

ORIENTATION PROGRAMS IN SELECTED SCHOOL
DISTRICTS AND THEIR RELATIONSHIP TO THE
PERCEPTIONS OF BEGINNING TEACHERS

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OF BEGINNING TEACHERS

by

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AN ABSTRACT

Submitted to the School of Advanced Graduate Studies
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ABSTRACT

The problem of this study was to determine the perceptions held by beginning elementary teachers from selected Michigan school districts of their own orientation experiences in relation to the problems which they perceived during their initial year of teaching.

In order to study the problem, information was gathered by use of a questionnaire from 137 beginning elementary teachers in the selected Michigan school districts.

The characteristics of the beginning teachers included in this study were similar to those of teacher groups in Michigan and the United States. Eighty-five and four-tenths per cent of them were women between the ages of twenty and twenty-five years. Over half of them had majored in elementary education, lived within the community in which they taught, and were planning to teach in the same school the following year.

This study presented data which revealed the statistically significant relationships in the following hypotheses:

1. Beginning teachers of different social groups, such as those based on age, sex, undergraduate major, residence, as well as those who have had different student-teaching and teaching experiences do not differ with respect to perception of problems on human relations, on mechanics of teaching, of professional aspects of their positions, and of the community.

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2. Beginning teachers perceive different sources as helpful for different types of problems.

3. Beginning teachers perceive the orientation procedures used in their schools as helpful in some types of problems.

4. The orientation procedures do not meet all types of problems perceived by the teachers.

5. Teachers recommend many different types of orientation procedures which they do not perceive in the present orientation programs.

The conclusions were:

1. Present orientation programs deal with aspects of teaching which are of minor importance to beginning teachers.

2. The present orientation practices mainly provide information to help in coping with problems involving the administrative details of teaching.

3. The chief concern of beginning teachers is with problems involving human relations in the classroom.

4. By the end of the year beginning teachers are concerned not only with classroom relations but also with the broader school and community problems.

5. The beginning teacher seems to turn most frequently to experienced colleagues and the school administrator for assistance in solving all types of problems.

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6. Despite the fact that present procedures are not always considered helpful by beginning teachers, they nevertheless recommend them for other beginning teachers.

7. Almost half of the teachers now working in elementary schools majored in secondary education.

It is recommended that:

1. A new concept of orientation is needed.
2. The persons involved in the development of programs should be changed.
3. The focus of orientation programs should change.
4. Orientation procedures should be changed.
5. The basis for evaluating orientation programs should be changed.
6. The role of the administrator in orientation should be changed.
7. Special procedures should be provided.
8. Further research is needed.

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CHAPTER I

INTRODUCTION

The beginning teacher's impression of a new school situation is generally believed to be important. Frequently these perceptions, whether adequate or not, persist for a long period of time. The beginning teacher's initial opportunity to develop an adequate impression of the new school situation comes during recruitment and the first few weeks of the school year.

Ordinarily the task of forming adequate first impressions is a difficult one. The task seems to be increasingly more difficult because of the great changes which have come about in the factors which affect teaching. For example, the setting in which teaching occurs is becoming increasingly complex. School districts are becoming larger and more centralized. Curricula have been expanded and diversified. Teachers are expected not only to know more, but also to apply knowledge over a broader range of children's individual differences. Similarly, the community setting has changed. Local communities no longer represent homogeneous groups. The teacher is frequently confronted with many publics to be served. The attitudes which a teacher carries

from the preparatory institution into the beginning teaching assignment may not always be appropriate.

In addition, the teacher's role has become more and more involved in the administration of the school. Questions of planning, staffing, directing, evaluating, and reporting on the total school enterprise consume an increasing amount of a teacher's time. Such activities as school plant planning, curriculum development, and text book selection are customarily a part of the diversified role of the teacher.

Educators have become increasingly aware of the need for helping beginning teachers during the first year of teaching. They recognize that, although a certificate gives a person the right to teach, additional training is required before that person can be an effective participant in the classroom.¹ One of the methods which educational administrators have utilized in order to achieve more effective teaching has been an orientation program for beginning teachers.

Types of Orientation Programs

Schools have traditionally provided orientation procedures which have consisted of large group meetings,

¹Melvin M. Tower, "A Study of Beginning Elementary Teachers' Problems and Induction Practices With Special Reference to the Indianapolis Public Schools (unpublished Doctor's thesis, School of Education, Indiana University, Bloomington, 1955), p. 7.

formal events, and printed materials, such as teachers' handbooks, teachers' bulletins, courses of study, and school papers.

The results of such orientation procedures have not always conveyed a fully realistic picture of the new school situation. Usually only the strengths of the schools are defined under such programs.¹

In the author's view, orientation is a total educational process for both beginning teachers and the established staff. Many of the formal procedures of orientation now being used, may be used, but orientation materials should become a tool in the total process. The primary focus is on the needs, attitudes, and values of new and experienced staff.

In such a view of orientation, the problem becomes logically one of helping beginning teachers obtain a realistic perception of the school, including both its strengths and weaknesses, accept the school for what it is; and identify with the goals and purposes of the school.

Since orientation so viewed requires changes in the needs, attitudes, and values of participants, rather than information-giving alone, programs developed from this point of view involve a much longer period of time than do current programs. Orientation then becomes a continuous process

¹M. W. Wallace, "New Teachers' Evaluation of Induction Techniques," North Central Association Quarterly, 25:381-382, April, 1951.

which begins with recruitment and continues with the supervision of instruction.

Purpose of the Study

Before a study of orientation programs can be developed properly it is essential that current practices be defined adequately. It becomes imperative that information be gathered about the specific aspects of orientation which have meaning and purpose for beginning teachers.

The purpose of this study is to analyze commonly practiced orientation procedures in terms of their meaning to the beginning teachers. The problem, therefore, becomes one of determining the perceptions which beginning teachers have of their orientation experiences during their initial teaching year.

Theoretical Framework

To analyze these commonly practiced orientation procedures and to determine the perceptions of the teachers, it was first necessary to employ a useful theoretical framework. Since the particular theory to be used depends upon the nature of the problem, a theory which is concerned with the needs, values, and perceptions of teachers was required for this study.

In order to deal with the problem, a perceptual theory patterned after that of Lecky, Rogers, Snygg,

Combs, and Bills¹ was developed.

The following theoretical assumptions were developed from their theory so as to give over-all direction to the study:

1. A beginning teacher behaves consistently with his own beliefs about the realities of the new school situation.²
2. These realities may be perceived differently by experienced staff and by beginning teachers. Nonetheless, the only reality upon which the beginning teacher acts is peculiarly his own perception.³
3. In order that the new teacher may feel a part of the new school and its faculty, it is necessary that he develop a perception of the needs, values, and attitudes of the resident staff; accept the staff's perceptions of reality and differences; and harmonize these beliefs with his own.⁴

¹Robert E. Bills, "About People and Teaching," Bulletin, Bureau of School Service, XXVIII, No. 2 (December, 1955), University of Kentucky, Lexington, p. 6.

²C. E. Rogers, Psychotherapy and Personality Change (Chicago: University of Chicago Press, 1954), p. 32.

³Robert E. Bills, "Self Acceptance and the Perceptions to Other Persons" (unpublished manuscript, University of Kentucky, Lexington, Kentucky, 1955).

⁴Ibid.

4. For orientation to be effective, resident personnel must come to accept the beginning teacher's own perceptions.¹
5. One measure of the beginning teacher's perceptions of reality is the types of problems he perceives in the new school situation.²
6. Orientation properly begins, therefore, with the problems perceived by beginning teachers.
7. Learning of new perceptions is most easily accomplished in warm interaction with resident personnel whom the beginning teacher believes to be important to him.³
8. The development of increasingly adequate perceptions depends upon the opportunities for a variety of experiences from which the beginning teacher is free to choose.⁴

Statement of the Problem

The primary problem with which this study dealt was the determination of beginning teachers' perceptions of

¹Rogers, op. cit., p. 32.

²Bills, "About People and Teaching," op. cit., p. 6.

³D. Snygg and A. W. Combs, Individual Behavior (New York: Harper and Brothers, 1949), p. 32.

⁴Bills, "About People and Teaching," op. cit., p. 6.

their own orientation experiences in relation to the problem which these teachers perceived during their initial year of teaching.

Six sub-problems were identified. These were:

1. To determine the personal and professional characteristics of beginning elementary teachers in selected Michigan school districts;
2. To determine the types of personal and professional problems perceived by beginning teachers in selected Michigan school districts;
3. To determine the types of orientation procedures frequently practiced in selected Michigan school districts;
4. To determine the congruity of practices and problems as perceived by beginning teachers in selected Michigan school districts;
5. To determine the sources of significant help perceived by beginning teachers; and
6. To develop implications for organizing and conducting orientation programs consistent with these perceptions.

Hypotheses to be Tested

When the sub-problems were viewed in terms of the theoretical assumptions five general hypotheses were developed. These were:

1. Beginning teachers of different social groups, such as those based on age, sex, undergraduate major, residence, as well as those who have had different student teaching and teaching experiences, do not differ with respect to their perception of the problems of human relations, the mechanics of teaching, the professional aspects of their positions, and the community.

Sub-Hypotheses:

- A. There is no significant difference in the perception of these problems according to differences in age.
- B. There is no significant difference in the perception of these problems between male and female teachers.
- C. There is no significant difference in the perception of these problems among teachers with different undergraduate majors.
- D. There is no significant difference in the perceptions of these problems among teachers with different levels of student teaching experience.
- E. There is no significant difference in the perceptions of these problems according to differences in the residence of teachers, i.e. whether they live in the community where they teach or not.

2. Beginning teachers perceive different sources as helpful for different types of problems.

Sub-Hypotheses:

- A. The major source of help on human relations problems is the administrator or principal.
 - B. The major source of help for mechanical problems is the administrator or principal.
 - C. The major source of help for professional problems is the administrator or principal.
 - D. The major source of help for community problems is the experienced teacher.
3. Beginning teachers perceive the orientation procedures used in their schools as helpful in some types of problems.
 4. The orientation procedures do not meet all types of problems perceived by the teachers.
 5. Teachers recommend many different types of orientation procedures which they do not find in the present orientation program.

Limitations of the Study

In the establishment of an effective orientation program for new teachers Lloyd S. Michael¹ stressed three points. First, the problems commonly encountered by new

¹Lloyd S. Michael, "Orienting New Teachers," National Association of Secondary Principals, XXXIV (December, 1950), pp. 72-78.

teachers should be identified by administrators; second, the major needs of the newly elected teachers should determine the purposes of the induction program; and third, all possible techniques should be utilized in the program which will facilitate the teacher's induction into the school and community.

In dealing with the problem the following limitations were recognized:

1. This study was limited to twelve selected school districts of the State of Michigan.
2. Ideally, perceptions of administrators, faculty, residents of community, and student groups would produce helpful comparisons but this study is limited because of time, finance, and practicability to the perceptions of beginning teachers.
3. Only data collected in a questionnaire to the beginning elementary teachers in the selected school districts were included.
 - A. The questionnaire in large measure elicited structured responses.
 - B. No means of evaluating the responses were utilized.
4. No attempt was made to collect data from administrators.

Summary

The task of adequately forming first impressions by beginning teachers is increasingly difficult due to changes in the factors which affect teaching. One of the methods which educational administrators have utilized in order to achieve more effective teaching has been an orientation program for beginning teachers. The orientation is viewed as helping the beginning teacher obtain realistic perceptions of the school including both its strengths and weaknesses, of helping the beginning teacher accept the school for what it is, and of helping the beginning teacher to identify himself with the goals and purposes of the school. Orientation is a continuous process which begins with recruitment and continues with the supervision of instruction.

The problem with which this study dealt was to determine the beginning teachers' perceptions of their own orientation experiences in relation to the problems which these teachers perceived during their initial year of teaching.

Definition of Terms

In this study, specific operational terms were defined as follows:

Beginning Teacher

The beginning teacher is the experienced or inexperienced teacher who is employed for the first time in the school situation under study.

Orientation

Orientation includes all those formally constituted acts and procedures of a professional and personal nature by which a school district seeks to aid beginning teachers in becoming acquainted with and adjusted to the new school environment.

Elementary Teacher

The elementary teacher is a teacher teaching a grade between kindergarten and sixth grade, inclusive.

Perception

Perception is the behavior of people according to their beliefs about reality. What a person does seems intelligent to him and also to others when they see the world through his eyes. People's views of reality are in a large measure personal, being influenced by their needs, values, physiological structure, fears, self-concept, beliefs about other people, and opportunities.

Reality

Reality is the complex of perceptions most people seem to hold in common.

Synopsis of the Study

Antecedents of the study are reviewed in Chapter II. In Chapter III the manner in which the problem is approached and how the population was determined, the methods employed

in constructing and administering the questionnaire, and the methods of treating the resulting data are described. The status and general characteristics of the beginning teachers who answered the questionnaire are set forth in Chapter IV. In Chapter V, the problems which the beginning teachers perceived are analyzed. Sources which beginning teachers perceived as helpful and the ratings of helpfulness of these sources are described in Chapter VI. Chapter VII includes a review of the orientation procedures of the selected school districts which are included in this study. Chapter VIII summarizes the study and sets forth tentative implications for further research and for improvement of current orientation practices and teacher preparation programs.

CHAPTER II

ANTECEDENTS OF STUDY

Within the past thirty years, 109 studies have been reported in the Encyclopedia of Educational Research, Educational Index, Readers' Guide, Research Bulletins, Summary of Dissertations, and The Educational Review dealing with various aspects of teacher orientation. Some of these studies are in the nature of a survey of orientation procedures. Some are reports and evaluations of the effectiveness of orientation programs, while others are studies on the relationship of orientation to teacher adjustment. In this chapter such materials as are pertinent to this study will be reviewed and summarized.

Types of Previous Investigations

Surveys

Many studies within the past thirty years have been in the form of surveys. Some determined the extent and type of orientation practices and procedures in the United States, while others were surveys to determine the extent of orientation programs on regional or state levels.

Nationwide.--Superintendents of 1,756 systems reported¹ the following orientation procedures: specific help in locating living quarters, 82 per cent; conferences with new teachers soon after school opens, 71 per cent; provision of personal copies of rules and regulations governing school systems, 67 per cent; reception, tea, or social function early in the year, 47 per cent; new teachers report several days earlier for special meetings and discussions, 24 per cent.

The National Education Association² reported the following orientation practices in 88 city school systems in 35 states: pre-school induction programs in 74 school systems, social activities in 62 school systems, teachers' handbooks in 51 schools, in-service opportunities for new teachers in 42 school systems, and teacher sponsors in 36 school systems.

The study by Walker³ which was a preliminary survey of the orientation procedures used for 300 teachers of the largest school systems in the United States concluded:

¹N.E.A., Research Division, "Teacher Personnel Procedures: Employment Conditions in Service," Research Bulletin, 20:111-12, 1942.

²American Association of School Administrators, Research Division of the National Education Association, Teacher Orientation Programs in City School Systems, September, 1952, 48 pp.

³Robert N. Walker, "Procedures to Facilitate the Induction and Adjustment of Beginning Teachers" (unpublished Ph.D. dissertation, University of Virginia, 1939), 242 pp.

1. Beginning teachers receive attention moderate in amount and quality from administrators in coping with induction and adjustment of problems.
2. Devices receiving most frequent use in all schools contacted in the study include: encouraging the beginner to seek help voluntarily and without restraint; providing more administrative and supervisory attention to beginners; assigning classes.

Johnson¹ secured information from 215 school systems in the United States. He reported that:

There is no positive relationship between the size of the school systems and definiteness of plans for facilitating the adjustment of new teachers.

Tate² reported induction practices in small schools considered most helpful by both teachers and superintendents were individual conferences with superintendents prior to the opening of school, conferences following classroom visits by superintendents, and general teachers' meetings early in school year to explain administration organization, routine, and the like. Induction practices given high rank in value by teachers but less value by administrators were consulting older established teachers regarding teachers' problems; teachers' guides, manuals, or courses of study covering instructional practices and curricula; and routine

¹Orlando H. Johnson, "The Adjustment of New Elementary School Teachers in City School Systems" (unpublished Master's thesis, Department of Education, University of Chicago, 1929).

²M. W. Tate, "The Induction of Secondary School Teachers," School Review, 51:150-57, 1947.

and professional reading suggested by the superintendent. Induction practice ranked low in helpfulness by teachers but very highly ranked by superintendents were general teachers' meetings just before the opening of school, administrative and supervisory bulletins and plans, outlines, and instructional units prepared by the teacher's predecessor.

Regional and state levels.--Harold Partridge¹ reported the induction practices in the states of Nebraska, South Dakota, Iowa, Missouri, Kansas, Colorado, and Wyoming were group conferences and regular teachers' meetings. A limited use was made of printed materials, manuals, and handbooks.

Strickland² reported the following conclusions from a study including 1,242 new teachers in Ohio: 36 per cent of the new teachers reported that they had organized orientation programs, while 35 per cent stated they had only incidental orientation programs; 24 per cent indicated they had no orientation programs at all, and 5 per cent failed to note whether or not they had any orientation assistance.

¹Harold Partridge, "The Induction of Teachers Into Service in the Schools of Nebraska and Adjoining States" (unpublished Master's thesis, Department of Education, University of Nebraska, 1933).

²Evert C. Strickland, "Orienting the New Teacher," Ohio Schools, XXXIV, No. 6 (September, 1956), pp. 10-11.

Broad¹ reported the following conclusions from a study of orientation for teachers: (1) a number of valuable techniques might be used by any school system in its program of orientation; (2) housing and personal services are vital to the new teacher's well-being; (3) day-by-day operation of any system should be explained early and often; (4) the philosophy, the policies, and all the services of the school and community should be made known to the new teacher as soon as possible; and (5) new teachers may find it difficult to assimilate the vast amount of information presented in one or two days of intensive orientation.

Evaluation

Several studies have evaluated the effectiveness of orientation procedures. These investigations approached the study of orientation programs from the evaluation of the effectiveness in terms of judgments of experienced teachers and administrators, and the relationship of orientation procedures to problems perceived by teachers.

People evaluation.--Some of the orientation techniques ranked in descending order of frequency as reported by Wallace are:² (1) holding a general faculty meeting to

¹George R. Broad, "Orienting New Teachers," National Association of Secondary Principals, Bulletin, XXXIV (December, 1956), p. 67.

²Wallace, op. cit., pp. 381-394.

discuss the over-all school program, (2) providing information concerning specific teaching and building assignment, (3) making pupil personnel records available to all new teachers, (4) holding individual conferences with building principal, (5) paying careful attention to assignment in the major field of preparation only, (6) assisting new teachers in understanding the mechanics of pupil personnel records, (7) giving special aid and assistance in getting oriented to the school plant, (8) holding special orientation conferences for all new teachers, (9) giving assistance in securing adequate housing, and (10) holding individual conferences with elementary supervisors.

In a survey of 88 school systems, the National Education Association¹ found the common orientation practices reported by superintendents were: (1) pre-school induction programs in 74 school systems, (2) social activities in 62 school systems, (3) handbooks in 51 school systems, (4) in-service opportunities for new teachers in 42 school systems, and (5) teacher sponsors in 36 school systems.

Bachman² found that beginning teachers and supervisors reported the following procedures as helpful: a general meeting of all teachers at the beginning of the

¹American Association of School Administrators, op. cit.

²Lucy Bachman, "Problems of a Group of Beginning Elementary Teachers as They Relate to Pre-Service Preparation and In-Service Training" (unpublished Ph.D. dissertation, University of Indiana, 1950), 157 pp.

school year, issuance of the administrative handbook, and assignment of helping teachers of the same grade to new teachers.

Shockley¹ attempted to determine the common induction practices in selected school systems in the United States. He summarized his findings in the following manner:

It may be noted that the practice most regularly used . . . the general faculty meeting . . . scored almost last in the "extremely valuable" column, although thirty-two considered it to have considerable value. The highest value was attached to those practices which bring the new teacher and other staff members together in a person-to-person or small group relationship. The tenth practice . . . an organized in-service program . . . seems worthy of mention, since its evaluation rates much higher than its actual usage. The eleventh practice . . . the workshop . . . was rated on use and value, probably because of lack of familiarity with the possibilities of the practice.

Tate² in a study of Idaho schools indicated that the orientation practices ranked most helpful by both teachers and superintendents were conferences with superintendents prior to the opening of school, conferences with the superintendents following his classroom visits, and general teachers' meetings early in the year to explain administrative organization and routine. Induction practices given high rank in value by teachers but of less value by administrators were consulting older teachers regarding new

) ¹R. J. Shockley, "Promising Practices in the Induction of Teachers," North Central Association Quarterly, 25:381-394, April, 1951.

²M. W. Tate, "The Induction of Elementary School Teachers," Educational Administration and Supervision, 28:382-383, May, 1942.

teacher problems, teacher's guides, manuals, courses of study and professional readings suggested by the superintendent. Induction practices ranked low in helpfulness by teachers but of great value by superintendents were general teachers' meetings just before the opening of school, administrative and supervisory bulletins and plans, outlines, and instructional units prepared by the teacher's predecessor.

The Tate study indicates that individual conferences with the superintendent or supervisor prior to the beginning of school were ranked first in helpfulness, even though only 76 per cent of the teachers reported having this experience. Other helpful practices which were mentioned by beginning teachers were: (1) general teachers' meetings just prior to the opening of school; (2) the practice of consulting an older established teacher regarding problems; (3) individual conferences with superintendent or supervisor; (4) new teacher group conference prior to the opening of school; (5) teacher's guides, manuals, courses of study, et cetera; (6) preparation of plans regarding instructional units, et cetera, at the opening of the year; and (7) administrative and supervisory bulletins.

Some of the induction practices which were of little or no value to beginning teachers were: (1) professional reading based on books or periodicals suggested by the superintendent or supervisor, (2) plans and outlines of the predecessor, (3) community reception of teachers,

(4) general teachers' meetings devoted to the study of school philosophy, and (5) visiting the homes of pupils early in the year.

In an effort to reduce the high rate of teacher turnover, Edmonson¹ reported that the following practices were helpful: (1) help in finding an attractive place to live, with special attention to protect the teacher against undesirable neighborhoods; (2) advice given to the teacher during the summer months regarding the proposed teaching assignment, including information on the school's basic text-books, the course of study, and similar matters; (3) invitation to the teacher to come to the community a day or two before the opening of school to become acquainted with the school and community; (4) request that former teachers extend help to newcomers; (5) organized social and recreational activities in which new teachers will have adequate opportunity to participate; and (6) helping beginning teachers avoid heavy demands from outside organizations during the first year.

Relationship of orientation procedures to problems perceived by teachers.--Spears² reported a study of problems

¹J. B. Edmonson, "Assisting the New Teacher," Bulletin National Association of Secondary Principals, XXXIX (January, 1945), p. 35.

²Harold Spears, "What Disturbs the Beginning Teacher," School Review, 53:458-63, 1945.

of 102 teachers after ten weeks of teaching. Two-thirds of the group were disturbed by problems. Thirty-two teachers or 50 per cent of the disturbed group were concerned with pettiness in professional relationships between teachers and between teachers and administrators or supervisors, narrow mindedness and intollerance, distorted pupil-teacher relations, dictatorial methods, and gossiping. One-third of the beginners expressed alarm at the rigidity of the curriculum, the traditionalism of fellow teachers, lack of enthusiasm for newer methods, the discrediting of ideas of beginning teachers, and administrative emphasis on conformity.

In order of frequency, the following types of adjustment problems were reported by Tate¹ for 64 beginning teachers: school discipline, teaching outside the field of preparation, understanding the philosophy and objectives of school relations to other teachers, housing and living conditions, finding recreation, being able to confer with a busy superintendent, and finding time to take part in civic affairs.

Johnson and Umstattd² analyzed the instructional difficulties of beginning teachers reported by 119

¹Tate, op. cit., pp. 150-157.

²P. O. Johnson and J. G. Umstattd, "Classroom Difficulties of Beginning Teachers," School Review, 40:682-86, 1932.

superintendents of schools. They listed the following items as causing most difficulty, ranked in order of the most difficult first: remedial instruction, use of test results, diagnostic testing, adaptation of subject matter to pupil needs, training in habits of study, supervised or directed study, discipline, classroom management, matriculation procedures, and stimulating and utilizing student participation.

Barr and Rudisill¹ in a follow-up study at the University of Wisconsin, reported that the ten most common difficulties of teachers and principals were: (1) control over pupils, (2) provisions for individual differences, (3) presentation of subject matter, (4) motivation, (5) organization of work and teaching materials, (6) conditions of work, (7) measurement of achievement, (8) teacher and pupil participation in recitation, (9) making of assignments, and (10) adjustment by the teacher to the classroom situation.

Except for an occasional difference in emphasis, the principals and teachers in Barr and Rudisill's study² generally agreed on the difficulties of teachers. Four difficulties listed by teachers not mentioned by principals were: (1) conditions of work, (2) adjustment of the teacher

¹A. S. Barr and Mabel Rudisill, "Inexperienced Teachers Who Fail and Why," Nation's Schools, 5:30-34, February, 1930.

²Ibid.

to the classroom, (3) lesson planning, and (4) administrative details. Principals listed four difficulties that were not mentioned by beginning teachers: (1) personal characteristics of the teachers, (2) appreciation of the importance of pupils rather than subject matter, (3) teachers' relations to school and community, and (4) failure to use instructional material.

In another study of Wisconsin teachers, Thiel¹ reported that administrators, supervisors, and beginning teachers were in general agreement on problems of classroom procedure. The ten problems in teaching agreed upon by teachers, principals, and supervisors ranked in descending order of difficulty, were as follows: (1) getting pupils to make careful preparation, (2) adapting assignments to individual differences, (3) planning assignments, including use of unit plans, (4) getting pupils to use good English, (5) getting pupils to correlate related subject matter, (6) keeping pupils interested during the entire period, (7) conducting effective drill work which results in satisfactory retention, (8) grading papers and assigning equivalent grades, (9) teaching without suitable reference materials and supplies, and (10) maintaining good discipline in the classroom.

¹R. B. Thiel, "What Major Problems Confront the Classroom Teachers?," Nation's Schools, 6:27-32, September, 1950.

Eliassen¹ reported, in order of frequency, the problems of 602 recent graduates from Ohio State University: stimulation of interest, discipline or control of pupils, provisions for individual differences, adjustment of teacher to classroom situations, organization of work and materials, getting pupils to make preparations, presentation of subject matter, lack of suitable reference materials, weakness in academic background, and holding interest throughout the period. Both sexes agreed as to the rank of the first four classroom problems, though men reported less trouble with discipline and motivation.

The largest percentage of teachers' difficulties discovered by Moore,² in a study in Alabama, were related to techniques of instruction. This agreed with the findings of Johnson and Umstattd. Moore stated that the teaching of reading was the most difficult phase of classroom instruction. Other problems of instruction were: (1) guiding study, (2) presenting subject matter, and (3) getting interest and attention.

The ten difficulties most frequently recognized by all teachers were: (1) promoting desirable habits, (2) securing study aids, (3) individualizing instruction,

¹R. H. Eliassen, "Classroom Problems of Recent Teaching Graduates," Educational Research Bulletin, Ohio University, 11:370-372, November 9, 1932.

²E. W. Moore, "Difficulties Recognized by Elementary Teachers," Educational Administration and Supervision, 21: 51-55, January, 1935.

(4) teaching reading, (5) handling promotions, (6) guiding study, (7) teaching without tests, (8) obtaining library books, (9) handling discipline, and (10) organizing daily work.

Flesher¹ made a study of the problems of beginning teachers who graduated from Ohio State University in the years 1940 and 1941.

Flesher reported that the majority of the problems reported by both the beginning teachers and the administrators were in the area of teacher-pupil relationships. Problems of discipline were reported with greatest frequency by both groups. Other problems were related to teacher-teacher relationships, teacher-administrator relationships, and teacher-community relationships.

Wey² studied the difficulties of student-teachers and beginning teachers in 1950. He ranked their difficulties in the following order: (1) handling problems of pupil control and discipline; (2) adjusting to the deficiencies in school equipment, physical conditions, and materials; (3) solving difficulties related to the teaching assignment; (4) adapting to the needs, interests, and abilities of

¹W. R. Flesher, "The Beginning Teacher," Educational Research Bulletin, Ohio State University, 24:14-18, Jan.1945.

²H. W. Wey, "A Study of the Difficulties of Student Teachers and Beginning Teachers in the Secondary Schools as a Basis for the Improvement of Teacher Education with Particular Reference to the Appalachian State Teachers College" (unpublished Ph.D. dissertation, Appalachian State Teachers College, 1951), passim.

pupils; (5) motivating pupil interest and response, (6) keeping records and reports; (7) handling broader aspects of teaching techniques; and (8) being able to establish and maintain proper relationships with supervisors and administrators.

Bachman¹ interviewed graduates from the School of Education of Indiana University. She reported that beginning teachers, supervisors, and principals were in agreement as to the nature of the teachers' most serious problems . . . those pertaining to work in the classroom. Beginning teachers ranked these problems as follows: (1) individual problem children, (2) teaching of reading, (3) discipline, (4) wide range of ability within the group, (5) physical environment, (6) lack of material and equipment, (7) teaching of social studies and the sciences, (8) teaching of music, (9) seatwork, and (10) health problems among children.

The beginning teachers studied by Tate² reported their greatest difficulties in making adjustments and gaining understandings to be in the fields of: (1) administrative routine, (2) the philosophy and objectives of the school, (3) instructional methods and objectives in particular grades or subjects, (4) use of auxiliary instructional materials, and (5) adjustment to pupils.

¹Bachman, op. cit.

²Tate, op. cit., pp. 382-386.

Wallace¹ in a study of 136 new teachers during their induction into service reported the following problems in rank order of frequency of mention: (1) administrative routines, (2) understanding of the school system for evaluating pupil achievement, (3) solving disciplinary problems, (4) conditions of work, i.e. having inadequate materials, (5) gaining a workable understanding of the school philosophy, (6) establishing a good teacher-pupil relationship, (7) adjusting professionally to other teaching personnel, (8) conditions of work, i.e. having adequate building facilities, (9) having a heavy teacher-class load, and (10) meeting the demands for teachers' time and energy after school hours.

Relation Between Orientation Practices and Teacher Adjustment

Of the several investigations which attempted to relate orientation practices to teacher adjustment, none were able to pin-point orientation as a causal factor in adjustment. As a part of this study, the writer attempted to gather information concerning orientation practices and teachers' adjustment. However, as in previous studies, it was impossible to obtain reliable information. In studies of this type, the problems of instrumentation were such that further study along this line of investigation did not seem practical

¹Morris S. Wallace, "Problems Experienced by 136 New Teachers During Their Induction Into Service," North Central Association Quarterly, 25:291-309, January, 1951.

at that time. For this reason, the literature concerning surveys and evaluations of orientation procedures were summarized as a basis for the development of instrumentation employed in this study.

Summary

The many orientation practices and procedures reported seem to fall into three categories. These are: orientation to teaching, professional orientation, and orientation to the community. Some of the prevalent procedures were:

Reporting for work before the first week of school for orientation purposes;

Being able to talk over personal problems with the principal;

Being introduced to the entire elementary staff at the first building meeting;

Providing information regarding sick leave, credit union, merits system, or salary schedule;

Providing a teachers' handbook giving the rules and regulations governing the entire school system;

Being notified of specific assignment soon after appointment in order to prepare for the new position;

Providing bulletins, special meetings, or other methods of acquainting the teachers with the philosophy and objectives of the school system;

Attending the general teachers' meeting during which new teachers are introduced, and plans for the year explained;

Being able to talk over professional problems with the principal;

Inviting new teachers to attend the first general meeting of the teachers' club; and

Welcome to new teachers at the first general meeting by one or more members of the Board of Education.

The many problems reported by beginning teachers seem to fall under the following categories: problems involving human relations, problems involving professional development, and problems involving the community. Some of the problems were so prevalent, they served as bases for building the questionnaire. These were:

- Handling disciplinary problems; ✓
- Planning for and working with gifted and retarded pupils; ✓
- Working with the administration;
- Working with co-workers;
- Working with custodial and other non-teaching personnel;
- Increasing effectiveness in working with pupils; ✓
- Understanding the goals of the school;
- Understanding and using special school services, such as guidance, standardized tests, remedial reading, et cetera; ✓
- Keeping official records and making out reports;
- Understanding and using courses of study and curriculum guides;
- Making effective use of community resources;
- Developing better personal qualities as a teacher, such as voice, poise, emotional control, et cetera; ✓
- Getting acquainted with the community and its people;
- Being accepted in community organizations;

Developing personal friendships within the community;

Being integrated into activities of the P.T.A; and

Feeling that your work is appreciated by the citizens of the community.

CHAPTER III

THE SOURCE OF THE DATA AND METHODOLOGY USED

In order to test the hypotheses set forth in Chapter I, a group of beginning elementary teachers in school districts which conducted orientation programs during 1956-1957 were asked to describe problems and identify the major sources of help for a solution of these problems.

The Population Chosen for Study

Twelve school districts were chosen for study because of their association with Michigan State University as resident student teaching centers.

These districts range in pupil enrollments from 1,665 to 21,118. Each employed two or more beginning teachers during the 1956-1957 school year. The districts represent rural, suburban, and urban areas of Michigan. Each manifested an interest in participating in the study. The districts included in the study were: Battle Creek, Benton Harbor, Birmingham, Charlotte, East Lansing, Eaton Rapids, Jackson, Lansing, Okemos, Pontiac, Saginaw, and St. Johns.

Methods of Collecting Data

In order to deal with the problem defined in Chapter I, it was essential to gather information from the beginning

teachers in the selected Michigan school districts. After conferring with professional educators and thoroughly reviewing available references, it was decided to collect the data necessary for this study by distributing questionnaires.

In discussing the use of the questionnaire, Good, Barr, and Scates¹ suggest that:

First, one must have a clear purpose, with definite limitations, so that one does not ask for everything in "blunder-buss" fashion; one must see how each item of information fits into a pattern of essential knowledge about one's problem.

Second, each question must be absolutely clear--not only to the maker but to the receiver.

Third, one should seek responses of such character that they can be summarized in some form.

Fourth, one will refrain from asking questions of opinion unless one is certain that opinion is what one is seeking, and that it will be worth getting.²

A questionnaire³ was constructed in the light of these criteria. The questionnaire was constructed to gather the following information from the beginning teachers in the selected school districts of Michigan:

¹Carter V. Good, A. S. Barr, and Douglas E. Scates, The Methodology of Educational Research (New York: D. Appleton-Century Company, 1941), p. 39.

²Opinion or perception as defined in Chapter I was the basis for the study. The value of perceptual or opinion data was established in Chapter I.

³See Appendix A for a copy of the questionnaire.

1. Information which describes the personal and professional characteristics of participating beginning teachers;
2. Perceptions of teachers concerning the types of problems perceived during their first year;
3. Perceptions of teachers concerning the persons and programs believed to have been of most help in dealing with the problems perceived;
4. Information which describes the orientation practices and procedures provided during the school year by the district employing the beginning teacher;
5. Ratings by beginning teachers of these orientation practices and procedures.

The questionnaire was pre-tested for clarity of purpose and expression with 35 elementary and 16 secondary teachers enrolled during the spring term, 1957, in a graduate class at Michigan State University. Questionnaires were then arranged and printed in the form of a four-page folder.¹

A letter² was sent to the superintendent of each of the selected school districts explaining the purpose of the study and requesting that the survey materials be distributed to each of the district's elementary school principals.

¹See Appendix A.

²See Appendix B.

The principal¹ of the elementary school was asked to do three things: (1) compile a list of the names of all teachers who joined his staff for the first time during the 1956-1957 school year, (2) rank the beginning teachers on his staff according to the degree of adjustment to the new school, and (3) rank the beginning teacher according to his over-all effectiveness as a teacher. It was later decided to disregard the principals' ratings, as there seemed to be no consensus on the criteria used by the principals for rating adjustment and effectiveness.² The 279 names compiled by the principals, however, enabled the writer to correspond directly with each teacher.

The questionnaire was mailed on May 3, 1957, to each of the 279 beginning teachers. It was mailed towards the end of the school year, allowing teachers to base their responses on practically all of their first full year experience. On May 17, 1957, a follow-up letter and questionnaire were sent to those teachers who had not responded by that date. By June 1, 1957, responses had been received from 137 or 49.2 per cent³ of the 279 beginning teachers to whom

¹See Appendix C.

²Although such ratings by principals were included in the original research design, their exclusion during the study was not felt to detract from the value of the study as described in Chapter I.

³Based on lists of beginning teachers submitted by co-operating elementary school principals.

the questionnaires were sent. These questionnaires constitute the data included in the study.

Analysis of Data

Data were punched, classified, and tabulated using International Business Machines (IBM). First, the data were classified in five groups: (1) problems perceived by the beginning teachers, (2) sources the beginning teachers perceived as helpful, (3) the rating of helpfulness of these sources by the beginning teachers, (4) the orientation procedures provided by the twelve selected Michigan school districts, and (5) the orientation procedures believed to be helpful for other beginning teachers. Later, the five groups were analyzed according to variations attributed to sex, age, level of student teaching experience, teaching experience, and residency of the beginning teachers, and their perception of problems.¹

¹Variations in the distribution of responses were tested by the formula for the standard error of the difference between two percentages as reported by Henry E. Garrett, Statistics in Psychology and Education (New York: Longmans, Green, and Co., 1948), p. 201:

$$D\% = 100 \sqrt{\frac{p_1 q_1}{N_1} + \frac{p_2 q_2}{N_2}}$$

in which

p = the proportion of times the given event occurs

q = 1 - p

N = the number of cases

Differences were held to be significant at the .05 per cent level. In a study in which the variables have been derived from former studies for application to a limited group and education setting, the .05 per cent level of confidence is normally considered to be an adequate test according to Garrett.

Responses to Questionnaire

From Table 3.1 it is clear that the number of beginning teachers varies among the twelve districts included in the study. An analysis by individual districts would, therefore, be subject to marked statistical bias.

It is also clear that the number and per cent of responses from each district, ranging from 22.2 to 100 per cent, varies so widely that generalizations by individual districts would be spurious.

TABLE 3.1
PERCENTAGE OF RESPONSE TO QUESTIONNAIRE
BY SCHOOL DISTRICTS

School District (1)	Number of Beginning Teachers Employed (2)	Number of Question- naires Returned (3)	Per Cent of Question- naires Returned (4)
A	43	20	46.5
B	2	2	100.0
C	41	20	48.8
D	20	7	35.0
E	5	3	60.0
F	3	2	66.6
G	41	29	70.7
H	37	24	64.8
I	3	3	100.0
J	66	22	33.3
K	9	3	33.3
L	9	2	22.2
Total	279	137	49.2

Characteristics of Beginning Teachers

The personal and professional characteristics of the beginning elementary teachers employed by these districts seem to be fairly representative of the characteristics reported for elementary teachers throughout the United States. Table 3.2, for example, indicates that the percentage of males and females among the beginning teachers in the selected Michigan school districts is similar to that for the State of Michigan, which has 16.4 per cent male and 83.6 per cent female, and that of the nation which has 15.6 per cent male and 84.4 per cent female beginning teachers.

TABLE 3.2

PERCENTAGE DISTRIBUTION OF SEX OF BEGINNING
TEACHERS IN SELECTED MICHIGAN SCHOOL
DISTRICTS, THE STATE OF MICHIGAN,
AND THE UNITED STATES

Sex (1)	Selected Michigan School Districts (2)	State of Michigan (3)	The United States ¹ (4)
Male	14.6	16.4	15.6
Female	85.4	83.6	84.4
Total	100.0	100.0	100.0

¹Source: National Education Association, Research Division, "First Year Teachers in 1954-1955," Research Bulletin 34, February, 1956, p. 8.

The ages of beginning elementary school teachers included in the study appear to be similar to those of beginning elementary teachers in Michigan and the United States. The majority (58.3 per cent) of beginning teachers in this study are in the age group 20-25, inclusive.

TABLE 3.3
PERCENTAGE DISTRIBUTION OF AGES OF BEGINNING
ELEMENTARY SCHOOL TEACHERS IN SELECTED
SCHOOL DISTRICTS IN MICHIGAN
THE UNITED STATES

Age Group (1)	Selected Schools (2)	United States ¹ (3)
22 or under	19.6	30.7
23 - 25	38.7	41.4
26 - 28	16.1	11.8
29 - 31	8.0	6.0
32 - 34	1.5	3.7
35 - 39	4.4	3.9
40 - 49	8.8	2.3
50 or over	2.9	0.2

¹Source: National Education Association, Research Division, "First Year Teachers in 1954-1955," Research Bulletin 34, February, 1956, p. 8.

Table 3.4 shows that 54.0 per cent of the teachers in the study were married. This is similar to the status of the teachers included in the national study.

It seems from the data presented in Table 3.5 that teachers from the selected districts are significantly ahead of other beginning teachers in the United States in trying to improve their education through graduate work since 54.7

TABLE 3.4

PERCENTAGE DISTRIBUTION OF MARITAL STATUS OF
BEGINNING ELEMENTARY SCHOOL TEACHERS FROM
THE SELECTED SCHOOL DISTRICTS AND
THE UNITED STATES

Marital Status (1)	In the Selected Districts (2)	In the United States ¹ (3)
Single	40.9	55.9
Married	54.0	42.3
Widowed or Divorced	5.1	1.8
Total	100.0	100.0

¹Source: National Education Association, Research Division, "First Year Teachers in 1954-1955," Research Bulletin 34, February, 1956, p. 8.

TABLE 3.5

PERCENTAGE DISTRIBUTION OF GRADUATE WORK OF
BEGINNING TEACHERS IN SELECTED MICHIGAN
SCHOOL DISTRICTS AND THE UNITED STATES

Graduate Work (1)	In Selected Districts (2)	United States ¹ (3)
No graduate work	40.0	96.3
One or more courses beyond the bachelor's degree	54.7	--
Master's degree	5.1	3.7
Total	100.0	100.0

¹Source: Same as Table 3.4 above.

per cent have taken one or more courses beyond the bachelor's degree while 96.3 per cent of the nation's teachers have had no graduate work.

Summary

The data for this study were drawn from the results of a questionnaire. The questionnaire was distributed to 279 beginning elementary teachers in the selected Michigan school districts. The data were grouped into a single population for analysis.

The analysis of data included classification of the data into five groups: (1) problems perceived by the beginning teachers, (2) sources the beginning teachers perceived as helpful, (3) the rating of helpfulness of these sources by the beginning teachers, (4) the orientation procedures provided by the twelve districts, and (5) the orientation procedures perceived by the beginning teachers as possibly helpful to other beginning teachers. The data were taken from 137 questionnaires returned by beginning teachers from twelve selected Michigan school districts.

The 49.2 per cent of the beginning teachers responding to the questionnaire reflected characteristics not unlike beginning teachers throughout the country. Therefore, the data were grouped into a single population for analysis.

CHAPTER IV

PERSONAL AND PROFESSIONAL CHARACTERISTICS
OF BEGINNING TEACHERS

In this section, the general characteristics of the beginning elementary teachers included in the study are analyzed so that some basis for generalization about the results of the study can be determined.

Age of Respondents

The ages of beginning elementary school teachers included in the study are presented in Table 4.1. The majority (53.8 per cent) of beginning teachers in this study are in the age group 20-25, inclusive.¹

Sex of Respondents

Table 4.2 indicates the percentage of males and females among the beginning teachers in the selected Michigan school districts. These are 16.4 per cent male and 83.6 per cent female.

Marital Status of the Respondents

Table 4.3 shows that 54.0 per cent of the teachers in the study were married, while 40.9 per cent were single.

TABLE 4.1

AGES OF BEGINNING ELEMENTARY SCHOOL TEACHERS IN
SELECTED MICHIGAN SCHOOL DISTRICTS

Age Group (1)	Number (2)	Per Cent (3)
22 or under	27	19.6
23 - 25	53	38.7
26 - 28	22	16.1
29 - 31	11	8.0
32 - 34	2	1.5
35 - 39	6	4.4
40 - 49	12	8.8
50 or over	4	2.9
Total	137	100.0

TABLE 4.2

SEX OF BEGINNING ELEMENTARY SCHOOL TEACHERS IN
SELECTED MICHIGAN SCHOOL DISTRICTS

Sex (1)	Number of Teachers (2)	Per Cent (3)
Male	20	14.6
Female	117	85.4
Total	137	100.0

TABLE 4.3

MARITAL STATUS OF BEGINNING ELEMENTARY SCHOOL
TEACHERS IN SELECTED MICHIGAN
SCHOOL DISTRICTS

Marital Status (1)	Number of Teachers (2)	Per Cent (3)
Single	56	40.9
Married	74	54.0
Widowed or Divorced	7	5.1
Total	137	100.0

Undergraduate Major of the Respondents

Table 4.4 shows that more than 50 per cent of the teachers included in this study had an undergraduate major in elementary education. More than 48 per cent had undergraduate majors in secondary education, and later returned to college for additional courses in elementary education.

TABLE 4.4

UNDERGRADUATE MAJORS OF BEGINNING ELEMENTARY
SCHOOL TEACHERS IN SELECTED MICHIGAN
SCHOOL DISTRICTS

Undergraduate Major (1)	Number of Teachers (2)	Per Cent (3)
Elementary Education	71	51.8
Secondary Education	66	48.2
Total	137	100.0

Date of Completion of Undergraduate Study

Table 4.5 shows that 54.8 per cent of the respondents were recent graduates and had completed their requirements for their bachelor's degree in 1955 or 1956; 11.7 per cent completed their work in 1953 or 1954; 13.1 per cent completed their work in 1951 or 1952; while 20.4 per cent had completed their work prior to 1950.

TABLE 4.5

DATA ON COMPLETION OF UNDERGRADUATE STUDY BY
THE BEGINNING ELEMENTARY SCHOOL TEACHERS
IN SELECTED MICHIGAN SCHOOL DISTRICTS

Year Degree Received (1)	Number of Teachers (2)	Per Cent (3)
1950 or before	28	20.4
1951 - 1952	18	13.1
1953 - 1954	16	11.7
1955 - 1956	75	54.8
Total	137	100.0

Level of Student Teaching

Table 4.6 shows the level of the student teaching experiences of the respondents. Seventy per cent did their student teaching at the elementary school level while 30 per cent did their student teaching in junior or senior high school.

TABLE 4.6

LEVEL OF STUDENT TEACHING OF BEGINNING ELEMENTARY
SCHOOL TEACHERS IN SELECTED MICHIGAN
SCHOOL DISTRICTS

Level of Student Teaching (1)	Number of Teachers (2)	Per Cent (3)
Elementary School	96	70.0
High School	41	30.0
Total	137	100.0

Graduate Work Completed by Respondents

It seems from the data presented in Table 4.7 that teachers from the selected districts are trying to improve their education through graduate work since 54.7 per cent have taken one or more courses beyond the bachelor's degree.

TABLE 4.7

GRADUATE WORK OF BEGINNING ELEMENTARY SCHOOL
TEACHERS IN SELECTED MICHIGAN
SCHOOL DISTRICTS

Graduate Work (1)	Number (2)	Per Cent (3)
No graduate work	55	40.2
One or more courses beyond the bachelor's degree	75	54.7
Master's degree	7	5.1
Total	137	100.0

Number of Pupils in the Classroom
of the Respondents

Table 4.8 shows that the number of pupils in the classrooms of the respondents varied over a wide range, with the largest group of teachers having between 29-32 pupils in their classes; 46.0 per cent of the teachers had 20-28 pupils in their classes; and 4.4 per cent of the teachers had 37-40 pupils in their classes.

TABLE 4.8

NUMBER OF PUPILS IN THE CLASSROOMS OF BEGINNING
ELEMENTARY SCHOOL TEACHERS IN SELECTED
MICHIGAN SCHOOL DISTRICTS

Pupils in Classroom (1)	Number (2)	Per Cent (3)
20 or under	6	4.4
21 - 24	14	10.2
25 - 28	43	31.4
29 - 32	47	34.3
33 - 36	20	14.6
37 - 40	6	4.4
41 or over	1	0.7
Total	137	100.0

Teaching Experience of the Respondents

Table 4.9 shows that 51.1 per cent of the beginning teachers had no previous teaching experience before being placed in the present situation. There were 4.3 per cent of these teachers with more than ten years of teaching experience; 37.3 of the teachers had from one to five years experience; and 7.3 had from five to ten years experience.

TABLE 4.9

TEACHING EXPERIENCE OF THE BEGINNING ELEMENTARY
SCHOOL TEACHER FROM THE SELECTED MICHIGAN
SCHOOL DISTRICTS

Years of Teaching Experience (1)	Number (2)	Per Cent (3)
0	70	51.1
1 - 5	51	37.3
6 - 10	10	7.3
11 - or more	6	4.3
Total	137	100.0

Number of Respondents Who Live in the
Community Where They Teach

Table 4.9 shows that 69.3 per cent of the respondents lived in the communities in which they were teaching.

TABLE 4.10

NUMBER OF RESPONDENTS WHO LIVE IN THE
COMMUNITY WHERE THEY TEACH

Live in the Community Where They Teach (1)	Number (2)	Per Cent (3)
Yes	95	69.3
No	42	30.7
Total	137	100.0

Future Plans for Teaching

Table 4.11 demonstrates that almost three-fourths of the teachers were planning to return to the same school for the following school year. However, there were 13.1 per cent of the teachers who were planning to leave the profession at the end of the year.

TABLE 4.11

PLANS FOR NEXT YEAR OF THE BEGINNING ELEMENTARY
SCHOOL TEACHERS FROM THE SELECTED MICHIGAN
DISTRICTS

Plans for Next Year (1)	Number (2)	Per Cent (3)
Return to the same school	100	73.00
Teach in another school	18	13.14
Leave the profession	18	13.14
Study full time	1	0.72
Total	137	100.00

Summary

The following statements describe the beginning teachers included in this study:

1. The majority of beginning teachers are women between the ages of 20 and 25.
2. Over 50 per cent of the beginning elementary school teachers in this study majored in elementary education.
3. Almost half of the beginning teachers majored in secondary education and are now working in the elementary schools.
4. About two-thirds of the beginning teachers live in the community in which they teach.
5. Most of the beginning teachers are making plans to teach in the same school next year.

The conclusions which follow from the analysis in subsequent chapters may well apply to districts and teachers other than the twelve districts and 137 teachers described in this study.

CHAPTER V

PROBLEMS PERCEIVED BY BEGINNING TEACHERS

The purpose of this chapter is to describe the problems perceived by 137 beginning elementary school teachers during the first year of their experience in a new teaching position. The chapter is divided into two parts: a resume of general problems and their frequency; and an analysis of the types of problems believed to be of special significance or persistence.¹

Seventeen problems selected from the literature² were presented to the beginning teachers to be checked according to the length of time they were perceived during the first year of experience.³ These were:

1. Handling disciplinary problems;
2. Planning for and working with gifted and retarded pupils;

¹A significant problem is defined in this chapter as being one which beginning teachers perceive half or more of the time during their initial year of teaching experience in the school systems under study.

²See Chapter II, pp. 14-32.

³A listing of additional problems was invited. Numerically, the response was not significant. A summary of these free responses is presented in Appendix D.

3. Working with the administration;
4. Working with co-workers;
5. Working with custodial and other non-teaching personnel;
6. Increasing the effectiveness for working with pupils;
7. Understanding the goals of the school;
8. Understanding and using special school services, such as counseling, testing, remedial reading, et cetera;
9. Keeping official records and making out reports;
10. Understanding and using courses of study and curriculum guides;
11. Making effective use of community resources;
12. Developing better personal qualities as a teacher, such as voice, poise, emotional control, et cetera;
13. Getting acquainted with the community and its people;
14. Being accepted in community organizations;
15. Developing personal friendships within the community;
16. Being integrated into activities of the P.T.A.;
17. Feeling that one's work is appreciated by citizens in the community.

In tabulating responses to the list of problems, an attempt was made to categorize each of the problems according to the broad problem areas set forth in Table 5.1.¹

¹Ease of reporting data determined the categorization. Some of the seventeen items might reasonably have been classified under more than one of the broad categories chosen. The best judgment of the investigator determined the emphasis given each item in its classification.

These included:

- a. Problems involving human relations;
- b. Problems involving the mechanics of teaching;
- c. Problems involving the professional development of the teachers; and
- d. Problems involving relationships with the local school-community to be served.

Frequency of Problems Perceived

In Table 5.1 the responses are summarized by per cent of frequency with which the teacher perceived each problem. It is readily apparent that beginning teachers are perceiving a variety of problems. Each of the seventeen problems was perceived some of the time by some of the teachers.

In Table 5.2 the responses are reported by rank order of frequency with which the teachers perceived each problem. Problems involving human relations such as (1) handling discipline problems, (2) planning for and working with exceptional children, and (3) increasing the effectiveness for working with pupils, were ranked among the most persistently perceived. By contrast, problems involving the relationship of the newteacher to the community were ranked among the least persistently perceived.¹

Most of the problems reported in Table 5.1 and ranked in Table 5.2, were not perceived continuously throughout the

¹These rankings are not conclusive; therefore, a hypothesis concerning the frequency of human relations problems versus those involving other types of problems was not selected for testing.

TABLE 5.1

PROBLEMS PERCEIVED BY BEGINNING ELEMENTARY
SCHOOL TEACHERS FROM SELECTED MICHIGAN
SCHOOL DISTRICTS

Type of Problem Perceived (1)	Per Cent of Teachers Reporting Problems			
	About One-Half of Time or More (2)	Rarely or Occa- sionally (3)	Not at All (4)	No Re- sponse (5)
Problems Involving Human Relations				
1. Handling disciplinary problems	24.1	66.4	8.8	.7
2. Planning for and working with gifted and retarded pupils	22.0	65.7	9.4	2.9
3. Working with the administration	6.6	30.7	61.3	1.4
4. Working with co-workers	5.8	26.3	66.4	1.5
5. Working with custodial and other non-teaching personnel	.7	21.2	77.4	.7
Problems Involving Mechanics of Teaching				
6. Understanding the goals of the school	11.7	49.6	36.5	2.2
7. Understanding and using special school services, such as guidance, standardized tests, remedial reading	9.5	51.0	38.0	1.5
8. Keeping and making out official records and reports	8.0	56.2	33.6	2.2

TABLE 5.1--Continued

Type of Problem Perceived (1)	Per Cent of Teachers Reporting Problems			
	About One-Half of Time or More (2)	Rarely or Occa- sionally (3)	Not at All (4)	No Re- sponse (5)
9. Understanding and using courses of study and curriculum guides	11.7	40.0	46.7	.7
10. Making effective use of community resources	8.8	51.0	38.7	1.5
Problems Involving Professional Development				
11. Developing better personal qualities as a teacher, such as voice, poise, emotional control, et cetera	14.6	67.1	16.8	1.5
12. Increasing the effec- tiveness for working with pupils	17.6	64.2	15.3	2.9
Problems Involving the Community				
13. Getting acquainted with the community and its people	10.2	44.5	43.8	1.5
14. Being accepted in the community	4.4	26.3	64.2	5.1
15. Developing personal friendships within the community	5.8	27.0	62.8	4.4
16. Being integrated into activities of P.T.A.	5.1	23.4	67.9	3.6
17. Feeling that your work is appreciated by citizens in the community	8.0	38.0	48.2	5.8

Source: Appendix E, Table 9.1.

TABLE 5.2

RANK ORDER OF PROBLEMS PERCEIVED BY BEGINNING
ELEMENTARY SCHOOL TEACHERS FROM SELECTED
MICHIGAN SCHOOL DISTRICTS

Type of Problem (1)	Persistence of Problems	
	About One-Half of Time ¹ or More ¹ (2)	Rarely or Occasionally ² (3)
Problems Involving Human Relations		
1. Handling disciplinary problems	1	2
2. Planning for and working with gifted and retarded pupils	2	3
3. Working with the administration	12	12
4. Working with co-workers	13	14
5. Working with custodial and other non-teaching personnel	17	17
Problems Involving Mechanics of Teaching		
6. Understanding the goals of the school	5	8
7. Understanding and using special school services, such as guidance, standardized test, remedial reading	5	10
8. Keeping and making out official records and reports	10	5
9. Understanding and using courses of study and curriculum guides	5	10

¹Rank order of 1 indicates that the problem was perceived most frequently during the school year.

²Rank order of 1 indicates that the problem was perceived most frequently during the school year.

TABLE 5.2--Continued

Type of Problem (1)	Persistence of Problems	
	About One-Half of Time or More ¹ (2)	Rarely or Occasionally ² (3)
10. Making effective use of community resources	9	6
Problems Involving Professional Development		
11. Developing better personal qualities as a teacher, such as voice, poise, emotional control, et cetera	4	1
12. Increasing the effectiveness for working with pupils	3	4
Problems Involving the Community		
13. Getting acquainted with the community and its people	7	9
14. Being accepted in the community	16	14
15. Developing personal friendships within the community	13	13
16. Being integrated into activities of the P.T.A.	15	16
17. Feeling that your work is appreciated by citizens in the community	10	11

first year. It is evident that the per cent of teachers' perceptions of problems persisting throughout the year (i.e. half or more of the time is significantly less than those reported to be perceived less than half of the time. It would appear, therefore, that beginning teachers (although perceptive of a wide range of problems) believe themselves to be reasonably well adjusted¹ to the new school situation by the end of the first year. In testing the hypotheses which follow, therefore, differences among teachers are most readily apparent among responses in which problems were perceived half or more of the time.

Variations Among Teachers in Their Perceptions of Problems

In Chapter I, it was hypothesized that beginning teachers, regardless of age, sex, undergraduate major, residence, level of student teaching, and amount of previous experiences, do not differ in their perceptions of problems involving human relations, mechanics of teaching, professional aspects of their positions, and the community. The general hypothesis will be valid, only if each of the previously identified² specific hypotheses are valid. The

¹Assuming, of course, that the teacher's perception of problems is a valid index of adjustment as suggested by Bills, "About People and Teaching," op. cit., p. 16.

²See list of sub-hypotheses, Chapter I, pp. 8-9.

remaining portion of this chapter is devoted to the testing of each of the following sub-hypotheses.

Age of Teachers and Perception of Problems

Does the age of a teacher make a difference in the types of problems he perceives upon entering a position for the first time? To answer this question, it was hypothesized that there is no significant difference in ages of beginning teachers and their perception of problems. The questionnaire data from eighty young and fifty-seven older teachers are summarized in Table 5.3.¹ In part "A" of Table 5.3, it is apparent that young and older teachers perceive about the same number and types of problems during their initial year. Although the per cent differences between young and older teacher groups appeared significant, only the responses for problems involving professional development were significant at the .05 per cent level. Problems persisting one-half or more of the time during the year are reported in part "B" of Table 5.3. No differences significant at the .05 per cent level were reported by the two groups for such persistent problems.

It seems reasonable to conclude therefore that the sub-hypothesis is valid.

¹For the purpose of analyzing the data, the following ages were employed: "young," 25 or under; "older," 26 or over.

TABLE 5.3

A COMPARISON OF THE PROBLEMS PERCEIVED BY BEGINNING TEACHERS FROM
THE SELECTED MICHIGAN SCHOOL DISTRICTS ACCORDING TO AGE OF
THE TEACHERS

Type of Problem	"A"		"B"	
	Total Problem Perceived at Some Time During Year		Problem Perceived Half of the Time or More During the Year	
	Teacher 25 or Under (2)	Teacher 26 or Over (3)	Teacher 25 or Under (4)	Teacher 26 or Over (5)
(1)				
Number of Teachers	80	57	80	57
Problems involving human relations	61.0	54.0	13.8	11.4
Problems involving mechanics of teaching	60.0	60.0	8.1	11.4
Problems involving professional development	87.5	73.0*	11.3	15.8
Problems involving the community	39.0	38.0	7.8	5.6
Total	62.4	56.2	10.2	11.0

*Significant at .01 per cent level.

Sex of Teachers and Perception of Problems

Does the sex of a teacher make a difference in the types of problems she or he perceives upon entering a position for the first time? It was hypothesized that there is no significant difference in the perception of problems between male and female teachers. The responses of twenty male teachers and 117 female teachers are summarized in Table 5.4.

From part "A" of Table 5.4, it is apparent that more men than women perceive problems involving (1) human relations, (2) mechanics of teaching, (3) professional development, and (4) the community. In addition, it appears from part "B" of Table 5.4 that all types of problems perceived by men are more persistent than those perceived by women. The differences reported in Table 5.4 are significant for each type of problem at the .05 per cent level of confidence. The sub-hypothesis must, therefore, be considered valid.

Undergraduate Major and Perception of Problems

In Chapter I, it was hypothesized that there is no significant difference in the perception of problems among teachers carrying different undergraduate majors. From part "A" of Table 5.5, it is immediately apparent that elementary and secondary majors perceive about the same types of problems during their beginning year of teaching.

TABLE 5.4

A COMPARISON OF THE PROBLEMS PERCEIVED BY BEGINNING TEACHERS FROM SELECTED
MICHIGAN SCHOOL DISTRICTS ACCORDING TO THE SEX OF THE TEACHERS

Type of Problems (1)	"A"		"B"	
	Total Problem Perceived at Some Time During Year		Problem Perceived Half of the Time or More During the Year	
	Male (2)	Female (3)	Male (4)	Female (5)
Number of Teachers	20	117	20	117
Problems involving human relations	72.5	56.1*	21.7	11.3*
Problems involving mechanics of teaching	75.0	57.1*	23.8	7.1*
Problems involving professional development	75.0	82.9*	32.5	9.8*
Problems involving the community	60.0	33.1*	18.0	4.8*
Total	69.9	52.7*	28.2	7.2*

*Difference is significant at the .01 per cent level.

TABLE 5.5

A COMPARISON OF THE PROBLEMS PERCEIVED BY BEGINNING TEACHERS FROM SELECTED MICHIGAN SCHOOL DISTRICTS ACCORDING TO THEIR UNDERGRADUATE MAJOR

Type of Problems (1)	"A"		"B"	
	Total Problem Perceived at Some Time During Year		Problem Perceived Half of the Time or More During the Year	
	Elementary Major (2)	Secondary Major (3)	Elementary Major (4)	Secondary Major (5)
Number of Teachers	71	66	71	66
Problems involving human relations	55.6	60.6	13.3	12.4
Problems involving mechanics of teaching	60.6	58.8	6.9	11.4
Problems involving professional development	83.1	80.3	13.8	12.9
Problems involving the community	36.9	40.3	7.0	6.7
Total	53.2	55.3	9.7	10.5

Neither the total number of problems reported (in Part "A") by these groups nor the number of persistent problems reported (in Part "B") differ **significantly**. The sub-hypothesis may not be considered valid.

Student Teaching and Perception of Problems

Does the level of student teaching make a difference in the types of problems perceived by a teacher entering a position for the first time? It was hypothesized earlier that there is no significant difference in the perception of problems between beginning teachers with previous elementary or secondary student teaching experience. The responses of ninety-six teachers with elementary student teaching and forty-one teachers with secondary student teaching are summarized in Table 5.6.

In part "A" of Table 5.6, it is apparent that teachers with elementary and secondary student teaching experience perceived similar types of problems during their beginning year of teaching. None of the apparent differences in the per cent of responses proved to be significant at the .05 per cent level. In part "B" of Table 5.6, no differences in perceptions of persistent problems were reported. The sub-hypothesis must be considered valid.

Teaching Experience and Perception of Problems

Does previous teaching experience make a difference in the types of problems perceived by teachers entering a

TABLE 5.6

A COMPARISON OF THE PROBLEMS PERCEIVED BY BEGINNING TEACHERS FROM SELECTED
MICHIGAN SCHOOL DISTRICTS ACCORDING TO THE AREA OF STUDENT TEACHING

Type of Problems (1)	"A"		"B"	
	Total Problem Perceived at Some Time During Year		Problem Perceived Half of the Time or More During the Year	
	Elementary Student Teaching (2)	Secondary Student Teaching (3)	Elementary Student Teaching (4)	Secondary Student Teaching (5)
Number of Teachers	96	41	96	41
Problems involving human relations	69.0	73.7	9.3	11.2
Problems involving mechanics of teaching	52.3	53.8	8.5	10.3
Problems involving professional development	76.4	73.5	11.0	13.7
Problems involving the community	48.4	51.3	7.5	6.2
Total	61.5	65.3	9.1	7.8

position for the first time? It was hypothesized earlier that no significant difference would appear among problems perceived by experienced and inexperienced teachers. The questionnaire data are summarized in Table 5.7. The responses of seventy inexperienced teachers and sixty-seven experienced teachers are reported.

From part "A" of Table 5.7, it appears that about half of each teacher group perceived problems at some time during the year. Two major differences appear. First, fewer experienced teachers reported problems involving human relations and professional development. Second, fewer experienced teachers reported persistent problems involving human relations and community relations.

It seems reasonable to conclude that the sub-hypothesis is only partially validated. Some significant differences were detected among the total number and persistency of problems reported by experienced and inexperienced teachers.

Teacher Residency and Perception of Problems

Does it make a difference in their perceptions of problems when new teachers reside outside of the school district in which they are employed? In Chapter I, it was hypothesized that the place of residency was not related to the perception of problems by beginning teachers.

In Table 5.8, the problems perceived by ninety-five resident teachers are summarized. In part "A" of Table 5.8,

TABLE 5.7

A COMPARISON OF PROBLEMS PERCEIVED BY BEGINNING TEACHERS FROM SELECTED
MICHIGAN SCHOOL DISTRICTS ACCORDING TO AMOUNT OF TEACHING
EXPERIENCE (IN PER CENT)

Type of Problems (1)	"A"		"B"	
	Total Problem Perceived at Some Time During Year		Problem Perceived Half of the Time or More During the Year	
	Inexperienced (2)	Experienced (3)	Inexperienced (4)	Experienced (5)
Number of Teachers	70	67	70	67
Problems involving human relations	63.8	55.4*	15.5	9.9*
Problems involving mechanics of teaching	62.6	57.3	11.4	7.5
Problems involving professional development	88.6	73.1*	15.0	11.2
Problems involving the community	38.6	38.2	8.9	4.5*
Total	57.5	51.9	12.5	7.8

*Significant difference at the .05 per cent level of confidence.

TABLE 5.8

A COMPARISON OF PROBLEMS PERCEIVED BY BEGINNING TEACHERS FROM SELECTED MICHIGAN SCHOOL DISTRICTS ACCORDING TO THEIR RESIDENCE (IN PER CENT)

Type of Problems (1)	"A"		"B"	
	Total Problem Perceived at Some Time During Year		Problem Perceived Half of the Time or More During the Year	
	Resident (2)	Non-Resident (3)	Resident (4)	Non-Resident (5)
Number of Teachers	95	42	95	42
Problems involving human relations	59.8	59.5	11.9	12.8
Problems involving mechanics of teaching	55.7	68.1*	7.6	13.7*
Problems involving professional development	82.1	80.9	13.1	13.1
Problems involving the community	36.8	41.4	5.7	9.0
Total	53.2	58.8	9.2	12.5

*Significant difference at the .05 per cent level of confidence.

it is apparent that each group is perceiving similar types of problems with the exception of the problems involving the mechanics of teaching. It also appears from part "B" of the table that problems of mechanics persist throughout the year for more non-residents than for resident teachers. Such problems include the understanding and using of courses of study and curriculum guides, keeping official records and making out reports, understanding and using special school services, such as guidance services, standardized tests, remedial reading, and understanding the goals of the school.

The sub-hypothesis, therefore, seems partially validated except in the area of teaching mechanics.

Conclusions

The information reported by beginning teachers suggests the hypothesis that there is considerable similarity between the problems perceived by the teachers of different social groups. No significant differences appeared when age, undergraduate major, and student teaching experience were considered. Some differences in perceptions did appear between male and female teachers, and when experience and place of residency were examined. The analysis of data validates the general hypothesis concerning age, undergraduate major, and student teaching experience. The hypothesis is not fully valid in regard to sex, previous teaching experience, and residence of teachers. It seems probable, therefore, that orientation programs, to be most

effective, should be individualized to accommodate the differences in perceptions among men and women, experienced and inexperienced teachers, and among residents and non-residents.

If beginning teachers perceive problems of some magnitude, and differ significantly in some aspects of these perceptions, what persons, groups, or programs do they find most helpful in dealing with these problems? In particular, how useful are orientation procedures as sources of help? An analysis of helpful sources according to the types of problems perceived is attempted in the following chapter.

CHAPTER VI

PERCEPTION OF PROBLEMS AND SOURCES OF HELP

Within a school system which provides formal orientation programs, it seems reasonable to expect that such programs would constitute but one perceived source of help for beginning teachers. An analysis of all meaningful sources, therefore, should provide some insight into beginning teacher behavior which would prove helpful in the improvement of orientation practices and procedures.

The purpose of this chapter is to describe and analyze the "one greatest source of help" reported by beginning teachers for each and all of the types of problems involved. The chapter is divided into two parts:

1. A resume of sources of help identified by the beginning teacher reporting; and
2. A testing of the hypotheses set forth in Chapter I pertaining to teacher problems and sources of help.

Sources of Help Sought by Beginning Teachers

The beginning teachers were asked to identify the "one greatest source of help" for each of the 17 problems under study. All of the 137 teachers identified a source

for one or more of the major problems perceived. In tabulating sources of help, an attempt was made to categorize these according to the broad areas set forth in Table 6.1.

These included:

Printed and other types of orientation information:

1. Orientation programs,
2. Printed materials.

Human resources within the school:

3. Other beginning teachers,
4. Experienced teachers,
5. Administrator.

Resources outside the school:

6. Professional organizations,
7. College or university.

In Table 6.1 the per cent of teachers identifying each source of help is summarized. It is readily apparent that beginning teachers are identifying a variety of sources as helpful for the 17 problems under study. Each of the seven sources was identified as helpful by some of the teachers.

It is clear from Table 6.2 that the human resources within the school are the chief source of help for teachers. All other sources combined were reported most helpful by less than 25 per cent of the teachers.

TABLE 6.1
SOURCES OF HELP IDENTIFIED BY BEGINNING TEACHER
(IN PER CENT)

Greatest Source of Help (1)	Per Cent of Teachers Reporting (2)
Printed and other types of orientation materials:	
Orientation programs	6.5
Printed materials	5.3
Total	11.8
Human resources within the school:	
Other beginning teachers	1.5
Experienced teachers	31.1
Administrator	27.5
Total	60.1
Resources outside the school	
Professional organization	3.1
College or university	6.6
Total	9.7
Miscellaneous or no response	18.4
GRAND TOTAL	100.0

TABLE 6.2
COMPARISON OF SOURCES OF HELP
(IN PER CENT)

Source of Help (1)	Per Cent of Teachers Reporting (2)
Administrators, experienced teachers, and other human sources within the school	60.1
All other sources of help reported	21.5
Miscellaneous or no response	18.4
Total	100.0

Variations Among Teachers in Identifying Sources of Help

Do beginning teachers, representing various social groupings such as age, sex, residence, undergraduate major, level of student-teaching experience or the amount of previous teaching experience differ in the sources of help which they perceive? In order to answer the question, responses from the 137 teachers were divided into groups according to age, sex, residence, undergraduate major, level of student-teaching experience and the amount of previous teaching experience. The responses from each of the groups were compared and the per cent of responses calculated by Garrett's formula for the standard error of the difference between two percentages.¹

Age of Teachers and Sources of Help

Does the age of a teacher make a difference in the sources of help he or she identifies as helpful? The questionnaire data from 80 "young" and 57 "older"² teachers are summarized in Table 6.3.

From the data in Table 6.3, it is immediately apparent that both young and older teachers are identifying the human sources within the school as the greatest source of help.

¹Henry E. Garrett, Statistics in Psychology and Education (New York: Longmans, Green, and Company, 1948), p. 219.

²As defined in Chapter V, p. 59.

TABLE 6.3

SOURCE OF HELP BY VARIOUS SOCIAL GROUPS
(IN PER CENT)

Greatest Source of Help (1)	Types of Social Groups					Non- Resident (7)
	Young (2)	Older (3)	Male (4)	Female (5)	Resident (6)	
Number of Teachers	80	57	20	117	95	42
Printed and other types of orientation materials	6.8	6.2	7.3	5.7	5.9	7.1
Orientation programs	5.0	5.6	5.2	5.4	5.5	5.1
Printed materials	11.8	11.8	12.5	11.1	11.4	12.2
Total						
Human resources within school						
Other beginning teachers	1.9	1.1	1.4	1.6	0.9	2.1
Experienced teachers	31.7	30.5	26.4	35.8*	32.2	30.0
Administrators	29.2	25.8	27.0	28.0	31.1*	23.9
Total	62.8	57.4	54.8	65.4	64.2	56.0
Resources outside the school						
Professional organizations	3.2	3.0	3.6	2.6	2.4	3.8
College or university	6.0	7.2	6.8	6.4	5.5	7.7
Total	9.2	10.2	10.4	9.0	7.9	11.5
Miscellaneous or no response	16.2	20.6	22.3	14.5	16.5	20.3
GRAND TOTAL	100.0	100.0	100.0	100.0	100.0	100.0

*Difference significant at the .05 per cent level.

One might conclude that both "young" and "older" teachers are identifying the reported sources as helpful. However, the human resources within the school were reported to be useful by over half of both groups.

Sex of Teachers and Sources of Help

Will the sex of a teacher make a difference in the sources of help, he or she, identify as helpful? The questionnaire data from twenty male and 117 female teachers are summarized in Table 6.3.

In Table 6.3, it is reported that over 50 per cent of male and female teachers identified the human resources within the school as the greatest source of help. Significantly more of the female than male teachers identified the experienced teachers as the greatest source of help. However, more of the male than female teachers identified the orientation programs as the greatest source of help.

It might be concluded that the sex of teachers is an important social grouping when the experienced teachers are being considered as a source of help.

Residence of Teachers and Sources of Help

Does the residence of a teacher make a difference in the sources he or she identifies as helpful? The responses of ninety-five resident and forty-two non-resident teachers are reported in Table 6.3. Over 50 per cent of both the resident and non-resident teachers identified the

human resources as the greatest sources of help. However, a larger per cent of the non-resident than resident teachers identified both the professional organization and the college or university as a source of help. When these differences were tested they were not found to be significant. It is apparent that the residence of teachers as a social group is important only when the administrator is being considered as a source of help.

Education Majors of Teachers and Sources of Help

Does the education major of a teacher make a difference in the source of help he or she identifies as helpful?

The questionnaire data from seventy-one elementary and sixty-six secondary education majors were summarized in Table 6.4. Of the three major sources of help, such as printed and other types of orientation materials, human resources within school, and resources outside the school, over 55 per cent of both elementary and secondary majors identified the human resources within the school as the major source of help. The only area in which the education major of teachers was found to be significant was when the administrator was identified as the source of help.

The conclusion might be drawn that the majority of the teachers with elementary and secondary majors turned to the human resources within the school for help. The education majors of teachers as a social group are important only when the administrator is the source of help.

TABLE 6.4

SOURCE OF HELP BY TEACHER TRAINING AND EXPERIENCE (IN PER CENT)

Greatest Source of Help (1)	Type of Training and Experience					
	Elementary Major (2)	Secondary Major (3)	Elementary Student- Teaching Experience (4)	Secondary Student- Teaching Experience (5)	Inexperi- enced (5)	Experi- enced (6)
Number of Teachers	71	66	96	41	70	67
Printed and other types of orientation materials:						
Orientation program	6.1	6.9	7.0	6.0	5.7	7.3
Printed materials	5.6	5.0	5.8	4.8	5.2	5.4
Total	11.7	11.9	12.8	10.8	10.9	12.7
Human resources within school:						
Other beginning teachers	1.5	1.5	1.6	1.4	1.7	1.3
Experienced teachers	30.1	32.1	29.6	32.6*	30.0	32.2
Administrator	31.5	23.5*	29.3	25.7*	26.7	28.3
Total	63.1	57.1	60.5	59.7	58.4	61.8
Resources outside the school:						
Professional organizations	3.4	2.8	2.9	3.3	2.3	3.9
College or university	6.8	6.4	7.6	5.6	7.2	6.0
Total	10.2	9.2	10.5	8.9	9.5	9.9
Miscellaneous or no response	15.0	21.8	16.2	20.6	21.2	15.6
GRAND TOTAL	100.0	100.0	100.0	100.0	100.0	100.0

*Difference significant at the .01 per cent level.

Level of Student Teaching and Sources of Help

Do teachers having student-teaching experience in secondary education identify different sources of help than do teachers having student teaching experience in elementary education? It is apparent from Table 6.4 that some of the teachers from each group identified each of the sources as helpful. Nearly 60 per cent or more of each group of teachers identified the human resources within the school as helpful. Significantly more of the teachers having secondary student teaching experience identified the experienced teachers as the greatest source of help. However, significantly more of the teachers having elementary teaching experience identified the administrator as helpful.

The conclusion might be drawn that regardless of student teaching experience, the majority of the teachers identified the human resources within the schools as helpful. It might also be concluded that student teaching experience is an important social grouping of teachers when the human resource within the school is being considered as a source of help.

Teaching Experience and Sources of Help

Does previous teaching experience make a difference in the sources of help identified by teachers entering a position for the first time?

The data from seventy inexperienced and sixty-seven experienced teachers are summarized in Table 6.4. Sixty-one

and eight-tenths per cent of the experienced and 58.4 per cent of the inexperienced teachers identified the human resources within the school as the major sources of help. No significant difference between the sources of help identified by the experienced and inexperienced teachers were reported. It might be concluded that the amount of previous teaching experience is not an important social grouping of teachers in identifying sources of help.

One might conclude that beginning teachers representing various social groupings such as age, sex, residence, undergraduate major, level of student teaching experience, and the amount of previous teaching experience differ in the sources of help which they perceive when the sources are the human resources within the school. There is little difference in identifying sources of help among these groupings, when the sources of help are printed or other types of orientation materials, or resources outside the school.

These findings strongly suggest that formal orientation programs are of less importance to beginning teachers than their inter-personal exchange with experienced personnel within their schools.

Sources of Help and Problems Perceived

Do beginning teachers discriminate among sources of help according to the problems they perceive? Do they turn, for example, to different sources of help for the

solution of problems involving human relations, mechanics of teaching, professional growth, or community relations?

In Chapter I, it was hypothesized that beginning teachers perceived different sources as helpful for different types of problems. In order to test this hypothesis, the data were sorted into four problem areas, and comparisons were made with the sources of help reported.

Sources of Help for Problems Involving Human Relations

It is clear from Table 6.5 that over half or 62.5 per cent of the beginning teachers chose the "greatest source of help" within the human resources in the school. Significantly more teachers reported human resources within the school as major sources of help and reported the experienced teachers as the greatest single source of help. Beginning teachers turning to resources outside the school, chose the college or university as the greatest source of help.

One might conclude that the human resources within the school are the major source of help when the problems involve human relations.

Sources of Help for Problems Involving Mechanics of Teaching

From the data in Table 6.6, it is apparent that beginning teachers are turning to a variety of sources for help in solving problems concerning the mechanics of teaching. However, 61.3 per cent of the teachers are turning to

TABLE 6.5
SOURCES OF **HELP** FOR PROBLEMS INVOLVING
HUMAN RELATIONS

Greatest Source of Help (1)	Per Cent of Teachers Reporting (2)
Printed and other types of orientation materials:	
Orientation programs	5.0
Printed materials	5.1
Total	10.1
Human resources within the school:	
Other beginning teachers	1.6
Experienced teachers	39.1
Administrator	21.8
Total	62.5
Resources outside the school:	
Professional organizations	1.2
College or university	10.2
Total	11.4
Miscellaneous or no response	16.0
GRAND TOTAL	100.0

sources within the school. Significantly more of the teachers identified the experienced teachers as the major source of help.

It might be concluded that human resources within the school are the major source of help for problems involving mechanics of teaching, with the experienced teacher as the greatest single source of help.

TABLE 6.6
SOURCES OF HELP FOR PROBLEMS INVOLVING
MECHANICS OF TEACHING

Greatest Source of Help (1)	Per Cent of Teachers Reporting (2)
Printed and other types of orientation materials:	
Orientation programs	9.3
Printed materials	8.2
Total	17.5
Human resources within the school:	
Other beginning teachers	0.2
Experienced teachers	33.4
Administrator	27.7
Total	61.3
Resources outside the school:	
Professional organizations	0.4
College or university	4.6
Total	5.0
Miscellaneous or no response	16.2
GRAND TOTAL	100.0

Sources of Help for Problems Involving Professional Growth

The questionnaire data from the 137 teachers are summarized in Table 6.7. None of the teachers reported the following sources as helpful: "Other beginning teachers" or "Professional organizations." However, over half, or 52.5 per cent, of the respondents reported human resources within the school as the greatest source of help for problems involving professional growth. When tested there were no differences in the per cent of teachers reporting the experienced teachers and/or the administrator as helpful.

It is apparent that all of the listed sources were not helpful for problems involving professional growth. The human resources within the school are the major source of help. Teachers are not discriminating in their perceptions of helpful sources when the experienced teachers and administrators are compared or when the orientation programs and printed materials are compared. However, the college or university is reported as the major source of help among the resources outside the school.

Sources of Help for Problems Involving Community Relations

Where do teachers find help for problems involving community relations?

The questionnaire data are summarized in Table 6.8. Each of the sources was reported helpful by some of the teachers. However, almost two-thirds or 64.1 per cent of

TABLE 6.7
SOURCES OF HELP FOR PROBLEMS INVOLVING
PROFESSIONAL GROWTH

Greatest Source of Help (1)	Per Cent of Teachers Reporting (2)
Printed and other types of orientation materials:	
Orientation programs	6.2
Printed materials	6.6
Total	12.8
Human resources within the school:	
Other beginning teachers	0.0
Experienced teachers	28.0
Administrator	24.5
Total	52.5
Resources outside the school:	
Professional organizations	0.0
College or university	10.9
Total	10.9
Miscellaneous or no response	23.8
GRAND TOTAL	100.0

TABLE 6.8
SOURCES OF HELP FOR PROBLEMS INVOLVING
COMMUNITY RELATIONS

Greatest Source of Help (1)	Per Cent of Teachers Reporting (2)
Printed and other types of orientation materials:	
Orientation programs	5.5
Printed materials	1.3
Total	6.8
Human resources within the school:	
Other beginning teachers	4.2
Experienced teachers	23.9
Administrator	36.0
Total	64.1
Resources outside the school:	
Professional organizations	10.7
College or university	0.9
Total	11.6
Miscellaneous or no response	17.5
GRAND TOTAL	100.0

the teachers reported the human resources within the school as the major source of help. Significantly, more of the teachers reporting human resources within the school as helpful reported the administrator as the greatest single source. Professional organizations were reported to be the greatest single source outside the school.

It might be concluded that human resources within the school are the major source of help for problems involving community relations with the administrator as the major single source of help.

Summary

It is clear from Tables 6.5, 6.6, 6.7, and 6.8 that beginning teachers concentrate their choice of "greatest source of help" regardless of the type of problem. Therefore, the hypothesis cannot be considered valid. The experienced teachers and administrators form the plurality of choice in problems solving human relations, mechanics of teaching, professional growth, and community relations. This concentration is made explicit in Table 6.9 where it can be seen that experienced teacher and administrator groups are chosen twice as frequently as all other sources of help combined for each type of problem.

Minor differences in choice, however, appear. For example, experienced teachers more than administrators are the first choice of some teachers in help on problems involving human relations and mechanics of teaching.

TABLE 6.9
COMPARISON OF SOURCES OF HELP
(IN PER CENT)

Type of Problems (1)	Greatest Source of Help		
	Experienced Teacher and Administrators (2)	All Other Sources (3)	Miscellaneous or No Response (4)
Problems involving human relations	60.9	23.1	15.7
Problems involving mechanics of teaching	61.1	22.7	16.2
Problems involving professional growth	52.5	23.7	23.8
Problems involving community relations	59.9	22.6	17.5

Administrators seem to be preferred to experienced teachers on problems involving community relations. Orientation programs are apparently not viewed as a significant single source of help for more than a minority of teachers regardless of the type of problem; nor are printed materials, other beginning teachers, professional organizations, or colleges and universities.

A compelling conclusion appears, therefore, that beginning teachers are not highly discriminating in their perceptions of helpful sources. Rather they tend to turn to the same source for assistance for each type of problem. The quality of inter-personal exchange between beginners

and other school personnel may be more important than printed and formal procedures to the successful orientation among beginning teachers.

CHAPTER VII

THE HELPFULNESS OF ORIENTATION PROGRAMS

It was established in Chapter VI, that the formal orientation procedures employed by the school districts under study are not perceived as major sources of help on significant problems perceived by beginning teachers. This is not to say that such formal procedures are not helpful at all, but rather of secondary or minor importance to beginning teachers. The purpose of this chapter is to explore more fully the helpfulness of fifty-six orientation procedures¹ for the beginning teachers.

The 137 teachers were asked to report three judgments about each procedure:

1. Whether or not the procedure was employed in the school district during his or her initial year;
2. Whether or not the procedure if employed was "especially helpful" to him or her during the year; and
3. Whether or not the procedure "might be helpful to other beginning teachers."

¹Description of each procedure is included in Appendix F.

In this chapter, the responses to these questions are divided into three parts:

1. A resume of the procedure employed by the various school districts during 1956-1957;
2. An analysis of procedures perceived to be especially helpful to beginning teachers; and
3. An analysis of procedures (whether offered or not) believed to be helpful for other beginning teachers.

Frequent Procedures Provided by the Twelve School Districts

Within a school district which provides formal orientation programs, it seems reasonable to expect that such programs would include many procedures which are common to all school district.

Typically, the majority of the districts provided many of the fifty-six procedures included in the study. Table 7.1 presents the orientation procedures which are common¹ to each of the twelve districts under study, and the per cent of the total number of districts employing each procedure.

Common Procedures

Of the twenty-five procedures listed on the questionnaire under "orientation for teaching," it was found that

¹A common procedure is one that is offered by nine or more of the twelve districts under study.

TABLE 7.1
NUMBER AND PER CENT OF DISTRICTS OFFERING
"COMMON" PROCEDURES

Procedure (1)	Number of Districts Offering the Procedure (2)	Per Cent of Districts Offering the Procedure (3)
Orientation to Teaching		
1. Reporting for work before the first week of school for orientation purposes	12	100.0
2. Being able to talk over my personal problems with my principal	12	100.0
3. Being introduced to the entire elementary staff at the first building meeting	12	100.0
4. The opportunity to have an individual conference with my principal prior to or soon after the opening of school	12	100.0
5. Providing me with information regarding sick leave, credit union, merit system or salary schedule	12	100.0
6. Providing me with information regarding the school system's public relations policy	11	91.6
7. Information given to me on the community	10	83.3
8. The opportunity for an individual conference with the superintendent prior to or shortly after the beginning of the school year	10	83.3

TABLE 7.1--Continued

Procedure (1)	Number of Districts Offering the Procedure (2)	Per Cent of Districts Offering the Procedure (3)
Orientation to Teaching		
9. The definite encouragement to visit homes of students	10	83.3
10. The opportunity and encouragement to voice my problems at Department meetings	10	83.3
11. The "hands off" policy for the first few weeks until I get my feet on the ground	10	83.3
12. Being met upon arrival by a member of the administrative staff	9	75.0
13. Letter from my principal welcoming me to his staff	9	75.0
14. The opportunity and encouragement to voice my problems at building meetings	9	75.0
15. Being introduced to the clerical and custodial staff	9	75.0
16. Special help in understanding the philosophy of discipline of elementary school students	, 9	75.0
17. Receiving a copy of the school annual or school paper soon after my appointment	9	75.0

TABLE 7.1--Continued

Procedure (1)	Number of Districts Offering the Procedure (2)	Per Cent of Districts Offering the Procedure (3)
Professional Orientation		
1. Being notified of my specific assignment soon after my appointment so that I could prepare myself for the new position	12	100.0
2. The provision of courses of study or study guides at the opening of school	12	100.0
3. The provision of bulletins, special meetings or other methods to acquaint me with the philosophy and objectives of the school system	12	100.0
4. Being able to talk over my professional problems with my principal	12	100.0
5. The provision of a teachers' handbook giving rules and regulations governing the entire school system	11	91.6
6. Being provided with personal copies of the rules and regulations governing the entire school system	11	91.6
7. The opportunity to acquaint myself with the special services of the school such as testing, guidance, attendance, et cetera	11	91.6
8. Attending the general teachers' meeting during which new teachers are introduced and plans for the year explained	11	91.6

TABLE 7.1--Continued

Procedure (1)	Number of Districts Offering the Procedure (2)	Per Cent of Districts Offering the Procedure (3)
Professional Orientation		
9. Special help provided in becoming acquainted with instructional aids, such as library facilities, audio-visual aids, et cetera	11	91.6
10. The provision of in-service training through extension courses or work shops	10	83.3
11. Being assigned to work in the area in which I have special training	10	83.3
12. The provision of a definite time during the first week so that I can study the records and reports of the students I am to teach	10	83.3
13. Instruction in the method used in evaluating student work	9	75.0
14. The opportunity to observe superior teaching within the system	9	75.0
15. The provision of courses of study or study guides prior to the opening of school	9	75.0
16. Having an experienced teacher assigned to help me during the first few weeks	9	75.0

TABLE 7.1--Continued

Procedure (1)	Number of Districts Offering the Procedure (2)	Per Cent of Districts Offering the Procedure (3)
Community Orientation		
1. Social affairs for new teachers sponsored by Parent-Teachers' Association	12	100.0
2. The welcome extended to new teachers at the first general meeting by one or more members of the Board of Education	11	91.6
3. Social affairs for new teachers sponsored by the administration	10	83.3
4. Social affairs for new teachers sponsored by local teachers' club	9	75.0
5. The welcome extended to new teachers by the Teachers' Club President at the first general meeting	11	91.6

seventeen of them were offered by nine or more of the twelve districts. Five of these procedures were employed by all twelve districts. Of the eighteen procedures listed on the questionnaire under "orientation to the profession" four were employed by all twelve districts. Of the thirteen procedures related to "orientation to the community" only one procedure, "social affairs for new teachers sponsored by the Parent-Teachers' Association," was employed by all

the districts. Thus, it would appear that there was less emphasis placed on orientation to the community than on orientation to teaching and to the profession.¹

Variations Among the Number of Procedures
Offered by Districts

The responses of the 137 teachers reporting procedures not offered by 75.0 per cent of the twelve districts are summarized in Table 7.2. Each of the procedures listed under "Orientation to Teaching" were offered by over half or 58.3 per cent of the districts. The procedure "being given a light teaching load during the first semester" was offered by only 50.0 per cent of the school districts under study. None of the school districts offered the following procedures: social affairs for new teachers sponsored by community organizations, the welcome extended by community clubs, and the welcome extended by community churches.

One might conclude that the orientation programs provided by the twelve districts are similar in that thirty-nine of the fifty-six procedures were offered by at least 75 per cent of the districts. Many of the districts are not offering procedures which might orient the teacher to the community, or the procedure is offered and the beginning teachers do not perceive the procedure as being offered.

¹See Appendix F for a description of the orientation procedures used in this study.

TABLE 7.2

NUMBER AND PER CENT OF DISTRICTS OFFERING THE PROCEDURE
LESS THAN SEVENTY-FIVE PER CENT OF THE TIME

Procedure (1)	Number of Districts Offering the Procedure (2)	Per Cent of Districts Offering the Procedure (3)
Orientation of Teaching		
1. Short but fairly frequent visits of the principal to my class	7	58.3
2. The opportunity and encouragement to voice my problems at all-system meetings	7	58.3
3. The opportunity and encouragement to voice my problems at guidance meetings	7	58.3
4. The assignment to classes and study halls where class control was not too difficult	7	58.3
5. Being introduced to the student body at an assembly	7	58.3
6. Formal assistance in securing lodging or housing	8	66.6
7. The foresight of the principal in guarding against incidents which might have embarrassed me	8	66.6
Professional Orientation		
1. Being given a light teaching load during the first semester	6	50.0
2. The opportunity to observe superior teaching in other systems	8	66.6

TABLE 7.2--Continued

Procedure (1)	Number of Districts Offering the Procedure (2)	Per Cent of Districts Offering the Procedure (3)
Community Orientation		
1. Social affairs for new teachers sponsored by community organization	0	0.0
2. The welcome extended by community clubs	0	0.0
3. The welcome extended by community churches	0	0.0
4. Visiting in the principal's home in a friendly and informal atmosphere	6	50.0
5. The welcome extended to new teachers by the Student Government officers	6	50.0
6. Introduction to the key people in the community	7	58.3
7. Excursions for new teachers in the school community	7	58.3
8. Short biographical sketches of the new teachers in the local newspaper	8	66.6

Helpfulness of Procedures as Perceived by
the Beginning Teachers

Do the beginning teachers perceive the orientation procedures offered by the local district as helpful?

In Chapter I, it was hypothesized that beginning teachers perceive the orientation procedures used in their

school as helpful in some types of problems. In order to test the hypothesis, the responses of the 137 beginning teachers were tabulated in order to provide such information as: frequency and number of the fifty-six orientation procedures the beginning teacher perceived as having been employed during the 1956-1957 school year; and whether the procedures were perceived as being helpful.

The responses of the 137 beginning teachers were tabulated to determine the number of teachers perceiving each of the fifty-six orientation procedures under study offered by their local district. These data were further tabulated to show the per cent of the 137 teachers reporting the procedures offered by the local district during 1956-1957 school year. The frequency distributions were applied to the data with class-intervals of four, and the median determined. The per cent of the teachers who reported the procedures helpful were treated in a similar manner.

The questionnaire data are summarized in Figure 7.1. The "scattergram" represents the paired per cent of teachers reporting each procedure offered and the per cent of teachers reporting the procedure offered as helpful. Along the left-hand margin, from bottom to top, the quartile of the per cent of teachers reporting each procedure offered are laid off. Along the top of the diagram, from right to left the quartile of per cent of teachers reporting the offered procedure as helpful are laid off. Each of the

FIGURE 7.1 Helpfulness of Fifty-Six Orientation Procedures Offered by
Twelve Michigan School Districts¹ (in Quartiles)²

Degree of Helpfulness					
EXTENT OFFERED		4th	3rd	2nd	1st
	4th	X	X X X X X X X X X	X X X	
	3rd		X X X X X X X	X X X X X X X X	X
	2nd		X X X X	X X	X X X X X X X X X X X
	1st				X X X X X X X X X X
Number of Procedures		1	20	13	22
					56
					10

¹"X" is a reported procedure.

²Quartile distribution in per cent was calculated from Appendix G, Table 9.2.
1st Quartile 0 - 19.9; 2nd Quartile 20 - 39.9; 3rd Quartile 40 - 59.9;
4th Quartile 60 - 79.9.

fifty-six procedures is listed on the diagram according to offer and extent of helpfulness. An "X" is placed in the cell depending on the characteristics offered, and the helpfulness of the procedures.

It is apparent from Figure 7.1 that some of the procedures which were frequently provided were found to be helpful by many of the beginning teachers. The ten top procedures in frequency provided and helpfulness are:

1. The provision of a teachers' handbook giving the rules and regulations governing the entire school system;
2. Being able to talk over my professional problems with my principal;
3. Being able to talk over my personal problems with my principal;
4. Being introduced to the entire elementary staff at the first building meeting;
5. Reporting for work before the first week of school for orientation purposes;
6. The opportunity to have an individual conference with my principal prior to or soon after the opening of school;
7. Being provided with personal copies of the rules and regulations governing the entire school system;
8. Being notified of my specific assignment soon after my appointment so that I could prepare myself for the new position;
9. The provision of bulletins, special meetings, or other methods to acquaint me with the philosophy and objectives of the school system; and
10. Attending the general teachers' meeting during which new teachers are introduced and plans for the year explained.

Some of the frequently provided procedures were not reported to be helpful by many of the teachers. Four of the frequently provided procedures which were reported not helpful are:

1. Being met upon arrival by a member of the administrative staff;
2. The foresight of the principal in guarding against incidents which might have embarrassed me;
3. A letter from my principal welcoming me to his staff; and
4. Short but fairly frequent visits of the principal to my class.

Some of the infrequently provided procedures were found to be not helpful by the beginning teachers. Some of these procedures were:

1. Special help in understanding the philosophy of discipline of elementary school students;
2. Information given to me on the community;
3. The provision of a definite time during the first week so that I can study the records and reports of the students I am to teach;
4. The opportunity to observe superior teaching within the system; and
5. The "hands off" policy for the first few weeks until I get my feet on the ground.

Thus, it appeared that teachers are divided on the helpfulness of the most frequently employed orientation procedures. The teachers seemed to endorse some of the less frequently provided procedures as not helpful to beginning teachers. Some of the beginning teachers believed that some of the procedures should be offered more frequently.

Relationship Between the Procedures Offered
and the Amount of Help as Perceived
by the Beginning Teachers

Figure 7.2 demonstrates the relationship between the orientation procedures offered and the ranking of helpfulness for other beginning teachers by the beginning teachers who responded to the questionnaire. The responses are divided into quartiles.

It was found that the procedure "short but fairly frequent visits of the principal to my class" was offered by most of the twelve school districts, but the beginning teachers did not recommend it highly as a procedure to be used for other beginning teachers. On the other hand, some of the infrequently offered procedures were not highly recommended. Five of these procedures are:

1. The opportunity and encouragement to voice my problems at building meetings;
2. The provision of courses or study or study guides at the opening of school;
3. Excursions for new teachers in the school community;
4. The welcome extended to new teachers by the Teachers' Club President at the first general meeting; and
5. Short biographical sketches of the new teachers in the newspaper.

It was also apparent that other infrequently offered procedures such as:

1. A letter from my principal welcoming me to his staff;

Figure 7.2 Helpfulness of Fifty-Six Offered Orientation Procedures Recommended by 137 Beginning Teachers for Other Beginning Teachers (in Quartiles)¹

DEGREE OF HELPFULNESS						
EXTENT OFFERED	4th	4th	3rd	2nd	1st	Number of Procedures
	4th	X X X X X X X				7
	3rd	X X X X X X XX X X X X X X XXX XX	X X	X		22
	2nd	X X X X X X	X X X X X X	X X X X X		17
	1st		X X X X X	X X	X X X	10
Number of Procedures						
		32	13	8	3	56

¹Quartile distribution in per cent was calculated from Appendix G, Table 9.2.
1st Quartile 0 - 19.9; 2nd Quartile 20 - 39.9; 3rd Quartile 40 - 59.0;
4th Quartile 60 - 79.9.

2. Instruction in the method used in evaluating student work; and
3. The provision of courses of study or study guides prior to the opening of school;

were highly recommended by the beginning teachers. Such procedures as:

1. Reporting for work before the first week of school for orientation purposes;
2. Being able to talk over my personal problems with my principal; and
3. Being able to talk over my professional problems with my principal;

were frequently offered and highly recommended by the teachers.

It might thus be concluded that among procedures offered most frequently there were few which the beginning teachers did not recommend as being helpful to other beginning teachers. It is also clear that the teachers recommend some procedures which were infrequently provided. There were three procedures which the beginning teachers did not recommend as helpful to other beginning teachers, these were:

1. Social affairs for new teachers sponsored by social clubs in the community;
2. The welcome extended by community clubs; and
3. The welcome extended by community churches.

Relationship Between the Ranking of the
Procedure as Helpful and Recommending
It as Helpful to Other Beginning
Teachers

Figure 7.3 shows the relationship between procedures ranked as helpful and those ranked as helpful to other beginning teachers. The responses are grouped in quartiles. It was found that the teachers did not recommend any procedure for others which they had not recommended for themselves. It was also found that those procedures which the beginning teachers reported to be of little help were not strongly recommended. On the other hand, some of the procedures which were ranked of minor help were highly recommended. Some of these procedures were:

1. Instruction in the method used in evaluating student work;
2. The opportunity to have an individual conference with my principal prior to or soon after the opening of school;
3. Receiving a copy of the school annual or school paper soon after my appointment;
4. Social affairs for new teachers sponsored by the administration;
5. Excursions for new teachers in the school community; and
6. The opportunity to observe superior teaching in other systems.

Some of the procedures which were high both in value to the 137 beginning teachers and to other beginning teachers were:

1. The provision of a teachers' handbook giving the rules and regulations governing the school system;

Figure 7.3 Helpfulness of Fifty-Six Recommended Orientation Procedures as Compared to the Helpfulness of the Same Procedures for the 137 Beginning Teachers (in Quartiles)¹

STRENGTH OF RECOMMENDATION ² BY 137 BEGINNING TEACHERS										
	4th	3rd	2nd	1st	Number of Procedures					
4th	X				1					
3rd	X X X X X X X X X X X X X X X	X			15					
2nd	X X X X X X X X X X	X X X X X X X X X X			18					
1st	X	X X X X X X X X X X	X X X X X X X X X X	X XX	22					

Number of Procedures	25	20	8	3	56
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¹Quartile distribution in percent was calculated from Appendix G, Table 9.2.
1st Quartile 0 - 19.9; 2nd Quartile 20 - 39.9; 3rd Quartile 40 - 59.9;
4th Quartile 60 - 79.9.

²The extent to which this procedure is believed to be helpful for other beginning teachers.

2. Being provided with personal copies of the rules and regulations governing the entire school system;
3. Reporting for work before the first week of school for orientation purpose;
4. Being able to talk over my personal problems with my principal;
5. Being assigned to work in the area in which I have special training; and
6. The opportunity to acquaint myself with the special services of the school such as testing, guidance, attendance, et cetera.

One might conclude that the beginning teachers recommended for other beginning teachers the majority of the procedures that were provided for them, and they wished that other beginning teachers have some of the procedures which were not available to them.

In Chapter I it was hypothesized that: beginning teachers perceive some orientation procedures as helpful. It was shown in Figure 7.1, that the beginning teachers reported twenty-one of the fifty-six procedures as highly helpful, whereas, they reported only twelve of the fifty-six procedures as not being of major help to them. It seems reasonable to conclude that the hypothesis is valid.

It was also hypothesized in Chapter I that: teachers recommend many different types of orientation procedures which they do not perceive in the present orientation program. If this hypothesis is valid it would seem that the beginning teachers would recommend many procedures which are not being offered in the twelve school districts under

study. However, when Figure 7.3 was studied it was found that one-half or 50.0 per cent of the procedures not offered by the twelve districts were highly recommended by the beginning teachers as helpful to other beginning teachers. Therefore, it seems reasonable to conclude that the hypothesis is valid.

CHAPTER VIII

SUMMARY AND IMPLICATIONS

In this chapter the major operations and findings of the study are summarized, general conclusions are drawn, and implications for the development of orientation programs, for use by administrators, and for further research are suggested.

Summary

The Problem

The problem of this study was to determine the perceptions held by beginning elementary teachers from selected Michigan school districts of their own orientation experiences in relation to the problems which they perceived during their initial year of teaching.

Method of Collecting Data

In order to study the problem, information was gathered from beginning elementary teachers in selected Michigan school districts.

A questionnaire was mailed to 279 beginning elementary teachers. Of these, 137 or 49.2 per cent, were returned. The data were grouped into a single population for analysis.

Results of the Study

General Characteristics of Beginning Teachers Included in This Study

Eighty-five and four-tenths per cent of the beginning teachers were women between the ages of twenty and twenty-five years. Half of them had majored in elementary education, lived within the community in which they taught, and were planning to teach in the same school the following year. The characteristics of the beginning teachers included in this study were similar to those of teacher groups in Michigan and the United States.

Five hypotheses were tested. The findings for each of them is summarized below.

Hypothesis I

Beginning teachers from different social groups, based on age, sex, undergraduate major, and residence, as well as those having had different student-teaching and teaching experiences do not differ in their perceptions of problems on human relations, on the mechanics of teaching, on the professional aspects of their positions, and their perceptions of the community.

Findings regarding Hypothesis I. All of the 137 beginning teachers perceived the seventeen problems listed in the questionnaire some of the time. Teachers perceived more problems at the beginning of the school year than at

the end of the school year. Most of the persistent problems of beginning teachers during the school year were problems of human relations.

There did not appear to be any significant differences among the perceptions of teachers when analyzed by age, undergraduate major, and student-teaching experience. Differences in perceptions did appear between male and female teachers and when teaching experience and place of residence were examined.

Hypothesis II

Beginning teachers perceived different sources as helpful for different types of problems.

Findings regarding Hypothesis II. The source of greatest help for all types of problems perceived by the beginning teachers was experienced colleagues and administrators. Minor differences in choice, however, appeared. For example, experienced teachers, in preference to administrators, were the first choice of teachers perceiving problems involving human relations. Administrators were preferred to experienced teachers for problems involving community relations. The orientation programs were not viewed as a significant source of help for more than a minority of teachers regardless of the type of problem.

Hypothesis III

Beginning teachers perceived the orientation procedures used in their school as helpful for some types of problems.

Findings regarding Hypothesis III. The orientation programs in each case of the twelve selected Michigan school districts were similar in content and scope. They were not considered by beginning teachers as major sources of help for any of the four types of problems perceived. Many of the districts are not providing planned opportunities for teachers to become oriented to the community. Some of the procedures that were frequently provided were reported to be helpful by many of the teachers. Under the category "Orientation to Teaching," the most frequently used procedure was to give general information to the teacher about sickleave and the salary schedule of the local school system. In the area of "Orientation to the Profession," the most frequently employed procedures included the provision of material on the rules, regulations, and services of the school system. The most frequently employed procedure in the area of "Community Orientation" was the welcoming of beginning teachers at general meetings and social affairs.

Hypothesis IV

The orientation procedures do not meet all types of problems perceived by the teachers.

Findings regarding Hypothesis IV. In the main orientation programs provided information for beginning teachers on the administrative details of the school and its personnel. The orientation procedures did not specifically cover the following problems perceived by the teachers: (1) planning for and working with gifted and retarded children, (2) making effective use of community resources, (3) developing better personal qualities in teachers such as poise and emotional control, (4) developing personal friendships in the community, and (5) helping the teacher and his work to be appreciated by citizens of the community. The teachers reported that orientation programs mainly emphasized the administrative details of school operation and the general goals of the school, whereas the teachers believed that they needed help with problems involving human relations.

Hypothesis V

Teachers recommend many different types of orientation procedures which they do not perceive in the present programs.

Findings regarding Hypothesis V. The teachers indicated that the orientation procedures offered were of some help. They recommended the majority of procedures now being used for use by other beginning teachers. There was considerable similarity between those procedures offered by the school districts, those considered helpful by

beginning teachers, and those recommended to other beginning teachers. Some of the procedures that were infrequently offered were recommended by the teachers as possibly helpful to other beginning teachers.

General Conclusions

From the findings in this study, the following conclusions might be drawn:

1. Present orientation programs deal with aspects of teaching which are of minor importance to beginning teachers.
2. Present orientation practices mainly provide information to help in coping with problems involving the administrative details of teaching.
3. The chief concern of beginning teachers is with problems involving human relations in the classroom.
4. By the end of the year, beginning teachers are concerned not only with classroom relations but also with the broader school and community problems.
5. The beginning teacher seems to turn most frequently to experienced colleagues and the school administrator for assistance in solving all types of problems.

6. Despite the fact that present procedures are not always considered helpful by beginning teachers, they nevertheless recommend them for other beginning teachers.
7. A special program should be developed to help teachers who majored in secondary education, but are now working as elementary teachers.

Implications of the Study

If these general conclusions are valid, several implications for the development of orientation programs, for educational administration, and for further research would seem to follow. These are:

1. A new concept of orientation is needed;
2. The persons involved in the development of programs should be changed;
3. The focus of orientation programs should change;
4. Orientation procedures should be changed;
5. The basis for evaluating orientation programs should be changed;
6. The role of the administrator in orientation should be changed;
7. Special procedures should be provided; and
8. Further research is needed.

Each of these implications is described in detail in the remaining portion of this chapter.

A New Concept of Orientation Is Needed

The commonly accepted purpose of orientation is to help beginning teachers become acquainted with the new school, to participate effectively in its life, and to utilize its opportunities to serve in educating youth.

In order to accomplish this purpose, the schools in this study provided opportunities to learn the administrative details of school operation, the general goals of the school, and the rules, regulations, and services of the school system. However, the beginning teachers in this study reported that such procedures were of minor importance to them as sources of help. Since the present orientation programs focus on problems of little concern to beginning teachers, it follows that a new concept of orientation may be needed if the purpose of the program is to be achieved.

One such concept can be developed from the theoretical assumptions set forth in Chapter I. Under this concept, orientation is viewed as a process involving changes in the attitudes, beliefs, and values of beginning teachers and their more experienced colleagues. These changes are most easily accomplished through a warm mutual interaction in solving problems of concern to beginning teachers. In order that the new teacher may feel a part of the new school and its faculty, it is necessary that procedures be provided that will help him develop a perception of the needs, values, and attitudes of the resident teachers;

understand others' perception of reality and harmonize his own beliefs with theirs. It is also important that procedures be provided which will enable the resident staff to understand the beginning teacher, and accept the values he holds. The resident staff should be willing to listen to the beginning teacher's opinions on problems to be solved.

The Persons Involved in the Development of
Orientation Programs Should be Changed

In many schools a committee is selected or appointed to plan and implement the orientation program. This committee is faced with the problem of developing the program for individuals before they can learn what their problems are, or other facts which should serve as the basis for the program.

If the purpose of the orientation program is to help beginning teachers, it follows that a change is needed which will allow beginning teachers, experienced teachers, and administrators to participate in the development of the program.

Procedures which tend to bring friendly interaction between beginning teachers and experienced staff must be provided. Teachers might be brought together in a problem inventory situation in an attempt to identify the problems of the beginning teachers. Procedures should be provided so that the group can be further divided into smaller subgroups. Regardless of the discussion group selected by or

for the beginning teacher it is very important that all members feel a part of the group and that all are given an opportunity to express their views.

The Focus of Orientation Programs Should Change

The present focus of orientation programs is the inducting of beginning teachers into the local school system. The programs contain activities which the administrator or faculty committee develop to provide information concerning such matters as rules and regulations of the school, how pupils are classified, how to secure supplies and equipment, and how attendance and other reports are made. Some of the information provided was reported to be helpful by beginning teachers, but was not directly pertinent to their immediate problems.

The focus of the orientation program should be changed to develop a mutual understanding and respect between new and experienced staff. How can a program be organized that will develop mutual understanding and respect between new and experienced teachers? Since the teachers in this study reported their major concern was with problems involving human relations within the classroom, it would seem that procedures which start with such problems might lead to better understanding. Procedures which will enable these teachers to come together, discuss their mutual concerns, and seek possible solutions will tend to bring about mutual respect and understanding.

Orientation Procedures Should be Changed

Present orientation procedures provide formal impersonal experiences for beginning teachers. Beginning teachers reported that they did not consider present orientation procedures a major source of help. Instead, beginning teachers usually turned to experienced colleagues and administrators for help. It follows from the above that the program procedure should be changed. As previously stated the orientation program should provide for participation based upon practices which beginning teachers find helpful.

From the very beginning the new teacher should be made to feel accepted in his relations with the staff so that, without misgivings, he can discuss and seek help in solving relevant problems. Once a teacher has reported to the new position it will become the responsibility of the entire staff to provide an environment which enables the teacher to feel at ease. The orientation program should consist of procedures which will provide solutions to individual problems as well as to those common to the entire group.

It is recognized that the teacher will bring to the school his own set of values. Therefore, the orientation program should include procedures which will re-examine the program in terms of values held by beginning teachers. The beginning teacher should understand that the

experienced personnel also have certain values which should be respected.

Basis for Evaluating Orientation Programs Should be Changed

Present orientation programs apparently are evaluated according to the quantity of the information about the school, the job of teaching, and the rules and regulations of the school which the beginning teacher has learned. Since the beginning teachers reported these matters were not difficult, it follows that a program so evaluated might receive a high rating by the persons responsible for it and, at the same time, be rated not too helpful in solving important problems by beginning teachers. It would seem logical to evaluate the program in terms of the attitudes and values of the beginning teachers and their colleagues. If the program is to be a success, it would seem that experienced staff should accept the beginning teachers, their perceptions of problems, their attitudes, and values. The beginning teacher should be expected to have learned to respect the values of others, to be able to develop in new situations, and to be concerned not alone with the classroom situation but also the broader aspects of the school and its program.

The Role of the Administrator in Orientation Should be Changed

The administrator should take the leading role in developing a concept of orientation which involves changes

in the attitudes, beliefs, and values of the beginning teachers and the experienced staff. In his efforts to improve orientation procedures the administrator will have to make well formulated plans in advance of the school year, organize discussion groups, or devise other means of stimulating teachers' interest and cooperation, in order to utilize to the utmost the creative potential of both experienced and inexperienced staff.

Special Procedures Should be Provided

Special procedures in addition to those in the regular orientation program should be developed to help teachers who majored in secondary education but who are now beginning to work as elementary teachers. Since almost half of the elementary teachers in this study majored in secondary education it would seem that procedures dealing with problems perceived by these teachers should be provided and should be as far as possible on an individual basis.

Some of the problems which a beginning elementary teacher with a secondary education major might face are: learning to work well with pupils of this age group, learning how to evaluate elementary pupils and their work, learning the school's usual method of grouping pupils, learning the administrative responsibilities of elementary school teachers, and learning to solve the specialized problems of elementary school children.

The special program for those teachers who did not major in elementary education should be focused on such needs as those stated above.

Further Research is Needed

The results of this study raise many interesting points which might be developed in further research. Among these might be:

1. The effect of administrative leadership on orientation problems;
2. Further development of and verification or change of the present thesis;
3. The effect of different programs on the attitudes, beliefs, and values of beginning teachers;
4. The effect of attitudes of the experienced staff on the perceptions of beginning teachers;
5. The effect of social environment on the ideals and enthusiasms of beginning teachers; and
6. The effect of an undergraduate major in secondary education upon the perception of problems by beginning teachers as compared with the effect of an undergraduate major in elementary education.

If further insight on these points can be attained, administrators, experienced staff, and beginning teachers may be aided in their efforts to help beginning teachers. Since we believe that educational advancement must depend to a large degree on research, then the importance of further study on orientation procedures must be recognized.

APPENDICES

A STUDY OF ORIENTATION PRACTICES AFFECTING THE ADJUSTMENT OF BEGINNING TEACHERS

Dear Beginning Teacher:

I am a graduate assistant at Michigan State University in the Department of Administrative and Educational Services. I am studying "Orientation Practices Affecting the Adjustment of Beginning Teachers."

Permission has been secured from your superintendent to include your school in this study; and your principal has given me your name as one of the new teachers on the elementary school staff this year. I would be grateful if you would fill out this questionnaire, and return it to me at your earliest possible convenience.

The information obtained will, of course, be held in the strictest confidence and will in no way reflect upon the school, the individual teacher or the principal.

Your comments on this project will be appreciated. May I express my thanks for your cooperation.

Sincerely yours,

Joseph J. Hudson

College of Education
Department of Administrative and Educational Services
Michigan State University
East Lansing, Michigan

GENERAL INFORMATION

1. Name _____ Sex _____ Marital status _____
2. What is your approximate age? _____
3. At what college did you complete your bachelor's degree? _____
4. In what year did you complete your bachelor's degree? _____
5. In what area was your undergraduate major? _____
6. Have you taken one or more courses beyond the bachelor's degree? Yes _____ No _____
7. Where did you do your student teaching? _____
8. In what grade or grades did you have your student teaching experience? _____
9. In what grade or grades are you now teaching? _____
10. How many years of teaching experience have you had, prior to teaching in the present public school? _____
11. What are the approximate number of hours per week that you devote to extra-curricular activities? _____
12. What is the average number of pupils in your class? _____
13. Do you live in the community where you teach? Yes _____ No _____
14. What are your plans for teaching next year? _____

15. If you are not planning to teach next year what is your reason for leaving the profession? _____
16. Name of the school where you are now employed _____

[illegible]

The following list of orientation procedures was constructed after a thorough study of the many references which dealt with the orientation of new teachers. It is recognized that not all of these orientation procedures can be used by any one school, but they do include a wide variety of techniques which may be used in an orientation program.

You are asked to do three things with the procedures listed:

1. In column I check those procedures which were actually used in your school this year.
2. In column II check those procedures which in your judgment were especially helpful to you in becoming adjusted to your present position.
3. In column III check procedures which in your judgment would be helpful to other beginning teachers.

ORIENTATION TO TEACHING

	Procedure used in your School Column I	Procedure was Especially helpful to you Column II	Procedure might be helpful to other beginning teachers Column III
1. Reporting for work before the first week of school for orientation purposes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Formal assistance in securing lodging or housing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Being met upon arrival by a member of the administrative staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The "hand off" policy for the first few weeks until I get my feet on the ground.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Being able to talk over my personal problems with my principal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Being introduced to the entire elementary staff at the first building meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The foresight of the principal in guarding against incidents which might have embarrassed me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Short but fairly frequent visits of the principal to my class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Letter from my principal welcoming me to his staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The opportunity and encouragement to voice my problems at:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a. Building meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. All-system meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Guidance meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Department meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The assignment to classes and study halls where class control was not too difficult.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The opportunity to have an individual conference with my principal prior to or soon after the opening of school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. The definite encouragement to visit the homes of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Being introduced to the clerical and custodial staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Providing me with information regarding the school system's public relations policy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. The opportunity for an individual conference with the superintendent prior to or shortly after the beginning of the school year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Special help in understanding the philosophy of discipline of elementary school students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Providing me with information regarding sick leave, credit union, merits system or salary schedule.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Being introduced to the student body at an assembly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Receiving a copy of the school annual or school paper soon after my appointment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Information given to me on the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PROFESSIONAL ORIENTATION

1. Being given a light teaching load during the first semester.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The provision of a teachers' handbook giving the rules and regulations governing the entire school system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Being provided with personal copies of the rules and regulations governing the entire school system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Procedure used in your School Column I	Procedure was Especially helpful to you Column II	Procedure might be helpful to other beginning teachers Column III
4. Being notified of my specific assignment soon after my appointment so that I could prepare myself for the new position. ²⁵	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The provision of a definite time during the first week so that I can study the records and reports of the students I am to teach. ²⁶	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Instruction in the method used in evaluating student work. ²⁷	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Being assigned to work in the area in which I have special training. ²⁸	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The opportunity to observe superior teaching: ²⁹			
a. Within the system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. In other systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The opportunity to acquaint myself with the special services of the school such as testing, guidance, attendance, etc. ³⁰	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The provision of courses of study or study guides: ³¹			
a. Prior to the opening of school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. At the opening of school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The provision of bulletins, special meetings or other methods to acquaint me with the philosophy and objectives of the school system. ³²	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Attending the general teachers' meeting during which new teachers are introduced and plans for the year explained. ³³	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Special help provided in becoming acquainted with instructional aids such as library facilities, audio-visual aids, etc. ³⁴	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. The provision of in-service training through extension courses or work shops. ³⁵	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Having an experienced teacher assigned to help me during the first few weeks. ³⁶	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Being able to talk over my professional problems with my principal. ³⁷	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ORIENTATION TO THE COMMUNITY

1. Social affairs for new teachers sponsored by: ³⁸			
a. Local teachers' club	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Parent-Teachers' Association	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Other community organization (Specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Excursions for new teachers in the school community. ³⁹	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The welcome extended to new teachers by the Teachers' Club President at the first general meeting. ⁴⁰	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The welcome extended to new teachers at the first general meeting by one or more members of the Board of Education. ⁴¹	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The welcome extended to new teachers by the Student Government officers. ⁴²	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Short biographical sketches of the new teachers in the local newspaper. ⁴³	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Introduction to the key people in the community. ⁴⁴	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The welcome extended by: ⁴⁵			
a. Community Clubs (Specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Community churches (Specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Visiting in the principal's home in a friendly and informal atmosphere. ⁴⁶	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

List any additional orientation procedures used in your school _____

List any other orientation procedures which you would consider helpful or desirable _____

APPENDIX B

April 12, 1957

Mr. ----
Superintendent of ---- Schools
-----, Michigan

Dear Mr. -----:

Each year school administrators have to replace a number of teachers who, for one reason or another, have resigned. The problem has become particularly acute in recent years because of the shortage of teachers and the increased enrollment in the schools. It has been suggested that a large percentage of these resignees are "beginning" teachers. By "beginning" teachers, I mean any who joined your staff for the 1956-57 school year.

I wonder if these new teachers might not remain as permanent employees if orientation programs were designed to solve their special problems. I am about to begin a research study of Orientation Practices Affecting the Adjustment of Beginning Teachers.

In this connection, I would be extremely grateful if you would allow the schools under your jurisdiction to participate in the study. In particular, would it be permissible to use the services of your office to distribute copies of the enclosed form to the principal of each elementary school which has employed a new teacher during the 1956-57 school year and have them return these forms to your office? After receiving this information, I would send a check list, through your office, to each of the new teachers.

The information obtained will, of course, be held in the strictest confidence and will in no way reflect upon the school, the individual teacher or the principal. The study will not mention specific school systems, but will discuss the theoretical conclusions drawn from the data gathered.

Your comments or criticisms of this project will be appreciated. May I express my thanks for your interest and cooperation.

Sincerely yours,

Joseph T. Hudson
Graduate Assistant

[illegible]

* A beginning teacher is one who joined your staff for the 1956-57 school year.

APPENDIX D

PROBLEMS LISTED UNDER FREE RESPONSE BY BEGINNING TEACHERS ON THE QUESTIONNAIRE

1. The problem of dealing with difficult parents.
2. The problem of ordering and distributing supplies.
3. The problem of grading. (Standards too low, allowing many pupils to pass and graduate who have not mastered the basic materials.)
4. The problem of working with low socio-economic groups within the classroom.
5. The problem of finding housing.
6. The problem of friendship with the opposite sex.

APPENDIX E -- TABLE 9.1

PROBLEMS PERCEIVED BY BEGINNING ELEMENTARY
SCHOOL TEACHERS IN SELECTED MICHIGAN
SCHOOL DISTRICTS

Type of Problem Perceived (1)	Number of Teachers Reporting Problems				
	No Re- sponse (2)	Not at All (3)	Rarely or Occa- sionally (4)	About One-Half of Time or More (5)	Total (6)
Problems Involving Human Relations					
1. Handling disciplinary problems	1	12	91	33	137
2. Planning for and working with gifted and retarded pupils	4	13	90	30	137
3. Working with the administration	2	84	42	9	137
4. Working with co-workers	2	91	36	8	137
5. Working with custodial and other non-teaching personnel	1	106	29	1	137
Problems Involving Mechanics of Teaching					
6. Understanding the goals of the school	3	50	68	16	137
7. Understanding and using special school services, such as guidance, standardized tests, remedial reading	2	52	70	13	137
8. Keeping and making out official records and reports	3	46	77	11	137

TABLE 9.1--Continued

Type of Problem Perceived (1)	Number of Teachers Reporting Problems				Total (6)
	No Re- sponse (2)	Not at All (3)	Rarely or Occa- sionally (4)	About One-Half of Time or More (5)	
9. Understanding and using courses of study and curriculum guides	1	64	56	16	137
10. Making effective use of community resources	2	53	70	12	137
Problems Involving Professional Development					
11. Developing better personal qualities as a teacher, such as voice, poise, emotional control, et cetera	2	23	92	20	137
12. Increasing the effectiveness for working with pupils	4	21	88	24	137
Problems Involving the Community					
13. Getting acquainted with the community and its people	2	60	61	14	137
14. Being accepted in community	7	88	36	6	137
15. Developing personal friendships within the community	6	86	37	8	137
16. Being integrated into activities of P.T.A.	5	96	32	7	137
17. Feeling that your work is appreciated by citizens within the community	8	66	52	11	137

APPENDIX F

DESCRIPTION OF PROCEDURES USED IN THE STUDY

Types of Orientation ProceduresOrientation to Teaching

Procedure 1. Reporting for work the first week of school for orientation purposes.

Many school systems in the United States and in Michigan invite teachers to attend an orientation week which is held prior to the first week of school. Teachers become acquainted with each other and with the administrative staff and very often with the Board of Education members. An opportunity is given beginning teachers to take excursions into the community, to become acquainted with the rules and regulations governing the entire system and to understand the philosophy and objectives which guide the school system. In the last few years more and more of these orientation meetings are being held in large camps where a more personal and informal atmosphere prevails, than could exist in a typical school situation.

Procedure 2. Formal assistance in securing lodging or housing.

Due to the housing shortage in the past years many administrators have believed it necessary to help beginning

teachers secure rooms or housing. In some of the large school systems, housing counselors have been employed in the summer months to locate available rooms and housing and to help beginning teachers find desirable living accommodations.

Procedure 3. Being met upon arrival by a member of the administrative staff.

Some administrators make it a point to try to welcome the beginning teacher on his or her arrival in the community. Very often the new teacher is a stranger to the community and an administrator can smooth out the difficulties that beset a newcomer.

Procedure 4. The "hands off" policy for the first few weeks until I get my feet on the ground.

Administrators frequently think that beginning teachers are apt to do their best work and make a good beginning, therefore they are left relatively free during the first few weeks unless there is obvious difficulty.

Procedure 5. Being able to talk over my personal problems with my principal.

Administrators often think that personal problems which remain unsolved may cause professional problems. It frequently helps beginning teachers just to be able to talk things over with someone who is sympathetic and understanding.

Procedure 6. Being introduced to the entire elementary staff at the first building meeting.

Principals using procedure usually give something of the new teachers' professional background before the introduction. Other principals ask each teacher to stand and introduce himself by giving his name and position on the staff.

Procedure 7. The foresight of the principal in guarding against incidents which might have embarrassed me.

Principals very often try to protect the teacher from embarrassing incidents by informing teachers of extremely sensitive students and parents, students who have mental or physical defects, and malicious community gossips. An effort is often made to acquaint the new teachers with the customs and traditions of the community.

Procedure 8. Short but fairly frequent visits of principal to my class.

Principals very often want to know before new teachers run into difficulty how he or she is handling the class situation. The delivery of bulletins and pay checks often enables the principal to get a picture of the class in action without subjecting the new teachers to the ordeal of a formal observation.

Procedure 9. Letter from my principal welcoming me to his staff.

Superintendents sometimes ask the principal to extend a welcome to the new teacher as a small but useful part of the total orientation program.

Procedure 10a-d. The opportunity and encouragement to voice my problem at (a) building meeting, (b) all-system meetings, (c) guidance meetings, and (d) department meetings.

Some schools hold monthly meetings at these problem levels. Generally the principal, superintendent, guidance counselor, or department head acts as chairman for these meetings.

Procedure 11. The assignment to classes and study hall where class control was not too difficult.

Many administrators in an attempt to help the beginning teacher meet with success in the new teaching situation assigning them to smaller classes, and study halls with few discipline problems.

Procedure 12. The opportunity to have an individual conference with my principal prior to or soon after the opening of school.

Some principals make it a practice to set time aside at this period to become personally acquainted with the beginning teacher and to help solve any problems that may have arisen.

Procedure 13. The definite encouragement to visit the homes of students.

Some administrators insist that the teachers make at least one call per year at the homes of their students.

Procedure 14. Being introduced to the clerical and custodial staff.

The principal recognizes the importance of the clerical and custodial staff to the proper functioning of the school. Many administrators make it a policy to insure that new teachers become acquainted with their co-workers.

Procedure 15. Providing me with information regarding the school system's public relations policy.

School systems with diverse religious, cultural, and nationality groups often have a definite policy which they want all personnel to follow.

Procedure 16. The opportunity for an individual conference with the superintendent prior to or shortly after the beginning of the school year.

Superintendents in the smaller school system often make it a practice to meet with the new teachers to give them a sense of security. Frequently the new teacher has a better acquaintance with the superintendent than anyone else on the staff since he ordinarily made the initial contact the previous spring.

Procedure 17. Special help in understanding the philosophy of discipline of elementary school students.

Many schools have an established philosophy on discipline of elementary school students, therefore, it is necessary to explain this philosophy to the beginning teacher.

Procedure 18. Providing me with information regarding sick leave, credit union, merit system, or salary schedule.

This information is usually given by means of bulletins or by holding a special meeting with the beginning teachers.

Procedure 19. Being introduced to the student body at an assembly.

Some administrators introduce the new teachers to the students at the first assembly. They think that this procedure also plays an important part in student orientation.

Procedure 20. Receiving a copy of the school annual or school paper soon after my appointment.

In an attempt to acquaint the new teachers with the nature of the school a few administrators send the school newspaper each week to the new teachers after they are hired. The school annual is sent during the summer.

Procedure 21. Information given me on the community.

This information is frequently given by administrators to beginning teachers so that they will not unconsciously align themselves with the community factors.

Professional Orientation

Procedure 1. Being given a light teaching load during the first semester.

Administrators sometimes believe that a new teacher should be given a light teaching load compared to the experienced teachers. This enables the beginning teacher to get a good start in the new position. They also believe that this procedure is justified because the beginning teachers are frequently at or near the bottom of the salary schedule.

Procedure 2. The provision of a teacher's handbook giving the rules and regulations governing the entire school system.

Many schools provide all teachers with handbooks containing information on tardiness procedures, excused and unexcused absences, attendance slips, recording of semester marks, et cetera. Other information included would be methods of closing the semester and opening the new semester's work.

Procedure 3. Being provided with personal copies of the rules and regulations governing the entire school system.

A large number of administrators furnish handbooks for all teachers. These handbooks usually contain the philosophy of education which guides the school system, salary schedule, duties of the administrative officers,

special service division, sick leave policy, in-service training, et cetera.

Procedure 4. Being notified of my specific assignment soon after my appointment so that I could prepare myself for the new position.

Many teachers like to know their specific assignment before school starts. This will enable the teacher to prepare his work before he reports for duty.

Procedure 5. The provision of a definite time during the first week so that I can study the records and reports of the students I am to teach.

In some school systems where accurate scholastic and anecdotal records are kept of each student, administrators think that it is of mutual benefit to teachers and students to have specific time set aside during the first week of school so that all teachers, especially the beginning teachers, will have an opportunity to become acquainted with their students.

Procedure 6. Instruction in the method used in evaluating student work.

Some schools have worked out a definite system of evaluation which is used by all teachers.

Procedure 7. Being assigned to work in the area in which I have special training.

Many administrators try to assign new teachers to classes in their major field of preparation. If scheduling difficulties arise, the experienced teachers are assigned to teach the extra classes.

Procedure 8. The opportunity to observe superior teaching (a) within the system, and (b) in other systems.

In some school systems both beginning and experienced teachers are given one day each year to visit classrooms within their own system and in other systems.

Procedure 9. The opportunity to acquaint myself with special services of the school such as testing, guidance, attendance, et cetera.

Procedure 10a-b. The provision of courses of study or study guides; (a) prior to the opening of school (b) at the opening of school.

In an effort to give beginning teachers an opportunity to prepare for their position, administrators sometimes send the courses of study or study guides to the new teachers during the summer if a definite assignment is made.

Procedure 11. The provision of bulletins, special meetings or other methods to acquaint me with the philosophy and objectives of the school system.

It is thought by many administrators that new teachers cannot thoroughly comprehend the objectives of

their building and of the school system unless information regarding the philosophy of education of the particular school system is understood.

Procedure 12. Attending the general teachers' meeting during which new teachers are introduced and plans for the year are explained.

Procedure 13. Special help provided in becoming acquainted with instructional aids such as library facilities, audio-visual aids, et cetera.

Very often during the orientation week which some school systems have, the various heads of special service divisions explain the resources and functions of their departments.

Procedure 14. The provision of in-service training through extension courses or work shops.

Many school systems today provide for further training of their teachers through these methods. Some administrators consider this an integral part of the orientation program. Outside specialists are sometimes called in and the teachers receive university credit. Boards of education often defray the entire expense.

Procedure 15. Having an experienced teacher assigned to help me during the first few weeks.

Many administrators in recent years have adopted a "buddy," "help-a-long," "big brother," "big sister," system of helping the new teachers. These "Guardian Angels" are entrusted with the responsibility of introducing the new teacher to the experienced teachers in her new building and of helping her during the first few weeks.

Procedure 16. Being able to talk over my professional problems with my principal.

Administrators often think that personal problems which remain unsolved may cause professional problems. It frequently helps a new teacher just to be able to talk things over with someone who is sympathetic and understanding.

Orientation to the Community

Procedure 1-a. Social affairs for new teachers sponsored by local teachers' club.

Educational literature mentions quite frequently the work done by teachers' clubs in working with the administration in the work of orienting new teachers. Very often the administration depends upon the local teachers' club to work out the details for the social affair for new teachers which is frequently held during the first week of school.

Procedure 1-b. Social affairs for new teachers sponsored by Parent-Teachers Association.

It is an accepted procedure in some school systems for the Parent-Teachers Association to sponsor a reception for the new teachers during the first week of the semester. Some administrators believe that this is an excellent opportunity for the new teachers to become acquainted with the leaders in the community.

Procedure 1-c. Social affairs for new teachers sponsored by the administration.

The administrative officers in some school systems take the initiative in this area of orientation, believing that a school social affair sponsored by them leads to a decrease in the natural tensions which sometimes exist between new teachers and the administrators.

Procedure 2. Excursions for new teachers in the school community.

Excursions about the school community are sponsored by administrators to acquaint the new teachers with the entire school districts which very often have contrasting neighborhoods whose students comprise the classroom groups. These trips are useful in showing the new teachers the social and economic background of the student population. The beginning teachers are also able to see the community resources that are available for classroom use through these trips.

Procedure 3. The welcome extended to new teachers by the Teachers' Club president at the first general meeting.

In some school systems the president of the Teachers' Club frequently acts as the chairman of the first meeting in the morning instead of the superintendent. In these cases, Teachers' Club take an active part in planning the teacher orientation program.

Procedure 4. The welcome extended to new teachers at the first general meeting by one or more members of the Board of Education.

Superintendents invite members of the Board of Education to the first general meeting in an effort to bring the policy making group in close contact with the teachers. Frequently the president or secretary of the Board of Education makes a brief welcome address to the old and new teachers.

Procedure 5. The welcome extended to new teachers by the Student Government officers.

Student Government officers in some school systems make a special effort to introduce themselves to the new teachers and to extend a welcome on the part of the student body.

Procedure 6. Short biographical sketches of the new teachers in the local newspapers.

Local newspapers in many of the smaller communities usually print a list of the staff members of the various schools for the coming school year, and often write a biography of new teachers for the information of the public.

Procedure 7. Introduction to the key people in the community.

Administrators, especially in the smaller communities often think that it is important for the beginning teacher to get to know the community leaders personally, since their support is often necessary in carrying out school plans and policies.

Procedure 8a-b. The welcome extended by (a) community clubs, and (b) community churches.

In many communities, especially in the smaller communities many decisions are made at club meetings which will affect the school program. Therefore, some administrators desire to have the new teachers meet the members of the clubs.

Procedure 9. Visiting in the principal's home in a friendly and informal atmosphere.

Some administrators think that the best way to become acquainted with the beginning teachers is to invite them to their homes.

APPENDIX G -- TABLE 9.2

SUMMARY OF QUESTIONNAIRE RESPONSE TO THE ORIENTATION PROCEDURES

Procedure (1)	Per Cent of Districts Offering the Procedure (2)	Per Cent of Teachers Perceiving the Procedure Being Used (3)	Per Cent of Teachers Reporting the Procedure Helpful (4)	Per Cent of Teachers Rec- ommending the Procedure for Other Begin- ning Teachers (5)
Orientation to Teaching				
Reporting for work before the first week of school for orientation purpose	100.0	66.4	48.9	61.3
Formal assistance in securing lodging or housing	66.6	42.3	27.0	63.5
Being met upon arrival by a member of the administrative staff	75.0	34.3	21.9	48.2
The "hand off" policy for the first few weeks until I get my feet on the ground	83.3	46.0	32.8	48.9
Being able to talk over my personal problems with my principal	100.0	65.0	49.6	65.0
Being introduced to the entire elemen- tary staff at the first building meeting	100.0	79.6	49.6	58.4

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TABLE 9.2 -- Continued

Procedure (1)	Per Cent of Districts Offering the Procedure (2)	Per Cent of Teachers Perceiving the Procedure Being Used (3)	Per Cent of Teachers Reporting the Procedure Helpful (4)	Per Cent of Teachers Rec- ommending the Procedure for Other Begin- ning Teachers (5)
The foresight of the principal in guarding against incidents which might have embarrassed me	66.6	46.7	38.0	59.9
Short but fairly frequent visits of the principal to my class	58.3	43.8	22.6	39.4
Letter from my principal welcoming me to his staff	75.0	35.7	28.5	60.6
The opportunity and encouragement to voice my problems at: Building meetings All-system meetings Guidance meetings Department meetings	75.0 58.3 58.3 83.3	31.3 35.0 36.9 13.1	17.5 17.5 19.7 9.5	38.7 43.1 38.7 40.1
The assignment to classes and study halls where class control was not too difficult	58.3	55.4	46.0	71.5
The opportunity to have an individual conference with my principal prior to or soon after the opening school	100.0	22.6	16.8	49.6

TABLE 9.2--Continued

Procedure (1)	Per Cent of Districts Offering the Procedure (2)	Per Cent of Teachers Perceiving the Procedure Being Used (3)	Per Cent of Teachers Reporting the Procedure Helpful (4)	Per Cent of Teachers Rec- ommending the Procedure for Other Begin- ning Teachers (5)
The definite encouragement to visit homes of students	83.3	70.0	48.2	69.3
Being introduced to the clerical and custodial staff	70.0	58.4	41.6	66.4
Providing me with information regarding the school system's public relations policy	90.8	56.2	41.6	66.4
The opportunity for an individual confer- ence with the superintendent prior to or shortly after the beginning of school year	83.3	21.2	13.1	45.3
Special help in understanding the philosophy of discipline of elementary school students	75.0	40.9	29.9	73.0
Providing me with information regarding sick leave, credit union, merits system, or salary schedule	100.0	77.4	33.3	73.7
Being introduced to the student body at an assembly	58.3	15.3	8.0	36.5

TABLE 9.2--Continued

Procedure (1)	Per Cent of Districts Offering the Procedure (2)	Per Cent of Teachers Perceiving the Procedure Being Used (3)	Per Cent of Teachers Reporting the Procedure Helpful (4)	Per Cent of Teachers Rec- ommending the Procedure for Other Begin- ning Teachers (5)
Receiving a copy of the school annual or school paper soon after my appointment	75.0	21.9	13.1	43.1
Information given to me on the community	83.3	48.9	37.2	69.3
Professional Orientation				
Being given a light teaching load during the first semester	50.0	10.2	9.5	52.6
The provision of a teachers' handbook giving rules and regulations governing the entire school system	90.8	66.7	62.0	69.3
Being provided with personal copies of the rules and regulations governing the entire school system	90.8	64.2	53.3	66.7
Being notified of my specific assignment soon after my appointment so I could prepare myself for the new position	100.0	61.3	48.2	76.6
The provision of a definite time during the first week so that I can study the records and reports of the students I am to teach.	83.3	42.3	37.2	73.0

TABLE 9.2--Continued

(1) Procedure	Per Cent of Districts Offering the Procedure (2)	Per Cent of Teachers Perceiving the Procedure Being Used (3)	Per Cent of Teachers Reporting the Procedure Helpful (4)	Per Cent of Teachers Rec- ommending the Procedure for Other Begin- ning Teachers (5)
Instruction in the method used in evaluating student work	75.0	33.3	16.1	62.8
Being assigned to work in the area in which I have special training	83.3	53.3	43.8	65.7
The opportunity to observe superior teaching: Within the system In other systems	75.0 66.6	40.9 16.8	28.5 13.1	65.0 49.6
The opportunity to acquaint myself with the special services of the school such as testing, guidance, attendance, etc.	90.8	57.7	40.9	64.2
The provision of courses of study or study guides:				
Prior to the opening of school	75.0	28.5	22.6	62.0
At the opening of school	100.0	28.5	17.5	34.3
The provision of bulletins, special meetings or other methods to acquaint me with the philosophy and objectives of the school system	100.0	63.5	47.4	65.0

TABLE 9.2--Continued

Procedure (1)	Per Cent of Districts Offering the Procedure (2)	Per Cent of Teachers Perceiving the Procedure Being Used (3)	Per Cent of Teachers Reporting the Procedure Helpful (4)	Per Cent of Teachers Rec- ommending the Procedure for Other Begin- ning Teachers (5)
Attending the general teachers' meeting during which new teachers are introduced and plans for the year explained	90.8	73.0	48.2	65.0
Special help provided in becoming ac- quainted with instructional aids such as library facilities, audio-visual, etc.	90.8	48.9	40.1	73.7
The provision of in-service training through extension courses or work shops	83.3	56.2	25.5	48.9
Having an experienced teacher assigned to help me during the first few weeks	75.0	35.8	26.3	56.9
Being able to talk over my professional problems with my principal	100.0	70.8	54.0	66.4
Community Organization				
Social affairs for new teachers sponsored by: Local teachers' club	75.0	56.9	27.7	48.9
Parent-Teachers' Association	100.0	51.1	19.7	41.6
The administration	83.0	36.5	17.5	34.3
Other community organizations	0.0	0.0	0.0	0.0

TABLE 9.2--Continued

Procedure (1)	Per Cent of Districts Offering the Procedure (2)	Per Cent of Teachers Perceiving the Procedure Being Used (3)	Per Cent of Teachers Reporting the Procedure Helpful (4)	Per Cent of Teachers Rec- ommending the Procedure for Other Begin- ning Teachers (5)
Excursions for new teachers in the school community	58.3	26.3	14.6	33.5
The welcome extended to new teachers by the Teachers' Club President at the first general meeting	90.8	59.9	22.6	43.8
The welcome extended to new teachers at the first general meeting by one or more members of the Board of Education	90.8	62.0	26.3	42.3
The welcome extended to new teachers by the Student Government officers	50.0	10.2	4.4	27.0
Short biographical sketches of the new teachers in the local newspaper	66.6	21.9	8.8	42.3
Introduction to the key people in the community	58.3	15.3	10.2	39.4
The welcome extended by: Community Clubs	0.0	0.0	0.0	0.0
Community Churches	0.0	0.0	0.0	0.0
Visiting in the principal's home in a friendly and informal atmosphere	50.0	21.9	14.6	49.6

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