

Beginning Teacher Development Program: A Survey

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The purpose of this study was to gather and analyze pertinent information about beginning teachers and problems they encounter during the first month of teaching in the State of Hawaii, 1968. The study should serve to identify and suggest relevant roles for beginning teacher supervisors during the induction of new teachers in the Beginning Teacher Development Program.

The Beginning Teacher Development Program came into existence as a result of a study of the preparation of teachers authorized by the Third Legislature of the State of Hawaii. The study committee headed by University of Hawaii President Thomas Hamilton, and advised chiefly by Dr. Lindley J. Stiles, Dean of the School of Education, University of Wisconsin, recommended the abolishment of the Fifth-year Internship. In its place, the study committee suggested that the State Department of Education and the University of Hawaii jointly develop a program designed to provide supervisory help on a non-credit arrangement to teachers being inducted into teaching in the Department of Education. To make this recommendation a reality, in April 1966, steps were taken by the Personnel Division of the State Department of Education and the Field Services Division of the College of Education to develop a program to be implemented September 1, 1966. The program which resulted from this cooperative effort is now called the Beginning Teacher Development Program (BTDP).

The primary purpose of the BTDP is to provide the best education possible to pupils by providing constructive assistance and supervision to teachers entering teaching for the first time.

Procedure

The beginning teachers in the BTDP were asked to fill out a Profile Sheet and record any critical problem areas encountered during their first month of teaching. The information from the profile was tabulated by school districts, home states, institutions of training, length of student teaching, and quality of practice teaching experience.

Critical problems identified by teachers were analyzed and possible implications were drawn from the data. These problems were read and categorized by two specialists in supervision. From the comments made by the beginning teachers, a taxonomy was derived and used to categorize the problems in eight areas. Each comment was then analyzed and recorded in the appropriate category. This taxonomy is illustrated in Tables 1 to 8.

In addition, independent judgements of the comments were made by the two specialists using a scale from 1 to 4, 1.0 being (slightly concerned), 2.0 (somewhat concerned), 3.0 (very concerned), and 4.0 (extremely concerned). These judgements were tabulated and averaged to get the average concern score.

Analysis and Results

Profile data: There were 656 beginning teachers in the State of Hawaii during the year 1968-69, and of this total 507 were in the BTDP. A total of 497 out of a possible 507 beginning teachers in the BTDP, or 98%, responded to the survey. District participation was as follows:

Honolulu District	34 teachers or 7%
Central District	121 teachers or 24%
Leeward District	164 teachers or 34%
Windward District	69 teachers or 14%
Kauai District	9 teachers or 2%
Maui District	16 teachers or 3%
Hawaii District	84 teachers or 17%

The profile also showed beginning teachers came from 44 of 50 states. Canada and Fiji had one each and the Philippines had four. Hawaii claimed 278, or 55.6% of the total number of beginning teachers in the BTDP. California was next with 41 teachers, or 8.2% of the total followed by New Jersey and New York with 14 teachers each, or 2.8%. Illinois, Oregon and Washington had 13 each, or 2.4%. Massachusetts followed closely with 11 teachers, or 2.2%.

Teachers were trained at 174 American and 5 foreign institutions: 214, or 43% were University of Hawaii graduates, 15, or 3% were Church College of Hawaii graduates, 9, or 1.8% were graduates from San Francisco

State and the University of Washington, 5, or 1% were graduates of Colorado State at Greeley, Jersey City State, and the University of Kansas at Lawrence.

There were 43 variations in length of practice teaching ranging from one-year (daily at different times) to no practice teaching. The following is a listing of the more prevalent practices.

231 or 46.5%	one semester all day
37 or 7.5%	nine weeks all day
27 or 5.4%	one semester half day
23 or 4.6%	eight weeks all day
13 or 2.6%	ten weeks all day
41 or 8.2%	no practice teaching
4 or .8%	Peace Corps training

Each teacher was asked to make a judgement on the quality of his practice teaching experience based on a scale of excellent, good, fair, poor. The tabulations were as follows:

203	41%	excellent
174	35%	good
49	10%	fair
18	3.5%	poor
8	1.6%	no comment
41	8%	no practice teaching
4	1%	Peace Corps

The figures indicated that by the teachers' rating, practice teaching experiences were by and large either excellent or good.

Critical Problems

Eight critical problem areas were identified by the beginning teachers in the following order: 1) administration, 2) instruction, 3) discipline, 4) orientation, 5) hiring practices, 6) personal, 7) college preparation, and 8) supervisory program.

Categories listed under *administrative* problems with a total of 157 comments were instruction, facilities, teacher morale, personal qualifications of administrators, external/internal services. Of these, scheduling and lack of supplies listed under instruction were areas of great concern to teachers in 6 of 7 districts, and this was indicated by 53 comments and the rating of *very concerned*. Problems in assignment was another category of much concern expressed by teachers in 5 districts with a total of 18 responses. The need for administrative communication with teachers was expressed by 14 comments with a rating of *very concerned*.

Table 1

**SUMMARY DATA ON BEGINNING TEACHERS'
CONCERNS ON ADMINISTRATIVE PROBLEMS
THE FIRST MONTH OF SCHOOL**

The average concern score is given per number
of comments (average/frequency)

Areas of concern	TOTAL (497) Avg/Fre
INSTRUCTION	3.0/62
1. Scheduling	2.9/35
2. Instructional assistance	3.0/12
3. Communication/Dialogue	3.2/9
4. Grouping (Regrouping)	3.0/6
FACILITIES	2.7/34
1. Supplies	3.1/18
2. Rooms not ready-effective use	3.1/9
3. Equipment	2.6/6
4. Air conditioning	2.0/1
TEACHER MORALE	2.8/32
1. Assignments	3.0/18
2. Load	3.2/10
3. Involvement in assignment	3.0/3
4. Legal aspects	2.0/1
PERSONAL QUALIFICATION OF ADMINISTRATORS	3.3/24
1. Communication with teacher	3.0/14
2. Leadership	4.0/14
3. Efficiency	3.05/6
EXTERNAL/INTERNAL SERVICE	2.7/5
1. Library	2.5/4
2. Counselling	3.0/1
TOTALS	2.9/157

Instructional problems were categorized as follows: programs, learning/teaching, planning, methods, and communication. Learning/teaching problems elicited a total of 50 comments. The need for relevant instructional materials and activities and help in identifying needs-problems-group-

ing procedures received 30 of the 50 comments with a rating of 3.0 (very concerned). Of the total of 17 comments under programs, 11 showed *much concern* for the need for a program or curricula guide.

Table 2

**SUMMARY OF BEGINNING TEACHER CONCERNS ON
INSTRUCTIONAL PROBLEMS AS RELATED TO TEACHING
THE FIRST MONTH OF SCHOOL**

The average concern score is given per number
of comments (average/frequency).

Areas of concern	TOTAL (497) Avg/Fre
PROGRAMS	2.5/17
1. Need for program or curriculum guide	2.8/11
2. 3/2 more planning, philosophy/techniques	2.5/2
3. Help in Sullivan, Hawaiian Resource Unit, Miami Linguistics	1.7/3
4. Social Studies guide too general	3.0/1
LEARNING-TEACHING PROBLEMS	
1. Need for relevant instructional materials and activities	2.9/15
2. Adjusting to different levels	3.0/4
3. Need for help in identifying needs/problems/grouping	3.0/15
4. Communication problems/language/names	2.6/4
5. Need for long range and immediate goals	2.5/2
6. Translating theory to practice	2.0/1
7. Listening/retention skills	2.0/2
8. Problem with slow learners	3.4/4
9. Unrealistic expectations of MRE	4.0/2
10. Reading problem	3.5/1
PLANNING	3.1/9
1. Amount of planning unrealistic	3.0/3
2. Planning for emergencies (fillers)	3.0/2
(underplanned for 1st day)	3.5/3
3. Requirement of length of plan	3.0/1
METHODS	2.8/4
1. Lack of confidence	2.5/4
2. Need for help in giving clear directions	3.0/1
3. Time allotment to subject matter	3.0/1
COMMUNICATION PROBLEMS	3.0/3.0
1. Student not informed of course content	2.5/1
2. Teacher fearful of speaking to large group	3.0/1
3. Organization—too many changes in room and teachers	3.5/1
TOTAL	2.9/83

Discipline problems were categorized as follows: teaching problems, children's problems, motivational problems. A total of 51 comments were made with the aggressive child identified as a problem with 13 comments and a rating of 3.0 (very concerned). Poor control of class was a

problem of *extreme concern*, though the number of comments was only 8. Motivation to school had 7 comments with a *very concerned* rating. Four areas were listed of *extreme concern*, but the number of comments was too small to be considered significant.

Table 3

**SUMMARY DATA ON DISCIPLINE PROBLEMS
ENCOUNTERED BY TEACHERS THE
FIRST MONTH OF SCHOOL**

The average concern score is given per number
of comments (average/frequency).

Areas of concern	TOTAL (497) Avg/Fre
TEACHING PROBLEMS	3.7/16
1. Testing teacher	3.0/5
2. Over permissive in beginning	4.0/1
3. Poor control of class	3.6/8
4. Changing classes	4.0/1
5. Parents' unscheduled visits	4.0/1
CHILDRENS' PROBLEMS	3.2/22
1. Aggressive child	3.1/13
2. Theft	3.3/3
3. Peer	3.0/2
4. Nervousness	3.0/1
5. Immaturity (Instability)	4.0/2
6. Swearing	3.0/1
MOTIVATION	3.2/13
1. Toward school	3.3/7
2. Inattention	3.5/1
3. Need for better student attitude	3.0/2
4. Lack of interest in course	3.0/1
5. Failure to do homework (Parent-teacher-student relation)	3.0/2
TOTALS	3.3/51

Orientation problems. Under the category of school-level orientation, comments were noted in 11 areas. Of the total 33 comments, the highest frequency came under orientation to school routines though the *concern* score was only

2.5 (somewhat concerned). Of the 33 comments, 26 were on the school level, and 7 on the district and complex orientation.

Table 4

**SUMMARY DATA ON BEGINNING TEACHER CONCERNS ON
ORIENTATION PROGRAM TO SCHOOL, DISTRICT AND
COMPLEX PRIOR TO OPENING OF SCHOOL**

The average concern score is given per number
of comments (average/frequency).

Areas of concern	TOTAL (497) Avg/Fre
SCHOOL LEVEL	2.7/26
1. Orientation to school routines overwhelming	2.5/12
2. General anxieties over opening of school	4.0/1
3. Need for more time to prepare for first day	3.1/4
4. Orientation to Kindergarten program	4.0/1
5. Understanding module schedule	3.0/1
6. Need for 3/2 workshop	2.5/2
7. Beginning teacher supervisors' help prior to opening of school	3.0/1
8. Need for longer orientation	2.0/1
9. Introduction to staff	2.0/1
10. Orientation to pidgin	2.0/1
11. Need for shorter day first week of school	3.0/1
DISTRICT ORIENTATION	2.0/6
1. Too long	2.0/3
2. Not necessary	2.0/2
3. Need for workshop	2.0/1
COMPLEX ORIENTATION	2.0/1
1. Need for such	2.0/1
TOTALS	2.8/33

Hiring practices. There were four areas listed as problems with a total of 23 comments rating 3.5 (extremely concerned). The greatest concern was in the area of delays in hiring with a frequency of 14 comments and a 3.5 rating (extremely concerned). The need to be given a realistic picture of salary-gross/net, incentive plan and obligations

which teachers need to assume seemed to be of *extreme concern*, though the number (5) expressing this was small. Misplacement in relation to distance to school was commented by three teachers with a rating of 3.8 (extremely concerned).

Table 5

**SUMMARY DATA ON BEGINNING TEACHER CONCERNS
ON HIRING PROCEDURES**

The average concern score is given per number
of comments (average/frequency)

Areas of concern	TOTAL (497) Avg/Fre
HIRING PROBLEMS	3.4/23
1. Misplacement (distance)	3.8/3
2. Hiring of non-education majors	3.0/1
3. Delays in hiring	3.5/14
4. Need to be given realistic picture of salary-gross/net/incentive plan	3.7/5
TOTALS	3.5/23

Personal problems. There were eight categories listed under this heading with a total of 19 comments with a *concern* score of 3.2 (very concerned). Inadequate salary and problems in obtaining housing had the highest frequen-

cy with the *concern* score of 3.3 (very concerned). Item three related to "favoritism" was mentioned by two individuals. All the others were noted individually.

Table 6

**SUMMARY DATA ON BEGINNING TEACHER CONCERNS WITH
PERSONAL PROBLEMS IN RELATION TO THEIR ASSIGNMENT**

The average score is given per number
of comments (average/frequency)

Areas of concern	TOTAL (497) Avg/Fre
PERSONAL PROBLEMS	3.2/19
1. Inadequate salary	3.4/7
2. Housing	3.3/5
3. Favoritism in assignments	3.5/2
4. High cost of living	4.0/1
5. Lack of time for personal life	4.0/1
6. Indefinite draft status	2.0/1
7. Lack of identity as teacher	3.0/1
8. Lack of transportation	3.0/1
TOTALS	3.2/19

Preparation in College. Of the ten comments related to preparation in college, eight showed *real concern* about impractical courses in college while only two were *very*

concerned about inadequate knowledge and insufficient experience working with children.

Table 7

**SUMMARY DATA ON BEGINNING TEACHER CONCERNS ON
PREPARATION IN COLLEGE AS IT HAS AFFECTED TEACHING**

The average concern score is given per number
of comments (average/frequency)

Areas of concern	TOTAL (497) Avg/Fre
PREPARATION IN COLLEGE	3.2/10
1. Impractical method courses (relating theory to practice)	3.4/8
2. Inadequate knowledge and working with children	3.0/2
TOTALS	3.2/10

Beginning Teacher Development Program. Five comments about the beginning teacher supervisory practices were made. Two were very concerned with observation techniques employed by supervisors. Imposition of method-

ology, poor conference techniques, lack of confidence in supervisors had one comment each but there was *extreme concern*.

Table 8

**SUMMARY DATA ON BEGINNING TEACHER CONCERNS ON
BEGINNING TEACHER SUPERVISORY PRACTICES IN
SUPERVISION**

The average concern score is given per number
of comments (average/frequency)

Areas of concern	TOTAL (497) Avg/Fre
BEGINNING TEACHER SUPERVISORY PRACTICES	3.9/5
1. Observation practices	3.3/2
2. Imposition of methodology	4.0/1
3. Conferences	4.0/1
4. Lack of confidence in beginning teacher supervisor	4.0/1
TOTALS	3.8/5

Summary and Implication

The critical concerns of the beginning teachers were categorized into eight problem areas. In order of importance they were: (1) administration, (2) instruction, (3) discipline, (4) orientation, (5) hiring procedures, (6) personal, (7) college preparation, and (8) beginning teacher supervisory program. Administration and instructional problems were highest in concern, with 157 comments on administration and 83 on institutional. Of the eight areas these were the two identified as problems by teachers in all seven districts.

The following listings indicated statewide critical problems. Only items with percentages greater than ten percent (10%) were included.

Administration (Total number of comments = 157)

Areas of Concern	Frequency	% of Total Frequency	Concern Score
Scheduling	35	22%	2.9
Supplies	18	11%	2.9
Assignments	18	11%	2.9
Totals	71	44%	2.9

Scheduling practices including preparation period, free lunch period, class schedules, assignment of classes, grouping, placement of teachers in areas of specialization, and lack of supplies were problems showing greatest frequency and concern. Since many of these policies were set the year before, it was probably difficult to make adjustments but the many concerns strongly indicated a need for the examination of these problems before the beginning of the new school year, and steps should be taken to rectify the situation.

Instructional (Total number of comments = 83)

Areas of Concern	Frequency	% of Total Frequency	Concern Score
Need for relevant instructional materials and activities	15	18%	2.9
Need for help in identifying needs/problems/grouping	15	18%	3.0
Need for program or curriculum guides	11	13%	2.8
Totals	41	49%	2.9

There was a definite need for beginning teachers to be given assistance in planning for instruction with specific help in identifying learning problems of students and locating relevant materials. Lack of knowledge about students and their needs, and ways of grouping them was also of great concern. The use of pidgin English in the classroom was a cultural shock to newcomers to the state and in instances created misunderstanding between teachers and students. This implied a definite need to pre-service workshop with specific orientation and a systematically-planned followup.

Discipline (Total number of comments = 51)

Areas of Concern	Frequency	% of Total Frequency	Concern Score
Aggressive child	13	25.5%	3.1
Poor control of class	8	15.7%	3.6
Students motivation toward school	7	13.7%	3.3
Testing teacher	5	10.7%	3.0
Totals	33	65.6%	3.3

Teachers had difficulty coping with aggressive and immature children which often led to the loss of control of the class. The students' testing of the teacher and poor motivation for learning also created problems. Such evidence indicated the need for help to understand students' needs with emphasis on learning rather than control techniques. Teachers needed concrete assistance to look for causes and to program instruction on the students' interest and ability level. Some guidance was also needed to help teachers determine how and what rules should be established and implemented.

Orientation to School (Total number of comments = 33)

Areas of Concern	Frequency	% of Total Frequency	Concern Score
Orientation to school routines overwhelming	12	36.4%	2.5
Need for more time to prepare for the first day	4	12.1%	3.0
Totals	16	48.5%	2.8

School level orientation was necessary and requested by the teachers. District or complex orientation, many felt, could come later. Areas identified as concerns were the specifics of procedures which were important and had immediate application, such as forms, bell schedules, yard duty, due dates for films, and recess and lunch periods. The lack of program, curriculum guides, or information listed under instructional problems were also identified as sources of frustration. Since beginning teachers have few or no resources and limited experience in teaching, it was suggested that some time be given at the orientation meeting to share available guides. There were also strong requests for more time and assistance in planning and preparing for the first days of school.

Hiring Procedures (Total number of comments = 23)

Areas of Concern	Frequency	% of Total Frequency	Concern Score
Delays in hiring	14	60.7%	3.5
Need for realistic picture of salary	5	21.7%	3.7
Misplacement-Distance	3	13.0%	3.8
Totals	22	95.4%	3.7

Delays in hiring caused anxieties and inconveniences to new teachers and were sources of much concern. It was requested that information about net income be shared at the time of recruitment for the financial obligations one had to assume were often a shock to beginning teachers. Placement in schools posed problems such as distance and type of community needed to be clearly explained and supervisors must be made aware that these may be problems to the new teachers. There seemed to be a need for the district and school level personnel to work more closely with the personnel office to alleviate these problems, and the need for specific hiring and interviewing to alleviate misconceptions were evident.

Personal Problems (Total number of comments = 19)

Areas of Concern	Frequency	% of Total Frequency	Concern Score
Inadequate salary	7	36.8%	3.4
Housing problems	5	26.0%	3.3
Favoritism in assignments	2	10.0%	3.5
Totals	14	72.8%	3.4

The problems of salaries which was a source of great concern in September was rectified by the 1969 Legislature but continued efforts need to be expended to alleviate the housing problem. Inasmuch as favoritism in assignment was cited as a problem, could there be some involvement of teachers in the planning of classes?

Preparation in College (Total number of comments = 10)

Areas of Highest Concern	Frequency	% of Total Frequency	Concern Score
Impractical method course	8	80%	3.4
Inadequate knowledge and experience with children	2	20%	3.4
Totals	10	100%	3.4

Most teachers found preparation in college to be adequate, but there was a recurring complaint about impractical courses. More experience in working directly with children under supervision seemed to be requested. Implied in these concerns was the need for creative and innovative programs in teacher education. Better articulation between the State Department of Education, training institutions, district office, supervisory staff also seemed necessary to bridge this gap between theory and practice.

Beginning Teacher Development Program (Total number of comments = 5)

Areas of Highest Concern	Frequency	% of Total Concern Frequency	Score
Observation of practices	2	40%	3.3
Imposition of methodology	1	20%	4.0
Conference techniques	1	20%	4.0
Lack of confidence in Beginning Teacher Supervisor	1	20%	4.0
Totals	5	100%	3.8

Although the majority of comments were positive there was a very small minority who suggested possible areas that supervisors need to examine: 1) imposition of their methodology; 2) observation practices; and 3) conference techniques. A need for supervisory training program may be indicated.

Conclusion

The Beginning Teacher Development Program is planned to give sustained and ready assistance to all beginning teachers. The principal of each respective school has the responsibility of the supervision of teachers, but with the multi-faceted role he has to assume, the beginning teacher supervisor takes an active role in developing the beginning teachers' potentials and in removing frustrations. This study has attempted to identify some of these frustrations so that the supervisor can provide and plan for a more effective induction to teaching, and to work toward improvement and retention of staff.

Limitations

Teachers were asked to record their problems during the first month of teaching when many adjustments were expected and had to be made. Judgement on problems in computing the average concern score was subjective although the inter-rater reliability was extremely high. No count was made on positive comments because this study was problem oriented.

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