

IDENTIFYING THE PROBLEMS AND NEEDS OF BEGINNER

TEACHERS IN SENIOR SECONDARY SCHOOLS

IN THE WESTERN CAPE TOWNSHIPS

By: EMELDA NOMVULA UBISI

BA (UNISA); BEd, PGDLIS (UCT)



**Mini-thesis in partial fulfilment of the requirements for the degree of Master of
Education at the University of the Western Cape**

Supervisor : Dr Glenda Kruss

Department of Comparative Education

University of the Western Cape

November 1999

ABSTRACT

IDENTIFYING THE PROBLEMS AND NEEDS OF BEGINNER TEACHERS IN SENIOR SECONDARY SCHOOLS IN THE WESTERN CAPE TOWNSHIPS

The research study identifies the problems and needs of beginner teachers in senior secondary schools in the Western Cape townships. It identifies the kind of support that was received immediately before and after starting teaching, and also, identifies the problems experienced during the early years of teaching. The research investigates whether beginner teachers managed to control learners in the classrooms. It identifies the problems experienced in the actual teaching and lesson preparation. The research study investigates the kind of knowledge that beginner teachers have in relation to the subjects they teach. It further identifies the problems experienced in teaching socially disadvantaged learners. Since second language is used as a medium of instruction, the research study identifies the problems experienced in using the language. The research study identifies the kind of support that beginner teachers feel would be ideal in addressing their problems.

Method used: The research uses quantitative methods. Self-completion questionnaires were distributed by the researcher to a sample of 68 beginner teachers. Data gathered was analysed using a designed Quattro-Pro statistical package.

Findings: Beginner teachers in the Western Cape township schools do not receive any kind of orientation before starting teaching. There is lack of a culture of support to beginner teachers from management teams and colleagues. Beginner teachers experience problems related to the actual teaching and the control of learners while teaching. They also seem to lack sufficient knowledge of the subjects they teach. Beginner teachers experience major problems in teaching learners from socially disadvantaged populations and using second language as a teaching medium. These beginner teachers expressed a strong desire for support services.

It is recommended that beginner teachers receive orientation and in-service programmes during their early years of teaching.



DECLARATION BY CANDIDATE

I declare that **Identifying the problems and needs of beginner teachers in senior secondary schools in the Western Cape townships** is my own work, that it has not been submitted before for any degree or examination in any other university, and that all the sources I have used or quoted have been indicated and acknowledged by complete references.



Full name : **Emelda Nomvula Ubisi**

Date : **November 1999**

UNIVERSITY of the
WESTERN CAPE

.....

Signed

(iii)

ACKNOWLEDGEMENTS

The researcher wishes to express her gratitude and appreciation to the Cape Town Education Library for providing a list of schools in the Western Cape Province. It really made this survey a success.

The researcher sends appreciation to the Western Cape Education Department for allowing the research survey to take place in schools.

The researcher wishes to send a heartfelt thanks to the principals of senior secondary schools in the townships for allowing the researcher in their schools and special thanks to beginner teachers who actually participated in the research survey.

My special thanks to Dr Glenda Kruss for her guidance and support throughout the research study.

The researcher wishes to express her gratitude and special thanks to her family for the financial support and sacrifices incurred throughout the entire research study, especially during fieldwork.

TABLE OF CONTENTS

	Page Number
ABSTRACT	(i)
DECLARATION	(iii)
ACKNOWLEDGEMENTS	(iv)
TABLE OF CONTENTS	(v)
LIST OF TABLES	(ix)
CHAPTER 1	1
1. INTRODUCTION	1
1.1 BACKGROUND TO THE INVESTIGATION	1
1.2 THE OBJECTIVES OF THE STUDY	2
1.3 PURPOSE OF THE STUDY	3
1.4 DEFINITION OF KEY CONCEPTS	4
1.5 SUMMARY OF LITERATURE REVIEWED	5
1.6 RESEARCH QUESTIONS	6
1.7 THE SCOPE OF THE STUDY	7
1.8 METHOD USED IN THE RESEARCH STUDY	7
1.9 OUTLINE OF THE STUDY	7
CHAPTER 2	8
2. REVIEW OF THE LITERATURE ON BEGINNER TEACHERS	8
2.1 INTRODUCTION	8
2.2 RESEARCH CONDUCTED IN UNITED STATES OF AMERICA	9

2.3	PROBLEMS AND NEEDS OF BEGINNER TEACHERS IN THE UNITED KINGDOM	11
2.4	PROBLEMS AND NEEDS OF BEGINNER TEACHERS IN CANADA	12
2.5	PROBLEMS AND NEEDS OF BEGINNER TEACHERS IN AUSTRALIA	14
2.6	RESEARCH CONDUCTED IN SOUTH AFRICAN SCHOOLS	16
2.7	METHODS USED IN SOUTH AFRICAN RESEARCH	17
2.8	RESEARCHING BEGINNER TEACHERS IN TOWNSHIP SCHOOLS	18
2.9	CONCLUSION	20
CHAPTER 3		21
3.	RESEARCH METHODOLOGY	21
3.1	INTRODUCTION	21
3.2	CONTEXTUALISING THE LITERATURE REVIEWED	22
3.3	RESEARCH DESIGN	23
3.4	DESIGNING THE MEASURING INSTRUMENT	24
3.5	SAMPLING	27
	3.5.1 Sample population	27
	3.5.2 Choice of sample	28
	3.5.3 Sampling frame	28
	3.5.4 Sample size	30
3.6	PILOT SURVEY	30
3.7	THE MAIN SURVEY	31
	3.7.1 Conducting the main survey	31
	3.7.2 Experience of the researcher in schools	32
3.8	LIMITATIONS OF THE RESEARCH	33

CHAPTER 4	35
4. THE PROBLEMS AND NEEDS OF BEGINNER TEACHERS IN THE WESTERN CAPE TOWNSHIP SCHOOLS	35
4.1 INTRODUCTION	35
4.2 A PROFILE OF BEGINNER TEACHERS	36
4.3 THE EXPERIENCE OF BEGINNER TEACHERS INSIDE THE SCHOOL COMMUNITY	39
4.3.1 The Experience of Beginner Teachers Before Starting Teaching	39
4.3.2 The Kind of Support Beginner Teachers Receive Inside the School	41
4.3.3 The Effect of Lack of Sufficient Support on Beginner Teachers	43
4.4 THE EXPERIENCE OF BEGINNER TEACHERS INSIDE THE CLASSROOM	45
4.4.1 Classroom Discipline	45
4.4.2 Knowledge of the Subject Content	47
4.4.3 Delivering the Subject Matter	50
4.4.4 The Experience of Teaching Socially Disadvantaged learners	54
4.4.5 Second Language as a Teaching Medium	57
4.5 THE KIND OF SUPPORT BEGINNER TEACHERS FEEL WOULD BE IDEAL FOR THEIR NEEDS	60
CHAPTER 5	
5. CONCLUSION AND RECOMMENDATIONS	65
5.1 INTRODUCTION	65
5.2 USEFULNESS OF THE RESEARCH STUDY	65
5.3 THE IMPLICATIONS OF THE RESULTS	66
5.4 RECOMMENDATIONS	71

BIBLIOGRAPHY	80
APPENDICES	
A: LETTER ATTACHED TO A QUESTIONNAIRE	89
B: QUESTIONNAIRE	90
C: ALGIE'S QUESTIONNAIRE	102
D: RESOURCES AVAILABLE AT SCHOOLS	121
E: RESPONSES FROM OPEN-ENDED QUESTION	122
F: A LETTER TO WESTERN CAPE EDUCATION DEPARTMENT	123
G: RAW DATA	124



UNIVERSITY *of the*
WESTERN CAPE

LIST OF TABLES

	<i>Page Number</i>
4.1 A profile of beginner teachers in the sample	37
4.2 Percentage of support received by teachers before starting teaching	40
4.3 Support received from colleagues and management (59% of the sample)	42
4.4 Problems due to lack of discipline in class	46
4.5 Extent of problems due to lack of discipline in class	46
4.6 Subject content problems	48
4.7 Extent of subject content problems	49
4.8 Subject delivery problems	51
4.9 Extent of subject delivery problems	52
4.10 Problems in teaching socially disadvantaged learners	55
4.11 Extent of problems in teaching socially disadvantaged learners	55
4.12 Problems due to second language as a teaching medium	58
4.13 Extent of problems due to second language as a teaching medium	59
4.14 Support needed from colleagues and management team	62
4.15 Percentage of frequency of support needed from colleagues and management	63

CHAPTER 1

1. INTRODUCTION

1.1 BACKGROUND TO THE INVESTIGATION

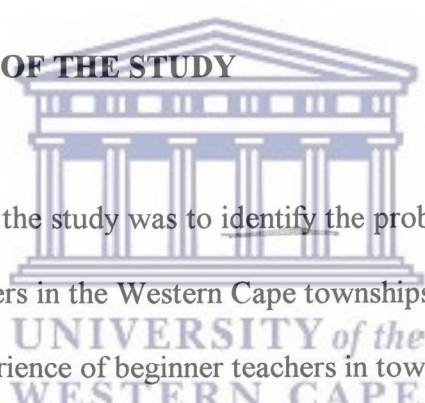
The research investigation is motivated by my experience as a beginner teacher. The first few years of teaching were very problematic for me because the reality of teaching in the school seemed different from the expectations raised at the training institution. I expected to receive some form of orientation from the management staff before starting teaching but that was not provided at all. The school layout, processes and systems were understood through gradual interaction with colleagues. This was very difficult to deal with as I was working with new colleagues.

Induction programmes were not offered at all, which created problems in relation to the administrative framework within which I worked. It was difficult to understand the responsibilities, goals and values of the entire school. It was difficult to work out what was expected from a beginner teacher in terms of day to day practices and behaviour.

The experience inside the classroom seemed different from the expectations raised at the training institution. Learners were always uncooperative when it came to discipline matters. There was continuous absenteeism and learners showed poor academic performance. Worst

of all problems was the use of English as a second language teaching medium. Learners seemed not prepared to cope with the task of learning the language on the one hand and learning the subject content on the other. The subject content offered in training institutions seemed so theoretical that it was difficult to break it down and explain it in practicable terms. The training institution provided the researcher with a variety of teaching methods for each subject of specialisation but it was difficult to work out which teaching method to use for specific lessons. This kind of experience encouraged and raised my interest to investigate the experience of other beginner teachers in township schools.

1.2 THE OBJECTIVES OF THE STUDY



The main objective of the study was to identify the problems and needs of senior secondary school beginner teachers in the Western Cape townships. The researcher found it necessary to investigate the experience of beginner teachers in township schools whilst bearing in mind the distinctive poverty and living conditions prevalent in black townships. The secondary objective was to identify the extent of the problems and needs of these beginner teachers and to provide recommendations on the kind of support that would be ideal in addressing their problems.

From the extensive literature reviewed by the researcher it is noticeable and unfortunate that there is a lack of studies of the problems of those beginner teachers who are in black township schools in South Africa. The substantial available literature on beginner teachers in South Africa identifies problems and needs of beginner teachers at the former white schools, and the

inadequacy of researches in black township secondary schools motivated the researcher to conduct this research study.

1.3 PURPOSE OF THE STUDY

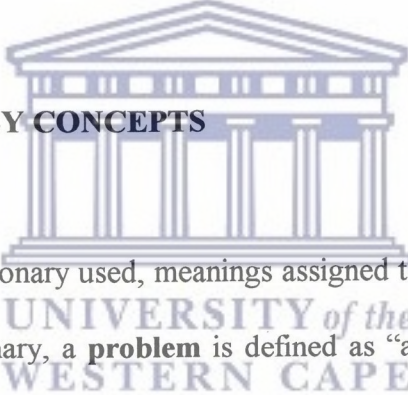
In order to improve and upgrade the poor quality of education in black schools, the Department of Education should consider and address the needs and requirements of all stakeholders in the education fraternity. These stakeholders should include amongst others, parents, teachers and learners. However, the study of problems and needs of parents, learners and teachers requires extensive research, which was not the intention of this study. This research study focused only on one key stakeholder, beginner teachers.

Firstly, the main concern in inquiring about the problems and needs of beginner teachers was to include them in the process of identification of these problems. Beginner teachers should be part of the problem identification process. This would allow them to participate in shaping the support services that address specific problems that directly affect them. If beginner teachers participated in a research study, the support services would be more likely to be relevant in addressing their needs and by virtue of their inputs and participation beginner teachers would be encouraged to effectively utilise those support services.

Secondly, this study intended to assist in the process of educational transformation that is in process in the country. One of the fundamental issues that need to be seriously considered is capacity building of teachers. This study intended to assist in capacity building by exposing

salient problems and needs of beginner teachers in the township schools. Only when the salient problems and needs of beginner teachers are known and explicit can constructive and corrective mechanisms be designed in order to assist the beginner teachers to overcome them. The inputs from beginner teachers and information gathered could be useful to people designing either national or provincial development programmes for beginner teachers. The support service programmes designed could be in direct response to clearly researched and identified problems and needs of beginner teachers. The research findings could also assist training institutions to improve their course content if beginner teachers respond that courses are inadequately designed.

1.4 DEFINITION OF KEY CONCEPTS



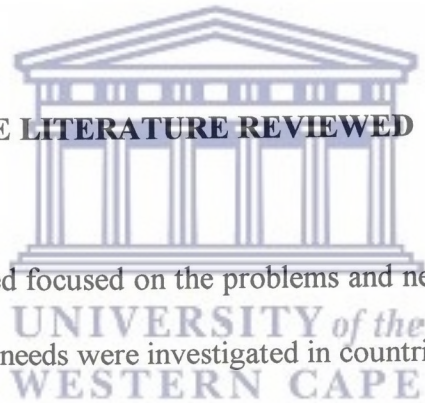
Depending on the dictionary used, meanings assigned to words can vary. According to the Collins English dictionary, a **problem** is defined as “anything, matter, person, *etc.* that is difficult to deal with” (Collins: 1992). Note, however, that a problem in this study refers to anything that beginner teachers feel is difficult to deal with. In the Collins English dictionary the word **need** is defined as “the fact or an instance of feeling the lack of something” (Collins: 1992). In the research study the word **need** refers to factors which beginner teachers feel are required to address their problems.

In the dictionary a **beginner** is defined as “a person who has just started to do or learn something” (Collins: 1992). Note that in this study **beginner teachers** mean teachers who have completed a teacher training course from a training institution and who have been

teaching for periods ranging from a few months to two and a half years. The teachers in this study resumed duty at a secondary school either in 1995, 1996 or 1997.

A **township** is defined as “a planned urban settlement of black Africans or Coloureds” (Collins: 1992). **Township senior secondary schools** in this study means senior secondary schools located in black urban settlements in the Western Cape. These are schools that were administered by the Department of Education and Training in the former government prior to the democratic government elected in April 1994. These are schools that offer education to black learners and are predominantly staffed by black teachers.

1.5 SUMMARY OF THE LITERATURE REVIEWED



The literature reviewed focused on the problems and needs of beginner teachers. Beginner teachers' problems and needs were investigated in countries such as United State of America, United Kingdom, Australia, Canada and South Africa. The approaches of researchers in the USA and UK were based on understanding the experiences of beginner teachers in relation to teaching methods, discipline and the kind of support services that would be ideal in addressing their needs. The researchers in Canada investigated the experience of beginner teachers in order to assist in redesigning policy on teacher development programmes. The research in Australia was based on the experience of beginner teachers in relation to teaching methods, discipline, cultural and ethnic diversity between teachers and learners. The research conducted in South Africa was based on the experiences of beginner teachers inside and outside the classroom situation.

The conceptual dimensions covered in the literature reviewed formed the foundation of this research study. This study used research studies conducted in other countries and in South Africa as a baseline or benchmark to develop a conceptual framework for the investigation of problems and needs of beginner teachers in Western Cape township schools.

1.6 RESEARCH QUESTIONS

The research investigation was based on the following research questions. What are the experiences of beginner teachers in the senior secondary schools located in the townships? To be more focused, the next question that is based on the experience of beginner teachers asks, what are the problems of beginner teachers during their first few years of teaching? This leads one to investigate the experience of beginner teachers in relation to control of the class and understanding of subject content. The study probed the usefulness of the teaching methods acquired from the training institutions and the impact of using second language as a teaching medium.

The next questions attempt to assess the extent to which beginner teachers experience problems if they do and what type of support service they received. The research study investigates the kind of support that beginner teachers feel would be ideal in addressing their problems. These are covered by questions such as what are the needs of beginner teachers in the township schools. The investigation also considers different type of support programmes such as internal and external in-service programmes. In allowing beginner teachers to identify the required support services themselves, it is important to question the extent to which

beginner teachers believe the support services will aid them in solving their problems.

1.7 THE SCOPE OF THE STUDY

The research study investigated the problems and needs of beginner teachers in August 1997 at 19 senior secondary schools at townships falling under Cape Town Region in the Western Cape Education Department. This region includes Athlone, Mitchell's Plain and Wynberg areas. The study investigated problems and needs of a total sample of 68 beginner teachers.

1.8 METHOD USED IN THE RESEARCH STUDY

The research study used a quantitative approach and specifically a survey method. Self-completion questionnaires were distributed to 68 beginner teachers by the researcher. The data collected was statistically analysed using a Quattro-Pro Statistical package.

1.9 OUTLINE OF THE STUDY

Chapter 1 outlines the investigation, defines key concepts and describes the research method used in the study. Chapter 2 surveys the literature reviewed which forms the foundation of the conceptual framework of the entire research study. Chapter 3 provides detailed information about conducting the research survey. It describes the research design and the layout and content of the questionnaire. Chapter 4 presents and analyses the data collected from the research survey. Chapter 5 presents the implications of the results and recommendations.

CHAPTER 2

2. REVIEW OF THE LITERATURE ON BEGINNER TEACHERS

2.1 INTRODUCTION

The objective of reviewing literature was twofold. Firstly, to develop a conceptual framework for studying the experience of beginner teachers in township schools. Specifically, to gather information about the dimensions covered in the research, how were they defined and the scope covered by these dimensions. This literature review would help the researcher to assess the strengths and weaknesses of the research process from the literature. This would subsequently help generate the conceptual framework for identifying the current problems and needs of beginner teachers in the township schools.

Secondly, the literature review would also assist the researcher to select a suitable research method for identifying the problems and needs of beginner teachers. Alternatively, the different research methods can be blended together and a new research method be formulated for use in this research study. The review is mainly focused on research conducted in the USA, United Kingdom, Canada, Australia and lastly, South Africa.

2.2 RESEARCH CONDUCTED IN UNITED STATES OF AMERICA

The education system in the USA experienced problems with beginner teachers who could not cope in the teaching profession. This is revealed by the findings of a research review conducted by Veenman (1984) which indicated that researchers in the USA started conducting research studies on the problems and needs of beginner teachers as early as 1961. According to the findings of Veenman, it can be generalised that beginner teachers find a vast difference between what they were trained for at training institutions and the real practical teaching situation. Veenman described the experience of beginner teachers in the real practical teaching situation as “the reality shock” (Veenman: 1984 p. 143). Colbert found that many teachers employed for the first time in teaching institutions were leaving the teaching profession within the first and second years of teaching (Colbert: 1992).

Researchers thus observed the need to investigate the experience and perceptions of beginner teachers that were described as “reality shock” (Veenman: 1984 p.143). For instance McDonald (cited in Dunkin: 1987) conducted a research study that was funded by the National Institute of Education, which investigated three main questions. These questions included identifying the problems and needs of beginner teachers, the kind of programmes that can be useful in helping these teachers and the consequences of not solving the problems. The most prevalent problems and needs identified were related to personal problems. These are problems related to knowledge of the school rules and regulations, leave days and communication channels with the department of education. Secondly, the researchers investigated problems related to classroom control and discipline and the use of appropriate teaching methods. The

researchers also investigated problems related to administrative duties that included amongst others the allocation of marks, drawing up of mark schedules and continuous assessment of the academic progress of learners.

The problems identified sparked lots of interest from fellow researchers who were eager to seek solutions to the problems and needs of beginner teachers at secondary schools in the USA. Researchers such as Odell, Varah, Huling-Austine and Fox *et al* were interested in conducting similar investigations (Odell: 1986, Varah: 1986, Huling-Austine: 1986 and Fox et al: 1986). These researchers identified the need for specially designed in-service training for beginner teachers in the education system. Emphasis on the need for in-service training was further supported by Varah, who described the experience of beginner teachers in schools as the “sink or swim” method of adapting to a situation (Varah: 1986). Varah argued that sufficient support services should be provided to beginner teachers rather than placing them in institutions and abandoning them to either adapt to the situation or fail hopelessly. The belief was that such support services would encourage beginner teachers to stay in the profession and thus deter them from leaving, especially in their early years of teaching (Hoffman *et al*: 1986).

The selection of the research methods used by researchers in the USA was mainly determined by the size of the population needed for survey. Questionnaires were used for surveys that involved large numbers of beginner teachers. These questionnaires were used as an investigation method particularly to explore the experience of beginner teachers along the dimensions such as use of appropriate teaching methods, classroom control and discipline, and administrative duties. Interviews were mainly used when investigating problems related to the

interaction of beginner teachers with colleagues and learners. This investigation included a small number of beginner teachers (Gehrke et al: 1984).

2.3 PROBLEMS AND NEEDS OF BEGINNER TEACHERS IN THE UNITED KINGDOM

Research studies to investigate the problems and needs of beginner teachers commenced as early as 1963 in England (Dunkin: 1987). The research was initiated as responses to the need for education transformation at the time. It was realised and noted from the research that education could not be successfully changed and improved without considering the development of teachers. However, Taylor and Dale argued that the development of teachers could not be improved as a whole without considering the teaching experience of teachers and therefore focused on beginner teachers (cited in Dunkin: 1987). They argued that the teaching profession, unlike any other, neglects beginner teachers during their entry into the system, especially in their early years of teaching.

To support their argument, Taylor and Dale conducted a research survey in 1966 and 1967 that was eventually published in 1971 (Dunkin: 1987). From the research it can be deduced that beginner teachers surveyed were inadequately trained with respect to teaching and use of teaching methods, classroom control and discipline of learners inside the classroom. Beginner teachers were also found to be inadequately trained in maintaining interaction between colleagues and learners and lacked knowledge of the rules and regulations of the school.

In investigating the problems and needs of beginner teachers, Taylor and Dale used the survey method in their research studies. Their survey consisted of questionnaires that were distributed to 3588 beginner teachers. An induction and in-service course were recommended following the findings of the survey. These recommendations were aimed at improving the teaching and appropriate use of teaching methods, control and discipline of the class and interaction between beginner teachers and senior management as well as learners inside the classroom (Dunkin: 1987).

2.4 PROBLEMS AND NEEDS OF BEGINNER TEACHERS IN CANADA

In contrast to earlier studies from countries mentioned above, education authorities in Canada had problems in their education system from 1988 to 1993. Poor education quality, overcrowding of classrooms, peak retirement rate of teachers and increases in French language at schools were some of the problems cited (Ball: 1993) from research studies. These problems served as a motivation to Canadian education authorities to reconsider and evaluate the type of education system that prevailed. It was acknowledged, after consideration of the problems, that the education system needed improvement although improving the education system involved considerations of many different aspects (Ball: 1993).

Reforming the education system implied that more children who were out of school should be encouraged to go back to school and consequently the enrolment numbers in schools increased significantly, which had a direct bearing on class sizes. As a direct consequence, and in order to reduce the class sizes, the department of education increased the number of teaching posts

(Ball: 1993). Also, education transformation in Canada encouraged old and experienced teachers to opt for early retirement packages, leaving many teaching posts vacant. The increase in teaching posts vacancies promoted an influx of new teachers into the teaching profession (Ball: 1993).

Due to the dynamic activities mentioned above, there was a sudden need for new teachers in schools, with the result that more beginner teachers were employed. Aware that most of the new teachers employed lacked adequate teaching experience, the department of education deemed it necessary to develop the beginner teachers (Ball: 1993). A further motivation to develop these teachers (Ball: 1993) was the principal fact that educational transformation had to consider the quality of teachers in schools in order to improve the quality of education. The consequent effect was that training institutions had to improve their course contents as well. Focusing research studies on beginner teachers was encouraged precisely by the fact that beginner teachers' inputs could direct the training required for improvement and reveal if adequate training was offered at the various training institutions (Ball: 1993).

Cole (1994) conducted research with beginner teachers in Canada and identified problems related to lack of orientation to beginner teachers during the first week before the commencement of the school year. Other problems that were identified were lack of skills in managing time while teaching, control of the class and discipline inside the classroom. The researcher also noted problems related to allocation of marks, continuous assessment of learners' academic progress and drawing up of mark schedules. The researcher also identified problems related to interaction of beginner teachers with learners inside the classroom and with senior management staff within the school situation (Cole: 1994).

Cole's research studies involved 107 beginner teachers who responded to the distributed questionnaires. Due to the intended involvement of a large number of beginner teachers a survey that consisted of questionnaires was selected because it was easier and more convenient to conduct.

2.5 PROBLEMS AND NEEDS OF BEGINNER TEACHERS IN AUSTRALIA

Research studies to investigate the problems and needs of beginner teachers at secondary schools in Australia started as early as 1979 (Veenman: 1984). The dimensions covered in the research were problems related to control and discipline of the class, interaction with colleagues and senior management staff and learners. The research revealed problems with the use of teaching methods and knowledge of the relevant subject content. It also revealed problems related to the allocation of marks, continuous assessment of learners' academic progress and drawing up of mark schedules (Veenman: 1984). The researcher considered dimensions related to instructional activities to be crucial to teaching professions.

Martinez (1994) was uncomfortable with the issue of the experiences of beginner teachers in relation to the ethnic and cultural differences between teachers and realised the need to investigate this aspect. In her study, questions asked were based on social processes within the school and the surrounding communities. An investigation on the experiences of beginner teachers who first taught in schools exercising their own ethnic and cultural practices and these beginner teachers later transferred to teach at another school which had different cultural

practices and was characterised by deprivation of privileges and by poverty was conducted (Martinez: 1994).

The outcome of the research study revealed a significant difference in problems and needs experienced in the two different teaching situations. In the second case of investigation where the situation was characterised by poverty, beginner teachers experienced problems principally related to the social living conditions of the entire surrounding communities (Martinez: 1994). These problems included policy issues, for example, a school policy that allowed students not to be given homework considering the fact that they did not have private rooms in their homes to complete their homework (Martinez: 1994).

This implied that the kind of training that beginner teachers received at training institutions could be inadequate to address a range of ethnic and cultural practices, if diversity was not catered for in those training institutions. This finding is very important for the research study undertaken in the Western Cape as there is ethnic and cultural diversity.

2.6 RESEARCH CONDUCTED IN SOUTH AFRICAN SCHOOLS

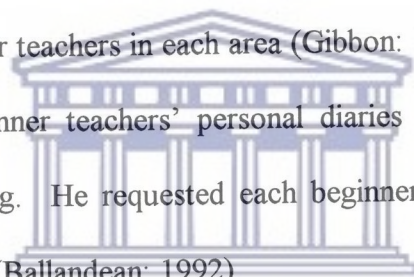
Research surveys conducted with beginner teachers in South Africa were triggered by findings from research studies from other countries such as USA, United Kingdom, Canada and Australia. These findings from other countries required confirmation in view of the South African context. This led to research studies undertaken in South Africa to verify the conformity of other researchers' findings from other countries with those undertaken in the South African context.

Research in South Africa was conducted specifically focussing on beginner teachers from the former white schools prior to the new democratic government that dawned in 1994. A research study comprising of 166 beginner teachers and 56 school principals was conducted in white schools in the Cape Province by Algie (Algie: 1984). Gibbon conducted a survey in Natal and Cape Province comprising of a population of principals and beginner teachers totalling 980 (Gibbon: 1987). Pullen conducted a similar research survey in Pretoria in 1993 (Pullen: 1993). Ballantyne conducted a research survey in Cape Education Department secondary schools in 1992 (Ballantyne: 1992). Nowlan, mindful of the needs of beginner teachers, decided to conduct research into the problems and needs of beginner teachers in 1988 (Nowlan: 1990).

These researchers focused on issues such as classroom control and discipline, the kind of training that beginner teachers received and socialising opportunities. The findings in general were that beginner teachers experienced major problems in relation to all these issues. It was

also noted that beginner teachers had problems in linking theory and practice, interacting with parents and devoting time to extramural activities (Gibbon: 1987, Algie: 1984, Pulled: 1993, Ballandean: 1992 and Newline: 1990). Owing to the extramural infra structural facilities available in white schools, problems on proper utilisation of these facilities were pronounced in these schools.

Of these researchers, Algie, Pulled and Newline used structured questionnaires when conducting their surveys (Algie: 1984, Pulled: 1993 and Newline: 1990). Gibbons used open-ended questionnaires. He requested beginner teachers to rank the five most prevalent problems experienced by beginner teachers in each area (Gibbon: 1987). Ballandean, unlike the other researchers, used beginner teachers' personal diaries to collect information about their experiences in teaching. He requested each beginner teacher to keep a diary of every experience in teaching (Ballandean: 1992).



UNIVERSITY of the
WESTERN CAPE

2.7 METHODS USED IN SOUTH AFRICAN RESEARCH

Different methods such as questionnaires and interviews have been used in the South African research. These research methods have their strengths and weaknesses depending on the specific environmental circumstances and situations under which they are applied. The structured questionnaires as used by Pulled (1993) and Algie (1984) was good because they have inherent standard investigation method of asking the same questions with the same meaning to each question the beginner teacher responds to (Cohen & Man: 1994). The research methods of distributing papers to beginner teachers and principals for them to list any

five points they feel are most problematic as used by Gibbon (1987), have some limitations in that it is unclear whether the five points listed were divided either according to five major dimensions nor are just five points from the same dimension. However, the method has one major strength because it allows the researcher to know how beginner teachers define their own experiences in relation to the problems encountered.

Ballantyne's research method (Ballantyne: 1992) of asking beginner teachers to keep diaries to diarise experiences and problems encountered in the teaching situation can be unreliable and limited. This research method holds little promise in the black communities as diaries are considered personal and the likelihood is that a beginner teacher will resist or unwillingly give away personal information. This method can be best used where small samples are involved. This research study intended to survey a reasonably large number of beginner teachers.



2.8 RESEARCHING BEGINNER TEACHERS IN TOWNSHIP SCHOOLS

It is evident from the research studies conducted so far in South Africa on problems and needs of beginner teachers, that these were focused on former white schools involving only white beginner teachers. This is a shadow and reflection of the segregation system that prevailed then, which grouped people along ethnic, cultural and geographical orientations and consequently separated blacks from white. The reality is that there are different cultures, ethnic and socioeconomic conditions in black and white schools in South Africa. Hence it is necessary to investigate problems and needs of beginner teachers in township schools, who in principle share the same culture and socioeconomic conditions.

Research studies conducted in South Africa did not consider the effects of second language as a medium of instruction in teaching probably because these research studies were conducted with people speaking the language used as a medium of instruction. The scenario and situation are different with regard to black teachers and learners in that their comprehension regarding second language as a medium of instruction may be highly suspect. The South African situation is similar to that of Canada where the use of French as a medium of instruction resulted in problems both for beginner teachers and learners, and as a result it was realised that beginner teachers required assistance in this regard (Cole: 1993). In South Africa, it is imperative that the issue of second language usage as a medium of instruction in the black township schools should be considered when investigating the problems and needs of beginner teachers in black township schools.

Another important point that was overlooked in the existing research surveys is the extent of knowledge of subject content to be taught by the beginner teachers. It makes sense that this was overlooked in the surveys, probably because the research surveys were conducted with white beginner teachers in South Africa who happened to receive superior quality education. However the equation and dynamics change significantly when it comes to the black counterpart, who, as explained earlier, received inferior education. Due to the privileges in education that white student teachers enjoyed, an assumption was made that beginner teachers in South Africa were confident with their subject content. This assumption required confirmation in relation to township teachers. The importance of knowledge of subject content was emphasised by McNamara when he stated:

In sum, the educational argument is that teachers' ability to plan lessons and teach effectively deploying a variety of appropriate teaching styles and methods, engaged in the diagnostic assessment of learners' learning, assess the quality of teaching materials and learning aids, have confidence to foster inquiry among children as active participants in their own learning, and their ability to analyse and reflect upon their teaching are all crucially dependent upon their subject matter knowledge and its application in the classroom (McNamara : 1991 p.116).

This research study focused on beginner teachers, their subject content knowledge, their experiences during their first few years of teaching and how they managed to cope with the situation.

2.9 CONCLUSION

It is clear from the literature reviewed that researchers from various countries considered the problems of beginner teachers to be important. Their research also identified some of the needs of beginner teachers during their early years of teaching.

The quantitative approach that was adopted in the research conducted in other countries and in South Africa provided a model for the research undertaken for this report. This approach was considered suitable for a study that involved large number of beginner teachers.

The following chapter goes on to describe the research methodology adopted in detail.

CHAPTER 3

3. RESEARCH METHODOLOGY

3.1 INTRODUCTION

The literature review provided an insight into the findings and conclusions drawn from research studies conducted in the USA, United Kingdom, Canada, Australia as well as South Africa. The researchers in these countries focused on issues such as problems encountered inside the classroom situation, the kind of support which beginner teachers received and the ethnic background and socioeconomic conditions of learners. From these issues, dimensions such as classroom discipline and management, the kind of orientation to the school that was provided, teaching methods and administrative duties were investigated. These dimensions provided the starting point for an investigation of problems and needs of beginner teachers in the Western Cape township schools. In addition, the issue of beginner teachers using second language as a teaching medium was investigated.

3.2 CONTEXTUALISING THE LITERATURE REVIEWED

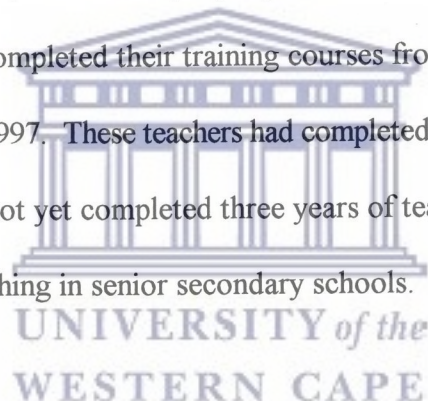
The literature reviewed indicated that beginner teachers experience problems related to subject matter presentation, classroom management and discipline (Veenman: 1984). This research study investigated problems related to subject matter presentation that focused on planning of work and syllabus interpretations. Subject content was identified by McNamara (1991: p.116) as the fundamental aspect of teaching and this study investigated the experiences of beginner teachers in relation to their knowledge of the subject matter. Classroom discipline and control were issues raised in research conducted in other contexts and this study focused on problems related to discipline inside the classroom. The research study conducted in Australia indicated that problems related to ethnic and socioeconomic conditions of learners had an effect on teaching inside the classroom (Martinez: 1994). This study investigated the experience of beginner teachers who teach in schools at black townships and black townships are mostly characterised by poverty. Second language as a teaching medium was found to be a prevalent problem in Canada (Cole: 1994). Since township schools use second language as a teaching medium, the researcher found it necessary to investigate the experience of beginner teachers in relation to this dimension. Support programmes were found to be a prevalent need of beginner teachers in other contexts (Taylor & Dale cited in Dunken: 1987). This study also intended to investigate the needs of beginner teachers in relation to support from colleagues, management teams and other education officials outside the school situation.

A survey method of investigation was widely used in other contexts where a large number of beginner teachers were involved. This study also used this method because of the large

population involved and because of its convenience in relation to time saving (Cohen & Manion: 1994).

3.3 RESEARCH DESIGN

The research study was conducted on beginner teachers in the Western Cape township senior secondary schools in 1997. These townships are located in the Cape Town Region. The region is composed of Athlone, Mitchell's Plain and Wynberg areas. These areas include Gugulethu, Khayelitsha, Crossroads, Nyanga, and Langa townships. The survey involved teachers who had just completed their training courses from training institutions and assumed duty in 1995, 1996 or 1997. These teachers had completed a year, two years or two years and a few months but had not yet completed three years of teaching experience at the time of the study. They were teaching in senior secondary schools.



A survey method of investigation was used. A non-random sample of teachers was identified and self-completion questionnaires were distributed to beginner teachers to complete for collection immediately after completion. This method of investigation had advantages such as fewer costs and the ability to cover a large number of subjects (Cohen & Manion: 1994 and Neuman: 1991). This method provided some sense of privacy for the beginner teachers and there was no feeling of coercion as to the responses the beginner teacher gives to the researcher (Cohen & Manion : 1994). This method could help reveal the feelings and experiences of beginner teachers without any form of coercion from a researcher.

3.4 DESIGNING THE MEASURING INSTRUMENT

The researcher designed the self-completion questionnaire that would measure the experiences of beginner teachers in township schools. A copy of this questionnaire is attached as Appendix B. The researcher adopted the open-ended questions designed by Gibbon (1987) in his survey. Gibbon asked beginner teachers to list five problems experienced during their early years of teaching and rank these problems according to the order of difficulty, starting with the most problematic experiences. This type of question was included in the questionnaire in order to find out how beginner teachers defined their own experiences on problems. This first question avoided prompting and influencing subjects on problem identification. It allowed beginner teachers the opportunity to define and articulate their own problems and present them in their own words in a written form without influence from the researcher. This was done to improve the reliability of the instrument by comparing the responses from this open-ended question to the responses to the closed questions in the rest of the questionnaire.

The researcher adopted some items from Algie's questionnaire and a copy of this questionnaire is attached as Appendix C (Algie: 1984). Firstly, Algie constructed items that enabled personal particulars of beginner teachers to be measured. These questions gathered information about the age, gender, home language, number of years in teaching and the kind of institution from which training was received. Algie preferred to use a check list type of question in which the respondents were expected to tick an appropriate number as a response.

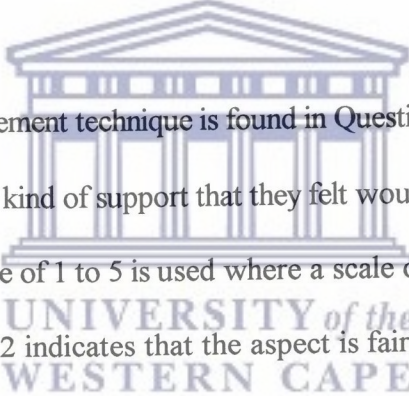
Secondly, Algie used fixed alternative questions in his questionnaire to measure the type of

orientation the beginner teachers received, as well as the resources available in the school. These questions were included in Question 7 to 10 and 21 to 26 of the questionnaire of this research study. They consist of a prepared list of items. The presence and absence of items can be indicated by inserting the appropriate word or number in a space provided (Best: 1977). These are in fact the nominal measures used. This is a measure that reflects that in respect of some variables one case is different from the other and not bigger or smaller, better or worse but only different (Rose and Sullivan: 1993).

Thirdly, questions about the nature and extent of problems experienced by beginner teachers during their early years of teaching were included. These questions are reflected from Questions 11 to 20. These questions were constructed by the researcher for this research. Question 27 measures the kind of support service that beginner teachers feel would be ideal to address and solve their problems, whilst Question 28 assesses the extent of need of these teachers. Multiple indicators of variables were applied in order to achieve two things. Firstly, these can help measure different aspects of the construct, each with its own indicator. Secondly, one indicator may be imperfect, but several measures are less likely to have the same error (Neuman: 1991). More than five indicators in each construct were applied in order to improve the reliability of the measuring instrument.

The Likert method of creating responses to questions was also used (Best: 1977 & Neuman: 1991). The Likert method is much simpler and can usefully be applied to multiple indicators of each construct. It should be noted that Likert scales are at ordinal level of measurement, as responses only indicate the ranking. Scaling creates an ordinal, interval, or ratio measure

of a variable expressed as a numerical score (Neuman: 1991). Inherent in the Likert method is the application of the Likert scaling techniques to questions, where a scale value for each of the five responses is assigned (Best: 1977). The scale values range between 1 and 5, where 1 indicates that the beginner teacher does not have a problem at all. The scale value of 2 indicates that the beginner teacher experiences a problem to some degree, whilst the scale value of 3 indicates that the beginner teacher experiences a problem, 4 indicates that it is very problematic and the extreme scale value of 5 indicates that the beginner teacher experiences a major problem. All responses with an indicator value of 2 and above were considered as beginner teachers experiencing a problem.



A similar type of measurement technique is found in Question 27 where beginner teachers were requested to indicate the kind of support that they felt would be ideal to address and meet their needs. A measuring scale of 1 to 5 is used where a scale of 1 indicates that the aspect will not be helpful at all. Scale 2 indicates that the aspect is fairly important, whilst scale 3 indicates that the aspect is important, 4 indicates very important and the extreme scale 5 indicates that the aspect is extremely important. Responses from the scale value of 2 and above were considered as necessary and helpful in this study.

Similarly, in Question 28 beginner teachers were requested to indicate the extent of need of each support service that could be provided. The measuring scale again ranges between 1 and 5 where a scale of 1 indicates a weekly need of the aspect and a scale of 2 indicating a fortnightly need. The scaling value 3 indicates a monthly need, 4 indicates a term need while 5 indicates that the aspect is needed once in a semester. Responses with scale between 1 and

4 were considered as aspects that are useful to address the needs of beginner teachers.

Fourthly, another set of questions are found in Questions 16, 17, 18, 19 and 20. These questions apply interval measurement in which numerals are used as real numbers. This is a kind of measurement technique that strictly has arbitrary zero points rather than true zero points (Rose and Sullivan: 1993). These types of questions are used where the researcher investigates the extent of the problem experienced, for example, by asking beginner teachers the number of times they experience each problem per week. The scale of 1 to 5 is used to indicate the extent to which each problem is experienced per week. In this study a scale of 1 indicates that the problem is experienced once per week, 2 indicates that the problem is experienced twice a week and 3 three times a week. The scale value 4 indicates that the problem is experienced four times a week and 5 indicates that it is experienced five times a week. Scaling value ranging from 2 to 5 were considered as beginner teachers experiencing severe problems.

3.5 SAMPLING

3.5.1 Sample population

The research study investigated the problems and needs of beginner teachers in a sample of black township schools. For the purpose of this study beginner teachers were defined as teachers, both male and female, that had completed a teacher's training course from appropriate institutions and who had zero to two years and some months

teaching experience. The other qualification for this study was that the teacher should be teaching at black township schools in the Western Cape Province. Another special qualification was that the teacher should be teaching at a former Department of Education and Training secondary schools in the townships. The areas that were covered by this study are Athlone, Mitchell's Plain and Wynberg.

3.5.2 Choice of sample

The intention of the researcher was to adopt probability sampling since this involves quantitative statistics (Cohen & Manion: 1994 p. 87-89, Minium: 1970 and Neuman: 1991). From the different probability sampling methods, it was planned to use the systematic sampling method. In using this method each element in the sampling frame is numbered and instead of using a list of random numbers, a sample interval is calculated, where the interval is used as a quasi random selection method (Neuman: 1991 & Cohen & Manion: 1994). The success of the use of this method depended on the experience from the survey.

3.5.3 Sampling frame

An attempt was made to identify the population of all beginner teachers in black senior secondary schools at townships in the Cape Town Region of the Western Cape Province. In order to identify beginner teachers in the black township secondary schools, a list of all beginner teachers in black senior secondary schools at townships

under the jurisdiction of the Cape Town Region was required. To this end an application for a list of names of all beginner teachers in black township schools for the Cape Town Region was lodged with the Western Cape Education Department, which was unsuccessful.

Due to this difficulty of getting the information from the department and time running out, the list was requested from the Western Cape Education Library at Adderley Street in Cape Town. The library could only provide a list of names of schools in the Cape Province but not a list of names of beginner teachers. Thirty-four black township secondary schools in the Cape Town Region were identified from the list. Subsequently, contacts were made with relevant principals for a list of beginner teachers at the identified schools. This presented a problem as some principals were unco-operative and unwilling to provide lists of names of beginner teachers or even provide the number of beginner teachers in their schools. From those who responded positively to the request a total of 398 beginner teachers was aggregated.

This kind of difficulty in obtaining an accurate number of the entire population of beginner teachers in township secondary schools forced the researcher to change the intended type of sampling method that was going to be used. The researcher changed from the probability systematic sampling to non-probability purposive sampling method (Cohen & Manion: 1994 & Neuman: 1991).

3.5.4 Sample size

The intention of the researcher was to identify the total number of beginner teachers at township schools in order to work out the sample size. It was intended to use the systematic sampling method by selecting every fourth beginner teacher from the list of beginner teachers at township schools, which would involve 99 beginner teachers. This was not possible from the poor response that the researcher received from principals and beginner teachers themselves. Due to these difficulties the sampling method ended up being non-probability sampling, which is purposive sampling. The ultimate sample comprised of 68 beginner teachers.



3.6 PILOT SURVEY

It is important to ensure that the measuring instruments measure what they are expected and intended to measure, and in order to achieve this, a pilot survey was conducted. The first draft of the questionnaire was distributed to two senior school principals and two University of the Western Cape MEd students who were asked to respond to the questions. They were given two days to peruse the questionnaire and to identify and comment on what they perceived could be problematic for interpretation by beginner teachers. The completed draft questionnaires were sent back to the researcher with comments and recommendations. The respondents to the draft questionnaires appreciated the circling of responses and believed that beginner teachers

were likely to respond to the type of questions asked rather than if they were requested to respond by writing long sentences. They also agreed that dimensions such as classroom discipline and teaching learners from socially disadvantaged learners indeed create problems for beginner teachers.

In the second pilot survey, six beginner teachers from two senior secondary schools were involved. The questionnaires were completed in the presence of the researcher, and the researcher observed expressions from the respondents and identified other problems with respect to the questionnaire during its completion. It was observed that the questionnaire was too long, and subsequently, lengthy instructions were shortened. Their responses also confirmed that the dimensions covered in the questionnaire were prevalent to beginner teachers' problems.

3.7 THE MAIN SURVEY



3.7.1 Conducting the main survey

Principals from schools that responded positively by providing the number of beginner teachers in their schools were contacted telephonically in the third term of 1997 for permission to visit beginner teachers at their schools by the researcher. Permission for distributing the questionnaires during lunch time and for the researcher to visit these schools was given by the majority of principals. Most permissions were granted with a rider that it was solely the researcher's responsibility to distribute the questionnaires. A total of sixty eight questionnaires were distributed to beginner teachers in eighteen

different schools for completion and were to be collated by the researcher. These questionnaires were only distributed to secondary schools at which principals confirmed the presence of beginner teachers. Principals of sixteen schools claimed that they did not have beginner teachers due to the redeployment process introduced by the Department of Education. Claims that there were no beginner teachers in the sixteen schools were not questioned, but were accepted as true.

3.7.2 Experience of the researcher in schools

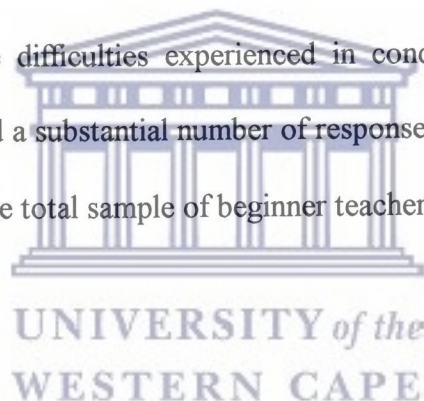
Principals of schools were doubtful and reluctant to allow beginner teachers to participate in the survey. However, after a little bit of persuasion they later agreed. The fact that little research has been done in black township schools could be an aggravating factor towards reluctance and doubtfulness. Principals might view the entire exercise as a means of revealing and exposing weaknesses rather than trying to seek solutions to the problems identified in the findings of the survey.

Experience gathered by the researcher on visiting schools was not encouraging, considering the conditions under which teachers teach at township schools.

In some instances, when on visits to some schools after an appointment with principals of these schools, the researcher found that school gates were locked and the security guards informed the researcher that the school was closed because of fights between gangsters belonging to the student body. This was one of the frightening

situations that the researcher had to grapple with to complete the fieldwork. Sometimes the researcher would arrive at a school only to find that learners were running for safety all over the place because there was shooting between gangsters. This meant that the researcher had to arrange an alternative day for the survey. This situation in some black township schools is a reality and consideration should be given to delays of conducting survey in such areas. This experience indicates that some township schools are not conducive for conducting research studies and this might be one reason why there is little research conducted in these areas.

Despite all the difficulties experienced in conducting the survey, the researcher managed to find a substantial number of responses from beginner teachers. A total of 68 percent of the total sample of beginner teachers were given the questionnaires and responded.



3.8 LIMITATIONS OF THE RESEARCH

The major limitation was that the researcher could not get access to a list of all beginner teachers in the black township schools from the Western Cape Education Department. Secondly, there was inconsistent information received from school principals regarding the number of beginner teachers at their schools. This situation retarded the feasibility of using the intended probability systematic sampling because it was not easy to draw a random sample as was intended.

The situation in township schools forced the researcher to deviate from the systematic sampling to non-probability purposive sampling. This type of sampling involves selecting anyone in a hard-to-find target population (Neuman: 1991 p.197). As a result of this only 68 beginner teachers responded positively by completing the questionnaires

The next chapter goes on to analyse the data captured.



CHAPTER 4

4. THE PROBLEMS AND NEEDS OF BEGINNER TEACHERS IN WESTERN CAPE TOWNSHIP SCHOOLS

4.1 INTRODUCTION

The previous chapter described details of the sampling methods and research instrument used in this study. This chapter presents and analyses the data gathered. The analysis indicates important issues that are revealed by the survey and identifies significant problems experienced by beginner teachers in the Western Cape black township secondary schools. Secondly, it highlights prevalent problems and the extent to which these problems are experienced by beginner teachers.

This chapter displays the profile of beginner teachers in the sample. It reports on the experiences of beginner teachers inside the school community, including the kind of support beginner teachers receive inside the school and the effects of insufficient support for beginner teachers. It considers the lack of support from the school community and its impact on the teaching experience of beginner teachers. It also reports on the kinds of problems beginner teachers experience inside the classroom situation, which include classroom discipline, knowledge of the subject, delivering of the subject matter, experiences in teaching socially disadvantaged learners and second language as a teaching medium.

4.2 A PROFILE OF BEGINNER TEACHERS

Beginner teachers were requested to indicate their age, gender, home language, teacher training institutions attended and number of years of teaching experience. From information gathered it is apparent that many teachers in the sample who responded to the questionnaire are still very young, with 73% ranging between 20 and 30 years of age (Table 4.1). This is an important point to make as the aim of this research study is to look at the problems and needs of beginner teachers who are likely to be young. The provision of support services would thus be cost-effective as the beginner teachers will still have many years of potential service in the teaching system, rather than providing support services to teachers who are old and have many years of service and are likely to exit the system within a short period of time.

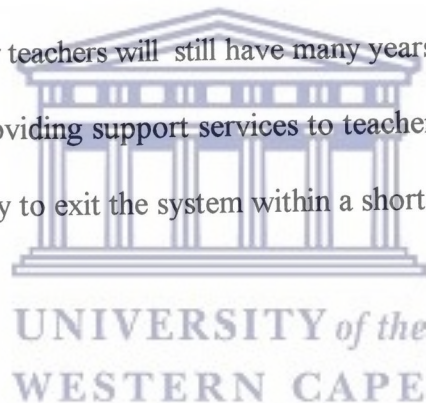


Table 4.1 A profile of beginner teachers in the sample

Personal Information	Responses %
1. Age	
Under 20 years	0
20-24 years	22
25-30 years	51
31-35 years	19
Over 35 years	8
2. Gender	
Male	44
Female	56
3. Home Language	
Xhosa	90
Sotho	1
English	6
Afrikaans	3
Other	0
4. Teacher Training	
University	66
Training College	24
University & Training College	0
Technikon with University	10
5. Teaching Experience	
2 years	51
1 year	34
0-11 months	15
	N = 68

As expected and confirmed in Table 4.1, the majority of beginner teachers from the sample speak Xhosa at home. From the responses, 90% of the respondents speak Xhosa, 1% speak

Sotho, 6% speak English and 3% are Afrikaans speaking. This demographic imbalance and skewed representation should be understood in the light of the policy of the previous government which separated population groups according to ethnic and racial lines. The results reflect the fact that the survey was conducted in the Western Cape black townships dominated by a Xhosa speaking population. A large proportion of teachers speak Xhosa at home but are expected to speak and teach in English during teaching and learning activities in the classrooms (Table 4.1). This raises concern about second language as a teaching medium.

About 66% of the sample received their teacher training at a university, 24% at a training college and 10% at a Technikon in association with a university (Table 4.1). These findings contrast the findings of the studies conducted by Hofmeyr in 1994 in the National Teacher Audit which indicated that the majority of beginner teachers did not receive their training from the universities (Hofmeyr: 1994 p. 37). However, the trend may be explained by the tendency of employing university graduates at senior secondary schools. Secondly, it can be argued that the findings from the research conducted by Hofmeyr include the statistics of the nine provinces which yield a discrepancy caused by the previous regime as only seven provinces have universities, with the Western Cape being one of the provinces with many universities. Two provinces with a large population in rural areas do not have universities at all but have a few colleges of education. The Western Cape Province has many universities, but a small population in the black townships as compared to other provinces. Considering accessibility to universities it is possible that the majority of beginner teachers teaching in the senior secondary schools in the Western Cape Province are university graduates whilst in other provinces this might not be the case.

A large proportion of beginner teachers surveyed (see Table 4.1) indicated that they have completed 2 years of teaching experience. Some 51% of the sample indicated that they started teaching in 1995. Many have only one year of teaching experience, since 34% indicated that they started teaching in 1996. A small percentage of the sample has not yet completed a year of service, as 15% of them indicated that they started teaching in 1997. Table 4.1 summarises the personal profile of the sample.

4.3 THE EXPERIENCE OF BEGINNER TEACHERS INSIDE THE SCHOOL COMMUNITY

4.3.1 The Experience of Beginner Teachers Before Starting Teaching

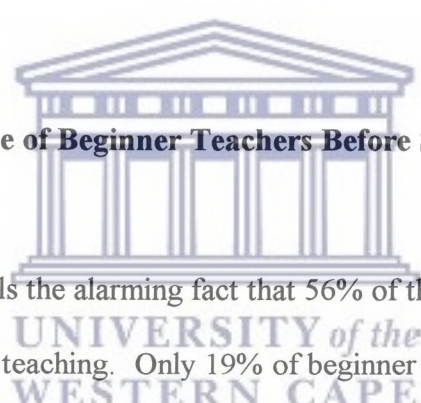


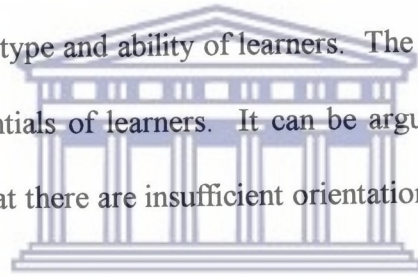
Table 4.2 reveals the alarming fact that 56% of the sample had not visited the school before starting teaching. Only 19% of beginner teachers visited the school a month before and 29% a day before starting teaching. Of these teachers 34% only met the principals of schools. This is not sufficient as the principal is assigned the task of overseeing the entire school. It can be questioned whether principals can allocate enough time to discuss every important aspect of the needs of a beginner teacher inside the classroom. This kind of support is arguably insufficient.

Table 4.2 Percentage of support received by teachers before starting teaching

Person or Aspect considered	Percentage
1. Teachers who visited the school before starting teaching	
Yes	44
No	56
2. Time of visit before starting teaching	
More than a month before	19
Within a month before	2
Within a week before	16
One day before	29
No response	34
3. Persons met on first day of visit	
Principal	34
Deputy Principal	7
Heads of Departments	4
Subject Head	2
All or most of the staff	24
No response	29
4. Date of knowledge of standards to be taught	
More than a month before starting	10
Within a month before starting	3
Within a week before starting	19
A day before starting	37
No response	31

Beginner teachers were requested to indicate the dates on which they were informed of the ability and standard ranges of learners they would be teaching. A large number of beginner teachers (59%), were not provided sufficient time of almost a month to prepare themselves for the teaching, with 37% only informed the day before. This

creates a problem for a beginner teacher who might have learnt from the training institutions that there are various categories of learners in each class or even in different classes, ranging from gifted learners, average to below average learners. It is not obvious and simple for a beginner teacher to identify the category in which each learner or group of learners belongs. It needs expertise gathered through experience in working with learners as well as the ability to conduct continuous assessment of learners' progress. This can be a daunting task to a beginner teacher without the expertise of identifying the important key indicators of a particular category of academic potential of learners. It can be problematic to prepare appropriate lessons suitable for the type and ability of learners. The lesson could be below or above the academic potentials of learners. It can be argued from the findings that beginner teachers feel that there are insufficient orientation programmes in schools.



4.3.2 The Kind of Support Beginner Teachers Receive Inside the School

From responses, it can be confirmed that 56% of beginner teachers had not visited the school before starting teaching at all. The response of these teachers who indicated that they were not invited to their respective schools for orientation before starting teaching was cross-tabulated with the kind of support they had received either from colleagues or the management team. It was disturbing to notice that only 18% of the 59% received some kind of support from the principals of schools, 76% claimed not to have received any help at all and 26% received help from the head of departments when experiencing problems related to subject knowledge and subject delivery (Table 4.3). Many beginner teachers who did not receive orientation have not received any significant support during their early years of teaching. This is also confirmed by 72%

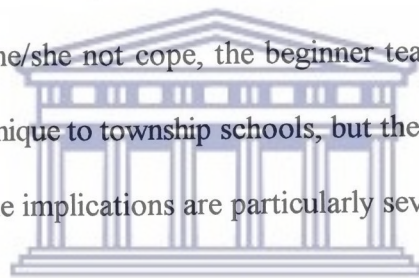
males and 68% females who indicated lack of support from senior management in the open-ended question (Appendix E). This indicates a culture of lack of support for beginner teachers by the management team and teaching colleagues. It can be argued again that the support provided by the principals of schools cannot be adequate given the fact that a principal is assigned a large amount of school responsibilities and does not necessarily have enough time to see to the daily problems that a beginner experiences.

Table 4.3 Support received from colleagues and management (59% of the sample)

Aspect Considered	Percentage of Person Contacted						
	1	2	3	4	5	6	7
If you had problems with subject who helped you?	7	0	9	2	0	0	13
If you had problems with classroom discipline who helped you?	3	0	5	1	0	0	10
If you had problems with subject content who helped you?	3	0	6	0	0	0	11
If you had problems with second language who helped you?	4	0	6	1	0	0	15
If you had problems with teaching socially disadvantaged learners who helped you?	1	0	0	0	3	0	27

- 1: Principal**
- 2: Deputy principal**
- 3: Subject head**
- 4: Subject advisor**
- 5: A few sympathetic colleagues**
- 6: All or most of the staff**
- 7: No one at all**

The results of the research survey conducted in the Western Cape townships are similar to the findings of the United Kingdom researchers, i.e. Taylor and Dale who argued that the teaching profession, unlike any other profession, neglects beginner teachers during their entry into the system especially in their early years of teaching (cited in Dunkin : 1987). This lack of support was further identified by Varah, a researcher in USA, who argued that beginner teachers are not supported during their early years of teaching. He described this kind of experience as a “sink or swim” method (Varah: 1986). It is a sink or swim situation in the sense that you either cope or do not cope in the system, meaning that should the beginner teacher cope he/she blends in well whilst should he/she not cope, the beginner teacher is lost in the system. Lack of support is not unique to township schools, but the conditions in the townships schools are such that the implications are particularly severe.

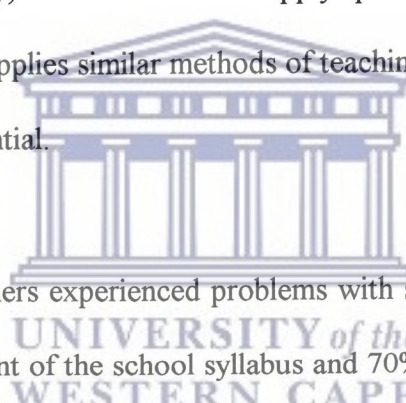


UNIVERSITY of the
WESTERN CAPE

4.3.3 The Effect of Lack of Sufficient Support on Beginner Teachers

The lack of support for beginner teachers in their entry level has concerned international researchers such as Varah (1986) and Taylor & Dale (cited in Dunkin: 1987). Since it was found to be a common problem for beginner teachers in the Western Cape townships, it is important to look at the impact of this important basic service. This can be done by identifying the kinds of problems experienced by the 56% beginner teachers who were never provided with orientation and support services during their entry (Table 4.3). The findings reveal that teachers who never received both orientation and support services inside the school experienced problems related to classroom discipline, subject delivery, subject content knowledge, teaching socially disadvantaged learners and second language as a teaching medium. Beginner teachers

who did not receive orientation and support services experienced problems with classroom discipline, particularly with controlling learners who come to classes late (95%). Beginner teachers (80%), experienced problems with individual learner discipline. These beginner teachers also indicated that they had problems with subject delivery, particularly with the application of specific teaching techniques (83%), and 73% of beginner teachers had problems with interpreting the school syllabus. These are two crucial aspects in the teaching and learning situation and if a teacher cannot interpret the syllabus, it simply means that the teacher does not know what and how to teach. Secondly, if a teacher cannot apply specific teaching techniques it could imply that a teacher applies similar methods of teaching to groups of learners with different academic potential.

The logo of the University of the Western Cape, featuring a classical building facade with columns and a pediment, with the text 'UNIVERSITY of the WESTERN CAPE' overlaid in a serif font.

Beginner teachers experienced problems with subject content, (73%) had problems with the content of the school syllabus and 70% had problems with identification of learning aims. The results are crucial in the sense that if a teacher does not know the subject content of the standard he/she is teaching this could imply that the teacher is not clear about what to teach and the intended outcome of the lesson. This raises concerns about the application of Curriculum 2005 that the Department of Education is introducing, simply because the intended outcome of a lesson is most important.

Beginner teachers who had not received either orientation or support service at school had problems with teaching socially disadvantaged learners. This is indicated by 98% of these beginner teachers who had problems with learners who did not do their homework and 98% had problems with absenteeism. These problems are typical of disadvantaged learners and such problems need some “handling skills”, which many

beginner teachers lack. They need support from experienced teachers. Also 98% of these beginner teachers had problems with second language as a teaching medium. It is a serious concern that beginner teachers have problems with second language as a medium of teaching. How can a beginner teacher effectively transmit a message to the learner if he/she has a problem with the medium of teaching herself or himself and yet expects the learner to decode the message correctly? Again 93% of these beginner teachers indicated that there were some times during the lesson presentation when there was communication breakdown due to language limitations. Lack of orientation before starting teaching and support inside the school while teaching had a major effect on the performance of teachers and it raises concerns about the impact on the quality of teaching that is offered in the township schools.

4.4 THE EXPERIENCE OF BEGINNER TEACHERS INSIDE THE CLASSROOM

4.4.1 Classroom Discipline

According to the findings from the survey, the total sample of beginner teachers experienced a major problem when trying to maintain discipline in their classrooms (Table 4.4). This is indicated by 94% of beginner teachers experiencing problems with maintaining punctuality, and 86% who experienced this problem more than once every week (Table 4.5).

Table 4.4 Problems due to lack of discipline in class

Aspect Considered	Percentage of Level of Consideration					
	1	2	3	4	5	No Response
Controlling noise makers	44	29	15	7	4	1
Learners ignoring instructions	30	38	19	10	3	0
Individual learner discipline	24	35	29	7	4	1
Controlling violent behaviour	32	24	19	15	4	6
Learners disrupting lessons	40	25	19	12	4	0
Learners coming to classes late	6	18	31	19	26	0

1. *Not a problem at all*
2. *Fairly problematic*
3. *Problematic*
4. *Very problematic*
5. *Extremely problematic*

Table 4.5 Extent of problems due to lack of discipline in class

Aspect Considered	Percentage of Level of Consideration					
	1	2	3	4	5	No Response
Controlling noise makers	21	34	16	13	16	0
Learners ignoring instructions	26	28	18	10	15	3
Individual learner discipline	24	25	26	16	9	0
Controlling violent behaviour	40	24	15	9	7	5
Learners disrupting lessons	35	29	10	9	13	4
Learners coming to classes late	12	13	15	21	37	2

1. *Once per week*
2. *Twice per week*
3. *Three times per week*
4. *Four times per week*
5. *Five times per week*

About 75% of beginner teachers experienced problems in applying appropriate discipline to each learner who was naughty in the classroom and 76% of beginner teachers experienced this problem more than once every week. A large proportion of

beginner teachers had problems in gaining and maintaining due learners' attention in class and 71% experienced this problem more than once every week. Some 62% of beginner teachers had problems in controlling learners' violent behaviour and 55% experienced this problem more than once every week. About 60% of beginner teachers had problems with learners who disrupted lessons while they were teaching and 61% experienced this problem more than once every week. About 55% of beginner teachers had problems with controlling noise inside the classroom and 79% of beginner teachers experienced this problem more than once every week.

When asked to identify their problems using open-ended questions 88% of male beginner teachers and 89% of female beginner teachers emphasised a concern about maintaining discipline in the classroom (Appendix E). The problem of classroom discipline was found to be problematic by researchers in other countries and in former white schools in South Africa (Dunkin: 1987, Cole: 1993, Algie: 1984 and Gibbon: 1987). What is unique in the township schools is the fact that teachers are expected to inculcate the culture of teaching and learning that the Department of Education is campaigning for. Secondly, it raises concerns about whether the conditions of learning in township schools are conducive for the introduction to Curriculum 2005.

4.4.2 Knowledge of the Subject Content

According to the results of the survey of the total sample, beginner teachers indicated that they were generally confident with the knowledge of subject content acquired from the training institutions (Table 4.6). A relatively low percentage (40%) of beginner teachers experienced some kind of problems with their own knowledge of the subject

content. However, further responses indicated that these teachers had problems with translating this knowledge to learners in their teaching. A total of 68% of beginner teachers experienced problems in understanding and explaining diagrams and illustrations of the subject content. This is followed by 66% of beginner teachers who did not feel confident of their knowledge of the subject syllabus and they experienced this problem more than once every week (Table 4.7). About 63% of the sample found it difficult to identify the learning aims of a subject which they are supposed to break down into lessons and 75% of beginner teachers experienced this problem more than once every week. Half of the sample (50%), had problems with the explanation of terms which are used in the subject and 68% of beginner teachers experienced this problem more than once every week.

Table 4.6 Subject content problems

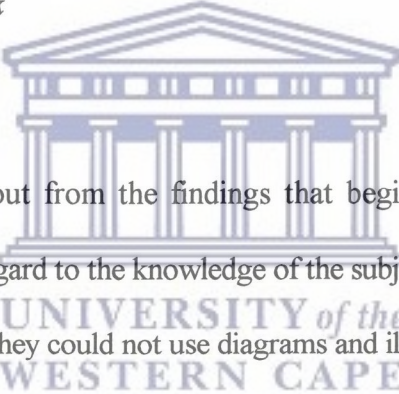
Aspect Considered	Percentage of Level of Consideration					
	1	2	3	4	5	No Response
Knowledge of subject	60	15	10	6	9	0
Use of concepts	53	28	6	9	4	0
Explanation of terms	50	21	22	3	4	0
Identification of learning aims	37	38	19	3	3	0
Subject content of syllabus	34	28	22	12	4	0
Use of diagrams and illustrations	32	25	24	16	3	0

1. *Not a problem at all*
2. *Fairly problematic*
3. *Problematic*
4. *Very problematic*
5. *Extremely problematic*

Table 4.7 Extent of subject content problems

Aspect Considered	Percentage of Level of Consideration					
	1	2	3	4	5	No Response
Knowledge of subject	44	21	15	10	7	3
Use of concepts	41	32	9	3	12	3
Explanation of terms	32	21	25	7	15	0
Identification of learning aims	25	26	24	16	9	0
Subject content of syllabus	31	24	25	13	4	3
Use of diagrams and illustrations	24	19	24	21	13	0

1. *Once per week*
2. *Twice per week*
3. *Three times per week*
4. *Four times per week*
5. *Five times per week*



One can draw out from the findings that beginner teachers perceived themselves confident with regard to the knowledge of the subjects they taught. This raises concern considering that they could not use diagrams and illustrations while teaching, which are provided to help learners understand subject matter much easier. They had problems with the subject content of the school syllabus which probably created major problems for them when preparing for their lessons. They indicated a concern about identification of learning aims of each lesson which is crucial in teaching. Their responses raise questions about whether beginner teachers are really confident of their subject knowledge because, as Martinez argued, the entire process of teaching is largely dependent on knowledge of the subject matter (Martinez: 1994).

The researcher is aware that beginner teachers could probably not respond faithfully when asked to indicate whether subject knowledge is a problem bearing in mind that this might be viewed as evidence of failure and incompetence (Cohen & Manion:

1994). This is indicated in Table 4.3 where beginner teachers were asked “if you had a problem with the subject knowledge who helped you?” In response to this question 47% of beginner teachers indicated that they received help from the subject head, 13% from the principal, 16% from sympathetic teachers and 22% did not receive help at all. These responses indicate that beginner teachers indirectly admitted that they had problems with the subject content.

It is worth noting that the issue of knowledge of subject was not considered a critical issue in the USA, Canada, United Kingdom and former white schools. This might be because the kind of education system that prevailed could have equipped teachers with a good background foundation of the subject knowledge. The case is different with township communities, where the education was inferior compared to the white counterpart. Beginner teachers had claimed not to experience problems with the knowledge of the subject, yet their responses implicitly indicated that they had problems in transmitting and imparting this knowledge through to learners in the classroom.

4.4.3 Delivering the Subject Matter

Beginner teachers experienced problems with the application of specific teaching techniques (73%) (Table: 4.8) and 64% of beginner teachers experienced this problem more than once every week (Table 4.9). Some 66% of beginner teachers had problems with syllabus interpretation and 53% experienced this problem more than once every week. More than half of the sample (56%) had problems with breaking down the subject content into sections that could allow maximum learning and 63% of beginner

teachers experienced this problem more than once every week. Half of the sample (50%) had problems with phrasing questions in a manner which could probe the appropriate response from learners and which could enable the teacher to find out whether the desired learning had taken place, and 69% of beginner teachers experienced this problem more than once every week. A smaller percentage (43%) had problems with preparation of lessons and 55% of this group experienced this problem more than once every week. Only 39% of the sample had problems in the correct use of voice but 54% of them experienced this problem more than once every week.

Table 4.8 Subject delivery problems

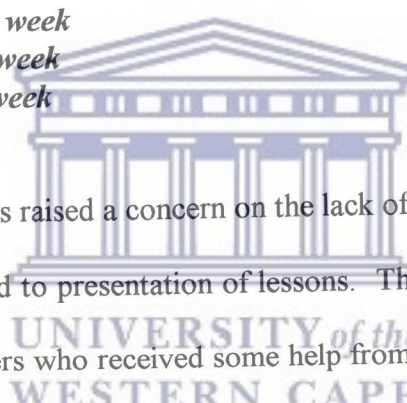
Aspect Considered	Percentage of Level of Consideration					
	1	2	3	4	5	No Response
Questioning learners	50	24	9	15	2	0
Syllabus interpretation	34	25	22	15	4	0
Lessons preparation	56	16	16	7	4	1
Planning of section of work	44	26	12	9	9	0
Correct use of voice	60	18	7	10	4	1
Specific teaching techniques	26	26	29	15	3	1

1. *Not a problem at all*
2. *Fairly problematic*
3. *Problematic*
4. *Very problematic*
5. *Extremely problematic*

Table 4.9 Extent of subject delivery problems

Aspect Considered	Percentage of Level of Consideration					
	1	2	3	4	5	No Response
Questioning learners	31	29	16	9	15	0
Syllabus interpretation	44	22	22	6	3	3
Lessons preparation	46	21	15	6	12	0
Planning of section of work	35	31	16	7	9	2
Correct use of voice	47	21	12	8	12	0
Specific teaching techniques	28	26	31	4	3	8

1. *Once per week*
2. *Twice per week*
3. *Three times per week*
4. *Four times per week*
5. *Five times per week*

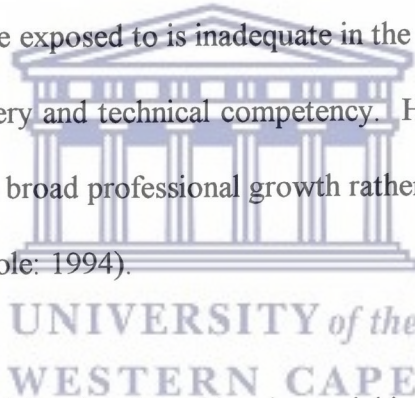


Beginner teachers raised a concern on the lack of support whenever they experienced problems related to presentation of lessons. This concern was indicated by 19% of beginner teachers who received some help from the principal, 41% from the subject head, 18% from a few sympathetic teachers and 22% did not receive any help at all (Table 4.3).

In addition to that, there was a problem in relation to teaching resources. Teachers had problems with using teaching aids in schools where these resources were available. It is discouraging to note that only 21% of beginner teachers knew how to use a library and 37% knew how to use overhead projectors (Appendix D). Beginner teachers need the skills to identify the intended learning outcomes of each lesson and use relevant teaching resources that will help reinforce learning activities to take place. Teachers in the survey seem to lack this skill and it raises concerns about the success and appropriateness of the application of Outcomes Based Education the Education system

is moving towards if teachers lack the basic ability to effectively utilise learning materials.

The problem of poor subject delivery was echoed in research as conducted in USA, United Kingdom, Canada and former white South African schools (Dunkin: 1987, Cole: 1994, Algie: 1984). The problem of subject delivery raises concerns about the kind of training that teachers receive from the training institutions. Algie argued that the kind of training that teachers receive is inadequate, and this causes problems for teachers when they start teaching (Algie: 1984). Cole argued that the kind of training that teachers are exposed to is inadequate in the sense that training institutions focus on skills' mastery and technical competency. He suggested that in-service training should focus on broad professional growth rather than mastery of skills and technical competency (Cole: 1994).



The problem of delivering the subject is crucial in the Western Cape township schools where a large percentage of the sample received their training at universities. It raises serious concerns to note that teachers undergo many years of schooling, starting from primary schools until matriculation with a further three years to complete a degree, but train for only eight months to become teachers. Student teachers start their Higher Education Diploma in February and write examinations in October of the same year. These teachers are expected to apply all the necessary teaching techniques, which is unrealistic. This kind of training can create major problems for teachers in the township schools where teachers themselves received inferior education during their early years of schooling. Since a large percentage of teachers had problems with the application of specific teaching techniques, serious questions can be raised about the

adequacy of the training that teachers receive.

4.4.4 The Experience of Teaching Socially Disadvantaged Learners

This is where beginner teachers experienced “the reality shock” described by Veenman (1984). Beginner teachers found that the learners that they met were different from their expectations as taught from training institutions to the extent that they could not control the situation at all (Table 4.10). This is confirmed by 99% of respondents who had met parents who were unco-operative when it came to their learners’ learning activities, and 88% who experienced this problem more than once every week. This should be understood in relation to the manner in which those parents were raised from their childhood, the level of education they had acquired and their economic and social living conditions. Many of the parents are very poor and illiterate and they do not have knowledge or idea of the subjects taught in schools.

A large percentage of beginner teachers (97%) had problems with learners who failed to do their homework and 94% of beginner teachers experience this problem more than once every week. A large percentage of beginner teachers (96%), had problems with learners who could not focus their attention for a long period and usually obtained very low marks when given some work to do. A large proportion of teachers (93%), had problems with learners who were older than the required standard and above the normal age, and they lacked interest in the school learning activities. A large percentage (90%) of beginner teachers experienced this problem more than once every week.

Table 4.10 Problems in teaching socially disadvantaged learners

Aspect Considered	Percentage of Level of Consideration					
	1	2	3	4	5	No Response
Homework undone	3	12	24	26	35	0
Absenteeism	2	6	18	40	34	0
Low school marks	4	15	18	29	34	0
Learners older than standard norm	7	12	24	19	38	0
Lack of interest in school	7	15	22	35	21	0
Unco-operative parental activities	1	18	19	28	34	0
Short attention span	3	16	32	35	13	1

1. *Not a problem at all*
2. *Fairly problematic*
3. *Problematic*
4. *Very problematic*
5. *Extremely problematic*

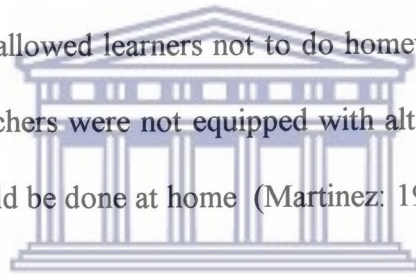


Table 4.11 Extent of problems in teaching socially disadvantaged learners

Aspect Considered	Percentage of Level of Consideration					
	1	2	3	4	5	No Response
Homework undone	6	9	10	24	51	0
Absenteeism	0	15	10	25	50	0
Low school marks	7	15	22	19	35	2
Learners older than standard norm	12	16	15	19	38	0
Lack of interest in school	9	9	19	34	28	1
Uncooperative parental activities	6	13	19	16	40	6
Short attention span	6	16	25	28	25	0

1. *Once per week*
2. *Twice per week*
3. *Three times per week*
4. *Four times per week*
5. *Five times per week*

The problem of teaching socially disadvantaged learners was not investigated in USA, United Kingdom and in the former white South African schools. The geographic area in which research was conducted by some researchers was not economically or socially deprived. Martinez (1994) investigated the experience of teachers teaching Aboriginal communities who were socially deprived in Australia. Martinez found that beginner teachers who were raised in and received their teacher training education from economically and socially privileged communities could not cope with the real situation in the economically and socially deprived communities. She found that there were policies which allowed learners not to do homework due to lack of study rooms at homes and teachers were not equipped with alternative methods as a substitute for work that should be done at home (Martinez: 1994).



UNIVERSITY of the
WESTERN CAPE

What is similar here to the Western Cape township schools is that teachers are unable to substitute for the work that should be done at home. This is surprising as one would expect this to be easy to handle bearing in mind the fact that these beginner teachers are from the same economically and socially disadvantaged communities themselves. The condition and problems of the township schools are not strange to them but the context in which they teach is so difficult that they are unable to handle the situation.

This raises concern as to whether the universities address the needs of the township context in their training curricula given the fact that these universities in the Western Cape were initially introduced with the sole aim of catering for the needs of Whites, Coloureds and Indians.

4.4.5 Second Language as a Teaching Medium

Since beginner teachers in the Western Cape townships are predominantly Xhosa-speakers, it was necessary to investigate the experience of these teachers in using second language as a teaching medium. It was found that teachers experienced a major problem with a second language as a teaching medium (Table 4.12). A large percentage of beginner teachers (98%), had problems with learners who could not properly understand the language and they experienced this problem more than once every week (Table 4.13).

This raises a concern as to whether the problem lies with the learners or the teachers themselves. This is especially so considering that some Xhosa speaking learners from the townships attend formerly white schools and have no problem with the language and in fact have the ability to understand and master English much better. This leads to the argument made by Klein (1994) when said that:

No language in the education policy is good or bad *per se*. The particular context in which it is implemented will determine its success or failure. So, in context where a particular language is hardly used outside the school and teachers themselves are not proficient in that language, the chance of it succeeding as a medium of instruction is slim. The linguistic strengths of learners, linguistic strengths of teachers and the linguistic environment in which the institution of learning is located are important factors that need to be taken into account (Klein: 1994 p.66).

The situation in the Western Cape townships is that both teachers and learners speak Xhosa outside the learning situation. English is not used as a means of communication outside the classroom. It is only used as the language of teaching and learning inside

the classroom and according to Klein, the chance of this language succeeding as a communication tool is slim.

Table 4.12 Problems due to second language as a teaching medium

Aspect Considered	Percentage of Level of Consideration					
	1	2	3	4	5	No Response
English as instruction medium	15	19	28	22	16	0
Learners' understanding of language	1	25	32	28	13	1
Communication breakdown due to language limitations	3	31	29	13	24	0
Group discussions	10	21	29	25	15	0
Classroom learning activities	12	29	10	34	10	5
Passage or paragraph writing	9	12	32	31	16	0
Vocabulary	4	6	38	24	26	2

1. *Not a problem at all*
2. *Fairly problematic*
3. *Problematic*
4. *Very problematic*
5. *Extremely problematic*

Table 4.13 Extent of problems due to second language as a teaching medium

Aspect Considered	Percentage of Level of Consideration					
	1	2	3	4	5	No Response
English as instruction medium	11	9	37	22	21	0
Learners' understanding of language	2	15	25	37	21	0
Communication breakdown due to language limitations	5	13	34	24	21	3
Group discussions	9	12	37	28	13	1
Classroom learning activities	4	25	29	24	18	0
Passage or paragraph writing	6	15	38	25	16	0
Vocabulary	4	10	26	29	29	2

1. *Once per week*
2. *Twice per week*
3. *Three times per week*
4. *Four times per week*
5. *Five times per week*

A large proportion of beginner teachers (97%), experienced problems in communicating with learners due to language limitations and 92% experienced this problem more than once every week. A large percentage of beginner teachers (94%), experienced problems with providing synonyms or antonyms of words when explaining concepts due to limited vocabulary and they experienced these problems more than once every week. This is a disturbing condition if one considers the fact that language is the major instrument for imparting knowledge. Desai (1994) argued that language plays a central role in learning:

No matter what the subject area, students assimilate new concepts largely through language, that is, when they listen to, talk, read and write about what they are learning and relate this to what they already know. Through speaking and writing, language is linked to the thinking process and is a manifestation of the thinking that is taking place. Thus

by explaining and expressing personal interpretations of new learning in various subject fields, students clarify and increase their knowledge of the concepts in those fields and their understanding of the ways in which language is used in each (Desai: 1994 p.63).

The situation in the township schools could imply that effective learning does not take place given the fact that language plays a central role in learning and there is a major difficulty in comprehending the language used as a medium of instruction.

A large percentage of beginner teachers had problems with learners who could not write paragraphs or passages, 91% and 94% of beginner teachers experienced this problem more than once every week. About 90% of beginner teachers had problems with conducting group discussions during lessons and they experienced these problems more than once every week. Eighty-five percent of beginner teachers experienced problems with second language as a teaching medium and 89% experienced these problems more than once every week. A large percentage of beginner teachers (83%) had problems with classroom learning activities and 96% experienced these problems more than once every week. It has been argued already that language plays a pivotal role in the teaching and learning situation. The success of learning can be expressed by the mastery of the language and if there is inadequate use of the language, learning is drastically impaired.

4.5 THE KIND OF SUPPORT BEGINNER TEACHERS FEEL WOULD BE IDEAL FOR THEIR NEEDS

It is clear from the discussions above that beginner teachers experienced extensive problems during their early years of teaching. Due to these problems, beginner teachers felt

that they could not adapt on their own and their responses suggest that they need support from other experienced teachers (Table 4.14). This is confirmed by 94% of respondents who were willing to give time to participate in courses offered at teachers' centres. Some 43%, (Table 4.15) of beginner teachers were willing to participate in courses each month and 22% in each term. A large percentage of beginner teachers (93%) were willing to participate in an informal invitation by a head teacher for some form of guidance. Thirty-five percent of teachers were willing to participate every month and 24% each school term.

Beginner teachers felt that the entire staff should be involved in the provision of support. This was confirmed by 92% of beginner teachers who were willing to participate in informal meetings with other beginning teachers and 91% of beginner teachers indicated that all colleagues should participate in conducting induction programmes at schools. They were willing to participate in the meetings, with 21% of beginner teachers willing to participate fortnightly and 40% monthly. There were also 15% respondents who were willing to participate in induction programmes conducted by fellow experienced colleagues in their school. Forty-four percent would participate monthly and 16% every school term.

Table 4.14 Support needed from colleagues and management team

Item, Action or Individuals	Percentage of Responses				
	1	2	3	4	5
School conducting induction or helping courses	10	19	32	24	15
A professional tutor or mentor	24	15	26	22	13
Teachers' centre courses	6	10	28	28	28
Informal meetings with other beginner teachers	8	10	34	24	24
Colleagues conducting induction courses	9	13	37	26	15
Continued contact with teacher training tutors	23	15	22	25	15
An informal "open door" invitation by head teacher	7	9	19	31	34

1. *Not important at all*
2. *Fairly important*
3. *Important*
4. *Very important*
5. *Extremely important*

UNIVERSITY of the
WESTERN CAPE

Table 4.15 Percentage of frequency of support needed from colleagues and Management staff

Support Provider	Period				
	1	2	3	4	5
School conducting induction or helping courses	12	16	37	22	13
A professional tutor or mentor	13	16	32	24	15
Teachers' centre courses	8	12	43	22	15
Informal meetings with other beginner teachers	11	21	40	18	10
Colleagues conducting induction courses	9	15	44	16	16
Continued contact with teacher training tutors	12	7	38	21	22
An informal "open door" invitation by head teacher	16	12	35	24	13

1. *Weekly*
2. *Fortnightly*
3. *Monthly*
4. *Each term*
5. *Each semester*

A large percentage of beginner teachers (90%) felt that neighbouring schools should jointly organise themselves to design beginner teacher's induction programmes. Some 16% of beginner teachers recognised the need for this service fortnightly, 37% recognised the need for monthly programmes and 22% every school term. About 76% of the respondents preferred professional mentors or training institution tutors. A small percentage (16%) of beginner teachers recognised the need for this kind of support fortnightly, 32% recognised the need on a monthly basis and 24% every school term.

It can be confirmed that beginner teachers in Western Cape townships expressed a strong desire for in-service training during their early years of teaching. Their major concerns were problems related to the application of their teaching skills when applied in the teaching environment. The kind of training they received was too general to help them cope with the specific demand of township environments. This was confirmed by the large percentage of beginner teachers who expressed a strong desire for support services from their schools, colleagues and fellow beginner teachers. Their problems were school-based rather than general and could not be resolved through general training from the training institutions but rather with further training through in-service training.

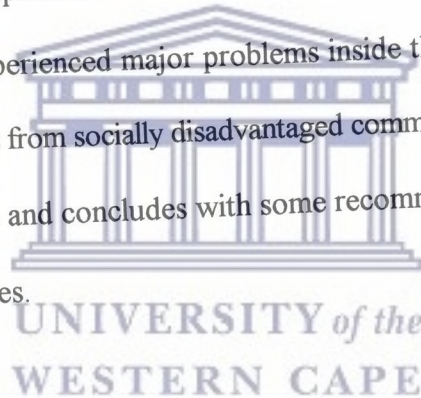


CHAPTER 5

5. CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

The previous chapter presented and analysed data gathered from the research survey conducted with beginner teachers in a sample of Western Cape township senior secondary schools. It also highlighted the problems experienced in the teaching conditions in these schools. It was found that beginner teachers experienced major problems inside the classroom and that these were related to teaching learners from socially disadvantaged communities. This chapter presents the implications of the results and concludes with some recommendations for improving training and in-service programmes.



5.2 USEFULNESS OF THE RESEARCH STUDY

The research survey had provided information on the experiences of beginner teachers in a sample of township schools in the Western Cape. This information could be useful in an implementation policy for teacher development in South Africa. For example, it could be used to assist in the conceptualisation of support service mechanisms in township schools and to design in-service programmes for teachers in the townships.

The problems and needs of teachers that were identified, indicate that teachers need to be fully involved in the entire process of teacher development initiatives if the process is to be successful. The survey indicated that the needs of teachers are in most cases context-bound in that the environment and conditions of service to which teachers are exposed affect their ability to provide high quality learning experiences for learners.

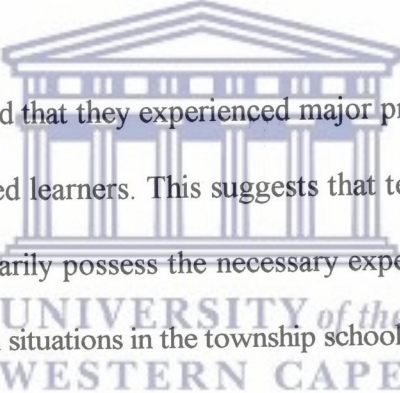
The use of second language as a medium of instruction poses a threat, especially because it is difficult if not impossible to pin point exactly where the second language mastery problem lies; whether it is the educator or the learner's problem it is very hidden. However, the identification of this problem by the research study is very important as it indicates to us that concerted effort needs to be exerted to adequately comprehend and master the use of this second language.

Not only were the above problems confirmed but the need for developmental programmes that will reinforce and build confidence to beginner teachers were cited by these teachers to be imperative for the success of future education. These programmes will enable beginner teachers to successfully and speedily adapt to the dynamic challenges of their respective teaching conditions.

5.3 THE IMPLICATIONS OF THE RESULTS

The findings of the research survey have implications for the preparation of beginner teachers. They indicate that teachers perceive themselves as inadequately trained from the training

institutions. Although this can be contested, it is imperative that this perception be noted to its fullest if any changes to address the real teaching problems are to be made to training institutions. The findings suggest that teachers are aware of the fact that they are not performing to the standards expected from good teachers. For example they indicated that they have problems with the application of specific teaching techniques when presenting lessons. If teachers perceive themselves to lack confidence in using a range of teaching methods and techniques, effective teaching is unlikely to take place in schools. This reveals the lack of self-confidence by beginner teachers, and this lack of confidence results in beginner teachers being uncomfortable in delivering the subject matter to learners.



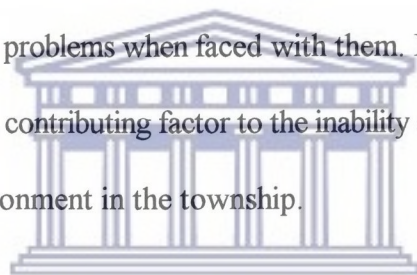
Beginner teachers indicated that they experienced major problems with teaching economically and socially disadvantaged learners. This suggests that teachers used to the culture of life in townships do not necessarily possess the necessary experience and capability to handle and control difficult classroom situations in the township schools. These beginner teachers still need some form of special training if they are to work effectively in townships. Indications are that teacher education at training institutions might not have included the necessary course components that equip beginner teachers on specific contexts. Beginner teachers seem to experience extensive problems in controlling problems related to the situational context under which they teach. Their experience as township residents do not sufficiently and adequately equip them with the required and necessary skills to effectively, efficiently and sufficiently deal with the challenges of the township schools situation, although they are aware of the problems encountered in these schools.

The lack of adequate training is aggravated by the lack of support service for beginner teachers both inside and outside schools on entering the education system for the first time. Beginner teachers who responded to the questionnaires in this research study perceived themselves neglected by management and colleagues on entering the education system. Some beginner teachers indicated that orientation was not provided at all when they resumed duty, and those who underwent orientation indicated that it was not adequate because it could not address their potential needs. This finding implies that the orientation provided at black secondary township schools, if there was any, was not adequate for the township schools environment. It implies that the orientation programme was designed without inputs and involvement of beginner teachers from township schools. It also implies that there is lack of link-up programmes from the training institutions to the teaching situation at township schools. It appears that teachers are abandoned to either sink or swim (Varah:1986) during their early years of teaching. The lack of orientation programmes, particularly in township schools, could have serious problems considering the conditions under which beginner teachers teach.

Beginner teachers indicated that they are willing to set aside time to attend induction programmes both within and outside schools whenever induction programmes are available. This implies that beginner teachers are aware and acknowledge that the quality of teaching they are providing is not adequate, and there is a need to reinforce their competence by attending induction programmes. Beginner teachers feel that there is a dire need for induction programmes in the education system.

Beginner teachers indicated their willingness to participate in in-service programmes. This

indicates that learning is a life-long exercise. It implies that the training that teachers receive from the training institutions forms the basic skills necessary for teaching and further development is necessary to compliment this formal training. The quality of teaching skills could be improved over time when teachers gain experience on real teaching situations. This exercise cannot take place in a vacuum, but there need to be programmes that will accelerate confidence building to beginner teachers and prepare them fully to resolve problems they experience. Teachers lack continuous developmental support within the system to equip them with new trends to face new challenges in the teaching profession. No specific developmental support programmes focus on contextual issues such as crime and poverty thus beginner teachers experience serious problems when faced with them. Lack of in-service developmental programmes appear to be a contributing factor to the inability of beginner teachers to cope with the existing teaching environment in the township.



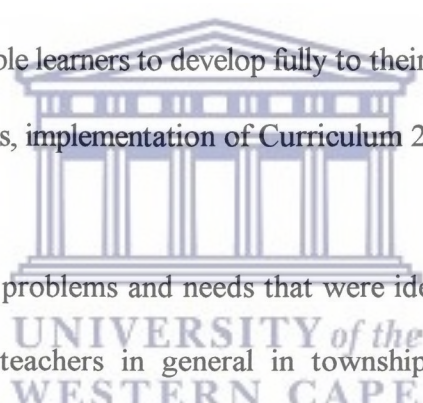
UNIVERSITY of the
WESTERN CAPE

The South African education system is currently undergoing transformation to introduce Outcomes-Based Education programmes at all levels of learning in schools. High level of teaching skills from teachers is a prerequisite to successfully revamp the old education system and introduce and implement Curriculum 2005. A major problem that emerged from the survey is that some teachers are under prepared to implement the new curriculum.

English as a second language teaching medium to most teachers and learners present serious threat to learners at township schools. It has been mentioned previously in this report that language plays a pivotal role in teaching and learning and if language usage and comprehension are not effective, the learning process can be greatly impaired. The lack of

second language mastering results in ineffective teaching and learning in township schools. Introduction of Curriculum 2005 principles in township schools, given the poor condition of usage of the language in these schools becomes a daunting task for beginner teachers. This implies that Curriculum 2005 principles cannot be implemented effectively and successfully under the current teaching conditions.

Another problem revealed by the research study are the experiences by beginner teachers with respect to classroom discipline. Lack of classroom discipline has serious implications to the successful introduction of Curriculum 2005 as the new curriculum calls for proper discipline inside the classroom to enable learners to develop fully to their maximum potentials. If learners are disruptive during lessons, implementation of Curriculum 2005 is destined to a total failure.

The logo of the University of the Western Cape, featuring a classical building facade with columns and a pediment, with the text 'UNIVERSITY of the WESTERN CAPE' below it.

It can be argued that the problems and needs that were identified in the research study are problems and needs of teachers in general in township schools. However, it will be unsubstantiated to make a statement in this research study as its focus was on beginner teachers. General problems experienced by teachers were also identified in the research project's report of the President's Educative Initiative (Taylor and Vinjevold:1999). The report maintains that teachers have low levels of conceptual knowledge and reading skills, a poor grasp of their subjects and make a range of errors in the content and concepts presented in lessons(Taylor and Vinjevold:1999). It can be noted therefore, that the fact that teachers in general experience problems in the teaching situation and therefore needs assistance in order to cope with the situation as cited in the President's Educative Initiative Report (1999), is confirmed by this research study. The fact that teachers indicated a dire need for developmental

and support service programmes indicates that their problems should be taken very seriously if the quality of teaching and learning are to be effectively and successfully improved.

5.4 RECOMMENDATIONS

According to the findings, beginner teachers in township schools experience problems with regard to knowledge of the subject, classroom discipline, teaching methods, teaching learners from socioeconomic disadvantaged communities and using a second language as a teaching medium. This indirectly suggests that beginner teachers are not adequately trained when they leave training institutions to start teaching in township schools. However it can also hold that beginner teachers require experience to master these dimensions, but if they received adequate basic training they should display the basic ingredients required to develop into good teachers when experienced.



It is noticeable that beginner teachers are critical of the kind of training they received from the training institutions. Training institutions should consider improving the quality of training that is offered to equip teachers with multi-skills to deal with variable challenges that township teachers encounter in the real teaching situation. The teacher education curriculum should include courses on issues such as teaching learners from economically and socially disadvantaged families, learners from areas characterised by political violence and the use of a second language as a teaching medium. Beginner teachers need specific skills to deal with the unique challenges they face. Beginner teachers need to master a second language as a medium of instruction in order to effectively and successfully deliver their lessons.

Proper implementation of the recommendations of the Committee on Teacher Education Policy (1995) can address the needs of teachers in the township schools. The set of criteria contained in that policy document are as follows:

Teacher education should enable the prospective teachers to develop skills such as:

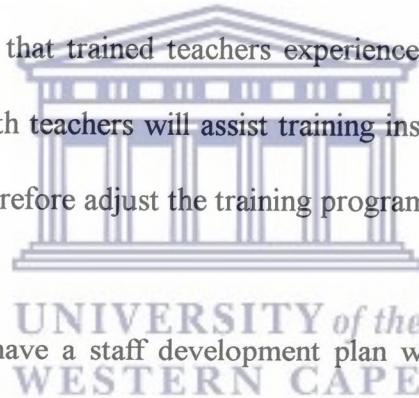
- The interpretation and development of curricula
- The ability to use language for effective learning and thinking for developing proficiency in interpersonal relationships and for critical reflection
- Thinking skills in the curriculum, both domain specific and generic...

The outcomes of effective teacher education and when properly applied by the teacher in teaching learners should result in the learner being able to demonstrate the ability to apply, extend and meaningfully synthesise various forms of knowledge: subject knowledge, knowledge of language use and knowledge of teaching methodology (COTEP: 1995 p. 8).

Training institutions should focus on transforming the entire teacher education curriculum in order to address fully the needs of all citizens of this country. They should provide intensive training to teachers that will equip teachers with the necessary skills capable of enabling them to deal with the challenges of various environments in this country. The issue of second language as a teaching medium should be given priority in the training institutions. Learner teachers should be provided with special skills that will link learners' mother tongue and English as a second language teaching medium.

Training institutions, such as colleges of education and universities should focus on differentiated training programmes based on specific context of teaching. It cannot be ignored that South African schools are located in different provinces with various challenges and demands. These various challenges and demands should be addressed by training institutions if all learners from all schools are to benefit from their education.

Training institutions should play a major role in the continuous development of teachers. They should transform from merely providing training courses to prospective teachers, towards continuous contact with the teachers trained in order to provide support to these teachers and also identify problems that trained teachers experience in the real teaching situation. The continuous contact with teachers will assist training institutions to identify crucial areas of teachers' needs and therefore adjust the training programmes to suit these needs.



Every school should have a staff development plan which should include an orientation programme for new and beginner teachers at the school. This plan should have a differentiated programme which will provide support to all new and beginner teachers at the school. Induction programmes for beginning teachers should provide detailed information on how the education system operates, the capability level of the learners the beginner teacher will teach and all the school policies and rules. Every experienced teacher at the school should participate in the induction programme of new and beginner teachers. The induction programme should clearly indicate times of activities and the purpose, aim and objective of that specific activity.

District officials should, whenever practically possible, also participate in the induction

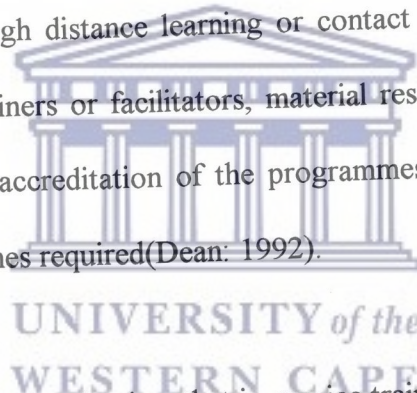
programme of teachers. These officials should play a supportive role to schools by ensuring that schools develop induction programmes which are fitted into the overall staff development plan for teachers. These programmes should extend beyond school's situation to district levels where schools are clustered for a specific programme. District officials should ensure that developmental resource materials are readily available for the programmes and should focus on all levels of teachers, i.e. beginner teachers, newly appointed heads of departments, deputy principals and principals. This means that the programmes should be designed according to the needs of the targeted group.

All newly appointed staff members into positions should be encouraged to participate in the induction programmes. In order to achieve the primary goal of full participation by all new appointees to the induction programmes, the Department of Education should introduce some form of incentives to those who avail themselves to attend the programmes. The kinds of incentive that could be introduced are certification to teachers after completion of a specific programme and introducing a departmental list of teachers who have successfully completed a specific programme. These teachers who completed these programmes could also receive preferred considered promotions. This will invariably not only help encourage teachers to participate, but add value in the programmes and motivate teachers to participate if their efforts are recognised.

In-service education and training is a major requirement for teachers already in the education system if the quality of teaching and learning is to improve in township schools. However, in-service programmes cannot occur efficiently and successfully without proper planning and

direction by the education authorities. In order to introduce effective in-service programmes, the education system should compile a teacher development policy that will inform the introduction of viable in-service programmes. This policy should be formulated in collaboration with all education stakeholders, who amongst others include, teachers, all education officials, non governmental education organisations and tertiary education institutions. The draft policy document should be disseminated to all interested and affected parties for their comments and inputs before the final document is ratified and adopted.

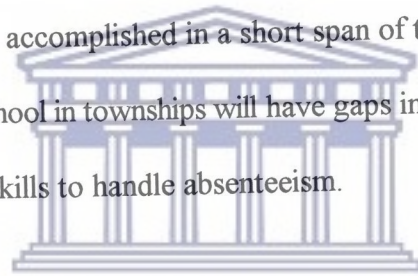
The policy document should highlight issues such as the mode of delivery of the training, whether it will be through distance learning or contact learning, human resources, etc. Preparations of the trainers or facilitators, material resources, such as training aids and manuals as well as the accreditation of the programmes after teachers have successfully completed the programmes required (Dean: 1992).



Oldroyd, Dean & Cawood maintains that in-service training that is poorly planned will not serve the purpose of professional development of teachers. They suggested that in-service training programmes should be informed by some needs assessment process and proper planning of the programme be carried out. The planning should also take into consideration the time that teachers need to spend each day on a specific programme (Oldroyd: 19, Cawood : 1985 and Dean :1991).

In-service training programmes should focus on specific challenges that teachers encounter in township schools. Some of these challenges are problems related to teaching economically and

socially disadvantaged learners. In-service programmes should provide teachers with supplementary skills that were not covered by training institutions during their formal training sessions. These skills should include amongst others, absenteeism control in schools. Since absenteeism causes gaps in the learning process, teachers should be provided with skills on how to supplement and cover work that learners missed due to absenteeism in order to assist these learners who were absent from school to come to par with the rest. Due care should be exercised as this may end up promoting absenteeism at schools and the fact that diligent learners could be disadvantaged by repeats of lessons. There need to be a complete socioeconomic empowerment in township schools if absenteeism is to be stopped and this is a process and cannot be accomplished in a short span of time. This means that learners who are currently attending school in townships will have gaps in the quality education they receive if teachers do not have skills to handle absenteeism.



It is important to note that in-service programmes should be improved to meet the current needs of teachers. This was indicated in the Technical Committee report which emphasised the major issues that need to be considered when introducing some viable in-service programmes. In the report it is suggested that:

- In-service provision should be increasingly integrated into formal teacher education, with a consequent “blurring” of distinctions between in-service and pre-service educational provision.

That all qualification-bearing in-service programmes should become a national responsibility and be evaluated through the same quality assurance systems as all other

teacher education.

Teachers dedicate time each year specifically for teacher development activities as proposed in the workloads agreement of the ELRC.

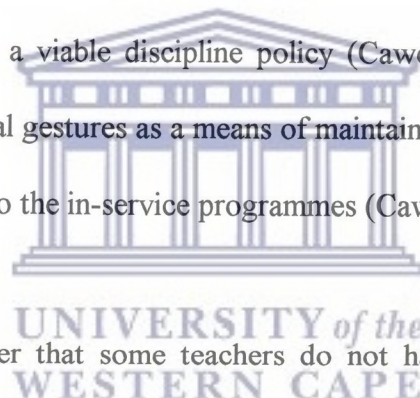
The education system provides incentives for participation in such teacher development activities (Technical Committee: 1998, p.130-131).

These recommendations from the Technical Committee report indicate clearly that in-service programmes aimed at professional development of teachers cannot be implemented successfully without the commitment of the entire education system of the country. It needs a national policy which will redirect in-service training programmes towards meeting the specific challenges that face teachers in various teaching situations in the country. It needs a national in-service training policy that will move away from generalisation of teaching skills towards flexible specialisation of training (Technical Committee: 1998). This type of move will likely allow teachers to cope in various teaching situations.

Language, as mentioned earlier in the report, plays a major role in the teaching and learning situation. Since township senior secondary schools use a second language as a medium of instruction, special attention needs to be paid to language proficiency. Teachers need support in dealing with a situation where both learners and teachers communicate in a second language. In-service programmes should focus on providing on-the-job support for using a second language as communication medium. These programmes should develop teachers not only to

communicate in the language, but also enable them to use second language as a teaching medium.

Teachers need support on issues relating to discipline in schools. Since the inception of the South African Schools Act, corporal punishment has been banned in schools (SA Schools Act: 1996). This has left some teachers without alternative strategies for maintaining discipline in schools. In-service programmes should specifically focus on assisting teachers to develop strategies for maintaining discipline in schools. Cawood has suggested various ways of taking disciplinary measures in schools and argues that the starting point for maintaining discipline in schools is to formulate a viable discipline policy (Cawood:1985). In his view classroom strategies such as physical gestures as a means of maintaining discipline in classrooms should be fully incorporated into the in-service programmes (Cawood:1985).



It was mentioned earlier that some teachers do not have sufficient skills to implement Curriculum 2005. It is recommended that the Department of Education produces curriculum frameworks which will detail the topic and task outcomes of curriculum 2005 by learning areas and grades level (Taylor and Vinjevold:1999).The production of the framework should be informed by a full investigation of the implementation of this curriculum in schools. The curriculum framework and findings on the implementation of the curriculum should inform the in-service programmes that are implemented to enable teachers to understand the intentions of the new curriculum (Taylor and Vinjevold: 1999).

Further research to investigate the problems and needs of all teachers in township schools and

to compare them with the problems and needs of former white schools is necessary if recommendations mentioned above are to be implemented successfully. The success of in-service programmes is likely to be determined by the extent to which the needs of teachers are addressed. This implies that extensive further research should be conducted before in-service programmes are implemented. It would be interesting to see findings from other researchers regarding teachers at black township schools in Western Cape and to compare these to findings from this research investigation report. To make a general statement on beginner teachers research investigations in the remaining eight provinces of this country needs to be conducted.



BIBLIOGRAPHY

Adams, R.D. (1982) Teacher Development: a look at changes in teacher perceptions and behaviour across time. Journal of Teacher Education, Vol. 33 (4), p.40-43

Algie, R.G. (1984) An investigation into the problems related to the adjustment of beginning teachers leading to the development of an induction programme. Unpublished MEd thesis Rhodes

Ball, S. & Goodson, I. (1993) Reorienting teacher education in Canada: policy making in practice. Journal of Education Policy, Vol 8 (3) p.241-255

Ballantyne, R.R. (1992) First-year teaching experience: an analysis of teacher diaries. South African Journal of Education, Vol. 12 (4) p.359-366



Best, J.W. (1977) (3rd Ed) Research in Education. London: Prentice-Hall International

Bullough, J. (1987) Planning and the first year of teaching. Journal of Education for Teaching, Vol. 13 (3) p.231-247

Bullough, R.V. (1987) First year teaching: A case study. Teachers' College Record. Vol. 89 (2) p.219-237

Bullough, R.V. & et al (1989) Teacher self-concept and student culture in the first year of teaching. Teachers College Record, Vol. 91 (2) p.209-233

Cawood, J. & Gibbon, J. (1985) Educational leadership: staff development. Goodwood: Nasou Limited

Carr, W. (1989) Quality in Teaching. Philadelphia: Falmer Press

Clegg, J. (1995) Education through the medium of second language : time to get serious about results
Language Skills in National Curriculum Development Dunford Seminar Report

Cohen, L & Manion, L. (1994) (4th Ed) Research Methods in Education. London: Routledge

Colbert, J.A. & Wolff, D.E. (1992) Surviving in urban schools: a collaborative model for a beginning teacher support system. Journal of Teacher Education. Vol. 43 (3) p.191-198

Cole, A. (1994) Problems and paradoxes in beginning teacher support: issues concerning school administrators. The Alberta Journal of Education Research, Vol. XL (3) p.297-318

Committee on Teacher Education Policy (1995) Norms and standards and governance structures for teacher education. Cape Town: Government Printers

Covert, J., Williams, L. & Kennedy W. (1991) Some perceived professional needs of beginning teachers in Newfoundland. The Alberta Journal of Educational Research. Vol. XXVII, (1) p.3-17

Dean J. (1991) Professional Development in School. Philadelphia: Open University Press

Department of National Education (1995), White Paper on Education and Training, Notice No. 196, Cape Town: Government Printers

Department of National Education (1996), Life long learning through a National Qualification Framework: Discussion Document Cape Town: Government Printers

Department of National Education (1996) South African Schools Act. Pretoria: Government Printers

Desai, Z. (1994) A "deeply disabling" policy DSA in Depth

Donald, D & Lazarus, S. (1995) The Development of education support services in South Africa in the process of transition: goals and strategies. South African Journal of Education, Vol. 15 (1) p.52-55

Dunkin, M.J. (1987) Induction of beginning teachers. The International Encyclopaedia of Teaching and Teacher Education, p.745-756



Fox, S.M. & Singletary, T.J. (1986) Deductions about supportive induction. Journal of Teacher Education, Vol. 37 (1) p.12-15

Galvez-Hjornev (1986) Mentoring among teachers: a review of the literature. Journal of Teacher Education, Vol. 37 (1) p.6-10

Gehrke, N.J. & Kay, RS (1984) The Socialisation of beginning teachers through mentor-protégé relationships Journal of Teacher Education, Vol. XXXV (3) p.21-24

Gehrke, NJ (1991) Seeing our way to better helping of beginning teachers. The Educational Forum, Vol. 55 (3) p.235-242

Germann, P. & Barrow, L.H. (1995) In-service needs of teachers of Biology: a comparison between veteran & non veteran teachers. The American Biology Teacher, vol. 57 (5) p.272-277

Gibbon, J. (1987) How are we faring with beginning teachers? Educamus, Vol. 33 (2) p.10-15

Gomex, M.L. (1990) Reflections on research for teaching: collaborative inquiry with a novice teacher. Journal of Education for Teaching, Vol. 16 (1) p.45-54

Gray, W.A. & Gray, M.M. (1985) Synthesis of research on mentoring beginning teachers. Educational Leadership, Vol. 43 p.37-42



Griffin P.E. (1983) The Developing confidence of new teachers: effects of experience during the transition period from student to teacher. Journal of Education for Teaching, Vol. 9 (2) p.113-122

Hale, L. & Starrat, R.J. (1986) Rite of passage: a case study of teacher preparation. Journal of Educational Administration

Hoffman, J.V. Edwards, S.A. & O'Neil, S. (1986) A study of state-mandated beginning teacher programmes. Journal of Teacher Education, Vol. 37 (1) p.16-21

Hofmeyr, J. & Hall, G. (1994) The National teacher education audit: synthesis report, Unpublished report

Housego, B.E.J. (1994) "How prepared were you to teach" beginning teachers assess their preparedness. The Alberta Journal of Educational Research, Vol. XL (3) p.355-373

Huffman, G. & Leak, S. (1986) Beginning teachers' perceptions of mentors. Journal of Teacher Education, vol. 37 (1) p.22-24

Huling-Austine, L. (1986) What can and cannot reasonably be expected from teacher induction programmes. Journal of Teacher Education, Vol. 37 (1) p.2-5

Jacknicke, K.G. & Samiroden, W.D. (1991) Some perceptions of an internship program. Alberta Journal of Education Research, Vol. XXXVII (2) p.99-117

Klein, G. (1994) The need to maintain mother tongues DSA in Depth

Lazarus, S. & Donald, D. (1995) The development of education support services in South Africa: basic principles and a proposed model. South African Journal of Education, Vol. 15 (1) p.52-55

Manley, M., Siudzinski, L. & Varah, L.J. (1989) Easing the transition for first year teachers. NASSP, Vol. 4 (5) p.16-21

Martinez, K. (1994) Problems of ethnic and cultural differences between teachers and students: a story of beginner teachers of Australian Aboriginal children. Journal of Education for Teaching, Vol. 20 (2) p.162-177

Martinez, K. (1994) Teacher induction revisited. Australian Journal of Education, vol. 38 (2) p.174-188

McNamara, D. (1991) Subject knowledge and its application: problems and possibilities for teacher educators. Journal of Education for Teaching, Vol. 17 (2) p.113-125

Minium, E.W. (1970) Statistical Reasoning in Psychology and Education, New York: John Wiley & Sons, Inc.

Mistud, C. (1996) Preparation and competence of intending and beginning teachers in Malta. Journal of Education for Teaching: International Research and Pedagogy, Vol. 22 (3) p.283-292

Neuman, W.L. (1991) (2nd Ed) Social Research Methods: Quantitative and Qualitative Approaches, London: Allyn and Bacon

Nowlan, J.W. & Steyn, P.J.N. (1990) The first year of teaching: success or mere survival? The Transvaal Education News, Vol. 88 (2) p11-12

Odell, S.J. (1986) Induction support of new teachers: a functional approach. Journal of Teacher Education, vol. 37 (1) p.26-29

Oldroyd, D. & Hall, V. (1991) Managing Staff Development: A Handbook for Secondary Schools. London: Paul Publishing Ltd

Olson, M.R. (1991) Supportive growth experience of beginning teachers. The Alberta journal of Educational Research, Vol. XXXVII (1) p.19-30

Pullen, Vivienne, Bennett, B. & Deutchmann, D. (1993) Problems experienced by beginner teachers. The Transvaal Educational News, p.19-20

Raikane, N.E. (1991) Problems encountered by novice teachers. Educamus, Vol. 37 (7) p.18-20

Ralph, E.G. (1994) Helping beginning teachers improve via contextual supervision. Journal of Teacher Education, vol. 45 (5) p.354-362



Rauth, M. & Bowers, G.R. (1986) Reactions to induction articles. Journal of Teacher Education, Vol. 37 (1) p.38-41

Rose, D. & Sullivan, O. (1993) Introducing Data Analysis for Social Scientists, Buckingham: Open University Press

Schlechty, P. & Whitford, B.L. (1989) Systematic perspectives on beginning teacher programmes. The Elementary School Journal, Vol. 89 (4) p.441-449

Shapiro, B.L. (1991) A collaborative approach to help novice science teachers reflect on changes in their construction of the role of science teacher. The Alberta Journal of Educational Research, Vol. XXXVII (2) p.119-132

Swanson, H.L., O'Connor, J.E. & Cooney, J.B. (1990) An informal processing analysis of expert and novice teachers' problem solving. American Educational Research Journal, Vol. 27 (3) p.533-556

Taylor, N. & Vinjevold, P. (1999) Getting learning right: report of the President's Education Initiative Research project. Republic of South Africa: The Joint Education Trust

Technical Committee on the Revision of norms and standards for educators (1998) Norms and standards for educators. Pretoria: Department of Education

Thies-Sprinthall, L. (1986) A collaborative approach for mentor training: a working model. Journal of Teacher Education, Vol. 37 (1) p.13-19

Varah, L.J., Theune, W.S. & Parker, L. (1986) Beginning teachers: sink or swim? Journal of Teacher Education, Vol 37 (1) p.30-33

Veenman, S. (1984) Perceived problems of beginning teachers. Review of Educational Research, Vol. 54 (2) p.143-168

Verma, G.K. (1993) Inequality and Teacher Education, London: The Falmer Press

Watkins, C. & Whaley, C. (1993) Mentoring beginner teachers: issues for schools to anticipate and manage. School Organisation, Vol. 13 (2) p.129-138

Zeichner, K. & Tabachnick, B.R. (1985) The development of teacher perspectives: social strategies and institutional control in the socialisation of beginning teachers. Journal of Education for Teaching, Vol. 11 (1) p.1-24



APPENDIX A

A LETTER ATTACHED TO A QUESTIONNAIRE

Dear Colleague

RE : QUESTIONNAIRE FOR BEGINNER TEACHERS

It would be sincerely appreciated if you would spare some time answering this questionnaire. I am confident that you will agree with me that problems of beginner teachers had needed attention for some time. Also, I believe that this is the time to reveal our experiences in these schools in order to open up opportunities for solutions.

All information received through the questionnaire will be treated as confidential and no individual's name or name of school is needed or will be mentioned either in the questionnaire or in the report.

Thank you so much for your support in this research.

Yours faithfully



NOMVULA UBISI

APPENDIX B

Questionnaire to teachers in their first, second or third years of teaching.

1. Think about your first year of teaching. What kinds of problems did you experience?

List any 5 of problems that you experienced during your first year of teaching. Rank them from 1 to 5, starting with the most problematic.

Example: if *poor subject knowledge* was your major problem, write (1) *poor subject knowledge*, and so on.

1. _____

2. _____

3. _____

4. _____

5. _____



PERSONAL INFORMATION

2. What is your age?

under 20 years

20 to 24 years

25 to 30 years

31 to 35 years

Older than 35 years

1
2
3
4
5

3. Are you

Male?

1

Female?

2

4. What is your home language?

Xhosa

1

Sotho

2

English

3

Afrikaans

4

Other (specify)

5

5. Where did you receive your teacher-training?

University

1

Training College

2

Both University and Training College

3

Technikon in association with a University

4



6. When did you start teaching?

1995

1

1996

2

1997

3

ORIENTATION TO THE SCHOOL

7. Did you visit the school before beginning teaching?

Yes

1

No

2

8. **Did your visit to the school take place**

More than a month before starting teaching

1

Within a month before starting teaching

2

within a week before starting teaching

3

On the day before teaching

4

9. **In the course of such a visit did you see**

The Principal

1

The Deputy principal

2

Any of the head of departments

3

The subject head

4

All or most of the staff

5



10. **By what date did you know the standards and ability ranges you would be teaching?**

More than one month before starting teaching

1

Within one month before starting teaching

2

Within one week before starting teaching

3

The day before starting teaching

4

UNIVERSITY of the
WESTERN CAPE

TEACHING PROBLEMS

Have you personally experienced problems with aspects of your teaching responsibilities? Please indicate for each set by circling the appropriate number on the scale, where

- 1 = not a problem at all
2 = fairly problematic
3 = problematic
4 = very problematic
5 = extremely problematic

11. CLASSROOM DISCIPLINE

Controlling noise makers	1	2	3	4	5
Learners ignoring instructions	1	2	3	4	5
Individual learner discipline	1	2	3	4	5
Controlling violent behaviour	1	2	3	4	5
Learners disrupting lessons	1	2	3	4	5
Learners coming to classes late	1	2	3	4	5

UNIVERSITY of the
WESTERN CAPE

12. SUBJECT DELIVERY

Questioning learners	1	2	3	4	5
Syllabus interpretation	1	2	3	4	5
Lesson preparation	1	2	3	4	5
Planning a section of work	1	2	3	4	5
Correct use of voice	1	2	3	4	5
Specific teaching techniques	1	2	3	4	5

13. SUBJECT CONTENT

Knowledge of subject	1	2	3	4	5
Use of concepts	1	2	3	4	5
Explanation of terms	1	2	3	4	5
Identification of learning aims	1	2	3	4	5
Subject content of school syllabus	1	2	3	4	5
Use of diagrams and illustrations	1	2	3	4	5

14. TEACHING SOCIALLY DISADVANTAGED LEARNERS

Homework undone	1	2	3	4	5
Absenteeism	1	2	3	4	5
Low school marks	1	2	3	4	5
Learners older than std norm	1	2	3	4	5
Lack of interest in school	1	2	3	4	5
Unco-operative parental attitude	1	2	3	4	5
Short attention span	1	2	3	4	5

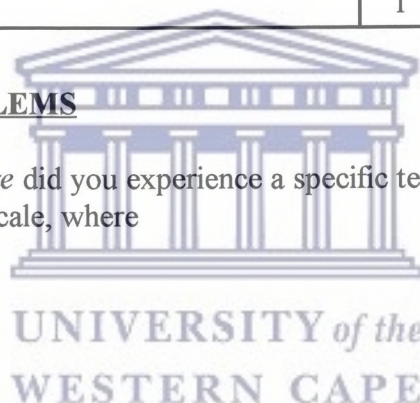
15. SECOND LANGUAGE AS A TEACHING MEDIUM

English as a medium of instruction	1	2	3	4	5
Learners' understanding of language	1	2	3	4	5
Communication breakdown due to language limitations	1	2	3	4	5
Group discussions	1	2	3	4	5
Classroom learning activities	1	2	3	4	5
Passage/paragraph writing	1	2	3	4	5
Vocabulary	1	2	3	4	5

EXTENT OF TEACHING PROBLEMS

How many times per week *on average* did you experience a specific teaching problem? Please indicate in the following sets on the scale, where

- 1 = once a week
- 2 = twice a week
- 3 = three times a week
- 4 = four times a week
- 5 = five times a week



16. EXTENT OF CLASSROOM DISCIPLINE PROBLEMS

Controlling noise makers	1	2	3	4	5
Learners ignoring instructions	1	2	3	4	5
Individual learner discipline	1	2	3	4	5
Controlling violent behaviour	1	2	3	4	5
Learners disrupting lessons	1	2	3	4	5
Learners coming to classes late	1	2	3	4	5

17. EXTENT OF SUBJECT DELIVERY PROBLEMS

Questioning learners	1	2	3	4	5
Syllabus interpretation	1	2	3	4	5
Lesson preparation	1	2	3	4	5
Planning a section of work	1	2	3	4	5
Correct use of voice	1	2	3	4	5
Specific teaching techniques	1	2	3	4	5

18. EXTENT OF SUBJECT CONTENT PROBLEMS

Knowledge of subject	1	2	3	4	5
Use of concepts	1	2	3	4	5
Explanation of terms	1	2	3	4	5
Identification of learning aims	1	2	3	4	5
Subject content of school syllabus	1	2	3	4	5
Use of diagrams and illustrations	1	2	3	4	5

19. EXTENT OF TEACHING SOCIALLY DISADVANTAGED LEARNERS PROBLEMS

Homework undone	1	2	3	4	5
Absenteeism	1	2	3	4	5
Low school marks	1	2	3	4	5
Learners older than std norm	1	2	3	4	5
Lack of interest in school	1	2	3	4	5
Unco-operative parental attitude	1	2	3	4	5
Short attention span	1	2	3	4	5

20. EXTENT OF SECOND LANGUAGE AS A TEACHING MEDIUM PROBLEMS

English as a medium of instruction	1	2	3	4	5
Learners' understanding of language	1	2	3	4	5
Communication breakdown due to language limitations	1	2	3	4	5
Group discussions	1	2	3	4	5
Classroom learning activities	1	2	3	4	5
Passage/paragraph writing	1	2	3	4	5
Vocabulary	1	2	3	4	5

SUPPORT FROM COLLEAGUES AND MANAGEMENT STAFF

21. If you had problems with subject delivery who helped you?

Principal	1
Deputy-principal	2
Subject head	3
Subject advisor	4
A few sympathetic colleagues	5
All or most of the staff	6
No-one at all	7

22. If you had problems with class room discipline who helped you?

Principal

1

Deputy-principal

2

Subject head

3

Subject advisor

4

A few sympathetic colleagues

5

All or most of the staff

6

No-one at all

7



UNIVERSITY of the
WESTERN CAPE

23. If you had problems with subject content who helped you?

Principal

1

Deputy-principal

2

Subject head

3

Subject advisor

4

A few sympathetic colleagues

5

All or most of the staff

6

No-one at all

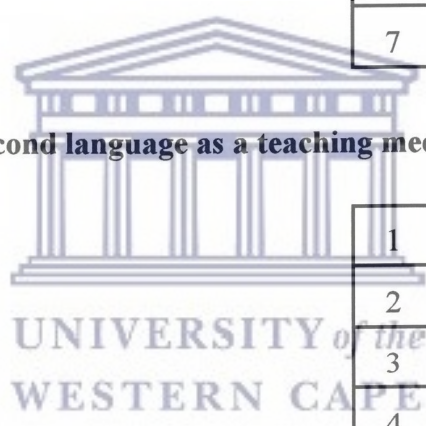
7

24. If you had problems with teaching socially disadvantaged learners who helped you?

Principal	1
Deputy-principal	2
Subject head	3
Subject advisor	4
A few sympathetic colleagues	5
All or most of the staff	6
No-one at all	7

25. If you had problems with second language as a teaching medium who helped you?

Principal	1
Deputy-principal	2
Subject head	3
Subject advisor	4
A few sympathetic colleagues	5
All or most of the staff	6
No-one at all	7



26. Please indicate by means of a tick in the appropriate box, which teaching resources are available to you

	in the school	know how to use	use in teaching
Library			
Overhead projector			
Slide projector			
Television set			
Video recorder			
Laboratory			
Tape recorder			
Chalkboard			
Maps			
Other (specify)			

NEEDS

27. How important were the following in helping you as a teacher during your first year of teaching? Indicate by circling the appropriate number on the scale where

- 1 = Not important at all
- 2 = Fairly important
- 3 = Important
- 4 = Very important
- 5 = Extremely important

Schools conducting induction/helping courses	1	2	3	4	5
A meeting with a professional tutor or mentor	1	2	3	4	5
Teachers' centre courses	1	2	3	4	5
Informal meetings with other beginning teachers	1	2	3	4	5
Colleagues conducting induction/helping courses	1	2	3	4	5
Continued contact with teacher training tutors	1	2	3	4	5
An informal "open door" invitation by head teacher to beginning teachers	1	2	3	4	5

28. How often would you ideally find it useful to get the following kinds of support, where?

- 1 = Weekly
- 2 = Fortnightly
- 3 = Monthly
- 4 = Each term
- 5 = Each semester

Schools conducting induction/helping courses	1	2	3	4	5
A meeting with a professional tutor or mentor	1	2	3	4	5
Teachers' centre courses	1	2	3	4	5
Informal meetings with other beginning teachers	1	2	3	4	5
Colleagues conducting induction/helping courses	1	2	3	4	5
Continued contact with teacher training tutors	1	2	3	4	5
An informal "open door" invitation by head teacher to beginning teachers	1	2	3	4	5



APPENDIX C

ALGIE'S QUESTIONNAIRE

Questionnaire to teachers in their first and second year of teaching

Column 1-3

CASE No.

--	--	--

Please answer this questionnaire in relation to your FIRST YEAR of teaching.

RESPONSES

1.1 Is your school?

1. Dual medium
2. Single medium

(answer only 1 or 2 in the box provided)

	5
--	---

1.2 Is your school?

1. Co-educational
2. Boys school
3. Girls school

(answer only 1, 2 or 3 in the box provided)

	7
--	---

1.3 Is your school?

1. Ordinary
2. Technical
3. Commercial
4. Other

(answer only 1, 2, 3 or 4 in the box provided)

	9
--	---



2. What is your age?

1. under 20 years
2. 20 to 24 years
3. 25 to 30 years
4. 31 to 35 years
5. older than 35 years

 11

(answer on 1, 2, 3, 4 or 5 in the box provided)

3. Are you?

1. Single
2. Married
3. Engaged
4. Divorced
5. Widow/er

 13

(answer 1, 2, 3, 4 or 5 in the box provided)

4.1 What type of school did you attend in your matric year?

1. Dual medium
2. Single medium

 15

4.2 What type of school did you attend in your matric year?

1. Co-educational
2. Boys school
3. Girls school

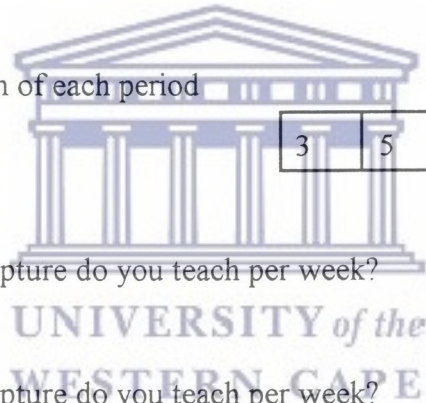
 17

4.3 What type of school did you attend in your matric year?

1. Ordinary
2. Technical
3. Commercial
4. Other

 19

5. Where did you receive your teacher-training?
1. University
 2. Training College
 3. Both University and Training College
 4. Technikon in association with a University 21
6. When did you start teaching?
1. 1981
 2. 1982 23
7. How many periods are there in the school timetable per week?
(please write one digit per block *eg.* 25-26
8. What is the average length of each period in minutes? *eg.* 28-29
9. How many periods of scripture do you teach per week? 31-32
10. How many periods of scripture do you teach per week? 34-35
11. In how many periods of youth Preparedness Programme do you participate? 37-38
12. In which month did you first apply for a post?
(Indicate 01 to 12 *eg.* June is 06) 40-41
- 13.1 Were you interviewed by the school before being nominated?
1. YES
 2. NO 43
- (please indicate 1 or 2 in the box provided)



13.2 In which month were you nominated to a post

45-46

(Indicate 01 to 02 eg. June is 06)

14. Please indicate, using a tick, whether any of the following reasons influenced you in your decision to apply for your present post. Please list any that may have been omitted. Provide as many reasons as you wish.

1. Reputation of school 48

2. You practice taught at the school 49

3. It is the area in which you were trained 50

4. You are a past learner of the school 51

5. The school is close to your home 52

6. The school is not close to your home 53

7. Social amenities of the area 54

8. Recreational amenities in the area 55

9. You were offered accommodation 56

10. Your husband/wife/fiancé/e was working or expected to work in the area 57

11. You had friends/relatives in the area 58

12. It was the first appointment you were offered 59



13. You were recommended to apply there 60

14. University close to the school 61

15. No particular reason 62

16. 63

17. 64

18. 65

19. 66

20. 67

15. Were you invited to visit the school soon after nomination

1. YES

2. NO

(answer only 1 or 2 in the block provided)



69

16. Did you in fact visit the school before beginning teaching even if on your own initiative?

1. YES

2. NO

71

17. Did your first visit to the school take place

1. More than a month before starting teaching

2. Within a month before starting teaching

3. Within a week before starting teaching

4. On the day before teaching began 73

(please answer only 1,2,3 or 4 in the block provided)

18. In the course of such a visit did you see Please tick

(Please indicate by using a tick)

1. The headmaster 1

2. The deputy-headmaster 2

3. Any of the heads of departments

4. The head of subject 4

5. All or most of the staff 5

6. The teacher whose work you have taken over 6

7. Your probable classroom 7

8. 8

9. 9

10. 10

19. By what date did you know the standards and ability ranges you would be teaching?

1. More than a month before starting teaching

2. Within a month before starting teaching

3. Within a week before starting teaching

4. On the day before teaching began 12

(please answer 1, 2, 3 or 4 in the block provided)

20. By what date did you know of the relevant syllabus and/or schemes of work you would be using (or that you would be expected to prepare your own scheme of work)
1. More than a month before starting teaching
 2. Within a month before starting teaching
 3. Within a week before starting teaching
 4. On the day before teaching began 14

21. Were you invited to attend any special induction course for beginning-teachers before the start of term
1. YES
 2. NO 16
- (answer only 1 or 2 in the box provided)

22. Please describe fully any steps that were taken to induct you to the school within the first week of the first term. 8

23. Please describe fully any structured induction programme specifically aimed at beginning-teachers you have received during the year. 20



24.1 Have you adopted in your teaching the general methods which your College or University Education Department encouraged you to develop

1. Completely
2. Mostly
3. Partially
4. Not at all

(answer only 1, 2, 3 or 4 in the block provided)

24.2 If you have changed your methods, was it a result of

1. Your own view of methods
2. Your own decision in the light of the school situation
3. Specific advice in advance by the head teacher
4. Due to advice from the subject head
5. The general advice of colleagues

Please Tick

25. Rate on a scale of 1 to 5 your teacher-training course when you applied it to actual classroom work.

1. represents too theoretical
3. represents well balanced
5. represents too practical

(answer only 1, 2, 3, 4 or 5 in the block provided)

26. Rate on a scale of 1 to 5 according to how you found your teacher-training course in preparing you for teaching

1. represents more than adequate
3. represents adequate
5. represents barely adequate

 34

27. During your first year you are assessed so that you may possibly be recommended for a permanent post at the end of the year. Please describe in detail the process, if any, by which you are being assessed.

 36

28. In your adjustment to the school the advice given to you by your colleagues has been

1. Extensive
2. More than adequate
3. Adequate
4. Limited
5. None at all

 38

(answer on 1, 2, 3, 4 or 5 in the block provided)

29. The advice given to you by your colleagues has proved to be

1. Most encouraging
2. Encouraging
3. Neither encouraging or discouraging
4. Discouraging
5. Most discouraging

 40

(answer only 1, 2, 3, 4 or 5 in the block provided)

30. How many hours of extra-mural activities are you committed to each week?
eg.

1	5
---	---

--	--

 42-43

31.1 Please rate from 1 to 5 how you have found your administrative duties where

1. represents most helpful in understanding learners
3. represents necessary to understanding learners
5. represents of no help in understanding learners

44

(answer only 1, 2, 3, 4 or 5 in the block provided)

31.2 Please rate from 1 to 5 how you have found your administrative duties in your adjustment to teaching

1. represents easy to cope with
5. represents too demanding

46

(answer only 1, 2, 3, 4 or 5 in the block provided)

31.3 Did your training as a teacher equip you for handling administrative duties?

1. YES
2. NO

48



UNIVERSITY of the
WESTERN CAPE

32.1 Please rate from 1 to 5 how you adapted, within the first term, to the school's attitude towards academic activities of the school

1. represents with ease
5. represents with difficulty

50

(answer only 1, 2, 3, 4 or 5 in the block provided)

32.2 Please rate from 1 to 5 how you adapted, within the first term, to the school's attitude towards physical activities (including sport) of the school

1. represents with ease
5. represents with difficulty

52

32.3 Please rate from 1 to 5 how you adapted, within the first term, to the school's attitude towards the care of the child as an individual of the school

- 1. represents with ease
- 5. represents with difficulty

 54

32.4 Please rate from 1 to 5 how you adapted, within the first term, to the school's attitude towards the care of the child as an individual of the school

- 1. represents with ease
- 5. represents with difficulty

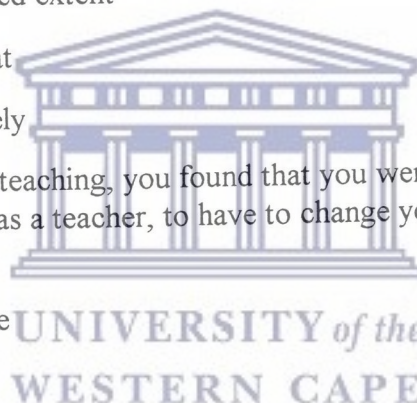
 56

33. Indicate on a scale of 1 to 4 where

- 1. represents not at all
- 2. represents to a limited extent
- 3. represents somewhat
- 4. represents extensively

whether, when you started teaching, you found that you were required, in order to fulfill your role as a teacher, to have to change your own attitudes to

- 1. personal appearance
- 2. behaviour in public
- 3. leisure time activities
- 4. service to the community
- 5. involvement in public affairs
- 6. expression of opinions of public affairs
- 7.
- 8.

 58 60 62 64 66 68 70 72

9. 74
(answer only 1, 2, 3 or 4 in block provided)

34. Please rate each item from 1 to 5 where

- 1. represents phenomena of no consequence
- 5. represents phenomena of much consequence

Some TEACHING PROBLEMS which you personally experienced in your FIRST YEAR of teaching

- 1. class discipline 1
- 2. pace of work 2
- 3. standard of work 3
- 4. teaching mixed ability groups 4
- 5. questioning learners 5
- 6. syllabus interpretation 6
- 7. lesson preparation 7
- 8. planning a section of work 8
- 9. correct use of voice 9
- 10. evaluation (setting and marking of work) 10
- 11. specific teaching techniques and skills 11
- 12. awareness of children' previous knowledge 12



13. knowledge of subject

 13

14. individual learner discipline problems

 14

15. bilingualism

 15

16.

 16

17.

 17

18.

 18

(answer 1, 2, 3, 4 or 5 in the block provided)

35. Please rate each item from 1 to 5 where

1. represents phenomena of no consequence

5. represents phenomena of much consequence

Some SCHOOL COMMUNITY (staff, learners and parents) PROBLEMS which you may have personally experienced during your first year of teaching

1. Hesitation to seek advice

 20

2. Reluctance to accept advice

 21

3. Shyness leading to problems in relationships

 22

4. Lack of familiarity with childrens' social background

 23

5. Relationships with parents of learners

 24

6. Recognition of worth in the school

 25

7. Lack of knowledge of the organisational workings of the school

 26

8. Knowing the expectations of those in senior positions of the school 27
9. Lack of confidence leading to problems in relationships 28
10. 29
11. 30

36.1 Please rate each item from 1 to 5 where

1. represents phenomena of no consequence
5. represents phenomena of much consequence

Some PERSONAL PROBLEMS which you may personally have experienced during your first half year of service

1. Loneliness in school 32
2. Loneliness out of school 33
3. Accommodation problems 34
4. Immediate financial problems 35
5. Transport problems 36
6. Achieving balance between career and private life 37
7. 38
8. 39



36.2 Please rate each item from 1 to 5 where

- 1. represents phenomena of no consequence
- 5. represents phenomena of much consequence

Some FEELINGS OR EMOTIONS which you may personally have experienced during your first half year of service

- | | | |
|------------------------|--------------------------|----|
| 1. Stress | <input type="checkbox"/> | 41 |
| 2. Physical exhaustion | <input type="checkbox"/> | 42 |
| 3. Frustration | <input type="checkbox"/> | 43 |
| 4. Satisfaction | <input type="checkbox"/> | 44 |
| 5. Anger | <input type="checkbox"/> | 45 |
| 6. Exhilaration | <input type="checkbox"/> | 46 |
| 7. Achievement | <input type="checkbox"/> | 47 |
| 8. Failure | <input type="checkbox"/> | 48 |
| 9. | <input type="checkbox"/> | 49 |
| 10. | <input type="checkbox"/> | 50 |



37. Please rate each item from 1 to 5 where
1. represents phenomena of no consequence
 5. represents phenomena of much consequence

Some of the WAYS OF BEGINNER-TEACHER COULD BE HELPED in the first year of teaching

- | | | | |
|-----|--|--------------------------|----|
| 1. | An induction course run by the school early in January | <input type="checkbox"/> | 52 |
| 2. | Decreased teaching programme | <input type="checkbox"/> | 53 |
| 3. | A professional tutor (personal confidant) | <input type="checkbox"/> | 54 |
| 4. | Teachers' Centre courses | <input type="checkbox"/> | 55 |
| 5. | Informal meetings with a beginning-teachers | <input type="checkbox"/> | 56 |
| 6. | A school based induction programme from a team of teachers during the year | <input type="checkbox"/> | 57 |
| 7. | Continued contact with teacher-training tutors | <input type="checkbox"/> | 58 |
| 8. | Having a clearly defined written policy | <input type="checkbox"/> | 59 |
| 9. | An informal "open door" invitation by the head teacher to beginning teachers | <input type="checkbox"/> | 60 |
| 10. | | <input type="checkbox"/> | 61 |
| 11. | | <input type="checkbox"/> | 62 |
| 12. | | <input type="checkbox"/> | 63 |



38. Please indicate by means of a tick


	Resources in the school	Resources which you know how to use	Resources which you use in your teaching	New Card
Library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Media Centre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3
Duplicating machine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5
Photocopier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7
Offset litho machine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9
Spirit Duplicator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11
Overhead projector	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13
16 mm film projector	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15
Slide projector	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17
Tape recorder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	19
Caramate (automatic slide projector with built in screen and tape recorder)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	21



Television set	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	23
Video camera	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	25
Computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	27
Transparency maker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	29
Slide maker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	31
Episcope	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	33
Record player	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	35
Wireless	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	37
Film strip projector	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	39
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	41
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	43
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	45
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	47
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	49
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	51



39. Please complete a separate unit for each class you teach in which you are requested to provide
- the title of the class
 - the size of the class
 - the subject taught
 - the ability of the class where AA is above average, A is average and BA is below average in relation to the other classes in the school

<p>1. Class</p> <p>Size</p> <p>Subject taught</p> <p>Ability of class</p>		<p>5. Class</p> <p>Size</p> <p>Subject taught</p> <p>Ability of class</p>
<input type="text" value="AA"/> <input type="text" value="A"/> <input type="text" value="BA"/>		<input type="text" value="AA"/> <input type="text" value="A"/> <input type="text" value="BA"/>
<p>2. Class</p> <p>Size</p> <p>Subject taught</p> <p>Ability of class</p>		<p>6. Class</p> <p>Size</p> <p>Subject taught</p> <p>Ability of class</p>
<input type="text" value="AA"/> <input type="text" value="A"/> <input type="text" value="BA"/>		<input type="text" value="AA"/> <input type="text" value="A"/> <input type="text" value="BA"/>
<p>3. Class</p> <p>Size</p> <p>Subject taught</p> <p>Ability of class</p>		<p>7. Class</p> <p>Size</p> <p>Subject taught</p> <p>Ability of class</p>
<input type="text" value="AA"/> <input type="text" value="A"/> <input type="text" value="BA"/>		<input type="text" value="AA"/> <input type="text" value="A"/> <input type="text" value="BA"/>
<p>4. Class</p> <p>Size</p> <p>Subject taught</p> <p>Ability of class</p>		<p>8. Class</p> <p>Size</p> <p>Subject taught</p> <p>Ability of class</p>
<input type="text" value="AA"/> <input type="text" value="A"/> <input type="text" value="BA"/>		<input type="text" value="AA"/> <input type="text" value="A"/> <input type="text" value="BA"/>

40. Please describe fully any specific or general experiences which had a marked influence on your own adjustment to teaching.

Thank you for your help.

APPENDIX D

Figure 5.5 Resources available at the different schools

RESOURCE	No. available at school	No. that can use resource	No. Using resources
Library	25	14	14
Overhead projector	32	25	22
Slide projector	1	5	4
Television set	14	17	13
Video recorder	9	17	11
Laboratory	17	9	7
Tape recorder	14	15	15
Chalk board	54	51	55
Maps	24	18	17

UNIVERSITY of the
WESTERN CAPE

APPENDIX E

RESPONSES FROM OPEN-ENDED QUESTION

1. Discipline
2. Lack of support from senior management
3. Lack of resources
4. Large class sizes
5. Teaching too many subjects

Males	Females
88	89
72%	68%
70%	75%
48%	50%
23%	15%



APPENDIX F

A LETTER TO THE WESTERN CAPE EDUCATION DEPARTMENT

Western Cape Education Department
Private Bag X 9161
CAPE TOWN
17 July 1997

1.3 Rondebosch Close
2nd Avenue
RONDEBOSCH EAST
7700

Sir/Madam

RE : APPLICATION FOR A PERMISSION TO CONDUCT A SURVEY

I am currently studying MEd with the UWC and required to write a research paper in partial fulfilment of the degree. The research paper is based on identifying the problems and needs of beginner teachers in the Western Cape Township schools. In order to complete this, I need to conduct a research survey in these schools, hence I request your permission to do that. I believe this would assist in the teacher development programmes in the township schools.

Secondly, I kindly request a list of beginner teachers in senior secondary schools in the township schools. These are teachers who started teaching since 1995 till to date.

Your co-operation in this regard is highly appreciated.

Yours faithfully

NOMVULA UBISI

APPENDIX G

RAW DATA

2.	AGE	
	Under 20 years	
	20-25	15
	26-30	35
	31-35	13
	older than 35	5
3.	GENDER	
	Male	30
	Female	38
4.	HOME LANGUAGE	
	Xhosa	61
	Sotho	1
	English	4
	Afrikaans	2
	Other	0
5.	TEACHER TRAINING	
	University	45
	Training College	16
	Both University and Training College	0
	Technikon in association with a University	7
6.	TEACHING EXPERIENCE	
	1995	35
	1996	23
	1997	10
7.	DID YOU VISIT THE SCHOOL BEFORE BEGINNING TEACHING?	
	Visit the school before beginning teaching	
	YES	30
	NO	38
8.	DID YOUR VISIT TO THE SCHOOL TAKE PLACE ?	
	More than a month before starting teaching	13



Within a month before starting teaching	1
Within a week before starting teaching	11
On the day before teaching	20

9. IN THE COURSE OF SUCH A VISIT DID YOU SEE ?

The principal	23
The deputy principal	5
Any of the heads of departments	3
The subject head	1
All or most of the staff	16

10. BY WHAT DATE DID YOU KNOW THE STANDARD AND ABILITY RANGES YOU WOULD BE TEACHING ?

More than one month before starting teaching	7
Within one month before starting teaching	2
Within one week before starting teaching	13
The day before starting teaching	25

TEACHING PROBLEMS

For the questions from 11 to 15 the following scale applies:

- 1 = not a problem at all
- 2 = fairly problematic
- 3 = problematic
- 4 = very problematic
- 5 = extremely problematic



11. CLASSROOM DISCIPLINE

Controlling noise makers	1=30, 2=20, 3=10, 4=5, 5=3
Learners ignoring instructions	1=20, 2=26, 3=13, 4=7, 5=2
Individual learner discipline	1=16, 2=24, 3=20, 4=5, 5=3
Controlling violent behaviour	1=22, 2=16, 3=13, 4=10, 5=3
Learners disrupting lessons	1=27, 2=17, 3=13, 4=8, 5=3
Learners coming to classes late	1=4, 2=12, 3=21, 4=13, 5=18

12. SUBJECT DELIVERY

Questioning learners	1=34, 2=16, 3=6, 4=10, 5=2
Syllabus interpretation	1=23, 2=17, 3=15, 4=10, 5=4
Lesson preparation	1=38, 2=11, 3=12, 4=6, 5=3
Planning a section of work	1=30, 2=19, 3=8, 4=6, 5=6
Correct use of voice	1=41, 2=12, 3=5, 4=7, 5=4
Specific teaching techniques	1=18, 2=18, 3=20, 4=10, 5=3

13. SUBJECT CONTENT

Knowledge of the subject	1=41, 2=10, 3=8, 4=4, 5=7
Use of concepts	1=36, 2=19, 3=4, 4=5, 5=3
Explanation of terms	1=34, 2=14, 3=16, 4=2, 5=3
Identification of learning aims	1=25, 2=27, 3=14, 4=2, 5=2
Subject content of school syllabus	1=23, 2=19, 3=15, 4=7, 5=3
Use of diagrams and illustrations	1=22, 2=17, 3=17, 4=11, 5=2

14. TEACHING SOCIALLY DISADVANTAGED LEARNERS

Homework undone	1=3, 2=8, 3=16, 4=18, 5=24
Absenteeism	1=1, 2=4, 3=12, 4=27, 5=23
Low school marks	1=2, 2=10, 3=12, 4=20, 5=23
Learners older than std norm	1=6, 2=9, 3=16, 4=13, 5=26
Lack of interest in school	1=5, 2=9, 3=15, 4=24, 5=14
Uncooperative parental attitude	1=1, 2=13, 3=13, 4=19, 5=23
Short attention span	1=2, 2=11, 3=22, 4=24, 5=95

15. SECOND LANGUAGE AS A TEACHING MEDIUM

English as a medium of instruction	1=10, 2=13, 3=19, 4=15, 5=11
Learner's understanding of language	1=1, 2=17, 3=22, 4=19, 5=9
Communication breakdown due to language limitations	1=2, 2=22, 3=21, 4=10, 5=17
Group discussions	1=7, 2=14, 3=20, 4=17, 5=10
Classroom learning activities	1=8, 2=20, 3=7, 4=23, 5=22
Passage/paragraph writing	1=6, 2=8, 3=22, 4=22, 5=12
Vocabulary	1=3, 2=4, 3=26, 4=16, 5=18

EXTENT OF TEACHING PROBLEMS

For the questions from 16 to 20 the following scale applies:

- 1 = once a week
- 2 = twice a week
- 3 = three times a week
- 4 = four times a week
- 5 = five times a week

16. CLASSROOM DISCIPLINE

Controlling noise makers	1=14, 2=23, 3=12, 4=10, 5=12
Learners ignoring instructions	1=18, 2=19, 3=12, 4=7, 5=10
Individual learner discipline	1=16, 2=17, 3=18, 4=11, 5=6
Controlling violent behaviour	1=27, 2=16, 3=10, 4=6, 5=5
Learners disrupting lessons	1=24, 2=20, 3=7, 4=6, 5=9
Learners coming to classes late	1=8, 2=9, 3=10, 4=14, 5=25

17. SUBJECT DELIVERY

Questioning learners	1=21, 2=20, 3=11, 4=5, 5=9
Syllabus interpretation	1=30, 2=15, 3=15, 4=4, 5=1
Lesson preparation	1=31, 2=14, 3=10, 4=4, 5=7
Planning a section of work	1=24, 2=21, 3=11, 4=4, 5=6
Correct use of voice	1=32, 2=14, 3=6, 4=4, 5=6
Specific teaching techniques	1=19, 2=18, 3=21, 4=2, 5=4

18. SUBJECT CONTENT

Knowledge of the subject	1=30, 2=14, 3=10, 4=7, 5=5
Use of concepts	1=28, 2=22, 3=6, 4=2, 5=8
Explanation of terms	1=22, 2=14, 3=17, 4=4, 5=8
Identification of learning aims	1=17, 2=18, 3=16, 4=9, 5=4
Subject content of school syllabus	1=21, 2=16, 3=17, 4=9, 5=3
Use of diagrams and illustrations	1=16, 2=13, 3=16, 4=14, 5=7

19. TEACHING SOCIALLY DISADVANTAGED LEARNERS

Homework undone	1=4, 2=6, 3=7, 4=16, 5=34
Absenteeism	1=0, 2=0, 3=7, 4=17, 5=34
Low school marks	1=2, 2=10, 3=15, 4=13, 5=24
Learners older than std norm	1=6, 2=9, 3=8, 4=13, 5=26
Lack of interest in school	1=6, 2=6, 3=13, 4=23, 5=19
Uncooperative parental attitude	1=4, 2=9, 3=13, 4=11, 5=27
Short attention span	1=4, 2=11, 3=17, 4=19, 5=17

20. SECOND LANGUAGE AS A TEACHING MEDIUM

English as a teaching medium	1=9, 2=7, 3=25, 4=15, 5=14
Learner's understanding of language	1=1, 2=10, 3=17, 4=25, 5=14
Communication breakdown due to language limitations	1=3, 2=9, 3=23, 4=16, 5=14
limitations	1=6, 2=8, 3=25, 4=19, 5=8
Group discussions	1=3, 2=17, 3=20, 4=16, 5=11
Classroom learning activities	1=3, 2=10, 3=26, 4=17, 5=11
Passage/paragraph writing	1=3, 2=7, 3=18, 4=19, 5=19
Vocabulary	

SUPPORT FROM COLLEAGUES AND MANAGEMENT STAFF

21. IF YOU HAD PROBLEMS WITH SUBJECT DELIVERY WHO HELPED YOU ?

Principal	10
Deputy principal	6
Subject head	28
Subject adviser	3
A few sympathetic colleagues	14
All or most of the staff	0
No-one at all	17

22. IF YOU HAD PROBLEMS WITH CLASSROOM DISCIPLINE WHO HELPED YOU ?

Principal	17
Deputy principal	14
Subject head	8
Subject adviser	0
All or most of the staff	4
A few sympathetic colleagues	13
No-one at all	20

23. IF YOU HAD PROBLEMS WITH SUBJECT CONTENT WHO HELPED YOU ?

Principal	4
Deputy principal	5
Subject head	27
Subject adviser	9
A few sympathetic colleagues	11
All or most of the staff	0
No-one at all	17

24. IF YOU HAD PROBLEMS WITH TEACHING SOCIALLY DISADVANTAGED LEARNERS WHO HELPED YOU ?

Principal	10
Deputy principal	7
Subject head	13
Subject adviser	2
A few sympathetic colleagues	14
All or most of the staff	9
No-one at all	19



25. IF YOU HAD PROBLEMS WITH SECOND LANGUAGE AS A TEACHING MEDIUM WHO HELPED YOU ?

Principal	7
Deputy principal	3
Subject head	18
Subject adviser	5
A few sympathetic colleagues	8
All or most of the staff	5
No-one at all	25

26. PLEASE INDICATE BY MEANS OF A TICK IN THE APPROPRIATE BOX THE TEACHING RESOURCES ARE AVAILABLE TO YOU.

Resources	No. in the school	No. who know how to use	No. using resources in teaching
Library	25	14	14

Overhead Projector	32	25	22
Slide Projector	1	5	4
Television Set	14	17	13
Video Recorder	9	17	11
Laboratory	17	9	7
Tape Recorder	14	15	15
Chalkboard	54	51	55
Other (Specify)	0	0	0

NEEDS

For this question the following scale applies:

- 1 = not important at all
- 2 = fairly important
- 3 = important
- 4 = very important
- 5 = extremely important

27. HOW IMPORTANT WERE THE FOLLOWING ?

- Schools conducting induction/helping courses 1=6, 2=13, 3=22, 4=16, 5=10
 A professional tutor 1=15, 2=10, 3=17, 4=14, 5=9
 Teachers' centre courses 1=3, 2=6, 3=18, 4=18, 5=18
 Informal meetings with other beginner teachers 1=6, 2=7, 3=23, 4=16, 5=16
 Colleagues conducting induction/helping courses 1=6, 2=9, 3=25, 4=18, 5=10
 Continued contact with teacher training tutors 1=16, 2=10, 3=14, 4=17, 5=10
 An informal "open door" invitation by head teacher to beginner teachers 1=5, 2=6, 3=13, 4=21, 5=23

EXTENT OF NEEDS

For this question the following scale applies:

- 1 = every week
- 2 = fortnightly
- 3 = monthly
- 4 = each term
- 5 = each semester

28. HOW OFTEN WOULD YOU IDEALLY FIND IT USEFUL TO GET THE FOLLOWING KINDS OF SUPPORT ?

- Schools conducting induction/helping courses 1=7, 2=11, 3=25, 4=15, 5=8
 Meetings with a professional tutor 1=8, 2=10, 3=22, 4=15, 5=8
 Teachers' centre courses 1=5, 2=7, 3=29, 4=15, 5=9

Informal meetings with other beginner teachers
Colleagues conducting induction/helping courses
Continued contact with teacher training tutors
An informal "open door" invitation by head teacher to
beginner teachers

1=7, 2=14, 3=27, 4=12, 5=6
1=5, 2=10, 3=30, 4=11, 5=11
1=7, 2=3, 3=26, 4=14, 5=15
1=11, 2=8, 3=23, 4=16, 5=9



UNIVERSITY *of the*
WESTERN CAPE