



1961

## Major difficulties encountered by the beginning elementary school teacher

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MAJOR DIFFICULTIES ENCOUNTERED BY THE BEGINNING  
ELEMENTARY SCHOOL TEACHER

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A Thesis  
Presented to  
the Faculty of the Department of Education  
University of the Pacific

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts

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by  
John William Pirtle  
June 1961

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## CHAPTER I

### INTRODUCTION

The problem of staffing the nation's schools with qualified teachers has been acute since the end of World War II. This problem has attracted much public discussion and it assumed a prominent place on the agenda of the 1955 White House Conference on Education.<sup>1</sup>

The study presented here was designed to provide information which would aid in understanding beginning teachers and the difficulties experienced during their first year of teaching. The first year on the job is undoubtedly a time at which selective processes are at work. On one hand, some teachers will decide that teaching is not what they thought it would be, or that they do not like teaching, and will decide to leave for these or other reasons. On the other hand, some teachers may be found to be incompetent and will be eliminated from the profession through their failure to secure positions or by not being retained in their positions.

This study deals with the beginning teacher who presents to the profession the serious challenge of guiding her to professional success. In this role all of the professional

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<sup>1</sup>The Committee for the White House Conference on Education, A Report to the President (Washington: U. S. Government Printing Office, 1956), p. 2.

educator's educational insight, skill and attitudes will be taxed to insure the beginning teacher success.

## I. THE PROBLEM

### Statement of the Problem

There are many beginning teachers who need assistance in achieving instructional competence. It is this problem with which the study was concerned. The problem may be stated as follows: What are the major difficulties encountered by beginning elementary school teachers, and what supervisory techniques are employed to assist these teachers?

### Purposes of the Study

The specific purposes of this study were as follows:

1. To identify the major difficulties of beginning inexperienced teachers and to determine what skills, techniques, and resources are most helpful in assisting them.
2. To identify the supervisory techniques that principals and supervisors employ in their supervision of beginning teachers.
3. To make recommendations for improvement of supervision of beginning teachers.

### Importance of the Study

This study is important in that it has identified the areas where beginning teachers feel the need for professional help.

The study is also important in that it has identified the supervisory techniques which are used most successfully in helping beginning teachers become professionally competent.

#### Delimitation of the Study

The study was not concerned with the methods used by elementary school principals and supervisors in applying the various supervisory techniques with beginning teachers. The scope of the study was limited to beginning public elementary school teachers in districts selected at random in the State of California.

#### Source of Data

The data for this study were obtained from the following sources: (1) personal interviews with beginning teachers, experienced teachers, and elementary school principals; (2) pertinent literature in the field of study; and (3) results of questionnaires sent to beginning elementary school teachers.

#### Method of Procedure

A questionnaire was developed and sent to 122 beginning teachers who were asked to provide pertinent data in three personal areas, professional preparation, teaching problems, and assistance received. Other important factors asked for included highest education completed and type of teaching credential held. The beginning teachers were also requested to indicate the major difficulties experienced during their



first year of teaching, how helpful assistance was provided by their principals, consultants or fellow teachers, and what kind of assistance was needed but was not received.

## II. DEFINITION OF TERMS USED

As used in this study the following terms are defined as given below.

Beginning teacher. A beginning teacher is a regular full-time teacher, devoting half or more of her time to classroom teaching at any level from kindergarten through grade eight, who has not held a regular full-time teaching position previously.

Induction. Induction is the process of gradual introduction of teachers into the school situation with a view to assisting them in making successfully the full adjustments that are involved later in their work.

Principal. By principal is meant the person in charge of an elementary school who gives half-time or more to administrative and supervisory duties.

Supervisory techniques. Supervisory techniques are the means employed by a designated school principal or other supervisory personnel directed toward providing leadership to teachers in the improvement of instruction.

## CHAPTER II

### THE RELATED LITERATURE

The purpose of this chapter is to review the literature that is pertinent to the study.

#### I. PROBLEMS OF BEGINNING TEACHERS

A beginning teacher assigned to a school is generally one of two types: (1) an untried graduate of a teacher training institution whose professional experience is limited to some student teaching, and (2) an untried, non-graduate teacher with emergency credentials and limited training.<sup>2</sup> Each type presents certain unique problems. However, many of the problems presented by these two groups of beginning teachers are similar and the groups will be treated as one in this study.

A. H. Shuster<sup>3</sup> listed the kinds of troubles of beginning teachers as inability (1) to use effective teaching procedures, (2) to understand children, (3) to make adequate plans for teaching, and (4) to discipline children.

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<sup>2</sup>Harold Spears, Improving the Supervision of Instruction (New York: Prentice-Hall, Inc., 1955), p. 305.

<sup>3</sup>A. S. Shuster, "Supervision and Non-Professionally Prepared Teachers, Educational Supervision and Administration, 42:280-7, May, 1956.

According to Yauch,<sup>4</sup> "More new teachers fail in their first year of teaching through their inability to handle children's conduct effectively than through any other cause."

In attempting to find the common problems of beginning teachers, S. P. Gervasio<sup>5</sup> found that the most common problems were (1) disciplining the individual child, (2) relating follow-up work to individual reading, (3) keeping discipline in the classroom, (4) developing small work groups, and (5) planning a well-balanced program of experiences.

Warren Woodworth<sup>6</sup> reports in his study of beginning teachers who were prepared at the College of the Pacific that the major difficulties of beginning teachers were with inadequacies in (1) discipline, (2) instructional planning and curriculum, (3) materials of instruction, (4) subject matter, and (5) teaching methods.

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<sup>4</sup>Wilbur A. Yauch, Martin H. Bartels, and Emmet Morris, The Beginning Teacher (New York: Henry Holt & Co., 1955), p. 26.

<sup>5</sup>S. P. Gervasio, "Identification of Experiences Needed to Facilitate The First Year of Teaching" (unpublished Doctor dissertation, New York University, New York, 1958).

<sup>6</sup>Warren J. Woodworth, "Follow-Up of Beginning Teachers Prepared at College of the Pacific" (unpublished Field Study Report, College of the Pacific, Stockton, California, 1958).

When E. J. Mudge<sup>7</sup> prepared his study of Farmington State Teachers College he found that the graduates had their greatest difficulties in (1) discipline, (2) lack of understanding of the school's philosophy, (3) teaching of reading, and (4) teaching of science.

Noble Lee Garrison<sup>8</sup> lists the following as problems of beginning teachers: (1) handling problems of pupil control and discipline, (2) motivating pupil interest and response, (3) handling the routine of classroom management, (4) adjusting to deficiencies in the school, (5) teaching techniques, (6) lack of command over subject matter, (7) lack of effective teaching voice, (8) presenting lessons and guiding pupil discussion, (9) adapting to the needs, interests and abilities of pupils, (10) meeting the difficulties involved in planning and organizing classroom activities, (11) keeping records and making reports, (12) adjusting to teaching assignments, and (13) establishing and maintaining proper relationships with supervisors and administrators.

In his warnings to beginning teachers, Bernard G.

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<sup>7</sup>E. J. Mudge, "A Follow-Up Study of Inservice Graduates of Farmington (Maine) State Teachers College" (unpublished Doctor dissertation, Cornell University, New York, 1958).

<sup>8</sup>Noble Lee Garrison, The Improvement of Teaching (New York: The Dryden Press, 1955), p. 390.

Kelner<sup>9</sup> calls attention to the following pitfalls: (1) failure to discipline correctly, (2) failure to plan minutely, (3) failure to develop good routine, (4) failure to group effectively, (5) failure to identify individual differences, and (6) failure to create a suitable environment.

Herbert W. Wey<sup>10</sup> reported on a study of beginning teachers under the title "Why Do Beginning Teachers Fail?" He summarized by indicating the following four main problems encountered by beginning teachers: (1) the control and discipline of their classes, (2) their personal attitude toward the class, (3) their methods of teaching, and (4) their own inadequacy, lack of preparation and need of improvement.

Helen Ballinger<sup>11</sup> expresses the views of several beginning teachers located in a number of states as to their needs and expectations. She maintains that beginning teachers are seeking the following kinds of help from their principals in gaining professional competence:

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<sup>9</sup>Bernard G. Kelner, How to Teach in the Elementary School (New York: McGraw-Hill Book Co., Inc., 1958), pp. 301-311.

<sup>10</sup>Herbert W. Wey, "Why Beginning Teachers Fail?" Bulletin of the National Association of Secondary School Principals, October 1951, pp. 55-56.

<sup>11</sup>Helen Ballinger, "The Principal's Role in Instructional Leadership--What Teachers Say," National Elementary School Principal, October, 1955, pp. 11-13.

1. Professional and understanding help.
2. First hand criticism toward self-improvement.
3. Private talks leading to a better understanding of aims.
4. A balance of praise and criticism.
5. Clarity concerning rules, regulations and schedules.
6. Understanding visitation and supervision with tolerance for differences in interpretation of methodology.
7. Freedom to try their wings.
8. Guidance on how to make better use of a course of study.
9. Understanding of specific problems of each grade, and, when needed, assistance in handling them.
10. Relaxation time during the school day.
11. Limited clerical duties and interruptions.
12. Security, friendliness, guidance, and leadership.
13. Successful and satisfying experiences in their profession.

## II. SUPERVISORY TECHNIQUES

This section of the chapter is limited to the supervisory techniques listed in the questionnaire completed by the beginning teachers.

### Classroom Observation

Classroom observation receives favorable treatment as a supervisory technique by many writers in the field of educational administration and supervision.

Supervisory theory, according to Harold Spears,<sup>12</sup> was never intended to mark the classroom as out of bounds, for the classroom is the heart of the teaching situation. It is the center of instruction, and it is natural for it to be a center of supervisory attention.

Jacobsen, Logsdon and Reavis<sup>13</sup> report that both elementary and high school teachers agree that classroom visitation is desirable, and that when classroom visitation is for a purpose that both principal and teacher recognize as mutually valuable it is likely to be regarded more highly by the teacher.

Classroom observation can be used to improve instruction, says Kimball Wiles,<sup>14</sup> if it is a cooperative undertaking by the teacher and the person doing the supervision.

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<sup>12</sup> Spears, op. cit., p. 270.

<sup>13</sup> Paul B. Jacobsen, D. Logsdon, and William C. Reavis, Duties of School Principals (New York: Prentice-Hall, Inc., 1950), p. 26.

<sup>14</sup> Kimball Wiles, Supervision for Better Schools (second edition; New York: Prentice-Hall, Inc., 1955), p. 259.

William Liggit has this to say concerning classroom visitation:

If teachers know, understand, and accept the purpose of visitation and the implications of the purpose for classroom visitation and the implications of the purpose for classroom activities they will be able to improve instruction through their own efforts.<sup>15</sup>

The following statement in Adams and Dickey gives indication of the value of classroom observation:

The classroom observational visit is a valuable and important means of seeing teachers and pupils at work. Through observation and actual contact with the situation, the supervisor is enabled to analyze the various factors affecting the teaching-learning situation. He, the one supervising, is able to see the specific teaching methods and techniques which the teacher employs and with which he may desire assistance.<sup>16</sup>

John A. Bartky<sup>17</sup> declares that the purpose of classroom observation is to provide opportunity, under actual classroom conditions, for the supervisor to (1) explore the needs of the teacher, (2) motivate her to improve her instruction, (3) instruct her, (4) study her problems of mental hygiene, and (5) evaluate her teaching efforts.

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<sup>15</sup>William Liggit, "Classroom Visitation," Bulletin of the National Association of Secondary School Principals, 54:240, December, 1958.

<sup>16</sup>Harold P. Adams and Frank G. Dickey, Basic Principles of Supervision (New York: American Book Company, 1953), p. 107.

<sup>17</sup>John A. Bartky, Supervision as Human Relations (Boston: D. C. Heath and Company, 1953), p. 145.



Liebman states the following concerning classroom visitation:

Of the various techniques used by principals for supervising the instructional program, none exceeds in effectiveness or in helpfulness that of constructively purposeful visiting. Consistent and continuous personal contacts with teachers focused on the instructional program seem to be basic to effective supervision.<sup>18</sup>

### Demonstration Teaching

The value of demonstration teaching has long been recognized in the pre-service and in-service education of teachers. Adams and Dickey<sup>19</sup> state that probably the greatest values are realized when demonstrations are utilized in showing how to teach traditional-type lessons and how to use formal methods of instruction.

In their book, Barr, Burton and Brueckner<sup>20</sup> report that the chief purpose of demonstration teaching is to show observers "how to do it;" to present sound, approved methods of procedure, devices, and techniques.

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<sup>18</sup>M. W. Liebman, "Principal as Instructional Supervisor," The National Elementary School Principal, 38:32-36, September, 1958.

<sup>19</sup>Adams and Dickey, op. cit., p. 236.

<sup>20</sup>A. S. Barr, W. H. Burton and L. J. Brueckner, Supervision (New York: Appleton-Century-Crofts, Inc., 1947), p. 685.

Emory Stoops and Albert R. Evans<sup>21</sup> state that the person doing the supervision should organize demonstration programs to meet the unusual needs of beginning teachers who are not completely adjusted to their work.

According to William A. Yeager,<sup>22</sup> demonstration teaching may well serve two purposes. In the first place, it can be planned to convey the desired standards of instruction, such as approved principles and teaching practices. In the second place, the demonstrator should convey specific information as to the teaching process to be observed, such as methods of teaching, teaching devices, classroom management, instructional materials, and techniques of evaluation.

Kyte<sup>23</sup> points out that good demonstration teaching should convey at the outset its specific purpose. It should seek to solve a problem and exemplify a natural situation as far as possible.

In his study on supervision, Henry Antell<sup>24</sup> found

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<sup>21</sup>Emory Stoops and Albert Evans, "Helping the Beginning Teacher," The Nation's Schools, 57:73, April, 1956.

<sup>22</sup>William A. Yeager, Administration and the Teacher, (New York: Harper and Brothers Publisher, 1954), p. 279.

<sup>23</sup>George C. Kyte, The Principal at Work (Boston: Ginn and Co., 1941), p. 332.

<sup>24</sup>Henry Antell, "Teachers Appraise Supervision," Journal of Educational Research, 38:606, April, 1945.

that teachers considered demonstrating teaching as a valuable source of professional aid. Only two other techniques were listed as more helpful.

A recent survey carried out by P. M. Bail<sup>25</sup> reveals that demonstration teaching is one of the five most desired types of supervisory assistance.

Jacobsen, Logsdon, and Reavis<sup>26</sup> report that demonstration teaching is particularly valuable for beginning teachers for the presentation of a skill. They also state that a concrete illustration is more effective than an abstract explanation.

#### Interclass Visitation

Intervisitation, through which teachers have the opportunity to see other teachers at work and to discuss with them the work they are doing, serves much the same purpose as do demonstration lessons.<sup>27</sup>

Yeager<sup>28</sup> states that every school system should include some plan for intervisitation of teachers where the inexperienced teachers may visit superior teachers.

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<sup>25</sup>P. M. Bail, "Do Teachers Receive the Kind of Supervision They Desire?" Journal of Educational Research, 40:713-716, May, 1947.

<sup>26</sup>Jacobsen, Logsdon, and Reavis, op. cit., p. 512.

<sup>27</sup>Spears, op. cit., p. 271.

<sup>28</sup>Yeager, op. cit., p. 280.

Yeager agrees with Wiles<sup>29</sup> in that the intervisit serves much the same purpose as do demonstration lessons if careful planning is made along the lines suggested for demonstration teaching.

According to Adams and Dickey<sup>30</sup> all teachers, beginning or experienced, can profit from observing good teachers at work. They state that the purpose of observing good teachers may be multiple and varied; usually it includes learning to use some particular technique or method.

Contrary to the above opinions, Jacobsen, Lodsdon, and Reavis<sup>31</sup> report that the value of intervisitation is questioned by many teachers. They come to this conclusion because one is seldom able to observe another teacher and find the answer to her specific problem.

Mary E. Ferguson and Helen R. Rouse,<sup>32</sup> observed that in Atlantic City intervisitation is used to good advantage with new teachers. The teacher and the principal discuss beforehand the specific things they will look for during the lesson. If the beginning teacher tries to absorb everything

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<sup>29</sup>Wiles, op. cit., p. 262.

<sup>30</sup>Adams and Dickey, op. cit., p. 235.

<sup>31</sup>Jacobsen, Logsdon, and Reavis, op. cit., p. 513.

<sup>32</sup>Mary E. Ferguson and Helen R. Rouse, "Principal and Supervisor Help the New Teacher," Educational Leadership, 13:12, October, 1955.

that is seen in the lesson of the experienced teacher, she tends to become confused and much of the value of the visit is lost.

### Individual Conference

One of the most important means of supervision is the individual conference because of the opportunity it offers the principal to work individually with the teacher on her personal-professional problems. It is in this conference that the teacher and principal can meet person-to-person alone and learn to know each other as persons and to understand themselves as individuals.<sup>33</sup>

Adams and Dickey<sup>34</sup> state that the individual conference should definitely be planned and scheduled because it is a vital supervisory function and has an important role in the program of supervision.

The individual conference, maintains Kyte,<sup>35</sup> is probably the most important supervisory technique for use in the specific improvement of instruction. He continues by stating that it can provide the teacher with the help she needs to become skillful in self-analysis and self-improvement. The points included in the conference should be the

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<sup>33</sup>Wiles, op. cit., p. 282.

<sup>34</sup>Adams and Dickey, op. cit., p. 129.

<sup>35</sup>Kyte, op. cit., p. 271.

specific needs of the teacher.

Bartky<sup>36</sup> comments on the individual conference by saying that the office interview is another important approach to supervision, and this approach should be used if the teacher is willing and anxious to accept the principal's criticisms and suggestions for improvement.

The conference that follows classroom visitation has been urged as a necessity by Jacobsen, Logsdon, and Reavis.<sup>37</sup> They report that it is clear that the conference can be a vital force in the improvement of instruction, if the principal takes the time and effort to make it so.

William C. Jordan<sup>38</sup> states, "There are many supervisory techniques, but in the end, improvement boils down to one teacher and one principal working closely together to make the classroom the best possible place for learning."

One of the most effective methods employed in supervision is the individual conference, report Barr, Burton, and Brueckner.<sup>39</sup> The purpose of the conference should arise from (1) visit to classrooms by the person doing supervision,

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<sup>36</sup>Bartky, op. cit., pp. 153-154.

<sup>37</sup>Jacobsen, Logsdon, and Reavis, op. cit., p. 507.

<sup>38</sup>William C. Jordan, "Supervision Revisited," The Elementary School Journal, 59:26-30, October, 1958.

<sup>39</sup>Barr, Burton, and Brueckner, op. cit., pp. 667-668.

and (2) need sensed by the teacher which induces her to seek assistance. These writers also state, "When properly applied, the individual conference method is one that falls into the plan of careful supervision, and one that will admit of the easy application of the important principles of learning and teaching."<sup>40</sup>

Barr, Burton, and Brueckner<sup>41</sup> also state that many a discouraged beginning teacher could be saved if a sympathetic principal were to spend a half hour in private conference with her, bringing the results of his experience and his superior wisdom to the reinforcement of her limited skill and experience.

#### Faculty Meetings

The teachers' meeting is mentioned in the literature of administration and supervision as one of the principal supervisory techniques.

Jacobsen, Logsdon, and Reavis<sup>42</sup> maintain that the faculty meeting offers one way in which supervision can be improved naturally if the group meeting deals with topics

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<sup>40</sup> Ibid.

<sup>41</sup> Ibid., p. 674.

<sup>42</sup> Jacobsen, Logsdon, and Reavis, op. cit., p. 510.

which aim to improve instruction. Teachers will hold faculty meetings in low esteem if the principal tends to use the time for dealing with administrative routine.

Fred C. Ayer<sup>43</sup> says, "No principal devoted to professional leadership of the school entrusted to his responsibility will fail to use, continually and as effectively as he can, teachers' meetings as one of the two most important means of supervision."

Regular meetings of the staff are recognized as excellent means for exchange and dissemination of information, according to Hicks and Jameson.<sup>44</sup>

Faculty meetings are the clearing house for instructional procedures, contends Spears.<sup>45</sup> Instructional developments are germinated and evaluations of efforts are reported there. The faculty meeting is the principal's strategic coordination center.

Yauch, Bartels, and Morris have this to say concerning faculty meetings:

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<sup>43</sup>Fred C. Ayer, Fundamentals of Instructional Supervision (New York: Harper and Brothers Publishers, 1954), p. 81

<sup>44</sup>William V. Hicks and Marshall C. Jameson, The Elementary School Principal at Work (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1957), p. 32.

<sup>45</sup>Spears, op. cit., p. 197.



As a beginning teacher you will meet in a regular routine meeting or special meeting to develop some agreements about the program of educational activities of the school. These meetings are established for the purpose of coordinating the educational program of the school and for the improvement of instruction.<sup>46</sup>

The unpopularity of faculty meetings is discussed by Elsbree and Reutter.<sup>47</sup> Despite the wide use of faculty meetings as a means of promoting the in-service growth of teachers, they are not popular with the rank and file. However, teachers report that a faculty meeting can serve as a means of getting teachers involved emotionally in improving existing practices and procedures; it can enlarge the perspective of teachers and serve as a sort of mirror for their own shortcomings.

Yeager<sup>48</sup> comments on the purpose of faculty meetings in his book, Administration and the Teacher. He states that the faculty meeting has for its purpose the improvement of instruction through the improvement of the teacher. Group interest and needs should be characteristic, as well as due attention paid to the interest and needs of the individual teacher.

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<sup>46</sup>Yauch, Bartels, and Morris, op. cit., p. 226.

<sup>47</sup>Willard S. Elsbree and Edmund E. Reutter, Jr., Staff Personnel in the Public School (New York: Prentice-Hall, Inc., 1954), p. 229.

<sup>48</sup>Yeager, op. cit., p. 269.

### Pre-school Induction

Induction is not as a rule viewed as a supervisory technique; however, it is an integral part of getting the beginning teacher off to a good start.

Fredericksen and Groves<sup>49</sup> state that one of the very important aspects of orienting the beginning teacher is the process of assuring her that the difficulties of the first year are unique. She should be reminded that the "professional attitude" is not automatically conferred with the certificate and that a beginning teacher is likely to react emotionally to a situation which she will take in her stride next year. She should be helped to realize that when "better things" become automatic, the "big things" will be easier to attain.

In his article appearing in The National Elementary Principal, F. L. Sweet reports:

The new teacher, new to a community, new to a school, new to the teaching profession, has plenty of questions to explore. Some of the questions are personal; some are professional; all are important.

The questions asked on the professional side of his job: How much advanced information will I have about my teaching assignment? Will there be curriculum guides that I can examine? If they are available, how to get them? What supplementary materials are on hand for children? How many children will there be in my class? Is there anything I can do in advance to get to know

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<sup>49</sup>M. Fredericksen and W. Groves, "Help for that First Year," School and Community, 45:9-10, September, 1958.

these children? Are there cumulative records that will be helpful? Over all the big question is, "What help can I count on from the principal?"<sup>50</sup>

Planned orientation meetings, with a follow-up for beginning teachers, assist in a more sufficient adjustment to the new situation, maintains Resnick.<sup>51</sup> The crucial period for most teachers is the first year in the profession. Failure is common since it is taken for granted that the educator has been properly trained; therefore, he does not need this assistance.

Yauch, Bartels, and Morris<sup>52</sup> contend that the beginning teacher's understanding of the organization the school uses in getting its work done is an important phase of successful induction into the new job.

Hicks and Jameson report that many kinds of needs must be met as principals attempt effective induction of new teachers. The following needs of the beginning teacher ought to be met in a program of helping the new teacher:

The new teacher needs contact and help from the principal prior to the opening of school in September.

The new teacher needs to have some knowledge of the community.

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<sup>50</sup>F. L. Sweet, "Help for the New Teacher," The National Elementary Principal, (May, 1958), pp. 34-35.

<sup>51</sup>J. Resnick, "Administrator and Teacher Adjustment," Educational Administration and Supervision, 43:44-8, January, 1957.

<sup>52</sup>Yauch, Bartels and Morris, op. cit., p. 237.

The new teacher needs to know something about the organization of the school and the philosophy of instruction.

The new teacher needs to have some understanding of how the principal works with his faculty.

The new teacher needs to know in what respects her work will be evaluated, how her achievement is to be judged, and what professional and in-service help she will be given.

The new teacher needs to know what kinds of special services are available in the school system.

The new teacher needs to know how to obtain materials and supplies of instruction.

The new teacher needs to be involved in certain school activities.

The new teacher needs to know what her responsibilities are in such areas as discipline, safety, playground supervision, and other duties apart from those of her classroom.

The new teacher needs warm, personal relationships. She needs to feel happy, welcome, and liked in her new school.<sup>53</sup>

Elsbree and Reuter<sup>54</sup> declare that probably the most fruitful single aid to beginning teachers before they meet their classes is the pre-school induction. Principals and other members of the staff join together for the purpose of introducing new teachers to the philosophy, policies, and practices of the school system. Where wisely planned, it serves to fill in the gaps in the beginning teacher's

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<sup>53</sup>Hicks and Jameson, op. cit., pp. 64-66.

<sup>54</sup>Elsbree and Reuter, op. cit., p. 113.

understanding of how school affairs are conducted, gives him a better appreciation of his own role, and contributes to his peace of mind.

Wiles<sup>55</sup> finds that much of the success in the development of a good staff depends upon the induction program. New staff members should not be expected to become worthwhile members of the staff without help from the principal and the supervisor. It is the principal's and supervisor's responsibility to make known the working conditions, and to provide assistance in meeting the problems that new teachers meet.

A comparative study of induction practices in cities throughout the United States is summarized by Stephanie E. Lancius.<sup>56</sup> During the pre-school induction meetings in Elizabeth, North Carolina, the new teacher is personally introduced to a teacher who is given the responsibility of being the "big brother or sister" in matters of building routine which might require on the spot assistance.

In Palo Alto, California, a central figure in the orientation program is the teacher assistant. These individuals work between the administrator and the new classroom

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<sup>55</sup>Wiles, op. cit., p. 17.

<sup>56</sup>Stephanie E. Lancius, "Orienting Teachers for the Year Ahead," Professional Growth for Teachers, 11:4-5, August, 1959.

teacher. They carry out pre-school meetings with new teachers, discuss the Palo Alto philosophy of education as it applies to the particular grade, and discuss ways of working with the consultants and principals.<sup>57</sup>

Induction in Long Beach is a part of the overall in-service program for beginning teachers. The objectives are:

To acquire an understanding of the practices and policies of the district and of the educational philosophy upon which they are based;

To become familiar with materials and resources available for teachers' use;

To enlarge their knowledge of content, methods and techniques, and to be informed of innovations and improvements in these areas;

To study, develop, try out and evaluate new procedures and practices;

To find recognition and satisfaction in their work.<sup>58</sup>

Other California districts, Bellflower, Norwalk, and Stockton, reported similar programs of induction where the experienced teachers play important roles.<sup>59</sup>

Stephen August<sup>60</sup> discovered that many newly inducted

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<sup>57</sup> Ibid.

<sup>58</sup> Ibid.

<sup>59</sup> Ibid.

<sup>60</sup> Stephen August, "A Comparison of Connecticut Superintendents' Beliefs Concerning Job Expectations of Experienced Teachers with Reported Expectations of the Same Teacher" (unpublished Doctoral dissertation, University of Connecticut, Storrs, Connecticut, 1958).

teachers found the informal aid of their associates to be more valuable than the help of formally held get-acquainted meetings or conferences with principals.

Eye and Lane's<sup>61</sup> study found that the induction program must serve the needs of the individual teacher. Information is wanted by the teacher at the time when it will be of the greatest help. Information desired by beginning teachers was placed in three time periods: (1) before signing the contract, (2) after signing the contract but before reporting to duty, (3) after reporting for duty.

In the lists prepared for Eye and Lane's study, there were numerous duplications in the kinds of information desired at the three time periods. Eye and Lane state, "The duplication may be interpreted as expressions of needed repetition on the part of the new teacher."<sup>62</sup>

### III. SUMMARY

The principal's primary purpose in giving added attention to beginning teachers is to help them overcome difficulties unique in the first year of teaching.

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<sup>61</sup>Glen G. Eye and William R. Lane, The New Teacher Comes to School (New York: Harper and Brothers Publishers, 1956), pp. 120-126.

<sup>62</sup>Ibid.

A survey of the related literature indicates that there are definite areas in which beginning teachers have difficulties. These areas are classroom and individual pupil discipline, classroom routines, and adequate command of instructional content and method.

The related literature devotes many chapters to supervisory techniques which are of help to beginning teachers. Of the supervisory techniques discussed, most authorities seem to be in agreement that the following are worthwhile and that they are used by principals and consultants in their programs of instructional improvement: classroom observation, demonstration teaching, interclass visitation, individual conference, faculty meeting, and pre-school induction.

Classroom observation by the principal is a technique that permits him to see the strengths and weaknesses of the teacher in actual classroom work. This observation enables the principal to plan with the teacher a cooperative plan of action that will result in the improvement of instruction.

Demonstration teaching is a supervisory technique discussed in literature as a technique employed in helping teachers to learn acceptable methods of instruction. A concrete presentation of methods is of much more value than an abstract explanation. Teachers have registered their approval of this supervisory technique and feel that it is of value to them in the solution of their instructional problems.



Closely related to demonstration teaching, as a supervisory technique, is interclass visitation. It serves much the same purpose as the demonstration lesson. Interclass visitation is very valuable to beginning teachers if careful planning precedes the visit and the objective of the visit is known. The role of the principal or consultant in interclass visitation is the efficient arrangement of visits that will be of maximum value to the visitor.

The individual conference is considered to be the most effective supervisory technique when working with specific problems of teachers. Problems may be recognized while employing another technique, but their solution is best analyzed in conference between the teacher and the supervisor.

Writers in the field of supervision have praise for the faculty meeting as a technique for the improvement of teachers and the instructional program. The faculty meeting is regarded as a useful technique by teachers when it is not devoted to administrative and routine purposes that could be achieved through bulletins.

Induction, although not considered as a supervisory technique, serves as a technique for acquainting beginning teachers with their environment, with school policies, and with routines. In many respects, it simply represents exposure to the sources of help which the teachers will be using throughout the year. In many districts, the use of

experienced teachers has greatly facilitated the orientation of new teachers.

## CHAPTER III

### PREPARATION AND USE OF QUESTIONNAIRE

#### Preparation of the Questionnaire

Through the use of a questionnaire, objective evidence for this study was obtained from beginning elementary school teachers.

As part of the validation procedures, the proposed questionnaire was submitted to staff members of the San Joaquin County Superintendent of Schools, the Assistant Superintendent of the Lodi Public Schools, and members of the San Joaquin County Elementary School Administrators Association. The proposed questionnaire was generally acceptable, although there were minor suggestions for changes in wording.

The information to be obtained from the questionnaire was to be confidential. This was clearly stated in the letter to the beginning teachers.

A list of all public elementary school districts in California was obtained from the State Superintendent of Public Instruction, Roy E. Simpson. From this list of districts, a mailing list was compiled by selecting at random one hundred seventeen elementary school districts. A letter was mailed to the superintendent or principal of each of these districts requesting the names and addresses of the beginning elementary school teachers in his district.

From the thirty district administrators responding to the letter, there was received a total of 203 names and addresses of beginning elementary school teachers to whom the questionnaire was sent. Data were secured regarding the following: (1) age, (2) sex, (3) marital status, (4) amount of education and degree held, (5) type of credential held, (6) major difficulties experienced during first year of teaching, (7) kind of helpful assistance received and from whom received, (8) supervisory techniques used in giving helpful assistance, (9) kind of assistance needed but not received, and (10) number of working days required to prepare for the opening of school.

An appropriate letter of transmittal was sent with the questionnaire to introduce the beginning teacher to the purpose of the study and to request her cooperation in the study. To facilitate the return of the questionnaire, a self-addressed and stamped return envelope was included.

#### Use of the Questionnaire

A total of 122 questionnaires were returned by the beginning teachers to whom they were mailed representing a 60.1 per cent return.

The completed questionnaires were examined and the data were compiled on charts. From the charts, tables were constructed in order that the data could be organized in a meaningful manner.

The results of the study were interpreted by analyzing each table and making explanations that were necessary for a meaningful presentation of the data. The findings presented in this study are chiefly in the form of percentage tables. Each table also shows the number of respondents in the groups being studied. The reader is reminded that the reliability of a percentage is related to the size of the group for which the percentage is computed.

## CHAPTER IV

### ANALYSIS OF THE QUESTIONNAIRE RETURNS

The purpose of this chapter is to discuss the data received from the beginning teachers through the questionnaire.

This report includes responses from 122 beginning elementary school teachers who began their teaching careers during the 1960-1961 school year.

#### Personal Factors of Beginning Teachers

In the analysis of the data for this study, beginning teachers are divided into sub-groups in terms of age, sex, and marital status.

Table I indicates that 47.5 per cent of the responding teachers were men and 52.5 per cent were women. Table II shows that 72.4 per cent of the men were married as compared with 48.4 per cent of the women. Table III reveals that the men were somewhat older than the women. Sixty-three and eight-tenths per cent of the men were in the age range of 21-30 in comparison to 75.0 per cent of the women; 69.7 per cent of both men and women who were under 30 years of age. Table III also reveals that 11.5 per cent of the men and women combined were in their thirties and 13.1 per cent were in their forties.

TABLE I  
SEX OF BEGINNING TEACHERS

Sex	Number	Per Cent
Male	58	47.5
Female	64	52.5
Totals	122	100

TABLE II  
 MARITAL STATUS OF BEGINNING TEACHERS

Sex	Single		Married		Divorced		Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	
Male	16	27.6	42	72.4	0	0.0	100
Female	32	50.0	31	48.4	1	1.6	100
Totals	48		73		1		122



TABLE III  
AGE OF BEGINNING TEACHERS

Age Range	Male		Female		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Under 21	1	1.7	0	0.0	1	.8
21 - 30	37	63.8	48	75.0	85	69.7
31 - 40	4	6.9	10	15.6	14	11.5
41 - 50	12	20.7	4	6.3	16	13.1
Over 50	4	6.9	2	3.1	6	4.9
Totals	58	100.0	64	100.0	122	100.0

### Education Completed

Table IV shows that 71.1 per cent of the beginning teachers had earned at least a bachelor's degree, while 29.5 per cent had not. No one responding to the questionnaire reported a master's degree. The detailed distribution shows that 42.6 per cent had earned a bachelor's degree with no additional formal education while 28.7 per cent had studied beyond the baccalaureate but had not earned the master's degree.

When comparing the men and women, Table IV discloses that 24.1 per cent of the men lacked a bachelor's degree while 34.4 per cent of the women did. Also, 75.9 per cent of the men had earned at least a bachelor's degree or studied beyond that level while only 65.6 per cent of the women had done likewise. Comparison by marital status shows that a slightly higher percentage of married men had studied beyond the bachelor's degree than was the case for single men.

### Credentials

Of those teachers possessing regular credentials, 67.2 per cent had general elementary credentials and 1.7 per cent had junior high school credentials. The table also discloses that slightly more men than women had regular credentials. Data concerning the type of credential held by the beginning teachers are presented in Table V. Analysis of this table reveals that 31.1 per cent of the teachers reported having

TABLE IV  
EDUCATION COMPLETED BY BEGINNING TEACHERS

Education Completed	Male		Female		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Less than Baccalaureate	14	24.1	22	34.4	36	29.5
Baccalaureate	20	34.5	31	48.4	51	42.6
Above Baccalaureate	24	41.4	11	17.2	35	28.7
Totals	58	100.0	64	100.0	122	100.0

TABLE V  
 CREDENTIAL HELD BY BEGINNING TEACHERS

Credential Held	Male		Female		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Provisional Elementary	16	27.6	22	34.4	38	31.1
Preparing for regular Credential*	16		22		38	
General Elementary	40	69.0	42	65.6	82	67.2
Junior High School	2	3.4	0	0.0	2	1.7

\*Those preparing for a regular credential are those who possess a provisional credential.

a provisional credential, all of whom stated that they were preparing for a regular credential.

#### Frequency of Classroom Visitation

The beginning teachers were asked to indicate who had visited their classrooms during the first semester to give them helpful assistance and the number of times that person had visited. These data are shown in detail in Table VI. The 122 responding teachers recorded receiving a total of 1,429 classroom visits which indicated that the average number of visits made by their principals was 6.4, and that county school consultants made an average of 2.2 visits per year to each beginning teacher's classroom. The replies show that district consultants made 2.1 visits per teacher per year. Visits made by others than principals and consultants did not receive sufficient number of responses to indicate an area of significant help for the beginning teacher.

#### Major Difficulties Experienced in First Year of Teaching

Beginning teachers were asked to identify the major difficulties they experienced during their first year of teaching. Analysis of Table VII reveals that the teaching of reading and adapting to the needs, interests, and abilities of pupils were the major difficulties of beginning teachers. These difficulties were identified by 27.9 per cent of the responding teachers. Competence in the teaching of

TABLE VI  
FREQUENCY OF CLASSROOM VISITATION

Visitor	No. of Times Classroom Visited	Per Cent of Total Visits	Number of Visits Per Teacher
Principal	782	54.7	6.4
County Consultants			
General Consultant	269	18.8	2.2
Special Consultant	110	7.7	1.0
School District Consultant	256	17.9	2.1
Others			
District Superintendent	2	0.2	0.0
College Supervisor	10	0.7	0.1
Totals	1,429	100.0	11.8

TABLE VII  
 MAJOR DIFFICULTIES EXPERIENCED  
 IN FIRST YEAR OF TEACHING

Area of Difficulty	Frequency of Difficulty	Per Cent of Teachers Experiencing Difficulty
1. General teaching techniques	8	6.6
2. Presenting lessons and guiding pupil discussion	6	4.9
3. Meeting the difficulties involved in planning and organizing classroom activities	30	24.6
4. Handling classroom routine	6	5.0
5. Adapting to the needs, interests, and abilities of pupils	34	27.9
6. Motivating pupil interest and response	24	19.7
7. Evaluating pupil progress (grades, report cards, etc.)	28	23.0
8. Competence in subject matter		
a. Reading	34	27.9
b. Arithmetic	33	27.0
c. Language Arts	6	5.0
d. Science	20	16.4
e. Social Studies	16	13.1
f. Physical Education	12	9.8
g. Art and Crafts	28	23.0
h. Music	28	23.0
9. Understanding the school philosophy and educational objectives	12	9.8
10. Pupil management	26	21.3
11. Effective teaching voice	2	1.6
12. Adjusting to deficiencies in school equipment, physical conditions, and materials	22	18.0
13. Establishing and maintaining proper relationships with supervisors and administrators	4	3.3
14. Establishing relationships with parents	4	3.3
15. Out-of-school demands of the community	4	3.3
16. Keeping records and making reports	8	6.7
17. None	5	4.1

arithmetic ranked second as the major difficulty experienced. This item was indicated by 27.0 per cent of the responding teachers as being an area of major difficulty.

The third in rank of difficulties experienced by beginning teachers was meeting the difficulties involved in planning and organizing classroom activities. This area of difficulty was encountered by 24.6 per cent of the responding teachers. Evaluating pupil progress, teaching of arts and crafts, and teaching of music ranked fourth in occurrence of major difficulties experienced by beginning teachers. These items were identified by 23.0 per cent of the responding teachers.

Other areas of significance are pupil management with 21.3 per cent of the teachers experiencing difficulty in this area and 19.7 per cent of the teachers indicating difficulty in the area of motivating pupil interest and response.

Adjusting to deficiencies in school equipment, physical conditions and materials created a problem for 18.0 per cent of the responding teachers. Difficulty with the teaching of science was experienced by 16.4 per cent of the teachers.

Other difficulties appeared on the questionnaire but did not emerge as significant in the overall analysis of classroom difficulties.



Supervisory Techniques Used in Giving Assistance to Beginning Teachers

Table VIII shows the supervisory techniques used by principals and consultants in giving assistance to beginning teachers. The table reveals that evaluation after classroom observation was used more frequently than any of the other supervisory technique. This technique was used 230 times, which is 39.6 per cent of the total responses showing the kinds of assistance given.

The individual conference was also employed frequently to give helpful assistance to the beginning teacher. It was used 180 times which is 31.0 per cent of the total number of times assistance was indicated.

The provision of teaching and professional materials ranked third in frequency of use of supervisory techniques in helping beginning teachers. This technique appeared 94 times or 16.2 per cent of the total responses on the questionnaires returned. Demonstration teaching appeared 40 times which is 6.9 per cent of the total responses.

Arrangements were made for the observation of teaching in another classroom for 37 occasions which was 6.4 per cent of all responses.

When comparing those who gave the assistance to the beginning teachers, Table VIII discloses that the principal assisted 295 of the 581 times that assistance was rendered,

TABLE VIII  
 FREQUENCY OF USE OF SUPERVISORY TECHNIQUES

Technique Employed	By Prin- ci- pal	By Con- sult- ant	By Others	No. Times Em- ployed	Per Cent of Total
Evaluation After Classroom Observation	106	118	6	230	39.6
Demonstration Teaching	4	16	20	40	6.9
Observing Teaching in Another Classroom	5	2	30	37	6.4
Individual Conference	120	48	12	180	31.0
Providing Teaching and Professional Material	60	28	6	94	16.2
Totals	295	212	74	581	100.0

and that the consultant gave assistance 212 times while others gave assistance 74 times.

#### Kinds of Assistance Desired but not Received

The results of the inquiry, "What kind of assistance that you felt you needed the first year did you not receive?" are tabulated in Table IX. Classroom organization formed the major concern for the beginning teacher in the desire for help that was not received. This need was listed 26 times or 19.0 per cent of the total number of responses. Lesson planning was also mentioned as an area of frequent need for assistance. This need was indicated 22 times or 16.1 per cent of the total responses. The third area of need for assistance was in the use of teacher guides with 18 listings which is 13.1 per cent of the total responses.

The remainder of the kinds of assistance not received occurred infrequently in comparison to the total number of responses.

Of the 122 teachers responding to the questionnaire, there were 10 who indicated that they received all the assistance they needed.

#### When Information was Received by Beginning Teachers

Data on the responses to the questions on when information was received by the beginning teachers are presented in Table X. The data do not divulge the manner in which the information was given, but rather from whom the beginning

TABLE IX  
 HELP DESIRED BUT NOT RECEIVED  
 BY BEGINNING TEACHER

Help Desired	No. of Responses	Per Cent of Total
None	10	7.3
Use of Teacher Guides	18	13.0
District Policy Information	13	9.5
Planning for Exceptional Child	8	5.8
Classroom Organization	26	19.0
Keeping Records	8	5.9
Discipline	4	2.9
Adequate Supplies	10	7.3
Multi-grade Organization	12	8.8
Lesson Planning	22	16.1
Amount of Material to be Covered	6	4.5
Totals	137	100.0

TABLE X  
WHEN BEGINNING TEACHERS RECEIVED  
CERTAIN INFORMATION

Before Classes Began in Fall of School Year			Information	During School Year After Classes Began		
Prin- cipal	Con- sult- ant	Other		Prin- cipal	Con- sult- ant	Other
92	0	30	1. Name of your principal	0	0	0
79	6	12	2. Name of general consultant who would work with you	4	12	0
34	36	4	3. Teachers handbook or similar kind of written material	6	10	4
36	4	8	4. Personnel policies for teachers	64	2	6
110	0	10	5. Subjects or grades you were to teach	2	0	0
34	4	6	6. The daily program for your class or classes	8	2	1
61	26	4	7. Course of study outlines or similar guides	9	4	5
30	0	2	8. Rules or regulations on pupil conduct	87	2	4
32	2	15	9. Information describing general nature of pupils in your classes	25	0	18
32	3	8	10. Information concerning pupils' cumulative records	79	6	7
5	0	6	11. Marking system and pupil evaluation procedures	94	0	4
26	0	6	12. Explanation of extra-curricular assignments	16	0	10
94	24	10	13. Where and how to get textbooks and other teaching materials	66	32	10
89	2	15	14. Where and how to get supplies	69	14	25
43	20	17	15. Available audio-visual equipment	66	25	9
5	0	0	16. Types of records and reports required and how to prepare them	97	5	9
802	127	153	Totals	692	114	112

teachers received the information. The data also show whether the information was received before classes began in the fall of the school year or during the school year. The total number of responses to each item does not necessarily add to the total number of teachers included in the study. There are areas where information was received by the teachers both before and after classes began in the fall. Also, there are areas where teachers did not receive any information at all.

All of the beginning teachers knew the name of their principal prior to the opening of school. One hundred and twenty of the 122 teachers knew the subjects or grades they were to teach before classes began. Ninety-seven teachers indicated that they knew the name of their consultant before classes began while 16 learned the consultant's name after classes started. Ninety-one teachers reported that they had received a course of study outline or similar guide before school started while 18 received this material after school started. One hundred and six teachers signified that they received information on where and how to get supplies before school started while 83 indicated that they had received this information after school started.

Some information was received after classes began in the fall more often than before school opened. Personnel policies were learned by 72 teachers after classes began and by 48 teachers before school opened. Rules and regulations

on pupil conduct were received by 93 teachers after classes began and by 32 teachers before school opened. Information concerning pupils' cumulative records was received by 92 teachers after classes began and by 43 before school opened. Marking system and pupil evaluation procedures were learned by 98 teachers after classes began while only 11 received this information before classes began in the fall. The information concerning available audio-visual equipment indicates that 88 teachers received this information after classes started while 80 received the information before classes started. Information on types of records and reports required and how to prepare them was received by 111 beginning teachers after school started while only 5 received this information before school started.

When comparing those who provided information to beginning teachers, the data show that information received before classes opened in the fall was given by the principal on 862 occasions, by the consultant on 127 occasions, and by others on 153 occasions.

The table indicates that after classes began in the fall beginning teachers received information from the principal on 692 occasions, from the consultant on 114 occasions, and from others 112 occasions.

The principal provided information for beginning teachers on 1,494 occasions or 74.7 per cent of the total

number of times that beginning teachers received information. The consultant provided information on 239 occasions which is 13.9 per cent of the total number of times that beginning teachers received information. The beginning teachers received information from others 265 times which is 16.5 per cent of the total number of times information was received.

Number of Working Days Required to Prepare for Opening of School

The beginning teacher was asked how many working days she was required to be at school to prepare for the opening of school before classes actually began in the fall. Detailed data appear in Table XI. Sixty-six of the 122 teachers reporting said that they were required to report three to five working days before classes began in the fall. This is 54.1 per cent of all teachers reporting. The average number of days required to be present to prepare for the opening of school was three.



TABLE XI  
 WORKING DAYS REQUIRED TO PREPARE  
 FOR OPENING OF SCHOOL

Days Required to be Present	No. of Teachers	Per Cent of Total
0	6	4.9
1	14	11.5
2	16	13.1
3	25	20.5
4	16	13.1
5	25	20.5
6	10	8.2
7	0	0.0
8	0	0.0
9	0	0.0
10	8	6.6
11	0	0.0
12	0	0.0
13	0	0.0
14	2	1.6
<b>Totals</b>	<b>122</b>	<b>100.0</b>

## CHAPTER V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### I. SUMMARY

This study was concerned with the identification of the major difficulties experienced by 122 beginning elementary school teachers in 32 districts in California who began their teaching career during the 1960-1961 school year, and the identification of the supervisory techniques employed to assist these teachers. Specific purposes of the study were as follows: identification of the problems of beginning elementary school teachers and determination of the skills, techniques, and resources that were most helpful in assisting them; identification of the supervisory techniques employed by principals and consultants in their supervision of beginning teachers; and recommendations for the improvement of supervision of beginning teachers.

The study was deemed to be of importance in that it identified major areas where beginning teachers felt the need for professional assistance, and the kinds of assistance that helped the beginning teachers become more professionally competent.

A survey of the related literature revealed that principals and supervisory personnel employ a variety of supervisory techniques in the fulfillment of their responsibilities

to beginning teachers. Successful principals and consultants may employ a combination of techniques to meet the needs and help solve the problems of beginning teachers. Supervisory techniques discussed in the related literature were classroom observation, demonstration teaching, interclass visitation, individual conference, faculty meeting, and pre-school induction.

The data obtained in this study were secured from questionnaires returned by 122 beginning elementary teachers. These data were supplemented by a survey of the related literature.

## II. CONCLUSIONS

Several conclusions are supported by analyzing the results of the questionnaires returned by 122 beginning elementary teachers.

1. Age, sex, and marital status did not emerge as significant factors in respects to the outcome of this study.
2. Approximately three-fourths of the teachers had earned at least a bachelor's degree.
3. The teachers were more likely to begin teaching with a regular credential than with a provisional credential.
4. More women than men started their teaching careers with provisional credentials.
5. Principals made about 30 per cent more visits to classrooms than did other supervisory personnel.

6. In the teaching of subject matter reading and arithmetic were the major concern of the teachers.

7. In other than subject matter adapting to the needs, interests, and abilities of pupils was the primary concern.

8. Two supervisory techniques that were used most frequently were classroom observation followed by evaluation and individual conferences. The beginning teachers received helpful assistance through the use of supervisory techniques that are recommended in the related literature.

9. Teachers felt they did not receive sufficient help in classroom organization, lesson planning, and use of teacher guides.

10. Information was received from administrative and supervisory personnel both before and after school started in the fall. Much of the information was repeated at both occasions. The principal provided this information on approximately 75 per cent of the occasions.

11. The average number of days the beginning teachers were required to be present to prepare for the opening of school was three.

### III. RECOMMENDATIONS

Recommendations pertinent to supervision of beginning teachers resulting from this study are presented as follows:

1. It is recommended that in each school a program of in-service education be established specifically and solely for the beginning teachers to supplement the program of induction and orientation for all teachers.

2. It is recommended that the in-service program be organized with respect to the problems peculiar to beginning teachers, and that assistance be given as problems emerge and as teachers express a need for assistance.

3. It is recommended that criteria be established for use in evaluating as objectively as possible the success of specific supervisory techniques employed.

4. It is recommended that further research be done to determine the responsibility and functions of the principal in regard to induction and supervision of new teachers which ultimately should result in more of them being retained in the profession.

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APPENDIX A

LETTER SENT TO ADMINISTRATORS

# Houston Elementary School District

62

ROUTE 2, BOX 79  
ACAMPO, CALIFORNIA



December 23, 1960

Dear

We have underway in our school district a study concerning beginning teachers. The project is being supervised by members of the College of the Pacific's staff and executed by one of our elementary principals.

The purpose of this letter is to request the name and addresses of the beginning teachers in the school districts under your supervision. We are fully aware that you have no way of insuring us that the teachers will participate in the study.

The returns will bear no identification and will be anonymous.

May I explain that unless we are able to determine who are beginning teachers in your area we will have no way of addressing an inquiry to them.

A summary of the findings will be sent to all districts and County offices participating in the study.

Yours truly,

J. William Pirtle  
Dist. Supt.

- Enc: 1. Questionnaire sample  
2. Return envelope  
3. Forms for names & addresses



APPENDIX B

LETTER AND QUESTIONNAIRE SENT

TO BEGINNING TEACHERS

737 Costa Drive  
Lodi, California

Dear

The attached form is being sent to you as part of a study concerning the problems of beginning teachers. According to the records of the County Superintendent of Schools you are a beginning teacher who has had no other teaching experience other than that as a student teacher.

Your participation in this study, by completing and returning the enclosed form, will be most helpful in developing procedures for assisting beginning teachers more effectively in their first year of service.

To safeguard the interests of all concerned the information you give on the form will remain anonymous.

A self-addressed and stamped envelope is enclosed for return of the completed form.

Yours truly,

---

J. William Pirtle

Approved as a research  
project at the College  
of the Pacific.

Rollin C. Fox

## A SURVEY OF BEGINNING ELEMENTARY TEACHERS

Directions: This questionnaire is being sent to beginning elementary teachers--those who are in their first year of teaching. In case you have taught before this year as a full-time regular teacher and are NOT a beginning teacher, kindly return the questionnaire unanswered.

Please answer all questions and return completed questionnaire in enclosed addressed envelope. The information you give will remain confidential.

1. Type of teaching credential held:  Gen. Elem.  Prov. Elem.  
If you hold a provisional credential are you preparing for a regular credential?  Yes  No
2. Age:  Under 21  31-40  over 50  
 21-30  41-50
3. Sex:  male  female
4. Marital status:  single  married
5. Number of children under 18 years of age \_\_\_\_.
6. Indicate below the highest level of education you have attained:  
 Highest degree you hold  
 Units of graduate study beyond the above named degree  
 In what year did you take your last college course?
7. Average daily attendance of the district in which you teach:  
 Up to 100  
 101-900  
 901 and over
8.  Number of full-time teachers in your school (do not include principal unless he also teaches full-time)
9. Who during the present year visited your classroom for the purpose of helping you with your teaching?

<u>Title</u>	<u>Approximately how many times?</u>
<input type="checkbox"/> Principal	___
County consultants	
<input type="checkbox"/> General consultant	___
<input type="checkbox"/> Special consultant	___
<input type="checkbox"/> Consultant employed by your school district	___
<input type="checkbox"/> Others (indicate below the title or position of each)	

10. As you consider your first year of teaching, with which of these major difficulties have you experienced?

- 1. General teaching techniques.
- 2. Presenting lessons and guiding pupil discussion.
- 3. Meeting the difficulties involved in planning and organizing classroom activities.
- 4. Handling classroom routine.
- 5. Adapting to the needs, interests, and abilities of pupils.
- 6. Motivating pupil interest and response.
- 7. Evaluating pupil progress. (grades, report cards, etc.)
- 8. Competence in subject matter:
  - a. Reading
  - b. Arithmetic
  - c. Language Arts
  - d. Science
  - e. Social Studies
  - f. Physical Education
  - g. Art and Crafts
  - h. Music
  - i. Other (enumerate)
- 9. Understanding the school philosophy and educational objectives.
- 10. Pupil management.
- 11. Effective teaching voice.
- 12. Adjusting to deficiencies in school equipment, physical conditions, and materials.
- 13. Establishing and maintaining proper relationships with supervisors and administrators.
- 14. Establishing relationships with parents.
- 15. Out-of-school demands of the community.
- 16. Keeping records and making reports.
- 17. Other (please specify below)

11. In which of the following particular ways were you given helpful assistance this year? Who gave you the assistance?

	<u>Prin-</u> <u>cipal</u>	<u>Consult-</u> <u>ant</u>	<u>Other</u>	<u>(Give</u> <u>Position)</u>
a. Evaluation of teaching after classroom observation. . . . .	---	---	---	---
b. Demonstration teaching by. . . . .	---	---	---	---
c. Observing teaching in another classroom. . . . .	---	---	---	---
d. Individual conferences with. . . . .	---	---	---	---
e. Providing teaching and professional materials . . . . .	---	---	---	---

12. What kind of assistance that you felt you needed this first year did you NOT receive? (please use other side of page if needed)



13. Which of the following information did you receive before school began and which did you receive after classes began, and from whom?

Before classes began in  
fall of school year

During the school year  
after classes began

From				From		
<u>Prin-</u>	<u>Con-</u>	<u>Other</u>		<u>Prin-</u>	<u>Con-</u>	<u>Other</u>
<u>cipal</u>	<u>sult-</u>			<u>cipal</u>	<u>sult-</u>	
	<u>ant</u>				<u>ant</u>	
---	---	---	1. Name of your principal.	---	---	---
---	---	---	2. Name of the general consultant who would work with you.	---	---	---
---	---	---	3. Teachers handbook or similar kind of written material.	---	---	---
---	---	---	4. Personnel policies for teachers.	---	---	---
---	---	---	5. The subjects or grades you were to teach.	---	---	---
---	---	---	6. The daily program for your class or classes.	---	---	---
---	---	---	7. Course of study outlines or similar guides.	---	---	---
---	---	---	8. Rules or regulations on pupil conduct.	---	---	---
---	---	---	9. Information describing the general nature of the pupils in your classes.	---	---	---
---	---	---	10. Information concerning pupils' cumulative records.	---	---	---
---	---	---	11. Marking system and pupil evaluation procedures.	---	---	---
---	---	---	12. Explanation of extra-curricular assignments.	---	---	---
---	---	---	13. Where and how to get textbooks and other teaching materials.	---	---	---
---	---	---	14. Where and how to get supplies.	---	---	---
---	---	---	15. Available audio-visual equipment.	---	---	---
---	---	---	16. Types of records and reports required and how to prepare them.	---	---	---

14. \_\_\_\_\_ For how many working days before classes began in the fall were you required to be at school to prepare for the opening of school?