A COMPARISON OF THE PERCEPTIONS OF BEGINNING

ELEMENTARY TEACHERS AND THEIR PRINCIPALS

OF THE FORMS OF ASSISTANCE FOR

BEGINNING TEACHERS

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in partial fulfillment of the requirements
for the Degree of
DOCTOR OF EDUCATION
July, 1984

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ACKNOWLEDGMENTS

I would like to sincerely thank the following members of my doctoral committee for their assistance in this study: Dr. Kenneth St. Clair, chairman of my committee, for his kind words of encouragement which convinced me to attend Oklahoma State University; Dr. Kenneth Stern, adviser of my dissertation, for sharing his time, consideration, and personal interest in my study; Dr. Judith Dobson, for her practical suggestions and words of praise; and Dr. Randall Koetting, for his creative questioning and knowledge related to the study. The helpful attitudes shown by each committee member at all times were greatly appreciated.

Special gratitude is expressed to Superintendent Ralph Downs, for allowing me the freedom to pursue this study while working for his school district; to Pat Wermske, my secretary, for her tireless dedication of time and secretarial skill; to Iris McPhersen, for her assistance in the statistical analysis of the data; and to Sharon Phillips, for typing the final copy.

I would like to recognize my parents, Mr. and Mrs. Watson Baggett, whose love for me and faith in me is unending. Finally, a special recognition to my husband, Rod, who unselfishly provided needed patience, love, understanding, and encouragement. Without his support, the completion of this work would not have been possible.

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CHAPTER I

INTRODUCTION

Educators view teacher education as a career long educational
process occurring along a professional continuum. This professional
continuum begins with preservice experiences, which include the four
or five year period before certification, and proceeds to develop
throughout a teacher's inservice career, which continues until the end
of one's teaching (Hall, 1982; Bush, 1977).

The idea of continuing teacher education beyond the preservice
experiences has not been a recent development. Since the nineteenth
century, a variety of internship programs have been proposed and/or
implemented which attempted to extend the teacher's education beyond
the college years (Shaplin and Powell, 1964). Most internship pro-
grams were not developmental and were not based on preservice experi-
ences or specific needs of teachers, but shaped primarily by varying
political and economic conditions (Bents and Howey, 1980).

When teacher education has been viewed as a career long educa-
tional process, the transition between preservice experiences and the
onset of inservice teaching has been called induction. Induction has
been defined as the first few, usually three, years of teaching follow-
ing completion of preservice training and professional certification,
but preceding permanent certification (Grant and Zeichner, 1981; Hall,
1982). Induction has been identified as a critical state which forms

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the basis for professional development and education for the remainder of a teacher's career (Queensland Board of Teacher Education, 1982).

The induction phase of teacher education has been researched to a greater extent in Australia (Tisher, 1979) and Great Britain (Julius, 1976), but to a lesser extent in the United States. The few studies related to induction in this country have been preoccupied with the personal and social adjustment of teachers rather than their professional adjustment (State University of New York, 1970). The literature contains descriptions of programs and practices which have not been evaluated and have no research base. Little has been discovered about induction beyond the fact that teachers find it difficult (Hall, 1982).

As a result of this lack of attention to induction, the transition from college student to responsible teacher has been an abrupt process. Teachers have perceived the first few years of teaching as more problematic than any other time in their careers (Telfer, 1981). The scope and quantity of the problems faced by beginning teachers are vast, as identified in the literature. They are confronted with general problems relating to self, others, and procedural matters (Applegate et al., 1977). They are also confronted with unique, individual problems, which Applegate identified as the beginning teacher's trouble-set, resulting from a mix of personalities, contexts, expectations, and values.

The first year of teaching in the induction phase has been described as a year of survival rather than a year of professional development (Julius, 1976). The beginning teacher's mission requires courage, stamina, and a will to survive (Eddy, 1969; Jersild, 1966).

Most beginners inducted into teaching have been left alone to solve their own problems with a "sink-or-swim" situation in physical isolation (Lortie, 1975).

The needs and problems of beginning teachers have been reviewed extensively in the literature. This information has provided insights into what new teachers face as they proceed through the induction phase of teaching. To provide beginning teachers with every possible help, Conant (1963) presented five specific recommendations that a school board should implement: (1) limit the beginning teacher's teaching responsibility, (2) give the beginning teacher aid in gathering instructional materials, (3) allow beginning teachers to be exposed to the advice of experienced teachers whose own load is reduced so they can work with the new teacher in his own classroom, (4) shift to more experienced teachers those pupils who create problems beyond the ability of the novice to handle effectively, and (5) provide the beginning teacher specialized instruction concerning the characteristics of the community, the neighborhood, and the student he is likely to encounter. Noda (1968) stated that a program of assistance should provide the beginning teacher with a bridge "between idealism and realism, between theory and practice, and between the academic setting of the University and the realistic, demanding environment of the classroom" (p. 63).

Even though the literature has addressed the problems of beginning teachers, there has been some evidence that this information has not been utilized in helping the beginning teacher develop the needed linkage between preservice and inservice. The State University of New York (1970) teacher center noted no sequentially planned school

programs of induction among the schools in their study. Howey, Yarger, and Joyce (1978) found that less than one in five teachers indicated receiving adequate assistance when beginning to teach, and a ratio of one in ten indicated receiving no inservice help whatsoever when beginning to teach.

Far too many beginning teachers are lost from the profession because they are not sufficiently encouraged or assisted to become contributing members of the profession (Myers, 1981). More than half of those who receive certificates in June are not teaching two years later, and more than half of first year teachers do not intend to teach five years later (Bush, 1966).

Need for the Study

The one issue of unanimous agreement at the National Institute of Education Conference in 1972 was the need for further research and action on the topic of induction (Ryan, 1974). The importance of studying teacher development has also been formally recognized by national committees responsible for accreditation which call for evaluation of teacher education programs and utilization of data collected both at the preservice level and after entry into the profession (Adams, 1982). "The need for careful descriptions and analysis of effects of induction treatments is omnipresent" (Johnston, 1981, p. 23).

Educators have the responsibility to re-examine the induction phase of the professional continuum and to formalize educational experiences that support and better equip the beginning teacher for the induction phase. Administrators, teacher educators, and colleagues

of beginning teachers need to be more aware of the effects of their influence on beginning teachers (Applegate, Flora, and Lasley, 1980).

The principal has been identified as the key factor in the development of any program within the school (Gorton, 1973). The research and recommendations related to induction have had few effects on teacher education without the support and leadership of the principal. Most principals feel that they have conducted sufficient orientation for the beginning teacher and are available if needed (Kurtz, 1983). "They strongly indicated a need to help the beginning teacher become successful and to provide whatever is needed to accomplish this task" (p. 44).

Lewis (1980) reported that beginning teachers are dissatisfied with the inadequate preparation in preservice programs and the lack of support in the initial years of teaching. Ryan (1974) reported the feelings of one teacher concerning induction in the following quote: "If we planned a worse method of introducing people into teaching, I am sure we couldn't do as well. It's hell on wheels" (p. 1). Beginning teachers continuously speak out for a fundamental change of approach to their induction (Dorner, 1979).

There seems to be an incongruence between teachers' perceptions of the assistance received in their first year of teaching and principals' perceptions of the induction program initiated (Kurtz, 1983). This difference lies in what the two groups perceive as "sufficient" assistance during the induction process. If principals view the process as relatively short term and the beginning teacher as a finished product, while beginning teachers view induction as a long term process, constant and continuous, then there are differences in

perceptions. This disparity between perceptions calls for further
research.

Statement of the Problem

Presently in the United States, as compared to Australia and
Great Britain, there is no national systematic effort to provide
assistance or support to beginning teachers during the critical period
of induction. Oregon, Georgia, and Oklahoma are exploring certifica-
tion for teachers as a continuous process into the first year of
teaching. Teacher induction pilot programs to improve the position of
the beginning teacher have had mainly local emphasis. The local
school has had the major influence on the success of the beginning
teacher's induction into the profession (Queensland Board of Teacher
Education, 1980, 1981). Traditionally, the principal, as leader of
the local school, has been responsible for assisting the beginning
teacher (Elliott, 1976).

The problem of this study was to determine the differences, if
any, between beginning teachers' perceptions of the assistance re-
ceived in the first year of teaching and the principals' perceptions
of the assistance received by the beginning teacher. If there are
differences related to the assistance for beginning teachers, then
this could affect the induction process. The literature contained
documentation of the problems of the beginning teacher and of the
assistance offered to the beginning teacher, mainly at the secondary
level. However, the writer, being an elementary principal, had a
personal interest in the elementary level related to this subject.
Therefore, the purpose of this study was to compare the perceptions of

beginning teachers and their principals concerning the forms of assistance for beginning teachers at the elementary level. The forms of assistance investigated were categorized as formal, informal, and job-embedded (Grant and Zeichner, 1981).

Definition of Terms

The following definitions of terms were utilized to clarify meaning throughout the study:

Formal Forms of Assistance: Formal forms of assistance were sessions or activities planned by the administration at the local school, the school district, or the state. The formal forms of assistance examined in this study were pre-assignment visits, orientations, printed information, and assistance of the principal, consulting teacher, and professor to the beginning teacher.

Informal Forms of Assistance: Informal forms of assistance were people or activities that provided assistance but were not part of a planned program by the school, district, or state administration. Informal forms of assistance examined in this study were informal discussions with other teachers, professional organizations, and union activities.

Job-Embedded Forms of Assistance: Job-embedded forms of assistance included assistance that was built into the roles of the beginning teacher. This form of assistance did not require teachers to leave their work or require them to do something other than their regular tasks. The job-embedded forms of assistance examined in this study were reduced teacher load and released time.

Preservice: The four year period of training preceding profes-

sional certification was referred to as preservice.

Induction: Induction was defined as the first year of teaching

service following completion of preservice training, but preceding

inservice.

Inservice: The period of professional development following

induction and continuing throughout a teacher's career was referred to

as inservice.

Beginning Teacher: A person who assumed a position as a teacher

and assumed instructional duties for the first time was identified as

a beginning teacher. Often in the literature, a beginning teacher was

referred to as being in their first three years of teaching. However,

for the purposes of this study, the beginning teacher was a first year

teacher.

Entry Year Assistance Committee: The Entry Year Assistance Com-

mittee referred to a committee assigned to a local school district for

the purpose of giving guidance and assistance, reviewing the teaching

performance of an entry year teacher, and making recommendations to

the State Board of Education regarding certification (Handbook for

Entry Year Assistance Program, 1983-1984). The consulting teacher,

principal, and professor served as members on the committees.

Consulting Teacher: The consulting teacher was a classroom

teacher holding a standard certificate who was employed in a school

district to serve as a teacher and who was appointed to provide guid-

ance and assistance to a beginning teacher employed by the school

district (Handbook for Entry Year Assistance Program, 1983-1984).

Principal: The principal, assistant principal, or administrator
was referred to as a designee appointed by the local school board to
serve on the Entry Year Assistance Committee to assist the beginning
teacher (Handbook for Entry Year Assistance Program, 1983-1984).

Professor: The professor was defined as the educator in a col-
lege or school of education of an institution of higher learning who
served on the Entry Year Assistance Committee (Handbook for Entry Year
Assistance Program, 1983-1984).

Statement of the Hypotheses

The theoretical base for this study was found in role theory.
According to role theory, organizations are social systems made up of
people who occupy various positions in vertical and horizontal rela-
tionships to each other (National Society for the Study of Education,
1964). The way people behave in these positions depends on how they
think they are expected to behave and on how others actually expect
them to behave. These expectations are referred to as roles.

Roles comprise a role system for an organization such as a
school. The role system is dynamic and reflects how a school struc-
tures itself as work progresses (Orlosky et al., 1984). In schools,
individuals discuss their work, reach agreements, and make accommoda-
tions in carrying out tasks. They also share concerns and ideas,
develop opinions and understandings, and make decisions about their
work. In the role system, the school is provided with: (a) role
expectations and standards of performance, (b) attitudes and values,
(c) traditions and customs, (d) status, (e) sets of informal controls,
and (f) a communication system (Orlosky et al., 1984).

The school as an organization contains multiple role expectations. Role expectations are often complimentary, one role carrying with it certain expectations of the other role, as with principal and teacher. Many roles in a school impinge on the role of the principal; for example, teacher, student, parent, or superintendent. Many roles also impinge on the teacher; for example, principal, student, or parent. If there are differences in expectations related to these roles, then there is conflict. However, these differences, if analyzed and communicated through role theory, can lead to productive change.

The basic hypotheses of this study were as follows:

H.1:   There will be no statistically significant difference between the perceptions of beginning elementary teachers and their principals of the availability and helpfulness of formal forms of assistance for beginning teachers.

H.1a: There will be no statistically significant difference between the perceptions of beginning elementary teachers and their principals of the availability of pre-assignment visits.

H.1b: There will be no statistically significant difference between the perceptions of beginning elementary teachers and their principals of the helpfulness of pre-assignment visits.

H.1c: There will be no statistically significant difference between the perceptions of beginning elementary teachers and their principals of the availability of orientations.

H.1d: There will be no statistically significant difference between the perceptions of beginning elementary teachers and their principals of the helpfulness of orientations.

H.1e: There will be no statistically significant difference between the perceptions of beginning elementary teachers and their principals of the availability of printed information.

H.1f: There will be no statistically significant difference between the perceptions of beginning elementary teachers

and their principals of the helpfulness of printed infor-
mation.

H.1g: There will be no statistically significant difference
between the perception of beginning elementary teachers
and their principals of the availability of the principal,
consulting teacher, and professor.

H.1h: There will be no statistically significant difference
between the perceptions of beginning elementary teachers
and their principals of the helpfulness of the principal,
consulting teacher, and professor.

H.2:   There will be no statistically significant difference
between the perceptions of beginning elementary teachers
and their principals of the helpfulness of informal forms
of assistance for beginning teachers.

H.2a: There will be no statistically significant difference
between the perceptions of beginning elementary teachers
and their principals of the helpfulness of informal dis-
cussions with other teachers.

H.2b: There will be no statistically significant difference
between the perceptions of beginning teachers and their
principals of the helpfulness of professional organiza-
tions.

H.2c: There will be no statistically significant difference
between the perceptions of beginning elementary teachers
and their principals of the helpfulness of union activi-
ties.

H.3:   There will be no statistically significant difference
between the perceptions of beginning elementary teachers
and the perceptions of their principals concerning job-
embedded forms of assistance for beginning teachers.

H.3a: There will be no statistically significant difference
between the perceptions of beginning elementary teachers
and their principals of the availability of reduced
teacher load.

H.3b: There will be no statistically significant difference
between the perceptions of beginning elementary teachers
and their principals of the availability of released time.

Summary

Chapter I included the statement of the problem studied, definition

of terms, hypotheses, and the need for the study. This information
provided the basis for the examination of the problem studied. The
problem was to determine if there were any differences in the percep-
tions of beginning teachers and principals concerning various forms of
assistance for beginning teachers. Therefore, the purpose of this
study was to compare the perceptions of beginning elementary teachers
with their principal's perceptions concerning formal, informal, and
job-embedded forms of assistance for beginning teachers.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

The research on the induction phase tends to be merely descrip-

tive of the experience of teachers and their "trial by fire" (Hall,

1982). Little research has focused on strategies to assist teachers

during this time. Lortie's (1975) review of schooling, mediated entry

into teaching, and learning while doing in teaching reveals that the

total induction system is not highly developed. "Each teacher must

laboriously construct ways of perceiving and interpreting what is

significant" (Lortie, 1975, p. 73).

Beginning teachers need help to ease their transition into the

challenges of being a regular, full-time teacher in a basically com-

plex social system (Blase and Greenfield, 1982).

> Teachers are assigned a group of students, given the key
> to a classroom, introduced to their colleagues in a fac-
> ulty meeting, and expected to teach. Teaching is one of
> the very few professions in which the novice is expected
> to assume full responsibility from the first day on the
> job (Hall, 1982, p. 53).

Throughout the literature, the beginning teacher has been re-

ferred to as a learner, with needs of time and assistance to develop

as a professional teacher. During the induction phase (the first

three years), the attitudes, patterns, and teaching style of the be-

ginning teacher are developed. The types of support and encouragement

given to beginning teachers influence these attributes and contribute to the beginning teacher's personal professional development and future teaching career.

> Understanding more about the areas of matches and areas of large differences between the beginning teachers' expectations and their perceptions of school realities, pressures, and supports from fellow teachers, the influences of the principal and district office staff--all are critical to developing and retaining effective teachers (Hall, 1982, p. 53).

The present analysis of the literature is divided into two major sections: Analysis of Forms of Assistance, and the Principal's Role in Providing Induction. The former section includes reviews of the forms of assistance offered to beginning teachers in which some type of evaluation or assessment was conducted and for which findings were reported. The forms of assistance analyzed were buddy teacher, other teachers, released time, reduced load, and orientation. The latter section includes reviews related to the role of the principal in induction and suggestions for the principal for induction program implementation.

Analysis of Forms of Assistance

Analysis of induction experiences of beginning teachers is needed to base recommendations for improving the induction phase of the professional development continuum. Only a few of the beginning teacher induction programs or practices have been evaluated. The range of methods used to evaluate induction efforts has been as narrow as that of practices tried. In spite of these shortcomings, there is documentation for the following forms of assistance for beginning teachers related to induction practices.

Buddy Teacher

The concept of assigning an experienced teacher, mentor, cooperating teacher, supervisor, compatible colleague, buddy, teacher-tutor, or regulation teacher to the beginning teacher to assist in induction has been one of the most reviewed forms of assistance. Howey (1977) suggested that a teacher role model is needed that is limited in its span of responsibility and geared to work more cooperatively with others in providing instructional services to children.

The National Association of Secondary School Principals Project (NASSP) on the Induction of Beginning Teachers incorporated a "cooperating teacher" as one element common to all of the project variables (Swanson, 1968). Swanson reported that an experienced teacher known as "cooperative teacher" who would advise and counsel the beginning teachers involved in the project would be appointed. An evaluation of the project participants showed that aid in planning and discipline matters, help in classroom control, knowledge of school policies, and insights into better utilization of instructional materials were the types of assistance most helpful to beginning teachers. All of these types of assistance were dependent upon the presence of the "cooperating teacher." Hunt (1968) suggested the use of the "cooperating teacher" with three to eight beginning teachers planning together for a full period each day.

A beginning teacher development program in Hawaii made available to the beginning teacher the services of a supervisor whose function was to give assistance during induction (Noda, 1968). However, unlike the cooperating teacher, the supervisor assumed a role of supervision

and evaluator for future employment. Noda stated that the effective-
ness of the supervisor is greater if the supervisor can be a helper
and friend to the teacher, rather than a rater. Overall, the program
was rated "good" by participants in achieving its primary purpose of
assisting beginning teachers with overall growth.

Compton (1979) supported the assignment of a compatible colleague
to answer questions, offer suggestions, and to provide encouragement
and positive reinforcement. The beginning teachers in Compton's study
stressed the need for more individualized help. The compatible col-
league was to be experienced in teaching and to have a similar teach-
ing assignment along with a common planning period. The colleague was
not to be part of the evaluation process as the supervisor in Noda's
(1968) study reported, but was to utilize a helpful positive approach
to reduce anxiety and tension.

Tate (1942) reported 88% of the beginning teachers in his study
perceived the practice of consulting an experienced teacher regarding
problems as a helpful induction practice. He called for the assigning
of a specific or buddy teacher to each new teacher for the objectives
of the school to be better implemented.

Felder and Houston (1982) supported the assignment of teacher
facilitators to work with beginning teachers. The facilitators in the
Houston School system work full time in elementary schools and part
time in secondary schools, providing professional as well as personal
assistance. Their role is to assist new teachers in every way possible.

In Britain, an induction plan for the beginning teacher was
introduced on a national basis. One of the distinctive features of
the plan was the utilization of professional teacher-tutors (Julius,

1976). Professional tutors are designated and trained to give practi-
cal individualized help with the problems of the beginning teachers.
The tutors are to be available for individual conferences, visits to
other schools, supervision of microteaching, and informal or social
meetings with the beginning teacher. The procedures for funding and
selection of tutors varied according to districts. Rapport between
teacher-tutor and probationary teacher was enhanced when the teacher-
tutor was a peer about the same age as the probationer, even though
some of the tutors assigned were of higher status.

In Western Australian government primary schools, the responsi-
bility for assisting beginning teachers was frequently delegated to a
regulation teacher who had been appointed by the principal and paid an
allowance (Western Australian Education Department, 1979). The deputy
principal and principal were also listed by the regulation teachers as
assisting the beginning teacher.

Other Teachers

The type of assistance beginning teachers receive from others
around them influences their attitudes about themselves as teachers
(Applegate, Flora, & Lasley, 1980). Interaction with others becomes
a way for beginning teachers to gauge such assistance. Waller (1961,
p. 389) declared that "The significant people for a school teacher are
other teachers."

In a study interviewing 312 beginning teachers in 12 different
states, Hermanowicz (1966) reported that beginning teachers generally
relied upon their experienced fellow teachers for various kinds of
help. An informal program of consultation between certain experienced

teachers and beginning teachers appeared to be the most prevalent, useful avenue of inservice education.

Matthews (1976) reported that the most assistance given to beginning teachers came from their colleagues. Fifty-nine percent of the female and 38% of the male secondary first year teachers indicated they received the most assistance from colleagues. A conclusion was that experienced teachers should be enlisted to give assistance to an assigned number of beginning teachers throughout their first year of teaching.

Moller (1968) assessed the amounts and kinds of assistance received by beginning teachers in coping with their problems. Sixteen different sources of assistance were identified. The source of assistance which was listed most frequently by beginning teachers as giving the most help was their fellow teachers. A majority of both men and women beginning teachers gave this source their highest rating for helpfulness.

Newberry (1978) found that beginning teachers did rely on experienced teachers to help them set appropriate standards for student achievement and behavior. Shelley (1978) supported Newberry's findings when she reported other teachers as the primary source of assistance with problems. Beginning teachers generally tended to be satisfied with the assistance they received with problems in management, instruction, and communication. Similar results were reported in a study in which beginning teachers sought resolutions for their concerns through conversations with others, most often other teachers or the principal (Felder, Hollis, Piper, & Houston, 1979).

Fifteen percent of all beginning teachers in Western Australia were interviewed (Western Australian Education Department, 1979). Twenty-five percent received some form of assistance from a number of sources, including their colleagues. Nearly all beginning teachers indicated that they received considerable support from experienced teachers close to their own age. Another Australian research team reported that the assistance and help of experienced colleagues on the staff was of crucial importance (Tisher, 1979). The quality of inter-personal relationships among teachers and between new and experienced colleagues affected the nature of induction activities and the perceptions of beginning teachers' value. It was found that where schools contained a supportive staff, beginning teachers valued their induction activities and believed they were accepted.

Co-workers were cited as the primary resource for informal support of beginning teachers by Grant and Zeichner (1981). Beginning teachers reported that co-workers gave them support by offering information, opinions, assistance, and by listening to their concerns.

Released Time/Reduced Teacher Load

Some accounts of the experiences and behaviors of beginning teachers who were given released time and a reduced load have been documented. Bradley and Eggleston (1976) found support for giving beginning teachers 20% release time, either supervised or unsupervised. The teachers released were found to be more confident in their work. Hermanowicz (1966) found that beginning teachers interviewed in his research listed the suggestion that the school system should

provide released time to teachers for inservice education programs as number one.

One of the conditions of the government-implemented induction plan in Britain was released time for the beginning teacher, for the professional teacher-tutors, and for courses offered by "Professional Centres" (Julius, 1976). Beginning teachers were released one day a week and were to carry three-fourths of a normal teaching load. Released time could be used to attend the Professional Centre, to meet with teacher-tutor, to prepare work, or just "stand and stare."

The first of four elements in the NASSP project for induction called for a teaching load reduced by one class period for the beginning teacher during the first year of employment (Swanson, 1968). The project also called for a teaching load reduced by one class period for a cooperating teacher who was to advise the beginning teacher. The overall purpose of the project was to give beginning teachers some extra time and extra help. Swanson reported when released time was not given, very little success was achieved with, before and after school activities.

There are some studies reporting lack of use of released time and reduced loads. Grant and Zeichner (1982) reported 81% of the beginning teachers surveyed were given no extra released time, and 82% indicated that their class load was not less. Similarly, the Western Australian Education Department (1979) reported 39% of their beginning teachers had no released time, and 61% had some, most of them less than two hours per week.

Orientation

The procedures for orienting beginning teachers to schools varies
from no orientation whatsoever to very detailed and well planned
presentations. Cloutier (1980) concluded from the results of his
study that an orientation program for the beginning teacher incorpora-
ting an overview of experiences acquired in preservice and a written
set of public school expectations of instructional skills, classroom
management, and professionalism be provided. Badertscher (1978) found
from the beginning teachers which he surveyed that teachers identified
items related to orientation to the position, the school, and the
district as having high values. Teachers placed strong emphasis on
items dealing with policies, procedures, and processes. The orienta-
tion items considered most important emphasized teacher concerns
toward self-preparation, welfare of students, and expectations of
administrators.

In a study of first year secondary teachers (Isaacson, 1982),
approximately 80% of the subjects reported some form of building or
district orientation. The orientation consisted of introducing admin-
istrators, reviewing policy and procedures, and discussing employee
benefits. Although the teachers reported that some of the information
was helpful, almost none reported orientation procedures as valuable.
Teachers reported the orientation was not presented at the time of
their needs for such information.

Compton (1979) investigated the types of orientation and inser-
vice practices provided for a selective group of beginning high school

teachers in Ohio. Beginning teachers indicated general dissatisfaction with planned orientation.

> Teachers called for 'fewer system-wide and more building
> meetings; fewer large group meetings and more individual
> help; fewer generalities and more specific information;
> fewer speeches and more interaction and involvement;
> less formality and more genuine concern; and finally,
> less discouragement and more encouragement' (p. 25).

Those programs which were applauded involved teacher input in the planning and implementation.

Beginning teachers' perceptions of the existence and effectiveness of school orientation programs in three areas: (1) the teaching position, (2) the teaching profession, and (3) the community were analyzed by Taylor (1971). Teachers reported a lack of orientation concerning the community. Overall, the teachers' evaluations of their school's orientation practices were negative. Likewise, most of the first year teachers (70.4%) in a study by Grant and Zeichner (1981) were provided with some type of formal orientation to their schools, but many of the teachers expressed dissatisfaction with the quality of the orientation.

In summary, only a few induction programs or practices have even been evaluated. The asssistance provided to beginning teachers is minimal. Buddy teachers, other teachers, released time, reduced loads, and orientations seemed to be the most documented forms of assistance offered to beginning teachers. Other forms of assistance mentioned less frequently in the literature were printed information, group discussions, teacher centers, university assistance, and reduced extracurricular assignments.

The Principal's Role in Providing Induction

A key factor in any program is the principal; little progress will be made unless the principal exerts his leadership (Gorton, 1973). Most principals are concerned about the problems of their beginning teachers, but that concern must become commitment and action to develop an induction program. According to Elliott (1976), when the principal assumes the role of assisting beginning teachers, several real values are offered to the principal. The first value is recognition as a teacher educator and the second value is the opportunity to learn from his teacher colleagues while working with them. The third value to the principal is the opportunity to assist the professional development of better prepared beginning teachers, thereby lightening his own tasks.

Few studies concerning induction have involved both beginning teachers and principals. Bouchard and Hull (1970) reported from their interviews with beginning teachers and principals that both groups were cognizant of a need for better induction programs, but time and resources seemed to restrict progress in this area. Findings produced little evidence of a sequentially planned school program of induction activities among schools visited in the sample. There were wide differences attached to the meaning of the induction process. Conclusions of the study were that incongruence between teachers' and principals' responses demanded further study.

Badertscher (1978) analyzed the areas and degrees of congruence between what beginning teachers valued and what elementary principals thought teachers valued with regard to selected orientation items.

Most elementary principals in this study accurately identified the orientation interests of beginning teachers, but there were discrepancies in certain areas. Badertscher recommended that elementary principals become more aware of teachers' orientation needs and interests and participate in planning, designing, and implementing the induction process.

In a study of beginning teachers and principals conducted by the Western Australian Education Department (1979), principals were asked to describe the kinds of help available to beginning teachers. The strategy of induction selected by principals was influenced by factors within the school and by the principal's own philosophy. The most frequently cited ways in which principals gave help were informal meetings, staff meetings, checking programs, observing lessons, and giving advice. The principals identified half-day release for new teachers, inservice courses, visits by administrators, staff meetings with other schools, and pairing of new teachers as ways which should be available to help beginning teachers.

Badertscher (1978) stated that it is essential for the principal to plan the induction program. He stated that the most critical aspect of the program is organization. The approach to planning programs involved "selection of the areas of orientation information to be provided, the timing of information presentation, the method of information delivery, and an evaluation of the program after it has been implemented" (p. 19).

From Badertscher's (1978) review of the literature and based on his own study, he recommended the following:

1. Principals should enlist the help of other school system

personnel in determining areas to be included in an orientation program for beginning teachers.

2. Principals should confer with beginning teachers individually to design an orientation program.

3. The program should help to orient the beginner into the position, the school, the district, and the community.

4. Information of the greatest value should be presented first.

5. Provided information should relieve the beginning teachers' apprehension toward concerns of self-preparation, students' welfare, and administrative expectation.

6. Emphasis should be given to policies, procedures, and processes related to the teaching activity.

7. Planning procedures should involve personnel with previous orientation program experience.

Kurtz (1983) suggested to principals that the orientation procedures fit the local district. He listed some practices that seem common to all districts. Included are the following:

1. Scheduling beginning teacher orientation separate from orientations for regular teachers.

2. Scheduling special inservices throughout the year related to topics identified as needs of beginning teachers.

3. Pairing beginning teachers with master teachers.

4. Appointing someone to assist the beginning teacher.

5. Placing beginning teachers in assignments related to their educational background.

6. Assigning extra class duties of short duration by random selection.

7. Supervising beginning teachers to open communication and identify problems.

8. Carrying on regular evaluations of the beginning teacher orientation program.

The induction of beginning teachers deserves the attention, support, guidance, and training of building principals. Gorton (1973) concluded that the professional development of the beginning teacher continues to deserve one of the highest priorities of the principal.

Summary

The extent to which a beginning teacher can make a successful transition from preservice to a functioning, effective teacher is linked with the type of induction in which he/she participated. Analysis of the forms of assistance offered to beginning teachers during induction has supported certain induction practices. However, assistance for beginning teachers is an area that still needs a great deal of attention (Grant & Zeichner, 1981). The initiation of these induction practices into a program for beginning teachers depends, in most cases, upon the building principal. Yet, there have been very few studies related to the principal and the induction of the beginning teacher.

The review of the literature has set the background for the present study. The major concern of this study was to compare the perceptions of beginning elementary teachers to the perceptions of their principals concerning the forms of assistance for beginning teachers.

CHAPTER III

METHOD AND PROCEDURE

Introduction

The purpose of this study was to compare the perceptions of
beginning elementary teachers with the perceptions of their principals
concerning the forms of assistance for beginning teachers. This
chapter will be devoted to a description of the methodology and pro-
cedures utilized in this study. The following sections will be pre-
sented: (1) Subjects, (2) Instrumentation, (3) Procedure, (4) Data
Analysis, (5) Demographic Data, and (6) Summary.

Subjects

One of the populations examined consisted of the 393 beginning
elementary teachers in the State of Oklahoma who began teaching at the
beginning of the 1983-84 school year. Beginning elementary teachers
were identified using the certification and personnel files of the
State Department of Education. The school name and address to which
each beginning teacher was assigned were obtained also. A table of
random numbers (Gay, 1981) was used to select randomly 20% of the
population of beginning elementary teachers. The result was a sample
size of 79 beginning elementary teachers.

The other population in this study consisted of the principals of the 393 beginning elementary teachers in the State of Oklahoma during the 1983-84 school year. Twenty percent of the population of principals was selected based on the randomly selected beginning elementary teachers. No principal selected had more than one beginning teacher in the sample. The principals of the schools in which the randomly selected beginning elementary teachers were teaching were identified through the use of the Oklahoma Educational Directory, 1983-84, and the State Department of Education 002 forms reporting the membership of the Entry Year Assistance Committee. The result was a sample size of 79 principals.

Instrumentation

This study involved survey research, a form of self-report research, in an attempt to collect data from members of a population to determine the status of that population with respect to variables. The questionnaire was the method chosen over the interview procedure to conduct the self-report research. According to Gay (1981, p. 159): ". . . a questionnaire is much more efficient because it requires less time, is less expensive, and permits collection of data from a much larger sample." Since the subjects in the sample resided throughout Oklahoma, a mailed questionnaire was utilized to obtain the necessary data. Similar questionnaires were mailed to beginning elementary teachers and to their principals. The questions on the beginning teachers' questionnaire (Appendix B) were reworded for the principal to respond with his/her perceptions (Appendix C). The questionnaires were coded to identify the beginning elementary teacher and their

principal as a pair, but the identity of the respondents was confidential.

To survey beginning elementary teachers and their principals concerning forms of assistance offered to beginning teachers, a "First Year Teacher Survey" was utilized. Permission was granted by Dr. Kenneth Stern, developer of the instrument, to use the "First Year Teacher Survey," which was previously used in a larger study of first year teachers in Oklahoma and Kansas. The questionnaire was revised and refined through recommendations from the advisor of the doctoral committee and from elementary principals in the Putnam City and Edmond School Districts. Responses were received and utilized to refine the instrument to be able to gather perceptions from principals concerning forms of assistance offered to beginning teachers.

The questionnaires were color and numerically coded for ease of distribution to beginning elementary teachers and their principals. The first section of the instrument was designed to secure demographic data on respondents of the study. Items included were sex, building enrollment, district enrollment, class enrollment, number of beginning teachers in the building and in the district, and time of notification of a teaching assignment. The remainder of the questionnaire was designed to ascertain the beginning teachers' perceptions and their principals' perceptions concerning various forms of assistance for beginning teachers. Questions numbered 5, 6, 11, 15, 19, 20, 21, 24, 25, 30, 31, 32, 33, and 34 were not included in the analysis because they were not directly related to the purposes of this study. However, the questions were included on the instrument for the purpose of a larger study.

Procedure

Seventy-nine beginning elementary teachers were selected randomly from the total population of 373 beginning elementary teachers in Oklahoma. The 79 principals of those teachers were selected also, thus forming two subgroups. After the subjects were identified in February, 1984, they were mailed a questionnaire and a self-addressed, stamped envelope on March 23, 1984, which was to be returned as soon as possible by the respondents. The questionnaire contained a front page cover letter explaining the purpose of the study, emphasizing its importance and significance, and requesting the respondent to cooperate in the study. After the initial mailing of the questionnaire, 60.8%, or 48 of the beginning teachers, and 62%, or 49 of their principals, had responded.

On April 16, 1984, a follow-up letter (Appendix A), questionnaire, and self-addressed, stamped envelope were sent to those who had failed to respond to the original questionnaire mailing. By May 1, the set deadline date, 65 out of 79 questionnaires were returned by beginning teachers for a return rate of 82.3%, and 62 out of 79 questionnaires were returned by principals, for a return rate of 78.5%. A total of 52 paired surveys, beginning teachers and principals from the same school, were returned.

Data Analysis

The data analysis involved the use of descriptive statistical methods. A quantitative analysis was performed on the data obtained from the questionnaire utilized in the study. Frequencies and

percentages were established from the responses from both groups.
Chi-square, an inferential statistic, was used to compare group fre-
quencies for significance with the accepted level set at 0.05. The
results were presented in the form of tables and written discussion.

Demographic Data

The respondents represented 65 of the 393 beginning elementary
teachers and 62 of their 393 principals in Oklahoma during the 1983-84
school year, which comprised the populations for the study. The N
(number of respondents) for each item listed in the tables varied
according to the actual number of beginning teachers or principals who
responded to the item. Data regarding the respondents' sex, building
enrollment, district enrollment, class enrollment, number of beginning
teachers in their building and district, and time of job notifaction
of assignment for the beginning teacher were collected for this study.
These data are presented in Table I for the beginning elementary
teachers and in Table II for their principals.

Data presented in Tables I and II indicate that only seven
(nearly 11%) of the beginning teachers were male, while 44 (71%) of
the principals were male. At the same time, 57 (89%) of the beginning
teachers were female, compared to 18 (29%) female principals.

Most (approximately 90%) of the beginning teachers and their
principals worked in buildings with the enrollment between 100-1000
students. Approximately one-third of the schools had student enroll-
ments between 101-250, one-third between 251-500, and one-third be-
tween 501-1000.

TABLE I

DEMOGRAPHIC DATA FOR BEGINNING TEACHER
RESPONDENTS

Variable	N	Response Code	Frequency	Percentage
Sex	64	Male	7	10.9
		Female	57	89.1
Building Enrollment	64	1-100 students	6	9.4
		101-250 students	20	31.3
		251-500 students	18	28.1
		501-1000 students	18	28.1
		More than 1000 students	2	3.1
District Enrollment	64	1-250 students	12	18.8
		251-500 students	12	18.8
		501-1000 students	10	15.6
		More than 1000 students	30	46.9
Class Enrollment	64	1-10 students	6	9.4
		11-15 students	8	12.5
		16-20 students	14	21.9
		21-25 students	22	34.4
		26-30 students	12	18.8
		More than 30 students	2	3.1
Beginning Teachers in Building	64	1-5 teachers	64	100.0
		6-10 teachers	0	0
		11-15 teachers	0	0
Beginning Teachers in District	63	1-5 teachers	42	66.7
		6-10 teachers	7	11.1
		11-15 teachers	6	9.5
		16-30 teachers	4	6.3
		More than 30 teachers	4	6.3
Time of Job Notification- Classroom Assignment	65	Less than 1 week before school	12	18.5
		1-2 weeks before school	6	9.2
		3-4 weeks before school	18	27.7
		5-8 weeks before school	8	12.3
		More than 8 weeks before school	13	20.0
		Other	8	12.3

TABLE II

DEMOGRAPHIC DATA FOR PRINCIPAL RESPONDENTS

Variable	N	Response Code	Frequency	Percentage
Sex	62	Male	44	71.0
		Female	18	29.0
Building Enrollment	62	1-100 students	6	9.7
		101-250 students	15	24.2
		251-500 students	19	30.6
		501-1000 students	22	35.5
		More than 1000 students	0	0
District Enrollment	61	1-250 students	12	19.7
		251-500 students	11	18.0
		501-1000 students	5	8.2
		More than 1000 students	33	54.1
Class Enrollment	62	1-10 students	2	3.2
		11-15 students	5	8.1
		16-20 students	16	25.8
		21-25 students	30	48.4
		26-30 students	7	11.3
		More than 30 students	2	3.2
Beginning Teachers in Building	62	1-5 teachers	54	87.1
		6-10 teachers	8	12.9
		11-15 teachers	0	0
Beginning Teachers in District	60	1-5 teachers	32	53.3
		6-10 teachers	13	21.7
		11-15 teachers	4	6.7
		16-30 teachers	5	8.3
		More than 30 teachers	6	10.0
Time of Job Notification- Classroom Assignment	61	Less than 1 week before school	4	6.6
		1-2 weeks before school	10	16.4
		3-4 weeks before school	14	23.0
		5-8 weeks before school	6	9.8
		More than 8 weeks before school	9	14.8
		Other	18	29.5

About half of the beginning teachers and their principals worked in districts with the student enrollment over 1000 students. The distribution of student enrollment in smaller districts is relatively evenly distributed within the other three response code categories.

The majority of the beginning teachers (56.3%) and their principals (74.2%) stated that their class enrollment ranged from 16-25 students per class. The greatest number of beginning teachers had classes with 21-25 students, according to beginning teachers and their principals.

Most of the buildings (87%-100%) where beginning teachers worked contained one to five beginning teachers. The principals responded that approximately 13% of the buildings had 6 to 10 beginning teachers. There were no responses by either group in the 11-15 category.

Beginning teachers and their principals agreed that 75% of their districts had from 1-10 beginning teachers during the 1983-84 school year. The majority (over 50%) of the districts had one to five beginning teachers. A small percentage (6-10%) of the districts had over 30 beginning teachers.

There was a slight discrepancy between the beginning teachers and principals when surveyed concerning the notification time. Twelve (18.5%) of the beginning teachers stated they were given less than one week's notice of their classroom assignment, while only four (6.6%) of the principals stated that beginning teachers were notified less than one week before school started of their classroom assignment. The remaining beginning teachers were notified about their classroom assignment in varying times from one to more than eight weeks in advance of the starting of school.

Summary

The steps involved in the present study included identifying a random sample, selecting and refining a survey instrument, collecting the data, and analyzing the data. Twenty percent of the beginning elementary teachers in Oklahoma and their principals comprised the samples selected to receive the questionnaires. An original mailing and follow-up mailing resulted in a response rate of 82.3% of the beginning teachers and 78.5% of their principals. Subsequent to the return of the questionnaires, the data were analyzed in relation to the stated hypotheses of the study.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

Introduction

The purpose of this chapter was to describe and analyze the data
collected from the questionnaires sent to a sampling of the popula-
tions of beginning elementary teachers and their principals in Okla-
homa during the 1983-84 school year. The questionnaires surveyed
beginning elementary teachers and their principals concerning their
perceptions of the forms of assistance for beginning teachers.

The presentation and analysis of the data were organized around
the three basic hypotheses stated in Chapter I. The hypotheses of
this study were as follows:

H.1: There will be no statistically significant difference
      between the perceptions of beginning elementary teachers
      and their principals of the availability and helpfulness
      of formal forms of assistance for beginning teachers.

H.2: There will be no statistically significant difference
      between the perceptions of beginning elementary teachers
      and their principals of the helpfulness of informal forms
      of assistance for beginning teachers.

H.3: There will be no statistically significant difference
      between the perceptions of beginning elementary teachers
      and their principals concerning the availability of job-
      embedded forms of assistance for beginning teachers.

The formal forms of assistance investigated under Hypothesis 1
were the availability and helpfulness of pre-assignment visits, orien-
tations, printed information, and the principal, consulting teacher,

and professor. The informal forms of assistance investigated under Hypotheses 2 were the helpfulness of informal discussions with others, professional organizations, and union activities. The job-embedded forms of assistance examined under Hypothesis 3 were the availability of reduced teacher load and released time.

Analysis of the Hypotheses

The purpose of this study was to compare the perceptions of beginning elementary teachers with the perceptions of their principals concerning the forms of assistance for beginning teachers. The forms of assistance investigated were categorized as formal, informal, and job-embedded. Data collected through the questionnaires yielded the following results related to the hypotheses:

Data Related to Hypothesis 1

The first hypothesis of this study was:

H.1:   There will be no statistically significant difference between the perceptions of beginning elementary teachers and their principals of the availability and helpfulness of formal forms of assistance for beginning teachers.

The formal forms of assistance examined in this study were pre-assignment visits, orientations, printed information, and assistance of the principal, consulting teacher, and professor. Data related to each formal form of assistance examined are presented in this section.

Pre-Assignment Visits. The first subhypothesis related to Hypothsis 1 was:

H.1a: There will be no statistically significant difference between the perceptions of beginning elementary teachers

and their principals of the availability of pre-
assignment visits.

H.1a.1: There will be no statistically significant difference
between the perceptions of beginning elementary teach-
ers and their principals of the availability of pre-
assignment visits by school district administrators.

Beginning elementary teachers and their principals were surveyed

concerning the number of times the school district administrators made

themselves available to the beginning teacher before the first day of

classes. The results are presented in Table III. There was no sig-

nificant difference in the perceptions of the two groups concerning

the availability of pre-assignment visits with school district

administrators.

TABLE III

AVAILABILITY OF PRE-ASSIGNMENT VISITS
WITH SCHOOL DISTRICT ADMINISTRATORS

Times Made Available	Beginning Teachers (N=65)		Principals (N=58)	
	Frequency	Percentage	Frequency	Percentage
0	23	35.4	12	20.7
1	19	29.2	16	27.6
2	9	13.8	12	20.7
3	8	12.3	13	22.4
4	6	9.2	5	8.6
Total	65	100.0	58	100.0

Beginning teachers and their principals agreed to the availability of the school district administrators. Overall, principals rated the number of visits being made by school district administrators slightly higher. Over 50% of the principals perceived the school district administrators visiting beginning teachers from two to four times, while only 35% of the beginning teachers had the same perception (Table III).

H.2a.2: There will be no statistically significant difference between the perceptions of beginning elementary teachers and their principals of the availability of pre-assignment visits by building administrators.

Both groups were asked to respond to the number of times the building administrators made themselves available to the beginning teacher before the first day of classes. The results are presented in Table IV.

TABLE IV

AVAILABILITY OF PRE-ASSIGNMENT VISITS
WITH BUILDING ADMINISTRATORS

Times Made Available	Beginning Teachers (N=64)		Principals (N=58)	
	Frequency	Percentage	Frequency	Percentage
0	20	31.2	8	13.8
1	12	18.8	8	13.8
2	12	18.8	9	15.5
3	10	15.6	16	27.6
4	10	15.6	17	29.3
Total	64	100.0	58	100.0

There was not a significant difference as to the perceptions of the beginning teachers and their principals of the availability of the building administrators for pre-assignment visits. However, over 56% of the principals perceived building administrators, most often the building principal at the elementary level, as available to beginning teachers three or four times before the first day of classes, while only 30% of the beginning teachers perceived their availability that often. Over 60% of the beginning teachers perceived their building principals as not available at all, or only once before school started (Table IV).

> H.1a3.: There will be no statistically significant difference between the perceptions of beginning elementary teachers and their principals of the availability of pre-assignment visits by school faculty.

Beginning elementary teachers and their principals were questioned as to the number of times the school faculty made themselves available to the beginning teacher before the first day of classes. The data are presented in Table V.

There was no significant difference between the perceptions of beginning teachers and their principals concerning the availablility of school faculty. However, principals perceived the availability of school faculty as being more frequent than did beginning teachers. Over 30% of the principals perceived the school faculty available at least four times before classes started, compared to only 17.5% of the beginning teachers having the same perception. Thirty-eight percent of the beginning teachers stated that the school faculty did not make themselves available at all (Table V).

TABLE V

AVAILABILITY OF PRE-ASSIGNMENT VISITS
WITH SCHOOL FACULTY

Times Made Available	Beginning Teachers (N=63)		Principals (N=59)	
	Frequency	Percentage	Frequency	Percentage
0	24	38.0	16	27.1
1	11	17.5	5	8.5
2	9	14.3	11	18.6
3	8	12.7	9	15.3
4	11	17.5	18	30.5
Total	63	100.0	59	100.0

H.1.b: There will be no statistically significant difference between the perceptions of beginning elementary teachers and their principals of the helpfulness of pre-assignment visits.

The beginning elementary teachers and their principals were asked to rate from "More Helpful" to "Not Very Helpful" the helpfulness of pre-assignments visits. The data concerning the perceived helpfulness of pre-assignment visits are presented in Table VI.

Beginning elementary teachers and their principals perceived the helpfulness of pre-assignment visits significantly different at the 0.05 level. Even though approximately 83% of the beginning teachers and 96% of their principals rated pre-assignment visits "More Helpful" or "Somewhat Helpful," 18% of the beginning teachers and only 4% of their principals rated pre-assignment visits "Not Very Helpful" (Table VI).

TABLE VI

HELPFULNESS OF PRE-ASSIGNMENT VISITS

Response Code	Beginning Teachers (N=52)		Principals (N=54)	
	Frequency	Percentage	Frequency	Percentage
More helpful	24	46.2*	19	35.2*
Somewhat help- ful	19	36.5*	33	61.1*
Not very help- ful	9	17.3*	2	3.7*
Total	52	100.0	54	100.0

*χ^2 (2, N = 52, 54) = 8.77, p < 0.05

Orientations. The following subhypotheses concerning orienta-
tions related to Hypothesis 1 concerning the availability and helpful-
ness of the formal forms of assistance to beginning teachers.

H.1c: There will be no statistically significant difference
       between the perceptions of beginning elementary teach-
       ers and their principals of the availability of orien-
       tations.

H.1c.1: There will be no statistically significant difference
        between the perceptions of beginning elementary teach-
        ers and their principals of the availability of orien-
        tations within the school.

Beginning elementary teachers and their principals were surveyed

concerning the number of times an orientation was made available

within their building. The results are presented in Table VII.

TABLE VII

AVAILABILITY OF ORIENTATIONS WITHIN
THE SCHOOL

Times Made Available	Beginning Teachers (N=64)		Principals (N=59)	
	Frequency	Percentage	Frequency	Percentage
0	18	28.1*	2	3.4*
1	19	29.7*	15	25.4*
2	14	21.9*	20	33.9*
3	6	9.4*	12	20.3*
4	7	10.9*	10	17.0*
Total	64	100.0	59	100.0

*X^2 (4, N = 64, 59) = 16.68, $\underline{p}$ < 0.05

There was a significant difference at the 0.05 level in the perceptions of beginning teachers and their principals in regard to orientations within the school (Table VII). Twenty-eight percent of the beginning teachers perceived there to be no orientation meeting in their school, while only 3% of their principals perceived no orientation meeting in their school. Only 20% of the beginning teachers perceived there to be three or four orientations, while 37% of the principals stated there were three or four orientations.

H.lc.2: There will be no statistically significant difference between the perceptions of beginning elementary teachers and their principals of the availability of orientations to the school district.

Both groups were surveyed concerning the number of orientations to the district that were made available to the beginning teacher before classes started. Data related to the subhypothesis are presented in Table VIII.

TABLE VIII

AVAILABILITY OF ORIENTATIONS WITHIN THE DISTRICT

Time Made Available	Beginning Teachers (N=56)		Principals (N=55)	
	Frequency	Percentage	Frequency	Percentage
0	33	53.2*	13	22.4*
1	12	19.4*	23	39.7*
2	9	14.5*	14	24.1*
3	8	12.9*	8	13.8*
Total	62	100.0	58	100.0

*x^2 (3, N = 62, 58) = 13.12, p < 0.05

Over 53% of the beginning teachers indicated that there was no general orientation to the district, as compared to only 22% of their principals stating the same. The difference in perceptions of the beginning teacher and their principal in regard to orientations to the district was significant at the 0.05 level (Table VIII).

H.1d: There will be no statistically significant difference between the perceptions of beginning elementary teachers and their principals of the helpfulness of orientations.

Both groups were to rate the helpfulness of orientations from "More Helpful" to "Less Helpful." The data concerning the helpfulness of orientations are presented in Table IX.

TABLE IX

HELPFULNESS OF ORIENTATIONS

Response Code	Beginning Teachers (N=56)		Principals (N=55)	
	Frequency	Percentage	Frequency	Percentage
More Helpful	29	51.8	28	50.9
Somewhat Help-ful	26	46.4	25	45.5
Not Very Help-ful	1	1.8	2	3.6
Less Helpful	0	0	0	0
Total	56	100.0	55	100.0

Beginning teachers and their principals agreed on the helpfulness of orientation meetings for beginning teachers. Ninety-seven percent of both groups considered orientation meetings "More Helpful" or "Somewhat Helpful" for beginning teachers (Table IX). A slightly

higher percentage (3.6%) of the principals than beginning teachers
(1.8%) rated the helpfulness of orientations as "Not Very Helpful."
However, the differences in perceptions related to the helpfulness of
orientations were not significant at the 0.05 level.

Printed Information. The following subhypotheses concerning
printed information are related to Hypothesis 1 concerning the availa-
bility and helpfulness of the formal forms of assistance to beginning
teachers:

H.le: There will be no statistically significant difference
          between the perceptions of beginning elementary teach-
          ers and their principals of the availability of printed
          information.

H.le.1:   There will be no statistically significant difference
          between the perceptions of beginning elementary teach-
          ers and their principals of the availability of curric-
          ulum guides.

Beginning teachers and their principals were questioned concern-
ing the kinds of information which was made available to beginning
teachers prior to the opening of school. The data related to the
availability of curriculum guides are presented in Table X.

When beginning elementary teachers and their principals were
surveyed in regard to the availability of printed information in the
form of curriculum guides, there was a significant discrepancy at the
0.05 level. Although over 50% of both groups perceived curriculum
guides to be available, 74% of the principals indicated beginning
teachers had curriculum guides. Forty-five percent of the beginning
teachers and 26% of their principals perceived there to be no curricu-
lum guides available (Table X).

TABLE X

AVAILABILITY OF CURRICULUM GUIDES

Response Code	Beginning Teachers (N=62)		Principals (N=61)	
	Frequency	Percentage	Frequency	Percentage
Yes	34	54.8*	45	73.8*
No	28	45.2*	16	26.2*
Total	62	100.0	61	100.0

$*\chi^2$ (1, N = 62, 61) = 4.00, p < 0.05

H.1e.2: There will be no statistically significant difference between the perceptions of beginning elementary teachers and their principals of the availability of a student handbook.

Beginning elementary teachers and their principals were surveyed concerning the availability of a student handbook for the beginning teacher prior to the opening of school. The results of this surveyed question are indicated in Table XI.

There was no statistically significant difference between the groups concerning the availability of a student handbook. Although once again, the perception of the principals was higher than the beginning teachers, this perceptual difference was not significant at the 0.05 level. Sixty percent of the beginning teachers and 75% of their principals perceived a student handbook to be available. A larger percentage of the beginning teachers (40%) responded that a student handbook was not available to them (Table XI).

TABLE XI

AVAILABILITY OF A STUDENT HANDBOOK

Response Code	Beginning Teachers (N=63)		Principals (N=61)	
	Frequency	Percentage	Frequency	Percentage
Yes	38	60.3	46	75.4
No	25	39.7	15	24.6
Total	63	100.0	61	100.0

H.1e.3: There will be no statistically significant difference between the perceptions of beginning elementary teachers and their principals of the availability of a teacher handbook.

Both groups indicated on the questionnaire the availability of a teacher handbook to beginning teachers. The data concerning the availability of this form of printed information are presented in Table XII.

As high as 90% of the principals perceived a teacher handbook available to beginning teachers, compared to only 67% of the beginning teachers with the same perception. Thirty-three percent of the beginning teachers indicated that a teacher handbook was not available to them. The difference in perceptions between the two groups related to the availability of a teacher handbook was significant at the 0.05 level (Table XII).

TABLE XII

AVAILABILITY OF A TEACHER HANDBOOK

Response Code	Beginning Teachers (N=63)		Principals (N=62)	
	Frequency	Percentage	Frequency	Percentage
Yes	42	66.7*	56	90.3*
No	21	33.3*	6	9.7*
Total	63	100.0	62	100.0

$*\chi^2$ (1, N = 63, 62) = 8.98, p < 0.05

H.1f: There will be no statistically significant difference between the perceptions of beginning elementary teachers and their principals of the helpfulness of printed information.

The beginning teachers and their principals were asked to rate the helpfulness of printed information on a scale from "More Helpful" to "Less Helpful." The data concerning the helpfulness of printed information are presented in Table XIII.

Beginning teachers and their principals generally agreed on the helpfulness of printed information given to beginning teachers. Approximately 90% of both groups rated printed information "More Helpful" or "Somewhat Helpful." A higher percentage (11%) of the beginning teachers, compared to 4% of their principals, rated printed information in the "Not Very Helpful" or "Less Helpful" range (Table

XIII). However, the differences in perceptions related to the help-

helpfulness of printed information were not statistically significant.

TABLE XIII

HELPFULNESS OF PRINTED INFORMATION

Response Code	Beginning Teachers (N=53)		Principals (N=55)	
	Frequency	Percentage	Frequency	Percentage
More Helpful	27	50.9	28	50.9
Somewhat Help- ful	20	37.7	25	45.5
Not Very Help- ful	3	5.7	2	3.6
Less Helpful	3	5.7	0	0
Total	53	100.0	55	100.0

Principal, Consulting Teacher, and Professor. The following sub-

hypotheses concerning the assistance of the principal, consulting

teacher, and professor are related to Hypotheses 1 concerning the

availability and helpfulness of the formal forms of assistance to

beginning teachers:

> H.1g: There will be no statistically significant difference
> between the perceptions of beginning elementary teach-
> ers and their principals of the availability of the
> principal, consulting teacher, and professor.

H.1g.1: There will be no statistically significant difference between the perceptions of beginning elementary teachers and their principals of the availability of the principal.

Beginning teachers and their principals were surveyed concerning the actual in-classroom observations and conferences for the purpose of evaluating teaching which were made by the principal. The data are presented in Tables XIV and XV.

TABLE XIV

AVAILABILITY OF THE PRINCIPAL FOR OBSERVATIONS

Number of Observations	Beginning Teachers (N=64)		Principals (N=61)	
	Frequency	Percentage	Frequency	Percentage
0	1	1.5*	0	0
1	4	6.3*	0	0
2	7	10.9*	2	3.3*
3	20	31.3*	15	24.6*
4	14	21.9*	13	21.3*
5 or more	18	28.1*	31	50.8*
Total	64	100.0	61	100.0

$*X^2$ (5, N = 64, 61) = 11.91, p < 0.05

TABLE XV

AVAILABILITY OF THE PRINCIPAL FOR CONFERENCES

Number of Conferences	Beginning Teachers (N=65)		Principals (N=61)	
	Frequency	Percentage	Frequency	Percentage
1	8	12.4*	1	1.7*
2	19	29.2*	9	14.8*
3	26	40.0*	21	34.4*
4	6	9.2*	11	18.0*
5 or more	6	9.2*	19	31.1*
Total	65	100.0	61	100.0

$*X^2$ (4, N = 65, 61) = 17.67, p < 0.05

Seventy-two percent of the principals perceived themselves to be observing beginning teachers four or five times a year. Only 50% of the beginning teachers perceived themselves being observed by their principals four or five times a year. Seven percent of the beginning teachers and none of their principals stated that they were not observed at all or only once. The difference in perceptions of the two groups in regards to the availability of the principal for observations was significant at the 0.05 level (Table XIV).

There was also a significant difference at the 0.05 level in the perceptions of the two groups concerning the availability of the principal for conferences for evaluating teaching with the beginning teacher (Table XV). Forty-nine percent of the principals stated that

they held four or five conferences per year with their beginning

teacher for the purpose of evaluation. Only 18% of the beginning

teachers stated that they met four or five times a year for a confer-

ence. Approximately 42% of the beginning teachers indicated having a

conference with their principal only once or twice a year.

> H.1g.2: There will be no statistically significant difference
> between the perceptions of beginning elementary teach-
> ers and their principals of the availability of the
> consulting teacher.

The actual in-classroom observations and conferences for evaluat-

ing teaching which were made by the consulting teacher as perceived

by the beginning teachers and their principals are presented in Tables

XVI and XVII. The availability of the consulting teacher was assessed

from this data.

There was a significant difference at the 0.05 level between the

perceptions of the beginning teachers and their principals concerning

the availability of the consulting teacher for observations. Eighteen

percent of the beginning teachers indicated they had been observed not

at all, once, or twice. Only 5% of their principals indicated the

same. Principals indicated a higher number of observations being

conducted by the consulting teacher than indicated by the beginning

teachers. Eighty-two percent of the principals perceived consulting

teachers observing beginning teachers at least four or five times a

year. Only 53% of the beginning teachers indicated the same percep-

tion (Table XVI).

Likewise, principals perceived more frequent numbers of conferen-

ces being held with the beginning teacher and their consulting teacher

than perceived by the beginning teachers. Sixty-four percent of the

principals perceived the consulting teacher and beginning teacher holding at least four or five conferences a year. The same perception was shared by only 43% of the beginning teachers. Approximately 31% of the beginning teachers and 18% of their principals perceived the consulting teacher and beginning teacher to hold only one or two conferences per year. The difference in perceptions of the beginning teachers and their principals in regard to the availability of the consulting teacher for conferences was significant at the 0.05 level (Table XVII).

TABLE XVI

AVAILABILITY OF THE CONSULTING TEACHER
FOR OBSERVATIONS

Number of Observations	Beginning Teachers (N=64)		Principals (N=60)	
	Frequency	Percentage	Frequency	Percentage
0	4	6.3*	0	0*
1	1	1.6*	0	0*
2	7	10.9*	3	5.0*
3	18	28.1*	8	13.3*
4	5	7.8*	15	25.0*
5 or more	29	45.3*	34	56.7*
Total	64	100.0	60	100.0

* X^2 (5, N = 64, 60) = 15.73, p < 0.05

TABLE XVII

AVAILABILITY OF THE CONSULTING TEACHER
FOR CONFERENCES

Number of Conferences	Beginning Teachers (N=65)		Principals (N=59)	
	Frequency	Percentage	Frequency	Percentage
1	14	21.5*	4	6.8*
2	6	9.2*	7	11.9*
3	17	26.2*	10	16.9*
4	5	7.7*	12	20.3*
5 or more	23	35.4*	26	44.1*
Total	65	100.0	59	100.0

*X^2 (4, N = 65, 59) = 10.25, p < 0.05

H.1g.3: There will be no statistically significant difference between the perceptions of beginning elementary teachers and their principals of the availability of the professor.

Beginning teachers and their principals were asked to respond to the frequency of actual in-classroom observations and conferences for evaluating teaching of the beginning teacher by the professor. The data pertaining to the availability of the professor are presented in Tables XVIII and XIX.

The greatest percentage of beginning teachers (54%) and their principals (57.4%) perceived the number of observations of the professor to be three. A small percentage (5%) of the beginning teachers did indicate that they were observed by the professor only once or not

at all. There were no principals with that perception. The differ-
ence in perception between the two groups concerning the availability
of the professor for observations was not statistically significant
(Table XVIII).

TABLE XVIII

AVAILABILITY OF THE PROFESSOR FOR
OBSERVATIONS

Number of Observations	Beginning Teachers (N=63)		Principals (N=61)	
	Frequency	Percentage	Frequency	Percentage
0	1	1.5	0	0
1	2	3.2	0	0
2	11	17.5	9	14.7
3	34	54.0	35	57.4
4	9	14.3	12	19.7
5 or more	6	9.5	5	8.2
Total	63	100.0	61	100.0

The majority of both groups, 67% of the beginning teachers and
73% of their principals, perceived the beginning teacher and professor
meeting for conferences for evaluation of teaching two or three times
a year. Eight percent of the principals, compared to 21% of the
beginning teachers, responded that the beginning teacher and professor

met for a conference once or not at all. There was no significant difference between the perceptions of the two groups (Table XIX).

TABLE XIX

AVAILABILITY OF THE PROFESSOR FOR CONFERENCES

Number of Conferences	Beginning Teachers (N=63)		Principals (N=57)	
	Frequency	Percentage	Frequency	Percentage
0	6	9.5	4	7.0
1	7	11.1	1	1.8
2	17	27.0	13	22.8
3	25	39.7	29	50.9
4	6	9.5	6	10.5
5	2	3.2	4	7.0
Total	63	100.0	57	100.0

H.1h: There will be no statistically significant difference between the perceptions of beginning elementary teachers and their principals of the helpfulness of the principal, consulting teacher, and professor.

H.1h.1: There will be no statistically significant difference between the perceptions of beginning elementary teacherers and their principals of the helpfulness of the principal.

Beginning elementary teachers and their principals responded to the overall support and assistance of the principal by rating the assistance on a scale from "More Helpful" to "Not Very Helpful." The

data related to the helpfulness of the principal are presented in Table XX.

Only one (1.7%) principal, but nine (14.1%) beginning teachers rated the assistance of the principal as "Not Very Helpful." Even though the greater majority of the principals (98%) and beginning teachers (86%) rated the assistance of the principal as "More Helpful" or "Somewhat Helpful," the overall difference between the two groups in regard to the assistance of the principal was significant at the 0.05 level (Table XX).

TABLE XX

HELPFULNESS OF THE PRINCIPAL

Response Code	Beginning Teachers (N=64)		Principals (N=60)	
	Frequency	Percentage	Frequency	Percentage
More Helpful	37	57.8*	32	53.3*
Somewhat Helpful	18	28.1*	27	45.0*
Not Very Helpful	9	14.1*	1	1.7*
Total	64	100.0	60	100.0

*χ^2 (2, N = 64, 60) = 8.44, p < 0.05

H.1h.2: There will be no statistically significant difference
         between the perceptions of beginning elementary teach-
         ers and their principals of the helpfulness of the
         consulting teacher.

Both groups rated the overall support and assistance of the

consulting teacher on a scale from "More Helpful" to "Not Very Help-

ful." Table XXI presents the data related to the helpfulness of the

consulting teacher.

TABLE XXI

HELPFULNESS OF THE CONSULTING TEACHER

Response Code	Beginning Teachers (N=63)		Principals (N=59)	
	Frequency	Percentage	Frequency	Percentage
More Helpful	51	81.0	46	78.0
Somewhat Help-ful	9	14.2	11	18.6
Not Very Help-ful	2	3.2	2	3.4
Less Helpful	1	1.6	0	0
Total	63	100.0	59	100.0

The consulting teacher received the highest rating of assistance

from both groups. Ninety-five percent of the beginning teachers and

97% of their principals rated the consulting teacher as "More Helpful"

and "Somewhat Helpful." There was no significant difference between the perceptions of the two groups concerning the helpfulness of the consulting teacher (Table XXI).

> H.lh.3: There will be no statistically significant difference between the perceptions of beginning elementary teachers and their principals of the helpfulness of the professor.

Beginning teachers and their principals rated the overall support and assistance of the professor on a scale from "More Helpful" to "Not Very Helpful." The data were shown in Table XXII related to the helpfulness of the professor.

TABLE XXII

HELPFULNESS OF THE PROFESSOR

Response Code	Beginning Teachers (N=64)		Principals (N=59)	
	Frequency	Percentage	Frequency	Percentage
More Helpful	24	37.5	19	32.2
Somewhat Helpful	27	42.2	29	49.2
Not Very Helpful	13	20.3	11	18.6
Less Helpful	0	0	0	0
Total	64	100.0	59	100.0

The perceptions of the two groups concerning the helpfulness of the professor were very similar. Approximately 80% of the beginning teachers and their principals rated the professor "More Helpful" or "Somewhat Helpful." Twenty percent of both groups rated the professors "Not Very Helpful" or "Less Helpful," yielding no significant difference in their perceptions (Table XXII).

Data Related to Hypothesis 2

The second hypothesis of this study was:

H.2: There will be no statistically significant difference between the perceptions of beginning elementary teachers and their principals of the helpfulness of informal forms of assistance for beginning teachers.

The informal forms of assistance examined in this study were informal discussions with other teachers, professional organizations, and union activities.

Informal Discussions With Other Teachers.

The first subhypothesis related to Hypothesis 2 was:

H.2a: There will be no statistically significant difference between the perceptions of beginning elementary teachers and their principals of the helpfulness of informal discussions with other teachers.

Beginning elementary teachers and their principals were surveyed concerning the overall helpfulness to beginning teachers of informal discussions with other teachers. The respondents were to rate the helpfulness on a scale from "More Helpful" to "Less Helpful." The results are presented in Table XXIII.

There was no statistically significant difference in the responses of both groups concerning the helpfulness of informal discussions

with other teachers. Informal discussions with other teachers were rated "More Helpful" and "Somewhat Helpful" by 98% of the beginning teachers and by 100% of their principals (Table XXIII).

TABLE XXIII

HELPFULNESS OF INFORMAL DISCUSSIONS WITH
OTHER TEACHERS

Response Code	Beginning Teachers (N=63)		Principals (N=58)	
	Frequency	Percentage	Frequency	Percentage
More Helpful	48	76.2	36	62.1
Somewhat Help-ful	14	22.2	22	37.9
Not Very Help-ful	1	1.6	0	0
Less Helpful	0	0	0	0
Total	63	100.0	58	100.0

Professional Organizations. The following subhypothesis concerning the helpfulness of professional organizations related to Hypothesis 2 as an informal form of assistance:

H.2b: There will be no statistically significant difference between the perceptions of beginning elementary teachers and their principals of the helpfulness of professional organizations.

Beginning teachers and their principals responded to the overall helpfulness to beginning teachers offered by professional organizations. Examples of professional organizations given to teachers on the questionnaire were Reading Associations and Science Associations (Table XXIV).

TABLE XXIV

HELPFULNESS OF PROFESSIONAL ORGANIZATIONS

Response Code	Beginning Teachers (N=38)		Principals (N=52)	
	Frequency	Percentage	Frequency	Percentage
More Helpful	6	15.8	8	15.4
Somewhat Helpful	19	50.0	34	65.4
Not Very Helpful	9	23.7	8	15.4
Less Helpful	4	10.0	2	3.8
Total	38	100.0	52	100.0

Even though principals viewed professional organizations as more helpful to beginning teachers than did beginning teachers, there was no significant difference in their perceptions. Approximately 81% of the principals and 66% of the beginning teachers rated professional organizations "More Helpful" and "Somewhat Helpful." Only slightly

over half of the beginning teachers in this study even responded to the question.

Union Activities. The following subhypothesis related to Hypothesis 2:

H.2c: There will be no statistically significant difference between the perceptions of beginning elementary teachers and their principals of the helpfulness of union activities.

Both groups were surveyed concerning their perceptions of the overall helpfulness of union activities. The results are presented in Table XXV.

TABLE XXV

HELPFULNESS OF UNION ACTIVITIES

Response Code	Beginning Teachers (N=32)		Principals (N=35)	
	Frequency	Percentage	Frequency	Percentage
More Helpful	6	18.8	5	14.3
Somewhat Helpful	12	37.5	13	37.1
Not Very Helpful	7	21.9	12	34.3
Less Helpful	7	21.9	5	14.3
Total	32	100.0	35	100.0

Beginning teachers and their principals responded relatively evenly across the scale of "More Helpful" to "Less Helpful" in regards to the helpfulness of union activities. Union activities had the lowest helpfulness rating in the informal area of assistance, with 22% of the beginning teachers and 14% of their principals responding "Less Helpful." Only 49% of the beginning teachers and only 56% of their principals responded to the question, which yielded no significant differences in perceptions (Table XXV).

Data Related to Hypothesis 3

The third hypothesis of this study was:

H.3:   There will be no statistically significant difference between the perceptions of beginning elementary teachers and their principals of the availability of job-embedded forms of assistance for beginning teachers.

The job-embedded forms of assistance examined in this study were reduced teacher load and released time. The data related to the availability of each job-embedded form of assistance examined in this study are presented in this section.

Reduced Teacher Load. The first subhypothesis related to Hypothesis 3 was:

H.3a: There will be no statistically significant difference between the perceptions of beginning elementary teachers and their principals of the availability of reduced teacher load.

Beginning elementary teachers and their principals were surveyed concerning beginning teachers' class size compared to experienced teachers' class size. The results of the availability of reduced teacher load are represented in Table XXVI.

Both beginning teachers (81.3%) and their principals (93.5%) agreed that beginning teachers had about the same number of students in their class as compared with the classes taught by teachers with more than one year of experience (Table XXVI). However, 6.2% of the beginning teachers perceived their class size as larger than experienced teachers compared to no principals perceiving beginning teachers having a larger class size. There was no significant difference in perceptions of the groups concerning availability of reduced teacher load.

TABLE XXVI

AVAILABILITY OF REDUCED TEACHER LOAD

Class Size	Beginning Teachers (N=64)		Principals (N=62)	
	Frequency	Percentage	Frequency	Percentage
Smaller	8	12.5	4	6.5
Larger	4	6.2	0	0
About the Same	52	81.3	58	93.5
Total	64	100.0	62	100.0

Released Time. The second subhypothesis related to Hypothesis 3 was:

H.3b: There will be no statistically significant difference
between the perceptions of beginning elementary teachers
and their principals of the availability of released
time.

The groups were surveyed about released time for beginning teach-
ers over and above that time which is provided other teachers with
experience. The data in Table XXVII presented the perceptions of the
availability of released time.

TABLE XXVII

AVAILABILITY OF RELEASED TIME

Released Time	Beginning Teachers (N=64)		Principals (N=62)	
	Frequency	Percentage	Frequency	Percentage
Yes	5	7.8	4	6.5
No	59	92.2	58	93.5
Total	64	100.0	62	100.0

Ninety-two percent of the beginning teachers and 94% of their
principals stated "No" to the question concerning the availability of
released time for beginning teachers. Only five of the beginning
teachers and four of their principals perceived beginning teachers to
have more released time than other teachers. There was no significant

difference in the perceptions of the two groups related to this subhypothesis (Table XXVII).

Summary

The samples of this study consisted of 79 beginning elementary teachers and 79 of their principals in the State of Oklahoma during the 1983-84 school year. A return of 83.5% of the beginning elementary teachers and 78.5% of their principals was achieved. Data related to each of the three hypothesis were presented and discussed in the chapter.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to compare the perceptions of beginning elementary teachers and their principals concerning the forms of assistance offered to beginning elementary teachers. Formal, informal, and job-embedded forms of assistance were investigated.

An analysis of the literature related to the forms of assistance offered to the beginning teacher and the principal's role in providing induction was presented in Chapter II. Buddy teachers, other teachers, released time, reduced loads, and orientations were examined as the most documented forms of assistance. The implementation of these forms of assistance into a program for beginning teachers depended in most cases upon the building principal.

This study was designed to obtain data through survey research from two populations, one consisting of beginning elementary teachers in the State of Oklahoma during the 1983-84 school year, and the other consisting of the beginning teachers' principals. Twenty percent of the beginning teachers were randomly selected, and 20% of the principals were selected based on the randomly selected teachers. A "First Year Teacher Survey" was utilized to gather demographic data and data

related to the stated hypotheses from 65 beginning elementary teachers and from 62 of their principals.

The data analysis involved frequency distributions, percentages, and the use of chi-square to determine the differences between the perceptions of beginning elementary teachers and the perceptions of their principals concerning the forms of assistance for beginning teachers. The level of significance was set at the 0.05 level.

The demographic data described the beginning elementary teachers as primarily female, working in a building with the enrollment between 251-1000 students and in a district having over 1000 students, with a class size ranging from 16 to 25 students. Most beginning teachers were notified from one to four weeks before school started about their job. The demographic data, according to the principals, were basically the same as those reported by the beginning teachers, except for the fact that the principals were predominately male.

The first hypothesis was rejected in part. There was a significant difference in the perceptions of beginning teachers and the perceptions of their principals concerning the helpfulness of pre-assignment visits, the availability of orientations, the availability of curriculum guides and a teacher handbook, the availability of the principal and consulting teacher, and the helpfulness of the principal.

The analyses resulted in a failure to reject the other parts of the first hypothesis. There was no significant difference in the perceptions of beginning elementary teachers and the perceptions of their principals concerning the availability of pre-assignment visits, the helpfulness of orientations, the availability of a student hand-

book, the helpfulness of printed information, the availability of the professor, and the helpfulness of the consulting teacher and professor.

The analyses resulted in a failure to reject the second hypothesis. There was no significant difference in the perceptions of beginning elementary teachers and the perceptions of their principals concerning the helpfulness of informal discussions with other teachers, professional organizations, or union activities.

The third hypothesis was not rejected. There were no significant differences in the perceptions of beginning elementary teachers and the perceptions of their principals concerning the availability of reduced teacher load and released time for beginning teachers.

Conclusions and Implications

As a result of data analyses, based on the perceptions of beginning elementary teachers and the perceptions of their principals concerning the forms of assistance for beginning teachers, it was concluded that:

1. Beginning elementary teachers and their principals perceived the number of pre-assignment visits made by school district administrators, building administrators, and school faculty about the same. Consistently, however, a higher percentage of principals perceived beginning teachers were visited more frequently than perceived by beginning teachers. Even though their perceptions of the number of pre-assignment visits were similar, the percentage of beginning teachers that were not being visited at all by the above mentioned school personnel before school starts is alarming. This implies that some beginning teachers are receiving little or no contact from school

personnel before school starts, and are "isolated," as referred to in the literature, from help.

2. Beginning elementary school teachers perceive pre-assignment visits as significantly more helpful than do their principals. A possible explanation for this perception by beginning teachers concerning the helpfulness of pre-assignments visits could be a higher helpfulness rating by those presently participating in pre-assignment visits as compared to those not being exposed to pre-assignment visits. At the other extreme, more beginning teachers than principals perceived pre-assignment visits as less helpful. Obviously, the beginning teachers that rate pre-assignment visits as "Not Very Helpful" or "Less Helpful" did not believe that they received as much help from these visits as their principals perceived that they did. This implies that all principals need to address the individual needs of the beginning teacher in a supportive way when making pre-assignment visits.

3. Orientations to the school and to the district are perceived by beginning elementary teachers to be available significantly less often than they are perceived to be available by their principals. This conclusion is further supported by Grant and Zeichner (1981), who reported the same percentage (70%) of beginning teachers in their study received an orientation in their school. Perhaps this difference in perception between beginning elementary teachers and their principals is due to the difference in definition of the term "orientation." Principals may be providing helpful information for beginning teachers at meetings which are not defined as orientation. The other alternative implied by the data is that a significant number of

beginning teachers are not being oriented to the school and to the district, but are expected to gather needed information on their own.

4. The greater majority of beginning elementary teachers and their principals perceive orientation meetings as being helpful to beginning teachers. This high rating and agreement between the two groups of the helpfulness of orientations puts importance on this form of assistance for beginning teachers. This conclusion is supported in the findings of Badertscher (1978) and Isaacson (1982), who found beginning teachers reported orientations as helpful.

5. Beginning elementary teaches do not perceive curriculum guides and a teacher handbook to be as available to them as do their principals. Principals rate the availability of this printed information significantly higher. Perhaps the printed information that is available has not been shared adequately with beginning teachers. This refers to the finding that beginning teachers perceive orientations, which usually include the sharing of printed information, as not being as available as perceived by their principals. Both groups agree, however, that a student handbook is available. In these times of "student rights" and "due process," it is not surprising that a student handbook is made available. This difference in availability of printed information needs to be addressed by the building principal, especially in light of the next conclusion.

6. Both beginning elementary teachers and their principals rate printed information as highly helpful to the beginning teacher. This high rating of the helpfulness of printed information places importance on this form of assistance for the beginning teacher. The data imply that both groups place a value on this form of assistance.

7. Beginning elementary teachers perceive the number of observations and conferences with their principal and consulting teacher for the purposes of evaluating their teaching, as being significantly less than the number of observations and conferences perceived by their principals. Over 50% of the principals perceived themselves and consulting teachers as being available for observations and conferences at least four or five times a year. This difference in perceptions implies that principals need to examine the reasons for this difference and to make themselves aware of the number of observations and conferences actually being provided by the principal and consulting teacher. A majority of the beginning teachers and their principals agree that the professor observed the beginning teacher three times and held three conferences during the year. This implies that the two groups perceive the availability of the professor for observations and conferences similarly.

8. Although beginning elementary teachers and their principals rate the assistance of the principal as helpful, principals rate themselves significantly higher in helpfulness than do their beginning teachers. This finding is supported in the literature (Kurtz, 1983). Principals perceive themselves as available to the beginning teacher whenever needed and indicate a need to help the beginning teacher become successful. Obviously, the data imply that the principals' perception of their willingness to help is not being transmitted to the beginning teacher. Both groups agree on the helpfulness of the consulting teacher and the professor. When compared with the principal and the professor, the consulting teacher received the highest percentage of helpfulness from both beginning teachers and their

principals. This conclusion is supported in numerous studies reported in the review of the literature in Chapter II. This strong support for the assistance of a consulting teacher suggests that this is a major form of assistance for beginning teachers.

9. Both groups highly agree that informal discussions with other teachers are helpful to beginning teachers. This conclusion is supported by Hermanowicz (1966), Matthews (1976), Moller (1968), and others who reported colleagues as giving the most assistance to beginning teachers. It seems evident from these data that both groups value the assistance offered informally with other teachers.

10. Although beginning elementary teachers and their principals agree that professional organizations are helpful, few beginning teachers responded to this question. Possibly, few beginning teachers are members of these organizations due to cost, location of meetings, pressure from others, or any other number of factors affecting their utilization of these forms of assistance.

11. Similarly, beginning elementary teachers and their principals agree that union activities are helpful, but even fewer beginning teachers and principals responded to this question than to the question related to professional organizations. This suggests that both groups perceive the helpfulness from this form of assistance as not readily available, perhaps for the same reasons mentioned in conclusion number 10.

12. Beginning elementary teachers and their principals perceive beginning teachers' class size to be about the same as experienced teachers' class size. Similarly, Grant and Zeichner (1981) reported 81% of the beginning teachers in their study did not have a smaller

class size as compared to experienced teachers. This implies that this form of assistance is being offered to very few beginning teachers. Possible reasons might be cost, pressure from other teachers, lack of awareness by the principal of the problems encountered by beginning teachers, or other factors.

13. Beginning elementary teachers and their principals agree that few beginning teachers are given released time over and above experienced teachers. The percentage (approximately 93%) in this study that received no extra released time is even greater than the percentage (81%) reported by Grant and Zeichner (1981). These data imply that this form of assistance is seldom utilized. Again, the reasons could be the same as those stated for lack of reduced teacher load. Some teachers in this study listed more time for planning, observing of experienced teachers, and meeting with the Entry Year Assistance Committee as suggested ideas to further assist the beginning teacher (Appendix D).

Recommendations for Further Study

Based on the practical and educational implications of the findings from this study, the following recommendations are suggested:

1. Because of the significant differences found between the perceptions of beginning elementary teachers and principals in this study, a similar study should be conducted utilizing a larger sample for comparison of the statistics related to chi-square. A larger sample should yield answers in each category of the questions on the survey. If not, then combinations of possible categorical answers should be changed in the survey instrument. Also, a larger sampling

would allow the researcher to compare only paired returns of surveys from beginning teachers and principals from the same school, insuring similar experiences.

2. A similar study should be considered at the secondary level with beginning secondary teachers and their principals. Differences in perceptions of beginning teachers and their principals at any level pose possible problems for the induction process of the beginning teacher. These differences need to be investigated so that principals can better plan induction programs based on the needs of the beginning teachers.

3. A research study should be conducted to investigate the reasons why certain forms of assistance that have been identified in this study and in the literature as being helpful to beginning teachers are not being offered. The examination of these reasons should yield some supportive data to be presented to legislatures and/or school boards to better assist beginning teachers.

Recommendations for Principals

The findings of this research provide the basis for the following recommendations for principals:

1. While most principals perceive themselves as being available to beginning teachers if needed, the data from this study indicate some significant differences in perceptions by beginning teachers. Principals must examine their beliefs about beginning teachers and the assistance needed. Some principals view induction as "short-term," as evidenced by one principal's statement on the questionnaire: "College and student teaching should do the job and I felt it did." Other

principals view induction as "long-term," as stated on the question-naire by another principal: "The first year teachers here have the feeling that the training is not _over_." The literature supports the conclusion that beginning teachers view the induction process as "long-term," a constant and continuing plan. Therefore, it is impera-tive that principals review their beliefs and practices related to induction and develop a philosophy that supports the needs and prob-lems of the beginning teacher.

2. Principals need to develop an organized plan of induction for their beginning teachers that includes the formal, informal, and job-embedded forms of assistance supported in this study and in the lit-erature. The following forms of assistance should be included in the induction plan:

a. Pre-Assignment Visits. Beginning teachers need to feel welcome and part of the faculty. Visits by school personnel should assist the beginning teacher individually. The principal should greet the beginning teacher on arrival to the school.

b. Orientations. Specific orientations for beginning teach-ers, apart from experienced teacher orientations, should be sched-uled throughout the year. Beginning teachers in this study and in the literature listed the following as areas of concern: classroom management, discipline, grading and reporting, time management, special education referrals, and parents. These topics could be the basis for several on-going orientations.

c. Printed Information. Curriculum guides, student hand-books, teacher handbooks, textbooks, and other printed informa-tion should be given to the beginning teacher as early as possible.

Beginning teachers in this study listed early availability of textbooks as a suggested idea of assistance for beginning teachers (Appendix D). Also, beginning teachers expressed the need to know procedures, rules, expectations, and responsibilities for daily usage (Appendix D). Informal discussions with beginning teachers about the provided printed information could greatly assist the learning beginning teacher.

d. Principal, Consulting Teacher, and Professor. These people need to make themselves readily available to the beginning teacher. A minimum of three conferences a year should be held. The assistance of these people should be based on the needs expressed by the beginning teacher. Some of the beginning teachers and principals in this study suggested more time and suggestions from the Entry Year Assistance Committee (Appendix D).

e. Informal Contact With Others. Principals should set up meetings for beginning teachers with other experienced teachers. Grade level meetings, subject area meetings, or district level meetings should be arranged for beginning teachers to share and learn from others.

f. Professional and Union Activities. Principals should encourage beginning teachers to join professional organizations and participate in in-service meetings.

g. Reduced Teacher Load. Beginning teachers should only be given those assignments they can handle without jeopardizing their effectiveness as teachers. Principals can reduce the beginning teachers' class size of students and delay placing them

on cafeteria, playground, or bus duty schedules to assist the
beginning teacher.

    h. Released Time. Some beginning teachers and principals
commented on the questionnaire that released time to visit expe-
rienced teachers would be helpful for the beginning teacher.
Possibly, substitute teachers could be hired to periodically
free the beginning teacher to visit other experienced teachers'
classrooms.

    3. It is recommended that principals and beginning teachers keep
a two-way, open communication system. Principals must provide a
supportive environment in which beginning teachers feel comfortable
and free to contribute their expertise as teachers. The beginning
teacher must be encouraged by the principal to be an active partici-
pant in his/her own induction process. Principals must encourage
beginning teachers to seek assistance from any source available and
make available those sources needed.

Discussion

This chapter offered an overview of the conclusions, implica-
tions, and recommendations related to this study. It would seem
logical from the differences found in this study that education prac-
tice would be better served if teacher educators and local administra-
tors were more aware of the problems facing beginning teachers, and of
the assistance needed in order that a more supportive environment for
the transition into teaching could be provided. Beginning teachers
need to be inducted into the teaching profession with specific planned
happenings. The importance of the concern for the beginning teacher

and their induction can best be summarized by Felder and Houston
(1982):

> When a new teacher becomes frustrated, anxiety-ridden,
> and exhausted, the students and the entire profession
> suffer. New teachers must be inducted into the profes-
> sion humanely, in ways that engender pride, openness,
> and increased professional competence and stature
> (p. 460).

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APPENDIXES

APPENDIX A

CORRESPONDENCE

Dear First Year Teacher:

As you know, the experiences, concerns, and difficulties encountered
by first year teachers are receiving a great deal of attention in many
states, including Kansas and Oklahoma. Sufficient research is lacking
to determine if particular statutory requirements produce desired
consequences.

You have been selected through a random sampling procedure to partici-
pate in a study of first year teachers. Only ten percent of the
population--first year teachers in Kansas and Oklahoma--have been
selected. Thus, it is important for you to respond to the enclosed
survey form and return it to me as quickly as possible. I realize
that the last quarter of the year is hectic to say the least, but, for
the purpose of the study, most of the year must be completed.

Please take a few minutes to complete the form and return it in the
enclosed envelope. Thanks, in advance, for your consideration of my
request.

Sincerely,

A. Kenneth Stern
Assistant Professor

Sandy Wisley, Principal
Dennis Elementary School
Putnam City School District
Oklahoma City, Oklahoma

Dear Principal:

As you know, the experiences, concerns, and difficulties encountered by first year teachers are receiving a great deal of attention inmany states, including Kansas and Oklahoma. Sufficient research is lacking to determine if particular statutory requirements produce desired consequences.

You have been selected through a random sampling procedure to participate in a study of first year teachers. Only ten percent of the population--first year teachers in Kansas and Oklahoma--have been selected. Thus, it is important for you to respond to the enclosed survey form and return it to me as quickly as possible. I realize that the last quarter of the year is hectic to say the least, but, for the purpose of the study, most of the year must be completed.

Please take a few minutes to complete the form and return it in the enclosed envelope. Thanks, in advance, for your consideration of my request.

Sincerely,

A. Kenneth Stern
Assistant Professor

Sandy Wisley, Principal
Dennis Elementary School
Putnam City School District
Oklahoma City, Oklahoma

April 16, 1984

Dear Teacher:

A few weeks ago you were sent a copy of the enclosed survey. I am sure your schedule is busy and you are having trouble finding time to complete the survey. However, it is extremely important that you take just a few minutes to fill in the survey. All surveys must be completed and returned by April 25, 1984. If you are having any difficulty in answering the survey, please do not hesitate to call me collect at (405) 722-6510.

Thank you for your help on this survey. The results should provide interesting information for educators.

Sincerely,

Sandy Wisley

April 16, 1984

Dear Principal:

A few weeks ago you were sent a copy of the enclosed survey. I am sure your schedule is busy and you are having trouble finding time to complete the survey. However, it is extremely important that you take just a few minutes to fill in the survey. All surveys must be completed and returned by April 25, 1984. If you are having any difficulty in answering the survey, please do not hesitate to call me collect at (405) 722-7510.

Thank you for your help on this survey. The results should provide interesting information for educators.

Sincerely,

Sandy Wisley

APPENDIX B

TEACHER QUESTIONNAIRE

Please check if you wish a copy of the completed study. _____

FIRST YEAR TEACHER SURVEY

Directions: When there is a blank space to the left of the number of the item write in the number of the response that best describes your situation. This system is designed to facilitate putting the information into the computer.

____ 1. Sex: 1. Male   2. Female

____ 2. I hold a: 1. License   2. Certificate

____ 3. Please indicate the category representing the number of students in your school building.
   1. 1-100   3. 251-500   5. More than 1000
   2. 101-250   4. 501-1000

____ 4. Please indicate the category representing the number of students in your district.
   1. 1-250   2. 251-500   4. more than 1000
                     3. 501-1000

____ 5. Which of the following best describes your school?
   1. Elementary School
   2. Secondary School
   3. Other_____

____ 6. Please write the number of classes of students taught daily.
   1   2   3   4   5   6   7 or more

____ 7. How many students are in your class? If you teach more than one class, what is the average number?
   1. 1-10   3. 16-20   5. 26-30
   2. 11-15   4. 21-25   6. more than 30

____ 8. Compare the number of students in your class(es) with those classes taught by teachers with more than one year of experience. Are yours
   1. smaller?   2. larger?   or   3. about the same?

____ 9. How many first year teachers, including yourself, are in your school building?
   1. 1-5   2. 6-10   3. 11-15   4. more than 15

___10. How many first year teachers, including yourself, are in your school district?
   1. 1-5   2. 6-10   3. 11-15   4. 16-30   5. more than 30

___11. Do you have any contact with other first year teachers in your building and in your district? 1. yes   2. no

   If yes, please describe the nature of these contacts.

____12. How far in advance of the opening of school did you become aware of your
specific classroom assignment?
1. less than one week   4. five weeks-eight weeks
2. one week-two weeks   5. more than eight weeks
3. three weeks-four weeks   6. other _____

FORMAL IN-SERVICE SUPPORT <u>PRIOR</u> TO THE OPENING OF SCHOOL

Please circle the following as they apply to you.

13. Pre-assignment visits (after a contract was signed and before the first
day of classes) with:

	Number of Times Made Available	Did You Attend Yes No	Length of Time per visit 1/2 hr. 1 hr 1 1/2 hr	2 or More hr
school dist. administrators	0 1 2 3 4	1 2	1 2 3	4
building administrators	0 1 2 3 4	1 2	1 2 3	4
school faculty	0 1 2 3 4	1 2	1 2 3	4

14. Orientation

	Number of Times Made Available	Did You Attend Yes No	Length of Time per visit 1/2 hr. 1 hr 1 1/2 hr	2 or More hr
meetings in your school	0 1 2 3 4	1 2	1 2 3	4
general orientation to the school district	0 1 2 3 4	1 2	1 2 3	4

15. If you circled any items in question 14, please indicate in the space(s)
to the left the number(s) indicating for whom the activity was designed.

	First year Teachers Only	More Than Just First Year Teachers
____ in your school	1	2
____ general orientation	1	2

16. Indicate the kinds of printed information which were made available to
you prior to the opening of school.

	yes	no
curriculum guides	1	2
student handbook	1	2
teacher handbook	1	2
other_____	1	2

17. Evaluate your pre-school orientation:

	More Helpful	Somewhat Helpful	Not Very Helpful	Less Helpful	Not Applicable
Pre-assignment visits	1	2	3	4	NA
Orientation meetings	1	2	3	4	NA
Printed information	1	2	3	4	NA

18. Please list and describe briefly any things that you feel should have been done (but weren't) to help you get ready for the opening of school.

FORMAL SUPPORT DURING THE SCHOOL YEAR

19. Various kinds of inservice (conferences, workshops, courses, etc.) are typically offered throughout the school year. Write the topic or purpose, if any, in each of the 2 areas. Please circle appropriate numbers for those activities that you have attended.

Kind	Length (hours) 1/2|1|1 1/2|2|2 1/2|3						Attendance VOLUNTARY	MANDATORY		Teachers ALL	FIRST YEAR ONLY
School Building Topic or purpose											
1.	1	2	3	4	5	6	1	2		1	2
2.	1	2	3	4	5	6	1	2		1	2
School District Topic or purpose											
1.	1	2	3	4	5	6	1	2		1	2
2.	1	2	3	4	5	6	1	2		1	2

20. Your formal classroom observation of other teachers:

Place	Number of Times						Ave. Lengths of Times (Hours) 1/2 1 1 1/2 2 or more			
in your school	0	1	2	3	4	5 or more	1	2	3	4
in another school	0	1	2	3	4	5 or more	1	2	3	4

21. Assistance in the classroom: (FYT=first year teacher and >FYT=more than first year teachers).

Kind	Assistance Yes No		Hours Each Week 1/2 1 1 1/2 2 or more				For Whom FYT >FYT	
teacher aide	1	2	1	2	3	4	1	2
parent volunteer	1	2	1	2	3	4	1	2

___ 22. Please write on the space to the left the category representing the amount of time during school hours you have for planning each week.

1. Less than 1 hour   3. 2-3 hours   5. 4-5 hours
2. 1-2 hours   4. 3-4 hours   6. more than 5 hours

___23. Do you have released time from classroom duties over and above that which is provided other teachers in your school (e.g., to plan curriculum, to attend workshops, to grade papers, etc.)? 1. Yes   2. No

___ If yes, please write the number of hours weekly. 1 2 3 4 5

24. Are you, as a first year teacher, exempted from non-classroom duties such as serving on:

	YES	NO
Curriculum Committees	1	2
Playground Supervision	1	2
Hallway Supervision	1	2

ONLY FIRST YEAR KANSAS TEACHERS SHOULD RESPOND TO #25

___25. Indicate on the space to the left whether there is an experienced teacher (Consulting teacher or "Buddy-teacher) specifically assigned to help you?
   1. Yes   2. No

If yes, please describe briefly the arrangement.

___ If no, have you voluntarily and frequently sought support and assistance from another teacher in your school or district? 1. Yes   2. No

INFORMAL MEANS OF SUPPORT

26. Circle a number for each the kinds of things and people (other than those listed in 19-25) that you have utilized for support during the year.

	More Helpful	Somewhat Helpful	Not Very Helpful	Less Helpful	Not Applicable
Informal discussions with other teachers	1	2	3	4	NA
Professional organization activities (Ex.: Reading Assoc., Science Assoc.)	1	2	3	4	NA
Union activities	1	2	3	4	NA

EVALUATION OF PERFORMANCE/TEACHING

27. Please circle the number of the following regarding actual in-classroom observation of your teaching by:

Person	Frequency of Observation						Average Length (Hours)			
	0	1	2	3	4	5 or more	1/2	1	1 1/2	2
Principal or other admin.	0	1	2	3	4	5	1	2	3	4
Consulting / buddy teacher	0	1	2	3	4	5	1	2	3	4
University professor	0	1	2	3	4	5	1	2	3	4

28. Please respond to the following regarding actual <u>conferences</u> with you, for the purpose of evaluating your teaching:

Person	Frequency						Average Length (hours)			
	0	1	2	3	4	5 or more	1/2	1	1 1/2	2
Principal or other administrator only	0	1	2	3	4	5	1	2	3	4
Consulting / buddy teacher only	0	1	2	3	4	5	1	2	3	4
University professor only	0	1	2	3	4	5	1	2	3	4
Committee comprised of all of the above	0	1	2	3	4	5	1	2	3	4

29. Please circle regarding the overall support and assistance of the following persons:

PERSON	MORE HELPFUL	SOMEWHAT HELPFUL	NOT VERY HELPFUL	LESS HELPFUL
Administrator/Principal	1	2	3	4
Consulting/Buddy Teacher	1	2	3	4
Professor	1	2	3	4

30. Please circle regarding the support and assistance of the Administrator/Principal.

AREA OF ASSISTANCE	MORE HELPFUL	SOMEWHAT HELPFUL	NOT VERY HELPFUL	LESS HELPFUL
Human Relations	1	2	3	4
Teaching and Assessment	1	2	3	4
Classroom Management	1	2	3	4
Professionalism	1	2	3	4

31. Pleace circle regarding the support and assistance of the Consulting/Buddy Teacher.

AREA OF ASSISTANCE	MORE HELPFUL	SOMEWHAT HELPFUL	NOT VERY HELPFUL	LESS HELPFUL
Human Relations	1	2	3	4
Teaching and Assessment	1	2	3	4
Classroom Management	1	2	3	4
Professionalism	1	2	3	4

32. Please circle regarding the support and assistance of the College or University Professor.

AREA OF ASSISTANCE	MORE HELPFUL	SOMEWHAT HELPFUL	NOT VERY HELPFUL	LESS HELPFUL
Human Relations	1	2	3	4
Teaching and Assessment	1	2	3	4
Classroom Management	1	2	3	4
Professionalism	1	2	3	4

___33. Generally, do you feel you have been consulted <u>about in-service planning?</u>
(e.g., what kinds of things would be most beneficial) 1. Yes   2. No

___   If yes, do you feel that your suggestions have been taken into account in
the planning of in-service? 1. Yes   2. No

34. Please respond to the following regarding your involvement in
non-classroom responsibilities:

Responsibility	Yes	No	Choice		Remuneration	
			Mandatory	Voluntary	Paid	Unpaid
Coaching	1	2	1	2	1	2
Class sponsorship	1	2	1	2	1	2
Activity sponsorship	1	2	1	2	1	2
Concession stand	1	2	1	2	1	2
Ticket collection	1	2	1	2	1	2
Curriculum committee work	1	2	1	2	1	2

35. Please describe briefly the kinds of things that would be beneficial for
in-service for first year teachers.

APPENDIX C

PRINCIPAL QUESTIONNAIRE

Please check if you wish a copy of the completed study. _____

FIRST YEAR TEACHER SURVEY

Directions: When there is a blank space to the left of the number of the item write in the number of the response that best describes your situation. This system is designed to facilitate putting the information into the computer.

___ 1. Sex: 1. Male   2. Female

___ 2. I am: 1. Teacher   2. Principal

___ 3. Please indicate the category representing the number of students in your school building.
   1. 1-100   3. 251-500   5. More than 1000
   2. 101-250   4. 501-1000

___ 4. Please indicate the category representing the number of students in your district.
   1. 1-250   2. 251-500   4. more than 1000
                     3. 501-1000

___ 5. Which of the following best describes your school?
   1. Elementary School
   2. Secondary School
   3. Other_____

___ 6. Please write the number of classes taught daily by first year teachers.
   1   2   3   4   5   6   7 or more

___ 7. How many students are in the class? If more than one class is taught, what is the average number?
   1. 1-10   3. 16-20   5. 26-30
   2. 11-15   4. 21-25   6. more than 30

___ 8. Compare the number of students in first year teacher's class(es) with those classes taught by teachers with more than one year of experience. Are they
   1. smaller?   2. larger?   or   3. about the same?

___ 9. How many first year teachers are in your school building?
   1. 1-5   2. 6-10   3. 11-15   4. more than 15

___ 10. How many first year teachers are in your school district?
   1. 1-5   2. 6-10   3. 11-15   4. 16-30   5. more than 30

___ 11. Do first year teachers have contact with each other in your building and in your district? 1. yes   2. no

If yes, please describe the nature of these contacts.

___12. How far in advance of the opening of school are first year teachers made
aware of their specific classroom assignment?
 1. less than one week   4. five weeks-eight weeks
 2. one week-two weeks   5. more than eight weeks
 3. three weeks-four weeks   6. other _____

FORMAL IN-SERVICE SUPPORT PRIOR TO THE OPENING OF SCHOOL

Please circle the following as they apply to first year teachers:

13. Pre-assignment visits (after a contract was signed and before the first
day of classes) with:

| | Number of Times Made Available | | | | Did FYT Attend | | Length of Time per visit | | | |
					Yes	No	1/2 hr.	1 hr	1 1/2 hr	2 or More hr
school dist. administrators	0	1	2	3	4	1	2	1	2	3	4
building administrators	0	1	2	3	4	1	2	1	2	3	4
school faculty	0	1	2	3	4	1	2	1	2	3	4

14. Orientation

	Number					Yes	No	1/2	1	1 1/2	2 or More
meetings in your school	0	1	2	3	4	1	2	1	2	3	4
general orientation to the school district	0	1	2	3	4	1	2	1	2	3	4

15. If you circled any items in question 14, please indicate in the space(s)
to the left the number(s) indicating for whom the activity was designed.

	First year Teachers Only	More Than Just First Year Teachers
___ in your school	1	2
___ general orientation	1	2

16. Indicate the kinds of printed information which were made available to
the first year teacher prior to the opening of school.

	yes	no
curriculum guides	1	2
student handbook	1	2
teacher handbook	1	2
other_____	1	2

17. Evaluate the pre-school orientation:

	More Helpful	Somewhat Helpful	Not Very Helpful	Less Helpful	Not Applicable
Pre-assignment visits	1	2	3	4	NA
Orientation meetings	1	2	3	4	NA
Printed information	1	2	3	4	NA

18. Please list and describe briefly any things that you feel should have been done (but weren't) to help the first year teacher get ready for the opening of school.

FORMAL SUPPORT DURING THE SCHOOL YEAR

19. Various kinds of inservice (conferences, workshops, courses, etc.) are typically offered throughout the school year. Write the topic or purpose, if any, in each of the 2 areas.

Kind	Length (hours) 1/2 1 1 1/2 2 2 1/2 3						Attendance VOLUN TARY	MANDA TORY		Teachers ALL	FIRST YEAR ONLY
School Building Topic or purpose											
1.	1	2	3	4	5	6	1	2		1	2
2.	1	2	3	4	5	6	1	2		1	2
School District Topic or purpose											
1.	1	2	3	4	5	6	1	2		1	2
2.	1	2	3	4	5	6	1	2		1	2

20. Formal classroom observation by the first year teacher of other teachers:

Place	Number of Times	Ave. Lengths of Times (Hours) 1/2 1 1 1/2 2 or more
in your school	0 1 2 3 4 5 or more	1 2 3 4
in another school	0 1 2 3 4 5 or more	1 2 3 4

21. Assistance in the classroom: (FYT=first year teacher and >FYT=more than first year teachers).

Kind	Assistance Yes No	Hours Each Week 1/2 1 1 1/2 2 or more	For Whom FYT >FYT
teacher aide	1 2	1 2 3 4	1 2
parent volunteer	1 2	1 2 3 4	1 2

____22. Please write on the space to the left the category representing the amount of time during school hours the first year teacher has for planning each week.

1. Less than 1 hour	3. 2-3 hours	5. 4-5 hours
2. 1-2 hours	4. 3-4 hours	6. more than 5 hours

___23. Is there released time from classroom duties over and above that which
is provided other teachers in your school (e.g., to plan curriculum, to
attend workshops, to grade papers, etc.)? 1. Yes   2. No

___   If yes, please write the number of hours weekly. 1   2   3   4   5

24. Is a first year teacher exempted from non-classroom duties such as
serving on:

	YES	NO
Curriculum Committees	1	2
Playground Supervision	1	2
Hallway Supervision	1	2

ONLY FIRST YEAR KANSAS TEACHERS SHOULD RESPOND TO #25

___25. Indicate on the space to the left whether there is an experienced teacher
(Consulting teacher or "Buddy-teacher) specifically assigned to help the FYT.
1. Yes   2. No

If yes, please describe briefly the arrangement.

___   If no, has FYT voluntarily and frequently sought support and assistance
from another teacher in your school or district? 1. Yes   2. No

INFORMAL MEANS OF SUPPORT

26. Circle a number for each the kinds of things and people (other than those
listed in 19-25) that the first year teacher has utilized for support
during the year.

	More Helpful	Somewhat Helpful	Not Very Helpful	Less Helpful	Not Applicable
Informal discussions with other teachers	1	2	3	4	NA
Professional organization activities (Ex.: Reading Assoc., Science Assoc.)	1	2	3	4	NA
Union activities	1	2	3	4	NA

EVALUATION OF PERFORMANCE/TEACHING

27. Please circle the number of the following regarding actual in-classroom
observation of the first year teacher:

Person	Frequency of Observation						Average Length (Hours)			
	0	1	2	3	4	5 or more	1/2	1	1 1/2	2
Principal or other admin.	0	1	2	3	4	5	1	2	3	4
Consulting / buddy teacher	0	1	2	3	4	5	1	2	3	4
University professor	0	1	2	3	4	5	1	2	3	4

28. Please respond to the following regarding actual <u>conferences</u> with the first year teacher for the purpose of evaluating teaching:

Person	Frequency 5 or 0 1 2 3 4 more		Average Length (hours) 1/2 1 1 1/2 2	
Principal or other administrator only	0 1 2 3 4 5		1 2 3 4	
Consulting / buddy teacher only	0 1 2 3 4 5		1 2 3 4	
University professor only	0 1 2 3 4 5		1 2 3 4	
Committee comprised of all of the above	0 1 2 3 4 5		1 2 3 4	

29. Please circle regarding the overall support and assistance of the following persons:

PERSON	MORE HELPFUL	SOMEWHAT HELPFUL	NOT VERY HELPFUL	LESS HELPFUL
Administrator/Principal	1	2	3	4
Consulting/Buddy Teacher	1	2	3	4
Professor	1	2	3	4

30. Please circle regarding the support and assistance of the Administrator/Principal.

AREA OF ASSISTANCE	MORE HELPFUL	SOMEWHAT HELPFUL	NOT VERY HELPFUL	LESS HELPFUL
Human Relations	1	2	3	4
Teaching and Assessment	1	2	3	4
Classroom Management	1	2	3	4
Professionalism	1	2	3	4

31. Pleace circle regarding the support and assistance of the Consulting/Buddy Teacher.

AREA OF ASSISTANCE	MORE HELPFUL	SOMEWHAT HELPFUL	NOT VERY HELPFUL	LESS HELPFUL
Human Relations	1	2	3	4
Teaching and Assessment	1	2	3	4
Classroom Management	1	2	3	4
Professionalism	1	2	3	4

32. Please circle regarding the support and assistance of the college or University Professor.

AREA OF ASSISTANCE	MORE HELPFUL	SOMEWHAT HELPFUL	NOT VERY HELPFUL	LESS HELPFUL
Human Relations	1	2	3	4
Teaching and Assessment	1	2	3	4
Classroom Management	1	2	3	4
Professionalism	1	2	3	4

___33. Generally, do you feel the first year teacher has been consulted
     about in-service planning? (e.g., what kinds of things would be most
     beneficial) 1. Yes   2. No

___ If yes, do you feel that the suggestions have been taken into account in
     the planning of in-service? 1. Yes   2. No

34. Please respond to the following regarding first year teacher's involvement
     in non-classroom responsibilities:

Responsibility	Yes	No	Choice Mandatory	Voluntary	Remuneration Paid	Unpaid
Coaching	1	2	1	2	1	2
Class sponsorship	1	2	1	2	1	2
Activity sponsorship	1	2	1	2	1	2
Concession stand	1	2	1	2	1	2
Ticket collection	1	2	1	2	1	2
Curriculum committee work	1	2	1	2	1	2

35. Please describe briefly the kinds of things that would be beneficial for
     in-service for first year teachers.

APPENDIX D

RESPONDENTS' SUGGESTED ASSISTANCE

TABLE XXVIII

RESPONDENTS' SUGGESTED ASSISTANCE FOR
BEGINNING TEACHERS

Suggested Assistance	Beginning Teachers (N=46)	Principals (N=21)
	Frequency	Frequency

Formal Areas

    Inservice Topics:

Classroom Management	14	8
Discipline Techniques	12	7
Special Education Referrals	6	0
Time Management	4	0
Parent/Teacher Relationships	3	5
Computers	2	1
Stress	2	2
Motivational Techniques	2	3

    Orientation Topics:

Philosophy, Rules, Guidelines, Procedures	15	7
Responsibilities, Duties, Emergencies	7	1
Grading, Report Cards, Registers	7	1

Earlier Availability of Textbooks	5	0
More Time and Suggestions From Entry Year Assistance Committee	4	3
Earlier Notification of Assignment	4	2
District Meetings With Other Beginning Teachers	3	1

Informal Areas

More Observation of Experienced Teachers	4	3

Job-Embedded Areas

More Planning Time	4	1

VITA

Elizabeth Ann Wisley

Candidate for the Degree of

Doctor of Education

Thesis: A COMPARISON OF THE PERCEPTIONS OF BEGINNING ELEMENTARY
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