

January 1984

## The First Year of Teaching : A Grounded Theory - Part 1

David Battersby  
*Massey University*

Follow this and additional works at: <https://ro.ecu.edu.au/ajte>



Part of the [Education Commons](#)

---

### Recommended Citation

Battersby, D. (1984). The First Year of Teaching : A Grounded Theory - Part 1. *Australian Journal of Teacher Education*, 9(1). <https://doi.org/10.14221/ajte.1984v9n1.2>

This Journal Article is posted at Research Online.  
<https://ro.ecu.edu.au/ajte/vol9/iss1/2>

time, a time stronger than our effete, self-doubting present, the true Redeemer will come, whose surging creativity will not let him rest..."

(Nietzsche, 1956, p.229) ...the ripest fruit of that tree to be the sovereign individual, equal only to himself, all moral custom left far behind. This autonomous, more than moral individual (the terms 'autonomous' and 'moral' are mutually exclusive) has developed his own, independent, long-range will..." (Nietzsche, 1956, p.191); "Industry, modesty, benevolence, temperance are just so many hindrances to a sovereign disposition, great inventiveness, heroic purposiveness, noble being-for-oneself." (Nietzsche, 1967, p.196). My sketch leans a little to the power side and to that extent fails. However, my purpose is not to give a scholarly and complete exegesis of Nietzschean philosophy, rather it is to show how philosophies such as these bear on education.

3. "The task of those who are for practical purposes rulers, leaders, employers, squires, and guides of the people, should be to take good care where they are going and whither they are leading. But in fact, the words "ruler" and "leader" are not applied to them; they are denied this style and title. The false dogma of equality, so flattering to the weak, results in practice in a chartered libertinism for the strong.  
At no time in history has social elevation carried with it fewer obligations, or actual inequality proved more oppressive, than since the incorporation in positive law of an equality in principle bringing in its train the negation of all the duties that belong to station."

## References

- De JOUVENEL, B. (1962), *On Power*. Beacon Press, Boston.
- NIETZSCHE, F. (1966), *Beyond Good and Evil*. Random House, New York.
- NIETZSCHE, F. (1967), *The Will to Power*. Random House, New York.
- NIETZSCHE, F. (1956), *The Birth of Tragedy and the Genealogy of Morals*. Doubleday, New York.

## THE FIRST YEAR OF TEACHING: A GROUNDED THEORY — PART 1

David Battersby  
Massey University

### Overview

This is the first of two papers detailing the findings from a recent New Zealand study of the socialisation and induction of primary school teachers during their first year of teaching. Background information about this study and the methodology used, as well as a discussion of four of the seven major categories of data to emerge from the study, will constitute the basis of the present article. In the second paper, the final three categories of data will be discussed, along with the practical application the findings have for a wide range of personnel connected with the training and professional development of beginning teachers in Australasia.

### Introduction

Over the past decade, much has been said and written about teacher induction and the first year of teaching. In Britain for instance, the probationary year has been the focus for a number of investigations, while in Australia and New Zealand different types of teacher education Review Committees have been popular and their reports provide a plethora of findings and recommendations relating to the professional development of beginning teachers.

To date, the impact of this decade of inquiry seems to have had little effect on the education, induction and on-the-job training of beginning teachers. In New Zealand for instance, each of these three phases is still undertaken on a haphazard and piecemeal basis; the high drop-out rate of young, beginning teachers from the profession does not seem to have changed substantially; and, educational policy relating to first year teachers also appears to have been largely unchanged and unchallenged. Indeed, the emphasis on the problems of beginning teachers in the New Zealand media (e.g. Waikato Times, 1979), in empirical research and in the popular, novel-like works of Ryan (1970, 1980) and Hannam *et al* (1976) has tended to cast a stereotyped image of the novice teacher as a person who is often ill-equipped to teach and struggles to survive in fitting in to the

school system. This image is reinforced through the publication of hints and tips for new teachers and various induction programme suggestions, such as those listed in the New Zealand Review of Teacher Training (p.91) and the Tisher Report (1978, p.113-114).

Much of the empirical research relating to induction, on-the-job training and the professional development of beginning teachers also is deficient. There has been a tendency to rely on one-shot paper-and-pencil survey and questionnaire techniques to collect information on the experiences of beginning teachers. Indeed, most of the New Zealand studies have adopted this approach, and, like their Australian counterparts, have done so at the expense of longitudinal, observational and case study researches. One outcome of this has been the failure to tap the complexities and dynamics of the everyday life of beginning teachers. Moreover, even those studies which have used or relied on interview and anecdotal data (e.g., Hannam *et al*, 1976; Shaw, 1977) generally have failed in this regard because the data have often been collected in an unsystematic way.

Likewise, the more theoretically-based research in the area of teacher socialisation is deficient on a number of counts. Generally, past studies in this area have been methodologically and conceptually inadequate, and have contributed little to our understanding of the teacher socialisation process. Moreover, theory-building research has been largely unproductive, and in some respects divorced from the very reality it seeks to explain. Indeed, the continued reliance on lock-step, input-output theories and models of teacher socialisation must now be seriously challenged.

The net effect of these and other shortcomings in past studies has been the failure, on the one hand, to provide a comprehensive view of beginning teachers' experiences during their first year in the profession, and on the other to arrive at theory about the socialisation of first year teachers grounded in data and closely tied to the everyday world of these teachers.

It was against this background that the study described in this paper took its objectives, which were to provide an indepth and systematic view of a group of beginning primary school teachers' (N = 38) experiences during their first year of teaching and, more importantly, to derive from this a theory which would elaborate and clarify the process of socialisation for these teachers.

## Background details about the study

The subjects for this study were 38 first year primary school teachers from one North Island Education Board in New Zealand. Two criteria were used in selecting these teachers. First, the teachers had to be appointed to schools which were in a reasonable travelling distance for the researcher (about 20 kilometres); and second, it had to seem likely at the time of selection that the teachers would take up their teaching appointments. The sample of 38 teachers that was chosen according to these criteria was comprised of nine men and 29 women, whose ages ranged from 19-40 years, with the majority of the teachers being 25 years and younger. Two of the men and seven women were university graduates (four-year trained), while the remainder were three-year trained teachers. The beginners were appointed to 23 schools, some of which were in a major provincial city, while others were in small towns and country areas.

Throughout the year the research was carried out, constant contact was maintained with these 38 teachers, and a wide variety of data collection techniques was used. These included structured and unstructured interviews, diary accounts from each of the beginners, observations, telephone conversations, documents and questionnaires. Data were also gathered from the Senior Teachers, Principals, Inspectors and colleagues of these first year teachers.

The collection and analysis of data during the research was guided by the principles of "grounded theory" (Glaser and Strauss, 1967). Briefly, the grounded theory approach to research offers a strategy for handling qualitative data and for deriving theoretical concepts and propositions about the area under investigation (see, Battersby, 1979 and 1981 for further details). After more than a year of intensive fieldwork in the present study, a "grounded theory" had been developed which, on the one hand gave an indepth and systematic view of a group of beginning teachers' everyday experiences during their first year of teaching, and on the other, provided a theoretical framework of seven categories, 23 sub categories (or properties) and 83 propositions relating to socialisation of these teachers. While it is beyond the ambit of this or the following paper to demonstrate how the grounded theory was derived from the data, it is possible to detail fully the codified set of propositions concerning these teachers' induction and socialisation during their first year of teaching, and to link these propositions, via brief discussion, to related research and literature.

In the following presentation, then, there are seven sections, four of which are dealt with in this paper. Each of these sections relates to one of the seven categories of the grounded theory. Within each section, a tabular summary of the category, its properties (or sub-categories) and propositions is given. These propositions have been allocated a level of generalisability - high, medium or low - which is an indication of the strength or 'thickness' of data supporting a particular proposition, and with which it is possible to generalise the proposition to other beginning primary school teachers.

### CATEGORY 1: PUPIL-TEACHER INFLUENCES

The tabular summary of this category and its related properties and propositions is detailed in Table One. (shown opposite)

Table 1  
Propositions on *Pupil-teacher Influences*

PROPERTIES	PROPOSITIONS	LEVEL OF GENERALISABILITY
1.1 Teacher Expectations	<i>By the commencement of the school year first year teachers...</i>	
	1.1.1 Are eager to experience a classroom and a group of children of their own.	Medium
	1.1.2 Have obtained details about the pupils whom they will come in contact with during their first year of teaching.	High
	1.1.3 Are aware that they may have control problems and be unable to handle the difficult pupil during their first year of teaching.	Medium
	1.1.4 Expect to have well-behaved pupils during their first year of teaching.	Low
1.2 First Reactions to Pupils	1.2.1 First year teachers initially react to their pupils in positive terms, e.g., "They're good"; "They're better than expected".	High
	1.2.2 The initial reaction of first year teachers to their pupils is that the pupils are different to what was expected.	Low
1.3 Problems	<i>First year teachers...</i>	
	1.3.1 Encounter control and discipline problems with their pupils by the end of the first month of teaching.	High
	1.3.2 Have periods of control and discipline problems corresponding to times of sickness and illness.	High
	1.3.3 Experience a problem child(ren) in their class, and seek to adopt strategies to cope, e.g., enlisting support from the Senior Teacher.	High
	1.3.4 Meet with critical incidents such as pupils stealing, cheating and using obscenities.	High
	1.3.5 Experience the common childhood illnesses amongst their pupils.	High
	1.3.6 Are worried by the health of some of their pupils.	Low
1.4 Rewards and Satisfactions	1.4.1 Pupils' academic and personal achievements provide a source of satisfaction to first year teachers.	High
	1.4.2 Developing relationships with pupils provides a source of satisfaction to first year teachers.	Low
	1.4.3 First year teachers see the ability to joke with children as a symbol of their confidence in the classroom.	Medium
	1.4.4 First year teachers' in-school sporting activities are beneficial in developing their relationships with pupils.	Low
1.5 The Influence of Pupils	1.5.1 The exigencies of weather influence pupil and teacher behaviour.	Low
	1.5.2 First year teachers have dreams and nightmares about their pupils.	Low

## Teacher Expectations and First Reactions to Pupils

Two themes to emerge from the research and literature on beginning teachers are that not only do they seem to have high, and sometimes unrealistic, expectations about their pupils (Ryan, 1966), but that teacher training tends to foster in student teachers the development of ideal images of pupils (Whiteside *et al*, 1969; Mackie, 1973; Katz, 1974). In seeking an explanation for this phenomenon, Sorenson and Halport (1968) claim that student teachers constantly engage in preservice fantasising about pupils and that this promotes idealism and subsequently causes failure to understand pupils.

There is evidence, in the form of proposition 1.1.4, that beginning teachers may develop certain ideal expectations about their pupils (e.g., expecting to have well-behaved children during the first year of teaching). However, the data from which propositions 1.1.2 and 1.1.3 were derived tend to suggest that the contrary view may also hold; that is, first-year teachers may have some realistic expectations about pupils from having obtained details about them prior to the start of the school year, and from realising that, as beginners, they could encounter control problems and difficulties in handling children during their first year in the profession. To some extent this view is strengthened by the findings of Doyle (1977) on beginning teachers in New Zealand, and more particularly by the work undertaken in the United States by Rist (1974), who comments that:

When a new teacher enters her classroom for the first time, she is not totally unaware of what to expect, nor does she come to the room lacking a set of attitudes and beliefs as to what her functions within the classroom should be (Rist, 1974, P.189).

One implication of the propositions 1.1.2 and 1.1.3 is that the initial interaction between first-year teachers and their pupils may not always result in what Ryan (1966), Mizer (1968) and Crawford (1971) claim is disappointment and shock for beginners. While proposition 1.2.1 can be cited in support of this view, the low generalisable propositions from both the first and second properties of this category can be taken as an indication that some beginning teachers probably do experience shock and disappointment when interacting with their pupils for the first time.

## Problems

The widely held belief that beginning teachers do encounter problems with pupils, particularly during the first months of teaching, is supported by the data on this property. While control and discipline is usually singled out as the most pressing problem facing young teachers (see Dropkin and Taylor, 1973; Marashio, 1971; Fuller, 1974), attention is not often given to exploring beginners' experiences with this problem. For instance, the proposition that beginning teachers' classroom control and discipline could be influenced by their being ill or depressed, has not been recognised in the literature to date.

Besides control and discipline, the propositions of this property make reference to other problem areas involving pupils which may be equally worrying to beginners. In this regard, several factors which have received little mention in the research and literature to date have been highlighted; namely, that first-year teachers may experience, and be influenced by, a problem child in their class, critical incidents such as pupils stealing, cheating and using obscenities and the health of some children in their class.

## Rewards and Satisfactions, and the Influence of Pupils

A number of researchers (e.g., Jackson and Belford, 1965; Haller, 1967; Jackson, 1968; Lortie, 1975; Battersby, 1979) have indicated that pupils not only are a socialising influence on teachers, but that many of the rewards and satisfactions obtained from teaching accrue from interacting with pupils. In more specific terms, the propositions contained in these two properties indicate (a) that pupils' academic and personal achievements, and the development of personal relationships with pupils, provide rewards and satisfactions for beginning teachers; and (b) that first-year teachers are influenced by pupils in a number of different ways as evidenced, for instance, in beginners' dreams and nightmares about pupils, and through the effect weather may have on pupil behaviour.

Excluding proposition 1.4.2, little in-depth consideration has been given by researchers to any of the propositions in these two properties. Proposition 1.4.2., however, tends to concur with findings from the research of Mason (1961) and Sergiovanni (1967), and more recently with a remark made by Hannam and his colleagues (1976):

...satisfaction of teaching, particularly in the early stages, comes from relationships with individual children (Hannam *et al*, 1976, p.111).

## Overview

Eighteen propositions, eight with a high level of generalisability, and five properties constitute this first category on *Pupil-teacher Influences*. In the next section, the tabular summary of the second category of the grounded data, *Parent-teacher Interactions*, is presented and then discussed.

## CATEGORY 2: PARENT-TEACHER INTERACTION

Table 2

### Propositions on *Parent-teacher Interaction*

PROPERTIES	PROPOSITIONS	LEVEL OF GENERALISABILITY
2.1 First Impressions	2.1.1 By the commencement of the school year, first year teachers have gained general impressions about the parents whom they will come in contact with during the first year of teaching.	High
2.2 Finding Out About Parents	By the end of the first month of teaching, first year teachers have...	
	2.2.1 Gained some details about their pupils' parents (e.g., marital stability).	High
	2.2.2 Interacted with some of the parents.	High
2.3 Parent-teacher (P/t) Interviews	First year teachers...	
	2.3.1 Engage in P/t interviews in conjunction with writing school reports on children.	High
	2.3.2 Find contacts with parents during P/t interviews as profitable in providing information on children and children's attitudes to classroom activities.	Medium
	2.3.3 Have disagreements with parents during P/t interviews.	Low
	2.3.4 Find P/t interviews tiring occasions.	High
	2.3.5 Find report writing frustrating and demanding.	High
2.4 Lasting Impressions	2.4.1 Parent feedback is beneficial to first year teachers.	Low

## First Impressions and Finding out about Parents

One deficiency in the research and literature on beginning teachers is that not only have few attempts been made to focus attention on the interaction between first-year teachers and parents, but that little recognition is given to parents as agents in the process of teacher socialisation. The small number of studies (e.g., Haigh, 1972; Lortie, 1975) which make brief reference to parents seem to support Becker's (1953) statement that, to the teacher,

...the parent appears as an unpredictable and uncontrollable element, as a force which endangers and may even destroy the existing authority system over which she has some measure of control. (Baker, 1953, p.140).

The threat of parents over a teacher's authority was evident in this study, to some extent. However, this image of parents as 'always potentially dangerous' (Becker, 1953, p.132) and a threat to the authority system of the classroom was not dominant in the data. Indeed, the general impressions beginners have of parents, referred to in proposition 2.1.1, relate more to knowledge about ethnic origins, socio-economic status and housing conditions of parents. Moreover, the two propositions of the second property indicate that, in gaining details about parents, and in interacting with some of them for the first time, beginners mention little about the dangers or threats of parents.

## Parent-teacher Interviews and Lasting Impressions

Parent-teacher interviews and report writing were two events that all the first-year teachers in the present study engaged in, and in generalising proposition 2.3.1, these may be common events for other first-year teachers. Yet there is a dearth of evidence in the literature, particularly in reports of New Zealand studies on beginning teachers (e.g., Ennis, 1972; Ussher, 1977; Doyle, 1977; Murdoch, 1978), which give account of beginners' experiences with, or reactions to, interviews with parents or writing reports on children (see propositions 2.3.2 to 2.3.5). Haig (1972), a school teacher in Britain who has written about first-year teachers, does lend support to proposition 2.3.2, when he comments:

...teachers have found that some inexplicable trait in a child has been instantly explained by a short chat with parents. All this is in addition to the obvious things which they can tell you about a child (Haigh, 1972, p.54).

Of the other propositions on these two properties, it is interesting to note that little support is given to Becker's (1953) suggestion that parents are an unpredictable and uncontrollable element which presents a danger and a threat to the teacher. In fact, proposition 2.4.1, although only accredited with low generalisability, hypothesises that the feed-back provided by parents, such as a thank-you note, may be beneficial to beginning teachers.

## Overview

From this category of data on *Parent-teacher Interaction*, four properties and nine propositions emerged. Six of these propositions had a high level of generalisability. The lack of research and literature relating to this category was noted in the discussion, along with the observation that little recognition has been given to parents as socialising agents for teachers.

## CATEGORY 3: THE ROLE OF THE PRINCIPAL

Table 3

### Propositions on *The Role of the Principal*

PROPERTIES	PROPOSITIONS	LEVEL OF GENERALISABILITY
3.1 Expectations and Initial Contact	3.1.1 First year teachers have differing expectations of their Principal.	Medium
	3.1.2 By the commencement of the school year, first year teachers have made contact with their Principal.	High
	3.1.3 First year teachers initially react to their Principal in positive terms, e.g., "S/he is friendly", "S/he is easy to get on with".	High
3.2 Interaction with the Principal	3.2.1 Principals frequently visit the classrooms of first year teachers.	Low
	3.2.2 Principals infrequently visit the classrooms of first year teachers.	High
	3.2.3 Principals consider that one of their responsibilities is to provide guidance and assistance to first year teachers.	Medium
	3.2.4 First year teachers have an amicable relationship with their Principal.	High

## Expectations and Initial Contact

There is a general consensus in the literature on beginning teachers that the principal not only fulfils an important role in providing support and guidance for first-year teachers (see Bond and Smith, 1967; Eddy, 1969; Collins, 1969; Davenport, 1971; Ennis, 1972; Wood, 1976), but that he or she also acts as an agent in the process of a teacher's socialisation (see Edgar and Warren, 1969; Lortie, 1975; Ussher, 1975). However, few details are given in the literature on the expectations beginners have of their principal, and on the types of relationships that develop or the conflicts that arise between the first-year teacher and the principal.

On the issue of beginners' expectations about the principal, proposition 3.1.1 suggests that first-year teachers have differing impressions of what to expect. One possible explanation for this lies in the simple observation that principals themselves differ (such as in their style of leadership) and that the rumours and information which often form the basis of beginners' expectations about their principal are probably derived from various idiosyncrasies other people have noticed in this principal. A number of beginners in the present study, for instance, had built up expectations about their principal from what they had heard about him or her from talking to friends at teachers college. Despite these differences in expectations, propositions 3.1.2 and 3.1.3 indicate that first-year teachers initially react to the principal in positive terms (e.g., 'He is easy to get on with'). And, contrary to the view of Hanson and Herrinton (1976), there was no indication that the beginners were made to feel aware of their position in the hierarchical order of the school from speaking or meeting with their principal for the first time.

## Interaction with the Principal

The frequency of principals' visits to the classroom of first-year teachers (see propositions 3.2.1. and 3.2.2) has been reported in the research of Peck (1959), Haller (1967), Lortie (1975) and Hewitson (1976). While the authors of these studies provide evidence which seems to confirm proposition 3.2.2, outcomes from the research of Ennis (1972) tend to concur with the low generalisable proposition 3.2.1. In his investigation of beginning teachers in Otago, Ennis found that 70 per cent of his sample of primary school principals (N = 65) made frequent and informal visits

to the first-year teacher's classroom (Ennis, 1972, p.69). Ennis also offers support for proposition 3.2.3, when he comments that the principals in his sample said that one of their main tasks was to guide and to assist first-year teachers. A similar finding was reported by Davenport (1971) from his study of beginning teachers in Auckland, and more recently by Conner *et al* (1975) in Britain.

While findings from both Ennis (1972) and Davenport seem to strengthen proposition 3.2.4, which hypothesises that first-year teachers have an amicable relationship with their principal, neither of these studies (nor much of the available research) elaborates the day-to-day interactions beginners have with their principal.

## Overview

*The Role of the Principal*, the third category of the grounded theory, contained two properties from which seven propositions emerged. In the discussion, support for these propositions was capable of being drawn from a limited number of overseas and New Zealand studies.

The final section of this paper presents a tabular summary of the grounded theory's fourth category, *Guidance from the Senior Teacher*. (see opposite)

## CATEGORY 4: GUIDANCE FROM SENIOR TEACHER

### Becoming Acquainted with the Senior Teacher

The beginners in the present study seemed to adjust fairly quickly to the idea of having a senior colleague responsible for them, and, indeed, initially reacted positively to this Senior Teacher (see proposition 4.1.2). However, a situation seems to exist, as proposition 4.1.1 hypothesises, where, prior to the start of the school year, beginners may be unaware that one of their senior colleagues will probably be entrusted with responsibility for them during the first year of teaching. While this lack of awareness on the part of the first-year teachers may not cause difficulties either for them or their Senior Teacher, it does suggest that beginners may be entering the profession with little detailed knowledge about the

Table 4

### Propositions on *Guidance from the Senior Teacher*

PROPERTIES	PROPOSITIONS	LEVEL OF GENERALISABILITY
4.1 Becoming Acquainted with the Senior Teacher	4.1.1 Prior to the commencement of the school year, first year teachers are not aware that a Senior Teacher will be responsible for them during the first year of teaching.	High
	4.1.2 First year teachers initially react to their Senior Teacher in positive terms, e.g., "S/he is friendly", "S/he is understanding".	High
4.2 Supervision	<i>First year teachers...</i>	
	4.2.1 Express some dissatisfactions about their Senior Teacher during the first year of teaching.	Medium
	4.2.2 Prefer a different Senior Teacher to the one appointed.	Low
	4.2.3 Have a general feeling of satisfaction with their Senior Teacher.	High
	4.2.4 Receive a remote style of supervision where the Senior Teacher has little contact with them, and makes no real attempt to direct them.	High
	4.2.5 Are satisfied with a remote style of supervision	Medium
	4.2.6 Are dissatisfied with a remote style of supervision	Low
	4.2.7 Receive a close style of supervision where the Senior Teacher regularly gives advice and guidance.	Low
	4.2.8 Are satisfied with close supervision.	Low
	4.2.9 Are dissatisfied with close supervision.	Low
	4.2.10 Experience little variation in the type of, or in their reaction to supervision from the Senior Teacher.	High
	4.2.11 Experience a change in the type of, and/or reaction to, supervision from the Senior Teacher.	Low



role of some people whom they will interact with, such as the Senior Teacher. The significance of this implication, particularly in relation to beginners being unaware about the role of their Senior Teacher, is considerably heightened when reference is made to a number of studies (e.g., Collins, 1969; Fyfield, Taylor and Tisher, 1978; and Newberry, 1978) which highlight the importance of a beginner's supervising teacher in providing guidance and support throughout the first year of teaching.

### **Supervision**

The role of the Senior Teacher in the professional development of first-year teachers is well recognised, as evidenced in the early writings of Waller (1932), and in the research on teacher socialisation carried out by Edgar and Warren (1969), Raggett (1975) and Chafetz (1967), and in various reports of inquiries into teacher induction (see Bolman 1975; Education Department of Western Australia, 1977; Board of Teacher Education, Queensland, 1980). There is, however, a dearth of information in the research and literature which relates to the propositions of this second property on the supervision given beginners by their Senior Teacher.

The first two of these propositions hypothesises that during the first-year of teaching, beginners may express dissatisfactions about their supervising teacher, and that some may even prefer to have a change of Senior Teacher. Hermanowitz (1966) supports the view that first-year teachers share this type of discontent, although he argues, contrary to proposition 4.2.3, that lukewarm and negative attitudes about supervising teachers generally prevail amongst beginners. However, the findings from Davenport's (1971) survey of beginning teachers in Auckland, and the outcomes of similar research undertaken in Otago by Ennis (1972) and Doyle (1977), seem to strengthen the high generalisability of proposition 4.2.3.

On the issue of supervisory style (see propositions 4.2.4 to 4.2.11), there is some agreement in the literature that first-year teachers do receive a remote style of supervision (see Bond and Smith, 1967; Cooper and Sidman, 1969; Ryan, 1970; Lortie, 1975). From this observation, the inference is sometimes made that remote supervision, referred to by Cooper and Sidman (1969) as the 'shotgun approach', is inappropriate for beginning teachers and often frustrates them. However, the evidence from the present study suggests that some beginners are, in fact, satisfied with remote

supervision (see proposition 4.2.1), while others, probably the minority, may be dissatisfied with it (see proposition 4.2.6). The fact that a small number of beginners do receive a close style of supervision (see proposition 4.2.7), and either express satisfaction or dissatisfaction with it (see propositions 4.2.8 and 4.2.9), lends support to an outcome from Canadian research undertaken by Newberry (1978). She reported that the beginning teachers in her sample experienced supervision ranging from unco-operative and detached to that which was extremely helpful.

While there is this dichotomy between close and remote supervision and beginners' level of satisfaction with these two types, propositions 4.2.10 and 4.2.11 indicate that, although some first-year teachers may experience a change in the type of, and/or their reaction to, supervision from their Senior Teacher, the majority of beginners encounter little variation.

### **Overview**

Thirteen propositions, five with a high level of generalisability, were derived from the data on the two properties of this category on Guidance from the Senior Teacher. Each of these propositions was cited in the discussion, along with the findings from the research and literature relating to this particular category of the grounded theory.

### **Conclusion**

The first year of teaching is probably the most crucial stage in a teacher's career, yet the research to date has provided few systematic insights into beginners' experiences during this important year, or has attempted to generate theory which could be used to elaborate and to clarify the process of socialisation for these neophytes. This first of two articles focusses on the results of a New Zealand study which aimed to overcome these two shortcomings of past investigations of beginning teachers. In particular, attention has been directed towards the 'low level grounded theory' to emerge from this study. This theory comprises seven major categories, a number of sub-categories and a lengthy list of propositions relating to the socialisation and induction of beginning teachers. Four categories of this theory have already been elaborated and discussed in the light of relevant research and literature. In the second article, the remaining three categories of this grounded theory will be presented:

*Associating with Colleagues, Inspectorial Visits and Management and Organization Patterns.* This paper will also discuss some of the practical ways in which this grounded theory may be applied.

## References

- BATTERSBY, D. (1979), A grounded theory approach to educational research. *Rescent*. 3, 2, 57-61.
- BATTERSBY, D. (1981), The use of ethnography and grounded theory in education research. *McGill Journal of Education*. 16, 1, 91-98.
- BATTERSBY, D. (1979), The influence of pupils on teacher socialisation. *The South Pacific Journal of Teacher Education*. 7 (1&2), 47-51.
- BOARD OF TEACHER EDUCATION, QUEENSLAND. (1980), The induction of beginning primary teachers. Board of Teacher Education, Toowoong, Queensland.
- BOND, G. W. and Smith G. J. (1967), The first year of teaching. *The National Elementary Principal*. 47, 1, 55-59
- CHAFETZ, M. (1976), The Socialization of Beginning Elementary School Teachers. Unpublished PhD thesis, Syracuse University.
- COLLINS, M. (1969), *Students into Teachers*. Routledge and Kegan Paul, London.
- COOPER, J. M. and SEIDMAN, E. (1969), Helping new teachers focus on behavioural change. *The Clearing House* 43, 301-306.
- CRAWFORD, W. (1971), My first year of teaching (and what I learned). *Today's Education*. 60, 46-47.
- DAVENPORT, J. C. (1971), Most beginning teachers find their work satisfying: heads and staff have important part in training. *National Education*. 53, 579, 351-358.
- DEPARTMENT OF EDUCATION, NEW ZEALAND (1979), *Review of Teacher Training*. Department of Education, Wellington.
- DOYLE, R. M. (1977), Adjustment to the profession. *National Education*. 59, 625, 68-73.
- DROPKIN, S. and TAYLOR, M. (1963), Perceived problems of beginning teachers and related factors. *The Journal of Teacher Education*. 14, 384-390.
- EDDY, E. M. (1969), *Becoming a Teacher*. Teachers College Press, Columbia, New York.
- EDGAR, D. E. and WARREN, R. L. (1969), Power and autonomy in teacher socialization. *Sociology of Education*. 42, 4, 336-339.
- EDUCATION DEPARTMENT OF WESTERN AUSTRALIA. (1977), *The Induction of Primary School Teachers*. Education Department, Perth.
- ENNIS, J. E. (1972), *Guidance of the First Year Teacher*. Unpublished MA thesis, University of Auckland.
- FULLER, F. F. (1974), Developmental self-concerns in new teachers, in Edgar, D. E. (ed.), *The Competent Teacher*. Angus and Robertson, Sydney.
- FYFIELD, J. A., TAYLOR, S. M. and TISHER, R. P. (1978), *The Induction of Beginning Teachers in Australia*, ERDC, Canberra.
- GLASER, B. G. and STRAUSS, A. L. (1967), *The Discovery of Grounded Theory: Strategies for Qualitative Research*. Aldine, Chicago.
- HAIGH, G. (1972), *Beginning Teacher*. Pitman, London.
- HALLER, E. M. (1967), Pupil influence in teacher socialization: a sociolinguistic study. *Sociology of Education*. 40, 4, 316-333.
- HANNAM C., SMYTH, P. and STEPHENSON, N. (1976), *The First Year of Teaching*. Penguin, Harmondsworth.
- HANSON, D. and HERRINGTON, M. (1976), *From College to Classroom: The Probationary Year*. Routledge and Kegan Paul, London.
- HERMANOWITZ, H. J. (1966), The pluralistic world of beginning teachers, in *The Real World of the Beginning Teacher*, National Education Association, Washington.
- HEWITSON, M. (1976), Supervision, rapport with principal, and beginning teacher satisfaction. *The Canadian Administrator*. 15, 7, 1-5.
- JACKSON, P. W. (1968), *Life in Classrooms*. Holt, Rinehart and Winston, New York.
- JACKSON, P. W. and BELFORD, E. (1965), Educational objectives and the joys of teaching. *The School Review*. 73, 267-290.
- KATZ, F. E. (1974), Teacher training as a rite of passage, in Edgar, D. E. (ed.), *The Competent Teacher*. Angus and Robertson, Sydney.
- LORTIE, D. C. (1975), *Schoolteacher: A Sociological Study*. University of Chicago, Chicago.
- MACKIE, M. (1973), *The Beginning Teacher*. Angus and Robertson, Sydney.
- MARASHIO, P. (1971), A proposal for helping the beginning teacher. *The Clearing House*. 45, 419-421.

- MASON, W. S. (1961), *The Beginning Teacher - Status and Career Orientations*. Government Printing Office, Washington.
- MIZER, J. E. (1968), Special feature on the beginning teacher. *Today's Education*. 57, 18-25.
- MURDOCH, R. T. (1978), *Professional Development: The Induction and Education of Beginning Teachers*. Research Report, Christchurch Teachers College.
- MURDOCH, R. T. (1979), *Teacher Induction: The Current Situation*. Occasional Paper No. 11, Christchurch Teachers College.
- NEWBERRY, J. M. (1978), The barrier between beginning and experienced teachers. *Journal of Educational Administration*. 16, 1, 46-56
- PECK, R. F. (1959), Predicting principals' ratings of teacher performance from personality data. *Journal of Educational Psychology*. 50, 2, 70-74.
- RAGGETT, M. (1975), Teachers' professional socialization. *London Educational Review*. 4, 1, 10-18.
- RIST, R. (1974), Planned incapacitation: a critique on how not to teach teachers to teach, in Edgar, D. E. (ed.), *The Competent Teacher*. Angus and Robertson, Sydney.
- RYAN, K. (1966), The teaching intern: a sociological stranger. *The Journal of Teacher Education*. 17, 21, 185-191.
- RYAN, K. (ed.), (1970), *Don't Smile until Christmas*. University of Chicago Press, Chicago.
- RYAN, K. (ed.), (1980), *Biting the Apple: Accounts of First Year Teachers*. Longman, New York.
- SERGIOVANNI, T. (1967), Factors which affect satisfaction and dissatisfaction of teachers. *The Journal of Educational Administration*. 5, 1, 66-82.
- SHAW, B. (1977), *Teaching: First Year Out*. Research Report, Kelvin Grove College of Advanced Education.
- SORENSEN, G. and HALPERT, R. (1968), Stress in student teaching. *California Journal of Educational Research*. 29, 1, 28-33.
- USSHER, J. (1977), *The Occupational Socialization of the Beginning Teacher in New Zealand: Administrative Implications*. MEd Admin. thesis, University of New England.
- WAIKATO TIMES. (1979), Why our teachers are resigning. *Waikato Times*. 23 June, 4.
- WALLER, W. (1932), *The Sociology of Teaching*. John Wiley, New York.

- WHITESIDE, M. T., BERNBAUM, G. and NOBLE, G. (1969), Aspirations, reality, shock and entry into teaching. *Sociological Review*. 17, 3, 339-414.
- WOOD, D. H. (1976). Encouraging new teachers. *Independent School*. 36, 42-43.