

CHAPTER 2

2. REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

Literature on the induction of the beginner teachers will be reviewed in this chapter. Literature which has a bearing on this research will be consulted. The following aspects will receive attention:

- the explanation of concepts like 'beginner teachers' and 'induction'. These terms will be explained within the context of this study.
- problems of beginner teachers and how these teachers solve their problems;
- components of teacher induction;
- necessity of the induction of the beginner, teachers.

An orderly and systematic process of induction is necessary for the new staff. The needs of new teachers include knowing their exact position in the new school and what is expected of them.

In order to meet these needs, the school must organise an induction scheme which will facilitate the inducting of new teachers into their jobs. Chapter 3 is based in this information, which is pertinent to identifying the managerial tasks of the principal.

2.2 EXPLANATION OF CONCEPTS

2.2.1 INDUCTION

According to Tisher (1983: 103) induction is the formal introduction of the new teachers into the profession, by means of which they come to be, at a basic level, professionally competent and personally at ease in the role of the teacher. In the same vein Griffin (1982: 70) describes the induction period of the new teachers as that period from one to three years of actual teaching experience subsequent to the earning of a teaching credential or licence of an accredited teacher training institution.

This period as described by Griffin does not include student teaching but it is the time it takes for a beginner teacher to make the transition from being a 'student' of teaching to a teacher.

Furthermore, Griffin highlights the fact that the induction period differs with individuals depending on a complex number of variables, such as prior experience in school, the nature of the school setting into which the beginner teachers move, and the personal and professional skills and knowledge the new teacher brings to his\her first position.

In viewing the induction of new teachers, Hall (1985: 1) asserts that it is a career-long professional continuum, the transition between graduation and the onset of in-service training. He further feels that induction takes place during the first three years of teaching, following completion of the pre-service programme.

2.2.12 BEGINNER TEACHERS

Advocating the induction of new teachers may pose the question as to whether there is anything unique about the way teachers enter the job market. Certainly, one is aware of the fact that beginning almost any job is difficult, and therefore, teaching is no exception, especially where it involves people who have been exposed to professional training either to teach or lecture. Induction of new teachers is both important and special, and, it would appear, the first year teacher, has very little experience of this.

Griffin (1982) indicated that the induction period differs with individuals. Some have skills and knowledge they bring to their first positions. Some of them bring no background of professional experience except as a 'beginner'. This is the stage when they mostly need support.

Commenting on the same issue, MacDonald (1982: 7) observes that there are always two major tasks to be mastered by beginner teachers, and these are:

- the effective use of skills in teaching styles;
- adapting to the social system of the institution in which one teaches.

The above two factors constitute induction into the teaching profession.

Adapting to the social system of the institution will involve the adjustment to characteristics of students, e.g. learning rates, knowledge and experience, ethnic and racial background as factors in learning as well as other cultural and social differences. It also includes adjustment to the norms and values of the institution, e.g. faculty socialization, type and amount of supervision, and other conditions of teaching at a particular institution.

However, when one refers to the effective use of skills, one thinks of mastery of teaching skills which involve both management skills, planning skills and also integrating instructional skills into teaching styles and strategies. According to MacDonald (1982) management skills would refer to actions like keeping students on tasks, maintaining social order and using time effectively.

Planning skills will involve preparing oneself, determining what will interest students, what questions students will ask, and what kind of problems will arise during the teaching of the material.

Integrating instructional skills into teaching skills and strategies here would involve questioning, eliciting student opinion, assessing knowledge, encouraging discussion, motivating students, pacing and timing and evaluating and grading.

Finally, the concept "beginner teacher" has many connotations depending on how it is used. In our study, beginner teachers are those teachers who have never taught before, who therefore have no teaching experience, who after completing their high school education, went to teacher training institutions to acquire teaching certificates. This study does not discriminate between different levels of the certificates.

"Beginner teachers" in this context thus refers to the newly qualified teachers who have just completed their pre-service training and have not yet been exposed to teaching. They are just at the threshold of their teaching career.

2.3 PROBLEMS OF BEGINNER TEACHERS

2.3.1 INTRODUCTION

The purpose of this section is to point out some salient problems emerging from the induction of the beginner teachers. Some of these teachers have no professional experience, and are purely beginners in need of support, because without further assistance they are not yet totally equipped for a professional career. They are at a stage where they are very unsure of the expectations of the head-teachers, colleagues and even the students. According to Goodlad (1983), the first year teachers, unlike many professionals do not understand the sociological dynamics of school life. Yet, these sociological contingencies within specific schools can have a strong impact on novice teachers.

Organising time efficiently is very difficult because of the multiple demands on the time available, and the first year teachers experience difficulty with relation to detailed planning. Besides selecting what to teach, they are often

not sure when to teach it or for how long. Furthermore, novice teachers soon discover that ideal goals are not always accessible. Conflicts arise between curriculum requirements and time schedules on the one hand, and the desire to 'really educate' on the other. Institutional policy restraints prevent the new strategies that novice teachers feel would be worthwhile.

The tasks of motivating students, evaluating learners' needs and accommodating individual learner's needs and also individual differences are not the same as described in an education course. The literature consulted has indicated that novice teachers don't have enough time, alternative strategies, or background experiences to deal with the complexities of skilled teaching. These teachers can't distinguish between actual and ideal choices for educational practice. This therefore, is the time when the heads of schools could lay a solid foundation for commitment to the teaching profession, because if not, a bad initial experience might cause so many problems for the novice teacher that many of them decide to beat a hasty retreat from the teaching profession.

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2.3.2 CLASSROOM ORNANISATION AND MANAGEMENT

2.3.2.1 INTRODUCTION

Organisation and management of the classroom by the teachers, more especially, the beginner teachers, play an important role in the teacher-student relationship. In order to be able to perform their work effectively without any conflict with the students, the beginner teachers need to be able to organise and manage the classroom activities undertaken very well. This in turn helps in eliminating the problems that the beginner teachers encounter in their initial years of teaching.

2.3.2.2 CLASSROOM AND MANAGEMENT PROBLEMS

According to Johnson and Ryan (in Griffin, 1985: 35) the beginner teachers experience problems in classroom organisation, often being unsure of even how to organise the students' classwork. A similar observation is expressed by Wildman et al (1988: 4-7) in their recent report on the resources of teaching problems. They assert that beginner teachers' problems centre around the organisation and administration of the classroom, for instance, classroom discipline. They need to be inducted by senior teachers on how to maintain discipline in the classroom.

In the same vein, in his recent research, Vonk (1983: 139-43) identified beginner teachers' problems with the organisation of teaching and learning activities, for instance, organisation of class teaching, for the period of the day or week. This, according to Vonk, contributes a lot to the frustration experienced by the beginners. The control and discipline of students, the establishment of rules, and teachers' reaction to commotion in class, are all cited as problems which hamper the progress of the beginner teachers.

In concurrence with what has been discovered, Houston and Fedler (1982) also discovered that classroom management and discipline contribute to a range of dilemmas which beginner teachers encounter in their early years of teaching. In line with Houston et al, (1982), Armstrong (1984) also found that many beginner teachers experience anxiety at the abrupt transition from the supportive student teaching environment to the real world of the first year teaching responsibility.

In order to give differentiated instruction, inductees during their formative first years, need to be advised regarding classroom management techniques.

They also need to be provided with guidance and feedback regarding effective use of questioning techniques, in order to achieve the goals of instruction.

The most important task of the induction process is to develop competence in the young teacher. This can be achieved through consultation with visitation from the principal, entailing corrective feedback and appropriate judgement. In this regard, Kerry (1982: 11) asserted that beginner teachers commonly have problems with classroom management. According to him, these problems include organising of pupils and equipment, and how to cope with difficult individuals or disruptive classes.

Furthermore, Harris (1975) asserted that inexperienced teachers repeatedly voice their concerns regarding classroom control. According to these teachers, they lack confidence in class, and consequently their teacher-pupil interaction is very poor. They (beginners) feel that they are neglected during their initial years of teaching.

Harris suggests that principals should take initiative in following-up whatever the beginner teachers do, creating a supportive infrastructure consisting of all experienced teachers and the school administration.

Similarly, Veenman (1984:4) perceived most problems of

Similarly, Veenman (1984:4) perceived most problems of beginner teachers as centered around maintaining classroom discipline and organisation of classwork. He further cites that insufficient and/or inadequate teaching materials and supplies, as well as dealing with problems of individual students are problems experienced by beginner teachers, because they were never exposed to such before. When doing practice-teaching, experienced lecturers from the Colleges where they trained were always with them, helping them with classroom discipline and punishing those who created problems for the novice teachers.

2.3.2.3 CONCLUSION

In the foregoing paragraphs, it has clearly been shown that classroom management and organisation pose problems for the beginner teachers in their initial years of teaching. The management and organisation of the classroom discipline regulate actions of the students.

However, if the teacher fails to manage and organise his/her classroom, problems are obviously likely to occur. By being able to manage the classroom, the beginner teachers are "fulfilling their task". They therefore need someone to help them cope with their duties effectively, without any conflict with their students.

The following section looks into an evaluation of the students' work as one the problems encountered by the beginner teachers in their first years of teaching.

2.3.3 EVALUATION OF STUDENTS' WORK

2.3.3.1 INTRODUCTION

Evaluation for guidance is more likely to be concerned with the skills of getting and using knowledge, with attitudes, values and human relationships (Sayed, 1981: 25).

It is therefore clear that evaluation plays a part in developing values and skills, and these two concepts have an "unavoidable influence on the process of evaluation". Sayed, (1981: 55) further cited that evaluation involves unavoidable decisions; to report this, but not that, to measure these things, but not those, to question these people, but not those, and so on.

This is a clear indication, therefore, that if beginner teachers encounter problems in evaluating their students' work, they cannot help the students to identify options and values. They subsequently fail to evaluate effectively, the purposive action which clearly serves as a challenge to serve the purpose for which it is used.

2.3.3.2 EVALUATION OF THE STUDENTS' WORK AS THE BEGINNER

TEACHERS PROBLEM

Johnson and Ryan in Griffin (1985) observe that beginner teachers perceive problems centering around the actual task of teaching and evaluating what has been taught to students.

Wildman and associates (1988: 4-7) couple this evaluation problem with planning resources and implementation of whatever is prepared for the students. According to them, the beginner teachers mostly focus on students as individuals, that is, possessing academic individual differences, involved in student relationships, and so on. Wildman et al, feel that this problem is aggravated by problems embedded in one's beliefs and personality concerning what good teaching is.

Similarly, Vonk (1983: 139-43) feels that the problem regarding the evaluation of students' work is caused by the teacher's unfamiliarity with the different abstraction level of the students. According to him, some teachers have a tendency to use the material or notes received from their respective Colleges, thereby setting too high standards for the students. When this material is evaluated by means of home work, assignments or tests, the beginner teacher encounters problems as to how to set the questions on the

level of the students' understanding. This lack of inadequate evaluation techniques prevents the new teacher from determining the progress of his/her students.

In evaluating the students, the beginner teachers should be led to understand that both the satisfaction of success, and the disappointment of failure can be used motivationally. The cognitive part of assessment should be emphasised because the students who can define, describe, name, select, differentiate etc. stand a better chance. As Becker (1989: 139) states, the teacher who influences a child's school career negatively because the standards of his/her tests and examinations leave much to be desired, is professionally irresponsible.

Most literature as reflected in the foregoing lines has indicated evaluation as a problem experienced by beginner teachers. If the teacher cannot evaluate what he/she teaches, he/she will also encounter problems in identifying the readiness of the student, and as such will not be able to start a new theme or move to a higher standard. These teachers at the same time, cannot attain feedback regarding the quality of their exposition. They cannot discover whether individuals or groups need remedial help in the work and finally, they will be unable to determine whether they need to alter their strategy.

Finally, the inability of the teacher to evaluate the students' work is frustrating to both the teachers and the students and as such help should be given to these new teachers.

2.3.3.3 CONCLUSION

According to what has been presented in the foregoing, it can be concluded that evaluation is a process whereby students conceive and obtain relevant guidance from the teacher. In education, evaluation concerns things such as assessing students' work in the class, and if the teacher experiences problems with this skill, it indicates that this teacher cannot easily evaluate the performance of individual students. For such a teacher, setting standards for whatever evaluation is undertaken in the classroom, will be a problem which needs to be addressed as soon as possible. This problem can only be addressed by the introduction of induction programmes.

The next section therefore, confines itself to the problem of motivating the students and encouraging participation in class by the new teachers.

2.3.4 MOTIVATION AND CLASSROOM PARTICIPATION

2.3.4.1 INTRODUCTION

Motivation is the spark which ignites and influences the course of human action (Van der Westhuizen, 1991: 194). To this could be added that one of the main duties of the teachers to motivate the students, because it is only when they are motivated that they can be able to learn voluntarily and participate fully in whatever they do in the classroom.

Similarly, it has clearly been cited by Sergiovanni and Starratt, (1983: 135) that if motivational factors are neglected one does not only become dissatisfied, but one's performance does not exceed that which is typically described as a fair day's work.

The literature consulted on motivation has revealed that the beginner teachers encounter problems in motivating and encouraging participation in class. This could, therefore, be taken as a very serious shortcoming as there can never be learning without motivation.

The following brings to the forefront what has been found to be a dilemma to the beginner teachers in motivating and encouraging participation in the classroom.

2.3.4.2 MOTIVATION AND CLASSROOM PARTICIPATION AS BEGINNER

TEACHERS' PROBLEM

Motivation is one of the basic principles of learning which plays an important part in encouraging the students to take positive decisions in whatever they do. Griffin (1985) Veenman (1984), and Wildman (1988) assert that beginner teachers perceive problems in motivating and encouraging participation in the classroom. Beginner teachers, according to the foregoing authors, fail to lead the students to active participation in the learning situation.

In line with the findings of these authors, one could therefore argue that it is necessary to motivate students, because people cannot participate unless they want to. The decision to take part is a personal one and cannot be imposed from outside. Only a personal voluntary commitment will produce good results.

The teacher should act as a guide and director, rather than as source of information. The beginner teacher who cannot motivate the students in class will ultimately be frustrated.

Congelosi (1990: 3) expresses the view that beginner teachers should examine their inability to motivate the students, and further commented that the novices should examine their personal commitment to motivating and gaining students' cooperation, so that their students are provided with optimal learning opportunities.

Admittedly, students should be motivated and it should be stressed that they should be actively involved in their own learning as far as is humanly possible. Without a knowledge of the ways and means of encouraging students' learning, knowing about their appetites in the widest sense of the word, and being sensitive to their interest the teacher's task would be impossible (Ball, 1977: 13). It is clear that for this purpose new teachers should value their understanding of motivation very highly.

According to Ausubel (1965) motivation to achieve is a necessary concept which has some face validity in the classroom. He perceives at least three components in achieving motivation. They are:

- cognitive drive which is task oriented in the sense that the inquirer is attempting to satisfy the need to know and understand, and the reward of discovering new knowledge resides in the carrying out of the task;

- self-enhancement which is ego-oriented or self-oriented and represents a desire for increased prestige and status gained by doing well scholastically, and which leads to feelings of adequacy and self-esteem;

- a broader motive of affiliation, which is a dependence on others for approval. He further argues that satisfaction comes from such approval irrespective of the cause, so the individual uses academic success simply as a means of recognition by those on whom he or she depends for assurance.

Looking at the above components of achieving motivation as stated by Ausubel, one comes to a conclusion that beginner teachers should achieve cognitive drive which will help him/her to attempt to satisfy the need, to motivate the students in class because it is through this knowledge that he/she can be able to increase his desire to gain a status to do well scholastically. Ultimately this will lead to self esteem. If these two aims are satisfied, it will be easy to gain affiliation which will make things easier for the beginner to seek help from his/her experienced colleagues.

2.3.4.3 CONCLUSION

If well motivated, students can be dedicated to the effective performance of work and as such self-realisation can be easily achieved. As human beings, the students do something (learning) because they want to and they have some reasons for doing so (i.e being prepared for their future roles in an educated society). This they can only achieve if they are positively motivated by those in charge.

If the beginner teachers cannot motivate the students, demotivation may result, and ultimately lead to frustration which might cause a conflicting reaction between the students and their new teachers.

It may therefore be concluded that in order to motivate the students, the beginner teachers should also be motivated. If the beginner teachers are motivated they will be able to motivate the students in class, and if students are motivated, better human relations and communication will most likely be the result.

The next section then looks into the problems the beginner teachers normally encounter with effective communication in the school.

2.3.5. COMMUNICATION

2.3.5.1 INTRODUCTION

According to Van Schoor (1977: 13) communication is described as the mutual exchange of ideas and interpretation of messages. The same feeling is shared by Van der Westhuizen (1991: 205) who adds that communication is a mutual exchange of ideas and interpretation of messages. These are not only the basis of all forms of communication, but are also at the root of man's existence. He further stated that communication is a way of life, an ontological concept of being.

Looking at the definitions of communication in the foregoing lines, it may be argued that it is through communication that one is able to express and deliver one's messages or opinions to other people. If communication is not effective, the messages cannot be understandably passed to the receiver, and as such, if the interpretation of the message is wrong, the information can therefore be taken to be ambiguous and it may be asserted that communication is ineffective.

The literature consulted indicates that beginner teachers realise communication problems when they first start as teachers in schools. The following section will focus on the communication problems encountered by the beginner teachers.

2.3.5.2 COMMUNICATION PROBLEMS ENCOUNTERED BY THE BEGINNER TEACHERS

Unfortunately, many parents and others in the community are ignorant about the nature, purpose, organisational structure and general ways in which the schools are run (Van der Westhuizen, 1991: 429). Similarly, the beginner teachers are also ignorant about the type of communication that should occur between them and the parents. Nevertheless, the community evaluates them on what it expects from them as teachers. The schools and the community are interwoven in nature, and for this reason the beginner teachers should be informed on how and what to communicate to parents as members of the community.

The school and community each partly has something of value to share with or communicate to the other and seek feedback. Of this the beginner teachers are ignorant. It appears that many schools are engaged in ineffective communication practices, which for the beginner teachers create problems. According to the authors consulted on this issue, the information disseminated by the schools tends to be self promoting and not relevant to the needs and concerns of the teachers and parents.

Communication from the school to the community is limited to those special instances when a school needs the community's support. The schools' information dissemination procedures are not reliable in many cases, and this creates confusion to the beginner teachers, for instance, students are used to carry the information to parents, and as such often miscommunicate information to parents.

The beginner teachers have voiced their misgivings regarding the schools not having tried hard enough to ascertain the extent to which their messages are being received, understood and acted upon by the parents and the community as extended to the school. This lack of an effective communication channel between the school and the community frustrates the beginner teachers as they don't know how effectively the messages are transmitted to the parents by the schools.

Beginner teachers further experience problems in the channels of communication between the school, the circuit offices and the head office. Van der Westhuizen (1991: 209) has argued that the interest in communication in education has arisen from the interest in using sound communication to prevent the numerous misunderstandings and misinterpretations that occur in human relationships.

Bester (in Van der Westhuizen, 1991: 210) says on this issue that communication is the interaction between the principal and his staff and a way of exerting influence. Communication is probably one of the most difficult management tasks of any teacher. This is specifically essential in the case of the beginner teachers who need to be guided on how to transfer their ideas to students, colleagues, administrators and parents.

The problems of the beginner teachers also surface in cases where some principals do not allow face-to-face communication with these young teachers. In this case when they have problems, they don't know who to turn to for help. Principals, because of their work and at times the duties they assign to teachers, are taken by such teachers as oppressors.

It is therefore clear that if the beginner teachers seek help from experienced colleagues about whatever communication problems they encounter, what is given to them by colleagues who are anti-administration, can be destructive rather than constructive.

In voicing their problems to the principals the beginner teachers are not given immediate feedback by the principals.

This state of affairs creates tension where the new teachers resort to some means of solving their problems which at times are very dangerous to the school as a community. It is therefore imperative for the principals to induct the new teachers on issues concerning the communication channels existing in the school itself. These novice teachers should know what exactly can be communicated with the class-teachers, heads of departments, deputy principals and the principals themselves.

2.3.5.3 CONCLUSION

Communication in any organisation should take place on a professional level. The education leader (principal) should inform the new teachers about what is expected of them by the students, colleagues, administration and parents. The communication channels between the school and the outside bodies should be clearly disclosed to the beginner teachers, because they have problems integrating with parents, and need to be helped.

The new teachers voice the problem of communication which is one-sided in the schools. It is important that there be a specific pattern of communication in the organisation (school) Barry and Tye, in Van der Westhuizen, 1991: 209).

2.3.6. SCHOOL AND COMMUNITY ENVIRONMENT

2.3.6.1 INTRODUCTION

The relationship of the staff in the school environment, and school and community relations are very important (2.5.2), because education is a three-legged pot, where the school on behalf of the government provides structures, the community (parents) provide children to be taught and educated, and the government pays teachers salaries and compiles the educational policy document.

The principals should facilitate interaction between the beginner teachers and the students and colleagues in the school, and with the community in which he/she works. The literature consulted has revealed that the beginner teachers realise problems with how to relate to students, colleagues, administrators and parents (2.5.2).

The school is the educational partner of the parental home and serves the community, but is not subservient to the parental home and the community at large (Van der Westhuizen, 1991: 421). This then suggests that parents have taken their children to school so that the skills and knowledge that they are not able to pass on to their children should be done by experts, that is, teachers.

But, for the new teachers the problem is how to relate to the students whose parents expect so much from them as teachers, and also how to approach the parents to know exactly what their expectations are. Similarly, Van der Westhuizen (1991: 422) has this to share with us: the school is based on the cultural, historical aspect of reality and has as its primary function the power to give form to culture. In this regard, Van der Westhuizen (1991: 420) speaks of formal and informal relationships, and states that: formal relationships imply the relationships which the authorities have laid down for the educational structure, namely, those between the head, the personnel and so forth.

Informal relationships, on the other hand arise when the various target groups in the school and community relationships have been identified and tasks have been described and delegated.

The next section looks at the problems the beginner teachers encounter in the school and community environment.

2.3.6.2 THE SCHOOL AND COMMUNITY ENVIRONMENT PROBLEMS FOR THE BEGINNING TEACHERS

According to Wildman (1988: 8-9) in a recent report on resources of teaching problems, beginner teachers' problems are described as related to the school work place, that is,

individual pupils, colleagues, administration etc. In the same vein, Vonk (1983: 139) argued in his research that beginner teachers' problems center around problems with regard to school administration.

A similar observation was made by Hughes (1972) and Kerry (1982) in their studies where the beginner teachers repeatedly voiced their concerns as the school's power structure, the expectations of the supervisor, principal and parents, working with colleagues in a team, personal conflict with senior staff in terms of the quality of work, failure to make adequate demands on pupils, and the referral system in the school environment.

It may be helpful to determine the essence of the dilemma here¹, which is that this emotionally frustrating experience can be avoided by the administrators who care about the welfare of their new teachers: the administrators who feel that it is their duty to make these young teachers feel that they are part and parcel of the system in which they operate.

2.3.6.3 CONCLUSION

The beginner teachers experience problems on how to relate to the school and the community environments. This state of affairs has caused tension in these new teachers. The beginner teachers feel that they are neglected and not

offered help on how to relate to their students, colleagues and administrators together with parents. As such, where they go astray, they are not corrected but criticized by being told that they don't care, yet nobody advises them on how to relate to the other parties in their work environment.

The next section then, confines itself to the problems the beginner teachers encounter with the self.

2.3.7 PROBLEMS WITH THE SELF

2.3.7.1 INTRODUCTION

The belief that the beginner teachers need some special support is not a novel one. Beginner teachers experience problems with regard to the classroom, administration and the self. The self in this case refers to these teachers' concerns about themselves: how effective they will perform what is expected of them, in the form of knowledge, skills, attitudes, values and whatever is effective in helping them carry out their roles effectively.

What follows discusses what researchers have found to be beginner teachers' concerns about the self.

2.3.7.2 CONCERNS WITH THE SELF AS THE BEGINNER TEACHERS' PROBLEM.

It is common for most beginner teachers to think of induction as the years when they are too critically observed by their seniors.

In her research Fuller (1970: 3) disclosed the fact that the conditions under which a person carries out his/her first year teaching have a strong influence on the level of effectiveness which that teacher is able to achieve and to sustain over the years; on the attitude which governs the teacher behaviour over even a forty year career, and indeed on the decision whether or not to continue in the teaching profession.

There is a feeling among some educationists that during the induction period most beginner teachers are anxious about and concerned with their survival, this problem relates specifically to the new environment in which they find themselves. Fuller (1970) refers to these problems as the concerns of the beginner teachers. Among these concerns voiced by Fuller, is the concern about the self.

On their first day at the new school, the new teachers are concerned about their appearance, that is, how other people, the colleagues and the students feel about their appearance,

i.e the way they dress, walk, talk, and even facial appearance. As such these teachers spend most of their time trying to find out ways which will make them appear as attractive as possible to others, hence the saying that, first impressions are important. This, according to Fuller, is referred to as the early teacher concerns phase.

Immediately thereafter, follows the phase where the beginners are mostly concerned about their classwork, that is, whether what they deliver to the students is of good quality and whether the methods used are of the standard that will still maintain their dignity in front of the students. The beginner teachers experience the pressure of expectations imposed on them by the principal, colleagues and the students during these initial years of teaching.

In argument with the findings, feelings and assertions of the authors consulted, one would therefore comment that the induction of the beginner teachers therefore present a wide range of challenges, and in order to cater for these challenges, the beginner teachers are trapped in range of dilemmas which strip them of their happiness during this crucial time. It is a truism that at this time they are coping with so many adjustments which for most makes the first year complex and difficult. Most have just left the security and regularity of the campus, and while they may be eager to take on the world, it comes on rather fast. They

need to find a place to live and settle themselves into.

The authors consulted point out that even though beginner teachers have spent thousands of hours in the schooling process, they are not automatically familiar with the specific school setting in which they begin to teach. Beginner teachers must learn the geography of their community setting, the allocation of supplies, the locale of the music teacher's room, and the P.E director's office. They are not familiar with rules and regulations which govern the internal operation of the school community and operation of the school community at large, in which they operate or are teaching (Ryan, 1983: 137).

As mentioned earlier, support should be provided to beginner teachers at this initial stage. This is the time which should be looked upon as one of the stages of socialisation of the beginner teachers. This is the stage which according to Hughes (1972: 15) is termed the "Survival Stage". Howev (1983: 4) suggests that such an institutional and humane response should be provided by the professional community.

This stage begins with the placement which is appropriate. The survival stage is further observed by Van Till (1984) who reveals in his studies that beginner teachers often receive

motivated towards school achievements. Armstrong (1984) feels that new teachers are notoriously short of self-confidence. He also finds that lack of good experience during the initial years of teaching sets the stage for a hasty exit from the teaching profession.

Admittedly, it seems that this exit from the teaching profession is the result of the frustration experienced in the initial years of teaching. It has been found that self concerns, self protection and self adequacy have been magnified in the concerns of the new teachers.

2.3.7.3 CONCLUSION

From the observation of the authors in the foregoing lines, one can infer that there is something lacking in the professional training of the beginner teachers. The problems facing the beginner teachers seem to reflect that teacher training institutions put more emphasis on the subject content rather than balancing both the subject matter and the organisational tactics.

Most authors seem to share a common belief that one of the significant problems of the beginner teachers, is that of inability to motivate students, while, it is well known that motivation is one of the basic tools in the learning situation. One other problem on which authors such as

Johnson and Ryan (1980), Veenman (1988), Vonk (1983), Wildman et al, (1988) and Sehlare (1989) seem to have reached consensus, is that of lack of planning and organisation of students' class work with discipline inclusive.

These authors observe that beginner teachers have a major problem with disciplining students. With regard to the induction period, a further observation is that these new teachers are thrust into a position of responsibility for the learning and happiness of other individuals at a time when they themselves are coping with a variety of adjustments.

Problems related to working with parents are encountered by most beginner teachers. These lonely frustrating experiences can be avoided by competent administrators who plan carefully. It is only through the help of the administrators that new teachers can be able to adjust readily and effectively in their new professional assignments.

All these therefore, bring us to the conclusion that professional training at training institutions must be supplemented with practical experiences related to the life in the teaching situation through the help of both the colleagues and the senior members in the teaching force, including the principal.

It is because of these problems that beginner teachers

realise that their needs are not seriously addressed. This has led to many authors identifying the needs of the beginner teachers and putting them down on paper.

2.4 THE NEEDS OF THE BEGINNER TEACHERS

The following gives the needs of the beginner teachers as viewed by the beginner teachers themselves.

The foregoing paragraphs (2.3) have indicated clearly problems the beginner teachers encounter in the early years of their teaching, and according to most authors consulted, this is demoralising for them. If this situation is not rectified these problems will persist. The induction of the beginner teachers presents a challenge, because it is only by inducting that their needs can be met.

The needs of the beginner teachers range from:

- learning the expectations set by the criteria by which they are evaluated by the principals
- understanding how the experienced teachers function in the circuits and how they survived their initial years of teaching;
- understanding the circuit's goals;

- understanding the nature of the community and the school in which they are to work;
- being assisted in learning the survival skills that might lead to their competence and assurance of success in whatever they undertake as their duties;
- being given a chance to review the organisational history, policy documents, regulations and guide-lines and why they were developed (Sehlare, 1989: 45).

The new teachers maintain that these needs are very important during the crucial time when they are thrust into a position where they are responsible for the learning and happiness of others while they themselves are still coping with a variety of adjustments. This is the time support is particularly critical, for if the adjustments are overwhelming, the tendency may to drop out from the teaching profession.

According to Cruickshank (1982: 3) beginner teachers have needs which should be satisfied so as not to frustrate them. He further cites that in general beginner teachers share unfulfilled goals in the areas of affiliation, control, parent-relationship, student success and time management. Similarly, Howey's (1983: 21) research has revealed the following needs as voiced by the beginner teachers:

- ample time should be given to study and reflection upon their teaching;
- assignment to a mentor who will offer assistance in times of need;
- systematic and continuing feedback about development in the teaching role;
- orientation of both the 'system' and the community, especially assistance in understanding social and political dimensions;
- a well-delineated, developmental sequence of broadened responsibility over time.

It is a truism that every beginner teacher has a degree of autonomy in his or her dealing with a class, but this does not excuse those in authority from offering a helping hand when these young teachers need assistance. The needs of the beginner teachers can therefore be satisfied by the training institutions by providing enough time for teaching practice which is the time when the beginners have a chance to learn more from those they work with.

Student teaching is the most important part of teacher

education and with its careful monitoring by master teachers and University supervisors it will provide an 'eased' entrance into teaching (Griffin, 1982: 80).

The needs of the beginner teachers as voiced by the authors consulted and by beginner teachers themselves present a challenge, and in view of these uncertainties, it would appear that training institutions should help the prospective beginner teachers to acquire self confidence, present the beginner teacher with opportunities to solve real life problems, help them develop and deal with divergent thinking, and permit, encourage and cater for individuality. Teacher education programmes should be such that vast assistance is given to teacher trainees at the Colleges.

They should be well designed to gradually immerse the student teachers into the life of the classroom. This is important because by the time they get to schools as new teachers, some of their needs might have been satisfied and it can be possible for them to find a wide variation in practice. The needs of the beginner teachers reflect the feeling that only when they come into contact with the classroom situation, do they realise that they don't have enough experience of the actual classroom setting and at the same time are not clear on what form their interaction with students should take. Their needs as cited further reveal that there is little evidence that they had any experience with teachers in

Their needs as cited further reveal that there is little evidence that they had any experience with teachers in schools, administrators, school committees etc. This lack of interaction with the people who could be advisors to the beginner teachers does not prepare them readily for their entry into that milieu.

This also contributes a lot to the mistrust that prevails in the more experienced teachers when after their appointment the beginner teachers have to share their classes. It is because of these unsatisfied needs of the beginner teachers that the educationists feel the need for the purposes of induction to be clearly spelled out so that these needs are not taken for granted, but are fulfilled.

Next, the purposes of induction are addressed through the implementation of the structured induction programmes.

2.5 THE GENERAL PURPOSES OF INDUCTION PROGRAMME

In their report Hegler and Dudley (1987: 5) identify eight common general purposes of the induction programme, and they list these purposes as:

- to improve the teacher performance;
- to increase the retention of promising beginner teacher;

- to satisfy mandated requirements related to induction and certification;
- to provide strategies for the beginner teachers to acquire additional knowledge and skills;
- to develop attitudes that foster effective teaching performance;
- to assist in recognising the effects of isolation;
- to aid in becoming familiar with school district's materials and resources along with community integration.

Such general purposes of the induction programme indicate that beginner teachers are less competent than is desirable. Similarly, significant ways of promoting the purposes of induction are best noted through a brief review of the major assumptions as presented by Brooks (in Daresh et al, 1992: 100). These assumptions are listed as:

- induction programmes are needed in every school district to help beginner teachers make a transition from novice to experienced professional;
- induction programmes must be based on the needs of the

individuals as they adjust to their particular professional context;

- the experienced professional who serves as source of help to beginner teachers should receive training and support to facilitate their assistance, including reduced teaching loads;
- support personnel should be concerned with the professional development of individual beginner teachers and should be separated from the evaluation role of a district;
- the training of teachers should be recognised as an ongoing educational process from pre-service to retirement, requiring cooperation, financial and programmatic support from all those involved including the local district, higher education, and state department of education.

The purposes and assumptions focus on the induction of the beginner teachers in the classroom and should serve the objectives and goals of induction which will be defined and discussed in the following paragraphs.

2.6 IMPORTANT GOALS OF INDUCTION

For any programme to succeed there should be clearly stated goals and objectives that will form a critical part of that programme. As such induction is no exception. Daresh et al (1992: 102) have identified three goals to guide the induction programme. According to them, no single goal is necessarily more important than the others, and it is therefore important for the designers of the programme to decide which one will best serve their work and plan accordingly.

The following are therefore the goals of induction as given by Daresh and Playko (1992):

- Remediation: As they put it, remediation may seem a harsh word, because it sounds as if the institution that has sent forward the beginner has been at fault, incompetent, or somehow responsible for doing a bad job of getting a person ready as a professional.

There is a need for the implying system to remediate new teachers, because of the growing accountability movements, the public cries of 'back to the basics', the increasing demands upon teachers to respond to critics of teaching and schooling and the like, teachers with the responsibility to provide a clinical experience for a

neophyte are more and more reluctant to 'release' their classrooms and students from own well-developed sets of procedures and expectations (Griffin, 1982: 5). It is because of these cries that specialised training might be developed to address the deficiency on the part of an individual who is otherwise well qualified to assume the teaching responsibility.

According to Daresh and Playko, there is also a need to provide instruction related to unique local policies or practices that may not be known by a person new to the area.

To them, there will always be a need to "correct" newly hired personnel to some extent, regardless of the quality of pre-service training.

But the extent to which such remediation is necessary must be tempered by some clear awareness of skills that might be reasonably expected of all newcomers.

- Orientation: Another goal of induction, according to Dare and Playko, is to provide newcomers with information concerning local policies, practices and procedures. In the school setting, the new teacher should be oriented in regard to dealing with issues such as who to consult when in need of teaching material, chalk, etc. and what to do when one of the students in class is ill, etc.

According to Daresh and Playko, (1992: 104) if orientation programmes are offered in a perfunctory, cut and dried fashion, they offer little for newcomers to learn about issues that are of personal concerns.

- Socialization: The third goals of induction programmes as identified by Daresh and Playko (1992: 104) is providing the form of socialization.

Unlike the other goals of induction, which were briefly discussed in the foregoing, socialization will be discussed in detail as it will also be taken as the way beginner teachers are to solve their problems in the initial years of teaching. The following section then, looks into socialization as a way by which the beginner teachers solve their problems.

2.7 SOCIALIZATION OF THE BEGINNER TEACHERS

2.7.1 INTRODUCTION

Socialization is defined as the process through which an individual becomes integrated into a social group by learning the group's culture and his/her role in the group (Theodorson and Theodorson in Daresh and Playko, 1992: 104). The key words in this definition are "integrated into the social group" and "learning the group's culture'.

2.7.2 AGENTS OF SOCIALIZATION OF THE BEGINNER TEACHERS

As far as the socialization of the beginner teacher is concerned, it is highly context specific, and depends in each case upon the combinations beginner teachers have and the varying encouragements and constraints posed by the situation in which they work.

On the same issue, Andrew (1987: 147) cited that socialization of the beginner teachers greatly contributes to the reconciliation between the idealism of their professional beliefs and the pragmatic realities of the school as a work place. He further stated that socialization of the beginner teachers can be the process of conformity, and adherence to the conventional wisdom and observed practices of the experienced teachers around them.

This same issue was observed by Zeichner (1983) who identified the following agents of socialization of beginner teachers:

- constant guides and guardians;
- the role of experienced teachers;
- the influence of persons with evaluative power;

- instructional characteristics of schools;
- the influence of pupils as socializing agents;
- ecological characteristics of school;
- the role of the University;
- the influence of persons in lateral roles and other 'non-professional factors;
- the personal characteristics of beginner teachers; and
- the role of anticipatory socialization.

By institutional characteristics of schools Zeichner aligns himself with Fenstermacher's (1980: 17) explanation that this includes the form of organisation, the reward structure, and the ways of implying technical language and symbols. Such institutional characteristics, are more powerfully experienced during induction than during experiences gained in other time spans.

With respect to the influence of pupils as socialization agents, it ranges from the general teaching methods and patterns of language teachers use in the classroom, to the type and frequency of teachers' questions and feedback given to individual students. Pupils' responses reinforce the teacher's behaviour which evoked them, and pupils play an important role in shaping the way teachers behave (Doyle, 1979: 21).

Beginner teachers have very little sustained professional contact with their University or College lecturers once their pre-service training is completed. Although 'abandoned' by their universities and Colleges, it is theoretically possible that beginner teachers continue to draw on what they learned at their respective training institutions during the first year, even when there are pressures exerted in opposing directions (Zeichner, 1983: 26).

Furthermore, Zeichner, asserts that beginner teachers are largely dependent on their more experienced colleagues to teach them the procedures for coping with the demands made upon them by their administrators, for provision of education tools, for establishing work routine, for preparing classroom displays and for preparing plans and filling in student records.

Besides the help experienced teachers might give to beginner teachers, the latter are also indirectly influenced by experienced teachers. The norms within the teacher peer group exert a powerful influence on shaping the attitudes and ideologies of first year teachers.

This idea is further supported by Newberry (1977: 11) who concluded that experienced colleagues play a significant socializing role in terms of the development of expectations for pupils' achievement.

Although experienced teachers might be of help in the socialization of beginner teachers, the latter generally hesitate to seek help from their experienced colleagues because they are fearful of being viewed as incompetent. Experienced teachers generally hesitate and even refuse to work with beginner teachers because they do not want to interfere.

With regard to the influence of persons with evaluative power, Zeichner states that there appears to be a general consensus in the literature that little is being done by administrators in a formal way, to support beginner teachers in a sustained way, over and above the staff development support provided to all teachers.

Beginner teachers get little help from their supervisors, principals and department chairpersons (Ryan, 1979: 14). This idea is further supported by Hawsom (1976: 15) in "Educating, a Profession", who observed that many new teachers function in a professional desert, abandoned by the institutions where they received their pre-service education and neglected by overburdened supervisory personnel.

According to Zeichner (1983: 29) the role of persons with lateral roles refer to played by spouses, friends and parents who are directly a part of the formal socialization process. Personnel and professional lives of beginner teachers cannot be separated when understanding their development. Support and non-support by spouses, parents and friends can affect the socialization of beginner teachers tremendously.

The personal characteristics and 'life skill' that beginner teachers bring to their first year teaching, which include biological histories are important factors in determining the strength and quality of their socialization. The work of McDonald (1982: 44) which emphasised the importance of 'coping skills' is highly emphasised. Such skills as identified by McDonald are:

- management skills, for instance, keeping pupils to task;
- planning skills, for instance preparing themselves;
- integrating instructional skills into teaching styles and strategies, for instance, questioning, eliciting students' opinion, etc.

The next section looks into the components of socialization of the beginner teachers.

2.7.3 COMPONENTS OF THE SOCIALIZATION OF THE BEGINNER TEACHERS

2.7.3.1 INTRODUCTION

In socializing, the beginner teachers undergo dramatic changes in responsibility; from being a trainee to being a teacher, from being a student responsible only to themselves for their own learning, to almost overnight being teachers, becoming fully responsible for the instruction of their pupils from the first working day. In most countries, beginner teachers are left on their own during this highly personal, yet professional journey between the "Scylla" of conformity and the "Charybi's" of abandoning the profession.

Pataniczek et al (1981: 39) assert that they undertook their study to find the concerns of the beginner teachers. The generalisation emerging from their study is that, the beginner teachers are first concerned with issues of their own survival, then with issues relating to mastery of the teaching tasks, then with the impact on studies. They further state that socialization of beginner teachers is both formal and informal.

The following looks into the two components of socialization, namely; formal and informal socialization as viewed by Pataniczek.

2.7.3.2 FORMAL SOCIALIZATION

According to Pataniczek (1981) the major purpose of formal socialization rests in its ceremonial classification of the organisational hierarchy of the school. The recruits learn the names and functions of those who have supervisory control over their activities. Pataniczek et al, have classified this informal socialization in three steps:

- The first step, they explain, of formal socialization into the teaching profession, begins in pre-service training programmes. They maintain that although programmes differ according to locations and type, certification and University requirements specify that an

individual completed specific courses and practical experiences, which usually culminate in student teaching and application for certification.

- The second step in the process for most aspiring teachers is one or more job interviews, culminating, they hope, in an offer of a teaching position. Ryan (1979: 7) stresses that it is here that the socialization process begins to diverge into 'multiple induction patterns'. As a result of job shortages, one consequence of the hiring process is that many teachers start their first job feeling unique, fortunate and grateful to their new employers for the opportunity to teach.

- The final step, according to Pataniczek et al, in the formal induction process, is provided by the school district and building orientation programme. Orientation, in most cases, consists of introducing administrators, reviewing policy and procedures, discussing, introducing employees benefits and rights, and such leave etc.

Moreover, Pataniczek et al (1981) maintains that the formal socialization process consists of the supervision of new teachers by administrators, carried out in several formal observations and conferences.

In the same vein, Ryan (1982: 9) has noted that the formal observation as it is practised is only partially concerned with the actual improvement of teaching, although the knowledgeableability of the observed may be such that the teacher does gain some helpful insights in order to improve his/her work. What is more significant about the first formal observation is the ritual character of the ceremony with its emotional content.

Ryan further asserts that the first formal observation operates powerfully within the structures of the setting in which the new teachers find themselves. Lortie (1975), and Ryan (1982) and others have been watching their own teachers for the last sixteen years, and have developed attitudes and patterned techniques after their own teachers. The next section therefore concerns itself with informal socialization.

2.7.3.3 INFORMAL SOCIALIZATION

Pataniczek et al (1981: 15) observed that apart from socializing formally, the beginner teachers socialize informally as well. They outlined the three informal influences viz: pre-service training, the influence of the organisational structure of the school and the influence of colleagues. They maintain that each has an effect on the socialization process.

(a) Pre-service Training

Lortie (1975) having conducted a study of pre-service programmes concluded that students proceed through most pre-service programmes individually, with course work requirements differing in subject areas. Lortie (1975) further suggest that absence of a 'shared ordeal' in pre-service training is appropriate socialization for the future isolation which beginner teacher face.

Pre-service education is the time when the teacher trainees experiences are conceptualised in such a way as to allow them increasing opportunities for becoming familiar with, knowledgeable about, and skillful in the requirements of teaching. At the time of their entry into the teaching profession, the novice teachers are armed with what is thought to be field-based experiences which prepare them for entry into the teaching force.

It would be of help perhaps, to cast light on the fact that these field-based experiences might begin with a set of focused observations as part of a psychology or learning theory course, become a set of planned and monitored

interactions with elementary or secondary students as part of a subject matter or general methods course, and culminate in one or two semesters of student teaching.

According to Griffin (1982: 8-9) these field-based opportunities to learn the art, science and craft of teaching have long been believed to be sufficient to prepare the novice teacher for entry into the teaching force. He further asserts that if these teachers receive such preparation for their first teaching assignment, one wonders why they realise problems only when they first start teaching. This reaction may vary from a strong sense of inadequacy to blind panic. On the bases of argument here, it is important to know that this feeling of panic, on what schools and teaching are all about is always blamed on the training these teachers get from their respective training institutions.

(b) Organisational Structure of the School

The organisational structure of the school in which individual teachers spend their days in the classroom with the students, physically apart from their colleagues, reinforces the necessity of self-training for new teachers. Because of this physical and psychological isolation, the beginner faces problems, decides upon one of many alternative solutions, and observes the outcome in an extremely private manner.

When assistance is needed, the new teacher usually turns to trusted colleagues and not seniors.

If responsibility of new teachers differ at all, according to Pataniczek et al, the difference is that beginner teachers are usually assigned the most unpleasant tasks, the largest or most difficult classes or the least desirable extra-curricular assignment. Given the energetic idealism of new teachers and the gratitude resulting from having obtained a teaching position in a surplus market, to excel at teaching under these conditions becomes a formidable task.

(c) Influence of colleagues

Colleagues play a role in the socialization of the beginner teachers by helping them to express ideas effectively, selecting and organising a variety of materials, making good use of resources and even understanding children and how they learn. Even when experiencing disciplinary problems, they normally turn to colleagues. As such colleagues have a great influence on the socialization of beginner teachers.

The same view is expressed by Griffin (1982), Lortie (1975), Ryan (1982), Newberry (1977) and Pataniczek et

al (1981) that most beginner teachers tend to rely on a few selected colleagues for support and assistance in the task of learning to teach.

Furthermore, when teachers ask for academic assistance, it is when they are certain their competence will not be questioned or when they perceive no alternative for survival. This assertion is further highlighted by Ryan (1982) when he says per contact evolves from a strong peer culture among teachers in the beginning of an induction phase.

2.7.3.4 CONCLUSION

Even though beginner teachers experience problems in their initial years of teaching, they have solutions which they devise to help them solve their problems. They solve their problems by socializing, as has been cited by Wildman et al. It was revealed therefore, that they seek for help by contacting their colleagues, they meet their day to day demands also by professional adaptation which helps the new teacher to be able to work with students, parents and even solve problems in the work place.

The influence of the organisational structure also causes the beginner teachers to train themselves, because they are physically and psychologically isolate. It is during this

time that the teacher decides to choose one of many alternative solutions, and then observe the results privately.

On the basis of the above observation it is concluded that beginner teachers are concerned with the issues relating to their survival during their initial years of teaching, and these they solve through socialization.

2.8 WILDMAN'S MODEL FOR SOCIALIZATION OF BEGINNER TEACHERS

2.8.1 INTRODUCTION

In the foregoing paragraphs, Wildman et al, has cited that because of the problems they encounter, the beginner teachers find ways to solve their problems. It was because of this situation that they came up with the model which accounts for the tremendous range and complexity of actions which new teachers undertake to meet the day to day demands of teaching. According to their model, beginner teachers' ways of solving their problems can be classified as follows:

2.8.2 Generic Ways:

- (a) general ways: these refer to non-specific (for example) using trial and error, and specific (for

example) setting priorities;

(b) seeking information, like asking a closest colleagues;
and

(c) personal adaptation like taking a second job.

2.8.3 Professional Adaptation:

(a) General Professional Adaptation

- students: for example, using a variety of ways to maintain interest level;
- work place: for example, adapting to the school curriculum;
- parents: for example, calling parents to establish contact;
- miscellaneous: for example, dropping out of a 'car pool' to be able to spend more time at work.

(b) Classroom Management actions:

this revolves around two primary goals, namely maintaining discipline and time management.

(c) Instructional Category:

equal attention is paid to ways of planning,

implementing instruction, motivating students and individualising instruction (pp 8-9).

Evaluation and finding/using resources were less salient in terms of teachers' description of their problem-solving behaviour. The model presented by Wildman et al shows that there is a necessity for the induction of the beginner teachers so as to avoid a case where they solve their own problems by means of the ways that have been stated in the foregoing paragraphs. The next section examines the components of teacher induction.

In order to overcome all these demands, Wallace et al (1982) introduced a model which has at least three components and these are: Community, School and Professional Induction. These components can be used in inducting the beginners to help them in their new roles.

2.9 COMPONENTS OF TEACHER INDUCTION

2.9.1 INTRODUCTION

Beginner teachers often find themselves in a complex environment with the need to adjust to multiple demands. The demands of the beginner teachers range from the expectations of the community that surrounds the school, the school itself with the demands from the students, colleagues, and even the administration.

The beginner teachers should also be acquainted with the professional growth which will help them with appropriate and effective instruction. In order to overcome all these demands, Wallace et al (1982) introduced a model which has at least three components and these are, Community, School, and Professional Induction. These components can be used in inducting beginning teachers to help them in their new roles.

2.9.2 COMMUNITY INDUCTION

According to Wallace et al (1982) Community induction is concerned with developing a general awareness of the broad community in which the beginner teachers are to work and the school community in which they are going to work. The beginner teachers should know and understand the history and educational values of the community they are to work with.

This could help them in providing an appropriate context for instruction. The new teacher should be inducted on the types of business enterprise around the community they are to work with. They also should be familiarised with the type of community social agencies that provide assistance to the schools in meeting the needs and goals of education of the youth in the concerned community.

Furthermore, in view of this, Wallace et al (1982) have indicated that community induction can be accomplished by means of sponsored tours of the community designed to provide the teacher with an eyewitness view of the home environment from which the students come.

2.9.3 SCHOOL INDUCTION

It is not enough for the teachers to be concerned with ideas, they must also be excited about the ebbs and flow, the intermingling of ideas and action and the whole matrix of experience of children and teachers together in schools. The schools should express their concerns regarding the beginner teachers.

Further evidence on this issue is found in Wallace et al (1982: 85) who feel that induction into a particular school in which the new teachers are to practice their profession is perhaps second in chronology, not in

importance. The initial concerns of the beginner teachers when they first start their first day at school are personal. They are mostly concerned about how to survive the first day at school, and what will happen to them in the first week, is no small issue.

It would appear that in terms of the above, one can really talk of the school principals, heads of department and senior teachers as having to assist the new teachers to organise their first day at school. This they can do perhaps by helping the beginner teachers in:

- identification of textbooks and other teaching materials;
 - familiarization with the operating and procedural routine of the school as a whole, the department, the team, and/or the grade level as sub-units and;
 - location and procurement of supplies etc.
- (Wallace et al, 1982: 86).

It is therefore important to note that schools are complex social systems with their norms, sanctions, rewards and approvals. The new teachers must be made aware of these elements of the social system over an extended period of time.

There should be leaders in the school vicinity who will help the new teachers to understand how the formal and informal systems work. The teachers' unions may also provide a facilitating force within the social system with which new teachers will become familiar.

On the other hand, the inductee may be introduced to persons who play various roles in the social system, thereby allowing process of understanding 'how the system works' to occur over a period of time. The ultimate responsibility of socialization depends on the inductees themselves. Once the schools have orientated the beginning teachers, they should seek additional 'development relationship' themselves.

2.9.4 PROFESSIONAL INDUCTION

During the first two to three years of the beginner teacher's development, supervision and assistance must be provided to promote professional growth, thereby ensuring that instruction is appropriate and effective for pupils. Wallace et al, have asserted that, the following should be achieved:

- the inductee must be guided in the use of diagnostic information that is available for his or her pupils in order to plan instruction appropriately;

- he/she must be made aware of the scope of the curriculum over a period of time, in order that he/she may pace instruction for students properly;

- inductee's methods of testing and/or grading must be frequently reviewed by the principal and the supervisors in order to ascertain whether or not they are at appropriate levels of difficulty for the pupils or students and grade level.

However, the salient issue here is that inductees tend to set instructional tasks for the students at too high a level of complexity. On the basis of this, beginner teachers need guidance to ensure that they are presenting instruction at the appropriate pace. They need to receive feedback regarding the re-teaching of skills or knowledge.

They also need to be advised to check consistently on students' understanding during the delivery of instruction, to ensure that the students are grasping the material.

For differentiated instruction, inductees need, during their formative years, to be advised regarding classroom management techniques. They also need to be provided with guidance and feedback regarding the effective use of questioning techniques in order that the goals of instruction can be attained. The most important task of the induction process

is to develop competence in the young teachers. This can be achieved through consultation and visitation with corrective feedback and appropriate judgements being provided.

According to Wallace et al. the local school district, the teacher training institutions, and the state education agencies should play a role in the implementation of the induction programme. The local district has a major responsibility for initial and continuing induction of the developing professional. Union leaders should also bear some responsibility for the induction of the professional, as well as providing a knowledge of the inductee's rights.

Teacher training colleges should also play a role in the verification of inductee's competency in a full-time professional capacity. This can be done by planning at least two visits in the first two years of an inductee's experience or assigning that role to another institution closer in proximity to the inductee's site of employment.

After reviewing the components of teacher induction. let's now look at the different examples of teacher induction programmes.

2.10 THE EXAMPLES OF TEACHER INDUCTION PROGRAMMES

2.10.1 INTRODUCTION

There are a multitude of teacher induction programmes practised in many countries in the world. Because of their number, this study will confine itself to only four, which are: school-based, in-service training, and micro-teaching.

2.10.2 THE SCHOOL BASED INDUCTION PROGRAMME

In this programme the beginner teachers who are supposed to start with teaching, are brought together for two to three days. The main purpose is to familiarise the new teachers with a basic introduction to classroom observation techniques. These new teachers are placed under the supervision of the teacher tutors, who are allocated a few students for the duration of the school experience. This period is termed 'serial experience'.

The rationale for this form of attachment is to allow new teachers and their tutors to work as a team in planning and presenting the work at an appropriate level in order to promote maximum learning with the children. For their serial school experience, the beginner teachers are paired and allocated to the class of a carefully selected member of the staff, their teacher tutor. The teacher tutors exercise a

number of responsibilities on behalf of the students, an important one being that of deploying the students' time and energies in the classroom (Wallace et al, 1983: 25).

Commenting on the same issue, Furlong, further asserts that this deployment of beginning teachers' energies and time, forms a gradual induction of the new teachers into teaching.

However, the salient issue here is that, serial experience is regarded initially as a time for learning observation, after which the beginner teachers are allocated classes in which to work with pupils in accordance with the teacher tutor's direction. Gradually, these new teachers are given more responsibility and greater freedom to determine the structure and content of pupil learning. According to Furlong and associates, the professional responsibilities of the tutors are:

- serving as a role model, demonstrating good primary practice and discussing what made it so, with the students;
- providing information, guidance and advice in relation to the four areas of professional competence towards which the training is intended to develop;

- the tutors are expected to discuss and analyse with their groups, the specifics of a classroom practice, e.g. planning and implementing the curriculum on a daily, weekly and longer term bases, and defining the learning potential of a range of work in different areas of the curriculum;
- taking decisions concerning classroom environment, organization and the styles of teaching to be employed in order that objectives may be met observing new teachers teaching and providing a regular and appropriate critique of their teaching;
- Once the new teachers are engaged in teaching, the teachers tutors are expected to monitor their performance and to provide constructive advice as to how it might be improved.

A further observation by Wallace et al, is that these teacher tutors also have the administrative responsibilities to monitor. These includes:

- determining how the beginner teachers' time is deployed, including making the necessary organizational arrangements;

- organizing students on a day to day basis as well as developing a progressively broader and deeper programme of classroom experience, in accordance with guidelines provided by the training institution.

In conclusion, it must be noted that a school-based programme for the induction of the new teacher is good, because the inductees are responsible to an experienced teacher, i.e a teacher tutor who takes responsibility to see to it that the beginner teachers improve in whatever skills they need help in their first years of teaching. The beginner teachers have therefore, clearly defined people to whom to relate.

These teacher tutors act as a link between the new teachers and the principal or deputy. They are at hand more often than a head or deputy, and finally, they are in touch with classes in the new teachers' own school.

2.10.3 IN-SERVICE TRAINING INDUCTION PROGRAMME

Many governments finance one half day's course per month for all beginner teachers to meet to discuss less satisfactory issues affecting them (Davies, 1982: 25).

In terms of the preceding, this strategy would appear to disrupt the new teachers' lessons by taking them out of school at what might be an inappropriate time, but at least

this strategy helps the beginner teachers to be aware of what their colleagues experience in their new placements.

It also helps in the sense that they have time to share their problems, and with the advice from the advisers, are able to solve the impinging problems in their work situation. Wallace et al further assert that having recently completed their training at their respective training institutions, the last thing new teachers want is to talk to serving teachers or advisers.

The in-service programme offered to them should therefore be varied, focusing on the practicalities of survival and development of expertise in large schools, and taking account of individual as well as group needs. To back up this argument it is important to note that in in-servicing these new teachers, they should be allowed a chance to browse through the resource centers and the staff and children's library. There should be a meeting organised with heads (about 2 to 3) for new teachers to ask questions they would like answered by principals. The other way to provide in-service training for the beginner teachers can be by organising a meeting with new teachers in the area at least once a year. This should be a social gathering of new teachers which should build a 'comraderie' and security of having other people in a similar situation to talk to about what is, frequently, an emotionally demanding situation in one's place of work.

New teachers should also be encouraged to participate in school visits, such experiences present an important insight into how experienced teachers solve their problems, and at the same time, such experiences present invaluable insights into pupils' social behaviour and learning styles. All these, the new teachers learn by observing what the experienced teachers take as solutions to problems.

In conclusion, it must be observed that it is during these in-service programmes that beginner teachers should be inducted by inspectors and senior members from the department of education. Such orientation in most cases consists of introducing beginner teachers to policies and procedures, contracts, employee benefits and rights, types of leaves, etc.

2.10.4 MICRO-TEACHING AS AN INDUCTION PROGRAMME

Micro-teaching is defined by Englebrecht (1988: 149) as the method of training student teachers intensively in the progressive use of various skills. Micro-teaching is taken as one of the ways with which teachers to be are helped with some skills they will use when they start their new placements in schools. It can therefore be asserted that micro-teaching modifies teacher training techniques which are far from satisfactory. During the micro-teaching classes, the trainees teach scaled—down lessons in a real but

simplified situation. It is during this time, that the teacher trainees are prepared for the roles in the schools they are to serve. In some cases pupils are brought to the college whereby the real classroom situation is created. The teacher prepares and teaches the real lesson to the pupils. The teacher trainees meet real problems they are going to encounter when they go to our in schools to teach.

At the same time they develop skills in handling student problems; but then at this time they are under the supervision of the cooperating lecturers and college supervisors. This programme is organised around the major problems beginner teachers encounter in their teaching. This programme further prepares teachers to transfer wisely from the Micro-teaching practised at the college to the micro-teaching in the real classroom situation (Davies, 1982: 19).

In conclusion, it could be asserted that Micro-teaching as an induction programme helps the beginner teachers in their new jobs by providing them with the skills to motivate the students, through the use of reinforcement skills. Micro-teaching also helps the beginner teachers to translate theory into practice. Introducing a new lesson and clearly stating objectives of their lessons is not a problem to beginner teachers who went through Micro-teaching as an induction programme.

2.10.5 CONCLUSION

The literature consulted in this chapter has revealed that the beginner teachers need to be helped so that they perform effectively in the schools where they are placed. Beginning teachers seem to have problems which deny them the autonomy to carry on their duties as effectively as possible. These problems are due to the training they received from their respective training institutions, where it seems they were mostly given more content than professional training while they mostly need the latter as they leave the campus and go out to work in schools.

They lack most of the classroom skills and because of this they are at times frustrated. They expect the experienced teachers to help them in their nightmare, but unfortunately these teachers are too busy to give cognizance to the beginner teachers' problems. As a result they resort to solving their problems through socialization which they carry out formally or informally.

According to the pertinent literature, there are invisible walls that have shut off the avenues for the beginner teachers to seek help from their more experienced colleagues.

The heads of schools also neglect the beginner teachers. They only introduce the new teachers in the staff meeting and thereafter give them the time-table without even showing them the classes the beginner is to teach. Pre-service is not in itself enough to help beginner teachers overcome their problems. Much more needs to be done.

Induction of the new teachers has become such a concern among educationists, in so much that they have tried to find solutions to help beginner teachers to solve their problems. Programmes are devised to help the beginning teachers with induction. These programmes are not an end in themselves. After being inducted, the beginner teachers should find their way in the form of attending in-service courses. During the pre-service programmes like the Micro-teaching, the beginner teachers are helped with the induction they need so much when they start working.

All the same, this is not sufficient. Senior members of the staff should help beginning teachers by inducting them through school-based induction programme.

Finally, it is concluded that induction of the beginner teachers is a necessity, if beginner teachers are expected to be competent and effective in carrying out their work as teachers.