

PROBLEMS AND LIMITATIONS OF BEGINNING
TEACHERS IN HONDURAS AND THE EFFECT
ON THEIR INNER LANDSCAPE

By

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Dedicated to all
Beginning Teachers in Honduras
who work each day
to grow professionally and
to prepare their students
for a happy, successful future.

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CHAPTER I

Introduction

Background

More than five decades ago, the nations of the world affirmed in the Universal Declaration of Human Rights that every individual has the right to education (UNESCO, 2000). However, even after many efforts to assure to all the right of education, there is still a significant gap between the declaration and reality, particularly when 113,000,000 children on the globe do not have formal and technological knowledge that could help them to improve their quality of life and to adapt to the social and cultural changes of today's society. According to the report of the World Forum on Education held in Dakar, Senegal, in April 2000, more than 100,000,000 children and adults do not complete even nine years of schooling, and other millions, though completing nine years of basic education, do not acquire the knowledge and capacities to become successful individuals (UNESCO, p. 8). Within nations, the difference of economic possibilities within nations limits individuals' efforts to satisfy the basic needs of learning, and those limitations affect a high percentage of the world's population, preventing society from solving problems with effectiveness and determination. Multiple social problems in developing countries still deny millions of children the benefits of a quality education.

The world has entered a new millennium, which offers new perspectives and possibilities to improve the quality of life for all peoples. Different nations support mutual cooperation as a common strength that, when combined with the accumulated experience of reforms, innovations, scientific research and noticeable educational progress in many countries, can make quality education a reachable objective for all.

The World Forum on Education (2000) established that education is, in essence, a liberation of conscience. "It liberates man from superstition, dogmatism, prejudice, error, conformity, incapacity, ignorance, and submission" (UNESCO, p. 8). However, education by itself cannot offer complete freedom to the human being. Society's highest goals are reached when the changes produced by education can be related to those changes generated by other social-cultural systems, especially the changes resulting from economics and politics. Education includes the acquisition of knowledge, as well as the use of talents and the capacity to transform people and consequently, their societies. Based on this idea of transformation, the World Forum on Education analyzed and reaffirmed the responsibility acquired ten years before in Jomtien, Thailand, when the countries of the world adopted the plan Education for All by the Year 2015 (UNESCO, p. 3). On that occasion the world adopted specific actions to improve the quality of education in order to achieve the highest learning results and the best measurable effects of education on the world's citizens.

In order to achieve this goal, the World Forum on Education approached educational issues by geographic regions, recommending different actions be taken by the countries of every region according to their needs, challenges, and possibilities. Divided into six geographical regions, the nations of the world planned to confront the gaps

between failure and success that education presents at this historic moment. One of the actions of the World Forum on Education is designed to improve education in the Americas where, as in many countries, the challenge is not at all easy. The regional action of that forum proposes the elimination of inequities that still exist in education through enabling everyone to be an active participant in development. The World Forum on Education admits that the diversity of national situations and the heterogeneity of every country make the formulation of common strategies, objectives, and compromises difficult to achieve. Every country must adapt regional and national goals according to its own potential. However, according to the Forum, diversity has a common denominator: poverty, which limits the benefits of education.

Each country of the Americas has the responsibility to establish mechanisms where government, private institutions, and the people—once informed—are able to define, plan, and execute their educational goals. The first major goal is the improvement of the quality of education that students receive in the classroom and a curricular reform that corresponds with the personal, social, and professional values of educators. “Teachers occupy an irreplaceable position” (UNESCO, 2000, p. 3) in changing those practices used to transmit knowledge, to provide quality of learning experiences, and to improve the cultural-social values of the students.

The second major goal of educational change is to acknowledge that the way society values the teaching process “is related to the improvement of teachers’ working and living conditions,” (UNESCO, 2000, p. 3). The progressive incorporation of information technologies and communication in society is a main factor in the educational challenge of today. According to the document, “schools in developing

countries place students in vulnerable conditions” (p. 6) when teachers are not professionally prepared to help their students meet their educational goals.

Based on these goals, the countries that comprise the Americas have agreed to offer teachers higher levels of academic preparation in order to promote innovations and to assist educators in teaching in accordance with social, economic, cultural and technological possibilities and resources. To achieve these goals, developing countries of the Americas need to establish policies that allow teachers to improve their conditions of life and work, that encourage access to the teaching profession for those with talents and skills, that develop competencies of good citizenship, and that increase teachers’ professional accountability to the communities they serve. To make this possible, it has become necessary that the different educational systems “make teachers participants in the changes taking place” (UNESCO, 2000, p. 8). In order to accomplish such purposes, it is also necessary to implement evaluation systems “as a way to measure the quality of learning that students get” (p. 9). This evaluation should be consensual, with diverse sectors of the population involved in the educational process.

Honduras, devastated by Hurricane Mitch between October 27 and November 2 of 1998, lost not just a vast portion of the educational structure but, even worse, losing the faith of parents regarding the conditions in which their children would continue being taught. The teachers who lost the most elemental resources to accomplish the teaching job. The headquarters of the Secretary of Education were damaged, lives were lost, and files were destroyed, as the researcher personally verified during previous visits to the country. At a Christmas dinner in 1998, educational authorities and leaders of teachers’ organizations realized that the debris left by the national disaster had uncovered not only

the vulnerability of the buildings, but many other problems that the system suffered. For that reason, a small group of citizens thought that the moment had arrived to make a radical and deep change in the educational system (C. Rodríguez, Executive Director of the Transformation of the National Education Project, personal communication, July 21, 2002).

Honduran educational leaders have described themselves as “traditional and conservative” (C. Rodríguez, personal communication, July 21, 2002) as a result of the general system in which they had lived. The question the educational authorities faced was how to balance those traditional practices to create the educational system the Honduran citizens needed. Therefore, the initiative of changing the educational system was undertaken by different sectors of the Honduran society such as the government, economic and professional groups, political parties, workers, chambers of commerce, ethnic groups, students, the media, and religious organizations. They envisioned a system that would enable teachers to meet their own professional development needs. Educational authorities and teacher leaders knew what to do to design the new curricula, but even more difficult than changing the old curricula was finding how to change teachers, not only changing the way they teach but, beyond that, changing their attitudes, their inner thoughts, and the reality of their environment. Sensitive to this challenge, society and government have started to work on an initiative to give Honduras an educational system capable of transforming student outcomes and teacher preparation (C. Rodríguez, personal communication, July 21, 2002).

Statement of the Problem

Teacher education institutions and governments, as the main employers in Honduras, endeavor to prepare their graduates to deal successfully with the variety of experiences teachers regularly face. Teachers should know the content of the subjects they will teach, be trained in methodology, and have pedagogical experience to be able to perform the teaching task with confidence and efficiency. However, “difficulties emerge when new teachers are caught off guard” (Odell, 1986, p. 14). Teaching every day is different than they had experienced as students and as student teachers. Working behind the desk and around the classroom means responding to hidden demands such as dealing with discipline problems, special needs children, and lack of resources. “Beginning teachers do not expect those demands” (p. 14).

Extensive research has been conducted in many countries, especially in the United States, to investigate the first year of teaching experience. Some of those research reports suggest that beginning teachers become profoundly disappointed or leave the career right after the first year. Quaglia, for example, pointed out that a “high percentage of teachers that left were both new to the field and academically able” (Quaglia, 1986, p. 1). He further suggested there was a 20 to 25 percent probability that a beginning teacher would leave teaching and it was his observation that “the most qualified beginning teachers may be the first to leave” (Quaglia, p. 1). Fye supported Quaglia’s findings, saying that “Teachers leave teaching after the first year at a higher rate than at any other time” (Fye, 1988, p. 55).

In order to avoid teachers leaving the classroom, today's teachers need to receive not only the best pre-service education, but also continuing professional development that guarantees at least the basic instructional competencies. These should, according to Quaglia (1989), include: mastering the subject and teaching methods with the highest level of quality; possessing the ability to update knowledge and develop skills, abilities and attitudes; possessing a spirit of innovation and research, and familiarity with technological changes; encouraging students to know the world and help them enjoy what they learn. Such professional development should also guarantee that teachers have a positive influence over their students and exert professional authority; that they possess a definite sense of ethics and educate with the strength of their personality helping to transmit those qualities that characterize a positive human personality; that teachers be responsible in their duties and be conscious of their own rights. Based on Quaglia's findings, teachers who are effectively trained will assume a professional attitude toward the economic, political, social, and cultural reality of their country and the entire world, and develop self-esteem. Honduran teachers should not be excluded from this assertion. Those who love their profession will teach with dignity, pride, and patriotism (Quaglia, 1986, p. 56). These goals of professional development are desirable in Honduras. As new teachers acquire academic knowledge in philosophic, pedagogic, scientific, political, and technological fields, employers need to provide them permanent support.

"Teaching is nothing less than the work of a lifetime, a love affair with life itself. Authentic teaching has to be an ongoing relational process" (Palmer, 1998, p. 8). It is a practice of preparing and refining teacher and student, "including the student in the teacher and the teacher in the student, in flames of solitary and collective inquiries"

(p. 8). According to Kabot-Zinn, (1998), teaching is a “courageous commitment to seeing, knowing, sharing, and belonging” (p. 42). To fully chart the life of teaching, three important paths are necessary – the intellectual, emotional, and spiritual – and none can be ignored (Palmer, 1998). According to Palmer, to reduce teaching to intellect becomes a cold abstraction; “reduce it to emotions, and it becomes narcissistic; reduce it to the spiritual, it loses its anchor to the world” (p. 20). Those three paths depend on one another and complement themselves. They are interwoven in the human self and in education at its best. The intellectual path is the way teachers think about teaching and learning. The intellectual path is how people know and learn. The emotional path is the way teachers and students feel, the feelings that can either enlarge or diminish the exchange between teacher and student. The spiritual path is the diverse ways teachers answer “the heart’s longing to be connected with the largeness of life,” especially by the work called teaching (Palmer, 1998, p. 20).

Supporting teachers should be a main concern of educational institutions as employers, especially when teachers are struggling simply to survive. Offering methods, teaching techniques and ideas might be enough, but teaching is more than that; “it is a walk with the soul” (Palmer, 1998, p. 20). Can schools educate students if schools fail to support beginning teachers in their academic and professional needs? Moreover, can schools educate students if they fail to support the inner life of teachers? To educate is to guide the student on an inner journey, toward more thoughtful ways of seeing and being in the world, but schools cannot perform their mission without encouraging the teacher-guides “to scout” their own internal lives, the inner part teachers use to teach their students. When a beginning teacher is left on his/her own without professional assistance,

his/her inner life will be affected. Both failure and success in teaching can touch the internal life of a teacher on a positive or negative way.

Teaching is an interaction between the personal and the public since it is partially intellectual, partially emotional, and partially from the soul, the point where feelings and thinking are joined. Teachers must be fulfilled themselves in order to fulfill their students' needs. To become better educators, beginning teachers need to nurture their inner lives because good teaching cannot be reduced to just methods and techniques; good teaching comes from the identity and integrity of the teacher. Good teachers have a strong sense of personal identity, which they infuse into their work. In everything they teach, their ability to connect with the subject depends not just on the methods they use, but also "on the degree to which teachers know and trust their own selfhood" - their innerness - as well as on how they make that selfhood available in the service of learning (Palmer, 1998, p. 27). Palmer points out that teachers' professional identity is also shown through the way they use their feelings, their inner thoughts, their own potential to teach their students.

The inner life does not include only their noble features or good deeds or the brave faces they wear to conceal their own confusions and complexities. The inner life is also related to teachers' "shadows and limitations, their wounds and fears, as well as their strengths and potential" (Palmer, 1998, p. 27). Good teaching comes, in great part, from the self—from the inner life. Like teachers around the globe, Honduran beginning teachers are expected to do their best to instruct their students in hopes of changing their society. What effective steps make this goal a reality? Who is responsible for this to happen, the government or the teachers themselves?

Honduras is one of the poorest countries in Latin America. As in the majority of the other countries in the region, the society is questioning its educational system, and has “open doubts” (Ministry of Education (2000). *Foro nacional de convergencia* [National Forum of Convergence], p. 5) about the quality of education and the effectiveness of school in citizens' lives. Society is demanding a radical change and a transformation toward an efficient educational system that can become an instrument of the economic and cultural development that characterizes post-modern societies p. 5).

There is a national consensus about what needs to be accomplished in the educational field in Honduras. Some companies and business people are discontented with the quality of professionals being prepared for the labor market by educational institutions. Even when national test scores were not found to be analyzed to confirm or deny this statement, professional organizations are not satisfied with the curricular content; parents and employers criticize “the weak results” observed in the country’s youth; even public administration and government agencies question the capacity of many professionals from different fields who work in public service (Ministry of Education (2000). *Foro nacional de convergencia*, p. 4).

According to the National Forum of Convergence, in the educational system, “inadequate faculty formation is one of the main weaknesses” (p. 9) not only in the initial stages of teaching but also in the ongoing professional development of in-service teachers. Elementary teachers are permitted to teach upon graduation or licensing from secondary school and, according to the Ministry of Education of Honduras (2000) *Foro nacional de convergencia*, this situation contributes to a low quality of professional performance (p. 8). Secondary school teachers, on the other hand, are required to attend a

university to become licensed. Honduras' educational system lacks an induction program that helps beginning teachers to adapt to the classroom during their first years of teaching. New elementary teachers in Honduras are only required to have received their teaching license and, in some states, to have served as a substitute teacher for at least six months.

Beginning teachers, especially at the elementary level, are generally young professionals just graduated or licensed. Their only "induction," if it happens at all, is a general orientation along with the veteran teachers of the district. Such an introduction is usually related to administrative procedures, curricular content, and the recently introduced textbooks to be used to teach the basic subjects. The beginners' teaching skills and academic preparation are taken for granted, and in relation to topics such as classroom management, school policies, student-teacher relations, parent and community relations and participation in curricular reform, it is assumed that teachers learn such topics during their training years and as student teachers.

The lack of induction programs in Honduras prevents the new teacher from having a mentor or guide to assist in professional growth. The teacher must use his or her own initiative to find the courage, wisdom, and orientation he/she needs to succeed in the classroom during the first years of teaching. Since there is not an established induction program, the beginning teacher's performance is not evaluated. Consequently, his/her success or failure is seldom known, and any development toward becoming an experienced teacher is a natural process that evolves by means of struggles, practices, and triumphs or failures.

“Nothing in Honduran education is in greater need of reform than the way teachers are sent to the classroom for the first time” (Ministry of Education of Honduras (2000) *Foro nacional de convergencia*, p. 3). They grow as professionals almost on their own. As Palmer (1998) states, when new teachers are left to survive by themselves,

We do not know if their voices sound like doctors in the hospital saying: do not send us anyone sick because we do not know what to do with them, or teachers want to tell us, we are good doctors, send us where we are needed, we know how to become good ones (p. 7).

In Honduras, too, teachers need to be heard, their complaints need to be addressed, their feelings need to be known, and their courage needs to be praised. If they succeed in their first years of teaching it is because they love their profession or because teaching is one of the few opportunities to have a permanent job.

The aforementioned Forum of Convergence urges the design of a new educational system that responds to the challenges of a society undergoing a deep transformation. The new educational system should be capable of forming a highly qualified educator. Due to the contemporary changes in Honduran society and the role of today's schools, educators will fulfill their role as facilitators and generators, rather than transmitters, of knowledge.

Purpose of the Study

The purpose of this study was to explore those practices that were in place to assist beginning teachers in Honduras in their first year of experience. This study also examined the professional support that a sample of beginning teachers believed would

have helped better facilitate their transition from pre-service to in-service teaching, and the way that those teaching experiences were intellectually, emotionally, and spiritually related, and how these experiences affected their inner lives. This study tried as well to promote a deeper understanding of how limited a beginning teacher may feel about the role of a specific induction in building his or her career as an educator. Finally, this study identified, and made recommendations on how sustained and appropriate support helps beginning teachers, and how relationships among teachers, administrators, parents, and communities can shape a teacher's professional life.

Research Questions

The research questions addressed in this study, “Problems and Limitations of Beginning Teachers in Honduras and the Effect on Their Inner Landscape,” were:

1. What are the social and cultural structures that influence the work lives of beginning teachers in Honduras?
2. How do beginning teachers, specifically in Honduras, nurture their intellectual, emotional, and spiritual growth (the inner landscape) in order to succeed in the classroom?
3. How might the educational system in Honduras accommodate the needs of beginning teachers regarding induction into the profession?

The researcher formulated three research questions in an interrelated way. After identifying and examining the social and cultural practices that influenced the work life of beginning teachers in Honduras, those social and cultural practices guided the

researcher to find the way the teachers nurtured their intellectual, emotional, and spiritual growth in order to succeed in the classroom. The social and cultural practices, and the way teachers nurtured their inner landscape, were an indication of how the educational system in Honduras accommodates the needs of beginning teachers regarding inducting them into the profession. To consider all three factors is to understand the role of an induction program as it is situated in social, personal, and administrative ways.

Significance of the Study

Social and cultural practices influence how teachers perform their professional assignments, and official laws, resources, and professional development are among those factors. Because of the nature of this study conducted in the country of Honduras, those social and cultural differences might play an important role in the way teachers are introduced into the teaching job and the way those teachers become experienced professionals. Those ways were identified and analyzed in this study, but they were also used as the frame to analyze the culture of a group of beginning teachers in the context of the national educational system with its limitations and possibilities. However, for the purpose of this study, the findings were based on what the participants objectively reported, rather on the subjective perceptions and points of view of the researcher as a foreign citizen from a country with different views on specific educational practices, economic possibilities, and approaches in education.

Studies have shown that the conditions under which a teacher carries out the first year of teaching have a strong influence on the level of effectiveness that teachers are

able to achieve and to sustain over the years. Pickard (1989) also supported further investigation into the beginning teacher experience, calling for “research which would assist in improving and implementing the use of teacher induction programs” (p. 12). Likewise, Quaglia (1989) indicated that more research into the area of “types of help which are most readily accepted by beginning teachers” (p. 7) was necessary.

Tyler (1981) gave additional support to research in this area. He believed that the task of preparing teachers could not be accomplished solely through pre-service programs and that research on teacher support was necessary. Tyler found that time is not sufficient in pre-service programs of teacher education to acquire all the “intellectual and emotional resources that could be helpful” (Tyler, 1981, p. 38). Pre-service education must be conceived as a substantial beginning to a lifelong program of professional education.

In the rush to reform education in many countries, including Honduras, educational authorities, besides restructuring schools, rewriting curricula, and revising texts, have forgotten a simple truth: “Reform will never be achieved by only renewing approximations, if we continue to demean and dishearten the human resource called the teacher, on whom so much depends” (Palmer 1998, p. 98). Teachers, especially as beginners, must be better compensated. They also need to be freed from bureaucratic harassment, as well as given a role in academic government.

Teachers must be provided with the best possible materials in order to accomplish their job efficiently. That alone will not be enough to transform education “if we fail to cherish and challenge the human heart that is the source of good teaching” (Palmer 1998, p. 98). Traditional research on teacher support, Palmer states, usually contains the common questions for which there is always an answer. “What subjects do we teach?

How do we teach? What methods and techniques are required to teach well? Why, for what purpose, and to what ends do we teach?" (p. 98). Seldom, if ever, do we ask:

Who is the one that teaches? How is the quality of my inner life related to my students, my colleagues, and my world? How can educational institutions sustain and deepen the inner life from which good comes? How can the teacher's soul become a legitimate topic in our public dialogues on educational reforms? Beginning teachers need tips, tricks, and techniques for staying alive in the classroom; but at the same time, like in any kind of work, a practical and important fact is an insight into what is happening inside themselves, in their inner lives as they do their job. The more familiar they are with their terrain, the more sure-footed their teaching and their living becomes (p.10).

As a qualitative research project, this study addressed the understanding of social and cultural structures that influenced teaching practices in the beginning stages of a small group of Honduran teachers' career. Since this study was an examination of beginning teachers' experiences, it determined how new teachers, specifically in Honduras, helped themselves to succeed. As Honduras moves toward a new educational era, this research may also serve as a communication tool between educational institutions and teachers, and may be a possible reference on the design and implementation of an induction program for beginning teachers. As such, it may serve as a baseline of information for upcoming research projects.

Assumptions and Limitations

Several assumptions regarding this study were made based upon perceptions of the culture of beginning teachers and the nature of the topic. First, it was assumed that all participants were honest in their responses based on their own experiences as beginning teachers. Second, the researcher assumed that participants provided subjective as well as objective information concerning problems and limitations of beginning teachers in Honduras. Third, it was assumed that participants agreed to be part of this study as a way to express their thoughts regarding a generalized situation or need. Fourth, since the subjects were selected from only two different geographical areas, with the common and main characteristic of being new in the classroom, it was acknowledged that the findings can be generalized only to the districts of Sico-Paulaya and Choluteca, and not to Honduras as a whole. However, the suggestions given in this study may be useful in dealing within the national context.

There were some limitations to the present study that should be noted. First, time and distance limited the data collection process because the researcher was not able to remain steadily at the research site, but rather made two visits of one week each to the Sico-Paulaya district and four visits of one week each to the Choluteca district. This limitation was reduced by trying to collect as much data as was possible each time. Second, the non-existence of an induction program for beginning teachers in Honduras limited the participants' knowledge of the topic of induction. The researcher gave extended explanations about the topic of induction and related themes. Third, most of the schools were located in inaccessible areas which made difficult the complete immersion

of the researcher in the everyday life of the subjects and limited the ongoing interaction. The researcher used after-school time to informally interact with the participants. Fourth, the absence of two of the Choluteca participants from the last session in July 2002, when the researcher administered the Beginning Teacher's Conceptions about the Importance of Professional Support Survey (see Appendix J) limited the collection of data. This was due especially to a prolonged national teachers' strike, after which the teachers had to make up without interruption the instructional time missed for that reason. Further telephone communication was necessary in order to complete the data collection. Fifth, the participants' ability or inability to create rationale and to give suggestions about specific topics of support limited the generation of sub-topics in the interview process. This limitation was widely overcome after appropriate explanations by the researcher. Sixth, the researcher's role as an outside-insider could have potentially influenced the interpretation of the data. This limitation was partially overcome through guidance and explanation as the researcher remained as a learner rather than an investigator. Seventh, the lack of empirical research studies about social and cultural practices of teaching in Honduras was another limitation that could be narrowed or overcome in future studies.

Definition of Terms

The following definitions are provided to assist the reader in understanding concepts used within the study.

Educational System: An organized set of doctrines, ideas, rules or principles, and curricular content intended to establish procedures and mechanisms regarding the ways

that an educational process will function in a specific country or state (Ministry of Education, 2001, *Lineamientos fundamentales del currículo nacional básico de Honduras* [Basic Curricula Guidelines of Honduras], 2001, p. 6).

Induction Program: The systematic efforts to initiate, shape, and sustain the first work experiences of prospective career teachers or beginning ones (Mager, 1992, p. 2).

Inner Landscape: The intellectual, emotional, and spiritual paths that lead a person from the hidden heart to a vast and visible world he/she inhabits (Palmer, 1998, p. 16).

Licencia: The substitute teaching activity that a new teacher does in Honduras for a specific period of time (Ministry of Education, 1997, *Estatuto del docente hondureño*. Decreto No. 136-97 [Honduran Professional Teaching Executive Law No. 136-97], p. 256).

Concurso: The process by which a new teacher in Honduras is assigned a permanent teaching position in a public school. A standardized exam that is taken by graduated teachers, such exam is equivalent to an application for a teaching position (Ministry of Education, 1997, *Estatuto del docente hondureño*, Decreto No. 136-97 [Teacher Statute Executive Law No. 136-97], p. 258).

Exoneración: The process by which a beginning teacher in Honduras is permitted to apply for a permanent position after accomplishing a period of at least six months as a substitute teacher (Ministry of Education, 1997. *Estatuto del docente hondureño*. Decreto No. 136-97 [Teacher Statute Executive Law No. 136-97], p. 261).

Beginning Teacher: A licensed person entitled to teach, “new in a classroom” teacher (Hammond, 1994, p. 3).

Práctica Docente: Student teacher experience in a classroom, required to receive a teaching degree in Honduras (Ministry of Education, 1997. *Estatuto del docente hondureño*. Decreto No. 136-97 [Honduran Professional Teaching Executive Law No. 136-97], p.29).

Summary

Educational system authorities are compelled to examine the ways beginning teachers are prepared to meet their responsibilities in the classroom. As long as education is viewed as the most important contributor in preparing students for adult life, it is critical to plan, implement, measure and assess the way that beginning teachers are introduced to the profession. This study was designed to identify and describe the context in which beginning teachers in Honduras initiate themselves into the teaching profession and the way they are affected and developed as professionals who influence the minds and souls of young people.

Chapter II includes the review of literature regarding beginning teachers and the way they help themselves; common problems of beginning teachers; Honduras' beginning teachers in this context; the nature of teaching; the metaphor of teaching as landscaping; the "innerness" of landscaping; the accommodations of needs and resources for success: supporting beginning teachers; benefits of providing quality support for new teachers; the need for induction; Latin American countries and their approaches to teacher induction.

Chapter III presents the rationale of the research design and explains the methodology used to gain access to the culture of beginning teachers in Honduras, the research setting, the selection and description of participants, and the analysis of data.

Chapter IV presents the data collected and is organized into clusters of information and sub-topics such as social and cultural practices in teachers' lives, landscaping as a metaphor for teacher preparation, and meeting the needs of beginning teachers. The analysis of data is supported by quotations and examples.

Chapter V summarizes the conclusions drawn from the findings, and establishes recommendations for Honduran beginning teachers, for school administrators and for the educational authorities. This chapter closes with the implications of the study.

CHAPTER II

Review of Literature

Overview

The researcher has reviewed related literature and examined prior studies regarding beginning teachers' problems and limitations. The review was conducted to analyze themes and categories related to those problems and limitations that teachers face in their first year of teaching experience. Research projects specifically about Honduras are rare, and therefore the review is based on studies conducted in the United States. The researcher sought information relative to the three principle research questions: 1) What are the social and cultural structures that influence the work lives of beginning teachers in Honduras? 2) How do beginning teachers, specifically in Honduras, nurture their intellectual, emotional and spiritual growth (the inner landscape) in order to succeed in the classroom? and 3) How might the educational system in Honduras accommodate the needs of beginning teachers regarding induction into the profession?

The first question led to sources on social and cultural practices: the nature of teaching, the life cycle of the teaching career, and common problems of beginning teachers. The review of literature regarding the second question resulted in the sub-topics of how beginning teachers approach their problems: the landscape of teaching and the

innerness of landscaping. Question number three led to literature on meeting the needs of beginning teachers: benefits of supporting beginning teachers, support for beginning teachers in Latin America, and effective induction programs for beginning teachers.

Social and Cultural Practices in Teachers' Lives

The Nature of Teaching

Teaching in general is described as a difficult task, a complex work characterized by “simultaneity, unpredictability, and multi dimensionality” (Jackson, 1968, p. 17). For decades, the transition from college-supervised teaching to independent classroom teaching has posed problems for the novice or beginning teacher in the public schools (Johnson & Ryan, 1980). A review of related literature reveals many case studies that report the adjustment difficulties faced by teachers entering the profession. To complicate the issue, most first year teachers tend to be idealistic in their thinking about teaching, and unrealistic in their expectations. Consequently, many first year teachers become frustrated (Calliari, 1990). As a result, some suffer symptoms of heightened stress and anxiety (Johnson & Ryan, 1980). Sometimes, little social support is given to the new teacher, which leads to “feelings of dislocation and loneliness, of compromise and inadequacy, feelings that may cause new teachers to question their commitment to teaching” (Moran, 1990, p. 84). Not wishing to appear incompetent, new teachers often do not ask for assistance.

In many cases, new teachers are put into a classroom with little or no preparation for teaching and dealing with the myriad of issues that confront them. Camp and Heath (1998) have noted that beginning teachers who enter the profession with certification based on occupational experience rather than through teacher education degree programs present unique challenges in terms of teaching induction, and these cases are very common in vocational or occupational areas. Being a beginning teacher in any context is a challenging task, particularly if the teacher does not have a good pedagogic base on which to rely. Mastering the art of teaching is a long and challenging process, and can be viewed as a long-term development process. Camp and Heath (1998) assert that the problems of new teachers affect not only the students and the teachers themselves, but also the administrators of the school. The teacher's morale is often low, and the class appears to be apathetic or in disarray.

The preparation of beginning teachers should be a common responsibility shared by districts, schools, professional associations, and communities to assure a successful transition of teachers into the profession. The problems faced by beginning teachers are not unsolvable (Ryan, 1986). There are solutions in the instructional and emotional context that can be done to greatly reduce the trauma of the new teacher. The profession has learned much about these problems, and many countries have already taken steps to remedy the concerns. However, many others still seek a way to help the newcomers transition into a more satisfying and productive teaching role (Ryan, 1986). At this point we cannot say that Honduran educational authorities have done enough to help new teachers.

Teachers are at the heart of the educational process. “The greater the importance attached to education as a whole – the higher is the priority” that must be accorded to the teachers responsible for that education. (Ohio Organization of Educators in Curriculum Development, 1989). The nature of teaching demands that teachers should engage in continuing, career-long professional development, but particular needs and the ways in which they may be met vary according to circumstances, personal and professional histories, and current dispositions. “Growth involves learning, which is sometimes natural and evolutionary, sometimes opportunistic and sometimes the result of planning” (p. 3).

According to Day (1999), there are several precepts grounded in the realities of teachers and the contexts in which those precepts take place. The first precept establishes that “teachers anywhere are the schools’ greatest asset” (p. 18) and they will only be able to fulfill their educational purposes if they are both well prepared for the profession and able to maintain and improve their contributions to it through career-long learning. Support for their well being and professional development is, therefore, an integral and essential part of the efforts to raise standards of teaching, learning and achievement.

Another precept is in accordance with one of the main tasks of all teachers, which is to foster in their students a disposition towards lifelong learning. “They must, therefore, demonstrate their own commitment towards and enthusiasm for lifelong learning” (Day, 1999, p. 25). The next precept is related to the need for career-long professional development in order that all teachers keep pace with change, and review and renew their own knowledge, skills, and visions for good teaching. However, “learning from experience alone will ultimately limit development” (p. 26).

The following precept implies that teachers' thinking and action will be "the result of an interplay" (Day, 1999, p. 26) among their life histories, their current phase of development, classroom and school settings, and the broader social and political contexts in which they work. In this relation, the next precept declares that classrooms are peopled by students of "different motivation and dispositions to learning" (p. 26), of different abilities and from different backgrounds. Teaching, therefore, is a complex process. Successful teaching will always demand both personal and interpersonal skills, and personal and professional commitment.

A new precept regarding teachers' realities is related to the way the curriculum to be understood is "linked to teachers' constructions of their personal and professional identities" (Day, 1999, p. 90). Content and pedagogical knowledge cannot, therefore, be divorced from teachers' personal and professional needs and moral purposes. Closely related to curriculum understanding is the precept that professional development must pay close attention to teachers' needs. "Teachers cannot learn passively, they develop actively" (p. 90). It is vital, therefore, that they be centrally involved in decisions concerning the direction and process of their own learning. This is related to the following principle that emphasizes that "successful school development is dependent upon successful teacher development" (p. 90). Finally, planning and supporting career-long development is the "joint responsibility of teachers, schools and government" (p. 91).

Professional development, then, is a serious business, central to maintaining and enhancing the quality of teachers and the leadership roles of principals. The concept of professional development or preparation, as it is called in Honduras, represents what

some researchers have termed an “expanded view of professional learning” (Lieberman, 1996, p. 14). That process includes the largely private, unaided learning from experience through which most teachers learn to survive. Professional learning also must include informal development opportunities in the school and “more formal accelerated learning opportunities available through internally and externally generated in-service education training activities” (p. 15).

The Life Cycle of the Teaching Career

A considerable body of literature exists on the way beginning teachers grow professionally and become experienced teachers (Lortie, 1975; Schon, 1983; Zeichner, Tabachnick & Densmore, 1987; Haberman, 1995). Steffy, Wolfe, Pasch & Enz (2000) have proposed a model that they call the Life Cycle of the Teaching Career, which describes the teacher’s professional growth as a process that takes place throughout a life cycle. In agreement with this model, Steffy and Wolfe (1997) state that the Life Cycle of the Teaching Career is a developmental model that consists of “six progressive phases, propelled by mechanisms of reflection and renewal, or impeded by withdrawal” (p. 11). Teachers take this path in developing and maintaining professional growth. Through a review of literature and observation of teachers over time, Steffy and Wolfe describe how a teacher moves from novice to apprentice, to professional, to expert, to distinguished, to emeritus.

The novice stage, according to Steffy and Wolfe (1997), begins when pre-service students first encounter practicum experiences as part of their teacher education program.

In some universities and colleges, pre-service teachers enter this phase during the freshman year. For others, it may not begin until the junior year, while others enter the novice cycle at the graduate level. Novice teachers begin to acquire the skills necessary to function effectively in the classroom. Because they have not mastered the skills of the profession or the learning content, most pre-service teachers are hesitant and unsure of themselves. As they visit classrooms, they are often amazed at the master teacher's skills in arranging classroom activities. In time, novice teachers acquire more skills and they begin to see how teachers create a learning environment. Their confidence and skills grow as they enter the apprentice phase of the Life Cycle. The existing reviewed literature suggested that in Honduras there are basically novice and experienced teachers.

What Steffy and Wolfe (1997) refer to as the apprentice phase is what the current research project terms the beginning teacher phase. According to their conclusions, the phase starts for most teachers when they receive responsibility for planning and delivering instruction on their own. This phase continues "until integration and synthesis of knowledge, pedagogy, and confidence emerge, marking the beginning of the professional period" (p. 44). Typically, the apprentice phase includes the induction period and extends into the second or third year of teaching. Apprentice teachers tend to be idealistic. They believe they have the ability and drive necessary to motivate all children. Apprentice teachers are open to new ideas. For many of these teachers, on the other hand, there is a perception of a "lack of efficacy in teaching" (p. 44). Overwhelmed with the demands of their profession, enthusiastic apprentice teachers may become disillusioned. With proper encouragement and appropriate support, however, most of these teachers can maintain their idealism. If they avoid withdrawal and continue to reflect critically on their

experiences, “renewal and growth can lead them to the next phase in their careers” (p. 12).

Viewing the cycle of the teaching career, other researchers agree in defining teacher growth as a progressive sequence (Burden, 1982; Feirman & Floden, 1980; Newman, 1980; Burke, Christensen, & Fessier, 1984). This research reports believe that the metaphor of a cycle is a precise way to explain the personal and organizational factors that have an impact on the teacher’s career. Burke, Christensen, and Fessier (1990) add to the Cycle of the Teaching Career model several aspects that affect that cycle. They call these aspects “Environmental Components” (Burke, Christensen & Fessier, 1984, p. 58).

The Cycle of the Teaching Career is affected by environmental conditions. A supportive, nurturing, reinforcing environment assists a teacher in the pursuit of a rewarding, positive career progression. On the other hand, negative environmental conditions can have a negative impact on the career cycle. The personal environment includes a number of “interactive yet identifiable categories of influence” (Steffy & Wolfe, 1997, p. 58). Among them are family support structures, positive critical incidents, life crises, cumulative life experiences, avocational outlets, and individual disposition of the person. These categories of influence may have an impact singularly or in combination, and during certain periods they may become the driving force in influencing the job behavior and career cycle of an individual. A second component is the organizational environment of schools and school systems. Among the categories in this component are “school regulations, management style of administrators and supervisors, atmosphere of public trust present in a community, expectations a community holds for its schools as well as activities and opportunities professional organizations offer, and

union atmosphere in the system” (Burke, Christensen & Fessier, 1984, p. 58). Whatever the cycle of teaching is, teachers always experience stages in their professional life, through which some teachers may shift easily from one stage to another without much difficulty.

Considering the wide range of needs at the various career stages in this model, what are some of the things we know that will assist new teachers in learning as adults? Research in the field of adult learning is not new, but recent work in this area has received attention in the mass media and in popular readings. Lindeman (1926) identified several assumptions about adult learners. Adults are motivated to learn as they experience needs and interests that learning will satisfy. Lindeman points out that adult learning is life-centered, and this is the case of teachers as continuing learners. Another assumption is that adults have a “deep need to be self-directing” (p. 112) and individual differences among people increase with age. Knowles (1986) also identified several assumptions specifically on teachers as adult learners: adults enjoy planning and carrying out their own learning experiences; discovering how to learn from experience is the key to self-actualization; mistakes are an opportunity for learning; adult readiness to learn grows out of a recognition of the need to know; formal curriculum development is less important than finding out what the learners need to know; and teachers as adults need the opportunity to apply and try out learning quickly.

If assumptions above are valid, then there is a need to plan and implement professional development and induction programs that view the adult learner as one who wants to learn. It is also important to build on the experiences of the learner and to remember that adults’ learning patterns and needs change throughout their careers

(Knowles, 1986). The teaching career cycle model offers a way to view the changes that teachers, as adults, experience. By analyzing the environmental influences, the teaching career cycle model suggests that professional growth and staff development require a comprehensive approach. While specific skill-building approaches are appropriate at certain points in a teacher's career, there is a need to go beyond this approach and to consider the personal influences that can have an impact on teacher performance.

Common Problems of Beginning Teachers

Ryan (1986) has analyzed the six most common problems that beginning teachers face. The first problem is that teachers are shocked by the familiar. According to Ryan, new teachers often feel like strangers in a familiar setting. Although new teachers have spent a great deal of their lives in classrooms, what looked easy often turns out to be beyond the beginning teacher's capacities.

The second most common problem is the students themselves. Studies have regularly confirmed that new teachers' relationships with students are the source of most of their problems (Ryan, 1986). These problems may be related to mutual misunderstanding, social distance, and discipline. In many cases, students want the new teacher not to be a friend, but simply an effective instructor. Learning to be comfortable with the exercise of authority in a humble way is one of the major tasks of the beginning teacher. In many cases, new teachers do not know how to confront misbehavior, nor do they know how to draw the line between preserving order and rigidly controlling every move.

The third common problem mentioned by Ryan (1986) is parents. Teachers-in-training do not think about parents very much. When they do, they view parents as partners, people who will be supportive of their work and respectful of their dedication to working with children and youth. Many parents are a significant source of satisfaction and sense of worth for new teachers. Grateful parents often transmit the appreciation and compliments children cannot find voices to express. However, parents can also be a great source of discomfort for beginning teachers for a number of reasons. Some parents may dwell on the fact that the teacher is a novice, and may have difficulty trusting the quality of his/her job.

Administrators may be another problem. Many problems originate in the multiple hats that the principal, as the official leader of the school, has to wear (Ryan, 1986). The principal has many specialized roles, but the role that deals directly with the new teacher is that of judge. The same person who happily hired the teacher is the one who also decides whether his/her contract should be renewed.

According to Ryan (1986), fellow teachers may be seen as a problem for new teachers. In many cases teachers have learned to live together. However, they have not yet learned to live with the first year teacher. There are salary differences, years of experience and academic degrees, rewards that do not come from the amount of earnings, but from reputation and talents. Jealousy may be a problem as more experienced teachers may feel replaced by beginners. Often the new teacher is greeted in a friendly manner but later ignored or forgotten by colleagues. Ryan (1986) also noticed that new teachers are expected to know what to teach and how to teach it. When beginning teachers realize that they are having difficulties with instruction, they may experience a sense of deep

personal failure. Transmitting ideas, even simple ideas, can be a difficult task, and the new teacher must learn how to accomplish this task with a particular group of students.

Whatever the reasons, the first year of teaching is many times characterized by problems, some quite predictable, others unique to the personality of the beginning teacher or the school situation. When new teachers are instructed about these potential problems this acknowledgement may become the first step in the new teacher's professional growth.

Landscaping as a Metaphor for Teacher Preparation

School Administrators as Landscapers

In order to make more understandable the concept of landscaping as related to teaching, the researcher used the metaphor of landscaping as a way to describe the process of new teachers' professional growth. Landscaping is meant to modify or ornament a natural landscape by altering the existing elements. In architectural terms, landscape is the development of land for human use and enjoyment through effective placement of structures, vehicular and pedestrian ways, and planting. The landscape gardener is a person who is engaged in the development and decorative planting of gardens and grounds. Landscaping can beautify homes or any other place, and by planting carefully and thoughtfully, landscaping can improve privacy, raise the value of the property, add comfort and even cut energy bills. Planting the correct trees, shrubs, vines and groundcover can make a place both warmer in the winter and cooler in the

summer. Plants can keep homes and other buildings cool (Associated Landscape Contractors of America, 2002).

Another fact landscapers must consider is to use water appropriately. Proper irrigation practices are important, especially in those areas where water is scarce. Natural fountain and irrigation systems are sometimes needed, while in others, a sprinkler system may be enough, and be useful to avoid wasting water. A well known system to reduce water use is a proper selection of mulches which decrease the soil temperatures and amount of soil exposed to wind. Mulches also discourage weeds and can ultimately improve soil conditions. Mulches can be organic, those that include straw, partially decomposed compost, wood chips, bark and even ground corncobs, or newspapers. Inorganic mulches are such as plastic film, gravel and woven fabrics. Sometimes a combination of both organic and inorganic are used (Associated Landscape Contractors of America, 2002, p. 2).

Other important facts in general landscaping are the seasons. Throughout the year, the sun's position changes. In the summer, it appears high in the sky. It is more intense and shines for more of the day than it does in the winter, when the sun is closer to the horizon. The seasonal sunshine patterns are important in landscaping as is the site. Trees should not be planted directly under utility lines, as there can be some underground obstructions such as gas lines (Associated landscape Contractors of America, 2002, p. 3).

Just as this metaphor can be used to compare new teachers to a landscaping project, school administrators can be compared to landscapers, whose job it is to care for, instruct and develop effective and successful teachers. Administrators must provide constant and well planned training at the appropriate time, beginning at the moment the

teacher is hired and continuing throughout the teacher's professional life. By doing so, educational authorities ensure that they will have not just the most beautiful visual results for students, parents and society to see, but also the best fruit for the future of that society.

Beginning teachers are compared with portions of land to be landscaped, when teachers look inward upon themselves, and also when they look upon the world about them. Many teachers may say that they find educational pursuits rewarding. The inner dimensions of their personalities could be examined, "many would show a large amount of tension, competitiveness, and discouragement" (Jersild, 1975, p. 10). Many new teachers, in their anxiety, probably place excessive demands on themselves and on others. On the other hand, studies have shown that many teachers cannot live without becoming anxious. "They have difficulty accepting and understanding issues of the normal world and their human relations" (p. 10). Jersild found that teachers, like other professionals, have expressed deep loneliness and also found that the meaning of freedom may be measured by the way one teaches and the way one wants to be seen as an instructor. Jersild explains that to understand beginning teachers' inner landscape we just need to give them a chance to share a little of that secret burden each of them bears alone. "We can hear this same cry of pain and plea for help" (p.11). This does not mean that pain is the predominant condition in their lives, as they know joy as well, but they find it necessary "to conceal their troubles and their hurts" (p. 12). It can only be hoped that "they have the courage to utter this cry, and to phrase a plea" (p. 12). Indeed, students in education courses are usually prepared, under appropriate circumstances, to reveal needs in their personal and professional lives that schools of education have barely begun to

meet in some places. “Students dare to ask for more than colleges following the usual safe and impersonal channels of education have dared to give” (p. 10).

Like Jersild (1975), the studies of Neiberry (1977), Zeichner (1981), and Moir (1999) show that teachers must know the people they are teaching and the obstacles that may influence the teaching-learning activity. On the other hand, for teachers to know their students and recognize their anxieties, teachers must know themselves. Teachers must realize how their anxieties influence the teaching career. A common strategy that new teachers develop is “to move on in the anxious environment and become expansive and competitive” (Jersild, 1975, p. 14).

Teachers and the Inner Landscape

Greene states that “to talk about landscaping is to talk about art” (1978, p. 193). According to Greene, a work of art can never be brought into being unless a living person encounters it in person and in the light of his or her reality. To paint a landscape, to write a sonata or a poem, to sculpt a statue, or to compose a piece of music or an abstract ballet, the artist must feel self-sufficient in his aesthetic work. All of those works represent or express something and it must be felt first to be placed on a canvas, on paper, or on the stage. The expression of art is the encounter between the inner thought and reality.

Arts involve the exploration of self-reflection. That self-reflection may be horror, love, pain, beauty or harmony, according to the artist’s inner time and inner thoughts. Likewise, the main concern of teachers is to enable students to interpret their own experiences. Through the inner interpretation that teachers themselves have about their

reality and about the whole world, teachers function to lead their students to interpret their own lives and experiences. In that perception of their own reality, teachers, like landscape artists, strive for coherence, clarity, or intensity. Being able to select, shape, and interpret the working materials is a must. Like works of art, teachers' work brings them in touch with themselves. The reader of a book or a poem may find freedom and liberation just by reading. A teacher, conscious of his or her freedom and reality, is capable of setting free those whom he or she teaches. A conscious innerness makes individuals awaken to their own freedom (Greene, 1978, p. 123).

When teachers are neglected in their professional growth, it is difficult to expect they will positively influence the young lives they teach and couple with of their own inner lives as teachers. There is a rebellion, and teachers refuse to do their best. "Their innerness rejects the world and their artistic creativity is reduced to a redundant teaching practice" (Greene, 1978, p. 124).

When teachers are aware of what is going on in their inner lives, they can move away from someone else's thinking and the ways they worked done in the past. With an uncritical absorption of messages and facts, teachers become submissive individuals incapable of producing a change in themselves or in others. When teachers are submissive, they adopt what Freire called a "culture of silence" (quoted in Greene, 1978, p. 235). Neglecting teachers has become almost a pattern of behavior. Educational authorities transform teachers' internal life through professional opportunities.

When the teacher feels the need for a change in the way things have been done, that positive awakening should be the guiding factor to be considered, not just to help the teacher grow professionally, but also to change the old and obsolete structures regulating

the educational system in the past. In the eyes of the teachers, that past possibly needs reconstruction. The inner thoughts are what convince the artist to reflect his or her innerness in a representation of reality. A teacher is an artist, an individual of the teaching arts, with dreams that make reality. Teachers' dreams must be accessible to themselves. They must overcome the silence in which they are sometimes immersed and listen to their inner lives in order to succeed as landscapers of others' lives.

Those structures that influence the inner landscape of beginning teachers in Honduras are the result of social, interpersonal, cultural and individual professional practices that new teachers implement mainly on their own, based on their needs, initiative and the resources available. The data analyzed in Chapter IV will provide a better panorama and a deeper understanding of these structures.

Meeting the Needs of Beginning Teachers

Benefits of Supporting Beginning Teachers

“Talk to almost any teacher about his/her first years in the classroom, and you are likely to hear a similar story” (Brewster & Railsback, 2001, p. 26). The first few years are consumed with keeping their heads above water: struggling to learn a new curriculum, developing lesson plans; dealing with behavioral issues; tracking down supplies; and responding to the various needs of students, parents, fellow faculty members, and administrators (Moskowitz & Stephens, 1997). Lacking the seniority of veteran educators, most new teachers also start with the most difficult assignments such as

remedial classes, multiple preparations, and students with the most diverse and challenging needs.

Not surprising is that studies show that in the United States, twenty to thirty percent of new teachers leave the field within the first three years (DePaul, 2000; Moir, 1999). Approximately nine percent entry-year teachers do not even make it through their first full year (Weiss & Weiss, 1999). After five years, roughly fifty percent of beginners have left teaching (Anderson, 2000; Kestner, 1994). Undoubtedly, some new teachers soon discover they are not well suited for the job and go on to pursue careers that better match their interests or skills. Others leave due to low pay, and still others leave to raise children of their own. This does not account, however, for the vast number of promising teachers who leave because of “exhaustion, disillusionment, lack of confidence, and inadequate support” (DePaul, 2000, p. 88). A new teacher must rely on skills that cannot be learned in college and handle situations that rarely come up in the average practicum. Huling-Austin (1989) describes the first year of teaching as “a sink or swim experience” (p.48). Huling-Austin noted that unlike most other professions, new teachers are expected to take on full job responsibilities from their very first day.

Teachers need more than just competency in their subject area; “they also need flexibility and self-evaluative skills, a realistic attitude, and the confidence” (Fox & Singletary, 1986, p. 86) to confront any number of problems that are likely to develop in the classroom. Training programs sometimes fail to prepare teachers for the “reality shock” of the classroom (Veenman, 1984,) cited in Fox & Singletary, 1986, p. 86). Worst of all, just when they need it most, novices may find they have no one to turn to, for either personal or professional support. Research in education consistently cites feelings

of isolation as an inherent corollary to the new teacher experience (Fox & Singletary, 1986). Teachers work alone in their classrooms every day, often unable to find the time or opportunity – or perhaps a sympathetic listener – to discuss their situation. This is so frequently described in research journals that it seems to be taken for granted, to be a consequence of the teaching profession, that individuals must learn to work on their own if they choose to become teachers.

Finding ways to support and retain new teachers is an issue with implications for students, parents, veteran teachers, administrators, teacher educators, policymakers, and taxpayers, not to mention the new teachers themselves. In his studies, DePaul (2000) found how high teacher turnover places greater demands on teachers and other school staff members and leads to “less stable and less effective learning environments for students, it also increases the amount of money and time that must be spent recruiting, hiring, and training replacements” (p. 180). “A high teacher turnover also limits schools’ ability to carry out long-term planning, curriculum revision, and reform, thus having a significant impact on school funding” (Halford, 1999, p. 14).

Although there have been few large scale studies of new teacher induction programs, existing data confirm that schools that provide high levels of support for beginners do retain more teachers (Goodwin, 1999). Weiss and Weiss (1999) cite a ninety-three percent retention rate in urban districts that provide formal induction programs for beginners. Structured mentoring, and induction programs in particular, have been linked to numerous benefits for students and schools, as well as for participating teachers (Breux, 1999; Weiss & Weiss, 1999). Some benefits favor students and schools in many ways such as, higher student achievement and test scores (Ganser, Marchione, &

Fleischmann, 1999; Geringer, 2000; Goodwin, 1999); higher-quality teaching and increased teacher effectiveness (Goodwin, 1999; Schaffer, Stringfield & Wolfe, 1992; Weiss & Weiss, 1999); stronger connections among the teaching staff, leading to a more positive and cohesive learning environment for students; less time and money spent on recruiting and hiring replacements (Halford, 1999). For teachers, the benefits of induction programs can be gaining a larger and more sophisticated repertoire of teaching strategies (Schaffer, Stringfield & Wolfe, 1992), stronger classroom management skills, and an ability to deal with behavior and discipline problems more effectively. Moir (1999) notes the benefits of increased job satisfaction for both new and veteran teachers and lower levels of stress, anxiety and frustration. Veteran educators also benefit according to Moir, by gaining opportunities to revisit and reflect on their teaching practices.

The problem many researchers note is that effective programs to support new teachers are still few and far between (Renard, 1999; Weiss & Weiss, 1999). Although many schools provide orientation programs for new teachers, that orientation often focuses primarily on school policies and procedures, falling short of the ongoing professional support, training, and encouragement that new teachers need. Effective support programs might focus on working effectively with special needs students (Brock & Grady, 1998); understanding social and environmental factors that contribute to student behavior and performance (Kestner, 1994); assessing student performance (Gordon, 1991; Kestner, 1994); understanding new state and district standards and assessments, and how they affect teaching strategies; understanding procedures and policies related to curriculum adoption; learning to communicate with and involve parents (Gordon, 1991; Kestner, 1994); developing organization and time management

skills (Brock & Grady, 1998; Kestner, 1994); identifying opportunities for professional development (DePaul, 2000); and connecting theories and teaching methods learned in college to classroom practice (Brock & Grady, 1998). Danin and Bacon (1999) suggest that program planners ask new teachers to identify areas most beneficial to them to be covered in orientations and induction program meetings. This not only increases buy-in for the program, but also ensures that program offerings are relevant to participating teachers' needs (Gordon, 1991).

Support for Beginning Teachers in Latin America

The purpose of this section is to relate how educational systems in Latin America have met the needs of beginning teachers by incorporating them successfully into the profession. The researcher's interpretation of the existing literature is that most Latin American countries present similar patterns of teacher preparation. Scarcity of studies about beginning teachers in particular. This section provides information about what has been done, what is being done, and what is still being planned in some of those countries.

Chile and Cuba show the most developed educational systems in the Latin American region. The reforms that have taken place in those two countries include professional development of teachers which started at the end of the nineteenth century and continues today. Even though some political dictatorships have not been such popular regimes, those governments tried to improve the quality of education by requiring teachers to be licensed in universities (Ministry of Education, 1998, *Educational Plans*). Today, Chile's teacher preparation requires that teachers be licensed

in universities, but some of those institutions are still not up-to-date regarding methodologies and technology as significant factors of educational development. Teachers continue being “workers” for public and private educational institutions. Teaching is not an elite occupation, but rather a massive activity financed mainly by the government. Economic compensation for teachers, even when it was improved by fifteen percent, became insufficient by 1990. Low wages made it difficult for teachers to live according to their position, but also for the government to afford higher salaries (Ministry of Education, 1998).

However, in recent years, Chile’s teachers are beneficiaries of educational and social recognition and special economic incentives. Since 1991, the government has been making efforts to gradually improve the working conditions of teachers, as well as to support private education as a way to help families with limited economic possibilities. One of the resolutions taken by the government at the end of the last century was to improve the quality of education in Chile through a dynamic and effective teacher assistance program (Ministry of Education, *Publicaciones del ministerio de educación*, [Ministry of Education Publications], 2002).

Similar innovations are perceived to be happening in Cuba, where beginning teachers as well as experienced teachers are beneficiaries of year-round training programs. However, the literature does not show specifically how new teachers’ needs are being met. Based on systematic regional evaluations, Cuba has been shown to have one of the most efficient teachers professional development programs and other Latin American countries have even considered it for implementation. A 2001 study by an international UNESCO task force reported that Cuban third and fourth graders easily

outscored all Latin American peers in language and mathematics (cited in Johnston, 2003), but according to the report, Cuban schools' loss of teachers and other employees is significant. Teachers are retiring at an early age, 40-42, to look for different jobs in the growing tourism industry, where tips for taxi drivers and waitresses can far surpass the monthly teacher salary equivalent to about 15 American dollars a day. Cuba is spending millions to improve and equip schools with computers, televisions, and video-games. Ironically, schools are dilapidated and materials are often in short supply. In Cuba, ninety-five percent of the people reach at least fifth grade, compared with seventy-six percent in the rest of the Caribbean region (p. 5).

Data obtained directly by mail from the Ministry of Education, Science and Culture of Argentina reveal how the process of professional development is accepted by that country's educational authorities as a priority. Every region has formulated a continuous faculty development process to meet the current challenges of teacher preparation. That plan focuses on the improvement of pedagogical practices in the classroom united with other administrative actions to promote a better educational system where teachers are seen as "cornerstones of that system" (*Plan de educación continua del maestro* [Plan of Continuous Teacher Education], 2002, pg. 5). The plan created in 1999 is a program of the Ministry of Education, and it has its own autonomy regarding teacher preparation in all levels and content. For the purpose of national teacher incorporation, 184 centers have been created to attend to the professional development of teachers, who are trained regarding different competencies by the use of different approaches to professional growth (pg. 5). Argentina is one of the few countries in Latin America where educational research has become a consistent practice, particularly regarding ways to

meet teachers' needs. The plan to develop teachers includes mentorship, reflective practices, continuing formation (portfolio) and other methods of teacher performance improvement. However, as in other literature sources about Latin American teacher preparation, the government plan does not specify what kind of attention beginning teachers receive as they enter the profession. The plan of continuous teacher preparation in Argentina was implemented in the year 2000, and "the evaluation of that plan shows an increasing success and fulfillment of objectives and goals" previously established about teacher academic preparation (pg. 3).

In addition to the Plan of Continuous Teacher Education, Buenos Aires, the Argentinean capital, counts on the training school created in 1984 by the government of the city of Buenos Aires. It is currently one of the most important centers of academic teacher preparation in Latin America. Every year, more than 31,000 teachers and administrators from Buenos Aires participate in professional development activities. There are fourteen offices that cover the five areas in which the city has been geographically divided for that purpose. The development centers offer teachers and administrators an opportunity for reflection, study, and critical analysis of theories, practices, and methods to enrich and ensure professional growth (*Educando a los maestros*) [Educating Teachers], 2002. The training provided addresses main areas such as curriculum; students as the subjects of education, society and culture; educational proposals; and active discussions "where teachers have the opportunity to analyze problems they face in the classroom as well as to reflect on the solutions according to modern procedures and approaches" (p. 5).

Puerto Rico affirms to have transformed its educational system into a self-renewing system that ensures “high quality learning for all students” (Ministry of Education, 2000, *Puerto Rico Systemic Initiative Strategy* [PR-SSI], p. 1) that will provide the teaching work force with the knowledge-base to support high tech economy of the coming decades (p. 1). Puerto Rico understands the importance schools as learning communities that make decisions with the participation of students, teachers, administrators, and parents. National standards have been adopted by teachers, university faculty, and other personnel in the areas of science and mathematics. Such reforms focus primarily on inquiry-based learning by means of concrete experiences and cooperative learning. Model schools have become professional development and dissemination centers to implement whole-school based strategies within regions to promote intensive professional development for educators (Ministry of Education, 2000).

To ensure that future science and mathematics teachers are qualified to teach based on national and local standards of excellence, major universities are transforming their teacher preparation programs based on the results of pilot projects conducted under such reforms. A special plan for teacher transformation has been designed in order to establish new structures of teacher development programs. A research-based model of evaluation has also been outlined to look at the progress of this ambitious plan that “seeks to transform education and society by addressing the growth of science and mathematics teachers as key factors of social development” (Ministry of Education, 2000, [PR-SSI] p. 2). The planned program presentations concerning includes strategies on curricular development, teacher growth strategies through the development of professional portfolios, development and assessment of development of low-performance tasks, cost

of materials, continuous professional development opportunities for faculty and administrators, alternative management styles, and supportive evaluation and monitoring (p. 1). Through this innovative plan, Puerto Rico wants to demonstrate how education, with the involvement of communities, parents, industry, teachers, and technology, can be transformed. Basically, this challenge is oriented to transform teachers as a way to make changes in a society.

The Puerto Rican educational plan of transforming mathematics and science education includes for the first time an induction program for beginning teachers and for those already in the profession but in need of being inducted into a new modality of teaching. A structured mentoring program was designed to assist those teachers included in the plan. Puerto Rican educational authorities have concluded that the gap between public and private school students' achievement levels has been reduced in both mathematics and science. As early as two years into the systematic reform, the results of national tests have also shown how the particular attention to continuous professional growth of teachers was a key for educational success in a post-modern world (Ministry of Education, 2000, [PR-SSI,] p. 5).

The Central American and Honduran Experience

The review of literature about teacher preparation in Central America revealed that Costa Rica has a consistent plan of professional development activities for in-service teachers throughout the academic year (Ministry of Education of Costa Rica, 2002). Teachers have the opportunity to participate in courses and conferences by geographical

regions. Those learning experiences for teachers are coordinated and executed by the National Didactic Center and include training in curricular content, school failure prevention, classroom management, supervision, administrative duties, learning disabilities, distance learning, character education, educational technology, and educational laws.

Nicaragua's Ministry of Education has designed a plan where strategies for teaching formation is a strong approach. The proposal includes teacher preparation updates, the creation of academic networks for the knowledge and use of technology, teacher participation in curriculum design, teacher performance evaluation, and the improvement of economic benefits improvement. These policies are found under the Ministry of Education (2001) *Plan de desarrollo educativo* [Plan of Educational Development].

Educational authorities and leaders of teaching organizations in Central American countries have reacted with concern to the quality of education that students receive in their countries and the importance of the role of the teacher in the system. However, they understand that there are a number of factors that influence the teaching results. Some of the main problems that the countries face are related to social, economic, and cultural structures. Other more particular problems refer to the physical conditions of educational institutions, geographic isolation, infrastructure, teaching resources, climate, curriculum conditions, quality of programs, evaluation systems, textbooks, and others (Hernandez, 2000). Hernandez points out that

Central America needs to create a more influential and autonomous type of teacher. An individual capable of making decisions based on the

characteristics of the teaching process and the changes taking place in society. But this concept of teacher generates challenges to the educational institutions where teachers are licensed, this means changes in the curriculum and implementation of professional and academic growth to make teachers updated and accountable of their role in teaching (p.3).

In her analysis of school development in Central America, Hernandez focuses on the need that the countries of the area have for a formal induction program which should begin during the pre-service stage.

The student may begin his/her induction process as an observer or assistant to a teacher and perform some teaching activities. Reflection should be a main part in student teaching. A mentor teacher should always be assigned to a new teacher being hired, and all the activities should be assessed to ensure better results (p. 7).

In recent months, educational leaders and veteran teachers have outlined a formal proposal to reform the educational systems of the Central American countries. Their proposal “represents the intention of every country of improving the quality of public, free, and obligatory education for all” (Red Centroamericana de Formación y Perfeccionamiento Docente, 2002 [Central American Network for Teacher Preparation] p. 2). This group of educational workers has challenged the Secretaries of Education of the six countries that are part of the proposal to review, analyze, and acquire the responsibility to reform public education for better outcomes. Representatives from the six nations have identified weaknesses in the educational systems of their countries. They have pointed out that faculty formation and improvement should be the government’s responsibility as a way to guarantee the solution of teaching-learning problems (p. 3).

The six countries have outlined individual plans which, once analyzed, will be integrated and implemented as a general system. Since the beginning of this new millennium, leaders from the region are in the process of designing the Educational Network for Reform, with special consideration to what professional development for teachers should be. This transformational plan considers teacher development and personal renewal the first steps toward excellence and challenges each government to accomplish this goal (p. 2). However, this process of transformation is still in the design stage and contemplates general rather than specific terms about teacher professional growth. The topic of beginning teacher attention or teacher formation in Central America is not addressed in detail in this document.

Honduras focuses its attention on elementary education. Eighty-six percent of children between the ages of six and thirteen attend school. Still, approximately 170,000 Honduran children do not attend elementary school. Of that number, 100,000 live in rural areas. In secondary school thirty-five percent of the student population is incorporated in the system (Salgado, 2002). Public education serves more than ninety-four percent of the elementary school population and private education serves more than five percent of the student population.

The most influential education reforms in Honduras took place during the governments of Morazán and the Liberal Reform governments of Presidents Soto and Rosa in the middle 1800s. Other projects “have not had a significant impact since they have focused on partial development” of teachers (Ministry of Education, 2000. *Foro nacional de convergencia* [National Forum of Convergence], p. 20). In 1957 the process of centralizing the national education administration took place when the government

established the standardized scale of teachers' salaries (p. 20). The National University became autonomous and the *Escuela Superior del Profesorado* [Teacher's Superior School] was created. In 1959, secondary education was divided into two cycles, the common cycle (grades seven to nine) and the diversified cycle, where the student might pursue a college level degree. In the 1960's, the government approved important laws to create teachers' unions and curricular reform. In the 1970s the education offered at the university level turned toward a humanistic approach. The General Studies Plan supported by the government, initiated a massive preparation of teachers in Normal Schools at the secondary level through the creation of the Consolidation Plan of Normal Schools, and promoted extensive training of those in-service teachers with a professional teaching degree in elementary and secondary levels (p. 20).

In the 1980s, Honduras' National Constitution defined specific responsibilities for the Secretary of Education to regulate the preschool, elementary, and secondary level preparation. In 1989 the *Escuela Superior del Profesorado* [Superior School for Teachers] became the *Universidad Pedagógica Nacional* [National Pedagogical University], dedicated to the formation of superior educators. In the 1990s, a new Honduran law established the decentralization of the educational system to be structured locally by the states and school districts. An innovative law regarding the teaching career was approved in 1997 (Ministry of Education, Estatuto del docente hondureño, 2000). The Secretary of Education decided to reform education by merging elementary and middle schools to become what currently is called basic education. In the year 2000, the Ministry of Education and the National Pedagogical University agreed to establish a system of

teacher academic preparation at the university level (Ministry of Education 2000. *Foro nacional de convergencia* [National Forum of Convergence]).

Another effort in 1981, created the *Centro de Actualización del Magisterio* [Teacher Renovation Center], a professional development center that initiated activities with the goal of providing professional growth to teachers and administrators about administrative duties, school performance, and the effective use of teaching materials. In recent years, the CAM has taken a different orientation, and the teachers gather with different purposes in different districts (C. Rodríguez, personal communication, July 25, 2002).

In 1989, Honduras' Ministry of Education created the *Instituto de Investigación y Capacitación Educativa* [Educational Formation and Research Institute] with the cooperation of the Japanese government. This institution was designed to carry on educational research projects, and to improve the teaching career through professional development activities. However, this center "has not had any significant impact on teachers' professional growth," either because it lacks a well organized plan or because it is not accomplishing the goals for which it was founded, according to the FEREMA and PREAL, *Informe del Progreso Educativo de Honduras* [Honduras Educational Progress Report], (p. 31). Some leading teachers agree that the center has become ineffective, and used mainly as a place where different groups not even related to education hold professional meetings. "It is far from accomplishing its purposes in favor of teacher professional preparation" (C. Rodríguez, personal communication, July 21, 2002).

After merging the elementary and middle school educational levels, the Honduran Secretary of Education created a new program to prepare the teachers of six states to be

in charge of the transition. This program, initiated in 1998, provided professional development specifically about the new curricula to 2,253 teachers of those states. The preparation of teachers occurred under an agreement between the Ministry of Education and the Universidad Pedagógica [Pedagogical University] with cooperation from the government of Spain. The teachers' leaders also point out how slow this process has been, stating that by this time, all teachers doing such a job "should be already professionally prepared for the newest curricular reforms" (C. Rodríguez, personal communication, July 21, 2002).

These facts are evidence of the changes taking place in the Honduran educational system. Government and society have been conscious of designing and implementing reforms with the challenges of the post-modern era. However, the current review of literature did not find any evidence of specific attention on beginning teachers in a formal and structured way. Student teaching is a generalized practice done in stages. Usually it begins through group and individual observation, "semi-intensive" student teaching, when the student-teacher takes partial responsibility in the classroom, and "intensive" student teaching when the student teacher has full responsibility for a period of several weeks. The student teacher is required to write a report of that practicum as a step to receiving his/her teaching degree.

The researcher found that the medical profession in Honduras is one of the most complete regarding induction programs in the field. The student receives mentoring in the early years of the program and their responsibilities increase as their knowledge does. Finally, prior to obtaining the degree, the student doctor is required to perform social service for a period of one calendar year, with a modest salary paid by the government.

The induction to the medical profession has two main purposes: to prepare the new doctor in gaining and improving professional skills, and to return to the government part of its investment in every student. Most student-doctors are sent to rural areas. The degree is granted once the year of service has been met (C. Rodríguez, personal communication, July 21, 2002). Several other professions such as secretarial, nursing, pharmacy, and accounting, among others, are required to perform a professional practicum that usually lasts for a few months before the degree is granted to the new professional. This planned induction into these careers has given better professional results. The teaching profession, on the contrary, continues to lack a well structured pre-service experience.

As was established in Chapter I, the educational authorities in Honduras continue working on what will be the *Proyecto Nacional de Transformación de la Educación* [National Education Transformation Project]. The government has already designed some strategies and approved what will be the curricula of pre-basic (preschool level) education and are still making adjustments to what will constitute the curricula in elementary and middle school. This educational reform is being funded by the International Development Bank and the World Bank (Ministry of Education (2001) *Lineamientos del Currículo Nacional Básico de Honduras* [Fundamental Guidelines of the National Basic Curricula]. Simultaneously, teacher organizations began to prepare a proposal for what they called the new educational system needed so much in Honduras (C. Rodríguez, personal communication, November 28, 2002).

The Ministry of Education (2000) *Foro nacional de convergencia* [National Forum of Convergence] reveals that there is an urgency “to count on a consistent

professional development program of in-service teachers” (p. 21). The same report informs that different projects and initiatives have been taken in order to give in-service teachers professional growth. However, “those projects have not been a coherent system because of the lack of continuity and evaluation” (p. 21). The report also indicates that such professional development projects for teachers have applied “obsolete pedagogic methods” with much theory but little practice, and with “not very much emphasis on the real needs of schools and learners” (p. 21). In February of 2003, the Honduran educational authorities announced that six secondary Normal Schools had been converted into six new universities exclusively to prepare all levels of public school teachers (C. Rodríguez, personal communication, March 19, 2003).

Effective Induction Programs for Beginning Teachers

All beginning teachers, whatever their country, cultural background or job situation might be, usually find the first year to be a uniquely challenging experience. In fact, the first year can potentially affect the resulting career of the novice teacher, and the teaching profession as a whole. Gray & Gray (1985, cited in Odell & Ferraro, 1992) found that reactions of first year teachers include not only complaining about the teaching workload and changing one’s teaching in a manner that is contrary to one’s beliefs about teaching, but also manifesting changes in attitudes and personality, suddenly leaving the teaching profession. It is clear that some form of induction for new teachers would be beneficial to even the most well-trained young teacher.

One of the hidden costs of poor induction is the change of attitude toward teaching that results from a troubled first year. A good insight comes from examination of the Minnesota State Department of Education's *Teacher Attitude Inventory* (1979), an instrument used for several years to measure the attitudes of teachers toward teaching and students. Data has shown a consistent pattern in the attitude of teachers. Throughout pre-service preparation and during student teaching, positive attitudes toward teaching continue to rise. Positive attitudes peak in the early weeks of the first year of teaching, then fall dramatically in the first four or five months of the initial year. At this point, a slow but gradual rise in positive attitudes toward teaching resurfaces, but those attitudes never again become as positive as they were in the first weeks of the first year of experience. This phenomenon is aptly called "the curve of disenchantment" (Ryan, 1986, p. 67). For many teachers, this disenchantment leads to negative attitudes toward children such as rejection, and it also leads to a discouraged and sour attitude toward teaching. Researchers like Ryan have found that the difficulties experienced by beginning teachers have significant consequences especially for the students of those new teachers.

Reflective Induction Practices

One of the most critical issues of an educational system is how to provide an induction program that will reduce the many problems that confront first year teachers. The teacher induction program typically begins in college and university teacher preparation programs, before the beginning teacher enters the classroom for the first time as a paid professional (Roper, Hitz & Brim, 1985). Teacher induction does not end, or if

it ever does end, it will not be until the teacher is firmly established and confident as a professional (Fuller, 1969; Glickman, 1990). The induction process is like survival skills training (Huffman & Loak, 1986, p. 22). Induction programs exist to assist first year teachers with their problems regarding curriculum and pedagogy and to help new teachers when they feel quite insecure about their relationships with other teachers. The teacher induction program is a tool to prepare the new teacher to deal with difficulties with student motivation, apathy, behavior, discipline, and the teacher's relationships with his/her students.

In induction programs, demonstration and observation are not the only techniques to be included. There are other valuable activities to incorporate to make the induction programs complete and effective. Those may include induction teachers analyzing case studies, and writing descriptive documents – often presented in narrative form – that are based on real-life situations or events. Case studies attempt to convey a balanced, multidimensional representation of the context, participants, and reality of teaching situations. Cases and narratives are created explicitly for discussion and seek to include sufficient detail and information to elicit active analysis and interpretation by users with different perspectives (Merseeth, 1991). The emphasis on reality-based cases is important for teacher improvement because it enables teachers to explore, analyze, and examine representations of what happens in the classroom.

Another valuable technique to be included in teacher induction, according to Merseeth (1991), is reflection. Reflection promotes professional growth and is done by keeping a journal, especially about those things the teacher identifies as important. Reflective practices of real-life cases are for the new teacher to share with others or with

his/her mentor. This technique may become a way to see how the new teacher deals with different situations, as well as an instrument through which mentors can observe the beginner's professional growth. Reflective practice creates insights on what teachers themselves do and how they use those classroom practices.

A portfolio is another contemporary reflective practice in teacher induction. A portfolio is a collection of personal teaching materials that provide evidence of the individual's learning, growth, and development toward becoming a professional educator. These authentic, learner-specific documents "are also acknowledgment that the development of a professional educator is an individual process" (College of Education, *Portfolio Handbook*, 1998, p. 3). The portfolio at a beginning teacher level should contain documents that demonstrate specified teaching competencies such as writing lesson plans, thinking critically about classroom issues, managing classroom activities, motivating students, handling discipline, interacting with parents and the community, understanding curriculum, and designing assessment (p. 3). The portfolio is the new teacher's responsibility and may be used as a way to analyze the new teacher's teaching progress.

Mentoring

Merseth (1991) states that an effective induction program also includes emotional support, usually through a peer, colleague, tutor or adviser assigned to the beginning teacher as part of the mentoring process. This emotional support is a desirable systematic part of the induction process through which the beginning teacher's fears and doubts can

be dissipated. Only then can the teaching experience be successful and teacher retention be better ensured. During the induction process, the relationship with a mentor is invaluable for a new teacher. The mentor should never be too busy to answer the beginner's questions. He/she needs to be there, maybe sometimes just to tell the beginning teacher, "Do not worry, I went through this when I was in your position" (p. 27). It is so important to hear that in the beginning. Mentors, who are learners themselves, are selected as the best models of excellent instructional practice, but the process should not create a perceived elite group that might lead to divisiveness among veteran teachers. Most veteran teachers can serve as mentors.

The role of mentor must be well defined in order to produce good results. The school districts should have a pool of mentors. Ideally, experienced teachers should be allowed to attend mentor training even when those teachers do not have a mentoring activity yet assigned to them. The mentoring program should establish a procedural system to ensure better results. The mentor's role should be defined in terms of functions such as "support and encourage" as well as in terms of activities, such as "observe, coach or plan" (Merseth, 1991, p. 27). The mentoring program should focus on practices that new teachers value the most, such as curriculum and classroom management. Mentoring is just one part of an induction program, but it can also be the most beneficial aspect when no other induction activities are in place. Mentors should be able to diagnose their new teachers' needs and to target their help in those areas. They must provide feedback that is nonjudgmental, descriptive, and positive (p. 27).

Mentoring should also include orientation regarding the new teacher's interests and topics that appeal to the new teacher's needs. Classroom visitations and mentoring

are almost always one-on-one activities conducted when the needs of the participants are unique. Recording a video of the teaching performance for a later discussion between mentor and protégé might provide valuable information. Mentoring activities should be formally scheduled and appropriately assessed at the end of a time previously established, usually the whole academic year. The activities should target needs, limitations, and stages of concern. As a part of the mentoring program, supervision should be considered not as a way to judge the new teacher's performance, but as a means of providing support.

Mentoring purposes vary from “orientation to induction, to instructional improvement, to an intent to change the culture of the school to a more collaborative learning environment” (Sweeny, 1999, p. 15). Typical purposes of mentor programs may be to speed up the learning of a new job or skill and reduce the stress of transition; to improve instructional performance through modeling by top performers, to attract new staff in a very competitive environment; to retain excellent veteran staff in a setting where their conditions are valued; to respond to state, district, or contractual mandates, or to university programs; to promote the socialization of new staff into the school “family,” values and traditions; and to alter the culture and the norms of the school by creating a collaborative subculture (p. 16).

Through the review of literature, the researcher found that mentoring is the central feature of a successful induction process. Without mentoring, new faculty and staff focus only on survival development and on meeting their standards. All participants in mentoring gain from the experience. Many mentor programs do not achieve their potential because they have not built on the recent knowledge basis about mentoring.

Mentoring relationships can vary widely, from mentor protégé pairs to teams of mentors (Sweeny, 1995). Mentoring as a formal program should accomplish its purpose, should have its targets, should include a set of formal roles, training and expectations, and “must integrate with and be complimentary to any other program” (Sweeny, 1995, p. 16). The effects of mentoring on teaching quality, job satisfaction, student achievement, better work environment and teacher retention are numerous. The review of literature confirms that teachers can become more effective through positive mentoring as a part of teacher induction programs.

As viewed by Brock & Grady (1998), new teachers show limitations at the time they are licensed by the educational institution. Therefore, inducing teachers opens doors for a more productive and efficient performance. Beginning teachers frequently need help in both simple and more structured matters, from setting up a classroom to connecting theories and teaching methods learned in college to classroom practice.

Induction programs may vary from school to school or from district to district, but the main goal must be the same: to help beginning teachers make the transition from student teacher to teachers of students (Moskowitz & Stephens, 1997). This goal should not only include introducing new teachers to teaching methods and school policies, but introducing the entry level teachers to the culture of teaching (Gordon, 1991).

Lawson (1992) described how the induction program should be designed and implemented around the needs of new teachers as individuals with different backgrounds and learning styles. The goals of induction programs should be clear, as should be the role, rights, and responsibilities of the participants, both leaders and inductees. This means that the induction program should have well defined leadership and be adequately

staffed. The leaders should receive specific training on methods of teaching and content area issues and how to work effectively with novice teachers.

Participation in induction programs should not place excessive time demands on new teachers or other staff members. Lawson (1992) recommends that both new and veteran teachers should receive an incentive for participating, whether in the form of money, extra released time, or professional career advancement. The program should encourage reflective practices for new teachers as well as for the veteran educators assigned to work with them. However, assistance to new teachers should come before assessment, and the most rigorous evaluation should be on the induction program itself more than on the teacher (Stephens, 1997).

In inducting teachers, mentoring or pairing has become one of the most influential practices to accommodate and fulfill new teachers' needs. The purpose of pairing beginning teachers with more experienced ones, or in some cases, with a team of more experienced teachers, is for guidance and support. New teachers can find answers to their questions, observe classes, solve problems, and talk confidentially about problems they may face in the classroom, among other things. The ultimate purpose of personal mentoring should be to maximize the new teacher's effectiveness in the classroom. Mentoring may occur as part of a larger induction program, or may be used separately to support specific needs of beginning teachers. In the absence of formal induction programs, mentoring may also be arranged informally between new teachers and more experienced colleagues, as recommended by Ferman-Nemser (1996).

DePaul (2000) believes that new teachers should not be paired with the immediate supervisor even when the teacher may receive advice from him or her, because "the

interests may be different and the results altered” (p. 218). Peers should have similar interests and outlooks on teaching. Pairing teachers who have dramatically different beliefs will not produce an effective match nor positive results. Paired teachers should teach the same grade level or subject area. Although this is not essential for a good match, it allows pairs to work more closely on curricular issues specific to the teaching assignment (Huling-Austin, 1992).

As Rowley (1999) concluded, mentors need to see the beginning teacher as a developing professional, rather than a teacher who needs to be corrected. Novice teachers need practice, acceptance, and good, caring guidance. Also noted is that mentoring activities need not to be limited solely to beginning teachers. Educational assistants, school librarians, counselors, coaches and other new staff members should be included as part of the induction program for school workers. Any induction program and mentoring activity must be relevant to the professional life of a new teacher and not just be the fulfillment of a requirement. That is why mentors should possess specific knowledge and good interpersonal skills. Mentors should be knowledgeable of beginning teachers’ needs as the new teachers progress developmentally as professionals. Mentors should even assist the beginning teacher in personal issues that may arise during the induction process.

The review of literature also revealed several studies about the stages of teacher development: novice, advanced beginner, competent, proficient and expert (Steffy, Wolfe, Pasch, & Enz, 2000). Berliner (1988) explained how mentors are expected to adjust their mentoring roles at each stage as a way to provide the new teachers ways to move to the upper stage without major difficulties.

Mentors should be affective persons more than cognitive persons, ready to support, to guide, to listen, to counsel and to show confidence in the novice teacher. Mentors should be reflective professionals, able to teach reflective thinking to new teachers in order to analyze their new teacher's performance. This is especially important according to Berliner (1988) for teachers tend to focus more on doing than on thinking. An ideal mentor teacher should show proficiency in areas such as engaging students in critical thinking, developing students' interpersonal abilities, guiding students in solving conflicts in a respectful manner, incorporating effective technologies in pedagogy, and implementing appropriate alternative assessment techniques, for this will be the model to transmit to the novice teacher (Getty & Holt, 1993).

Summary

The review of literature provided an outline of themes and categories related to the problem under study. An overriding theme is that new teachers face a number of problems that, if not addressed appropriately during the beginning stages of the teaching career, lead to consequences that will have to be paid by the learners. Teaching is a complex occupation that touches the teacher's life in many ways, the same ways he/she will touch the lives of those he/she teaches.

The researcher did not find any evidence in the review of literature about specific practices to assist beginning teachers in Honduras. Those professional development activities that do exist for teachers in Honduras are generalized to all in-service teachers, as opposed to being specifically targeted to beginning teachers. Beginning teachers

depend mainly on what they can provide themselves through their own initiative or through the volunteer efforts of colleagues or administrators.

Although the researcher was provided with the latest official reports, they offer only a general view of how the teaching profession is developed, rather than how beginning teachers are helped to succeed in the classroom. Previous studies about inducting beginning teachers in Honduras were not found. Plans for improving teacher development have been and continue to be designed, though they are not yet implemented. Evidence of in-service teacher preparation is scarce, and therefore the elements about the way new teachers in Honduras work for success and how they are assisted were empirically unknown.

CHAPTER III

Methodology

Introduction

The research presented here describes the culture of beginning teachers in Honduras and the way they conduct their teaching practices. The case study attempts to describe with deeper understanding both the factors that may have limited the success of beginning teachers in that country and the effects such limiting factors may have had on the “landscape” of those teachers’ inner lives. The research findings describe the culture, thoughts and practices of those teachers. For the qualitative research purposes of the study, “culture” was defined as the collection of behavior patterns and beliefs that constitute standards for deciding “what something is, what it can be, how one feels about it, what to do about it, and how to go about it” (Patton, 1990, p.17).

The case-study research project attempted to increase the understanding of the practices of new Honduran teachers by means of a deep analysis of their culture. The research questions that guided the study were:

1. What are the social and cultural practices that influence the work lives of beginning teachers in Honduras?

2. How do new teachers, specifically in Honduras, nurture their intellectual, emotional and spiritual growth (the inner landscape) in order to succeed in the classroom?
3. How might the educational system in Honduras meet the needs of beginning teachers regarding their induction into the profession?

As a qualitative approach, the case study was especially responsive to these kinds of research questions and was also responsive to emerging data, providing the opportunity to refine the design of the study even as it was underway. In general, case studies are broad in analysis and reporting techniques. They are related to contemporary issues of people in their real world. For these reasons, the researcher chose to utilize the case study model for her research project.

The case study presented here utilized a number of the qualitative research methods described by Denzin and Lincoln (1994):

Qualitative research is a multi-method involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study in their natural settings, attempting to make sense of, or interpret phenomena in terms of the meanings people bring to them. Qualitative research involves the collection of a variety of empirical materials, such as case study, personal and visual texts that describe routine and problematic moments and meanings in individual experience, introspection life story interview, observation, historical interaction, and other descriptions of the individuals' lives. Accordingly, qualitative researchers deploy a wide range of interconnected methods, hoping always to get a better fix on the subject matter at hand (p.2).

Airasian and Gay (2000) state that qualitative research seeks to probe deeply into the research setting in order to obtain understandings about the way things are, why they are that way, and how the participants in the context perceive them. Creswell (1994) also states that the researcher should “listen to the informants to build a picture on their ideas” (p.21). The subjects in this study offered descriptions of their teaching activities and accounts of their own life experiences through surveys, personal interviews, and written documents. They also allowed the researcher access to their classrooms for her direct observation.

According to Patton (1990), the open-ended interview should attempt to ascertain what is “in and on someone else’s mind” (p.278) and to determine the perspective of the individuals being interviewed. The process reveals the thoughts, ideas, and outcomes of the subjects’ actions and captures related information not always available from direct observation. McCracken (1998) describes the interview as “one of the most powerful methods in the qualitative armory” (p.131). The interview protocol developed by this researcher was intended to provide insight into how the participants organized their world and how they saw themselves in their cultural setting.

The first decision the researcher faced in initiating the investigation was to determine the subjects of the research. Rather than work with a random sample of teachers, the researcher selected a “purposive sample” of beginning teachers who started their teaching career in Honduras in February 2002 and who could provide rich information because they exemplified characteristics of interest to the researcher, such as what kind of support they needed as beginners, how they addressed their possible

limitations regarding teaching knowledge and teaching materials, and what was the impact of being novice teachers on their personal lives.

Research Setting

The researcher selected two contrasting school districts in Honduras as the settings for the study: Sico, a village in the state of Colón, and Choluteca, the capital city of the state of Choluteca. The sites represented two different geographical areas of the country. As shown in Figure 1, the Sico-Paulaya valley is located in the northern part of Honduras, near the Mosquito coast, and the city of Choluteca is located in the southern region of the country.

The research site in Sico-Paulaya was a rural school district, and one of the most isolated places in Honduras due to the lack of infrastructure in the area. The inhabitants of the Sico-Paulaya valley, a fertile region, were occupied primarily in livestock and agricultural activities. The principal modes of transportation were the canoes and motor boats that travel the Sico River, connecting the community to the rest of the world. Hurricane Mitch destroyed the only principal road in the district in 1998, but the community had recently opened a new road through a vast mountainous area.

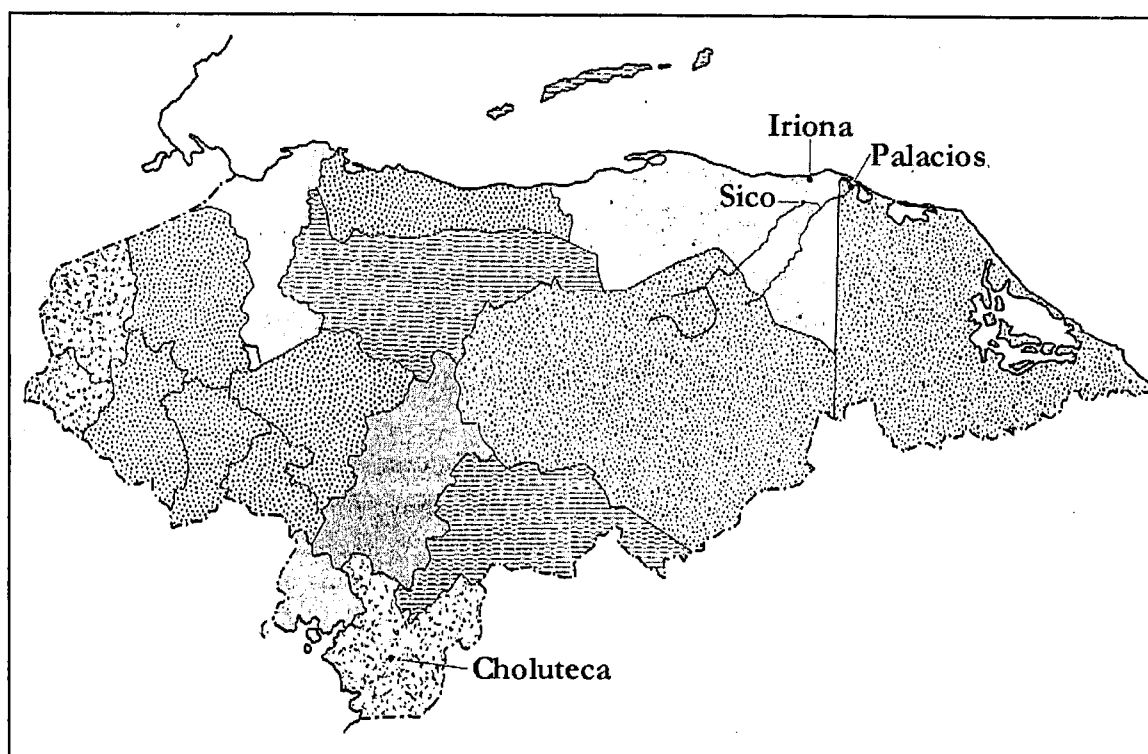


Figure 1. Location of the Research Sites of Sico and Choluteca in Honduras, Central America

The village of Sico was the largest community in the valley and in the Sico-Paulaya school district. Politically, Sico is a part of the town of Iriona, the seat of the municipal government. Interestingly, Iriona occupies a smaller geographic area than Sico, and its inhabitants represented a different ethnicity. The educational authorities of the Sico-Paulaya district had their offices located in Iriona. The district was one where, based on the researcher's observation, male teachers appeared to outnumber female teachers. Such a ratio was not common in most Honduran school districts, where the teachers were predominantly female. The entire district encompassed eleven schools: two kindergartens, eight elementary schools, and one secondary school. The secondary school, along with one elementary school and the two kindergartens, were located in the village of Sico.

One group of teachers who participated in this study worked in the Sico-Paulaya school district. Those teachers taught in three different schools, one teacher at the secondary school in Sico and four teachers at two elementary schools. All the teachers working in the Sico-Paulaya district had received their teaching credentials in distant cities, for Sico did not have its own educational institution where teachers could be licensed. Furthermore, Sico-Paulaya's teachers had no easy access to professional development programs offered either by national organizations or by higher education institutions. Teachers from Sico-Paulaya reported that, despite their isolation, they eagerly pursued their own avenues to professional growth. They sometimes sent messengers looking for teaching resources and training opportunities in distant locations. On occasion, teachers would collect their personal teaching materials and send one of their group to the closest community in order to make photocopies for all to share. Such a journey sometimes took two days to accomplish.

In the decade of the 1990s, Sico grew from a village of one street to such a large community that requested that the government of Honduras recognize the community as a town able to establish its own municipal government. This request has not yet been granted. The geographical, social, and political structures previously described undoubtedly have an impact on education for the schools of the Sico-Paulaya district in the future.

The second research site, the state capital of Choluteca, was among the seven largest cities in Honduras with the Pan-American Highway crossing through it. The people of the state of Choluteca made their living from fishing, livestock, and agriculture, especially those agricultural resources that did not require fertile ground, such as

cashews, melons, and cotton. The state was devastated by Hurricane Mitch in 1998 and many communities were forced to move, creating a migration of students to the capital city where they could attend either a Normal School (for teacher licensure), a university, or one of several secondary schools for university-bound or vocational students.

At the time of this study, the capital city of Choluteca was comprised of seven school districts, some of them rural and some urban. Some schools were overcrowded, with not even enough seats for every student, nor other resources to help teachers accomplish their jobs. The teachers who participated in this study belonged to three of the city's school districts. Two urban schools were located in the city, and six schools were located in the rural areas surrounding the city.

Sample Selection

In order to select a purposive sample of teachers for this study, the researcher requested, by letter, the assistance of the educational authorities of the states of Colon and Choluteca to identify potential subjects who met the criteria of having started their teaching career in February 2002 (see Appendix C). The office of the State Superintendent of Education and local education authorities in each of the selected school districts contacted the qualified teachers initially and asked them to meet with the researcher at a designated location in Sico or in Choluteca.

Face-to-face meetings were conducted on June 26, 2002, in Sico and on June 28, 2002, in Choluteca. During those first personal encounters, the researcher informed the potential participants about the type of research to be conducted (see Introduction

Inviting Subjects to Participate, Appendix D). Then, the researcher distributed to and collected from the teachers who chose to participate in the study the Consent and Agreement form (see Appendix E). Demographic data was collected from each participant on the Participant Profile form (see Appendix F). The profile form, administered to obtain background information about the subjects, contained general questions about the participants such as age, gender, date that licensure was first obtained, grade level(s) and/or subjects they taught, number of students, school name, and school classification-either urban or rural. Table 1 aggregates the demographic data by teachers' work loads, class sizes, degrees, ages and gender.

Fourteen teachers, five from Sico-Paulaya school district and nine from three school districts in the city of Choluteca, and two administrators, one from each site, constituted the purposive sample. Although some participants had had previous teaching experience due to the substitute teaching they had done before acquiring their tenured positions, all of the participants were still in the beginning stages of teaching. The research sample included one pre-school teacher, twelve elementary school teachers, one secondary instructor, one secondary principal, and one state superintendent. The participants ranged in age from 20 to 35 years. Six of the elementary school teachers were teaching one grade level, four were teaching two grade levels, two were teaching three grade levels, and two were teaching all six elementary grade levels. The secondary school instructor was teaching eight different subjects.

Description of Participants

In order to protect their anonymity, teachers who participated in the study as research subjects were assigned pseudonyms they voluntarily chose. This was the way they were identified throughout this study. All the information collected through the surveys and interviews completed by the participants was the result of their free will to participate in this study and without the influence of any other person professionally or personally related to them.

The Sico-Paulaya Subjects

Consuelo, a female instructor, was teaching seventh, eighth, ninth, tenth, and eleventh grades at the Sico secondary school and had 18 students. Her classes were the smallest of all the participants in the study. She was teaching agricultural sanitation, animal care, agricultural business, agricultural engineering and principles of research, and agricultural extension. Consuelo's teaching was related to techniques of cultivating the soil, producing crops, vegetables, and trees, as well as raising livestock and in the marketing of the resulting products. Consuelo received her degree in agricultural techniques in 2001 with outstanding grades at the same secondary school where she began her teaching career. She was between 26 and 30 years old. Her age at the high school graduation was more advanced than the average student because she was already married when she decided to pursue a degree.

Manuel, a male teacher, was teaching at Sico elementary school. He was teaching all the elementary school subjects: mathematics, social studies, science, Spanish, physical education, agriculture, music, counseling or guidance, calligraphy, and art in one of the two grade classes. He had 24 students.

Nelson, a male teacher, was teaching all the subjects in the six elementary grades at a rural school located in the smaller village of Yaguas, close to Sico. He had 50 students, from which only three students were in sixth grade. He had the six grades in the same classroom and alternated his teaching from a grade to another at the same time. Nelson received his teaching degree in elementary education in 1998, but was pursuing a university degree in education. He was between 21 and 25 years old.

Samuel, a male teacher, was teaching all the subjects in one of the two third-grade classes at the Sico elementary school. He had 34 students. Samuel received his teaching degree in elementary education in 1997, and he was about to start working on a university teaching degree. He was between 26 and 30 years old.

Sergio, a male teacher, was teaching all the subjects in fifth grade and had 21 students. Sergio received his teaching degree in elementary education in 1996, and was about to start working on a university teaching degree. He was between 31 and 35 years old.

The Choluteca Subjects

Alicia, a female teacher, was teaching all the subjects named in the preceding page in the six elementary grades at a rural school located far from the city of Choluteca. She had 68 students. Her multiple-grade experience provided data to analyze this issue. Alicia received her teaching degree in 1994. She was between 26 and 30 years old.

Evita, a female teacher, was teaching all the subjects to 24 second graders and fifth graders, at a school close to the city of Choluteca. She had 52 students. She received her teaching degree in elementary education in 1996, but was pursuing a university degree in business administration. She expressed her interest in working in the business field or applying her knowledge in the teaching experience. She always wanted to major in business administration. Evita was between 21 and 25 years old.

Iris, a female teacher, was teaching all the subjects in the first grade in a rural school, close to the city of Choluteca. She had 35 students. Iris received her teaching degree in elementary education in 1993, but was pursuing a university teaching degree. She was between 26 and 30 years old.

Juanita, a female teacher, was teaching all the subjects in third and fifth grade at the rural school in the city of Choluteca. She had 39 students. Juanita described her job as not easy since she had to teach two different grades. She received her teaching degree in elementary education in 1998. She taught the two grades in the same classroom and alternated her teaching between the two groups. She was between 21 and 25 years old.

Julia, a female teacher, was teaching all the subjects in fifth grade at a rural school near Choluteca. She had 47 students. Julia received her teaching degree in elementary

education in 1999, and was pursuing a university teaching degree. The youngest of all the participants, Julia was between 18 and 20 years old.

Katerine, a female teacher, was teaching all the subjects in second, fifth, and sixth grades at a rural school far from the city of Choluteca. She only had a co-worker who was her principal and taught the other three grades. She had 38 students. Katerine received her teaching degree in elementary education in 1999, but was pursuing a university teaching degree. She was between 21 and 25 years old.

Mario, a male teacher, was teaching all the subjects in third and fifth grades at a rural school. He had 42 students in the same classroom. Mario received his degree in elementary education in 1991. In 1998, he worked as a substitute teacher for six months. He had to wait for more than ten years to be hired as a permanent teacher. Mario was pursuing a university teaching degree in social science and was also applying for a temporary administrative position related to outreach and community development at the Choluteca Superintendent's Office. Mario was a well-articulated informant, but ready to move on to do something different from teaching. He was between 26 and 30 years old.

Pablo, a male teacher, was teaching all the subjects in third grade in an urban school in the city of Choluteca. Pablo had a crowded, noisy, seemingly out of control class in the same classroom. He had 39 students. Pablo received his teaching degree in elementary education in 1983, but had been involved in the teaching field as a substitute teacher for the previous two years. He was hired in a permanent position in 2002. Pablo was between 36 and 40 years old.

Verónica, a female teacher, was teaching a kindergarten class at the rural school and had 28 students. She received her teaching degree in elementary education in 1998.

Verónica did not hold the specialization required to teach at pre-school level. However, she had attended several seminars and workshops about pre-school level teaching. She was between 21 and 25 years old.

All the teachers pursuing a university degree agreed that the main purpose was for a salary increase and then to improve their work skills in teaching. The elementary school subjects are the same in all grades and schools: mathematics, social studies, science, Spanish, agriculture, physical education, counseling/guidance, music, calligraphy, and art.

For a better understanding of the teachers' demographic profile, a comparison by contrast of Sico-Paulaya and Choluteca samples is presented. As portrayed in Table 1, 44% of the teachers in the Choluteca district had an average class size between 40 and 70 students, while 60% of the Sico-Paulaya teachers had 30 or fewer students. In terms of classroom grade levels, 44% of Choluteca teachers taught just one grade level, and in Sico, 40% of teachers had five or six grade levels. In Sico-Paulaya 80% of the teachers were pursuing additional degrees, meanwhile in Choluteca 77% were continuing their studies. Choluteca teachers were generally younger than their counterparts in Sico-Paulaya, with 55% of Choluteca teachers under the age of 26 years of age. Gender distribution is notable in that 80% of Sico-Paulaya teachers were male, while 77% of Choluteca teachers were female.

Table 1

Teachers' Demographic Profiles, Contrasted by Sample Group

Demographic Profile	Sico-Paulaya Sample Group, Number of Teachers	Choluteca Sample Group, Number of Teachers
Class Size Distribution		
20-30 students	3	1
30-40 students	1	4
40-50 students		2
50-60 students	1	1
60-70 students		1
Multi-level Teaching Assignment		
1 grade level	2	4
2 grade levels	1	3
3 grade levels		1
4 grade levels		
5 grade levels	1	
6 grade levels	1	1
Degree or License Held		
Secondary Education	1	
Elementary Education	4	9
Pursuing other degrees	4	7
Age Range of Teachers		
15-20 years		1
21-25 years	1	4
26-30 years	3	3
31-35 years	1	
36-40 years		1
Gender of Teachers		
Male	4	2
Female	1	7

Collection of Data

The researcher gathered data for this study by administering three surveys, conducting three personal interviews with groups of participants, generating field notes based on direct observations of fourteen participants in their classrooms, and by examining Honduras' educational laws regarding teaching practices. Eleven participants also kept personal journals that they shared with the researcher. The collection of data was conducted from June 26, 2002 when the researcher first met the participants of Choluteca and the participants of Sico on June 28, 2002, until November 28, 2002. The research instruments are described below in greater detail.

Following the participant's profile instrument, the Exploratory Teacher Induction Survey (see Appendix G) was administered to the five teachers of Sico on June 27 at the secondary school and on June 29 to the nine teachers and the State Superintendent of Choluteca at a conference room in Choluteca State Superintendent's offices. In June 2002, the researcher conducted the Initial Interview (see Appendix H), in Spanish, with the participants. One group of five teachers gathered at the Sico secondary school on June 27, and the second group of nine teachers gathered at a conference room in Choluteca on June 29. The initial interview was designed to be conducted orally and was held in a group setting. However, due to the unexpected presence of a school administrator in the conference room where the Choluteca group met, those participants requested that they be able to write some of their responses. The interview session in Sico was completed without incident.

The researcher followed the same procedures to interview the two groups of subjects. She first introduced the interview with a standard script (see Appendix H) and then recorded the oral interview sessions (or segments) for later transcription. She assured participants that all written records would be destroyed after a period of two years and would identify participants by pseudonyms in the transcriptions. The participants were later invited to read the transcriptions in order to offer corrections and to guarantee the accuracy of the content. The Initial Interview contained primary questions and spontaneous, follow-up questions about the beginning teachers' experiences regarding 1) administrative procedures, 2) professional assistance, 3) classroom management, 4) school and community relationships, and 5) "inner landscape." Additional comments about any other topics of interest to the participants were encouraged and recorded. The interview session in Sico lasted approximately three hours, and the interview session in Choluteca lasted approximately five hours.

In July 2002, the researcher administered the survey on Beginning Teachers' Concerns (see Appendix I) to participants. This written survey served as a follow-up to the Initial Interview, and thus gave the researcher a deeper idea of the work life of beginning teachers in Honduras and the ways they themselves nurtured their inner landscapes. The survey posed statements about classroom management concerns, planning concerns, relationship concerns, school procedures, stress, administrative responsibilities, multi-grade teaching, and inner landscape, areas in which the teachers showed interest and provided valuable responses analyzed in Chapter IV. The survey was completed on July 15 by the nine Choluteca participants in the designated conference room, and on July 21 by the five Sico-Paulaya participants in the secondary school

building. Based on the participants' responses to this survey, the researcher developed the final survey instrument.

Also in July 2002, the researcher administered the final instrument on Beginning Teachers' Conceptions About the Importance of Professional Support Survey (see Appendix J). This survey asked the teachers to place in rank order of importance to themselves several types of administrative support – instruction and evaluation, supplementary resources, emotional assistance, management and planning, parents and community, discipline management, and administrative responsibilities.

The researcher asked that throughout the duration of the study, participants write a field journal that included a daily schedule of work events and a personal reflection on their thoughts, feelings, ideas, and frustrations concerning the events. The diary entries, which the researcher collected for analysis, revealed the participants' feelings while performing their jobs, and provided the researcher a better understanding of the intellectual, emotional, and spiritual aspects that make up the inner landscape of teachers. According to Palmer (1998, p. 27), such aspects could not otherwise be perceived by outsiders. The researcher also kept her own journal of field notes and, in order to verify details, discussed her entries with participants after each on-site visit to their classrooms. Those discussions forced the researcher to reflect on whether or not her perceptions mirrored the realities that the teachers themselves described, and whether or not her biases were influencing the collection of data.

Analysis of Data

The first step the researcher took in analyzing the data was to code the responses to each data-collection instrument in search of common topics. This was accomplished by numerically labeling key words found both on the participant profile forms and the multiple survey forms, and in the interview transcripts and field journals of both the participants and the researcher, as well as in various Honduran laws and regulations pertaining to the system education. Some of the key words that recurred in more than one of the data collection instruments were, for example, problems, planning, inexperience, discipline, multi-grade schools, relationships, knowledge, personal conflicts, and teaching resources, all reported in Chapter IV.

The second step in the researcher's analysis of data was to cluster (Miles & Huberman, 1994) the topics identified in the coding process as they related to the three research questions that were guiding the study. Those main topics were: social and cultural practices that influence work lives, landscaping as a metaphor for teacher preparation and meeting the needs of beginning teachers. The three main topics generated various sub-topics as the result of the process. This process provided a larger and consolidated picture and guided the researcher to create Tables 2, 3 and 4 for a better analysis.

The third step in analyzing the collected data was to organize the topic clusters related to each major research question into labeled categories according to the themes and sub-themes that had emerged (see Tables 2, 3, and 4). Themes and sub-themes resulted from comparing similar concepts and contrasting opposing data. For research

question one such sub-themes were academic preparation, employment practices, resources, establishing relationships, and teaching and management. For research question two, the related sub-themes were such as school administrators as landscapers, and teachers and the inner landscape. For research question three, the related sub-themes were such as intellectual growth, emotional growth, and spiritual growth.

Finally, the researcher reduced the topics assembling the data material belonging to each category. This step was accomplished by establishing a thematic matrix that demonstrated the binding or separation of data relative to the research questions. The matrices then provided a way of organization for reporting the analysis of data in Chapter IV, and assisted the researcher in summarizing her findings in a coherent way, as well as provided the rationale for the conclusions and recommendations given in Chapter V.

Table 2

Sources of Data Collected for Analysis and Interpretation of Research Question No. 1

Research Question 1. What are the social and cultural practices that influence the work lives of teachers in Honduras?

Themes and Sub-themes that Were Coded	Data Collection Instruments That Were Coded							
	Educational Laws	Exploratory Survey	Participant Profiles	Initial Interview	Teacher's Concerns Survey	Professional Support Survey	Participant Journals	Researcher's Field Notes
Academic Preparation	X	X	X	X	X	X	X	X
Employment Practices	X	X	X	X	X	X	X	X
Laws & Politics	X	X		X			X	X
Teaching Assignments			X	X	X	X	X	X
Multi-Grade	X		X	X	X	X	X	X
Special Needs Students				X	X	X	X	X
Admin. Assign.	X		X	X	X	X	X	X
Resources	X			X	X	X	X	X
Facilities				X	X	X	X	X
Materials	X			X	X	X	X	X
Establishing Relationships	X	X		X	X		X	X
Colleagues	X	X		X	X	X	X	X
Students & Parents	X	X		X	X	X	X	X
Community	X	X		X	X	X	X	X
Teaching & Management	X							
First Day		X		X	X	X	X	X
Planning	X	X		X	X	X	X	X
Discipline	X			X	X	X	X	X

Table 3

Sources of Data Collected For Analysis and Interpretation of Research Question No. 2

Research Question 2. How do new teachers nurture their intellectual, emotional & spiritual growth (the inner landscape?)

Themes and Sub-themes that Were Coded	Data Collection Instruments That Were Coded							
	Educational Laws	Exploratory Survey	Participant Profiles	Initial Interview	Teacher's Concerns Survey	Professional Support Survey	Participant Journals	Researcher's Field Notes
Intellectual Growth	X	X	X	X	X	X	X	X
Emotional Growth				X	X	X	X	X
Self-Identity				X	X	X	X	X
Inner Conflicts		X		X	X	X	X	X
Spiritual Growth				X	X	X	X	X
Personal & Professional Life	X	X	X	X	X	X	X	X

Table 4

Sources of Data Collected for Analysis and Interpretation of Research Question No. 3

Research Question 3. How might the educational system meet the needs of beginning teachers?

Themes and Sub-themes that Were Coded	Data Collection Instruments That Were Coded							
	Educational Laws	Exploratory Survey	Participant Profiles	Initial Interview	Teacher's Concerns Survey	Professional Support Survey	Participant Journals	Researcher's Field Notes
Institutional Realities	X	X		X	X	X	X	X
Professional Needs and Priorities	X	X		X	X	X	X	X

Validity and Reliability

The Researcher

Strauss and Corbin (1990) assert that one's professional experience is a source of theoretical sensitivity that allows a researcher to understand the actions and events he studies, and to do so more quickly than someone lacking knowledge of the research situation. The researcher of the investigation reported here is a native of Honduras and has worked for more than twenty years in the educational field as a writer on educational topics, a public relations officer, and an educator. Although she has not been directly involved in the Honduran educational system for the past twelve years, she was

essentially a participant-observer in this research project. The teachers participating in the study did not fully consider the researcher an “insider” because of the length of time she has lived away from Honduras. However, they did not consider her to be an “outsider,” either, since she is Honduran and could easily identify with their culture and life experiences. The researcher is bi-cultural and her personal understandings added cultural validity to the interpretation, conclusions, and recommendations in the study.

The researcher’s knowledge of the Spanish language was a great advantage and enabled her to better perceive and more objectively understand the participants’ responses to interview and survey questions. The researcher tried to never influence the responses, giving participants time and freedom to express their own perceptions, reflections, and interpretations. The researcher considered herself a learner and only provided prompts to stimulate further discussion. She always tried to let participants know that she was interested in learning how they carried out their jobs rather than assuming a supervisory attitude. This strategy made the teachers feel more confident and less intimidated by the researcher’s presence, and led them to provide the information requested.

Many researchers have conducted successful studies in ordinary settings in which they were members and, even though it was more difficult for them to see tacit cultural rules, which are the highest level of involvement in a social situation. In the present study, the researcher’s familiarity with the Honduran educational system and her prior knowledge of the way beginning teachers were (or were not) inducted into the profession might have created the potential for the researcher’s interpretation of the data to be influenced or limited. All efforts were made to maintain objectivity.

Interpretation of Data

Although scholars do not agree on common standards for judging validity and reliability, Guba (1981) provides a model to measure and illustrate truth-value, applicability, consistency, and neutrality as elements of validity. Guba's (1981) and Rubin and Rubin's (1995) recommendation for the use of field journals were adopted in this study. The process of correlating the researcher's direct observations of teaching events at the work sites to the participants' journal writings about those same events enhanced the validity of the research study's conclusions.

Another strategy utilized to enhance the participants' comfort and to ensure that they provided honest responses was to increase their self-confidence and their confidence in the researcher by asking them to review and critique the researcher's field notes and transcriptions for accuracy and meaning. The researcher also joined with the participants in social settings and personal conversations after the various surveys were administered. By revealing and sharing her own biases, perceptions, reflections, concerns, and uncertainties with the subjects and asking for their interpretations of unusual or contradictory evidence or events, she continuously attempted to enhance the reliability of her conclusions.

Since data for the study was collected in Spanish, the researcher used a process recommended by the American Psychological Association (2001) and referred to as "back translation." All transcriptions of participants' responses to surveys and interviews were translated from Spanish into English text, and then the English translation was subsequently translated back into Spanish. The final Spanish-language text was then

compared to the Spanish-language original to confirm accuracy of meaning and tone. The process of back translation assures the validity of the data, and therefore enhances the reliability of the conclusions reached in the study.

Summary

This chapter has described the research design and research methodology used in the study. A rationale for using qualitative research methods has been presented, and the procedures for sample selection, data collection, and data analysis have been explained. The role of the researcher as a participant-observer has been described and justified in the light of issues of validity and reliability.

The deep description of the problems and limitations of beginning teachers in Honduras led to conclusions and recommendations for designing, changing, or implementing an effective teacher induction or professional development program for that nation. Those conclusions are presented in Chapter V of the report.

CHAPTER IV

Analysis of Data and Findings

Introduction

The purpose of this study was to discover the factors that may have limited the success of a purposive sample of Honduran teachers in their first year of experience, as well as the effect their problems and limitations may have had on the intellectual and emotional well being of the participants. By means of interviews, surveys, direct observation and personal diary entries, fourteen new teachers in eleven schools participated in the data collection phase of the study over a period of five months. This chapter reports and analyzes the qualitative data generated over that time. The chapter is divided into three sections, each pertaining to one of the key research questions and detailing the collection of data, the type of analysis to which the data were subjected, and a statement of the findings that resulted from the interpretation of data.

The outline used to create the format for surveys and interviews was based on the three research questions, and was thus used for the presentation of findings. Even though each data collection instrument was designed to find answers for a specific research question, every instrument also reported general yet related facts that permitted the

researcher to find patterns and cluster themes in order to answer the three research questions.

Social and Cultural Practices that Influence Teachers' Work Lives

The first research question of this study was: What are the social and cultural practices that influence the work lives of beginning teachers in Honduras? The data collected in the Exploratory Teacher Induction Survey (see Appendix G) reported the lack of an induction program, and the only connections between pre-service and in-service teacher education is the assumption that each new teacher was trained during his or her years as a student. This main response lead the researcher to look for new responses in the Initial Interview (see Appendix H) where the teachers provided qualitative data regarding teaching, administrative procedures, professional assistance, and relationships.

In the Beginning Teachers' Concerns Survey (see Appendix I) the teachers provided qualitative responses about the social and cultural practices for the topics presented: 1) teaching/management concerns, 2) planning concerns, 3) relationship concerns, and 4) other concerns. As a result of this survey, the teachers provided a list of seven areas in which they had conflicts (see Table 5). Those conflicts were:

- 1) colleagues' acceptance, 2) loss of interest, 3) frustration, 4) lack of happiness,
- 5) loneliness and isolation, 6) fear of failure, and 7) uncertainty about their effectiveness.

These conflicts are further analyzed in the Beginning Teachers' Conceptions about the

Importance of Professional Support Survey, the teachers ranked those areas in which they received support as beginning teachers. Those areas were: 1) discipline matters, 2) supplementary resources, 3) emotional support, 4) instruction and evaluation systems, 5) parents and community relations, 6) class planning and classroom management, and 7) administrative responsibilities. In this survey, the teachers also cited the most critical areas in which they needed professional development. These areas were: 1) lesson planning, 2) discipline management, 3) multi-grade classroom management, 4) administrative assignments, 5) parent-teacher and community relations, 6) special needs children, and 7) special projects such as ecology, health education, and holiday celebrations.

The teachers' journals were a way to determine reactions to the social and cultural practices of induction. Teachers reported that they were inducted into the profession on their own. The researcher's observation field notes also provided data that confirmed the teachers' information. Political practices confirmed some patterns regarding what teachers had previously described as political influence and these practices were observed in the field rather than as written laws.

The data collected in these instruments supplied patterns that enabled the researcher to cluster the themes coded to answer the first research question. The themes analyzed in this section are: 1) academic preparation, 2) employment practices, 3) assignments, 4) resources, 5) establishing relationships, and 6) teaching management. Table 2 shows the data collection instruments, and the themes and sub-themes that answered the first research question.

Academic Preparation

The results of the Exploratory Teacher Induction Survey (see Appendix G) given to the two administrators from the Sico secondary school and the Choluteca State Department of Education indicated that the connections between pre-service and in-service teaching are minimal in Honduras. The survey contained several questions regarding the existence of professional development opportunities for new teachers. The answers given conveyed that in their districts new teachers were sent into the classroom without any specific preparation. Whatever help teachers got came from a limited number of administrators and from co-workers, whom beginning teachers sometimes had to personally approach. The administrators who participated in the survey expressed that the main goal in Honduran education was to provide schooling services to all children, from elementary school through middle school. Instruction to teachers, if any, at the beginning of the school year dealt with administrative procedures.

According to the educational authorities of Sico and Choluteca, all teachers-to-be in Honduras spend three years in secondary Normal School, taking different academic subjects every semester. Teachers to-be start short periods of teaching observation by groups in their first year of studies and continue observations alternated with short periods of classroom teaching throughout the second year and the beginning months of the third year. Also in their third year, the students complete their student teaching. The third-year practice is divided in three periods. First, observation; second, partial teaching; and third, full time teaching for at least a week. This teaching practice may be different in every Normal School. The student-teaching period has become a more reduced

experience in recent years, contrary to decades ago when the student-teaching practice lasted for three weeks. In some regions it might be a longer teaching period, especially in those Normal Schools not located in the capital, where the teachers to-be are more restricted by time constraints.

Prior to and during the teaching practice, the teachers-to-be practice developing lesson plans and special projects, although more as a theoretical practice than a solid classroom experience. The participants in the study agreed that the teaching practice had become a shorter experience every year. This, along with the nonexistence of an induction program, made the new teachers feel unsure and hesitant about their teaching, especially in the beginning weeks. As one participant revealed in her journal:

Consuelo: Working in teaching without didactic knowledge was a leg-shaking experience. I sweated not just when I had to teach but every time I had to prepare a lesson. I did not know how to teach. I am a technician. I am not a teacher. I should have been taught the basics of teaching when I was hired. I did not have any pedagogical knowledge. I did what I could but I did not know if I was wrong or right. I just tried to survive every day. Every time I finished a teaching session I felt a sense of relief, but it was a nightmare every time I thought I would do it again. Slowly I have started seeing improvement in myself. I still have much to learn. At least I do not let my students know about my frustrations in being a new teacher. I must continue surviving. I must learn to love what I am doing. I must transmit knowledge to my students. I must succeed and make my students succeed.

[Trabajar en la enseñanza sin los conocimientos didácticos era una experiencia que me hacía temblar las piernas. Sudaba no sólo cuando tenía que enseñar sino cada vez tenía que preparar una lección. Yo no sabía cómo enseñar. Soy una técnica. Yo no soy maestra. Debí haber sido enseñada los principios básicos de cómo enseñar cuando fui empleada. Yo no tenía ningún conocimiento pedagógico. Hacía lo que podía pero yo no sabía si estaba equivocada o correcta. Solamente trataba de sobrevivir cada día. Cada vez que terminaba una clase yo tenía un sentido de alivio, pero era una pesadilla cada vez que pensaba que lo haría otra vez. Lentamente he comenzado a notar mejoría en mí misma. Tengo todavía mucho qué aprender. Por lo menos yo no permití que mis estudiantes supieran acerca de mis frustraciones como maestra nueva. Debo continuar sobreviviendo. Debo aprender a amar lo que hago. Yo les debo transmitir conocimientos a mis estudiantes. Debo triunfar y debo hacer a mis estudiantes que triunfen].

Presenting new academic concepts to their students was one of the most difficult instructional tasks, according to the participants. This problem, along with their insecurity about discipline in the classroom and their lack of unfamiliarity with the content of some of the subjects they taught, made teaching even more difficult as they revealed in interviews, conversations and their diaries. Time and perseverance have been their best ally in becoming more experienced instructors every day.

Employment Practices

Educational laws and politics. Teachers in Honduras are entitled to enter the profession as soon as they become licensed or graduate from Normal Schools. Prior to being hired, the prospective new teachers have to apply for a *concurso* [examination], given at every State Superintendent's office at the beginning of the school year. Those teachers with higher scores are to be given priority in being hired. In some cases, results of the test lead the teacher only to a substitute teaching position. In other cases, the test results may lead the teacher to a permanent or tenured position. One of the participants in the study waited for ten years to be hired.

Newly hired teachers are sent where they are needed. As Manuel described it in an interview, a teacher must accept the position offered and wait for an opportunity to be transferred to another place:

We don't have any options. The need for a job is greater than the place where the school is located. At first, I was assigned to teach four grades at a very poor school in a smaller village but I thought, I am going to step up until I reach what I want and be where I want. Wherever they send us there we go. The important thing is to get the job. Then we can move to another place.

[Nosotros no tenemos ninguna opción. La necesidad de un trabajo es mayor que el lugar donde la escuela está ubicada. Al principio, yo fui asignado para enseñar cuatro grados en una escuela muy pobre en una aldea más pequeña pero pensé, ascenderé hasta que logre lo que quiero y donde quiero. Dondequiera que nos

mandan allí vamos. La cosa importante es obtener el trabajo. Entonces podemos movernos a otro lugar].

Usually the teacher moves from a village to a town or from a town to a city. According to participants, teachers are hardly ever moved as a result of the educational authority's decision, unless, and rarely, for disciplinary reasons. Otherwise, the transfer is done at the teacher's request.

Secondary teachers teach the subjects in which they have a specialization.

Coincidentally, beginning elementary teachers are assigned to lower grades, usually first grade. When asked in the initial interview why beginning teachers are usually assigned to first grade, participants shared their interpretation of the practice. They stated their belief that, although beginning teachers are fresh, young, enthusiastic, and possess great energy to deal with beginning learners, many principals and other administrators do not believe in the capacity of the new teacher to teach upper grades because many beginning teachers are still teenagers and it might be inappropriate for them to teach upper grades. Assigning beginning teachers to first grade takes advantage of the beginning teacher who cannot question any superior's decision, but it is a way to test the new teacher's capacity.

The participants considered politicians an influential factor that contributes to discouragement and professional frustration. The participants complained in written surveys, personal interviews and their journals how every four years the quality of education is jeopardized by political change. The situation was taken more seriously in Choluteca where the influence of politics is more evident than it is in Sico. The Choluteca participants chose to write special comments on this matter. The teachers described in the written interview that many times the *concurso* [exam] to classify for and obtain a

teaching position is not respected by some officers whose political ideas influence their decisions. They ignore the laws and help those teachers who belong to the same political party, regardless of the score they obtained on the exam.

In other cases, the teachers complained in the initial interview that some teachers obtain a position for political reasons in schools where there is no need, while politicians ignore those isolated schools where teachers work with several grades. Quoted from the initial interview Mario expressed:

Political influences are manifested every four years in the sense that the groups in power do what they want with our educational laws. Their goal is not to educate our younger generations but meet their political compromise to their political clients.

[Las influencias políticas se manifiestan cada cuatro años en el sentido que los grupos en el poder hacen lo que ellos quieren con nuestras leyes educativas. Su meta no es educar a nuestras generaciones más jóvenes sino que cumplir con sus compromisos políticos con sus correligionarios].

Evita also commented on political influence: The political influence is very disappointing. The only way a new teacher can be hired or sent where he or she is asking to teach is if that teacher brings a political reference. Capacity means nothing. We cannot get anything but through political influence. Education should not be influenced or ruled by politics at this level. I wonder why a new teacher has to be employed based on his or her political affiliation or political color as we call that kind of discrimination. Why are capacity or the results of the exam not respected factors? They should be.

[La influencia política desilusiona mucho. La única manera que un maestro nuevo puede conseguir trabajo y ser mandado donde él o ella pide enseñar es si ese maestro trae una referencia política. La capacidad no significa nada. Nosotros no podemos obtener nada sino por influencia política. La educación no debe ser influenciada ni gobernada por la política a este nivel. Yo me pregunto, ¿por qué un maestro nuevo tiene que ser empleado basado en su afiliación política o el color político? como nosotros llamamos a esa clase de discriminación. ¿Por qué la capacidad ni los resultados del examen son factores respetados? Debiera ser.]

Other participants voiced similar concerns:

Iris: It will be so difficult to avoid the influence of politics and politicians in employing new teachers. Every teacher that wants to be hired has to look for a political sponsor. It is the same for scholarships and moving from one school to another. People in power have the last word. All the hirings done later have been done based on the political party influence. That is the same over and over.

[Será tan difícil evitar la influencia de la política y de los políticos para emplear a maestros nuevos. Cada maestro que necesita empleo tiene que buscar a un padrino político. Es lo mismo para becas y moverse de una escuela a otra. La gente en el poder tiene la última palabra. Todos los empleos se han hecho en base a la influencia del partido político. Eso es lo mismo repetidamente].

Samuel: I have not been a witness but we have heard of countless cases of hiring new teachers based on their political affiliation rather than on capacity or the

score obtained on the exam. Politicians do not respect the law about giving priority to the higher scores on the exam.

[Yo no he sido testigo pero hemos oído de casos innumerables de emplear a maestros nuevos basados en su afiliación política antes que en la capacidad o en la nota obtenida en el examen. Los políticos no respetan la ley acerca de dar la prioridad a las notas más altas en el examen].

Manuel: When I was hired as a teacher, a politician had decided to take the position to another district where there was less need. He was a congressman capable of changing the decisions of the state superintendent. He was a politician not an educator. Finally the state superintendent won the battle over the case, but we know that when a superintendent or any district administrators do not “obey” the politicians those administrators put themselves at risk of losing their job. There is nothing else to do.

[Cuando yo fui empleado como maestro, un político había decidido llevar la plaza a otro distrito donde había menos necesidad. El era un diputado capaz de cambiar las decisiones del director departamental. El no era un político, no un educador. Finalmente el director departamental ganó la batalla sobre el caso, pero sabemos que cuando un director o cualquier administrador del distrito no "obedece" a los políticos, esos administradores se arriesgan con perder su trabajo. No hay nada más hacer].

The influence of politics in hiring and moving teachers was seen by the participants as a disappointing matter. The Choluteca teachers informed the researcher in interviews and their journals that in 2001, teachers went on strike for two weeks due to

political decisions taken against teachers' interests. Those two weeks were in addition to five more weeks of strike in the whole country demanding that the government fulfill its newest educational laws regarding teacher salary. While this was happening in the rest of the country, Sico-Paulaya's teachers kept teaching and joined in the strike for only two weeks, because they were threatened by the teachers' union. As Evita reported in her journal:

During the month of August and part of September, no teacher worked. During this time we controlled the State Department of Education building to defend our rights and defend the rights of those teachers being paid with external monies without collateral benefits. Most of those teachers are new. The teachers came back into the classroom on September 20. We were questioning the government's decisions and disrespect for teachers. In Choluteca, we questioned personnel management practices. We feel sad and disappointed every time we see that our educational system is in the hands of politicians rather than in the hands of educators.

[Durante el mes de agosto y parte de septiembre, ningún maestro trabajó.

Durante este tiempo nosotros controlamos el edificio de la Dirección

Departamental para defender nuestros derechos y defender los derechos de esos maestros pagados con el fondos externos sin beneficios colaterales. La mayor parte de esos maestros son nuevos. Los maestros regresaron al aula el 20 de septiembre. Estábamos Cuestionando las decisiones del gobierno y la falta de respeto para los maestros. En Choluteca, cuestionábamos las prácticas en el manejo de personal. Nos sentimos tristes y desilusionamos cada vez que vemos

que nuestro sistema educativo está en manos de políticos antes que en manos de educadores].

The influence of politics in educational decisions, particularly related to teacher hiring, was undeniably an emotionally disturbing aspect affecting the inner life of new teachers who feel powerless and incapable of action.

Influenced by experienced colleagues, new teachers in Sico-Paulaya and Choluteca already knew how to defend their rights. They had taken strong political positions regarding their professional benefits, which were in jeopardy. They can make governments shake if they need to do so. They knew that parents did not share their view of teachers' unions, but they also expressed that collective action was the only way the government would hear their voices. According to the data collected from educational authorities (C. Rodriguez, personal communication, July 25, 2002), Honduran society does not remember a teachers' strike demanding the government improve teachers' instructional resources and improve of curriculum quality. Most of the strikers are motivated to place teachers' benefits into the laws or regulations. The government knows that 44,000 teachers can decide its stability. If the teachers agitate the waters, the educational authorities may sink. The differences between teachers and government are great, especially in recent years.

Teaching assignments. Multi-grade assignments. As noted in the demographic profiles of the participants, one was teaching all six elementary grades, two were teaching three grade levels, and four participants were teaching two grade levels. The educational authorities had pointed out the lack of money in order to justify assigning those teachers

to more than one grade. Nelson was teaching all six elementary grades in Sico-Paulaya district, and had fifty students: 20 in first grade, 10 in second grade, 15 in third grade, one in fourth grade, three in fifth grade, and one in sixth grade. Alicia taught in similar conditions near Choluteca. The multigrade responsibility “scares” teachers away. The example was given of a teacher hired to work at one of the villages close to Sico. As Sergio expressed in the initial interview, the teacher arrived at the nearby village, where he realized that he would be teaching six grades in the same classroom and at the same time. The teacher did not continue his journey, but went back home. It was too much for a new teacher. Nelson concurred in his oral comments during the initial interview:

If teaching fifty students means a lot of work for a teacher like me, what about teaching different grades? I plan for one as I plan for twenty. The work is the same regardless how many students we have in each grade. It is not a matter of being a small school, it is a matter of teaching diverse grades. We must multiply ourselves.

[Si enseñar a cincuenta estudiantes significa mucho trabajo para un maestro como yo, ¿qué tal enseñar grados diferentes? Planeo para uno como planeo para veinte. El trabajo es el mismo no importa cuantos estudiantes tenemos en cada grado. No es una cuestión de si es una escuela pequeña, es cuestión de enseñar diversos grados. Tenemos que multiplicarnos].

This is a common administrative practice that participants wanted to discuss.

Juanita and Alicia expressed their feelings about assigning new teachers to a multi-grade responsibility in the initial interview:

Alicia: We cannot say no. Our need for a job is greater than the load we get as beginners. As a new teacher I knew that I would not get a position in the city. It would be in a rural school. I even had the risk of teaching all six grades. I was happy when I got two grades.

[Nosotros no podemos decir no. Nuestra necesidad por un trabajo es mayor que la carga que nos dan como principiantes. Como una maestra nueva yo sabía que yo no obtendría una posición en la ciudad. Estaría en una escuela rural. Tuve aún el riesgo de enseñar los seis grados. Me sentí feliz cuando me dieron dos grados].

Juanita: That does not happen in the city. Teachers in the city teach one grade half a day. But even if they give us the six grades, we have to have the job. Either other people get the job and eat or I eat.

[Eso no sucede en la ciudad. Los maestros en la ciudad enseñan un grado por medio día. Pero aunque ellos nos den los seis grados, nosotros tenemos que tener el trabajo. O comen ellos o comemos nosotros].

The participants believed that, as beginners, they did not have any other option but to accept whatever opportunity came to them.

One way multi-grade teachers develop their teaching lessons is by alternating times within grades. They usually give from ten to twelve minutes of instruction to each grade level, with shorter periods of supervision. Normally, while the teacher reviews assignments or group activities for one grade level, the other students are doing something different. Mathematics exercises are closely monitored. Longer periods of time are dedicated to lower grade students, while upper grades work mostly on their own.

Multi-grade teachers use group activities and assign a leader in each group. Some multi-grade teachers have all the students in the same room, separated by a minimum of physical space. However, in some cases the teacher uses two classrooms and walks constantly between them (researcher's field notes). The independence with which upper grade students work can have both positive and non-desirable results, as reported by Mario during a site observation:

Group activities have positive and negative impact. We used that technique as a need more than as an option. The advantage is that the student develops autonomy as the teacher becomes just a facilitator. The negative part is that we give little time and attention to every class and particularly to each student.

[Las actividades de grupo tienen un impacto positivo y negativo. Usamos esa técnica como una necesidad más que como una opción. La ventaja es que el estudiante desarrolla autonomía como el maestro se vuelve apenas un facilitador. La parte negativa es que damos poco tiempo y atención a cada clase y particularmente a cada estudiante].

The participants strongly expressed their doubt about the effectiveness of multi-grade schools where a single teacher has to do so much at the same time. In a conversation, Alicia commented:

It is not true that the children learn the same as when taught by individual grades and classrooms. We do not attend them the way we want or in the way we should. It is impossible to do a good quality in teaching. We have to multiply ourselves like an octopus. When I started I tried to find my predecessor. I needed to know how she survived. She had applied to teach somewhere else. I desperately needed

her advice. I did not know what to do with six grades. I still do not know. I am still looking for help. I had nothing when I got there. I still have nothing, just kids to teach and my interest to work and succeed. I knew as a new teacher that I did not have any other option but I am not just learning but loving my students and my profession. I look for help and advice everywhere. Teaching for me has not been easy. I know that I will struggle for a long time. I just depend on God.

[No es verdad que los niños aprenden lo mismo que cuando se les enseña por grados y aulas individuales. Nosotros no los ayudamos de la manera que queremos o en la manera que debemos. Es imposible dar una buena calidad de enseñanza. Tenemos que multiplicarnos como un pulpo. Cuando yo comencé traté de encontrar a mi antecesora. Necesitaba saber cómo ella sobrevivió. Ella había aplicado para enseñar en otra parte. Necesitaba desesperadamente su consejo. Yo no sabía qué hacer con seis grados. Todavía no sé. Busco todavía ayuda. Yo no tenía nada cuando llegué allí. Todavía no tengo nada, apenas niños para enseñar y mi interés para trabajar y triunfar. Supe como maestra nueva que yo no tenía ninguna otra opción pero yo no sólo aprendo sino que también amo a mis estudiantes y mi profesión. Busco ayuda y consejo por todas partes. Enseñar para mí no ha sido fácil. Sé que lucharé durante mucho tiempo. Solamente dependo de Dios].

Teaching with a multi-grade job assignment is an impersonal experience, described by two participants in their interviews:

Julia: The teacher cannot even call every student by his/her name, cannot control the discipline for this reason either. There is not a good personal interaction between teachers and students. We live in different worlds in the same classroom.

[El maestro no puede ni siquiera llamar a cada estudiante por su nombre, no puede controlar la disciplina por esta razón tampoco. No hay una interacción personal buena entre maestros y estudiantes. Vivimos en mundos diferentes en la misma aula].

Iris: Not all the children have the same ability or capacity to follow directions and work independently. It is difficult to give individual attention to every student. If we attend to one, the rest have to work by themselves. It is impossible to pay attention to the students' limitations, but sometimes a student calls for help, then another from a different grade and so on, and the teacher has to leave the first child or the whole class in the middle of an explanation to help someone else.

[No todos los niños tienen la misma habilidad ni capacidad de seguir direcciones y de trabajar independientemente. Es difícil dar atención individual a cada estudiante. Si nosotros nos ocupamos de uno, el resto tiene que trabajar por sí mismos. Es imposible prestar atención a las limitaciones de los estudiantes, pero a veces un estudiante llama para ayuda, entonces otro de un grado diferente, etcétera, y el maestro tiene que dejar al primer niño o la clase entera en medio de una explicación para ayudar a alguien más].

Age difference is another factor pointed out by the teachers in their conversations, journals, and surveys. When non-sequential grades (first, third, sixth) are put together “those differences are deeper and the teacher’s efforts must be multiplied” (Alicia’s

journal). Many times, multi-grade teachers dedicate extra time in order to help students learn the knowledge they were unable to acquire in the mainstreamed learning environment.

Working at multi-grade schools will continue to be a non-desirable position for new teachers:

Katerine: I was new. I did not have experience. I did not have an idea about working with three grades. I had to ask others in order to do my job.

[Era nueva. Yo no tenía experiencia. Yo no tenía idea de lo que era trabajar con tres grados. Tuve que preguntar los otros para hacer mi trabajo.]

In their first year or years of experience, these teachers have realized that many times the students in a multi-grade setting become easily distracted and misbehave or lose interest. In interviews, as well as in their diaries, they stated that the learning-teaching process is more effective in the one-grade class.

Special needs students. New teachers in Honduras face another challenge presented by teaching emotionally disturbed and learning disabled-students. Emotionally disturbed children are usually treated like anyone else. New teachers have to put their own expertise, natural wisdom, and initiative to use in order to help these students and themselves to succeed in the classroom. Some urban schools have what they call a “resource room.” This is a classroom where Special Education students spend certain hours out of the principal classroom and are provided with different activities. This is not the case in most schools, especially in rural areas. None of the participants worked in a school with those extra benefits for special needs children.

In surveys and interviews, the participants informed the researcher that they had not received prior training in how to work with special needs students. Two teachers, Julia and Iris, commented they had been using what they were learning through some classes at the university they were attending. That was a helpful option since they did not have formal instruction in that matter. Iris was taking special training in community rehabilitation, by her own initiative, in order to increase her knowledge of learning disabilities. As Samuel noted in an oral interview:

I felt lucky to have done my student teaching in a “resource classroom.” I learned how to apply some diagnostic tests, but Sico does not have any source to help those children. I was one of those few fortunate ones.

[Me sentí afortunado de haber hecho mi práctica pedagógica en un "aula recurso". Aprendí a cómo aplicar algunas pruebas de diagnóstico, pero Sico no tiene ningún recurso para ayudar a esos niños. Fui uno de esos pocos afortunados].

In all the schools that participated in this study, all children with any kind of limitation attended the mainstreamed classroom. The only differentiation of instruction was the extra time given by some teachers to those children with disabilities under the assumption that they learn, but not at the same pace or level as those non-limited ones.

Administrative assignments. It is common for new teachers in Honduras (mainly in rural schools) to hold administrative duties. Alicia and Nelson not only taught all the six grades but also performed all the paper work and made decisions. Every teacher and school have to complete a monthly report, an activity that is shared when there is more

than one teacher in the school. New teachers who participated in this study found this task to be time consuming, with the only advantage that of being free to make some decisions about planning and teaching. The training that teachers received in administrative matters was minimal and sometimes nonexistent. New teachers with instructional and administrative duties were overwhelmed. They stated in surveys and interviews that in order to complete their work on time they had to take it home and work during weekends.

Resources

Facilities. Some of the school buildings where the participants were teaching were old and crowded, especially in the Choluteca area. Some were new or still under construction, while others were acceptable. Some of the school buildings in Choluteca served several communities, mainly those displaced by Hurricane Mitch. The high enrollment led to the establishment of two different teaching schedules. However, four of the fourteen participants were teaching the same students morning and afternoon, with no increase in their salaries. This happened in only the rural schools. The morning schedule was from seven o'clock to twelve o'clock, and the afternoon schedule was from twelve-thirty to five-thirty (or, in some schools, from twelve-forty to five-forty).

Evita's school was temporarily functioning in a small, two bedroom house in the surroundings of Choluteca. She was teaching two grades, one in each small room, with scarcely any space for the teacher to walk around. Her co-worker, meanwhile, was in the living room teaching another two grades in the afternoon schedule. Evita's school

community was re-built in a new place after being destroyed by the hurricane in 1998. The seats used by the students were those discarded by other schools. Some students were sitting on cement blocks and rocks while their own school was being built. By the end of the researcher's visit the school had its own building and the essential furniture.

Julia's school building in the surroundings of Choluteca was in need of two new classrooms the year before this study was conducted. A local business funded the construction of the two rooms, but it was impossible for them to conclude the project. The students received instruction in both rooms, with neither doors nor windows, for the rest of the 2001 school year and the beginning of the following year. By the end of the researcher's study in 2002, the classrooms were complete.

Sico's only elementary school needed new doors, new windows and sidewalk repair. Manuel and Samuel discussed how they started a building fund with their own salaries. Teachers' saved twelve thousand lempiras (about eight hundred American dollars). While the male teachers were in the jungle sawing wood, the female teachers were at the school doing other activities to complete the project, and even cooked for the group of workers. The teachers paid the salary of a carpenter and together they installed all the doors and wooden windows. Samuel and Iris commented about this project during an interview:

Samuel: Our educational authorities have not established a maintenance program for schools' needs. We guess they do not have a budget for maintenance, just for some construction. We knew that if we did not do it, no one else would have come to offer help. The district superintendent visited the school and was very impressed with the way we had carried out the project. He also told us about some

teachers from other schools who asked for a lock to secure a door. We were suffering to see our school so old, poor and not cared for. We had to do something, even sacrifice our own salary.

[Nuestras autoridades educativas no han establecido un programa de mantenimiento para las necesidades de las escuelas. Suponemos que ellos no tienen presupuesto para mantenimiento, apenas para alguna construcción. Sabíamos que si nosotros no lo hacíamos, nadie habría venido a ofrecernos ayuda. El supervisor distrital visitó la escuela y se impresionó mucho por la manera en que nosotros llevamos a cabo el proyecto. El también nos dijo que algunos maestros de otras escuelas han pedido hasta una chapa para asegurar una puerta. Sufríamos de ver nuestra escuela tan vieja, pobre y descuidada. Teníamos que hacer algo, sacrificar aún nuestro propio salario].

Iris: I have seen people from the State Superintendent's office come to my school to measure and offer new classrooms, but we have not seen anything else. We continue having crowded classes. That crowdedness encourages discipline problems and a lower performance of the students. Every one of them demands attention, which we cannot give sometimes.

[He visto que gente de la oficina de la Dirección Departamental viene a mi escuela para medir y ofrecer aulas nuevas, pero nosotros no hemos visto nada más. Continuamos teniendo clases numerosas. Este amontonamiento estimula los problemas de disciplina y un rendimiento más bajo de los estudiantes. Cada uno de ellos demanda atención, que nosotros no podemos dar a veces].

Materials. Beginning teachers in Honduras enter in their classroom with what they learned in college, with the joy of having a job, the energy of their age, and above all, with their dreams for success. However, the teachers in this study provided data regarding the lack of provision of teaching materials. On the first day of school, the teacher may start with empty hands if he or she does not do anything to provide these items for himself/herself. Consuelo and Juanita, in an oral interview, stated:

I did not receive any kind of materials. When I was introduced to my students they were told: "This will be your new teacher of these and these subjects." I teach eight subjects. I actually have some copies and booklets borrowed from friends. Many times for my planning I use the same notes that I used as a student. Now those notebooks have become my textbooks.

[Yo no recibí ninguna clase de materiales. Cuando yo fui presentada a mis estudiantes se les dijo: "Esta será su nueva maestra de estas y estas asignaturas". Enseño ocho asignaturas. Tengo algunas copias y folletos que he pedido prestados a amigos. Muchas veces para mi planeamiento yo uso las mismas notas que usé como de estudiante. Ahora esos cuadernos han llegado a ser mis libros de texto].

Juanita: I received a few chalk sticks, one eraser, a broom and a few sheets of cardboard. I wish I could say, "Give me more materials." I would do a better job, but we are new. We cannot say very much.

[Recibí unas pocas barras de tiza, un borrador, una escoba y unos pocos pliegos de cartulina. Deseaba poder decir, "deme más materiales. Haría un mejor trabajo, pero somos nuevos, no podemos decir mucho].

The participants identified the lack of materials as the main problem in teaching, not just at the beginning, but throughout the school year. The issue is described in all the data collection instruments, as well as in the researcher's field notes. The participants described the issue with sadness.

Samuel: I teach thirty-one third graders. We have seventy-six in third grade.

There are thirteen textbooks for all those students. We work in groups of ten students who share a textbook. One of them reads. We all comment on the topic and write conclusions. We lack maps and color chalk. Our students are so poor that the teachers have many times provided them crayons, pencils, paper, and even shared our lunch because, they either do not have anything to eat or did not have time to eat. I have some students who come into the classroom short of breath and say, "Teacher, I had to go look for firewood for my mom," or "I had to go to get milk serum to feed our pigs," or "I had to go to the corn plantation to take my father his lunch." My school lacks a globe. Let me tell you, the globe I used as an elementary student is the same one we have at the school. It is broken. It cannot stand up by itself. We do not use it anymore. I do not know whose fault this is, probably the educational authorities', the principals', and even mine. No one says, "Here is a globe." We do not ask for it either. We know that we will be told that there is not one available for this school.

[Enseño a treinta y un alumnos de tercer grado. Tenemos setenta y seis en tercer grado. Hay trece libros de texto para todos esos estudiantes. Trabajamos en grupos de diez estudiantes que comparten un libro de texto. Uno de ellos lee, todos nosotros comentamos sobre el tema y escribimos las conclusiones.

Carecemos de mapas y de tiza de color. Nuestros estudiantes son tan pobres que los maestros tienen muchas veces que proporcionarles crayolas, lápices, papel, e incluso compartimos nuestro almuerzo porque ellos, o no tienen nada qué comer o no tienen tiempo para comer. Tengo algunos estudiantes que vienen al aula ahogaditos y dicen, "Maestro, yo tuve que ir buscar leña para mi mamá," o "tuve que ir a buscar suero para darles de comer a los cerdos" o "tuve que ir a la milpa a llevarle a mi padre el almuerzo." Mi escuela carece de un globo. Permítame que le diga, el globo que usé como estudiante de primaria es el mismo que tenemos en la escuela. Se rompió. No puede pararse por sí mismo. Nosotros ya no lo usamos. Yo no sé culpa de quién es ésto, probablemente de las autoridades educativas, los directores, e incluso mía. Nadie dice, "aquí está un globo." Nosotros no lo pedimos tampoco. Sabemos que se nos dirá que no hay uno disponible para esta escuela].

In most circumstances, these teachers had to provide for their own needs in the classroom:

Evita: I had to borrow the textbooks of the four basic subjects to make photocopies in order to have the teacher's edition. I teach two grades, but if we want to have some materials it must be from our pockets.

[Tuve que pedir prestado los libros de texto de las cuatro materias básicas para hacer fotocopias para tener la edición del maestro. Enseño dos grados, pero si queremos tener algunos materiales, tiene que salir de nuestros bolsillos].

In some cases the teacher got the teacher's edition and had to share the students' textbooks with other co-workers. None of the schools whose teacher or teachers

participated in the study had its own copy machine. In Sico, teachers paid one lempira (seven American cents) for each computer-made copy. The secondary school in Sico owned a mimeograph machine but it was not available for the teachers' use. Sergio complained during an interview:

The teaching materials limitation is significant in our area. We do not have maps. We do not have a minimum lab in secondary or in elementary school. We do not have a library. We cannot reproduce maps for our students. The parents are poor. When they hired me they gave me a letter that said where my position would be and when to be at the work site. I did not get even a chalk stick, nothing at all.

[La limitación de materiales de enseñanza es significativa en nuestra área.

Nosotros no tenemos mapas, no tenemos un laboratorio mínimo en secundaria ni en la primaria, no tenemos una biblioteca, no podemos reproducir mapas para nuestros estudiantes. Los padres son pobres. Cuando ellos me emplearon me dieron una carta que decía dónde mi posición sería y cuando estar en el sitio de trabajo. Yo no recibí una barra de yeso, nada de nada].

Teachers reported that the contract letter is, many times, the only material put in the hands of a new teacher:

Sergio: The only thing I took the first day of school was the document saying that I had been hired. That was my only tool, a paper allowing me to start the job I had been awaiting for five years. I got it! The rest would come on my own initiative. No books, no paper, nothing else. I went back to the State Superintendent's office to get my textbook. I bought the first materials I needed to start teaching my students.

[La única cosa que yo llevé el primer día de clases fue el documento que decía que había sido nombrado. Esa era mi única herramienta, un papel que me permitía comenzar el trabajo que había estado esperando por cinco años. ¡Yo lo conseguí! El resto vendría por mi propia iniciativa. Ningún libro, no papel, nada más. Volví a la oficina del director departamental a obtener mi libro de texto. Compré los materiales que necesitaba para empezar a enseñar a mis estudiantes].

However, the teachers expressed how that letter they received made them feel as though they were “real” teachers.

Establishing Relationships

Relationships with colleagues. Some teachers showed how careful they must be in developing relationships. They found it easy to ask for assistance and even make friends. On the other hand, asking specific questions that might put them on the spot, such as asking how to do planning, might become a difficult thing for those who are shy. They did not want to show their ignorance. Some more experienced teachers might have indirectly let the new teacher know that since the beginner had a salary and a teaching license he or she had to know how to do his or her best. Differences with gender might be easily misunderstood, as Juanita stated during a conversation:

I had two male co-workers and three female ones. I felt better getting closer to the male teachers and asking them for help. When the female teachers noticed my good relations with the two men, they started gossiping that those two teachers

might have something with me, perhaps a love relationship. I let them think whatever they wanted but inside I felt bad and betrayed. Sometimes schools are gossip nests especially when you choose to ask men for help rather than women.

[Tenía dos compañeros varones y tres maestras. Me sentía mejor de acercarme a los maestros varones y pedirles ayuda. Cuando las maestras mujeres supieron que mis relaciones con los dos varones eran buenas, ellas empezaron a chismear que esos dos maestros quizás tenían algo conmigo, quizás una relación amorosa. Permití que ellas pensaran cualquier cualquier cosa que quisieran pero por dentro me sentía mal y traicionada. A veces las escuelas son nidos del chisme especialmente cuando usted decide pedir ayuda a los hombres en vez que a los mujeres].

Most schools in Honduras do not have a coffee room where teachers can chat or interact. None of the schools of this study had one. The teachers usually carried out their conversations sitting on a bench, in the classroom or under a tree. By observing the participants, the researcher perceived there was great joy when they interacted with one another. There was laughter, positive body language, or supportive and courteous phrases.

The general purpose for administrators to help new teachers develop positive relationships is not just to support the new teacher but also to maximize his or her effectiveness in the classroom. One way to create positive relationships between more experienced and beginning teachers is through mentoring. Developing relationship skills at the work place was a topic of concern for new teachers. The participants were aware of their lack of experience, initiative, and knowledge in building professional relationships

with colleagues and co-workers. Most of the teachers had to look for help, and this was the first and most needed way to establish communication with others. Some teachers admitted how difficult it was to break barriers, but they began to know other teachers by asking for help. In some cases, when the new teacher knew someone else at the school, things were easier. Most teachers found it easy to open doors to relationships with other teachers, and did not find any significant limitation or problem with being accepted by the group of more experienced co-workers.

Sico-Paulaya's participants found out how easy it was to make friends. The basic tenet they discovered was that being from or living in the same small community where most teachers knew one another aided their integration into the faculty. As new teachers, they found their co-workers open and ready to help them meet their needs. They never felt socially rejected. However, other teachers like Julia, who taught in Choluteca, confided that when the motive for interacting was not necessarily teaching, beginning teachers might experience certain rejection. At some point, more experienced teachers or political leaders might put the new teacher down just for being a beginner.

Julia: When we are in certain political or administrative kinds of meetings where decisions need to be taken and we have to contribute with our opinions, I have felt rejected as my words are not important. They have been ignored just because I am a new teacher and some seem to believe that new teachers are not capable of providing good ideas just because we do not have experience. Even when my opinions are the same as others, these are taken into consideration but mine are completely ignored. I have felt disappointed as if I do not have a brain. I know

that it happens because I am young in age and not experienced in the classroom, but not because my ideas are less valuable than others.

[Cuando nosotros estamos en ciertas clases de reuniones políticas o administrativas, donde decisiones necesitan ser tomadas y tenemos que contribuir con nuestras opiniones, yo me he sentido rechazada como si mis palabras no son importantes. Me han ignorado sólo porque soy una maestra nueva y algunos parecen creer que los maestros nuevos no son capaces de proporcionar ideas buenas solamente porque no tenemos experiencia. Aun cuando mis opiniones son las mismas que las de otros, aquellos son tomados en consideración pero la mía se ignora completamente. Me he sentido desilusionada como si yo no tengo cerebro. Sé que eso pasa porque soy joven de edad y no experimentada en el aula, pero no porque mis ideas son menos valiosas que las de los demás].

Relationships with students and parents. Beginning teachers in this study proved to be insecure about building a friendly relationship with their students and feared that such a friendship would lead to losing their sense of authority. In most cases, they realized how they, as beginners, could be responsible and effective in their teaching actions and still be friendly, warm, and personal in their relations with the students without losing authority. Teachers described in informal conversations that it was common that students to express their friendship and gratitude to the teacher by giving him or her presents such as fruits, and the teachers were empathetic toward that kindness.

The teachers discovered in their early weeks of work how creating a warm and positive climate in the classroom, as well as identifying needs and interests among the

students, could positively contribute to better behavior. In many cases they had discovered the reasons why students did not work on assignments as they should, and they understood and accepted when students explained why the homework was not completed. This attitude helped the new teachers to mold their professional character by accepting things the way they were rather than the way they should be.

This study found that beginning teachers in Honduras had not been instructed on ways to initiate and maintain relations with parents and the community. The participants reported in most of the data collection instruments that the first step in establishing teacher-parent relations was taken by the teacher. They identified three basic reasons they would contact parents:

1. To inform the parent about the child's learning performance, which may not always be good news for the parent.
2. To inform parents about discipline problems. In some cases when the new teacher was not capable of handling certain cases of misbehaving students, the last source of help was to contact the parent. Sometimes this could be the only reason for a parent to visit the school.
3. To ask parents to form a team and look for resources.

Katerine appreciated how important the presence of parents had been in meeting those needs that she could not meet on her own:

Many things we have in our school are due to the parents' assistance in this matter. I have told them to let us go to ask for this or for that. I cannot do it by myself. The institutions that can donate something to the school will take our presence more seriously if they go with me. I am a young, inexperienced teacher.

They might think that I ask for my own benefit, but if parents go with me things look better. That is the way we have gotten help for our school that is so poor.

That was the way I started establishing communication with parents.

[Muchas cosas que tenemos en nuestra escuela están debido a la ayuda de padres en este asunto. Les he dicho a ellos que vayamos a pedir esto o aquello. Yo no lo puedo hacerlo por mí misma. Las instituciones que pueden donar algo a la escuela tomarán nuestra presencia más seriamente si ellos van conmigo. Soy un a joven, una joven maestra sin experiencia. Ellos quizás piensen que pido para mí propio beneficio, pero si los padres van conmigo las cosas se ven mejor. Esa es la manera como nosotros hemos obtenido ayuda para nuestra escuela que es tan pobre. De esa manera comencé a establecer comunicación con los padres].

Community relations. In the past, Honduran teachers have enjoyed positions of authority and leadership in the community. Parents do not hold the last word in some matters like discipline. A teacher cannot be moved from one site to another due to parents' influence; however, some of the participants admitted during conversations and interviews that in the last years some parents had become more belligerent and demanded more responsibility from the teachers:

Iris: In Choluteca we are criticized as teachers. Some parents and the public in general just look at the negative things like how much time in a year we miss classes when we have to go on a strike to demand our rights. It is the only way the government pays attention to our needs. Parents are concerned about their children's education but not about the limitations we work with, the poor salaries

we make, nor the difficulty of working with different kinds of children all together. They expect us to make miracles. They want us to raise their children. They think it is our responsibility.

[En Cholulteca nosotros somos criticados como maestros. Algunos padres y el público en general sólo miran lo negativo como cuánto tiempo perdemos sin dar clases cuando tenemos que hacer huelga para demandar nuestros derechos. Es la única manera que el gobierno presta atención a nuestras necesidades. Los padres se preocupan por la educación de sus niños pero no acerca de las limitaciones con que trabajamos, los salarios pobres que tenemos, ni la dificultad de trabajar con diferentes clases de niños todos juntos. Ellos esperan que nosotros hagamos milagros. Ellos quieren que nosotros les criemos a sus niños. Ellos piensan que es nuestra responsabilidad].

Surprisingly, a participant of Sico gave a different perspective in a group conversation:

Manuel: Teachers have lost some respect from society as professionals. Many teachers have put the profession down by misbehaving, by not holding moral values as they should. This has affected the whole image of the profession in the country. Many teachers have violated important laws and continued staying in the same position. That makes us ashamed but I blame the authorities. They should be more rigorous at the time to apply the law.

[Los maestros han perdido algo de respeto de la sociedad como profesionales. Muchos maestros han puesto la profesión por debajo portándose mal, por no tener valores morales como ellos deben. Esto ha afectado la imagen entera de la profesión en el país. Muchos maestros han violado leyes importantes y continúan

en la misma posición. Eso nos avergüenza pero culpo a las autoridades. Ellos deben ser más rigurosos a la hora de aplicar la ley].

Overall, the teachers agreed that good relationships between the new teacher and parents were a must. In some communities it was easier to get along than in others, and the level of poverty made a difference when parents felt that they could not do anything to serve their children's school. Teachers also showed how nervous they were at the first meeting they held with parents as a whole group.

Teaching and Management

The first day of school. For most beginning teachers in Honduras, the first day of teaching usually marks an unforgettable experience. They keep in mind that first experience. That event is either very positive or extremely negative, a fulfilling moment for some, for others the difficult beginning of a life-long career. Many times, the first day of teaching is a rehearsal for the upcoming days.

The first day of school left different memories for the participants, a different reaction to the same challenge, as they commented in their journals, interviews, and conversations:

Consuelo: I remember my first day of teaching. It was a Tuesday afternoon shift (12:40-5:40). I introduced myself. Most of the students knew me. Some had been my classmates. I just started teaching. I was very nervous, not because of the students, but because of the lack of preparation I had. It was my first experience. At some moments my mind went blank without knowing what to say or how to

explain the topic. The students looked at one another as if they were guessing my thoughts. I just tried over and over to control myself and the whole situation.

[Recuerdo mi primer día de enseñanza. Era la jornada (12:40-5:40) de la tarde de un martes. Yo me presenté. La mayor parte de los estudiantes me conocían. Algunos habían sido mis compañeros de clase. Estaba muy nerviosa, no por estudiantes, pero a causa de la falta de preparación que tenía. Era mi primera experiencia. En algunos momentos que mi mente quedaba en blanco sin saber qué decir o cómo explicar el tema. Los estudiantes se miraban el uno al otro como si ellos adivinaran mis pensamientos. Trataba de controlarme una y otra vez y toda la situación].

Samuel: The seventeenth of July was a special date. I was not a student anymore. I had a responsibility. I had a group of children to teach.

[El diecisiete de julio fue una fecha especial. Yo no era ya un estudiante. Tenía una responsabilidad. Tenía un grupo de niños a quienes enseñar].

Alicia: When I arrived at my school for the first time, I did not know what to do with six grades. I just asked God to be with me. The school was very, very poor.

[Cuando yo llegué a mi escuela por la primera vez, yo no sabía qué hacer con seis grados. Le pedí a Dios que estuviera conmigo. La escuela era muy, muy pobre].

Manuel: I asked myself, "Where are my classmates? What are they doing?" I missed them very much, but this was my reality. I was not a student anymore. Those times were gone.

[Me pregunté, "¿dónde están a mis compañeros de clase? ¿Qué hacen?" los extrañaba tanto, pero esa era mi realidad. Yo no era ya un estudiante. Esos tiempos se fueron].

Sergio: I will always remember March 15. I had to survive. We introduced ourselves, played games, sang some songs, reviewed our discipline expectations, hygiene habits, and much more. I had to come up with something.

[Yo siempre recordaré el quince de marzo. Tenía que sobrevivir. Nos presentamos, jugamos juegos, cantamos algunas canciones, revisamos nuestras expectativas de disciplina, hábitos de higiene, y mucho más. Tenía que inventar algo].

Sico-Paulaya and Choluteca teachers supported Ryan's (1986) report of the six most common problems of beginning teachers. This group of teachers confronted the shock by focusing on the familiar as they found that the reality in the classroom was different from the transitory student-teaching experience, as Manuel and Juanita expressed in their journals: "Being in the classroom was not a dream, it was facing the raw truth." Students' and parents' relationships became a problem for some of the teachers, they found how personal differences in the teacher's own personality might influence those relationships, as well as with administrators and colleagues. Julia expressed that she felt intimidated to ask others when she needed help. Finally, expectations also presented a problem to the teachers as Ryan (1986) described. This group of teachers agreed on the difficulty as beginners to decide of what to teach and how to teach.

Planning. The participants considered planning to be a big challenge. In all of the data collection instruments, both Sico-Paulaya and Choluteca teachers consistently answered that planning and discipline were their fundamental professional limitations as beginners, while the lack of teaching material was the main limitation on the employer's side. Regarding the limited knowledge on planning and the sources of help, the participants identified several sources of assistance.

New teachers looked for friends who they could trust and asked for guidance. That special friend usually became the mentor, according to information in the interviews. In participants' diaries, conversations, and in the researcher's field notes, respondents indicated that they found help for their planning needs by asking their principal, who was able and willing to assist them. Another source of cooperation was those teachers who had taught the same subject as the beginner. Seeking advice from those teachers created assistance. Some of the participants had to "knock" on the door of more experienced teachers or co-workers in order to obtain help. Some of those more experienced teachers were not yet friends. As Julia expressed in her diary, "I was afraid to ask." Some of the participants admitted to being apprehensive about asking for help, having preferred to rely on their own limited knowledge and limited experience to move on, while others looked for help:

Juanita: I started looking for help. I am an asker and I have gotten help when I have needed it. I got help from my principal who also teaches one grade and from some of my co-workers. They have helped me not because they have an obligation to new teachers but probably because I moved them to mercy. Maybe they remembered when they were in my shoes.

[Empecé a buscar ayuda. Soy una preguntona y yo he obtenido ayuda cuando yo la he necesitado. He tenido ayuda de mi directora que enseña también un grado y de algunos de mis compañeros. Ellos me han ayudado no porque ellos tienen obligación con los maestros nuevos, sino probablemente porque yo los moví a la misericordia. Quizá ellos recordaron cuando estaban en mi lugar].

Samuel: As a student I did not even pay attention to what planning was about.

They kept teaching about inductive and deductive methods and I got tired of those two words. I did not learn very much about planning. When I was hired, then I started worrying about preparing my lessons. I knew that I needed to learn. I needed help, and even if I had learned like my classmates did, I am sure it would never be enough. The person I contacted was my teacher in kindergarten. She is still teaching and now she is my co-worker. I asked her to observe me and tell me about my limitations. She told me that my main weakness was planning. She showed me how to improve this area. She became my mentor teacher and I did this without knowing that it is one of the activities included in an induction program. I have learned that this is a valid practice through this study. I just did it. She did not know either. She had never done it. I asked her to observe me for the second time. She gave me feedback and told me that I was doing better. I have brothers who are also teachers. However, I would rather ask her. I knew her and I considered her to be not just my friend but also a good teacher from whom I could learn.

[Cuando era estudiante ni siquiera ponía atención a lo que era planificación. Nos pasaban enseñando acerca del método inductivo y deductivo que yo me cansé de

esas dos palabras. Yo no aprendí mucho sobre planificación. Cuando yo fui empleado, entonces empecé a preocuparme por preparar mis lecciones. Sabía que necesitaba aprender. Necesitaba ayuda, e incluso si había aprendido como mis compañeros de clase lo hicieron, estaba seguro que nunca sería suficiente. La persona que busqué fue mi maestra de kinder. Ella enseña todavía y ahora es mi compañera. Le pedí que me observara y me dijera mis limitaciones. Ella me dijo que mi debilidad mayor era planeamiento. Me mostró cómo mejorar esta área. Ella llegó a ser mi maestra mentora y yo hice esto sin saber que es una de las actividades incluidas en un programa de inducción. He aprendido que esa es una práctica válida en este estudio. Ella no lo sabía tampoco, nunca lo había hecho antes. Le pedí que ella me observara por segunda vez. Ella me dio realimentación y me dijo que lo había hecho mejor. Tengo hermanos que son también maestros, sin embargo, preferí preguntarle a ella. Yo la conocía y la consideraba mi amiga pero también una buena maestra de quien podría aprender].

Discipline. “Discipline problems to the new teacher are like skin problems to the adolescent” (Ryan, 1986, p.18). Few teachers get through their adaptation period unblemished. In this study, the case of Julia is a good example. As she expressed in an interview, when she was a substitute teacher before her tenured teaching, she did not have another option but to threaten to leave the students alone when she was not able to handle discipline in the classroom.

Discipline problems come in many forms and occur at all grade levels, but the phenomenon or situation is often the same. The teacher does not have control of some of

his or her students, and he or she is responsible for those children for a good part of the day. Often, part of the new teacher's discipline problems evolve from his or her view of the students. If the teacher has a highly romantic view of children and believes that any misbehavior is the result of faulty parenting or earlier deprivation, then it is difficult for that teacher to hold the student accountable for their behaviors (DePaul, 2000, p. 67). The new teachers in this study usually "requested" approval from their administrators. They felt uncertain and wanted to know if they were doing a good job, as it was noticed in their diary entries. As expected, most of the teachers developed uncertainty in their beginning weeks of teaching. When new teachers did not know if they were doing well because no one told them, they unconsciously sought answers from other teachers. They were not told if they were doing a good job or a poor job. They searched for acceptance and approval from the students, if not from administrators. The new teachers usually did not have the skills to handle misbehaving children. The teachers like Julie realized how difficult it was to make the students mind.

This study found that in Honduras, teachers in rural schools had fewer discipline problems and the existent ones, when the school was located in a village or small town, could be approached in simpler ways. The teachers and parents in small communities established less formal ways of communicating, since teachers, parents and students all seem to know one another. The participants stated that students had the tendency to test the new teacher to confirm his or her weakness or strength. According to the responses, female teachers were more likely to face discipline problems in the classroom, but there were also situations in which male teachers confronted discipline problems. Students might show disrespect toward and reject the new teacher, believing that the new teacher

was less capable of teaching and more tolerant than experienced teachers. When the new teacher took over the grade or class in the middle of the academic year, rather than in the beginning, discipline problems seemed to occur more frequently. Older students could be a disciplinary threat in the classroom, especially when the new teacher was younger than those students. Juanita expressed how intimidated she felt during her first experience when she saw older and taller students than herself.

Beginning teachers in Honduras improved their classroom management by applying different discipline methods. Several of the strategies new teachers used included holding personal conferences with the student, keeping the student from recreational activities, assigning students extra work either in the classroom or during agricultural activities (in rural schools), taking off a percentage of the grade given for character or personality (which is included in the academic content), reviewed the disciplinary rules with the student, held a conference with the principal or, as a last resort, held a conference with a parent or parents. A counselor was available only in secondary schools. In many cases, the new teacher had to create his or her own discipline techniques. Several participants spoke about their discipline problems in group meetings:

Evita: I had a misbehaving student. I did not know what to do. I knew that as new teachers we sometimes are given students with discipline problems as a way to take advantage of us or because they believe we are more patient. I came up with the idea of telling my student that the only way he could pass the grade was by signing a compromise promising not to misbehave anymore. I wrote a kind of pact. I told him that his name would be in a “black book” where every one would know about him. I also told him that he had to take an extra test. I knew that he

was academically ready to move into the next grade but I did not find another way to intimidate him and make a change in his behavior. This idea gave me good results.

[Yo tenía un estudiante que se portaba mal. Yo no sabía que hacer. Sabía que como maestros nuevos que somos nos dan a veces estudiantes con problemas de disciplina como una manera de aprovecharse de nosotros o porque ellos creen que somos más pacientes. Tuve la idea de decirle a mi estudiante que la única manera que él podría pasar el grado era firmando un acta donde me prometiera no portarse mal. Escribí una clase de pacto. Le dije que su nombre estaría en un "libro negro" donde cada uno sabría acerca de él. Le dije también que él tenía que tomar un examen extra. Sabía que él estaba académicamente listo para pasar el grado pero yo no encontré otra manera de intimidarlo y hacer un cambio en su conducta. Esta idea me dio buenos resultados].

Iris: "Juan" was a misbehaving child. I inherited him because I was new. No other teacher wanted to teach him. He wanted to be my student because he said I was pretty and the other teachers were ugly. I decided to try something new. I made him my helper. I presented him sometimes as a role model to the class and described his good qualities. I talked to the rest of the students to help me support him this way. He loved that. I lifted up his pride, his self-esteem. I tried to penetrate his world. He talked to me about going to catch crabs in the river. I showed him my interest in his life and his activities as a child. He made fun of every one else, even about the ugly legs of some female teachers. I became his

confidant. "Juan" was abandoned by his mother. Now, no one can say that "Juan" is misbehaving.

["Juan" era un niño mal portado. Yo lo heredé porque era nueva. Ningún otro maestro quería enseñarle. El quiso ser mi estudiante porque dijo que yo era bonita y los otros maestros eran feos. Decidí tratar algo nuevo. Yo lo hice mi ayudante. Yo lo presenté a veces como un modelo de la clase y describí sus cualidades buenas. Hablé al resto de los estudiantes para que me ayudaran de esta manera. A él le gustó eso. Le levanté su orgullo, su amor propio. Traté de penetrar su mundo. El me hablaba acerca de ir a agarrar cangrejos en el río. Yo le mostré mi interés en su vida y sus actividades de niño. El se burlaba de todos los demás, aun de las piernas feas de algunas maestras. Llegué a ser su confidente. "Juan" fue abandonado por su madre. Ahora, nadie puede decir que "Juan" se porta mal].

Julia: I have improved my planning skills. I am learning through the subjects I am taking at the university. I still have discipline problems. My students are noisy. As a student teacher I once threatened them with leaving them alone. Now I count one to ten, sometimes to fifteen, and even to twenty. Not always works but I tell them, "You know what will happen to you at the end. You will face the wall during the class."

[He mejorado mis habilidades para planear. Aprendo por las clases que tomo en la universidad. Tengo todavía problemas de disciplina. Mis estudiantes son bulliciosos. Como maestra practicante una vez los amenacé con dejarlos solos. Ahora yo cuento de uno a diez, a veces a quince, e incluso a veinte. No siempre

funciona pero yo les digo, "Ustedes saben lo que les acontecerá al fin. Mirarán la pared durante la clase"].

Beginning teachers seemed to become desperate when facing discipline problems as their tendency was to control rather than to obtain cooperation from the students who also through misbehavior might be trying to maintain a sense of self and establish their personal identity..

Findings

Through interviews and questionnaires, the participants answered the first question: What are those social and cultural structures that influence beginning teachers in Honduras in their work lives? They concluded that being hired was their main goal, while their professional performance and academic growth belonged almost exclusively to them.

The data show that regardless of their limitations and frustrations, new teachers in Sico-Paulaya and Choluteca moved forward in their daily teaching practice. They knew that if they stopped, they would be lost and would have no professional future nor be able to offer a future to the students they were teaching. They recognized that their limitations might put their students one step back or, at minimum, keep them from moving forward toward progress. They tried hard every day to push those learners into the future.

The review of education laws revealed that beginning teachers in Honduras enter the classroom as tenured after being licensed by an educational institution, having met the requirements of a qualifying exam, and after serving prolonged substitution periods that

vary from a few weeks to several months or years, according to the requirements of each state and substitution requirement. Elementary teachers are licensed by attending secondary schools, and secondary teachers as well as preschool teachers are required to attend the university prior to teaching. However, there is still a percentage of secondary school teachers without a teacher's license earned at the university level, and many licensed elementary teachers are employed as pre-school teachers.

The new teachers in this study expressed in the different data collection instruments that they had improved their own teaching by asking friends, experienced teachers and administrators, by finding answers on their own, or by relying on personal intuition. The most recurrent problems that new teachers experienced were those related to planning, discipline, teaching methodology, shortage or complete lack of teaching materials, multi-grade teaching and oversized classes which limited the goal of meeting each student's individual needs. Beginning teachers were also assigned students with learning disabilities. Those students were treated as any other mainstreamed student and previous assessments were not shared with the teachers so they would be prepared to address the exact limitations of the students.

Relationships with other faculty members were sometimes positive, but could have been clouded by selfishness and reservations toward the new teacher. Parent-teacher relations were usually not a rewarding experience for the new teachers. In many cases, an invitation to come to school for a conference was not enough; the teacher usually had to visit the parent at home.

The opinion of the participants was that new teachers easily conformed to the existing teaching patterns instead of challenging mainstream practices which many times

blocked their professional growth or success. This once again confirmed how the new teacher can be absorbed by the environment, which may represent a different culture than he or she is accustomed to, as described by Manuel:

In our country, the new teacher accommodates himself or herself after arriving in the town where he or she will teach. That teacher rents a house or a room and then teaching becomes a routine for a salary, without integrating himself or herself to the transformation of society and the effects in that community. We need and we should be individuals who teach through their lives. Sometimes we refuse to be an instrument of development rather we become conformist and “dance with the music played for us.” We need to move at the compass of that transformation of society but for good. Our town has a great potential and its teachers are capable of transforming it. We need new and better things in Sico. The government does not do very much. Well, at least we can do some of what we need. We should start by transforming ourselves. We need an internal transformation more than a technical school for our students. I believe that human leadership belongs to teachers.

[En nuestro país, el maestro nuevo se acomoda después de llegar al pueblo donde enseñará. Ese maestro alquila una casa o una habitación y la enseñanza llega a ser una rutina por un salario, sin integrarse a la transformación de la sociedad y a los efectos en esa comunidad. Necesitamos y debemos ser individuos que enseñan a través de sus vidas. A veces rehusamos ser instrumento del desarrollo más bien llegamos a ser conformistas y "bailamos con la música que nos ponen". Necesitamos movernos al compás de esa transformación de la sociedad pero para bien. Nuestro pueblo tiene un potencial magnífico y sus maestros son capaces de

transformarlo. Necesitamos cosas nuevas y mejores en Sico. El gobierno no hace mucho. Bueno, por lo menos podemos hacer algo de lo que necesitamos.

Debemos comenzar transformándonos a nosotros mismos. Necesitamos una transformación interna más que una escuela técnica para nuestros estudiantes.

Creo que ese liderazgo humano pertenece a los maestros].

The teachers seemed to be unsatisfied with social, cultural, and professional structures and patterns without evaluating what is good for education and specifically for their own long-range success. Without any doubt, the older teachers have established a culture that will be difficult for the new teachers to break into without a strong common commitment, hard work, and the basic teaching tools. Teachers who practice their occupation in a specific area of knowledge, who belong to a specific stage of experience, or who present any other specific characteristics are considered members of a culture. That is the case for most teachers during their first year or years of teaching (McCracken, 1998). This group of Honduran teachers was chosen not only to provide a glimpse of the characteristics, needs, limitations, and expectations of their culture, but also to represent a part of a larger world. The selection of two different geographical areas provided a better understanding of what the culture of beginning teachers in Honduras is.

Although, Steffy, Wolfe, Pasch, and Enz (2000) in the Life Cycle of Beginning Teachers stated that teachers move through several stages to become experienced teachers, the data collected in Sico-Paulaya and Choluteca districts show that teachers in Honduras do not necessarily go from novice to apprentice, to professional, to expert. At least, this process is not perceived. The teachers seemed to move from novice to more experienced teachers after at least two years of teaching. If a teacher moves from one

stage to another as presented in the Life Cycle of Beginning Teachers, then the process for a teacher in Honduras to become more mature and, in consequence, more efficient, would be longer. The teachers reported a difference they experienced just in a few months. Their professional growth through experience was seen by themselves as a need and a must to become more efficient.

Practices That Nurture the Inner Landscape

The second research question of this study was: How do new teachers, specifically in Honduras, nurture their intellectual, emotional, and spiritual growth (inner landscape) in order to succeed in the classroom?

Teachers of Sico-Paulaya and Choluteca described inner landscape as “the internal life touched by and used in teaching.” The elements of inner landscape, according to the teachers in this research study, include soul, feelings, emotions, and knowledge (Iris’ and Sergio’s journal). Since inner landscape does not have a literal translation in Spanish, the native language of the participants, the researcher guided the teachers to a deeper understanding of the concept, that in reality the meaning in any language had the same content as it had both in English and Spanish.

The data collected in the Exploratory Beginning Teacher Survey (see Appendix G) reported that there was a lack of an induction program and the professional development activities that take place are sporadic and not geographically generalized as, those activities are not the result of a previously structured plan. Intellectual growth was

the result of personal needs and interests, while emotional and spiritual growth was the result of their attitudes toward teaching and daily experiences in the classroom.

In the Initial Interview (see Appendix H), the teachers offered general qualitative data the Exploratory Beginning Teacher Survey. The Beginning Teachers' Concerns Survey (see Appendix I) also reported qualitative data on the seven areas that the teachers identified as inner conflicts. These areas were: 1) colleagues acceptance, 2) loss of interest, 3) frustration, 4) lack of happiness, 5) loneliness and isolation, 6) fear of failure, and 7) uncertainty. All these areas were closely related to the emotional and spiritual growth further analyzed. The themes presented and analyzed in this section are: 1) intellectual growth, 2) emotional growth, and 3) spiritual growth. Table 3 shows the data collection instruments, and the themes and sub-themes that answered the second research question.

Intellectual Growth

Looking for professional development. Teachers in Honduras, and particularly new ones, advance their own professional growth by continuing to pursue upper level degrees in order to meet the requirements for salary improvement established by the recent educational laws. New teachers in Honduras, particularly those working in pre-school and elementary school, are being challenged to acquire an advanced academic preparation. The Ministry of Education's *Estatuto del docente hondureño* [Teacher Statute], the newest educational law approved by the Congress in 1997, establishes that teachers will be paid according to their advanced degree after being licensed. This way

secondary teachers will not continue being paid more nor have higher academic requirements than elementary teachers, as has been the practice in the past. This means that teachers must look for new ways to reach the professional standards, meet the educational demands, and reach their own goals. Intellectual growth is an imperative, but is not offered by the employer, the government. The teachers need to seek ways to fulfill both governmental and their personal goals.

A great contribution is being made by the National Pedagogical University, which has opened “study centers” in most cities, towns, and even villages, where teachers can attend by paying a moderate fee. The study centers usually function in secondary school buildings during very convenient hours. Choluteca has its own study center. Higher education in Honduras is inexpensive. A semester’s tuition can be as low as twenty American dollars. The basic monthly salary of a new teacher in Honduras is two hundred American dollars besides other benefits, such as cost of life in big cities, years of experience and bordering areas. A salary increase takes place every five years of teaching. The student has only to buy the textbooks. Living in the city presents this kind of advantage. This is the case of Choluteca’s teachers who, while teaching in rural schools located close to the city, have access to classes that are held mostly on the weekends. Choluteca City has a Normal School and several other secondary schools where students can obtain an alternative secondary-level degree. In Choluteca, seven of the nine participants were pursuing a university teaching degree.

This group of teachers expressed how much they were striving to grow as educators and to become professionally mature individuals. They reported to have never been supervised with mentoring or assistance. They estimated that getting fully adapted

to the teaching life might take a year or less. They did not wait for that year to pass in order to feel comfortable at teaching; rather, they worked daily trying to do things the best they could. Some of them felt that becoming better teachers could take several years. In other cases, in a matter of weeks some teachers thought they had have started showing and experiencing some degree of professional growth, That professional growth was not the result of new training, but rather an imperative response to the multiple challenges in the classroom. Each teacher considered every challenge as a different problem to confront. Julia's main problem in teaching the very first weeks teaching was mathematics, as she expressed in an interview. She had to become a student herself. She even went back and "undid" what she had taught before. After reading and studying the textbook and re-learning some mathematical operations, she realized how much she needed to work to increase her own knowledge. She had to "erase" in the students' brains what had already been assimilated. She had thought she knew enough by remembering what she learned in a semester at the Normal School where she became a teacher. She thought that studying the textbook was enough. She did not think to use manipulatives or any real life-activities. After a few months in their first year of teaching, some of the participants from Choluteca, including Julia, were trained by a Japanese agency on teaching mathematics. The teachers reported in conversations and journals how beneficial that preparation had been to them and consequently, to the learners. Julia expressed a feeling of more confidence and being more effective.

Sico-Paulaya's teachers expressed their eagerness for professional growth opportunities. They were willing to learn to run a computer even though many of them knew that they probably would never, or not at least for many years, have computers in

their classrooms. They were learning every day how to do planning, but they wanted to be updated. They dealt with discipline problems almost daily and had found ways to handle those problems. In interviews, surveys and conversations, participants stated that they wanted to know about better approaches to make students' behavior better. They were teaching learning-disabled children every day without being trained. They had not been taught how to interact with parents, but they had been holding parent-teacher conferences. They did find out that if parents could not be reached by conventional means, personal visits must be made by the teacher as they informed the researcher in the different data collection instruments. They learned the basics of teaching methods, like induction, repetition, and exemplification, and as they practiced those, they came up with new and original ideas, like games and other activities. They became teachers for different reasons, such as relatives' influence, job steadiness or not having any other alternative, but they fell in love with the profession once they entered the classroom. As new teachers, they needed to work on their own motivation and gather resources in order to motivate the students they were teaching every day.

The geographical isolation of the Sico-Paulaya valley limited its teachers as continuing university students, and it limits them further in their professional growth now as teachers. The closest Normal School is located in the state capital, Trujillo, one of the ten secondary schools that licenses elementary teachers. To go to Trujillo, Sico's inhabitants must travel for several hours, either through the new dirt road which was opened in 2002 or, as we pointed out in Chapter Three, via the river to the community of Palacios on the Mosquito Coast and then via plane to Trujillo.

In 2002, Palacios, the connecting village for Sico-Paulaya's teachers, was granted a study center for teachers pursuing a university degree. It was there where Samuel, while traveling during a weekend in March, accidentally learned about the good news for Palacios' teachers. Palacios is a community smaller than Sico and located in another state. Its strategic geographical position is advantageous for Sico. Without wasting time, Samuel expressed to Palacios' teachers how interested his colleagues in Sico-Paulaya were in being included as participants. On behalf of those teachers in Sico and the rest of the area, Samuel negotiated with the instructors in Palacios to travel to Sico twice a month to teach classes, once the arrangement was accepted at the National Pedagogical University headquarters in the country's capital. Sico-Paulaya's teachers gathered all the necessary documentation, enrolled forty-two teachers, and traveled to Tegucigalpa to get the approval, which was granted.

Samuel: The new teaching laws are telling us that if we do not continue studying, we will become like teachers without a degree. If we lived closer we would not need to take this kind of decision and sacrifice our salaries. The forty-two teachers are going to pay for the instructors to come to teach us. We will pay for their food, hotel, and transportation to bring them here. We just cannot get behind. We needed to act, and we did. The price of living in an isolated place like ours is high. We must pay it in order to get professionally updated.

[Las nuevas leyes de la enseñanza nos dicen que si nosotros no seguimos estudiando, llegaremos a ser como maestros empíricos. Si viviéramos más cerca no necesitaríamos tomar esta clase de la decisiones y sacrificar nuestros salarios. Los cuarenta y dos maestros pagaremos a los instructores para venir a

enseñarnos. Pagaremos sus alimentos, hotel, y transporte para traerlos aquí. No podemos quedarnos atrás. Necesitábamos actuar, y lo hicimos. El precio de vivir en un lugar aislado como el nuestro es alto. Nosotros tenemos que pagar para estar profesionalmente actualizados].

Asked how much this three-year training would improve their salaries, Manuel answered in a conversation that it would mean an increase of one thousand three hundred lempiras (eight hundred and twelve American dollars). The cost of the studies would be one thousand lempiras (sixty American dollars), considering that they must pay for the traveling expenses of the two instructors. The teachers of this study confirmed what Knowles (1986) stated, that adult readiness to learn grows out of a recognition of the need to know.

Emotional Growth

Establishing a teacher identity. A teacher's identity is the intersection of the inner and outer forces that make one who he or she is. That internal part of a teacher, so difficult to describe, is what matters so much in the way a teacher teaches and feels about his or her success or failure in the classroom. The identity of that inner life includes the genetic nature of the person, the culture where one grew up, and one's experiences throughout life.

An important question in the "Initial Interview" (see Appendix H) was, "why did you choose the teaching career?" The participants were very clear about why they decided to be teachers. The participants agreed that teaching is one of the most steady

professions in Honduras. Teaching offers the benefit of earning a tax-free salary paid in fourteen checks a year, for a half-day or five hour schedule. Teachers have their own social security and retirement system that provides every member access to housing programs, personal loans, and membership in a politically powerful teachers' association. Three teachers from Sico indicated that teaching was one of the few, and probably the only, profession that could be performed in that community. Another participant became a teacher because the Normal School was the closest educational institution he was able to attend: his preference was a vocational school but one did not exist in his city. Three other participants became teachers because of family pressure in favor of the teaching profession.

The selfhood of a teacher includes his or her personal integrity, what fits and what does not fit in that internal space. The teacher is in a constant process of re-discovery and adjustment of his or her own thoughts, feelings, and emotions. By choosing to demonstrate professional integrity, teachers become more sensitive, more involved in the teaching life as a whole, and more concerned about their students' lives. They are not more perfect, but more confident, knowledgeable, and emotionally competent. Teachers put heart, mind and spirit into the service of teaching. When they fail to do so, they lose their heart for teaching. When the teachers described their inner conflicts (see Table 5) they expressed feeling of frustration; they seemed to create barriers toward what they teach and the students whom they teach. They lose the emotional and the spiritual part of teaching and, without professional opportunities to improve their skills, the third part of the inner landscape, the intellectual, is lost as well. According to the teachers, self concept in teachers comes from feeling capable of doing a good teaching job.

The inner dialogue and teacher identity. In this study what has been called the “teacher’s inner dialogue” or “internal thoughts” refers to what new teachers may experience. The responsibility put on their shoulders may be an opportunity not only for their own change, but also for changing students for the better. Through their internal dialogue, teachers begin to understand that they are not omnipotent, nor should they want to be. As beginners, some teachers wonder about things such as whether they should use textbooks, how to grade, what kind of discipline might be more effective, how to arrange the classroom, and what to teach on that very first day. Some of them in the beginning of their career have not understood that these questions are less important than the process of answering them.

Within their internal dialogue in their journals, the new teachers in this study revealed that they wondered how they could earn respect from students, co-workers, principals, parents, and the community. In conversations and diaries they expressed how reluctant they were at the beginning to accept that adults are really in charge only if the children are willing to let them be. New teachers in this study expressed in their diaries how their actions have been and continue to be the result of an internal view of themselves. They had noticed how the experience of a few months of teaching could change not only the way they thought about classroom management since they started teaching, but also their expectations of themselves and their expectations of their learners. Let us remember Samuel’s expectations about reading and writing, “I was so inexperienced that I expected my first graders to read and write correctly.” In a few months Samuel realized that his inner view about teaching and success in teaching and

learning had another meaning, it was not that easy, not always related to time, but to quality, and to a progressive stage in acquiring and sharing knowledge.

In their inner dialogue, the teachers had created their own concept of what being a good teacher meant. This is the way Manuel explained how this concept “led me to construct a teaching identity for myself. I thought it was my ability to control my students.” He was legitimately concerned about disruptive or violent behavior interfering with the students’ right to learn. He considered behavior problems as a threat to his capacity because his inner conception was fixed on the popular belief that a good teacher should not have discipline problems. He admitted,

This was only in my dreams. I suspected and answered my own thoughts about the definition of good teachers. Among the public this is the ability to control students. I thought this would be the way my colleagues, principal, and parents would judge me as being a good new teacher if all my students’ eyes were on me and if I knew all the tricks of keeping the children quiet and the appropriate discipline. But I have been learning more and more, and in that inner dialogue with myself I say that if I have well behaved kids because of the way I control them but they still do not learn much, then teachers who do not exercise the appropriate level of control over their students are not good teachers?

[Sospeché y contesté mis propios pensamientos acerca de la definición de buenos maestros. Entre el público esto es la habilidad de controlar a los estudiantes. Pensé que esta sería la manera que mis colegas, el director, y los padres me juzgarían como un maestro nuevo bueno, si todos los ojos de mis estudiantes están en mí y si sé todas las artimañas de mantener la calma, de los niños y la

disciplina apropiada. Pero he estado aprendiendo cada vez más, y en ese diálogo interior conmigo mismo yo digo que si tengo niños bien comportados por la manera que yo los controlo pero ellos no aprenden mucho, entonces, ¿los maestros que no ejercitan el nivel apropiado del control sobre sus estudiantes no son maestros buenos?].

Then the question was,” What are some of the elements of your inner dialogue?” and he replied:

Well, it is good to be in control. We are supposed to be, but also to be confident in our abilities and fairness. Do not lose your temper. Be kind. It is being considerate and warm. Not to discharge our frustrations on our students.

[Bueno, es bueno estar en control. Supuestamente debemos estar, pero también seguros en nuestras habilidades y justicia. No perder la paciencia. Ser amables. Ser considerados y cariñosos. No descargar nuestras frustraciones en nuestros estudiantes].

The teachers provided solid agreement in their opinions about their self-concept of good teachers, which had been constructed around idealistic and traditional conceptions where there was no room for normal human emotions, as if teachers did not have the right to be wrong, imperfect, or people with personality limitations. That concept of being a good teacher was considered as a “ghost” which follows the teacher’s dreams, attitudes, and actions and moves around their lives, especially in the beginning days of teaching.

Establishing why Honduran beginning teachers have so much faith, not just in their students, but also in themselves, was important to this research study. This is due to

the way they work, which is almost on their own, making and forcing themselves to become effective, and because regardless of the conditions in which they started their career (without being inducted into the profession and lacking the minimum resources), they dedicated themselves to do good things and do those things well. The participants in the study seemed unhappy and frustrated in many ways, but so successful in others. The question persists, whether these attitudes are “Band-Aids with which to cover bleeding wounds or frustrations” (Bissex, 1995), or the joy of a simple but successful life.

The teachers of Sico-Paulaya and Choluteca agreed on how they may use different techniques, speak little or much, use real materials, use their imaginations, make the most motivating and appealing materials or present non-stop lectures, but the sense of personal identity infused in their work is what makes a difference. Positive, self-motivated teachers get close to the subject they teach. They learn to love and set no boundaries of how nor when to love their students, so that students can learn to “weave” a world for themselves and smile even at the most difficult situations.

Inner Conflicts

Through the “Beginning Teacher’s Concerns Survey” (see Appendix I) the teachers provided seven areas of inner conflicts, as seen in Table 5. There were contrasts and similarities between Sico-Paulaya and Choluteca districts about the seven main inner conflicts. Colleagues’ acceptance was a more meaningful inner conflict in Choluteca than it was in Sico-Paulaya. Loss of interest and frustration were similarly ranked by both teacher groups, while loneliness and isolation by the employer were sharply pointed out

by the Sico-Paulaya teachers. The fear of failure was more significant for the teachers of Choluteca.

Table 5

Average Ranking of Teachers' Most Common Inner-Life Conflicts,
(No. 1 Most Common - No. 7 Least Common)

TEACHERS' INNER CONFLICTS	SICO-PAULAYA PARTICIPANTS	CHOLUTECA PARTICIPANTS
Colleagues Acceptance	7	5
Loss of Interest	2	2
Frustration	2	2
Lack of Happiness	3	2
Loneliness and Isolation	1	4
Fear of Failure	4	3
Uncertainty about their Effectiveness	2	3

No one knows better than a first year teacher that the beginning of the school year arrives with anticipation and excitement for both the students and for the teacher. When the door closes and all the expectant faces look at the teacher, he or she seems many times to think, "Will I ever be able to fill all those hours until the bell rings?" Beginning teachers want to be competent and creative in the classroom; however, this is not always easy or even possible in some situations. Teachers want their students to behave, the classroom to run smoothly, the teaching experience to be easy and successful, but they find that time management and subject planning are more challenging than they expected. In their journals, Manuel and Julia wrote, "I was afraid of not doing my job all right."

The participants in this study found it normal to be scared and to experience empty feelings before their teacher's professional identity was shaped or constructed.

According to the researcher's perceptions, new teachers want and need to be accepted as a part of the staff. Without that sense of acceptance, new teachers feel as if they do not belong to the group. Trying to blend in may sacrifice their own individuality. New teachers may feel like teenagers because of their inexperience and young age. Some may experience feelings of being student teachers with little independence and limited skills, not enough to do their work. New teachers, above all, want to succeed and be effective, but they realize that their success depends partially on the students. New teachers have to cope with many changes which will inevitably affect their inner lives. This reality usually demands more than was expected. Suddenly teachers find themselves on their own. This can be a great feeling, but it can also lead to a loss of perspective when new teachers tend to judge themselves by the expectations they set for themselves based on the success of other teachers. New teachers stated that sometimes they measure themselves against other teachers. For example, if one of the other teachers teaching the same subject is pages ahead of the new teacher in the textbook, it means that person must be a better teacher. Comparisons the teachers stated are common, yet not fair when important facts and differences, such as teacher's initiative, teaching approaches, and problem solving are considered. New teachers need to be told that they are not in a competition with others.

In addition to ranking seven areas of inner conflict that were suggested by the researcher, the participants added their own list of concerns to the "Beginning Teacher's Concerns Survey" (see Appendix I). The teachers identified those factors of succeeding

or failing that created conflicts in their inner lives and for which there was not always an answer. They found the lack of teaching materials to be the main cause of frustration and discouragement, followed by being forsaken by their employer regarding their academic growth. Teachers also indicated how their interest in becoming effective teachers might decay, even though they had high expectations, positive attitudes, and great enthusiasm to give the best of themselves. As Mario expressed:

I feel like the educational authorities are not interested in what I do or how I do it. I am and I feel different than what I was and thought years ago. We do not have teaching or technical support. We work with what we can and how we can. Not all experienced teachers like to help either. Sometimes if we need chalk we have to buy it. We lack essential things, even paper, erasers, maps and textbooks. How can we be enthusiastic about teaching? To make the government respect what the educational laws, say we have to go on strike especially regarding salary matters. We know that by doing so we affect our students, but that is the only way we can be heard at least about our rights.

[Yo siento como que las autoridades educativas no están interesadas en lo que hago o cómo yo lo hago. Soy y me siento diferente de lo que era y pensaba hace años. Nosotros no tenemos apoyo didáctico ni técnico. Trabajamos con lo que podemos y cómo podemos. No todos los maestros experimentados les gusta enseñar tampoco. A veces si necesitamos tiza la tenemos que comprar. Carecemos de las cosas esenciales, aun de papel, borradores, mapas y libros de texto. ¿Cómo podemos estar nosotros entusiasmados por enseñar? Para hacer que el gobierno respete las leyes educativas, tenemos que hacer huelga

especialmente con respecto a cuestiones de salario. Sabemos que haciendo así afectamos a nuestros estudiantes, pero esa es la única manera que podemos ser oídos por lo menos acerca de nuestros derechos].

Other participants had similar feelings and inner conflicts, as they expressed in their diaries,

Consuelo: We feel forsaken, maybe because we work so far away or maybe due to some kind of prejudice in the local educational authorities. I feel so frustrated sometimes that I have even considered not teaching. You know that is not common in Honduras because once we get a position we want to stay there until we retire. But I feel sometimes that I do not reach my goals as a teacher. How can I reach them if I do not have the minimum material with which to work?

[Nosotros nos sentimos abandonados, quizá porque trabajamos tan lejos o quizá debido a alguna clase de prejuicio en las autoridades educativas locales. Yo me siento tan frustrada a veces que he aun considerado no enseñar más. Usted sabe que eso no es común en Honduras porque una vez que nosotros obtenemos una posición queremos permanecer allí hasta que nos jubilemos. Pero yo me siento a veces que no alcanzo mis metas como maestra. ¿Cómo las puedo alcanzar si no tengo lo mínimo con qué trabajar?].

Iris: I feel extremely frustrated when I try to do good planning. I look for good ideas, good words, and good intentions, but at the end I do not have the resources to develop or accomplish what I want or what I planned. Sometimes even coloring a picture frustrates me when the students nor the school can provide materials to color a simple project.

[Yo me siento extremadamente frustrada cuando trato de hacer una planificación buena. Busco ideas buenas, palabras buenas, y buenas intenciones , pero al final no tengo los recursos para desarrollar ni alcanzar lo que quiero ni lo que planeé. A veces aun colorar un dibujo me frustra cuando los estudiantes ni la escuela pueden proporcionar los materiales para colorear un proyecto sencillo].

Nelson: We feel forsaken by the educational authorities. Always the rural schools are left on their own without any attention especially those geographically isolated urban schools. Our employer, the government, should know more about our needs. Sometimes we ask for lectures, seminars or any kind of instruction that could help our academic preparation. We are told that if we pay for the expenses that might be possible.

[Nos sentimos abandonados por las autoridades educativas. Siempre las escuelas rurales se dejan por su cuenta sin ninguna atención especialmente aquellas escuelas geográficamente aisladas. Nuestro patrono, el gobierno, debe saber más acerca de nuestras necesidades. A veces nosotros pedimos conferencias, seminarios o cualquier clase de instrucción que podría ayudar nuestra preparación académica. Se nos dice que si pagamos los gastos que quizás sea posible].

Through their words and facial expressions, some of the teachers participating in interviews showed resentment about the conditions of their job,

Sergio: It seems that we are not important nor is what we do important. We do not feel useful in our professional field. We were hired to do a job. Now it is up to us to find the way we accomplish it.

[Parece que nosotros no somos importantes ni lo que hacemos es importante tampoco. Nosotros no nos sentimos útiles en nuestro campo profesional. Fuimos empleados para hacer un trabajo. Ahora está en nosotros encontrar la manera de lograrlo].

Samuel: We feel resentment because our needs are not met. We become less accountable in our daily work. Should we worry so much? I sometimes feel that our authorities are lazy and careless. I think that we should demand more seriously that our authorities supervise us often not just with the idea of finding our mistakes, but to realize our needs. They cannot ask us for a good job. We do what we can, maybe too much.

[Sentimos resentimiento porque nuestras necesidades no son satisfechas. Nos volvemos menos responsables en nuestro trabajo diario. ¿Debemos preocuparnos tanto? Yo siento a veces que nuestras autoridades son perezosas y descuidadas. Pienso que debemos demandar más seriamente que nuestras autoridades nos supervisen a menudo no solamente con la idea de encontrar nuestros errores, pero para darse cuenta de nuestras necesidades. Ellos no nos pueden pedir un buen trabajo. Hacemos lo que podemos, quizá demasiado].

Through interviews and conversations, the teachers defined happiness in teaching as the feeling of satisfaction in doing a good job, as the accomplishment of personal and professional goals, as the students showing learning acquisition and progress, as teaching in an effective and creative way, and as feeling useful. The teachers admitted how those elements of happiness were taken away sometimes due to the conditions in which they performed their job.

Teachers also expressed their feeling that teaching can be stressful not just because of the work load, but because of the conditions in which they usually taught. When the teachers felt isolated, their inner lives were affected. They felt useless, incapable, and unimportant.

Julia: I sometimes feel isolated in my own group. I feel that I am not important.

They do not consider my ideas, my feelings, my position as a new teacher. I feel left out. I have decided not to give my opinion when asked. I keep my thoughts to myself.

[Yo me siento a veces aislada en mi propio grupo. Siento que no soy importante.

Ellos no consideran mis ideas, mis sentimientos, mi posición como maestra nueva. Siento que me dejan por fuera. He decidido no dar mi opinión cuando me preguntan. Me guardo mis pensamientos para mí misma].

In conversations, teachers confided how fearful they felt sometimes of not doing a good job and not having heard any encouraging words to let them know that they were doing well. They expressed the need to be told whether they were wrong or right.

Consuelo: I do not know if I am doing well. I look for answers in my students' faces. I usually depend on God because of my faith. I want to do my best but I also worry when I think of the way we work. After all, there is a big difference sometimes between the way we do things and the way they should be done.

[Yo no sé si hago bien. Busco las respuestas en los rostros de mis estudiantes.

Dependo generalmente de Dios por mi fe. Quiero hacer lo mejor pero me preocupo cuando pienso en la manera en que trabajamos. A fin de cuentas, hay

una diferencia grande a veces entre la manera en que hacemos las cosas y la manera en que deben ser hechas].

Spiritual Growth

Balancing teaching and personal life. Teaching is a physical and mental occupation in which the personal life is integrally involved. The data collected in this study showed how the participants considered their personal lives influenced by the teaching job, and vice versa. Teachers in their communities are like “mirrors” which may reflect positive or negative aspects of their lives. In some communities, teachers are seen as leaders, individuals who should spark wisdom, capacity, character and be a role model to their students. The teachers noted how these ideas could make the community feel capable of dictating the teacher’s personal conduct, not a choice or endeavor respected by the teacher. This was the reason that they concluded that the role of teaching goes beyond the classroom. Teachers did their planning at home many times. Many weekends were also spent doing fund raising activities, tutoring students, visiting parents when parents could not be reached otherwise; but most of all, teachers felt that they had a heavy load put on their shoulders about teaching, loving, accepting, and preparing their students for adulthood.

When their personal life was turbulent, teachers thought their work was directly affected. For instance, in extremely poor schools, they had to take money out of their own pockets to make effective learning possible in the classroom. When things were easier for the teacher either in the personal side or the professional side of their lives their teaching

was more effective. This is a complementary matching in which one aspect influences the other. The Honduran teachers believed that changes in a teacher's behavior begin when as a middle school child he or she decides to study for a teaching career. For example, because there are not Normal Schools in each city or town, sometimes the teenage student who wants to become a teacher must go far away from home in order to attend such a school. Samuel, from this study, lived with a group of nuns in Tela, a distant city, not in the state capital, Trujillo, which would have been closer to home. These religious women provided him part of his expenses to become a teacher. His parents were not able to totally afford his education. He was not so far from home and was able to travel back on vacations. Mario rode eleven miles each way every day on a bicycle, a twenty-two mile round trip, to attend classes. He was not able to afford to stay in the city. Consuelo started her career after she already had two children. She received a monthly scholarship of ten dollars. Economic limitations, geographical isolation, and lack of opportunities were hardships that impacted the teachers' inner lives, according to the informants.

The teachers have learned that the meaning of teaching is more than just a salary. Teaching is the fulfillment of personal and professional goals. Teaching is ultimately making a difference in the lives of others. In order to reach their goal, they sometimes had to make personal sacrifices and commitments. Without intellectual and emotional support from the government, the goal of making a difference in their students' lives is at risk. The teachers described a typical day of work as a self-giving experience, sometimes with sweet fruit as a harvest, sometimes with bitter results, but they must continue because there cannot be a stop on the "road" to success and if there should be one, it is to

pick up an idea or change that will contribute to this goal or will assist students who might be left behind.

Consuelo: It is 6:45 a.m. and I am still at home. I should be at the school. I live not very far from work. I have two children and a husband. I do not have a maid. I cannot give myself that luxury and that is why I have to leave the house in order, my children ready for school and my husband with breakfast in his stomach. I do not have time to even drink a cup of coffee. I am fasting everyday. I take my bike and take off to the school. It is 7:00 o'clock or two minutes after. I check the class roll and assign the agricultural work at the field. It may be fertilizing, cleaning or planting, any thing needed. I work at my students' side from 7:00 a.m. to 9:40 a.m. every day. I go back home for a while - tired, sweating and sometimes hysterical because probably some of the students did not show up and what I had planned was not accomplished. I rest for a few minutes to prepare myself for the classroom teaching. How sad I feel when I do not understand what the book says about the topic, especially in agricultural administration. I feel useless, sometimes cry and say: God why me? In a hurry I prepare lunch for my family, get ready to go back to the school. Sometimes when I am ready to give a quiz, the students say that they did not study. What a disillusion! I go back home frustrated because the students are teenagers and some even adults. Sometimes they make me very upset as I am a woman with a strong temperament. I have discipline problems because I want to do things my way and that does not work sometimes.

[Son las 6:45 de la mañana y yo estoy todavía en casa. Debo estar en la escuela. Vivo no muy distante del trabajo. Tengo dos niños y a un esposo. Yo no tengo una

trabajadora. Yo no puedo darme ese lujo y eso es por qué tengo que dejar la casa en orden, mis niños listos para la escuela y mi esposo con el desayuno en el estómago. Yo no tengo tiempo ni de beber una taza de café. Ayuno todos los días. Tomo mi bicicleta y salgo para a la escuela. Son las 7:00 en punto o dos minutos después. Paso lista de la clase y asigno el trabajo agrícola en el campo. Puede ser fertilizando, limpiando o plantando, cualquier cosa que se necesite. Trabajo al lado de mis estudiantes de las 7:00 a las 9:40 todos los días por la mañana. Vuelvo a casa por un rato, cansada, sudada y a veces histérica porque probablemente algunos de los estudiantes no aparecieron y lo que había planeado no fue logrado. Descanso por unos pocos minutos me preparo para enseñar en el aula. ¡Cuán triste me siento cuando no entiendo lo que el libro dice acerca del tema! especialmente en administración agrícola. Me siento inservible, a veces lloro y digo: Dios, ¿por qué yo? Apurada preparo el almuerzo para mi familia; me preparo para volver a la escuela. A veces cuando estoy lista para dar una prueba, los estudiantes dicen que no estudiaron. ¡Qué desilusión! Vuelvo a casa frustrada porque los estudiantes son adolescentes y algunos aun adultos. A veces ellos me enojan mucho porque soy una mujer con un temperamento fuerte. Tengo problemas de disciplina porque quiero hacer las cosas a mi manera y eso no funciona a veces].

Without hesitation the teachers recognized how difficult it had been for them to establish a balance between their personal and professional lives when the personal depends on the professional and vice versa.

Findings

The inner landscape of beginning teachers is a “mixture” of three elements: intellectual, emotional, and spiritual. Those three elements must grow if the new teacher is to become more professionally successful. Intellectual growth was a main concern for the participants. Professional development was addressed mostly by teachers themselves in order to include their teaching skills and economic conditions. New teachers in Sico-Paulaya and Choluteca were eager to find intellectual growth opportunities and were doing everything possible to acquire higher degrees in order to reach those goals.

The participants’ emotional growth had been affected by different factors such as professional and geographic isolation, however, the most influential factor was the limitations they faced was a lack of teaching resources to accomplish their professional duties. Personal and professional life is an interwoven complexity that influences the spiritual growth of teachers. The participants of this study admitted how their professional dissatisfaction as teachers has influenced their personal lives.

Practices That Address the Needs of Beginning Teachers

The third research question of this study was: How might the educational system in Honduras accommodate the needs of beginning teachers regarding inducting them more successfully into the profession? The exploratory Beginning Teacher Survey (see Appendix G) answered by two administrators of Sico and Choluteca revealed that the educational system did not have in place specific procedures to accommodate beginning

teachers' needs through an induction program. In reality, the accommodation of needs depends more on the teacher's ability and gaining experience than on what the educational system itself offers to new teachers.

In the Initial Interview (see Appendix H) the teachers supported the second research question with generalized data that attempted to address the topic of how to accommodate their needs in the Beginning Teachers' Concerns Survey (see Appendix I) where, besides the areas of: 1) teaching/management concerns, 2) planning concerns, 3) relationship concerns, and 4) other concerns provided, the teachers also stated seven areas in which they thought they had inner conflicts. The Beginning Teachers' Conceptions about the Importance of Professional Support (see Appendix J) surveyed the teachers regarding seven specific areas and the level of support they received as beginning teachers. The areas provided in the survey were: 1) instruction and evaluation systems, 2) supplementary resources, 3) emotional, 4) managerial and planning, 5) parents and community, 6) discipline management, and 7) administrative responsibilities. The teachers reported different levels of support, making the researcher aware that such levels as: no support, minimal support, or supreme support came not necessarily from administrators as the government representatives but rather from other sources they sought, such as friends, co-workers, and other teachers. The teachers reported to have received minimal instructional support; no supplementary materials support; minimal emotional support; minimal managerial and planning support; minimal parents and community support; minimal discipline management support; and no support for administrative responsibilities.

The teachers also supplied a ranked list of areas in which they felt they were in need, these areas were not provided by the survey rather originated in the teachers' answers. The teachers prioritized seven areas which were: 1) lesson planning, 2) discipline management, 3) multi-grade classroom management, 4) administrative assignments, 5) parent-teacher and community relations, 6) special needs children, and 7) special projects such as ecology, health education, and holidays celebration.

The teachers' journals indicated where they looked for help to accommodate their needs and what it took for them to seek help regardless their shyness as beginners. The researcher's observation field notes for the third research question were more related to what the Honduran educational system might do to accommodate the needs of beginning teachers in the form of recommendations rather than what the teachers in this study received from the system as beginning teachers. The educational laws and political practices provide little assistance for beginning teachers in Honduras take included in the mainstream or to serve their inner life and professional needs along with the more experienced teachers. The themes analyzed in this section are: 1) institutional realities, and 2) professional needs and priorities. Table 4 shows the themes and sub-themes that answered the third research question.

Institutional Realities

The government of Honduras budgeted 429.7 million American dollars for education in 2002. *Presupuesto general de egresos* [National Budget Expenses, The Tribune], (2002, April 22). *La Tribuna* [The tribune], p. 8-9 to cover preschool,

elementary, secondary, and university level needs. For accuracy in this study, the researcher consulted several government sources as well as teachers' organizations. The educational authorities blamed the insufficient budget for lack of materials, supervision, professional development, induction programs and other deficiencies, saying that it was not easy to meet the educational needs in a country with more than six million inhabitants (J. Duarte, Sico High School Principal, personal communication, July 27, 2002; C.E. Oviedo, Choluteca State Superintendant of Education, personal communication, July 29, 2002; C. Rodríguez, Executive Director, Program of Transformation of the National Education, personal communication, July 25, 2002).

The Honduran educational authorities have given priority to the elementary school level, trying to incorporate the total population of this schooling age. The sixty-nine percent of the budget assigned to the Secretary of Education was absorbed by the elementary school programs between 1990 and 1997, according to the Ministry of Education 2002, FEREMA & PREAL *Informe del Progreso Educativo de Honduras* 2002 [Honduras Educational Report], (p. 23). This confirmed data provided by the participants indicated that in order to attend to basic needs, the quality of education occupies a second place. Even when the economic resources dedicated to education have been substantially increased year after year, Honduras still experiences a gap between what the system offers and what the demands are. There seem to be two main reasons for this inconsistency: geographic dispersion and the population growth (p. 23). The improvement in economic dispersements, however, has not been enough when compared with the equivalent expenses per-capita in other neighboring countries where the social services (education, health and housing) averaged three hundred sixty American dollars

in 1998 and 1999, while in Honduras the expense averaged only sixty American dollars per inhabitant (p. 24). This fact expresses what the government spends on its citizens. According to its financial capacity after the devastation left by Hurricane Mitch, external debt, and other causes, the country continues to struggle to improve the life of its citizens, and the educational system reflects this reality. Sergio stated:

As a new teacher I was instructed to accomplish my job with responsibility and to use the materials available in the community to teach. The tools I received were just words. Later on I have received some ideas about how to do a better job which is helping me to improve my skills, knowledge and interest in learning myself.

[Como maestro nuevo fui instruido a hacer mi trabajo con responsabilidad y a usar los materiales disponibles en la comunidad para enseñar. Las herramientas que recibí eran apenas palabras. Más tarde he recibido algunas ideas acerca de cómo hacer un mejor trabajo lo que me ha ayudado a mejorar mis habilidades, conocimiento e interés en aprender por mí mismo].

Professional Needs and Priorities

The survey Beginning Teachers' Conceptions About the Importance of Professional Support (see Appendix J) surveyed the teachers regarding the seven specific areas and the level of support they received as beginning teachers. The rank order of areas in which the teachers received assistance was: discipline matters followed by the lack of supplementary resources, emotional support, instruction and evaluation systems,

parents and community relations, class planning and classroom management, and finally administrative responsibilities.

On the same survey, teachers were asked to provide a prioritized list of those areas of support which they felt they were most needed in order for them to be more successful. As seen in Table 6, they listed lesson planning first, followed by discipline management, multi-grade classroom management, administrative assignments, parent-teacher and community relations, special needs children and special projects.

Table 6 shows similarities and differences between the Sico-Paulaya and Choluteca teachers' needs. In both sites, planning was the most needed assistance, while discipline management was a major need in Choluteca, as well as multi-grade classroom management. Due to the density of the school population of Choluteca's schools, and the consequent multi-grade teaching assignments, those teachers gave a high priority to the need for administrative assignments. The teachers expressed the need for assistance with parent-teacher and community relations. However, according to this Table, the teachers of Sico-Paulaya found it easier to establish those relations. Special projects assistance such as ecology, health education, and holiday celebrations was rated similarly in both sites.

Table 6

Average Rank of Most Critical Areas Needed for Professional Development.
No. 1 = Most Needed; No. 7 = Least Needed

MOST CRITICAL AREAS NEEDED FOR PROFESSIONAL DEVELOPMENT	SICO-PAULAYA PARTICIPANTS	CHOLUTECA PARTICIPANTS
Lesson Planning	1	1
Discipline Management	2	1
Multi-grade Classroom Management	3	2
Administrative Assignments	3	2
Parent-Teacher and Community Relations	4	2
Special Needs Children	1	1
Special Projects: Ecology, Health Education, Holidays' Celebration	5	5

Regardless of the critical needs, the teachers felt that after a few months in a tenured position and the time they served as long term substitutes, they improved their knowledge of planning. Multi-grade teachers continued to feel disturbed when they ran from one class to another or from one classroom to the next to assist their students.

The teachers expressed on all instruments of data collection how much they needed to be instructed about administrative procedures, especially those teaching several grades. Report preparation and interpretation of laws may be a difficult task for beginning teachers. It is important to make clear that to receive an administrative position in urban schools, teachers must be academically prepared and have to compete with more applicants. However the case in rural multi-grade schools is far different, especially in

small and distant communities where teachers are assigned sometimes several or all elementary grades as well as administrative duties.

Additionally, the teachers spoke in conversations about the need for emotional support in order to provide the same kind of support for their students. As was already stated, several factors contributed to the teachers' emotional well being. Aggravated by the lack of assistance to affirm their inner needs, the teachers expressed that they had better student achievement when they (the teachers) were able to control discipline. That meant teachers had to create their own resources to handle discipline areas. The need for assistance was a continual pattern in all the data collection instruments. The teachers also felt that sometimes they did not know how to hold a parent-teacher conference. Many times some of them were not capable of standing in front of the parent. Julia expressed, "I cannot speak being with a parent by myself. I feel afraid. I desperately need help."

(Researcher's Field Notes)

The teachers concluded in an interview that it was important for the employer, the government, and the administrators to know the teachers' needs for a more successful job:

Samuel: If the government and our high-placed officials knew and attended our cry, they would be able not just to fulfill our needs but also make the system work, because our students are the ultimate victims of our lack of preparation and mistakes. Our needs can be accommodated to the limited resources we have.

Since we do not have a teacher induction program, we could start by doing the minimum to provide better learning opportunities to our children by providing the teachers the minimum support. It will be after that is reached when the

educational authorities can demand and expect more efficiency from beginning teachers and in general from all teachers. Before that, we are just like infantry soldiers. We try but do not know if we hit the target.

[Si el gobierno y nuestros altos funcionarios supieran y atendieran nuestro llanto, ellos serían capaces no sólo de suplir nuestras necesidades sino también hacer que el sistema funcione, porque nuestros estudiantes son las víctimas de nuestra falta de preparación y errores. Nuestras necesidades pueden ser acomodadas a los limitados recursos que tenemos. Como no tenemos un programa de inducción del maestro, podríamos comenzar haciendo lo mínimo para proporcionar mejores oportunidades de aprendizaje para nuestros niños proporcionando a los maestros el mínimo apoyo. Será después de que eso se logre cuando las autoridades educativas podrán demandar y esperar más eficiencia por parte de los maestros nuevos y en general de todos los maestros. Antes de eso, somos así como soldados de infantería. Tratamos pero no sabemos si damos en el blanco].

Mario: Instead of helping the new teacher succeed, many more experienced teachers recommend not to take our job so seriously and do what we can without taking it to heart.

[En vez de ayudar al maestro nuevo a triunfar, muchos maestros más experimentados recomiendan no tomar nuestro trabajo tan en serio y hacer lo que podemos sin tomarlo de corazón].

Samuel: Without any kind of assistance we started teaching. The main thing that permits new teachers to grow is their own interest to succeed, their love for what they do, and the goal of doing something in life, something for the children,

something for the country. We survive as a kind of “infantry.” I mean we save ourselves the way we can.

[Empezamos a enseñar sin ninguna clase de ayuda. La principal cosa que permite a los maestros nuevos crecer es su propio interés de triunfar, su amor por lo que hacen, y la meta de hacer algo en la vida, algo para los niños, algo para el país. Sobrevivimos “a pura infantería.” Quiero decir que nosotros nos salvamos de la manera que podemos].

Findings

Teachers in Honduras start their career with enthusiasm and a high sense of personal relief to have found a steady job. On the other hand, the lack of an induction program makes becoming a successful teacher difficult, for the new teachers count only on the didactic knowledge they received as students and as student teachers. After receiving their teaching degree, these teachers were not supported pedagogically by their employer, the government. Teachers in Honduras seek their own professional development in order to fulfill personal and professional demands.

As a whole, the intellectual, emotional, and spiritual elements that make up the inner landscape are not being addressed in Honduras. The inner life of new teachers is either taken for granted or ignored, consequently, teachers confront inner conflicts that must be resolved on their own. The teachers agreed that teaching is a matter of giving themselves intellectually, emotionally and spiritually; however, it is not enough when

teachers meet those internal elements, but they lack the external incentives that play a great role for teachers to perform their duties the best way as educators.

The teachers agreed the institutional reality in Honduras' educational system presents important challenges for the government as the employer, as well as for the teachers. The limitation of resources makes the job of teaching more difficult, but teachers are capable of realizing the impact those limitations have on the importance of teacher preparation in order to identify, confront, and solve daily problems they confront in the classroom. The teachers in this study realized that they might have been more effective if their most critical needs had been met. However, they were able to move forward ignoring whether they had done the appropriate regarding teaching.

Summary

This chapter presented the analysis of data and findings regarding those social and cultural structures that influence beginning teachers in Honduras; how they nurture their intellectual, emotional, and spiritual growth in order to succeed in the classroom; and how the educational system in Honduras might accommodate the needs of beginning teachers regarding inducting them more successfully into the profession. The researcher discovered several important themes such as academic preparation, employment practices, resources, establishing relationships, teaching and management, intellectual growth, emotional growth, spiritual growth, institutional realities, and professional needs and priorities. These themes gave answers to the three research questions of this study.

The participants in this study stated that their inner life and professional landscape are affected by the conditions in which they perform their work. Frustrations are due mainly to the lack of resources; stress related to the multiple tasks related to teaching several grades; personal life problems and the students' irresponsibility; loss of interest when not being able to accomplish plans according to the curricular guidelines; resentment – not just about the limitations but also about the way they are cared for by colleagues and the employer, the government; and the lack of happiness, which influences the way they teach and leads to personal and professional isolation.

The teachers in the Sico-Paulaya and Choluteca districts think that the influence of politics to be a negative factor which is felt even in small decisions like hiring new teachers. This practice breaks the laws and affects the inner life of teachers creating uncertainty in their professional effectiveness and developing a low sense of respect for the educational authorities. Teachers viewed their profession as being violated and devaluated. The non-fulfillment of legal agreements by the employer, the government, creates dissatisfaction in teaching and provokes teachers' unions to go on strike as a way to demand respect for their rights, creating a spiral of problems in which the learners are limited in acquiring knowledge. The teachers lose social respect as the government loses credibility.

Beginning teachers of Sico-Paulaya and Choluteca perceived that they must accommodate their practices to fit within the existing system about which they have both positive and negative reactions. They found that conforming and doing things in the traditional way is almost an obligation. They recognized there is a gap between how

things should be done, and how they are being done. The collected data showed that achievement is a universal human characteristic and an extension of the self.

The teachers' personal lives are influenced by their professional lives, and vice versa. These two facets cannot be separated one from another. The participants were not able to identify which influences their behavior more than the other. That is why teaching is an occupation that touches the entire lives of teachers.

CHAPTER V

Conclusions, Recommendations and Implications of the Study

Introduction

The purpose of this study was to explore those practices by which beginning teachers become effective members of the teaching profession in Honduras. The study examined the professional support that a sample of beginning teachers believed could have helped their transition from pre-service to in-service teaching and could have positively affected their emotional and inner lives. The study also identified, through the review of related studies, how sustained and appropriate support helps that transition and how building relationships is necessary to shape the teacher's professional life. The researcher tried to reach a deeper understanding of how limited beginning teachers may feel when they start their teaching career, and how the practices employed in the teaching profession may be modified or what new practices may be implemented to assist future new teachers in their first years of experience. A qualitative research design was chosen for the study in order to provide the rich data needed to accurately reflect all the nuances of this case study of Problems and Limitations of Beginning Teachers in Honduras and the Effect on Their Inner Landscape.

Each teacher provided a variety of information through the different methods of data collection. That information was used in the formulation of themes and categories, which were fully described in the preceding chapter, in order to generate answers to the three research questions and thus establish conclusions. This chapter reports those conclusions and presents recommendations followed by the implications of the study.

As the current millennium began, the world seemed dedicated to trying to provide a better quality of education that responds to the challenges of a post-modern society. Education is a global concern affected by social and cultural changes which take place on a daily basis. Educational reform is commonly confronted, however, by both developed and developing countries. Social, cultural, and economic limitations have had a great influence on the way reform has been and is being approached. Those countries with more possibilities have assisted, and continue assisting, the efforts of those with less resources, in order to pursue the general goal of providing literacy throughout the world to improve all people's quality of life. Each country bases its efforts on the traditional premise that education is the most powerful tool to liberate man from ignorance, submission, conformity, incapacity, and other social and cultural limitations.

The review of literature helped the researcher understand how related the teaching process is to the improvement of teachers' working and living conditions. Approaching beginning teachers' needs appropriately leads to a more stable and more effective learning environment for students, makes it easier for teachers and other school staff members to handle the demands placed on them, and enables schools to have a positive impact on society (Halford, 1999). Developing, supporting, and retaining new teachers should be part of educational reform (Geringer, 2000). Attending to the needs of

beginning teachers is the joint responsibility of colleges and universities, governments, schools, administrators, communities, and the teachers themselves.

Conclusions

The evidence provided by the participants in this study revealed the teachers' views about the way they entered into the teaching profession. Their responses, as well as the pertinent literature, suggested that sociological, cultural, and political shifts are taking place in Honduras significantly impacting on education. This study has found that at certain levels, beginning teachers' instructional practices may have an adverse, or at least undesired, effect on their students. The data suggested that new teachers in Honduras, particularly in Sico-Paulaya and Choluteca, are still caught up predominantly in the traditional practice of the past years, which led the researcher to the following conclusions:

1. A teacher induction or a well-structured professional development program is needed in the Sico-Paulaya and Choluteca school districts that participated in this study, so that beginning teachers, assisted in the first years of their teaching experience, might become more successful. By completing a formal induction program, new teachers would discover their potential as well as their limitations. The benefits of an induction program would impact students, teachers and educational authorities. The system should not assume that a just-licensed teacher is completely ready to perform the teaching job successfully without the appropriate help to become more efficient. The researcher based

this conclusion on the evidence provided by the participants in the data collected. The teachers agreed on how much easier and more effective their first year of teaching might have been if they had been appropriately inducted into the profession.

Although Sico-Paulaya and Choluteca schools display different demographic and geographic characteristics, the evidence clearly indicates that both school districts need a systematic teacher-induction program. Beginning teachers in Sico-Paulaya and Choluteca do not have the benefit of mentoring unless they look for help on their own. This fact makes the adjustment to teaching more difficult. A mentoring practice, regardless of the existence of an induction program, is highly desirable. Beginning teachers would become beneficiaries of the experiences of the teachers with longer careers.

2. Based on the findings presented in Chapter IV, in which the teachers identified the lack of materials as the main problem in teaching, the researcher concluded that the government of Honduras, specifically the Secretary of Education, is not currently taking responsibility for providing the necessary materials for teachers to efficiently perform their jobs. Beginning teachers in Sico-Paulaya and Choluteca do not escape the limitations that prevent other teachers from performing their jobs. New teachers know about the limitations placed on themselves by their employer and the government. The information provided by the participants in this study led the researcher conclude that new teachers in Honduras are pioneers who must help themselves in order to succeed in the classroom.

3. The teachers in this study showed a positive influence over their students.

They possess a definite sense of ethics. These teachers teach with the strength of their personality which has been improving day after day. They were also responsible in their duties, conscious of their rights, and realistic about their limitations. They know the social, economic, and cultural reality of their country but were intimidated by the power of the influence of politics on education. The researcher based this conclusion on the attitude assumed by the participants of Choluteca toward one of the school administrators, whose presence did not influence the responses of the participants, but the way the teachers decided to report such data. The participants showed dignity and patriotism through their teaching, but felt little pride when they described their conditions and limitations to perform their job.

4. Teaching in Honduras is a political job. The teachers in this study provided information regarding the influence of politics in appointing new teachers, manipulating positions available from one community to another depriving sometimes the less influential and in need communities from the benefits of enough teachers at the schools, as they command to move those positions to other communities in less need but more convenient to their personal and political interests.
5. Cultural and social practices are noticeable in the way the government, politics, school administrators, and teachers themselves execute educational policies. They have found the successful ways to carry out their duties and the social and economic practices are closely related to such decisions. Honduras

is a country with economic possibilities as limited as the actions put into plan to create for a better educational systems.

6. As Knowles (1986) noticed, adult readiness to learn grows out of a recognition of a need to know, the teachers of this study confirmed that the best way to improve their quality of personal life as well as the quality of their job is pursuing new frontiers in the endless horizon of knowledge.
7. As Ryan (1986) reported, new teachers face common problems. The participants in this study felt like strangers in their own schools especially when confronting the reality of their limitations. Students also became a problem as they rejected the new-young, and unexperienced teacher, many-times younger than his or her own students.
8. Lack of parent support may have a negative impact on new teachers. The teachers in this study had to create their own ways to actively involve parents in the educational progress of their children. The same way, administrators and colleagues accessibility to the needs of new teachers performance plays an important role. Administrators and colleagues support can be the difference between failure and success, happiness between failure and success, happiness and disillusion. On the other hand, for every new teacher these common problems have a different approach as well as a different solution. Every new teacher has his or her unique internal life called inner landscape in this study. Gaining respect from their students, parents, colleagues, and administrators is the result of that internal view of themselves that teachers posses.

Recommendations

The data provided by the participants revealed that veteran teachers and administrators played a role sometimes in the new teacher's professional performance. These findings guided the researcher to formulate the recommendations of this study. These are divided into five broad categories: 1) recommendations for beginning teachers, 2) recommendations for veteran teachers, 3) recommendations for principals and other school administrators, 4) recommendations for Honduran educational authorities, and 5) recommendations for further research.

Recommendations for Beginning Teachers

There are many steps new teachers can take when starting a new job in a new school. Whether the school provides an induction program or not, new teachers in Honduras can take the initiative in seeking assistance and locating resources. Beginning teachers can:

1. Ask for help and not be afraid to seek out mentors. No one should expect that new teachers in Sico-Paulaya and Choluteca, nor anywhere else, know it all. New teachers can seek out a mentor. Whether the school has a formal mentoring program in place or not, there is nothing to stop new teachers from seeking out more experienced educators for guidance and support. Since Sico-Paulaya and Choluteca districts particularly lack an induction program, new teachers should ask to observe more experienced teachers' classes. Watching

others teach will not only help new teachers visualize how specific strategies and teaching methods work, but it will also show veteran teachers that new teachers are open to the veterans' suggestions and advice. More experienced teachers can help the inexperienced teachers learn to write lesson plans, incorporate those plans into lessons, reflecting on how well the lesson went, and making revision for the next time the lesson is taught.

2. Beginning teachers should avoid negative elements in the school by following their own needs and interests. For example, they should avoid those who believe that new teachers are not capable of performing better professionally due to their lack of experience. They should not let others' lack of enthusiasm for teaching or not knowing the newest techniques get them down. New teachers need to make an effort to connect with experienced teachers who enjoy their jobs and engage in on-going professional development activities that contribute to the improvement of teaching. It is desirable that beginning teachers make an effort to get to know other teachers. The new teacher may invite other teachers to his or her room for lunch or just to exchange ideas, or participate in after-school activities with other staff members. The teachers in this study seemed interested in each other's experiences as beginners. New teachers in Honduras, particularly in the Sico-Paulaya and Choluteca school districts participating in this study, could form a support group with other new teachers within the district or the community where they live or work. They could organize a peer group to provide themselves and other beginners a safe place to exchange ideas and discuss issues common to new teachers.

3. New teachers need to connect with the principal early on, and ask him or her to observe their class and provide feedback. It is better to do so at the beginning of the school session, even though it seems scary. Asking the administrator for support will show that the new teacher is willing to learn. Because this may not be possible in some schools in the Sico-Paulaya and Choluteca districts, if the beginner is the only teacher in a multi-grade school, he or she may seek out another school's principal. New teachers can also ask for assistance from principals and more experienced teachers to design a faculty handbook in which they can find guidance and suggestions for ways to enhance their teaching performance. The participants in this study showed creativity to do new things, and this might likely be a positive beginning.
4. Based on the data collected from teachers, observations, this researcher concluded that teachers' unions in Honduras have a significant influence on teachers. New teachers should identify and join professional organizations in their field. However, all beginning teachers in Honduras are members of the main teachers' political organizations. The greatest benefit derived from that membership is the legal protection, but the main disadvantage is the obligation of solidarity. The researcher was not able to identify in the Sico-Paulaya district nor in Choluteca's three districts any organization related to specific teaching fields. New teachers might take the initiative to organize one of these groups such as an Association of Third Grade Teachers, Association of Teachers of Mathematics Teachers or the Association of Beginning Teachers of the State of Choluteca/Colón. Having a membership in specific groups that

share the same academic subjects or same grade levels will provide new teachers the opportunity to interact with other educators. As a member of one of these groups, new teachers should attend conferences, read publications, and gather other information could their content area.

5. As the participants did during this study, beginning teachers should keep a journal to monitor their own growth. The teacher participants in this study indicated that keeping a journal was beneficial because they could reflect on those teaching procedures they did ineffectively or well, and by sharing their journals with other teachers, everyone benefited. Some days one line will be enough to relate themselves how good they felt about teaching something. Here are some examples of teachers reflecting on their job: “My self-control seems to be improving. I kept myself calm through a tough situation.” “I do not cry anymore.” “I do not threaten my students with leaving them alone when they misbehave.” “I am smiling more, it is so important.” “I found out how to keep every child’s attention.” “I am feeling more comfortable with my co-workers. They have become more supportive and I am becoming more confident and more independent as a teacher.” By reviewing their notes from time to time, teachers can see how far they have come. They can build their own support network to find what they need. New teachers are not supposed to be perfect yet. Teaching is a developmental process. As the school year goes on, the teacher will become more organized, more efficient, better prepared and more satisfied.

6. In terms of discipline and management, the researcher recommends that teachers develop classroom rules. Those rules must be consistent with the school rules. To gain the administrator's support a copy should be shared with the principal. The rules need to be written, posted, and reinforced fairly, consistently, and firmly by the teacher. These rules need to clearly state behavioral expectations. These rules should also establish routines and procedures to handle daily classroom business such as use of restroom, attendance, noise tolerance, seating, dismissal, the use of school materials, lining up at the beginning or the end of the school day, and classroom cleaning, when applicable. The collection and distribution of assignments and the procedures for doing group work may also be a part of the classroom rules. Along with the rules should be a set of consequences, including rewards and punishments. Rewards may include praise and encouragement, participation choices, and special recognition. Teachers who routinely refer misbehaving students to the principal's office may create the impression that they cannot handle problems. They should try to solve their own classroom problems, but ask for help when necessary. New teachers should give children opportunities to express themselves and to be creative. At the same time, teachers must be affectionate and caring.
7. New teachers in Honduras are encouraged to develop a professional portfolio, which serves both as documentation of the new teacher's growth and as a vehicle for on-going self-assessment and reflection. By maintaining a professional portfolio, new teachers might show educational authorities about

their teacher's problems, limitations as well as progress, and become a faithful instrument in the teacher's assessment. The portfolio may include journal entries, documented observations, lesson plans, pictures (video and audio tapes if possible) about special projects, and samples of student work. In a professional growth portfolio, "the evidence is accompanied by written reflections in which the teacher articulates how each item demonstrates his or her own professional growth or the increased performance of pupils" (College of Education, 1998, p. 2).

8. New teachers in Honduras are encouraged to write cases and narratives to be shared with colleagues in monthly meetings with other new teachers. This would provide an opportunity "to create a record of what teachers know about their work and how they know it" (Day, 1999, p. 26). Writing requires time, which is a rare commodity for most teachers. Mentors could help by sharing their own cases. By writing cases, new teachers focus their attention on something they know very well and can share with others. Topics like professional issues or dilemmas might be ideal for case writing. This technique might offer a new pedagogical method in teacher induction and professional development programs. Teachers should ask their immediate supervisor to provide instruction on this technique as well as release time and a substitute.
9. The researcher recommends that beginning teachers contact parents at the very beginning of the school year to establish a relationship and continue keeping the parents informed by sending home notes telling the parents how

important the parent's involvement is in their children's education. Invite parents to come to the classroom not just to report their children's grades or bad behavior, but also to interact with them and gain their support. A simple social reunion at the beginning, the middle, and the end of the school year would give the best results. Meetings for special projects can be held in a more formal way.

Recommendations for Veteran Teachers

This study did not include veteran teachers, however, as the researcher established at the beginning of this chapter, veteran teachers' support was important to some of the participants. For that reason, the researcher included this section trying to make the recommendations complete. Most schools had more experienced teachers who taught with the beginners. It is highly recommended that veteran teachers mentor new teachers in order to guarantee the fulfillment of the new teacher's needs and to assure the support of school and educational authorities. A support group could demonstrate a teamwork approach, allowing school, district, and state administrators, as well as educational institutions, to participate in the professional development of beginning teachers. However, with or without an induction program, there are plenty of things veteran teachers, administrators, and other school members can do to improve the beginners' first years on the job. The researcher recommends some simple steps by which Honduran veteran teachers can help new teachers succeed:

1. Veteran teachers in Honduras should offer spontaneous help to new teachers to locate, make, and share classroom materials, as was cited in the review of literature.
2. Veteran teachers should invite new teachers to observe their classes. The principal may ask the veteran teacher to answer questions and discuss not only the techniques he or she used during the lesson, but also his or her teaching style and resources.
3. Veteran teachers can provide great role models for the new teacher to develop learning activities for students. Veteran teachers can also help with the more difficult classes and teaching loads. This might include assisting the new teacher in learning to work with learning disabled children, discipline problems, or other difficult assignments that the new teacher has.
4. Veteran teachers can also assist with extra-curricular activities such as sports and special projects for special occasions, especially when the new teacher needs to become more acclimated to these activities. These activities may include interacting with parents and assisting in similar challenges such as discipline, multiple-grade teaching, and other activities that can be stressful for a beginner.

Recommendations for School Administrators

The teachers in this study expressed their uncertainty due to the lack of expectations formulated by the employer. For that reason, the researcher recommends that principals and other school administrators:

1. Make clear the expectations for beginning teachers to ensure that new teachers understand what is expected of them in terms of job duties, professionalism, teaching methods, and discipline. This practice will reduce anxiety. The state superintendent, along with district directors and principals, should hold one- or two-day seminars exclusively for the orientation of beginning teachers. Since such policies do not typically exist in Honduras at this time, administrators may design their meeting to cover both orientation content and the expectations of the school.
2. Since Sico-Paulaya and Choluteca new teachers expressed they felt forsaken, school authorities should make the support of new teachers a priority, and take leadership in developing a formal induction or professional development program. Administrators should find out what kinds of assistance beginning teachers in their school need and then design an internal induction or professional development program assigning veteran teachers to work to help new teachers. Part of this support for new teachers might be found in the community asking organizations to fund a mentorship program. As a part of the internal program, the school could provide orientation for new teachers at the beginning of each new year. In the orientation, introducing the new

teachers to the faculty and staff and including important school policies and the school mission would be important. Based on the findings of this study, educational authorities and school administrators should include a clinical supervision model when inducting new teachers, not with the idea of finding their errors, but to support their efforts to promote growth, and help them deal with the conflicts they may face. Mentoring supervision might help in creating reassurance of support and confidence in their job. This responsibility might be carried out by the district authorities.

3. School administrators in Honduras should not assign new teachers the most challenging classes and should avoid giving the new teacher the most difficult or needy students. Limiting the amount of materials that new teachers have to design would be key. Administrators could also make an effort to assign new teachers the same grade level or subject areas in which they did their student teaching. They might adjust more easily and quickly School administrators should support new teachers' participation in professional development activities. They should help beginners to identify priorities for professional development.
4. Administrators should set aside time to drop in or meet with new teachers on a weekly basis. This not only cuts down on the teachers' sense of isolation, but also can provide the opportunity to discuss issues new teachers may be facing before they become overwhelmed. If principals find ways to draw new teachers out of their classrooms and into the larger community of teachers, they would accomplish the integration of new teachers into the teaching staff.

Administrators should call new teachers into the office and make them feel cared for and at home. Administrators should tell beginning teachers that they are interested in the teachers' success. Administrators should also offer teachers support when it comes to discipline and confrontations with parents, and encourage teachers not to handle difficult problems by themselves. Help teachers to find help in co-workers, administrators and other educational authorities.

5. Based on the data provided by the participants in this study, school administrators should make sure the new teachers have at least the essential materials they need to get started. The researcher recommends that school administrators take a leadership role in designing a faculty handbook, in providing curricular guides, in making textbooks available, and in providing other basic teaching materials and assessment tools for each grade level. By taking these essential steps, school administrators would be contributing to a smooth transition in their teachers' professional performance. The basic provision of professional support will establish the fundamentals for the teachers' inner landscape, a healthy combination of intellectual, emotional, and spiritual aspects that comprise the teacher's lives.

Recommendations for the Educational Authorities

The participants in this study provided data on what they thought were critical areas of needs. The first step in designing and implementing an effective program to

support beginning teachers is to identify the areas in which beginners need the most help. The government of Honduras, and particularly the Secretary of Education, should believe, understand, and accept what the beginning teachers of the Sico-Paulaya school district and the three districts of Choluteca have identified as their needs and limitations and work to promote the necessary resources to meet those needs. The literature as well as the data gathered in the Sico-Paulaya and Choluteca's school districts suggest that the first priority is helping teachers meet the daily challenges, such as where to look for necessary supplies, how to handle behavioral problems, and what classroom materials are essential to good learning. Based on the findings and conclusions, the researcher makes the following recommendation to the educational authorities of Honduras:

1. In order to improve the quality of public education, since teachers face many challenges in the school environment when meeting the needs of their students, the teacher licensure and certification system in Honduras should establish competencies for teachers to meet in order to enter the classroom fully prepared. Those competencies should be related to teaching methodology and strategies, students' physical and learning development, motivation and interaction in the classroom, evaluation strategies, colleague and parent interaction, curriculum content, and the legal aspects of teaching, among others.
2. Even though the literature cited in this study had to do primarily with studies not related to Honduras, the researcher established in the findings that the respondents expressed the same or similar needs. Therefore, the researcher recommends the formulation of an induction program to assist professional

development needs of beginning teachers. A well-inducted teacher will feel secure about what and how he or she teaches. An induction program does not need to be a sophisticated plan. The Honduran educational authorities should establish an induction or professional development program that includes school and district orientation and individualized plans for growth based on the different needs of each new teacher. Knowing those needs would be the beginning of an effective induction program. The educational authorities should include periodical seminars on issues of importance to new teachers, such as teaching methodology, discipline management, attention to students with special needs, parent-teacher relations, preparation of materials, students' psychological and emotional needs, multi-grade teaching, extra-curricular activities, ecological education, and school administrative procedures.

3. New teachers should have regular opportunities to observe and be observed by other teachers for constructive feedback. New teachers should have opportunities to share and solve problems together. These practices could be a part of a mentoring process in the induction program that the central government should instruct the state superintendents to implement.
4. Mentors should be trained, should also receive some kind of professional recognition, should have support from administrators, and have a clearly defined leadership role. Mentors and new teachers should meet during school time. In some cases, the school might hire one person whose sole responsibility is to mentor a number of new teachers. The mentor should inform the principal about the professional growth of the beginning teacher

and, in addition, hold meetings among participants, administrators (ideally the principal), and a representative of the college from which the teacher was licensed.

5. Educational authorities may look for voluntary assistance at universities and with professionals willing to offer their expertise and make a contribution to education in Honduras.
6. To recruit and retain rural teachers, educational authorities and school administrators must target candidates with rural backgrounds or with personal characteristics or educational experiences that predispose them to live in rural areas. Strategies and incentives should be considered to encourage local residents with a potential to become teachers, such as assisting them in obtaining the needed education and training and encouraging them to consider returning to their home communities once they receive their teaching credentials. Those communities can create their own tools to retain their teachers, such as offering low rent housing. *The Instituto Nacional de Previsión del Magisterio* INPREMA [Teachers' Social Security Institute] might consider low interest rates for housing loans. Districts can develop orientation and mentoring programs and support joint school-community efforts to help new teachers feel at home. Businesses in Choluteca might establish incentives and donations oriented to help teachers do a better job. The beginning of the school year is ideal for this practice.
7. Honduran educational authorities, teachers' licensed institutions (normal schools), and school administrators, need to make available to student-

teachers, the written curriculum that includes the content of what needs to be taught in each grade level, and be the main point of reference for textbook companies or independent writers.

The researcher posits the above recommendations to the Honduran educational authorities based on the findings that professional support and teaching materials are lacking in the district of Sico-Paulaya and the three districts of Choluteca. After finding the solution to the problem of professional support, approaching the lack of materials might be easier and more effective. Since the teachers participating in this study agreed that the lack of both an induction and a professional development programs hindered their effectiveness, Honduran educational authorities might consider designing and implementing a professional development program that includes in the context of new teacher induction or preparation.

Recommendations for Further Research

This study, conducted in the school district of Sico-Paulaya and three districts in Choluteca, might be viewed as a pilot project or the foundation for further studies in other districts or states in the country of Honduras. Based on the findings and conclusions, the researcher cannot make national generalizations about all beginning teachers in Honduras. However, the sample of Sico-Paulaya and Choluteca provided a significant sign of what may be going on in the whole country of Honduras. It is for those reasons that the researcher makes the following recommendations for further research:

1. New studies could include more demographic information for a broader scope of the topic. The information might be drawn from a sample from all the eighteen states that make up the country of Honduras, including geographical and anthropological differences that might influence the impact on beginning teachers' landscape. By doing this, the researcher might establish broader conclusions.
2. Similar research could be conducted over a longer period of time, in order to "walk along" with the new teachers' professional growth. Such studies might last up to several years and provide more consistent data about beginning teachers' problems and limitations.
3. Other studies could be designed for veteran teachers as a way to discover their thoughts, skills, dispositions and willingness to serve as mentors in a teacher induction program who would provide support to beginning teachers.
4. Other studies could analyze what new teachers get as materials to start their job, encouraging the government to make the commitment of providing the basic teaching tools for new teachers. Knowing what every teacher did or did not receive to begin his or her job would be important information.
5. Research on the life of teachers is an on-going field of applied research. Their thoughts, intentions, needs and complaints should be studied more in depth in order to obtain an appropriate change in those aspects such as feelings, interests, and professional goals all of which are part of teachers' inner lives.
6. As Honduran society moves along with the changes taking place in the world, other national challenges will be emerging. These new challenges include

more responsibility placed on the teacher and more emphasis placed on professional development (not only on the acquisition of new and higher degrees for a better salary, but also on performing more efficiently).

Beginning teachers in permanent positions should be studied right after they have received their degrees. New studies might show that beginning teachers in Honduras should complete at least a year of induction program before they become permanent teachers.

7. To ensure an adequate supply of teachers in all teaching areas, the researcher recommends new research studies to preserve and improve standards of teacher quality and effectiveness. Honduran educational leaders need to identify what changes are needed in the early stages of the teaching career, including the student-teaching and licensure program, to give new teachers professional preparation consistent with the realities they will face in the classroom.

Implications of the Case Study of a New Teacher Follow-up

This qualitative case study has given the investigator and the readers a rich introduction to the problems and limitations beginning teachers in Honduras face upon entering the teaching profession. Therefore, this study has achieved its goal and the expectations of the researcher. This study provides valuable insights into a topic new to Honduras' educational system. The aim of qualitative research, according to Denzin and Lincoln (1995), is to construct new interpretations of what was previously held as truth.

This constructive challenge requires the readers become transformed as they are informed. Such is the case with this research study. It is the hope of the researcher that this case study will challenge the existing structures and provide new insights into the way beginning teachers in Honduras are introduced as educators of new generations, and will encourage authorities to work toward new ways of introducing new teachers into the profession. The reliability of this study is based on the correlation between the data provided and the personal field notes objectively taken by the researcher.

Decision makers in the educational system and school community guide teachers in the way they should teach and students in the way they should learn. Policy makers at administrative and legislative levels determine how the education of Honduran children is conducted. All of these decision makers have an obligation to understand the reality that beginning teachers are facing.

Teachers' organizations in Honduras are also challenged to promote a better quality of opportunities for novice teachers. It is time to put those limited, traditional practices aside and examine the current practices of classroom teaching. The limitations in resources and the lack of professional development opportunities are issues that teachers in this study have recognized as predominant. The deep examination of those problems may lead to new and better opportunities for teachers and more valuable and meaningful learning experiences for Honduran children, who are preparing themselves for their role as adults in a constantly changing society. By mining the great potential hidden in every teacher, can make each teacher become a great contributor, capable of transforming himself or herself and the educational landscape of Honduras.

The researcher values the openness of the school authorities and government of Honduras the conduction of this study, which had had a great impact on the researcher's personal life. Her professional and personal background was an important fact that determined meeting the goals of the study. The researcher feels honored and highly appreciates the interest of several institutions and professionals in Honduras in considering this study as a reference for possible new educational plans to be implemented in that Central American country. The researcher will provide copies translated into the Spanish language to the Honduran government, Sico-Paulaya, and Choluteca school districts, and educational institutions and teachers' organizations that have expressed a gratitude to the researcher in selecting and conducting the study in the country of Honduras, pointing on issues that might one day result in a better educational system for Honduran society.

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Appendix A

Institutional Review Board Approval

**Oklahoma State University
Institutional Review Board****Protocol Expires: 6/23/03**

Date: Monday, June 24, 2002

IRB Application No ED02125

Proposal Title: PROBLEMS AND LIMITATIONS OF BEGINNING TEACHERS IN HONDURAS AND THE
EFFECT ON THEIR INNER LANDSCAPEPrincipal
Investigator(s):Ana Palmore
13550 Homestead Trl.
Guthrie, OK 73044Nadine Olson
228 Willard
Stillwater, OK 74078Reviewed and
Processed as: Expedited

Approval Status Recommended by Reviewer(s): Approved

Dear PI :

Your IRB application referenced above has been approved for one calendar year. Please make note of the expiration date indicated above. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.

As Principal Investigator, it is your responsibility to do the following:

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol must be submitted with the appropriate signatures for IRB approval.
2. Submit a request for continuation if the study extends beyond the approval period of one calendar year. This continuation must receive IRB review and approval before the research can continue.
3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are unanticipated and impact the subjects during the course of this research; and
4. Notify the IRB office in writing when your research project is complete.

Please note that approved projects are subject to monitoring by the IRB. If you have questions about the IRB procedures or need any assistance from the Board, please contact Sharon Bacher, the Executive Secretary to

Sincerely,

Carol Olson, Chair
Institutional Review Board

Appendix B

Institutional Review Board Modification

Oklahoma State University
Institutional Review Board

Protocol Expires: 6/23/2003

Date : Thursday, August 29, 2002

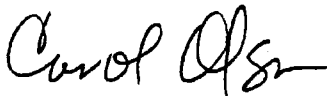
IRB Application No ED02125

Proposal Title: PROBLEMS AND LIMITATIONS OF BEGINNING TEACHERS IN HNDURAS AND THE
EFFECT ON THEIR INNER LANDSCAPEPrincipal
Investigator(s) :Ana Palmore
13550 Homestead Trl.
Guthrie, OK 73044Nadine Olson
228 Willard
Stillwater, OK 74078Reviewed and
Processed as: Expedited

Approval Status Recommended by Reviewer(s) : Approved

Modification

Signature



Carol Olson, Director of University Research Compliance

Thursday, August 29, 2002

Date

Approvals are valid for one calendar year, after which time a request for continuation must be submitted. Any modifications to the research project approved by the IRB must be submitted for approval with the advisor's signature. The IRB office MUST be notified in writing when a project is complete. Approved projects are subject to monitoring by the IRB. Expedited and exempt projects may be reviewed by the full Institutional Review Board.

Appendix C

Letters

13550 Homestead Trl.
Guthrie, Oklahoma 73044
September 12, 2001

Mrs. Maria Elena Portillo de Avila
National Faculty and Personnel Assistant Manager
Secretary of Education
Tegucigalpa, Honduras

Dear Mrs. Portillo:

I am requesting permission to conduct doctoral dissertation research of beginning teachers in two States with preference one in the North and the other in the South part of the country. I would also appreciate your assistance in selecting those States. This study will include observations, interviews, surveys, and visits to new teachers in different schools of both States. It will be conducted between the spring 2002 and the fall 2002.

The confidentiality of the participants will be protected and they may choose to withdraw at any time. The doctoral dissertation is a graduation requirement at Oklahoma State University, and conducting this study in Honduras will be a great privilege and a high honor. The study might be useful in assisting Honduran beginning teachers in the future.

Respectfully,

Ana G. Rivera Palmore
Oklahoma State University
Graduate Student

13550 Homestead Trail
Guthrie, OK 73044
Septiembre 12, 2001

Licenciada
María Elena Portillo de Avila
Asistente Nacional Gerencia de Recursos Humanos Docentes
Secretaría de Educación
Tegucigalpa, Honduras

Estimada Licenciada Portillo:

Por medio de la presente estoy solicitando autorización para la conducción de un estudio de campo para la elaboración de mi tesis doctoral en educación. Dicho estudio se realizaría con maestros principiantes en dos departamentos del país, de preferencia uno en el Norte y otro en el Sur. Apreciaría su colaboración en la selección de ambos departamentos.

El estudio incluirá observaciones, entrevistas, encuestas y visitas a maestros nuevos en diferentes escuelas de ambos estados y será conducido entre la primavera del año 2002 y el otoño del mismo año.

La confidencialidad de los participantes será protegida y ellos podrán decidir retirarse del estudio en cualquier momento que así lo decidan. La tesis doctoral es un requisito en la Universidad Estatal de Oklahoma, y conducir este estudio en Honduras será un privilegio y alto honor. El estudio podría ser utilizado en el futuro la asistencia a maestros principiantes del país con la aceptación de las autoridades educativas.

Respetuosamente,

Ana G. Rivera Palmore
Estudiante de Pos-Grado
Universidad Estatal de Oklahoma

13550 Homestead Trl.
Guthrie, Oklahoma
October 5, 2001

Mrs. Claudia Elena Oviedo
State Superintendent of Education
Choluteca, Choluteca Honduras

Dear Mrs. Oviedo:

I am requesting permission to conduct doctoral dissertation research of beginning teachers in the State of Choluteca. I would also appreciate your assistance in identifying and selecting sites where I can find teachers in their first year of experience for my research. I have a preference in one state of the North Coast, which will be Colon, and another in the South, it will be Choluteca. The sites may be urban or rural, pre-school, elementary, or secondary level.

The study will include observations, interviews, surveys, and visits to new teachers in different schools of both States. It will be conducted between the spring 2002 and the fall 2002.

The confidentiality and identity of the participants will be protected and they may choose to withdraw at any time. The doctoral dissertation is a graduation requirement at Oklahoma State University. The information obtained through this study might be used to assist Honduran beginning teachers in the future with the acceptance of the educational authorities.

I am attaching to this request the approval granted by the National Faculty and Personnel Assistant Manager for your information.

Respectfully,

Ana G. Rivera Palmore
Oklahoma State University
Graduate Student

Guthrie, Oklahoma, Octubre 5, 2001

Lic.
Claudia Elena Oviedo
Directora Deptal. De Educacion
Choluteca, Choluteca, Honduras, Honduras

Estimado Licenciada Oviedo:

Por este medio estoy solicitando a usted permiso para realizar un estudio de campo para mi tesis doctoral con maestros principiantes en el departamentos de Choluteca. Apreciaria asimismo, su asistencia en la seleccion de lugares o escuelas donde pueda encontra maestros en su primer ano de experienciapara mi estudio. Hemos identificado y seleccionado otro departamento en el norte del pais, el cual es Colon, para realizar el mismo estudio. Las escuelas pueden ser urbanas o rurales y de niveles pre-escolar, primario o secundario.

El estudio incluirea observaciones, entrevistas, encuestas y visitas a maestros nuevos en diferentes escuelas de ambos departamentos, y sera conducido entre la primavera del ano 2002 y el otono del mismo ano.

La confidencialidad de los participantes sera protegida y ellos pueden decider retirarse en cualquier momento. La tesis doctoral es un requisito de graduacion en Oklahoma State University, y conducirlo en Honduras sera un gran privilegio y un alto honor. Este estudio puede ser de utilidad futura en la asistencia a maestros Hondurenos principiantes con la aceptacion de las autoridades educativas.

Adjunto a esta peticion la aprobacion adjudicada por la Asistencia de la Gerencia Nacional de Personal Docente de la Secretaria de Educacion.

Respetuosamente,

Ana G. Rivera Palmore
Estudiante de Post-grado
Oklahoma State University

13550 Homestead Trl.
Guthrie, Oklahoma
October 5, 2002

Mr. Carlos Ernesto Escobar Moya
State Superintendent of Education
Trujillo, Colon, Honduras

Dear Mr. Escobar:

I am requesting permission to conduct doctoral dissertation research of beginning teachers in the State of Choluteca. I would also appreciate your assistance in identifying and selecting sites where I can find teachers in their first year of experience for my research. I have a preference in one state of the North Coast, which will be Colon, and another in the South, it will be Choluteca. The sites may be urban or rural, pre-school, elementary, or secondary level.

The study will include observations, interviews, surveys, and visits to new teachers in different schools of both States. It will be conducted between the spring 2002 and the fall 2002.

The confidentiality and identity of the participants will be protected and they may choose to withdraw at any time. The doctoral dissertation is a graduation requirement at Oklahoma State University. The information obtained through this study might be used to assist Honduran beginning teachers in the future with the acceptance of the educational authorities.

I am attaching to this request the approval granted by the National Faculty and Personnel Assistant Manager for your information.

Respectfully,

Ana G. Rivera Palmore
Oklahoma State University
Graduate Student

13550 Homestead Trail
Guthrie, OK 73044
Octubre 5, 2001

Licenciado
Carlos Ernesto Escobar Moya
Director of Departmental de Educacion
Trujillo, Colon, Honduras

Estimado Licenciado Escobar:

Por este medio estoy solicitando a usted permiso para realizar un estudio de campo para mi tesis doctoral con maestros principiantes en el departamentos de Choluteca. Apreciaria asimismo, su asistencia en la seleccion de lugares o escuelas donde pueda encontra maestros en su primer ano de experienciapara mi estudio. Hemos identificado y seleccionado otro departamento en el norte del pais, el cual es Colon, para realizar el mismo estudio. Las escuelas pueden ser urbanas o rurales y de niveles pre-escolar, primario o secundario.

El estudio incluira observaciones, entrevistas, encuestas y visitas a maestros nuevos en diferentes escuelas de ambos departamentos, y sera conducido entre la primavera del ano 2002 y el otono del mismo ano.

La confidencialidad de los participantes sera protegida y ellos pueden decider retirarse en cualquier momento. La tesis doctoral es un requisito de graduacion en Oklahoma State University, y conducirlo en Honduras sera un gran privilegio y un alto honor. Este estudio puede ser de utilidad futura en la asistencia a maestros Hondurenos principiantes con la aceptacion de las autoridades educativas.

Adjunto a esta peticion la aprobacion adjudicada por la Asistencia de la Gerencia Nacional de Personal Docente de la Secretaria de Educacion.

Respetuosamente,

Ana G. Rivera Palmore
Estudiante de Post-grado
Oklahoma State University

Document No 540-5GRHD-01
September 22, 2001

Mrs. Ana Rivera Palmore
Candidate to Doctor of Education
Oklahoma State University
Oklahoma

Distinguished Mrs. Palmore

Hereby, I am informing you, that we accept your petition regarding your request to conduct a research study with beginning teachers in the states of Choluteca and Colon from June 2002 to December 2002, period that you may extend at your convenience.

Respectfully yours,

Maria Elena Portillo de Avila
National Faculty and Human Resources
Assistant Manager



Oficio No. 540-SGRHD-01
22 de Septiembre del 2001 ;

Licenciada
ANA RIVERA PALMORE
Candidata al Doctorado en Educación
Oklahoma State University, Oklahoma
Presente

Distinguida Licenciada:

Por este medio informo a usted, que se acepta la petición, con relación a su solicitud de autorización para realizar un estudio con maestros de Primero y Segundo año de servicio de los Departamentos de Colón y Choluteca durante un periodo comprendido entre junio del 2002 y diciembre del mismo año.

Sin otro particular, me suscribo de usted.

Atentamente,



Maria Elena Portillo de Avila
MARIA ELENA PORTILLO DE AVILA
Sub-Gerente de Recursos Humanos Docentes

CC: Archivo
IAS

Trujillo, Colon, October 11, 2002

Mrs. Ana Rivera Palmore
Oklahoma

Dear Mrs. Palmore:

This is in attention to your request on October 5th, 2001, regarding the permission to conduct a RESEARCH STUDY with beginning teachers in the community of Sico, Irióna County, state of Colon, oriented to the collection and processing of data for the qualitative study, Problems and Limitations of Beginning Teachers in Honduras and the Effect on their Inner Landscape.

First, we want to express our sincere thanks for the special distinction that you have showed toward our isolated communities of this state, in this case Sico, with the purpose of the elaboration of your doctoral dissertation in the educational field, in which you will have the assistance of Oklahoma State University where you will obtain the degree.

As you have requested, this State Department of Education, knowing the importance of that study is granting you to conduct it, and you may choose the dates to visit the sites and the time that you consider convenient to make your plan effective for your purposes, and collect the necessary data from the institutions, groups, and subjects as needed.

Any other information that you may need, please do not hesitate to request it, we will be pleased to make available to you the information that we would be able to provide. We have already given personal instructions to Sico's schools to assist you in any need.

To our satisfaction, we are certain that your presence in our state with that purpose, will have a historical and transcendental meaning for our educational system.

Respectfully,

Carlos Ernesto Escobar Moya
State Superintendent of Education



REPUBLICA DE HONDURAS
SECRETARIA DE EDUCACION
Dirección Departamental de Educación de Colón
Teléfonos: 434-4490, Fax: 434-4891

Trujillo, colón, 11 de Octubre del 2001.

Lic.
ANA RIVERA PALMORE
Oklahoma

Estimada Licenciada:

En atención a su solicitud del 05 de Octubre del 2001, referente a que se le facilite una autorización para realizar un ESTUDIO DE CAMPO con maestros principiantes en la comunidad de Sico, municipio de Iriona, departamento de Colón, orientado a la colección y procesamiento cualitativo de información relacionada con los problemas y dificultades que limitan la eficacia de los maestros en el aula de clases en Honduras.

Queremos manifestarle anticipadamente nuestro profundo agradecimiento por la distinción especial que muestra con las comunidades aisladas de nuestro Departamento, en este caso Sico, para la elaboración de su Tesis Doctoral en educación, en la que tendrá la asesoría legal de la Universidad Estatal de Oklahoma, donde Usted realiza sus estudios.

Tal como lo solicita, esta dirección Departamental, viendo la importancia de ese estudio le autoriza para que Usted pueda hacerse presente en la fecha, tiempo que estime conveniente hacer efectiva su planificación en el área, con las instituciones, grupos seleccionados que estime convenientes.

Cualquier información anticipada que requiera, favor avisenos para poner en disposición todas las facilidades en el aspecto educativo, logístico que tengamos a nuestro alcance.

Con suma satisfacción sabemos que su presencia en este Departamento será de mucha trascendencia histórica educativa.

Atentamente,



CARLOS ERNESTO ESCOBAR MOYA
Dirección Departamental de Educación de Colón.

"La Educación es el Alma de los Pueblos"
Francisco Morazán

AUTHORIZATION

The State Superintendent of Education of Choluteca, hereby authorizes to: ANA GUADALUPE PALMORE to conduct the data collection from beginning teachers of Choluteca for the research study as a requirement for her doctoral dissertation.

For the necessary purposes, I am granting her request in the city of Choluteca, on the first day of November of the year two thousand and two.

Claudia Elena Oviedo
State Superintendent of Education



República de Honduras
Secretaría de Educación
 Dirección Departamental de Educación de Choluteca
 CHOLUTeca, HONDURAS, C.A. TELS.: 882-0078, 882-0387

AUTORIZACIÓN

La Suscrita Directora Departamental de Educación de Choluteca, por medio de la presente Autoriza, a: **ANA GUADALUPE PALMORE**, para que pueda realizar las investigaciones y trabajos correspondientes a su tesis de Doctorado, con los Docentes del Departamento de Choluteca.

Y, para constancia firmo la presente en la Ciudad de Choluteca al primer día del mes de noviembre del año dos mil uno.


 LIC. CLAUDIA ELENA OVIEDO
 DIRECTORA DEPARTAMENTAL DE EDUCACION
 CHOLUTeca

"La Educación es el Alma de los Pueblos"
Francisco Morazán

Tegucigalpa, D.C. July 5, 2002
Mr. Saul Armando Juarez
Choluteca State Superintendent of Education
Choluteca, Choluteca, Honduras

Dear Mr. Juarez:

Attached you will find the letter from your antecessor, Mrs. Claudia Elena Oviedo in which she authorizes me to conduct a research study with beginning teachers of Choluteca.

Hereby, I am requesting your authorization to continue with the study under the dispositions previously decided. The study has the purpose to identify the problems and limitations of beginning teachers in Honduras, as well as the way they solve those problems. This study is a requirement for the degree of Doctor of Education, and my intention is that it can assist the educational authorities of Honduras in the design of the new educational system of the country. The study is under the supervision of Oklahoma State University (OSU).

Respectfully,

Ana R. Palmore

Tegucigalpa, D.C. Julio 5, 2002
Lic. Saúl Armando Juárez
Director Departamental de Educación
Choluteca, Choluteca, Honduras

Estimado Licenciado:

Ajunto a usted la nota recibida de su antecesora, Licenciada Claudia Elena Oviedo en octubre del año 2001, en la cual se me autoriza la realización de un estudio de campo con maestros principiantes de Choluteca.

Por este medio, solicito a usted su autorización para continuar el estudio en los términos y disposiciones acordados de antemano. El estudio tiene como fin identificar los problemas y limitaciones que enfrentan los maestros principiantes en Honduras, así como la forma como ellos solucionan esos problemas. Este estudio es un requisito previo a la opción del doctorado en educación, y mi intención es que sirva de referencia a las autoridades educativas de Honduras, en el diseño del Nuevo sistema educativo del país. El estudio está bajo la supervisión de la Universidad Estatal de Oklahoma (OSU).

Respetuosamente,

Ana R. Palmore

Republic of Honduras

Secretary of Education
Choluteca State Department of Education
Choluteca, Honduras, C.A.
Telephones: 882-0078 – 882-0387

Document Number 468- D.D.E. 06 2002

Choluteca, July 29, 2002-o7-29

Mrs.
Ana Rivera Palmore
Oklahoma State University
Oklahoma

Dear Mrs. Palmore:

In attention to your request for the conduction of the research study with beginning teachers of the state of Choluteca, as a requirement for your doctoral dissertation, this State Department of Education authorizes you to continue such study with the teachers selected for that purpose.

Sincerely,

Saul Armando Juarez
Superintendent
Choluteca State Department of Education



República de Honduras
Secretaría de Educación
DIRECCION DEPARTAMENTAL DE EDUCACION DE CHOLUTECA
CHOLUTECA, HONDURAS, C.A.
TELEFONOS: 882-0078 - 882-0387

OFICIO No. 468- D. D. E. 06 2002

Choluteca, 29 de julio del 2002-07-29


Licenciada
ANA RIVERA PALMORE
Oklahoma State University
Oklahoma.

Estimada Licenciada PALMORE:

En atención a su solicitud para la realización del estudio de campo con maestros principiantes del Departamento de Choluteca, como requisito para su tesis doctoral, esta Dirección Departamental de Educación autoriza a usted la continuación de dicho estudio con los maestros principiantes seleccionados para tal fin.

Atentamente,




Lic. SAUL ARMANDO JUÁREZ C.
DIRECTOR DEPARTAMENTAL DE EDUCACION

Appendix D

Introduction Inviting Subjects to Participate Information Script

(June 2002)

This is a research study that I am planning to conduct as a graduate student of Oklahoma State University, working on the doctoral dissertation. I will be called “the researcher.” The topic selected is “Problems and Limitations of Beginning Teachers in Honduras and the Effect on their Inner landscape.”

“Inner Landscape is defined as the intellectual, emotional and spiritual paths and their connectedness which leads a person from a hidden heart to a vast and visible world that he/she inhabits” (Palmer, 1998).

I ask your assistance in collecting data by participating in personal interviews, responding the questionnaires and allowing me to observe your classrooms. The information collected and/or the final document may become a reference for educational authorities in Honduras on the design of a beginning teacher’s induction program and as a tool to contribute to the national education.

The study will last approximately one year, from spring 2002 to late fall 2002. The researcher has designed the questions on interviews and surveys, and they will be asked to all the informants. The interviews will be recorded and transcribed for further analysis. The dissertation may include a review of these transcripts.

All the information gathered will be kept confidential through the use of pseudonyms for the participants. It will not be available to education authorities, employers, nor other teachers. You will be free to respond or decline to answer any question on the surveys or interviews. Your teaching position will not be affected in any

way, nor will you be placed at any criminal or any other kind of risk. You may withdraw at any time without repercussions. The educational authorities of Honduras have granted that this study be conducted.

The researcher will not accept or use any personal information unless the individual participant signs the consent and agreement form. The form will be filed and retained by the researcher for at least two years.

Introducción Invitando a los Sujetos a Participar

Información Sobre el Estudio

Este es un estudio de campo que planeo conducir como estudiante de post-grado de la Universidad Estatal de Oklahoma realizando mi tesis doctoral. De aquí en adelante seré llamada “la investigadora”. El tema seleccionado es “Problemas y Limitaciones de los Maestros Principiantes en Honduras y el Efecto en sus Vidas Internas”.

“Vidas Internas” se define como los medios intelectuales, emocionales y espirituales que conducen a la persona de un corazón escondido a un vasto y visible mundo donde esa persona habita” (Palmer 1998).

Estoy solicitando su colaboración en la colección de información a través de su participación en entrevistas personales, respondiendo encuestas y permitiéndome observarle en su salón de clases. La información que colecciono o el documento final puede constituirse en referencia para las autoridades educativas hondureñas en el diseño de algún programa de inducción del maestro principiante o como un instrumento para contribuir a la educación nacional.

El estudio durará aproximadamente un año, entre la primavera del año 2002 y el otoño del año 2002. La investigadora ha diseñado las preguntas de las encuestas y entrevistas, las que serán hechas a todos los participantes. Las entrevistas serán grabadas y transcritas para futuro análisis. La tesis puede incluir un repaso de esas transcripciones.

Toda la información recogida será guardada confidencialmente a través del uso de seudónimos para los participantes y no estará disponible para las autoridades educativas, empleadores, directores, ni para otros maestros. Usted será libre de contestar o declinar

cualquier pregunta de las encuestas o las entrevistas. Su posición en la enseñanza no será afectada de ninguna manera, ni será usted puesto en ninguna clase de riesgo criminal ni de ninguna otra clase. Usted podrá retirarse en cualquier momento sin ninguna repercusión en su contra. Las autoridades educativas de Honduras han garantizado la conducción de este estudio.

La investigadora no aceptará ni usará ninguna información personal al menos que la persona participante firme la hoja de consentimiento y acuerdo. La hoja será llenada y retenida por la investigadora por al menos dos años.

Appendix E

Consent and Agreement Form

(June 2002)

- I understand that participation in this study is voluntary and that there is not a penalty for refusal to participate.
- I understand that I may refuse to answer any question or withdraw from the interviews or any other data collection method at any time.
- I understand that I am free to withdraw my consent and participation in this study at any time.
- I understand that the interviews will be conducted according to commonly accepted research procedures and that the information taken from the interviews will be recorded and transcribed.
- To assure the integrity of the transcription and to validate my responses to the interview questions as well as other data collection methods. I understand that the tape recording will be preserved for a period of at least two years before being destroyed.
- I understand that questions used in the study will not cover topics that could reasonably place me at risk for criminal or civil liability, to damage my financial standing or deal with sensitive aspects of my own behavior such as illegal conduct, drug use, sexual behavior, or use of alcohol.
- I may contact the dissertation adviser, Dr. Nadine Olson, College of Education, 228 Willard Hall, Oklahoma State University, Stillwater, Oklahoma 74078. (405) 744-8381 with any questions or concern regarding this study.

I have read and fully understand this consent form. I know that title or name in written form will not identify me. I sign this form freely and voluntarily. A copy has been given to me.

Signed: _____
(Signature of the Subject or Participant)

Date: _____

Printed Name: _____

I certify that I have personally explained all elements of this form to the subject or participant before requesting the subject or participant to sign it, and I have provided him/her a copy of this form.

Signed: _____
(Signature of Student Researcher)

Date: _____

Printed Name: _____

FORMULARIO DE CONSENTIMIENTO

He sido informado acerca del estudio de campo a llevarse a cabo con maestros principiantes en mi distrito escolar.

- Entiendo que la participacion en este estudio es voluntaria y que no hay ninguna penalidad por rehusar a participar.
- Entiendo que puedo rehusar contestar cualquier pregunta o a ser entrevistado cuando lo estime conveniente.
- Entiendo que soy libre de retirarme del estudio en cualquier momento aún después de haber firmado este consentimiento.
- Entiendo que las entrevistas y otros metodos de colección de datos serán conducidos de acuerdo a los procedimientos comunmente aceptados y que las entrevistas pueden ser grabadas y luego transcritas.
- Para asegurar la integridad de la transcripcion y la validación de mis respuestas a las entrevistas u otras formas de colección de datos, entiendo que serán conservadas por un período de al menos dos años.
- Entiendo que la participación en este estudio no afectara en ninguna forma mi posición como maestro y que mi anonimato será protegido.
- Entiendo que las preguntas usadas en este estudio no cubrirán temas que pudieran ubicarme en riesgo criminal o civil, danar mi estado financiero o mis asuntos de conducta personal, legal, uso do drogas, conducta sexual o uso del alcohol.
- Entiendo que puedo contactar a la consejera de tesis, Doctora Nadine Olson, Colegio de Educacion, 228 Edificio Willard, Universidad Estatal de Oklahoma, Stillwater, Oklahoma 74078. Telefono numero 405-744-8381.

He leído y completamente entiendo este formulario de consentimiento. Sé que no seré identificado/a por mi nombre en forma escrita. Lo firmo libre y voluntariamente. Una copia me ha sido entregada en esta fecha.

Firmado: _____ Fecha _____
(Firma del/de la participante)

Certifico que personalmente he explicado todos los elementos incluidos en este formulario a los participantes antes de haberles solicitado firmar este documento y que les he entregado una copia del mismo.

Firmado: _____ Fecha _____

Appendix F

Participants Profile

Dear Participant:

I have designed this survey for the purpose of having basic information about each one of you. The information collected through this survey will provide me the preliminary data about your professional profile as a participant in this study. The information asked includes age range, gender, professional background, grade(s) or subjects you teach and the type of school where you teach.

Please provide the following information, which will help to better understand and demographically classify the participants. Please indicate your age with a check mark in the corresponding space, and answer the questions presented.

1. Age Range 18 – 20 _____
 21 – 25 _____
 26 – 30 _____
 31 – 35 _____
 36 – 40 _____
 older _____
2. Gender male _____ female _____
3. Professional Background (highest degree _____)
 University _____
 College _____
 Educational School _____
 Major _____
4. Where did you receive your teaching training?
5. What grade/grades or subjects do you teach?
6. When did you receive your teaching certificate?
7. How long have you been teaching in your current position?
8. Do you live in the community in which you teach?
9. Is your school rural _____ or urban? _____

Perfil del Participante

Estimados participante:

He diseñado esta encuesta con el propósito de obtener información básica acerca de cada uno de ustedes. La información que recolecto a través de esta encuesta me provea datos preliminares sobre su perfil profesional como participante en este estudio. La información que se le pregunta incluye edad, sexo, antecedentes profesionales, grado/s o materia/s que enseña y tipo de escuela donde enseña.

Por favor provea la siguiente información, la que me ayudará a entender mejor y clasificar geográficamente a los participantes. Por favor indique su edad con una marca en el espacio correspondiente y conteste las preguntas que se le presentan.

2. Rango de Edad 18-20
 21-25
 26-30
 31-35
 36-40
 mayor
3. Sexo masculino _____ femenino
4. Antecedentes Profesionales (Su más alto grado _____)
Universidad
Colegio
Escuela Educacional
Especialidad
5. ¿Dónde recibió su entrenamiento de maestro?
6. ¿Qué grado/s o materias enseña?
7. ¿Cuándo recibió su licencia o título de maestro?
8. ¿Por cuánto tiempo ha estado enseñando en su actual posición?
9. ¿Vive usted en la misma comunidad donde enseña?
10. ¿Es su escuela rural _____ o urbana _____?

Appendix G

Exploratory Teacher Induction Survey

(June 2002)

Good morning!

The purpose of this survey is to learn your opinion about teacher induction programs in your educational system. This is a survey designed and implemented by the American Professional Education Consortium (1977). Your answers will provide me the preliminary data about the conditions in which beginning teachers in Honduras are introduced into the profession.

Please answer as completely as possible all the questions. It is not necessary to answer the questions in the exact order that they are presented, nor must you answer each question separately. However, please answer the questions within the following topic areas: teacher induction (including programs or practices that exist in your educational system, participants, and mentors or guidance teachers), government policies related to teacher induction, financing teacher induction, outcomes to teacher induction, and future plans.

Your education system may have several programs or one national program of teacher induction. When answering the questions on the exploratory survey, please choose the program or programs that best represent the current practice in your education system. These programs can emphasize both formal and informal efforts related to teacher induction. Alternatively, if your system is highly decentralized with respect to teacher induction programs or practices, you may submit one or more responses from separate jurisdictions.

To clarify the survey, several terms are defined:

- teacher induction – those practices used to help beginning teachers become competent and effective professionals in the classroom.
- teacher induction program – the actual process or procedures that are implemented in your educational system to assist beginning teachers.
- inductee – a novice teacher who is being introduced to the teaching profession.
- mentor(s) or guidance teacher(s) – individuals who play a significant role in offering guidance and assistance to beginning teachers.
- “successful” teacher induction program – a program that leads to increased teacher retention and/or to development of effective skills and positive attitudes toward teaching.

Teacher Induction

General Strategies

1. Do formal or informal structures or procedures exist in your education system to help new teachers adapt to the classroom environment during their first few years of teaching? Please describe briefly the structures and procedures that exist, how they are implemented, and how commonly they occur in your education system.
2. What connections (formal and informal) exist between pre-service teacher education programs (the formal training, which prepares individuals for a job as a teacher) and efforts to guide, train, and support new teachers in their first year in the classroom? Are there policies or incentives either financial or otherwise, which encourage connections?
3. Please describe briefly and compare the responsibilities and time-use of a first-year teacher and an experienced teacher (an individual who has been teaching for a number of years)? For example, a first-year teacher may have fewer hours assigned to teach in the classroom than an experienced teacher, or an experienced teacher may have more administrative, research, or other responsibilities.

Teacher Induction Programs and Practices

4. What are the teacher induction programs or practices currently in place in your educational system which support beginning teachers at both the primary and secondary school levels? Please describe briefly your teacher induction program(s) and practices, and specify how they are used. Examples of components of teacher induction programs and practices include:
 - mentoring arrangements where a new teacher works with one or more experienced teachers, master teachers or mentors;
 - seminars or meetings meant to give new teachers specific suggestions on both content and methodologies which they can utilize in their own classrooms;
 - model classrooms where new teachers can observe master teachers at work;
 - team teaching where teachers, both new and experienced, teaching the same subject at the same level work together to design lesson plans, teach different segments to all students, and create quizzes and exams, etc.

5. In assisting new teachers, on which of the following areas does your teacher induction program focus? Check all that apply.

☐ teaching methods

☐ curriculum content

☐ advising students

☐ classroom management

☐ familiarity with school policies

☐ working with parents

☐ participating in curriculum and school reform

☐ carrying out school administrative tasks

☐ other (please specify)

6. For each area marked above, does the teacher induction program assist the teacher?
7. Over what period of time do teachers participate in an induction program (for example 6 months, 1 or 2 years)? Is there a formal conclusion to the induction period (for example, is there a test or review that indicates completion and moving from "new" teacher to fully qualified teacher)?
8. Are beginning teachers provided support (for example, release time, a substitute teacher, additional money, or a lighter class load) so that they may participate in induction activities? Are master teachers provided support to participate in induction activities.
9. Is there a system in place to discuss with teachers how they are progressing during their first year of teaching? If so, what is the system?
10. Are beginning teachers provided opportunities, as part of the induction process, to observe and/or participate in teaching and learning activities in exemplary classrooms or schools? If yes, how often do teachers participate?
11. Are tertiary education faculty involved in the induction programs in your education system? For example, for research purposes or for assisting beginning teachers to make the transition into the classroom environment? Please describe briefly how faculty participates in your induction programs.

Participation

12. Who participates in the teacher induction programs? If not all “new” teachers, is this because of capacity problems (for example, there are not enough trained mentor teachers)? Do new teachers have a choice about whether or how they participate?
13. What percentage of new teachers in your public education system is involved in teacher induction programs?
14. Who provides the mentory or guidance to new teachers (for example, experienced teachers, administrators)?
15. What is the selection process for choosing an individual or team to mentor or guide beginning teachers? Are they in the same subject or grade level as the beginning teacher? Do they need a minimum number of years of teaching experience?
16. Is there a training system in place for mentors? Describe briefly this training system.
17. What incentives exist for individuals to become mentors (for example, does their salary increase or does experience as a mentor help in promotions)?

Government Policies Related to Teacher Induction

18. Does your education system have a universally implemented teacher induction program or do local or provincial entities decide individually the induction program to be used? If local or provincial entities choose independently, do the programs vary significantly? Please describe briefly how and why the programs may differ.
19. Is the induction period required for teacher licensure or registration in your education system? Is it required for permanent assignment of employment? For advancement?
20. Are teacher induction programs perceived as a way to increase teacher retention in general or for specific teachers in short supply (for example, secondary education science teachers)? If so, how?

Financing Teacher Induction

21. In a typical year, what is the budget to run an induction program or otherwise provide support, guidance and training for beginning teachers? Please address this question in terms of: (a) local currency, per inductee and (b) induction program cost as a percentage of total education expenditures. What amount is provided to a typical school?
22. Do schools get additional financial resources for taking on a new teacher? For example, do schools receive additional financial support for mentor teachers or for extra teachers to either mentor or substitute in the new teachers classroom?

23. Was the teacher induction program(s) or practices that were chosen by your education system mandated by the national (or provincial, etc). government? If yes, do they finance the induction programs(s)? If they do not, who finances the program(s)?
24. Are beginning teacher salaries reduced while they participate in an induction program, during a “probation” period? Does their salary increase upon completion of the program?
25. What are the major expenditures to run a teacher induction program? For example, is the money spend on mentors, workshops, or extra teachers? Please describe briefly how the money is allocated.

Outcome of Teacher Induction

26. What, if any, evaluation is conducted to determine the effectiveness of teacher induction programs or practices?
27. What are the known or perceived outcomes of your teacher induction programs?
28. In general, would you say these programs or practices are judged as successful in supporting beginning teachers? How does your education system assess success? Please discuss.

Future Plans

29. Are there teacher induction programs or practices in your education system that have been discontinued? Please describe briefly the reasons why the programs or practices no longer exist.
30. Do innovation and/or unique approaches to teacher induction exist in your education system? Please describe briefly. (You may wish to consider those programs that are under innovation or changing the current teacher induction programs(s)?) In what whay do you expect the induction program(s) currently implemented in your education system to evolve over the next 5 years?
31. Do innovation and/or unique approaches to teacher induction exist in your education system? Please describe briefly. (You may also wish to consider those programs that are under development and not widespread in your education system).

ENCUESTA EXPLORATORIA

En las páginas subsiguientes encontrará un cuestionario acerca de los programas de inducción o prácticas que han de existir en su sistema educativo de su país. Por favor conteste tan completamente como sean posible todas las preguntas del cuestionario.

No es necesario contestar las preguntas en el orden exacto en que están presentadas, ni tiene que contestarlas separadamente. Sin embargo, conteste las preguntas dentro de los temas o área siguiente: inducción del maestro (incluyendo programas o prácticas que existen en su sistema educativo, participantes y maestros mentores o consejeros), políticas gubernamentales relacionados con la inducción del maestro, resultados de la inducción del maestro y planes futuros.

Su sistema educativo ha de tener varios programas o un programa nacional para la inducción del maestro. Cuando conteste las preguntas del cuestionario Exploratorio, por favor seleccione el programa o programas que mejor represente la actual práctica de su sistema educativo en cuanto a la inducción del maestro. Estos programas pueden enfatizar ambos, formales e informales esfuerzos relacionados con la inducción del maestro. Alternativamente, si su sistema es altamente descentralizado con respecto al programa de inducción del maestro o prácticas, usted puede dar una o más respuestas de jurisdicciones separadas.

Para aclarar el cuestionario, se le definen a continuación algunos términos:

Inducción del Maestro: Aquellas prácticas usadas para ayudar a maestros principalmente a volverse competentes y efectivos profesionales en el aula de clases.

Programa de Inducción del Maestro: el actual proceso o procedimientos que son implementados (o puestos en práctica) en su sistema educativo para asistir a los maestros principiantes.

Iniciante: Un maestro nuevo que está o se está iniciando en la profesión de la enseñanza.

Mentor o Maestro Guía o Consejero: individuos o maestros con más experiencias quienes juegan un papel significativo ofreciendo consejo y asistencia a los maestros nuevos.

Programas de Introducción de Maestros: Programas que se orientan a la retención y/o al desarrollo de destrezas efectivas y actitudes positivas hacia la enseñanza.

Su respuesta a esta encuesta será incluida en un estudio orientado a una tesis doctoral en educación. Su real nombre no aparecerá y será utilizado solamente con el fin de encontrar respuestas reales a las necesidades y limitaciones con las que los maestros nuevos se encuentran al iniciar su carrera. Los resultados de este estudio podrían ser tomados en cuenta en el futuro para mejorar la calidad de la educación del sistema en el cual usted trabaja y específicamente para asistir en mejor manera a los maestros que han egresado recientemente de las aulas donde se formaron para ejercer la carrera de la enseñanza.

INDUCCION O INTRODUCCION DEL MAESTRO

Estrategias Generales

¿Existen en su sistema educativo estructuras o procedimientos para ayudar a los nuevos maestros a adaptarse al ambiente del salón de clases durante sus primeros de enseñanza?

¿Qué conexiones (formales e informales) existen entre la práctica pedagógica (o sea los programas de pre-servicio o de entretenimiento formal que prepara a los individuos para el trabajo como maestro) y los esfuerzos para orientar, entrenar y apoyar a los maestros nuevos en su primer año en el aula? ¿Hay políticas o incentivo ya sea financieros de otra índole? ¿Qué es lo que estimula esas conexiones?

Por favor describa y compare las responsabilidades y uso de tiempo que un maestro esas con experiencia (maestro que ha estado enseñando pro varios años). Por ejemplo, un maestro en su primer año de enseñanza puede tener un número menor de horas asignadas para enseñar en el aula que un maestro con experiencia, o maestro con experiencia puede tener más responsabilidades administrativas o de otra índole.

Programas y Prácticas de Indole del Maestro.

¿Cuáles son los programas o prácticas actualmente llevadas a cabo en educación secundaria que apoya a los maestros principiantes del nivel primario y secundario?

Favor describa sus programas de introducción del maestro y sus prácticas, especifique como son usados. De ejemplos de componentes de programas y prácticas de introducción del maestro incluyendo:

- Arreglos de orientación donde el maestro trabaja con maestros con más experiencia, consejeros guías.
- Seminarios y reuniones designadas a dar al maestro nuevo sugerencias en cuanto a contenido y metodología que puede utilizar en el aula de clases.
- Aulas de clase modelo donde los nuevos maestros y que con experiencia pueden observar a uno más experto como trabajar.
- Equipo y materiales de enseñanza donde los maestros nuevos y con experiencia enseñando los mismos grados o las mismas asignaturas en el mismo nivel trabajan juntos para diseñar planes de clases, enseñar diferentes segmentos a todos los estudiantes y crear conjuntamente pruebas, actividades, exámenes, etc.

¿Si los maestros nuevos son asistidos, en cuales de las siguientes áreas su programa de introducción del maestro más enfoque?

- *métodos de enseñanza
- *contenido curricular
- *orientación a estudiantes
- *manejo del aula de clases
- *familiaridad con las políticas escolares
- *trabajo con padres de familia

- *participación en la reforma escolar o curricular
- *realización de tareas administrativas
- *otros (por favor especifique)

Seleccione todos los que se apliquen a cada área enfocada. ¿Cómo asiste al maestro el programa de introducción del maestro?

¿En qué período de tiempo participan los maestros en un programa de introducción? (Por ejemplo, seis meses, uno o dos años) ¿Hay alguna conclusión formal acerca del periodo de introducción? (Por ejemplo, hay algún examen o repaso que indique la completación y que pasa de maestro nuevo a maestro totalmente calificado para enseñar).

¿Cuánto tiempo permanecen los participantes en las actividades de introducción? ¿Ocurren esas actividades durante las horas regulares de clases, durante los fines de semana o es una combinación de estos períodos? Si es así, por favor especifique.

¿Son los maestros principiantes provistos de apoyo? (Por ejemplo, tiempo libre, maestro sustituto, pago adicional u horario de clase más liviano) para que ellos puedan participar en actividades de introducción? ¿Se provee apoyo a los maestros entrenadores para participar en actividades de introducción?

¿Hay algún sistema llevándose acabo para discutir con maestros como están progresando durante su primer año de enseñanza? Si es así, ¿cuál es el sistema?

¿Se provee a los maestros principiantes oportunidades como parte del proceso de introducción; para observar y/o participar en actividades de enseñanza y aprendizaje en aulas o escuelas modelo? Si es así, ¿Con qué frecuencia participan los maestros?

¿Hay personal terciario envuelto en los programas de introducción de su sistema educativo? (por ejemplo, ara propósitos de investigación educativa o para asistir a maestros principiantes a hacer su transición de estudiantes a encargados de un aula escolar. Por favor indique como otros maestros participan en sus programas de introducción del maestro nuevo.

Participación

¿Quiénes participan en los programas de introducción de nuevo maestro? Si no todos los maestros “nuevos”, se debe esto a problemas de capacidad ¿(por ejemplo, no hay suficientes maestros guías u orientadores para ayudar). ¿Pueden los maestros nuevos acoger si desean o no participar?

¿Qué porcentaje de maestros nuevos en las escuelas públicas del sistema educativo están envueltos en programas de introducción al maestro?

Maestros Mentores, Guías o Consejeros

Si su programa de introducción incluye maestros mentores, guías o consejeros, por favor conteste las siguientes preguntas:

- ¿Quién provee la ayuda o consejería a los maestros nuevos? (Por ejemplo, maestros experimentados, administradores, etc.).
- ¿Cuál es el proceso de selección para escoger a un individuo, equipo para ayudar a los maestros nuevos? ¿Enseñan ellos las mismas asignaturas o grados que los maestros nuevos enseñan? ¿Necesitan esos maestros guías tener un mínimo de años de experiencia?
- ¿Hay algún sistema de entrenamiento para los maestros mentores, guías de consejeros? Describa ese sistema.
- ¿Qué incentivos existen para los individuos que se convierten en maestros guías de maestros nuevos? (Por ejemplo, se les incrementa el salario o esa experiencia es utilizada para un tipo de promoción o aumento de categoría)

Políticas de Gobierno Relacionadas con la Introducción del Maestro Nuevo

- ¿Tiene su sistema educativo un programa de introducción universalmente puesto en ejecución o en forma local, regional, departamental, distrital, o las entidades deciden individualmente el programa de introducción a ser utilizado? Si las entidades locales o departamentales seleccionan independiente, ¿varían esos programas significativamente? Por favor describa como se diferencian los programas.
- ¿Es la introducción un periodo requerido para recibir un título de enseñanza en su sistema educativo? (No se refiere a la práctica pedagógica como estudiante, sino al primer año como maestro de aula). ¿Es un requerimiento para mantenerse en el puesto o avanzar a la posición?
- ¿Son los programas de introducción vistos como una forma de incrementar la retención del maestro en general o para suplir de pocos maestros a las escuelas? (Por ejemplo, en secundarias en asignaturas específicas) Si es así, ¿Cómo Funcionan éstos?

Financiamiento de la Introducción del Maestro

- En un año escolar típico, ¿Cuál cree que es el presupuesto para llevar a cabo un programa de introducción o de otra manera proveer apoyo, guía o entrenamiento a maestros nuevos? Por favor conteste esta pregunta en términos a) de presupuesto local por maestro nuevo b) como un porcentaje total de los gastos educativos. ¿Qué cantidad cree que se prevé a una escuela común?
- ¿Reciben las escuelas recursos financieros adicionales para ayudar a los nuevos maestros a su capacitación? (Por ejemplo, ¿reciben las escuelas apoyo financiero adicional

para maestros guías o consejeros o para maestros extra ya sea como mentores o por sustituir al maestro nuevo en el aula mientras este se capacita?)

¿Fueron los programas de introducción del maestro de su sistema educativo ordenados por el gobierno central? (o regional). Si es así, financia el gobierno central los programas de introducción? Si no es así, ¿Quién los financia?

¿Son los salarios de los nuevos maestros reducidos mientras ellos participan en programas de introducción, por ejemplo durante el período probatorio si lo existe? ¿Se incrementa el salario a esos maestros al completar el programa?

¿Cuáles son los mayores gastos para manejar un programa de introducción de maestros nuevos? (por ejemplo, se gasta el dinero en maestros guías o mentores, seminarios, cursillos o en salarios extra para maestros? ¿Sabe como es asignado el presupuesto para esta clase de capacitación?

Resultados de la Introducción del Maestro

¿Que evaluación, si alguna es realizada para determinar la efectividad de los programas de la introducción del maestro?

¿Cuáles son los resultados percibidos de los programas de la introducción del maestro?

¿En general, diría usted que estos programas o prácticas son juzgados como exitosos en apoyar a los participantes? ¿Cómo evalúa su sistema educativo el éxito? Por favor descríballo.

Planes Futuros

¿Hay reformas pendientes para cambiar los actuales programas de introducción? ¿En que forma espera usted que los programas de introducción actualmente en práctica en su sistema educativo evolucionarán en los próximos cinco años?

¿Hay programas o prácticas de introducción del maestro en su sistema educativo que tienen que ser descontinuados? ¿Por qué? Describa las razones por las cuales dichos programas no existen o no deben existir más.

¿Existe la innovación y/o un único modelo de programas para la introducción del maestro en su sistema educativo? Por favor describa. (Probablemente usted desea considerar esos programas que están bajo desarrollo y no aún diseminados totalmente o no puestos aun en práctica en el sistema educativo.

Appendix H

Initial Interview

(June 2002)

Good Morning!

The purpose of this session will be to learn from you more about the way you were inducted into the teaching profession. This interview is an extension of the sections from the "Exploratory Teacher Induction" survey. Your answers will help me to grasp a broader idea about teachers in Honduras during their beginning years. The questions are related to general facts, administrative procedures, professional assistance, personal experience, relationships, and problems and limitations as a beginning teacher.

Please answer these questions as accurately as possible. You may add any other information that you consider important to make your response complete. I will record the questions and answers of this interview and transcribe them for analysis. You will be asked to read the transcription for accuracy.

I. General Facts

1. Why did you choose to become a teacher?
2. What are the most common problems that you have faced as a beginning teacher?
3. What is your favorite grade or subject to teach?
4. Please describe your very first day as a classroom teacher.

II. Administrative Procedures

1. Who assigned the position you currently hold?
2. What was the procedure by which you were hired?
3. What is the hierarchic order to go through to seek assistance or to find a solution to your teaching – related problems?

III. Professional Assistance

1. What orientation was given you after being hired as a teacher?
2. Have you had any kind of assistance as a beginning teacher? What kind? When did it start? Do you still have that kind or any other kind of assistance? Who is responsible? How did it help you?

3. Where do you look for help when you need it as a new teacher?
4. Do you get assistance from more experienced teachers? If yes, who asks them to help you? What kind of help do they offer?
5. What do you do when you need additional resources? Where do you look for teaching materials? What are your limitations?
6. Do you think that your educational institution (college or university) prepared you to succeed as a teacher/ Why or why not?
7. In what ways did your college or university provide assistance to make your first year more successful?
8. What continued support do you need to make the rest of the year a success/
9. What additional content, pedagogical or classroom management information would be helpful for you to succeed?
10. What might have been the difference in your beginning teaching career if you had been inducted as a new teacher?
11. How do you think this might have affected your inner landscape as a teacher?

IV. Classroom Management

1. What are the most difficult discipline problems for you to solve as a beginning teacher?

V. Relationships

1. What is your relation with other new teachers? With veteran teachers? Do you help one another?
2. How do you describe your relations with the parents and the community? How did you initiate the contact with parents?

VI. Other Comments

Is there anything else you would like to add that we have not talked about?

ENTREVISTA INICIAL

Seguidamente usted se le hara una serie de preguntas relacionadas con el primer “Cuestionario Exploratorio” que ya contestó. Las preguntas están relacionadas con aspectos generales como maestro nuevo, procedimientos administrativos, asistencia profesional, experiencias personales, relaciones, así como problemas y limitaciones como maestro principiante. Usted es libre de contestar estas preguntas o decidir no dar respuesta a alguna de ellas. Además puede agregar cualquier otro aspecto que usted considere importante para hacer la información más correcta.

Factores Generales

¿Por qué decidió ser maestro?

¿Cuáles son los problemas mas comunes que usted enfrenta o ha enfrentado por ser o haber sido maestro principiante?

¿Cuál es su grado o materia favorita de enseñanza?

Por favor describa su primer día de clases como maestro de aula.

Procedimientos Administrativos

¿Quién le asignó la posición que atualmente ostenta?

¿Cuál es el procedimiento que siguió para que se le asignara su plaza en propiedad?

¿Cuál es el orden jerarquico que usted sigue para buscar asistencia y encontrar solución a sus problemas relacionados con la enseñanza?

III. Asistencia Profesional

1. ¿Qué orientación se le proporcionó después de habersele asignado su plaza?

¿Ha tenido usted alguna asistencia como maestro principiante? ¿Qué clase de asistencia u orientación? Cuándo fue iniciada? ¿Cuenta todavía con esa asistencia? ¿Quién fue la persona responsable de brindársela? ¿Cómo le ayudó en su papel de maestro nuevo?

¿Adónde acude por ayuda cuando la ha necesitado o la necesita por ser o haber sido maestro principiante?

¿Recibe usted asistencia de maestros más experimentados? Si es así, ¿Quién les solicita que ayude? ¿Qué clase de ayuda ofrecen esos maestros?

- ¿Qué hace? Donde busca sus materiales de enseñanza? ¿Cuáles son sus mayores limitantes en este aspecto?
- ¿Cree usted que su institución educativa (colegio o universidad) lo/la preparó eficientemente para realizar su trabajo? ¿Por qué o Por qué no?
- ¿En qué forma podría su colegio o universidad donde usted estudió proveerle asistencia para hacer o haber hecho su primer año de enseñanza más exitoso?
- ¿Qué apoyo sostenido necesita o ha necesitado para hacer el resto del año escolar más exitoso?
- ¿Qué contenido adicional, pedagógico y/o información sobre el manejo del aula de clases contribuiría a su éxito como maestro?

IV. Manejo de Disciplina en el Aula

- ¿Cuáles son los problemas de disciplina más difíciles de solucionar como maestro principiante?

V. Relaciones

- ¿Cuál es o ha sido su relación con otros maestros principiantes? ¿Se ayudan unos a otros?
- ¿Como describe sus relaciones con los padres de familia y la comunidad?
 - ¿Como inició contacto con los padre de familia?

VI. Algún otro aspecto no mencionado aquí y que usted quisiera agregar para hacer la información más completa?

Appendix I

Beginning Teacher's Concerns Survey

(July 2002)

Good Morning!

The purpose of this session is to learn your opinion about different concerns regarding teaching. This information is related to your needs for assistance as a classroom teacher. It contains four different sections called concerns: Teaching/management concerns (four questions); planning concerns (four questions); relationship concerns (three questions) and other concerns (nine questions). Please answer these questions and provide a rationale for your response.

I. Teaching/Management Concerns

1. What is the process by which students in the school and the classroom are controlled, managed or punished?
2. How do you achieve motivation and student's participation?
3. How do you accommodate individual differences among your students?

II. Planning Concerns

1. How much planning time do you allow yourself for each class/course, daily/weekly?
2. When and where do you do your planning for teaching?
3. How do you locate teaching resources, materials, instructional curricula, and human resources to assist you?

III. Relationship Concerns

1. Have you ever approached the principal or your colleagues to ask for assistance? Describe.
2. Describe your contacts with parents and community.
3. How do you balance your professional and personal life?

IV. Other Concerns

1. Are your school's procedures, rules, and guidance easy to follow?
2. Have you received instruction on ways to help your students achieve their academic goals?
3. What do you do when you feel as though you lack a broad repertoire of instructional approaches to help students meet academic goals?
4. What do you do when you are not familiar with the textbooks and other resources to be used/
5. What stress is related to teaching?
6. How do you apply theory to practice in your teaching?
7. What administrative positions do you have? How does this influence your teaching responsibilities?
8. How do you manage your multi-grade teaching?
9. What concerns do you have regarding your inner life because of the way you are teaching?
10. Please add any other concerns that you consider important to make this survey more complete.

“PREOCUPACIONES DE LOS MAESTROS PRNCIPIANTES”
(Cuestionario)

Seguidamente, encontrara varias preguntas relacionadas con las “Preocupaciones de los Maestros Principiantes”. Este cuestionario ha sido elaborado por la persona conductora del estudio para conocer su opinion acerca de los diferentes aspectos que los maestros principiantes pueden enfrentar como preocupaciones. Por favor conteste estas preguntas y provea un razonamiento para su respuesta.

Preocupaciones sobre el Manejo de la Ensenanza

¿Cuál es el procedimiento utilizado en su escuela/colegio y en el aula de clases para controlar o disciplinar a los estudiantes?

¿Cómo logra usted la motivacion y participacion de sus estudiantes?

¿Cuáles son las formas o criterios que usted utiliza para evaluar el trabajo de sus estudiantes?

¿Cómo acomoda las diferencias individuales entre sus estudiantes?

Planeamiento de Clases

¿Cuánto tiempo se permite a usted mismo para planear sus clases diariamente o semanalmente?

¿Cómo distribuye usted el tiempo para la enseñanza, planeamiento y otras actividades diarias en la escuela?

¿Cómo maneja su tiempo para la enseñanza, planeamiento y actividades de aprendizaje suyas o estudios fuera de la escuela?

¿Cómo localiza recursos para la enseñanza, materiales, currículo y recursos Humanos que ayuden a su trabajo de enseñanza?

III. Preocupaciones Acerca de Relaciones

Describa la forma como busca ayuda de su director/directora y de sus colegas.

Describa sus contactos con padres de familia y la comunidad.

¿Cómo balancea su vida profesional y personal?

IV. Otras Preocupaciones

11. ¿Son los procedimientos, mormas y reglas de su escuela/colegio fácil de seguir?

12. ¿Ha Recibido instrucción sobre maneras de como ayudar a sus estudiantes a lograr sus objetivos académicos?
13. ¿A quién o dónde acude cuando no tiene un amplio repertorio de enseñanza que permita a sus estudiantes lograr sus objetivos académicos?
14. ¿Qué hace cuando no se ha familiarizado con los libros de texto y otros recursos que necesita utilizar?
15. ¿Sufre algunas veces de estrés relacionado con su trabajo en la enseñanza?
16. ¿Cómo aplica usted la teoría a la práctica en la enseñanza?
17. ¿Qué responsabilidades administrativas tiene usted además de enseñar?
¿Qué influencia positiva o negativa tienen esas responsabilidades sobre su posición en la enseñanza?
18. Describa como maneja su enseñanza multigrado si enseña más de un grado.
19. Por favor agregue cualquier otra información que considere importante para hacer este cuestionario mas completo. (Puede escribir en el dorso de cada página).

Appendix J

Beginning Teacher's Conceptions about the Importance of Professional Support Survey

(July 2002)

Good Morning!

The purpose of this session is to learn your opinion about the importance of professional support. This survey will be a part of the conclusions and recommendations chapter of the dissertation. The goal is to learn in what areas you have received more or less support. Your answers are very important to me in order to draw conclusions for this research project.

Please indicate how much support you feel and receive in each of these areas by assigning a number according to the level of support you have received or are receiving as a beginning teacher. (1 = No support, 3 = Minimal support, 5 = Extreme support)

I. Areas of Support**A. Instructions and evaluation systems**

1 3 5

B. Supplementary resources

1 3 5

C. Emotional

1 3 5

D. Managerial and planning

1 3 5

E. Parents and community

1 3 5

F. Discipline management

1 3 5

G. Administrative responsibilities

1 3 5

II. Rank in order from most important to least important the seven areas of support listed above.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

III. Give a rationale for the ranking of the items in section II.

For you to be successful, in which areas must you receive the most support?

IV. What additional areas of support do you think are needed? Please explain why these would be important for your success as a teacher?

**“OPINION DE LOS MAESTROS PRINCIPIANTES
ACERCA DE LA IMPORTANCIA DE APOYO PROFESIONAL”**

La persona conductora del estudio ha diseñado este cuestionario sobre la “Opinión de los Maestros Principiantes Acerca de la Importancia de Apoyo Profesional”. Algunas áreas de apoyo son presentadas. Por favor indique cuánto apoyo cree usted que recibe en cada una de estas áreas. Asigne un número de acuerdo al nivel de apoyo que ha recibido o está recibiendo como maestro principiante. (1=No apoyo, 3=Apoyo mínimo, 5=Supremo apoyo).

Areas de Apoyo

A. Sistemas de instrucción y evaluación

1 3 5

Recursos Suplementarios

1 3 5

Emocional

1 3 5

Planeamiento y manejo del aula de clases

1 3 5

Padres de familia y la comunidad

1 3 5

Manejo de Disciplina

1 3 5

Responsabilidades Administrativas

1 3 5

II. De las siete áreas de apoyo, provea un rango u orden de la más Importante a la menos importante

1,

2.

3.

4.

5.

6.

7.

III. Provea un razonamiento para la clasificación hecha en el numeral II.

Para que usted tenga éxito como maestro/a, en cuáles de estas áreas debe recibir más apoyo?

IV. ¿Qué otras áreas adicionales de apoyo cree usted que se necesitan? Por favor explique por qué.

VITA



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