

Exploring the Induction Program for Novice Teachers

Lokman Mohd Tahir¹, Mohd Nihra Haruzuan Mohd Said², Roslee Ahmad¹, Khadijah Daud¹, Bambang Sumitono¹,
Suhana Yusoff¹

¹ Department of Educational Foundation and Social Science, Faculty of Education, Universiti Teknologi Malaysia.

² Department of Educational Science, Mathematics and Creative Multimedia, Faculty of Education, Universiti
Teknologi Malaysia. p-lokman@utm.my

Abstract: The purpose of this study is to investigate the role of the induction program for novice teachers. This study focuses on the challenges faced by new teachers and how the induction program shaped the novice teachers at school compound. The research also looks at the support provided by school leaders' and how effective the mentoring programs in helping the newly appointed teachers. This study employed naturalistic the case study approach which refers to their experiences as novice teachers with regards to challenges faced, supports and mentoring through in-depth qualitative interviews with six novice teachers that purposely selected from three different high performing schools. Novice teachers reflected that the schools actually have an informal induction program but the supports they received were rather lacking. The mentoring program look more like a buddy support system as the mentor program is not structured and utilized well. In addition, they also expressed some frustration over the lack of supports they received from school. It was recommended that the school leaders should formulate and implement a more structured plan for an induction program according to the needs of new teachers.

[Lokman Mohd Tahir, Mohd Nihra.Haruzuan Mohd Said, Roslee Ahmad, Khadijah Daud, Bambang Sumintono, Suhana Yusoff. **Exploring the Induction Program for Novice Teachers.** *Life Sci J* 2014;11(8):394-406]. (ISSN:1097-8135). <http://www.lifesciencesite.com>. 52

Keywords: Induction program; novice teachers; mentoring.

1. Introduction

Teachers are considered as medium to convey and model knowledge, skills and examples to the students. For a teacher to achieve his teaching professional competency, knowledge and understanding of subject taught and skills of teaching and learning, a well-structured program is needed in order to maintain the quality of education. Furthermore, the quality of teachers lies on how the school utilized the stake-holders to strive for excellence. For new teachers or novice teachers, help, support and guidance at the beginning of their first working year are needed as they sometimes face problems or challenges that they cannot solve (Henry, 1999; Holt 2011). Some of the challenges are classroom management, motivation of students, dealing with the individual differences among students, assessing work and relations with parents (Anthony et al., 2011; Johnson et al. 2004).

As a result of these challenges, novice teacher may unable to function effectively and may be experiencing anxiety and emotional distraught. Many novice teachers report of an inability to cope, and describe feeling isolated (Cherubini, 2007), as well as frustrated, anxious, demoralized, and overwhelmed by the demands of the profession (Fox et al., 2011; Gimbert & Fultz, 2009; Hudson, 2013). Consequently, when new teachers are left without guidance, support and resources, it is unlikely that they can adapt to the school community, fail to apply

knowledge and skills obtained, being effective in management of teaching and learning and functions as effective teachers (Cherubini & Volante, 2011). In addition, school leaders need to be proficient not only in managing the physical structure of the school and the scarce resources but also in maintaining good relationship with the staff in order to produce decent quality students for their next level of education or the workforce and society as a whole (Veenman, 1984).

Thus, orientation or induction is being introduced in order to solve the problem. Although the number of beginning teacher in a year varies and they come at any time of the year, it is imperative for the school to provide a good induction program to ensure smooth assimilation or fitting in with the new working condition. The teacher induction program has started since the early 1980's with the goal to make a successful transition process of being a preparatory program for being a teacher in a classroom. Studies by Huling-Austin,(1990); Glazerman, et al., (2006); Ingersoll & Smith (2004); and Moore & Swan (2008) revealed that the common goals of a teacher induction program are to improve teaching performance, increase the retention of promising beginning teachers, promote the personal and professional well-being of beginning teachers, satisfy mandated requirements for induction and lastly transmit the culture of the school and education system to beginning teachers.

In Malaysia, the Ministry of Education have started to implement a program to address the problems faced by novice teachers. As of late year 2010, novice teachers will undergo Beginning Teacher Induction Program (BIP) with the objective of gearing excellent work culture on duties and responsibilities. Novice teachers will be mentored by experienced teachers in order to inculcate more effective teaching and best practices in classrooms (Ministry of Education, 2012). The introduction of this program is to indicate the Ministry's concern on solving the issues in relation to the novice teachers. According to Hamzah & Abdullah (2009), the implementation of the induction program helps new teachers in terms of personal, social interaction, management of teaching and learning, management of curriculum and lastly classroom management

Regrettably, novice teacher learns through trial and error and most school leaders assume that novice teachers can develop professional expertise on their own (Marzano et al., 2011). Presumably, novice teachers disable to enhance their teaching skills in a relatively short period of time and are always well-prepared for their class. The result of these assumptions is that many talented and creative teachers find teaching difficult and unrewarding. Another element is the practice of mentorship within the induction process. Mentorship has it benefits as it enhanced professional learning of novice teachers which in turn lead to improvements of teaching effectiveness and freeing up school leaders to lead and manage the school in a more proactive way (Laurie-ann, et al., 2009; Cherubini & Volante, 2011). However, this does not mean that the school leader can just abandon the tasks to the mentors. School leaders also need to be proactive in overseeing the process and also to play their roles as a mentor too not just to the novice teacher but also to the mentors (Maria, 2012). The principal needs to know who to recruit, to explain how mentorship works and also to plan regular meetings between the mentor, novice teacher and himself in order to identify any problems that may arise (Mfenge, 2005; Hope, 1999).

1.1 Background of the study

Education has become an important factor in improving individual success. Teachers have been recognised as one of the crucial component in developing well-rounded students. Thus, the profession has become of a challenge and the teachers need to be updated with the new developments around in order to provide useful information, knowledge and skills to the students. Teachers need to be effective, knowledgeable, to have the skills and attitude to meet the clients' need. According to Ibrahim Ahmad Bajunid (2001), a

teacher or an educator needs to be alert and responsive to the current practices of leadership, management of resources and to achieve the education mission.

Theoretically, school leaders should play their roles in maintaining good quality of teacher's through induction program (Brock & Grady, 1998). Although most of the literature on teacher induction has focused on the importance of mentors, principals are clearly key figures in the induction process. School leaders need to be aware that they have to orientate the novice teachers at school effectively so as they will be able to eliminate most of the problems experienced by the novice teachers. Novice teachers always experience a 'culture shock' where they are unable to cope with the change of idealistic notions to the harsh realities of classroom and school-based work (Calderhead & Lambert, 1992). Good leadership from the school leaders can assist the novice teachers to feel more secure and supported and not of abandonment for problems like classroom skills, curriculum and teaching and learning planning, school culture and the personal problems (Mfenge, 2005). However, novice teachers are given the responsibilities to teach without any experience or knowledge and off with a certified teaching credential (Bullock, 2012; Kardos & Moore Johnson, 2007). Therefore, these novice teachers are highly dependent on the management of the school in ensuring that their work experience as a teacher is not overshadowed by various problems.

In addition, majority of teachers at the beginning of teaching years experienced various problem such as managing students, establishing a good relationship in the classroom, mastering the subject, planning activities that involve students' learning, monitoring student understanding and be part of the social structure of the school management, the curriculum management and sports activities for students. It is crucial for the school leaders to develop an induction program that can cater these areas because just like students, they are individuals who have different learning styles, background and needs (Veenman, 1984; Knowles & Cole, 1994). Hence, school leaders play a critical role in the process of induction. Basically, novice teachers want to succeed in their work. However, they usually have problems in mastering the ability to deal with individual difference and to differentiate in a classroom situation. Novice teacher also have problems of communicating with learners in order to establish and maintain classroom discipline (Heyns, 2000). Other problems face by novice teachers are at task with challenging students and the workload in extracurricular activities and committee assignment

(Barrett, Solomon, Singer, Portelli, & Mujuwamariya, 2009).

As novice teachers play a part as the catalyst of students' achievement, they need to be supported and exposed with various approaches and improvement program. Therefore, through induction program, novice teachers can start to improve their teaching profession starting from the support given by the school leaders themselves. Bolam et al., (2005) had said that by giving the teachers the opportunity and support, teaching professionalism can be raised and positively impact in the terms of the knowledge and practice of teachers in school. Thereby, it will improve the quality of students' learning at school.

1.2 Issues Associated with Beginning Teachers

Veenman (1984), in a comprehensive review of 83 studies on the needs and challenges of new teachers, cited the top 10 challenges as: classroom discipline, motivating students, dealing with individual differences, assessing students' work, relationships with parents, organization of class work, insufficient and/or inadequate teaching materials and supplies, dealing with problems of individual students, heavy teaching loads resulting in insufficient teacher preparation time, and relations with colleagues. In another study by Brock and Grady (2001), classroom management and discipline were identified as the major concerns that new teachers have, coupled with their fear of lack of administrative support when faced with discipline and classroom management issues. In urban school districts teachers also have concern for their own personal safety, as well as the safety of their students (Wilson, 1997). Often, new teachers do not realize the importance of the physical arrangement and flow of the classroom itself, as well as the establishment of procedures and guidelines (Brock & Grady, 2001; Wong, 1998). These preventative measures can eliminate many of disruptive or off-task behaviours before they begin. Meanwhile, Levin and Nolan (2000) found that a common difficulty that new teachers have is matching the appropriate disciplinary response with the type of misbehaviour. Novice teachers tend to dwell on, and become preoccupied with, the inappropriate behaviour of a small minority of students and overlook the majority who are on task and behaving appropriately (Evertson, Emmer, Clements, and Worsham, 1994).

According to Heyns (2000) one of the most difficult skills to be mastered by newly appointed teachers is the ability to deal with individual differences and to differentiate these differences in a classroom situation. The establishment and maintenance of classroom discipline are often difficult for the newly appointed teachers to handle. Sanders & Rivers' study in 1996 revealed that the

classroom teacher has more impact than class size, ability grouping, school location, or school climate on student achievement. Halford (1998) stressed the importance of class assignments and teaching schedules, noting that new teachers are often set up for failure when administrators assign them the most difficult students and the heaviest workloads. Several studies have shown that fresh teachers are many times given the most difficult teaching assignments that include at-risk or unmotivated students with chronic behaviour, attendance, and learning difficulties (Brock & Grady, 2001; Gordon & Maxey, 2000; Halford, 1998; Johnson et al., 2004). The ability to motivate students from all backgrounds with varied abilities has consistently been one of the top 10 concerns of new teachers (Ganser, 1999; Veenman, 1984). When new teachers are inappropriately matched with students from diverse backgrounds and go into the classroom culturally unprepared, the results can be disastrous for both the teacher and the students (Brock & Grady, 2001). In a study in 2000, Gordon and Maxey (2000) highlighted some environmental difficulties that new teachers' experience. These included challenging teaching assignments, excessive extracurricular duties, large class size, and difficult students. Ingersoll (2001) mentioned inadequate administrative support, low salaries, student discipline problems, and limited faculty input into school decision-making.

Another major concern is the issue of isolation and loneliness among novice teachers. When new teachers join a close-knit staff where friendships and social groups are already formed and the shared history and norms of the school are unknown to them, it becomes a challenge to become part of the school community (Brock & Grady, 1995; 2001). If the faculty has been together for a long time, it is difficult for the newcomer to feel a part of things. New teachers are initially welcomed and politely spoken to, but not necessarily included or assisted. Johnson et al. (2004) found that in the worst scenarios, veteran teachers hoarded books, materials, or lesson plans; dismissed or ridiculed novices' ideas; sabotaged any efforts to improve; and constantly complained or criticized. The nature of teaching itself can be lonely, not only for new teachers, but for all teachers. Little (1990) referred to the typical school as "a series of individual classrooms connected by a common parking lot. Teachers are physically separated from each other for the majority of the school day, and as a result, new teachers in particular feel alone. Unlike other professions where colleagues and supervisors provide daily feedback, teachers must most often rely on their students to provide them with feedback and acknowledge their small, daily successes (Brock & Grady, 2001). Feiman-

Nemser (2003) also found that new teachers may feel reluctant to share problems or ask for help, believing that no one else is experiencing difficulties; and make the assumption that good teachers figure things out on their own. Walsdorf and Lynn (2002) stated that new teachers want to make a good first impression, so when classroom problems do arise they are hesitant to ask their seasoned colleagues for assistance, fearing that seeking help or advice may be perceived as a sign of incompetence, which deepens their feelings of isolation and loneliness as well as creating feelings of inadequacy. In Greece, Maria's study (2012) revealed that novice teachers received least from their school leadership and they faced several problems related to administrative and organizational issues as well as coping with their own students.

1.4 Key Research Questions

The main concern in this study is to find the answers based on the in-depth investigation on the role of induction programs that practiced at the school contexts which covered issues which needed to be addressed: (a) What are the challenges faced by novice teachers?, (b) What roles should the school leaders and teacher mentors plays during the induction period? (c) Does the mentoring program in schools have the ability to assist the novice teachers during their induction period?

2. Material and Methods

2.1 The design and sampling approach

This study applies the case study approach because it enables the researcher to closely examine the data within a specific context. In this case, the area of study would be on selected high performing schools and the number of individual as the subject would be limited. The researcher uses descriptive case study as researcher wishes to describe the experiences of novice teacher with their mentors and the school. With this method, it will offer reports of individuals' perceptions, attitudes, belief, views, feelings, the meaning and interpretation given to the events and things as well as their behaviour. Therefore, for this case study, the researcher will use interviews that can identify and portray the common challenges experienced by new teachers and their mentors and the roles school play in order to resolve them.

This study is conducted at three selected schools which are considered as high performing schools. The three major schools were being chosen for the reason of the differences in the overall school programs. In this study, school A is currently running a fast-track program and the intake of students is only of sixteen years old. As for school B is currently their second year of implementing in the national program.

As for school C, it is a normal boarding school where the student intake is of thirteen and sixteen years old. With these differences, the researcher wish to see whether there are differences in the challenges faced by novice and support they gained from their mentors and school leaders on their school respectively. The sampling strategy used was a purposeful in nature which able to provide the opportunity to identify the novices from different background and experience (Merriam, 1998; Mason, 2002).

2.2 Qualitative interviewing

Interviews initiated by the interviewer are for the specific purposes of obtaining research relevant information. The interviewer focuses the interview on content specified by research objectives or explanations contained in the research questions. The interview approach is able to provide flexibility for the researcher to pursue the response with the individual, and to ask for elaboration or redefinition of the response if it appears incomplete or ambiguous. Before each interview commenced, the interviewees were informed about the purpose of the study and novices were assured of anonymity and confidentiality. Data gathering was conducted using semi-structured in-depth interviews with six novice teachers. Before proceed with the interview, permission to record the session was also granted in order to ensure only relevant data were used for academic purposes. Novice teachers were interviewed in pairs in order to give comfortable environment in providing responses on the interview protocol items.

2.3 Trustworthiness

Validity in qualitative study is crucial important concept in order to maintain the objectivity and credibility of the study (Silverman, 2006). In this study, validity was maintained when both parties agreed about the description or composition of events, especially the meanings of these events (McMillan & Schumacher, 2001). The researcher can determine the accuracy or credibility of the findings through strategies such as member checking or triangulation (Creswell & Miller, 2000). Further, member checking approach was also implemented when few qualitative experts were assigned to check on the findings. Later, interviewed novices were also giving their verification on the findings which considered as accurate. The checking involves asking them about the accuracy of the report whether the description is complete and realistic and if the interpretations are fair (Creswell 2007).

2.4 Data Analysis

In this study, the data analysis starts by coding each incident into as many categories as possible and as the research continues, the data is then placed in existing categories, modified or by creating new

themes. The analysis then will be the result of identification of recurring patterns (Merriam, 1998). In this study, the interviews' data were read repeatedly to gain sense of the whole text and then to facilitate them into smaller unit of data. The text segments then will be identified according to context segments, being named and classified according to appropriate themes (McMillan & Schumacher, 2001). The data were analysed using thematic analysis based on the recommendation of Braun and Clarke (2006) in order to identify repeated pattern of meaning from the experiences of all six beginning teachers. The conceptual codes school's initiatives and challenges faced by the beginning teacher are obtained through initial interview and theory codes documented in the literature.

3. Results

3.1 Challenges faced by novice teachers

3.1.1 Subject Content

For the novice teachers, understanding the subject is not a problem or a challenge for the teachers. This is because they were taught comprehensively during their undergraduate and diploma level. Among the six novices interviewed, only one novice has problems with the subject that she was assigned to teach. This is because the subject she was assigned was totally different from what she majored in her undergraduate level. She expressed how she felt frustrated with the school having to teach the subject and to be the Head of Department for the subject even though the principal knew she is new.

"I am a newly appointed to my work . . . I has yet to know the responsibilities; I have another being given to me. Yes, Civic Education is not hard and not exam oriented, but I still have to teach and coordinate those, the other teachers didn't. I? It is hard at this school...I have no idea that I have to teach when I agree to take the posting as Media teacher. I thought I would only be in charge of coordinating the library"

Meanwhile, the other five novices, as the subject they taught was the subject they major in during degree; they have no difficulty with the subject matter. Some of the novice mentioned;

"No, the syllabus is easy to understand and I know about them. I just need to read back to remember the facts"

Comprehension of subject taught is very essential for novice teachers and having to teach subjects that similar with their major subject during their pre-service degree brings great advantage. At the very least, the novice teachers do not have to struggle with the content but just the pedagogy of teaching.

3.2 Pedagogy, teaching methods and model and daily lesson plan

In teaching and learning process, novice teachers also have the ability to transform the relevant knowledge into an adaptive approach based on the various students' abilities and backgrounds. For the novice teachers, their first problem of teaching is over their methods of teaching. Proper teaching method is only being exposed to them once they started their teaching diploma. One of their main concern was on presenting correct lesson plan and with its correct steps of from set induction, while and post and on writing for reflection. For example, one of the novice teachers said:

"No one teach me how to write my RPH (daily lesson plan). I read up from previous teacher lesson plans and copy the way she writes. During the first few months I mostly copied the way she writes. I only changed here and there."

Furthermore, another novice also mention about her lack of knowledge in instructional skills restrained her from doing well in teaching the students. She explained:

"I don't have problem with the topic, I understood the topic and how to work it out but I have the problem of how to explain to students. How to make them understand? If I know the method, then I probably can do better in class". There's an intervention form in the record book. When I asked around they said, just write down what you do with the weak students. But, what should I write? Do I write it up correctly?"

In contrast, response from another novice shows that not all novice teachers are exposed with effective lesson plan writing. This can be a huge problem for the novice teachers as writing up lesson is part of teaching requirement, a record how lesson being conducted. Furthermore, an effective lesson comes from well-planned lesson using correct strategy. She further mentioned;

" I have no idea that teachers have to do lesson plan right until the day I went for interview where I have to prepare one. At that time I asked around and *googled* it up. Then, on the first week of teaching, my KJ told me a little bit and with the help of other seniors teachers in completing the components."

During the interview, novices were asked whether having teaching diploma had changed their lesson planning strategy. Based on their replies, novices agreed that it changed their lesson. The teachers did not say how they felt about the school that should teach them but they did mention that knowing it sooner can make their teaching and learning lesson to be more effective. For example,

one of the novice explain at great length how knowing the steps of asking students to identify, list and analysis in correct order bring huge different in his Geography class. One male novice mentioned;

“This is because teaching session becomes more systematic. For example, now I know the differences between level 1 activity is to list, level 2 is to explain and level 3 is to analyse. It is in steps and cannot be at random order. With this knowledge, I felt that I can improve my teaching skills”

However, a female novice commented in tone of disappointment regarding on the effective approach in writing the lesson plan. She expressed;

“I just know that the learning objectives and reflection that I have written for the past year is actually wrong. My mentor had taught me but I don't really understand it. But nobody corrected my objective and reflection.”

Overall, novice teachers wished they be able to help students to learn. Therefore, in order to do that they need to know the different method of instructions. Knowing the most useful forms of representing and communicating content and how students learn best the specific concepts and topics of a subject can help the novice teachers.

3.2.1 Students' discipline and classroom management

Classroom management and handling students' discipline is another issue where novice teachers have most concerned in this study which can lead to stress to the novice. In this study, novices' responses are of mixed feeling. In general, they have least problem with the students' discipline. During the interviews, novice patiently commented that the students are good behaviours especially during the academic hours. However, novice explained that they encountered problems which referring to students' general attitude in learning like passiveness, playfulness, attention span, time management and lackadaisical attitude. Out of the six novices shared her experienced in having little problem with classroom management or students' discipline. During the interview, one of the novices recalled a different experience dealing with the lower form students. He said:

“I was quite stress out at first for having to teach Form 1 students. I have no idea on how to handle them. I want to be strict with them but they just entered a boarding school and they are still kids unlike the form 4 students that are more matured. They are very noisy, playful and lack of attention span. I was really stressed up at that time”

In addition, another novice also revealed her frustration to the student behaviours in the non-public examination subject that she teaches. She was really frustrated and stressed out over the attitude of the students in general. She expressed her frustration:

“My students, most of them are well-behaved so there are not much of problems. But some of them are really trying on my patience. Just because my subject has nothing to do with the national exam, they did my work sketchily and they tend not to focus”.

While the other novice stressed out over regarding students' laziness, another novice was distressed over her classroom management because the subject she teaches will be tested in public examination. She knows that with good class management, learning session can be a breeze.

“Truthfully, teaching of additional mathematics was hard experiences. Not all students can master it in short while. So to manage the students when we have to spend more time on weaker students during class is very hard. I cannot control all students. I cannot just leave the weaker ones because I will end up having to teach them after school and most of the time; my after school hours and their after school hours are filled with other school stuff. So, when can I teach them back?”

In general, the novice teachers do have some classroom management difficulties What is important is that after some time, the teacher are able to handle the situation rather well and it would be better if they have some knowledge of it before entering the class, just like one of the novice teacher responded:

“Then, I learn bit by bit on my own and through the help of other seniors that you need to be strict during the first few months so that they learn to listen to you and respect you even though you are strict”

3.2.2 Assessing students

During the interviews, majority of the novice teachers mentioned they have uncertain problems with assessing students' achievement because in the high performing schools because they have to implement the routine tasks very month or every six weeks. This happened because most of the students in high performing schools are good in academic and the weaker students also were well motivated and hardworking. For instance, one novice mentioned that her students were well performed in their academic achievement which able to made her proud. She expressed her feeling:

“Emm, they are some weak student but only a few. Most of them are good in English. Only a few that quite weak in the subject but they still are really hardworking. So I have no problem in identifying them and they readily come for extra class when exam is near. So far I have no problem with the students, they give full commitment”

On the whole, majority of the novice have no problem assessing the students' achievement in academic since most of methods in public examinations is very objective and considered as

frequently implemented tasks. However, it is rather concern whether the novice teacher realised that assessment of students also involved comprehensive approach of assessment which also caters for the purpose to know whether learning session in class has meet its objectives.

3.2.3 Workloads

As teachers in high performing schools, they also have to performed some students' management tasks besides teaching related e.g. secretarial work, warden's responsibilities, extra-curricular activities and responsibilities towards students' or school's programme. Here, all respondents agreed that sometimes the workload overwhelmed them and take their time away from focusing on their teaching. The teachers mention about the difficulty working with a senior teacher because they have no idea how to instruct them when they become the head of the committee, some on being a secretary or the treasurer for various meeting and as they themselves they had little experience over it, feel hugely burdened by it and some on the extra-curricular activities. A novice mentioned;

"Last year, I was the secretary for unit, excellent program for form three and so many things, too many workloads and plus my diploma of education and its assignment and so on".

However, the third novice thinks she is only being overburdened by workload if she became the head of a committee and having to work with senior teachers:

"Personally, I am not happy with the current situation. But it would not be of much of a problem if it does not involve a lot of work. The problem is if your partner or committee member does not the work assigned. That is the only problem. Until now I still cannot accept if I become the head of the committee. It is hard for me to instruct or assigned teachers that are more senior. Will they listen to me? Mostly, if I become the head of a committee, I do most of the work. I only give simple ones. That is why the job becomes a burden to me."

In sum, majority of the novice teachers interviewed experienced heavy workloads that beyond their capabilities. What they need are time and support in order to be able to juggle with the responsibilities given and to teach well to the students.

3.3 Schools' roles for the novice induction process

3.3.1. Preparing novice teachers for their roles.

An effort should be placed upon welcoming the teachers as it makes them feel more connected with the school, the administrative personal and other teachers. It makes them feel belongs and more comfortable to reach out for help when needed. However, out of the six novice teachers that

interviewed, only two have a good experience on their first day where they were inducted well by the principal and also the other school leaders. There were discussion on school's policy, rules, responsibilities and being introduced not just to the teaching staff, but also non-academic staff. One of the novices shared her welcoming experiences by the school leaders on her first day even though there was confusion at the beginning. She shared her happy emotion:

"I managed to get to know all the management people, HEA, HEP right. Yes, they talk about my responsibilities that related with them. For example, the HEA explains about RPH and going to classes and introduced me to the teaching staff, the HEP talks about the students in general and HEK about my responsibilities for extra-curricular activities, when and where to have club's meeting and so on. It was helpful even though they were actually surprised with me coming to this school."

While the other two novices have a good experience, the others were not really impressed with how they were greeted on first day at school. It makes them felt uncomfortable, insecure and anxious. One of the novices recalled her experience; she seems shocked during her first day at the school:

"When I arrived, I met the principal and he was rather surprised. He did not say anything much except for wanting me to be the warden. Then I was shown to my table. I was not introducing to anyone and on the second day I met the HEA and she showed me the layout of the school and talk a little bit about teaching."

As a researcher, I am quite sympathised with the beginning teachers that received lukewarm welcome from the school leaders. It is because to arrive at a new place can be daunting especially to those that are new with the surroundings and the profession. A friendly face receiving and welcoming your arrival can make a person feels they will experience a positive outcome and become more attach to the school.

3.3.2 Providing teaching materials or resources

Principals' role as instructional leaders should provide the novices with necessary teaching materials. With the help of teaching materials, that will help the novice in teaching their subjects and they feel confident about going to class and delivering the acquired knowledge. However, this is not case for the six novice teachers. They were being only provided with stationeries but the usage of available resources and only made known to them only when they asked. One of the novices expressed her disappointment;

"I learn on resources available through asking around or I only known that there such resources after I have used my own money"

In addition, two more novices also mentioned their discontent regarding the elements of providing teaching materials and resources for novice teachers. She recalled her experiences:

"No, no one tells me. I have to ask around how to do this and that, how to use the photocopy machine, the library, the pc and others. I saw there are teaching resources for mathematics but I have no idea what it is for. By asking my seniors, when I need them I asked how to."

In concluding remarks, novice teachers need to be given as much information on resources available to them so as they will feel they are supported from earlier on. They need to know where to find the supplies and equipment so they would not feel awkward or shy when trying to get on hold to them in front of the other staff.

3.4 Providing support for new teachers

As novice to the teaching profession, they insist principal's support and protection when extra-curricular activities being allocated to them. The principals should realised that it is not proper to assign in-experienced teachers with work that they do not know during the first year because it can bring impact on their teaching as they are struggling to teach effectively. During the interview, novice revealed that they have to accept any given tasks given to them as they want to be accepted by the other colleagues and a nod of approval from the principal. They want to show they are good and reliable. In general, novices have mixed feeling regarding the support provided from the senior colleagues and school administrators For instance, one of the novices commented on how she believed that her principal being supportive:

"At this I am very happy with the principal because he is very broad minded and if I have any problem, you can always go see him and talk to him. He will consider about it. So I think so far no problem with it. We can talk to him if we have any problem. Let see if we have too many workload, we can talk to him."

However, novices also shared their many frustrations involving support in teaching and learning and workload given to them. One of the novices mentioned his disappointment when one of his colleagues went for maternity leave. She further explained:

"The school had known that my only colleague will be absent for maternity leave, however, when the time came, there was no substitute teacher. In the end, until end of semester 2, I ended teaching 18 classes. I was really tense up that year."

3.4.1. Mentoring for novice teachers

One part of teacher induction program would be mentoring in order to give guidance and support to the beginning teachers. Out of the six novice teachers, they were being assigned with a mentor and indicated that their mentors and other colleague had been most helpful to them in dealing with their challenges, which means, the assistance of a mentor is of great importance. Assigning mentor to a beginning teacher could ease up the anxiety level and helping them in socialising with other teachers which sometimes can be a difficult to some. However, the only problem with the program was that the mentor and the mentee only meet at the need basis. They meet or consultation was being given only when there was trouble arises and the mentee needed help. Mentors never initiate meetings and there are no schedule meetings except for the prescribe observation that need to be done by the mentors. From the six novices interviewed, one particular part that needs to be considered when pairing is the sitting arrangement. From the finding, it shows that the closer sitting arrangement is better because guidance and consultation can be done more. One of the teachers mentioned:

"I was being assigned to my head of department as my mentor. However, most of the time, I do not see her because she was busy. I only see her for observation or where the situation needs her point of view. Most of the time, I asked for help from senior teachers that sit beside me"

However, one novice teacher replied with positive remark on his mentor which always spends time with him whenever he faced any problems related to teaching and learning at school. One teacher response:

"My mentor is a senior teacher. She helped me a lot. She taught me what write in my lesson plan and sometimes on methods. She is most helpful in any situation. I see her when I have problem. I was never observed by her "

In sum, mentor role played by principal was considered very minimal and the mentoring program is not well run due to the busy schedules by some of the school administrators including the principal. However, based on the interviews, mentoring was well implemented if it is involved the middle layers administrators for instance the Head of the program and the deputy heads. Therefore, in order to execute the mentoring system at school ground, some principals preferred that it be empowered to the deputy head because of their busy schedules.

4. Discussions

In reference, there was little pedagogical introduction being given to new teacher during their

induction program. Based on the findings, novice teachers learn through trial and error, observation and consultation with mentors or other teachers. Therefore, novice teachers were concerned or worried over their method of teaching. They need to know that the methods or the instructional material and way of delivery they are using are appropriate and also insisted an ongoing support with instructional challenges. Therefore, instructional support, guidance and observation should be done by the mentors or the administrators should be given in order to make sure they are being led through the right path of teaching and learning. Mentors or the principal should be concerned with how the new teachers become knowledgeable of the subject they teach and function according within the context of the school community. This finding is consistent with statement mentioned by Koehler & Kim (2012) that teacher beginners shouldn't being left to their own devices in the early years of teaching, they are unlikely to grow.

Discussing the novice capabilities in handling classroom management, novice teachers were mostly comments on students' off-task behavior, verbal interruptions and fooling around. Other areas related to classroom management found in the study would be in choosing the correct disciplinary action to take. These issues are considered imperative to novice teachers because of their lack of experience handling unplanned situation in class and would prefer to be guide and tell of the necessary action due to lack of experience handling unplanned situation in class and would prefer to be guide and tell of the necessary action. This finding is aligned with findings from previous scholars that novice teachers always faced difficulties in handling students' behaviors because of their in-experiences (Evertson & Smithey, 2000; Hanson & Moir, 2009). According to Bullock (2013), beginning teachers have little guidance in classroom management and not much guidance is given during their first day of school. This is also being supported Coogins's (2009) study where the 63 percent of the principals stated that classroom and behavior management strategies need to be taught to beginning teachers. Teaching beginning teachers effective classroom management procedures and how to handle students' inappropriate behavior will keep them on the job and not to have apprehension going to class. In summary, schools need to guide the beginning teachers on methods of reprimanding and rewarding students so as they will always be at the right side of the law. Besides that, in interest of ensuring safe environment where students can learn appropriate academic and social skills, schools need to help beginning teachers to assume the look of a teacher. New teachers need to learn and establish the

characteristics that will govern the learning process in their classroom during the first few days, weeks or months. Through character building courses or guidance, it will help beginning teacher in emulate the appropriate characters and in turn gaining respects from the students.

In this study, it can be seen that novice teachers are being burden with workload that are not related with teaching and learning and they are most frustrated over the matter as while they are struggling to handle the workload, they are forgetting their main responsibilities towards students in class. This situation is having similar patterns based on statement by Paris (2013) that novice teachers usually have problems with administrative routines, excess paperwork and excessive teaching loads and expectation. The heavy workloads that burdened to the novice will able to leads to frustration and also aggravated if the beginning teacher cannot keep up with the task family needs. If the matter is not addressed soon it can also lead to early teaching burn out. Watt & Richardson (2011), Richardson et al., (2013) and Hudson (2013) also agreed with the situation and commented how high workload lead to frustration and later also aggravated if the beginning teacher cannot keep up with the task family needs. Another common exposure the novice teachers being exposed to was pressure from schools for their students to achieve high-test scores. The intensity of this pressure depended on how the test score is used or valued by the school. By placing high accountability of students' achievements on beginning teachers brings negative influences on their practices. As new teachers, they are overly concerned with students' achievements in public exam, most of the time they resolved to use test paper preparation as practices or drilling as classroom practice.

In general, positive experiences of novice teachers are often associated with having a supportive administrator, mentors and the whole members of staff. Therefore, an effective induction program is needed in order to ensure the novice teachers survival with positive attitudes and able to move forward, be effective and professional towards the profession. During the interview, most of the novice teachers expect the principal to help them to adjust to school environment, helped them to be an effective teacher and as well as asked for their suggestions, showed appreciation for their work and treated them with respect (Hudson, 2013; Maria, 2012; Varrati et al, 2009). Unfortunately, they reflected that they least interaction with the principal and interaction occurred during the first initial meeting and the required observation. This finding is against the suggestion forwarded by Cherian & Daniel (2008) and Youngs

(2007) that school principals also need to be supportive through instructional resources to the beginning teachers the availability of instructional materials or other resources that can help with teaching from the first day. This will give an impression that the school is supporting novice teachers. Brock and Grady (1998) claimed that without support and guidance, novice teachers often grasp the first strategies that work and cling to them throughout their careers.

Mentoring is processes which a more skilled person served as a role model, teaches, encourages, counsels and befriends a less experienced person for the purpose of promoting the mentee's professional development. In the educational setting, teacher mentors is an individual which able to provide information about daily working condition, to familiarize them with the way things are done and are always available and ready to answer questions on what is happening in schools that are useful to teachers (Villani, 2002; Wang et al., 2008). However, novice teachers only seeks the support of mentor in order to solve any problem whenever they need information either on lesson planning, classroom management and problem solving for matters related with the school. Besides that, novice always tries to learn by themselves despite the busy teaching schedules faced by their mentors especially the school administrators (Knobloch & Whittington, 2002). This data also correlates with Flanagan (2006) analysis and suggestions by Varrati et al, (2009) that beginning teacher need the support of an individual with whom they can communicate frequently. Major impediments to mentoring are the lack of time and space in the school day and lack of mentoring time. There are no structures of meeting time between the mentors and mentees because it is quite difficult for mentors and mentee to meet each other due to the busy teaching routines by every teacher. In the finding, mentors only acts as one off consultant for problem solving. This is similar Wong, Britton & Ganser (2005) that reports many mentors are assigned to respond to a beginning teacher's day-to-day crises and provide survival tips. Mentors are simply a safety net for the beginning teachers. It does have connection with beginning teachers' professional learning. Mentors at school here only provide support and share some of their skills that work for them in classroom.

Acknowledgements:

The author(s) wish to thank the Universiti Teknologi Malaysia (UTM) and Ministry of Education Malaysia (MoE) for their support in making this study possible. This study was supported by the Fundamental Research Grant Scheme

(R.J130000.7831.4F203) initiated by Universiti Teknologi Malaysia and Ministry of Education.

Corresponding Author:

Lokman Mohd Tahir
Department of Educational Foundation and Social Science, Faculty of Education, Universiti Teknologi Malaysia. E-mail: p-lokman@utm.my

References

1. Anthony, A. B., Gimbert, B., Fultz, D. M., & Parker, R. A. Examining the relationship between e-coaching and the self-efficacy of novice teachers seeking certification through alternative routes. *Journal of the National Assoc. for Alternative Certific.* 2011. 6(1), 46-64.
2. Barrett, S. J., Solomon, R. P., Singer, J., Portelli, J. P., & Mujuwamariya, D. The hidden curriculum of a teacher induction program: Ontario teacher educators' perspectives. *Canadian Journal of Education.* 2009. 32(4), 677-702.
3. Billingsley, B.S. Special education teacher retention and attrition: a critical analysis of the research literature. *The Journal of Special Education.* 2004. 38, 39-55.
4. Bolam, R., McMahon, A., Stoll, L., Thomas, S., Wallace, M., Greenwood, A., Hawkey, K., Ingram, M., Atkinson, A., Smith, M. *Creating and Sustaining Effective Professional Learning Communities.* Research Report RR637. 2005 University of Bristol.
5. Brandt, S. A Life Preserver for the "Sink or Swim" Years: An Investigation of New Teacher Obstacles and the Impact of a Peer Support Group. 2005. Doctoral dissertation, Auburn University. Alabama.
6. Braun, V. & Clarke, V. Using thematic analysis in psychology. *Qualitative Research in Psychology.* 2006. 3 (2). 77-101.
7. Brock, B. L., & Grady, M. L. *From first-year to first-rate: Principals guiding beginning teachers.* 2007. Thousand Oaks, CA: Corwin Press.
8. Brock, Barbara L., and Marilyn L., Grady. Beginning teacher induction programs: The role of the principal. *The Clearing House.* 1998. 71(3), 179-183.
9. Bullock, S. M. Learning to teach and the false apprenticeship: Emotion and identity development during the field experience placement. *Advances in Research on Teaching.* 2013. 18, 119-140.
10. Calderhead, J., & Lambert, J. *The Induction of Newly Appointed Teachers: Papers Prepared for the General Teaching Council, England and*

- Wales. 1992. General Teaching Council for England and Wales.
11. Cherian, F., & Daniel, Y. Principal leadership in new teacher induction: Becoming agents of change. *International Journal of Education Policy and Leadership*. 2008. 24, 210-221
 12. Cherubini, L. & Volante, L. Teachers and administrators' perceptions of student assessment as a component of the New Teacher Induction Program. *Journal of the International Society for Teacher Education*. 2011. 15(2), 6-13.
 13. Cherubini, L. A collaborative approach to teacher induction: Building beginning teacher capacity. 2007. Association of Teacher Educators Annual Meeting: San Diego, CA.
 14. Cherubini, L. Speaking up and speaking freely: Beginning teachers' critical perceptions of their professional induction. *The Professional Educator*. 2007. 29(1), 1-12.
 15. Coggins, M. R. Classroom Management Training: Keeping New Teachers. *Christian Perspectives in Education*. 2009. 3(1), 1- 14.
 16. Cresswell, J. W. Research design. Qualitative and Quantitative approaches. 2003. Thousand Oaks: Sage.
 17. Creswell, J. W., & Miller, D. L. Determining validity in qualitative inquiry. *Theory into practice*. 2000. 39(3), 124-130.
 18. Darling-Hammond, L., & Rothman, R. Teacher and Leader Effectiveness in High-Performing Education Systems. 2011. Alliance for Excellent Education. Stanford, CA: Stanford Centre for Opportunity Policy in Education.
 19. Denton, J., Davis, T., Smith, B. L., Beason, L., & Strader, R. A. An online professional development model for pre-service teacher education. In *World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education*. 2005. 1, 617-624.
 20. Evertson, C. M., & Smithey, M. W. Mentoring effects on protégés' classroom practice: An experimental field study. *The Journal of Educational Research*. 2000 93(5), 294-304.
 21. Erwee, R., & Conway, J. Co-creation of knowledge: roles of co-researchers in research teams. *The Educ. Forum*. 2006. 70(2): 171-184.
 22. Feiman-Nemser, S. From preparation to practice: Designing a continuum to strengthen and sustain teaching. *The Teachers College Record*. 2001. 103(6), 1013-1055.
 23. Feiman-Nemser, S. What new teachers need to learn? *Educational leadership*. 2003. 60(8), 25-29.
 24. Flanagan, T. M. The Perceived Effectiveness of a Beginning Teacher Mentoring Program in Central Virginia. 2006. Doctoral dissertation, Liberty University.
 25. Florian, L. Preparing Teachers to Work in Inclusive Classrooms Key Lessons for the Professional Development of Teacher Educators from Scotland's Inclusive Practice Project. 2012. *Journal of Teacher Education*, 63(4), 275-285.
 26. Fox, A., Wilson, E., & Deaney, R. Beginning Teachers' Workplace Experiences: Perceptions of and Use of Support. *Vocations and Learning*. 2011. 4(1), 1-24.
 27. Gimbert, B., & Fultz, D. Effective principal leadership for beginning teachers' development. *International Journal of Educational Leadership Preparation*. 2009. 4(2), 1-15.
 28. Glazerman, S., Senesky, S., Seftor, N., & Johnson, A. Design of an impact evaluation of teacher induction programs. 2006. Washington, DC: Mathematical Policy Research.
 29. Halford, J. M. Easing the way for new teachers. *Educational Leadership*. 1998. 55(5), 33-36.
 30. Gordon, S., & Maxey, S. How to help beginning teachers succeed (2nd Ed.) 2000. Alexandria, VA: ASCD.
 31. Hamzah, M. S. G., & Abdullah, S. K. Quality teacher: National aspiration to develop human capital for a knowledge-based economy. 2009. *European Journal of Social Sciences*, 11(1), 32-38.
 32. Hanson, S., & Moir, E. Beyond mentoring: Influencing the Professional practice and careers of experienced teachers. *Phi Delta Kappa*. 2008. 89, 453-458.
 33. Henry, M. A. Multiple supports: A promising strategy for effective teacher induction. 1989. *Teacher induction*, 74-80.
 34. Heyns, M. Quality education: Revival of staff induction in schools. *South African Journal of Education*. 2000. 20 (2), 160-168.
 35. Holt, J. H. The relationship between beginning teachers' engagement with induction program components and student achievement. 2011. Doctoral dissertation, Western Carolina University.
 36. Hope, W. C. Principals' orientation and induction activities as factors in teacher retention. 1999. *The Clearing House*, 73(1), 54-56.
 37. Hudson, P. Strategies for mentoring pedagogical knowledge. *Teachers and Teaching: Theory and Practice*. 2013. 19(4), 363-381.
 38. Huling, L. R. Teacher Mentoring as Professional Development. 2001. Washington, DC: ERIC Clearinghouse on Teaching and Teacher Education.

39. Huling-Austin, L. Teacher induction programs and internships. Handbook of research on teacher education. In Houston, W., (Eds.). 1990. New York: Macmillan and Association of Teacher Educators.
40. Ibrahim Ahmad Bajunid The Transformation of Malaysian Society through Technological Advantage: ICT and Education in Malaysia. 2001. Journal of Southeast Asian Education. 2 (1), 104-146.
41. Ingersoll, R. M., & Smith, T. M. Do teacher induction and mentoring matter? 2004. NASSP bulletin, 88(638), 28-40.
42. Johnson, S. M., Birkeland, S. E., Donaldson, M. L., Kardos, S. M., Kauffman, D., Liu, E., & Peske, H. G. Finders and keepers: Helping new teachers survive and thrive in our schools. 2004. San Francisco: Jossey-Bass.
43. Kardos, S., & Moore Johnson, S. On their own and presumed expert: New teachers' experience with their colleagues. The Teachers College Record. 2007. 109(9), 2083- 2106.
44. Knobloch, N. A., & Whittington, M. S. Novice teachers' perceptions of support, teacher preparation quality, and student teaching experience related to teacher efficacy. Journal of Vocational Education Research. 2002. 27(3), 331-341.
45. Knowles, J. G., Cole, A. L., & Presswood, C. S. Through pre-service teachers' eyes: Exploring field experiences through narrative and inquiry. 1994. New York: Merrill.
46. Koehler, A. A., & Kim, M. C. Improving Beginning Teacher Induction Programs through Distance Education. Contemporary Educational Technology. 2012. 3(3), 212-233
47. Laurie-ann, M. H., Prytula, M. P., Ebanks, A., & Lai, H. Teacher induction: Exploring beginning teacher mentorship. Canadian Journal of Education. 2009. 32(4), 703-733.
48. Levin, J., & Nolan, J. Principles of classroom management: A professional decision-making model. 2000. Boston: Allyn and Bacon
49. Leithwood, K. The principal's role in teacher development. Teacher development and educational change. 1992. 86-103.
50. Little, J.W. (1990). The mentoring phenomenon and the social organization of teaching. In C.B. Cazden (Ed.), Review of Research in Education. 1990. Washington, DC: American Educational Research Association.
51. Maria, E. Do beginning teachers receive adequate support from their head teachers? Educational Management Administration Leadership. 2012. 40(2), 217 – 231.
52. Ministry of Education. National Educational Blueprint 2013 – 2025. 2012. Putrajaya: Ministry of Education Malaysia.
53. Mason, J. Qualitative researching. 2002. Thousand Oaks: Sage.
54. Maxwell, J. A. Designing a qualitative study. In Bickman, L., & Rog, D. (Eds.) Handbook of applied social research methods. 1998. Thousand Oaks, CA: Sage
55. McMillan, J. H., & Schumacher, S. Research in education: A conceptual understanding. 1993. New York: HarperCollins.
56. Merriam, S. B. Qualitative research in practice: Examples for discussion and analysis. 2002. San Francisco: Jossey-Bass.
57. Mfenge, P. The Role of Principals in the Induction of New Educators in Their Schools. 2005. Doctoral dissertation. Nelson Mandela Metropolitan University.
58. Mishra, P., & Koehler, M. Technological pedagogical content knowledge: A framework for teacher knowledge. The Teachers College Record. 2006. 108(6), 1017-1054.
59. Moore, L., & Swan, B. Developing best practices of teacher induction. Journal of Agricultural Education. 2008. 49(4), 60-71.
60. Marzano, R. J., Frontier, T., & Livingston, D. Effective Supervision: Supporting the Art and Science of Teaching. 2011. Alexandria VA: ASCD.
61. Paris, L. Reciprocal Mentoring: Can it help prevent attrition for beginning teachers. Australian Journal of Teacher Education. 2013. 38(6), 136 – 158.
62. Portner, H. (2005). Teacher mentoring and induction: The state of the art and beyond. 2005. Corwin Press.
63. Renard, L. Setting new teachers up for failure...or success. Educational Leadership. 2003. 60(8), 62-64.
64. Richardson, P. W., Watt, H. M., & Devos, C. Types of professional and emotional coping among beginning teachers. Advances in Research on Teaching. 2013. 18, 229-253.
65. Smith, T. M., & Ingersoll, R. M. What are the effects of induction and mentoring on beginning teacher turnover? American Educational Research Journal. 2004. 41(3), 681-714.
66. Sanders, W., & Rivers, J. C. Cumulative and residual effects of teachers on future students' academic achievement. 1996. Knoxville, TN: University of Tennessee Value-Added Research and Assessment Centre. [Retrieved January 6, 2013, from <http://www.mccsc.edu/~curriculum/cumulative>

- %20and%20residual%20effects%20of%20teachers.pdf]
67. Silverman, D. *Interpreting Qualitative Data: Methods for analyzing talk, text and interaction* (3rd Edition). 2006. London: Sage
 68. Sprinthall, N. A., Reiman, A. J., & Thies-Sprinthall, L. Teacher professional development. *Handbook of research on teacher education*. 1996. 2, 666-703.
 69. Stanulis, R., & Ames, K. T. Learning to mentor: Evidence and observation as tools in learning to teach. *Professional Educator*. 2009. 33(1), 28-38.
 70. Strong, M., Villar, A., & Fletcher, S. An investigation of the effects of variations in mentor-based induction on the performance of students in California. *The Teachers College Record*. 2008. 110(10), 2271-2289.
 71. Varrati, A. M., Lavine, M. E., & Turner, S. L. A new conceptual model for principal involvement and professional collaboration in teacher education. *The Teachers College Record*. 2009. 111(2), 480-510.
 72. Veenman, S. (1984). Perceived problems of beginning teachers. *Review of educational research*. 1984. 54(2), 143-178.
 73. Villani, S. *Mentoring programs for new teachers: Models of induction and support*. 2002. Thousand Oaks, CA: Corwin Press.
 74. Walsdorf, K. L., & Lynn, S. K. The early years: Mediating the organizational environment. *Clearing House*. 2002. 75(4), 190-194.
 75. Wang, J., Odell, S. J., & Schwille, S. A. (2008). Effects of Teacher Induction on Beginning Teachers' Teaching: A Critical Review of the Literature. *Journal of Teacher Education*. 2008. 59(2), 132-152.
 76. Watt, H.M., & Richardson, P.W. FIT-Choice: Attracting and sustaining 'fit' teachers in the profession. *Professional Educator*. 2011. 10(2), 28-29.
 77. White, J., & Moss, J. Professional paradoxes: Context for development of beginning teacher identity and knowledge. In *AARE 2003: Educational research, risks, & dilemmas: Proceedings of the Australian Association for Research in Education conference*. 2003. Australian Association for Research in Education.
 78. Wong, H. K. Induction programs that keep new teachers teaching and improving. *NASSP Bulletin*. 2004. 88(638), 41-58.
 79. Wong, H. K., Britton, T., & Ganser, T. What the world can teach us about new teacher induction. *Phi Delta Kappa*. 2005. 86(5), 379-384.
 80. Youngs, P. How elementary principals' beliefs and actions influence new teachers' experiences. *Educational Administration Quarterly*. 2007. 43(1), 101-137.

5/6/2014