 5	28 16, 9	28 16, 9	23 13, 9	13 7, 8
4. "	Freq. %	30 18, 1	25 15, 1	35 21, 1	20 12, 0	29 17, 5	29 17, 5	29 17, 5	33 19, 9	28 16, 9
5. OF MUCH CONSEQUENCE	Freq. %	64 38, 6	28 16, 9	46 27, 7	28 16, 9	42 25, 3	40 24, 1	30 18, 1	62 37, 3	97 58, 4
Non Respondents	Freq. %	7 4, 2	9 5, 4	7 4, 2	7 4, 2	4 2, 4	9 5, 4	6 3, 6	7 4, 2	6 3, 6
Totals	Freq. %	166 100	166 100	166 100	166 100	166 100	166 100	166 100	166 100	166 100
MEAN		3, 36	2, 59	3, 09	2, 62	3, 04	2, 96	2, 71	3, 40	4, 01
MEDIAN		3, 87	2, 59	3, 42	2, 55	3, 15	3, 00	2, 64	3, 86	4, 64

Also mentioned in the helping of a beginning-teacher is the worth of the guidance of the head of subject.

Table B. VIII

Some of the ways a Beginning-teacher could be helped in the first year of teaching

<u>Headteachers</u>		An induction course run by the school early in Jan.	Decreased training programme	Professional tutor (personal confidant)	Teachers' Centre courses	Informal meetings with other Beginning-teachers	A school based induction programme from a team of teachers during the year	Continued contact with teacher-training tutors	Having a clearly defined written policy	An informal 'open door' invitation by the headteacher to beginning-teachers
1. OF NO CONSEQUENCE	Freq. %	4 7, 1	5 8, 9	0	4 7, 1	2 3, 6	3 5, 4	15 26, 8	1 1, 8	0
2. "	Freq. %	5 8, 9	12 21, 4	4 7, 1	14 25, 0	7 12, 5	6 10, 7	6 10, 7	10 17, 9	2 3, 6
3. "	Freq. %	10 17, 9	11 19, 6	12 21, 4	15 26, 8	22 39, 3	22 39, 3	9 16, 1	9 16, 1	5 8, 9
4. "	Freq. %	11 19, 6	18 32, 1	19 33, 9	16 28, 6	11 19, 6	13 23, 2	9 16, 1	13 23, 2	10 17, 9
5. OF MUCH CONSEQUENCE	Freq. %	24 42, 6	10 17, 9	21 37, 5	7 12, 5	14 25, 0	12 21, 4	17 30, 4	23 41, 1	38 67, 9
Non Respondents	Freq. %	2 3, 6	0	0	0	0	0	0	0	1 1, 8
Totals	Freq. %	56 100	56 100	56 100	56 100	56 100	56 100	56 100	56 100	56 100
MEAN		3, 71	3, 29	4, 02	3, 14	3, 50	3, 45	3, 16	3, 84	4, 45
MEDIAN		4, 13	3, 50	4, 13	3, 17	3, 36	3, 36	3, 28	4, 12	4, 76

Other aspects suggested included informal meetings with senior colleagues and regular meetings with others teaching the subject on the same staff.

Table IX

<u>Responses by</u> <u>Beginning-teachers</u> N = 166	Resources in the school	Resources which you know how to use	Resources which you use in your teaching
Library	148	134	115
Media Centre	68	65	48
Duplicating machine	142	107	126
Photocopier	136	120	136
Offset litho machine	33	14	13
Spirit duplicator	44	32	33
Overhead projector	140	125	112
16mm film projector	126	65	53
Slide projector	118	71	51
Tape recorder	137	106	79
Caramate	23	13	5
Television set	28	25	12
Video-recorder	29	17	11
Video-camera	27	15	6
Computer	32	14	5
Transparency maker	74	45	41
Slide maker	15	11	4
Episcope	21	7	1
Record player	94	75	36
Wireless	40	35	12
Filmstrip projector	56	38	21

2. FULL RESPONSES TO THE FINAL OPEN-ENDED QUESTION OF THE QUESTIONNAIRE

- 2.1 Headteachers, in an English questionnaire, responded to the following open-ended question in the following manner:

Please describe fully any specific or general experiences you associate with the adjustment of beginning-teachers to teaching.

"Personal contact and social integration into the staff body essential, especially the acquisition of a confidant - someone to take special interest." (Ht E.060).

"Problem areas experienced

1. Idealism is often shattered
2. Discipline - handling their first behaviour problem (scared to ask advice)
3. In innocence working outside the policy circumference of the school
4. Far more casual in attitude towards pupils
5. Moving away from the traditional towards more relaxed/ on equal level/footing with scholars
6. More aware of general education rather than subject specialisation (child centred approach)." (Ht E.061).

"Identification - they need to accept the school expectations, and so, if they know the school beforehand they find this easier. Handling of people - they have not learnt the short cuts which make administrative duties routine - they suffer from having no reputation to respect, having no experience to help them, not completely knowing the ropes. Lack of preparation - if they can prepare their lessons better, they will better be able to cope with administration and discipline (Training college first year teachers find the first few weeks much easier because of this)." (Ht E.062).

"Starting teaching is difficult, but for many it is a neglected apprenticeship which is a poor indictment on the profession." (Ht E.064).

"The largest single factor influencing his/her adaptation, performance etc is personality. What may be valid for one is very much

the opposite for another." (Ht E.067).

"There are few problems with beginning-teachers if the school is structured to integrate them.

1. Friendly informal attitude of staff where teachers are accepted as colleagues
2. Written detailed schemes of work, subject meetings and guidance from subject teachers/head of subjects
3. Giving of responsibility, eg teams, cultural activities to new staff and support in the situation
4. Member of staff to help with problems and give advice
5. New staff to be treated as professionals." (Ht E.068).

"The training programme at University in no way prepares students for the total demands made by a teaching career - on time and self. Those who accept these demands work so hard and set such high standards for themselves that they find no time for balance in their lives; they are often unable to 'switch off', become exhausted and drained. Others give up and become dispirited. Disciplinary problems lead to biggest sense of failure; beginning-teachers tend to take pupils 'revolt against authority' as being personally aimed at themselves and show this, which makes them vulnerable to hurt. Some young teachers, in an effort to establish a good relationship with pupils, try to become too friendly or dress and speak like the pupils, forgetting that there must be a teacher-pupil relationship for respect and that respect has to be earned." (Ht E.070).

"

1. Basically, to translate 'theory' into reality ie being responsible for a class, having to teach a subject day in and day out
2. Organising themselves to be able to cope with lessons, homework, discipline, extra-mural activities etc
3. Lack of administrative ability and knowledge
4. Deadlines often have no meaning to them." (Ht E.071).

"

1. Sheer physical demands of teaching
2. Realisation that pupils are still very young and cannot grasp concepts easily

3. Realisation that there will be some 'failures' and that he is not a failure as a teacher if all his pupils don't get 90% in all their tests
4. Need to keep a gap in his relationship with his pupils until, by experience, he learns to handle the situation. " (Ht E. 073).

"

1. Difficulty in realising that they have left varsity and become/or are becoming professional people
2. Trying to be too casual about matters they don't understand which leads to staff anti-vibes against them. " (Ht E. 057).

"I find that more problems arise from the fact that beginners have not been trained for the very considerably administrative aspects of the job of teaching, than from any other single source. Beginners also flounder because they seldom have sufficient training in such things as setting papers, marking essays, establishing a standard, finding helpful short cut methods to cope with volume of correcting. " (Ht E. 056).

"Generally speaking, a difficult year. Becomes progressively easier each year. Most beginning-teachers become over-tired and do not give of their best due to a heavy timetable and much marking especially in the case of language teachers, disciplinary problems especially where ladies are concerned. " (Ht E. 055).

"Several of these questions do not take into account that every beginning-teacher is an individual quite different from others and their responses, reactions, attitudes, aptitudes, methods, interests etc differ radically, so that it is not easy to answer all the questions justly. " (Ht E. 053).

"Pace - some find it difficult to know at which pace to tackle priorities facing them

Leadership - in certain subjects, weak leaders hamper development

Variety of Work - often beginning-teachers are loaded with a range of subjects eg Y.P., scripture, as well as their major teaching subjects

Spare time - language teachers in particular have little spare time. Their load of preparation and marking is formidable
Professional demands - Admin., teachers' centre and extra-mural demands add a major load." (Ht E.051).

- 2.2 Headteachers, in an Afrikaans questionnaire, responded to the following open-ended question in the following manner.

Beskryf asseblief volledig van enige spesifieke, of algemene ondervindings wat u assosieer met die aanpassing van beginner-onderwysers in die onderwys.

"Geneig tot familiariteit met leerlinge. Word maklik teneergedruk as hulle meen dat hulle baie suksesvol was met hulle onderrig en toetsing of evaluering toon presies die teenoorgestelde. Verkeerde optrede skep dikwels dissiplinêre probleme. Dikwels oor-idealisties. Soms wêreldwys (gelukkig die minderheid). Dikwels te militaristies en bedwing hulle self moeilik as hulle kwaad is." (Ht A.002).

"Hulle is dikwels nie bewus daarvan dat hulle eintlik probleme het nie bv. dissipline, selfswerklading. Wil te gou te selfstandig wees i.p.v. om hulp te vra by welmenende personeel of hoofde (skool-, adjunk-, dept-, vak-). Nie bewus van hoeveel werk 'n mens werklik kan doen nie - tevrede om minimum te beskou as maksimum, kla maklik oor enige ekstra administrasie, hoe gering in verhouding ook al met diegene wat wel baie werk doen." (Ht A.005).

"U word soms in take ingedruk waarvan u geen kennis het nie. Dit is na my mening redelik onregverdig teenoor 'n beginner wat reeds sukkel om aan te pas." (Ht A.006).

"Groot sprong vanaf teorie na praktyk. Sal nog altyd die beste wees as toekomstige onderwysers in hul laaste jaar van opleiding

vir 6 maande by 'n skool geplaas word waar hulle die praktyk kan leer ken. Hulle kom soms met pragtige ideale wat in die praktyk platval en hul dan frustreer." (Ht A.009).

"Geen inligting word direk gegee i. v. m. prosedure (veral administratief) in skool nie. Liewer teenwerking as hulp aan beginners deur ander personeel." (Ht A.013).

"Die omvang van die werk buite die klaskamer is vir hulle oorweldigend. Dit skrik 'n groot persentasie van hulle so af dat hulle uit die onderwys bedank. Hulle kry nie tyd vir hulself nie - die wêreld lag daarvoor, die owerhede lag daarvoor en die onderwyserkorps krimp onheilspellend." (Ht A.015).

"Ek dink dat daar baie aandag (en met sukses) aan die vooraf-orientering (tot en met die dag wat die skool begin) van beginner-onderwysers gegee moet word. Daarna word dit afgeskeep en op lukrake wyse gedoen sodra die 'werkstorm' van die jaar begin. In die geheel voel die beginner-onderwyser in hierdie skool geborge en gelukkig, pas goed aan en lewer baie verdienstelike werk." (Ht A.017).

"Groot klasgroepe is vir sommige onderwysers oorweldigend. Eerste jaar speel voorbereiding vir lesse 'n veeleisende rol. Handhawing van die regte standaard. Regte verhouding (dissiplineer gesproke) teenoor leerlinge." (Ht A.020).

"Hoeveelheid werk baie ontwrigtend. Veral nasienwerk van taal onderwysers. Tyd vir voorbereiding as gevolg daarvan baie beperk." (Ht A.024).

- 2.3 Beginning-teachers, in an English questionnaire, responded to the following open-ended question in the following manner (Sept. 1982):

Please describe fully a specific or general experiences which had a marked influence on your own adjustment to teaching.

"Generally my first year so far has been fairly straightforward and rather uneventful as far as "traumatic" or other academic experiences are concerned. The staff and their attitude towards teaching have influenced me the most. The pupils' attitudes towards school have "hardened" my approach from the somewhat theoretical and "soft" approach I had learned at University. One learns a very idealistic approach at university which is not at all practical." (Bt E. 104).

"Initial challenge on my authority - testing the new teacher all had an influence on my attitude to discipline. I discovered that I had to set definite limits which the kids had to know. Once they had established where they stood then life became much easier." (Bt E. 105).

"Did not have my own classroom - travel to 16 different classes a week. Teach the stupidest classes on the whole (very dumb). Had to teach scripture to 10E (-⁺ 30 matric boys). Found age difference." (Bt E. 108).

"The easiest way to adjust to teaching is to get involved in school activities - learn about the pupils and staff. In my first term of teaching I coached athletics and was on the Disco-committee (a small group of young teachers who organised and ran regular school discos). In my second term I coached boys' hockey (I have never played hockey before) and co-produced the school musical. In this way I worked with and got to know many pupils and staff members who I would otherwise have not encountered. This extra-mural involvement also affects your day to day relationship with your pupils in class. Most important factor about teaching - get to know your pupils." (Bt E. 111).

"Pressure of schools expectations." (Bt. E. 112)

"The experience that affected me mostly was the time when I expected to observe teachers for a week and end up, after one day replacing a sick teacher - this experience of being "thrown in

at the deep end" was the best - you learnt from your own mistakes, and by asking and receiving advice from colleagues. The diploma courses offer not much/if any help for the would be teachers." (Bt E. 113).

"It is a big farce! Because it is based on personal taste and not merit." (Bt E. 114).

"Sporting activities in my school are over emphasized. A very limited amount of help from seniors. A lot of scandal spreading and backbiting amongst staff. Everybody just tries to impress headmaster, many times to the disadvantage of pupils. For many teachers what they do is to impress and not in the interest of their pupils!" (Bt E. 115).

"

1. My university was not practical enough and was little aid to me when actually teaching
2. What I now use are methods I have taught myself and picked up from various other teachers
3. The change from standard 5 to standard 6 is drastic as far as teaching methods are concerned. We need some help from primary school teachers on how to make lessons more interesting
4. I have found excellent advice and techniques given to me by primary school teachers
5. I have been surprised by the low standard of verbal communication among boys
6. Not in this school but in others where I did prac teaching, I found the break down in children's personal discipline, a sad indication of our society." (Bt E. 116).

"Teachers do not always try to improve the standard of work but are more interested in making a good impression on the headmaster by doing a lot of extra-mural work. The boys are not important to such a teacher - only the headmaster. The same kind of thing happens in subject meetings. I have found that to some teachers it is more important that the scholars think that the teacher is very clever and knows what he is talking about. The teacher is not interested in raising the standard of the subject or if the boys

understand what he is trying to teach them. The scholars do not count - the image of the teacher - that is important. I would like to see all teachers in a department work together towards the same goal, the raising of the standard of the work and to see that all the scholars give the best they can." (Bt E. 117).

"Very trying time adjusting to classes having marked differenced in ability, difficulty in discipling a 'problem class' with several difficult pupils, adjusting standard of teaching between able class and less able class, assessment of research work due to extensive time spent marking thoroughly." (Bt E. 120).

"Have little now to say, I am not particularly interested in teaching but I try to do as best as I can (if I can summon up enthusiasm). I am more interested in art/painting/my personal career for which I was qualified. I have not painted for about two years - frustration. Would be extremely happy in an Art post where there is less preparation (compared to English). More enjoyment, fewer examinations/markings etc. I would be more involved with children creating (primary school). I love children and have a lot of time for them. I am energetic, excited and deeply involved in the creative arts. I am not interested in teaching high school brats (as individuals they are lovely, but as a group the situation has deeply hurt me." (Bt E. 122).

"Biggest adjustment was loneliness - difficulty in coping with the insularity of the other teachers. The unc cosmopolitan way of life in this city. Non motivation of the pupils - sometimes the feeling I get from the older pupils, that teachers are 'dull, square, freaks'. I have been teaching Bantu part time and the difference in attitude is quite astounding - they are so keen to learn and it makes me twice as keen to help them" (Bt E. 123).

"You suddenly realise that pupils are much greater individuals than you could ever have imagined during 'prac' teaching. Discipline is something a teacher cannot do without - but not military-like discipline. I find a friendly class-atmosphere in which pupils know

exactly what is and what is not expected of them, very stimulating and enjoyable. It is impossible to try and be different from the kind of person you are." (Bt E. 125).

"Inability to understand the lack of motivation of the part of 90% of the pupils - a feeling that they couldn't care less about my subject.

Leading on to a personal reaction to this, feeling that it is me who is failing in some way to provide adequate stimulation.

An inability to come to terms (even at this early stage) with the low financial status of teachers - not meaning that I am struggling financially, but I feel that I should be earning more for the amount of work I am doing.

An inability to come to terms with the 24-hour a day nature of the job - what with preparation, marking and administration, ones private life tends to go by the board." (Bt E. 126).

"I have found having to adjust to taking sport on a Saturday very annoying and inconvenient - affected my relationship with other people on the staff. In my first year I found that teaching English has particular problems eg marking load is enormous and nearly all English teachers are out of their depth in teaching grammar because the teacher's training covers this section VERY inadequately. The 'staff file' outlining marking procedures, how buff cards work, who is in charge of what made the adjustment to teaching on the administrative side very easy. I found that I had no idea of how low pupils' levels of knowledge really are - one tends to teach above the pupils' level for the first year or so. Takes quite a time to adjust to this. Do not enjoy having to adjust to being a 'nagging' teacher." (Bt E. 127).

"Always felt guilty if wanted to relax after school hours. In first 6 months work load was too great, thereafter a part-time needle-work teacher was appointed and therefore manageable. Often needed specific subject advice and guidance as I was the only teacher of Home Economics. Exam setting a real strain as no one was available to share work load and help standardise. Subject inspec-

tress difficult to work with - very pleasant but inconsistent. Encouragement of husband a help. Involvement in sport coaching was compulsory - had no interest or ability - resent it - particularly Saturday sport. Uncertain where stood with principal - needed encouragement and approval." (Bt E. 128).

"One was expected to know things not previously encountered. Prejudice towards subject taught (by staff). Apathy amongst pupils. Pupils ungratefulness; although this only slightly mars the award of an above-achiever." (Bt E. 130).

"No specific experiences relate to my adjustment to teaching. It was rather a matter of adjustment over a period of time." (Bt E. 131).

"Lack of inter-departmental communication, a serious handicap for a beginner-teacher." (Bt E. 138).

"As an English speaker, I found the standard of English as required (eg 75/300 as a pass mark for S.G.) remarkably and shockingly low for a Second Language. The fundamentals of English do not seem to be absorbed by the pupils at Primary School level. Furthermore, it is obvious that pupils seem to be shoved through to the following standard at the end of the year almost irrespective of his English mark. As a result, the amount of time spent on fulfilling required term marking, restricts, and during exams excludes, any social activities. The result is frustration as one depletes ones physical and mental resources without being free to take opportunities to replenish oneself eg through own reading, attendance of the theatre, participation in sport etc. One is also financially restricted." (Bt E. 139).

"I tend to see things or knowledge as for granted. Easy to me. Forget that they are only children and cannot think as fast as I can do." (Bt E. 140).

"There is especially one pupil in my std. 6 class who did very badly. I cannot understand it - he just knew nothing. I did

everything - explained to him after the lesson but nothing helped. Then I scorned him one day and afterwards felt very bad. I then looked up what his intelligence was. Now I know that he cannot do better, because his intelligence is very low. Now I know how to handle him. I think it is very important to know the intelligence of every pupil in your class. Then you know his ability and do not expect more of him." (Bt E. 141).

"Have always been able to communicate well with people. Had experience as head of house at university where I had to orientate 1st years and help them with adjustment problems at university." (Bt E. 142).

"Allocated the bottom set (least talented, hardworking group) of 9 and 8 pupils where discipline more difficult, standard of interest and work low. This resulted in extra stress in rationalizing/ trying to correct this problem. Took over post from apparently less talented teacher which made me welcome to pupils and staff - ie positive reinforcement aplenty. Encouragement, advice (positive, constructive) helped. School policies well defined - helped a lot. Admin/exam routines, well defined - help always available. Get on well with all the staff - no friction - helped a lot. Social interaction of staff helped to settle me in." (Bt E. 143).

"Having never experienced co-education before I found that you cannot treat the girls and boys the same ie class as a unit. Some members of staff seem threatened by advice and co-operation." (Bt E. 145).

"Very negative panel inspection. Lack of evaluation, feedback. Lack of guidance. Forced suppression of personality. Lack of stimulation. Isolation in and out of school. Negative view of teaching and most bursary holders will remain in teaching for two to four years." (Bt E. 148).

"Because repetition of lessons is involved, I had to think of ways to vary lessons yet cover the same material and keep pupils on equal

level - difficult because of wide range of abilities. Had to fight off boredom at times when repetition became too much. System led to less preparation but more variety would definitely have been appreciated." (Bt E. 149).

"We were not trained to accept bad marks from weak pupils, nor how to cope with apathy and total disregard for doing well. Method courses were designed for bright pupils - no aid for dealing with bored lower ability people." (Bt E. 152).

"Being the only Xhosa teacher in the school, and being straight off the university production line, it has been quite difficult to adjust without having somebody of experience to guide and assist one." (Bt E. 153).

"The fact that I automatically became head of department for my particular subject meant that I was thrown in at the 'deep end'." I spent much time asking questions, help and advice." (Bt E. 154).

"Biggest problem and still is, is not knowing exactly how things are done - seems to be a lack of communication eg - marking projects and handing them back when they should be stored for a year - when 4 teachers teach one standard and everyone doing their own thing - as a new teacher I am not exactly sure how other teachers go about teaching a lesson - if a teacher shows a film not all classes get to see it. Didn't know how many tests to set and what importance term marks play for the report. Didn't know how the whole school system worked." (Bt E. 157).

"Eventually I adapted myself to the routine, and I accepted the great responsibility of having to take part in the children's education. I still feel unsafe, or maybe I doubt my ability to be able to achieve something. However, when I achieve or get a positive reaction from a pupil, that encourages me a lot. Because of these small reactions I gain courage to go ahead." (Bt E. 163).

"Specific - that I had to motivate myself, that I had actually an

autonomous position with regard to teaching my subject (Art), that the refresher course attended in 1981 underscored the fact that not only beginning-teachers faced similar problems - these seemed to be widespread and familiar to teachers at all levels of experience, the problem of bilingualism in a school where only one official language is in use - trying to learn a language without daily practical application is at best a rather sterile procedure and it requires considerable motivation to attend classes - not to mention energy. One tends to build up a resentment because it becomes an issue of considerable importance and one feels that this issue tends to become political rather than cultural (Bt E. 164) - Immigrant teacher.

"As yet nothing to change my methods of teaching, as I have felt my way along and taught accordingly" (Bt E. 165).

"I had an excellent subject head who was sensitive to my needs and fears, understanding when I made mistakes - correcting me in such a way that I did not feel inferior. She did not check on me the whole time but I was expected to work hard. It was not a case of checking on me but guiding me. I was immediately incorporated into the group, the problems were made well known to me. There was an excellent exchange of ideas and advice in the Eng. Department" (Bt E. 167).

"I have found the readjustment to the school situation from the campus situation very traumatic. Having once been a pupil in an all girls school, and now eventually teaching in one, I feel as if I have gone 'backwards' rather than progressing forwards. It has been a great shock to my system to find myself back in this system. I find the situation in an all girls school stifling, unnatural, petty, stagnant and dull. Staffroom atmosphere is cold and impersonal. Staff show little enthusiasm or interest in their work. Their lives seem to be burdened with despair, frustration, boredom. They show a marked lack of initiative, energy and drive. I often feel like a pupil in the school, rather than a staffmember. I

do not like the usage of female addressing of 'Miss or Mrs so and so'. No staff member has ever made any attempt to 'include' the 4 'new' members of staff - we are constantly referred to as 'the new staff' - we feel incredibly vulnerable. No one has ever so much as invited us for a cup of coffee after school. I sound very bitter I am sure, but I feel incredibly frustrated, in my present situation. What have I done to improve the situation? I have started addressing teachers by their christian names, I have invited some staff members home for tea (many seem to be hesitant to accept this invitation and have declined). I have channelled all my energy into my work and I am proud to say that I have a very, very warm, easy, relaxed and friendly relationship with my pupils. They make it worthwhile in the long run - they are my only source of inspiration" (Bt E. 168).

"The fact that I was treated as a child again by older teachers. No decisions concerning the work could be made by me. If I set an exam paper, anybody else on the staff is free to look at it and criticise it. They usually say it's too difficult - how do they know what I've taught the kids? I have become disappointed in teachers. They're like children, doing anything to win the principal's favour. What for, I have not discovered yet. They're forever running to his office to tell on each other. They're ridiculous. I like them when they act like adults but that does not happen often" (Bt E. 170).

"I felt that as a new teacher, I should not have been landed with as many weak classes and no strong classes, since this caused me to feel very depressed (2 classes had an average of 28%). For a long time I seriously considered leaving the teaching profession as a result of this, but with the arrival of a new deputy-headmaster who is in charge of Science, I am hoping that matters will improve. For this reason I have decided to wait for two years to see if matters will improve. During this time I hope to complete a B.Ed. at U.C.T. During military training I taught for 18 months at Kavango which was an exhilarating experience. I was disappointed to find that the same enthusiasm was non-existent in white schools in the Cape" (Bt E. 173).

"University training very liberal approach. School still conservative - not keen to change to new modern ideas" (Bt E. 174).

- 2.4 Beginning-teachers, in an Afrikaans questionnaire, responded to the following open-ended question in the following manner:

Beskryf asseblief volledig van enige spesifieke, of algemene ondervindings wat u assosieer met die aanpassing van beginner-onderwysers in die onderwys.

"My vakhoof het my baie gehelp" (Bt A.001).

"Ek het vanaf 26 - 31 Julie 1982 'n Huishoudkunde-seminaar bygewoon te Grabouw en my skool het my kursuskoste betaal. Dit het ontsettend baie (die kursuses) vir my beteken om met medeonderwyseresse, inspektorieses en lektorieses te gesels" (Bt A.002).

"Kinders moet gereeld gekontroleer word. Kinders is baie lui. Baie streng optree van die begin af t. o. v. dissipline, huiswerk, moet hulle leer om meer selfstandig te wees. Kinders word gou gewoond daaraan as hulle met die lepel gevoer word en weier later om uit hul eie te werk" (Bt A.003).

"Eerste week was te erg. Baie druk. 300 Vreemde leerlinge, aanpassing in klas oor dissipline, nie duidelike voorskrifte en HULP - b. v. boeke trek, waar begin in die leerplan en/of handboeke. Vroeg in die kwartaal ouers/onderwysers-aand. Baie bevries om ouers te ontmoet" (Bt A.005).

"Dit was vir my 'n groot aanpassing om aan die kinders gewoond te raak wat baie vrypostig, uitgesproke en bederf is. Daar is baie minder respek teenoor grootmense getoon as waaraan ek gewoond is. Ek vind dat baie van die kinders nie self wil werk nie en dat hulle verwag dat iemand anders (onderwyser/es) die werk vir hulle gaan doen. Verder (administratief) was daar nie veel van 'n aanpassing nie, want alles is vir jou vooraf gesê wat van jou verwag word" (Bt A.006).

"

1. 'n Baie betroubare vakhoof wat veral die beginner-onderwyser met raad en daad bystaan
2. 'n Skoolhoof wat aandrang op maksimum dissipline en die onderwyser ook hierin ondersteun
3. Inwoning in skoolkoshuis bring nouer kontak met leerlinge en sommige personeel meer
4. Buitemuurse aktiwiteite (sport, insamelingsveldtogte, organisering van sosiale aangeleenthede)
5. As beginner-onderwyser het 'n mens dikwels baie hoë verwagtinge wat hy koester, en teleurstelling speel 'n groot rol, veral na die eerste toets en eksamen
6. Die feit dat as 'n 7-dae-week met 5 uur-periodes per dag gehad het, het baie daartoe bygedra om gejaagdheid en paniek te voorkom. Minder tyd word deur die dag vermors a. g. v. minder klaswisseling.

'n Mens is dan rustiger en kan jou baie beter aanpas by die werktempo wat volgehou moet word" (Bt A.008).

"Ek moes leer om die eise wat aan my gestel word t. o. v. 'n leier wees, te verwerk. Ek moes aanvaar dat sekere leerlinge nie kan bereik wat ek wil hê die leerling moet in staat wees om te lewer nie. Ek moes leer dat persoonlike betrokkenheid by leerlinge se probleme eintlik ongewens is" (Bt A.010).

"Hierdie skool sit met 'n groot groep leerlinge wat geensins belangstel in werk nie en hulle het dus geen naaldwerk nie. Die hoof se invloed help niks nie en dus sit ek met mense wat nie iets wil maak nie en as die inspektrise kom, wil sy hul werk vir die jaar sien.'" (Bt A.011).

"Ongemotiveerde leerlinge" (Bt A.014).

"Ek het tydens militêre diensplig oor 'n landmyn gery en hoewel ek gaan studeer het na die ongeluk het dit veel aanpassing gekos toe ek eers begin skool hou het. 'n Mens vind egter maniere om te kompenseer en daar is genoeg ander buitemuurse bedrywighede behalwe sport waaraan 'n persoon kan deel hê" (Bt A.015).

"Ongemotiveerde leerlinge uit 'n swak omgewing wat weier om te werk. Selfs die slim leerlinge werk NIKS. Hierdie faktore ver-

oorsaak dat jy 'n haat ontwikkel vir onderwys" (Bt A.016).

"Groot hoeveelhede nasienwerk. Ons het praktiese werkstukke, praktiese boeke, gewone skryfboeke wat ons kwartaalliks drie maal moet nagaan. Geestelike uitputting en sulke groot, woelige klasse te hanteer in periodes van 1 uur elk en teen 'n baie vinnige werktempo" (Bt A.018).

"Party onderwysers help graag, anders skep die indruk, hulle gee nie om nie. Werk kom nie geleidelik nie. Alles kom gelyk. Hulle dink jy weet alles" (Bt A.019).

"Spanning daaglik voor die skool begin het 'n baie groot rol gespeel - die taak bemoeilik. Meer vrye lesure sou baie help - dit is onmoontlik om nege lesure agtereenvolgens 'n hoë standaard werk te lewer. Meer openhartigheid word van skoolhoofde verlang. Moet bereid wees om hul verwagtinge te stel, en vervolgens persoonlik ook hul klagtes teenoor die beginner-onderwyser - jong onderwysers is nie bewys van hul foute nie" (Bt A.020).

"Toe ek agterkom dat my optredes bespreek word, maar nie met my nie - ook deur die skoolhoof" (Bt A.021).

"Misbruik van beginner-onderwyser se dienste b.v. dienste vir afwesige onderwysers, vraestelle tydens eksamen - grootste hoeveelheid opstel" (Bt A.023).

"Kollegas wat ondersteun, raad gee en help het 'n positiewe invloed gehad. Spanning en vrees vir dissiplinere-probleme het 'n negatiewe invloed gehad. Leerlinge se aanvaarding van die metode en persoon as gesagspersoon" (Bt A.024).

"Diskriminasie teenoor vakke in bevorderingsposte" (Bt A.025).

"Vriendelikheid, gasvryheid en aangenaamheid van personeel. Vrymoedigheid om raad by enige onderwyser in te win" (Bt A.027).

"Die houding t.o.v. lyfstraf. Ek deel self lyfstraf uit. Die hoof keur dit af en keur aanpraat goed. Lyfstraf werk soos 'n bom (op sy regte tyd) en alleen agter in die masjienkamer. Ouers - sekeres - erken dat hulle weet ek straf en keur dit goed. Die houding van die ander personeel t.o.v. (Swak) dissipline aanvaar ek nie. Lang hare aanvaar ek tensy dit skoon is. Min onderwysers (ek ook) keur hande in die broeksakke af" (Bt A.031).

"'n Baie simpatieke, dog kritiese houding van die skoolhoof. Het vrymoedigheid om te enige tyd raad of hulp te vra. Kinders se houding as 'n mens hul vertrouwe gewen het, verleen by selfvertroue. Koshuiswoning het kontak met hulle baie vergemaklik" (Bt A.032).

"Dit was opvallend dat jy, as nuwe onderwysers, geduurig gewus gemaak word van die feit dat jy nie regtig in staat is om alleen verantwoordlikheid op jou skouers te neem nie. Die seggenskap van die beginner-onderwysers word so beperk dat jy noodgedwonge in dieselfde groep veral as die ouer personeellede. Hoewel ons as kollegas moet saamwerk, is daar net 'n paar senior onderwysers wat al die besluite neem en vir jou as beginner laat voel dat jy in elk geval niks beteken nie" (Bt A.035).

"'n Paar ondervindinge/voorvalle, plus 'n algemene gesindheid wat aangevoel word, het 'n definitiewe invloed op my aanpassing gehad. Daar word algemeen ondervind onder die jong kollegas (ouderdom 25 - 35) dat jy, as beginner, nie die reg het, om te probeer deelneem aan atkiewe besprekings t.o.v. skoolaangeleenthede nie. Dit is ook pertinent aan ons gesê. Die hoofonderwyser is egter nie bewus daarvan, dat die jonger kollegas direk die stikwye opgelê is nie. Ek het die probleem aan hom gestel en dit was baie duidelik dat hy die jongeres die voorreg gun om hulle saak te stel. Die vrymoedigheid ontbreek egter aangesien senior personeellede dit sterk afkeur" (Bt A.037).

"Omdat ons twee Huishoudkunde-onderwyseresse is, was dit baie maklik om vir haar raad te vra - die aanpassing was nie moeilik

nie; dit hang van jouself af hoe gelukkig jy is!" (Bt A.038).

"Ek het oor die algemeen gevind dat ek baie op my eie aangewys is, betreffende administratiewe werk, werksbeplanning, evaluering van leerlinge se vermoëns en resultate. Ek sal leiding in hierdie verband baie waardeer het. A. g. v. die vak wat ek onderrig, het ek probleme ondervind met die verkryging van leerstof vir leerlinge, aangesien geen voorgeskrewe handboeke beskikbaar is nie. Ek sou dit waardeer het indien die vakhoof byvoorbeeld meer leiding sou gee in die verband, veral met betrekking tot die handhawing van 'n bevredigende standaard" (Bt A.039).

"Die onbelangstelling van die hoof en res van personeel in beginner-onderwysers. Die swak akademiese standaard van die skool" (Bt A.040).

"Klasbesoeke tydens proefonderwys. Hulp en kritiek van af dosente tydens proefonderwys en H.O.D-jaar van opleiding. Indrukke en gebeurlikhede eie skoolloopbaan veral metodes van eie onderwysers tydens my eie skoolloopbaan. Raad vanaf familie wat self onderwysers/esse is" (Bt A.043).

"Aangename personeel het inskakeling vergemaklik, asook feit dat jy oral gebruik word of betrek word by skool-bedrywighede. Goeie skoolhoof - streng,help baie, maar kan tog spanning veroorsaak, effense huiwering om vrae te vra" (Bt A.045).

"Gebruik van inisiele selfvertroue a. g. v. die skielike ommeswaai na 2 jaar vanaf 'n gewone infanterie-soldaat wat nie in 'n leierhoedanigheid gebruik is nie tot iemand wat nou 'n sodanige posisie beklee. B. v. hulp by kadette verleen in 'n uniform sonder offisiersrang teenoor 'n kollega waar die bordjies skielik weer verhang is alhoewel albei dieselfde werk daar verrig. Wat aanpassings ook verder ontwrig is maand-kampe of selfs langer wat roetine deurmekaar gooi" (Bt A.047).

"Die houding van die personeel teenoor nuwe kollegas. Bied geen

hulp aan nie" (Bt A.049).

"Die feit dat ek my eerste jaar in 'n opstaanklas (pre-fab) was, het dinge vir my baie moeiliker gemaak. Ek het nooit enige privaatheid gehad nie, kon nie my klas aantreklik maak nie, probleme met lig ens. Ek dink nie 'n eerste-jaar onderwyser/es behoort in 'n pre-fab gesit te word nie. Dit was so erg dat ek op 'n stadium wou bedank" (Bt A.050).

"Aanvaarding en leiding deur ander onderwysers. Dissipline en organisasie van hele skool" (Bt A.051).

"Vir die 1ste kwartaal van 1982 was ek tydelik by 'n klein plattelandse skool. Vanaf die tweede kwartaal is ek aangestel by 'n groot stedelike skool. Dit was vir my 'n groter aanpassing by die stedelike skool, omdat die leerlinge, veral seuns, se gedrag en optrede baie verskil van die plattelandse dorp. Miskien is die skool se algehele dissipline nie so goed nie, maar dit is seker die omgewing waarin hy grootword wat 'n groot rol daar speel" (Bt A.052).

"Ek beveel dit nie aan dat 'n beginner-onderwyser te lank in die koshuis bly nie (veral indien daar dissiplinêre probleme is a. g. v. die gesag van bo). Dit skep onnodige frustrasie wat ook die aanpassing by die skool bemoeilik" (Bt A.054).

"Twee jaar diensplig na opleiding is nogal 'n groot onderbreking" (Bt A.055).

"Vanjaar (2de jaar & 2de skool) was aanpassing baie maklik - baie goed gedissiplineerde en georganiseerde skool en program. Verlede jaar was die hoof baie oud en oneffektief. Aanpassing was uiters moeilik" (Bt A.057).

"Wat my die meeste getref het is die onbetrokkenheid van onderwysers teenoor die nuweling - gesien in 'n informele lig. Onvoldoende inligting hoe sekere sake in die skool verrig moet word. Indien dit reggeskiet sal baie frustrasie gespaar word" (Bt A.065).

"Straf - lyfstraf aan seuns slegs deur voogde van die verskillende standaards" (Bt A.066).

"Gesprekke met kollegas wat ondervinding het in my spesifieke vakke. Gesprekke met kollegas van ander skole. Opbouing van 'n positiewe selfbeeld en selfdissipline" (Bt A.067).

"Aangesien ek die enigste onderwyser in my vak (kuns) is, het ek dikwels baie onseker gevoel omdat daar niemand was met ondervinding of selfs net kennis van die vak by wie ek kon gaan raad en hulp soek nie. Dit het veroorsaak dat ek 'n baie hoë standaard aan myself en my leerlinge gestel het. Dit het 'n redelike mate van spanning veroorsaak alhoewel dit baie goeie resultate tot gevolg gehad het" (Bt A.068).

"Baie beslis 'n groot aanpassing van universiteit na skool. Baie gou aarde toe gekom en besef 'n mens weet nie na jy gekwalifiseer is alles nie. Universiteitsopleiding was hopeloos - te ver verwyder van die praktyk" (Bt A.069).

"Goeie raad deur medekollegas oor hoe hulle in soortgelyk probleem situasies optree het baie gehelp. Ook verduidelikings en raad oor goeie en geslaagde onderrigmetodes op akademiese gebied asook sport gebied" (Bt A.071).

"Onduidelikheid - om nie te weet watter periode val wanneer weg nie - verandering van die rooster - besoeke deur sekere groepe aan die skool m. a. w. gebrekkige inligting/voorligting" (Bt A.072).

"Aanvanklik was die baie moeilik om te aanvaar dat kinders so on-dankbaar is. Dit het ek egter gou oorkom deur vir myself uit te maak dat tye het maar so verander" (Bt A.074).

"As jy aan die diepkant inval, moet jy jou gou leer swem, of verdrink. Ek glo daar is beter alternatiewe" (Bt A.077).

"Gedurende die eerste kwartaal was ek hopeloos te sag met die

kinders met die gevolg dat my st. 9 klas heeltemaal hand-uit geruk het. (hulle het geensins belanggestel in Biologie nie en was 'n klomp goddelose seuns bymekaar). Gevolglik moet ek die klas afstaan, maar het toe 'n briljante klompie st. 9's gekry. Hierdie gebeurtenis was net 'n goeie les dat jy streng moet wees as jy in 'n skool instap. Nou begin die onderwys eers lekker word" (Bt A.078).

"Die onderwyser/es moet neerdaal tot die vlak van die kind om 'n vertrouingsverhouding te bewerkstellig. Erken wanneer jy 'n fout begaan het en stel dit onmiddellik reg. Dit lei tot 'n meer spontane verhouding tussen leerkrag en leerling. Moenie 'n domineerende houding inneem nie. Die kind is geneig dan onnodige foute te begaan. Wees te alle tye BAIE goed voorbereid" (Bt A.083).

"'n Groot mate van eie deelname aan verenigings en sport op skool en universiteit het beslis die aanpassing vergemaklik. Die aanwesigheid of versteie besture het beslis ook positief bygedra. Die posisie as raadgeefster vir eerstejaars op universiteit het my baie mensekennis, veral t.o.v. standerd 9's en 10's gegee" (Bt A.084).

"Vol program buitemuurse aktiwiteite en skoolwerk wat veroorsaak het dat ek tot einde Augustus presies 3 naweke vry gehad het. Elke naweek was ek betrokke by aktiwiteite en was daar van my verwag om daar te wees" (Bt A.087).

"Te gou verantwoordelikheid van senior-klasse, alhoewel goeie ondervinding is, gekry. Te veel buitemuurse-aktiwiteite sodat nie voldoende tyd kry vir voorbereiding veral in eerste jaar van onderwys. Senior-onderwysers se houding teenoor beroep soms negatief en geneig om beperkte bydrae tot buitemuurs te gee" (Bt A.088).

"

1. Die grootte van die skool; nouer kontak met die leerlinge b.v. om agtergrond te leer ken, is moeilik"

2. A.g.v. die groot personeel, ontbreek 'n eenheids gevoel
3. 'n Gevoel van minderwaardigheid teenoor die senior personeel - aangesien daar nie veel notisie van jou mening geneem word nie" (Bt A.090).

"Jaloesie van mede kollegas. Het die ondervinding gehad dat ek te dinamies, inmengerig en te voor op die wa is. Die algemene instelling hier is dat 'n onderwyseres in haar eerste jaar nie voorstelle uit haar eie mag maak, tensy sy daarvoor gevra word nie. Ek en die skoolhoof aan die anderkant het 'n baie goeie verstandhouding" (Bt A.092).

3.	<u>SUGGESTIONS TO AID THE IMPLEMENTATION OF AN IN-SERVICE COURSE</u>	Page
1.	Means of in-service training or education	207
2.	Resourcing a programme	207
3.	Activities that could be used in in-service courses	209
4.	Planning an in-service programme	210
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1. Means of in-service training or education

There are a number of means in which in-service training can successfully take place. A list of some of these means include:

- full-time or part-time study of award-bearing courses;
- formal programmes;
- teacher centre courses;
- subject association courses;
- reading in education;
- visiting other schools;
- overseas travel;
- exposure to other school systems;
- doing research;
- hearing lectures and addresses;
- attending educational conferences;
- involvement in schools systematic programme of staff development;
- writing books or articles;
- rotation of duties;
- team teaching;
- comprehensive written staff guides;
- films;
- video tapes and audio tapes;
- consultancy

2. Resourcing a programme

When considering the implementation of a course it is necessary to consider the resources which are available.

2.1 Human resources

These could include people such as :

- the headteacher;
- any staff member who possesses the relevant competency or knowledge;

- an inspector of education or departmental subject advisor;
- a training college or university lecturer;
- a headteacher or teacher from another school;
- members of staff of a teachers' centre or any other educational agency;
- any resource person from the community who can meet an expressed need.

2.2 Accommodation

The school itself would normally provide adequate accommodation and facilities to run a course utilising the staffroom or a media room. Other sources of accommodation that could be considered are :

- a local holiday resort where a weekend course could be run and an "island situation" created. This situation has the advantage of allowing and encouraging informal discussion between the formal structured programme.
- a centre such as a teachers' centre or education department of the university where the necessary aids and resources are available which are not found at the school.

2.3 Equipment and materials

The co-ordinator of a course must know what equipment, i. e. overhead projectors, film projectors etc is available as it will have to determine the activities undertaken.

2.4 Library resources

The co-ordinator of a course must be able to suggest pre-reading for a course and any follow-up reading

2.5 "Packaged" in-service activities

A number of in-service activities may be available from teachers' centres which might adequately meet the needs of a section of the in-service programme. A full list should be available.

2.6 Financial resources

In-service courses are "labour" intensive rather than "material" intensive and as such can prove to be costly. Financial resources are a determining factor in the extent of the in-service course and all avenues of sources of finance should be investigated, including individual grants and bursaries. These should be explored and listed.

2.7 Teachers' working time

The amount of time that teachers can devote to in-service training becomes an important factor and that amount of time must be considered a resource to be used effectively.

3. Activities that could be used in in-service courses

Gibbon and Cawood (Gibbon and Cawood) list the following activities available :

- Lecture methods such as : symposium, panel, demonstration
- Group methods such as : forum discussion groups, round table groups, horseshoe groups, syndicate groups, buzz groups, brainstorm, nominal groups, fish-bowl activities, inter-group activities, rainbow-group activities.
- Self-activity methods such as : research projects, self-activity modules, programmed instruction, computer assisted instruction, workshops, fieldwork.

- Experienced based methods such as : stimulation, role play, case studies, advanced instructional games, laboratory learning, sensitivity training.

4. Planning an in-service programme

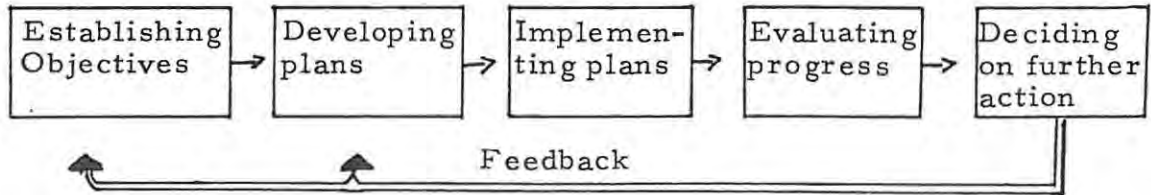
The planning of the programme is the essential part of the programme as "only by planning a response within the context of a schools total needs can the responses usefulness be made available to as many staff as possible." (Morant, 1981).

The initial important step is to formulate a policy which could be achieved by asking a number of questions which could include :

- What are the major aims and objectives to be realised?
- What planning and co-ordinating machinery will be needed and when and how will this machinery be set up?
- How will problems and needs be identified and with what precision?
- What procedures will have to be devised in order to ensure that policies are implemented smoothly and without undue delay?
- What resources will be available to sustain the programme?
- What strategies will we have to adopt in order to achieve the programme's aims and objectives?
- What guidelines will we need for establishing the order of priorities for the short and longer term?
- What kinds of external resource will be required for the programme and how can assurance be obtained that these are available to the school?

- What modes of evaluation will be needed to be built into the programme?

Goss (Goss, 1980) suggests the following model to be used in planning a programme



The second factor to be considered in the planning of a programme is who is to make the decision concerning the needs and objectives of the programme.

The general consensus of views agrees with Morant when he states that it is unlikely that a programme will "bring maximum returns to a school unless every teacher on the staff can be convinced that there is something in it for him" and "may not be generated unless as many members of a school staff as possible are given a stake in the policy making process". (Morant, 1981). Britton simply states "the design and planning of courses ought to be undertaken by practising teachers". (Britton, 1973).

In the planning modes of instruction are also to play a role in the effectiveness of the programme.

Cane puts forward two instructional methods that are acceptable to teachers - "they would like to join working groups of teachers with the definite object of exploring subjects or topics in terms of classroom teaching and which involved participants in trials and experiments" as well as "to observe and discuss demonstrations of lessons or teaching activities by other teachers, preferably with classes of pupils similar to their own". (Cane in Watkins, 1973).

There would appear to be consensus that teachers want instructional methods which include them fully. They wish to take an

active part in the instruction and not be passive receivers of knowledge. For this reason the "workshop" type activity has found considerable support. Gibbon (Gibbon, 1981) suggests that each seminar or unit should have the following components :

- Objectives to be fulfilled
- A selected reading assignment or film or other medium to serve as initial stimulus and point of departure for the session
- Structured work in groups
- Procedures and strategies to be used
- Step by step programming of the session
- Indication of the duration of the session

5. Implementation of in-service programmes

In the implementation of the in-service programme the concern is with procedures, strategies and priorities.

The procedures are described as being "characterised by being specific in its effect as it lays down a sequence of acts which must be undertaken in order to realise a particular policy or group of related policies." (Morant, 1981).

Procedures that need to be decided upon include :

- Methods of communication - including written and spoken methods, distribution of lists and communication channels, internal and external to the school.
- Procedures for meetings - including rules governing the conducting of the meeting, and rules governing the placing of matters on an agenda.
- Phases of development and implementations - including the selection and achievement of deadlines, methods of

- Information - including the collection of data and the compilation and layout of documentation.
- Monitoring, evaluation review - including the maintenance of security and confidentiality, record keeping and interview methods.
- Follow-up work - including the translation of in-service experiences into classroom practices and debriefing arrangements.

Having determined the procedures, strategies have to be developed which are described as "a means for dealing with the actual circumstances in which a policy and its accompanying procedures can be applied" (Morant, 1981). A strategy should be applied consistently over a period of time in respect of a number of similar situations although tactics used might vary from one occasion or situation to the next.

Examples of strategies include :

- Compulsion - some individuals will only modify their behaviour when they are forced to do so. This would involve "telling" or sending written instruction. Britton however draws our attention to a different aspect when he states "I see compulsion not so much as imposing a duty upon the teacher as giving the teacher a safeguard against the dictatory local authority and employer" (Britton, 1973). Thus if courses are to be compulsory the providers have a responsibility for providing a relevant, effective course.
- Appealing to people's innate sense of reason. It is maintained that if people are presented with logical and rational arguments of the value of the courses they will take the necessary steps to become involved.
- Incentives - These may be direct or indirect. Direct that payment could be paid for attendance or that recognition is given for courses taken which means an added notch on a salary

scale. Indirectly, courses could mean promotion which apart from a cash reward offers prestige as a reward.

- By indirect means - through the help of people possessing expertise in group dynamics and human relationships, it is possible to encourage individuals - especially when belonging to functional groups in schools - modify their personal attitudes and values, which in turn may influence them to make and accept changes in their professional work. A good example of the functional group would be the subject team.

The third aspect of implementation is priorities. How is the order of needs dealt with. Generally priorities may be established by order of importance and order of time. Other factors which may be brought into reckoning are availability of time, the motivation of teachers towards in-service, the activities involved and the stage of professional growth.

6. Evaluation of an in-service programme

Everybody agrees that an in-service programme should be evaluated, the problem is to know how best to do it. The following areas need to be clarified when evaluating a programme.

- Who needs to receive the information? - the teachers who participated, the school, the providing agency or those to whom the teachers or agency are accountable.

- Who will carry out the evaluation? - a group of teachers, the headteacher or senior staff, the providing agency, an independent evaluator or a working party representing different interests. Morant felt that "the final evaluation must be the ultimate responsibility of teachers" (Morant, 1981) as he maintained that in in-service education the teachers are the customers and clients and it is designed to meet their professional needs.

- What is to be evaluated? - the worthwhileness to the participating teacher, the extent to which the objectives of professional growth have been attained or has it given value for

money.

- How will the information be collected? There are a number of ways that could be used which include questionnaires, standardised achievement and attitude tests, interviews (structured or unstructured), observation, reports, written reports by participating teachers, audio or video tape recordings.

- What methods of evaluation will be used? The evaluation can be qualitative which tends to be descriptive, comparative or quantitative which requires measurement, enumeration or statistical analysis. In addition it could be summative which is a post implementation evaluation establishing the overall effectiveness of the programme or formative in which every aspect of each sub-phase in the development and implementation of a planned response is a potential target and this serves to provide continuous feedback and allows for successive and continuous revisions which may be considered desirable throughout the development and implementation.

- What procedures, if any, will govern the collection and release of information about views and activities of those involved? - Here the matter of confidentiality is of importance.

- How to make best use of feedback? How can it best be used to make the necessary improvements in the school or the individual's skills, techniques or attitudes.

QUESTIONNAIRES

14 Westcliff Lane
Port Alfred
6170
30 August 1982

Dear Colleague

QUESTIONNAIRE : BEGINNING-TEACHERS

It would be greatly appreciated if you would help me in my research into the induction of beginning-teachers by

1. Completing the questionnaire for the headteacher or those in charge of beginning-teachers or alternatively passing it on to the teacher-in-charge of beginning teachers.
2. Distributing the questionnaire for the beginning-teachers to those members of your staff who are in their first or second year of teaching.

This questionnaire has been approved by the Cape Education Department with the following conditions:

1. No school, principal, teacher may be identified in any way.
2. No principal, teacher is under any obligation to co-operate in the research in any way.
3. All arrangements in connection with the research must be undertaken by the researcher.
4. The responsibility for the correctness of language and spelling in the questionnaire rests with the researcher.

Should you find time in your busy schedule to encourage your staff to complete the questionnaire I would be most grateful.

Yours faithfully



R C ALGIE

Westcliff-laan 14
Port Alfred
6170
30 Augustus 1982

Geagte Kollega

VRAELYS : BEGINNER-ONDERWYSER

Ek sal dit waardeer indien u my tot hulp kan wees met my navorsing oor die beginner-onderwysers deur:

1. Die vraelys te voltooi vir die hoof-onderwysers, of diegene in beheer van beginner-onderwysers, of andersins dit te oorhandig aan die onderwyser in beheer van beginner-onderwysers.
2. Die vraelys vir beginner-onderwysers aan dié lede van u personeel uit te deel wat in hulle eerste of tweede jaar van die onderwys staan.

Hierdie vraelys is deur die Kaapse Onderwysdepartement goedgekeur, met die volgende voorwaardes:

1. Geen skool, prinsipaal of onderwyser se naam mag vermeld word nie.
2. Geen prinsipaal of onderwyser word verplig om sy samewerking met die navorsing te gee nie.
3. Alle reëlings i.v.m. die navorsing moet deur die navorser gedoen word.
4. Die navorser word verantwoordelik gehou vir die korrektheid van taal en spel in die vraelys.

Ek sal dit hoog op prys stel indien u, nieteenstaande u druk program, u personeel kan aanmoedig om die vraelys te voltooi.

Die uwe



R C ALGIE

APPROVED BY THE CAPE EDUCATION DEPARTMENT

QUESTIONNAIRE ON
THE INDUCTION OF BEGINNING-TEACHERS

To be completed by teachers in their first two years of service.

14 Westcliff Lane
Port Alfred
6170
30 August 1982

Dear Colleague

QUESTIONNAIRE : BEGINNING TEACHERS

It would be sincerely appreciated if you would spare some time in answering this questionnaire which is part of research for a master's degree thesis. I am confident that you will agree with me that the problems of the induction of beginning-teachers has needed attention for some time.

This questionnaire has been approved by the Cape Education Department and has been submitted to all schools of the Department with an enrolment larger than 400.

All information received through the questionnaire will be treated as confidential and no individuals or schools will be mentioned in the report.

Please return the completed questionnaire to me by placing it in the envelope and posting it.

Thank you so much for your help and support in my research.

Yours faithfully



R C ALGIE

QUESTIONNAIRE TO TEACHERS IN THEIR FIRST AND SECOND YEAR OF TEACHING

Column 1-3

CASE NO.

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Please answer this questionnaire in relation to your FIRST YEAR of teaching.

RESPONSES

=====

1.1 Is your school?

1. Dual medium
2. Single medium

5

(answer only 1 or 2 in the box provided)

1.2 Is your school?

1. Co-educational
2. Boys school
3. Girls school

7

(answer only 1, 2 or 3 in the box provided)

1.3 Is your school?

1. Ordinary
2. Technical
3. Commercial
4. Other

9

(answer only 1, 2, 3 or 4 in the box provided)

- 2 -

2. What is your age?

1. under 20 years
2. 20 to 24 years
3. 25 to 30 years
4. 31 to 35 years
5. older than 35 years

11

(answer 1, 2, 3, 4 or 5 in the box provided)

3. Are you?

1. Single
2. Married
3. Engaged
4. Divorced
5. Widow/er

13

(answer 1, 2, 3, 4 or 5 in the box provided)

4.1 What type of school did you attend in your matric year?

1. Dual medium
2. Single medium

15

4.2 What type of school did you attend in your matric year?

1. Co-educational
2. Boys school
3. Girls school

17

4.3 What type of school did you attend in your matric year?

1. Ordinary
2. Technical
3. Commercial
4. Other

19

- 3 -

5. Where did you receive your teacher-training?
1. University
 2. Training College
 3. Both University and Training College
 4. Technikon in association with a University 21
6. When did you start teaching?
1. 1981
 2. 1982 23
7. How many periods are there in the school timetable per week? 25-26
(please write one digit per block e.g. 3 5)
8. What is the average length of each period in minutes? 28-29
e.g. 3 5
9. How many free periods do you have a week? 31-32
10. How many periods of scripture do you teach per week? 34-35
11. In how many periods of Youth Preparedness Programme do you participate? 37-38
12. In which month did you first apply for a post? 40-41
(Indicate 01 to 12 e.g. June is 06)
- 13.1 Were you interviewed by the school before being nominated?
1. Yes
 2. No 43
- (please indicate 1 or 2 in the box provided)
- 13.2 In which month were you nominated to a post? 45-46
(Indicate 01 to 12 e.g. June is 06)

- 4 -

14. Please indicate, using a tick, whether any of the following reasons influenced you in your decision to apply for your present post. Please list any that may have been omitted. Provide as many reasons as you wish.

- | | | |
|--|--------------------------|----|
| 1. Reputation of school | <input type="checkbox"/> | 48 |
| 2. You practice taught at the school | <input type="checkbox"/> | 49 |
| 3. It is in the area in which you were trained | <input type="checkbox"/> | 50 |
| 4. You are a past pupil of the school | <input type="checkbox"/> | 51 |
| 5. The school is close to your home | <input type="checkbox"/> | 52 |
| 6. The school is not close to your home | <input type="checkbox"/> | 53 |
| 7. Social amenities of the area | <input type="checkbox"/> | 54 |
| 8. Recreational amenities of the area | <input type="checkbox"/> | 55 |
| 9. You were offered accommodation | <input type="checkbox"/> | 56 |
| 10. Your husband/wife/fiance/e was working or expected to work in the area | <input type="checkbox"/> | 57 |
| 11. You had friends/relatives in the area | <input type="checkbox"/> | 58 |
| 12. It was the first appointment you were offered | <input type="checkbox"/> | 59 |
| 13. You were recommended to apply there | <input type="checkbox"/> | 60 |
| 14. University close to the school | <input type="checkbox"/> | 61 |
| 15. No particular reason | <input type="checkbox"/> | 62 |
| 16. | <input type="checkbox"/> | 63 |
| 17. | <input type="checkbox"/> | 64 |

- 5 -

18.

65

19.

66

20.

67

15. Were you invited to visit the school soon after nomination?

1. Yes

2. No

69

(answer only 1 or 2 in the block provided)

16. Did you in fact visit the school before beginning teaching even if on your own initiative?

1. Yes

2. No

71

17. Did your first visit to the school take place

1. More than a month before starting teaching

2. Within a month before starting teaching

3. Within a week before starting teaching

4. On the day before teaching began

73

(please answer only 1, 2, 3 or 4 in the block provided)

(new card)

18. In the course of such a visit did you see

(Please indicate by using a tick)

Please tick

1. The headmaster

1

2. The deputy-headmaster

2

- 6 -

3. Any of the heads of departments
4. The head of subject 4
5. All or most of the staff 5
6. The teacher whose work you have taken over 6
7. Your probable classroom 7
8. 8
9. 9
10. 10
19. By what date did you know the standards and ability ranges you would be teaching
1. More than one month before starting teaching
2. Within one month before starting teaching
3. Within one week before starting teaching
4. The day before starting teaching 12
- (please answer 1, 2, 3 or 4 in the block provided)
20. By what date did you know of the relevant syllabus and/or schemes of work you would be using (or that you would be expected to prepare your own scheme of work)
1. More than one month before starting teaching
2. Within one month before starting teaching
3. Within one week before starting teaching
4. The day before starting teaching 14

- 7 -

21. Were you invited to attend any special induction course for beginning-teachers before the start of term

1. Yes

2. No

16

(answer only 1 or 2 in the box provided)

22. Please describe fully any steps that were taken to induct you to the school within the first week of the first term.

8

23. Please describe fully any structured induction programme specifically aimed at beginning-teachers you have received during the year.

20

- 8 -

24.1 Have you adopted in your teaching the general methods which your College or University Education Department encouraged you to develop.

1. Completely
2. Mostly
3. Partially
4. Not at all

22

(answer only 1, 2, 3 or 4 in the block provided)

24.2 If you have changed your methods, was it a result of

please tick

1. Your own view of methods
2. Your own decision in the light of the school situation
3. Specific advice in advance by the headteacher
4. Due to advice from the subject head
5. The general advice of colleagues
- 6.
- 7.
- 8.

23

24

25

26

27

28

29

30

25. Rate on a scale of 1 to 5 your teacher-training course when you applied it to actual classroom work.

1. represents too theoretical
3. represents well balanced
5. represents too practical

32

(answer only 1, 2, 3, 4, or 5 in the block provided)

- 9 -

26. Rate on a scale of 1 to 5 according to how you found your teacher-training course in preparing you for teaching

1. represents more than adequate
3. represents adequate
5. represents barely adequate

34

27. During your first year you are assessed so that you may possibly be recommended for a permanent post at the end of the year. Please describe in detail the process, if any, by which you are being assessed.

36

28. In your adjustment to the school the advice given to you by your colleagues has been

1. Extensive
2. More than adequate
3. Adequate
4. Limited
5. None at all

38

(answer only 1, 2, 3, 4 or 5 in the block provided)

29. The advice given to you by your colleagues has proved to be

1. Most encouraging
2. Encouraging
3. Neither encouraging or discouraging
4. Discouraging
5. Most discouraging

40

(answer only 1, 2, 3, 4 or 5 in the block provided)

- 10 -

30. How many hours of extra-mural activities are you committed to each week? e.g. 42-43
- 31.1 Please rate from 1 to 5 how you have found your administrative duties where
1. represents most helpful in understanding pupils
 3. represents necessary to understanding pupils
 5. represents of no help in understanding pupils 44
- (answer only 1, 2, 3, 4 or 5 in the block provided)
- 31.2 Please rate from 1 to 5 how you have found your administrative duties in your adjustment to teaching
1. represents easy to cope with
 5. represents too demanding 46
- (answer only 1, 2, 3, 4 or 5 in the block provided)
- 31.3 Did your training as a teacher equip you for handling administrative duties
1. Yes
 2. No 48
- 32.1 Please rate from 1 to 5 how you adapted, within the first term, to the school's attitude towards academic activities of the school.
1. represents with ease
 5. represents with difficulty 50
- (answer only 1, 2, 3, 4 or 5 in the block provided)
- 32.2 Please rate from 1 to 5 how you adapted, within the first term, to the school's attitude towards physical activities (including sport) of the school
1. represents with ease
 5. represents with difficulty 52

- 11 -

32.3 Please rate from 1 to 5 how you adapted, within the first term, to the school's attitude towards cultural activities of the school

1. represents with ease
 5. represents with difficulty 54

32.4 Please rate from 1 to 5 how you adapted, within the first term, to the school's attitude towards the care of the child as an individual of the school

1. represents with ease
 5. represents with difficulty 56

33. Indicate on a scale of 1 to 4 where

1. represents not at all
 2. represents to a limited extent
 3. represents somewhat
 4. represents extensively

whether, when you started teaching, you found that you were required, in order to fulfill your role as a teacher, to have to change your own attitudes to

1. personal appearance 58
 2. behaviour in public 60
 3. leisure time activities 62
 4. service to the community 64
 5. involvement in public affairs 66
 6. expression of opinions of public affairs 68
 7. 70

- 12 -

8.

72

9.

74

Answer only 1, 2, 3 or 4 in block provided.

34. Please rate each item from 1 to 5 where

1. represents phenomena of no consequence
5. represents phenomena of much consequence

Some TEACHING PROBLEMS which you personally
experienced in your FIRST YEAR of teaching

1. class discipline

1

2. pace of work

2

3. standard of work

3

4. teaching mixed ability groups

4

5. questioning pupils

5

6. syllabus interpretation

6

7. lesson preparation

7

8. planning a section of work

8

9. correct use of voice

9

10. evaluation (setting and marking of work)

10

11. specific teaching techniques and skills

11

12. awareness of childrens' previous knowledge

12

13. knowledge of subject

13

- 13 -

- | | | |
|--|--------------------------|----|
| 14. individual pupil discipline problems | <input type="checkbox"/> | 14 |
| 15. bilingualism | <input type="checkbox"/> | 15 |
| 16. | <input type="checkbox"/> | 16 |
| 17. | <input type="checkbox"/> | 17 |
| 18. | <input type="checkbox"/> | 18 |

(answer 1, 2, 3, 4 or 5 in the block provided)

35. Please rate each item from 1 to 5 where

1. represents phenomena of no consequence
 5. represents phenomena of much consequence

Some SCHOOL COMMUNITY (staff, pupils and parents) PROBLEMS
 which you may have personally experienced during your first
 year of teaching

- | | | |
|---|--------------------------|----|
| 1. Hesitation to seek advice | <input type="checkbox"/> | 20 |
| 2. Reluctance to accept advice | <input type="checkbox"/> | 21 |
| 3. Shyness leading to problems in relationships | <input type="checkbox"/> | 22 |
| 4. Lack of familiarity with childrens' social background | <input type="checkbox"/> | 23 |
| 5. Relationships with parents of pupils | <input type="checkbox"/> | 24 |
| 6. Recognition of worth in the school | <input type="checkbox"/> | 25 |
| 7. Lack of knowledge of the organisational workings of
the school | <input type="checkbox"/> | 26 |
| 8. Knowing the expectations of those in senior positions
of the school | <input type="checkbox"/> | 27 |

- 14 -

- | | | | |
|-----|---|--------------------------|----|
| 9. | Lack of confidence leading to problems in relationships | <input type="checkbox"/> | 28 |
| 10. | | <input type="checkbox"/> | 29 |
| 11. | | <input type="checkbox"/> | 30 |

36.1 Please rate each item from 1 to 5 where

1. represents phenomena of no consequence
 5. represents phenomena of much consequence

Some PERSONAL PROBLEMS which you may personally have experienced during your first half year of service

- | | | | |
|----|---|--------------------------|----|
| 1. | Loneliness in school | <input type="checkbox"/> | 32 |
| 2. | Loneliness out of school | <input type="checkbox"/> | 33 |
| 3. | Accommodation problems | <input type="checkbox"/> | 34 |
| 4. | Immediate financial problems | <input type="checkbox"/> | 35 |
| 5. | Transport problems | <input type="checkbox"/> | 36 |
| 6. | Achieving balance between career and private life | <input type="checkbox"/> | 37 |
| 7. | | <input type="checkbox"/> | 38 |
| 8. | | <input type="checkbox"/> | 39 |

36.2 Please rate each item from 1 to 5 where

1. represents phenomena of no consequence
 5. represents phenomena of much consequence

- 15 -

Some FEELINGS OR EMOTIONS which you may personally have experienced during your first half year of service

- | | | |
|------------------------|--------------------------|----|
| 1. Stress | <input type="checkbox"/> | 41 |
| 2. Physical exhaustion | <input type="checkbox"/> | 42 |
| 3. Frustration | <input type="checkbox"/> | 43 |
| 4. Satisfaction | <input type="checkbox"/> | 44 |
| 5. Anger | <input type="checkbox"/> | 45 |
| 6. Exhilaration | <input type="checkbox"/> | 46 |
| 7. Achievement | <input type="checkbox"/> | 47 |
| 8. Failure | <input type="checkbox"/> | 48 |
| 9. | <input type="checkbox"/> | 49 |
| 10. | <input type="checkbox"/> | 50 |

37. Please rate each item from 1 to 5 where

1. represents phenomena of no consequence
5. represents phenomena of much consequence

Some of the WAYS A BEGINNER-TEACHER COULD BE HELPED in the first year of teaching

- | | | |
|---|--------------------------|----|
| 1. An induction course run by the school early in January | <input type="checkbox"/> | 52 |
| 2. Decreased teaching programme | <input type="checkbox"/> | 53 |
| 3. A professional tutor (personal confidant) | <input type="checkbox"/> | 54 |
| 4. Teachers' Centre courses | <input type="checkbox"/> | 55 |
| 5. Informal meetings with a beginning-teachers | <input type="checkbox"/> | 56 |

- 16 -

- | | | | |
|-----|---|--------------------------|----|
| 6. | A school based induction programme from a team of teachers during the year | <input type="checkbox"/> | 57 |
| 7. | Continued contact with teacher-training tutors | <input type="checkbox"/> | 58 |
| 8. | Having a clearly defined written policy | <input type="checkbox"/> | 59 |
| 9. | An informal "open door" invitation by the headteacher to beginning teachers | <input type="checkbox"/> | 60 |
| 10. | | <input type="checkbox"/> | 61 |
| 11. | | <input type="checkbox"/> | 62 |
| 12. | | <input type="checkbox"/> | 63 |

38. Please indicate by means of a tick

	Resources in the school	Resources which you know how to use	Resources which you use in your teaching	New Card
Library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Media Centre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3
Duplicating machine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5
Photocopier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7
Offset litho machine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9
Spirit Duplicator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11
Overhead projector	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13
16mm film projector	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15

- 17 -

Slide projector	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17
Tape recorder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	19
Caramate (automatic slide projector with build in screen and tape recorder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	21
Television set	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	23
Video-recorder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	25
Video-camera	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	27
Computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	29
Transparency maker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	31
Slide maker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	33
Episcope	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	35
Record player	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	37
Wireless	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	39
Film strip projector	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	41
Others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	43
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	45
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	47
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	49
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	51

- 18 -

39. Please complete a separate unit for each class you teach in which you are requested to provide

- a) the title of the class
- b) the size of the class
- c) the subject taught
- d) the ability of the class where AA is above average, A is average and BA is below average in relation to the other classes in the school

1. Class
Size
Subject taught
Ability of class AA A BA

5. Class
Size
Subject taught
Ability of class AA A BA

2. Class
Size
Subject taught
Ability of class AA A BA

6. Class
Size
Subject taught
Ability of class AA A BA

3. Class
Size
Subject taught
Ability of class AA A BA

7. Class
Size
Subject taught
Ability of class AA A BA

4. Class
Size
Subject taught
Ability of class AA A BA

8. Class
Size
Subject taught
Ability of class AA A BA

36. Please describe fully any specific or general experiences which had a marked influence on your own adjustment to teaching.

- 19 -

Thank you for your help.

APPROVED BY THE-CAPE EDUCATION DEPARTMENT

QUESTIONNAIRE ON
THE INDUCTION OF BEGINNING-TEACHERS

To be completed by the Headteacher and/or the teacher-in-charge
of beginning-teachers.

14 Westcliff Lane
Port Alfred
6170
30 August 1982

Dear Colleague

QUESTIONNAIRE : BEGINNING TEACHERS

It would be sincerely appreciated if you would spare some time in answering this questionnaire which is part of research for a master's degree thesis. I am confident that you will agree with me that the problems of the induction of beginning-teachers has needed attention for some time.

This questionnaire has been approved by the Cape Education Department and has been submitted to all schools of the Department with an enrolment larger than 400.

All information received through the questionnaire will be treated as confidential and no individuals or schools will be mentioned in the report.

Please return the completed questionnaire to me by placing it in the envelope and posting it.

Thank you so much for your help and support in my research.

Yours faithfully



R C ALGIE

QUESTIONNAIRE TO HEADTEACHERS AND/OR TEACHERS
IN CHARGE OF BEGINNING-TEACHERS

(Column No.)

1-3

CASE NO.

It would be appreciated if you would answer the following questions.

RESPONSES

=====

1.1 Is your school?

1. Dual medium
2. Single medium

5

(answer only 1 or 2 in the box provided)

1.2 Is your school?

1. Co-educational
2. Boys school
3. Girls school

7

(answer only 1, 2 or 3 in the box provided)

1.3 Is your school?

1. Ordinary
2. Technical
3. Commercial
4. Other

9

- 2 -

2.1 How many years experience have you had as a headteacher?

1. 0 to 5 years
2. 6 to 10 years
3. 11 to 15 years
4. 16 to 20 years
5. more than 20 years
6. not applicable

11

(answer 1, 2, 3, 4, 5 or 6 in the block provided)

2.2 How many years have you been the teacher-in-charge of beginning-teachers?

1. 0 to 5 years
2. 6 to 10 years
3. 11 to 15 years
4. 16 to 20 years
5. more than 20 years
6. not applicable

13

(answer 1, 2, 3, 4, 5 or 6 in the block provided)

3. How many teachers are there on the school staff?

1. 1 to 20
2. 21 to 25
3. 26 to 30
4. 31 to 35
5. 36 to 40
6. more than 40

15

(answer 1, 2, 3, 4, 5 or 6 in the block provided)

4. How large is the school enrolment?

eg | 0 | 8 | 2 | 1 |

17-20

5.1 How many periods does the school have each week?

eg | 4 | 0 |

22-23

- 3 -

5.2 What length is each period in minutes?

eg | 3 | 5 |

 25-26

6. Please indicate, using a tick, which reasons you think would influence beginning-teachers applying for a post at your school. Provide as many reasons as you wish.

Pleas tick

- | | | |
|--|--------------------------|----|
| 1. Reputation of the school | <input type="checkbox"/> | 28 |
| 2. Practice taught at the school | <input type="checkbox"/> | 29 |
| 3. It is in the area in which they were trained | <input type="checkbox"/> | 30 |
| 4. Are past pupils of the school | <input type="checkbox"/> | 31 |
| 5. The school is close to their homes | <input type="checkbox"/> | 32 |
| 6. The school is not close to their homes | <input type="checkbox"/> | 33 |
| 7. Social amenities of the area | <input type="checkbox"/> | 34 |
| 8. Recreational amenities of the area | <input type="checkbox"/> | 35 |
| 9. Accommodation is offered | <input type="checkbox"/> | 36 |
| 10. A husband/wife/finance/e is working or expecting to work in the area | <input type="checkbox"/> | 37 |
| 11. Had friends/relatives in the area | <input type="checkbox"/> | 38 |
| 12. The first appointment offered | <input type="checkbox"/> | 39 |
| 13. They were recommended to apply | <input type="checkbox"/> | 40 |
| 14. University close to the school | <input type="checkbox"/> | 41 |
| 15. No particular reason | <input type="checkbox"/> | 42 |
| 16. | <input type="checkbox"/> | 43 |

- 4 -

17. 44
18. 45
19. 46
20. 47

7. Is it school policy to interview beginning-teachers before a nomination is made?

1. Yes
2. No 49

8. Are beginning-teachers invited to visit the school soon after nomination?

1. Yes
2. No 51

9. In the course of such a visit, who would the beginning teacher see?

(Please indicate by using a tick)

Please tick

1. The headteacher 53
2. The deputy-headteacher 54
3. Any of the heads of department 55
4. The head of subject 56
5. All or most of the staff 57
6. The teacher who the beginning-teacher replaces 58
7. Their probable classroom 59

- 5a -

8. 60
9. 61
10. 62
10. By what date would the beginning-teacher know the standards and ability ranges they would be teaching?
1. More than one month before starting teaching
 2. Within one month before starting teaching
 3. Within a week before starting teaching
 4. The day before starting teaching 64
- (answer 1, 2, 3 or 4 in the block provided)
11. By what date would the beginning-teacher know of the relevant syllabus and/or schemes of work that would be used (or that the beginning-teacher would be expected to prepare their own scheme of work)
1. More than one month before starting teaching
 2. Within one month before starting teaching
 3. Within a week before starting teaching
 4. The day before starting teaching 66
12. Please describe fully what steps are taken to induct a beginning-teacher to the school within the first week 68

- 5b -

13. Please describe fully any structured induction programme for beginning-teachers during the first year

70

- 0 -

14.1 Do beginning-teachers adopt in their teaching the general methods which they were encouraged to develop at College or University Education Department?

- 1. Completely
- 2. Mostly
- 3. Partially
- 4. Not at all

72

(answer 1, 2, 3 or 4 in the block provided)

14.2 If his or her methods have changed was it a result of (please tick)

Please tick

- 1. The beginning-teachers own view of the methods
- 2. The beginning-teachers decision to change in the light of the school situation.
- 3. On specific advice from the headteacher
- 4. Due to advice from the subject head
- 5. The general advice of colleagues
- 6.
- 7.
- 8.

1
 2
 3
 4
 5
 6
 7
 8

15.1 Please rate on a scale of 1 to 5 the teacher-training course when applied to the actual classroom work.

- 1. represents too theoretical
- 3. represents well balanced
- 5. represents too practical

10

(answer only 1, 2, 3, 4 or 5 in the block provided)

- 7 -

15.2 Please rate on a scale of 1 to 5 how you have found the teacher-training course in preparing beginning teachers for teaching.

1. represents more than adequate
3. represents adequate
5. represents barely adequate

 12

16. Please indicate any factors which would be taken into consideration when allocating classes to beginning-teachers (please tick)

Please tick

1. Treated as an average member of staff
2. Would be given a decreased teaching load
3. Would not be given senior classes if possible
4. The ability of the class would be considered
5. The size of the class would be considered
6. The disciplinary reputation of the class would be considered

 14

 15

 16

 17

 18

 19

7.

 20

8.

 21

9.

 22

10.

 23

17.1 Are beginning teachers given scripture classes?

1. Yes
2. No

 25

17.2 If so, how many periods per week on average?
eg | 0 | 4 |

 27-28

- 8 -

18.1 Do beginning-teachers participate in the youth preparedness programme?

1. Yes
2. No

 30

18.2 If so, how many periods per week on average?
eg | 0 | 4 |

 32-33

19.1 Do you have a practical course at the school?

1. Yes
2. No

 35

(answer 1 or 2 in the block provided)

19.2 If so, would a beginning-teacher be allocated to practical course classes?

1. Yes
2. No

 37

20.1 Please rate from 1 to 5 how, in general, beginning teachers adapt to the schools' attitude towards academic activities of the school

1. represents with ease
5. represents with difficulty

 39

(answer only 1, 2, 3, 4 or 5 in the block provided)

20.2 Please rate from 1 to 5 how, in general, beginning-teachers adapt to the schools' attitude towards physical activities (including sport) of the school

1. represents with ease
5. represents with difficulty

 41

- 9 -

- 20.3 Please rate from 1 to 5 how, in general, beginning-teachers adapt to the schools' attitude towards cultural activities of the school
1. represents with ease
5. represents with difficulty 43
- 20.4 Please rate from 1 to 5 how, in general, beginning-teachers adapt to the schools' attitude towards the care of the child as an individual of the school
1. represents with ease
5. represents with difficulty 45
21. In adjusting to the school, the advice given to the beginning-teacher by colleagues is in general
1. Extensive
2. More than adequate
3. Adequate
4. Limited
5. None at all 47
- (answer only 1, 2, 3, 4 or 5 in the block provided)
22. The advice given by colleagues proves to be
1. Most encouraging
2. Encouraging
3. Neither encouraging nor discouraging
4. Discouraging
5. Most discouraging 49
- 23.1 Please rate from 1 to 5 how, in general, beginning-teachers have coped with the administrative duties
1. represents with ease
5. represents with difficulty 51
- (answer only 1, 2, 3, 4 or 5 in the block provided)

- 10 -

23.2. Has his/her training as a teacher equipped him/her for handling of administrative duties?

1. Yes
2. No

53

24. Please indicate on a scale of 1 to 4 where

1. represents not at all
2. represents to a limited extent
3. represents somewhat
4. represents extensively

whether; in order to fulfil his role as a teacher, the beginning-teacher, has been required to change his personal attitudes to

1. personal appearance
2. behaviour in public
3. leisure time activities
4. service to the community
5. involvement in public affairs
6. expression of opinions of public affairs
- 7.
- 8.
- 9.

55

56

57

58

59

60

61

62

63

(answer only 1, 2, 3 or 4 in the block provided)

25. Please describe as fully as possible the procedure followed in assessing a beginning-teacher (probationer) to support the recommendation which is made at the end of the first year

65

(New Card)

- 11 -

26. Please rate each item from 1 to 5 where

1. represents phenomena of no consequence
5. represents phenomena of much consequence

some TEACHING PROBLEMS which may be associated particularly with the work of beginning-teachers in their first year of teaching

1. class discipline

(New Card)

1

2. pace of work

2

3. standard of work

3

4. teaching mixed ability groups

4

5. questioning pupils

5

6. syllabus interpretation

6

7. lesson preparation

7

8. planning a section of work

8

9. correct use of voice

9

10. evaluation (setting and marking of work)

10

- 12 -

- | | | |
|--|--------------------------|----|
| 11. specific teaching techniques and skills | <input type="checkbox"/> | 11 |
| 12. awareness of children's previous knowledge | <input type="checkbox"/> | 12 |
| 13. knowledge of subject | <input type="checkbox"/> | 13 |
| 14. individual pupil discipline problems | <input type="checkbox"/> | 14 |
| 15. bilingualism | <input type="checkbox"/> | 15 |
| 16. | <input type="checkbox"/> | 16 |
| 17. | <input type="checkbox"/> | 17 |
| 18. | <input type="checkbox"/> | 18 |

(answer 1, 2, 3, 4 or 5 in the block provided)

27. Please rate each item from 1 to 5 where

1. represents phenomena of no consequence
5. represents phenomena of much consequence

some SCHOOL COMMUNITY (staff, pupils and parents) PROBLEMS which may be associated particularly with work of the beginning-teacher in their first year.

- | | | |
|--|--------------------------|----|
| 1. Hesitation to seek advice by the beginning-teacher | <input type="checkbox"/> | 20 |
| 2. Reluctance to accept advice by the beginning-teacher | <input type="checkbox"/> | 21 |
| 3. Shyness leading to problems in relationship | <input type="checkbox"/> | 22 |
| 4. Lack of familiarity with childrens social background | <input type="checkbox"/> | 23 |
| 5. Relationships with parents of pupils | <input type="checkbox"/> | 24 |
| 6. Recognition of worth of the beginning-teacher in the school | <input type="checkbox"/> | 25 |

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- | | | | |
|-----|---|--------------------------|----|
| 7. | Lack of knowledge of the organisational working of the school | <input type="checkbox"/> | 26 |
| 8. | Knowing the expectations of those in senior positions of the school | <input type="checkbox"/> | 27 |
| 9. | Lack of confidence leading to problems in relationships | <input type="checkbox"/> | 28 |
| 10. | | <input type="checkbox"/> | 29 |
| 11. | | <input type="checkbox"/> | 30 |

28.1 Please rate each item from 1 to 5 where

1. represents phenomena of no consequence
5. represents phenomena of much consequence

Some PERSONAL PROBLEMS which may be associated with beginning-teachers during the first half year of service

- | | | | |
|----|--------------------------------------|--------------------------|----|
| 1. | Loneliness in school | <input type="checkbox"/> | 32 |
| 2. | Loneliness out of school | <input type="checkbox"/> | 33 |
| 3. | Accommodation problems | <input type="checkbox"/> | 34 |
| 4. | Immediate financial problems | <input type="checkbox"/> | 35 |
| 5. | Transport problems | <input type="checkbox"/> | 36 |
| 6. | Achieving balance between career and | <input type="checkbox"/> | 37 |
| | private life | <input type="checkbox"/> | 38 |
| 7. | | <input type="checkbox"/> | 39 |
| 8. | | <input type="checkbox"/> | 40 |

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28.2 Please rate each item from 1 to 5

1. represents phenomena of no consequence
5. represents phenomena of much consequence

Some FEELINGS OR EMOTIONS which may be associated with beginning-teachers in their first half year of teaching

- | | | |
|------------------------|--------------------------|----|
| 1. Stress | <input type="checkbox"/> | 42 |
| 2. Physical exhaustion | <input type="checkbox"/> | 43 |
| 3. Frustration | <input type="checkbox"/> | 44 |
| 4. Satisfaction | <input type="checkbox"/> | 45 |
| 5. Anger | <input type="checkbox"/> | 46 |
| 6. Exhilaration | <input type="checkbox"/> | 47 |
| 7. Achievement | <input type="checkbox"/> | 48 |
| 8. Failure | <input type="checkbox"/> | 49 |
| 9. | <input type="checkbox"/> | 50 |
| 10. | <input type="checkbox"/> | 51 |

29. Please rate each item from 1 to 5 where

1. represents phenomena of no consequence
5. represents phenomena of much consequence

Some of the WAYS A BEGINNER-TEACHER COULD BE HELPED in the first year of teaching

- | | | |
|---|--------------------------|----|
| 1. An induction course run by the school early in January | <input type="checkbox"/> | 53 |
| 2. Decreased teaching programme | <input type="checkbox"/> | 54 |

- 15 -

- | | | | |
|-----|---|--------------------------|----|
| 3. | A professional tutor (personal confidant) | <input type="checkbox"/> | 55 |
| 4. | Teachers Centre courses | <input type="checkbox"/> | 56 |
| 5. | Informal meetings with other beginning-teachers | <input type="checkbox"/> | 57 |
| 6. | A school based induction programme from a team of teachers during the year | <input type="checkbox"/> | 58 |
| 7. | Continued contact with teacher-training tutors | <input type="checkbox"/> | 59 |
| 8. | Having a clearly defined written policy | <input type="checkbox"/> | 60 |
| 9. | An informal "open door" invitation by the headteacher to beginning-teachers | <input type="checkbox"/> | 61 |
| 10. | | <input type="checkbox"/> | 62 |
| 11. | | <input type="checkbox"/> | 63 |
| 12. | | <input type="checkbox"/> | 64 |
| 30. | Please describe fully any specific or general experiences you associate with the adjustment of beginning-teachers to teaching | <input type="checkbox"/> | 66 |

Thank you for your help.

GOEDGEKEUR DEUR DIE KAAPSE ONDERWYSDEPARTEMENT

VRAEYLYS OOR

DIE INSKAKELING VAN BEGINNER-ONDERWYSERS

Moet voltooi word deur onderwysers wat in hul eerste twee jaar in die onderwys is.

Westcliff-laan 14
Port Alfred
6170
30 Augustus 1982

Geagte Kollega

VRAELYS : BEGINNER-ONDERWYSERS

Ek sal dit hoog op prys stel indien u die ingeslote vraelys, wat 'n onderafdeling is van my navorsing vir 'n meestersgraad-verhandeling (teses), kan beantwoord. Ek is oortuig daarvan dat u met my sal saamstem dat die inskakelingsprobleme wat die beginner-onderwyser ondervind, al geruime tyd lank aandag verdien.

Hierdie vraelys is deur die Kaapse Onderwysdepartement goedgekeur en is aan alle Departementele skole met 'n inskrywing van meer as 400, voorgelê.

Alle inligting wat verkry word, sal vertroulik behandel word en geen individue of skole sal in die verslag gemeld word nie.

Stuur asseblief die voltooide vraelys aan my terug deur dit in die koevert te plaas en te pos.

Hartlike dank vir u hulp en ondersteuning met my navorsing.

Die uwe



R C ALGIE

VRAELYS VIR DIE ONDERWYSERS WAT IN HULLE EERSTE
TWEE JAAR IN DIE ONDERWYS IS

1-3

SAAK NO.

--	--	--

Beantwoord asseblief die vraelys met betrekking tot u eerste jaar in die onderwys

ANTWOORD

=====

1.1 U skool is:

1. Dubbelmedium
2. Enkelmedium

5

1.2 U skool is:

1. Gemengde onderwys
2. Seunskool
3. Meisieskool

7

(antwoord net 1, 2 of 3 in die gegewe blok).

1.3 U skool is:

1. Gewone
2. Tegnies
3. Handels
4. Anders

9

(antwoord net 1, 2, 3 of 4 in die gegewe blok).

- 2 -

2. Hoe oud is u?

1. onder 20
2. 21 tot 24 jaar
3. 25 tot 30 jaar
4. 31 tot 35 jaar
5. ouer as 35 jaar

 11

(antwoord 1, 2, 3, 4, of 5 in die gegewe blok).

3. Is u?

1. Enkel
2. Getroud
3. Verloof
4. Geskei
5. Wewenaar/weduwee

 13

(antwoord 1, 2, 3, 4, of 5 in die gegewe blok).

4.1 Watter tipe skool het u bygewoon in u matriek-jaar?

1. Dubbelmedium
2. Enkelmedium

 15

(antwoord 1, of 2 in die gegewe blok).

4.2 Watter tipe skool het u bygewoon in u matriek-jaar?

1. Gemengde onderwys
2. Seunskool
3. Meisieskool

 17

4.3 Watter tipe skool het u bygewoon in u matriek-jaar?

1. Gewone
2. Tegnies
3. Handels
4. Ander

 19

(antwoord 1, 2, 3 of 4 in die gegewe blok)

- 3 -

5. Waar is u as onderwyser opgelei?
1. Universiteit
 2. Opleidingskollege
 3. Beide
 4. Tegnikon in samewerking met 'n universiteit 21
6. Wanneer het u begin onderwys gee?
1. 1981
 2. 1982 23
7. Hoeveel periodes is daar per week in die skoolrooster?
(skryf asseblief een syfer per blok bv. 25-26
8. Hoe lank is elke periode, gemiddeld, in minute
bv. 28-29
9. Hoeveel vry-periodes het u per week? 31-32
10. Hoeveel periodes Godsdienst, onderrig u per week? 34-35
11. In hoeveel periodes van die Jeugweerbaarheidprogram neem u deel? 37-38
12. Gedurende watter maand het u vir die eerste keer aansoek
gedoen vir u betrekking (pos) 40-41
(Dui aan 01 tot 12 bv. Junie is 06)
- 13.1 Is u 'n onderhoud toegestaan by die skool, voordat u
genomineer is?
1. Ja
 2. Nee 43
(dui asseblief aan, 1 of 2 in die gegewe blok)
- 13.2 Gedurende watter maand is u tot u pos genomineer?
(Dui aan 01 tot 12 bv. Junie 06) 45-46

- 4 -

14. Dui asseblief aan deur middel van 'n regmerk, of enige van die volgende redes u beïnvloed het toe u vir u huidige pos aansoek gedoen het. Gee soveel redes as moontlik en maak 'n lys van eniger ande redes wat weggelaat is

	Gebruik 'n regmerk	
1. Die naam (reputasie) van die skool	<input type="checkbox"/>	48
2. Proef-onderwys by die skool gegee	<input type="checkbox"/>	49
3. Dit is in die omgewing waar u opleiding ontvang het	<input type="checkbox"/>	50
4. Is oud-leerling van die skool	<input type="checkbox"/>	51
5. Die skool is naby u tuiste	<input type="checkbox"/>	52
6. Die skool is nie naby u tuiste nie	<input type="checkbox"/>	53
7. Sosiale geriewe van die omgewing	<input type="checkbox"/>	54
8. Ontspanningsgeriewe van die omgewing	<input type="checkbox"/>	55
9. Huisvesting word aangebied	<input type="checkbox"/>	56
10. 'n Eggenoot/eggenote/verloofde werk, of gaan in die omgewing werk	<input type="checkbox"/>	57
11. Het vriende/familie in die omgewing	<input type="checkbox"/>	58
12. Die eerste aanstelling aangebied	<input type="checkbox"/>	59
13. Is aangeraai om aansoek te doen	<input type="checkbox"/>	60
14. Universiteit naby die skool	<input type="checkbox"/>	61
15. Geen spesifieke redes	<input type="checkbox"/>	62

- 5 -

16. 63
17. 64
18. 65
19. 66
20. 67

15. Is u uitgenooi om, kort na nominasie, die skool te besoek?

1. Ja
2. Nee

69

(antwoord net 1 of 2 in die gegewe blok).

16. Het u die skool, al was dit op u eie inisiatief, besoek voordat u begin onderwys gee het?

1. Ja
2. Nee

71

17. Het u eerste besoek aan die skool plaasgevind:

1. Meer as 'n maand voor u onderwys begin het
2. Binne 'n maand voor u onderwys begin het
3. Binne 'n week voor u onderwys begin het
4. Op die dag voor u onderwys begin het

73

(antwoord asseblief 1, 2, 3 of 4 in die gegewe blok).

18. Gedurende so 'n besoek, wie het u in aanraking mee gekom?
(Dui asseblief aan deur middel van 'n regmerk)

Gebruik 'n
regmerk

1. Die hoof-onderwyser

1

- 6 -

- | | | | |
|-----|--|--------------------------|----|
| 2. | Die adjunk-hoofonderwyser | <input type="checkbox"/> | 2 |
| 3. | Enige van die departementshoofde | <input type="checkbox"/> | 3 |
| 4. | Die vakhoof | <input type="checkbox"/> | 4 |
| 5. | Die hele of die meeste van die personeel | <input type="checkbox"/> | 5 |
| 6. | Die onderwyser wie die beginner-onderwyser vervang | <input type="checkbox"/> | 6 |
| 7. | U moontlike klaskamer | <input type="checkbox"/> | 7 |
| 8. | | <input type="checkbox"/> | 8 |
| 9. | | <input type="checkbox"/> | 9 |
| 10. | | <input type="checkbox"/> | 10 |
19. Dui asseblief aan wanneer u geweet het watter standerds en bekwaamheidsgroepe u voor verantwoordelik sou wees.
- | | | | |
|----|--|--------------------------|----|
| 1. | Meer as 'n maand voor u onderwys begin het | | |
| 2. | Binne 'n maand voor u onderwys begin het | | |
| 3. | Binne 'n week voor u onderwys begin het | | |
| 4. | Op die dag voor u onderwys begin het | <input type="checkbox"/> | 12 |
- (antwoord asseblief 1, 2, 3 of 4 in die gegewe blok).
20. Dui asseblief aan wanneer u geweet het van die relevante sillabus (leerplan) en/of werkskemas wat u sou gebruik (of wat van u verwag was om u eie werkskemas as gereed te hê)
- | | | | |
|----|--|--------------------------|----|
| 1. | Meer as 'n maand voor u onderwys begin het | | |
| 2. | Binne 'n maand voor u onderwys begin het | | |
| 3. | Binne 'n week voor u onderwys begin het | | |
| 4. | Op die dag voor u onderwys begin het | <input type="checkbox"/> | 14 |

- 7 -

21. Is u uitgenooi om enige spesiale inskakelingskursus vir beginner-onderwysers, voor die aanvang van die kwartaal, by te woon
1. Ja
2. Nee
- 16
22. Dui asseblief volledig enige stappe aan wat geneem is om u, gedurende die eerste week van die eerste kwartaal, by die skool in te skakel
- 18
23. Dui asseblief volledig aan watter gestruktureerde uitskakelingsprogramme, wat spesifiek van toepassing is op beginner-onderwyser, u gedurende die jaar ontvang het
- 20

- 8 -

24.1 Gebruik u in u onderrig die algemene metodes wat die Kollege of Universiteit Opvoedkunde Departement u aangemoedig het om te ontwikkel

1. Volledig
2. Meestal
3. Gedeeltelik
4. Nooit

22

(antwoord net 1, 2, 3 of 4 in die gegewe blok).

24.2 Indien u u metodes gewysig het, was dit as gevolg van:
(Gebruik asseblief regmerke)

1. U eie mening oor metodes

23

2. U eie besluit as gevolg van die situasie in die skool

24

3. Die bepaalde advies van die hoofonderwyser

25

4. Die gevolg van advies van die vakhoof

26

5. Die algemene advies van kollegas

27

6.

28

7.

29

8.

30

25. Evalueer asseblief op 'n skaal van 1 tot 5, u onderwys-opleidingskursus wanneer dit toegepas word in die werklike klaskamersituasie, waar:

1. 'n Voorstelling is van: te teoreties

3. 'n Voorstelling is van: goed gebalanseerd

5. 'n Voorstelling is van: te prakties

32

(antwoord net 1, 2, 3, 4 of 5 in die gegewe blok).

- 9 -

26. Evalueer asseblief op 'n skaal van 1 tot 5, hoe u die opleidingskursus vir onderwysers, ter voorbereiding vir die onderwys, gevind het, waar:

1. 'n Voorstelling is van: meer as voldoende

3. 'n Voorstelling is van: voldoende

5. 'n Voorstelling is van: skaars/voldoende

34

27. Gedurende u eerste jaar, word u ge-evalueer sodat u moontlik aanbeveel kan word vir 'n permanente pos aan die einde van die jaar. Beskryf asseblief volledig watter prosedure, indien enige, toegepas word by u evalueering.

36

28. Gedurende u aanpassing by die skool, was die advies deur kollegas aan u gegee

1. Omvattend

2. Meer as genoegsaam

3. Genoegsaam

4. Beperk

5. Geen

38

(antwoord net 1, 2, 3, 4 of 5 in die gegewe blok).

29. Die advies deur kollegas aan u gegee, blyk te wees:

1. Baie aanmoedigend

2. Aanmoedigend

3. Nie aanmoedigend of ontmoedigend nie

- 10 -

4. Ontmoedigend

5. Baie ontmoedigend

40

(antwoord net 1, 2, 3, 4 of 5 in die gegewe blok).

30. Hoeveel meer per week word aan u toegeken vir buite-
muurse aktiwiteite? bv. | 1 | 5 |

42-43

31.1 Evalueer asseblief, op 'n skaal van 1 tot 5, hoe u, u
administratiewe pligte gevind het, waar:1. 'n Voorstelling is van: groot hulp om leerlinge te
verstaan3. 'n Voorstelling is van: noodsaaklik om leerlinge te
verstaan5. 'n Voorstelling is van: geen hulp om leerling te
verstaan nie

44

(antwoord net 1, 2, 3, 4 of 5 in die gegewe blok).

31.2 Evalueer asseblief, op 'n skaal van 1 tot 5, hoe u, u
administratiewe pligte gevind het in u aanpassing by
die onderwy, waar:1. 'n Voorstelling is van: maklik om te behartig3. 'n Voorstelling is van: noodsaaklik5. 'n Voorstelling is van: te veeleisend

46

31.3 Het u opleiding as onderwyser, u toegerus om admini-
stratiewe take te behartig?

1. Ja

2. Nee

48

32.1 Evalueer asseblief, op 'n skaal van 1 tot 5, hoe u,
binne die eerste kwartaal, aangepas het by die houding
van die skool teenoor akademiese aktiwiteite in die
skool, waar:1. 'n Voorstelling is van: met gemak

- 11 -

5. 'n Voorstelling is van: moeilik 50

(antwoord net 1, 2, 3, 4 of 5 in die gegewe blok).

32.2 Evalueer asseblief, op 'n skaal van 1 tot 5 hoe, u binne die eerste kwartaal, aangepas het by die houding van die skool teenoor liggaamlike aktiwiteite (sport ingesluit) in die skool, waar:

1. 'n Voorstelling is van: met gemak

5. 'n Voorstelling is van: moeilik 52

32.3 Evalueer asseblief, op 'n skaal van 1 tot 5, hoe u, binne die eerste kwartaal, aangepas het by die houding van die skool teenoor kulturele aktiwiteite in die skool, waar:

1. 'n Voorstelling is van: met gemak

5. 'n Voorstelling is van: moeilik 54

32.4 Evalueer asseblief, op 'n skaal van 1 tot 5, hoe u, binne die eerste kwartaal, aangepas het by die houding van die skool teenoor die sorg van die kind as 'n individu, waar:

1. 'n Voorstelling is van: met gemak

5. 'n Voorstelling is van: moeilik 56

33. Dui asseblief aan, op 'n skaal van 1 tot 4, waar:

1. 'n Voorstelling is van: geen belang

2. 'n Voorstelling is van: beperk

3. 'n Voorstelling is van: redelik

4. 'n Voorstelling is van: omvattend

of u, toe u begin onderwys gee het, u persoonlike houding moes verander om u rol as onderwyser te verwesenlik, ten opsigte van:

1. persoonlike voorkoms 58

2. optrede in die publiek 60

- 12 -

- | | | | |
|----|---|--------------------------|----|
| 3. | vryetydsbesteding | <input type="checkbox"/> | 62 |
| 4. | diens aan die gemeenskap | <input type="checkbox"/> | 64 |
| 5. | betrokkenheid by openbare sake | <input type="checkbox"/> | 66 |
| 6. | die uitspraak van opinie in openbare sake | <input type="checkbox"/> | 68 |
| 7. | | <input type="checkbox"/> | 70 |
| 8. | | <input type="checkbox"/> | 72 |
| 9. | | <input type="checkbox"/> | 74 |

(antwoord asseblief 1, 2, 3 of 4 in die gegewe blok).

34. Evalueer asseblief, op 'n skaal van 1 tot 5, waar:

1. 'n Voorstelling is van: 'n item wat van geen belang is nie
5. 'n Voorstelling is van: 'n item wat van groot belang is

'n Paar ONDERRIG-PROBLEME wat u persoonlik ondervind het gedurende u eerste jaar in die onderwys

- | | | | |
|----|--|--------------------------|---|
| 1. | Klasdisipline | <input type="checkbox"/> | 1 |
| 2. | Werktempo | <input type="checkbox"/> | 2 |
| 3. | Werkstandaard | <input type="checkbox"/> | 3 |
| 4. | Onderrig van gemengde bekwaamheidsgroepe | <input type="checkbox"/> | 4 |
| 5. | Ondervraging van leerlinge | <input type="checkbox"/> | 5 |
| 6. | Vertolking van leerplan | <input type="checkbox"/> | 6 |
| 7. | Vorbereiding van lesse | <input type="checkbox"/> | 7 |

- 13 -

- | | | | |
|-----|---|--------------------------|----|
| 8. | Die beplanning van 'n gedeelte van die werk | <input type="checkbox"/> | 8 |
| 9. | Die beste gebruik van stem | <input type="checkbox"/> | 9 |
| 10. | Evaluasie (opstel en nasien van werk) | <input type="checkbox"/> | 10 |
| 11. | Bepaalde onderwystegnieke en vaardighede | <input type="checkbox"/> | 11 |
| 12. | Bewustheid van leerlinge se voorafgaande kennis | <input type="checkbox"/> | 12 |
| 13. | Vak-kennis | <input type="checkbox"/> | 13 |
| 14. | Dissiplinêre probleme van individuele leerlinge | <input type="checkbox"/> | 14 |
| 15. | Tweetaligheid | <input type="checkbox"/> | 15 |
| 16. | | <input type="checkbox"/> | 16 |
| 17. | | <input type="checkbox"/> | 17 |
| 18. | | <input type="checkbox"/> | 18 |

(antwoord net 1, 2, 3, 4 of 5 in die gegewe blok)

35. Evalueer asseblief, op 'n skaal van 1 tot 5, waar:

1. 'n Voorstelling is van 'n item wat van geen belang is
 5. 'n Voorstelling is van 'n item wat van groot belang is

'n Paar SKOOLGEMEENSAP (personeel, leerlinge, ouers)
 PROBLEME wat u persoonlik ondervind het gedurende u
 eerste jaar in die onderwys.

- | | | | |
|----|---|--------------------------|----|
| 1. | Huiwering om advies in te wen | <input type="checkbox"/> | 20 |
| 2. | Teësinigheid om advies te aanvaar | <input type="checkbox"/> | 21 |
| 3. | Skuheid wat lei tot probleme in verhoudings | <input type="checkbox"/> | 22 |

- 14 -

- | | | | |
|-----|--|--------------------------|----|
| 4. | Gebrek aan kennis oor kinders se sosiale agtergrond | <input type="checkbox"/> | 23 |
| 5. | Verhoudings met ouers van leerlinge | <input type="checkbox"/> | 24 |
| 6. | Herkenning van eie waarde in the skool | <input type="checkbox"/> | 25 |
| 7. | Gebrek aan kennis van die skoolorganisasie | <input type="checkbox"/> | 26 |
| 8. | Bewus van die verwagtinge van diegene in senior posisie in die skool | <input type="checkbox"/> | 27 |
| 9. | Gebrek aan selfvertroue wat lei tot probleme in verhoudings | <input type="checkbox"/> | 28 |
| 10. | | <input type="checkbox"/> | 29 |
| 11. | | <input type="checkbox"/> | 30 |

(antwoord net 1, 2, 3, 4 of 5 in die gegewe blok).

36.1 Evalueer asseblief, op 'n skaal van 1 tot 5, waar:

1. 'n Voorstelling is van 'n item wat van geen belang is
 5. 'n Voorstelling is van 'n item wat van groot belang is
 'n Paar PERSOONLIKE PROBLEME wat u persoonlik ondervind het gedurende u eerste halfjaar van onderwys

- | | | | |
|----|---|--------------------------|----|
| 1. | Eensaamheid by die skool | <input type="checkbox"/> | 32 |
| 2. | Eensaamheid buite die skool | <input type="checkbox"/> | 33 |
| 3. | Akkommodasie - probleem | <input type="checkbox"/> | 34 |
| 4. | Aanvanklike finansiële probleme | <input type="checkbox"/> | 35 |
| 5. | Vervoerprobleme | <input type="checkbox"/> | 36 |
| 6. | Bereiking van 'n balans tussen loopbaan en private lewe | <input type="checkbox"/> | 37 |

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- | | | |
|----|--------------------------|----|
| 7. | <input type="checkbox"/> | 38 |
| 8. | <input type="checkbox"/> | 39 |

36.2 Evalueer asseblief, op 'n skaal van 1 tot 5, waar:

1. 'n Voorstelling is van 'n item wat van geen belang is
 5. 'n Voorstelling is van 'n item wat van groot belang is

'n Paar GEVOELENS EN EMOSIES wat u persoonlik ondervind
 het gedurende u eerste halfjaar in die onderwys.

- | | | |
|-------------------------------|--------------------------|----|
| 1. Spanning | <input type="checkbox"/> | 41 |
| 2. Fisiese uitputting | <input type="checkbox"/> | 42 |
| 3. Frustrasie | <input type="checkbox"/> | 43 |
| 4. Tevredenheid (satisfaksie) | <input type="checkbox"/> | 44 |
| 5. Woede | <input type="checkbox"/> | 45 |
| 6. Lewenslustigheid | <input type="checkbox"/> | 46 |
| 7. Prestasie | <input type="checkbox"/> | 47 |
| 8. Mislukking | <input type="checkbox"/> | 48 |
| 9. | <input type="checkbox"/> | 49 |
| 10. | <input type="checkbox"/> | 50 |

37. Evalueer asseblief, op 'n skaal van 1 tot 5, waar:

1. 'n Voorstelling is van 'n item wat van geen belang
 is nie
 5. 'n Voorstelling is van 'n item wat van groot belang is

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'n Paar MANIERE WAAROP DIE BEGINNER-ONDERWYSER GEHELP KAN
WORD in sy eerste onderwysjaar

- | | | | |
|-----|---|--------------------------|----|
| 1. | 'n Inskakelingskursus deur die skool gedoen, vroeg in Januarie. | <input type="checkbox"/> | 52 |
| 2. | 'n Ligter onderwysprogram | <input type="checkbox"/> | 53 |
| 3. | 'n Professionele tutor (persoonlike vertroueling) | <input type="checkbox"/> | 54 |
| 4. | Onderwys-sentrum kursusse | <input type="checkbox"/> | 55 |
| 5. | Informele vergaderings met ander beginner-onderwysers | <input type="checkbox"/> | 56 |
| 6. | 'n Inskakelingskursus by die skool, georganiseer deur 'n span onderwysers, gedurende die jaar | <input type="checkbox"/> | 57 |
| 7. | Voortdurende kontak met opleidings-tutors | <input type="checkbox"/> | 58 |
| 8. | 'n Duidelik, uiteengesette, geskrewe beleidsgids te hê | <input type="checkbox"/> | 59 |
| 9. | 'n Informele "ope deur" uitnodiging deur die hoof-onderwyser aan die beginner-onderwysers | <input type="checkbox"/> | 60 |
| 10. | | <input type="checkbox"/> | 61 |
| 11. | | <input type="checkbox"/> | 62 |
| 12. | | <input type="checkbox"/> | 63 |

38. Dui aan deur middel van
'n regmerk

- | | Hulpmiddels
in die skool | Hulpmiddels
wat u weet
hoe om te
gebruik | Hulpmiddels
wat u in u
onderwys
gebruik | | |
|----|-----------------------------|---|--|--------------------------|---|
| 1. | Biblioteek | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 |
| 2. | Media sentrum | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3 |

- 17 -

3.	Afrol masjien	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5
4.	Litograaf masjien	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7
5.	Spiritus duplikator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9
6.	Tru-projektor (Oorhoofse)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11
7.	16mm Film-projektor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13
8.	Skyfie-projektor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15
9.	Band opnemer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17
10.	Caramate (outomatiese skyfie-projektor met ingeboude skerm en bandopnemer)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	19
11.	Televisie stel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	21
12.	Video opnemer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	23
13.	Video kamera	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	25
14.	Rekenaar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	27
15.	Transpirante-maker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	29
16.	Skyfie maker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	31
17.	Episkoop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	33
18.	Platespeler	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	35
19.	Radio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	37
20.	Stokies-film projektor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	39
21.	Fotokopieërder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	41

- 18 -

22.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	43
23.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	45
24.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	47

39. Voltooi asseblief 'n aparte eenheid (blok) vir elke klas waarvoor u onderwys gee en waar u versoek word om die volgende te voorsien.

1. die naam van die klas bv. 6a
2. die grootte van die klas
3. die vak onderrig
4. die vermoë van die klas waar AA bogemiddeld, A gemiddeld en BA ondergemiddeld is in verhouding met die ander klasse in die skool.

<p>1.</p> <p>Klas</p> <p>Grootte</p> <p>Vak onderrig</p> <p>Vermoë van die klas <input type="checkbox"/> AA <input type="checkbox"/> A <input type="checkbox"/> BA</p>	<p>5.</p> <p>Klas</p> <p>Grootte</p> <p>Vak onderrig</p> <p>Vermoë van die klas <input type="checkbox"/> AA <input type="checkbox"/> A <input type="checkbox"/> BA</p>
<p>2.</p> <p>Klas</p> <p>Grootte</p> <p>Vak onderrig</p> <p>Vermoë van die klas <input type="checkbox"/> AA <input type="checkbox"/> A <input type="checkbox"/> BA</p>	<p>2.</p> <p>Klas</p> <p>Grootte</p> <p>Vak onderrig</p> <p>Vermoë van die klas <input type="checkbox"/> AA <input type="checkbox"/> A <input type="checkbox"/> BA</p>
<p>4.</p> <p>Klas</p> <p>Grootte</p> <p>Vak onderrig</p> <p>Vermoë van die klas <input type="checkbox"/> AA <input type="checkbox"/> A <input type="checkbox"/> BA</p>	<p>4.</p> <p>Klas</p> <p>Grootte</p> <p>Vak onderrig</p> <p>Vermoë van die klas <input type="checkbox"/> AA <input type="checkbox"/> A <input type="checkbox"/> BA</p>

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40. Beskryf asseblief volledig van enige spesifieke, of algemene, ondervindinge wat 'n definitiewe invloed uitgeoefen het by u eie aanpassing in die onderwys.

DANKIE VIR U HULP

GOEDGEKEUR DEUR DIE KAAPSE ONDERWYSDEPARTEMENT

VRAEYLYS OOR

DIE INSKAKELING VAN BEGINNER-ONDERWYSERS

Moet voltooi word deur onderwysers wat in hul eerste twee jaar in die onderwys is.

Westcliff-laan 14
Port Alfred
6170
30 Augustus 1982

Geagte Kollega

VRAELYS : BEGINNER-ONDERWYSERS

Ek sal dit hoog op prys stel indien u die ingeslote vraelys, wat 'n onderafdeling is van my navorsing vir 'n meestersgraad-verhandeling (teses), kan beantwoord. Ek is oortuig daarvan dat u met my sal saamstem dat die inskakelingsprobleme wat die beginner-onderwyser ondervind, al geruime tyd lank aandag verdien.

Hierdie vraelys is deur die Kaapse Onderwysdepartement goedgekeur en is aan alle Departementele skole met 'n inskrywing van meer as 400, voorgelê.

Alle inligting wat verkry word, sal vertroulik behandel word en geen individue of skole sal in die verslag gemeld word nie.

Stuur asseblief die voltooide vraelys aan my terug deur dit in die koevert te plaas en te pos.

Hartlike dank vir u hulp en ondersteuning met my navorsing.

Die uwe



R C ALGIE

VRAELYS VIR DIE ONDERWYSERS WAT IN HULLE EERSTE
TWEË JAAR IN DIE ONDERWYS IS

1-3

SAAK NO.

--	--	--

Beantwoord asseblief die vraelys met betrekking tot u eerste jaar in die onderwys

ANTWOORD

=====

1.1 U skool is:

1. Dubbelmedium
2. Enkelmedium

5

1.2 U skool is:

1. Gemengde onderwys
2. Seunskool
3. Meisieskool

7

(antwoord net 1, 2 of 3 in die gegewe blok).

1.3 U skool is:

1. Gewone
2. Tegnies
3. Handels
4. Anders

9

(antwoord net 1, 2, 3 of 4 in die gegewe blok).

- 2 -

2. Hoe oud is u?

1. onder 20
2. 21 tot 24 jaar
3. 25 tot 30 jaar
4. 31 tot 35 jaar
5. ouer as 35 jaar

 11

(antwoord 1, 2, 3, 4, of 5 in die gegewe blok).

3. Is u?

1. Enkel
2. Getroud
3. Verloof
4. Geskei
5. Wewenaar/weduwee

 13

(antwoord 1, 2, 3, 4, of 5 in die gegewe blok).

4.1 Watter tipe skool het u bygewoon in u matriek-jaar?

1. Dubbelmedium
2. Enkelmedium

 15

(antwoord 1, of 2 in die gegewe blok).

4.2 Watter tipe skool het u bygewoon in u matriek-jaar?

1. Gemengde onderwys
2. Seunskool
3. Meisieskool

 17

4.3 Watter tipe skool het u bygewoon in u matriek-jaar?

1. Gewone
2. Tegnies
3. Handels
4. Ander

 19

(antwoord 1, 2, 3 of 4 in die gegewe blok)

- 3 -

5. Waar is u as onderwyser opgelei?
1. Universiteit
 2. Opleidingskollege
 3. Beide
 4. Tegnikon in samewerking met 'n universiteit 21
6. Wanneer het u begin onderwys gee?
1. 1981
 2. 1982 23
7. Hoeveel periodes is daar per week in die skoolrooster?
(skryf asseblief een syfer per blok bv. 25-26
8. Hoe lank is elke periode, gemiddeld, in minute
bv. 28-29
9. Hoeveel vry-periodes het u per week? 31-32
10. Hoeveel periodes Godsdien, onderrig u per week? 34-35
11. In hoeveel periodes van die Jeugweerbaarheidprogram neem u deel? 37-38
12. Gedurende watter maand het u vir die eerste keer aansoek gedoen vir u betrekking (pos)
(Dui aan 01 tot 12 bv. Junie is 06) 40-41
- 13.1 Is u 'n onderhoud toegestaan by die skool, voordat u genomineer is?
1. Ja
 2. Nee 43
- (dui asseblief aan, 1 of 2 in die gegewe blok)
- 13.2 Gedurende watter maand is u tot u pos genomineer?
(Dui aan 01 tot 12 bv. Junie 06) 45-46

- 4 -

14. Dui asseblief aan deur middel van 'n regmerk, of enige van die volgende redes u beïnvloed het toe u vir u huidige pos aansoek gedoen het. Gee soveel redes as moontlik en maak 'n lys van eniger ande redes wat weggelaat is

	Gebruik 'n regmerk	
1. Die naam (reputasie) van die skool	<input type="checkbox"/>	48
2. Proef-onderwys by die skool gegee	<input type="checkbox"/>	49
3. Dit is in die omgewing waar u opleiding ontvang het	<input type="checkbox"/>	50
4. Is oud-leerling van die skool	<input type="checkbox"/>	51
5. Die skool is naby u tuiste	<input type="checkbox"/>	52
6. Die skool is nie naby u tuiste nie	<input type="checkbox"/>	53
7. Sosiale geriewe van die omgewing	<input type="checkbox"/>	54
8. Ontspanningsgeriewe van die omgewing	<input type="checkbox"/>	55
9. Huisvesting word aangebied	<input type="checkbox"/>	56
10. 'n Eggenoot/eggenote/verloofde werk, of gaan in die omgewing werk	<input type="checkbox"/>	57
11. Het vriende/familie in die omgewing	<input type="checkbox"/>	58
12. Die eerste aanstelling aangebied	<input type="checkbox"/>	59
13. Is aangeraai om aansoek te doen	<input type="checkbox"/>	60
14. Universiteit naby die skool	<input type="checkbox"/>	61
15. Geen spesifieke redes	<input type="checkbox"/>	62

- 5 -

16. 63
17. 64
18. 65
19. 66
20. 67

15. Is u uitgenooi om, kort na nominasie, die skool te besoek?

1. Ja
2. Nee

69

(antwoord net 1 of 2 in die gegewe blok).

16. Het u die skool, al was dit op u eie inisiatief, besoek voordat u begin onderwys gee het?

1. Ja
2. Nee

71

17. Het u eerste besoek aan die skool plaasgevind:

1. Meer as 'n maand voor u onderwys begin het
2. Binne 'n maand voor u onderwys begin het
3. Binne 'n week voor u onderwys begin het
4. Op die dag voor u onderwys begin het

73

(antwoord asseblief 1, 2, 3 of 4 in die gegewe blok).

18. Gedurende so 'n besoek, wie het u in aanraking mee gekom?
(Dui asseblief aan deur middel van 'n regmerk)

Gebruik 'n
regmerk

1. Die hoof-onderwyser

1

- 6 -

- | | | | |
|-----|--|--------------------------|----|
| 2. | Die adjunk-hoofonderwyser | <input type="checkbox"/> | 2 |
| 3. | Enige van die departementshoofde | <input type="checkbox"/> | 3 |
| 4. | Die vakhoof | <input type="checkbox"/> | 4 |
| 5. | Die hele of die meeste van die personeel | <input type="checkbox"/> | 5 |
| 6. | Die onderwyser wie die beginner-onderwyser vervang | <input type="checkbox"/> | 6 |
| 7. | U moontlike klaskamer | <input type="checkbox"/> | 7 |
| 8. | | <input type="checkbox"/> | 8 |
| 9. | | <input type="checkbox"/> | 9 |
| 10. | | <input type="checkbox"/> | 10 |
19. Dui asseblief aan wanneer u geweet het watter standerds en bekwaanheidsgroepe u voor verantwoordelik sou wees.
- | | | | |
|----|--|--------------------------|----|
| 1. | Meer as 'n maand voor u onderwys begin het | | |
| 2. | Binne 'n maand voor u onderwys begin het | | |
| 3. | Binne 'n week voor u onderwys begin het | | |
| 4. | Op die dag voor u onderwys begin het | <input type="checkbox"/> | 12 |
- (antwoord asseblief 1, 2, 3 of 4 in die gegewe blok).
20. Dui asseblief aan wanneer u geweet het van die relevante sillabus (leerplan) en/of werkskemas wat u sou gebruik (of wat van u verwag was om u eie werkskemas as gereed te hê)
- | | | | |
|----|--|--------------------------|----|
| 1. | Meer as 'n maand voor u onderwys begin het | | |
| 2. | Binne 'n maand voor u onderwys begin het | | |
| 3. | Binne 'n week voor u onderwys begin het | | |
| 4. | Op die dag voor u onderwys begin het | <input type="checkbox"/> | 14 |

- 7 -

21. Is u uitgenooi om enige spesiale inskakelingskursus vir beginner-onderwysers, voor die aanvang van die kwartaal, by te woon

1. Ja

2. Nee

16

22. Dui asseblief volledig enige stappe aan wat geneem is om u, gedurende die eerste week van die eerste kwartaal, by die skool in te skakel

18

23. Dui asseblief volledig aan watter gestruktureerde uitskakelingsprogramme, wat spesifiek van toepassing is op beginner-onderwyser, u gedurende die jaar ontvang het

20

- 8 -

24.1. Gebruik u in u onderrig die algemene metodes wat die Kollege of Universiteit Opvoedkunde Departement u aangemoedig het om te ontwikkel

1. Volledig
2. Meestal
3. Gedeeltelik
4. Nooit

 22

(antwoord net 1, 2, 3 of 4 in die gegewe blok).

24.2 Indien u u metodes gewysig het, was dit as gevolg van:
(Gebruik asseblief regmerke)

1. U eie mening oor metodes

 23

2. U eie besluit as gevolg van die situasie in die skool

 24

3. Die bepaalde advies van die hoofonderwyser

 25

4. Die gevolg van advies van die vakhoof

 26

5. Die algemene advies van kollegas

 27

6.

 28

7.

 29

8.

 30

25. Evalueer asseblief op 'n skaal van 1 tot 5, u onderwys-opleidingskursus wanneer dit toegepas word in die werklike klaskamersituasie, waar:

1. 'n Voorstelling is van: te teoreties

3. 'n Voorstelling is van: goed gebalanseerd

5. 'n Voorstelling is van: te prakties

 32

(antwoord net 1, 2, 3, 4 of 5 in die gegewe blok).

- 9 -

26. Evalueer asseblief op 'n skaal van 1 tot 5, hoe u die opleidingskursus vir onderwysers, ter voorbereiding vir die onderwys, gevind het, waar:
1. 'n Voorstelling is van: meer as voldoende
 3. 'n Voorstelling is van: voldoende
 5. 'n Voorstelling is van: skaars/voldoende 34
27. Gedurende u eerste jaar, word u ge-evalueer sodat u moontlik aanbeveel kan word vir 'n permanente pos aan die einde van die jaar. Beskryf asseblief volledig watter prosedure, indien enige, toegepas word by u evalueering. 36
28. Gedurende u aanpassing by die skool, was die advies deur kollegas aan u gegee
1. Omvattend
 2. Meer as genoegsaam
 3. Genoegsaam
 4. Beperk
 5. Geen 38
- (antwoord net 1, 2, 3, 4 of 5 in die gegewe blok).
29. Die advies deur kollegas aan u gegee, blyk te wees:
1. Baie aanmoedigend
 2. Aanmoedigend
 3. Nie aanmoedigend of ontmoedigend nie

- 10 -

4. Ontmoedigend

5. Baie ontmoedigend

40

(antwoord net 1, 2, 3, 4 of 5 in die gegewe blok).

30. Hoeveel meer per week word aan u toegeken vir buite-
muurse aktiwiteite? bv. | 1 | 5 |

42-43

31.1 Evalueer asseblief, op 'n skaal van 1 tot 5, hoe u, u
administratiewe pligte gevind het, waar:1. 'n Voorstelling is van: groot hulp om leerlinge te
verstaan3. 'n Voorstelling is van: noodsaaklik om leerlinge te
verstaan5. 'n Voorstelling is van: geen hulp om leerling te
verstaan nie

44

(antwoord net 1, 2, 3, 4 of 5 in die gegewe blok).

31.2 Evalueer asseblief, op 'n skaal van 1 tot 5, hoe u, u
administratiewe pligte gevind het in u aanpassing by
die onderwyse, waar:1. 'n Voorstelling is van: maklik om te behartig3. 'n Voorstelling is van: noodsaaklik5. 'n Voorstelling is van: te veeleisend

46

31.3 Het u opleiding as onderwyser, u toegerus om admini-
stratiewe take te behartig?

1. Ja

2. Nee

48

32.1 Evalueer asseblief, op 'n skaal van 1 tot 5, hoe u,
binne die eerste kwartaal, aangepas het by die houding
van die skool teenoor akademiese aktiwiteite in die
skool, waar:1. 'n Voorstelling is van: met gemak

- 11 -

5. 'n Voorstelling is van: moeilik 50

(antwoord net 1, 2, 3, 4 of 5 in die gegewe blok).

32.2 Evalueer asseblief, op 'n skaal van 1 tot 5 hoe, u binne die eerste kwartaal, aangepas het by die houding van die skool teenoor liggaamlike aktiwiteite (sport ingesluit) in die skool, waar:

1. 'n Voorstelling is van: met gemak

5. 'n Voorstelling is van: moeilik 52

32.3 Evalueer asseblief, op 'n skaal van 1 tot 5, hoe u, binne die eerste kwartaal, aangepas het by die houding van die skool teenoor kulturele aktiwiteite in die skool, waar:

1. 'n Voorstelling is van: met gemak

5. 'n Voorstelling is van: moeilik 54

32.4 Evalueer asseblief, op 'n skaal van 1 tot 5, hoe u, binne die eerste kwartaal, aangepas het by die houding van die skool teenoor die sorg van die kind as 'n individu, waar:

1. 'n Voorstelling is van: met gemak

5. 'n Voorstelling is van: moeilik 56

33. Dui asseblief aan, op 'n skaal van 1 tot 4, waar:

1. 'n Voorstelling is van: geen belang

2. 'n Voorstelling is van: beperk

3. 'n Voorstelling is van: redelik

4. 'n Voorstelling is van: omvattend

of u, toe u begin onderwys gee het, u persoonlike houding moes verander om u rol as onderwyser te verwesenlik, ten opsigte van:

1. persoonlike voorkoms 58

2. optrede in die publiek 60

- 12 -

- | | | | |
|----|---|--------------------------|----|
| 3. | vryetydsbesteding | <input type="checkbox"/> | 62 |
| 4. | diens aan die gemeenskap | <input type="checkbox"/> | 64 |
| 5. | betrokkenheid by openbare sake | <input type="checkbox"/> | 66 |
| 6. | die uitspraak van opinie in openbare sake | <input type="checkbox"/> | 68 |
| 7. | | <input type="checkbox"/> | 70 |
| 8. | | <input type="checkbox"/> | 72 |
| 9. | | <input type="checkbox"/> | 74 |

(antwoord asseblief 1, 2, 3 of 4 in die gegewe blok).

34. Evalueer asseblief, op 'n skaal van 1 tot 5, waar:

1. 'n Voorstelling is van: 'n item wat van geen belang is nie
5. 'n Voorstelling is van: 'n item wat van groot belang is

'n Paar ONDERRIG-PROBLEME wat u persoonlik ondervind het gedurende u eerste jaar in die onderwys

- | | | | |
|----|--|--------------------------|---|
| 1. | Klasdisipline | <input type="checkbox"/> | 1 |
| 2. | Werktempo | <input type="checkbox"/> | 2 |
| 3. | Werkstandaard | <input type="checkbox"/> | 3 |
| 4. | Onderrig van gemengde bekwaamheidsgroepe | <input type="checkbox"/> | 4 |
| 5. | Ondervraging van leerlinge | <input type="checkbox"/> | 5 |
| 6. | Vertolking van leerplan | <input type="checkbox"/> | 6 |
| 7. | Vorbereiding van lesse | <input type="checkbox"/> | 7 |

- 13 -

- | | | | |
|-----|---|--------------------------|----|
| 8. | Die beplanning van 'n gedeelte van die werk | <input type="checkbox"/> | 8 |
| 9. | Die beste gebruik van stem | <input type="checkbox"/> | 9 |
| 10. | Evaluasie (opstel en nasien van werk) | <input type="checkbox"/> | 10 |
| 11. | Bepaalde onderwystegnieke en vaardighede | <input type="checkbox"/> | 11 |
| 12. | Bewustheid van leerlinge se voorafgaande kennis | <input type="checkbox"/> | 12 |
| 13. | Vak-kennis | <input type="checkbox"/> | 13 |
| 14. | Dissiplinêre probleme van individuele leerlinge | <input type="checkbox"/> | 14 |
| 15. | Tweetaligheid | <input type="checkbox"/> | 15 |
| 16. | | <input type="checkbox"/> | 16 |
| 17. | | <input type="checkbox"/> | 17 |
| 18. | | <input type="checkbox"/> | 18 |

(antwoord net 1, 2, 3, 4 of 5 in die gegewe blok)

35. Evalueer asseblief, op 'n skaal van 1 tot 5, waar:

1. 'n Voorstelling is van 'n item wat van geen belang is
5. 'n Voorstelling is van 'n item wat van groot belang is

'n Paar SKOOLGEMEENSAP (personeel, leerlinge, ouers)
 PROBLEME wat u persoonlik ondervind het gedurende u
 eerste jaar in die onderwys.

- | | | | |
|----|---|--------------------------|----|
| 1. | Huiwering om advies in te wen | <input type="checkbox"/> | 20 |
| 2. | Teësinigheid om advies te aanvaar | <input type="checkbox"/> | 21 |
| 3. | Skuheid wat lei tot probleme in verhoudings | <input type="checkbox"/> | 22 |

- 14 -

- | | | | |
|-----|--|--------------------------|----|
| 4. | Gebrek aan kennis oor kinders se sosiale agtergrond | <input type="checkbox"/> | 23 |
| 5. | Verhoudings met ouers van leerlinge | <input type="checkbox"/> | 24 |
| 6. | Herkenning van eie waarde in the skool | <input type="checkbox"/> | 25 |
| 7. | Gebrek aan kennis van die skoolorganisasie | <input type="checkbox"/> | 26 |
| 8. | Bewus van die verwagtinge van diegene in senior posisie in die skool | <input type="checkbox"/> | 27 |
| 9. | Gebrek aan selfvertroue wat lei tot probleme in verhoudings | <input type="checkbox"/> | 28 |
| 10. | | <input type="checkbox"/> | 29 |
| 11. | | <input type="checkbox"/> | 30 |

(antwoord net 1, 2, 3, 4 of 5 in die gegewe blok).

36.1 Evalueer asseblief, op 'n skaal van 1 tot 5, waar:

1. 'n Voorstelling is van 'n item wat van geen belang is
 5. 'n Voorstelling is van 'n item wat van groot belang is
 'n Paar PERSOONLIKE PROBLEME wat u persoonlik ondervind het gedurende u eerste halfjaar van onderwys

- | | | | |
|----|---|--------------------------|----|
| 1. | Eensaamheid by die skool | <input type="checkbox"/> | 32 |
| 2. | Eensaamheid buite die skool | <input type="checkbox"/> | 33 |
| 3. | Akkommodasie - probleem | <input type="checkbox"/> | 34 |
| 4. | Aanvanklike finansiële probleme | <input type="checkbox"/> | 35 |
| 5. | Vervoerprobleme | <input type="checkbox"/> | 36 |
| 6. | Bereiking van 'n balans tussen loopbaan en private lewe | <input type="checkbox"/> | 37 |

- 15 -

- | | | |
|----|--------------------------|----|
| 7. | <input type="checkbox"/> | 38 |
| 8. | <input type="checkbox"/> | 39 |

36.2 Evalueer asseblief, op 'n skaal van 1 tot 5, waar:

1. 'n Voorstelling is van 'n item wat van geen belang is
 5. 'n Voorstelling is van 'n item wat van groot belang is

'n Paar GEVOELENS EN EMOSIES wat u persoonlik ondervind
 het gedurende u eerste halfjaar in die onderwys.

- | | | |
|-------------------------------|--------------------------|----|
| 1. Spanning | <input type="checkbox"/> | 41 |
| 2. Fisiese uitputting | <input type="checkbox"/> | 42 |
| 3. Frustrasie | <input type="checkbox"/> | 43 |
| 4. Tevredenheid (satisfaksie) | <input type="checkbox"/> | 44 |
| 5. Woede | <input type="checkbox"/> | 45 |
| 6. Lewenslustigheid | <input type="checkbox"/> | 46 |
| 7. Prestasie | <input type="checkbox"/> | 47 |
| 8. Mislukking | <input type="checkbox"/> | 48 |
| 9. | <input type="checkbox"/> | 49 |
| 10. | <input type="checkbox"/> | 50 |

37. Evalueer asseblief, op 'n skaal van 1 tot 5, waar:

1. 'n Voorstelling is van 'n item wat van geen belang
 is nie
 5. 'n Voorstelling is van 'n item wat van groot belang is

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'n Paar MANIERE WAAROP DIE BEGINNER-ONDERWYSER GEHELP KAN
WORD in sy eerste onderwysjaar

- | | | | |
|-----|---|--------------------------|----|
| 1. | 'n Inskakelingskursus deur die skool gedoen, vroeg in Januarie. | <input type="checkbox"/> | 52 |
| 2. | 'n Ligter onderwysprogram | <input type="checkbox"/> | 53 |
| 3. | 'n Professionele tutor (persoonlike vertroueling) | <input type="checkbox"/> | 54 |
| 4. | Onderwys-sentrum kursusse | <input type="checkbox"/> | 55 |
| 5. | Informele vergaderings met ander beginner-onderwysers | <input type="checkbox"/> | 56 |
| 6. | 'n Inskakelingskursus by die skool, georganiseer deur 'n span onderwysers, gedurende die jaar | <input type="checkbox"/> | 57 |
| 7. | Voortdurende kontak met opleidings-tutors | <input type="checkbox"/> | 58 |
| 8. | 'n Duidelik, uiteengesette, geskrewe beleidsgids te hê | <input type="checkbox"/> | 59 |
| 9. | 'n Informele "ope deur" uitnodiging deur die hoof-onderwyser aan die beginner-onderwysers | <input type="checkbox"/> | 60 |
| 10. | | <input type="checkbox"/> | 61 |
| 11. | | <input type="checkbox"/> | 62 |
| 12. | | <input type="checkbox"/> | 63 |

38. Dui aan deur middel van
'n regmerk

- | | Hulpmiddels
in die skool | Hulpmiddels
wat u weet
hoe om te
gebruik | Hulpmiddels
wat u in u
onderwys
gebruik | | |
|----|-----------------------------|---|--|--------------------------|---|
| 1. | Biblioteek | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 |
| 2. | Media sentrum | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3 |

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3.	Afrol masjien	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5
4.	Litograaf masjien	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7
5.	Spiritus duplikator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9
6.	Tru-projektor (Oorhoofse)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11
7.	16mm Film-projektor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13
8.	Skyfie-projektor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15
9.	Band opnemer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17
10.	Caramate (outomatiese skyfie-projektor met ingeboude skerm en bandopnemer)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	19
11.	Televisie stel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	21
12.	Video opnemer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	23
13.	Video kamera	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	25
14.	Rekenaar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	27
15.	Transpirante-maker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	29
16.	Skyfie maker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	31
17.	Episkoop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	33
18.	Platespeler	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	35
19.	Radio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	37
20.	Stokies-film projektor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	39
21.	Fotokopieërder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	41

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22.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	43
23.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	45
24.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	47

39. Voltooi asseblief 'n aparte eenheid (blok) vir elke klas waarvoor u onderwys gee en waar u versoek word om die volgende te voorsien.

1. die naam van die klas bv. 6a
2. die grootte van die klas
3. die vak onderrig
4. die vermoë van die klas waar AA bogemiddeld, A gemiddeld en BA ondergemiddeld is in verhouding met die ander klasse in die skool.

<p>1.</p> <p>Klas</p> <p>Grootte</p> <p>Vak onderrig</p> <p>Vermoë van die klas <input type="checkbox"/> AA <input type="checkbox"/> A <input type="checkbox"/> BA</p>	<p>5.</p> <p>Klas</p> <p>Grootte</p> <p>Vak onderrig</p> <p>Vermoë van die klas <input type="checkbox"/> AA <input type="checkbox"/> A <input type="checkbox"/> BA</p>
<p>2.</p> <p>Klas</p> <p>Grootte</p> <p>Vak onderrig</p> <p>Vermoë van die klas <input type="checkbox"/> AA <input type="checkbox"/> A <input type="checkbox"/> BA</p>	<p>2.</p> <p>Klas</p> <p>Grootte</p> <p>Vak onderrig</p> <p>Vermoë van die klas <input type="checkbox"/> AA <input type="checkbox"/> A <input type="checkbox"/> BA</p>
<p>4.</p> <p>Klas</p> <p>Grootte</p> <p>Vak onderrig</p> <p>Vermoë van die klas <input type="checkbox"/> AA <input type="checkbox"/> A <input type="checkbox"/> BA</p>	<p>4.</p> <p>Klas</p> <p>Grootte</p> <p>Vak onderrig</p> <p>Vermoë van die klas <input type="checkbox"/> AA <input type="checkbox"/> A <input type="checkbox"/> BA</p>

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40. Beskryf asseblief volledig van enige spesifieke, of algemene, ondervindinge wat 'n definitiewe invloed uitgeoefen het by u eie aanpassing in die onderwys.

DANKIE VIR U HULP
