

THE UNIVERSITY OF MANITOBA

A SURVEY OF THE ADEQUACY OF ORIENTATION GIVEN TO
1970 GRADUATES OF THE UNIVERSITY OF MANITOBA
EDUCATION 1 SECONDARY COURSE AND THEIR
CLASSROOM EFFECTIVENESS

by

JOHN S. NELSON

A THESIS

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ABSTRACT

The implications of a doctoral study by Willard R. Lane on teacher orientation was the stimulus for this study. A review of literature on the subject of orientation led to the conclusion that adequate orientation results in effective teaching. However, this conclusion was only indirectly substantiated by research.

The literature revealed a number of orientation techniques common to orientation programs reported in Canada and the United States. Orientation techniques tended to be directed towards orientation to four major sub-areas, specifically, (1) the principal and his philosophy of education; (2) the school plant, facilities and routine operations; (3) professional organizations and responsibilities; and (4) community and social expectations. The writer was able to compile twenty-four common orientation techniques which constituted the orientation program to be tested. A further review of the literature on teacher effectiveness indicated that methods for evaluating teacher effectiveness were not constant, but trends seem to be evident, such as the present trend to evaluate a teacher on humanistic criteria as opposed to demonstrated knowledge of content or to pupil achievement.

The purpose of this study was to investigate the adequacy of the orientation programs offered to a group of beginning teachers and to relate the adequacy of the total orientation program and then of each of its sub-areas to the teachers' classroom effectiveness. Further, the study tested the relationship of the beginning teachers'

and their supervisory principals' rating of the adequacy of the total orientation program. It also attempted to find the relationship between the perceived need for orientation and the adequacy of the actual orientation program.

The population chosen for study were the 1970 University of Manitoba graduates of the Education 1 Secondary Course.

The data were gathered by two Likert-type questionnaires devised by the author. The Beginning Teacher Questionnaire, the BTQ, was created to gather beginning teachers' ratings of the adequacy of the twenty-four orientation techniques suggested from the literature. The Supervisory Principal Questionnaire, the SPQ, was created to gather the principals' perceptions of: (1) their beginning teachers' need for orientation; (2) the adequacy of the orientation program they had given; (3) their beginning teachers' classroom effectiveness.

Beginning teachers and supervisory principals were matched for school, giving 118 pairs. Ratings made by each teacher and principal were summed. Also the scores of adequacy of the total orientation program were modified to represent the adequacy of the orientation both teacher and principal agree had been given. The computer operation of the Spearman Coefficient of Rank Order Correlation was performed on the data collected.

On the basis of rejection of null hypotheses at a correlation coefficient of .1800 or greater, it was concluded that there is some relationship between adequacy of orientation to the school plant,

facilities, and routine operations and classroom effectiveness of beginning teachers. A strong difference was found between the principals' perception of his beginning teachers' need for orientation and his perception of the adequacy of the orientation given, indicating that principals either do not have the time to orient beginning teachers or that they do not know how.

No relationship was found between adequacy of the total orientation program and beginning teacher effectiveness; or of the adequacy of the sub-areas of orientation: the principal and his philosophy of education; professional organizations and responsibilities; community and social expectations, and the effectiveness of beginning teachers in the classroom.

By operational definition, it was concluded that the orientation programs received by beginning teachers were inadequate in the view of beginning teachers and their principals; this, despite the principals' awareness of need for orientation. The most highly rated technique of orientation was the interview by the principal before hiring. This could be of great importance in determining a division's hiring policy.

In many cases teachers and principals did not agree on what orientation techniques had actually been used, indicating the lack of an organized orientation program.

The writer concluded from the research that orientation is still a vague, perhaps impractical concept to administrators and that the concept of evaluation of teacher effectiveness needs much more study.

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CHAPTER I

INTRODUCTION

Anthropological and sociological literature suggests that communities tend to maintain values common to the broad culture and to develop some values which are unique to each individual community. Literature on the orientation of teachers indicates that teachers just beginning their careers in a new community often find their values in conflict with either or both the general or unique values of the community.

In recognition of this conflict between new teachers and their communities, many Canadian and American school systems instituted "orientation" programs to provide information for beginning teachers about the principals, plant, facilities, routine operations, professional groups and responsibilities, and expectations and resources of their new school systems and communities, and also to provide appropriate personal and professional help and support for beginning teachers. Administrators seemed to assume that this type of information would be of some assistance to their beginning teachers.

I. THE PROBLEM

A doctoral study by Lane¹ shows a significant positive correlation between the new teachers' satisfaction with school and community and the amount of adequate information they received about the school and community.

¹Glen G. Eye and Willard R. Lane, The New Teacher Comes To School (New York: Harper and Brothers, 1956), p. 90.

The study also showed a significant positive correlation between the new teachers' satisfaction with the school and their success as teachers.

While the Lane study affirmed one specific asset of orienting new teachers to school and community, it did raise some queries about orientation:

1. Do beginning teachers want information about certain common concerns?
2. Is teacher orientation of value in making beginning teachers effective in the classroom?
3. Do supervisory principals and their beginning teachers agree on the adequacy of orientation techniques employed?
4. Is the adequacy of orientation related to the need for orientation as seen by the principals?
5. How adequate is the orientation given to beginning teachers in Manitoba schools?

The basic purpose of this research was to examine the relationship between the adequacy of orientation of beginning teachers and the effectiveness of the beginning teachers in the classroom. The following four areas of orientation were investigated:

1. Orientation to the supervising principal and his philosophy of education;
2. Orientation to the school plant, facilities, and routine operations;
3. Orientation to professional groups and responsibilities;
4. Orientation to community and social expectations.

In addition, the study sought to compare the principals' and the beginning teachers' perception of the adequacy of orientation; investigate the relationship between the beginning teachers' perceptions of the adequacy of orientation techniques provided and the principals' perception of the need for employing certain orientation techniques; and to determine the difference between the principals' perception of the beginning teachers' need for orientation and the principals' rating of the adequacy of the orientation program.

An indication of the adequacy of orientation given to beginning teachers in Manitoba's schools was also sought.

II. HYPOTHESES

H_0 : There is no relationship between the adequacy of the orientation program of beginning teachers, as measured by the teachers, and the teachers' classroom effectiveness as rated by the principals.

Corollary 1:

There is no relationship between the adequacy of the orientation of beginning teachers to the principal and his philosophy of education, as measured by the beginning teachers, and the teachers' classroom effectiveness as rated by the principals.

Corollary 2:

There is no relationship between the adequacy of the orientation of beginning teachers to the school plant, facilities, and routine operation, as measured by the beginning teachers, and the teachers' classroom effectiveness as rated by the principals.

Corollary 3:

There is no relationship between the adequacy of the orientation of beginning teachers to professional groups and responsibilities, as measured by the beginning teachers, and the teachers' classroom effectiveness as rated by the principals.

Corollary 4:

There is no relationship between the adequacy of the orientation of beginning teachers to community and social expectations, as measured by the beginning teachers, and the teachers' classroom effectiveness as rated by the principals.

H_0 : There is no relationship between the beginning teachers' rating of adequacy of the orientation received and the supervisory principals' rating of the adequacy of the orientation given.

H_0 : There is no relationship between the beginning teachers' rating of the adequacy of the orientation received and the principals' rating of the beginning teachers' need for orientation.

H_0 : There is no relationship between the supervisory principals' rating of the beginning teachers' need for orientation and the supervisory principals' rating of the adequacy of the orientation program given to their beginning teachers.

The above hypotheses were tested by the Spearman Rank Order Correlation treatment on data gathered from responses of beginning teachers and their supervisory principals to two questionnaires devised by the author.²

²See Appendix B.

III. DEFINITION OF TERMS

Orientation - means providing information for beginning teachers about the principal, plant, facilities, routine operations, professional groups and responsibilities, and expectations and resources of their new school systems and communities and also providing appropriate personal and professional help and support for beginning teachers.

Orientation is defined operationally in terms of twenty-four orientation techniques commonly described in the literature on established orientation programs in the United States and Canada. These twenty-four techniques were considered by the investigator to constitute both a possible and useful orientation program for beginning teachers in Manitoba and were then employed as the "orientation program" against which adequacy was measured. The techniques tested may be found in questionnaire form in Appendix B.

Principal - is that person named as Principal, as opposed to Vice-Principal, who holds direct supervisory responsibility for the beginning teachers assigned to his school.

Beginning Teachers - means those 1970 graduates of the University of Manitoba Education 1 Secondary Course who were full-time students in that term and who began their teaching careers in Manitoba school systems as of September, 1970.

School Plant - is the structure of the school building and its present or proposed operating functions.

Facilities - means the placement and availability of use of equipment, necessary supplies and any regulations concerning their handling.

Routine Operation - means the rules and regulations governing the teachers' daily routine, such as making out reports and orders, taking attendance, cooperating on lunch duty and those matters which are within their realm of duty outside the actual teaching of the class in the classroom.

Professional Groups - are colleagues, the professional teachers' organization, its related committees, associations, and services, local or regional groups and the Parent-Teacher Association.

Professional Responsibilities - are those responsibilities expected of the professional teacher in the school system, such as participating in the professional organization, joining a subject area group, attending PTA, reading and writing professional literature, and teaching according to the Teachers' Code of Ethics.

Effectiveness - is defined as the level at which beginning teachers demonstrate teacher rapport with students, enthusiasm, knowledge of subject matter, versatility of method, resourcefulness and high quality of instruction in their classrooms.

Community - means the immediate geographical area in which the teacher's school is located as well as those more distant areas related to the system, including facilities and points of interest to be found there, as well as the people in the power structure of the community.

Adequacy of Orientation - in operational terms means the total score of earned points equal to or greater than half the total points which could be earned.

In other words, an orientation program would be considered

adequate if it were given a total value, through ratings made on the questionnaire, of fifty per cent or more of the possible value of the orientation program. Based on the statisticians' practice of choosing a critical score upon which to make a decision, the investigator chose the mid-point or half the possible value of the orientation as the critical score in order to declare a measure of adequacy of orientation.

IV. LIMITATIONS

Orientation is only one of the factors which might affect a beginning teacher's effectiveness in the classroom. This study did not account for the beginning teachers' personality or personal problems.

The major limitation of this study was the operational definition of both orientation and effectiveness. There is no one recognized way to orient beginning teachers. In order to establish a basis for measuring the adequacy of orientation the investigator consulted literature describing established orientation programs in Canada and the United States. Orientation techniques common to these programs were compiled into what in the investigator's judgment constituted a meaningful orientation program for beginning teachers in Manitoba schools. The limitation of this practice is that the orientation program constructed as the base for this study is not empirically objective.

The study was further limited in that few school divisions claim to have what could be called an orientation program. Principals tend to employ a random arrangement of orientation techniques. One of the intentions of this research was to determine how adequate was the random

orientation being given.

The study was also limited by the method of teacher evaluation. No method of evaluating teaching effectiveness in the classroom provides an absolute, undisputed measurement. Since it is so difficult to measure teacher effectiveness, and since it appears to be a common practice in Manitoba for principals to evaluate their teachers, this investigation employed only the principals' perception of their beginning teachers' effectiveness, based on general observation in the classroom. Thus, all other methods of measuring teacher effectiveness are excluded. However, it is a limitation necessary to facilitate the study.

The basic purpose of this research was to discover if a relationship exists between adequacy of orientation and teaching effectiveness. A low correlation would indicate that orientation is not a significant factor in a beginning teacher's effectiveness in the classroom. Further isolation of variables affecting the beginning teacher's effectiveness is a topic for further research.

The writer realized that the study would be limited by the validity of the instruments used and by the number and integrity of responses made to the questionnaire.

A further limiting factor was that data had to be complete for each school, at least one teacher response for each respective principal response, before being included in the treatment.

V. SIGNIFICANCE OF THE STUDY

At a time when public criticism is being levelled at the school systems and all aspects of education, administrators are concerned about

means for increasing the effectiveness of their schools.

The present educational system still stresses the importance of teachers to student learning. Administrators wish to develop and to retain good teachers. The practice of an orientation program for achieving this end is advocated by professional organizations such as the National Education Association and the Manitoba Teachers' Society.

This investigation is significant as a study of teacher effectiveness. Brownell³ writes, "To improve teacher education is to improve teaching; to improve teaching is to improve the schools; to improve the schools is to strengthen the next generation; to strengthen the next generation is a social duty of the first magnitude." If Brownell's statement is valid and if orientation is indeed educational, then this type of Teacher Education has far-reaching implications for administrators.

The relationship discovered would be of practical value to principals in planning their professional activities in such areas as hiring, public relations, and professional leadership and development.

A finding of no relationship between beginning teacher orientation and beginning teacher effectiveness could indicate that a principal might use his time more profitably as a helping teacher for beginning teachers than as an orientor. Even a demonstrated need for orientation, or an analysis of orientation techniques could be helpful for

³ National Association of Secondary School Principals, "The Beginning Teacher," The Bulletin of the National Association of Secondary School Principals, October 1968 (Washington, D.C.: NASSP), p. 4.

administrators considering establishing an orientation program.

Although the study would be accurate only for the 1970 graduates of the University of Manitoba, the results might suggest some guidelines for future graduate teachers from the University of Manitoba or similar Teacher Education Institutions as they choose their new schools.

The study is significant pursuant to the Lane study of teacher satisfaction and adequacy of information and of teacher satisfaction and success.

The study may also have implications for another population, experienced teachers who are new to a school or community.

CHAPTER II

REVIEW OF RELATED LITERATURE

The purpose of this chapter is to review (1) orientation in terms of a) definition, b) general philosophical statements, c) teacher problems, d) purpose, e) orientation programs, and f) internship experiments; and (2) to survey criteria for rating the effectiveness of teachers. Unless otherwise stated, the literature makes no distinction between the orientation and effectiveness of beginning teachers at the elementary level or at the secondary level although the research carried out by this writer deals only with a population of beginning teachers at the secondary level.

I. ORIENTATION

Part 1 of this chapter attempts to provide information on six aspects of orientation.

A. Definition

Two terms, "orientation" and "induction," are used almost synonymously. They refer to the practice of acquainting newcomers to a job with the information necessary to do the work assignment and to accommodate themselves successfully to the social and work groups with which they associate.

The Encyclopedia of Educational Research, 4th edition, defines orientation as, "To face in some specified direction." The Oxford English Dictionary defines induction as the action of introducing to,

or initiating in, the knowledge of something; . . . or a leading on or gradual transition from one thing to another."

Neither definition is specific to orientation of beginning teachers. Neither does the literature clarify the definition. The terms "induction" and "orientation" are used appositively in the literature to mean,

- a) providing relevant information for teachers,
- b) giving help and support to teachers, as they face disturbing situations.

Consequently, orientation is more than an impersonal dispensing of information. It involves the action of familiarization between teacher and principal as well. While orientation might be used to tailor the attitudes and values of the individual, this writer interprets orientation as a means of acquainting the individual with many aspects of the situation to be faced in order that he may effect a transition from his position as student to his new position as teacher.

Although many schools employ an orientation or induction program, there is a great deal of difference in both types of methods and duration of orientation. Whereas some schools might employ a two-hour faculty meeting as the total "orientation" program, others might operate a two-week period of orientation. The most common orientation is done in the week immediately prior to school opening and the week immediately following school opening.

The "internship" is another term common in the literature. This term refers to the orientation technique of having beginning teachers

"intern" in a school system under the guidance of an experienced professional teacher. In essence, the technique of the internship, if adequately executed, constitutes the major part of an orientation program.

The literature indicates that beginning teacher orientation programs can be perceived in a time dimension. One field of thought implies that orientation should continue over a period of years. Castetter says, "The process is conceived as beginning in the recruitment stage and ending when the inductee has made personal, professional and social adaptations which will enable him to function fully and effectively as a member of the school staff."¹

The American Association of School Administrators, while not specifying the time for orientation, other than during the first year, does support Castetter's view of early orientation. The AASA proposes that orientation will be effective in guiding the beginning teachers' first impressions. Therefore, it begins with the first contact of the teacher and the system. Proposed phases of teacher orientation during the first year are:

- 1) contact to contract time;
- 2) contract to reporting time;
- 3) reporting and getting started;
- 4) adjusting to the job.²

¹William B. Castetter, Administering the School Personnel Program (Galt, Ontario: Brett-Macmillan, 1962), p. 224.

²American Association of School Administrators, Off To a Good Start: Teacher Orientation (Washington, D.C.: AASA, May 1956), p. 8.

Information and help relevant to each phase would be given by the Principal or a person designated for this purpose.

Other writers such as Stephen Corey (1957), Childress (1965), and Dale (1964)³ and Fawcett,⁴ support the position that orientation is a transitional phase between a beginning teacher's pre-service education and his in-service education. It is evident that orientation is not perceived in any standard time dimension, even though many of the orientation practices are the same.

The literature offers both reason and incentive for the practice of teacher orientation. All writers assume some general value is to be gained from orientation. Most writers imply that success in teaching is a result; others, that orientation leads to satisfaction with the situation or to more efficient use of resources.

None of the writers referred to in the literature survey stated that orientation is used as a means of "institutionalizing" teachers or of creating a conformist school culture. However, a pilot project carried out by Robert Strom in the slums of Columbus, Ohio, indicates that a specific type of orientation, in this case, lectures, interviews, and team-teaching and juvenile court experiences, can produce a change in attitude on the part of beginning teachers being prepared for a teaching assignment.⁵

³Jack R. Childress, "In-Service Education of Teachers," Encyclopedia of Educational Research, 4th ed., (London, Collier-Macmillan Ltd.), 1969.

⁴Claude W. Fawcett, School Personnel Administration (Toronto: Collier-Macmillan, 1964), p. 43.

⁵Harry L. Miller and Roger R. Woock, Social Foundations of Urban Education (Hinsdale, Illinois: Dryden Press Inc., 1970), p. 297.

B. General Philosophical Statements

There are many general statements, such as the following, about orientation: "As a profession, we simply have to do a better job of inducting new teachers;"⁶ "The orientation of new teachers is an important factor bearing upon the ultimate success of the educational program;"⁷ "A gap still exists between the education of the teacher and the requirements of a position in a local school system. It is essential that the local school personnel and the people in the community help the beginning teacher bridge this gap. . . ."⁸

Most writers agree that giving some form of orientation is an intelligent practice but little research has been done about the effects of orientation programs.

C. Teacher Problems

The following review of the problems encountered by beginning teachers may help establish the purpose of orientation.

Some concerns of beginning teachers are suggested by H. T. Coutts; salary, method of payment, promotion opportunities, school policies, school plant, supplies, class load, housing, social, cultural and recreational opportunities, community taboos, public attitude to schools, the staff, cooperative planning, availability and use of supervisory help.⁹

⁶Op. cit., "The Beginning Teacher," Foreword by Ellsworth Tompkins.

⁷R. H. Dungan, "Orienting New Teachers," The Bulletin of the National Association of Secondary School Principals, March, 1957 (Washington, D.C.: NASSP), p. 43.

⁸Op. cit., Glen G. Eye and Willard R. Lane.

⁹H. T. Coutts, "Orientation: The Principal Helps The New Teacher," The Canadian School Principal, ed. by Reeves, Andrews and Enns (Toronto: McClelland and Stewart, 1962), p. 100.

David J. Fox cites ten other concerns of beginning teachers: general methods of teaching, new educational media, planning lessons, use of instructional materials, evaluation of learning, expectations of pupil achievement, motivating a class, discipline, routines of class and classroom management, group activities.¹⁰

Benjamin M. Sachs suggests six broad categories of concerns. Beginning teachers would like: some assistance with personal problems like living accommodation and making social contacts; an introduction to the social, spiritual and cultural resources of the community; an understanding of the policies and procedures of the school system and the school; adequate knowledge of their special assignment and special duties; acquaintance with the instructional materials and facilities; knowledge of rights and responsibilities as a teacher within the school system.¹¹

Supporting evidence of problems that beginning teachers are concerned about or have questions about is given by The American Association of School Administrators. They are: the terms and conditions of employment; the new community; the school system; the administrative staff; the school (plant); the teachers and their organizations; and the classroom teaching job.¹²

¹⁰David J. Fox, Supportive Training for Inexperienced And New Teachers (STINT) Pt. I (New York: Center for Urban Education, September 1969), p. 65, ERIC Doc. ED 035 582.

¹¹Benjamin M. Sachs, Educational Administration: A Behavioral Approach (Boston: Houghton Mifflin Company, 1966), p. 299.

¹²Op. cit., AASA, pp. 5f.

The literature strongly indicates that beginning teachers have concerns, if not problems, of certain types, which are categorized as follows:

- 1) the principal and his philosophy of education.
- 2) the school plant, facilities and routine operations.
- 3) professional organizations and responsibilities.
- 4) community and social expectations.

The social sciences reinforce the need for adequate orientation practices. Spindler, an anthropologist, says, ". . . the pattern of values incorporated in the ethos of professional education may be at variance with what the new teacher in training brings into the situation. The neophyte in training must reorient his value system wherever the conflict in values is encountered."¹³

The question of adjusting the newcomer's value system to that of the new organization in order to achieve success receives emphasis from F. J. Roethlisberger¹⁴ who suggests that, at least in industry, workers new to a department need orientation both to the technical requirements of the job and to the norms of conduct of the new work group. Mason Haire¹⁵ theorizes that the subordinate must have an opportunity to develop active independence on the job in order to achieve initiative,

¹³George D. Spindler, "Acculturation of the School Teacher," Society and Education Readings, ed. by Rath and Grambs (Englewood Cliffs, N.J.: Prentice-Hall, 1965), p. 130.

¹⁴F. J. Roethlisberger, Management and Morale, (Cambridge, Mass.: Harvard University Press, 1962), pp. 131-132.

¹⁵Mason Haire, Psychology in Management, 2nd ed. (Toronto: McGraw-Hill, 1964), p. 66f.

self-directed effort, and growth. In order to achieve this he must put the "uncertainty of the environment," such as the patterns of behavior, values or rules, together in a way which makes sense to him. "We must tell a man what the company policies are, and the rules and regulations, that we must tell him what is expected of him, and what tools and resources are available to him to do it with." Haire stresses that the subordinate must have knowledge about the superior as a person, since it is through the superior that the other knowledge makes sense.

D. Purpose

The purpose of the orientation program is derived from the nature of the beginning teachers' concerns. The purpose is clearly stated by Coutts. The orientation program has the short range purpose to:

- 1) acquaint the new teacher with the community
- 2) familiarize the new teacher with the school system
- 3) introduce the new teacher to the administrative staff
- 4) acquaint the new teacher with the school in which he will teach
- 5) give the new teacher details concerning such matters as salary, sick leave, health services, extra duties, community responsibilities, and in-service education programs.

The long range purpose of orientation, then, is the continuation of teacher education at the local level.¹⁶

Other writers suggest different purposes for the orientation

¹⁶Op. cit., H. T. Coutts, p. 98f.

program. Castetter¹⁷ and Stinnett¹⁸ imply that teacher turnover would be reduced.

Lane,¹⁹ and Stinnett,²⁰ Sachs,²¹ and Willard S. Elsbree and E. Edmund Reutter and associates²² suggest that adequate orientation will lead to teacher satisfaction. Lane elaborates on the purpose of orientation. It ". . . should produce desirable change and stimulate growth in a new teacher. . . . This growth and improvement involves change in the teacher's outlook, attitudes, views. . . ." Lane also implies that a good orientation program ultimately leads to effective teaching behavior.

Kimball Wiles states that the basic purpose of an orientation program is:

- "1) to make a new teacher feel he is wanted
- 2) to give him complete knowledge of the conditions of employment
- 3) to give him a feeling of pride in the new situation."²³

¹⁷Op. cit., W. B. Castetter, p. 223.

¹⁸T. M. Stinnett, Professional Problems of Teachers, 3rd ed. (Toronto: Collier-Macmillan, 1968), p. 92.

¹⁹Op. cit., Glen G. Eye and Willard R. Lane, p. 90.

²⁰Op. cit., T. M. Stinnett, p. 92.

²¹Op. cit., B. M. Sachs, p. 297.

²²Willard S. Elsbree, E. Edmund Reutter and Associates, Principles of Staff Personnel Administration in Public Schools (Columbia, Ohio: Teachers' College, 1959), p. 22.

²³Kimball Wiles, Supervision for Better Schools (New York: Prentice-Hall, 1950), p. 39.

However, it is important to note that Wiles places stress on orientation as a benefit to the teacher. His statement makes no mention, however, of purpose in terms of students.

E. Orientation Programs

Orientation programs are carried on with various degrees of intensity and scope. Many schools employ a two-day pre-service orientation session which may include meeting the staff and familiarizing the teacher with the school and community. Other school systems employ a two-week orientation period with formal and informal meetings, activities and conferences. Still others, such as the Edmonton Public School System, employ an extended orientation program. Edmonton has a two part program consisting of an introductory institute during the first week of school and a series of orientation classes during September and October.

Still other systems have regarded orientation as a year-long process. The NASSP sponsored a project on the Induction of Beginning Teachers in which beginning teachers actually served a year of internship after certification under a cooperating teacher in the school system, with special emphasis given to aid in planning, aid in discipline, help in classroom control, knowledge of school policies, and insights into better utilization of instructional materials. In Grosse Pointe schools, Michigan, newly certified teachers are employed for a full year before being assigned to specific classrooms. The advantage gained is in experience at different levels of instruction, differentiating responsibilities of different departments, access to in-service in specialized

teaching fields, and grooming for a specific teaching position. Increasingly, large systems in the United States seem to be using this approach.

Orientation may operate both on a local basis or on a regional basis. Writers suggest that the school principal is the key person in a successful orientation program, since his position enables him to identify concerns of his new teachers and to organize the people and resources to meet these needs. Although building principals are usually responsible for orientation programs at the local level, some programs are initiated at a regional level by school superintendents. These tend to be concerned about familiarizing new teachers with the concept of administration activities, structure and educational philosophy. At almost every level, however, it is recommended that other staff members and community and professional associates be involved in many stages of the orientation program.

Some orientation techniques have been found by beginning teachers to be particularly valuable for orientation purposes. Elliott²⁴ reviewed the values of fifteen orientation procedures studied in her doctoral research in 1954. R. H. Dungan²⁵ contacted several hundred new teachers in Pennsylvania and discovered that, in their judgment, the most complete and reliable information could be obtained during an interview or conference with the building principal, from the teachers' handbook, and

²⁴Op. cit., W. B. Castetter, p. 230, citing Bessie Marie Elliott, A Study Concerning the Orientation of New Teachers in the Metropolitan Area of St. Louis (unpublished Ph.D. dissertation, Washington University, 1954), p. 71.

²⁵Op. cit., R. H. Dungan, p. 43.

from the faculty meeting. However, the three least effective orientation techniques employed were listed as: the faculty meeting; help from fellow teachers; and letters from supervisors. The ranking of the faculty meeting as one of the three most valuable techniques and as one of the three least effective techniques indicates that how each technique is used is an important factor in its success. Even though the faculty meeting was considered to be a valuable instrument for obtaining reliable information, more information could have been obtained from it. Graves,²⁶ in an unpublished field study, reported that orientation programs deal satisfactorily with mechanical details of such things as reports and school procedures but not with the philosophy and attitudes behind many of the practices.

Willard R. Lane²⁷ in a doctoral study at the University of Wisconsin interviewed 120 beginning teachers in the State of Wisconsin on fifty-five selected items of information pertaining to the community, the school, the teaching position, and the personal interest of the teacher. For the fifty-five items, 65 per cent agreement was the degree of lowest unanimity on any one item; most items earned 70-90 per cent agreement indicating that beginning teachers want the information represented in the fifty-five items.

From the data gathered, Lane was able to rank eight sources of information on the basis of adequacy as follows:

²⁶Op. cit., B. M. Sachs, p. 297, citing Esther G. Graves, (unpublished field study).

²⁷Op. cit., Glen G. Eye and Willard R. Lane, p. 90f.

- 1) conference with the administrator or an assigned staff member during the year
- 2) pre-session workshops
- 3) interviews, handbooks, counseling, and visitation after the contract was signed, but before school opened
- 4) teacher's handbook
- 5) follow-up correspondence before the contracts
- 6) the first interview
- 7) faculty meetings during the year
- 8) the weekly bulletin or announcements.

The study also found that orientation is a factor in teacher satisfaction and that teacher satisfaction is a factor in teacher success. It raises the question of whether teacher orientation might be directly related to teacher effectiveness.

Other writers theorize about what techniques are of value to beginning teachers, although virtually all stress that orientation should be derived from the specific needs of the individual. Some possible broad orientation techniques suggested from the literature include: interviews, visitation of school and community, correspondence, handbooks or information guides, formal and informal socials, workshops, seminars, aid in locating accommodation, acquainting new teachers with strategic people in the school system and in the community, information on policies and procedures, courses to be taught, community values and expectations, churches, recreational facilities, teaching methods, provision of texts and curriculum guides, pre-service

conferences with supervisory and staff personnel, and teacher "buddy" systems.

The literature indicates a growing emphasis by administrators and researchers on developing orientation programs.

F. Internship Experiments

The National Association of Secondary School Principals²⁸ reported a new development in orientation. It is an internship program which provides a certified beginning teacher with limited teaching responsibility and a reduced teaching load. A master teacher works closely with a number of beginning teachers.

The beginning teacher program consists of four phases. The first phase begins when the teacher is hired. Cooperating teachers might greet the beginning teacher, acquaint him with the administrative structure, the school, the teaching assignment and the community.

Phase two is the normal orientation program, usually to understand the teaching assignment and to prepare for the first week of school.

During the first semester, phase three, the beginning teacher meets daily with the cooperating teacher to review the day's activities, to seek help, or to make contacts with other organizations to obtain educational services.

Phase four begins about January. Emphasis is on activities which help the beginner to analyze his philosophy of education, his

²⁸Op. cit., National Association of Secondary School Principals, "The Beginning Teacher," p. 78.

classroom performance and his understanding of his students.

Beginning teachers found the master teachers most helpful in providing aid in planning, aid in discipline, help in classroom control, knowledge of school policies, and insights into better utilization of instructional materials.

The project has succeeded in retaining many of its beginning teachers and in winning the favor of all participating principals and superintendents.

A study, Supportive Training for Inexperienced and New Teachers (STINT),²⁹ carried out by the Center for Urban Education, New York, reports some data on a similar internship program.

Eighty-five per cent of the Trainers (Master teachers) reported that the STINT Trainees had "somewhat better" or "much better" morale than other beginning teachers. Sixty-nine per cent of the Trainees rated the internship program as "very good" or "excellent" and 31 per cent of the Trainees rated the program as "fair" to "good." No respondents rated the program as "unsatisfactory."

The statistics imply that this type of internship is a promising technique for orienting beginning teachers to the total educational system in which they are involved.

In conclusion, the literature agrees that provision of beginning teachers with information relevant to their needs in the new school and community is important. Some writers have surveyed orientation techniques in use in the United States, but few studies of this nature have

²⁹Op. cit., D. J. Fox, p. 25f.

been done in Canada. Evidence does indicate that beginning teachers do have many concerns and needs in their first year of teaching and that they would like information relevant to their situation.

A Master's Thesis in Educational Administration, by Donald A. Schmidt at the University of Alberta in 1968 reaffirms the Lane study which relates adequacy of orientation to teacher satisfaction. Lane has further related teacher satisfaction to teacher success. However, success might have resulted as much from knowing the school and community situation as from being satisfied with it.

A number of professional teaching organizations are studying teacher orientation practices. Many school systems employ some form of orientation, but little concrete evidence about the value of orientation has accrued.

II. TEACHER EFFECTIVENESS

The literature on effectiveness of teaching and evaluation of teaching is broad. Each writer establishes some criteria for evaluation with considerable overlap of content from author to author. Pi Lambda Theta sponsored a conference on the evaluation of teaching in 1967. The nebulous state of evaluation was evident in the result. "It was apparent from the discussions that teaching effectiveness is a matter about which there is not yet much definitive evidence in terms of what criteria should receive priority."³⁰ The preface to the report suggests three

³⁰ Pi Lambda Theta, A Report of the Second Pi Lambda Theta Catena (Washington, D.C.: Pi Lambda Theta, 1967), p. xi.

broad criteria for evaluating teaching effectiveness:

- 1) pupil behaviors inside and outside of school
- 2) teacher abilities to use tested ways of handling subject-matter content
- 3) teacher characteristics in the sense of personality and natural behavior.³¹

C. C. Anderson and S. M. Hunka state a general guideline for evaluation, "The evaluator can measure only those things that he can see with a fair amount of objectivity."³² They subsequently propose ten qualities of behavior which are consistently demonstrated by superior teachers. Teachers

- 1) collect and study much information about their pupils
- 2) establish short- and long-range goals for their pupils and for their class
- 3) study, select, assemble and catalog much curriculum material
- 4) organize and prepare each class presentation
- 5) change prepared plans to take advantage of "teaching moments" that arise
- 6) show absolute respect for pupils as human beings
- 7) praise more often than criticize
- 8) give much attention to individual differences of pupils

³¹ Ibid.

³² C. C. Anderson and S. M. Hunka, "Teacher Evaluation: Some Problems and a Proposal," Harvard Educational Review (Winter, 1963), pp. 74-95 in Brighton, Staynor F., Increasing Your Accuracy in Teacher Evaluation (Englewood Cliffs, N.J.: Prentice-Hall, 1965), p. 34.

- 9) test and evaluate pupil progress frequently
- 10) participate and share in all activities and enterprises of the school.

They further emphasize that one of the essential variables in teaching effectiveness is "the ability of the teacher to adapt to changing conditions in the classroom."

The view of Lester S. Vander Werf³³ is indicative of the present humanist trend in education. He supports the evaluation of teachers on five behaviors examined in the Beecher Teacher Evaluation Record.

- 1) The teacher is unbiased in his behavior.
- 2) The pupils are happy.
- 3) The teacher is friendly and sympathetic.
- 4) The teacher respects pupil opinion and suggestions.
- 5) The teacher generates in students a sense of orderliness, pride, cooperation and achievement.

However, these five criteria may not actually be indicative of teaching effectiveness. Item 2 illogically assumes that the teacher is causing the pupils to be happy. In this sense it is a weak criterion for evaluating a teacher. Item 5 is impossible to assess because of the vague nature of "generating" the arbitrarily selected characteristics of orderliness, pride, cooperation and achievement.

T. M. Stinnet³⁴ feels that the bases for teacher evaluation

³³Lester S. Vander Werf, How to Evaluate Teachers and Teaching, Rinehart Educational Pamphlet (New York: Holt, Rinehart and Winston, 1958), p. 13.

³⁴Op. cit., T. M. Stinnet, p. 174.

should be broadened to include the teacher's relationship with school and community, and the teacher's own growth.

Although Henry E. Garrett proposes a teacher self-evaluation scale, the following statement made by him provides an adequate summary of the literature on teacher effectiveness:

Many factors enter into the evaluation of a teacher's competency. A knowledge of teaching techniques and methods and a knack for handling children are obviously important. But just as important are native intelligence, good preparation in subject matter, interest in education, and genuine love of children, plus patience and self control. Thus, both preparation and personality are necessary.³⁵

The criteria of teaching effectiveness established by each writer are tabulated in the following table according to five groupings of criteria.

TABLE I
CRITERIA FOR EVALUATING TEACHER EFFECTIVENESS AS TABULATED BY NUMBER OF CRITERIA WHICH FALL INTO EACH OF FIVE BROAD CATEGORIES

Writer	Pupil Behaviors	Teacher Ability To Handle Content	Teacher Personality & Behavior	Teacher Growth	Other
Pi Lambda Theta	1	1	1	-	-
Anderson and Hunka	1	-	3	6	-
Vanderwerf (Beecher)	2	-	3	-	-
T. M. Stinnett	-	-	-	1	1
Henry Garrett	-	1	5	1	1
Totals	4	2	12	8	2

³⁵Henry E. Garrett, The Art of Good Teaching (New York: David McKay Co. Inc., 1964), p. 73.

The chart indicates that the most common criterion is teacher personality or individual behavior, which suggests that administrators record the most observable behavior, such as showing respect for individuals, giving attention to individual differences, participating and sharing in school activities, patience and self-control. The next most common criterion is teacher growth in terms of what kinds of behavior are expected of a teacher, such as lesson-planning, gathering materials, establishing goals, changing plans, and giving praise.

The third most common criterion is pupil behavior, that which education is about. This includes academic marks, happiness, a sense of orderliness, pride, cooperation and achievement, pupil progress and pupil behavior inside and outside of school.

The teachers' ability to handle content seems quite insignificant in terms of teacher effectiveness, as is the category of "other" criteria which includes the teachers' native intelligence and the teachers' relationship to the community.

The literature suggests that teacher effectiveness may be measured by teachers, supervisors, or students, or by any combination of these. However, the generally accepted evaluator is the building principal. The instrument for measuring effectiveness might be by oral questioning, by a self-evaluation scale, by a supervisor's evaluation scale, or by some form of descriptive report on behavior.

Teacher evaluation remains a rather loose concept, although there is a tendency for writers to stress humanistic criteria, such as motivating learners and creating a learning relationship in which pupils are respected as individuals.

CHAPTER III

DATA ANALYSIS

This chapter attempts to outline the purpose of the study and the steps taken in creating an instrument to collect the necessary data and in analyzing them.

I. PURPOSE

The purpose of this study was, essentially, to test the adequacy of orientation programs given to a population of beginning teachers and to determine the relationship of this finding to the teacher's classroom effectiveness, to find if principals and teachers agree on the adequacy of orientation given, and further, to discover if the perceived need for orientation is related to the adequacy of orientation.

II. STEPS IN INSTRUMENTATION AND DATA COLLECTION

The literature survey was helpful in clarifying the concept of orientation.

A. Impact of the Literature

The literature suggested that a relationship would be found between adequacy of orientation of beginning teachers and the teachers' effectiveness. In order to determine the relationship, hypotheses were formulated in null statements. Rejection of the null hypotheses would then indicate a meaningful relationship.

The nature of this study necessitated a specific definition of an orientation program. The literature survey indicated that orientation

should be directed toward four main areas: (1) the principal and his philosophy of education; (2) the school plant, facilities and routine operations; (3) professional organizations and responsibilities; and (4) community and social expectations. The literature on orientation also contained some fairly common concerns of beginning teachers and some standard practices for orientation. The definition of orientation was generated from this survey. Orientation means providing information for beginning teachers about the principal, plant, facilities, routine operations, professional groups and responsibilities, and expectations and resources of their new school systems and communities and providing appropriate help and support for beginning teachers in disturbing situations.

B. Definition of the Orientation Program

The following twenty-four orientation techniques were assumed to be appropriate and functional for orienting beginning teachers to the four main areas of concern:

- 1) The Principal and his philosophy of education
 - a) personal interview before hiring
 - b) opportunity to hear the principal's philosophy of education
 - c) pre-service faculty meeting
 - d) advice for handling certain courses and students
 - e) information about the current method of teacher supervision and evaluation
 - f) opportunity to hear the principal's attitude to tradition or change in his school
- 2) The school plant, facilities and routine operations
 - a) invitation to "clear" the school through the Manitoba Teachers' Society
 - b) tour of the school plant with descriptive information

- c) handbook of school rules, regulations and routine operations
 - d) opportunity to discuss student evaluation, grading and reporting
 - e) opportunity to discuss teaching assignments, texts and syllabi
 - f) aid in locating teaching materials and supplies
- 3) Professional groups and responsibilities
- a) pre-service faculty social
 - b) pre-service workshop
 - c) information concerning professional groups such as: parent-teacher groups and subject area groups
 - d) information concerning the professional responsibilities of membership and participation in the professional groups listed above in c).
 - e) review of the Teachers' Code of Ethics (MTS)
 - f) information concerning professional responsibilities and supervision
- 4) Community and social expectations
- a) invitation to visit school and community
 - b) tour of the community and facilities with descriptive information
 - c) aid in locating living accommodation
 - d) information on community power structure, values and beliefs
 - e) information concerning local communication and transportation
 - f) information concerning community activities in which a teacher is expected to participate

C. Population

The original population was taken from the list of graduates of the University of Manitoba 91st Annual Convocation. It consisted of the 273 graduates of the University of Manitoba Education 1 Secondary Course who were full-time students in the 1969-70 term and who began their careers as teachers in Manitoba Public schools in September 1970. This population was chosen for two reasons. First, the population could provide the most recent data for the research. Second, secondary teachers

were chosen because of the writer's own interest in that aspect of the educational system. The population also included those supervisory principals to whose schools the beginning teachers were assigned teaching positions.

Through the courtesy and aid of the Department of Research and Planning and the Manitoba Education Information Access of the Manitoba Department of Youth and Education, 210 of the 273 graduates were traced to their 137 schools in 43 Manitoba school divisions. It is assumed that those who could not be traced had not taken a teaching position, had accepted a teaching position outside of Manitoba, had obtained a teaching position after the study commenced, were deceased, or were inadvertently missed in the search. Those 210 beginning teachers and their supervisory principals became the population of concern in this research.

D. The Instruments

Since the population to be surveyed could be located in every school in any division in Manitoba, travelling to gather data was impossible due to both financial and time considerations. The investigator formulated from the twenty-four orientation techniques presented above, a Likert-type questionnaire for beginning teachers and a Likert-type questionnaire for their supervisory principals.

i) Beginning Teachers' Questionnaire (BTQ)¹

The two-part questionnaire hereinafter referred to as BTQ, was constructed for beginning teachers. Part A requested some general

¹See Appendix A.

information about the teacher and his school which would be relevant in determining the general placement of beginning teachers. Part B requested beginning teachers to rate the adequacy of each of the twenty-four orientation techniques which could have been used by their principals in their orientation program and to add to the list if necessary. Rating of each technique consisted of circling one of the following values:

- 4- the technique was of great benefit to me
- 3- the technique was of some benefit to me
- 2- the technique was of little benefit to me
- 1- the technique was of no benefit to me
- 0 - the technique was not used.

ii) Supervisory Principals' Questionnaire (SPQ)²

The Supervisory Principals' Questionnaire, hereinafter referred to as SPQ, consisted of four parts.

Part A requested general information about the principal and his school in a form similar to that asked in the Beginning Teachers' Questionnaire. Part B asked principals to rate their perception of their beginning teachers' need for orientation by each of the twenty-four orientation techniques presented earlier. In addition, principals could add items and rate the need for them. The following Likert-scale of values was employed in rating need for orientation:

- 4- high need
- 3- moderate need
- 2- little need
- 1- no need.

²See Appendix A.

Part C asked principals to rate the adequacy of each of the twenty-four orientation techniques in terms of its benefit to the group of beginning teachers in their school. Principals rated each technique by circling the appropriate number for one of the following values:

- 4- was of great benefit to my beginning teachers
- 3- was of some benefit to my beginning teachers
- 2- was of little benefit to my beginning teachers
- 1- was of no benefit to my beginning teachers
- 0- did not use the technique.

Part D attempted a simple rating by principals of the effectiveness of teaching behavior in the classroom of each of their beginning teachers who were asked to participate in the study. Rating was made on the following scale of values:

- 4- high effectiveness in the classroom
- 3- satisfactory effectiveness in the classroom
- 2- little effectiveness in the classroom
- 1- no effectiveness in the classroom
- 0- cannot say.

E. Procedure For Data Collection

In mid-January, 1971, a letter requesting permission for the study was sent to the Superintendent of Schools, or to the Inspector of Schools where no superintendency existed, in each of the 43 school divisions concerned.³ Approval was indicated most often by written

³ See Appendix B.

confirmation from the Superintendent's office, but also by the tacit consent implied by no response from the administrator concerned within two weeks of the request. Of 43 school divisions, 41 granted permission, conditional only on the subjects' willingness to participate. One urban division granted permission for all but Part D of the Supervisory Principals' Questionnaire, the rating of teacher effectiveness, due to an agreement between the local board and the local teachers' association that evaluation of individuals in the school system be confidential information. One urban school division refused permission on the grounds that its principals did not have the time or the inclination to be surveyed.

Questionnaires were mailed to individual teachers and principals in late January. Each questionnaire was codified by number so that teachers' responses could be matched with their principals' responses and with the rating of their own effectiveness. For example, the number 043 066 on the teacher's questionnaire indicated his number identification (066) and his school (043). His principal's questionnaire was marked only with the number 043 to indicate his school. Each questionnaire included a cover letter⁴ explaining the purpose of the study and appealing for the recipient's cooperation.

On February 26, a follow-up letter was sent to all Beginning Teachers and Supervisory Principals who had not replied, in order to encourage further response.

⁴See Appendix B.

Of 210 possible replies, 140 Beginning Teacher Questionnaires were returned, representing a return of 66.666 per cent. Of 137 Supervisory Principal Questionnaires, 110 were returned with useful information, representing 87.591 per cent of the population of principals. Three Principal Questionnaires were returned bearing suggestions about the destiny of such surveys, but containing no constructive information.

When schools were matched for beginning teachers and their respective supervisory principals, 88 schools had supplied 118 teacher responses and 88 principal responses for a return of 56.19 per cent of the beginning teachers traced and 62.77 per cent of the supervisory principals traced. Since some principals supervised more than one beginning teacher, this made available 118 pairs of data out of a possible 210 pairs for most treatment purposes. In some cases pairs were reduced to 111 because of incomplete responses.

The data were compiled and analyzed during May and June of 1971.

F. Limitations Revealed in the Instrument

Although beginning teachers and principals were requested to add to the 24 orientation techniques used and to rate their adequacy, the major limitation here is that the orientation program defined may be a reflection of the writer's own bias in synthesizing from the literature despite a continual struggle for objectivity.

Since the questionnaire was not piloted before it was administered, two weaknesses were not uncovered until the data were being compiled. First, although a rating of each technique of orientation

was asked, the questionnaire did not ask for a specific rating of the adequacy of the whole orientation program given. Thus the author had to assume that the sum of the ratings of the 24 techniques represented the rating of adequacy of the whole orientation program. Second, Part D of the Supervisory Principal Questionnaire received some criticism from principals for being vague. This section was meant for a very simple rating of the effectiveness of each beginning teacher designated by code number in that section. The nature of this section was such that it could not ask for ratings of the multiple facets of teaching behavior. While a number of principals complained of lack of clarity in this section, this weakness did not prevent principals from responding. Of the seven principals who did not complete this question, the only reason given for not doing so was the confidential nature of the response.

III. DATA ANALYSIS

All responses were sorted according to school and teacher code number so that each teacher's response could be compared to his principal's response. In cases where a teacher or principal did reply but his counterpart did not, the data could not be considered for correlation purposes. Where any other responses are included in treatment procedures, this is indicated in chapter four.

Responses to the general information sections were tallied and charted in the first procedure.

A. Sum and Mean Scores

Summations were made of each teacher's rating of the adequacy of orientation received, both in the total program of 24 suggested techniques and in each of the four areas of concern. A calculation was made of the mean score of adequacy of orientation as rated by the beginning teachers.

Each principal's rating of his perception of his beginning teacher's need for orientation was summed and a mean score calculated. The same calculations were made for the principal's rating of the adequacy of the orientation program given.

The sum and mean were also determined for the beginning teacher's effectiveness.

B. Modified Decimal Scores

Although the first procedure yielded principal and teacher scores indicative of the adequacy of the whole orientation program, there existed a noticeable discrepancy in what orientation techniques had actually been used. Therefore, the sums of principal and teacher ratings of adequacy were adjusted to represent the adequacy of the techniques which both principal and teacher agreed had been given.

For example, beginning teacher 001 might have rated the program as 30/96 where 30 represented the sum of the ratings of adequacy of 24 orientation techniques and 96 represented the possible figure of 24 orientation techniques each rated at the value of 4. His principal, however, rated the program 60/96. Since a discrepancy of 30 points

existed between the ratings they gave to the total program, it seemed reasonable that some procedure should be derived to rate the adequacy of the program they both agreed had been given. In this example, while the beginning teacher rated eight techniques that had been used, his principal rated twenty-four techniques as having been used. They could agree only on eight orientation techniques. The possible total of adequacy of orientation for this teacher-principal pair would be 32. The sum score of adequacy of orientation on these eight techniques rated by the beginning teacher would then be 30/32 and the summed score of the principal would be 26/32.

Since great variations appeared in the spectrum of possible scores for modified adequacy, a base for comparison was established. Each modified adequacy rating was converted to a decimal form. Beginning teacher 001 would have assessed the whole orientation program at a value of .937 of 1.000 while his supervisory principal would have given a total modified rating of .812 of 1.000.

The total values of adequacy (UNMODIFIED) of orientation to each of the four areas of concern were not converted to decimals, since each had the same possible total adequacy rating of 24 points. Each area of concern was represented by six orientation techniques each of which could be valued as high as 4.

C. Correlations Calculated

The scores were then transferred to data cards. The following Spearman Rank-Difference Correlations were calculated by computer:

Total adequacy of the orientation program (unmodified scores) as measured by the beginning teachers and the effectiveness of the beginning teachers in the classroom, as rated by their supervisory principals;

Total adequacy of the orientation program (modified decimal score), as measured by the beginning teachers and the effectiveness of the beginning teachers in the classroom, as rated by their supervisory principals;

Total adequacy of orientation (unmodified scores) to the principal and his philosophy of education, as measured by the beginning teachers and the effectiveness of the beginning teachers in the classroom, as rated by the supervisory principals; and similarly, the beginning teachers' ratings (unmodified scores out of possible score of 24) of the adequacy of orientation to each of school plant, facilities and routine operations, professional organizations and responsibilities, and community and social expectations, were correlated with the scores of effectiveness of beginning teachers in the classroom as rated by the supervisory principals;

Total adequacy of the orientation program (unmodified scores), as rated by the beginning teachers and the total adequacy of the orientation program (unmodified scores), as rated by their supervisory principals;

Total adequacy of the orientation program (modified decimal scores), as rated by the beginning teachers and the total adequacy of the orientation program (modified decimal scores), as rated by their supervisory principals;

Total adequacy of the orientation program (unmodified scores), as rated by the beginning teachers and the principals' perception of the

total need for the orientation techniques being tested;

Total adequacy of the orientation program (unmodified scores), as measured by the principals and the principals' perception of the total need for the orientation techniques being tested;

Total adequacy of the orientation program (modified decimal scores), as measured by the principals and the principals' perception of the total need for the orientation techniques being tested.

Any correlation coefficient larger than .1800 was accepted as an indication of a relationship for the purpose of this study.

CHAPTER IV

DATA

This chapter is a presentation of the Spearman Correlations calculated from the returns of the research questionnaires.

I. TEST OF THE HYPOTHESES

The null hypotheses were treated by performing the computer operation of the Spearman Rank Difference Correlation on the variables of each hypothesis. Each correlation was automatically corrected for tied scores. A coefficient larger than .1800 was considered indicative of a meaningful relationship.

A. Null Hypothesis 1

There is no relationship between the adequacy of the orientation program of beginning teachers, as measured by the teachers, and the teachers' classroom effectiveness as rated by the principals.

The data for the beginning teachers' rating of the adequacy of the orientation program and the principals' rating of the teachers' classroom effectiveness were submitted to the Spearman Coefficient of Rank Correlation statistical test. The resulting coefficient was .0395, a slight relationship which is not statistically significant. Therefore, the null hypothesis was not rejected.

It may be assumed that the beginning teachers who did receive an adequate orientation did not perform any more effectively in the classroom than did the beginning teachers who did not receive an adequate

orientation. The adequacy of the orientation program given to beginning teachers does not seem to be a factor in determining if the teacher is effective in the classroom.

A comparison was established by employing the Spearman Coefficient of Rank Correlation on teachers' scores of total modified adequacy of orientation and on teacher effectiveness. The coefficient was .1524 which is a slightly larger correlation, but not strong enough to reject the null hypothesis.

The Spearman Correlation was also employed to test each of the four main areas of concern to beginning teachers.

(i) Null Corollary 1

There is no relationship between the adequacy of the orientation of beginning teachers to the principal and his philosophy of education, as measured by the beginning teachers, and the teachers' classroom effectiveness as rated by the principals.

When the Spearman's Coefficient of Rank Correlation Program was applied to the teachers' ratings of adequacy of orientation to the principal and his philosophy of education and to the principals' ratings of the teachers' classroom effectiveness, the coefficient was found to be only .0557.

Therefore, the null statement of Collary 1 was not rejected.

Again it is assumed that the beginning teachers in this study who were given an adequate orientation to the principal and his philosophy of education did not perform more effectively in the classroom than did teachers who had received an inadequate orientation to the principal and his philosophy of education.

(ii) Null Corollary 2

There is no relationship between the adequacy of the orientation of beginning teachers to the school plant, facilities and routine operations, as measured by the beginning teachers, and the teachers' classroom effectiveness as rated by the principals.

The Spearman Coefficient of Rank Correlation Program was applied to the data on orientation of Beginning Teachers to the school plant, facilities and routine operations and to Teachers' Classroom effectiveness with a resulting coefficient of 0.1946, just large enough to meet the criterion for rejection of the null hypothesis. A relationship, although weak, exists. Therefore the null hypothesis was rejected.

The rejection of this null hypothesis indicates that there is some relationship between the adequacy of orientation of beginning teachers to the school plant, facilities and routine operations and their teaching effectiveness in the classroom.

(iii) Null Corollary 3

There is no relationship between the adequacy of the orientation of beginning teachers to professional groups and responsibilities, as measured by the beginning teacher, and the teacher's classroom effectiveness as rated by the principals.

The Spearman Coefficient of Rank Correlation for these data is -0.0031.

The null hypothesis was not rejected. This slightly negative correlation indicates that there is no relationship between the adequacy of the orientation of beginning teachers to professional groups and responsibilities and the teachers' classroom effectiveness as rated by the principals.

(iv) Null Corollary 4

There is no relationship between the adequacy of the orientation of beginning teachers to community and social expectations, as measured by the beginning teachers, and the teachers' classroom effectiveness as rated by the principals.

The Spearman Rank Correlation Coefficient for adequacy of orientation to community and social expectations and for teachers' classroom effectiveness is 0.0089.

Therefore, the null hypothesis was not rejected.

From the size of the correlation coefficient there is no indication that the adequacy of orientation of beginning teachers to professional groups and responsibilities is related to the effectiveness of the teacher in the classroom.

B. Null Hypothesis 2

There is no relationship between the beginning teachers' rating of adequacy of the orientation received and the supervisory principals' rating of the adequacy of the orientation given.

The Spearman Rank Correlation Program on the variables of teachers' rating of adequacy of the orientation program and principals' rating of adequacy of the orientation program resulted in a coefficient of 0.1869.

There is a difference, although a weak one, between beginning teachers' and supervisory principals' ratings of adequacy of the orientation program. Therefore the null hypothesis was rejected.

The same operation was performed on the variables of Teachers' Total Modified Adequacy and Principals' Total Modified Adequacy. The correlation coefficient calculated was .0890.

The coefficient is too small to reject the null hypothesis.

It casts some doubt as to the practical significance of the previous correlation between principals' and teachers' total ratings of adequacy.

C. Null Hypothesis 3

There is no relationship between the beginning teachers' rating of the adequacy of the orientation received and the principals' rating of the beginning teachers' need for orientation.

The Spearman Rank Correlation Coefficient for beginning teachers' rating of adequacy of the orientation program and the principals' rating of the beginning teachers' need for the orientation program is low at .0300.

The correlation coefficient does not reject the null hypothesis of no relationship between the teachers' rating of adequacy of the orientation program and the principals' rating of the beginning teachers' need for the orientation program.

D. Null Hypothesis 4

There is no relationship between the supervisory principals' rating of the beginning teachers' need for orientation and the supervisory principals' rating of the adequacy of the orientation program given to their beginning teachers.

The coefficient of rank correlation calculated for the scores of adequacy of the whole program and need for the whole program is .3589, which is a large enough relationship to reject the null hypothesis.

The rank correlation coefficient calculated for the modified scores on these two variables is .1961.

Although it is a lower correlation than the previous one it is large enough to reject the null hypothesis. Therefore the null hypothesis was rejected on the basis of two tests.

II. CONCLUSION

Contrary to the indications made in the literature survey about possible values of orientation programs, this research indicates that the adequacy of orientation using the twenty-four orientation techniques cited is not an overall factor in determining the effectiveness of a beginning teacher in the classroom. The tests made on the total program, the total modified program, and on three of the four sub-areas, support this finding. Only one sub-area of information, orientation to the school plant, facilities, and routine operations, is significantly related to teacher effectiveness.

The statistical tests also indicate that there is a small correlation between principals' and teachers' ratings of the adequacy of orientation programs. However, these correlations are not consistently significant. There is a significant relationship between Principals' ratings of need for orientation and Principals' ratings of adequacy of orientation, but not between Teachers' ratings of adequacy and Principals' ratings of need.

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

I. SUMMARY

Since teachers are still recognized as key people in the whole educational process, it was felt that a research project concerning their introduction to teaching would be beneficial. A survey of the literature on orientation implied that some value was to be obtained from good orientation programs. The purpose of the present research was to determine if one of the correlates of good orientation was effective teaching. If orientation were correlated with effective teaching, the results of the study would be helpful for all concerned in education.

A review of the literature suggested a number of widely accepted orientation techniques. From this review, twenty-four orientation techniques were adopted as being most common and most applicable for beginning teachers in Manitoba and were then incorporated into two questionnaires, the Beginning Teacher Questionnaire, the BTQ, and the Supervisory Principal Questionnaire, the SPQ. These questionnaires were devised to gather information about the orientation programs that were offered to a group of beginning teachers. More specifically, information was desired about the need of beginning teachers for orientation; the adequacy of the orientation given; and teacher effectiveness, in order to test four null hypotheses and four null corollaries that

were generated from the literature. The hypotheses expressed that there would be no correlation between either the rated adequacy of the whole orientation or of each of its four sub-areas, and the rated effectiveness of the teacher in the classroom. They also expressed that there would be no difference in beginning teacher and principal ratings of adequacy of the orientation program. They also predicted no relationship between the sum ratings of adequacy made by each of beginning teachers and supervisory principals and the principals' perceptions of the need for orientation. In addition, the introductory survey data would also help describe some physical characteristics of the schools for which the new teachers were hired.

Responses were requested from the 1970 graduates of the University of Manitoba Education 1 Secondary Course and from their Supervisory Principals. The scores obtained from each beginning teacher were matched with the scores received from his supervisory principal. Scores were then treated as pairs in the Spearman Coefficient of Rank Correlation statistical test. Principals and teachers did not consistently agree on what orientation techniques had been employed. Therefore, each teacher score and each principal score was converted to a decimal score to represent the rating of adequacy of the techniques they both agreed had been used. These modified scores were then treated as pairs in the Spearman Coefficient of Rank Correlation statistical test.

The statistical analysis supported three hypotheses and three corollaries. The adequacy of the total orientation program has no significant correlation with beginning teacher effectiveness. Three of

the four sub-areas of orientation have no correlation with teacher effectiveness. No significant relationship was found between the beginning teachers' rating of adequacy of orientation and the principals' rating of their need for orientation.

Statistical rejection of one null corollary indicated a relationship between orientation of beginning teachers to the school plant, facilities, and routine operations and the beginning teachers' effectiveness. Rejection of one null hypothesis suggested a relationship between the principals' rating of the adequacy of their orientation programs and their rating of what their beginning teachers needed from orientation. A questionable difference exists between the ratings of adequacy made by beginning teachers and supervisory principals on the basis of a difference in results on two separate Spearman Correlation tests of total orientation and modified orientation.

II. CONCLUSIONS

Conclusions were drawn from statistical analysis of the data, from descriptive statistics and from general observation.

1. The descriptive data indicated that the population of beginning teachers tended to find jobs in rural communities having schools staffed with twenty teachers or more and administered by principals with 0 - 9 years of administrative experience. They usually taught with at least one other beginning teacher colleague of similar teaching experience. Beginning teachers tended to live in the same community in which they taught and wished to remain in that school and that community

for at least one more school year.

2. When adequacy of orientation is defined operationally as the total score of earned points equal to or greater than half the total points that could be earned, beginning teachers considered neither the total orientation nor its parts to be adequate. Principals considered the orientation barely adequate, averaging an adequacy rating of 48.026 of a possible 96 points.

3. Of the four areas of orientation, orientation to the principal and his philosophy of education and orientation to the school plant, facilities and routine operations are rated closely and consistently as being more adequate than the other two areas. See Table II.

TABLE II

A COMPARISON OF MEANS OF ADEQUACY OF ORIENTATION TO EACH OF THE FOUR AREAS OF CONCERN TO BEGINNING TEACHERS

Area of Orientation	Mean	Possible	Per Cent	Rank of Adequacy
Principal	11.377	24	47.404	1
Plant	10.754	24	44.808	2
Profession	5.855	24	24.400	4
Community	6.596	24	27.470	3
Total Program	34.673	96	36.117	

Orientation to professional organizations and responsibilities and to community and social expectations were consistently rated as the least

adequate of the four areas. The principals gave beginning teachers more adequate orientation to the elements that they were most informed about. The result is an unbalanced orientation.

4. The unbalanced nature of the orientation is derived from the principals' own perceptions of the teachers' need for orientation. Principals consistently perceived the following orientation techniques as being most needed by their beginning teachers:

<u>Rank</u>	<u>Question</u>
1	1) Personal interview by Principal before hiring.
2	8) Opportunity to discuss student evaluation, grading and reporting.
3	9) Opportunity to discuss teaching assignments, texts and syllabi.
4	2) Invitation to visit school and community.
5	7) Opportunity to hear the principal's philosophy of education.
6	10) Pre-service faculty meeting.
7	4) Tour of the school plant with descriptive information.
8	6) Handbook of school rules, regulations and routine operations.
9	20) Information about the current method of teacher supervision and evaluation.
10	24) Opportunity to hear the principal's attitude to tradition or change in his school.
11	14) Aid in locating teaching materials and supplies.
12	15) Advice for handling certain courses and students.
13	23) Information concerning professional responsibilities in extracurricular organization and supervision.

The following techniques were perceived by principals as being least needed by their beginning teachers:

<u>Rank</u>	<u>Question</u>
1	13) Aid in locating living accommodation.
2	17) Information concerning local transportation and communication.
3	21) Information concerning community activities in which a teacher is expected to participate.
4	11) Pre-service faculty social.
5	22) Review of the Teachers' Code of Ethics.
6	16) Information on community power structure, values and beliefs.
7	3) Invitation to "clear" the school through the Manitoba Teachers' Society.
8	5) Tour of the community and facilities with descriptive information.
9	19) Information concerning the professional responsibilities of membership and participation in professional groups such as: school staff, MTS, PTA, and subject area groups.
10	18) Information concerning professional groups such as: school staff, MTS, PTA, and subject area groups.
11	12) Pre-service workshop.

5. On the basis of correlations made on the data returned from the Beginning Teacher Questionnaire, the BTQ, and the Supervisory Principal Questionnaire, the SPQ, it was concluded that orientation is not a significant factor in the success of beginning teachers in the classroom.

6. Further, the adequacy of orientation to the following sub-areas is not correlated with the beginning teachers' rated classroom effectiveness:

- a) the principal and his philosophy of education;

- b) the professional organizations and responsibilities;
- c) community and social expectations.

7. However, one sub-area of orientation is correlated with beginning teacher effectiveness, and that is orientation to the school plant, facilities, and routine operations. While a cause-effect relationship cannot be concluded, orientation to this area of concern should not be negated as a possible factor in the teachers' success.

8. On tests of adequacy of the total orientation program as measured by the BTQ and the SPQ, there is a difference between ratings made by beginning teachers and supervisory principals. Principals rated the adequacy of their orientation programs higher than did their beginning teachers. This conclusion is verified by a simple comparison of the mean scores of adequacy. A difference of almost fourteen per cent was found between the mean ratings calculated for teachers and principals.

TABLE III

A COMPARISON OF PRINCIPALS' AND TEACHERS' MEAN RATINGS
OF ADEQUACY OF ORIENTATION

Respondents	Mean	Possible	Per Cent of Possible
Teachers	34.673	96	36.117
Principals	48.026	96	50.026

However, teachers and principals rated very similarly the adequacy of orientation techniques when they agreed on which techniques had been

used.

The investigator concluded from the disagreement between teachers and principals about orientation techniques used, that the orientation given was vague and not easily identifiable. Alternative conclusions are that the techniques employed had been forgotten, that they had been obscured by other techniques, or that the data received were not correct.

9. From data collected and modified from the BTQ and the SPQ there is no relationship between the beginning teachers' ratings of the adequacy of the orientation received and the principals' ratings of the beginning teachers' need for orientation.

10. From correlations made on the data and the modified data collected by the SPQ there is a strong relationship between the supervisory principals' rating of the beginning teachers' need for orientation and the supervisory principals' rating of adequacy of orientation given to their beginning teachers. In other words, principals were aware of the need for orienting their beginning teachers but did not give them a very adequate orientation. This conclusion is supported by a comparison of statistical means.

TABLE IV

A COMPARISON OF THE PRINCIPALS' MEAN RATINGS OF NEED
FOR ORIENTATION AND ADEQUACY OF ORIENTATION

Principal Rating	Mean	Possible
Need	69.941	96
Adequacy	48.026	96

A discrepancy of 21.915 points exists between the orientation the principal gave and the orientation he thought was needed.

III. IMPLICATIONS

This section presents some of the implications arising from the research process and from the research results.

1. Beginning teacher orientation shows virtually no relationship to teacher effectiveness, but orientation practices should not be abandoned in light of the following two considerations:

- a) A further study employing new operational definitions of orientation and teacher effectiveness and tested on a different population of beginning teachers might yield an orientation-effectiveness relationship;
- b) Lane's study, cited on page 22, found that teacher orientation leads to teacher satisfaction. It is logical to assume that orientation might contribute to feelings and behaviors other than teacher satisfaction, such as feelings of security or behavior indicative of personal or professional development. When these possible advantages for teachers are considered, orientation should be carried on.

2. Principals did not carry out the orientation they felt was needed. Some restructuring of principals' time or duties may be necessary to carry out both orientation and instructional programs that are needed. Principals will need more professional training in order to deal adequately both with curriculum and with the people involved in learning and in teaching.

3. Administrators developing orientation programs should consider:

- a) the needs of individual teachers;
- b) the needs of teachers as rated by the principals, especially the need for an interview with the principal before hiring;
- c) the demonstrated relationship between orientation to the school plant facilities, and routine operations and effectiveness of beginning teachers.

5. The literature cited in Chapter II suggests a possible weakness in the way teacher effectiveness is often measured. Writers in educational administration admit to the vague state of teacher evaluation. Categorization of the criteria used in evaluating teachers suggests that administrators may be evaluating, not on the basis of pupil progress or behavior, but on teacher personality or individual behavior, or on their own personal liking for the teacher. If this is true, schools are being managed inconsistently with their purpose; they are maintaining the administrative structure and not educating children. It is necessary that techniques for teacher evaluation be researched and modified in light of proper objectives.

6. Teacher training should be continuous. Pre-service training should not stop at graduation. It should blend with the in-service training of employment. Teacher training institutions should maintain contact with their graduates and provide as much professional assistance as possible.

IV. SUGGESTIONS FOR FURTHER RESEARCH

1. An operational definition of effectiveness in terms of a specific set of variables might establish a relationship between certain aspects of teaching effectiveness and orientation.

2. The same is true of the definition of orientation. While the orientation program employed in this study was generated from a review of the literature on the subject, its definition in terms of twenty-four specific orientation techniques remains arbitrary. The principals contacted in this study indicated that not all techniques needed to be used or that not all techniques needed to be used to the same extent. In essence, the mean rating of need, 69.94, suggests that only 72.85 per cent of the orientation program defined in this research is needed in the schools. While the orientation program employed was useful for gathering data for this study, it may be too idealistic to be practical for an administrator.

Further research might generate both a simpler and more effective orientation program than the one created for this study. A more conclusive study of Manitoba's beginning teachers' need for orientation would be helpful in this regard. A revised definition of orientation might then result in a stronger relationship of orientation and teacher effectiveness.

3. The results of this research indicated that orientation did not affect teaching effectiveness of beginning teachers, except for orientation to one area of concern, the school plant, facilities and

routine operation. This result and the current evidence that the role of the principal is changing suggest that research is necessary to determine what the functions of the Principal should be in terms of professional development of beginning teachers.

6. The same variables investigated here might be studied to determine what kind of leader gives the best orientation program and what kind of teacher responds to orientation with effective teaching.

7. A field study of actual school systems might discover environments in which orientation is a highly significant practice.

8. While the nature of this research was essentially descriptive, simulation studies or experimentation under laboratory conditions might result in different conclusions.

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APPENDICES

APPENDIX A

QUESTIONNAIRE FOR BEGINNING TEACHERS

Please do not write your name anywhere on this questionnaire.

PART A: General Information. Please fill in the blanks.

1. Number of teachers on staff _____
2. Location of your school: Rural _____
Urban _____
3. Do you reside in the community in which you teach? _____
4. Sex: Female _____
Male _____
5. Do you wish to teach in this community next year? _____
6. Do you wish to teach in this school next year? _____
7. Indicate the number of years of actual teaching experience you had prior to September, 1970. _____

PART B: Please rate the adequacy with which you perceive each of the following orientation techniques benefited you as a beginning teacher before school opening and during the first two weeks of the 1970 fall term.

Please indicate your rating of each technique by circling the appropriate evaluation according to the scale of adequacy which follows:

- 4- this technique was of great benefit to me
- 3- this technique was of some benefit to me
- 2- this technique was of little benefit to me
- 1- this technique was of no benefit to me
- 0- this technique was not used.

1. Personal interview by the Principal before hiring.	4	3	2	1	0
2. Invitation to visit school and community.	4	3	2	1	0
3. Invitation to "clear" the school through the Manitoba Teachers' Society.	4	3	2	1	0
4. Tour of the school plant with descriptive information.	4	3	2	1	0
5. Tour of the community and facilities with descriptive information.	4	3	2	1	0
6. Handbook of school rules, regulations and routine operations.	4	3	2	1	0
7. Opportunity to hear the Principal's philosophy of education.	4	3	2	1	0
8. Opportunity to discuss student evaluation, grading and reporting.	4	3	2	1	0
9. Opportunity to discuss teaching assignment, texts and syllabi.	4	3	2	1	0
10. Pre-service faculty meeting.	4	3	2	1	0
11. Pre-service faculty social.	4	3	2	1	0
12. Pre-service workshop.	4	3	2	1	0
13. Aid in locating living accommodation.	4	3	2	1	0
14. Aid in locating teaching materials and supplies.	4	3	2	1	0
15. Advice for handling certain courses and students.	4	3	2	1	0
16. Information on community power structure, values and beliefs.	4	3	2	1	0
17. Information concerning local communication and transportation.	4	3	2	1	0
18. Information concerning professional groups such as: school staff, Manitoba Teachers' Society, Parent-Teacher groups and subject area groups.	4	3	2	1	0

19. Information concerning the professional responsibilities of membership and participation in the above groups.	4	3	2	1	0
20. Information about the current method of teacher supervision and evaluation.	4	3	2	1	0
21. Information concerning community activities in which a teacher is expected to participate.	4	3	2	1	0
22. Review of the Teachers' Code of Ethics.	4	3	2	1	0
23. Information concerning professional responsibilities in extracurricular organization and supervision.	4	3	2	1	0
24. Opportunity to hear the Principal's attitude to tradition or change in his school.	4	3	2	1	0
25. Other (Please Specify).	4	3	2	1	0

QUESTIONNAIRE FOR PRINCIPALS SUPERVISING BEGINNING TEACHERS

Please do not write your name on this questionnaire.

PART A: General Information. Please fill in the blanks.

1. Years of experience as Principal
(not including this year). _____
2. Number of teachers on staff. _____
3. Number of first year teachers. _____
4. Location of your school: Rural _____
Urban _____
5. Do you reside in the community
in which you teach? _____
6. Sex: Female _____
Male _____

PART B: Please rate your beginning teachers' need, as you perceive it, for each of the following techniques of orientation at the beginning of the fall term. Kindly circle the appropriate rating opposite the technique.

NOTE: 4- high need; 3- moderate need; 2- little need; 1- no need

- | | | | | |
|---|---|---|---|---|
| 1. Personal interview by the Principal before hiring. | 4 | 3 | 2 | 1 |
| 2. Invitation to visit school and community. | 4 | 3 | 2 | 1 |
| 3. Invitation to "clear" the school through the Manitoba Teachers' Society. | 4 | 3 | 2 | 1 |
| 4. Tour of the school plant with descriptive information. | 4 | 3 | 2 | 1 |
| 5. Tour of the community and facilities with descriptive information. | 4 | 3 | 2 | 1 |

6. Handbook of school rules, regulations and routine procedures.	4	3	2	1
7. Opportunity to hear the Principal's philosophy of education.	4	3	2	1
8. Opportunity to discuss student evaluation, grading and reporting.	4	3	2	1
9. Opportunity to discuss teaching assignment, texts and syllabi.	4	3	2	1
10. Pre-service faculty meeting.	4	3	2	1
11. Pre-service faculty social.	4	3	2	1
12. Pre-service workshop.	4	3	2	1
13. Aid in locating living accommodation.	4	3	2	1
14. Aid in locating teaching materials and supplies.	4	3	2	1
15. Advice for handling certain courses and students.	4	3	2	1
16. Information on community power structure, values and beliefs.	4	3	2	1
17. Information concerning local transportation and communication.	4	3	2	1
18. Information concerning professional groups such as: school staff, Manitoba Teachers' Society, Parent-Teacher groups and subject area groups.	4	3	2	1
19. Information concerning the professional responsibilities of membership and participation in the above groups.	4	3	2	1
20. Information about the current method of teacher supervision and evaluation.	4	3	2	1
21. Information concerning community activities in which a teacher is expected to participate.	4	3	2	1
22. Review of the Teachers' Code of Ethics.	4	3	2	1

- | | |
|---|---------------|
| 23. Information concerning professional responsibilities in extracurricular organization and supervision. | 4 3 2 1 |
| 24. Opportunity to hear the Principal's attitude to tradition or change in his school. | 4 3 2 1 |
| 25. Other (please specify). | 4 3 2 1 |

PART C: Please rate the adequacy with which you perceive each of the following orientation techniques benefited your beginning teacher(s) before school opening and during the first two weeks of the 1970 fall term. Assuming that you have several beginning teachers on staff, please rate the "average" benefit each technique gave your teachers.

Please rate each technique by circling the appropriate number on the scale of adequacy as follows:

4- was of great benefit to my beginning teachers

3- was of some benefit to my beginning teachers

2- was of little benefit to my beginning teachers

1- was of no benefit to my beginning teachers

0- did not use the technique

- | | |
|---|-------------------|
| 1. Personal interview by the Principal before hiring. | 4 3 2 1 0 |
| 2. Invitation to visit school and community. | 4 3 2 1 0 |
| 3. Invitation to "clear" the school through the Manitoba Teachers' Society. | 4 3 2 1 0 |
| 4. Tour of the school plant with descriptive information. | 4 3 2 1 0 |
| 5. Tour of the community and facilities with descriptive information. | 4 3 2 1 0 |
| 6. Handbook of school rules, regulations and routine operations. | 4 3 2 1 0 |

7. Opportunity to hear the Principal's philosophy of education.	4	3	2	1	0
8. Opportunity to discuss student evaluation, grading and reporting.	4	3	2	1	0
9. Opportunity to discuss teaching assignment, texts and syllabi.	4	3	2	1	0
10. Pre-service faculty meeting.	4	3	2	1	0
11. Pre-service faculty social.	4	3	2	1	0
12. Pre-service workshop.	4	3	2	1	0
13. Aid in locating living accommodation.	4	3	2	1	0
14. Aid in locating teaching materials and supplies.	4	3	2	1	0
15. Advice for handling certain courses and students.	4	3	2	1	0
16. Information on community power structure, values and beliefs.	4	3	2	1	0
17. Information concerning local transportation and communications.	4	3	2	1	0
18. Information concerning professional groups such as: school staff, Manitoba Teachers' Society, Parent-Teacher groups and subject area groups.	4	3	2	1	0
19. Information concerning the professional responsibilities of membership and participation in the above groups.	4	3	2	1	0
20. Information about the current method of teacher supervision and evaluation.	4	3	2	1	0
21. Information concerning community activities in which a teacher is expected to participate.	4	3	2	1	0
22. Review of the Teachers' Code of Ethics.	4	3	2	1	0
23. Information concerning professional responsibilities in aiding extracurricular organization and supervision.	4	3	2	1	0

24. Opportunity to hear the Principal's attitude to tradition or change in his school. 4 3 2 1 0
25. Other (please specify). 4 3 2 1 0

PART D: Keeping in mind the following desirable teacher characteristics: teacher rapport with students, enthusiasm, knowledge of subject matter, versatility of method, resourcefulness and high quality of instruction, on the following scale of teacher effectiveness in the classroom, please circle the appropriate evaluation of the performance of beginning teacher # _____ as you have observed his performance:

- 4- high effectiveness in the classroom
- 3- satisfactory effectiveness in the classroom
- 2- little effectiveness in the classroom
- 1- no effectiveness in the classroom
- 0- cannot say

NOTE: ALL RESPONSES ARE CONFIDENTIAL

Please circle the appropriate evaluation of the performance of beginning teacher # _____ as you have observed his performance:

- 4- high effectiveness in the classroom
- 3- satisfactory effectiveness in the classroom
- 2- little effectiveness in the classroom
- 1- no effectiveness in the classroom
- 0- cannot say

Please circle the appropriate evaluation of the performance of beginning teacher # _____ as you have observed his performance:

- 4- high effectiveness in the classroom
- 3- satisfactory effectiveness in the classroom
- 2- little effectiveness in the classroom

2- no effectiveness in the classroom

0- cannot say

Please circle the appropriate evaluation of the performance of beginning teacher # _____ as you have observed his performance:

4- high effectiveness in the classroom

3- satisfactory effectiveness in the classroom

2- little effectiveness in the classroom

1- no effectiveness in the classroom

0- cannot say

Please circle the appropriate evaluation of the performance of beginning teacher # _____ as you have observed his performance:

4- high effectiveness in the classroom

3- satisfactory effectiveness in the classroom

2- little effectiveness in the classroom

1- no effectiveness in the classroom

0- cannot say

APPENDIX B

308-50 Baylor Place
Baylor Avenue
Winnipeg 19, Manitoba

Dear

With the approval of your Superintendent and my Master's Thesis Committee at the University of Manitoba, I solicit your cooperation in a study in Educational Administration.

The purpose of this study is to examine the relationship between the adequacy of the orientation program given to beginning teachers and the classroom effectiveness of beginning teachers as rated by their principals. As you can see, it is a study which has meaning for the teacher's situation. My research is completely dependent upon your cooperation and that of your principal.

I realize that you are very busy. Yet, I hope that you will take sufficient time to answer and return this questionnaire. It should take no more than ten minutes to complete.

The questionnaire requests that you complete two parts:

Part A: General Information

Part B: Your perception of the degree to which each of twenty-four orientation techniques benefited you as a beginning teacher.

Please note that no respondents will be identified in the study.

A stamped, self-addressed envelope is enclosed for your early reply. Please return the questionnaire by February 15, 1971.

I assume the liberty of mailing you a copy of the results when my study is completed.

Your cooperation in this research is appreciated.

Sincerely,

Encl: 1

John S. Nelson.

308-50 Baylor Place,
Baylor Avenue,
Winnipeg 19, Manitoba.

Dear

With the approval of your Superintendent and my Master's Thesis Committee at the University of Manitoba, I solicit your cooperation in a study in Educational Administration.

The purpose of this study is to examine the relationship between the adequacy of orientation given to beginning teachers and the classroom effectiveness of beginning teachers as rated by their principals. It is a study which has meaning for both teachers and principals. My research is dependent upon the cooperation you and your beginning teachers can give.

I realize that you are very busy. Yet, I hope you will spare sufficient time to answer this questionnaire. It should take no more than fifteen minutes to complete.

The questionnaire consists of four parts:

- Part A: General Information
- Part B: Your perception of the needs of your beginning teachers for being oriented by each of twenty-four orientation techniques.
- Part C: Your perception of the degree to which each orientation technique benefited your beginning teachers as a group.
- Part D: Your rating of the effectiveness in the classroom of each beginning teacher designated below.

Respondents' names will not be identified.

A stamped, self-addressed envelope is enclosed for your early reply. Please return the questionnaire by February 15, 1971.

I assume the liberty of mailing you a copy of the results when my study is complete.

For the purpose of this study, the following beginning teacher(s) is (are) codified by the corresponding number:

Teacher

Code Number

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Your cooperation in this research is appreciated.

Sincerely,

Encl: 1

John S. Nelson.

308-50 Baylor Place
Baylor Avenue
Winnipeg 19, Manitoba

Dear

The purpose of this letter is to seek permission for some of your personnel to participate in a study in Educational Administration which I am conducting at the University of Manitoba as part of my thesis requirement for the Master of Education degree.

My study will examine the relationship between the adequacy of the orientation program given to beginning teachers and their effectiveness in the classroom. A positive relationship would have some implications for most school systems.

I require information from the 1970 graduates of the University of Manitoba Education 1 Secondary Course and from their supervising principals.

I enclose a copy of each of two questionnaires for your scrutiny. You will see that the answering time is no more than fifteen minutes for principals and ten minutes for teachers. All teachers and principals will remain anonymous.

It is my sincere hope that you will permit your personnel to participate. However, if it is impossible to allow participation, please notify me as soon as possible, so my investigation may begin in other schools.

I assume the liberty of mailing you a copy of the results when my study is complete.

Sincerely,

John S. Nelson.

308-50 Baylor Avenue
Winnipeg 19, Manitoba
February 26, 1971

Dear Sir or Madam:

Re: Questionnaire on Adequacy of Orientation Given to Beginning
Teachers

In January, I mailed a questionnaire to all 1970 graduates of the University of Manitoba Education 1 Secondary Course whom I could trace, and to their supervisory principals. The purpose of the questionnaire is to gather information on the adequacy of orientation programs given to this group of teachers.

To date I have received 75% response from the supervisory principals and 54% response from the beginning teachers. Both are generous responses. However, I require a still higher percentage in order to have sufficient data.

If you have not already done so, I encourage you to forward your completed questionnaire in the stamped, self-addressed envelope accompanying it. If you have misplaced your copy of the questionnaire, please contact me and I will mail you a second copy.

Thank you for taking time from your busy schedule to participate.

Yours sincerely,

John S. Nelson.

APPENDIX C

APPENDIX C

VOLUNTARY ADDITIONAL RESPONSES OF TEACHERS AND PRINCIPALS

Part I: Comments from Beginning Teachers

- a) "It would be a great idea if the beginning teacher was given some information on the above [24 items] such as school procedures, regulations, and teacher evaluation."
- b) ". . . many of the items indicated are not so much a fault of the orientation given to us, as a lack of initiative on my part to go and ask about many of these areas."
- c) "Practise Teaching, but there was not enough."
- d) "Knowing the ropes gives a new teacher so much more confidence."
- e) "Those techniques which I have indicated as valuable were self-imposed by my own curiosity, not emanating from the excess benevolence of the administration."
- f) "The short staff meeting the night before school began revealed very little information, and it was not until about a month later that a copy of the schedule of the bell system was made available."
- g) "Though I like teaching in this division, I do not rely on orientation programs to acquaint me to the position I hold. Experience will be my only study."
- h) "I would like to say that I do feel that if all of the above [techniques] had been provided (used) I would have found things much easier. As it stands, I had to find out everything by "snooping around."
- i) "Spending five weeks student teaching at the school . . . was an invaluable experience for me."
- j) "I did my practise teaching at the school where I am presently teaching, therefore I was quite familiar with the situation before September '70."
- k) "I feel that the greatest problem I encountered in my first two weeks of teaching was the rest of the staff who assume you know everything about the school, its philosophy etc. Unless a specific teacher was asked a specific

question, advice and information were not volunteered, e.g.: where paper is kept, how to run the equipment, policy concerning discipline, etc. A new teacher should be thoroughly familiarized with what experienced staff may consider to be routine, unimportant matters. It would give the new teacher a feeling of confidence which is sorely lacking the first few days of the school year."

- l) "What it comes down to in the long run is, do you want a job in the city or not." "They told me to sign a contract and not to argue over points- A JOB IS A JOB."
- m) "Most beneficial was the Principal's willingness to listen and discuss any problem and yet allow a large amount of freedom to experiment with techniques and materials."
- n) "The information I received about the area I am teaching in was a paper from MTS which turned out to be completely inaccurate of conditions here. It was outdated."
- o) "The faculty of Education was helpful to a degree. It prepared me mostly in economic terms (salary, benefits). The theoretical aspect of education was much too broad and not stressed and my particular 'methods' course. . . seemed to be a waste of time."
- p) "This has left me feeling deprived and a little depressed. Does anybody get the above orientation?"
- q) "For myself. . . an interview with the principal before hiring would have been a great help."
- r) ". . . I did not know for sure what subjects I was to teach, where the school was or even what my Principal looked like until Day 1 of the year."
- s) "There may be a need for clear guidelines for the beginning teachers; but safeguards should be taken lest an excess of direction and mechanization should lead to straight-jacketed regimentation that could rob a teacher of all that he possesses--his own peculiar creativity.

The beginning teacher should be made to feel free to exchange ideas, question methodology and objectives. The department heads and senior teachers should be more readily accessible to share their experience with the beginning teacher, thereby aiding the latter to develop his full potential in his own peculiar style in the general framework of the faculty of which he is part. . . . It is the

hope that beginning teachers will realize that there is much that they can learn from more experienced colleagues."

Part 2: Comments from Principals

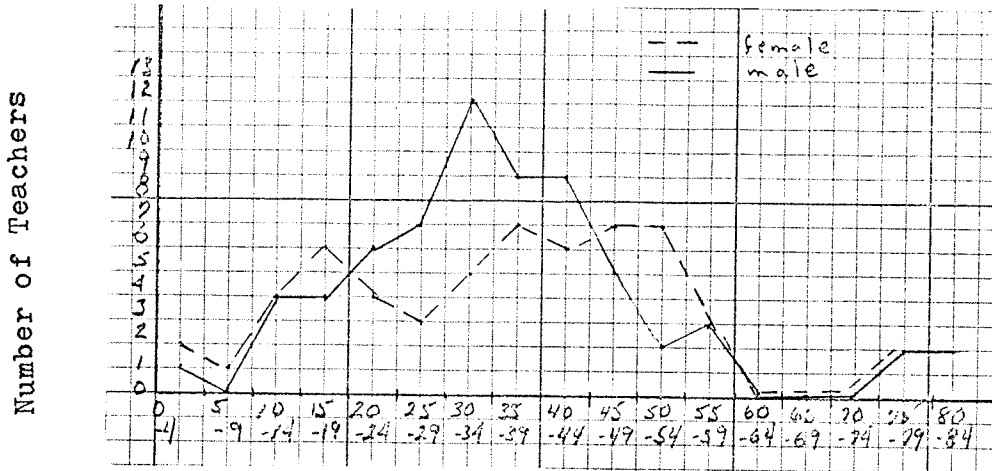
- a) "Most often the student comes to a rural school from the faculty with the view that our equipment is identical to the modern sophisticated equipment there. The biggest need seems to be an adjustment to what equipment and resources we have."
- b) "Our high school staff . . . is small enough that most of these things [techniques] can be dispensed with in favor of more personal communication between principal and teachers."
- c) Re: Orientation

"This is an ongoing process--which must be carried on not only at the beginning of the fall term but throughout at least the first term."
- d) "Through 'in-service' by the department head, many of the [techniques] were actually done in department meetings."
- e) "It is most necessary today when different schools are using different approaches, that candidates know what will be expected re: approach, evaluation, etc."
- f) Re: Faculty of Education

"Too many students come from the 'Ivory Tower' thinking that all schools are operating the same way, with the same aims and ideals. Hence, many are too generally trained."
- g) "I am not sure that I would rely on each technique to the same degree as I gained experience. I was as much in need of orientation as my teacher."

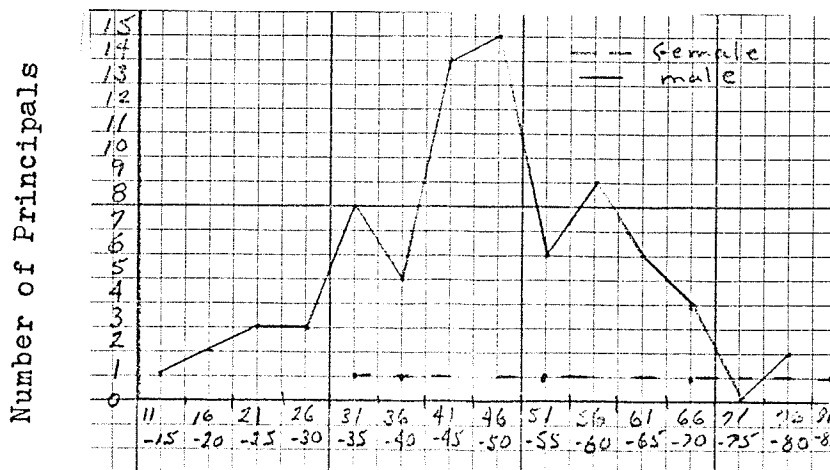
APPENDIX D

I. Additional Figures



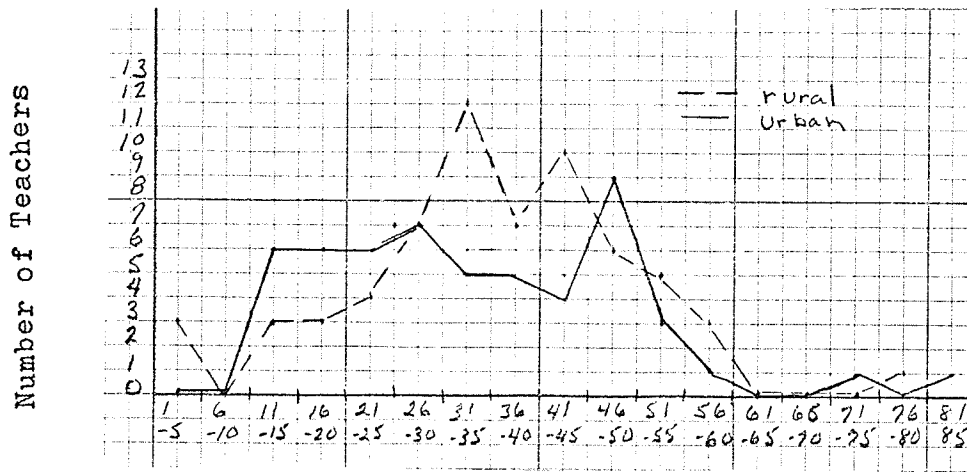
Teachers' Ratings of the Adequacy of the Total Orientation Program, Classified by Sex

Figure 1- Frequency polygons for female and male teachers' ratings of adequacy of the total orientation program



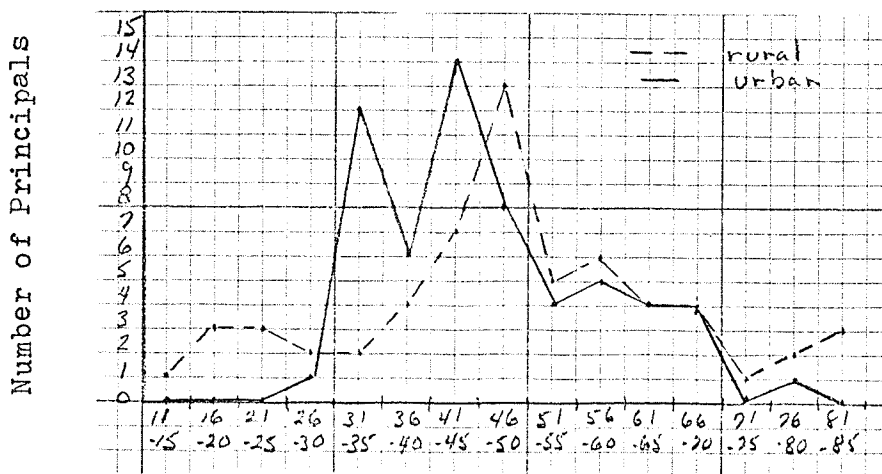
Principals' Ratings of the Adequacy of the Total Orientation Program, Classified by Sex

Figure 2- Frequency polygons for female and male principals' ratings of adequacy of the total orientation program



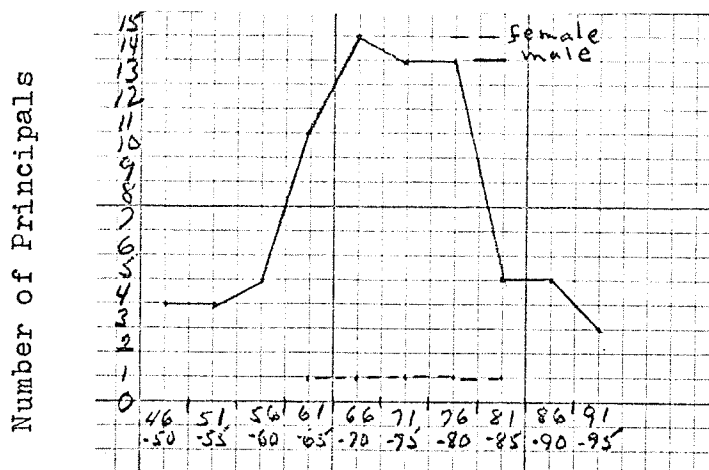
Teachers' Ratings of the Adequacy of the Total Orientation Program, Classified by Rural - Urban Setting

Figure 3- Frequency polygons for rural and urban teachers' ratings of adequacy of the total orientation program



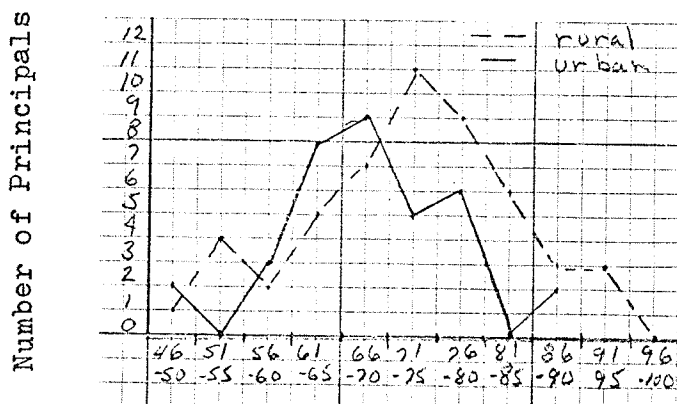
Principals' Ratings of Adequacy of the Total Orientation Program, Classified by Rural-Urban Setting

Figure 4- Frequency polygons for rural and urban principals' ratings of adequacy of the total orientation program



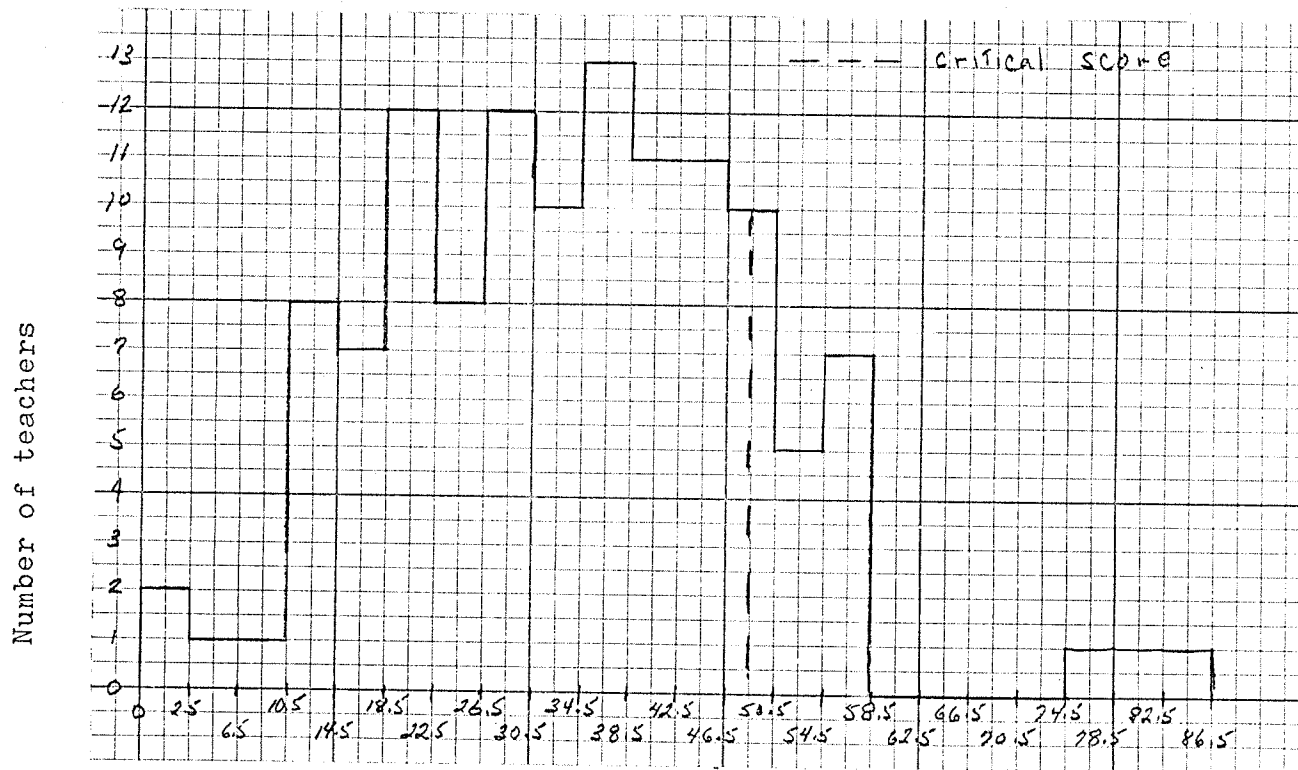
Principals' Ratings of Beginning Teachers' Need For Orientation, Classified by Sex

Figure 5- Frequency polygons for female and male principals' ratings of teachers' need for orientation



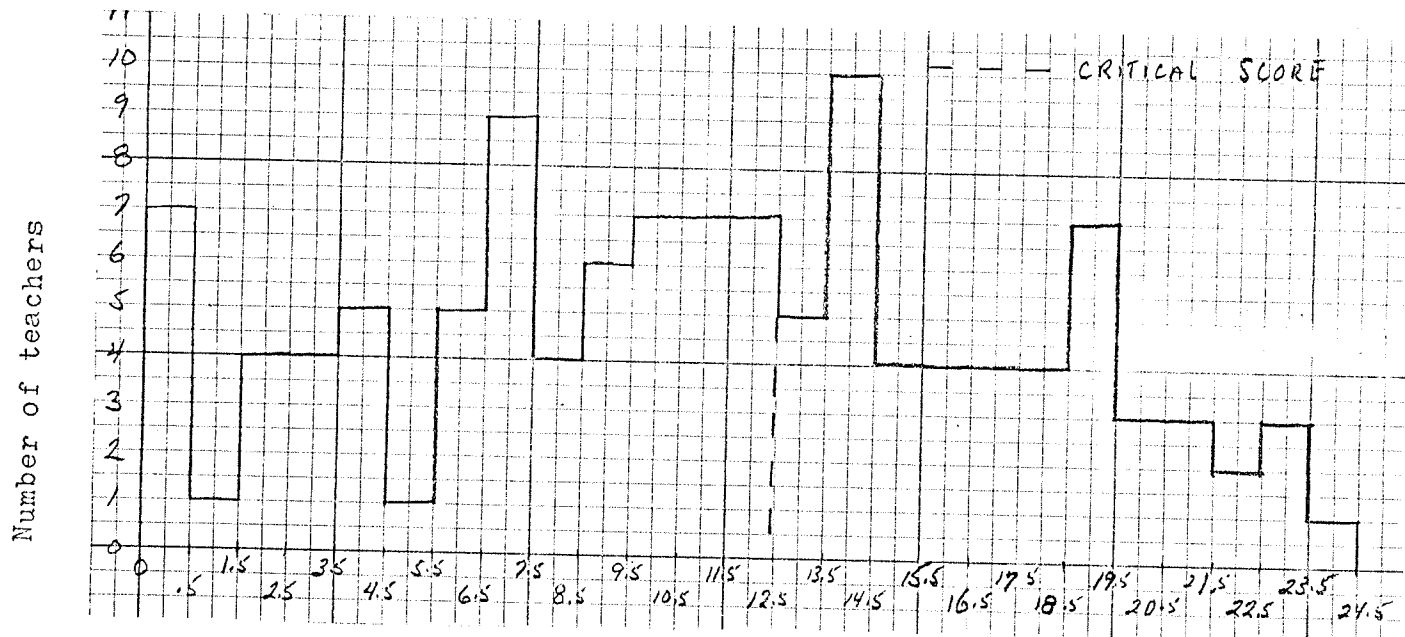
Principals' Ratings of Need For Orientation, Classified by Rural or Urban Setting

Figure 6- Frequency polygons of rural and urban principals' ratings of need for orientation.



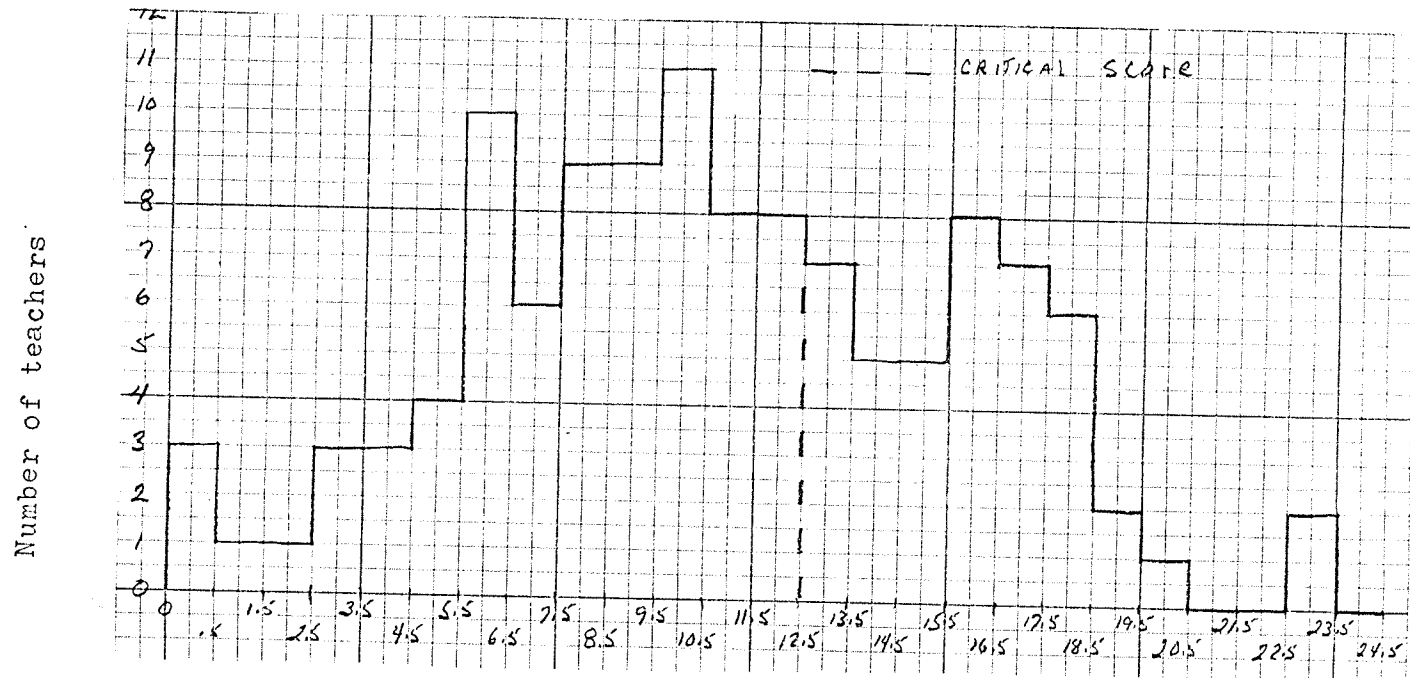
Ratings of adequacy of the total orientation program

Figure 7- Histogram of adequacy of the total orientation program as rated by beginning teachers



Ratings of adequacy of orientation to the principal and his philosophy of education

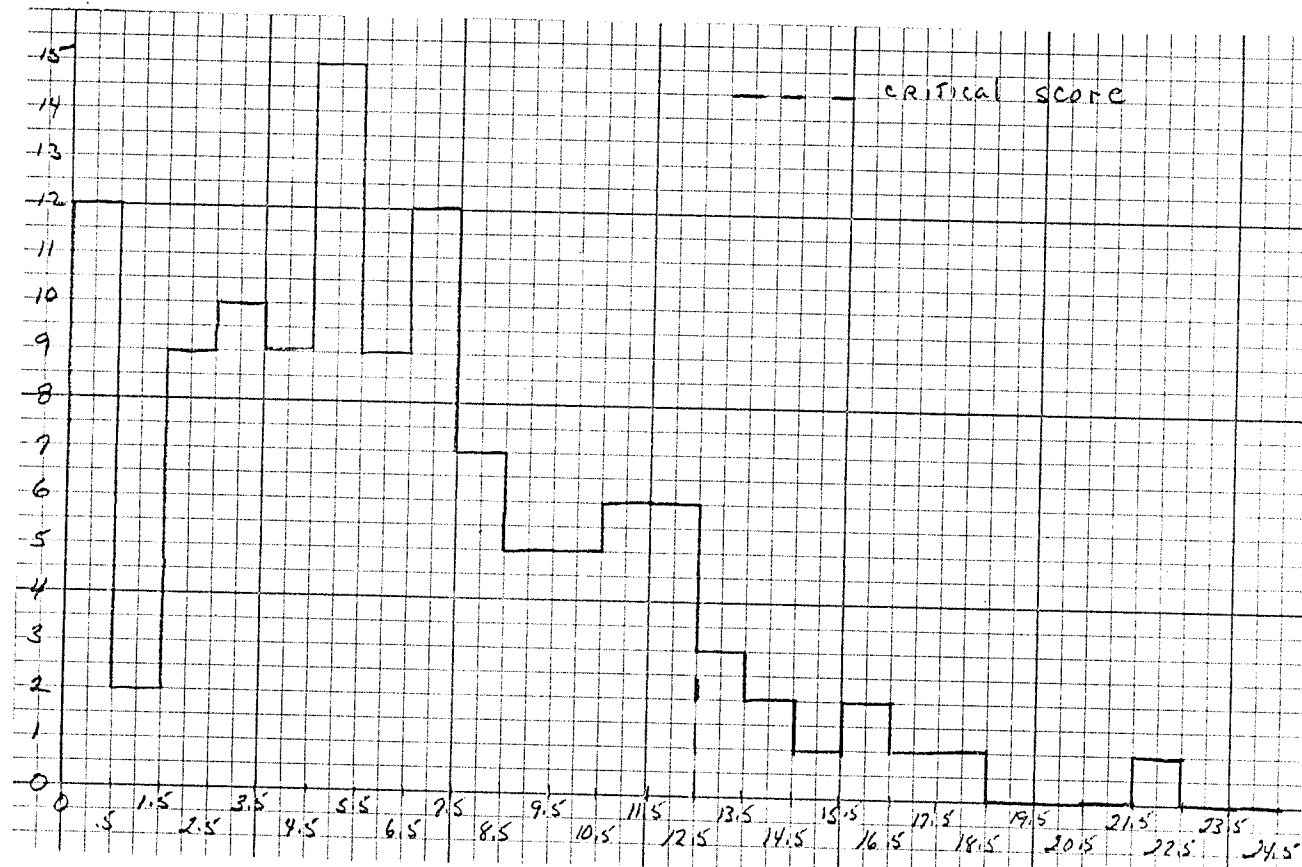
Figure 8- Histogram of adequacy of orientation to the principal and his philosophy of education, as measured by beginning teachers



Ratings of adequacy of orientation to the school plant, facilities, and routine operations

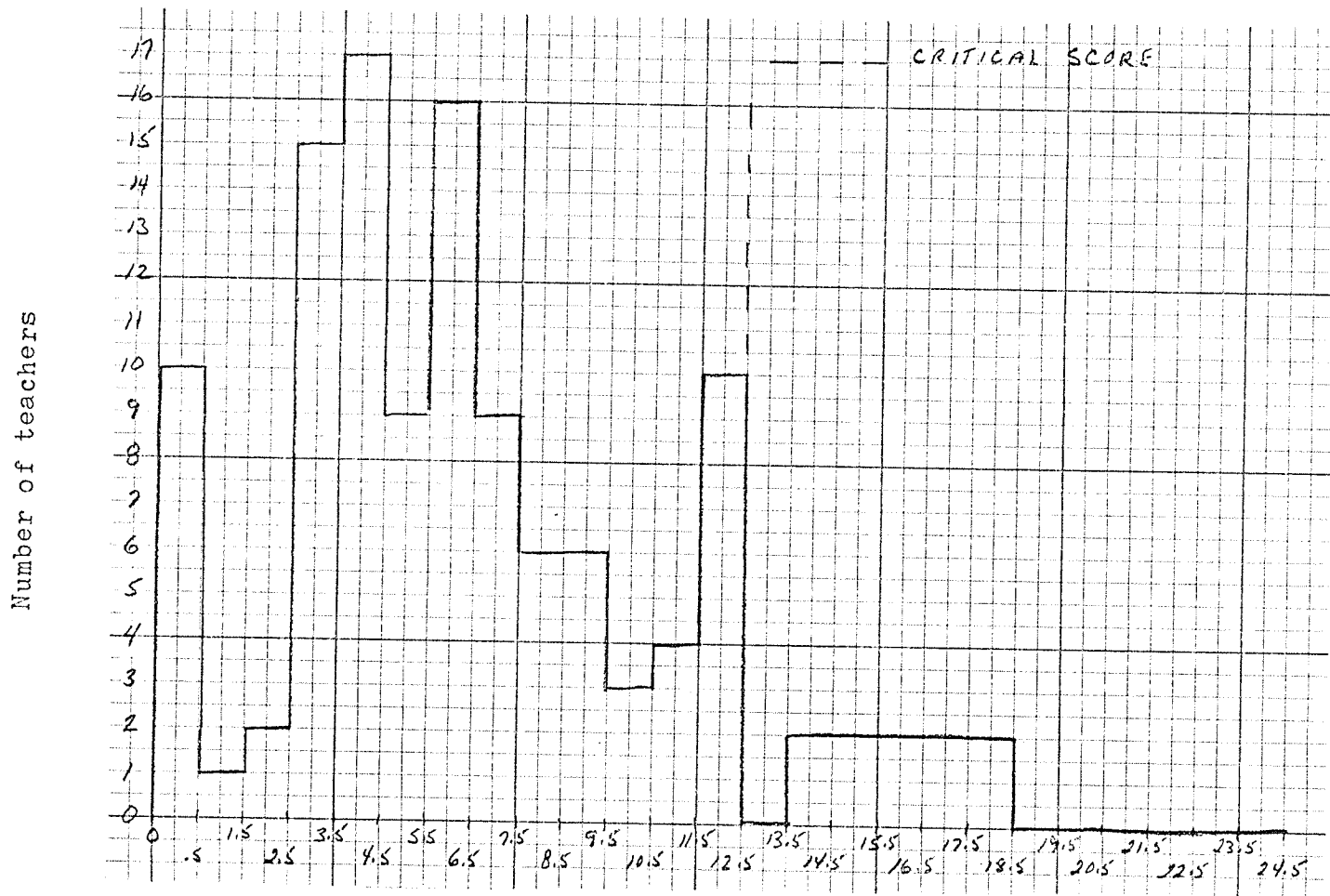
Figure 9- Histogram of adequacy of orientation to the school plant, facilities, and routine operations, as rated by beginning teachers

Number of teachers



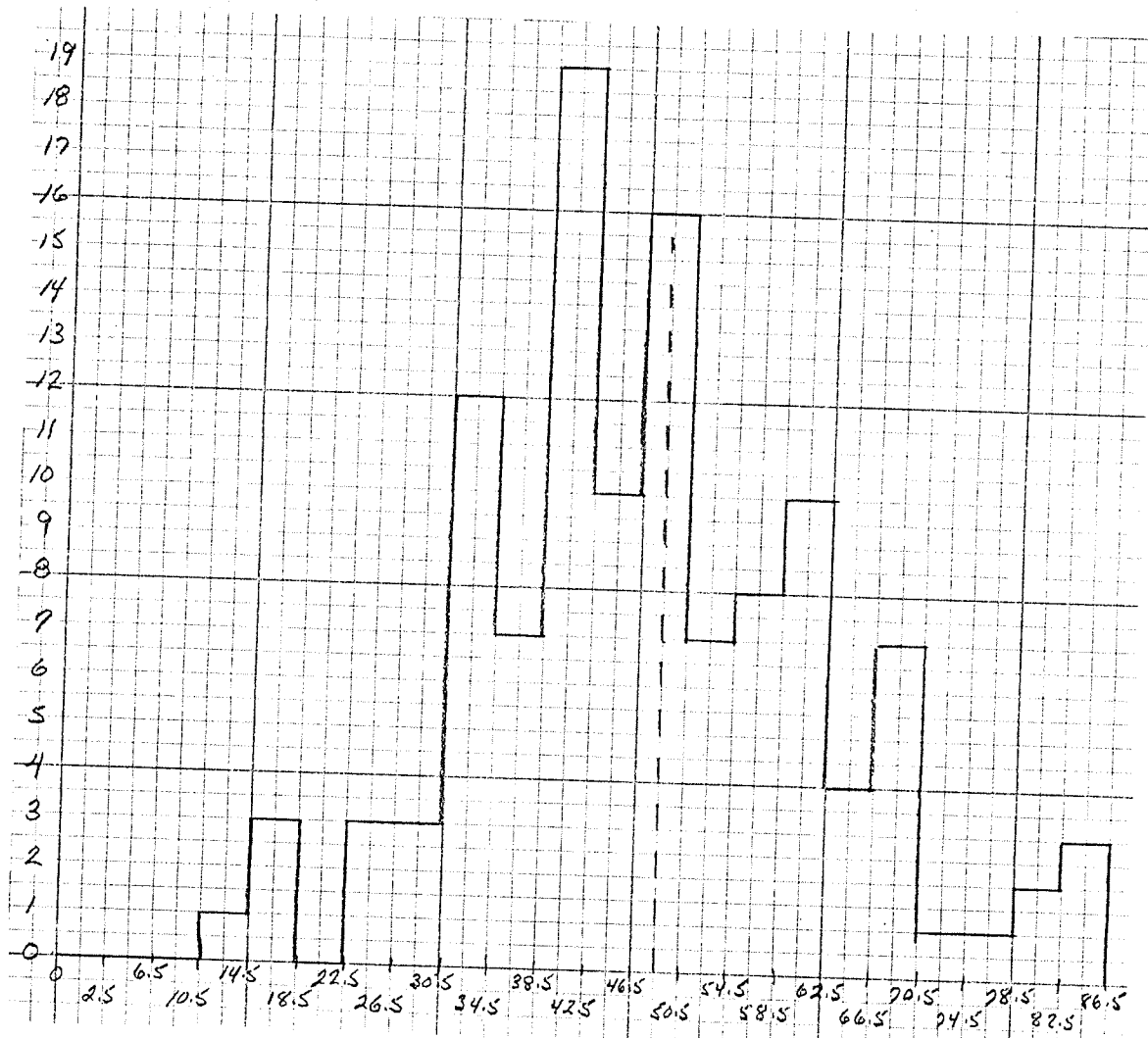
Ratings of adequacy of orientation to professional organizations and responsibilities

Figure 10- Histogram of adequacy of orientation to professional organizations and responsibilities, as measured by beginning teachers



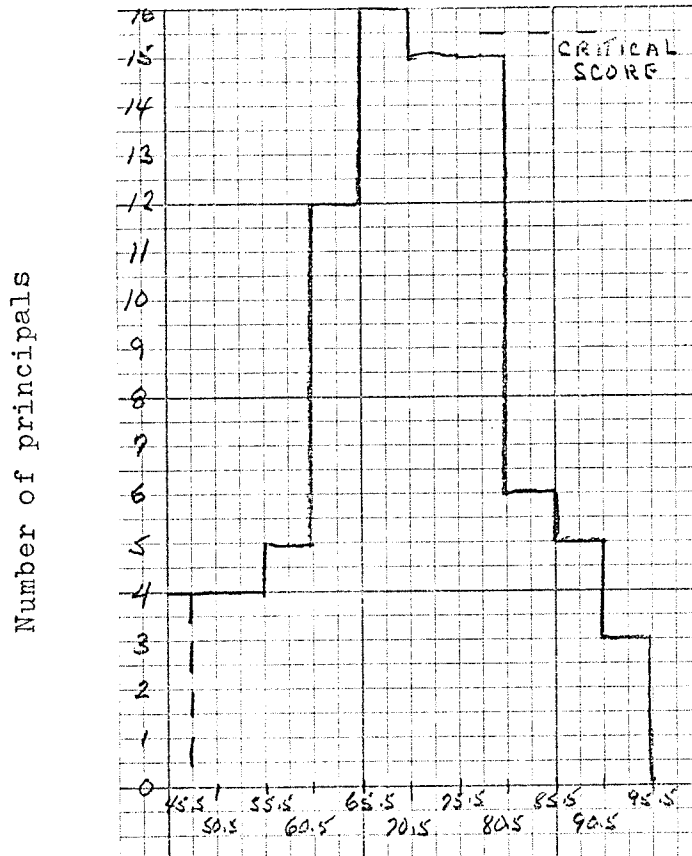
Ratings of adequacy of orientation to community and social expectations
 Figure 11- Histogram of values of adequacy of orientation to community and social expectations, as measured by beginning teachers

Number of principals



Principals' rating of adequacy of the total orientation program

Figure 12- Histogram of adequacy of the total orientation program, as measured by principals



Principals' ratings of beginning teachers' need for orientation

Figure 13- Histogram of principals' ratings of their beginning teachers' need for orientation

II. Additional Tables

TABLE I
RESPONSES CLASSIFIED BY SEX

Respondents	Female	Male	Total
Teachers	56	62	118
Principals	5	81	86
Totals	61	143	204

TABLE II
RESPONSES OF TEACHER-PRINCIPAL PAIRS
CLASSIFIED BY SCHOOL SIZE

Respondents	Less than 10 Teachers	10-20 Teachers	More than 20 Teachers	Total
Teachers	12	26	80	118
Principals	13	22	83	118

TABLE III
 PRINCIPALS AND TEACHERS CLASSIFIED BY THEIR
 RESIDENCE IN OR OUT OF THE COMMUNITY

Respondents	Live In	Per Cent	Live Out	Per Cent	Total
Teachers	78	66.101	40	33.899	118
Principals	60	69.976	26	30.024	86
Totals	138	68.058	66	31.961	204

TABLE IV
 RESPONDENTS CLASSIFIED ACCORDING TO THE RURAL
 OR URBAN LOCATION OF THEIR SCHOOLS

Respondents	Rural	Per Cent	Urban	Per Cent	Total
Teachers	65	55.084	53	44.916	118
Principals	51	59.302	35	40.698	86

TABLE V
 RESPONSES OF PRINCIPALS CLASSIFIED BY YEARS
 OF ADMINISTRATIVE EXPERIENCE

No. of Principals	Years of Experience
33	0-4 years
22	5-9 years
15	10-14 years
15	15 or more years

TABLE VI
 NUMBER OF BEGINNING TEACHERS SUPERVISED BY PRINCIPALS
 AS INDICATED BY INDIVIDUAL PRINCIPALS

No. of Schools	Per Cent	No. of Beginning Teachers
12	14.634	1
37	45.121	2-3
33	40.243	Over 3

N = 82

TABLE VII
 WISHES OF NEW TEACHERS TO REMAIN IN THE SCHOOL AND
 COMMUNITY FOR THE NEXT YEAR

Wish	No. of Teachers	Per Cent
Remain in School	105	87.603
Remain in Community	102	84.297

TABLE VIII
 EXTENT OF PREVIOUS TEACHING EXPERIENCE OF
 BEGINNING TEACHERS

No. of Teachers	No. of Years
2	less than 1 year
12	1 year
3	more than 1 year

N - 17

TABLE IX
NUMBER OF RESPONSES

Population	Teachers	Principals
Possible population	270	270
Population traced	210	137
Questionnaire Returns	140	110
Teacher-Principal Pairs	118	118
Per Cent Response from Population Traced	56.19%	62.77%

TABLE X
A COMPARISON OF PRINCIPALS' AND TEACHERS'
MEAN MODIFIED RATINGS OF ORIENTATION

Respondents	Mod. Mean	Mean Possible	Per Cent
Teachers	30.775	71.900	42.802
Principals	30.840	71.900	42.900